

CŌNFLUENCE

Winter 2014

News from the Alliance for Public Waldorf Education

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CSCE students with community pastors

In Service to the Community

BY CHIP ROMER

Anticipating the theme of this issue at the January conference, *The Social Mission of Public Waldorf Education*, I invited participants to share stories about their schools' actions and offerings that may have benefitted their larger communities. I received responses from Blue Oak, George Washington Carver, Pine Forest, Community School for Creative Education, Winterberry, Woodland Star and Credo High. Here is a taste of what has been happening.

COMMUNITY SCHOOL FOR CREATIVE EDUCATION

In California, Oakland's Community School for Creative Education was founded with the support of several partners, including community organizations, the local faith community and local businesses. CSCE is wholly committed to the social mission of public Waldorf education, and equity and social justice are at the forefront of CSCE's mission statement. Director Ida Oberman cited numerous examples: CSCE offers participants in the Lao Family Community Organization's welfare-to-work pathways the opportunity to gain work experience as school volunteers. A coalition of local African American pastors visits the school weekly and encourages congregation members to receive CSCE mentor training and become mentors to fifth grade students. These pastors eagerly participated in CSCE's Trauma Informed Care workshop (see *Confluence*, Volume 3, No. 1), and firmly believe that "strong schools stabilize communities." Another example of CSCE's social mission has Oakland's Hell's Angels chapter heading up a fundraiser to acquire Waldorf art supplies for CSCE students!

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FROM THE ALLIANCE

Something's Changed

BY WILL STAPP, ALLIANCE PRESIDENT

Something's changed. It was palpable this January as we gathered from around the country at the Alliance's annual conference and dug deeper into the question of our social mission. Attendance was bursting, up 20% from last year. Five schools were recognized for opening their doors this school year alone, many from the East Coast. We've spanned the continent!

Martyn Rawson and Stephen Sagarin, keynote speakers with substantial international and American independent Waldorf credentials, both underlined creativity, flexibility and the importance of grappling with the essentials as we meet the children who stand before us. At times throughout the weekend, even the construct of independent and public Waldorf education seemed to evaporate, and we became just a gathering of educators wrestling the zeitgeist of the times and the whisperings of our collective future. Unlike past years, Stegman Hall stayed full until the very end. Many, including myself, were hesitant to leave. It was a moment requiring a profound pause... [CONTINUED ON PAGE 2](#)

FOCUS OF THE WINTER ISSUE

SOCIAL MISSION

OF PUBLIC WALDORF EDUCATION



Eva Cranston leads a conference workshop on singing in rounds with grades three and above.

BLUE OAK CHARTER SCHOOL

Blue Oak Charter School, in Chico, California, has been successfully implementing the “Nurtured Heart Approach” (NHA) to discipline. NHA was created and developed by ADHD specialist Howard Glasser, author of *Transforming the Difficult Child*. NHA intends to increase interconnectivity between students and classmates, teachers and family members and transform negative behaviors into positive behaviors. It supports the development of virtues and character.

Blue Oak will be offering a three-part parent education series to the whole Chico community in order to share this “new way of behaving as adults, which results in a new outcome in our children.” This three-part workshop will be offered, free of charge, once a month, for three months on February 27th, March 27th, and April 24th. The presenters will be Laurie Kopping, principal of Blue Oak, in collaboration with Josh Kuersten, Nurtured Heart specialist.

CREDO HIGH SCHOOL

At Credo, all eleventh graders participate in a six-week course called Developing Capacities, which takes place at twelve machine lathes in the school’s woodshop. As tenth graders, these students learned woodturning and



Credo student woodturning with a blindfolded partner

created a rolling pin and a bowl. Teacher Julian Shaw, Ph.D., who also teaches chemistry and physics at Credo, developed the eleventh grade Capacities course in partnership with Hoby Wedler, a blind colleague who is a doctoral candidate in chemistry at U.C. Davis, in order to create a pathway for more blind and visually impaired students to find careers in the sciences. In the Credo course, co-taught by Shaw and Wedler, students work in pairs, one sighted and the other blindfolded. The sighted students must develop keen observational skills, deep empathy and clear, concise communication in order to teach their blindfolded partners woodturning on the machine lathes. Later this month, a

cohort of actual blind students will learn woodturning from Credo students. In time, Credo students will be prepared to lead their blind visitors in conducting chemistry experiments.

GEORGE WASHINGTON CARVER SCHOOL OF ARTS AND SCIENCES

An integral part of a high school education, service learning at Sacramento’s Carver means students are teaching others about what they have learned. A tenth grade physics class partnered with the school tech club to convert a vintage Porsche into an electric vehicle. The long-term project attracted the attention of a neighbor, a Porsche aficionado, who helped the

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Alliance President Will Stapp at home during lambing season

Something’s Changed

CONTINUED FROM PAGE 1 So what has changed? I think we have just emerged from a rite of passage. In traditional societies, rites of passage are coming-of-age ordeals through which uninitiated youth must pass in order to achieve adult status. They are also cultural processes in which the next generation discovers its particular spiritual gift or vision, which, when brought back to the tribe, allows for renewal and growth. Yes, it appears to me as if our public Waldorf movement, in many ways the unacknowledged—some say illegitimate—offspring of the American independent Waldorf school movement, is coming of age.

Rites of passage are typically conducted under the sanction of tribal elders who hold and transmit the heritage. Yet, many of our public school communities have grown up in relative isolation with scarce contact with elders and little recognized claim of birthright. For many, Rudolf Steiner College has served as the primary living linkage to the pedagogical and spiritual heritage that inspires/feeds/supports our work. A few schools are lucky enough to have supportive relationships and guiding lights from the independent schools in their areas. For others, these relationships have been fraught with tension and antipathy.

I do not think that it is a stretch to say that our public movement was birthed by a smattering of visionaries, rebels and refugees from the independent movement who took up the social-missionary mantle described by Stephen Sagarin in his *History of Waldorf Education in the United States: Past, Present and Future*. Access and economics were prime motivators. Yet, with thin lifelines to the heritage, many schools wound up in the precarious position of self-initiation. Consequently, we have stum-

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Carver students with their converted Porsche

CONTINUED FROM PAGE 2 students source parts for the project. When the car was finished, students took the car to district middle schools to teach students about alternative energy.



PINE FOREST CHARTER SCHOOL

At Pine Forest, in Flagstaff, Arizona, class teachers and special subject teachers, with parental support, have been taking later elementary and middle school students to local senior assisted-living homes where the students sing and play recorders and violins and share drumming demonstrations and movement arts with the residents. Pine Forest has also collaborated with some Flagstaff Unified School District middle school teachers by taking students to the mainstream schools and participating in drumming and rhythm sessions with other middle school students.

WINTERBERRY CHARTER SCHOOL

In early 2013 the governance bodies of Winterberry Charter School in Anchorage, Alaska, set parent education as a primary goal. In response to this, administrator Shanna Mall committed to teaching a “Painting through the Grades” class. While developing the class, Shanna worked with the Anchorage School District and the University of Alaska to develop a credit course for local public school teachers. The course filled up (30 enrolled and 10 on the wait list) in less than an hour. It took place over seven sessions last fall, and culminated in a group art show. Classes had a focus: K-2, 3-4, 5-6,

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Something's Changed

CONTINUED FROM PAGE 2 bled on more than one occasion in the attempt to discover for ourselves what it means to live out Steiner's educational impulse, while at the same time navigating the pressures of federal, state and local school district requirements.

During the quest, we've been challenged by both Dan Dugan and by AWSNA. We have also hurt ourselves with our too-often superficial understanding of Steiner, unprocessed organizational eruptions of shadow material, and the inability to recognize—and then admit—what we didn't know. Still, over time and with the luck and vitality of youth, our movement has persevered and deepened. Our trials and tribulations have only strengthened the clarity of our shared vision of providing a soul-nourishing safe harbor for children and families from broad walks of life.

Now, our school communities are starting to reach out, learn from one another and work together. As a movement, we are transitioning from a primarily individual-school-community consciousness and freely joining together as a larger body, which allows us to enter the larger social/political sphere of education with the status of an adult. A young adult perhaps, but an adult nonetheless. We're becoming somebody, both nationally and internationally.

An important sign that we are growing up is the work on the Levels of Membership process through which we are collectively committing to schools supporting schools in the pursuit of high-quality programs.

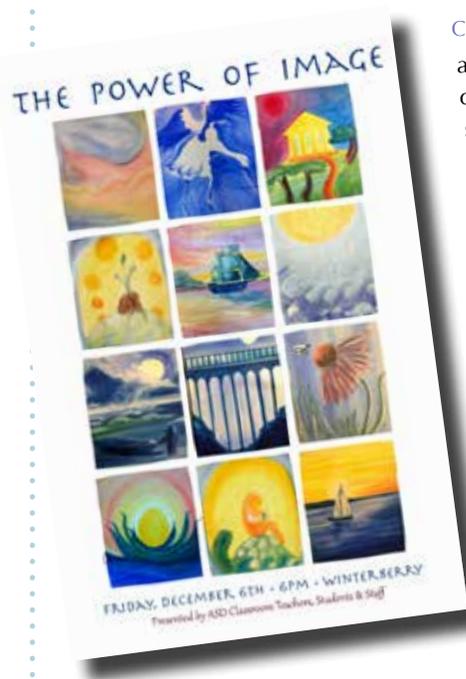
For those of you who were not able to attend the workshop on this effort at the Alliance conference, this includes evolving towards regional groupings that will allow economy in a peer-supported quality-assurance process.

The guiding Levels of Membership document is being edited to incorporate feedback gathered at the conference and is set to be adopted by the Alliance board in March. Next year will serve as a pilot, with two site visits in each region. The gleanings from the pilot program will be folded into the Levels before the Alliance formally rolls out the process in 2015-16.

A second indication is the excellent work being done on pedagogical support, both the **Waldorf-Common Core Curriculum Alignment and Handbook** and the emerging **Formative Assessment Project**, an effort that will continue to build steam throughout the spring with a final publishing date set for the fall.

A third is the emergence and stabilization of our flagship high schools, George Washington Carver School for the Arts and Sciences and Credo High School, both in Northern California, and Desert Marigold School in Phoenix, AZ, which is our first school to offer a full K-12 program. As we learned from our keynoters, the gifts of our work

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and 7–8; and Winterberry students contributed age-appropriate verses, songs, games, stories and snacks. Following a focus of “The Power of Image,” teachers were asked to mine their curricular stories for important images for their students to paint. One teacher provided the following quote after the first course: “I loved tonight’s class! It was a busy and long week; I had no reason to expect I’d leave a Thursday evening class energized and excited—and with a completely new interest in millet! Thank you!” Another: wrote “This class was an amazing experience and though it is over, my learning on Steiner’s temperaments and my use of watercolor will go on.”

WOODLAND STAR CHARTER SCHOOL

In Sonoma, California, Woodland Star Charter School is unique among its many public Waldorf neighbors in that it actively recruits and enrolls Latino families (26%) and EL students (12%). A robust Latino parent group, Padres Unidos, attracts many families from the broader community to three annual school festivals, Día de los Muertos, Las Posadas and Cinco de Mayo, and also supports the school’s Ballet Folklórico, a traditional Mexican folkdance troupe that performs in various community venues. Woodland Star’s Padres Unidos has realized important changes in the town. In early 2013, the group led an initiative that criticized patient services at Sonoma’s Community Health Clinic and effected changes that benefitted everyone who uses the clinic, particularly low-income Latinos. “That was amazing and totally grassroots,” said Spanish and EL teacher Heather Zavaleta.



Woodland Star Charter School’s Ballet Folklórico



Participants at the Conference break-out session on Steps to Membership formed regional support groups

Something’s Changed

CONTINUED FROM PAGE 3 in early childhood and grades have the opportunity to blossom and come to full fruition in the high school student. Clearly, the high school is our cutting edge and perhaps our most significant potential contribution to broader social renewal. We will need to have more of them.

Our growing maturity is quite apparent in the emerging effort to stand together for our developmental approach and curricular freedoms as articulated in our charters. An example is our recent move in California to make the case for a perpetual pencil-and-paper alternative to the early-grades’ Smarter Balanced Assessment. It appears as if there is a three-year window before the pencil and paper option is eliminated, but I urge you not to count on it. I say keep building the collective momentum; let’s be way out in front on this one.

We’ve survived self-initiation and are re-engaging with a living heritage that extends way beyond these American shores. I’m relishing the experience. Certainly, young adulthood has its own set of trials and responsibilities, one of which will be the ongoing renewal of our commitment to continue to grapple with Steiner’s thinking about education and his vision of human development...this is key to what makes us Waldorf educators. I am also pondering the nature of our unique gift. Are we bold and inspired enough to reach beyond our schools and our movement? Are we willing to give something back that helps renew and redirect American education as a whole? ■

250 Supporters of Public Waldorf Education Attend Conference 2014



Informal conversations and connections made by teachers from across the country are key features of the annual Alliance conference.

BY MARIANNE KENNEDY,
CONFERENCE CHAIR

On a beautiful California January weekend, more than 250 supporters of public Waldorf education met at Rudolf Steiner College in Fair Oaks, CA, for the annual Alliance conference. In addition to compelling keynotes by Martyn Rawson and Stephen Sagarin referenced in this issue, thirteen workshops and ten breakout sessions led by teachers and administrators in Waldorf education covered a variety of topics, from chalkboard drawing to Common Core curriculum. The rooms were filled to capacity with energy and enthusiasm.

The conference offered morning eurythmy, singing, a Saturday evening debate that ranged from very serious to simply hilarious, a preview of Eugene Schwartz's new film, Rudi talks and a memorial for Arline Monks, a pioneer in the public Waldorf movement.

I most enjoyed seeing familiar and new friends discussing the work that fills our lives and those of the families whose children we teach. I loved walking around the campus peeking in at the work teachers were doing to further their craft. I found experienced teachers sharing their skills with first-year teachers, and I heard new teachers expressing invigorating ideas.

Stephanie Skinner and I are now beginning work on the 2015 conference. We will take the suggestions and requests you have made to create an even stronger conference for next year. I look forward to seeing you again in January.

The Undefined Rebel of the Future

TEACHINGS



Stephen Sagarin shares a moment with Donna Burgess during a conference break.

BY STEPHEN KEITH SAGARIN, PH.D.

At the January Alliance conference at Steiner College, I spoke briefly about the history of Waldorf schools in the U.S., discussed our present situation, and ended with a consideration of our future.

My title comes from a paragraph from the last lecture of Rudolf Steiner's "Education as a Force for Social Change." This lecture was given on August 17, 1919, to teachers—not Waldorf teachers, just teachers. Steiner traveled to Stuttgart after this lecture and gave the first lecture to the first teachers at the first Waldorf School three days later.

Here is the selection in which the phrase "undefined rebel of the future" appears:

We should not allow teachers to teach...before they have gained an idea of how the past and the future affect our culture...and how that undefined rebel of the future can save us.

Education prepares us for an unknown, uncertain future; and conformity, convention, and a lack of creative thinking and action will not serve us to face the future. We cannot know what the future will bring, and we educate truly when we educate for creativity in the face of the unknown.

You can read the whole text of my presentation here: <http://ssagarin.blogspot.com/2014/01/the-undefined-rebel-of-future-where.html>

Martyn Rawson on International Perspectives on Waldorf Essentials

INTERVIEWED BY WILL STAPP

*Martyn Rawson is an international Waldorf educator and advisor based near Hamburg, Germany, where he is a college professor in the Waldorf Seminar, and teaches art history and English in the upper grades at Elmshorn Waldorf School. His research interests are curriculum development, quality development, practice-based research, portfolio and pedagogical support. Martyn has published thirteen books, including co-authoring the **International Waldorf Curriculum**. See YouTube for a sample of his lectures.*

Will Stapp: One of the concerns of U.S. public Waldorf teachers is the question as to whether or not teaching is sustainable. Would you comment on the notion of economy in preparation?

Martyn Rawson: The thing about economy has to do with skill, capacities and knowledge. Beginners have to put far more effort into their preparation. They are spending a lot of time finding appropriate material and are basically feeling uncertain. One of the things that can help, of course, is regular mentoring so that people have a confirmation that they are on the right track. Once your feet are under the table and you are established as a teacher, you are probably taking additional responsibilities in the school. That's when economy of preparation becomes very important.

WS: So how would you approach it?

MR: Two elements come to mind. Waldorf education already has a substantial body of knowledge. There is curriculum material that actually provides reference points for most things. There is also a lot of information out there so you don't have to reinvent the wheel: collections of poetry, texts, recommended stories and things like that. You just need to get hold of it.



Martyn Rawson's conference workshop provided perspectives on practitioner research.

Of course, that doesn't help you make the right choice for your class. This is where the contemplative side of preparation enters the picture. This means developing practices such as the habit of sitting down quietly, reviewing the lessons you just taught, reviewing the day and your own responses... you felt pleased, you felt frustrated, you felt disappointed or unsatisfied...that is the initial step. Then, tune into the mood of the class or the energy levels that were present in the activities and identify things that didn't go the way you expected. This typically leads to insight. Essentially, the contemplative practice regularly done enables you relatively quickly to intuit the direction your teaching needs to go.

Personally I've always found it quite helpful to go for a walk, but you can even do it while shopping. Some find it helpful to sit and light a candle and be inward or meditate. Everybody needs to find his own way of doing it, but basically you are in your own mind

space, and out of that quite often come little fragments of clues, a sense of "that might be worth looking at." Then you have to follow it up.

In effect, you are building your capacity for forming a professional judgment, which you don't have that much time to ponder. You have to go for it. And the more sure-footed you are, the better it is. You can do it in a slightly different way at the end of one week to plan for the next one. I often used Sunday afternoons to block out the main steps and supporting detail, and then fine-tune it over the course of the week. There is a sense of artistic satisfaction that these things often work out...you start with a rough sketch, add detail and then finer detail over time to finish the piece.

The other aspect of course is that you need to talk to people. Talk to colleagues, advisers and mentors. The experienced teacher will be able to ask the right questions more

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From the blackboard at Mr. Rawson's pre-conference workshop on Waldorf Essentials: "Each child (person) deserves to be seen, heard, accepted, and understood" which has "practical consequences for teaching and learning," as well as "practical implications for school leadership and management."

Developing the Will to Meet the World

BY VICTORIA TEMPLE

Waldorf parents can be amazed by a new kindergartener's willingness to help out in the classroom. "Who is this child? He never does that at home!" is not an uncommon comment.

I remember the time I observed a kindergarten puppet play created by my daughter's class over many days and staged for parents on a Friday morning. As I lingered afterward in the classroom, I saw what appeared to be a mere wave of the teacher's hand, and a whirlwind of "putting away" activity ensued. All the children knew exactly where to return the silks, the pinecones, wood blocks and seashells, and they did it without a moment's hesitation.

Sallie Romer is a kindergarten teacher at Woodland Star Charter School in Sonoma, CA. It's a lovely school, in a beautiful town. Founded in 2000, Woodland Star is one of a cluster of public Waldorf schools in the San Francisco's North Bay Area. Ms. Romer has been teaching in Waldorf kindergartens since 2001 and at Woodland Star since 2009.

This year, after much thought, she created a "chores project" for her students. When I asked what motivated her, she spoke about a conversation she had with her husband. Chip Romer, is the founder and director of Credo High, the first public Waldorf high school in the Bay Area.

He said, since opening the high school three years ago, he has noticed that the difficulty for most struggling high school students is not connected to their intellectual capacity to meet the academic rigor of a college-prep Waldorf high school program. Rather it's that their will to do what is sometimes hard work is underdeveloped. They procrastinate and sometimes give up before the assignment is finished. The foundation for the will strength to succeed in high school, he pointed out, begins in kindergarten. "It really made me think about my kindergartners," Sallie said. "How can I help them develop that inner strength to be able to complete tasks and assignments—now, in high school and throughout their lives?"

Chores! Engaging in daily chores is one of the "10 Needs" often identified by Waldorf educators as a component of a healthy childhood and educational experience. Reports from the

homefront indicate parents are finding it harder and harder to engage children in a regular family responsibility, which is fundamentally an imitation-based training in will development. With both parents working, the likely culprit is that it's getting harder and harder for parents to do their own chores, let alone supervise those of their children.

While recognizing that we can't do it all, Sallie's "chores project" was developed as a way for teachers, parents and children to collaborate and find the alignment needed to build healthy habits for life.

Every Friday, Ms. Romer's students take home a colorful chores pouch with a special note inside. The pouch is made from paper each child painted, and attached to a cord finger-knitted by the child. A typical note will read, "The theme of this week is 'putting away.' Every day you must help out in your home by putting something away where it belongs." Included are suggestions such as: "put your clothes in the right drawers," or "put your bike where it belongs," or "help put the groceries in the refrigerator."

Some other themes have been "folding" and "self-care," for which the note states, "Every day you must do something that is about taking care of your body. See if you can do it without being reminded and without any complaints."

The children are asked to bring the pouch back and for the most part they come back in time for the following week's assignment. At daily circle time the children talk enthusiastically about what they've accomplished and learned from each other's stories. These conversations hatch new ideas for what might be in the pouch next week.

Sallie Romer tells me the "chores project" is an experiment aimed at being more proactive about will preparation for first grade. She reports that it has been well received by both the children and their parents. She grimaces at the notion that it could be perceived as "homework" for kindergartners but acknowledges that the children are very proud to have a work assignment to take home, and proud of their accomplishments. "When they get a high school assignment to write an English essay, I want their immediate response to be, 'I can do that!'"



From EDUCATING THE WILL
by Michael Howard

Published by AWSNA (Association of Waldorf Schools of North America)

If our intent as teachers and parents is to educate our children's full human potential, we will want to educate their feeling and the will with as much insight and care as we bring to the development of their thinking.

With our limbs we engage in outer activity. Behind the outer activity there is the inner activity of thoughts, feelings, desires and motives. Will belongs to the inner activity that is behind outer activity.

To develop the feeling-will potential of each individual is to develop the artist in each human being. To develop the artist in each human being is the next great frontier of our evolution. The development of the artist in us calls for the same dedication of our time and resources over the coming decades and centuries as we have given to the development of the scientist in us over the past centuries.

10 Needs

FOR A HEALTHY CHILDHOOD
& EDUCATIONAL EXPERIENCE

For a copy you can download, go to the Alliance for Public Waldorf Education website at

<http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2014/02/10NeedsForHealthyChildhood.pdf>



SHANNA MALL JOINS ALLIANCE BOARD AS OUREACH CHAIR

Shanna Mall is a Waldorf parent of three boys, a painting teacher, and principal of Winterberry Charter School in Anchorage, Alaska. Many of you have met her at the annual conference, for which she was once committee co-chair. If you are interested in working on the Outreach Committee, which includes cultivating connection with schools, newsletter work and website development, please contact Shanna: mall_shanna@asdk12.org

WELCOME NEW ALLIANCE MEMBERS!

- **Coastal Grove Charter School**, Arcata, California
- **Greenwood School**, Indiana
- **La Vida Charter School**, Ukiah, California
- **Madrone Trail Charter School**, Central Point, Oregon
- **Mountain Sunrise Charter Initiative**, Utah
- **Seaside Community School**, Jacksonville, Florida

FRIENDS OF THE ALLIANCE

Russell and Company, producers of the new film *Considering Waldorf*

<http://www.consideringwaldorf.org>

<http://www.russelland.com>

SophiaMicha-el Remedies

<http://www.SophiaMicha-elRemedies.com>

Free online public education in anthroposophic healthcare is now available at www.SophiaMicha-elRemedies.com. The site explores anthroposophic medical concepts, and suggests remedies and treatments to use. It is educational and does not sell products. Organizations may list information about their work and contribution to health in the COMMUNITY section of the website. Go to the site, accept the terms of service, and you will have access to approximately 100 articles on the anthroposophic approach to wellness and illness.

UPDATE: ALLIANCE WALDORF FORMATIVE ASSESSMENT PROJECT

Moving quickly forward, The Formative Assessment Project was introduced at the recent Alliance conference. Robert Anderson and members of the Alliance Pedagogical Committee will be contacting schools and teachers about their use of formative techniques during the next few months. Draft materials will be available to Alliance schools before the end of this school year for planning and use in end-of-school year discussions and back-to-school faculty meetings. Here are two resources that detail the project and the formative assessment approach.

■ Alliance Waldorf Assessment Project

<http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2014/02/TheAllianceWaldorfFormativeAssessmentProject.pdf>

■ Education Towards Freedom: Using Formative Assessment Techniques to Meet the Educational Goals of Waldorf Education

<http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2014/02/EducationTowardsFreedom.pdf>

MANY THANKS to Golden Valley, Yuba River, Desert Marigold and Woodland Charter for your financial contributions towards this project. If your school is able to contribute financially to this effort, please contact:

alliance.public.waldorf@gmail.com

AN ENLIGHTENED ALIGNMENT

The Waldorf and Common Core Alignment and Handbook is now available for free download on the Alliance website.

<http://www.allianceforpublicwaldorfeducation.org/research-and-resources/>

CONGRATULATIONS 2013 ALLIANCE MINI-GRANT WINNERS!

Resource Specialist Karen Perry and her colleague Chris Boshell of Live Oak Charter School in Petaluma, California, have been awarded the 2013 mini-grant for their parent and community education “Meaningful Movement” workshops. This work is especially powerful as it links educators and parents from private and public Waldorf schools, traditional public schools and includes students from local colleges and universities. Resources will be shared freely upon the completion of the workshops and will include articles detailing the “how’s, what’s, and why’s” of these courses. It is Karen’s hope that these types of practical workshops will be able to grow in both quantity and quality among all of our schools and communities.

GOT HAPPENINGS?

Have something to share? We want to feature your school in our next issue. Please contact Stephanie Skinner at alliance.public.waldorf@gmail.com

Shanna Mall is the new Chair of the Outreach Committee



*Eugene Schwartz screened an excerpt from his latest documentary film, **Considering Waldorf** at the 2014 Conference.*



Gila Mann lead a painting workshop to support painting through the grades