

CALENDAR OF EVENTS

NOVEMBER

November 3
Strategic Planning Meeting,
5:30 p.m.

November 5
PA Council Meeting, 5:00 p.m.

November 7
Elves' Faire prep,
12:30 p.m. dismissal

November 8
Elves' Faire, 10:00 a.m.

November 10
Development Committee Meeting,
6:00 p.m.

November 11
Outreach Committee, 3:15 p.m.

November 12
Visitor Morning, 9:00 a.m.

November 14
Martinmas Celebrated: 1st, 2nd,
and 3rd grade Lantern Walk

November 26
Thanksgiving Holiday,
12:30 p.m. dismissal

November 27-28
Thanksgiving Holiday

The Linden LEAFLET

November 2008

Linden Waldorf School • 3201 Hillsboro Pike, Nashville, TN 37215 • 615.354.0270 • lindenwaldorf.org

PARENT ALLIANCE

Hear ye! Hear ye!

The Elves' Faire is right around the corner on November 8th! The elves are very busy with preparations for a fantastic faire, but not even magic elves can do it alone. What can you do to help? Glad you asked! Each family is responsible for a few very important things and we can't overstate how important it is for each and every family to contribute their items.

The elves know you have heard this before, but here is a gentle reminder for those last-minute types out there:

10 HANDMADE ITEMS FOR THE ANGEL ROOM

Your attention to this particular responsibility is very important, as we have NO remaining items from previous years to supplement our stash.

20 WRAPPED ITEMS FOR POCKETS THE ELF

These will be given away to children as they romp around the Faire. Items should be wrapped in cloth (or tissue paper, if they're light-weight enough), and tied. Be creative! Foreign coins, fairy tears, shells, acorns, tiny baskets—that kind of thing. No plastic or edible items, please!

12 HOMEMADE BAKED ITEMS

Baked items should be wrapped as individual servings and labeled (vegan, organic, gluten-

free, etc.). These will be sold at Fairy's Corner Coffee Shop. When you finish your items, give them to your PA class rep.

CLASS ASSIGNMENTS

Everyone has received their class assignments for set-up and break-down of the various Faire venues. Your PA class reps can give you more detailed information on what is required of you.

SIGN UP FOR A TWO HOUR SHIFT

Please make sure you have signed up in the Manse to work a 2-hour shift DURING the Faire.

MUSICIANS NEEDED

On another note, ever dream of being a strolling minstrel? Have we got the gig for you. We're looking for lively musicians to wander the grounds playing Faire-appropriate music. Don't be shy—dust off that pentatonic flute and call us.

The Faire Committee thanks you as we look forward to this special event.

Elves Faire Committee Members:

Alison Marshall, almarshall07@comcast.net;
Pamela Roller, jroller@comcast.net;
Tricia Drake, tric@drake.net;
Rose Ann Lee, rlee74@comcast.net;
Tina Cantrell, tinacantrell@comcast.net

Portal To Creativity

"This is boring." Heard that before?

We spend a great deal of time as parents figuring out how to avoid hearing those words and provide meaningful experiences at the same time. As we direct our children into nurturing activities, can we over do it? I believe we can and usually do.

Boredom is the portal to creativity. It is the opportunity to pierce through the armor of the ordinary to real excitement. This

stimulation, however, is not the cheap thrill offered by the instant gratification media culture surrounding us. This impulse refuses to be shaped by others, but rather seeks fulfillment through creation and contribution.

If we observe the pace of the Waldorf curriculum, over days and years, there is a measured hesitancy to break into a full-out sprint for anything in particular. Each day is broken

Continued on page 2.



2nd grade painting

Now accepting applications for the 2009-2010 school year. Please apply now for siblings of current students. See Laura Duke in the office with any questions.

A Parent's Perspective on Giving Thanks

As we enter into the month of November, our thoughts turn to Thanksgiving and the importance of sharing a meal as a family. Thanksgiving gives us an opportunity to show gratitude for the many blessings we have received. It is a wonderful time for parents to foster a sense of reverence in their children for the world in which we live. Here are some simple ways to do this :

- Most important is to model the behavior we want to see in our children. Showing appreciation to those around us on a daily basis sends a powerful message to our children.
- Have a ritual at mealtimes, such as lighting a candle and expressing gratitude (through prayer or verse) for the food about to be eaten and the hands that brought it to the table.
- Encourage children to send a note of thanks when appropriate, or let them have a "thanksgiving box" of art supplies that are saved for this occasion. Learning to express gratitude to others can begin with this simple gesture.
- Encourage feelings of empathy ("how would you feel?") in children.

- Take part in a community service project as a family. This often brings to light things we take for granted.
- Avoid excess. Live simply. Give what you don't use to Goodwill, Salvation Army, or another nonprofit organization. The philosophy that less is more could not be more fitting for toys and playrooms. Children are often overwhelmed when they have too much to play with and are unable to engage in fantasy play.
- At the end of the day, ask your children what they were grateful for that day.
- Tell your children thanks for the things they do! Let your child know how grateful you are for their presence in your life.

by Audrey Patrick

THOUGHTS ON THANKSGIVING

Eating with the fullest pleasure — pleasure, that is, that does not depend on ignorance — is perhaps the profoundest enactment of our connection with the world. In this pleasure we experience and celebrate our dependence and our gratitude, for we are living from mystery, from creatures we did not make and powers we cannot comprehend.

— from "The Pleasures of Eating" in *What are People For?*

Editor's Note: This column by Audrey Patrick will appear each month to assist parents in bringing Waldorf into their homes. As a mom of two young boys (Liam, in the Sunflower Kindergarten, and two-year-old Finn), Audrey is interested in learning more about parenting and Waldorf education. If you have a parenting topic that you would like to see addressed in this column, email Audrey at audreypatrick@att.net.

Portal To Creativity Continued from page 1.

up by lengthy physical play. The preparation for reading is a long arc – stories, pictures, letters as pictures, etc. Consider also sewing, knitting, or learning a musical instrument — all long-breathed, laborious projects.

Contrast this with children's experience all around us: early reading, media driven instruction and child care, year-round sports – a dead sprint from birth.

Waldorf's true gift to education is undirected free play. Let's take that lesson home as parents. Filling our children's weeks with trips, activities, video media, play dates, etc., dilutes what is being accomplished in the interior of our children at school.

Waldorf's true gift to education is undirected free play.

By wading through the mud and murk of our children's boredom, we offer them the opportunity to create, to find their own voices, stand on their own legs, and revel in their own accomplishments.

It is exactly this journey from boredom to accomplishment that makes "love of learning" the hallmark of Waldorf education. So let them sulk and complain about the same old room, the same old toys, the same old yard and the same old siblings – then let them build a monument to their own identity from this wonderful simmering wasteland of hidden treasures.

—by Stephen Emahiser

Joan Almon Workshop

Joan Almon, Director of the Alliance for Childhood visited Nashville last month for Linden Waldorf School's "Importance of Play" workshop and a screening of the PBS documentary "Where Do The Children Play?" at Vanderbilt. The documentary was sponsored by: Linden Waldorf School, Vanderbilt University, and the Alliance for Childhood.

More than 100 people attended the workshop. Almon also spent time studying the

LWS playgrounds, making suggestions and working with our faculty and staff to find ways to enhance our children's play environment at LWS.

Look for the complete interview in the December *Leaflet*.



"I have known this school before it existed, when it was still a hope and a dream. I am thrilled to see how well it has developed."

— Joan Almon (Director of the Alliance for Childhood) on her feelings about Linden Waldorf School.



FACULTY

Childhood Joys in the Daisy Class

In past times when consumerism was less dominant, parents spent much of their day preparing food and procuring the basic necessities. Children's involvement with household duties was critical, and only after their work was done were they allowed to play. At play, they were not entertained by other adults, TV, computers or toys that flashed, beeped, and talked. They participated in the livelihood of the family, and that contribution was incredibly meaningful to them. Children got a sense they were important — that their work was needed, and that they were needed.

This is the kind of environment teachers in early childhood hope to create in the classroom. The teachers engage the children in activities like washing, ironing, sewing, baking, cooking, gardening, woodwork, and may hum a tune while she happily does her work. The children often imitate this good work, coming over

to help, picking up a sewing card from the sewing basket, or using sanding paper to smooth out the wooden horse or bear. If a child is having trouble playing with others, the teacher may call the child over to help, and when the child is ready, he or she returns to play, grounded by the work.

In the early childhood classes, making snack is a part of the daily activities. Not only

does it provide meaningful work for the children and help encourage healthy eating habits, it also teaches the fundamentals of math, reading, and science. Children learn songs and rhymes about cooking, and how plants become food. Because we change snacks based on

they carefully chop and place scraps into the compost, and good pieces into the bowl for use. If we are baking, the children learn measurement and counting, taking turns to stir, using one hand to hold the bowl and the other to cross the midline in a stirring motion.

The children get good sensory experience as they use their hands to knead the sticky, wet dough. They use strength to turn the mill to grind the oats or flour.

The teacher does not point out the lessons being learned, but

comes from, and what kind of work it takes to put food on the table. Once the snack is prepared, the children clean up the table.

The children's spirit gains great strength from this practical work, their bodies gain great nourishment from whole grains, organic produce, and natural sweeteners, and their social skills grow from taking turns and working together as a group.

Some of our favorite recipes for fall include:

APPLE/PEAR SAUCE

Apples
Pears
Water

1. Put sliced apples and pears into a large pot and add about 1 inch of water.
2. Simmer until tender.
3. Run apples and pears through a food mill to remove seeds and skins and make it smooth and yummy.

APPLE CRISP;

Lots of apples, peeled and sliced
Cinnamon
Maple syrup

Topping:

4-5 cups oats
1 stick butter, melted
1/2 cup maple syrup
2 T. oil
pinch of salt

1. Preheat oven to 350 degrees.
2. Place apples in a 9x13 inch baking pan.
3. Sprinkle apples with cinnamon and a few tablespoons of maple syrup.
4. Mix together topping ingredients and sprinkle over top of apples.
5. Bake 45 minutes to 1 hour.

Happy Thanksgiving!

by Emily Breaux



In a Waldorf kindergarten, teachers engage the children in activities like washing, ironing, sewing, baking, cooking, gardening, and woodworking. From such meaningful work, children learn they are important—that their work is needed, and that they are needed.

season, the children also learn about cycles of the earth and availability of food.

During morning play time, children may join the teacher at the table to help in preparing snack. They wash hands, put on an apron, then sit at the table. If there is chopping to be done, the children have to take turns using the knives and chopping boards. They learn fine motor skills as

rather allows the practical experience to speak for itself. We grind whole oats into oats for oatmeal, and then soak them overnight to aid protein absorption. Sometimes, we grind wheat into flour, or churn cream into butter. We also make apple sauce from whole apples, and smoothies from pieces of fruit each child brings. This gives children a connection to food, where it

MUSIC

“Sow It on the Mountain, Reap It in the Valley”

So goes the lyric to the Appalachian folk song we’ve been singing this fall.

Lately I’ve been thinking more strategically about our Linden Waldorf School music program — about the year as a whole, not just this week’s lessons. So the song about sowing and planting has really meant a lot to me, and I’d like to share some thoughts with you.

WHAT ARE WE PLANTING, EXACTLY?

Well, to begin with, we are planting a whole lot of hope. We really don’t know how this year’s orchestra and choir will turn out! But we surely start the year with faith that the seeds we plant can grow and flourish “inch by inch and row

by row,” as Malvina Reynolds sang years ago.

FAITH IN WHAT?

Faith in our children, that they surely were born with a spectacular love for music, for singing and dancing and making a joyful noise. Faith in our music faculty and class teachers, that they feel called to forsake other endeavors and choose to pour the moments of their lives into making music with these children, whatever the weather. Faith in music itself, that it has the power to wriggle down deep within us all, close to our hearts, where it colors everything we do with a disposition toward wholeness, cooperation and a deep love of beauty and order.

BESIDES HOPE AND FAITH, WHAT ELSE?

Certainly we are planting the seeds of commitment by arranging for rental or purchase of an instrument and private lessons. By helping our children save time each day for personal encounters with music in the form of practice time we are planting the seeds of devotion to long-range objectives. We are showing kids that they can tackle challenges and develop stamina by learning the discipline of taking a series of small steps over time.

Along the way, with the full harvest of a wonderful performance still far off in the distance, the seeds we have planted are growing, growing, almost without our noticing

them. We see daily practice habits taking root. We see smiles going around the rehearsal room as a gang of kids learn to become the unified voice of an orchestra or choir. We hear the rough approximations of first attempts lift off the page and take flight as actual music in the air. What a miracle! By doing the daily work of paying attention, making repeated attempts and learning to listen, we see these amazing young musicians starting to qualify to enter into the very spirit of music.

The old song has a lot of wisdom embedded in it! We do plant on the mountain in faith that there will be a bountiful harvest. As the last line of the lyric says: “You’re gonna reap just what you sow!” by Biff Fink

Words of Thanks

I ponder each year at this time on the many things I am thankful for. Michaelmas begins this process, where we naturally turn within to contemplate and realize the things in our lives that are most meaningful, and bring to our wakeful consciousness the things we allow to cloud our vision in living our lives in the consciousness of gratefulness and love for all existence.

The community at Linden Waldorf School has been a life-changing element in my family’s life. It has become our family. And it remains at the top of our “I am most thankful for” list. The children remind us every day to approach life with joy and wonder, and the teachers and staff who devote themselves to these children remind us of the value of selfless service. That service only comes from a place of love. And it is these living expressions shown to us every day that compel us to participate and contribute. To complete the circle. To strive to live with joy, enthusiasm, and selfless service that benefits all.

If the only prayer you say in your life is “thank you”, that would suffice. — Meister Eckhart



One really does not need look far within this community to see reasons to be thankful. From the moment you arrive in the morning and see children running and skipping to reach their classrooms, there is evidence of joy at work.

And as you read the words below, shared from random inquiries at LWS, you will find more reasons of gratitude for being surrounded by children and community who live in thankfulness for the simple things in life that ultimately matter most to all of us.

We share with you this month a few responses from our LWS community to this question:

“I AM THANKFUL FOR...”

Irene, age 5... “for riding bikes”
Matthew, age 5... “for climbing trees”

Liam, age 5... “that my family takes care of me”
Eliza, age 7... “my friends”
Shawn, age 11... “the school and all the great people here”
Emma, age 14... “being alive!”
Jonelle, age 14... “a lot of things... being alive, the outdoors”

Margaret, age 8... “life”
Jaisal, age 13... “my family and friends”

Jaden, age 7... “my friends”
Dash, age 5... “my family”
Gabe, age 13... “my family and my friends”

Jesse, age 13... “friends, and Gabe’s house”

Miro, age 14... “food”
Michael, age 13... “being 13”
Andrew, age 13... “everything... everybody”

Gus, age 13... “friends”
Hannah, age 13... “getting to have a horse, and having a good teacher, and having my favorite class, ever!”

Lance, teacher... “How much time do you have?! I am thankful for a wonderful class of bright and vibrant 8th graders.”

Parents

... “that we have food on our table”.

... “that I have a roof over my head, and for good health:

... “my family”

... “my family, my friends, and the health of each and every one of them.”

by Mary Beth Felts

KRAFTING KLATSCH

Family Recipes

A monthly addition from Julie Swart, parent, crafter extraordinaire, and mom to Izzy in first grade and Lael who is in the Daisy class.

There are so many wonderful foods that families prepare and share in their tradition of celebrating Thanksgiving. Dessert was always an exciting part of my family meal growing up and my kids so enjoy helping to bake pies for our family each year. One of our family's favorites is pumpkin pie.

Pumpkin Pie

3 cups pumpkin puree
3/4 cup honey
2 tablespoons molasses
1/4 teaspoon powdered cloves
3 teaspoons cinnamon
1 1/2 teaspoons ground ginger
1 teaspoon salt
4 eggs, lightly beaten
1 large can evaporated milk or 2 cups scalded milk

Preheat the oven to 450 F and have ready a 9" whole-wheat pie shell. Mix all the ingredients together in the order given in the list above. Pour into the pie shell and bake for 10 minutes. Reduce temperature to 350 F and bake for 40 minutes.



My husband, Frank, is Jewish and we have combined our family traditions as our families gather together each year in Massachusetts to celebrate Thanksgiving. Frank's Auntie Arline makes a wonderful mandelbrot, which literally means almond (mandel) bread (brot), a twice-baked hard bread similar to Italian biscotti.

Mandel Bread

2 1/2 cups flour
2 teaspoons baking powder
1/2 teaspoon salt
3 eggs
3/4 cup sugar
2 teaspoons vanilla
1 cup nuts
1/2 cup oil

Sift dry ingredients. Beat eggs and sugar, add oil and beat well. Add dry ingredients. Grease pan and lay in 3 sections. Sprinkle with cinnamon and sugar. (optional) Bake at 350 F for 25 minutes. Cut and turn pieces – dry in oven for 10 minutes. Remove to wire racks to cool.



Happy Thanksgiving!

LWS Cross Country Team

Thank you to coaches Margaret Sloan, Gil Whiting, Kim Kingsbury, and Julie Palmer for "running" Linden Waldorf School's first cross country season. Participants and parents had a great time and felt fortunate to have two Olympians and two cross country athletes willing to donate their time and talents.

"Our team's enthusiasm for each race (even those with no LWS participants) was unmatched. The line of organic shirts, clapping and cheering tirelessly for 90 minutes was an impressive sight from the field. I answered

several inquiries from other coaches and accepted a few compliments about our school's participation.

For a team with a majority of first-time racers, their performances were amazingly free of many first-time mistakes. As I have noted about LWS kids in other venues, they are mature, good listeners, and are able to be comfortable with where they are in relationship to the rest of the crowd, without any self-conscious posturing."

by Margaret Sloan, Linden Waldorf School cross country coach and parent of Paul, 4th grade, and Emma 6th grade.



Sixth Grade Art



In sixth grade, a new branch of art is introduced in the form of a simple study of projections and shadows. The students must get a clear picture of how shadows fall. This study is accomplished both with still life drawing in the classroom and through observations of the natural world.

The Winter Garden and Advent

With the festival of the Winter Garden, the mood of Michaelmas that has permeated the children's learning and activities throughout the fall shifts to the mood of Advent. We move from gathering the courage and strength to enter the darkness of winter, from activity and output to a mood of expectation and reverent waiting. We await the arrival of new creation that lives as potential in stillness and darkness. We experience this shift from activity to stillness over and over during our lives, beginning with our birth, in which we arrive from the darkness of the womb into life on earth and in the daily rhythm of waking and sleeping. Other manifestations of this birth event can be found in our experience of the seasons, nature and cultivation. We also experience it in our soul life when windows open after doors are closed, or spiritually with the epiphanies that can arise after spiritual practice.

The Winter Garden gives the children a beautiful way to celebrate these archetypal experiences. In a darkened room, a spiral of wintry, natural objects (pine boughs, crystals, shells etc...) awaits them. Musicians have gathered to provide familiar, seasonal tunes that carry the mood of reverent expectation. The teacher has helped to create a reverent mood with a special story. A single candle in the center illumines the pine-scented room. The spectators wait in silence as each child comes forward and receives an apple with a candle from the teacher. Then everyone watches each child make the music-accompanied journey to the center of the spiral

where he lights his candle and returns, placing it on a wood marker along the path on his way out. By the end, the room has lightened considerably and the spiral itself is illumined, the path no longer so dark and forbidding. Together the class exits without disturbing the beautiful mood they have



created. Usually, parents catch on to the reverent mood and follow quietly behind. Back in the classroom, the apples and beautiful hand-dipped beeswax candles are distributed, one to each spiral walker as a celebratory treat and souvenir, respectively. My children often put the candle on their nightstand. We would light it during stories and prayers before bed throughout the winter, to create a warm

mood for entering the realm of rejuvenation.

In the classroom during December, teachers attempt to focus on lessons and activities that bring a mood of stillness, reverence, and inner rejuvenation. Clearly the stories and customs surrounding birth (the birth of Jesus being an obvious choice), and journeying from darkness to light are favorite sources for the teachers at this time, although many of the secular customs of this time (e.g. heightened consumerism and activity) are not as helpful in replicating the mood of the season in the classroom.

Challenging as it is in our over-stimulating and increasingly materialistic society to bring quiet, reflection, even sleep, when the teacher can accomplish it to some extent, it is often over this time that the learning and activity of fall has a chance to soak in and incubate. When this can happen, we often see developmental leaps in the children when they return in the New Year and new mastery of things we had introduced in the fall. When parents can also take up this mood of quiet, stillness, and sleep at home, it manifests in physical growth and health in the children.

If your child has never experienced the Winter Garden, please try to make

room for it in your busy holiday schedule—you will not regret it. The date for this year's walk is Monday, December 1st. This year, students through grade four are asked to participate, but students from 5th through 8th are invited to join in if they would like to take part in the walk. We do ask that each child walk it no more than once. Siblings who do not walk with their own class are invited up at the end of each spiral walk. The eighth grade traditionally provides the music for the younger classes, and then they have the opportunity to walk with the 4th graders.

by Sylvia Hurdle

CLASS STUDY BLOCKS

NOVEMBER

- 1 Arithmetic; Form Drawing/Social Skills
- 2 Language Arts: Native American Legends/Fables
- 3 Liquid and dry Measurement; Calendar and Seasons
- 4 Mathematics I: Fractions
- 5 Language Arts: Ancient Mesopotamia/Egypt
- 6 Physics I: Acoustics, Optics, Heat
- 7 Science I: Chemistry; Nutrition
- 8 American Revolution and Early American History

DON LEE
AFFILIATE BROKER
615-305-7984

FIVE STAR REALTY

The Month In Pictures

TACA Fair



Many children enjoyed crafting at the LWS booth at the TACA fair.

Michaelmas Celebration



*"May
my
soul
bloom
in love
for all
existence"*

—Rudolf Steiner



Thanks to the 6th grade class and 2nd grade class for sharing a beautiful Michaelmas Celebration with the LWS community.

Market Bags Available

Help support Linden Waldorf School, be good to the environment, and give yourself a useful gift — all at the same time! These market bags are great for groceries, books, days at the park, sleepovers, and more. Available for sale in the office. Get yours soon!



LAURA ASKS



This month I interviewed Catie Johnson, our new 2nd grade teacher. Catie is not new to LWS or most of us! She has been a very involved parent for many years and it was a natural fit for her to move into the classroom. Enjoy learning more about Catie.

LD: Tell me about your family and how you came to Linden Waldorf School.

CJ: I have three children and a wonderful husband. My husband, Jim, has been a great support to me since I started teaching. He gets tremendous satisfaction out of making lunches for us every day. We have twin girls, Margaret and Rita, in the third grade class and Alex (10th grade) was part of Linden's pioneer class. We began at Linden when Alex was in fourth grade. Julia Emahiser had been his cello teacher the year before and convinced me to check out the Waldorf school. At the time her son Nathan was a baby and the girls and I would play with him while Alex had his cello lesson. One of the most ironic and serendipitous things for me in my job now is that Nathan is one of my students!

LD: You were a nurse for years before becoming a mom. Now you have become a teacher. What made you change your career?

CJ: Teaching children was something I've always wanted to do. But, I also love the sciences. At the time I was pursuing my degree, metro schools were in the middle of a hiring freeze. I had to make a decision and that was probably the biggest reason I turned towards nursing — job security. Once we started at

Linden those thoughts of teaching came back. So I spent the next several years learning as much as I could about this education.

LD: Why are you so drawn to Waldorf education?

CJ: I don't think I could give just one reason. At first it was how well it fit our family values and lifestyle. After we joined the community it was how happy our kids were all the time. They all loved school! This was something we were not used to. As I learned more about the education, it simply became how perfectly designed the curriculum is. Everything, and I mean everything, is not only purposeful, but has good reasoning behind it. The more I learned the more amazed I was at how much the curriculum and philosophy made sense. It is something I wholeheartedly stand behind and believe in, which is necessary for me as an individual.

LD: How did LWS help Alex in his high school years?

CJ: The short answer here is a combination of his ability to think for himself, think outside the box, and the confidence he has in who he is as an individual. If you had more space I would gladly share a longer, more in-depth answer.

LD: What is your favorite paleta flavor?

CJ: I rarely stray from chocolate with chiles!!

by Laura Duke,
Linden Waldorf School
Parent and Enrollment
Coordinator.



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