

# Meeting the Needs of Children Today!

**International Kolisko Conference**  
**February 14-18, 2010**  
**Honolulu, Hawai'i USA**

Dr. Michaela Glöckler, leader of the  
Goetheanum Medical Section, Switzerland,  
will keynote a conference on  
"Reading the Needs of Children and Understanding  
the Stages of Human Development--Birth to Age 21."

International presenters will also join this exciting conference  
for Teachers, Educators, Doctors, Nurses, Therapists, and Parents.

Sponsored by:  
Honolulu Waldorf School  
Anthroposophical Society in Hawai'i  
Medical Section of the Goetheanum

# **International Kolisko Conference—Hawai'i --February 14-18, 2010**

The Honolulu Waldorf School, the Anthroposophical Society in Hawai'i, and the Medical Section at the Goetheanum (Switzerland) are very pleased to announce an International Kolisko Conference on February 14 through 18, 2010, in Honolulu, Hawai'i.

Dr. Michaela Glöckler will be the keynote speaker addressing the theme of **Reading the Needs of Children and Understanding the Stages of Human Development--Birth to Age 21**. This conference, named for Eugen Kolisko (1893-1939), is intended for doctors, nurses, therapists, teachers, educators and interested parents. Dr. Kolisko was the school doctor for the first Waldorf School and he worked closely with Rudolf Steiner on extending health care practices for school age children.

**Kolisko conferences explore the ways in which therapeutic medicine and Waldorf educational practice can mutually fructify the ways that teachers, doctors and therapists work with and understand the growth and development of children. How can we meet children with true and accurate assessment, diagnosis, medical interventions, and educational programs that are integrated in a holistic manner? How can the knowledge available to modern naturally-extended medicine be made available to teachers so that they can better work as artists of education, helping the development of thinking, feeling and will in children? Can the work of the classroom teacher help the ways that medical practitioners work with and understand children? Specifically how are we meeting the needs of children through education and medicine?**

In addition to Dr. Glöckler's morning lectures, the conference will present a wide range of group sessions and workshops by international presenters. Both medical and pedagogical themes will be offered, as well as combinations of the two. There will be scheduled time for grade level and special interest meetings, optional excursions, and cultural presentations. There will also be time for spontaneous meetings and a bit of fun.

## **Workshops**

### **Group A (Morning)**

#### **A1. Study of Man and the Teachers' Meditations as a Source of Healing in Education with Ben Cherry**

Anthroposophy itself is therapy. The search for deeper understanding changes the way we are and becomes a source of insight, inspiration and vitality. In this workshop we will find in the Study of Man and the two Teachers' Meditations given by Rudolf Steiner, a source of practical healing for our work as teachers. Main format: short presentations and conversation.

#### **A2. Eurythmy for Developmental Milestones: The 7 and 9 Year Old Child with Anne Cook**

How do we know if a child has successfully completed their pre-seven work and is ready for classroom learning? Can we help each student be ready for and complete the nine year change? What can we do to support children during these crucial developmental periods? We will explore how therapeutic, hygienic and pedagogical eurythmy can help strengthen students so they can overcome their challenges. Please bring eurythmy shoes for this active and fun workshop.

#### **A3. On the Conference Theme with Michaela Glöckler**

#### **A4. The Plays the Thing! with Robyn Hewetson**

An introduction to Rudolf Steiner's indications for putting on a play; participants will gain an understanding of the threefold approach to learning one's part. The goal for the play will be: "To Hear Every Word!"

**A5. The Waldorf Classroom as Therapeuticum: How does the Waldorf Curriculum Address the Different Learning Styles of Our Students? with Paul Gierlach**

Children with different learning styles (learning differences) challenge all teachers to become more conscious of their work. We will look at this concern as we seek to make a learning environment for all children who choose a Waldorf education.

**A6. Human Biology – A Key to the Way Young People Understand Themselves with Peter Glasby**

We live in a world, where despite promising breakthroughs in natural science, the pervading paradigm is neo-Darwinian. It lives as an implicit conclusion unconsciously in the communication and the language of our time. Unconscious conclusions work deeply into the souls of young people and the lessons on human biology should be lessons that awaken wonder and reverence for the human being, not cynicism and despair. The biology lessons of grades 7, 8 and 9 can awaken a wonder for the human body and its place in Nature. The biology lessons of the upper high school have the potential to penetrate existential questions about the evolution of humanity in a way that does justice to the potential freedom of the human spirit. This workshop will have presentations, experiments, opportunity for discussion and dialogue, and will be flexible to the needs of the participants.

**A7. You are Funnier than You Look: Cultivation of the Comic Mind with Ronald Koetzsch**

Humor is one of the great healing forces in life and a humor-full attitude is especially important for teachers and healers. The workshop will include games, exercises, and individual and group activities that enliven the thirteenth human sense—the sense of nonsense. We will work toward presenting a mini-cabaret of skits and songs on the final evening of the conference. Designed for the humorous and the humorously challenged.

**A8. Pre-conception, Gestation & Birth with Dr. Claire H. Leve**

We will look at the wonder of incarnation and the mysteries of embryology, the myths and the realities of newborns, birth today and how we can create a Holy space for it.

**A9. Understanding the Child: The Four Sheathes as the Basis for Helping the Child with Dr. David Richie**

The aim of this workshop will be to develop a living picture of how the physical, etheric, astral and ego organizations function in the child and how teachers and therapists can use this knowledge to help them work more deeply with individual children.

**A10. New Perspectives on Rudolf Steiner's Pedagogical Law with Astrid Schmitt-Stegmann**

The pedagogical law gives us insights into how our various members affect one another in health or illness. Knowing this enables the teacher to live a healthier life, to understand how s/he can affect students in a salutogenic way, and to get deeper insights into the consequences of past karmic influences on this present life.

**A11. Invite the Spirit: Moving the Soul with Color with Iris Sullivan**

Following an introduction into the lawfulness of spectrum colors participants will create two pictures using the medium of pastel; one using the luster or day consciousness colors and one using the image colors. Discussion will be on how we have soul-spirit experiences of color.

**A12. Informed Parenting: Care of the Very Young Child (Birth to 7 Years) with Bella and Jake Tan**

This workshop will focus on the child's first seven years of life – the foundation years.

The format will be combined lecture, sharing/discussion, Q & A. Topics: Conception, pregnancy, childbirth; reforming the inherited body – fever and how to manage it, childhood illnesses & immunization; health & nutrition – milk, weaning process; forming good habits – establishing rhythm, sleep, toilet-training, healthy boundaries; the child's inner & outer environment – imitation, play, imagination, task of the adult & self-development; and others related to the developing child.

## **Group B (Afternoon)**

### **B1. Form Drawing and the Economy of Teaching: Exploring History and Nature through Form with Lynn Aaberg**

Steiner describes the effects of form drawing and geometry as harmonizing every part of the human being, and the importance of sleep in bringing about this harmony and vitality. Form drawing and geometric drawing can be used to enhance the curriculum content as well. We will explore a variety of forms and geometrical figures that relate to specific aspects of the curriculum: Celtic knots, Indian kolams, Islamic and Persian tiling, cathedral rose window, and Navajo sand paintings can be used to deepen students' experience of history and culture, while drawings from nature of plant and animal forms (flower patterns, Fibonacci forms in pinecones and pineapples, the symmetries of jellyfish and corals) awaken students' awareness of the harmony of nature. Participants are encouraged to review lecture 9 in *A Modern Art of Education* by Steiner.

### **B2. Thinking, Feeling and Willing in Stone with Jack Bryant**

Participants will develop an ovoid form working in soapstone or alabaster. This remarkable shape will provide the medium for engaging in a truly balancing, formative activity.

### **B3. Sex Education in Waldorf Schools Grades 4-12 with Douglas Gerwin**

In this inter-active workshop, we will resume the work begun at the 2002 Kolisko conference in Finland, which resulted in a European source book on sex education for Waldorf schools, grades 4-10. Through presentations of research, small-group conversations, and sharing of resources, we will create the framework for an expanded North American version of this publication. Participants should bring articles and curriculum materials for distribution at the workshop.

### **B4. Working Psychotherapeutically with Speech and Drama as Transformative Pedagogies in Child Development with Jane Gilmer**

This workshop will take the form of a presentation, along with experiential exercises, that enable participants to explore the ideas and themes of the workshop.

### **B5. Storytelling and the Creation of Curative Imagery with Paul G Haygood**

How can we improve our storytelling skills to create curative pedagogical stories? We will discuss this question while in dialogue about story selection, preparation and delivery. We will share both a dramatic biographical event in an original story and any imaginations arising from our work together (bring your favorite story resources).

### **B6. The Aesthetic Education of the Adolescent with Van James**

Art is important at every stage of the child's development but it has a unique significance in the life of a teenager. The word aesthetic means the ability to respond or response-ability, and this is something that has far reaching effects on the soul-formation of boys and girls of high school age. We will do some artistic work and look at the 9th grade History of Art and the 12th grade History of Architecture (in the context of a 12 year education) as key courses within the high school curriculum.

### **B7. From Developmental Movement to Acrobatics with Regina Lumsden**

Active movement! It can be outdoors on the grass or inside a classroom. Comfortable clothes. We will go over movement activities that recapitulate the stages of developmental movements in the 1st year of life progressing into acrobatic activities and how they support the senses of balance and self-movement to aide the school aged child.

### **B8. Eurythmy and the Adolescent in an Electronic Age with Laura Radefeld**

This eurythmy workshop will explore the needs of children living in a culture saturated with electronic media. We will seek to understand, through eurythmy, the challenges children are facing and what eurythmy can offer in schools in light of these challenges.

### **B9. An Introduction to the Veiling Technique in Watercolor Painting with Anne Riegel**

Colors in sky phenomena arise out of the interaction between darkness and light, filling us with wonder and reverence. So too can our experience of flowing color pigments on paper give us a similar opening and healing soul experience. This workshop will offer a basic understanding of the method of veiling—layering translucent washes of watercolor. In our paintings, a simple image from nature may reveal itself out of the weaving interactions of the colors.

### **B10. Classroom Movement for the Lower School with Ingun Schneider**

Because of the varying abilities of today's children, choosing, teaching, and working with movement in the classroom can be daunting for the teacher. This workshop will cover how to build up integrating movement activities from basic to more complicated. We will look at ways of involving all children in each activities. Presentation, active movement, and conversation.

### **B11. An Introduction to Projective Geometry with Andrew Starzynski**

Projective Geometry is a challenging, highly imaginative exercise, stretching the limits of our traditional "Euclidean" worldview. Through artistic explorations, we will come to appreciate a completely unfamiliar space reality that is just as valid, and in fact more generally true, than the one with which we are more used to dealing.

### **B12. Growing Up Between Nature and Technology: Implications for Health & Illness in the School Age Child with Florian Sydow**

Taking as a point of departure Rudolf Steiner's thoughts From Nature to Sub-Nature and drawing on his lectures dealing with the theme of Geographic Medicine we will explore the psychological and developmental effects of electromagnetic radiations on school age children. The therapeutic importance of developing a deeper understanding of the various life-giving forces and how this knowledge can be practically implemented will be explored. Presentations with power point slides, movement exercises to enhance the contrasting experience of gravity and levity, experiencing the color after images, and conversations will help us enter the theme of the workshop.

### **B13. Elements of Effective Discipline for Young Children Today with Cindy Sydow and Bibiana Potter**

Each session will begin with a presentation, followed by conversation with participants. Topics included will be; stages of early childhood development, environmental factors contributing to the young child's behavior, boundaries, healthy, effective discipline strategies, therapeutic stories, and adult self-discipline.



**Full conference fee includes: 4 morning coffees/snacks and 3 afternoon teas, 3 lunches and 2 dinners.**

**\*No meal provided--to be arranged on ones own.**

**+Optional Excursions: Snorkel Hanauma Bay, Guided Ancient Hawaiian Sites Tour, Waikiki beach drop-off, Bishop Museum or Honolulu Academy of Arts drop-off. Polynesian Cultural Center. (Some entrance fees or tour costs may apply).**

Sunday 14	Monday 15	Tuesday 16	Weds 17	Thursday 18
7:00-8:00	*	*	*	*
8:00-10:00	<b>Lecture 1</b> <b>Michaela Glöckler</b>	<b>Lecture 2</b>	<b>Lecture 3</b>	<b>Lecture 4</b>
10:00-10:30	<b>CoffeeBreak</b>	<b>CoffeeBreak</b>	<b>CoffeeBreak</b>	<b>CoffeeBreak</b>
10:30-12:00	<b>GroupA session</b>	<b>GroupA session</b>	<b>GroupA session</b>	<b>Plenum Closing</b>
12:00-2	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>No meal*</b>
2-4 pm (Class Lesson 3 pm)	<b>GroupB session</b>	<b>Optional excursions+</b>	<b>GroupB session</b>	<b>(AWSNA Delegates)</b>
4- 4:30 Arrival	<b>Tea Break</b>	<b>Free</b>	<b>Tea Break</b>	
4:30-6 pm (Tea) Registration	<b>Special interest groups</b>	<b>Free</b>	<b>Special interest groups</b>	
6:00-7:30 Lu'au Dinner	<b>No meal*</b>	<b>No meal*</b>	<b>Dinner</b>	
7:30 Welcome	<b>Free evening</b>	<b>Free evening</b>	<b>Presentation</b>	

## Conference Presenters

**Lynn Aaberg** has been a class teacher at Honolulu Waldorf School for the past nine years and also teaches in the Kula Makua Teacher Training Program. With degrees in botany and biology from UC Riverside and UCLA, Lynn is especially interested in the integration of art and science, particularly in regards to training the powers of observation through art and applying it to science.

**Jack Bryant** brings more than 30 years of practical experience to his teaching, working in the building and construction trades. He attended Art Center College of Design and Santa Monica College. Jack has four children who are Waldorf students and graduates. Jack is currently a 10th grade sponsor and teaches practical arts and sculpting in grades four through 12 and is on the faculty of the Waldorf Institute of Southern California.

**Ben Cherry** has been active in Waldorf education for over 30 years, mainly in Australia where he co-founded a school in 1983 and taught both as a class teacher and in high school. He has been involved with teacher training in Asia for ten years and currently devotes most of each year to supporting initiatives in China, Japan, Korea, Taiwan and Thailand.

**Anne Cook** did therapeutic eurythmy at Summerfield Waldorf School for sixteen years, founding both the Care Group and the First Grade Readiness Committee. She also taught pedagogical eurythmy at Summerfield and other schools, helped found an Anthroposophical Health Center, and currently has a private practice.

**Douglas Gerwin**, Ph.D, is Director of the Center for Anthroposophy and Co-Director of the Research Institute for Waldorf Education. Himself a Waldorf graduate, Dr. Gerwin has taught for 30 years at university and high school levels in subjects ranging from biology and history to German and music. He currently resides in Amherst, Massachusetts with his wife Connie, a Waldorf high school teacher of mathematics.

**Jane Gilmer**, Ph.D, is a New Zealander who currently lives and works in Singapore. She is Subject Head of Drama at the National Institute of Education, at Nanyang Technological University, in Singapore.

**Paul Gierlach** has been a Waldorf teacher for nearly thirty years. He is currently the Educational Support Coordinator for grades 6 – 12 at the San Francisco Waldorf School where he works with teachers, parents and students to assure that the richness of the Waldorf curriculum and pedagogy effectively meet students as 'challenged performers' on all levels of competency.

**Peter Glasby**, BSc. Hons; Dip.Ed; has been teaching at the Mt Barker Waldorf School since 1984, when he moved to South Australia from Switzerland where he had been working as a research biologist. He has been teaching Natural sciences, Outdoor Education, and Exploring Spirituality in the High School since 1983. He co-edits a journal for the Pedagogical Section of the Anthroposophical Society of New Zealand and Australia. He lives, with his wife Rosemarie, in Mt Barker with occasional visits from their four adult traveling children and two grand children.

**Dr. Michaela Glöckler**, MD, is leader of the Medical Section at the Goetheanum, in Dornach, Switzerland. As a pediatrician she is highly respected as an international authority on children's health and education. A Waldorf school graduate, she was the school doctor for 10 years at the Rudolf Steiner School in Witten, Germany, and since 1988 has coordinated medical and educational trainings as founder of the worldwide Kolisko Conferences to bring doctors and teachers together for the sake of healthy educational practices. Her publications in English include: Guide to Child Health, The Dignity of the Young Child, Ethical Considerations in Medicine, Education – Health for Life, Education as Preventive Medicine, Medicine at the Threshold, and Healing Education.

**Paul Haygood** is a Hawai'i-born, Waldorf trained teacher. He has also been a professional storyteller in Chicago and New York, and sees in each person, young and old, a unique, interesting and unfinished story.

**Robyn Hewetson**, state teacher trained in New Zealand. Worked in radio and television drama since early childhood. Stage and drama work in New Zealand before going to Emerson College, learning Waldorf Education, becoming a class teacher, then doing the training at London School of Speech formation with Maisie Jones. 30 years experience teaching children, teachers, corporations, community groups and therapy for people with special needs.

**Van James** is a teaching artist at the Honolulu Waldorf High School, and Kula Makua--Waldorf Teacher Training program. He is also involved in teacher training courses in California, New Zealand and China; is editor of Pacifica Journal; and chairman of the Anthroposophical Society in Hawai'i. He is author of several books including Spirit and Art: Pictures of the Transformation of Consciousness, The Secret Language of Form: Visual Meaning in Art and Nature, Ancient Sites of O'ahu, Ancient Sites of Hawai'i, and Ancient Sites of Maui, Moloka'i and Lana'i.

**Ronald Koetzsch** is a graduate of Princeton (BA) and Harvard (MA, PhD) universities. He is currently Dean of Students and a member of the faculty at Rudolf Steiner College and editor of *Renewal: A Journal for Waldorf Education*. Ronald is also a professional standup comedian. For the last ten years has specialized in humor related to Anthroposophy and Waldorf Education. He has given over 300 performances at conferences, workshops, and school events around North America and in Finland, Australia, New Zealand, Israel, and Switzerland.

**Dr. Claire H. Leve, MD, OB/GYN**, first formally studied under senior midwives in Humboldt County, California in 1977. She later trained in northeastern California's rural Lassen and Modoc counties. Her medical school studies took place in Reno, Nevada and she did her OB/GYN residency at University of Hawai'i/Manoa 2000 to 2004. Since then she has been in private practice in the Sierra Nevada Foothills of Northern California working in Obstetrics/Gynecologic surgery and Women's Health. She has studied Anthroposophical medicine since 1989 and currently is in the PGMT program as well as a study group in San Francisco with other practicing physicians.

**Regina Lumsden** was born in Brazil, where she worked as a dance and physical education teacher before moving to England. She has worked as a spatial dynamics teacher in Honolulu for the past 8 years. After doing the remedial training in Sacramento she has provided learning support for teachers at the Honolulu Waldorf School, in addition to teaching spatial dynamics and circus arts.

**Bibiana Potter** was born and raised in Germany. She has lived in Honolulu for 30 years and has two children that attend HWS. She has taught Early Childhood at the Honolulu Waldorf School for 25 years.

**Laura Radefeld** is a graduate of Eurythmy Spring Valley and Emerson College. She has been a eurythmy teacher and performing artist at Waldorf schools throughout North America. She currently teaches eurythmy at the Portland Waldorf High School, and is a summer faculty member at the Center for Anthroposophy and Antioch Teacher Training.

**Anne Riegel** is a graduate of Oberlin College where she studied philosophy, music, and fine arts. She is currently an adjunct faculty member at Rudolf Steiner College and artistic director of *Renewal: A Journal for Waldorf Education*. An active musician as well as painter and illustrator, Anne is especially interested in the experience of the threshold.

**Dr. David Ritchie, MD**, is an anthroposophic doctor working in an integrated practice. He has a special interest in child health and how childhood illness / behavioral and learning issues can be understood as aspects of the same child. He works with teachers and occupational therapists with children with learning problems, and lectures widely on topics of child development and how an anthroposophic approach extends the 'diagnoses' from the traditional psychiatric view.

**Astrid Schmitt-Stegmann** has an MA in Comparative Literature from Sacramento State University, Sacramento, CA and was a Kindergarten teacher, Class teacher, HS teacher and Foreign Language teacher both in Germany and in the US. For 16 years she was the Director of Teacher Training at Rudolf Steiner College, California. She has more recently been a research person at Medical Section, Goetheanum, Dornach, Switzerland.

**Ingun Schneider** is director of the Remedial Education Program at Rudolf Steiner College in Fair Oaks, CA. Her background includes class teaching, Extra Lesson educational support, and physical therapy.

**Andrew Starzynski** is a graduate of the Chicago Waldorf High School. In 2001, he completed his undergraduate studies at Beloit College with a double major in Mathematics and Philosophy and a minor in Computer Science. After working in the computer industry in Texas for two years, he went on to receive his MS in Applied Mathematics from the University of Houston. Andrew taught high school mathematics at the Chicago Waldorf School from 2005 to 2008. In 2008, he completed his high school teacher training certification from the Center for Anthroposophy in Wilton, NH. Currently he is a high school mathematics teacher at the Honolulu Waldorf School.

**Iris Sullivan** attended Emerson College where she became interested in therapeutic art. She completed her Waldorf Teaching credential in 1989 and had a year of painting at Rudolf Steiner College. She has a BA in art and psychology, and a Masters in Art Therapy. She completed her Art Therapy training in the Collot d'Herbois method, and currently teaches high school art at Sacramento Waldorf School, gives adult workshops on color and has a private art therapy practice. She has been painting and studying color for 30 years.

**Florian Sydow** was born in Hamburg, Germany, and has been a resident of Hawai'i for 30 years. A student of Anthroposophy for 35 years, he is a founding member of Kahumana, a therapeutic community located on the west side of O'ahu. He is a longtime member of the council of the Anthroposophical Society in Hawai'i and regular contributor to the society's festival celebrations and adult educational endeavors. He is married to a Waldorf kindergarten teacher and is the parent of three children who are graduates of the Honolulu Waldorf School.

**Cindy Sydow** was born and raised in Honolulu. She has been teaching Early Childhood at the Honolulu Waldorf School for 20 years. She is a founding member of Kahumana, a therapeutic community located on the west side of O'ahu, she has three grown children, all graduates of HWS, and three grandchildren.

**Bella C. Tan** was trained in Australia in 1989 and introduced Steiner/Waldorf Education in the Philippines in 1992. She co-founded the first Waldorf/School in 1994, initiated the Parent-Toddler Program in 1997, and co-founded Michael Playgarden, the first full day co-parenting center in Manila. Bella conducts teacher training and related courses not only in the Philippines but also in Hong Kong, Taiwan, and China. She is also the author of children's books.

**Joaquin G. Tan** trained in acupuncture (1989) and in Anthroposophic Pharmaceutical Preparations and Medicine in the Wala Company, Germany. He attended the English Course in Anthroposophic Medicine, Arlesheim (1992), and co-founded the first Waldorf kindergarten/school in the Philippines serving on its Board of Trustees (1994-2002). He is the author of the book *Healing Ourselves: A Guide to Creative, Responsive & Self-Reliant Medicine* (1995). Jake conducts workshops and gives lectures on wellness, healing and the nutritional aspects of child development, throughout Asia.

## Registration Form:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Conference fee: US\$225; includes snacks, 3 lunches and 2 dinners.

Rooms (check one)

Dormitory style, futon on classroom floor (bring your own bedding): \$25 (covers four nights)

Homestay, bed and breakfast: \$20 a night to host (payable in-full on first night)

Will arrange my own accommodations

Hotels

Aqua Waikiki Beachside \*\* from US\$64.  
2452 Kalakaua Ave, Waikiki Beach, HI 96815 USA  
Phone: 866-970-4166, [beachside@aquaresorts.com](mailto:beachside@aquaresorts.com)

Aqua Waikiki Pearl \*\*\* from US\$79.  
415 Nahua Street, Waikiki Beach, HI 96815 USA  
Phone: 808-922-1616, Fax: 1-808-922-6223

Total amount (check enclosed in US\$) \_\_\_\_\_

Workshop choice: (choose first, second and third preference)

Group A: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

Group B: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

(We recommend one seminar/discussion workshop and one artistic workshop)

Mail or email to:

**International Kolisko Conference—Hawai'i 2010**

**Honolulu Waldorf School, 350 Ulua Street, Honolulu, Hawai'i 96821 USA**

**Phone: +808-377-5471, Email: [pacificajournal@gmail.com](mailto:pacificajournal@gmail.com)**

**Website: [www.honoluluwaldorf.org](http://www.honoluluwaldorf.org)**

