

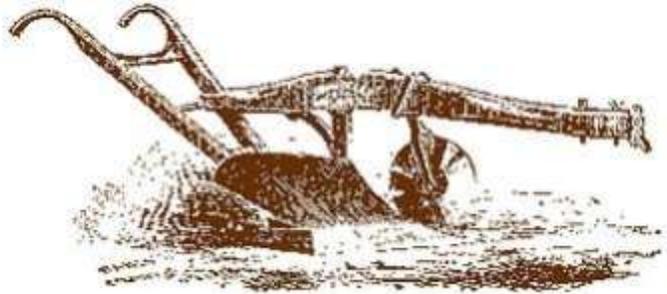


The Bells of Saint Mary

September 2011

With My Hand on the Plow: Back to School

This edition of the Bells is sort of a “welcome back” now that summer is past us and the fall season is before us. We call it back-to-school mostly because I think we all still have time references stuck in our head that life begins in the case of parents and ends in the case of our kids, when they have to go back to school! I know I always lived in dread of the day I had to go back to school. Summers for me were barefoot, play, play and play some more. I had to be home when the street lights came on and there never seemed to be enough hours in the day. Summers were also a time for baseball, which I loved, and swimming, which I loved even more...because it was always terribly hot in summertime in Austin, Texas. It still is. My parents, my brothers and my son are now on their 75th day in a row of plus 100 degree days in Austin! I am reminded of just how blessed we are to be living in Lompoc, with the best weather of anyplace in the country.



My relationship to back-to-school now has a different dimension to it...since my summer ended this year with Deborah and I driving Sarah to Nevada, Missouri to set Sarah up at Cottey College. And what a remarkable place it is. I did not know anything about the Philanthropic Educational Organization (Sisterhood) before coming to St. Mary's...and it is mostly through Jesse Sheldon that I have learned so much about this remarkable organization and its dedication to the ad-

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vancement of women. Here is what their creed says:

*P.E.O. is a philanthropic organization where women **celebrate** the advancement of women; **educate** women through scholarships, grants, awards, loans, and stewardship of Cottey College; and **motivate** women to achieve their highest aspirations.*

And here is a bit of history on it, taken from the website from PEO and from Cottey College:



P.E.O. (Philanthropic Educational Organization), one of the pioneer societies for women, was founded on January 21, 1869, by seven students at Iowa Wesleyan College in Mount Pleasant, Iowa. Originally a small campus friendship society, P.E.O. soon blossomed to include women off campus.

Today, P.E.O. has grown from that tiny membership of seven to almost a quarter of a million members in chapters in the United States and Canada. The P.E.O. Sisterhood is passionate about its mission: promoting educational opportunities for women. Our sisterhood proudly makes a difference in women's lives with six philanthropies that include ownership of a two-year women's college, Cottey College, and five programs that provide higher educational assistance:

- * P.E.O. Educational Loan Fund
- * P.E.O. International Peace Scholarship Fund
- * P.E.O. Program for Continuing Education
- * P.E.O. Scholar Awards
- * P.E.O. STAR Scholarship

Cottey College is a two-year, independent, liberal arts and sciences college for women, by women, and about women. Cottey is located in Nevada, Missouri and has about 350 students from about 40 states and 15 foreign countries.

Cottey College is designed as a transfer institution, with 95% of graduates transferring to four-year colleges and universities throughout the United States and abroad, including Smith College, University of Missouri, University of Washington, Pepperdine University, Mount Holyoke College, and others.

Virginia Alice Cottey Stockard founded Cottey College in 1884 with the firm belief that women deserved the same quality education as men. When she became a member of the P.E.O. Sisterhood, Virginia Alice Cottey Stockard



Bishop Mary Glasspool delivered the sermon on Red Shirt Sunday, July 17th.

Photo by John Beeler.

realized that P.E.O. paralleled her own goals and ideas about higher education for women.

In 1927, the P.E.O. Sisterhood accepted Cottey College as a gift from Virginia Alice Cottey Stockard. This made Cottey College the only nonsectarian college owned and supported by women. Ever since, the P.E.O. Sisterhood has continued to support and help provide excellent educational opportunities for women.



The P.E.O. Hall (above) was built in 1939 and was the first building erected after Cottey was accepted as a gift by the P.E.O. Sisterhood. It has 10 suites and houses approximately 105 students.

(Photo from Cottey College website.)

Sarah is living in Reeves Hall, which was built in 1949 and looks a whole lot like PEO hall. It, like PEO Hall, is not air conditioned, and Sarah has been struggling mightily with the heat and humidity. A couple of nights, she and her room-mate have gone down to Hinckley Hall and slept in the lobby on the couches there...because it is air-conditioned. Necessity being the mother of invention...

Another exciting development at Cottey is that they have been accredited in three areas for a four year Bachelor of Arts, or Science, or International Relations. As of this writing, some of the young women at school there, including Sarah, now have an option of remaining at Cottey to complete their undergraduate work, instead of transferring to a four-year institution.

Here in “no need for air conditioning” Lompoc, we are also back-to-school. Elsewhere in this edition of the Bells, you will find Trudy’s article on our programs for our Sunday School this year, and on activities planned for support for family ministry. You will also find an article by our own Pat Middleton, about a quilt she has donated to be raffled off for scholarship funds in support of our own PEO chapter here in Lompoc.

I have this feeling inside me of excitement and anticipation, as I always do this time of year. I feel our church growing, both in numbers and in excitement for what we are doing and becoming here at St. Mary’s. “Back-to-School” is a time reference to be sure, but it is also a feeling that I invite you to catch...get excited, get involved, come to church. The Spirit is moving here, and wherever it leads you, there will be lots of folks around you to encourage you and to go there with you. So, welcome back to church folks. It has been a long summer, but the fall is here, and we are moving ever forward, Adelante!, into God’s future.

With my hand on the plow,

Fr. Michael+

To my friends at St Mary's:

I want to thank everyone of you, who helped me to celebrate my special day; I also want to say thank you for your cards and good wishes. I am still speechless today for showing me so much affection. It is a day I will always remember...May God bless you all abundantly with His love.



Gisele Boyd-Snee *Gisele Boyd-Snee at her 90th birthday celebration with Anita McManigal.*

Photo by John Beeler.

Quilt Raffle

Parish member Patricia Middleton has donated a quilt to the Lompoc chapter of the Philanthropic Education Organization (PEO). The quilt is being raffled off to raise money for PEO scholarships. As you know our own Sarah Cunningham recently received a scholarship from PEO. The quilt will be on display September 11th at both the 8 and 10 o'clock services. Tickets are \$1.00.

Christian Formation News

Every year, sometime around mid August, I find myself bouncing back and forth between two outlooks. On one hand I am mourning the dwindling days of summer and its fruits I haven't partaken of; on the other I am getting excited about the fall and its new learning opportunities. Right now I am in excitement mode. Our Seuss Summer of Peace brought many rewards. I am very grateful to my team that made it all possible. Their continuing participation allows us to stretch and try some new things and revisit an older program.

We now have a core of four to six year olds. They are too old for the nursery and too young for our older Sunday School group. In September we will start a new Godly Play class for this younger group. Veronica Gasca has graciously agreed to be trained as a Godly play teacher. She could use a co-teacher. She is a valuable addition to our team.

Michelle Pittenger and Jonatha Linn have had an ongoing supportive and successful relationship with our Sunday School children. This year they would like to go in a different direction with the Sunday morning class. Instead of following the confines of a weekly curriculum, we are going to focus more on Church Seasons and ongoing projects and themes. Most public schools have virtually eliminated any arts programs. This is such a shame since the children learn so much through creative expression. We have the luxury of not having to teach to stan-

standardized tests, and of cultivating meaningful long term relationships with the children. In conjunction with our Music Director Chris Bowman, we have developed our own Children's Hymnal. So this year through the mediums of music, visual arts, drama, and storytelling we will explore some of the great stories, themes and practices of our faith. This method has many similarities to an approach developed in Italy called The Reggio Emilia Approach [see separate article.] We will use some of these ideas to guide our work.

Our First Family Fun Night was so successful we have decided to do it on a monthly basis. We will be coordinating with our seasonal themes. The children will continue to lead Sunday worship the last Sunday of the month beginning again in September. Sunday School begins again on September 18. Kick off Sunday is September 13. Please make sure we have all your latest contact information on file. With God's help and yours, I am looking forward to another year of learning, fun and growth.

Your Servant in Christ,
Trudy Ardizzone, Missioner for Christian Formation

The Reggio Emilia Approach

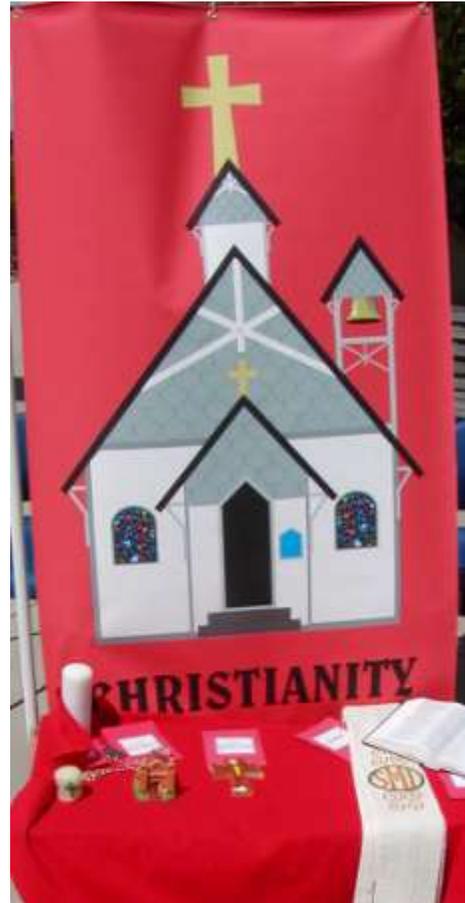
The *Reggio Emilia Approach* is an educational philosophy focused on preschool and primary education. It was started by Loris Malaguzzi and the parents of the villages around Reggio Emilia in Italy after World War II. The destruction from the war, parents believed, necessitated a new, quick approach to teaching their children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.

Philosophy

The Reggio Emilia philosophy is based upon the following set of principles:

Children must have some control over the direction of their learning;

Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing;



Peace Village
Photos by John Beeler.

Children have a relationship with other children and with material items in the world that children must be allowed to explore and

Children must have endless ways and opportunities to express themselves.

The Reggio Emilia approach to teaching young children puts the natural development of children as well as the close relationships that they share with their environment at the center of its philosophy. Parents are a vital component to the Reggio Emilia philosophy. Parents are viewed as partners, collaborators and advocates for their children. Teachers respect parents as each child's first teacher and involve parents in every aspect of the curriculum. It is not uncommon to see parents volunteering within Reggio Emilia classrooms throughout the school.

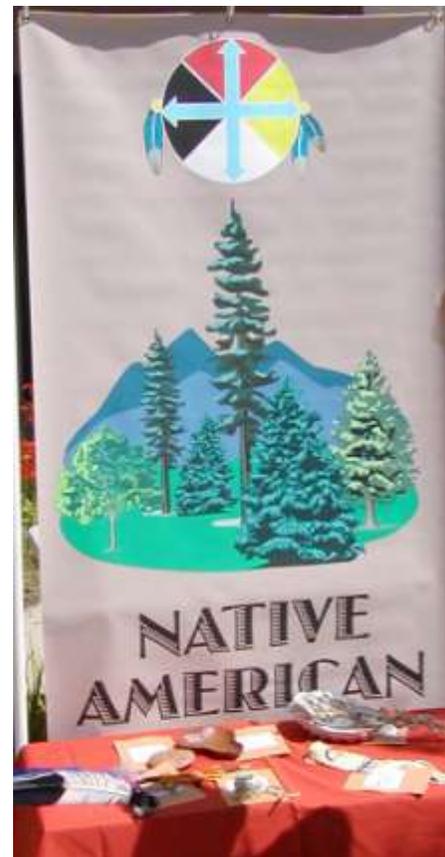
Community support and parental involvement

Reggio Emilia's tradition of community support for families with young children expands on a view, more strongly held in Emilia Romagna and Tuscany, of children as the collective responsibility of the local community.

The role of teachers

In the Reggio approach, the teacher is considered a co-learner and collaborator with the child and not just an instructor. Teachers are encouraged to facilitate the child's learning by planning activities and lessons based on the child's interests, asking questions to further understanding, and actively engaging in the activities alongside the child, instead of sitting back and observing the child learning. "As partner to the child, the teacher is inside the learning situation" (Hewett, 2001). Teachers' long-term commitment to enhancing their understanding of children is at the crux of the Reggio Emilia approach. Teacher autonomy is evident in the absence of teacher manuals, curriculum guides, or achievement tests. The lack of externally imposed mandates is joined by the imperative that teachers become skilled observers of children in order to inform their curriculum planning and implementation.

While working on projects with the child, the teacher can also expand the child's learning by collecting data such as photographs, notes, videos, and conversations that can be reviewed at a later time. The teacher needs to maintain an active, mutual participation in the activity to help ensure that the child is clearly understanding what is being "taught".



The role of the environment

The Environment as a third Teacher

The organization of the physical environment is crucial to Reggio Emilia's early childhood program, and is often referred to as the child's "third teacher". Major aims in the planning of new spaces and the remodeling of old ones include the integration of each classroom with the rest of the school, and the school with the surrounding community. The importance of the environment lies in the belief that children can best create meaning and make sense of their world through environments which support "complex, varied, sustained, and changing relationships between people, the world of experience, ideas and the many ways of expressing ideas."

The preschools are generally filled with indoor plants and vines, and awash with natural light. Classrooms open to a center piazza, kitchens are open to view, and access to the surrounding community is assured through wall-size windows, courtyards, and doors to the outside in each classroom. Entries capture the attention of both children and adults through the use of mirrors (on the walls, floors, and ceilings), photographs, and children's work accompanied by transcriptions of their discussions. These same features characterize classroom interiors, where displays of project work are interspersed with arrays of found objects and classroom materials. In each case, the environment informs and engages the viewer.

Other supportive elements of the environment include ample space for supplies, frequently rearranged to draw attention to their aesthetic features. In each classroom there are studio spaces in the form of a large, centrally located atelier and a smaller mini-atelier, and clearly designated spaces for large- and small-group activities. Throughout the school, there is an effort to create opportunities for children to interact.

Groups of children will stay with one particular teacher for a three year period, creating consistency and an environment where there are no added pressures from having to form new relationships.

Long-term projects as vehicles for learning

The curriculum is characterized by many features advocated by contemporary research on young children, including real-life problem-solving among peers, with numerous opportunities for creative thinking and exploration. Teachers often work on projects with small groups of children, while the rest of the class engages in a wide variety of self-selected activities typical of preschool classrooms.



(Hinduism)

The projects that teachers and children engage in are different in a number of ways from those that characterize American teachers' conceptions of unit or thematic studies. The topic of investigation may derive directly from teacher observations of children's spontaneous play and exploration. Project topics are also selected on the basis of an academic curiosity or social concern on the part of teachers or parents, or serendipitous events that direct the attention of the children and teachers. Reggio teachers place a high value on their ability to improvise and respond to children's predisposition to enjoy the unexpected. Regardless of their origins, successful projects are those that generate a sufficient amount of interest and uncertainty to provoke children's creative thinking and problem-solving and are open to different avenues of exploration. Because curriculum decisions are based on developmental and sociocultural concerns, small groups of children of varying abilities and interests, including those with special needs, work together on projects.



Projects begin with teachers observing and questioning children about the topic of interest. Based on children's responses, teachers introduce materials, questions, and opportunities that provoke children to further explore the topic. While some of these teacher provocations are anticipated, projects often move in unanticipated directions as a result of problems children identify. Thus, curriculum planning and implementation revolve around open-ended and often long-term projects that are based on the reciprocal nature of teacher-directed and child-initiated activity. All of the topics of interest are given by the children. Within the project approach, children are given opportunities to make connections between prior and new knowledge while engaging in authentic tasks.

The hundred languages of children

As children proceed in an investigation, generating and testing their hypotheses, they are encouraged to depict their understanding through one of many symbolic languages, including drawing, sculpture, dramatic play, and writing. They work together toward the resolution of problems that arise. Teachers facilitate and then observe debates regarding the extent to which a child's drawing or other form of representation lives up to the expressed intent. Revision of drawings (and ideas) is encouraged, and teachers allow children to repeat activities and modify each other's work in the collective aim of better understanding the topic. Teachers foster children's involvement in the processes of exploration and evaluation, acknowledging the importance of their evolving products as vehicles for exchange.

Conclusion

Reggio Emilia's approach to early education reflects a theoretical kinship with John Dewey, Jean Piaget, Vygotsky and Jerome Bruner, among others. Much of what occurs in the class reflects a constructivist approach to early One of the most challenging aspects of the Reggio Emilia approach is the solicitation of multiple points of view regarding children's needs, interests, and abilities, and the concurrent faith in parents, teachers, and children to contribute in meaningful ways to the determination of school experiences. Teachers trust themselves to respond appropriately to children's ideas and interests, they trust children to be interested in things worth knowing about, and they trust parents to be informed and productive members of a cooperative educational team. The result is an atmosphere of community and collaboration that is developmentally appropriate for adults and children alike.



(Islam)



*At the Peace Village, Rashad Hassan
(represented Islam)
with Fr. Michael ,*

Photo by John Beeler.



September Birthdays	
Steven Hicks	9/1
Daniel Vordale	9/1
Regina Lingl	9/3
Jessie Sheldon	9/4
Alice Drus	9/8
Gary Larson	9/8
Derek Kazianka	9/9
Eleanor [Bits] Bowles	9/10
Molly Gerald	9/11
Beverly Anderson	9/13
Anita Dwyer	9/14
Rachel Williams	9/16
Charlotte Compton	9/17
David Anderson	9/19
Lee Bowles	9/19
Norma Anderson-Radford	9/22
Kelly Owen	9/23
Peggie Gould	9/24
Helen Free	9/26
Ruth Hicks	9/27
Matt MacPherson	9/29



Sunday Eucharist
8:00 AM and 10:00AM

Church Office Hours
Monday - Thursday 10 AM - 4
PM

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September Work Party

If you are a member of Team Mark, it's your turn to help keep the church looking good on September 10th at 8:30 AM. Members are: Joe Gonzales (team leader), Peter Drus, Joe and Kathy Gonzales, Cory and Anne Gusland, Dan Hayes, Heidi Holdsambeck, Margie Coe, Frank and Jane Longley, and Donato Ricci. **If you are not a member of one of the work party teams, please feel free to join one!**

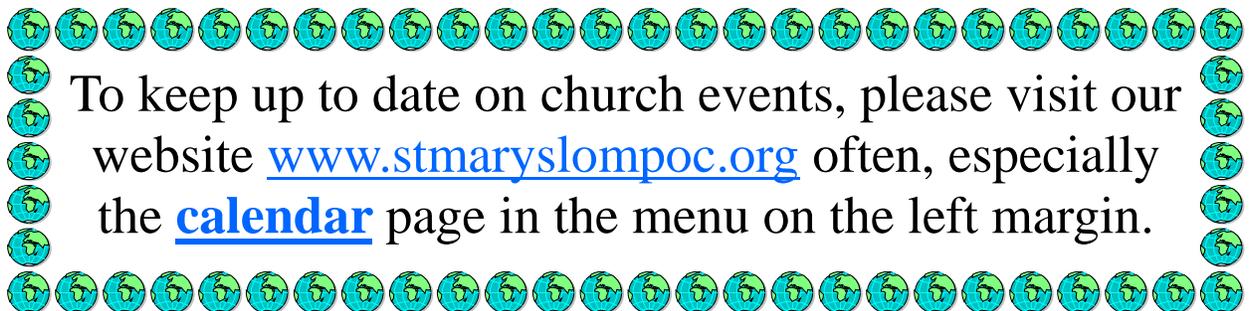
Financial Statement (As of July 31st, 2011)

	<u>As of 07/31/2011</u>
Undesignated checking & savings	\$75,214
Designated checking *	\$63,984
Parish mortgage	\$349,338

	Actual July '11	Actual Jan - July '11	Budget Jan - July '11
Income	\$28,896	\$184,466	\$186,936
Expenses	\$25,098	\$185,830	\$185,938
Net income/(loss)	\$3,798	(\$1,364)	\$998

BURN the MORTGAGE fund:	\$72,159
Transfer to General Fund in 2010	\$36,000
* BURN the MORTGAGE Designated Acct.	\$36,159
* BURN the MORTGAGE Acct, as of 9/4/11	\$76,717

If you have any handyman projects around your home, inside or out, **I'm the one to help.** Fees are negotiable, call Steven Hicks at 598-3475.


 To keep up to date on church events, please visit our website www.stmaryslompoc.org often, especially the [calendar](#) page in the menu on the left margin.

Bede the Bat

Hello! It's me, Bede, the Bat in the St. Mary's Belfry!

I'm back from taking part in the Red Shirt Project and what a time I had! I know that you all know lots about Red Shirt because of Fr. Michael, but until you go yourself, you just can't imagine how much good is done, and how many memories you'll have! Maybe you should plan to go with us next summer or, if you can't go, you should contribute so that others can go. I had adventures I'll never forget like rescuing my Cat friends from St. Peter's in Santa Maria. They were told not to go out into the Badlands, but wanting to find out what makes the Badlands "bad", they went anyway. They were lost for hours and everyone was frantic. However, my Creator gave me wings to fly and so I flew out over the Badlands and guided them home. And then there was the Storm and it wasn't just any Storm. It was a really bad one with wind and rain and tents collapsing! You should get your Deacon or Marno to tell you about it!



The trip to Red Shirt seemed to make the summer go even faster than usual. And now, school is on us once again. Are you ready? Have you bought those school supplies? Do you know who your teacher will be? Are you excited to be getting back to seeing old friends and making new ones? I know a lot of you wish that the summer would last forever or, at least, a bit longer. I'll bet you would laugh if I told you that these are among the happiest days of your life, wouldn't you? It's true. Bede doesn't say untrue things.

To the students who are beginning another school year: you're lucky to live in a country that has public schools and they are open to all. If you go to a private school, you are lucky that you will attend a fine school. If you are home-schooled, you are lucky that your Mom or your Dad is able to provide you with a good education. The place doesn't really matter. It can be in a building away from home or in your own living room or kitchen. What matters is what goes into your head and it needs to be solid and true and useful. I know that some of it is boring, but learn it anyway. You never know when it will come in handy and everyone will think you are so smart because you knew about it!

To the parents who have students beginning another school year: get involved. Now, I don't mean start one of the "Blame the Teacher" or "Blame the School" crusades. Very often what is happening in a student's life is a combination of students not paying attention and handing in not very good papers because they just didn't try hard enough, the teacher's inability to reach some

students, and parents not paying enough attention to what is going on. Learning should be fun and wonderful, and it takes that triad of student, teacher and parent to make it happen. Talk to your child's teacher, not just when he or she has made a bad grade and you are absolutely CERTAIN it's the teacher's fault. Just pay attention to what's going on in your child's life. School isn't the only place to do this, but it's a good start. Sometimes a grade of "B" or even "C" is an accomplishment when the subject is difficult and you know your child has done his best, so celebrate those accomplishments no matter what they are. The grade of "A" is a beautiful thing to behold, but other grades count, too, so ask them to do their best and to learn as much as they can.

I think what I'm saying is: celebrate learning, celebrate education, celebrate your student! I enjoyed Bat School, and my Mom and Dad supported me every day in every way. My parents and the teachers I had are the reason I can write to you each month. I surely wouldn't want to miss writing to my friends at St. Mary's! School's in! Make it the best year ever!

And don't forget Sunday School! That's where you learn some really good stuff!

Blessings from me, Bede, the Bat in the St. Mary's Belfry!

Senior Saints Luncheon

The Outreach Committee will sponsor the Senior Saints Luncheon in Fitch Hall on Wednesday, October 26th. This traditional fall Outreach project provides an opportunity for shut-ins to visit St. Mary's for a delicious meal, musical entertainment, and conversation with members of our parish. More details will be provided in the October Bells. If you are interested in participating, please contact Peggy Gould, Outreach Committee Chair.



Senior Saints (from our album)

Prayers of the People

We ask that you hold these persons in your Daily Prayers.

Lord, open our hearts to Your perfect will, that we may faithfully intercede on behalf of those we bring to You now in prayer:

And those serving in the armed forces remembered by our parishioners:

Travis Kendall, Carl Free, Robert Smith, Emily Ortiz, Tom Pittenger,
David Barrett, Jason D, Tim C, Ed M.

AMEN.

Please Note:

Prayers of the People will be updated monthly. If you would like to add or continue a name to the POP, please fill out a Pink Prayer Request slip or Pew card, submit via our website www.stmaryslompoc.org, call any of our Prayer Tree members, or email Stephanie Bastian at jeffnsteph95@msn.com. Thank you!

“Whenever two of you on earth agree in prayer, it will be done by My Father in Heaven.” Matthew 18:19

In Our Next Issue:



Autumn



(Do you have stories about your pet that you would like to share ?)