

Spirit

WINTER 2006

THE NEWSLETTER OF RICHMOND WALDORF SCHOOL

The Road to Upper Grades

by Lynn Kaufman, RWS parent and BOT member

After extensive research by the Long-Range Planning Committee and thoughtful consideration by the faculty, board and administration, Richmond Waldorf School is pleased to announce plans to launch its upper-grades program in the 2006-07 school year by offering a sixth-grade class. The creation of a strategy for preparing the school community for teaching, housing, facilitating and growing our rising sixth-grade class is well underway in a combined effort between the Long-Range Planning Committee, faculty and administration.

In Waldorf schools, the upper-grades program encompasses the sixth, seventh and eighth grades. The traditional method of expanding a school to include those grades is by adding one year at a time. The lead class moves to sixth grade, then seventh, then eighth and the other classes will follow behind. With thriving enrollment, RWS intends to expand in this way. For the first year, the school will add a sixth grade; in the second, it will offer sixth and seventh; and in the third year (and from then on) we will offer sixth, seventh and eighth grades.

In the Waldorf view, sixth grade is a first step into the adult world. Sixth-grade science includes an introduction

to physics. In history class, the children learn about the transition from ancient to modern history. They learn about the growth of the Roman spirit, which parallels the child's own growing feelings of omnipotence, and then also learn about the fall of Rome and the dangers of excess. In mathematics, the hand and body movements learned in form drawing and Eurhythmy over the course of the previous years is used to study geometry, percentages, ratios and business math. Sixth grade painting progresses into the study of shadows, landscapes and color contrasts. English studies advance with a focus on grammar and more complex reading and writing, while German study continues with the reading of simple texts and translations.

Waldorf schools view sixth grade as a "gateway to preadolescence and idealism. [The children] become more grounded as to who they are and begin to look out into the world to see what it asks of them" (excerpted from the 2004-05 Aurora, New York, Waldorf School Parent Handbook). It will be a goal of Richmond Waldorf School's upper-grades program to help sixth graders find the solid ground from which to prepare for and begin to take on what the world asks of them as they grow. ♦

WINTER

Blow, North Wind, blow,
All the leaves are falling;
Cold, frost and snow
Winter comes a-calling.
Mother Nature sleeps now,
All the earth is bare;
Deep in the ground
she guards her treasures rare.

MARGARET MORGAN



DANIEL R. THIRD GRADE



Barbara Ginsburg



Mike Bogil



Annie O'Neill



Deb Cox

New Season Brings New Staff to RWS

by Ginny Pye, RWS parent

New faculty coordinator, **Barbara Ginsberg**, has had a long career in education with a strong association with Waldorf learning in particular. She was born in Germany, graduated from the University of Hamburg, holds a BFA from Rice University in photography and a PhD in German language and literature, also from Rice. Barbara has fifteen years of experience teaching language at the college level and three years as a teacher of French and German at both Collegiate and St. Catherine's schools here in Richmond. Barbara is a poet, an artist and a gardener.

Our new administrator, **Mike Bogil**, comes to RWS from New York City where he worked for over twenty years as a bond trader on Wall Street. Mike holds a BA in music from Baruch College and has done further studies at the College of Staten Island in corporate finance and economics. For over a decade, Mike has studied anthroposophy. In 2004-2005, he completed foundation studies at Sunbridge College. Mike enjoys hiking, reading, gardening and music and is currently studying the lyre. We welcome Mike and his wife, Jane Ellen Santos, to Richmond.

Amy Farley, new coordinator of development and fundraising, led the largest fundraising drive ever at our school last year as a volunteer. Amy has a background in the performing arts as an

actress, choreographer, acting coach, writer and director. She holds a bachelor of arts in musical theater with a dance minor from Catawba College in Salisbury, North Carolina. She also did post-graduate study in directing and choreography at the University of Mississippi and at Virginia Commonwealth University. Amy and her husband Patrick Farley have two sons, Bryce and Paul, enrolled at RWS.

We are pleased to have our devoted **Debbie Baharloo** back as a lead teacher in the kindergarten program this fall. Debbie began volunteering at our school in 1997 and since then has been in the kindergarten classroom, on the board of trustees, a treasurer of the school and the lead administrator. Prior to joining our Waldorf staff,

"Surrounding children with meaningful, appropriate, nurturing, and active learning affects who they are today in their emotional, spiritual, social, physical and cognitive development, and also carries the seed of tremendous potential for each child's future"

Debbie had sixteen years experience in banking. In 1999, she made a radical career change from an assistant vice president at a bank to a kindergarten assistant at our school. A year later she began teaching our three-day kindergarten class and commenced her three-year, part-time Waldorf Certification Program. Debbie also served as faculty chair during this time, then in 2002 stopped teaching and took up the work of school administrator, continuing through last school year. Debbie considers it a privilege to be back in the classroom again because, as she explains, "surrounding children with meaningful, appropriate, nurturing, and active learning affects who they are today in their emotional, spiritual, social, physical and cognitive develop-

ment, and also carries the seed of tremendous potential for each child's future."

Annie O'Neill, our new first-grade teacher, is a recent graduate of the Eugene Waldorf School's teacher training program in Oregon. She also holds an Early Childhood Education degree from James Madison University. Annie has been a social worker in Alaska, acting as an advocate for abused children at a domestic violence shelter. She enjoys bike riding, contra dancing, crafting and music and plans to be married in July, 2006.

Our new second-grade teacher, **Deb Cox**, taught preschool children at All Saints Catholic School here in Richmond for ten years before joining our staff. She received her BA in English from St. Lawrence University in Canton, New York. Additionally, she is certified in the Education through Ministry program with the Episcopal Church and has studied education at J. Sargeant Reynolds, where she also taught. Before becoming a teacher, Deb lived in New York City for ten years, working in publishing. There she met her husband; they have three children, all in college now. In her private time, Deb enjoys singing contemporary Christian music at her church and spending time with her family.

Our kindergarten assistant in Miss Debbie's class, **Sarah Flowers**, holds a BA in Early Childhood Education from the University of Richmond and a Masters in Early Childhood Education from Fordham University. She became interested in Waldorf education ten years ago when she lived in Spring Valley, New York. She taught for five years in New York and Virginia before her children were born. Her son, James, is in the second grade at RWS and her daughter, Jillian, is a ninth grader at Trinity High School.

Gisela White, our new German teacher, has taught German as an adjunct professor at Virginia Union University in addition to tutoring children privately. Before coming to America eight years ago she was a language instructor in Germany and has a degree from the college at Fachhochschule in Frankfurt. She is the mother of Emma White, a RWS fifth grader.

Melanie Garrell, our new After School leader, holds a Liberal Studies degree from Hollins University. She is an artist and has taught private art lessons in ceramics and collage to adults. Melanie has also worked as an insurance agent, sales executive, title examiner and a nanny. Her daughter, Emma, is a student in Jennifer Fleming's kindergarten class.

Heather Ashton, our new After School assistant, graduated from the College of Charleston in 2003 with degrees in anthropology and environmental science. After graduation, she worked in the education department at the South Carolina Aquarium. After a year, she returned to her hometown of Fredericksburg, Virginia, and found a position as a social worker. She loves to travel and enjoys outdoor activities. Heather hopes to commence her Waldorf training with the possibility of someday being a teacher.

New violin teacher, **Alyssa Evans**, comes to us from Greenville, South Carolina, where she played in the Greater Spartanburg Philharmonic as well as the Winston-Salem Orchestra. She taught violin for eight years and holds a Masters of Music from Bob Jones University. ♦



JOIN US

The Legend of Chess

Friday, January 20
4:00 to 5:00 PM

Hear the story and learn to play chess on Richmond's largest chess board

Fairy Tales and Tall Tales

Told by Richmond Waldorf School Faculty

Saturday, January 21
10:00 AM to 2:00 PM

Both events will take place in the Children's Section at the Libbie Place Barnes & Noble

QUESTIONS:

Please call Richmond Waldorf School at 377.8024

This event is co-sponsored by Richmond Waldorf School and Barnes & Noble.



SAVE THE DATE

Around the World

Richmond Waldorf School's
Annual Auction
Saturday, February 25
7:00 PM at the
Science Museum of Virginia



Please call 804.377.8024
for further information.

"The gumption and initiative shown by many as this adventure develops is heart-warming and bodes well for the future of civilized life."

JOHN MOSES
BOT Member and
an RWS Founder

New Developments in Fundraising

by Amy Farley, development coordinator and RWS parent

Last spring, a group of RWS community members who have experience in fundraising sat down to study the school's fundraising history with the intention of creating a new vision for the future. This new vision was three-fold: we wanted to build on the great fundraising record we already had, use fundraising to help raise awareness about our school in the larger Richmond community, and eventually attract outside, large-dollar donors to our school. To help in this effort, we engaged Suzanne Madison Hogg, a development consultant who has a special interest in small private schools.

Our first goal was to streamline our efforts into four main events: the Annual Giving Campaign, the Holiday Bazaar held in November, the auction in February, and the seminar by Kim Payne on parenting in a stressful society, held in April. The results of these four principle activities were extraordinary.

The Annual Giving Campaign got off to a great start when we secured another fabulous challenge from the BDH Foundation. We surpassed our \$10,000 goal, with the average gift rising from \$226 to \$291. We easily exceeded our 80% participation goal and, when all pledges were honored, were at 92% participation.

Also, RWS grandparents Carol and Earl Ravenal stepped forward to challenge other RWS grandparents and extended family members to become

part of RWS's support network. We are happy to report that this \$5,000 challenge grant was met and surpassed for a total of \$11,000.

Each of these major fundraising events went beyond our expectations by netting financial gain for the school, raising awareness about our school as we brought in new faces, and giving our community opportunities to come together and socialize. Each event was a little larger than those of years past but each kept many of the same traditions we have come to love. The Holiday Bazaar, which for the first time invited outside vendors and therefore a broader public, brought in many visitors and \$2,000 in funds. The Enchanted Evening and Auction, which was a highlight social event for so many of us, raised a record-breaking \$17,800. And last April, master educator Kim Payne offered a lecture for the broader

Richmond community that attracted many newcomers to Waldorf education.

Along with these community-wide events, we also had the opportunity to display information about our school and student artwork at Ellwood Thompson's Natural Market and

at Barnes & Noble. Each of these events succeeded beyond our expectations financially and in spreading the word about Richmond Waldorf School.

As we continue to grow and succeed, philanthropy becomes a greater priority. We came together this holiday season to support families attending Patrick Henry School, a public elementary school in our neighborhood; we helped naturalist Ralph White at the James



River; and the children collected coins and clothing to aid survivors of the tsunami disaster. These worthy causes helped us to remember that while our school has its own needs, we are always engaged in helping those around us.

A reward for all of this was the April 27 front-page article in the Richmond Times-Dispatch, which emphasized how Richmond

Waldorf School supports TV Turnoff Week. The article, with photos of our children in their classrooms, told all of Richmond about the philosophy behind our school and the ways our families



come together in a unique community which responds intelligently to the pressures of today's society.

The Association for Fundraising Professionals explains that development is the process of cultivating relationships and that fundraising is merely the result. The results for RWS have been tangible: a projected total of close to \$60,000 in unrestricted dollars

given. Yet it is of the intangibles that we feel most proud: we continue to grow in commitment and connection to each other, thanks to the generosity of each faculty member, family and friend. ♦



PLEASE JOIN US FOR

An Introduction to Waldorf Middle-School Education

with Guest Speaker
Whitney McDonald

7:30 PM

Wednesday, January 18
at the School



RSVP by noon on January 18 by
calling 804.377.8024 or by email to:
wholechild@richmondwaldorf.com

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THANK YOU TO RWS PARENTS, from the Board of Trustees

by Amy Farley (read aloud at the April Town Meeting)

- For sewing beanbags, capes, tunics and napkins.
- For raking leaves, spreading mulch, building fences and monkey bars.
- For painting walls, making meals, and cutting out sparkly snowflakes.
- For making more cookies for another bake sale.
- For bagging groceries on a Saturday afternoon.
- For building flower boxes and keeping our garden green.
- For crunching the numbers and keeping wayward ferrets in your homes.
- For folding letters, licking envelope flaps, and sticking stamps.
- For dressing up as St. Martin, King Winter, St. Michael, or Jack Frost.
- For making millions of little felt duckies and gnomes or
starting a retail business in your spare time.
- For organizing books and making another flyer for another event.
- For chaperoning at the river, the theatre, the farms.
- For watching someone else's children so that the parent can volunteer.
- For committing your time, your dollars, your energy, your heart.
- And most of all for taking a leap of faith, year after year.
- We are deeply grateful to you all. The school could not survive without you.

VISIT US AT OUR NEW WEBSITE:

www.richmondwaldorf.com

THE RUSH AND PRESSURE OF MODERN LIFE

by Thomas Merton, from
Conjectures of a Guilty Bystander

The rush and pressure of modern life are a form, perhaps the most common form, of its innate violence. To allow oneself to be carried away by a multitude of conflicting concerns, to surrender to too many projects, to want to help everyone in everything is to succumb to violence. More than that, it is cooperation in violence. The frenzy of the activist neutralizes his work for peace. It destroys his own inner capacity for peace. It destroys the fruitfulness of his own work, because it kills the root of inner wisdom, which makes work fruitful.



MADLINE B. FIFTH GRADE

Kim Payne: Nurturing Resilient Children In Stressful Times

by Neil Ohlsson, RWS parent

Let me just come out immediately and admit that I have attended more than a few educational seminars, lectures and workshops from which I have come away feeling, at best, no more enlightened than when I arrived, and worse yet, on occasion, totally befuddled. Sometimes there is a coherent philosophical framework but no clear guidelines for applying the theory in the practical world. Sometimes there are specific practical tools for dealing with specific situations, but without a big picture to suggest a path when we encounter new and unfamiliar parenting challenges. Seldom is there both. The long-anticipated presentation given last spring by author, researcher, counselor and educator Kim John Payne, MEd, was a wonderful exception.

Mr. Payne presented an abundance of thought-provoking evidence that the developmental and emotional problems (allergies, ADHD, obsessive-compulsive disorder, depression, anti-social behaviors) exhibited by so many of today's children and youth are, in fact, "cumulative stress reactions," a form of post-traumatic stress disorder (PTSD) provoked by the relentless barrage of stimuli in their environments. Television and

the popular mass media, over-packed schedules of activities, the clutter of too many material goods, all contribute to an imbalance between "arousal" and "calming" elements of our environment. He maintains that, even in our efforts to educate, we readily fall victim to the notion that education is an "enrichment opportunity" when it should be an "unfolding." By simplifying our lives and homes, reducing clutter and noise (both figuratively and literally) and by making room in our lives for direct personal interaction, we foster good mental health and development in ourselves, our families and our communities.

There is no denying that our world, at times, is a stressful place. In large part, our aim in educating our children is to nurture in them resiliency and emotional intelligence, the capacity to maintain a balance or "flow," in which they are excited and motivated by the challenges and opportunities which life presents them, yet calm and confident in their capacity to meet those challenges and turn them into a life with both personal fulfillment and social value.

Mr. Payne's message is one that deserves and needs to be heard. I hope we will all be hearing from him again soon. ♦



The Rainbow Room, the RWS school store, has CDs available by Kim Payne that compliment this talk and his future book, *The Soul of Discipline*. Please call the school at 377.8024 ext 94 for availability and pricing.

Games Night a Great Success

by Randy Evans, RWS parent

I've always thought that Waldorf education and board games would make a good fit. When Amy Farley, our development coordinator and a fellow parent, suggested we do something to celebrate TV Turnoff Week, I thought a family game night was a natural. From all indications, we were right. On Friday, April 29, a slew of Waldorf children, their parents and even grandparents convened at the school for an evening of fun and board games. As it is impossible to gather more than three Waldorf families without having a potluck, food was brought, tables arranged, plates and cups magically appeared (thank you Parents Association and Betsy Town), and a great time was had by all.

Almost everyone has a preferred game to play. Sadly, often it is not the one you have with you when you want to play it. A gaming night solves this dilemma, since everyone brings favorite games and is eager to share. When you gather enough people (in this case fifty-plus), you are bound to find a ready opponent somewhere in the mix. On this eve-

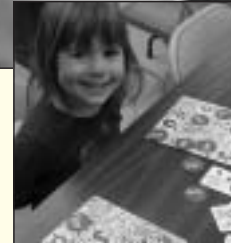
ning, families ate their meals and many of the children enjoyed playing on the playground, but then, bit by bit, we wandered into the gaming room. Little contests started popping up at the tables. By seven o'clock the room was filled to capacity with families playing chess, Set, Gif, Bonkers, Scrabble, and one game having to do with cherries.

The evening even saw the creation of a

new game based on sailing and the *I Ching*. You will have to ask the game's inventor, John Moses, for the rules.

I'm hoping we can make this a reoccurring event.

Second grader and fellow game enthusiast, Caroline Deutsch, has suggested every week. Unfortunately, I don't think the rest of the community shares our level of commitment. Perhaps though, we should plan to get together during the next TV Turnoff week. We don't routinely have a lot of opportunities to play with each other across the generations. Games Night was a great way to celebrate our community. TV could never be this engaging. ♦



FACTS AND FIGURES ABOUT OUR NATIONAL TV HABITS

from TV Turnoff Network [www.tvturnoff.org]

Amount of time average American watches TV per day: **4 hours**

Time spent daily with screen media for US children ages six and under: **2 hours**

U.S. household with 3 or more TVs: **50%**

Americans who always or often watch TV during dinner: **40%**

Time per week that parents and children spend in conversation: **38.5 minutes**

Percentage of four- to six-year-olds who, when asked, would rather watch TV than spend time with their fathers: **54%**

VISIT US AT OUR WEBSITE: www.richmondwaldorf.com

for more photos and information about Games Night and suggestions for fun family games.

TV Turnoff Week 2006 is April 24 through 30. Stay tuned for details on this year's events!

Sprouts Grow at RWS

by Ginny Pye, RWS parent

Last spring brought new growth to RWS with the inauguration of the Sprout program for toddlers and their parents. Two mornings a week starting in April, children aged two and up came to play in the After School room while their mothers learned Waldorf approaches to craft-making and were offered Waldorf-based readings on child-rearing.

The response to this offering was very positive, with more than half of the parents coming from outside our current community.

Sprouts teacher, Heather Jeffrey, and her assistant, After School assistant Molly Hood, were pleased to help the school expand its early childhood program. Heather was "thrilled the school is at a point where we can offer Sprouts as an official program."

Sprouts will offer two sessions this spring, which will meet Monday mornings from 9 AM to 11 AM.

SESSION I: January 23-March 6

SESSION II: March 20-May 1

For registration and additional details, call 377.8024.



Gardening Now Offered at RWS

by Christina Harris, RWS parent and Russian teacher

The biodynamic gardening program began at Richmond Waldorf School last spring and is really starting to blossom. Heather Jeffrey, gardening teacher, brought her love of gardening to the children, who welcomed this new part of their school week with wonder and awe. The very nature of working with others to make something grow was a healing, replenishing force that showed on the faces of the children and sounded in parent's voices as they recounted their child's newfound excitement for gardening.

Biodynamics, a worldwide agricultural movement of the early twentieth century, was brought into form by Rudolf Steiner in 1924. It goes beyond the avoidance of chemicals and "seeks to actively work with the health-giving forces of nature." Biodynamic adher-

ents follow the Stella Natura calendar, which designates where gardening energy and effort should be focused for the day—soil, root, leaf, stem or flower.

Of course, what the children cared about was digging and getting their hands dirty, and then seeing the results of their work. By the end of the year, each class had something to add to a shared school salad. They even planted a strawberry patch to produce fruit in time for Strawberry Day in early June. Adults had a chance to join the children for gardening on Memorial Day as well.

As the children prepare soil, plant, weed and water, they bring life to the whole school. Earthworms can now be found on the playground. And there is even evidence of mice and possum visitors, sure signs that our school is becoming a more inviting place for all living things. A kindergartner asked, "Mrs. Jeffrey, are we going to make the whole playground alive?" It seems the vision of gardening is beginning to take root. ♦



May Faire a Bloomin' Success Again

by Caroline Kettlewell, RWS parent

May was indeed fair, and soft, and all that you could wish for in a spring day for Richmond Waldorf School's May Faire. A celebration of spring, May Faire featured traditional Maypole dancing as well as games, music, crafts, food, and conviviality as the RWS community and family and friends gathered together on the school grounds.

Maypole dancing was conducted under the direction of our multi-talented Gerda Kott. The teachers stepped up first, accompanied by recorder music from the fourth-grade students. Ribbons in hand, the teachers wove and then unwove a complex pattern around the Maypole. Later, the grades students took up the ribbons, each class creating its own unique pattern. When the oldest students danced, the Parent Chorus under the direction of Holly Timberline added harmony, and the children were joined by members of our first class of Richmond Waldorf School alumni, who demonstrated that Maypole dancing,

like bicycle riding, seems to be a skill that once acquired is never forgotten.

Games included the always-popular giant chessboard, courtesy of chess instructor Randy Evans, along with some imaginative and lively competitions held on the front lawn. Fairy cakes topped with delicate flower blossoms proved one of many popular treats from a feast of homemade lunch items. With an abundance of flowers generously donated by area retailers and florists, parent Megan Chase helped the children braid colorful garlands to crown their heads. The Rainbow Room, our school store, moved outdoors for the occasion too, doing a brisk business in everything from knitting needles to juggling sticks, while the craft group's felt menagerie of mice, cats, rabbits and others found its way to many new homes.

Thanks to all, including Mother Nature, for shaking off her recent moody spell, who contributed to making May Faire a true festival of the season. ♦



Mark Your Calendars: **May Faire** at Richmond Waldorf School
Saturday, May 6, 2006 from 10:00 AM to 2:00 PM

JOIN THE FUN! | Please call 804.377.8024 for further information.



Third-Grade Farm Trip to Hawthorne Valley Farm

by Letitia Amey, class teacher

Waldorf Education believes that the experience of being on the land is vital to the development of the whole child. The third-grade farm trip is a turning point for children and their parents. As children approach their ninth year they begin to see themselves as separate from the world around them. They notice the differences between themselves and others and they become more independent. The farm trip is a wonderful opportunity for children to take this step and to find within themselves the inner strength to leave home for an extended time with their classmates and teacher. It was beautiful to witness the transformation that each child made last year at Hawthorne Valley Farm.

Last spring our third-grade class ventured north to New York for a five-day trip with the Charlottesville Waldorf School. Bethany Craig, the third-grade teacher from Charlottesville, and I planned to go together as one large group of twenty-seven students. Brian

Felton, a third-grade parent from our school and Jessica Forman, a kindergarten assistant at the Charlottesville school, joined us as chaperones. After many months of fundraising and planning, the children, their parents and teachers were ready for the journey ahead of them.

Hawthorne Valley Farm is a 400-acre diversified biodynamic farm nestled in the hills of Columbia County, New York. The farm is self-sufficient, relying on its own feeds, manure, and compost. No fertilizers, pesticides or herbicides are used. Rather than just being a technique like organic farming, biodynamic farming is based on a philosophy developed by Rudolf Steiner. The land is treated as a living organism. The farm is surrounded by a community that supports its efforts. Hawthorne Valley's neighbors are a fully established K-12 Waldorf school and a natural-food store that is owned by the farm. Thirty years ago the farm developed a visiting students program, which attracts children from schools throughout the northeast. This program allows the children to actively participate in life on a farm. It also supports the structure and

rhythm of a Waldorf School by setting up a program that reaches the head, heart, and hands of every student.

Our journey began one cool April morning when our traveling companions from the Charlottesville Waldorf School picked us up in a chartered bus. For some of the children it was their first time passing through Washington, DC, crossing the Delaware Memorial Bridge, seeing the Statue of Liberty in the distance, and crossing the Hudson River three times (yes, we got a little lost). After a long ride, we reached the hills of the Taconic Range and arrived at Hawthorne Valley Farm.

After unloading the bus we headed to the dining room for a warm dinner of soup, salad, fresh bread and butter, and apple crisp for dessert. That was just what we needed to nourish our bodies before unpacking and settling into our home for the next five days. We stayed in a very comfortable 19th-century farmhouse. That first night we organized our rooms, made our beds, brushed our teeth, put pajamas on and headed down to the cozy living room for a story and our ending-of-day verses. Each evening the children curled up by the fire and relaxed in this way before going to bed.

The next morning a few children arose at 6:00AM to feed the animals. They returned dirty but happy, as the rest of their classmates were just rolling out of bed. During our stay each child had the opportunity to set up and serve breakfast, lunch, or dinner at least twice during the week. Every day the cowbell rang when it was time for a meal. The children were always excited for mealtime. We ate family style and everyone was asked to try a taste of everything. This did not seem to be a problem because most of the children loved the hearty, healthy meals. After breakfast each day, Bethany and I co-taught the Main Lesson. It was enriching for us and for the children as we shared different circle activities, played our

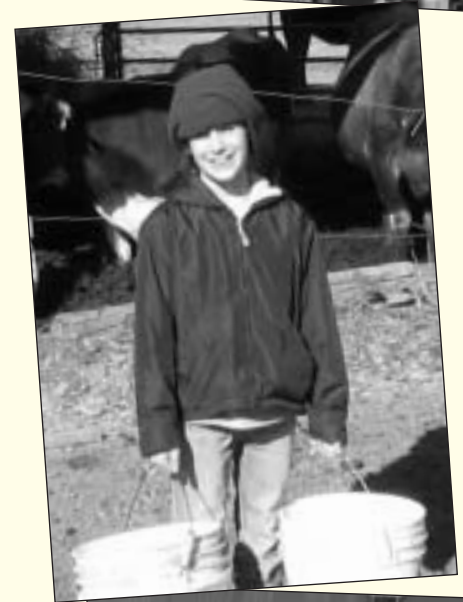
recorders together, and brought Main Lesson to the children in a unique way.

During the week the children worked in groups to do different activities under the directions of the farmers. They cleaned out the barn and mucked the paddock before bringing in the cows from the pasture; rode horses, explored in the woods, made sourdough bread and butter for dinner; worked in the garden, chopped wood and helped prepare dinner. By lunchtime everyone was hungry and ready for a delicious, wholesome meal followed by rest time. This was a very peaceful and special time for the children especially when they received mail from home. Somehow the children received letters from their parents each day!

Later in the afternoon, the children hopped up from rest time and were ready for their afternoon activities. Many of the children loved cleaning out the barn and jumping on the haystacks. Riding horses and exploring were also favorites.

The children joined their teachers on the playground for snack and recess in late afternoon where tetherball became the most popular game. The children also loved walking on stilts, climbing, swinging, and frolicking around like horses and other farm animals. Before dinner the whole group came together in the living room with their teachers. Each class performed a play, shared songs, and wrote letters.

Supper was the lightest meal of the day, but always delicious. The children helped prepare everything. The bread and butter and desserts were particularly popular. Afterwards everyone headed back to the farmhouse and prepared for bed. Mr. Felton built us fires for story time and we all joined in the living room after a busy but fun day on the farm. It was a time that I know they and I will carry in our memories and hearts forever. ♦



Spring 2006 Community Events Calendar

January

18	Wednesday	7:30 to 9:00 PM	Waldorf Education Night: <i>Introduction to Waldorf Middle School Education</i>
20	Friday	4:00 to 5:00 PM	Barnes & Noble: <i>The Legend of Chess</i> (story and demonstration)
21	Saturday	10:00 AM to 2:00 PM	Storytelling at Barnes & Noble: <i>Fairy Tales and Tall Tales</i>

February

2	Thursday	8:45 to 11:00 AM	Prospective Parents Observation Day (Please RSVP)
4	Saturday	10:00 AM to NOON	Open House
8	Wednesday	6:30 to 8:00 PM	First-Grade Curriculum Overview
14	Tuesday	8:45 to 11:00 AM	Prospective Parents Observation Day (Please RSVP)
23	Thursday		Open enrollment begins!
25	Saturday	7:00 PM	Richmond Waldorf School Auction

March

9	Thursday	8:45 to 11:00 AM	Prospective Parents Observation Day (Please RSVP)
10-12	Friday-Saturday		Healthy Waldorf Schools Conference (Baltimore, Maryland)

April

5	Wednesday	8:30 to 10:00 AM 10:15 to 11:30 AM NOON to 1:00 PM	Special Relatives Day Spring Assembly School Tours for Visitors
22	Saturday	10:00 AM to NOON	Open House
24-30	Monday-Sunday		National TV Turnoff Week
25	Tuesday	8:45 to 11:00 AM	Prospective Parents Observation Day (RSVP)

May

6	Saturday	10:00 AM to 2:00 PM	May Faire
11	Thursday	8:45 to 11:00 AM	Prospective Parents Observation Day (RSVP)

June

9	Friday	9:30 to 11:30 AM NOON to 1:00 PM	End-of-Year Assembly School Tours for Visitors
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Please call the school at 804.377.8024 for details and to confirm all events. In the event of cancellation, the school's answering machine will be updated.

www.richmondwaldorf.com

VISIT US AT OUR WEB SITE:

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