



River Valley Current

September 20, 2016 No. 452

*"You can preach a better sermon with your life than with your lips."
-Oliver Goldsmith*

School Calendar

This Week

Wed, Sept. 21 – Fri, Sept. 23

5th Grade to Camp ONAS

Saturday, September 24

7th/8th Grade Workday

Looking Ahead

Thursday, September 29

Michaelmas In-School Celebration

Monday, October 3

No School – Rosh Hashanah

Monday, October 3 – Friday, October 7

3rd grade Hawthorne Valley Farm Trip

Wednesday, October 5

*School Tour 9:00 am
6th grade class trip to New York City*

Wed., October 5 – Mon., October 10

Teaching Sensible Science

Thursday, October 6

An Evening with Michael D'Aleo 6:30 pm

How to Contact Us

info@rivervalleyschool.org
lc@rivervalleyschool.org
bot@rivervalleyschool.org
pc@rivervalleyschool.org

Thursday Indian Lunches

We will be accepting orders for Thursday lunches until Tuesday afternoon at pick up. If you are unable to get your form/s and check in by Tuesday afternoon but still wish to sign up (beginning this Thursday 9/22), please email Barbara Milewski (bmilews1@swarthmore.edu) by Tuesday at 5pm.

October Lunch Menu

The October Lunch Menu is attached to this week's Current. Please return it to the folder on the kitchen door by Friday, September 30th

Afterschool Program begins next week

The fall session of our afterschool program with Mr. Laker will begin next Tuesday, September 27th. Registration forms are attached to this week's Current. Please note: Mr. Laker will be away the middle two weeks of October so there will be no classes during those two weeks.

A Message from the Pedagogical Chair

Dear River Valley Waldorf School Community,

A warm welcome back to school! It has been very warm as a matter of fact, and we are certainly all looking forward to some relief from the heat, with cooler nights and crisper days to come.

In spite of the balmy weather and pesky gnats, it is a wonderful thing to have our community together again. We have some new families (and some new teachers!) and it is lovely to begin to feel the River Valley community re-forming itself. We see ourselves with fresh eyes at this time every year - we begin to associate faces with a classroom, or with a group of children on the playground or adults in the hallway, or we see little faces that resemble bigger faces, and we start to connect the dots and sense the shape and flavor of who we are. These are the individuals who will intersect our days for the next ten months. We have all arrived once again in these wild woods, on this gorgeous bluff, over this mighty river, to share a year of our lives and together deepen our understanding of ourselves, of this moment, and of the children who are stepping into and forming the future.

I have been a class teacher for the last decade, and have served in leadership at the school for the last five years. This year, I am honored to be serving our community as Pedagogical Chair. Because I will continue to hold a class, this is a newly defined position in our community. The sustainability of the position will be reviewed half way through the year, and parameters adjusted as necessary. Your input will be important at that review. For now, I am excited to have the opportunity to work with my colleagues and with the parent body, to facilitate communication and deepen understanding around the classroom and the curriculum. I remain committed to teaching main lesson and language arts in 6th grade. Accommodations to my schedule allow me the time to also offer continuity and communication efficiency by sitting on our Leadership Council, our Teacher Development Committee, and our Strategic Planning Committee. I will be available to meet with parents to answer questions and to assist in finding resolutions to pedagogical issues that touch your children, or affect you as parents. Our communication protocol states that questions should go directly to the source, but if you have taken this first step and have not found resolution, please do not hesitate to contact me at aporter@rivervalleyschool.org. I have time in my schedule to meet during the day, or after school.

Thank you parents - I look forward to a productive year!

Sincerely,
Annie Porter, Pedagogical Chair

Parking Lot Safety

In order to make our parking lot as safe as possible we ask that you adhere to the follow guidelines:

- Please do not park along the curb in front of the school **at any time**. If you are dropping off in the morning, stop to let the children out and then keep moving, do not leave your car even for a minute. **In the afternoon during pick-up, no stopping along the curb is allowed;** buses and vans need to get through.
- No parking is allowed (even on the grass) opposite the parking lot entrance (between the stop signs) where cars need to turn and buses need to get by.
- If you park along the driveway leading up to the school, please park perpendicular to the driveway and make sure your vehicle is **fully off the macadam** and that you and your children **walk along the grass**, not in the driveway.
- Parking across from the front door, and down toward the circle is for small cars only.

There is no parking allowed in the circle near the playground during the day because that area is used during recess. If we all follow these guidelines, we will stop receiving complaints from bus and van drivers and everyone will be a lot safer. Thank you.

From Administration

Family Trip Request Form

Attached to this week's Current you will find the form that needs to be filled out if your family is planning a trip that will cause grade school students to be absent from school. Completed forms may be turned in to the office.

AFTERNOON GARDEN

Afternoon Garden is the extended day program (1:00pm until 3:20pm) for RVWS early childhood students 3 and up. Registration is monthly and is available each day that your child attends the morning program. September & October registration forms are attached to this week's Current. Drop-in use is possible at \$25 per day, when space is available. Please email forms or questions to info@rivervalleyschool.org.

High School Open Houses

Beginning in October many high schools in our area and beyond are holding Open Houses. Here is a list for parents and students who are interested.

Abington Friends School - Open House: Saturday, October 22, beginning at 12:30

Bethlehem Catholic High School Open house Sunday, Nov. 6. email Jpetruzelli@becahi.org

George School Open House: Sunday, October 23, 2016

Registration and refreshments 1:30 p.m. The program will begin promptly at 2:00 p.m.

Registration is required. Please allow time to register at the George School Meetinghouse; registration will open at 1:30 p.m. You may also register for the event through the website

at <http://www.georgeschool.org/admission/meet-us-in-person/admission-events/>

Parking is available at the Fitness and Athletics Center on Farm Drive, across from the Meetinghouse. If you have any questions, please call us at 215.579.6547.

Gwynedd Mercy Academy Open House: Sunday, October 9. 12-3 pm.

High Mowing Waldorf School Open House: October 17.

Kimberton Waldorf School Open House: October 23, at 1 pm.

Lehigh Valley Charter High School for the Arts Open House: Tuesdays, Oct. 25, Nov. 15, and Jan. 5 at 5:45 pm. The program begins promptly at 6:30 pm.

Mercersburg Academy Admission Office cordially invites you to attend one of our Open House events on Monday, October 10 or Monday, December 12 from 9:00 a.m. to 1:00 p.m.

Moravian Academy Open House: Saturday, October, 22, 9-12 pm at the Athletic and Wellness Center on the Merse-Smith Campus.

Solebury School - Main open house: Sunday Oct. 16 - 1-4 pm. Register online. Mini open house: Thursday Dec. 1 2:30-4

Vendors Wanted for the 2016 Holiday Bazaar and Café

We are seeking vendors of hand-made items for our 2016 Holiday Bazaar and Café. Our festive event offers indoor display spaces, optional table rental, delicious food offerings and entertainment. We would like to show hand-made items such as jewelry, ceramics, fabric arts, visual arts, etc...

The sale will be held at the school on November 12th from 10:00 to 5:00. We extended the sale by 2 hours to allow for more shopping time!

If you are interested in vending, please fill out the vendor agreement at the end of the Current. You may leave it in my mailbox in the office or mail it to school to my attention. If you sign-up by October 10th, your name will appear on the event advertisement.

Stephanie Spencer

Development Coordinator (sspencer@rivervalley.school.org)

Department of Human Services Launches Improved CHIP website

The Department of Human Services (DHS) has launched a new-and-improved website for the Children's Health Insurance Program, better known as CHIP. The new site will help CHIP efficiently provide health care to Pennsylvania's children by making it easier for families looking for health coverage for their children, CHIP recipients, and providers to access important information.

The updated, user-friendly site contains a county coverage map, found under Find CHIP Coverage, that improves the ease with which an individual can find the insurance companies available in their area. Social media is also predominantly placed so users can find information about other DHS service offerings and benefits.

CHIP is Pennsylvania's program to provide health insurance to uninsured children and teens who are not eligible for or enrolled in Medical Assistance. Nine out of 10 CHIP parents report satisfaction with their child's health plan, and 96 percent received an appointment for check-ups and vaccinations as soon as they wanted.

"There are a lot of reasons kids might not have health insurance - maybe their parents lost a job, don't have health insurance at work or maybe it just costs too much. Whatever the reason, CHIP may be able to help," said Dallas.

To view the updated website (available in both English and Spanish), please visit www.chipcoverspakids.com.

Educating Forward: Progressive Learning Models in Princeton Thursday, September 22 at 7 PM - 9 PM, Rider University

What can learning look like? How can different approaches to education better meet the needs of children today? What does "progressive" education mean in 2016? As part of this public forum, panelists representing five Princeton-based independent schools and learning centers will explore these questions and more, with ample time for questions from the audience.

The first event of its kind to be held in Princeton, this discussion panel invites the conversation around diversity and freedom in teaching and learning, which in our country may find its fullest expression through nonprofit, independent options.

Panelists from Princeton Friends School, Princeton Junior School, Princeton Learning Cooperative, Princeton Montessori School and Waldorf School of Princeton will discuss common features and differentiating aspects not only of the Waldorf, Montessori, Reggio Emilia, and Quaker models, but also the more recent, self-directed opportunities that are flourishing in our area, one of the country's most competitive educational landscapes.

Moderator Marue Walizer has spent a lifetime in education, as a teacher, advisor, author, and consultant. Among her many roles, she served as Senior Consultant for School and University Collaborations at The Woodrow Wilson National Fellowship Foundation in Princeton, as well as Director of the Program in Teacher Preparation at Princeton University.

This event is free and open to the public, and is especially designed for parents and educators as well as anyone interested in education reform. For more information, please contact Jamie Quirk, 609.466.1970, x115, or jquirk@princetonwaldorf.org.

Thank you

A special thank you to David Goldstein for "tidying up" our playground.

From the Faculty

What the Children are Learning:

First Grade – Form Drawing
Second Grade – Language Arts
Third Grade – Language Arts
Fourth Grade – Norse Myths

Fifth Grade – Geometry
Sixth Grade – Rome
Seventh Grade – History-Age of Exploration
Eighth Grade – Physics

Chickens at RVWS

As we welcome the chickens back this year, please note the chicken coop is just for the chickens. This coop is their 'bedroom' or private space and please help keep the children out of it. The new solar door opener system is sensitive and we don't want to put the chickens in danger of being left unprotected at night.

Thank you, Melanie Niemczura and the 3rd Grade class

From the Community

Bed for Sale!

Twin size with cabinet style headboard and trundle storage. All wood, warm brown stain. Sturdy construction. Pottery Barn. Dimensions - 77" (h) x41" (w) x91" (l) Mattress not included. Pictures available upon request. \$250 obo call or text Annie - 203-556-2162

LARGE TREASURES SALE

204 Island Road, Kintnersville, PA
Saturday, October 1 & Sunday, October 2, 10AM - 4PM
Antiques, vintage jewelry, old books, original art, picture frames, tons of beautiful fabrics suitable for crafters, quilters, country home decor and much more!!

Yoga Loka

Meditation for Complete Beginners with John Fagan
A 5-week session starting Tuesday September 20th at 8:05 pm

Trauma and Tension Relieving Exercises Group session with Bonnie Pariser
Wednesday 9/28, Friday 9/23. Session runs from 11:00 am- 12:00 pm

Introduction to Yoga Level 2 with Deb
Mondays 7pm-8:15pm. Begins Monday 10/17-11/14
Learn as much as you can in this workshop format.

Family Yoga 4 week session with Alli
Fridays 11:15am-12:15pm. Begins 10/14
When we practice with our family we get to share our super powers with the people we love.

Sound Meditation with John Muraco
Saturdays 6:30pm-7:45pm. Begins 10/22/2016
A guided breathing practice will be followed by the sounds of crystal singing bowls.

TRE and Meditation
Sunday 11:45-12:45, 10/16/2016 and 10/30/2016.
Wednesday 11:00am-12:00pm 10/19/2016
Tension and Trauma Releasing Exercises de-stresses your body and quiets your mind.

For more information please visit www.Yoga-Loka.com

Kundalini Yoga Beginner Series, with Felicia Holtz

Begins Tuesday 9/27 at Quantum Light Community Center in Pipersville PA.

Kundalini Yoga is considered "The Yoga of Awakening." Each class will provide meditations and kriyas (a series of poses and breathwork to provide a certain result). Handouts for each class will support the class theme. "Normally when you do a good set of Kundalini Yoga, it extends you. It is very good to get extended because you can use that energy for days and days." Yogi Bhajan

Eight Tuesdays from 9:30 AM -10:45 AM beginning 9/27 – 11/15 Series fee: \$88, drop in \$16
Quantum Light Community Center, 7137 Old Easton Road, Pipersville, PA, Suite 102, Pipersville, PA

Week 1: Connecting to Breath to Relieve Stress and Build Vitality

Week 2: Form and Alignment- Navel Intelligence and an Open Heart

Week 3: Strengthen the Nervous System

Week 4: Meditation and the Mind

Week 5: Yogic Anatomy 1-Chakra System and Human Talent

Week 6: Yogic Anatomy 2-The Ten Bodies

Week 7: Glandular Function-Activate the Inner Pharmacy

Week 8: Release Unhealthy Habits and Develop Discipline

St. Luke's UCC Rummage and Bake Sale

Thursday & Friday, September 29 & 30, 10 am-8 pm,
Saturday, October 1 – Bag Sale All Day 9 am-4 pm.

Sale will take place at the building located at the intersection of Routes 412 & 611 in Ottsville.

Donated items welcome there from Sept. 12-26th. Or drop off items on the porch at the schoolhouse of St. Luke's UCC Church on Durham Road. No computers or TV's please.

For info call: 484-357-5247 or 215-479-2724.

After-school Art Classes

This fall at The Paperboat and Bird Art Studio we will use a variety of media and techniques to explore art making in our after school classes. Starting with an idea or concept and getting lost in the process of making is the intent. I want to create an environment where artists can make mistakes, take chances, and wander off course to find their way into their own creativity.

Classes will be held on Wednesdays

Sept. 21 – Dec. 7 (10 weeks) (No Class 10/12 & 11/23)

Ages (8-11) 4:00 - 5:30. Ages (12-15) 6:00 - 7:30. \$200

21 Risler Street (Rte. 29), Stockton, NJ 08559

609-397-2121

To Register: email Kelley Roberts at

paperboatandbird@comcast.net

www.paperboatandbird.com,

www.facebook.com/paperboatbird

A Weekend Retreat

Let Your Life Speak, Listen to the Sound of Other Lives

October 14, 2016 6:30 PM until October 16, 2016

Location: Kirkridge Retreat Center. Contact: Kirkridge <http://www.kirkridge.org/>

The weekend will inspire us toward embracing important life transitions and deepening dialogue with friends, colleagues and family. The work of Rudolf Steiner and Parker Palmer, *Courage to Teach*, are bridged this weekend. Human beings experience life cycles, reflecting nature's rhythms of day, week, month, year, decade, and century. Tune into seven year phases to get a deeper understanding of your destiny, mapping the encounters of your life, seminal meetings, transformative experiences, and important, perhaps forgotten stories from childhood, adolescence, early and late adulthood. At the same time, learn about creating Circles of Trust, by practicing the art to listen to others. Artistic exercises will engage us in conversation in new ways, growing meaningful relationships in a short time. Listening to what your life tells you is filled with surprises. Treat yourself! Get closer to nature, how it walks inside you and how you walk in nature's woods. Join us, you will not regret it!

Kirkridge Retreat Center in the Pocono Mountains, Bangor PA, provides a beautiful setting for study, great food, and as it located on the Appalachian Trail, walking paths are plentiful. <http://www.kirkridge.org/>

Patti Smith, Ed. D., *Courage and Renewal* Facilitator, Center for Biography and Social Art, Board Trustee where she develops programs for using biography as a source of meditation and self-discovery. She is the co-editor of *More Lifeways: Changes in Family Life in the '90's* and *Service Learning: Students at the Heart of Learning*, as well as the documentary, *Taking a Risk in Education:Waldorf Education in Public Schools*. She is a devotee of walking and hikes in nature every day to restore her sense of humor.

Jennifer Brooks-Quinn is an adult educator and a biographical counselor with a private practice in Spring Valley, NY and New York City. She is also a Waldorf teacher. She has been the director and co-director of Foundation Studies in Anthroposophy at Sunbridge College, in NY and the Brooklyn Waldorf School. She offers courses workshops and retreats in Latin America, China and the US.

See more at:

<http://www.kirkridge.org/index.cfm?e=event&eventId=24745&rDate=1476424549#sthash.X7u9JlqZ.dpuf>

Move-Making!

An Introduction to the world of creative theater for 8-12 year olds

Join Muck and Gold and discover how our clever, funny, thinking body leads us to new worlds of creativity as we explore the elements of dance and theater improvisation to create our own mini works of art.

10 Tuesdays, October 11th - December 13th
4:30-6pm, Stockton, NJ at Paperboat and Bird studio
for details and registration, visit muckandgold.com

1/4 Size Violin Free to a Good Home

We received it from Miss Joyce, former RVWS kindergarten teacher. All she asked was to pass it on for free. That is our request also. Pass it on when your child outgrows it. Ed and Lisa George
edbillgeorge@yahoo.com 908-995-4083,

House Mate Needed

Kids are gone and gone. Big old house on the canal in UBE, PA. Beautiful walks on the towpath & into Milford, across the bridge. Large kitchen, laundry privileges. No smoking/No pets. \$500/mo. Call (610)-982-9074

A Knight Visit to 7th Grade

As part of their study of the middle ages, 7th graders visited with a knight in full regalia portrayed by 3rd grade parent David Goldstein.



From Education Week (edweek.org)

Does More Time on the Playground Equal Success in the Classroom?

By Marva Hinton

Some schools in Texas are going against the grain when it comes to recess. Instead of cutting it out like many districts do in order to spend more time on core subjects, they're adding additional recess periods.

Six elementary schools in the state are participating in the LiINK (Let's Inspire Innovation 'N Kids) Project, a research study on the effects of kids having multiple recess periods a day.

EME monkey bars.JPG "I tell parents all the time that kids are not hardwired to sit still all day," said Bryan McLain, the principal of Eagle Mountain Elementary in Fort Worth, Tex. His school implemented the program this academic year for students in kindergarten and 1st grade. Second graders are set to participate during the 2016-2017 school year. Students in the program have four 15-minute recess periods a day.

That's certainly not the norm in schools across the country. The National Center on Education Statistics reports that in 2005 the majority of public elementary schools had recess with 55 to 66 percent of them offering it once a day. But many experts believe those numbers may be lower now as the emphasis on high-stakes testing has increased.

In Florida, some moms who are upset about the loss of any time for recess pushed the legislature to mandate it by law. Their effort failed. The measure passed in the state house but never got a hearing in the state senate.

The group was asking for a total of 20 minutes of recess a day.

Debbie Rhea said that's not enough. She holds a PhD in education from the University of Houston and works at Texas Christian University where she's a professor in kinesiology and the associate dean for research and health sciences. She also runs the LiINK Project.
Sedentary Kids

"We are sitting our students in the seats way too many hours of the day, so we're creating very sedentary kids," said Rhea.

She said that has negative implications for physical fitness and socialization.

The American Academy of Pediatrics agrees, calling recess a "necessary break" from academic work that offers "cognitive, social, emotional, and physical benefits."

Rhea said her work so far with LiINK has proven that. Schools participating in the program offer students four 15-minute recess periods per day, two before lunch and two after. This is only implemented after teachers and administrators have been trained extensively in the program, which is modeled on the way elementary schools operate in Finland. Right now, the program is in place in four public elementary schools and two private elementary schools in Texas. But there are plans to expand it to schools in Oklahoma and across the country. Ten more schools are expected to start the program in the fall. The program also includes a character education curriculum, which the teachers lead three times a week for 15-20 minutes each time.

Schools that participate in the LiINK Project offer recess that is unstructured, outdoors, and kid-centered.

"Meaning that the teacher doesn't set up the rules for the kids, and they don't set up games for the kids" said Rhea. "What recess does is it gives them that time to socialize. It stimulates brain function. It builds their bodies. Emotionally, they're less stressed and less anxious as a result."

And, she said, those benefits carry over once students leave the playground.

Classroom Benefits

"When they come back to the classroom, they're much more focused, much more on point and ready to take in material," said Rhea. "They do better on tests. They do better on everything when they have that."

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McLain said office referrals are down at his school, and parents and teachers like the program, despite some initial concerns about the loss of class time.

"What we have found is that our instructional time has actually increased," said McLain. "The time that might have been focused on redirecting students or re-teaching because of misbehavior now we don't have to do that because the kids are more focused."

The program is only three years old, and Rhea is still collecting data. But, she said, so far she's seen positive results across the board.

"It doesn't matter about race, doesn't matter about economics, doesn't matter where they live," said Rhea. "All of them are improving. It's changing their focus dramatically."

Planting the Seeds of Waldorf Education in Iran

By Leila Alemi

On Monday, August 15 the small lecture hall of the Children Book Council of Iran in Tehran became filled with enthusiastic people who had gathered from near and far to hear a report about Waldorf education. The lecture hall is built to fit about 50 people but that day more than 130 people showed up with keen interest to learn about this approach to education. Therefore, not only the lecture hall, but the whole space (which is not very large) was filled with people. The audience formed a wide range of experts from class teachers, school administrators and principals, parents, librarians, children's book specialists, and owners of various children-related initiatives in Tehran and Karaj.

This was going to be my first public presentation about Waldorf education in Iran. When I graduated from Antioch University New England's Waldorf education program in 2014, I had the support and sponsorship of Highland Hall Waldorf school and was hoping to be able to join the team of faculty at that school. However, life had other plans for me. I was not able to get a work visa and had to return to my home country, Iran. However, I had the invaluable experience of working at the early childhood section of Rudolf Steiner School of Ann Arbor for a year (2014/2015) and was very grateful for that.

During the days ahead of the event in Tehran, I was eager and a little nervous, since I did not have an idea if anyone would be interested to attend and hear my speech. The theme was "Waldorf education's approach toward the Arts and Literature". This was an appropriate theme for an audience whose passion was to connect arts and literature to education of children. My own passion for this speech was to bring about the concept of inner freedom and independent individuality from an Anthroposophical point of view and speak of the role of arts and literature in cultivating this inner freedom. It is my life's passion to awaken a conscious understanding of individuality in hearts and minds of people who show an interest in hearing about Waldorf education or Anthroposophy in Iran. I believe that the way towards a better future for this nation is to become conscious of an urgent need to cultivate independent individuality in children and young adults so that they can keep up with the world's evolution.

In my master's thesis for Antioch I worked on this concept and investigated this question: To what extent do the younger generation of Iranians (children born after the revolution on 1979) are aware of their independent individuality? My research showed that this awareness is very low in Iranians in general and in this generation in particular. I found that the nation's old social order has had a definite role in forming the worldviews and personalities of individuals.

Iran or Persia as it was called in ancient times has seven thousand years of recorded history and was among the first civilizations that developed urban life and social order. The ancient civil social order functioned appropriately over centuries and millennium. In this order, three major sources of authority were the decisive decision makers for individual human beings. These sources were: Elders of the family, religion and the state. Each and every person was required to surrender to these authorities. This form of social order seemed to work until the end of the Golden Ages of Islam and beginning of Safavid dynasty. However, after the end of the Golden Ages major changes

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occurred in the consciousness of humanity as a whole. From that time onward, the evolution of humanity became dependent to cultivating independent thinking and forming individual understanding of the world. In Iran, however, the old social order remained and continued to reign over people's lives until the present time.

Now, at a time when the evolution of human consciousness prompts independence, individuality and inner freedom in human beings, Iranians need to set themselves free of the outer authorities and begin an inner and outer journey to connect to their unique inmost essence.

In this speech my goal was to relate this view of individuality to Waldorf education's approach to the arts and literature. Douglas Gerwin's article in the fall/winter 2011 issue of the *Renewal* helped me greatly in forming my speech. In that article named "The Soul and Substance of Waldorf Teacher Education" he speaks of three levels that any Waldorf teacher has to practice in order to be ready to teach at a Waldorf school. The first and most important level is undertaking rigorous self-development. For the ultimate purpose of Waldorf education is to help each child go through a process of self-transformation. And this self-transformation can only be practiced on oneself (by the child). However, the child needs to be guided in this process and only adults who are continuously engaged in self-development themselves can be proper guides.

The second level is studying of human development in general and from an Anthroposophic point of view. This is extremely important and Steiner has spoken about it in many of his lectures and books. An education would only be valid and efficient if the teacher is aware of the general and archetypal levels and layers of human development. The third level is the art of teaching itself. The first and second levels are the foundations and the most essential aspects of an art of education based on Anthroposophy. One can recognize the importance and the great emphasis on knowing the human being in general as well as each particular child, as well as preparing the space for going through self-development and self-creation in the process of education.

This article enlightened my mind and helped me to explore how the arts and literature serve the essence and main goals of Waldorf education and at the same time relate this to my own passion about inner freedom and individuality.

Finally, the day of the event arrived and I began my speech by introducing Rudolf Steiner and the first Waldorf school in Stuttgart. I then touched upon Steiner's ideas and worldview in relation with individuality and inner freedom. I used the term "The Philosophy of Freedom" to briefly introduce Steiner's teachings about self-development and inner freedom.

Then, I turned my focus to the role of the arts and literature in the process of self-development as well as preparing a continuous and steady opportunity for each entrusted child to go through this process in her own unique pace and way. Practicing the arts stimulates, fosters and deepens this self-transformation in two ways: Engaging with the arts takes one on a journey inside. A journey that helps one experience one's inmost feelings, soul characteristics, emotions and thoughts. This inner journey occurs at various levels depending how far the person has gone on this life-long journey. A journey that sheds light on the core and essence of a person. That core is unique for each human individual and is to be known during a life time so that the individual can experience a personal understanding of the self, world and of existence and come to an independent judgment of the world. This journey occurs in a unique way for each human being and the practice of arts can provide this opportunity for them.

The other magical function of the arts is providing the opportunity for creative, unique creation. Each child in a Waldorf school experiences artistic creation from a very young age. This process remains tremendous transformational influence on the child's willing, feeling and thinking abilities. It shows the child that she can transform her ideas to something real and existing. It shows her that she can transform evil into good (beauty) and create. This is specially needed in Iranian individuals. I often encounter with people who have fantastic ideas and wishes which never turn into reality. They get inspired, come up with wonderful ideas but simply do not have the capacity to connect their willing to their feeling and thinking and enter the process of creation. The result of this lack of connection can be clearly seen in the way people lead their lives. They prefer to cover up what they really are (or can be) because they don't know how to be it. They lack the capacity (the willing) to be their own selves. Therefore, becoming aware of this magical function of the arts can result in great changes in self-development and self-creation of adults and children in Iran.

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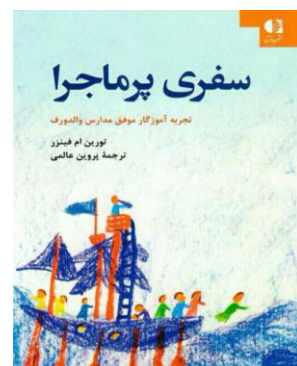
Literature offers a similar process. It creates an opportunity to experience universal human feelings such as happiness, anger, envy, fear, suffering, grief, instability and so on. However, each individual experiences them in a unique and personal way. This experience leads to gaining an individual understanding of the world and of human as an archetype.

Engaging with the arts and literature enriches the inner treasure of concepts and archetypal human feelings, as well. This enrichment forms a crucial, lifetime reference for the person to trust in and to refer to.

In the other part of my speech I introduced various arts that are practiced in Waldorf curriculum and spoke briefly about when, why and how each art is introduced and practiced at a Waldorf class. I then touched upon Waldorf approach toward literature and introduced the types of stories that are brought to the children at different ages and developmental levels.

To my amazement the audience stayed, listened and took notes carefully despite the very hot room temperature, lack of enough space (more than half of the people didn't have a place to sit and many of them could not even see me while I was speaking). After I finished speaking it was time for question and answer. Although our time was over (I had spoken for two hours), almost all of the people stayed for the question and answer section and asked many questions for another hour and finally we all had to wrap up the questions and leave because the Book Council staff wanted to close the doors and go home after a long day of work.

This event had another high point. As well. After almost two years the process of publishing the book 'School as a Journey' by Torin Finser, translated by me to Farsi ended and the book was officially published and ready to be read exactly one day before the event. Therefore, we were honored to unveil the book at the event as the first reference book about Waldorf education in Farsi (the language spoken in Iran). The book has been welcomed cheerfully by many people who would have loved to know about Waldorf education and would not have found any book in Farsi to read. People read and introduce it to each other and so it is being known about in near and far.



My hopes for the future of Waldorf education in Iran: Several individuals have contacted me after the event and have asked for workshops or just have let me know of their interest to join me in my path toward establishing Waldorf education in Iran. At the present time one school for disadvantaged Afghan children who live in Iran has begun to transform its system toward Waldorf education and one other center for early childhood education has requested to begin a joint project to adopt the Waldorf approach in their educational system.

My hope is that I can provide services such as workshops, lectures, translation of Waldorf resources and help schools move toward Waldorf education or adopt aspects of it in their curriculum. I hope that my country can join the world-wide family of Waldorf education and be part of this universal movement for bringing peace, love and inner freedom to human beings.

Leila Alemi translated Torin Finser's '[School as a Journey](#)' into Farsi. The title of the book in Farsi is 'An Adventurous Journey' and it is the first reference book about Waldorf education that has been translated into and published in Farsi.

**2016-17 After-school Program
Fall Semester Registration Form**



Our 2016-17 Fall After-school Program will begin on September 27th. Josh Laker is ready once again to challenge and entertain RVWS grade school children. Below is a description of activities that will be held on each day.

Classes will be held on Tuesdays, Wednesdays and Thursdays from September 27th through December 15th. **Dates are listed next to each class because the program will not be held during vacations, assembly days and early dismissals. Please Note: Mr. Laker will not be here during the middle two weeks of October.** The cost is \$20 per class with a \$10 materials fee for the session.

Tuesday – Games, Drama, Challenges and Puzzles, Crafts, Outdoors

(September 27, October 4, 25, November 1, 8, 15, 29 December 6, 13)

9 classes - \$190

Park bench, improv, Dinner party, dramatic reading, hunter, Mafia, storytelling, treasure and scavenger hunts, simple ball games, group challenges, nature art, cooperation puzzles, hand and nature crafts if desired, etc.

Wednesday – Sports and Running Games (5th grade and up)

(September 28, October 5, 26, November 2, 9, 16, 30, December 7, 14)

9 classes - \$190

Any and all sports, indoor and out, four square, battleship, shark attack, capture the flag, flag tag, handball, wall ball (big and small), indoor Olympics, obstacle courses, etc.

Thursday – Cooking and Crafts

(September 29, October 6, November 3, 10, 17, December 1, 8, 15)

8 classes - \$170

Baking bread (especially in the outdoor wood burning oven) pasta, tomato sauce, pickling, desserts, bagels, pizza, sushi, etc. These are just some of the things that were and could be done again, it will be tailored to students' desires.

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Child's Name _____ Child's Teacher _____

Parent's Name _____

Parent's Phone Home: _____ Work: _____ Cell: _____

I would like to register my child for the following After School Program(s):

- | | | | | |
|--------------------------|--------|-----------|---------------------------------|------------------------|
| <input type="checkbox"/> | Tues. | 3:30-5:30 | Games, Drama, Challenges | <u>\$190.00</u> |
| <input type="checkbox"/> | Wed. | 3:30-5:30 | Sports and Running Games | <u>\$190.00</u> |
| <input type="checkbox"/> | Thurs. | 3:30-5:30 | Cooking and Crafts | <u>\$170.00</u> |

NOTE: Materials fees are included in the prices.

TOTAL: _____

Payment in full must be attached to the registration form. Payment is non-refundable and is set regardless of the number of classes actually attended by your child. Classes will be filled on a first come first served basis.