

# *Community Newsletter*

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## *Show Us Your Pearly Whites!*

Now is your chance to have your teeth professionally whitened by one of Corvallis' top dentists at just a fraction of the normal cost. CWS parent Kurt Black of Timberhill Dental has generously agreed to host a Tooth Whitening Benefit on Saturday, 22 January, from 8:00 am – 2:00 pm; all proceeds will be donated to the Corvallis Waldorf School.

Regularly a \$400 value, this smile-enhancing treatment will be offered for \$100 during the benefit. To schedule an appointment, call 541-754-0144.

## *Community Meeting*

Our annual Community Meeting is scheduled for Wednesday, January 26 at 6:30 pm. We will be discussing our communal vision for the school and the financial considerations

## *Letter from the Board Chair*

Dear Friends,

Now that the winter holiday season has come to a close and the New Year has dawned, we look forward to seeing the light gently return – a good reason to rejoice! Please drop by the seventh grade classroom to wish the new teacher, Jeffery Parker, a warm welcome. Also, be sure to take a moment to wish our enrollment coordinator, Natasha Alexander, a fond farewell before January 18, as she will be leaving us for full time employment closer to her home. Luckily, she will still be available as a consultant to the school.

This week the Board, Faculty, and administrative staff met to begin a visioning process for our school. Now in its eleventh year, CWS is emerging from “childhood” and, following the typical development of most Waldorf Schools, is at a stage of “transition” that is calling for some changes. How long we will be in this transition stage depends on how effectively we meet the school's needs. Our goal is to meet these challenges with clarity and conscious intent so

that will play a critical role its growth.

This meeting is important and one parent from each family is required to attend. Please be sure to fill out your parent survey and return it to Bennie by January 18.

## *Frequently Asked Questions*

### **Are Waldorf Schools religious?**

In the sense of subscribing to the tenets of a particular denomination or sect, the answer is no. Waldorf schools are “religious” in a higher sense of the word – a sense that encompasses the festivals of Christianity and of other major religions and a celebration of the earth’s seasonal cycles. Classes in religion or doctrine are not part of the curriculum and students represent the full spectrum of religious backgrounds. This inclusive approach aims at awakening the child’s natural reverence for the wonder and beauty of life.

- Wade B. Holland, *The Waldorf Schools: 32 Questions and Answers* (Children’s Book Service, PO Box 87, Inverness, CA 94937)

## *Faculty Biography*

Jeffrey Parker, Grade 7 Teacher

*How happy I am to have begun my Waldorf career in Corvallis. I was led to this calling three years ago in Tucson, Arizona and have followed it to the beautiful Northwest. I grew up in rural Pennsylvania and lived there until I was fifteen before moving to the magical desert of the Southwest in 1991. In 2000, I graduated from the University of Arizona where I studied French and Literature:*

that we may gracefully move towards “maturity.”

In the early years of most schools (including ours), most of the “business” work is done by parent volunteers: bookkeeping, administration, outreach, etc. This is normal and healthy. A family atmosphere exists in which everyone knows each other and pitches in to get done whatever needs to be done. Decisions are often made by hunches and intuition and everyone knows who to go to with certain questions.

At some point, when a school reaches a certain size and age, not everyone may know each other and the newer teachers and parents don’t have as close a connection to those “heroic early years.” There arises a need for things to be written down, for clearer policies and procedures. It’s no longer appropriate or healthy for administrative work to be done by volunteers. And it’s also a good time to revisit the vision and the mission statement, so that all the current families and teachers can cooperatively create an impulse for the future that inspires, unites, and invigorates everyone to further the aim of the school.

The board recognized the need for increased office staff last year and created two positions to help meet this need: a ½-time enrollment coordinator and a ¾-time office manager. This change has helped dramatically in increasing organization and the refining the enrollment and administrative procedures for the school. Yet, much of the work of a school administrator: budget tracking and controlling expenses, is still done by a parent volunteer in the form the school’s treasurer. For a half-million dollar nonprofit organization, there is an inordinate amount of volunteer time dedicated to this task. As we bid farewell to our enrollment coordinator, it is time to revisit the needs of our organization – something the Board and Faculty will be addressing immediately and in the months to come.

The theme of “transition” will also be the focus the **Community Meeting** on **January 26**. This meeting is very important and **a representative from each family is required to attend**. You will soon be receiving information from the

*mostly American poetry and novels but I fell in love with Shakespeare as well. Two years after graduation – there was a lot of hiking, guitar playing and golf in those two years – I moved to Eugene to receive my Waldorf training. Now thoroughly rehydrated from those desert years I feel ready to grow roots and teach. I live in North Eugene with my loving and inspiring partner, Katherine and her two amazing children, Aurora, 9, and Phineas, 6. I look forward to becoming a part of the CWS community and meeting more of you.*

## ***An Emerging Culture: Rudolph Steiner’s Continuing Impact on the World***

*Part 1 in a Six-Part Series excerpted from an article by Christopher Bamford & Eric Utne*

At the end of the 19<sup>th</sup> century, a relatively unknown Austrian philosopher and teacher began to sow the seeds of what he hoped would blossom into a new culture. The seeds were his ideas, which he sowed through extensive writings, lectures, and countless private consultations.

Since the teacher’s death in 1925, a quiet but steadily growing movement has been spreading over the world, bringing practical solutions to the problems of our global, technological civilization. The seeds are now coming to flower in the form of thousands of projects infused with human values. The teacher, called by some “the best kept secret of the 20<sup>th</sup> century,” was Rudolph Steiner.

Steiner, a truly “Renaissance man,” developed a way of thinking that he applied to different aspects of what it means to be human. Over a period of 40 years, he formulated and taught a path of inner

Finance Committee about the true gift needs (cost) of educating each child with all our current programs and how much of that need is met by those who give full tuition. You will also receive a survey that will give us an idea of what your thoughts are about fundraising, tuition, and donations. Please fill these out and **return to Bennie by January, 18** so that we may be better able to facilitate the Community Meeting.

I am looking very forward to connecting with you all on the 26th.

Warmly,

*Julie Courtney*

## ***Family Profile***

The Crevola-Miller Family

*My family is very happy to be at CWS. We are: Thomas, (Lolly Rogers’ Grade 6 class), who loves to draw mazes, skateboard, and practice the violin. Joey (Anais Alexander’s Grade 3 class), who loves to entertain folks with his various magic and knot tricks and play songs on the piano. Natalie (in Grade 8 at Linus Pauling Middle School) who is presently interested in Buddhism, Frida Kahlo and fashion design. Older sister Rachael (19) lives in downtown Corvallis while attending LBCC and big brother Zach (17) lives with Dad. I (Amy) am a Licensed Massage Therapist and a returning student working on my BA in Art History. A year ago, we moved to a little house in NW Corvallis from our farm in Dundee. We lived in that area (Newberg) for 15 years and owned a coffeehouse/bookstore there.*

*Our history with school has been several years of un-schooling at home, private community school and, most recently, public school. I had very little knowledge of Waldorf education before this fall. I decided to look into CWS for the boys after a new friend insisted we take a tour of the school. I was so impressed with the calm, tranquil, radiant atmosphere. We are so delighted to have found a warm and supportive community here. We have*

development or spiritual research he called “anthroposophy.” From what he learned, he gave practical indications for nearly every field of human endeavor. Art, architecture, drama, science, education, agriculture, medicine, economics, religion, care of the dying, social organization – there is almost no field he did not touch.

There are an estimated ten thousand initiatives worldwide – the movement is a hotbed of entrepreneurial activity, social and political activism, artistic expression, scientific research, and community building.

Waldorf Education is probably the most widespread and mature of Steiner’s many plantings. There are more than 150 Waldorf schools in North America and over 900 worldwide, making it one of the fastest growing educational movements in the world. Steiner’s interest in education was lifelong. As a young man, he earned a living as a tutor, starting at 14 helping fellow students. Then, from the age of 23 to 29, he lived in Vienna with the family of Ladislaus and Pauline Specht, undertaking the education of their four sons, one of whom, Otto, was hydrocephalic. At the age of ten, Otto could hardly read or write. His parents were uncertain whether he could be educated at all. Steiner took responsibility for him. Believing that, despite appearances, the boy had great intellectual capacities, Steiner saw his task as slowly waking the boy up and bringing him into his body. To do this, he knew he first had to gain the child’s love. On this basis, he was able to awaken Otto’s dormant faculties. He was so successful that Otto went on to become a doctor.

For Steiner, Otto was a learning experience. As he says in his autobiography: “The educational methods I had to adopt gave me insight into the way that the human soul and spirit are connected to the body. It became my training in physiology and psychology. I came to realize that education and teaching must become an art, and must be based upon

*become involved with Corvallis CoHousing, the UU Fellowship, and now CWS. Some of the things we enjoy as a family are: making art, playing with our big dog, Harley, and creating home movies.*

## ***Food for Thought***

“The curriculum and the profound knowledge of child development that lie behind it are based upon an active conscious acknowledgement of a spiritual reality. In essence, the teacher perceives and works with each child as a . . . spirit and soul. The role of teaching then is not solely one of conveying information but rather much more about developing each child’s capacities.

The language used to speak about capacities is different from traditional academic evaluation because it takes into account a comprehensive view of a child’s incarnation . . . the task is for all the adults around the child to recognize the child’s needs and to work in partnership . . .

This kind of partnership is in reality as shared mission and requires that teachers and parents find a new way of working together which demands more than anything else a profound openness and ability for elevated listening – listening through the words to [grasp the] intent.”

- John Bloom, *Administrative Explorations: Essays on Business Practices within Waldorf Schools*

If you would like to order this book, you may contact The Association of Waldorf Schools of North America (AWSNA) at: 3911 Bannister Road, Fair Oaks, CA 95628

true knowledge of the human being.”

As with everything that Steiner did, his curriculum for Waldorf education began with a question. In 1919, in the chaos following the First World War, Emil Molt, director of the Waldorf Astoria Cigarette Company, asked Steiner to help with the creation of a school for his workers. Four months later, the first Independent Waldorf School opened in Stuttgart, Germany. From that spontaneous beginning arose the now worldwide Waldorf School Movement.

### *Mission Statement*

**Our intention is to educate independent-thinking people who meet life with courage and respond with initiative and creativity to the needs of the world and their fellow human beings.**

### *Non-Discriminatory Policy*

The Corvallis Waldorf School welcomes students of all races, religions and national origins in its admissions policy and through the conduct of its educational programs.