

CALENDAR OF EVENTS

MARCH

- 4 P.A. Meeting, 6:30 pm
- 5 Visitor Morning 9:00 am
- 7 2nd Grade Class Play, 8:45 am
- 7 ALL SCHOOL St. Patrick's Day Dance/Potluck
- 14 4th Grade Class Play: "The Theft of Thor's Hammer," 6:00 pm
- 17-21 Spring Break for all students—NO SCHOOL
- 28 3rd Grade Class Play, 6:00 pm

APRIL

- 1 P.A. Meeting, 6:30 pm
- 2 Visitor Morning 9:00 am
- 4 4th grade field trip to the Chattanooga Aquarium
- 10-11 6th Grade Class Play: "The Wizard of Oz"
- 14-18 ERB Testing
- 19 Earth Day—All School Campus Cleanup 8am-12pm
- 21 Teacher Planning Day—NO SCHOOL
- 21-25 National TV Turn-Off Week
- 25 1st Grade Class Play, 1:30 pm
- 28-30 5th Grade Pentathlon, Atlanta Waldorf School

MAY

- 2 May Faire/Grandparents' Day/Festival of Children's Work—½ DAY OF SCHOOL
- 3 Spring Gala
- 6 P.A. Meeting, 6:30 pm
- 13-15 3rd grade field trip to Hill and Hollow Farm
- 14-16 4th grade field trip to Fall Creek Falls State Park
- 26 Memorial Day—NO SCHOOL
- 29 Kindergarten Bridging Ceremony at 11:30 am; 8th Grade Graduation;
- 30 Last Day of School—½ DAY OF SCHOOL



7th grade geometrical drawing

Linden Corner LEAFLET

March 2008

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

HAPPY SPRING EQUINOX!

PARENT ALLIANCE

School-Wide Potluck—Save the Date!



Fun was had by all at last year's Valentine's Day dance!

of rest. When you return we'll have more exciting school news to share and events to inspire!

—Laura Bigbee-Fott, P.A. Co-Chair

School-wide
St. Patrick's Day
Dance and Potluck
Friday, March 7,
2008
Fellowship Hall

It's hard to believe that the school year is more than half over. We've had a wonderful year thus far with many successes, but we still have more fun and success to come! Be sure to mark your calendars now for Friday evening, March 7. We will have a school-wide potluck and dance in honor of St. Patrick's Day in the Fellowship Hall. Many of you will remember the Valentine's Day potluck we had last year and what a good time that was, so you won't want to miss this one. Dust off your best potluck recipes and dust off your dancin' shoes and join us for some good old fashioned family-style fun!

Spring break is coming up and I'll bet a lot of you are making plans. While you're making those plans, be sure to remember that you can earn money for Linden Corner simply by making your reservations through one of our scrip websites. Be sure to check out SchoolPop, iGive, and eScrip. Linden Corner can earn from 1 to 5% of your online reservations. Remember that in November we made \$250 just from grocery store sales, so if we get organized, we could make a nice chunk of change from all those spring break travel reservations.

We in the Parent Alliance hope that everyone has a happy, safe Spring Break. Have fun and get lots



Mark your calendar for
Linden Corner School's
3rd Annual Spring Gala
on Saturday, May 3rd
at the Lane Motor Museum

The evening will include silent and live auctions, special musical guests, stunning art, delightful hors d'oeuvres and some of the most beautiful cars in Nashville.

As part of the Gala, an exciting online auction will launch on March 17th and run through May 19th.

SAVE THE DATE!
MAY 3, 2008

3rd Annual Spring Gala

For more information, contact
Barbie Howell (barbie.howell@comcast.net),
Julie Swart (juliecswart@gmail.com),
Wanda Ball (wandaball@hotmail.com),
or Todd Burr (toddb@nashville.net).

Sixth Graders Explore Science Through Experience

The sixth grade has been exploring Physics during our main lesson time. This is the beginning of a three-year adventure into the world of natural science. We began our study with a glimpse at acoustics. The class sat in complete silence and listened to the sounds that surrounded them. After spending time aurally observing several locations, we talked about the differences in our expectations for the experiment and how they differed from what we experienced. We also had a special guest visit and expand on the vibrations and rhythms of sound. This was followed by the properties of heat including sources of heat, the nature and effects of warmth and cold, and the propagation of heat. The block will also include interaction with light and color.

Goethe said, "All understanding begins with wonder." The purpose of teaching Physics at the sixth grade level is to cultivate a sense of wonder and curiosity while helping the students to apply their knowledge and understanding in meaningful, responsible ways. The focus here, as in all sciences in Waldorf schools, is observation before conceptual formation.

Students are asked to experience the demonstrations and compare their observations to what they might have expected based on what they know from scientific theory and concepts.

The physics lesson is structured in such a way as to stimulate curiosity by confronting students with mysteries that are not always easily unraveled. The upper grades are a time for change in the way students think. As they move away from the imaginative pictures of the early grades, those pictures are brought into a new reality, and imagination is transformed into thinking based on observation and experience. By the time students arrive in sixth grade, they are developing their capacities of thought and being more analytical and deductive in their reasoning.

Steiner talked about the importance of understanding

how our world works in *The Modern Art of Education*, stressing the danger of being surrounded by "inventions and creations of the human mind" without understanding them. While we might not be able to explain the inner workings of each gadget we use, the appreciation of its mysteries is a key difference between the goal of our lessons in physics and some other more traditional approaches to the subject. By studying physics, Waldorf students are



6th Grade Class and Ms. Lowe (not all pictured)

helped to develop understanding, appreciation, and acceptance for the world around them, so they can feel comfortable in that world and approach it with confidence.

—Bernice Lowe,
6th Grade Class Teacher



6th Grade Students Study Sound with their Teacher, Ms. Lowe

Teaching our children to write, read & spell— A Developmental Approach

Susan R. Johnson MD, FAAP, 5/7/2007
(second and final part)

Besides pushing children to read and spell before their minds are developed, we also ask them to hold a pencil and write before they are developmentally ready. I see very young children being asked to write with one hand while they still have overflow movements occurring in the fingers of the opposite hand. Before six or seven years of age, the vertical midline of the child is not fully integrated. When a

child moves the fingers of one hand, the fingers on the other hand will also move, often without the child's conscious awareness. Children should not be forced to write until this vertical midline is integrated. If we force children to hold a pencil or pen and write before they have integrated this vertical midline, they will develop a tense pencil grip, a cramped writing style, and a spatially compromised and jerky

penmanship. It makes more sense first to teach children to write the small letters of the alphabet in cursive before teaching them to print these lower case letters. When doing form drawings or writing in cursive the right and left hemispheres are both active and working together. Printing of the lower case letters is a more abstract and advanced developmental task that requires the left hemisphere, which often isn't developed enough for this task until seven to nine years of age. Girls may be ready to do this task by age six while boys often can't do this task until after nine years of age.

My greatest concern is that I

am seeing more and more fourth, fifth, sixth, and even seventh graders from public and private schools who can't spell easily and are still reading mostly by sight memory. They can now use their left brain to sound out words, but they approach every word they read first by using the reading center in right brain (by sight). For example, when I give these children a sentence to read like "Six byos wnet on a vaccaiton tohgeter and tehy wnet fsihing in a bule baot", they often do not notice any of the misspelled words. Furthermore, when I have these same children read another paragraph where every word is spelled correctly, they often tell

See *TEACHING* on page 4.

State of the School: An Update

Several years ago, the Board of Trustees instituted an annual “State of the School” meeting. Those meetings grew out of recognition that as the School had grown from its modest beginnings, the old, less formal, methods of communication no longer sufficed. In a further effort to help keep the community apprised of what the Board does, each issue of The Leaflet includes an article from a member of the Board. Since March represents the halfway point between State of the School meetings, I thought it might be a good time to provide a brief progress report on a few of the major issues that were discussed at last year’s State of the School meeting.

Administrative Development

Building on the work of those who went before, one of our administrative priorities has been further developing and codifying the School’s administrative policies and procedures. We appreciate the leadership that our Interim Administrator, Eileen Smith, has brought to our efforts to bring structure to the School’s administrative operations. Our new Business Manager, Margaret Bean, and our Finance Committee Chair, Andy Palmer, have helped us refine our budgeting process and are leading our efforts to develop policies on all things financial. Although we have made significant strides on both fronts, we still have additional work to do. Please share with us any constructive suggestions you may have for improvement, and bear with us as we continue this work in the midst of operating a busy and vibrant school.

For the first time in the School’s history, we have both an Outreach Coordinator, Sonia Merchant, and an Enrollment Director, Laura Duke. Although you would not know it from the time that Sonia and Laura put in, those positions are both part-time. Sonia and Laura have

worked hard to raise the School’s profile within the Nashville community, and their efforts already have paid substantial dividends. Through the work of Sonia and our Outreach Committee, we have raised the School’s profile within the larger Nashville community. We have realized similar success in the area of enrollment. At last count, our current year enrollment had grown by 16 children since the first day of school, and we look forward to record attendance next year. Remember that we are all Sonia and Laura’s assistants, so please keep spreading the word to your friends and families.

Looking Forward to New Leadership

By the time you receive this issue of The Leaflet, we will have begun advertising and will be actively searching for a new Administrative Director. We are behind the schedule we set for hiring a new Administrative Director. One reason for the delay is that we have been engaged in an extended discussion aimed at clarifying exactly what role the new Administrative Director will play in the life of the School. We are confident that we will secure an Administrative Director who can help sustain the momentum we have generated this year, and you can help us do that. If you are aware of someone who you think is perfect for the position, please let that person know or contact me and let me know how we can make contact.

Although the Board does not involve itself directly in what goes on in the classroom, since those issues are reserved for the Faculty in a Waldorf school, the Board is charged with providing financial and administrative support to the Faculty. In recognition of that obligation, the Board has committed to fund a Faculty Chair beginning next year. As I write this article, we are refining the job description for this position, but our search should be underway

by the time you receive this issue. The Faculty Chair will be able to provide sustained support for our Faculty members.

Faculty Development

On the subject of Faculty development, next year’s budget includes significant increases in funding for teacher development, including increased mentoring and outside evaluation. In addition, we are substantially increasing the pool of money available to fund Faculty compensation. Will our salaries and benefits be where we want them to be? No, they will not. But the increases represent significant progress, and increasing Faculty compensation will remain a top priority during the coming years.

Fundraising

We all owe a debt of gratitude to Todd Burr, who chairs our Development Committee. At the beginning of the year, Todd set some extremely ambitious fundraising goals. While we may not achieve those goals, Todd’s challenge to all of us is paying dividends. We have had our most successful Annual Fund, and this year’s Spring Gala promises to far exceed the success of the first two Galas. That is great news. But our needs are many. Therefore, we must do better. The members of the Board of Directors, along with their spouses, are responsible for approximately one-third of the funds contributed to the Annual Fund. If the rest of the community gave at the same level, we could meet, or even exceed, Todd’s goals. I



*Grow my little African Violet,
grow, grow, grow!
Grow my little African Violet,
you know which way to go
Grow my little African Violet,
I hope you understand
You need to grow to make this place
a more beautiful land!*

3rd Grade Poem

know our circumstances are all different, and we all have differing amounts of time and money that we can contribute to the life of the School. If you have already pledged or given what you can, we thank you for your contribution. If you have not pledged, please do so, and when you do, please consider stretching a bit. If you have pledged, and you are able to give more, please do so.

Let me close with a personal observation about the state of the School. This is the tenth straight year I have had at least one child enrolled in Linden Corner School. Like most of you, I have not been merely a parent—I have served on the Board and on various committees, I have participated in numerous workdays, experienced the Pentathlon, and been on other field trips. Over those years, I have come to realize that we may not be perfect, but we continue to strive in the right direction. That is the real state of the School.

—David Bridgers,
Chair of the LCS Board of Trustees



Focus on the Grad

by Sonia Merchant

The question that inevitably comes up with prospective parents and others is, "How do your grads do in high school?" So, we decided to go straight to the sources and create a series of interviews called "Focus on the Grad."

The first interview, with the very charming good sport, Alex Cinelli, took place after I picked him up at Ensworth High School, where he's a freshman.

"Linden Corner School helped prepare me extraordinarily in almost all the subjects."

Q So, Alex, tell me. How's it going, socially and academically?

A It was a lot harder socially (Reader, you can imagine that this was NOT the answer I wanted to hear. But, do read on.) It seemed like the kids were a lot different.

Q How?

A They acted different. I might describe them as being less mature, but, then again, they might say that about me. I would just describe them as being different.

Q Okay. Did you feel prepared academically?

A Completely prepared. The homework load is not as bad as people say. A lot of time you'll have a little or no homework. The history class is not nearly as comprehensive and not as in-depth. None of it is really too extremely difficult. Some of the material is new, but it's not too hard to learn. I seem to find the science class a lot easier than the other kids.

Q In what way?

A For broader thinking skills. Atomic structure, electrons, things I can't see but have to come up with in my head, are a lot easier for me than for the other kids.

Q So would you say what you learned at Linden Corner really helped you?

A Not so much what I learned there, but, how I was taught to think. Linden Corner School helped prepare me extraordinarily in almost all the subjects. (Reader, you must know I was already imagining these lines in bold for the Leaflet.)

Q Now getting back to the social adjustment, can you explain it a little bit more to me? (My husband will attest to the fact that I just can't let things go.)

A It was kind of hard to fit in at first, but that might just be a "me" thing. Anytime I start something new it takes me a little while to adjust.

Q Did this initial social adjustment make you regret having been at Linden Corner?

A Not in the least bit, because Linden Corner was so great. Looking at it from a high school standpoint, it was a really great experience.

Q So, what would you tell a family who was considering enrolling their child in the school is the best thing about Linden Corner?

A Two recesses a day are always good. There's lots of companionship built up which never really gets old, lots of art. I was happy there, that's for sure.

Q Thanks so much for your time, Alex.

A No problem.

Alex's favorite thing about Ensworth: The "really great teachers" and the harkness tables.

TEACHING

(continued from page 2)

me that both paragraphs are exactly the same or only note one or two words where the spelling is different.

My worry is that these children were pushed to read too early, when only their right brain was developed enough for reading. They compensated by learning to read everything using only sight memory. When the reading center in their left hemisphere finally developed, the habit was still to read by using the reading center of the right hemisphere. Therefore, these children first looked at the words in a sentence using sight memory, and if the words didn't make any sense, then they accessed the left reading center to sound out the words. The problem was they weren't using the reading centers in the right and left brains simultaneously. Many of these children still lacked bilateral integration in their physical movements as well as in their reading. For some of the children, reading was slow and took a tremendous amount of effort. For other children, their sight memory was so strong that they could read quickly but their comprehension and spelling were still poor. Neither group of children could easily picture the scenes from the words they read or remember how individual words were spelled.

Many of these children need cranial therapy because of a history of a c-section birth, prolonged labor, induced labor, or use of suction forceps

at delivery. In addition, these children need lots of cross-lateral types of movements (where the opposite arm moves at the same time as the opposite leg) to strengthen bilateral integration. Movements like walking or hiking with the arms swinging, swimming the various strokes, rock climbing and playing tennis will all strengthen bilateral integration. Also, specific movement therapies such as Therapeutic Eurythmy, Extra Lesson, Parelli horseback riding, Spatial Dynamics, Bal-A-Vis-X, Brain Gym, HANDLE, and sensory integration therapy will foster the development of these neurological pathways. These movements need to be non-competitive, and the therapists needs to avoid overstimulating the children or activating their fight and flight "stress" nervous systems. For neurological pathways do not form well when children are stressed. Once these pathways and connections are formed, many of these children will need tutoring to re-learn the rules of spelling and phonics and to start using their left brains for reading. Even if these children were taught phonics in the first or second grade, they need to revisit these reading skills because they didn't have access yet to the reading center in their left brain.

In addition, when children feel loved unconditionally (loved for who they are and not what they do), they will work hard to overcome any challenges. As parents, teachers and therapist

See TEACHING on page 7.

Da Som Kang "Lily" and Lin Young "Magic," who live in Beijing, spent a day with the 7th/8th grade class. The 14-year-olds were in Nashville as part of an exchange program. According to Magic, the experience was "very valuable."



Sicheng Yang "Charles" and Ling Xiao Han "Frank" had a "great time" with the 6th grade. The visiting students were very excited to spot the Chinese New Year's signs around the school and exclaimed "That's Chinese!" Thanks to the Linden Corner hosts Angela Holley, Beth McGowin, Julie and Andy Palmer, and Tony and Christina Lane.

How NOT to Practice!

1 Wait until you feel like it. Actually, the best players know that they improve fastest by small, regular efforts. As Aesop said so long ago, "Slow and steady wins the race." It's a fact of life that our emotions and moods are constantly changing, one after the other. Good student musicians know this, work out a regular practice time each day, and stick to it, often with help from parents.

2 Wait until everything else is done (homework, chores, sports, dance, scouts, etc.)

You're saying that practicing is your lowest priority, if everything else comes ahead of it! Counter-offensives: Remember the great feeling in your last concert, when you really knew your part, when you were the equal of anybody else in your section. Recall how you stood to acknowledge the audience's applause, proud because you had really conquered a difficult piece. Take pride in each day's small step toward having that great feeling again at the next concert. Remember how much you love music when you have mastered its challenges and can play it with ease and pleasure

3 Make up each day's schedule as you go along.

The old adage "A place for everything and everything in its place" is a great motto for time as well as space! Plan your practice periods by scheduling them first, keeping other activities and needed down time in mind. Look for convenient, regularly occurring chances to work on your music: before

supper, right after supper, right when you get home from school (after a snack, of course!).

4 Think of practice as something "they" are making you do.

Instead of casting yourself as a victim, take your life into your own hands and think, "How can I make this orchestra experience a gift to myself?" Think of the fun of working on new music with your stand partner, with your section, and with the whole orchestra. Find the adventure in it. Stand back every once in a while and realize, "Wow! We're just kids and we're making this music sound fantastic! What a ride!"

5 Pick up pieces of music at random and just "run through" them.

You are wasting your time and guaranteeing mediocrity! Instead, have a very specific goal for every single practice period. Look over your "100 Minutes" sheet for that week. Count the total number of measures assigned in all the pieces. Divide by 5—that will tell you how many measures you must master in each of this week's practice periods. Pencil in when the last measure in each group of measures is "due": "by Thursday,"

"by Friday," etc. Play the first group of measures. If you have to slow down, make a mistake, or have to stop, pencil in an "X" over the measure. Now—THE KEY!—figure out what the problem is: fingering? accidental you keep forgetting? tricky rhythm? Play that measure slowly and carefully until you can play it three times without error. Then celebrate your victory by erasing the "X." Remember to add an "X" over any measure your private teacher works with you on, too! The next time you practice, play today's measures to make sure you can still play them smoothly. If no: "X" marks the spot!

Getting yourself to your practice place every day is not easy—if it were, you'd be doing it already! It's a constant challenge. But I can promise you one thing: if you do it today, it will be easier tomorrow. And if you do it every day, it will soon become a part of your life you will look forward to: just you, your imagination, and today's small victory. You will be master of your fate, with the confidence and pleasure that you deserve because you earned them.

Happy practicing,

—Mr. Fink, Music Teacher

Welcome Visiting Teachers Stephen and Libby Sheen

A warm welcome to Libby and Stephen Sheen who are visiting Linden Corner!



Stephen is teaching a Physics block to the 7th Grade and will work with the students March 24th–April 10th. Stephen has been a Waldorf teacher since the early 1960's. He took two classes through from first to eighth grade at the Michael Hall Waldorf School in England. In 1988, he came to the Cape Ann Waldorf School where he took a grade from first to third. He then returned to Michael Hall School where he continued work with the grades. His deep belief in Waldorf education began as a child as he attended Michael Hall from kindergarten through grade twelve. He then studied Life Sciences at Keele University, followed by state and Waldorf teacher training. In 1996, Mr. Sheen visited the Cape Ann Waldorf School with his eighth grade from England and accepted an offer to take over the fourth grade in January 1997. Now Mr. Sheen is engaged in mentoring work and teaches woodworking at the Cape Ann Waldorf School. Libby is a long time Waldorf handwork teacher.

Please make them welcome and spend some time with them during their stay.



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Nashvillians Experienced Waldorf Education

Close to 90 adults attended Linden Corner School's "Experience Waldorf Education" workshop held on Saturday, January 19. Attendees ranged from educators to parents to interested community members. Participants chose two of eight classes offered, such as first-grade math, third-grade grammar, fifth-grade geometry, and seventh-grade chemistry.

The event generated lots of positive feedback. The Outreach Committee wanted people to experience how Waldorf education sparks students' enthusiasm for learning while deepening their understanding of a particular subject. From what participants told us, that's exactly what happened.

Some of the comments heard were:

"Thank you for being so open to letting people come in and learn what your school is about."

"I was not sold last night before I came, now I am."

"I know you are closed on Monday, but can my daughter start Tuesday?"

"I learned more in this 40-minute chemistry class than I did in my entire high school career."

"This is how math and science should be taught."

"I wish I had been educated in this way."

"This is amazing!"



Jeff Feldman investigates and demonstrates what takes place when certain chemicals and metals interact with a flame as an example of 7th grade chemistry.



Ute Luebeck demonstrates how much fun learning the times tables can be for Waldorf first-graders, as she leads adults in a math activity involving rhythmic movement.

Many participants signed up for our February Visitor Morning on that day, making it the largest of this academic year.

A big thanks to Laura Bigbee-Fott and the P.A. for setting up childcare and refreshments, and to all the volunteers who helped make this event such a huge success. We are seeing the fruits of everyone's hard work in the number of inquiries and applications received since the event. Waldorf education is catching on around Nashville.

—Laura Duke, Enrollment Coordinator

CLASS STUDY BLOCKS

MARCH

1 Language—working with vowels, phonics; Begin Math—working with higher numbers

2 Language Arts through Aesop's Fables—concentrating on spelling and dictation; Begin Math—continuation of carrying and borrowing with a new emphasis on estimating

3 Language Arts; Geography and Social Studies—focus on textiles/fibers; Class Play; Begin Arithmetic—focus on money

4 Human Beings and Animals; Return to Fractions; Class Play

5 North American Geography; Greek Mythology II

6 Astronomy; Wizard of Oz

7 Physics—mechanics (with guest teacher Stephen Sheen); Begin Human Physiology

8 Modern History; Begin Physics

The Arts in Service to the Academics

It was a wonderful evening with internationally-known Waldorf consultant Georg Locher on Tuesday, February 12! Approximately 70 parents, Faculty, and community members were in attendance for his presentation, which focused on "Motivated Learning through an Artistic Education: The Arts in Service to the Academics." Mr. Locher spoke of the history of the development of art from its beginnings in the service of a higher purpose (a rain dance, Stonehenge) to its contemporary idea of art for art's sake. Through his discussion of Steiner's 7-year phases of childhood – willing, feeling, and thinking states – he emphasized that childhood lays the foundation for adult life and learning. The arts engage the feeling and will, setting the course for the cognitive state to follow. He said that in Waldorf education, the class teacher is essentially a modern-day bard, bringing students each new

subject from its historical origins: literature first as stories in the oral tradition before they learn to read literature on their own; pictorial interpretations of writing (such as finding the mountains and valleys in the letter "M") as they are learning to write; and "time art" (such as rhythm with clapping or sticks, music, dancing, and movement) as preparation for mathematics. Mr. Locher stressed that all education is self-education, and that adults should strive to support children in their awakening from the imitative stage, on through learning from authority, leading to the development of their independent judgment skills. He ended the evening with a beginning form drawing exercise for all participants, who thoroughly enjoyed sharing this experience. All attendees were honored to have the opportunity to learn from such a wise and engaging speaker.

—Janie Wilkerson, Outreach Committee Co-Chair



Georg Locher stands in front of his form drawing demonstration.

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TEACHING

(continued from page 5)

for our children, we need to BE PRESENT when working with children and experience the joy in each moment. Being fully present with children when doing any type of movement work or therapy will create the most profound healing environment for their mind and their entire Being will flourish.

Part III— Prevention of Learning Disabilities

Overall, schools and parents can support a child's learning by serving healthy foods rich in protein, good quality fats (especially omega 3 fatty acids), fresh fruits, and vegetables, while eliminating partially-hydrogenated oils and trans fats, which occur when cooking or frying foods in corn oil. Adequate sleep will increase the percentage of rapid eye movement or REM sleep. A lack of sleep leads to less REM sleep and therefore, less consolidation of the previous day's learning. Extremely limiting screen time (television, videos, and computer games) and eliminating it altogether on school nights, will keep the mind free to do its own picturing and not stress it with violent images and rapid sequences of pictures that the brain can not fully process. Regular rhythms and

routines in eating and sleeping as well as daily activities will promote a more relaxed nervous system for learning.

In addition, children can't learn and neurological pathways can't form as easily when children's nervous systems are experiencing stress. Forcing children to write, read, and spell and giving them "standardized" tests before they are developmentally ready, will stress their nervous systems. Furthermore, children will dislike reading and will not want to go to school. If we insist on pushing writing, reading and spelling before the children's minds are ready, we will continue to create an epidemic of behavior and learning difficulties, especially in our boys.

First grade is the time to introduce lots of form drawing, learn the capital letters as pictures that children can draw, and practice cursive writing by drawing each small case letter in a repetitive series (eg. drawing the cursive form of "c", over and over like the waves of the ocean). Over the next year or two, as the majority of children in the classroom strengthen their proprioceptive skills and integrate their right and left hemispheres (as evidenced by their ability to stand on one foot with their eyes closed, remember the shapes that are drawn on their backs, jump rope forward and

backwards by themselves, and easily perform the cross lateral skip), the children can be more formally taught to read, spell, and print the lower case letters.

It is time to remove the desks from kindergartens and preschools. Our preschools and kindergartens need to fill their curriculums with play consisting of lots of sensory integration activities that will strengthen fine motor movements, visual motor abilities, balance, muscle tone, proprioception, as well as strengthen children's social and emotional development. Activities like imaginary play, climbing, running, jumping, hopping, skipping, walking the balance beam, playing circle games, singing, playing catch, doing meaningful chores, painting, coloring, playing hand clapping games, doing string games, and fingerknitting will strengthen their minds for learning. Children need these healthy, harmonious, rhythmic, and non-competitive movements to develop their brains. For it is the movements of their body and their love for learning that create the pathways in their mind for reading, writing, spelling, mathematics, and creative thinking. 🌱

—used with the generous permission of the author



LCS Seventh Graders Perform in Honor of the Revitalization of Trinity Presbyterian Church and the Installation of Heidi Hudnut-Beumler as Pastor of the Church, on Sunday, February 10, 2008.

LINDEN SEEDS STORE

Best Little Toy Store in Nashville

Have you ever gone into a toy store with your children and found yourself captivated by the fun? The Linden Seeds Store is the best little toy store in Nashville, so you'll definitely find yourself captivated, inspired, and delighted with the wonderful toys, games and craft supplies on its shelves. However, to keep it open and make it accessible, we need parent volunteers to staff it. This is a wonderful way to have fun, benefit our school, meet other parents and teachers, and catch up on a little shopping of our own! Please contact **Alex von Hoffmann** at **292.9243** if you are interested in helping keep the Linden Seeds Store open for our school community.

Recommended Reading

Waldorf Education

School as a Journey by *Torin Finser*
(elementary grades)

Rhythms of Learning by *Roberto Trostli*
(overview of Waldorf education)

You are Your Child's First Teacher by *Rahima Baldwin Dancy* (early childhood)

Between Form and Freedom by *Betty Staley*
(adolescence)

Parenting and Family Life

Waldorf Education: A Family Guide by *Pamela Fenner and Karen Rivers*

Natural Childhood by *John Thomson*

The Waldorf Parenting Handbook by *Lois Cusick*

Lifeways: Working with Family Questions by *Gudrun Davy and Bons Voors, Ed.*

More Lifeways by *Patti Smith and Signe Eklund Schaefer, Eds.*

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LAURA ASKS



Ms. Wang, 4th Grade Class Teacher

In February, we celebrated Chinese New Year. Our own Ching Li Wang told stories of Chinese New Year to many classes and had her students decorate to get us all in the spirit. Ms. Wang has graced our school for the past four years. This year, she has seen the largest growth in her class size. Five new students are learning Chinese, Norse myths and Tennessee history in her 4th grade classroom. Enjoy reading about Ms. Wang this month as Laura asks...

LD: Will you tell us about where you grew up?

CLW: I was born in Ching-shui, a harbor town on the west coast of Taiwan. I have sweet memories of my childhood there. The rice fields and rough lands around our house were filled with our games and laughter. My two sisters and I often crowded on to one bicycle for rides to the harbor.

LD: What brought you to the USA?

CLW: My adventurous spirit and Waldorf education.

LD: How did you discover Waldorf education?

CLW: In 1999 I read an article about Waldorf education in Taiwan. The following year I went to Rudolf Steiner College in California for a two-year Waldorf training program.

LD: What brought you to Linden Corner?

CLW: The calling of my beloved students whom I have been with since first grade.

LD: What is it like having the fastest-growing class in the school? You have added 5 new students this year! How is the transition working?

CLW: The new students have been enthusiastic participants in learning since the first day they joined our class. They are very responsive to the way the subjects are presented in our curriculum and are ready to engage in whatever situation arises. Out on the playground, they play easily with different groups. One boy soon learned not to wear his best pants to recess so that he can roll on the grass like everyone else and not worry about getting dirty.

LD: What is your favorite thing about Nashville?

CLW: One thing I love the most about Nashville is there are big parks right in the city, such as Radnor Lake, Edwin Warner and Percy Warner Parks, etc. I enjoy my walks in the parks in all four seasons here in Nashville.



—Laura Duke, LCS Parent and Enrollment Coordinator.

LD: What is your favorite Paleta flavor?

CLW: Hibiscus.



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