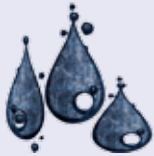




The Milkwood Quarterly is for parents, friends and interested parties to:

- inform
- network
- amuse
- link
- market
- celebrate
- advertise
- enrich
- educate
- and build our community



Please recycle this Quarterly by passing to a friend, relative or neighbour, leaving at a local café or return to the school office.



Milkwood Steiner School
107 Boulter Road
Berrimah

PO Box 737
Nightcliff NT 0814

[p] 08 8947 0608
[e] info@milkwood.nt.edu.au

visit us on the web:
www.milkwood.nt.edu.au

Friends of Milkwood Quarterly

Gunumeleng season

Volume 4/2010 Issue 13



Friends Of Milkwood News

Hello to everyone. The first year at our permanent site is almost at an end. As a community we can soon celebrate the achievement of moving the whole school towards growth and stability as well as settling in, putting our hands and feet into the earth and tending all aspects that make a school. For me, it has been a year of many achievements and many challenges that come with the beginning of anything new, but all with the feeling of strong community and commitment to the wonderful education that a Steiner Curriculum can offer my children.

The Friends Of Milkwood (FOM) community have worked brilliantly this year, congratulations! With all of our efforts, FOM raised just over \$20 000! The funds raised have been able to supply our school with class atlases and dictionaries, class readers, music stands, a chicken pen (complete with chickens!), blinds, a Eurythmy Teacher for two weeks

cont. page 2



Children ready for the Michaelmas Festival in September.

Friends of Milkwood News (cont from pg 1)

tuition, mulch for our gardens, a camera to record our school events and a champion juicer to make delicious fruit ice creams.

This term, FOM held an evening under the stars at the Deckchair Cinema, offering a family friendly movie, BBQ and dessert stall at this beautiful Darwin venue. Funds raised for the night were \$1150.

Milkwood also opened its doors to the wider community with our first Open Day at our permanent site. Open Day is a lovely event showcasing Milkwood, the work of our children and our wonderful music program with String Ensembles. It is also a fair where we share activities such as sword making, the rainbow dying of cloth, our famous cake stall and delicious BBQ and many other stalls. We also offer a wonderful book stall with books for all ages and many unique titles. Open Day raised over \$3000.

At the last FOM meeting, the process for the turnover of FOM positions was formalised. All positions under the FOM mandate are now held for one year. With the start of the new year, all positions will be open to either continue as are, or be filled by another FOM member. With this process in mind, I would like to inform the community that I will be finishing in the position of FOM Chair at the close of this year.

It has been a wonderful opportunity for me to learn new skills and a privilege to be part of such a dynamic community. I would like to send my sincere thanks to all those who have supported FOM and myself over the last two years, to the coordinators, Class Guardians, the College, the School Board, the many volunteers and my friends, all of whom contribute in a myriad of ways to the success of FOM. Thank you also to Kylie Banner (FOM Treasurer), Sajidah Abdullah (FOM Secretary) and Judith Treloar (our last FOM Secretary) for their continued support and for being such a joy to work with.

The position of FOM Chair is therefore free at the end of 2010 and FOM are now seeking someone to continue in this role.

FOM now have an almost complete set of guidelines, task lists and item checklists for every event held over the school year. These guidelines will be completed very soon and will be handed to the next FOM Chair and the office so that each event can be run easily and successfully by anyone who wishes to coordinate.

I am also working on a task guideline for the position of FOM Chair and offer my support to ensure a smooth and simple transition for someone new in the position. The new Chair will also have additional support as Kylie and Sajidah will be continuing their excellent work in 2011.

Thank you to all Coordinators for 2010 and if you have enjoyed your role, please confirm your intention to continue for 2011 by contacting me before the end of the year or by attending the first FOM meeting to be held on Friday Feb. 4th (outside class 5/6). At this meeting, all positions will be vacant unless otherwise stated and parents may step forward to fill these coordinator roles. Some of these roles may be filled by two parents wishing to work together to share the load and the fun!!!

FOM Positions for 2011:

- Chairperson: position to be filled
- Treasurer: Kylie Banner
- Secretary: Sajidah Abdullah
- Quarterly Newsletter: Robyn McLean
- Craft Group: Derrilin Mullens
- Craft Cabinet: Jules Healey
- Cafe: Danielle Williams & Rachel Tumminello
- MSSA Member Library: Rachel Tumminello
- T-shirts & hats Susi Bertei
- Seabreeze: position to be filled
- School Lottery: Narelle Higginson
- Bush Dance: position to be filled
- Teddy Bears Picnic: position to be filled
- Open Day: position to be filled
- Working bees: position to be filled

For all queries, please do not hesitate to contact me. 8988 3440 or email: sharon.k66@bigpond.com

Warm regards,
Sharon Kyriacou



Michaelmas Festival



The inaugural Milkwood Steiner School Association (MSSA) Board, replacing the MSSA Council, is a small group quietly working for the school. We have one position now vacant and would ask if you know of someone who may be considered for nomination to please contact us (see below). The preferred Board member profile, as per the charter, is that the member be actively working with the philosophical foundations of Steiner Education (Anthroposophy) in their daily life. The individual does not require extensive experience in education or Anthroposophy, but rather an ability to bridge the education to the legal requirements of the school without compromising the education offered. This vacancy is due to the recent resignation of Wendy Watt. We sincerely thank Wendy for her commitment and her time as she has served on the Council/Board since 2009.

The Association's Constitutional purpose is:

- the development of a Steiner School
- to create opportunities to promote community participation
- to support Anthroposophical discussion.

The Board's role is to provide future directions including maintaining viability and to build up necessary resources to allow the school and community to grow. This has included being involved in committee work relevant to the Board's purpose such as staff employment and dealing with larger management issues as they arise. We look to build support for the Association's activities and we thank those who have provided inspiration throughout the year.

There are many challenges in starting and keeping open a school, from all sectors of society and from within. Milkwood has worked through its share in the last year(s) which has put considerable pressure on the heart of the Association. It is these times when trust in the ever present spirit, and considered action despite fear quietly spoken, has taken us forward (refer *Prayer of Resignation*, Rudolf Steiner). We strive to do our very best and we are learning all the time. Thank you for your patience.

The growing demands of Government has increased the pressure on schools to conform particularly now with the development of a national curriculum. Our national body, Steiner Education Australia (SEA) has been integral in lobbying for a National Steiner

Curriculum to allow schools such as ours to receive recognition and endorsement of our curriculum and continue to operate as a Steiner school. SEA has taken on the coordination of the task of developing an Australian Steiner Curriculum, drawing from over 40 years of experience in Australian Steiner schools. One consequence of this is the increased need for resources to inform the writing and maintenance of the national curriculum. The cost involved will again fall on those for whom the work will directly benefit, that is, the Steiner schools.

Our world is ever changing and so we are constantly challenged to move with the times as well as maintain balance and harmony. As the school year draws to a close and we look to holidays, there are new challenges, changes and tasks to attend. The end of one year marks the beginning of another! We look forward to what ever it may bring. We look forward to meeting our new Board member!

Contacts:

Michelle Parker: michelle.parker@milkwood.nt.edu.au

Dominique Lynch: badlynch@aapt.net.au

MSSA Calendar of Events

D E C E M B E R		
10	Friday	Last day of school Classes end at 12pm for clean up
22	Wednesday	Milkwood School office last day (closes 12pm)
23	Thursday	Milkwood School office closed until January 10
J A N U A R Y		
10	Monday	Milkwood School office re-opens
25	Tuesday	Classes resume
26	Wednesday	Australia Day Public Holiday
M A R C H		
TBA		Gudjeuk Community Camp

PLEASE NOTE: The Milkwood School office will be closed from Thursday 23 December until Monday 10 January. (Email and phone messages will be checked during this time.) If you need to come into the office between the end of term and Wednesday 22 January, please call first to make sure the office is attended.

Honeyeaters Playgroup

Honeyeaters Playgroup has settled into its new rural environment (10 acres at Virginia) over the course of the last 2 terms. Our rhythm has changed and evolved over this time and we have finally settled into one that both fits our environment and our families.

We are running our playgroup every Tuesday morning from 9-12. This longer time gives the children more time to stretch into the expanse of space they have to enjoy, and for the older children time to roam a little further and create a deeper play.

The core of our group consists of 2-4 year olds, whose exploration of the mango orchard, the rope swings, the sandpit, and of course the horses, is ever expanding. Their growing love, strength and consideration as a team is wonderful to watch.

Over the last few terms we have been amazed by the growth of our many newborns whose charms never cease to bring smiles to our faces. By 3 months old they are beginning to sense the occasion of circle time and singing. By 6 months old they are watching for their own bowl of fruit salad.

Our stories have centered on the environment around us; tales of small paperbark seeds that grow big and strong with the love and help of their families, of Bandi the bandicoot escaping wildfires, of mango-crazed magpie geese, and of course that little wild pony!

The welcome cloud cover of this early wet will see strolls for swims in nearby creeks and discoveries of local bush fruits, some of which can be brought home for Gemstone, our little possum in care.

It is a pleasure to welcome this wonderful group of families into our home, and a privilege to watch the growth of these beautiful young children. At the end of this term some of our older children will head to Milkwood Steiner School, strong in their knowledge and friendship with each other. They will be missed by the younger ones ... but then we just get to see those 'littlins' grow to fill that void.

Wishing everyone a wonderful, safe and loving Christmas.

Cheers

Sam



Kindergarten Christmas

In the kindergarten, we are striving to create an impression of Christmas time which is about goodwill and giving, in contrast to its commercial presence in much of our society.

The four weeks of Advent are presented with an emphasis on the Mineral, Plant, Animal and Human kingdoms, one added each week, generating reverence for the divine (whatever that divinity means to each family, culture, belief...) existing within each.

A living, growing, circular Advent table has been set up in the room. Each tier encourages children to seek an object of beauty from their world – clay forms and rocks, objects from the Mineral world will this week be placed on the lowest tier. Next week, Darbee's mother Robyn will teach the Transition children to weave using natural plant fibers, their work displayed on the second tier amongst flowers, sticks and other objects from the Plant kingdom. In the third week of our Advent, we use sheep wool and beeswax to make felted Christmas decorations and candles, placed on the Animal kingdom tier, amongst feathers, Christmas beetles and shells. And in the final week, words are used to create messages of love to family and friends on little cards.

As Christmas occurs in the middle of the school holidays, we are not actually *celebrating* Advent or Christmas. We are enjoying, however, presenting and working with these ideas with the children, to help to support families to create wonderful experiences of this time of year.

Liz and Netanela



Making Fruit Mince during Advent

Mineral: Grinding the spices, preparing glass jars

Plant: mixing the fruit and spices, sealing the jars

Animal: cover the lids with fabric and wool twisties

Human: take home to bake and eat!



Advent Song

The first light of Advent is the light of stone
Light that lives in the rock, in crystals and in bone.

The second light of Advent is the light of plant
Plants that reach up to the sun, and in the breezes dance.

The third light of Advent is the light of beast
Light of hope that shines in the greatest and the least.

The fourth light of advent is the light of you and I
The light of love, of thought; to give and understand.



Class 1 and 2

Hello to all,

A quick update from Class 1 and 2...

The Open Day was a wonderful success, ultimately for displaying the children's fine efforts from throughout the year. To see the children wander through the classroom, all looking for their own displayed work, was a delight.

We have just finished a maths Main Lesson Block -Vertical Sums and Form Drawing where the children were introduced to place value for the first time. We followed the story of the Gnome who collected jewels to buy and sell. Please drop by to hear the story being told by the children about how the Gnome distinguished his 1s column from his 10s column. The children have done particularly well with their conceptual understanding and writing their sums carefully in vertical format.

Our last Main Lesson Block for the year is drama - a Christmas play. The children will learn chorus recitations, Christmas carols and recorder; with Class 2 having the opportunity to play a role with a spoken part. We plan to include some simple backdrops with traditional costumes. Please stand by for news on our premier presentation...

The children have completed most of their craft for the year. Included were sewn cushions, woven crayon cases, knitted sheep and cats, and crochet. Presently we have been busy with our papier-mâché fish wind chimes; it follows on from our work with the Rainbow Fish story –a story about sharing. Their work is now proudly displayed for all to see. Come on in and take a look...

Finally, the children have been involved in their annual swimming program at Casuarina pool for the last couple of weeks. Stroke correction and water safety were amongst the outcomes, notwithstanding a nice mid-term break from classroom activities for the children. Well done to all who did exceptionally well given the colder days we received from Mother Nature in early November.

We welcome to the classroom since our last quarterly Sienna, Ryan and Zach. We are sad to have had to say farewell to Marcella. Her family will be making a new home in the Samford Valley near Brisbane. We wish them well...

Goodbye for now

Stephen



182,000kms To School

A student at Milkwood Steiner School will graduate this year, having driven from Berry Springs to attend Milkwood for the past 7 years. Isaac's Mother, Louise, sheds light on why they chose for Isaac to travel 130km a day to attend school.

Educating Isaac at Milkwood and being part of creating Milkwood has been my family's life for the past 7 years. Concurrently we have been building our home at Berry Springs. Both are coming to a time of graduation and certification. Many times I wondered if I should cease one or the other. Isaac however, never wavered from knowing that Milkwood was his school and Berry Springs was his home.

Isaac's first teacher, Di Johnson, said to parents, 'You will come to see that your children have led you here'. They were similar to the words a parent in playgroup of the Darwin Steiner Association had said to me a year before. 'Oh, Louise we go to the playgroups for ourselves!' In those days many words were spoken that took me a few years to digest. I look back now and see very clearly that in playgroup and at school, Isaac and I were both learning.—

Ideals kept me motivated. Initially I was homeschooling Isaac, and then I put my efforts into starting Milkwood. It opened the year Isaac entered Transition. Through this participation I became aware of the large impact the smallest interaction made when working in community. It was like building my home with my husband; a word at the right or wrong time was the difference between connecting the hot water or putting up with it cold for another month! We each had ideals and wanted the same thing to be created, but creation required respectful communication. Our common union and ideals (a Steiner School for the children of Darwin and a home with my family) was always affected by the thoughts, feelings and actions I made. There was no question for me as to whether Steiner Education was of benefit to Isaac, or that I wanted to build a home. The question was whether I would last the journey.

Isaac was harmoniously receiving his lessons and I could see a wise nature in his actions; he was blossoming. My lessons in creating a school and home in community were less well managed than the classroom. I finally recognised that my whole day was my lesson and those around me were my

teachers. To participate in the daily lesson was my choice; however I could see that when there was harmony in community the school prospered, and when my marriage was harmonious, the home grew. Our positive thoughts to create for one another, speaking to each other with respect, and pouring this enthusiasm into the task at hand, created a harmony that hummed. I directed myself towards the following statement: *The more perfect a man is the better does he serve the whole. If the rose adorns herself, she adorns the garden*¹. To build a school and home with others I had to start with myself. It wasn't about how many fundraisers or wall frames I could achieve in a set period. It was based on the thoughts and feelings I tended when I did my tasks.

I made time for self development and study to extend my qualifications to be a prescriber of Anthroposophical Medicine. This was the mediating factor between home and school; within my studies I gained strength. As Isaac completed Year 3, I ceased questioning whether I should be so mad as to drive between Milkwood and Berry Springs, and make Isaac do the same. I gave myself over to the task. I should mention here that I am forever grateful for the car pooling arrangement with Sharon Kyriacou who drives from Humpty Doo. When Sharon drove, both Isaac and I continued to travel as many kms in the day, but I had respite from dangling in town for the day. Since the school has moved to Berrimah the distance has reduced to 104kms/day.

Seven years and 182,000kms along the journey, Isaac is a joy, and he enjoys learning and living. He again has led the way to his next school. My lessons continue every day, some have been tough. Fortunately the completion of our home does not require my achieved ideal perfection; rather it is a task to allow me just one opportunity to work towards the ideal perfection.

I am grateful to every past and present member and student, who along our journey has been a teacher and/or class member. I look back and have a greater understanding of the true potential of working individually, but with others. Striving together has been of great benefit to Isaac's education. The 182,000kms travelled from home was not ideal, but I am thankful for the journey and the education both Isaac and I have received.

Louise Schnitzhofer

¹Knowledge of the Higher Worlds, Rudolf Steiner p 150

The Work of Class 3/4 Semester 2

Konrad Korobacz

Ancient Egypt

Your dawning is beautiful on the eastern horizon, oh Ra.
How majestic your journey in the solar barque
through Nut's blue sky-dome,
High above every land,
High above Egypt,
Gift of the Nile,
You bind all things with your love.

The civilization and culture of Ancient Egypt with its religious splendour, its ordered society and the holistic nature of its theocratic governance provided the theme and content for the work of Class 3/4 in Term three. The integrated nature of Ancient Egyptian society with its veneration of the Gods, its dependence on the seasonal inundation of the Nile to provide the fertile soil so that the crops of grain would continue to provide, and the building of monumental cities, temples and pyramids reflect the development of the children as they transit from the dream world of fantasy to a more worldly aware imagination with its accompanying sense of self.



Living into the world of the Egyptian imagination, we brought to expression many aspects of learning:

- Ancient History, Literature (poetry, story-telling, reading, writing)
- Geography (mapping, river culture, agriculture, the delta lands, animals – donkeys, sheep, oxen, jackals, lions, hippopotami, crocodiles, ibis etc)
- Religion (the pantheon of animal headed gods), funerary rites, religious ritual, temples and priests)
- Mathematics (Egyptian number system, measurement and drawing, in which we enlarged a design by using a graph-style grid system as used by the Egyptians themselves)
- Painting and Sculpture (modelling hippos, crocodiles, and origami lotuses)
- Music (singing and recorder) and
- Craft (building a reed boat).

History of Writing and Number

Working in this cultural mood, we explored the origin of writing, commencing with rock art and moving to the picture writing of Chinese calligraphy, Egyptian hieroglyphs, and Sumerian/Chaldean cuneiform. Then we followed the evolution of our own writing form, which we traced back to the Phoenician. It formed the foundation for Hebrew, Greek and then the Latin alphabet. We then explored the development of illuminated manuscripts, handwritten Bibles and the monks who copied and illustrated them. We also acknowledged the runes of the Nordic Viking raiders.

Decimals - from the Greek – dekka, meaning ten (as in decade).

We were introduced to decimals and how they would not have come about without the Arabian inclusion of zero in that far more efficient number system which



we have made our own. Imagine long multiplication using Roman Numerals!

In our work we have focussed on vertical algorithms (using columns and rows) and carrying over.

Swimming

The class have recently completed another level of proficiency at the Casuarina pool. It was efficiently organised and all ran smoothly.

Michaelmas Festival

The class were responsible for acting out a major part of the play. They enjoyed making their costumes and props, especially the swords and shields.

The Pond

The pond has replaced the bush block as a source of enjoyment and amusement. Apart from boat building, the introduction of green tree frog tadpoles and their maturation into frogs has delighted and engaged the children. Thank you Michael Watt.



Sun Scribe

In the morning light

I see the rise of the Sun

And work in the fields when the ploughing's done,

In the evening I hear the river waters run,

In my dreams again when its home I've come.

Chorus

I feel the warmth of the God of the Sun

And laugh in the day filled with light,

I hear the mystery of the Goddess of the Moon

Who fills me with dreams of the night.

In the morning light

The farmers will come,

With grain grown gold in the sun.

With their oxen weighed down for the good of the crown,

I'll mark and record them one by one.

Chorus

I am told that when I grow old,

The skill of the scribes in my hands,

Will serve those who dwell within temple walls,

To give words of wisdom for Man.

Chorus

Eurythmy at Milkwood

At the commencement of Term 4, Lisa Moore was able to spend two weeks at Milkwood teaching Eurythmy to the children and teachers. Lessons were also made available to the parents.

The children thoroughly enjoyed the lessons and enthusiastically presented a demonstration of their work to the parents at the end of the fortnight's work.

The teachers were also appreciative of the lessons and performed the story of *The Shoemaker and the Elves* for the children, who were delighted to see their teachers perform.

It was disappointing that more parents weren't able to avail themselves of the adult classes. Those that did enjoyed the lessons.

Lisa is an enthusiastic and competent teacher of Eurythmy. The college recommends that Lisa be re-engaged by Milkwood next year to continue her work.

Thank you to Michelle for organising the logistics of Lisa's visit, the Milkwood Association for their help in funding the trip, to Jenny for organising the publicity and to Ann for billeting Lisa during her stay in Darwin.

Konrad Korobacz

Teacher and Further Education Co-ordinator



Class 5 and 6

Let your children work with their hands to imbue clay and other sculptural materials with creative form, beauty and wisdom!

Clay Modelling

The children have explored many themes and motifs in relief with clay - Sculptural Picture Making.

Scenes from daily life - baking bread, Gods and Goddesses, animals and maps of Ancient Rome and Greece have been formed with the intelligent hand that guides the way with intuitive will and sensitivity. The Arts allow us to carry through a process with will, struggle, transformation and problem solving. Children, like soft clay itself, are themselves in a formative state and are being moulded by their impressions and engagement. We have also formed geometric solids in clay, with the children enjoying the clear, defined edges, points and smooth surfaces of the forms. Making these regular forms has an awakening effect on the children requiring a greater degree of exactitude to attain satisfactory results.

Shadows and Drawing with Charcoal

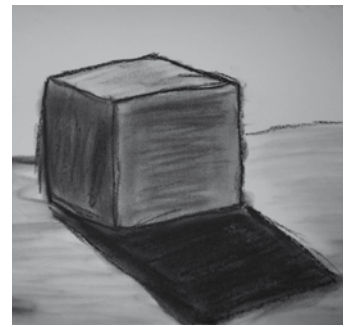
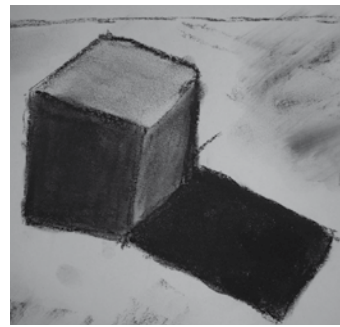
Geometric solids lend themselves readily to a study of how different shapes cast various kinds of shadows.

Standing a candle or placing a lamp by a solid form, we watched the shadow fall, growing longer or shorter as we moved the object far or near from the light and then sketched it in charcoal on white paper.

Papier-Mâché

The children moulded papier-mâché with their hands into a shape which resembled a utensil from ancient times. We created stability by laying down many layers of pulp to have a free standing bowl which was then covered in antique gold paper. The black silhouette motifs seen on ancient vases were drawn freehand, cut out and glued carefully around the lip or on the base of the bowl.

The glorious golden bowls were used in the Banquet Scene in our class play.



Batchelor Camp

Class 5/6 went camping for 4 days to the Batchelor Outdoor Education Camp about 100kms south of Darwin. Batchelor is the gateway to many areas of interest, especially Litchfield Park, where we spent a wonderful day swimming and picnicking at Wangi Falls. The camp provides an extensive range of activities such as canoeing, kayaking, archery, snorkelling, orienteering, mountain bike riding, and rock climbing. These activities are designed to provide children with elements of challenge in a very safe environment. We had a fabulous time with many parents coming down to join us. The children created their own menu and cooked up a storm every day with Judith, Rosie, Sharon and Brian ... scrumptious! Our experience together was threefold - Physical Development (willing), Social Development (feeling), and Self Development (thinking).

The children were exhilarated by the camping experience and especially enjoyed the social aspect of 'dormitory' life with their friends. Much happiness (and some mischief) could be heard as they shared stories and made plans for the next day. It was good to see that there was a strong focus on exercise and movement, and cooperation was stressed rather than competition. Class 5/6 and twenty mango trees covered in ripe mangoes!

I will leave you with this image! The mango smoothies for breakfast were delicious.

Wendy Watt

The homecoming of Odysseus

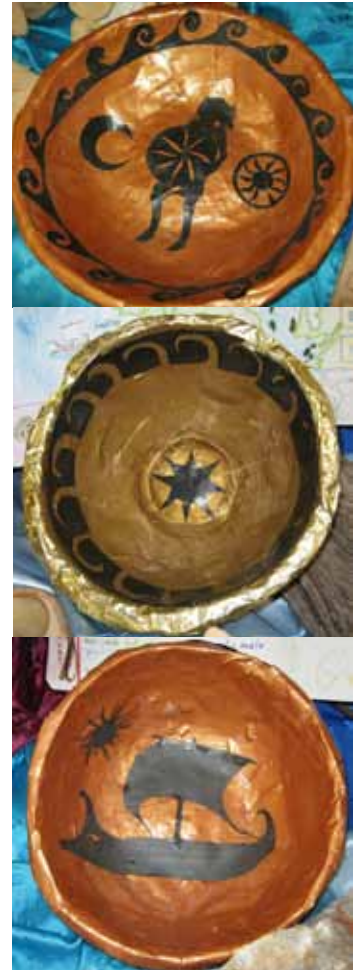
(Class 5/6 play)

The prologue

Sing, O Muse, of the wonders of the star-deck'd heights of Olympus,
from whose unalterable brow the eyes of Gods are directed.
Sing of the starry expanse, and tell how the order of ages –
encircling the Summit Divine like torches around a great wheel.

Hear then the tale of a hero, Odysseus, the wisest of mortals.
Much did he bear in his suffering when away from the land of the Trojans
he sailed, having helped bring destruction on Troy with its mighty emplacements.
Driven from ocean to ocean, from coastline to coastline he drifted,
many the dangers he passed through, but many the secrets he won thus.
Till twenty-one years had passed by since he was last seen by his people.
Whereat all the Gods had compassion, and guided him back to his own land.
There on the shore he was landed like seaweed bestrewn by the surges.

Slowly his senses returning, he woke to the strange land he'd come to.
All was enshrouded in white mist that prevented him from knowing it Ithaca.
But, harken well, ye who listen – for changed is he now, this Odysseus.
Knowledge he has that surpasses the wisdom a mortal possesses.
E'en with the dead he has spoken, and yet has returned to the living.



art & craft materials

handcrafted toys

books by local authors

Come and peek in the craft cabinet and grab a gift for Christmas. Located in Milkwood's Office. Sales 8.30am - 2pm. Office closes 22nd Dec reopens 10th Jan.

Songs to take Home...

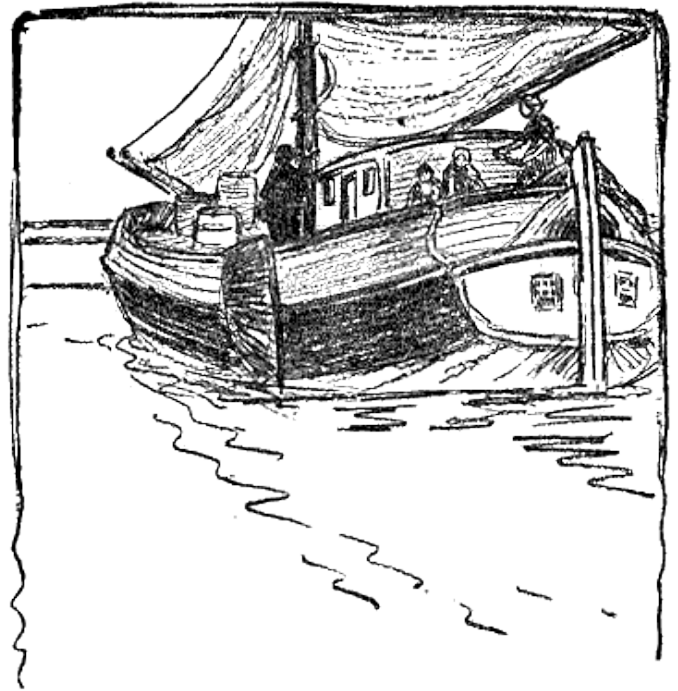
Over this semester, many parents have asked me for copies of the lyrics to songs we have worked with in Choir. Here are the most frequently requested.

Netanela

Who has seen the Wind?

Who has seen the wind?
Neither you nor I.
But when the leaves hang trembling
The wind is passing by.

Who has seen the wind?
Neither I nor you.
But when the trees bend down their leaves
The wind is passing through.



The Water is Wide

Somerset folk song

The water is wide, I cannot get o'er
And neither have I wings to fly
Give me a boat that will carry two
And both shall row, my love and I.

O down in the meadow the other day
A-gathering flowers both fine and gay,
A-gathering flowers both red and blue
I little thought what love can do.

I leaned my back up against some oak,
Thinking that he was a trusty tree,
But first he bended and then he broke,
And so did my false love to me.

A ship there is and she sails the sea,
She's loaded deep as deep can be,
But not so deep as the love I'm in,
I know not if I sink or swim.

O love is handsome and love is fine,
And love's a jewel when it is new,
But when it is old it growth cold,
And fade away like morning dew.

The Raggle Taggle Gypsy

Scottish Folk Song, said to be based on an actual event.

There were three gypsies a come to my door
And downstairs ran this lady, O!
One sang high and another sang low
And the other sang bonny, bonny, Biscay, O!

Then she pulled off her silk finished gown
And put on hose of leather, O!
The ragged, ragged, rags about our door
She's gone with the raggle taggle gypsies, O!

It was late last night, when my lord came home
Enquiring for his a-lady, O!
The servants said, on every hand
She's gone with the raggle taggle gypsies, O!

O saddle to me my milk-white steed
Go and fetch me my pony, O!
That I may ride and seek my bride
Who is gone with the raggle taggle gypsies, O!

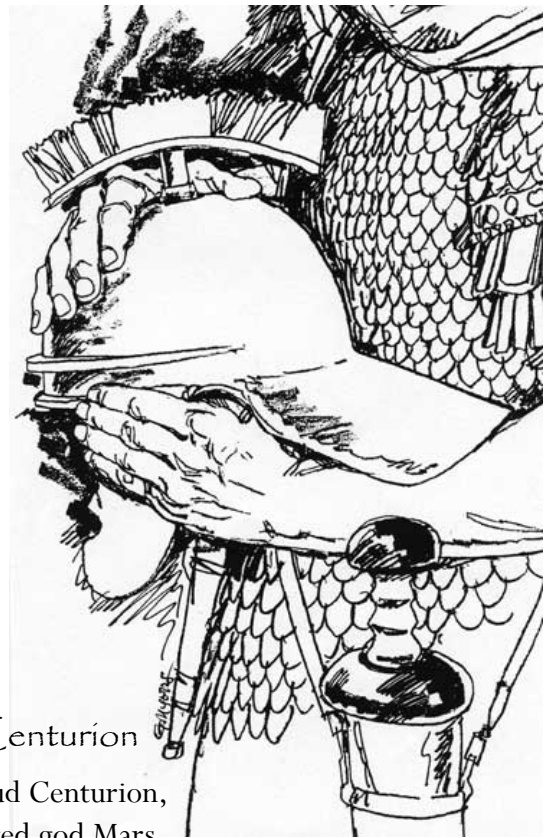
O he rode high and he rode low
He rode through woods and copses too
Until he came to an open field
And there he espied his a-lady, O!

What makes you leave your house and land?
What makes you leave your money, O?
What makes you leave your new wedded lord?
To go with the raggle taggle gypsies, O!

What care I for my house and my land?
What care I for my money, O?
What care I for my new wedded lord?
I'm off with the raggle taggle gypsies, O!

Last night you slept on a goose-feather bed
With the sheet turned down so bravely, O!
And to-night you'll sleep in a cold open field
Along with the raggle taggle gypsies, O!

What care I for a goose-feather bed?
With the sheet turned down so bravely, O!
For to-night I shall sleep in a cold open field
Along with the raggle taggle gypsies, O!



Proud Centurion

I am a proud Centurion,
I fight for red god Mars
I am one of a hundred men
At never ceasing war.
When Caesar says it will be done
There's no one will say no
It's fight and heat in foreign streets
And home we never go.

On and on our legions march,
Red war across the land.
Germans, Celts, Jerusalem
Against us cannot stand.
I look to home in far off Rome
It's years since I've been there.
It's fight and heat in foreign streets
Strange faces everywhere.

Home, please come home to me.
There's children that you've yet to see.
I'm praying that you hear my call
Oh, Juno, bring him home from war.

With eloquence and artistry
The senate passes laws.
Proud rich men in gleaming white
They watch us fight their wars.
But though I see home's far from me
Caesar's word holds true
I like the beat of iron clad feet
I'm a soldier through and through.

Science Camel Trek Flinders Ranges

A once in a lifetime experience with Rex Ellis and one of the best Steiner Science Teachers in Australia!

8 days, 7 nights
Proposed for August 2011.

Estimate price \$650 including camel and guide, teacher and food. Does not include travel to Flinders Ranges or resources such as journal and writing tools.

Some of the aims of the trek are to deliver the Steiner Curriculum on Geology and Botany etc as we walk, learn about Alchemy as the fire burns, Astronomy at night and more.

The camels carry our load, we walk.

Other Steiner Schools across Australia do this trek in year 7 or 8. It is a wonderful chance for the students to be within the school of nature and for adults to return to school!

Visit Rex Ellis's website for a glimpse of his camels and some of his itineraries.
www.safarico.com.au

Maximum of 28 participants so express your interest ASAP. Open to anyone, but with priority given to Year 7 and 8 students.

Enquires to Louise Schnitzhofer
[t] 08 89886394
[e] louiseschnitzhofer@ekit.com

This trek is independent of
Milkwood Steiner School Association

Gurrung Festival organised by 'Walks with Nature' group

Held at Lee Point Beach on the 24th September

the beach, what a joyous place is the edge of an ocean.

Children collected beach Spinifex flowers that tumbled along with the late afternoon *mabilil* wind, as it blew across the ocean.

Under the shade of the melodious Casuarina trees a small gathering took place.

As the sun set, Di Lucas narrated a story she wrote about the season.

This was dramatised by the children using their imaginations and colourful cloths as they took on different characters for the story.



Seasonal Festivals

Walks with Nature also arrange seasonal festivals that are camps or day festivals to celebrate the six local seasons, following the calendar names recognised by the Gundjeihmi speaking people of Kakadu (refer to seasonal calendar in the book, *Walking with the Seasons in Kakadu*).



Are you ready to plant some native trees in your garden?

bush fruits
shade trees
screening trees
colourful trees
bird attracting trees
scented trees
and more



Telephone Di Lucas
to discuss what you need
8988 6215



Walks with Nature

The *Walks with Nature Group* began to celebrate the six seasons from the calendar of the Gundjeihmi speaking people in 1999. These seasons are from the Top End of the NT and so are more indicative of nature's cycles than the seasons of Europe and the Europeanised landscapes created in southern Australia. We have seen that by holding the festivals out-of-town allows people to come along and immerse themselves in natural bush environments and experience the seasonal changes.

If people can take part in an annual cycle of seasonal rites of passage that have an observable reality in the changes of nature, they may, it is hoped, feel a stronger responsibility as adults for the earth and its needs, and not be confined to their heads.

People who come along to the festivals feel that this gives them an opportunity to share ideas, philosophies, parenting, the bush, children, meals, etc. It is a perfect format for a community-building event in an informal atmosphere. Most importantly the children are able to play and create in a safe natural environment that expresses each season as it comes.

Through stories, songs and walks the children are able to learn more about their own local flora and fauna and the inter-related seasonal indicators of these, following a six seasonal Aboriginal calendar.

These are not school events but compliment the curriculum, to reinforce the seasonal experience.

The seasonal festivals are open to Steiner playgroups, families from Milkwood School, home-schooling families, friends, and relatives, but are not advertised through local media.

Although there is a core group of organisers, which are always necessary in the organisation of an event, the input is always open to Steiner playgroups and individuals who want to bring an activity, verse, song, story, etc. along. The dynamics vary greatly depending on who comes along. The organisers never really know who will come, but find it a joy to share the opportunity of celebrating the season with the group. The children find the camping festivals a delightful and dynamic experience, which is a joy for parents to see, as new friendships and cooperative play develop. This

of course is very important in a child's development and gives parents the opportunity to also develop new friendships and skills and share their skills.

The celebration of festivals light the inner world of child and adult alike and provide symbols that are deeply profound. It is important to choose symbols through which we can begin to experience anticipation, mystery, deep feeling and joy.

It is very important for humankind to connect with the Earth and its rhythms. We can learn respect for the processes of Nature and wonder at her bounty and beauty. We can feel something arise in our souls that has some deep connection with these processes if we stop, watch, listen and feel into the world around us which supports our physical life, nourishes our souls and, if we can open ourselves to it, strengthen our spiritual essence.

Taking time in the year to celebrate each season, we can show our gratitude for goodness and experience wonder and delight as we join together as a small community.

Diane Lucas

Italicised quotes are from the book *Festivals, Seasons and the Southern Sun*, by K Kaltenbach, R Breipohl, & D Wansbrough.

Walks with Nature Playgroup

This playgroup/home school group meet at
Tumbling Waters on the Blackmore River
every Friday from 10.30 – 2.30 pm.



We take a picnic lunch, we go walking and exploring the river and surrounds.

We find bush fruits, sing songs, swim,
watch insects and birds and see
the changes in the bush.

We are immersed in a natural environment
and so get a feeling for the season.

Enquires:
Please phone Diane
if you are interested in joining
8988 6215



**Milkwood
Steiner School**

Milkwood Steiner School

107 Boulter Road
Berrimah NT 0828

PO Box 737
Nightcliff NT 0814

[p] 08 8947 0608
[e] info@milkwood.nt.edu.au
[w] www.milkwood.nt.edu.au

Friends of Milkwood Quarterly Subscription Form

Name:

Postal address:

Email:

Phone:

Tick preferred option:

I would like to receive by email

I would like to receive by post

I have a particular interest in:

Playgroup

Classes 1-6

Early childhood

Craft

Kindergarten

Other

Please contact the school office for enquiries relating to membership of Milkwood Steiner School Association.



Naturopath – Lynne McCarthy

A Naturopath
can help you with ...

Fatigue

Anxiety

Digestion Issues

Skin Conditions

Allergies

Fertility

Stress

Women and Children's Health

Weight Management

Clinic is located at *Elevated*,
corner of Knuckey & Cavenagh St
Darwin

**Consultations can be done at
the clinic, or use the mobile
service and I can come to you
and conduct the consultation in
your home**

Call or email Lynne to book in for
an appointment today

[m] 0408437464

[e] lynne.naturopath@gmail.com

Private Health Insurance rebate
available on consultation fee

Steiner Education Australia

Steiner Education Australia (SEA) is our National Association who works tirelessly for Steiner Education and Steiner member schools. Currently, they are working around the clock (literally) to submit the Steiner National Curriculum to the Federal Government. SEA was invited by the Federal Government to submit the Steiner curriculum for endorsement as an approved curriculum to be offered alongside the government curriculum. This is very important recognition of our education and exciting times for Steiner education in Australia. For more information on the Steiner Education Australia, check out <http://www.steiner.org.au/about-us>.

About SEA

Steiner Education Australia is an incorporated body which currently represents 36 Steiner/Waldorf schools (full 16

members) and four sponsored schools throughout the states and territories of Australia.

Mission Statement

- To promote nationally the educational principles of Rudolf Steiner.
- To represent member schools and their views at a political level.
- To safeguard the integrity of Steiner Education in Australia.
- Ensure best practice, both educationally and operationally, in member schools through the identification of needs and the provision of support services.
- To assist with planning and support in the establishment of new schools.