



THE CLEARWATER SCHOOL

The Clearwater School is Seattle's Sudbury school. We provide an educational alternative based on **Freedom, Trust and Responsibility** to students aged 4-19.



A rose drawn by Ian, age 13, from a centerpiece at his great-grandpa's 100th birthday

THE SCHOOL BULL

FROM CONFLICT TO CONNECTION

by Stephanie Sarantos, staff

On the first day of school I floated around in "Cloud Clearwater", a harmonious school filled with angelic students and calm joyful staff enjoying each other while laughing, reading, getting along and even cleaning. When asked how the day went, I said, "We are going to have a great year if it is anything like today." We welcomed many delightful new students to the school with incredible ease—they seemed to fit in as if they had been here for years. Last year's new students knew what to expect and were glad to be back. People who sometimes have a difficult time getting along were unusually happy, calm and interacted peaceably all day long—lots of laughter, excitement and quiet, and no conflicts.

Day Two was a bit different. The addition of eight more students, most of them four or five year-olds starting school for the first time, seemed to double the noise level and the competition for the use of space and materials. By mid-morning, running and rough-house play spilled out of the designated active room, game related whoops and laughter were interspersed with harsher voices. Toys that were earlier generously passed around were now fought over.

I began to receive reports of misdeeds. The stage was being set for bigger things. I could see signs that some students were feeling excluded. Toy management resulted in toys being grabbed away and grabbed back again. There were no outright fights, but clearly the cloud of harmony I envisioned on Day One was beginning to show signs of impending showers. I knew the honeymoon was over when, at noon, our newest student entered the kitchen crying. From what I could gather, it sounded like a group of students he wanted to play with were sharing toys with each other, but would not let him use their toys. And on his first day, he had not brought the right toys to school to be able to fully enjoy the game.

So many thoughts and feelings raced through my consciousness. I wanted harmonious inclusion like yesterday. I was convinced that kindness was the only option. New children should be welcomed not rejected. I seriously entertained the notion that my ideas about trusting children fell shamelessly short of the mark.

I quickly decided to abandon my tea and asked the boy if he wanted some help talking with the offending group of students. As we walked outside, I turned to another staff member, shared a meaningful glance, and with all honesty said, "I really want to nip this thing in the bud, time for some institutional kindness."

Continued on page 3



**OCT
2004**

INFORMATION NIGHT

Thursday, October 14

6:30 – 8:30 pm

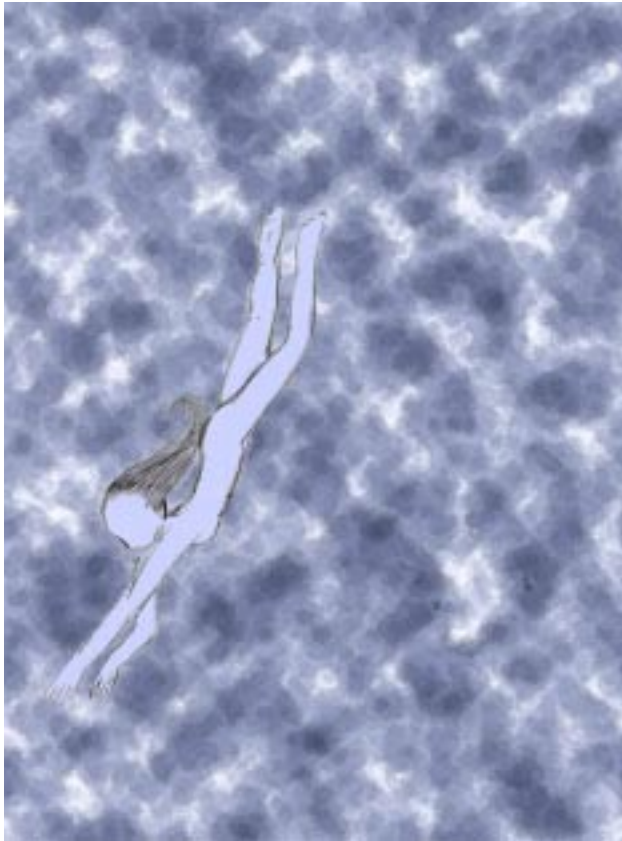
To learn more about The Clearwater School, join us on October 14 for an informal presentation, extensive question and answer session and tour of the school. Children are welcome (with the expectation of parental supervision) and light refreshments are served.



little creatures by Lucas, age 10 throughout this issue.

INSIDE THIS ISSUE...

From Conflict to Connection	1
Trust-Based Parenting Classes	2
Meditation for Parents	3
Of This, I Have No Fear	4
The River of Time: Sudbury Meets Einstein	5
Finding a Voice at Clearwater	6
New Adult Faces at Clearwater	7
A bidding card game for 4 players	7
Donations Requested!	8



"Reaching" by Claire, age 13

The School Bull OCT, 2004

The School Bull is published on an as needed basis. You have something to go in? Let us know. The core team consists of:
 Stephanie Sarantos, Martha Hurwitz and Shawna Lee: Writing and editing
 Bob Freeman: Graphics and layout
 Shawna Lee: Photos, except where noted

THE CLEARWATER SCHOOL

(206)306-0060, 11006 34th Avenue N.E., Seattle, WA 98125-6806
 info@clearwaterschool.com
 http://www.clearwaterschool.com

The Clearwater School is Seattle's Sudbury school, offering an educational alternative based on **Freedom, Trust** and **Responsibility**. It is open to students aged 4-19 and welcomes racial, cultural, and religious diversity, and families of every composition. The Clearwater School is a nonprofit, 501(c)(3) organization.

Officers of the Board

President: Tom Campbell Treasurer: Stephanie Sarantos
 Secretary: Guy Peckham

Board of Trustees

Mark Filippone	Bob Freeman	Martha Hurwitz
Alex Kochis	Shawna Lee	Angeliqe McCaffree
Elizabeth Peckham		

Advisory Board

David Marshak	Bob Howard	Mary Ellen McCaffree
Judy Andrews	Sonny Magana	Wayne Robertson

Staff

Mark Filippone	Shawna Lee	Angeliqe McCaffree
Stephanie Sarantos		

TRUST-BASED PARENTING CLASSES

Offered at The Clearwater School

Introductory Workshop:

Saturday, October 23, 10:00 am-1:00 pm, \$30

**Follow-Up Classes: Wednesdays, October 27, November 3 & 10
 6:30 pm-8:30 pm, \$45/sliding scale**

The Clearwater School is offering an introductory Trust-Based Parenting workshop this fall that can be taken alone, or in conjunction with a follow-up class series. Trust-Based Parenting applies many of the principles that guide Clearwater education to a broader context. The course is open to the general public and is of value to parents, caregivers and educators.

Trust-Based Parenting offers participants an opportunity to explore in depth the challenges of raising children. The emphasis is on building and nurturing trusting relationships and strengthening connections with all family members. When family members strive to understand and value each other's perspectives, parents and children learn to make decisions, solve problems and resolve conflicts without coercion, punishment or threats. Parents learn to compassionately engage with their children, extending empathy rather than exerting power and authority. When family relationships are based on trust, we most effectively support children's emotional well-being and development of social and intellectual skills. When children experience trust, they learn to trust themselves.

The class format includes presentation, discussion, self reflection, guided meditation and role play exercises. Participants can expect to learn new approaches to parenting, experience support from a community of parents and work hard. In order to move deeper into relationships based on trust and honesty, we need to increase self-awareness and open our hearts.

Trust-Based Parenting is taught by Stephanie Sarantos, Ph.D., a staff member and cofounder of The Clearwater School. Her teaching is inspired by a passion for the complexity of relationships and the miraculous nature of human development. Stephanie draws from years of experience as a Clearwater staff member, nurse, educational psychologist and mother of three boys.

To register or obtain further information contact Stephanie Sarantos at The Clearwater School, info@clearwaterschool.com, 206.306.0060.



Chloe

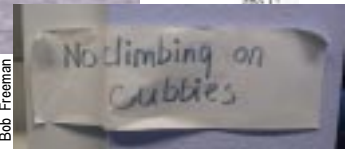


photo by Bob Freeman



by Kyle, age 8

CONFLICT TO CONNECTION

continued from page 1

Fortunately by the time I got to the playground I had a surge of trust in human nature. My own reaction and judgment cleared. I remembered that I don't believe in institutional kindness. When kindness is mandated, kids take to hidden meanness. Classrooms may look like "Cloud Clearwater", but the dark corners of the playground are governed by cross looks, whispered, but well aimed slurs and passing kicks and punches. When I saw the other boys involved sitting at the picnic table, I no longer wanted to shout: "You have to be kind to each other." With sincerity and a grace that surprised me, I asked:

"What's going on? Today it seems harder to get along than yesterday."

"Yeah, it is harder."

"Would you be willing to talk about what is going on? Could we talk right now to try to solve the problems before things get worse?"

"Yes let's try to solve things now."

With these words, my idea that I should be the one to solve this problem disappeared. I abandoned my embarrassing impulse to instill kindness and inclusion, or to somehow assure that our new student would have a fun, harmonious day. Instead I wanted to truly understand what was happening, to engage in dialog with each of the students through the process of mediation.

The first step in The Clearwater School mediation process is to listen. In fact most of the steps are about listening. We use a structure inspired by Nonviolent Communication to guide the conversation, but the words used and the form followed are not the essential ingredients—listening and understanding are.

During mediation each person has a turn to talk and while he or she is talking everyone else listens to understand what happened, from the perspective of the person who is talking. The following questions are addressed:

- What happened?
- How do you feel (when it happened and now)?
- Do you have ideas of how to solve the problem?
- What do you want from the other people involved?
- Are the other people willing to give you what you ask for?



In this case:

The new boy said, "I wanted to play with the sword that boy was using. I felt sad because I wanted that sword and I wanted to play the game."

The boy using the sword said, "I was angry because the sword was special to me and the new boy almost broke it."

Another boy who owned the sword said, "I feel fine, but I did not want the new boy to break my sword."

The third player in the game also felt fine but he said, "I did not want the new boy to break the sword or any other toys."

As facilitator, I tried to summarize what I heard: That the group of students really did not have any problems playing with the new boy, but that they wanted him to be careful with their toys, and that they might not let him play with their toys every time he asked.

I asked what people needed so that everyone could feel okay again. Agreements were made that the boys with swords would share some and that the new boy could play, but not always use the toy he wanted at that moment.

I suggested that he could bring some swords from home tomorrow.

At this point the new boy got really sad, and with more tears welling up in his eyes said he did not have any toys like this at home so he could not bring his own to school.

Empathy blossomed. The other boys had all kinds of ideas about toys they could bring from home to share or give to the new student.

Everyone started moving around again, a sign that mediation was over. I asked briefly if everyone had talked enough and felt the problem was handled. We all headed toward the kitchen to get lunch. While inside I mentioned that it was so sunny I was going outside to eat, and all four boys joined me at the picnic table. Mediation was over, connection was reestablished, time to eat.

Not more than an hour later, I saw another student crying after being hit. He was too upset to talk about it at that time (despite the request of the boy who hit him), but he wrote a complaint for Daily Meeting the next day.

Conflict...so familiar at Clearwater...and while not as sweet as a honeymoon, it is as rich as a wonderful marriage. Through conflict we learn, and learn again, how to understand each other and—at the most basic level—how to understand ourselves.

I think back on that emotion that welled up in me when I saw a new student crying. How quickly I was ready to label his experience exclusion. Through talking and listening—a dialogue that lasted at most ten minutes—I learned that what happened came from attempts to play together, not to exclude. Once each child's perspective was heard, empathy was possible. The new boy was included in the game because the kids understood and cared about his feelings, not because an adult insisted.

What might have happened if I had tried to "nip things in the bud"? I know better.

I never nip off rose buds in my garden. I nourish each plant with piles of compost, hope for lots of sun and rain and wait until the buds are ready to open and reveal their beautiful scents and colors. Nipping an opportunity to move into and through a conflict may very well kill the very flowers that need to bloom.



photo by Tom Campbell

MEDITATION FOR PARENTS

Parenting is one of the most complex jobs that we face in life. It provides both great rewards and huge challenges. In our roles as parents a great deal of our stuff comes up that makes it difficult to stay present and centered. Meditation gives us a tool to stay open and present during challenging moments and to cultivate relationships based on trust and freedom.

Tom Campbell, Clearwater School parent and Zen teacher, is offering two meditation workshops for parents. The first session will be focused primarily on developing and learning meditation techniques with some application to parenting situations. The second session will focus more on integrating meditation practice with family life and exploring difficult situations. Individuals wishing to only attend the second session should contact the teacher.

The meditation practice is based on the Zen Buddhist tradition, although the techniques are universal and involve breathing, centering, sitting practice, and walking.

The cost is \$25 per session and both workshops will be held at the Dharma Sound Zen Center in Seattle at 10303 Densmore Ave N. All proceeds will benefit The Clearwater School and the Dharma Sound Zen Center.

First Session: Basic Meditation and Parenting – October 30, 1:30-4:30 pm.
Second Session: Applications of Meditation – November 13, 1:30-4:30 pm.

The sessions will be led by Senior Dharma Teacher Tom Campbell. Tom has been a Zen student for 30 years and is a member of the Dharma Sound Zen Center. He is the father of three boys and president of The Clearwater School's Board of Trustees. To register call 206.364.9711 or email tomcampbell108@comcast.net.



OF THIS, I HAVE NO FEAR

by Larry Welshon, staff at Alpine Valley School,
a Sudbury school near Denver, Colorado
Reprinted by permission, previously published in
Journal of Alpine Valley School

We think this article gracefully answers some questions many Clearwater families have asked—and addresses some fears families face. Larry is a founder and staff member at Alpine Valley School near Denver, CO. Information about AVS can be found at www.AlpineValleySchool.com.

A former colleague from my public school job asked me how my son Ethan was doing at AVS. He asked three questions: Was I pleased with his academic progress? Do we give him (and the other kids) any sort of achievement tests? Will I just let him be surprised when he “hits the ACT and SAT?”

After giving short answers to his questions, I reflected on how his questions illustrate the contrast between the way most schools operate and AVS’s philosophy. Fear is at the root of all of his questions, and trust is the basis of my answers.

These questions illustrate the role of fear as a motivator for learning and a justification for testing in public schools, and offer an opportunity to contrast that mindset with the philosophy of Alpine Valley School.

“Are you pleased with his academic progress?”

The quick answer is, “Sure, he’s doing fine.” But the deeper answer is that academic achievement is of minor importance compared to Ethan’s opportunity to grow and learn without coercion and fear.

When Tammy and I realized that we were going to be parents, we looked into every schooling option for our future son, and found that there were no schools in the area appropriate for our child. With our experience as teachers, we knew that fear in schools produces negative consequences. As our son grew toward school age, we saw the benefits of trusting him and following his lead.

All parents are familiar with this fear: “If I make the wrong choices as a parent, my child may end up a failure.” Many parents send their kids to public school because the fear of making the wrong decision makes them powerless to resist the inertia of the status quo. They would rather choose traditional school than risk the burden of a decision made with knowledge. But do I bear less responsibility if I do what the crowd does?

AVS parents chose this alternative for their children because they decided that its philosophy and structure match their kids’ needs. Even so, it’s difficult to give up our illusion of control and to turn away from a familiar system. For the kids, on the other hand, trust and freedom create empowerment and self-determination.

Back to the question. Even if I did care about “academic progress” per se, I would be wary of how it is measured. Achievement tests are, at best, only estimations of knowledge and skills. Despite “improvements” in testing over the years, the test makers still are looking for the ideal of “authentic assessment.”

I know students who do very well on these tests who cannot have a coherent conversation about subjects that interest them. I also know students who fail these sorts of tests, yet are wiser and more full of common sense than many adults.

AVS parents trust that their children will learn these things just as they learned to stand, walk, and master their native language. We did not use fear to teach Ethan to walk and talk. His own internal motivation drove him to learn these essential skills. Can you imagine the damage we would cause children if we insisted that they roll over, sit up, stand, walk and talk on our timetable?

Compulsory reading, writing and math cause great harm to many children. Recently I heard on the radio that 95% of the books sold in this country are bought by only 5% of the population. Perhaps this is related to the fact that most children were compelled to read. Given this country’s low literacy rate, perhaps our education system should back off the use of fear as a motivator and try trust instead.

Teachers use fear to motivate students to read every day, in the form of implied threats regarding their students’ future or their failing certain tests. Teaching reading



Leo, age 7
Caterpillar, age 0

has become an unhealthy obsession among educators; unfortunately, the kids suffer the effects.

Based on recent newspaper reports, fear is also being used by the State of Colorado to compel school districts to

raise reading test scores. Fear will follow the chain of command from the State Board of Education to local boards of education to teachers to students. Consider also the threat of tying teacher salaries to student test scores, or the threat of an entire school district losing its accreditation. The use of fear is everywhere.

One of AVS’s greatest assets is the example set by Sudbury Valley School in Massachusetts over the past thirty years. SVS graduates were allowed to trust themselves from a very early age, and have created success in life in a wide variety of occupations. This form of education offers young people the opportunity to develop into lifelong learners who are able to decide for themselves what is important, rather than relying on the judgment of others.

“Do you give the students achievement tests?”

The short answer is no, we do not. We trust that students are discovering what they need, and that no test could ever measure the appropriateness of each individual’s path of development. In a school where kids discover their strengths and weaknesses very early on, fear does not have to be used as a motivator. They are motivated by interest, desire and curiosity.

By contrast, in a system preoccupied with assessment, fear is ubiquitous. The damage caused by traditional schools’ constant testing is significant in terms of children’s self-concept. Achievement tests cause even the most die-hard individualists to begin ignoring their own self-concept, replacing it with authorities’ arbitrary assessments.

Inappropriately, achievement tests are also used to reassure parents, teachers and policy-makers that the decision they made to subject children to traditional schooling was correct.

What matters in life — whether you can do long division by hand or whether you know how to treat others fairly? Whether a kid knows the historical roots of the Constitution of Colorado or knows his own strengths and weaknesses? Whether one is punctual to required classes or is a self-starter? Whether a student can parrot back the latest politically correct theory or is consciously responsible for his actions?

Of course, it is not as black and white as I imply. I do believe, however, that AVS students have more of an opportunity to develop their intellects, interpersonal skills and self-awareness. Personal freedom and the school’s democratic structure give kids practical experience that will serve them well in life.

The fear-driven acceptance of achievement testing denies human variation and accentuates what is deficient over what is excellent. How many of your adult colleagues have the exact same aptitudes and skills? The incredible variation among humans gave rise to the division of labor: I build houses better than I hunt, so I build for you and you hunt for me. Specialization and diversity enhance our quality of life.

When we allow children’s innate talents to surface, we marvel at what

Rosie, Gabe and Nici





Samantha



they do. Think of Albert Einstein and his opinion of traditional schools. He did poorly in school, and found it to be unbelievably stifling.

Constant testing reminds kids of their failures and weaknesses - or, for high achievers, makes them

dependent upon others' approval. Students' efforts to improve are largely due to fear of failing on the next test. Tests and grades can also be corrosive to parents' relationships with their children. Poor performance becomes a source of tension, concern, and disappointment, leads to overzealous intervention, and attacks the child's self-confidence.

"Will you just let him be surprised when he hits the ACT and SAT?"

People who live their lives consciously are rarely surprised by anything that is predictable. Students at Sudbury schools learn to live life consciously. For those intending to attend college, the ACT and SAT are predictable. AVS kids will, if anything, be surprised at how easy these tests are because they will approach them just as they have approached their lives while at AVS: they'll articulate a goal, decide what they need to attain it, and follow through to make the goal reality.

Students in our school are motivated not by fear but by desire, curiosity, and clarity of intention. They know what they want and they go get it. Some kids may leave AVS without knowing for sure what they want, but they will be fully aware that they are responsible for their own lives.

Students at Alpine Valley School have time to explore their strengths and weaknesses. They are not burdened by conceptions of what others think is important. When they decide what they want, it will come from within - not because society, parents, or teachers decreed it.

When graduates leave AVS they will leave with a desire to pursue their lives, meet any challenge, and seek their happiness. Might they have a gap in knowledge here and there? Yes, just as we all have at various stages of our lives. When you are motivated by a deep personal desire to make the best of yourself, all the structured curriculum of traditional schools doesn't amount for much when compared with self-knowledge.

Look around and see how much of society's motivation is based in fear, and how much damage that does to us all. Look at how much freedom we are willing to give up for an illusion of security. I am not willing to sacrifice my child's freedom to placate my fears.

I want the best for Ethan. I want him to learn to be responsible for his actions and to be motivated by a desire to explore the world and to be productive. He will learn to be responsible for his life, and I'm quite sure that he will be happy after leaving AVS. Of this, I have no fear.



Angel and Luis



THE RIVER OF TIME: SUDBURY MEETS EINSTEIN

by Eric Dolven, parent

I just finished reading *The Elegant Universe* by Brian Greene. As you might know, it is topically about how two well-established theories of physics—quantum mechanics and general relativity—together lead to fundamental contradictions. It goes on to discuss how string theory is an attempt to meld these two incompatible theories. However, as I was reading, I was struck by how some of the deepest and ground shaking ideas in theoretical physics are mirrored in the philosophy of the more radical educational models. With any theory or philosophy used to describe a system, evolution occurs because of the need to explain or accommodate observation. This occurs with the Sudbury philosophy just as it does with scientific theories; however, there is a deeper parallel. The evolutionary leap in educational theory that the Sudbury model demands is not unlike the conceptual leap Einstein demanded when he first published his theories of special and general relativity.

Take, for example, the Newtonian view of the universe. Here, space is seen as the arena for objects to exist in, and time is the extra dimension that allows events to occur. Forces cause objects to interact and allow energy to flow between them. It is like boats floating down a river. They exist in the river, can exert forces to travel back and forth from bank to bank, exchange energy among themselves, but are inevitably washed down stream passing any rapids or slack water they encounter. It is also a lot like students existing in a classroom being drawn down the inevitable river of learning imposed by the curriculum. They can exert a force to go to the bathroom or get out a workbook. They can interact and exchange energy and ideas with other students or the teacher but, like the boats, are inescapably drawn down the river of learning.

Around the turn of the 19th century, physicists began to see that the Newtonian view had some fundamental contradictions with the recently codified theory of electromagnetism. Until that time Newtonian mechanics and classical electromagnetism cohabited peacefully in the universe. They didn't talk, but they didn't argue either...until Einstein made them fight. Actually, it wasn't only Einstein; he just had the brilliance to make two simple postulates and work out the consequences. Surprisingly, the consequences merged Newton's theory of gravity and Maxwell's electromagnetic theory into the theory of special relativity. This also described the physics of the universe in a much more coherent and complete way. Paralleling this discovery (or reformulation) is the Sudbury model. It too suggests a reformulation of the way classical education is executed. However, the parallels go deeper than simply the refinement of a pre-existing model.

Einstein made two simple postulates: the laws of physics are true everywhere and the speed of light is universally constant. He simply worked out the consequences that followed. The most significant consequence is that the universe is more accurately described as a four-dimensional space-time where time is an integral part of the continuum. Think of our river again, only now downstream is seen as a valid direction, just like the cross stream direction. If someone were to observe this from above, they would see boats actively moving back and forth across the river, but also moving down the stream of time. Our passage through time is seen as a velocity; specifically we travel through time at the speed of light. This is strange, but (bear with me) it does connect with Sudbury schools. But not before one more twist...literally.

This new description leads to a second very interesting consequence. Einstein postulated that the speed of light cannot be surpassed. Since we are traveling

Continued on page 6



Ian



FINDING A VOICE AT CLEARWATER

by Amanda Klein, parent

This past school year was the second year at Clearwater for my six-year-old son Gabriel, and over the course of the year, I saw him start to dip his toe in the waters of conflict resolution and then gradually work up to wading on in. I'm always intrigued by how he develops, but watching him go through this process was awe-inspiring.

Early in the year, I overheard Gabriel speaking to another student in a way I disliked, and after hesitating about the most non-controlling way to tell him so, I brought it up with him. I was fairly successful in not putting him on the defensive, but he did want me to know that the other student had said "mean things" to him, too. Not only that, but some of the older kids often said "mean things."

I asked him if he had written these people up, or spoken to them about it. He said no. He clearly found the idea of writing someone up painful. I asked him if he wanted to do anything about it. He said no, he'd just try to ignore them.

This was interesting to me—when I was a few years older than Gabriel, I was teased mercilessly in my classroom, and the only advice I ever got from the teacher was to "ignore it" and to "try not to let them get a rise out of you." To me as a child, this advice always seemed useless. In Gabriel's situation, however, ignoring the "mean things" was his instinctual response—at least initially.

From that day forward, Gabriel frequently reported to me that someone had said or done something "mean" or something that upset him. These reports were quite heated and detailed, but every time I asked if he wanted to do anything about the incident in question, he would decline. "Would you like to talk to staff about it?" "No." "Is there anything you would like me to do?" "No." He really seemed to value being able to talk to me about it, and I tried to just listen and empathize. Watching how Clearwater staff give students space helped bolster my ability to let him deal with this in his own way, at his own pace.

One day, when he told me that some older kids had said "the worst thing ever," and I responded with my usual offer of "do you want me to do something?", he surprised me by saying yes. I was a little taken aback—I wasn't sure I really wanted to get involved, or that it would be completely appropriate for me to, but I so wanted to support this apparent step toward self-advocacy. Gabriel said he wanted me to come with him and tell the individuals in question that he hadn't liked what they had said.

In some situations, I am about as intimidated by kids today as I was when I was a kid. This was one of those situations. My agreement with Gabriel was basically that I would deliver his message for him, but he had to stand with me. Trying not to act as protective and as vulnerable as I felt, I stated in neutral terms what Gabriel reported that they had said, and how he felt when they said it. I got mixed reactions, but nobody punched me or taunted me, so that was a relief. And Gabriel seemed satisfied with their responses.

He continued to come to me regularly with his reports of misdeeds. The next time that an occurrence particularly upset him, he decided he wanted me to be present at a staff-led mediation. This time he wrote out what he wanted to say ahead of time, and I had to read it, but he did a little of his own talking. Gabriel seemed pleased with the outcome, which consisted mostly in having the other party hear him out.

As time went on, I heard from staff that Gabriel seemed to be getting more comfortable with observing mediations, JC, and conflicts expressed at Daily Meeting. The next time someone at school bothered him, he asked me to let a staff member know that he wanted mediation, but he said I didn't need to be present.



Ian, Corey and Claire

Then one day he asked me to let a staff person know that he wanted to write somebody up.

I watched all these developments with such surprise and pleasure, and reaped the benefits at home. Soon after the mediation where he had written out his reactions, Gabriel used the same technique to articulate how I had hurt his feelings. In general, he became more willing to express and explore his feelings—and more interested in my feelings. At one point, he finished a story about his school day with a perfectly nuanced and warm, "So how was your day?"

Gabriel's process of finding his voice has been more empowering than any attempt to artificially instill self-esteem could ever be. The kind of communication he is learning will have incredible value in his adult life—and like so many things is so much easier to learn at this age. I marvel at the inner resources that Gabriel has brought to these situations. I am also particularly grateful for the support we have both gotten from the Clearwater staff and the school culture as we have worked on our communication with members of the Clearwater community as well as each other. This experience has also been empowering to me as a parent, and has been one of the times I can most clearly see how my responses to my son have been helpful to him.



Corey, Mark, Claire and Ian

THE RIVER OF TIME: SUDBURY MEETS EINSTEIN

continued from page 5

through time at the speed of light then additional movement through space must slow motion through time. It is as if we rob motion through time to set ourselves in motion through space. More accurately, we rotate space-time itself so that our constant speed now contains a component along a space direction, and the component in the time direction is reduced. This is not unlike rotating a map under a compass needle. Taking this one step farther by introducing acceleration as a smooth change of velocity, we don't really rotate space-time, but rather bend and warp space-time in such a way that we remain moving in a straight line at the speed of light. Only the "straight line" is now relative to a curved space-time and now has a component in a space direction. Kind of strange, but I can now lay off the deep physics and turn to how this relates to Sudbury schools.

At Sudbury schools, there are no classrooms, no arenas where all students are swept down the same "learning" river all together. Rather the river is part of their experience, just like time is a cohesive part of space-time in the physical universe. Sudbury students don't experience external forces encouraging them to move in a direction they don't have a say in. Rather they rotate, skew, and warp their own universes to guide them towards their passions, much like a roller coaster banks and swoops so the passengers experience exhilaration but not danger. The traditional view of students piecing together interactions to form their unique experiences and directions is valid, just as Newtonian physics is valid, but incomplete. This view keeps the Sudbury model in the same space as classical schools. It does not explain the observation that Sudbury schools are fundamentally more complex and have more dimensions for students to move in. It glosses over the observation that students are not only free to choose their own actions, but free to form and shape the spaces they exist in while in constant and true motion.

The remarkable thing about this parallel between the physical theories of the universe and the evolution of schools is that the ideas are applicable to everyone. Just as Einstein postulated the laws of physics are valid in every inertial reference frame, so too are these ideas valid for students everywhere. Even students in classical schools fit the theory. Einstein did not overthrow Newton, he merely exposed and embellished. Similarly, Sudbury does not eliminate other models, it provides an alternative. Students everywhere are in the same place of experiencing their lives at light speed.



NEW ADULT FACES AT CLEARWATER

The Clearwater School welcomes a new staff member, college intern and parent volunteers. We asked them to introduce themselves:

Mark Filippone is a rock star. But when he's not busy playing with Black Sabbath, you can find him at his favorite place: The Clearwater School. Mark actively sought out Clearwater during his teacher certification program to learn more about Sudbury schools. He immediately loved the school environment; it made more sense, and felt more natural than conventional schooling. He wanted to spend more and more time there. He played games and made friends and learned the rules. With the help of the students he figured out how to handle some of the more difficult situations that arise at Clearwater. He was elected as staff last spring.

Charlie Rogers will be interning at The Clearwater School for much of this year. He studies education and social justice issues at the University of Washington. Charlie became interested in schools that give students more freedom in their lives, and was excited to find Clearwater not too far from his home last spring. He is glad that the staff and students voted to approve his request to intern. Charlie is happy to report that he is learning a lot from the students and staff about sharpening his listening and mediation skills.

Cyndi Stangl became interested in the Sudbury Valley concept after reading *Free at Last*, by Daniel Greenberg. After finding Clearwater shortly before her son Dominic's fourth birthday, her desire to fully participate in this environment was strengthened. Cyndi enjoys her volunteer role—the children are great, the environment is stimulating and the atmosphere is one of acceptance and nurturing.

Martha Hurwitz is one of Clearwater's founders. She's worked as substitute staff for years and is finally able to volunteer on a regular basis, now that her five-year-old (Arló) is enrolled and her two-year-old (Vera) is happy to tag along at school. She brings her experience and insights from 17 years involvement with Sudbury schools, including five years as a staff member at Sudbury Valley School. Besides Sudbury schools, Martha is also passionate about fiction writing, cancer prevention and her family.

Joanne Lane, volunteer: My Quest for the Holy Grail led me to The Clearwater School: What is life's meaning? What is my role in it? Who am I? I am happy to have found a place to experience a philosophy I believe in, surrounding myself with people of all ages, following their passions, and connecting to life's meaning. I enjoy reading, walking, traveling, chatting and laughing. I have lived in Ireland, Spain, Italy and Seattle, and worked mostly as a civil engineer, but also as a chambermaid, English as foreign language teacher, at a cider factory and summer camp. I hope some of my life's experiences can be useful to others at Clearwater as we find our allies, fight our battles and continue on our Quest.



A BIDDING CARD GAME FOR 4 PLAYERS

by Ian Freeman-Lee, student, age 13
Special thanks to Corey Campbell and all my testers.

What you need: A standard deck of cards (without Jokers), paper and pencils.

Pre-game: Remove a card of each suit, shuffle and place face down on the table. Each player selects the top card from the pile in clockwise order around the table. The suit of the drawn card determines each player's good suit; the opposing suit (spades vs diamonds, clubs vs hearts) determines each player's bad suit. The card also determines each player's minor suits. (Spades: good minor = clubs, bad minor = hearts; reversed for diamonds. Clubs: good minor = spades, bad minor = diamonds; reversed for hearts.) Each player writes down his/her good, good minor, bad and bad minor suits, keeping them secret from the other players. Shuffle the drawn cards back into the deck and deal everyone an 8-card hand.

Playing the Game: Have a random player go first. During each player's turn he/she, 1) draws 1 card; 2) auctions 1 or 2 cards from his/her hand by placing them face up in the middle of the table; and 3) passes one card from his/her hand to the player on the left. During the auction, the other players may bid on the auctioned cards using their own cards. Bids are placed face down. Bidding starts with the player to the left of the auctioneer and continues clockwise around the table. The initial bid is equal to the number of cards auctioned and each player in turn may then raise the bid by one. The auction continues until no one wishes to bid; the highest bidder wins. The auctioneer exchanges the auctioned cards for those of the highest bidder; if there are no bids, the cards are returned to the auctioneer's hand. Losing bids are returned to their owners' hands.

Game End: The game ends once the deck has been exhausted. At this point everyone lays out their hands and reveals their good and bad suits and counts up their points. Cards in their good suit add points and cards in their bad suit subtract them (e.g., a 7 in their good suit adds 7 points while in their bad suit subtracts 7 points. Face cards are 11, 12 and 13 and aces are 1.) The other two suits are their minor suits. The good minor gives half the points of their good suit rounded down and their bad minor subtracts half their bad suit rounded up. The player with the most points wins. In the case of a tie, tied players fan out their hands face down. The tied players select a card from the other player's hand; the player choosing the higher numbered card wins.



DONATIONS REQUESTED!

The **Computer Committee** is raising \$5000 for new high-end gaming computers. Your donation will help! No amount is too small. Send your donation to the Computer Committee or speak with one of its members: Charlie, Josh, Stephanie or Shawna.

EBULL

You can help us reduce our paper consumption and postage costs by receiving the Bull in electronic format. Please email the school at info@clearwaterschool.com. You will get an email message from the school when the newsletter is ready.



Now the ebull features color pictures! You don't get that in the paper version!

CLEARWATER'S MAILING LIST

If you no longer wish to receive the School Bull or other Clearwater mailings, please let us know by phone (206-306-0060) or email (info@clearwaterschool.com) and we will cheerfully remove your name from our mailing list. Be assured that we never share your email or postal address with anyone else.

FUNDRAISE WHILE YOU SHOP



The Clearwater School participates in PCC Natural Markets' great fundraising offers: the 1% for Education and Scrip programs.

PCC will give back 1% of the pre-tax amount that we spend on groceries. Collect your receipts at home and turn them in to The Clearwater School. We then submit them to PCC and get a check for 1% of the total pre-tax dollars spent.

Clearwater also purchases scrip coupons that can be used as a gift certificate at all PCC stores. Clearwater buys scrip at a 5% discount and sells it to you at the full face value. Scrip comes in \$5, \$10, \$20 and \$50 denominations, and any change from a purchase is returned as regular currency. Call or email the school if you'd like to buy scrip.



The Clearwater School
11006 34th Avenue N.E.
Seattle, WA 98125-6806

RETURN SERVICE REQUESTED



THE CLEARWATER SCHOOL

<http://www.clearwaterschool.com>
info@clearwaterschool.com
206-306-0060

EVENTS

Information Night, Thursday, Oct 14, 6:30-8:30 pm
Trust Based Parenting Class, see article on page 2.
Information Night, Wednesday, Jan 12, 6:30-8:30 pm
Alternative Education Forum, Wednesday, Feb 16, 6:30-8:30 pm
Information Night, Thursday, March 24, 6:30-8:30 pm

THE CLEARWATER SCHOOL 2003-2004 SCHEDULE

Veterans Day Holiday - Thursday, November 11, 2004
Thanksgiving Holiday - November 25-26, 2004
Winter Break - December 20-31, 2004
MLK, Jr. Holiday - Monday, Jan 17, 2005
Mid Winter Break - February 21-25, 2005
Spring Break - April 11-15, 2005
Memorial Day Holiday - Monday, May 30, 2005
Last Day of School - Wednesday, June 15, 2005



RENT THE CLEARWATER SCHOOL

The Clearwater School is available for rental during evenings, weekends and the summer months. The space is perfect for small events and retreats. All or part of the school is available for rent at reasonable rates. Take a virtual tour on Clearwater's website: www.clearwaterschool.com/basics.htm. To comply with IRS regulations, the school rents only to nonprofit or religious organizations. Contact Shawna Lee or Stephanie Sarantos at the school for further information.

NON-PROFIT ORG.
U.S. POSTAGE
PAID
SEATTLE, WA
PERMIT NO 475

