

CALENDAR OF EVENTS

MAY

- 1 8th Grade Independent Projects Presentation, 6:30 pm
- 2 May Faire/Grandparents' Day/ Festival of Children's Work—½ DAY OF SCHOOL
- 3 Spring Gala "The Best is Yet to Come" 6:30-9:30 pm at Lane Motor Museum
- 6 P.A. Meeting, 6:30 pm
- 6 Class Picture Day (early childhood and make up pictures)
- 9 Lower Grades Orchestra and Choir Concert, 6:00 pm
- 13-15 3rd grade field trip to Hill and Hollow Farm
- 14-16 4th grade field trip to Fall Creek Falls State Park
- 16 Upper Grades Orchestra and Choir Concert, 7:00 pm
- 26 Memorial Day—NO SCHOOL
- 29 Kindergarten Bridging Ceremony at 11:30 am; 8th Grade Graduation, time TBD
- 30 Reverse Rose Ceremony for 8th graders at 8:35 am
- 30 Last Day of School—½ DAY

If young children have been able in their play to give up their whole loving beings to the world around them, they will be able in later life to devote themselves with confidence and power to the service of the world.

—Rudolf Steiner



6th Grade painting

Linden Corner LEAFLET

May 2008

Linden Corner School • 3201 Hillsboro Pike, Nashville, TN 37215 • 615.354.0270 • lindencorner.org

You have no idea how unimportant is all that the teacher says or does not say on the surface, and how important what he himself is as teacher. —Rudolf Steiner

PARENT ALLIANCE

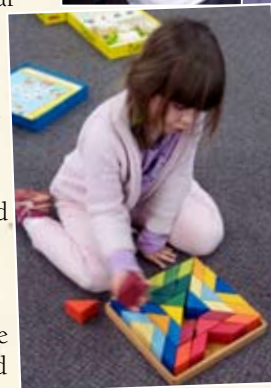
Successes Galore!

Well, another school year is coming to a close. It's always amazing to look back at the year and see all of our successes, for instance, our wonderful Elves' Faire and the addition of the highly successful Elves' Den. And how about those weekly organic eggs, thanks to our very own Gillian Dorsey? What about Experience Waldorf Day in January? Charlie Bundy told me they used to be thrilled if a dozen people showed up to that event, and this year we had more than 90! Word is getting around about the best kept educational secret in Nashville! Another success is the increased use of our Kroger gift cards. Last month Linden Corner received \$331.00 from Kroger based on grocery sales by Linden Corner families of over \$8000. Enrollment has increased in unprecedented ways thanks to our dedicated teachers and our wonderful administrative staff. We have also added new teachers to our

Linden Corner family who continue to bless us with their talents. By the time you read this, we will be celebrating Grandparents' Day and May Faire and preparing for the Spring Gala. Those events are sure to be huge successes in the life of our thriving little school. We will also be looking forward to spring concerts and the graduation of our second eighth grade class.

What an amazing list of successes! To keep this energy going, we will also be holding elections in May for next year's Parent Alliance. The elections

have typically been held in September, but this year we're going to shake things up a bit and get a jump on



Family Game Night was enjoyed by all!

Fellowship Hall for pizza and a rip-roaring, old fashioned good time. Have a look at the happy faces in the photos and you can see what a success it was!

So let's not rest on our laurels or focus too much on the inevitable bumps along the way. Let's see what else we can accomplish with good cheer and a sense of enthusiasm for this wonderful community. Please consider how you'd like to be involved next year, and when those ballots come out, I hope there will be lots of new names on them!

—Laura Bigbee-Fott, Parent Alliance Chair

SEE YOU AT THE SPRING GALA! MAY 3, 2008!



next year's activities. In case you weren't already aware, the Parent Alliance plays an integral role in the life our school. From playground equipment to hosting parties, the P.A. is there! One of the P.A.'s big successes this year was the introduction of a Family Game Night in honor of Turn Off (Your Screens) Week. More than 50 of us, kids, parents, administrative staff, and teachers, all met in the

Imagination and Discovery: First Grade

First Grade is a bridge between the kindergarten and the grades. The loss of the milk teeth indicates that the children have completed the formation of their physical bodies and are now ready to begin to work with their minds. The transition is big, and yet it can be made into a world of wonderful adventure such as the heart of any child craves.

The year begins with the discovery that behind all forms lie two basic principles: the straight and the curved line. The children find these shapes everywhere, in their own bodies, the classroom, the world around them. These form drawings train fine motor skills, awaken the children's powers of observation and provide the foundation for the introduction of the alphabet.

Through fairy tale images the children are introduced to each letter. The fairy tales represent symbolic pictures and images telling us about the development of the human soul. The true fairy tale mood lies deep in the human soul with all its sufferings, shortcomings, and temptations, which need to be overcome. Through them we learn the meaning of beauty, purity, of morality and faith, but most of all, the meaning of truth! We are trying to create a picture consciousness in the children, out of which—like magic—the letter comes about. Instead of abstract symbols, the letters become real characters with whom the children have a relationship, like "S" may be a fairy tale snake slithering through the grass or a swan gliding through the waters. The "W" may be hiding in some huge waves or the "G" could arise out of a "golden goose."

In a similar way, the qualities of numbers are experienced before learning addition or subtraction. What is "oneness"? What is there only one of in the



First Graders enjoy Easter fun!



Ms. Luebeck leads the class in and out of the classroom.

whole wide world? (Me!)

The three may arise out of a triangle, the seven out of the rainbow, etc. Stones, acorns, or any other natural objects are used to introduce counting and make the task visual for the children. They take great delight in this, especially when the strong, rhythmic choral-speaking of the numbers is accompanied by stepping, skipping, or clapping.

All four processes of addition, subtraction, multiplication, and division are already introduced around imaginative figures in first grade.

The children enter into the world of music through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. Playing the flute develops finger coordination, concentration,

and good breath control.

Painting is intended to give the children an experience of working with color rather than attempting to create already-formed pictures. The colors become characters like proud, bold red, or shy blue surrounding us with love. I will always give the children an image or little story before we begin to paint. Handwork will teach the children how to finger-knit, how to make

their own knitting needles, and how to knit beautiful balls, animals, or flute cases. The children will continue to model with beeswax, step into foreign language through songs and verses, and experience all together a time of transition from Play into Working in a light and joyful way. To me, first grade represents the foundation of the entire curriculum.

—Ute Luebeck
First Grade Class Teacher



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The Age of Enlightenment is Upon Us: May our 7th and 8th Graders Enter it with Open Hearts and “Reasonable” Minds

Being a Waldorf teacher is quite an adventure. It is an almost Herculean challenge to be rooted in a particular approach to education that is so new and so radical that one barely understands it oneself, let alone finding one's way through the diversity of children who come under one's tutelage with their individual needs, parents with our various hopes, dreams, and inclinations, colleagues, local educational authorities, and so on. All of that requires the teacher to look outside of him or herself. It is not about oneself. Teaching is truly meant to be a service.

This is the beginning of Steiner's third phase of childhood—a phase when, with physical and emotional development having been addressed, the life of intellect is now increasingly and more deliberately addressed

All of that aside, when I think solely of myself, I can honestly say that one of the things that I have most enjoyed about my Waldorf teaching career is, as I often say, that I have been getting the education that I did not get as a child. I have learned so much that I didn't know, and what I learn always stimulates further questions and ponderings within my soul. I would like to focus on some of this today, particularly as it pertains to the “budding” adolescent as well as our recent class trip to the Big Oaks Wilderness School in Nolensville, Tennessee.

The eighteenth century is known as Europe's “Age of Enlightenment.” Various philosophers were considering

questions of economics, politics, and the nature of self in new and exciting ways for the time. The thoughts of some of these philosophers eventually crossed the ocean and influenced such historic moments as the American Declaration of Independence. One such man was the English philosopher, John Locke. Mr. Locke believed and stated that “reason is the source of all knowledge.” During the past few years, I have often thought about this belief that has had a profound influence on our culture, and wondered about its implications.

The Age of Enlightenment is part of the Eighth Grade history curriculum in Waldorf schools. Several years ago, as I was introducing biographies of such philosophers as Voltaire, Rousseau, John Locke, and an important female voice, Mary Wollencraft, students began to recognize something—that John Locke's belief was a turning point in the history of the Western world. They spoke of what are generally regarded as “masculine” qualities—reason, intellectual prowess, the insistence on being “the one who knows,” of “being right,” matters of “the head.” They also were aware that we generally consider “feminine” qualities as being more related to “intuition,” “feeling,” matters of “the heart.” We became aware that the male view, personified by John Locke, became the predominant view of Western civilization—“reason is the source of all knowledge.”

With this in mind, and many questions reverberating within me, I had conversations with some of my female friends. I became acutely aware that, throughout time immemorial, women have had a connection with universal rhythms that we, as men, just don't have—at least not so clearly. Women are naturally connected with the phases of the moon, the tides of the waters, the seasons of the year. I began to reflect on the deep



7th and 8th graders learn fire building and other wilderness skills at the Big Oak Wilderness School

and tremendous knowledge that must arise from that connection and of how the idea that “reason is the source of all knowledge” disregards the beautiful and awe-inspiring reality of that. I came to the conclusion that the Age of Enlightenment brought about a dramatic “split” between the more intuitive, inherently connected, ritualistic way of relating to life and the more materialistic and “hard-hearted” way of relating to life that can go so far as to deny intuition, feeling, and spirit.

This head/heart split continued to play itself out on the world historic stage as the Industrial Revolution spread throughout Europe and North America in the 18th and 19th centuries. Family life was turned upside down as mothers and even their young children had to leave their home-based cottage industries and head into the faceless factories to begin mass-producing goods. The education that took place in the home shifted as it became mandatory for children to enter schoolrooms that could be seen as being similar to the factories. The small farms began to give way to what has become known as “factory farming”; agrarian lifestyles were taken over by urban development. The changes that took place have had profound effects. Women as a whole are no longer in sync with



the phases of the moon, the tides of the waters, and the various qualities of the seasons. This has taken place as human beings have sought to find ways of conquering/disregarding/overcoming the realities of the Earth itself. We are no longer in sync with the fertility (seasonal) cycle of Mother Earth, either. The materialistic ways of viewing the world have cut us off from the heart, from the ancient ways of knowing, to the point that we can mix destructive chemicals into her soil, create genetically modified organisms, and so on. The effects of the Age of Enlightenment and the Industrial Revolution are still being felt and needing to be reckoned with, even more than they were 200 years ago.

Rudolf Steiner viewed the life of each human being as a “recapitulation” of the entire history of the universe. In the early grades, we nurture and perpetuate the life of feeling, of intuition, of connection

See ENLIGHTENMENT on page 7

Advertise in the Linden Corner Leaflet!

Put your message in front of the entire Linden Corner Community while helping to support the school's outreach efforts. We accept both classified and display ads. For more information, contact Anna Bridgers, asbridgers@bellsouth.net.

MUSIC NOTES

Spring Concerts in May!

Our Lower Grades Concert takes place on Friday night, May 9, at 6:00 p.m. in the Trinity sanctuary. Third through fifth graders will perform their string repertoire and will sing a beautiful concert canon, an Appalachian folk song, and a Latin-flavored lullaby with a beat. Look for accompanying student artwork, stories, and original compositions!

The Upper Grades Concert follows the next Friday night, May 16, at 7:00 p.m., also in the sanctuary. Our 6th-8th graders will play music for strings by Bach, Handel, and contemporary composers. Special highlights will

be a Bach prelude for harp and string orchestra and a Corelli trio for two violins, cello, and piano. The choral part of the concert will feature a Baroque canon in German, a lovely folk song in Hebrew, a wonderful Renaissance madrigal, a spirited three-way partner song by Irving Berlin, and a real toe-tapper of a spiritual.

Williams Fine Violins & Luthier Studios will have a display table of instruments and accessories on both concert nights.

Students: your music is getting better and better every week. Parents, please remember to give "concert dress" an eagle eye—sizes

may have changed, items may have gotten misplaced, etc. Let's do what we can to have our students look as good as they sound!

As a reminder, students must wear official concert dress to sing and play in these concerts. Concert dress, as always, means a white Linden Corner shirt (ordering details available in the school office), khaki skirt or pants, and dark shoes. Please contact Mr. Fink or Mrs. Sproule well in advance with individual questions regarding this policy.

Thanks!—Biff Fink and Jocelyn Sproule

Some Spring Highlights...



EARTH DAY CLEAN-UP



6TH GRADE PLAY—The Wizard of Oz



4TH GRADE PLAY—The Theft of Thor's Hammer



The Greek Pentathlon: Then and Now

By the time you are reading this article, our fifth graders will have traveled to compete with other Waldorf fifth graders in the annual regional Pentathlon event (this year held in Atlanta, Georgia). Both the fifth grade parents and students busily prepared for this event. While the students were learning to throw the discus and the javelin; to run with grace and beauty as well as speed; to leap, gazelle-like, through the air; while they were writing a beautiful Ode to the gods, which was sent up to Mt. Olympus in a cloud of smoke at the opening ceremonies; preparing their tunics; doing special preparatory exercises; and chatting amongst themselves about the various events; their parents were making hotel reservations, searching the local stores for white shorts, trying to get some time off from work, and “Map-Questing” the Atlanta Waldorf School.

Having seen the above comparisons of the students’ Pentathlon-related activities to those of their parents, one could reasonably make an argument that the students have drawn the long straw. As a parent of a Waldorf student myself, I have frequently watched my child’s educational activities at Linden Corner with wonder and envy. In particular, I admire that my son feels a deeply personal connection to ancient history that I never felt as a young student.

While we, as parents, are treated to many articles in many publications about how the stories of a particular time or culture meet the students at their developmental level, we are rarely given the chance to hear the content itself, in a way similar to that in which it is presented to the students. It is with that in mind that I present to you “A Brief History of Olympic Games.” Keep in mind that our young athletes had heard this history along with stories of revered ancient athletes and had these pictures in their minds as they practiced and competed in Atlanta at the end of April.

Throughout the ages, athletic competitions were a favorite pastime of Greek men. The city states encouraged this pastime as it kept young men in top fighting condition. There were many opportunities for men to come together and compete, the oldest and most important of which were the Olympian games, held every four years in Olympia, a center dedicated to the worship of Zeus. Worship of the gods pervaded the Olympic games, and it was believed that Zeus himself looked down on the competitors, favoring some and denying victory to others. Only full-blooded Greek men were eligible to compete, although the event drew up to 40,000 spectators, merchants, and visitors from as far away as Asia, Italy, and Africa.

For the first 13 Olympics, there was only one event: the stadion race (170 meters, and according to the story, as far as Herakles could run on one breath). Over time, the events grew in number and in scope to include footraces, wrestling, boxing, Chariot races, horse races, the Pankration (a violent and grueling combination

“No citizen has any right to be an amateur in the matter of physical training: it is part of his profession as a citizen to keep himself in good condition, ready to serve his state at a moment’s notice: for how helpless is the state of the ill-trained youth in war or in danger. Finally, what a disgrace it is for a man to grow old without ever seeing the beauty and strength of which his body is capable! To develop his beauty and his strength to the utmost is the duty of a citizen. This is the Greek Ideal.”

-Socrates

of wrestling and boxing in which only biting and eye-gouging were forbidden), and of course, the Pentathlon.

The Pentathlon was a competition consisting of five athletic events: running, wrestling, long jumping, discus, and javelin throwing. The last three events were found only in Pentathlon competitions. The competition was created to find the best all-around athlete. It was a very demanding competition, and it required great strength and endurance.



Ms. Ross’ 5th grade chalkboard drawing captures Greek athletes competing with grace and beauty.



The 5th grade class is practiced and poised

In the Ancient Olympics, the only prize was the crown of olive leaves cut from the sacred tree at Olympia. What was important to the athletes was the fame and glory of becoming an Olympic victor, and embodying *arête*, or excellence.

The Greek Ideal of excellence involved trying to emulate the gods who were believed to have superior wisdom and physical capabilities. Greek men aspired to become men of action and men of wisdom, and they strove for beautiful bodies matched with beautiful deeds. The Olympic games gave them a forum in which to display their courage and endurance, to appreciate the aesthetics of beauty and movement, and to indulge in their love of competition, man against man. Along with the physical challenges, however, the games also emphasized honor, modesty, and fair play.

The Ancient Olympic games came to an end in the 4th century CE when two major earthquakes destroyed Olympia. The modern version of the games began in 1896, and some of the aspects

of the ancient games have been preserved. For example, the ancient games often included a relay race in which a torch was passed from one runner to the next. The last runner of the winning team lit a fire on an altar. This tradition has been preserved in the form of the lighting of the Olympic Flame during the opening ceremonies of the modern games.

—Kim Hussey-Ross, Grade 5 Class Teacher



5th Grade painting

Lessons from the Crown Imperial

Crown Imperial, or Fritarallia Imperialis, is an unusual flower. Standing three feet high, it produces a circle of beautiful blossoms with a crown of greenery atop them all. I was reminded of the Crown Imperial this year as my son, Timmy, went through the gardening block in Ms. Castle's third grade class. Timmy came home with a grain seed, a sibling to one that he had planted in school. He was bubbling with excitement about the prospect of this little seed growing into a beautiful and useful plant. For the next several weeks we received progress reports with excitement as the plant sprouted and began to grow.

The link to the Crown Imperial was the excitement that Timmy felt about the small wheat seed, like the excitement his mother felt about her Crown Imperial bulbs. After many years of apartment dwelling, Julie and I had finally purchased a home. We bumbled along like most of suburbia with azaleas, daffodils, and tulips, all wonderful flowers to be sure, but let's face it, they had been done before. One evening I returned home from work to find Julie agog over a flower catalogue. She had found the Crown Imperial.

Needless to say, that summer found me at the business end of some gardening implements creating a haven for a half dozen enormous bulbs. From that day on, there was an undercurrent of tension in Julie's persona. For the longest time, I could not identify the source of this excitement . . . until one day the following April the first shoot poked its green finger through the soil. The plants seemed to grow as we watched them—one inch tall, six inches, one foot, two feet, and then three. It all seemed to happen in a rush. Buds!

Then everything stopped. Every day we returned home from work to find our Crown Imperials unchanged. The tension grew daily. We were ready for those flowers to bloom (as I am sure the reader is, too). Two weeks (!) passed until one bright Sunday

morning, Wham! Glorious! Fabulous!

In another two weeks, the cycle started again.

As I write, we are at the period in the school year when we have reached that pregnant pause (sorry, Jen). The students and teachers have all grown together. The Administrative team, starting as a bean (sorry, Margaret) last summer, has come into its own. The parents have developed new insight into their children, their teachers, and themselves.

The structure is all there to support the tremendous outpouring of creativity and productivity that is to blossom in the last two months of the school year. The calendar is verdant with the flowering culmination of weeks, months, and years of effort and preparation. A bouquet of class plays were produced in the last two months. The fifth grade will strap on their winged Hermes sandals and race off to participate in the Pentathlon. May Day, Grandparents' Day, and the Spring Gala, the culmination of months of work by the Development Committee, will take place the same week. The Spring Concerts are the fruit of months of lessons, practicing, and instruction. Finally, the Eighth Grade Graduation is the Crown Imperial of the Linden Corner garden this spring.

With all of the energy and excitement generated by the beauty of this time of year, it is perhaps easy to overlook that there is a utilitarian as well as aesthetic function to all of this activity. Like the Crown Imperial, the school is preparing for next year. All that greenery and flowering is not just for our enjoyment. No garden is the same from year to year. Next year will see many new students and families, a few new teachers, new Board members, and some changes to the physical environment, too.

The Finance Committee and indeed, all of the Committees and the Board are in preparation mode as well. We are in the

process of reviewing the financial performance of the school year to date, identifying improvements in controls and processes, and recasting the financial goals for the Three-Year Plan. We are also beginning to look for new members for the Finance Committee and to fill some expiring seats on the Board. This has been my first year on the Board. I got involved because I did not feel connected with the school in a meaningful way. It was a commitment of time that I didn't think I had and with little hope of finding much enjoyment. It is work and can be frustrating, but it has been my experience that I have come to have a much deeper understanding of the education my children are receiving and of the tremendous amount of dedicated work that goes into providing it.

One of the precepts of Waldorf education is that bringing something into being is a process. Julie and I learned that the Crown Imperial took a lot of preparation and even more patience to have a flower to enjoy. In our classrooms the children experience the beginning of a project, a class play, a concert, or pentathlon, and work to complete it. Something happens during this process. Whether begun with enthusiasm or not, by the time the play is put on or the concert given, each of the students becomes eager to create perfection. They don't like it to show, but seventh and eighth graders experience it.

Even parents succumb to it. Check out the organizers and volunteers at the Spring Gala. They will have gone through the same process. Look at the faces in the crowd at the Eighth Grade Graduation. They will be filled with an emotion that encompasses being part of something that produced one of the most unique, beautiful, and cherished parts of the lives of those young people, a Linden Waldorf Education.

—Andrew Palmer, chairman of the finance committee and treasurer of the Linden Corner Board of Trustees

CLASS STUDY BLOCKS

MAY

- 1 Language Arts—lower case letters review of the year
- 2 Language Arts—through Saints Legends—begin cursive writing, choral and individual reading; review of the year
- 3 Ecology—Relating to the Earth—focus on farming and gardening; review of the year
- 4 Tennessee History and Geography; review of the year
- 5 Botany (second block); review of the year
- 6 Middle Ages; review of the year
- 7 Inorganic Chemistry; review of the year
- 8 Meteorology; review of the year



EGGS FOR SALE!

Wednesday @ 3:00
and Thursday @ 12:30.

Eggs are still \$3.00/dozen.
\$1.00 goes to the
Parent Alliance and
\$2.00 goes to the farmer.

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Thank you!

ENLIGHTENMENT (continued from page 3)

with universal rhythms. In the Sixth Grade, as puberty is in its dawning stages, we study the Roman culture, a culture that was quite materialistic. The Romans, apart from lip service, were not really interested in the gods and goddesses. They were trying to figure out how to conquer matter. In Steiner's "timeline" of human development, he pointed out that as the child heads closer to puberty there is a very real danger that he or she could become so deeply interested in the material world that he/she could lose touch with the life of spirit, and that if this were to happen, there would be a chance the child might never fully recover. This is one of the reasons why the life of Christ is introduced as part of Roman history in the Sixth Grade. We want to let the children know that there are "treasures that are eternal and cannot be destroyed," and that those treasures are none other than the human heart. This is a powerful message as the children begin to enter into pre-adolescence and all of the concerns and temptations that accompany that vulnerable time in human life. The message becomes continually important as a "knowing" within oneself, as the child progresses through Seventh and Eighth Grades, and into high school.

Rudolf Steiner connected the history of humanity with the evolution of consciousness. He believed that what was unconsciously known to be true must—through our own efforts—become consciously known. Looked at in this way, the Age of Enlightenment and the Industrial Revolution were not accidents, nor were they necessarily vicious and deliberate attempts by males to subdue intuitive knowledge and force it into submission to intellect and physical power. Rather, the call is to all of us to become more conscious. In doing so, the ability to use reason, which is unique to the human species, coupled with the knowledge of our inherent connection with all of life, will bring together head and heart,

matter and spirit, male and female, and result in individual and collective deeds that can truly transform our planet.

The Age of Enlightenment and the Industrial Revolution are part of the Eighth Grade curriculum. They are brought to the students as they move into their 14th year. This is the beginning of Steiner's third phase of childhood—a phase when, with physical and emotional development having been addressed, the life of intellect is now increasingly and more deliberately addressed and stimulated. There is a parallel. The "magical" connections of childhood are waning, the life of reason becomes important—the 8th grader tends to enjoy entering into intellectual debates and challenges that often cannot be "won." This needs to be recognized, remembered, and even given some room to breathe. On the other hand, we don't want to see our children drift too far away from the connections that are our birthrights. The difference is that we want to help them to become more conscious of those connections. Steiner spoke of how the 14th year is the time to begin challenging the growing human being in more intellectual, academic ways, while at the same time he believed that the "heart" of the young person is "opening as an organ of perception." Both head and heart are part of the equation as we strive towards wholeness and understanding.

During the latter part of the fall, with the help of Mary Beth Felts, the class and I embarked on a curriculum that has been designed for Waldorf Schools, known as "I Find My Star: An Artful and Community Building Approach to the Inner and Outer Changes of Puberty and Adolescence." The purpose of this block is really to remind and make conscious, in a more intellectual and heart felt way, the students' (and adults') understanding and appreciation of just how deeply we are connected—with each other, and with life itself. We studied how different cultures have looked at this throughout time, what our current responsibilities are, what



At Big Oak Wilderness School, we slept in a "debris shelter," which is a hut we made with branches and dead grasses and leaves. We spent two nights in this shelter even though we awoke to the sound of howling coyotes! —Sasha B. Reed and Emma Smith

the future requires of us, and the actual physiological/mental/emotional connections between what takes place in the body and the world. In other words, we were trying to bring conscious, heart-based, intellectual understanding to realities that have become lost in our culture.

A highlight of this block was a trip that Ms. Roff, the class, and I took to the Big Oaks Wilderness School (BOWS) in Nolensville. During our three-day visit, we were led into a conscious and experiential recognition of our oneness with nature. At the same time, important wilderness survival skills were shared. For example, we learned how to build "debris shelters"—huts made from branches and leaves. Emma and Sasha were the most courageous in this regard—they slept in one of the huts two nights in a row, even upon hearing strange and frightening sounds. We learned the ways of the birds, becoming more familiar with their sounds and what these mean. We learned to track animals and how to stalk each other. We were given half logs out of which we began to burn bowls from hot coals. The grand finale was a nighttime, blindfolded walk through a sloped forest, leading to the sound of a drum. There was much gaiety and laughter during our visit, and as I have always seen during the wilderness trips that I have led over the years, the children—free from city

life, free from cell phones, CDs, iPods, and the pressures of our scheduled routines at home and school—became softer, livelier, more relaxed, more responsible, more respectful. With dirt on their faces and clothing, they were a joy to behold—normal, natural, young human beings—full of curiosity, goodness, and beauty. At this time in their lives when the confusion of the Age of Enlightenment and the Industrial Revolution is being increasingly recapitulated in their own individual and collective lives, and at this time in their lives when Rudolf Steiner indicated that the heart is opening as an organ of perception, they were reminded of how things truly are, and they resonated with it—they wanted more. I am still asked, on a regular basis, when we can return. It is my hope that we can develop a relationship with BOWS that will result in an ongoing upper grades program for our children.

Being a Waldorf teacher is, indeed, quite an adventure!



—Jeff Feldman,
Class Teacher Grades
Seven and Eight

LAURA ASKS



Fawnie DeLapp,
LCS Secretary

As we near the end of the school year, I wanted to interview my office mate. I have really enjoyed working with Fawnie DeLapp this year. Her bright spirit greets people on the phone and welcomes them in the office. And we have fun sharing cookies and treats! The fun news is that Fawnie is getting married this month! We send her off for a fabulous wedding and honeymoon and look forward to welcoming her back as Mrs. Erickson. Enjoy reading about our wonderful school secretary.

LD: How have you enjoyed your first year at Linden Corner?

FD: I've had a great time. The families and children I have met have been wonderful! I have especially enjoyed all the festivals and events. After working in the business world

for the last couple of years, it is a lot of fun to be around children again! I was not familiar with Waldorf until coming to the school. It has been interesting to learn more about it and see how it is structured in the classrooms.

LD: Will you tell us about where you grew up and how you came to Nashville?

FD: I spent my first seventeen years in beautiful Sheridan, WY. Since then, I have spent time in several different states, finally settling in South Dakota where I finished my BA at Augustana College. Upon graduation, I was employed at Business Resources, Ltd., a medical software company. The rest of my story is rather predictable- I met a guy, fell in love, got engaged and followed him to Nashville. After coming to Nashville, I began working for a bank in the commercial lending department. Crunching numbers was not my forte, so I started looking at schools and you know the rest!

LD: I know you were involved with dance and music growing up. Will you share some of this background with us?

FD: Sure! Dance and music have always been a big part of my life. I started dance in grade school and continued on through college. I have done gymnastics, ballet, tap, jazz, lyrical, hip hop, and pointe. While in high school, I helped teach dance to pay for my own lessons. I taught a pre-K tap class and also 10-11 year old ballet, jazz, and gymnastics. I still enjoy taking a class now and then. I love salsa, ballroom dancing, jitterbug, and other couples dances. I have enjoyed music for several years. I took piano in grade school for many years and also took voice lessons while in college. Unfortunately, I have not had a piano for several years so I'm a bit rusty.

LD: So, with all this dancing, does fiance Seth dance with you?

FD: No, he can't dance. He just steps on my feet. But at least he tries.

LD: You will be getting married this month! Congratulations. Can you tell us about your fiance?

FD: Thanks! We are very excited. Seth is originally from Sioux Falls, SD. He attended South Dakota State University where he graduated with a BS in Aviation Education/Aerospace and currently holds four different pilot licenses. Seth currently works for AT&T as a contractor. In the evenings or weekends, you will find him around town playing country music or songwriting. A couple of weeks ago, he went into the studio to cut some songs. I think Music City is the perfect place for his country music interests.

LD: Will you share your wedding plans with us? We are all going to want to tag along!

FD: Definitely! We are getting married on St. John in the US Virgin Islands. It will be a simple wedding on the beach and we will stay there for our honeymoon. Later in the year, we plan to have receptions in our hometowns. We have been engaged now for over 2 years, so it hardly seems possible that we're finally tying the knot! It has been a bit of a struggle to plan for an event that will take place so far away, but I think we're almost there. Simple is key!

LD: What is your favorite part of working at the school? Do you have a favorite moment from this year?

FD: I love the people I work with! I really feel that co-workers can either make or break a job. I would have to say that I have definitely enjoyed sharing an office with you this year. Favorite moment? Well, I don't think I have one specifically. I do, however, enjoy my interactions with the children. Distributing boo boo bunnies (ice packs for minor bumps or bruises), getting hugs, and sharing conversations about bugs over a cup of tea are definitely a high point in my day.

LD: And you know how I end these interviews. Have you tried Las Paletas yet? Have a favorite flavor?

FD: I have not tried Las Paletas yet. I have heard so much about it! I may need to make a stop there this weekend or, better yet, right after work today.



—Laura Duke,
LCS Parent and
Enrollment Coordinator

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