

JOURNEY SCHOOL NEWS



Volume 4, Issue 5

February, 2008

*Journey School * 27102 Foxborough * Aliso Viejo, CA 92656 * (949) 448-7232 * www.journeyschool.net*

Happy Birthday - Happy Valentine's Day



Today, Journey is 8 years old! Happy Birthday, Journey! How is it to be 8? You are probably in 2nd grade. You are pushing out of the nest and testing the limits. Some may think you are precocious; others may think you are "too big for your britches." You are trying to "do it right", but often leave a mess. You are not without growing pains. And nobody can tell you what to do!

Sound familiar? This "child" and its parents have a lot to be proud of!!! Journey School was founded in the year 2000 in San Clemente, California. It is the first community-initiated charter in Orange County and the first charter school in the Capistrano Unified School District. Since the start, committed parents and teachers have offered a distinct educational alternative by blending Waldorf teaching methods with the State of California standards. Journey's parent-written K-8 curriculum was approved by CUSD. And now, for the first time in the school's eight-year existence, Journey has a beautiful home where it serves over 200 students in grades K-8. To be successful at its mission, Journey has become a hotbed of creativity with teachers and parents cooperating in academic, artistic disciplines and community activities intended to involve the whole child in every aspect of learning. It is a profound work to assist each child to reach his or her potential while preserving the natural joy of learning. And nowhere will that creativity be more apparent than at the Schooling the Imagination Conference (STIC) planned for March 29.

This is a remarkable school! I like to think of it as a Midwinter Rose—of great beauty, and not without thorns. Happy Birthday. And Happy Valentine's Day!



**There is a mistaken rumor that Friday is ½ day. It is a regular length school day!
Pickup is at 3:05 P.M.**

Students will attend a Journey Assembly Tomorrow, Feb 15, from 2:00-3:00 P.M.

ASSEMBLY DRESS REQUIRED ON FRIDAY

Please send your child to school in assembly dress, which is a collared white shirt and black pants for boys, and for girls a white blouse, and black pants or skirt, or black dress.

Administrator Notes
By John Bennett

Reckless Driving

I continue to be concerned by the speed of some drivers entering from the *cul de sac* at dismissal. Safety must be everyone's highest priority; and there is the possibility of serious injury to a child walking around a car parked curbside. **Please slow down!**

2007-2008 Photos Needed

We wish to improve the Journey poster display at Job Fairs. We are looking for sharply focused photos of students enjoying school participation. If you have a photo you particularly love, please email it to Laura Childers at laura.childers@journeyschool.net.

Morning drop-off

School begins at 8:30. Children are tardy after that time. Parents need to sign their children in at the office if it's any later than 8:35. Also, if you are going to stop in the parking queue for any length of time, please pull far forward or into a parking space.

Reduce Lunch Trash

Please remind yourself of the *Snack and Lunch Guidelines*, posted on-line in the Parent Handbook at <http://www.journeyschool.net/parents/handbook.htm>. As I survey the after-lunch waste, this stands out among the rest: "Please try to send shacks, lunches, and forks and spoons in reusable containers... We request cloth napkins."

Bullying

Of course you understand that student bullying, or threats (no matter how unintended), are behaviors that must be stopped! However a single, uncorroborated report by a child is not sufficient to incriminate another child. So we would like to collect reports into a more central location where multiple reports might be compared. For this reason, I request parents to report instances of bullying using a form placed on a clipboard near Shoon's desk. If your child reports that he or she has been bullied, then please complete the form, and return it to Shoon. The Administrator and class teacher will confer and take appropriate action.

Calendar Changes

- The "International Festival", previously scheduled for March 7, has now been moved into the Spring when weather will be warmer, and when there will be longer sunlight. The probable new date is May 23. This date will be confirmed.
- "Grandparents and Special Friends Day" will **not** occur on March 21. It will occur in context of either the May Festival or the International Festival, when more is going on for our special friends to enjoy.

Student Behavior—Parent Signature Sheets

Teachers have been meeting on the topic of how to improve student behavior. Hopefully not, but you may begin to receive signature sheets advising you of your child's behavior which you will need to sign and return to your child's class teacher.

Journey Students in the News:

Temple dedicates peace pole

Story and photos by DAVID SMITH

CONTRIBUTING WRITER

More than 100 parents and children attended a ceremony to dedicate a peace pole recently at Temple Beth El in Aliso Viejo.

Click: [Article Window](#)

Schooling The Imagination Conference (STIC) By Delano Jones

On Saturday, March 29, 2008, Journey will be hosting a one-day conference entitled “*Schooling the Imagination*” which will explore topics such as bringing the creative arts back into the public school classroom. I hope you will consider this invitation to be our guest for an exciting event at Journey School.

Our keynote speaker is renowned author and international speaker **Joseph Chilton Pearce**. Mr. Pearce has written many books, including national bestseller *Magical Child*, *Evolution's End* and *The Biology of Transcendence*. For over thirty years Joe has written and lectured internationally on human development and the changing needs of children. Three different departments at Harvard University, the University of California and Stanford University have each sponsored educational conferences featuring his work and the Governor of California has invited Joe to address two special legislative planning sessions on the challenges facing children and families.

We are honored to have as our distinguished guest, **Caprice Young**, CEO of the California Charter Schools Association (CCSA). The Association along with its member schools works to increase student achievement by supporting and expanding California's quality public charter school movement.

The day will include workshops by child development experts and teachers, as well as an engaging panel discussion about “Schooling the Imagination” where school leaders will answer direct questions and discuss innovative approaches to optimize public education today.

We kindly encourage you to share this information with anyone who would find this event of interest.

For more information about this day and (pre)registration, please feel free to give me a call or visit our website at www.journeyschool.net . We look forward to your attending.



Circus Journey

Circus Journey is expanding! Now meeting two days a week, we have lots of new enrollees. Offering a full spectrum of Circus Arts to most grades and parents, many different Circus disciplines can be explored and trained. From unicycle and tight wire, to juggling, acrobatics and stilts! Mr. teaches on Tuesdays from 3 - 4 pm and Joy Halverson on Wednesdays from 1 - 3pm. Circus Arts provide an excellent, non-competitive approach to physical skill development as well as expressive artistry. Stop by and join us! For more info please get in touch with Mr.J at misterj@journeyschool.net.

There is a Journey parent whom you probably have all seen, but may not know. He is Tom Gruenbeck, volunteer extraordinaire, and a force of nature. As you consider how you can help prepare Journey before the Imagination Conference, you should remind yourself of the joy of volunteering, as spoken by the Master, himself.

A Lawyer Who Works For Free?

Why I Do What I Do.

By Thomas Gruenbeck

My work days are essentially spent dealing with very unhappy people. People getting sued, those who lost money and who want to sue to get it back, those who are in jail or do not want to go to jail and other lawyers who represent other unhappy people just like my clients. This kind of environment day in and day out can be weary. I am not the only one. Many of us who have stressful jobs can feel the same.

Wouldn't it be nice to go to work, not have to worry about stress, people yelling at you, getting fired, paying taxes on what you earn and for everyone to appreciate the work you did that day while working with others who are happy? You also go home satisfied and content knowing you really learned something new that day. This is what volunteering is all about. After a week of dealing with what I have to do it is nice to deal with people that appreciate my work. I like to sweat on occasion and go home satisfied that I did a good job that day with no expectations from others who appreciate everything I do; and that just feels good.

As an active member of the Campus Beautification Committee I have found it rewarding improving the school one project at a time. With the 3rd grade garden done and Main Street finished and half the bleachers finished we now turn our attention to some larger projects which will require some serious work. Some of you may be aware of the anticipated Native Garden that will replace the grass area in front of the school and must be completed by March 27. Some of you may not be aware of some plans to develop the remaining outdoor areas for outdoor functions, plays and assembly areas. Already plans have been sketched for improving the Kindy area to make these spaces truly enjoyable for the students and a source of real pride for the school. The question remains is whether you will be there to share in this joy.

It is easy to believe that given the number of students in the school that someone else will always volunteer to get the job done. The truth is that this belief often leaves us very short of volunteers on every project. With future school projects looming, the need for more volunteers will be absolute. Sometimes we do not volunteer because we believe we do not know how to garden, build bleachers, construct a bench or design an irrigation system. The truth is volunteering is also a learning experience. There is always someone there (including me) who is willing to teach, learn and help solve problems with others. These are bonding moments that increase the true sense of community. With friends the work goes faster and frankly is quite fun.

I volunteer because it is fun, rewarding, relaxing, and necessary to help our children do there best and ensure Journey School remains a source of pride for our families and the School District.

That is why I do what I do. Come join me in our next project where you will learn some new skills, enjoy a true sense of pride and lots of free legal advice.

Please call or email me if you want to be a part of it.

Tom "The Butterfly Guy" Gruenbeck
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The Waldorf Approach to Science - Donna Simmons

Complete text at <http://www.christopherushomeschool.org/waldorfscience.htm>

The study of science...is an attempt at understanding the mysteries of life itself and, as such, the all-too-common 'edu-tainment' approach to science should be avoided. One wishing to reveal some of these mysteries would be well advised to stay away from the 'awesome', 'cool' and 'fun' boxes of tricks on the market, designed and used by those who believe that children must be lured into wanting to study science, that science itself is not interesting enough. This always amazes me, because in my experience, as a teacher, youth worker and a parent, children are always ready to explore science, whether it be examining mouse and vole remains in owl pellets, observing how different substances burn, or marveling at frost patterns on a window.

Marveling... ah – there's the key. The Waldorf approach to science – as well as to learning in general – is to cultivate an attitude in young children of awe, an attitude which will allow them to see the marvels of science around them, instead of developing a cynical 'so what' nonchalance. Cultivating awe is, of course, easiest in very young children. By nature, young children are explorers, bringing their in-born sense of wonder to discovering the world around them. By encouraging our children to explore and to develop their senses, a heightened experience of the world will occur. By having plenty of time in nature, by being raised in a peaceful and nurturing environment in which there are many opportunities to explore mud, water, sand and sound, children will begin to form meaningful experiences upon which later scientific experiments and learning will be based. In contrast, an early childhood experience which is over-stimulating, full of noise, hustle and bustle, and the barrage of TV, videos and computers, dulls the senses and is antithetical to a development of qualities of awe and reverence. And, as children under seven learn mainly through imitation, our own reverential attitudes (or lack thereof) toward life – toward nature, our families and home life, our spiritual lives – are a crucial matrix from which the child learns to behold his surrounding. [... Dr Steiner explains:]

If a body is given stones instead of bread, its activity will die away. So, too, with the soul. Veneration, respect, devotion, are nourishing foodstuffs which make the soul healthy and vigorous, especially in the activity of cognition. Disrespect, antipathy, under-estimation of what deserves recognition, exert a paralyzing, withering effect on the faculty of cognition.

...By working with one's senses, as well as with a kind of disciplined intuitive imagination which does not have us sailing off into the realms of make-believe, but rather shapes our thoughts into an understanding of possibilities, changes and metamorphosis of phenomena at any given moment, we can start to have an appreciation of the dynamic vitality of nature. We can have a glimpse of the miracle of life when, for instance, we hold a dandelion in our hand and, working with this sense-informed imagination, make real pictures in our minds of the life history of that dandelion, imagining it as seed and young plant, seeing the moment of its life we hold in our hand, then imagining forward to see it eventually produce seed, wilt and die and continue into the possibility of a new plant.

Why is this important? It is important because in our age nature and science ...are almost always presented in the most crass materialistic ways. Take, for example, most books dealing with the human body, that most awesome (in the real use of that word) and perfect piece of handiwork. Almost always we are confronted with text and pictures that reduce our bodies to a series of pumps, circuit boards and ovens! The metaphors have become the things themselves!

From a Waldorf perspective, one tries to present to one's children a picture of the wondrous inter-relatedness of the various systems of the human body, helping our children appreciate that we are greater than the sum of our various parts. We infuse our study of the body – and of all subjects – with an artistic approach which helps a child understand that 'knowing' something is not simply a case of having memorized facts, but rather that various people's artistic experiences and interpretations of phenomena are just as important. So when we study weather, for instance, Shelly's poem Ode to the West Wind can be just as important to help children get a sense for the weather as memorizing the Beaufort Scale.

Art and science are never divorced in Waldorf education. And it is not that one merely takes an artsy approach to teaching science, but that one takes an artistic approach. Being artistic is about being open-ended, flexible and creative in one's search for a living way to teach one's children. It means, for instance, not just reading text books about plants, labeling a few diagrams and perhaps pressing a few leaves for a scrapbook. It means squatting down with a clipboard and colored pencils in a wet spring wood, drawing skunk cabbages, smelling their smell and really feeling – sensing – the surrounding of that plant, understanding something of its role in nature. It means bringing that sense of awe to all one's science studies and thereby getting a glimpse of the order and purpose of life.

One way of enhancing this sense of order and purpose in science is to ensure that the child's formal science studies are based firmly on her earlier experiences. For example, a study of acoustics (usually undertaken at around age twelve in the Waldorf curriculum) would be based on the child's earlier experiences of playing recorder. Interval, pitch, tone and vibration all make much more sense to someone familiar with a musical instrument.

Furthermore, when working with Waldorf one always ensures that phenomena are experienced first and only after they have been left for a bit – preferably after a night's sleep – are they first recalled, then artistically experienced, and then, finally, enlarged upon and intellectually examined. So if one is, for instance, working with a chemistry experiment, one would simply demonstrate the experiment the first day (or let the student perform the experiment) and then clean up and put everything away. The following day the parent and student would discuss what had happened, using memory and recall. How much of the substance was used? How was it heated? What happened – exactly? Then what? A disciplined approach is used – exact recall and observation are crucial to a successful scientific experiment. The student then draws a beautiful picture of the experiment – not a fanciful representation but a precise drawing, accurate and colorful. After this the parent and student discuss the experiment, extrapolating what was learned, hypothesizing about future experiments.

The open-minded, essentially artistic approach which Waldorf emphasizes is extremely useful in discouraging premature opinion-forming. It is considered far better to live with a question for a period of time, remaining open to insight and experience, than to quickly jump to conclusions. Like the qualities of reverence and awe, such flexibility and fluidity in thinking not only allow for great depth of intellectual experience, but are in themselves characteristics worthy of encouraging in any human being.

Science permeates the Waldorf curriculum, although the pen-and-clipboard crew might not recognize some of it as such. As I explained in my previous article, no formal teaching occurs in Waldorf kindergartens or in Waldorf home schools before age seven. But the children are certainly 'doing science' all the time: outdoor play in nature; careful, meditative painting with primary watercolors; singing and hearing music; baking and cooking... Observing and experiencing the weather and nature are obvious next steps but experience and imagination are emphasized over dry intellectual content through most of the elementary school years. In Fourth Grade the children study zoology, which is usually referred to as Man and Animal because in Waldorf pedagogy it is felt that it is important to always relate the world of nature to the human being. In Fifth Grade the children study botany; in Sixth Grade, physics, geology and sometimes human biology. Astronomy, more physics and chemistry come in Seventh Grade and Eighth Grade culminates with more chemistry and human biology and usually more physics. The high school curriculum is similar to that of any prep school, but the approach continues to be vastly different.

...If one wants to penetrate the hows and whys of Waldorf education, one would do well to look into exactly why physics or chemistry or any other subjects are studied when they are. For the Waldorf curriculum is not arbitrary: it is based on profound knowledge of child development and the curriculum's purpose is to speak to the developmental needs of each child. Furthermore, the grace and harmony of the curriculum can be seen in how it is inter-related. A good example of this can be taken from the Seventh Grade curriculum: seventh graders, thirteen years old, are on the threshold of adolescence: looking forward to being a teenager and an adult, looking backward to earlier days of childhood. In Waldorf schools, seventh graders study Renaissance history. This was the time of the great explorers, men who were looking forward to a new age and with an enthusiasm and boldness reminiscent of young teens, they set off with only the rudest of astronomical tools. These tools and the stars themselves are studied in Seventh Grade. And, as the Renaissance progresses and scientists arise who question the status quo (like teens) huge progress is made (more independence is gained). Seventh Graders study Galileo, Tycho Brahe, Isaac Newton and the scientific advances which radically changed our world.

I have recently written a book called [From Nature Stories to Natural Science: A Holistic Approach to Science for Families](#). In it I look at the Waldorf science curriculum K-12 and what is behind it in some depth, giving lots of practical ideas on how one could work with the curriculum at home. I review hundreds of Waldorf and non-Waldorf books and resources and also give some ideas on how one could use one's yard and garden as the basis for much of one's family science explorations.

This book is available from our website, www.christopherushomeschool.org, where one will also find useful articles, resources and links on Waldorf education and home schooling. Our Waldorf-inspired resource company, Christopherus Home school Resources also provides a telephone consultation service, the YoungWriters Program for students 10 – 18 [Webmaster Note: we are no longer providing this service - please see our [Language Arts Curriculum](#) instead] as well as a free monthly e-mail newsletter for those interested in the Waldorf approach to home schooling.

Parent Volunteer Workdays

When: Feb 16th, 23rd and March 1st, 8th, 15th and 22nd .

Feb 16 will focus on the classrooms, with general campus clean-up, and with a few good men needed to prepare the site for the garden.

The workdays in March will focus on the Native Garden, and should be strictly for finishing the planting and preparation of the campus for the Schooling the Imagination Conference.

Contact:

Janette Loreto

Phone: 949.201.6394

Fax: 775.667.1450

Email: janettel@cox.net

Privacy Issues!

One of the many aspects about Journey School that makes it so inviting is our "open door policy." Parents are always welcomed and encouraged to visit our campus for fellowship, to build community, volunteer, etc. Lately however, that "door" has been opened a little too freely and we are asking that parents, whether visiting or on a committee, to please adhere to proper protocol:

1. All parents visiting the Journey School Campus must first check in and sign in at the office before proceeding to their destination (please wear a visitor sticker located near sign in sheet).
2. Upon leaving the Journey School Campus, please be sure to sign out as well.
3. The Staff Lounge door is to be used by staff only as it is clearly marked. All other visitors and committee members must enter and exit through the front office door.
4. Information in and around the desks belonging to John, Delano, Julie & Shoon is often sensitive material and should be respected as such. If Shoon and Julie are not at their desks, do not feel free to locate the information you may need. Please check back when either one is available to assist you.
5. The staff office (mailbox area) is for staff only. Any material you may need that is filed in this area can only be retrieved by the staff. Feel free to ask anytime!
6. The filing cabinets in Julie's office and behind Shoon's desk in the conference room are accessible only to Journey School office staff. Parents and teachers must ask John, Delano, Julie or Shoon to retrieve information from these files.

Thank you for your cooperation. This protocol is in place for many reasons but most importantly for the safety of our students and to protect their privacy.

School Photos



Please get your photo orders in!

If your child has not been photographed, please call to arrange a day and time. There is no obligation to order, however, please let me know which picture you would like to appear in the yearbook.

Joy Halverson
Ohjoyfoto@hotmail.com
949-699-9625

Uplifting Thoughts Create Positive Change

I thought I would put into words how Journey has forever impacted our lives in the most positive ways.

Marc and I are extremely happy at Journey - yes...it is just that! We arrived at Journey at a very integral growth time in our own lives and we can honestly say that having the same principals, values and 'rules' system at school as well as home, has brought our family closer together in every respect.

We love pick up, drop off and being around the Kindy area...it's fun, bright and lively - all the elements that are so evident in a child's world at this tender age. I love that we can arrive at any time at school (with permission from the teachers of course) and be a part of Emma's daily routine....how fun is that? We have noticed a wonderful blossoming of our Emma and her vivid imagination and are very thankful to Miss Laura, Miss Jill and all the other wonderful care givers at Journey - for these are not teachers....they are mentors for our kids!!!

*Thank you Journey for embracing us
With love and much kindness
Deb Jardine (Sunflower Kindergarten parent)
xxx*

February/March Coming Events

February 15	Student Assembly 7 th & 8 th Dinner/Dance
February 16	Volunteer Workday
February 23	Volunteer Workday
February 18-22	School Holiday
February 27	Coffee, Questions, and Connect with Administrator
February 28	Annual Giving Kick-off
February 29	7 th & 8 th Track Meet All School Family Bingo Night
March 1	Volunteer Workday
March 4	4 th & 7 th STAR Writing Tests
March 5	Parent Cabinet Meeting
March 8	Volunteer Workday
March 12	Coffee, Questions, and Connect with Administrator Class Meetings and Parent Education Night
March 13	Council Meeting
March 15	Volunteer Workday
March 22	Volunteer Workday
March 17-28	CORE Tests for 6/7/8
March 29	Schooling the Imagination Conference
March 31	Student Assembly Annual Giving Ends

Future Student Assembly Dates (Assembly Dress required)

February 15, March 31, April 30, May 30, June 20