

CALENDAR OF EVENTS

DECEMBER

- 1 Winter Garden
- 3 Visitor Morning, 9:00 a.m.
- 3 PA Council meeting, 5:00 p.m.
- 5 Upper Grades Choir and Orchestra Concert, 6:00 p.m.
- 8 St. Nicholas Day Celebrated
- 12 Santa Lucia Day Celebrated
- 12 Lower Grades Choir and Orchestra Concert, 6:00 p.m.
- 16 Third Grade Play, 5:00 p.m.
- 19 Winter Break Early Dismissal, 12:30 p.m.
- 22 Winter Break begins

JANUARY

- 5 School resumes
- 7 Visitor Morning, 9:00 a.m.
- 17 Experience Waldorf Education workshop, 9:00 a.m.
- 19 No School - MLK Holiday
- 22 6th Grade Class Play, 8:30 a.m.
- 28 Visitor Morning, 9:00 a.m.
- 30 State of the School Meeting



Student Artwork

The Linden LEAFLET

DECEMBER 2008

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

ADMINISTRATIVE UPDATE

A Season of Gracious Giving & Gratitude

Spectacular weather topped off a very successful Elves' Faire this year. Our enchanted campus welcomed more than 1,000 visitors on Nov. 8. We are ever grateful to the Elves' Faire planning committee – Alison Marshall, Tricia Drake, Tina Cantrell, Margaret Hartge and Pamela Roller — who worked wondrous magic to prepare for the event. Special thanks to Charlie Bundy, Mary Beth Felts, Rose Ann Lee, Janie Wilkerson and Catie Johnson for providing excellent counsel and guidance to the planning committee.

Although we do not have room to list each name, we are deeply thankful to every parent who contributed baked goods, gave beautiful handmade items, volunteered time to set-up and clean-up, and more importantly, for their warm hearts, unwavering energy and contagious cheer. This annual fall festival is a celebration of our Linden Waldorf School community. It's an opportunity for the grown-ups to demonstrate and reflect what our students do daily – engage the head, hands, and heart with beauty and purpose.

Because the Faire is held on the doorstep of a season of thanksgiving, we appreciate the spirit in which we give and participate. Gracious giving is what uplifts and unites us as we share in the continued growth of our extraordinary school.

The annual fall festival is one of the many amazing ways our school is distinctive. We aspire to offer a place of inspired learning where the developmental stages of a child are honored. I'd like to share a few recent reminders of why we give so much of our

time, talents, experience and energy to serve Linden Waldorf School.

After the "Importance of Play" workshop our school hosted in October, one participant who has worked with children for almost 30 years wrote: "My visit to the Linden campus was wonderful. Leaves falling, laughing children, eager students learning in many creative ways warmed my heart and soul. Being here gave me hope in education and your devotion is evident throughout the campus. Kids being real and age appropriate behaviors; all [students] being loved and accepted. Many, many thanks."

Two days after the Elves' Faire I attended a presentation by Richard Louv, author of *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. The discussions centered on ways to increase the time children spend with nature. Our school was identified as one that has students outdoors at least twice daily.

LWS is the only school invited to serve on Tennessee's steering committee for the "No Child Left Inside" (NCLI) initiative. As a member of this group, we participate in goals, objectives and raising public awareness about the importance of experiencing nature in child development.

We are heartened to see in recent research, in national media, and in legislative efforts an interest and increased awareness of the importance of imaginative play, the effects of media on children, and the connection between children and nature (i.e. No Child Left Inside Act).

These national and statewide initiatives are catching up with what we do. We are

Continued on page 2.

*Knowing is
not enough;
we must
apply.
Willing is
not enough;
we must do.*

— Goethe

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 Season of Gracious Giving & Gratitude

Continued from page 1.

acknowledged as pacesetters on the significance of these vital child development factors.

An NCLI video outlined four important goals for children. Each of those goals reflect what we already have: healthy children; engaged learners; critical thinkers; tomorrow's leaders.

We are part of a school:

- where educators understand that imaginative play lays the foundation for critical cognitive and social skills.
- where we celebrate children's exuberance when playing outside and their focus while learning inside.
- where we value kindness, respect, attentive listening, and individual effort and strengths.
- that integrates the disciplines of fine arts and practical arts into the study of history, science, math and humanities.
- that represents Waldorf education – children learning, striving, and bringing out the best in themselves and in one another.

Ours is a unique and special school. We cherish, protect and prolong childhood. In the hustle and bustle of our volunteer efforts, let's not take for granted the gift we give to our students and to the Nashville community.

In the truest and fullest spirit of this season of thanks, of giving, of hope and of peace, we remain steadfast in celebrating the gift of Linden Waldorf School.

Eileen A. Smith
LWS Administrator

PARENTS' CORNER

Caring for a Sick Child

More important than *how* you care for a sick child is *that* you care for a sick child. Children need time and rest to fight off illness and to consolidate the physical and developmental changes that may be occurring. If given insufficient time to recuperate, their immune systems can weaken and become more prone to complications or future infections.

REDUCE STIMULATION

When a child is sick, one important principle must be kept in mind: the child needs reduced stimulation. A familiar setting and lots of quiet time can optimize the ability to regroup the inner forces needed to heal. This means quiet play, staying in bed if necessary, and eating lighter foods (usually less meat or egg, which most sick children desire less of instinctively). Television, because of the quality of stimulation it produces, is best avoided during an illness.

WHAT CAN YOU DO AT HOME?

The importance of home care for a sick child cannot be overestimated. But what can you do at home? For one thing, you can observe your child, both physically and intuitively. With infants, note how they hold their body when they cry, observe the breathing and the nature of the cough, and note the eyes and facial expression. Try to feel what is happening and whether your child is getting better or worse.

All good pediatricians ask parents for their observations and intuitions about a sick child and take this information seriously. So be alert, and develop a relationship of trust with your child's doctor, a feeling that you are both working toward healing of the whole person. As parents, we must develop the intuition and powers of observation that will help us see our children as more than machines that require a quick fix.

THE VALUE OF YOUR CARE AND LOVE

You can do much to help your child's comfort and recovery at home. First, recognize the value of your care and love. All children, particularly when ill, need to be surrounded by warmth and love; but love and connectedness often tip the scales in the cases of seriously ill infants or premature babies. There is real healing power in love.

CONSIDER YOUR CHILD'S SURROUNDINGS

Next, look at your child's surroundings. Putting the room in order, fluffing the pillows, and placing fresh flowers in a vase will enhance the impressions your child is taking in. Consider the air in the room and the amount of light coming through the curtains, and make adjustments that feel "right." A bowl of water with a few aromatic drops of rosemary or other oil can add freshness

to the air. Apply compresses and poultices, prepare special herbal teas, and offer therapeutic touch.

Once your child is nearly recovered and eager to do things, you can provide quiet activities. Coloring or playing with small figures in the covers is engaging yet not over stimulating.

RECOVERY

If at all possible, do not send your child back to school or the usual routine until he or she has regained full strength. The old adage recommending one day of rest afterward for each day of fever is sound advice—even when your child is symptom-free. Children sometimes become ill because they need time to be quiet at home, time to "reorganize" before making the next developmental move forward.

The health and vitality of our children are our responsibility. Our children will benefit as we learn to view childhood illnesses as a developmental necessity and to regard fever as a serious but essential strengthening process. Healing is a joint effort with your healthcare providers, combining the child's inherent immune response, sensitive diagnosis, careful monitoring, and therapeutic home care.

—This (abbreviated) article "Childhood Fevers" by Rahima Baldwin Dancy first appeared in *Mothering*, Spring 1989. For more on this topic and other contributions by Rahima, please go to: www.waldorfinthehome.org

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.

FACULTY

The Poetic Edda

*Ar var alda | þat er ekki var
var-a sandr né sær | né svalar unnir;
jörð fannsk eigi | né upphiminn,
gap var Ginnunga, | en gras ekki.”*

*Of old was the age | when Ymir lived;
Sea nor cool waves | nor sand there were;
Earth had not been, | nor heaven above,
But a yawning gap, | and grass nowhere.*

With these words from The Poetic Edda, written in 1000-1300 B.C.E, Fourth Grade began its year. We learned about the birth of the world, from a melding of ice and fire in Gunnungagap. And from this gaping pit of hot and cold came the Norse Gods and their Myths. Odin, The- All Father, who sacrificed an eye for greater knowledge; Balder, The God of Light, pure and good, leaving white flowers in his wake; the beautiful Idunn, with her apples of youth, keeping all the gods and goddesses young and strong; and the hot tempered Thor, in his cart pulled by mad billy goats, smashing ice giants with his mighty hammer.

Together, these gods and others, represent the best of us: kindness, compassion, justice, learning, love. Yet, as

we continued to explore the Norse gods and they became individuals, fourth grade came to see flaws in these idealized beings. The gods could be vengeful and angry, jealous and spiteful. These characteristics are personified by the demi-god, Loki the Trickster. As we came to know Loki and look more closely at all the gods, we saw the best and the worst of ourselves in these myths.

As the weeks passed in our first learning block, fourth grade also began to see a connection between the Norse gods and the approaching holidays of Michaelmas and The Days of Awe (Rosh

HaShana and Yom Kippur). The Days of Awe provide us with a chance to conquer the darkest parts of our characters by looking within, and Michaelmas is the slaying of a dark and evil dragon with a sword of light. The Norse gods too struggle with the darkest parts of themselves and how to stay true to their aims of truth, goodness and honesty, overcoming obstacles in that pursuit.

Fourth grade ended this block by realizing the good and bad that exist in all of us – even the gods. We decided to acknowledge that truth with a tribute to Odin, The Ruler of

the Norse gods. We built Viking ships from bark, leaves, logs and twigs. On the last day of the block, each student received a scroll on which they wrote their best and worst characteristic. The scroll was then tied to their Viking ship. We took the ships to the campfire area, and placed the Viking ships on a pyre. With the ancient Norse words of The Poetic Edda, we lit the fire, and our ships were consumed by flames. We saw the worst of ourselves escorted to the home of the gods by the best of ourselves. We said “good bye” to the darkest part of our nature, knowing it was replaced by the light and warmth of the fire that would burn within us through the winter.

And for now, Odin sits on his throne, Hildskjalf, with the other Norse gods, and we in fourth grade look forward to revisiting him in the spring.

— Deborah Walker



Campus Clean Up

A big thank you to everyone who worked enthusiastically to beautify our campus in preparation for the Elves' Faire. We are extremely grateful for the beautiful campus we share with Trinity Presbyterian Church and our care for the land is a great reflection of our gratitude. The physical environment of Linden Waldorf School stimulates and supports the mind, body and spirit of those of who spend time here. The charm and

splendor of our campus is special and it requires ongoing efforts by many individuals. The Beautification Committee is currently looking for volunteers to help maintain the work we have done and to insure that the campus always be tour and visitor ready. If you would like to get involved, I would be delighted to hear from you.

— Julie Swart, Beautification Committee julieswart@gmail.com
(615) 269-0975



MUSIC

Why Does “Practice” Have a Bad Name? (a Five-Cent Solution)

For many students the very word “practice” in connection with music can bring up some pretty negative thoughts and feelings: “Someone’s making me do this” (powerlessness); “I can’t stand doing this over and over and over” (tedium); “I just can’t play this” (frustration).

If all these statements were true, no one would ever open up their instrument case. But these statements are not true. Let me show you what I mean.

Let’s think about the last statement, for example: “I just can’t play this.” Of course we all knock up against things we can’t do. We can’t find the endurance to run a marathon. We can’t get along with a neighbor or co-worker. We can’t figure out how to make that blasted computer cooperate!

But isn’t it true that what we’re really saying is, “So far this eludes me?” or “I can’t do this yet?”

It’s all too easy to project the present “I can’t . . .” into the future “I’ll never be able to . . .”. It seems to me that we can eliminate the inert, lifeless and depressing “I can’t” by turning our statement into a question that starts with the wonder-working, life-giving How: How can I build up my endurance? How can I find a way to create a better relationship with Madame X? How can I learn to understand my software?

In short, ask, “What can I do now to change things?”

So it is with practicing an instrument. Students can find great relief in letting go of those feelings of powerlessness, tedium and frustration. It’s

pennies! Slow down to a tempo you can handle. Work through the trouble spot. When you succeed in playing through your problem one

**December 5th at 6:00PM
Upper Grades Choir and Orchestra Concert**

**December 12th at 6:00 PM
Lower Grades Choir and Orchestra Concert**

time to cultivate thoughts of possibility and power.

It comes down to a shift in thinking. Instead of believing that the present is a prison from which there is no escape, students can ask, “How can I use these twenty minutes of practice time to feel power-full, energized and satisfied?”

Here’s one solution, and it costs only five cents. Line up five pennies along the edge of a table or windowsill in your practice area. Each penny will serve as a counter as you make attempts to master a small part of your music that lies beyond your grasp right now.

Think for a moment about what the problem is, exactly. Is it a rhythm? A fingering? A bowing? State the problem in its tiniest form: “I can’t count the rest, quarter-note and dotted eighth-sixteenth in this measure”. “I can’t find f-sharp with my finger.” “I can’t play that run in tempo.”

Having identified the precise problem for today’s practice, spring into action with your

time, move one penny to the right. A victory! See? You’re already moving away from your former limitations! Then try the passage again. Successful? Move a penny to the right. When you have moved all your pennies, you know you can move past your can’ts. You’ve just proved it. And by the end of the week, when you are able to move all five pennies, one after the other without stopping, you’ll know you have reached a new level.

When your old thought “They’re making me do this” pops into your head, you’ll be able to replace it with “I’m the master of my fate.” I chose a challenge and defeated it.

When the old thought “I can’t do this over and over” appears, you’ll be able to answer, “Listen to this! I have earned the ability to play this passage accurately and beautifully any time I want to!”

And when you think, “I just can’t play this”, you’ll be strong enough to say, “Yesterday I couldn’t; today I can, and I can’t wait to hear

how it sounds with the whole orchestra around me!”

Parents: Keep encouraging your young musicians to take today’s small steps in the direction of mastery. Reward their daily successes with smiles and congratulations. Help them discover the joy of building skills and confidence. Now don’t you agree that’s a whole lot of value for five cents?

— Biff Fink

CLASS STUDY BLOCKS

NOVEMBER

- 1 Language Arts-Continue with upper case consonants. Introduce vowels.
- 2 Arithmetic- Introduction to Regrouping (carrying/borrowing)
- 3 Time and Money; Chanukah, Christmas, second, minute, hour, hour glass, sundial, clock, lunar, solar, currencies, barter, trade. Class Play.
- 4 Grammar: Punctuation, Literary Techniques, Beginning Writing Skills
- 5 North American Geography
- 6 History: Fall of Roman Empire through Middle Ages
- 7 Chemistry: limestone cycle, acids & bases; Human Physiology: body systems
- 8 History: French Revolution, Industrial Revolution

Sukkot: The Festival of Booths

As part of their cultural studies, the 3rd grade recognized The Festival of Booths, better known as Sukkot, a holiday celebrated by Jewish people around the autumn season. It is a time to honor the fall harvest. Jewish people around the world celebrate this time of year with eating, drinking and sleeping for seven days in the Sukkah, a temporary structure usually decorated with branches and leaves.



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.

I have fond memories of my mom making chicken soup for me as a child and how for me it marked that the crisp weather of fall had arrived. On many occasions, I remember waking up from a nap while home sick from school and smelling the aromas coming from the kitchen and immediately feeling better. It wasn't until I met my husband, Frank, that I was introduced and extremely delighted to find the added ingredient of matzoh balls in his chicken soup. Soup, by its' very nature, is a loving food and this recipe has been passed down lovingly in Frank's family for many generations.

Chicken and Matzoh Ball Soup

1 whole chicken
1 large white onion (cut in quarters)
4 large carrots (peeled and sliced)
4 large celery stocks (cut into ½" pieces)
salt and pepper to taste

Matzoh Balls

1 package matzoh ball mix (Manischewitz)
2 eggs
2 tablespoons vegetable oil
½ teaspoon salt
2 ½ quarts chicken stock (recipe on box says water but it's better if you use stock)

Cut wings, legs and breast meat off chicken. Place all of the chicken including carcass and organs in a large pot. Add all of the cut vegetables to the pot. Fill the pot with enough water to cover contents and bring to a boil. Once boiling, reduce to medium high and continue cooking while stirring occasionally. You can skim the fat off the top if you like. While soup is cooking make matzoh balls:

Mix eggs and oil well, add matzoh ball mix and ½ teaspoon of salt. Set in refrigerator for 15 minutes. Bring 2 ½ quarts of chicken stock to a boil. Form batter into 1" balls and drop them into the boiling chicken broth. Cook for 20 minutes. The matzoh balls will expand.

Once the matzoh balls are ready, pour matzoh balls AND the broth that they've been cooking in, into the chicken soup. Let everything cook for another 30-45 minutes and then serve. For a vegetarian option you can substitute the chicken with beans, barley and noodles and use vegetable stock instead of chicken.

Welcome New Families!

Welcome to our new students: Riley Fulcher to the Daisy Class, and Ashton, Autumn and Nathan Allain to 2nd Grade.

Lantern Walk Celebrates Martinmas Festival

Saint Martin, Saint Martin, a Roman soldier bold

*Swiftly on his snow-white steed through icy streets once rode
Not fearing bleak November skies, nor numbing winds so cold!*

*An aged, ailing beggar Martin met upon his way.
"Oh, could you spare a coin for one so poor, my Lord, I pray."*

*Oh, would you save a soul who suffers from the chill this day?"
Martin drew his cloak more tightly around his shoulders broad;*

*Bright red was the woolen cloak that stretched from helm to sword:
Only Roman soldiers wore such warmth as their reward.*

*Yet the wind cut keenly through the rags the beggar wore:
Beneath the soldier's Roman cloak, a kind heart grew sore.*

*From his armour, Martin, now the mantle tore;
With his sword, he cut the bright red cloak in pieces two.*

*"What was one I'll double so that I may share with you!"
Martin dreamed a wondrous dream upon that self-same night:*

*Hosts of angels drew him upwards to the starry heights,
Where the Lord his mantle wore, wrapped in a radiance of light.*

*"It was I in beggar's guise who asked your charity,
You were wise to trust your heart and give so graciously,*

For what you do to anyone, you do so unto Me."

This is the poem from a play, author unknown, performed by some second grade classes in Waldorf schools in celebration of Martinmas, the feast day of St. Martin of Tours. He is a patron saint of France, known as a saint of beggars, drunkards, and outcasts. Martin was a Roman soldier.

Before he was baptized, while serving in the army at Amiens, he met a poor beggar at the city gate who was shivering from the cold. Martin cut his cloak in two and gave half of it to the beggar. The next night, Christ appeared to Martin in a dream dressed in the cloak he had given the beggar. Martin was known for his ability to bring warmth and light to those in darkness. We carry lanterns at Martinmas, symbolizing our own spark of light, which we will carry with us toward the darkest time of the year. And of course we sing! At Linden Waldorf School, our second grade hosts a lantern walk for the first and third grades in honor of this festival. This year's lantern walk was on Friday, November 14.



Second graders make lanterns to celebrate Martinmas.

The Role of Dolls in Play

Childhood is filled with many wonders from chasing butterflies, rolling down hills, building sand castles, jumping in piles of leaves, singing songs and listening to stories. Not many toys are really needed to help a child participate in these wonders. A stick, stones, logs, or may a few shovels and pails can be added. Inside a few dishes and fabrics help to stimulate the play but one of the most important toys needed for every young child is a doll. The doll, a toy that has human form, can serve as a playmate, be the object of the child's affection; and provide an outlet for a child's feeling.

In the history of dolls, flat pieces of wood shaped like a paddle were used as dolls about 200 B.C. in Egypt. These dolls were used for religious purposes. In Greek and Roman tombs dating from the 300's and 200's B.C., dolls were found in tombs that had movable legs and arms. Later finds included dolls with clothing and the beginning of facial features. As the history of dolls continued through time, they served and are still serving many different purposes from commercial uses to therapeutic uses, but what kind of doll is best for a young child?

"Through the doll the child finds it's own self," Britz-Crecelius states, offering in Children in Play many examples of how involved

children can become with a favorite doll. A favorite doll can be an alter ego of the child's inner development. How children play with dolls reveals inner needs, wants and desires. Playing with a doll enables a child to rehearse

Toys need to help children use their imaginations

roles they will later hope to perform as they grow up. The role of the doll is complex and varies by nature but the power of imagination is very deep. A child will invest a bit of his own emerging sense of self if given a doll to cherish. Recognizing the role of the doll is a first step toward finding the right doll for a child.

Having a doll to love and to have as a playmate begins with having a doll that reflects the human being. Aesthetically, a doll should be a pleasure to look at and hold. Dolls with fixed smiles or frowns have a set emotion to them. Smiling dolls reflect joy and happiness even if a child is feeling sad or confused. Commercial dolls with specific images reflect the play of the company's ideas. If a doll only rides a pony, can it

really go to a tea party? Dolls with fixed characteristics have a set role of the character it is modeled after. Bratz dolls seem to say something with their very names.

around them.

Many thanks to Dayna Tarpe who led our Waldorf Doll Workshop at LWS in October.

— Mary Bryan

Contact the office if you would be interested in participating in further workshop offerings. Workshops will be formed as at least ten interested parties sign up.




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FIVE STAR REALTY

An Interview with Joan Almon, child play specialist

Linden Waldorf School was incredibly fortunate to team up with Vanderbilt University and host Joan Almon. Ms. Almon was a Waldorf educator for over 30 years, consulting with teachers around the world for 10 of those. Since 1999 she has been director of the Alliance for Childhood, an organization whose current focus is on restoring creative play to the lives of children. We tried to take full advantage of her talents (kept her incredibly busy) while she was in Nashville. Ms. Almon served on a panel for the documentary "Where Do the Children Play?" Over 110 people attended this event including environmentalists, educators, Peabody students, and Waldorf teachers from Birmingham. She spent the next day leading two workshops, one for parents and the general public and the other for Waldorf teachers, on the importance of play. Despite her grueling schedule she graciously agreed to stay and answer questions for this interview.



Ms Almon, what are some key points about the importance of play you would like to share with those who could not attend the screening and workshop?

A child's ability to play is a sign of vitality and health. If children are not allowed to play they can be hurt emotionally, cognitively and physically because play supports all that development. It's the play children direct that I'm talking about. It's not sports run by adults, not video games designed by adults, it's the things children create themselves.

How can parents encourage this type of play?

There are lots of ways to feed play — stories, the arts. Nature feeds children's play. Adults doing meaningful work feeds children's play. Their relationship with their peers and caring adults becomes nourishment that feeds children's play.

The documentary touched on how screen time impacts play. Would you please elaborate on that?

Spending time in front of screens robs children of the opportunity to develop their own ideas. They don't develop their own capacities of imaginative play and their play becomes full of things created by adults. In addition, the average American child is in front of a screen 4-6 hours a day. This doesn't leave them with much time to play.

In the workshop you discussed that play was also important for older children. What are some ways we can encourage play for older children?

Older children like all the things young children like on a bigger scale. Instead of a swing set, let them have a big knot swing or a tire swing. Also, just like 4- and 5-year olds like to build with blocks, older children like to build with real materials. It would be great if they were given some time to do that. Fort play, tree houses, these are all good things. What they need to play is not that different from young children,

it's just bigger and involves more risk. Children at all ages want challenges, they want to rise to the risk. We get uncomfortable with the level of risk, so we discourage them. Another thing we talked about was letting them play with young children to allow them the freedom to play.

At the end of the faculty workshop, you said something about your experience here. Would you mind repeating that?

It was great! I find the faculty very committed to the children of the school. They are full of wonderful ideas of ways to further develop children's play.

Is there anything else you'd like to add?

I'd be happy to come back again. I'm thrilled to see how the school has developed. I have known it before it existed — when it was still a hope and a dream, and I am so pleased by how it has developed.

Thank you Ms. Almon. We'd love to have you back anytime!

The Month In Pictures

Elves' Faire



Ms. Pumpkin



LAURA ASKS



Journalism was never something I aspired to do, so I'm not sure how I became "Laura Asks." This position has been something I have come to really love. I share an office with a wonderful, fun woman. I wanted you all to get to know Chelsea Freemon this month. Stop by the office to say hi. Maybe she'll even sing for you!

LD: We are so glad to have you at LWS. How did you hear about this position?

CF: I recently moved to Nashville after graduating from college this past May, and was looking for something that was more than 'just a job'. I stumbled upon Linden Waldorf through the Center for Non-profit Management and became intrigued with the Waldorf concept. I have since fallen in love with the community here and am looking forward to spending more time at LWS.

LD: I know you had an interesting upbringing. Will you tell us where you grew up?

CF: I was raised in Kathmandu, Nepal from the age of 8, and have been fortunate enough to experience a great many cultures and countries throughout my life. I have developed a passion for travel and languages that I will continue to pursue and hopefully incorporate into whatever I am doing.

LD: What brought you back to the states?

CF: I returned to the US after graduating from high school to attend Union University in Jackson, TN—a cultural adjustment to say the least! My degree is in Intercultural Studies with a minor in Spanish.

LD: What is your favorite part of living in Nashville?

CF: I love the eclectic feel of Nashville. There's always something new and interesting to try. The LWS community is also something I'm very glad to be a part of. Interestingly enough, the sense of community and commonality of purpose of many people from diverse backgrounds at LWS reminds me of the expatriate community I was brought up in.

LD: I know you love good food. What is your favorite Nashville restaurant?

CF: There are so many good ones it's hard to pick just one! I love Abay Ethiopian Restaurant on Nolensville Road, Bombay Palace and Best of India for Indian food, Pho Yen Hoa for Vietnamese... The list goes on.

LD: Have you tried Las Paletas? If so, what is your favorite flavor?

CF: The Chai flavor by far.



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

Volunteer Needed:

Linden Leaflet seeks editor. Interested parties may contact Mary Beth Felts at embecos@comcast.net.

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CUSTOMIZED PAINTING

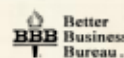
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