

# The Seed

Seeds of Wisdom from the Office

## Upcoming Events

Mon, 5/31 No School Memorial Day

Tues, 6/1 ½ day for high school only

Tues, 6/1 8<sup>th</sup> grade project presentations 6:30-8:30pm

Wed, 6/2 ½ day all students 12:45 pick up

Thurs, 6/3 ½ day all students 12:45 pick up

Thurs, 6/3 Kindergarten Rainbow Bridge 10:30am

Fri, 6/4 8<sup>th</sup> grade Graduation 6:30-8:00 pm

Mon, 6/7 Start of Summer Camp

## Announcements

DMS Wildflowers Summer Camp is now accepting registration. Please complete the registration form in this Seed or pick one up in the school office. The first and last weeks of camp always fill up quickly, get your registration and deposit in now to reserve a space.

Thank you Desert Marigold families, for your generous contributions this past week. We will keep you posted.

## Gratitudes:

To the Osborne family and the LDS church, thank you for sharing your space with our school.

Thank you to Lorie Miller for helping and running the assembly. It was wonderful!

Thank you to everyone who came and supported our school, the children and the community by attending.



Please feel free to drop by the office and read our Community Bulletin Board where you will find details about all community events and other local events of interest not listed here in the Seed.

## Beehives Now at the Pond

We now have bees in the pond area and so far they seem to be happy. They are located on the fence side of the pathway under a mesquite tree across from the lathe covered table. Elliot Lee donated them to our school and he and I transported them from his home last Thursday evening. Since they are new and still getting acclimated, I suggest we do not visit the pond area for the next couple of weeks to give them time to be stable in their new home. Thank you Elliot for your generosity and expertise in this new addition to the community of Desert Marigold School.

Farmer Tony



## Enchanted Garden Toys and Gifts-Inventory Blowout Sale

All items on sale 10%-30% off\*. Stock up for summer fun.

June 1-3, 2010 only! In the Handwork Room.

Store hours:

Tuesday 6/1: 1pm-4pm

Wednesday & Thursday 6/2-3: 8am-1:30pm

10% off essential oils and health care products

20% off books, art and craft supplies, colored pencils, crayons, games, toys, water bottles, lunch boxes and accessories.

30% off dolls and wooden toys

\*Discounts are in addition to employee discounts and volunteer coupons. Total discount not to exceed 50%. The store will be set up in the handwork room and on the patio.

## Children's Healing

A special fundraiser to benefit the 7<sup>th</sup> grade, and the whole DMS community

Terri Rowan, a parent of the 7<sup>th</sup> grade, has created this unique fundraising event. She is a specialist in the **natural healing of children's chronic conditions**, such as learning disabilities, ADD/ADHD, hyperactivity, depression, OCD, vision problems, slow growth & development, neurological problems, and others.

The healing methods that she uses include Ancient Chinese Medicine, *Tui Na* (Chinese acupuncture massage), and Cranial Sacral Therapy - (*a method which is highly recommended by Joan Treadaway for all children*).

Her oldest daughter Kelli is a former DMS student, whom Terri guided to completely heal from a learning disability, ADD, an obsessive compulsive disorder, depression, and the need to wear glasses. Kelli is now an honor student graduating from high school, and **has earned a full academic scholarship** to Northern Arizona University, (also ASU and U of Colorado).

As part of this event, **Terri will donate \$10** from each first healing session to raise funds for the 7<sup>th</sup> grade, who is planning their grand 8<sup>th</sup> grade trip to study art history in Italy next year. For follow-up healing sessions, she will offer **\$5** more to the 7<sup>th</sup> grade fund.

Please feel free to contact Terri beforehand for more information about your child's condition and how she can help, (complimentary). Tel **480-200-1298**. Email: [theresa.rowan@cox.net](mailto:theresa.rowan@cox.net)

Also available: Healing for women's chronic conditions, reproductive health, fertility

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### **Recent testimonials:**

*"Terri is an amazing human being and practitioner. She has integrity, commitment to her values and the highest standards, both for her personal and professional life. She dedicates herself to healing this world, naturally, one person at a time"* – Albertina Abouchar, Tempe, AZ

*"Terri worked on my 10-year old son for one session. The experience was very relaxing for him. The days after the session he was more calm and overall happier. I continued to perform a massage on him, which Terri suggested to enhance the benefits of the session. A few weeks after the session, he was due for an eye exam for prescription glasses, (he has been wearing glasses since he was 4 years old). For the first time, he needed a lesser prescription!"* – María del Mar Damany, Phoenix, AZ

*"Her advanced knowledge/education has brought me and my husband hope to conceive this year. Her care and teachings have improved our quality of life through nutrition, exercise, meditation/intention/manifestation, and self-care techniques."* - MLK / ALK, Phoenix, AZ

## Animal Care

**Jonic's birthday party** - We had a very nice celebration of Jonic the Pig's 30<sup>th</sup> birthday on Friday. Jonic was probably surprised by the Friday afternoon visitors and well-wishers! Thanks to Ms. Schull's second grade class for creating beautiful birthday cards for Jonic, which we hung up on the side of the barn. Most expressed how much they love the way Jonic snores! I also thank Michelle Rauchenbach and Nicole Hanson for contributing to the maple cake baking effort. We had enough cake for everyone at pick up to enjoy a piece or two...and for some, three pieces weren't enough! Thanks also to Katy Armstrong, Pam Kellen, and Helena Ragan who helped me pass out maple cake to everyone. Thanks for joining us in this celebration of our oldest resident in the barnyard, and thanks to everyone who has helped in some way with Animal Care this year. Our animals are important to us, and we all have the responsibility for caring for them - so thanks for your help!



**The flock** - With time and effort, our chicks, which were raised by Ms. Allen's fourth grade class, are not fully integrated into the main coop and are part of our growing flock. Chickens don't always get along, and older hens often will peck at younger chicks, and stronger chicks will often peck at weaker chicks. This is normal "pecking order" behavior. We can minimize this trauma to our chicks by acclimating them to a large coop and a flock of older hens by giving them a safe retreat (i.e., the brood pen). After a week or so, the brood pen door is propped open just enough for the chicks to come out, but not enough to allow the larger hens to get into the pen. Within a few days, everyone is getting along just fine. Unfortunately, I went into the coop every morning to find the brood pen door closed and latched, which delayed this adjustment process, but all is well now! The fourth graders visited the chicks this week for the first time since they were brought to the coop, and they were amazed at how much the chicks had grown. We are all looking forward to repeating this project next year with the incoming fourth grade class and reaping the benefits of a growing, productive flock with fresh eggs to sell at our school farmer's market.



**Muck out and summer care** - This **Wednesday, June 2 from 1:00 - 2:30pm** is our last **After School Muck Out** for the school year. This is a half day for everyone, so hopefully we will see a few 7<sup>th</sup>-9<sup>th</sup> graders in the barn to help muck out. Because there is a long summer ahead of us, we really need to make sure the barnyard is thoroughly raked and all the debris hauled up to the garden. So, we need many hands! Please come and join us - hard work is always more fun when we work together and it is more satisfying when its purpose is to fulfill our commitment to care for our animals. We will have to muck out the barn twice during the summer. Tentative dates are **Thursday, July 1 8:00-9:30am** and **Saturday, August 7 8:00-9:30am**. We need to give our kids every opportunity to develop their sense of responsibility and connect with our animals, so please mark your calendars and join the fun! We will also need some help feeding and bedding down the animals during the summer. DMS summer campers will be helping with this, but we still need to make sure the weekends are covered. If you would like to be a part of Animal Care and can spare 20-30 minutes on a weekend morning or evening, please contact Amy Weibel (Baker) at 602.237.2186 (home) or 602.373.6344 (cell) or [acweibel@msn.com](mailto:acweibel@msn.com).

## 8<sup>th</sup> Grade Class Trip ck Mrs. Crain 2010

I must begin by referring to Melville's description of his longing for the sea. He says that when he notices himself staring too long at a funeral procession or becoming too quick to knock hats off of passersby it is "high time to get to the sea." In Arizona we take for granted the beauty that surrounds us and get so caught up in the mundane that it will take this recognition of the self before we decide that it is time for a deep reconnection with the wilderness, whether it is the sea or the mountains or a lush rain-forest. It is not too often in our society that students get to experience our earth's gifts in such a way that they develop within themselves that sense of longing for something that they have experienced in such a way that they too begin to recognize within themselves the need to get to the sea. I truly feel that the students of the eighth grade have made that connection with the wilderness and will always have something within them to call on when the time is right.

Our pre-dawn arrival at the Phoenix Airport set a tone of preparedness and promptness, and just the fact that we looked like a traveling circus with all of our gear, tents, bags and appropriately dressed students in their "Crain Kids" t-shirts, was a sight to behold. We landed for the second time in Washington after a short flight from Seattle to Bellingham, loaded our gear and headed to our first of several campsites. We settled into our sprawling camp set high above the Puget Sound. Students worked together to construct the various tents, claiming the choicest spots much like the settlers of old. Over the next two days the students became very familiar with the area, the beach, the cold nights, and began to perceive the incredible beauty, the greenness and very abundant life forces of the region. Students challenged themselves to daring acts of bravery, lighting and being responsible for campfires, plunging into the 50 something degree water, jumping from giant driftwood bridges that formed natural platforms numerous feet above the soft sand. It was on South Whidbey Island that the class as well as I and both chaperones were faced with a potential trip changing crisis. Diligent, mindful work and thorough information gathering helped students feel secure and safe during the process and left the supervising adults confident about the conclusions and decisions reached. It was a learning experience for everyone.

With two days behind us we headed west for the Olympic National Park for four nights of camping near the Pacific Ocean. We set up camp as I spoke to the students about our impact on pristine wilderness and the very strict guidelines and procedures that apply to camping in a National Park. In this primeval forest where waves boom along wilderness beaches and mix snow-fed rivers and where ancient trees shelter animals and such delicate flora that could easily go unnoticed amongst all this grandeur, we began to truly appreciate the beauty of the Pacific Northwest. On one day we decided to take a smaller group of students north to pick up a much needed camp stove that we were to borrow from a friend of mine who lived in the area. We met him, ate some lunch and headed to the Makah Tribal Museum. The Makah are the local tribe that live on lands bordered by the Strait of Juan de Fuca and the Pacific Ocean; pre-contact Makah held a vast area of inland and coastal territory. These richly forested lands and the seas which teemed with life offered early Makah a wealth of natural resources. The Makah skillfully utilized the bounty of the sea. From seals to salmon to whales, the sea was - and still is - a large part of the livelihood of the Makah. Makah lands also encompassed the islands of Waadah, Tatoosh, Ozette, Cannon Ball, the Bodeltas and the islands on Lake Ozette. Their inland holdings were equally vast and reached as far east as Lyre River and as far south as the lands they shared with the Quileute. As I toured the museum and read through the rich cultural history of these ancient people I noted that as a tribe they relied heavily upon the abundance of the ocean and were considerably gifted whale hunters, and those who went to sea for their livelihood had to prepare themselves not only physically and mentally but also spiritually. It occurred to me that Waldorf education provides a similar preparation that leads to the formation of successful human beings and communities. This realization was powerful. We left the museum and headed to Cape Flattery, or as the students will refer to it - "The End of World" - a place that is as beautiful and powerful as any natural wonder that the earth has to offer. The group that stayed behind explored the driftwood covered Rialto Beach and enjoyed the down time. Over the next few days we saw such amazing variety in ecosystems all overloaded with larger than life trees, from La Push beach to the Hoh Rainforest. We took in the sights and made wonderful memories that will last a lifetime. I felt a strong spiritual presence in the land that we were camping on, everyone felt it, and I knew that it was the perfect place to conduct an activity that symbolized for the students a crossing of a threshold. All year the 8<sup>th</sup> grade had prepared for an opportunity to experience a rite of passage, and I found the perfect spot to lead them on this soulful but symbolic journey to the other side. In the twilight of the forest the students walked to the steady rhythmic beat of a drum and one by one reckoned with their future choices in life, death and the spiritual realms waiting beyond this world. I have never felt more connected to this class than that night. We left the spot in silence and all students went to their tents to be lulled to sleep by the ever continuing sound of the waves crashing on the beach and to dream away the night under the shifted stars.

At this point what I would call the second part of our trip began. We packed our gear, (by this time we are very skilled at it), and headed back to Bellingham after a brief visit to Seattle's Pike Street Market where we would embark upon the Schooner Zodiac, an 86 year old Tall Ship that was built to race and has made Transatlantic crossings. Melville also says that he would rather be a "sailor aboard a ship than a passenger," and this is exactly what was in store for us as we carried our belongings

aboard. After brief introductions and a preliminary orientation to the deck, students were assigned to their crews and then their bunks, then headed below to set up their spaces. We were soon called to our sailing stations for our first of many feats of strength that would be utilized to raise the hundreds of pounds of mast and sail which included 7000 square feet of mainsail, foresail, staysail and jib. The call would ring out "Prepare to make sail!" or "Haul away peak!" and the well structured crews would dash to their stations and begin pulling halyards, heaving lines, making ready, sheeting out and then coiling until the Zodiac would be either in a full starboard tack or preparing to drop anchor in a beautiful harbor or off of a small island to explore. Over the next four days the students became helmsmen steering the 146 ton vessel, or would find themselves in the charthouse plotting our heading by using traditional navigational tools as well as a state of the art GPS through the dotted islands of the San Juan's. They also keened their vision watching at the bow for obstacles and would receive messages through a brass speaking tube from the bow of the ship as well as through modern equipment from the coast guard and other vessels that had to be passed on to the Captain. Along with Jenna and Mia I worked the crew that was responsible for raising and lowering the jib sheet. Jenna, Mia and I had the opportunity to climb out on the foot ropes hanging under the bowsprit to furl in the sail. Our feet separated by rope from the blue water below gave us a courageous and daring feeling as we worked together. It was incredible to watch James, Miguel and Treyevon sweating the lines while a long stream of students pulled in the slack to raise the throat and peak of the sails. Working as a sailor also meant eating like a sailor; the meals that were prepared for the students and crew by the cook will go down in history as they became legendary and were much anticipated breaks in the life of a sailor. As the students became accustomed to their life at sea they settled into a rhythm that rocked them back and forth. This led to lively games of cards, a riotous talent show and always keeping an extended ear out for the many different bells that rang out telling the crew of shift changes and most importantly the three square meals of the day. The permanent crew and Captain took opportunities to conduct a variety of classes ranging from basic sailing techniques, knot tying, and ship design to a very moving lesson about slave ships to the authority and responsibility that a Captain commands aboard his or her vessel. Many leaders emerged as the class relied on each other to skillfully accomplish their tasks. Aboard a sailing vessel, as in life, our small piece is a critical part of the whole. The quality of work, and the spirit in which we do it, has a profound effect on the well-being of everyone else aboard. Leadership, paradoxically, is arrived at by learning to take direction, becoming a team player, pulling your share of the load, being absolutely responsible and dependable, and learning to depend on the responsibility of others. For no matter what the particular mission of a ship might be, it is essential that she be safely navigated and handsomely attended.

So many noteworthy happened over our twelve day adventure that I haven't even been able to include in this brief overview; we all laughed so much, some of us cried, but overall it was as wonderful as any treasure that Captain Kid might have found. It was very important to me to create a trip for this class that would foster opportunities for intensive personal development – intensive life experience in order to advance leadership development, an utter reverence for nature, a sense of time and space, and appreciation for history, and teamwork ability. It was only through all of the hard work that this class has done throughout the year and the dedication and support of the parents and most importantly being able to work extremely well and hard with my two chaperones - Jamie Shaver and Steve Pawlo (I cannot ever thank you enough, I heart you!) - that this trip became for the class just the right experience. I thank you all so much for your continued support and belief that we could do it and am honored that I have been able to be with such an amazing group of students.

With Love,

Mrs.Crain