

CALENDAR OF EVENTS

OCTOBER

- 1 8:30 am Visitor Morning
- 6 5:30 pm Strategic Planning Meeting
- 7 3:15 pm Faculty Study
- 10 "Where Do the Children Play?" screening, Vanderbilt University
- 11 8:00 am Parent & Educators workshop, led by Joan Almon
- 13 No School—Faculty Development Day
6:00 pm Development Committee Meeting
- 14 3:15 pm Faculty Study
3:15 pm Outreach Committee
- 15 8:30 am Visitor Morning
- 21 3:15 pm Faculty Study
- 23 5:30 pm PA Meeting
- 28 7:30 am LCS-TPC Liaison Committee Meeting
3:15 pm Faculty Study
- 30 12:30 pm Dismissal
Early Childhood—Ms. Pumpkin
- 31 No school—Parent Teacher Conferences

"Scientists who study play, in animals and humans alike, are developing a consensus view that play is something more than a way for restless kids to work off steam; more than a way for chubby kids to burn off calories; more than a frivolous luxury. Play, in their view, is a central part of neurological growth and development—one more important way that children build complex, skilled, responsive, socially adept and cognitively flexible brains."

New York Times 2/17/08



4th Grade Painting

Linden LEAFLET

October 2008

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

"Play is the royal road to childhood happiness and adult brilliance"

—Joseph Chilton Pearce, 1993

PARENT ALLIANCE

New Year—New PA

With the 2008-09 school year well under way, I would like to introduce myself as this year's Chair of the Parent Alliance. For those of you new to the school, the Parent Alliance (PA) is a school-wide organization whose purpose is to provide a forum for parents' ideas, questions, and concerns and to facilitate communications between parents and the administration and the board. In addition, the PA plays a critical role in organizing volunteers for fundraising and other activities at the school. Linden Waldorf has a strong tradition of active parent involvement, so I hope all parents will become involved with the PA and attend as many meetings as possible.

I am pleased to say that the first meeting on Tuesday, September 10th, was a great success

with a big turnout. For those of you who missed the first meeting, Alison Marshall, Sonia Pena, Michelle Fowke, Pamela Roller, and I were selected for the positions of chair, co-chairs, secretary, and treasurer. Our goals for the 2008-09 school year include the upcoming Elves' Faire on November 8th—as well as other fundraising events throughout the year; coordinating the volunteer efforts for the improvement and maintenance of school property; increasing the awareness and understanding of the Waldorf philosophy in the community; and most of all continuing education for LWS parents in better understanding the Waldorf method.

(continued on page 2)

Where Do The Children Play?

Nashville Screening

Friday, October 10 at 6pm

Vanderbilt University - Wilson Hall - Room 103

Limited child care available for Workshop. Please reserve your space as soon as possible.

This PBS documentary examines growing concerns about the lack of open-ended play for children today and its effect on healthy development. Following the screening, **Joan Almon**, internationally renowned play specialist and co-founder of the Alliance for Childhood, will be available to answer questions. Notable local experts in related fields will join her on the panel. This event is free and open to the public.

Workshop

Educators, parents, and others interested in deepening their understanding of the importance of childhood play are invited to attend a workshop led by **Joan Almon** at Linden Waldorf School on Saturday, October 11th from 9 am - 12 pm. (Suggested donation \$10). For more information, please visit www.lindenwaldorf.org. To reserve a space, call 615-354-0270 ext. 21. Linden Waldorf School is located at 3201 Hillsboro Pike in Nashville.



Sponsored by: Linden Waldorf School, Vanderbilt University's Peabody College of Education, College of Arts and Science, Program in African American and Diaspora Studies, and the Alliance for Childhood

The Story of Ms. Pumpkin

The story of Ms. Pumpkin is one of intrigue. Many years ago, around Halloween, she arrived at St. David's Church, the first location of Linden Corner School. The children found her in a darkened room, full of mystery, with her bright red hair and a basket full of popcorn and nut treats.

The next year and in the following few years, she continued to visit the children of Linden Corner School, bringing treats and talking of her trips to the neighboring farms. Sometimes the children would make a soft bed for her, hoping they would find her resting there the next morning. Several years, they did indeed find her sleeping and as always she had a treat and a story to share.

A few years ago, Ms. Pumpkin decided to introduce a part of her life to the children of Linden Corner by bringing along some of her neighbors. Each year different friends such as the baker, the candlestick maker, the tailor, a farmer, and sometimes even a king or queen would accompany her. Each of her friends brought something special to share with the children just as Ms. Pumpkin has done over the years. The children have eagerly joined in with the work of the visitors.

Now that we are Linden Waldorf School, we are hoping to welcome Ms. Pumpkin and her village friends just as we have in past years. Her magical village brings a real hand-on way to celebrate the harvest season for the children in our school. Just as the children are learning about the world through their work and play, these special visitors to our play yard bring music to the air, wool to card, apples and pumpkins to share, candles to dip, and many other activities with the children.

Ms. Pumpkin still remains a bit mysterious, but we feel sure she will come to visit us again this year, bringing her friends to visit our Linden Waldorf School friends. We look forward to helping them with their fall work and enjoying the fruits of their labor.

—Sherri Scott
Sunflower Kindergarten Teacher



NEW YEAR—NEW PA (continued from page 1)

This year's PA meetings will all include a dinner or potluck, free childcare, and an educational segment about the Waldorf philosophy or about the Linden Waldorf School, so bring the whole family! I look forward to seeing many of you at the monthly meetings and strongly encourage volunteering as much as you can in order to support our children and their wonderful journey at the Linden Waldorf School. To get started with the PA, send an email to pa@lindenwaldorf.org. The new PA page on the website can be accessed at <http://pa.lindenwaldorf.org>.

—Tim Moses
Chair of the Parent Alliance

2008-2009 Parent Alliance Council:

Chair—Tim Moses, tim@moses.com
Co-chairs—Alison Marshall, Sonia Pena
Treasurer—Pamela Roller
Secretary—Michelle Fowke

Class Representatives:

Daisy—September Landers
Morning Glory—Tina Cantrell
Sunflower—Alison Marshall
1st—Dana Croy
2nd—Molly Eaton
3rd—Mary Bailey
4th—Margaret Hartge
5th—Graham Chalfant
6th—Tisha Longo
7th—Michelle Fowke
8th—

Meet Linden Waldorf School's new Early Childhood faculty members!

Judy Scoville

Resting Stars Assistant

Who could this French fanatic, gardening geek, canning crazy lady be, but me? A native Nashvillian and graduate of USN, I return to my roots after a college career studying French and religion at the small, historically Quaker Guilford College in Greensboro, NC. Upon my return to beautiful Middle Tennessee it became apparent that I should continue my ten-year journey of working with children. From being a counselor at the Whippoorwill Farm Day Camp to teaching First Grade English to French children, my passion for and delight in the "smaller people" of our world has only deepened. I come to LWS filled with excitement knowing that I can harmonize principle and practice and strive to live with integrity in this imperative work that better our world.

Molly Crook Eaton

Daisy Preschool Assistant

I was born in Nashville and recently returned here after seventeen years of moving west, the past eleven of which were spent living in the winds of Hawaii, where I was also working in Waldorf education.

I am thrilled to be able to have Waldorf education for my children and a Waldorf community for myself right here in Nashville. Linden Waldorf School's existence was the key in my decision to return.

I attended Ensworth School K-8 and graduated from Harpeth Hall High School in 1991. In 1995, I received my BA in both psychology and French from Miami University of Ohio. I also attended the University of Grenoble in France.

My love of Waldorf education began in Boulder, Colorado, and since then I have visited and observed many Waldorf schools throughout the United States, Australia, and New Zealand. Between 2002-2006, I worked

to help start a Waldorf School Initiative on the Big Island of Hawaii, and hosted a Waldorf Kindergarten at my home during part of that time. I continued on to the Haleakala Waldorf School on Maui where I worked as the Administrative Coordinator and faculty support.

Here, I enjoyed the in-depth experience of learning about and understanding a school from the eyes of both faculty and administration.

Outside of school, I enjoy hiking, biking, swimming, photography, travel, music, dance, yoga, and meditation. I am the mother of two children. My daughter, Eliza, is in second grade, and my son, Lukas, is in the Daisy preschool with me. We are all so happy to be here! I look forward to the opportunity to know our school community and serve the many dear children here!

Elizabeth Elliott

Aftercare Coordinator

I grew up in Paris, Tennessee in the same house my father built after he and my mother married. Technically, I lived in Buchanan, a small country "suburb" outside of Paris (which is considered to be the "city"). My father took over his father's engineering company and my mother has worked for over 30 years as a Physical Education teacher. I suppose I credit my mother for my inner desire to teach. Paris/Buchanan was my home until I graduated and decided to go to school in Nashville. I attended Belmont University and obtained a Design Communications (Graphic Design) major. During my four years at college, I worked various jobs and all of them included children. Although I loved taking inspiring art classes, I found myself gravitating more towards jobs that required me to be around children. One of the friends I made at school had the most amazing, child-like way of seeing the world. This fellow,



Liz Elliott, Molly Eaton, Brittany McKinney, and Judy Scoville.

Aaron Roche, just happened to be engaged to a sweet, angelic girl named Whitney. About a year or so after they married, Whitney started working for Linden Waldorf School. My fascination with Linden Waldorf was immediate and I was convinced I had to work there. A year or so later, here I am! My excitement grows with each day, and I am so thankful to be a part of this fantastic community.

Brittany McKinney

Resting Stars Assistant

I grew up in a small town in Illinois called Jerseyville. It's one of those towns where everyone knows everyone else. When it was time to choose a college, I was uncertain. All I knew was that I wanted to be anywhere but that small town I knew so well. I decided on Middle Tennessee State University where I started out as a photography major. After realizing I'd rather have photography as a hobby than a career, I changed my major to advertising (something I thought I could enjoy for a really long time). After I completed my internship this past summer, I realized that the advertising field just wasn't for me. I've always loved being with children but was caught up in the 'I won't make enough money' mindset. After being at Linden Waldorf for just a few weeks, I can't imagine doing anything else that would make me happier. I absolutely

love it! So my next step is to enjoy my year here as a Resting Stars Assistant, and after...head to grad school.

Shay Edwards

Buttercup Teacher

I worked with Linden Corner School for five years in early childhood and have had extensive experience with Waldorf education. I then took a two-year break to help my daughter Ivy with twins, but I am happy to now be returning to Linden Waldorf School as the Buttercup Playgroup teacher.

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First Day of School!



CLASS STUDY BLOCKS

OCTOBER

- 1 Language Arts—upper case consonants through stories Arithmetic—quality of numbers, 1-12, Roman numerals
- 2 Arithmetic, Language Arts—Native American Legends/Fables
- 3 Shelters
- 4 Local Geography
- 5 Ancient India, Ancient Persia
- 6 Science—Mineralogy, Mathematics—Business Math and Economics
- 7 Wish, Wonder and Surprise
- 8 Meteorology/World Geography

Harvest Dance



SCHOOL CLUBS

LWS after-school clubs began on Tuesday, September 9th.



LWS Cross Country Team prepares gathers to train at Percy Warner Park

Cross Country

Margaret Sloan, a former Olympic marathon runner, is leading our new cross-country team. Students in grades 4-8 are running every Monday, Wednesday, Thursday, and Friday. They will be participating in local meets this fall. Thank you Margaret, Gil Whiting, and Kim Kingsbury for planning, organizing, and running this wonderful club for our students!

Crochet Club

The Crochet Club is open to students in the 3rd grade and above who already know how to crochet. We will meet on Tuesdays from 3:00-4:30 beginning Tuesday, September 9th, with a fee of \$75 per semester. Lisa Larson will again be joining us to lead this creative group, and we will meet outside at the picnic table weather permitting (or in the Manse kitchen in inclement weather). If you have any questions you can reach Ms. Larson at 383-7903 (Home) or 300-6512 (Cell).

Chess Club

The Chess Club is open to all students in the 4th grade and above who are interested in learning and playing the exciting game of chess. Last year our Middle School/Junior High Chess Team won a trophy at the regional chess competition and went on to compete at the state level! Todd Andrews will be teaching the club again this year on Tuesdays from 3:00-4:15 and the cost will be \$85 per semester. We will be meeting in the 5th grade classroom. If you have any questions please direct them to office@lindenwaldorf.org. Hope to see you there!

SCRIP: Small efforts lead to big payoffs for our school!

Dozens of companies are quite eager to give money to our school in order to earn your loyalty and a share of your consumer spending! In 2007-08 we raised over \$2000 through the various scrip programs that are outlined in our Family Handbook. We earned over half of our scrip money through the Kroger gift cards. This involved only about 5-8 families doing much of their grocery shopping at Kroger as well as a few others doing occasional shopping there. We receive 4% of gift card reloads. If a family spends \$5000 in a year via the Kroger gift cards, the school receives a check for \$200. So if we all just make sure to carry one of the Kroger gift cards available for purchase in the school office (linked to our scrip account), and if we remember to reload the gift cards at the beginning of a checkout, we could really increase our income from Kroger. By the way, I use my Target Visa to reload my Kroger card for a higher scrip impact. If we buy Cascadian Farm organic cereals and granola at Target with our Target Visa and then remember to turn in the Box Tops for Education from those boxes of cereal, we can boost our impact as well. If you shop for your cereal at Harris Teeter, it's time to re-link your VIC card to the school (must renew every school year). Please challenge yourself to come up with clever ways to increase our scrip dollars—share those with me, and we'll include them in the Manse Minutes. If anyone is truly inspired by the myriad scrip possibilities, please contact our new Parent Alliance Treasurer, Pamela Roller, to offer your services as Scrip Coordinator.

—Margaret Bean, LWS Business Manager



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If a tiny child has been able in his play to give up his whole being to the living world around him he will be able, in the serious tasks of later life, to devote himself with confidence and power to the service of the world. —Rudolf Steiner

I'm Audrey Patrick, mother of Liam in the Sunflower Kindergarten room at LWS. I also have a two year old, Finn. As a mom of two young boys, I am interested in learning more about parenting and Waldorf education. This column will appear each month to serve as a tool to assist parents in bringing Waldorf into their homes. Feel free to let me know of any parenting topics of interest, and we'll do our best to share information and articles that offer help and guidance.

The Development of Play

from "The Vital Role of Play in Childhood" by Joan Almon

In over thirty years of working with children, families, and teachers in Waldorf kindergartens all over the world, I have observed one overwhelming similarity: *creative play is a central activity in the lives of healthy young children.* It helps children weave together all the elements of life as they experience it. It allows them to digest life and make it their own. It is an outlet for the fullness of their creativity, and it is an absolutely critical part of their childhood. With creative play, children blossom and flourish;

without it, they suffer a serious decline.

The secret to helping young children thrive is to keep the spirit of creativity and of playful learning alive and active. An important ingredient in this is our own work as adults, for children naturally imitate grown-ups. This inspires their play. Their learning is a combination of their own deep inner drive to grow and learn coupled with their imitation of the adults in their environment. These two elements interweave all through early childhood. They provide the underlying basis for play, yet their outer expression changes year by year as children develop.

One of the milestones in play is the development of make-believe play, also known as fantasy play, around age two or three. Before that, children are more oriented to the real world: their own bodies, simple household objects like pots, pans, and wooden spoons, and simple toys like dolls, trucks, and balls. In their play, toddlers imitate what they see around them; common play themes include cooking, caring for baby, driving cars or trucks, and other everyday events. These themes continue and expand after age three but now children are less dependent on real objects and create what they need from anything that is at hand. Their ability to enter into make-believe allows them to transform a simple object into a play

prop. A bowl becomes a ship, a stick becomes a fishing pole, a rock becomes a baby, and much, much more. It is fascinating to watch the force of fantasy enter the lives of children. The three-year-old becomes so engaged in make-believe play that objects seem to be in a constant state of transformation. No play episode is ever finished; it is always in the process of becoming something else. The playful three-year-old often leaves a trail of objects as her play evolves from one theme to the next. In contrast, four-year-olds are generally more stationary and thematic in their play. They like to have a "house" to play in, which might also be a ship or a shop, and many enter the "pack-rat" stage where they fill their houses with objects so that it seems they cannot freely move around. This does not bother them at all, however. Like three-year-olds, they are inspired in the moment by the objects before them. They are quite spontaneous in their ideas for play. It is always exciting to watch the change in play in the five-year-olds as they enter the kindergarten and announce what they want to play. Their mothers sometimes report that the children wake up in the morning with an idea for play in mind. Sometimes they play out the same theme for days or even weeks on end, developing it differently each time. One can see them gain focus as they come in touch with their own ideas and have the will to carry them out in playful detail. There is one more important aspect to the development of make-believe play that usually does not occur until children are six. At this age they still love fantasy play but often will play out a situation without the use of props.

They may build a house or castle but leave it unfurnished, then sit inside it and talk through their play, for now they are able to see the images clearly in their minds' eyes. This stage can be described as imaginative play, for the children now have the capacity to form an inner image. It is around this time that a child will say something like "I can see Grandma whenever I want. I just have to close my eyes." Or she may set up a play scene with her toys but close her eyes and play it out

"inside." Dorothy and Jerome Singer, both psychologists at Yale University, have devoted their lives to the subject of children's play. They summarize their experiences in this way:

Over many years of observing children in free play, we have found that those who engage in make-believe, what Piaget calls symbolic play, are more joyful, and smile and laugh more often than those who seem to be at odds with themselves—the children who wander aimlessly around the nursery school or daycare center looking for something to do, who play in a preservative way with a few blocks, or who annoy their peers by teasing them or interrupting their games. (Singer and Singer, p. 64)

The Benefits of Play

from the Alliance for Childhood "Fact Sheet on Healthy Play," reprinted with permission of Alliance for Childhood

Child-initiated play lays a foundation for learning and academic success. Through play, children learn to interact with others, develop language skills, recognize and solve problems, and discover their human potential. In short, play helps children make sense of and find their place in the world.

- **Physical development:** The rough and tumble of active play facilitates children's sensorimotor development. It is a natural preventive for the current epidemic of childhood obesity. Research suggests that recess also boosts schoolchildren's academic performance.²

- **Academics:** There is a close link between play and healthy cognitive growth. It lays the foundation for later academic success in reading and writing. It provides hands-on experiences with real-life materials that help children develop abstract scientific and mathematical concepts. Play is critical for the development of imagination and creative problem-solving skills.³

(continued on page 7)

FAMILY FUN

Crafting Corner

A monthly addition from Julie Swart, parent, crafter extraordinaire, and mom to Izzy in 1st grade and Lael who is in the Daisy class.



One of the many wonderful ways of keeping children and families connected to nature is by creating a nature table in your home. This special place can be whatever you want it to be but usually combines natural materials from the outdoors with handmade items that fit a seasonal theme. Each item brings nature right to the heart of the child through the window of the imagination and inspires love, respect, and a sense of guardianship for the natural world.



If you have never created a nature table, it is easy to begin. Devote a small table, stand, or the middle of the dining table to a celebration of the season. You can start by arranging some silk or natural fabric on the table and then place items as you and your children wish. The beauty of a nature table is that it can change by simply adding a treasure from a morning hike or by adding a homemade animal or gnome.

While nature tables can get quite elaborate, they differ based on the age of your children and the theme you are looking to create. Here are some ideas of items to gather for a fall theme: flowers, dried leaves in various shapes and colors, gnomes, fairies, shells, pebbles, rocks, dead branches or twigs that have fallen from trees, acorns, walnuts, bark, moss, and feathers.

Enjoy keeping your relationship with nature alive and present in your home!

SPANISH CORNER

¿Sabías que...?

There are many words commonly used by Spanish speakers that come directly from English. You have already seen examples : el hall, el lobby, el delivery, el shopping and el reality show.

Borrowed words are normally masculine in gender.

Different Hispanic countries borrow different words from English. Although they may have varying pronunciations, these words are easy to understand for a native speaker of English. English also borrows words from other languages. Some words from Spanish are barrio, aficionado, and taco.

Sabes other Spanish words that are used in English?

—Sra. Fontela, Spanish Teacher, LWS

What can parents do?

Reprinted with permission from TRUCE (Teachers Resisting Unhealthy Children's Entertainment), www.truceteachers.org

- Provide interesting activities, materials, trips to encourage positive interests, hobbies.
- Define your values about violent toys and share them with your children.
- Shop at toy stores that consciously don't sell toys of violence or toys that undermine healthy play.
- Take action—write a letter to a toy company or store.
- Plan toy purchases together and limit impulse buying and overstimulating trips to toy stores.
- Provide uninterrupted daily play time and organize play materials so they are easily accessible.
- Work together to make thoughtful decisions about the role of media in the home.

Resources for Parents

"The Child: Play and the Development of the Young Child" by Joan Almon

"Toys, Play and Playrooms: Creating and Maintaining a Healthy Play Environment for Your Young Child", by Peggy Alessandri with Ronald Koetzsh, in *Renewal Magazine*, Spring/Summer 2007, Vol. 16, N. 1

www.allianceforchildhood.net

www.truceteachers.org—Toy action Guide 2007-2008

Three Sisters Toys online www.threesisterstoys.com

Willow Tree Toys online www.willowtreetoys.com

THE BENEFITS OF PLAY (continued from page 6)

- **Social and emotional learning:** Research suggests that social make-believe play is related to increases in cooperation, empathy, and impulse control, reduced aggression, and better overall emotional and social health.⁴
- **Sheer joy:** The evidence is clear—healthy children of all ages love to play. Experts in child development say that plenty of time for childhood play is one of the key factors leading to happiness in adulthood.⁵

FOOTNOTES

1 Emory Woodard, "Media in the Home 2000," Annenberg Public Policy Center, U. of Penn., 2000.

2 Anthony D. Pellegrini and P.K. Smith, "Physical Activity Play: The Nature and Function of a Neglected Aspect of Play," *Child Development* 69(3), June 1998; Susan J. Oliver and Edgar Klugman, "What We Know About Play," *Child Care Information Exchange*, Sept. 2002.

3 Doris Bergen, "The Role of Pretend Play in Children's Cognitive Development," *Early Childhood Research and Practice*, 4(1), Spring 2002; Jerome L. Singer, "Cognitive and Affective Implications of Imaginative Play in Childhood," in *Child and Adolescent Psychiatry: A Comprehensive Textbook*, Melvin Lewis, ed., 2002; Oliver and Klugman, op. cit.; Edgar Klugman and Sara Smilansky, *Children's Play and Learning: Perspectives and Policy Implications*, New York: Teachers College Press, 1990; Pellegrini and Smith, op. cit.

4 Robert J. Coplan and K.H. Rubin, "Social Play," *Play from Birth to Twelve and Beyond*, Garland Press, 1998; Klugman and Smilansky, op.cit.; Singer, op. cit.

5 Edward Hallowell, *The Childhood Roots of Adult Happiness*, New York: Ballantine, 2002.

LAURA ASKS



Janie Wilkerson

In September, our school welcomed a new addition to our staff. Janie Wilkerson has joined the administrative team as the Faculty Coordinator. Although new as an employee, Janie is a well-known face. She has been an active parent at the school and has also served on the Board. I'm glad to help everyone learn a little more about Janie. Welcome!

LD: Tell us about your family and how long you have been at Linden Waldorf School.

JW: My husband, David, and I have been married for 18 years; we met on the first day of college in Texas. We finished college together, went on to grad school in Ohio together, and moved to NYC. Anwen was born there, and we debated on whether to stay and raise her there. We finally decided we weren't sure she would have the kind of childhood we wanted for her in the city (no going barefoot! No riding your bike!) and decided to look for another place to live. We really chose the Nashville area almost at random—it was centrally located between our families and was a direct flight back to NYC (one of our requirements at the time...). We are thoroughly settled here now. As I am fond of saying, we came late to the Waldorf party. Anwen was in a Montessori school for her preschool and early elementary years, but we had been "flirting" with Waldorf education for many years when we decided to take the plunge and move to Linden. We knew immediately it was the right place for Anwen (and for us!).

LD: How did you find out about Waldorf education?

JW: When we were researching preschools for Anwen, we came to an Sunday afternoon Open House at Linden. At the time the school was located in East Nashville, which was about a 45-minute commute for us (we live in Franklin), one-way. We ultimately decided that was too much daily in-the-car time for a 3-year-old, and we wound up choosing another preschool. But I was profoundly influenced by many of the things the early childhood teachers at Linden had told me at that first visit, and in many ways Anwen's life has been shaped by that initial contact. I began to seek out books and materials about Waldorf education and started learning on my own about this philosophy of learning.

LD: What are you most excited about with your new job?

JW: I am really looking forward to getting to know all of the teachers at Linden on a deeper level. As a parent, I am so amazed and humbled by their devotion to the children, to the school, and to the full dedication of life demanded of a Waldorf teacher. I am hoping to make their jobs a little bit easier by taking on some of the detail work and helping to keep the big picture in view so that they can focus on their own areas of concentration.

LD: Tell us a favorite fall family outing that you all enjoy.

JW: Fall is my favorite season, and I love that October blue sky when there's a little hint of chill in the air. We love to be at home together watching backyard birds and deer, working in the perennial beds, or just lying on the hammock. Sometimes we bring blankets and sleeping bags out onto the deck in the frosty night air and lie on our backs to stargaze (or watch for the International Space Station to pass over! Yeah, we're geeky.). I guess that's more of an "in-ing" than an "outing"...

LD: What is your favorite paleta flavor?

JW: Oh, this is a hard one. We won the "20 free paletas" gift certificate in the school auction! (We've almost used it up.) This summer basil was my favorite for awhile, and then corn. But I think chocolate with hot peppers is my very favorite.



—Laura Duke,
LCS Parent and Enrollment Coordinator.

Linden Leaflet seeks editor

Any person interested in volunteering for this position is encouraged to contact Mary Beth Felts at embecos@comcast.net

Advertise in the Linden Waldorf Leaflet!

The Outreach committee is accepting advertising in the Linden Waldorf Leaflets to help offset the cost of producing the newsletter. Advertising in the newsletter is a great way to sell a used instrument, announce an upcoming private event, or show your business' support of Linden Corner to the school community. Display ads or classified ads are available. Please consider supporting our school by supporting the newsletter!

Rates & Sizes

Classified Ads
\$5/line (approximately 12 words per line)

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1/8 Page Ad 3.75" wide by 2.835" tall
\$55.00 per issue
1/4 Page Ad 3.75" wide by 4.3" tall
\$75.00 per issue

Placement and Payments

Ad placement requests and payments may be submitted in the newsletter box in the administrative offices c/o Margaret Bean.

Specifications

All advertising materials should be submitted in digital format (.eps, .tif, and .jpg) if possible. Digital ad materials, help with creating an ad from non-digital materials, or additional questions regarding specifications may be directed to Kristen Beahm, kbeahm@comcast.net.