



# THE WINDOW

SEASONAL NEWSLETTER OF THE HARTSBROOK SCHOOL

OCTOBER, 2005

## Reflections on Groundbreaking for Hartsbrook's Elementary Classroom Building - By Jacqui DeFelice, Editor

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THE HARTSBROOK SCHOOL

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The sky was overcast, an even silver grey, but not a drop of rain fell. The torrential rains of the past few days had ended and those forecast for the rest of the week had not yet begun. The yellows, golds and reds of the leaves on the trees shone brightly under the grey of the sky.

The students in grades 1-12, teachers, staff members, parents, board members, friends of the school and guests from the town of Hadley and the Bank of Western Massachusetts gathered at 2:00pm on the site of the new building. The perimeter of the building was marked with bright pink tape; shovels and hard hats were neatly arranged in anticipation of the digging soon to take place.

The ceremony opened with the clear, sterling, tones of a trumpet fanfare written for the occasion and played masterfully by Tom Bergeron, winds teacher at Hartsbrook.

Jan Baudendistel, first grade teacher and chair of the Building Committee, welcomed everyone. She reminded us of how we now enjoy the fruits of the vision and hard work of those who have come before us at Hartsbrook and that now it's our turn to address the needs of the school for the students of today and into the future. A hearty thank you was made to all those who have done so much to enable this project to go forward. (Excerpts from Jan's remarks follow).

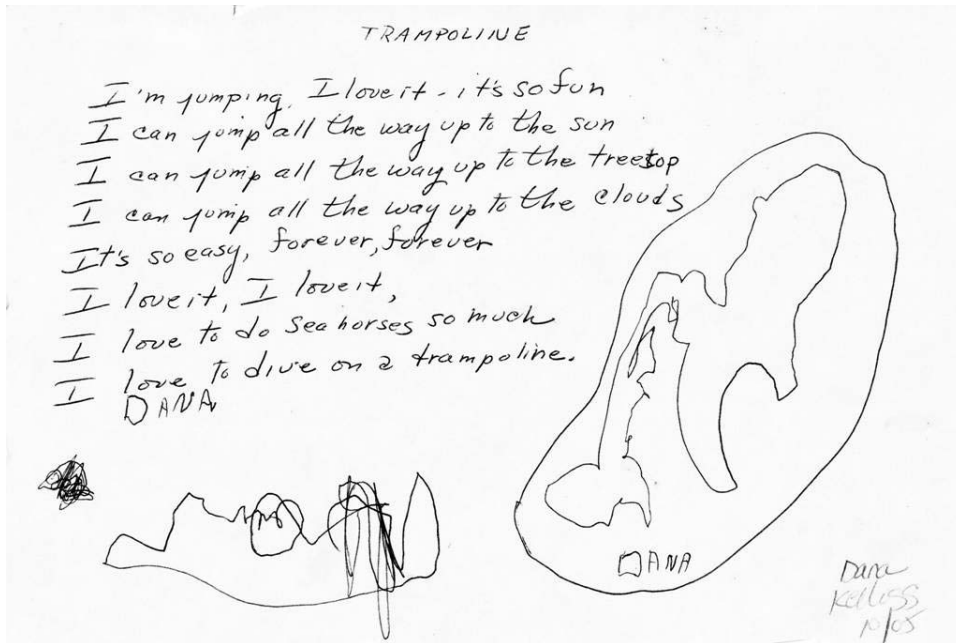
*"Large projects such as this only come about because of the hard work and generosity of hundreds of people. We have undertaken Hartsbrook's most ambitious fundraising effort ever for this building. To date, we have raised over \$530,000 from remarkably generous donors. This \$530,000 includes a \$20,000 gift which arrived just this morning! Thanks to all of you!"*

Our thanks also to the Bank of Western Massachusetts which has been wonderfully supportive of the school in many ways - most recently in helping to secure a very favorable bond for this construction. Please join me in thanking Timothy Crimmons, President of the Bank, and Ben Sumner, Board member of the bank and a Hartsbrook grandparent of Paige, Evan and Jordan Montague.

...Continued on Page 8

## A Window on Kindergarten

A Poem for Mrs. Riahi by Dana Kellogg



## Hartsbrook Celebrates Becoming a Complete Waldorf School

By Roberto Trostli, High School Coordinator

Today is a very special day in the history of our school, for today we celebrate the fulfillment of a vision, the vision of offering a Waldorf education in the Pioneer valley to students from early childhood through the twelfth grade. This vision was held by our school's founders and by Ekkehard Piening; it was supported by our Board of Trustees and our faculty and staff; and it has been realized by the students, parents, and teachers who have built up our high school. What made this possible was the power of their dream.

In the western part of our continent grow the mighty redwood trees. They soar hundreds of feet in the air; their limbs provide food and shelter for dozens of other creatures; their trunks are so broad that six people holding hands can barely gird them. Each of those giants started out as a tiny seed, about the size of a sesame seed. What gives a seed the power to become a towering tree? The power of potential. But potential alone cannot account for such growth. A seed is borne by the earth, laved by the rain, nourished by the air, and sustained by the light of the sun.

Our school is still a seedling, with its future before it. What will it be like in another twenty or thirty or forty years, when some of you students will come here on the first day of school and honor your children on their first day of first grade or twelfth grade? No one can tell, but I am confident that it will be worthy of its roots. Borne by goodness, laved by faithfulness, nourished by courage and joy, sustained by love—I am certain that our school will fulfill its potential. What a blessing to be involved in making dreams come true!

## Parent Council Update

This is an exciting week, as the effort and energy the Hartsbrook community has put into the reading of and discussion about School Renewal culminates with the talk and discussion guided by the author, Torin Finser. He'll join us all on Friday, October 21<sup>st</sup> at 7:00pm at Piening Hall. Join us for the wonderful evening, even if you haven't been able to read the book - it promises to be insightful for all!

We have decided to postpone the planned community discussion that was proposed for Saturday, October 22<sup>nd</sup>. Rather, we look forward to using the discussions during Torin's visit to outline how we all might mobilize ourselves to continue efforts to strengthen our school. Parent Council appreciates the guidance being offered by the Faculty Conference and the Board in this wider effort. Please plan to give us suggestions for how we might move forward.

The next Parent Council meeting will be on Monday, 24 October at 7:00pm in Piening Hall. The main topic for discussion will be fundraising and trips for individual classes. We plan to hear from parents about this process and discuss any alternatives to how it currently works. Talk to your class PC representative(s) and/or join us!!

Martin Pittman, Parent Council Co-Chair



## An Interview with Randi Stein

-By Polly Saltet

*(Randi Stein has joined the Hartsbrook School faculty this year as the part-time Educational*

*Support Coordinator. We are thrilled to be able to fulfill our long-held dream of creating this position, and we feel lucky to have found someone with Randi's credentials, Waldorf and public school experience, and verve.)*

**Q:** What has brought you to the Hartsbrook School?

**R:** I have been drawn to this area for many reasons, but it definitely has something to do with the hills. Last year I took a leave of absence from Pine Hill Waldorf School in Wilton, New Hampshire, in order to spend more time in the Pioneer Valley. One week after I decided not to return there, I called Hartsbrook, a school with a wonderful view of the hills! I definitely need Waldorf in my life.

**Q:** How did you meet Waldorf education?

**R:** I was introduced to it when my son, who is now 25, was in kindergarten. The seed of Waldorf lay fallow for many years until it sprouted again in Wilton. Now it's asking to be transplanted into a bigger pot with fresh soil... and goats!

**Q:** What will you be doing here at Hartsbrook?

**R:** I've been invited to oversee what in a public school would be called Special Education. Here, there are many special things about the education, so we call it educational support. As I see it, I am here to help parents and faculty to engage children in a supportive way, especially those children who need to be seen with a different eye. I'll help coordinate services, such as tutoring, assessments, and therapies.

As I'm only here two days a week, the Educational Support Group of the faculty has formed a pilot program to have me focus particularly on one class, the fourth grade, so that the whole faculty can see what this work can do in a concentrated way. I'll also visit other classes, meet with individual teachers, do workshops with the faculty, and help with some of the regular assessments we do for kindergarteners and second graders. I look forward, as well, to doing some one-on-one remedial work with students.

**Q:** What is the type of work you do with students?

**R:** I use the Extra Lesson, which was developed by Audrey McAllen and Ingun Schneider out of an understanding of Waldorf education and child development. It's a set of playful and therapeutic movement exercises using beanbags, balls,

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jump ropes, painting and drawing to bring children into balance and alignment. The exercises address the so-called lower senses of touch, balance, self movement and life or well-being. Through observation in the classroom, I can help teachers and parents interpret the language of a child's movement. We can see where a child feels dis-ease or imbalance. Through the exercises we can help children feel more comfortable in themselves, in the social context of the classroom, and in academics. Every (mis)behavior is a healthy attempt to compensate for an underlying imbalance or weakness. When we bring inner balance those behaviors are unnecessary and can drop away. This leads to an enhanced sense of life and well-being.

**Q:** What in your background led you to this work?

**R:** I studied at the Metropolitan Opera Ballet School in New York to be a professional dancer. During college I diverted into fencing. Since graduating from college I've been a classroom teacher in Nova Scotia, Israel and New Hampshire. Other influences were my marriage, my move to Israel, five years as a full-time portrait painter, my first encounter with Waldorf education, a contemplative movement practice called Authentic Movement, and a Masters Degree in Dance/Movement Therapy from Antioch.

When I began working at Pine Hill Waldorf School as an academic tutor, I naturally used movement as part of every session, which the students loved and benefited from. I was urged by Rachel Ross to take the remedial training from the Association for Healing Education, where I learned the Extra Lesson approach.

**Thank you, and welcome, Randi!**

## A Window on the Agricultural Arts Program

### ANIMAL HUSBANDRY, a new High School elective

By Nicki Robb

This fall, the Agricultural Arts Program at Hartsbrook has now expanded into the High School, providing students with an elective course that focuses on a study of animal husbandry. Meeting once a week, these 10 students, (9 seniors and 1 junior) are being introduced to a variety of topics concerned with the care of farm livestock. This course is intended to help them gain a deeper understanding of the importance of farm animals as a source of milk, meat and fiber in our culture and the contribution that livestock make in supporting a sustainable farm organism.

We have begun to explore the physiology of domesticated animals, focusing particularly on the family of ruminants (cows, sheep, goats) and which will also include poultry and pigs. The students have learned why a ruminant has four separate chambers to the stomach and the purpose of each; how it takes four years for a goat or sheep to develop a full set of permanent teeth and how to determine the age and health of the animal by looking at the lower jaw (did you know that neither animal has a set of top front teeth?)

These students are learning about the nutritional requirements of each animal, what these animals would select for themselves through natural choice and how best we, as farmers, can provide that in a closed farm system; whether feeding grain, hay or pasturing the animals, how can we assess that their nutritional needs are being met? That these animals are in optimum health?

The students are also being introduced to aspects of livestock breeding and reproduction and what housing concerns a farmer must address to provide the proper shelter for his/her animals, in addition to the ongoing seasonal care of a group of animals. Lastly, the students will examine the importance of animal manures as a source of sustainable fertility within a farm and how through proper handling this waste product can be turned into farmer's gold - something that is of benefit to the long term health of the soil.

For all of the students in this group, this is their first opportunity to work directly with our own livestock at the Homestead; additionally, we will make trips to the Hampshire College Farm Center for a study of the livestock not represented at Hartsbrook.

It is the overarching goal of this course to provide our High School students with an introduction to what our responsibilities are as farmers, as stewards of the earth, to ensure that the animals in our charge are provided true health through our care.



3<sup>rd</sup> grader Sierra Rother shows eggs from the Hartsbrook chickens. Photo: HZ



High schoolers with Nicki Robb, Agricultural Arts Coordinator, during an Animal Husbandry lesson. Photo: HZ

### A Window on Agricultural Arts, continued

I chose to take the animal husbandry class because I wanted to be able to have a chance to spend time outside and learn about the animals at the school; there's no reason why students in the lower grades should be the only ones to have this kind of experience. As high school students, we get to take the study further and really study in depth the habits and needs of the sheep, goats and chickens. It's a completely different kind of learning that is no less important than all the academic work we are doing and I find myself always looking forward to the class. There is so much I don't know about the animals and having this experience has given me a whole new sense of awe and respect for them.

- Kate Howard, Grade 12



### News from the Hartsbrook Board of Trustees

By Elizabeth Sustick, board member

We would like to take this opportunity to introduce our newly elected member to the board, John McNally. We are very grateful that John has joined the board, bringing his skills as an experienced lawyer, alumni parent, and supporter of Waldorf education in the Pioneer Valley.

John's entire family has close ties to Hartsbrook. His two children, Katie and James, graduated in '98 and '95 respectively, and his wife Kathy was an early staff member in the area of enrollment and development. John has an active general practice of law with concentration in civil litigation, personal injury, family law and mental health law. In addition, his commitment and experience of community involvement is noteworthy. He is president and past treasurer of Windhorse Associates, a board member of Western Mass. Training Consortium, a former Campaign Cabinet member of United Way, and former president of Hawthorn Services. His reply to the question, "Why are you interested in serving on the Hartsbrook board?" was:

*"I believe that there is a connection between the world we hope for, and try to create, and the way we raise and educate our children. The Hartsbrook School offers a loving, thoughtful, and thorough approach to education that seeks to nurture the whole person. It prepares students for life-long learning and growth. The teachers address their students' hearts and souls, as well as their minds. My children had a wonderful experience at the school and I want to help the school continue*

*to make that opportunity available for other children and their families."*

All of us who are involved in the life of a Waldorf School know that we are called upon to make sacrifices, and to strive to carry the work together with a sense of joy, collegueship, and concern for one another. The creative energy John brings will help us in this striving.


Thank you,

Elizabeth Sustick

Chairperson, Trusteeship Committee

Members- Louise Spear, MaryAnn Young, Heide Zajonc

In each issue of The Window there will be some aspect of the work of the board shared with the reader. If you would like to have a specific question addressed in future issues, let us know either through your Parent Council Representative, or contact Board member Elizabeth Sustick @ 586-8083.



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## Alumni News

### Look To This Day for It Is Life, a road trip with Alan Reynolds and Hartsbrook alumna and daughter, Alana

Alana, my 20 year old daughter, received her motorcycle endorsement in August, 2004. Before she left for college we talked about taking a trip the following summer. While she was away studying hard in Colorado Springs, and then in France, I was dreaming and pouring over maps. I figured we would head north; there would be fewer people and I would have Alana as my French interpreter.

As we posed for farewell pictures in full protective gear we were baking on a humid 95° afternoon. As we left the Pioneer Valley on Rte.63, it felt good to finally be moving. Turning off Rte. 5 in Putney VT onto the East-West Road heading to Rte. 30, our riding really began. One bend to the right turned out to be more exciting than I had planned; a glance in my mirror revealed Alana leaned over holding a beautiful line... a moment of relief and pride. When I asked her about it over dinner she said it had been fun (what had I expected) and that the only trouble she had all day had been the U-turn on the narrow dirt road in Allis State Park. We were off to a good start.

The ride through northern Vermont was tremendous; what a beautiful country we live in. The only state trooper we saw stuck his arm out of his window and gave me a thumbs up admiring my /5. Maybe he had an airhead at home and he wished that he were riding on this beautiful day.

The border crossing at Highgate was a one lane affair. The customs official was very friendly and we chatted about motorcycle touring. I suggested to him that he speak to Alana in French seeing that she had been studying in France the last semester. I could hear that she was initially taken aback, but soon they were deep in conversation.

We took 173 to Levis where, on a bluff overlooking the St. Lawrence River, we were treated with the spectacular sight of Quebec on the far shore. We caught the ferry across the river which dropped us off downtown adjacent to the old city. The next day we continued on to Ile d'Orleans where we would camp for the night. Dotted with quaint villages, and checked with orchards, pastures and amber fields of grain, it is a place out of another era.

The following day we spent a relaxing time dining out and playing tourist in Quebec city. In the evening we enjoyed a picnic on the island with all of the locals. We were the only ones without a table cloth.

The next morning we started our journey home. Route 3 in

New Hampshire smelled of moose. I was thrilled at the prospect of seeing one, but hoped if I did that he would be polite enough to stand passively on the roadside while we gawked and rode by. Around the next curve there stood a young bull moose in the flesh. We slowed and watched that marvelous, awkward creature lope across the road, down the shoulder and into the woods.

Our last night we camped in Vermont's Maidstone State Park. In the morning we packed up and headed home on another sweltering August day. Together we opted for I-91 near White River Junction and put on some quick miles. I was a little sad



at our last gas stop, realizing that our trip was nearly done. It seemed as if we were rushing our last day taking the interstate, but we were tired, it was hot, and it is probably better to end wanting more. We had traveled just over a thousand miles and spent under \$300 for gas, food, and lodging. I'm ready to go again!

One morning on the far eastern end of Ile d'Orleans as we explored a deserted beach I shared a poem with Alana, "The Salutation to the Dawn." It had become a theme for my summer.

*"Look to this day for it is life, the very life of life,  
for in its brief course lie all the verities and realities of your  
existence:  
the bliss of growth, the glory of action, the splendor of beauty.  
For yesterday is but a dream, and tomorrow only a vision,  
but today well lived makes every yesterday a dream of  
happiness  
and every tomorrow a vision of hope.  
Look well therefore to this day."*

Alana reflected, "It's hard to always live in the moment." How true, but it's much easier when you are riding with your daughter on her first motorcycle trip.

## My Wedding, by alumnus Nate Sustick

It was a morning in late August, and I awoke to the start of a day unlike any other. I walked outside and saw that mist covered the surrounding area of Woolman's Hill, in Deerfield. Would the sun shine on my wedding day? Would the planned wedding feast happen as we hoped? Many questions raced through my mind, and it was fortunate for me that my Hartsbrook Waldorf Kindergarten teacher, Ruth Lebar, was there to extinguish all my worries, and they just faded away like the morning mist.

I met Ruth last winter, when by chance she visited Northampton from her home in CT and came to Paul and Elizabeth's Restaurant, where I work in the family business. It was great to see Ruth after so many years (21), and little did we know then what was in store for us. She told me about her new life as a minister in Connecticut, but in my mind, she was my kindergarten teacher!

A few months later in April, I became engaged to Paule, and we began to plan for our summer wedding. Who would marry us? The idea of Ruth officiating was exciting, and so we met together several times to plan and discuss our ceremony. Ruth was also very excited, and that energy helped push us ahead! Before our meetings, we had the opportunity to talk about baseball. It was late summer, which is always a hard time to be a Boston Red Sox fan. Would they win again? These baseball conversations between us continued, even as we waited for the beautiful bride (also a Red Sox fan!), and the wedding party to gather for the procession.

Ruth's radiant smile kept me calm, and her words in the service seemed to unite us all together. A cool breeze swept those inspired words through the field of Queen Anne's lace in which we stood, around the crickets, and into all of our hearts.

Before the wedding feast, Ruth blessed the meal with a Waldorf favorite, Johnny Appleseed. As Waldorf classmates and family and friends sang together, we were all young at heart, and this sense of joy and gratitude continued throughout the night!

Nate Sustick, Class of '93

*Nate was a member of the small group of children in our first Hartsbrook kindergarten. He has a degree in Business from the Isenberg School of Business, U of MA and is now engaged in the family restaurant business into which he was born.*



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***FALL SESSION DATES ARE:  
NOVEMBER 7 - DECEMBER 22***

- PROGRAM TIMES ARE:***
- 3:30 PM TO 4:20 PM FOR CHILDREN GRADES K - 2
  - 4:30 PM TO 5:20 PM FOR CHILDREN GRADES 3 - 5
  - 5:30 PM TO 6:20 PM FOR YOUNG PEOPLE GRADES 6 AND UP

***INSTRUCTION:  
JAMEY BIDWELL TAUGHT SHOP FROM KINDERGARTEN TO NINTH GRADE AT THE PARK SCHOOL IN BROOKLINE. HE WAS THE TECH DIRECTOR FOR THEIR CHILDREN'S THEATER, AS WELL. JAMEY HOLDS A MASTER'S IN TEACHING FROM HARVARD AND A CAGS IN EDUCATION FROM UMASS. HE HAS EXTENSIVE EXPERIENCE AS A CLASSROOM TEACHER AT THE ELEMENTARY, SECONDARY, AND POST SECONDARY LEVELS.***

### Groundbreaking, continued

The Town of Hadley has also been very supportive of our efforts and for this we are extremely grateful. Please help me to thank Tim Nyhart, Building Inspector, David Nixon, Hadley's Town Manager, and several members of the Select Board in Hadley: Joyce Chunglo, Gerald Devine, Brian West, and John O'Connor.

Hearty thanks to the Hartsbrook Capital Campaign Committee – made up of Hartsbrook parents, board members, faculty and staff - for its valiant and successful work thus far and its continued efforts to see the project through to completion. Please join me in thanking Maryanne Young, Chairperson of the Committee, Tim Holcomb, Larry Grossman, Alison Sinkler, Andy Moskovitz, Heide Zajonc, Louise Spear, and Diana Stiles, Director of Development.

And thanks, too, to the Building Committee and our architect and builder who have worked long and hard to turn ideas into actual construction plans. Please join me in thanking the parents, board members, faculty and staff who have served with me on the committee: Bonnie Bolz, Erika Hollister, Carla Carpenter, Tim Holcomb, Heide Zajonc, Seth Isman, Ed Smith,



and Tupper Brown, as well as Charles Rose, our architect, and Peter Jessop, our builder.”

The students and teachers then presented their contributions to the program. The children in grades 1-5 sang “On the Earth I Like to Stand;” the faculty recited the Foundation Stone verse for The Hartsbrook School written by Ekkehard Piening in 1988; and the students in grades 6-12 sang “Firmly on the Earth I Stand.”

Following the presentations, we easily took hands all around the perimeter and in one strong voice proclaimed, “Blessings on our new building.” At just this moment, our attention was drawn to the sky. We all stopped to listen as three good-sized flocks of Canadian geese appeared from the north and west, flew by quite low overhead and formed one flock as they headed south calling to each other as they flew. Appreciative sounds of wonder and awe arose from the children and adults as we stopped to watch, listen to and admire the beautiful birds. They, too, added their blessing to the ceremony.

Then, at last, came the groundbreaking proper. Donning hard hats and taking shovels in hand, our guests from the town and bank, members of the Board and Capital Campaign Committee formed a circle and joyfully turned over the first shovelfuls of earth. The classes followed, each



group having a chance to get in several good digs. Many parents and friends of the school were seen digging after the students had gone off into the field for a rousing game of Dragon's Den.

Our new elementary building has begun! It was a groundbreaking to remember.

All Groundbreaking Photographs by Meg Fisher, thanks Meg!



## A Window on 7<sup>th</sup> Grade

### Hiking in the White Mountains

At the end of September, the 7<sup>th</sup> Grade, with their teacher Erika Hollister and three parent chaperones, went hiking with the Appalachian Mountain Club in the White Mountains. Here are some memories of the trip written by the students.

Our bus ride to the White Mountains was like driving into autumn. The closer we got the more colorful the leaves turned. The ride was fun but it took five hours. It was a relief to make it to Pinkham Notch and step out of the bus into the cool air! The last day we went on a hike to Lila's Ledge, which was my favorite. The reason I liked this hike was because of its awesome view. You could see the snow on Mt. Washington which was the first snow of the year there. This was my favorite trip because I love hiking and the outdoors. Also, the White Mountains are a really great place to hike. -Joey Shaw

We hiked almost all the way to the top of Mt. Washington. On the way we stopped at a place called Crystal Cascades, which is a beautiful mountain spring waterfall! I really loved this hike and I loved being with my classmates! I hope someday I'll be able to go back to the White Mountains! -Rose Benjamin

It was a fun trip. My favorite part was lying on the grass at night gazing up at the beautiful stars with my friends. I saw the big dipper, the Milky Way and the most amazing shooting star I will probably ever see. -Ellie Prather

We stayed at the Pinkham Notch Visitors' Center in the White Mountains. We went on three hikes, one on each day. On the second day we stopped off at Crystal Cascades; it was such a pretty waterfall! On the way down it rained so hard that we all got drenched. That same day we played soccer on two fields with a six foot drop-off in the middle. That was my favorite part of the trip because everyone was laughing and falling down. It was a fun trip! -Colten McCormick

Photo: 7<sup>th</sup> graders in the White Mountains  
Courtesy of Kirsten Benjamin



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## Overview of the Third Space meeting

By John Caemmerer, 5<sup>th</sup> grade teacher

Next June, Hartsbrook will celebrate the graduation of its first twelfth grade – the fulfillment of a long-held dream. The following fall, the school will enter its 25th year. The Third Space Meeting on September 30<sup>th</sup>, facilitated by Arthur Zajonc, invited Board, Faculty Conference, and Parent Council members to reflect on the spiritual foundations of the Hartsbrook School at this milestone in its history.

Arthur is one of five founders of the Hartsbrook School. As a professor of physics at Amherst College and past General Secretary of the Anthroposophical Society in America, he is internationally recognized, among many other things, for his work in support of the dialog between science and spirit.

Arthur began the evening by asking us to recall a moment in our lives when we experienced a calling. For some, it was saying yes to a life-changing relationship, for others it was awakening to a new vocation, and for yet others it was sudden insight leading to change. The experiences had in common feelings of elation, heightened awareness and energy, recognition of inevitability, and openness to the future. Everyone recognized how fleeting such extraordinary moments are compared with long periods of our daily existence.

Arthur then quoted Rudolf Steiner's suggestion for how to work with these experiences, using the example of glimpsing the higher self of another human being:

Create for yourself a bold new picture of faithfulness. That which is commonly called faithfulness passes so quickly. Let your faithfulness be this:

You will experience moments... fleeting moments... with the other person. In these moments the other person will appear to you as if filled or illuminated with the archetype, the ideal image, of his or her spirit.

And then there may be... indeed, there will be... other moments, long periods of time, when the other person's being is darkened. At such times, however, you should learn to say to yourself: "The spirit gives me strength! I remember the archetype of that person; I saw it once, and no illusion or deception shall rob me of it." Struggle always to hold on to the image that you once beheld. This striving, this struggle, is faithfulness. By making this effort, we shall be close to one another, as if endowed with the protective power of angels.

We were then asked to recall a moment in which we experienced the "higher self" or archetype of the Hartsbrook School manifesting itself. We exchanged, like shining gifts, our individual experiences of the school's essential being. Glimmers of a shared perception began to emerge, composed of quite diverse individual perceptions. The first exercise had revealed the universal aspects of the experience of our individual callings. The second turned this around: the one being of the school is experienced by us as individuals in myriad ways. For the community to experience the school's archetype, there must be a process for transforming individual into shared perceptions. Further, we recognize that this process must be continuously adapted to changing circumstances.

It was pointed out that the school's archetype was invisible when it was first perceived by the school's founders, and remains so to this day. From the very beginning, it contained in germ the entire present embodiment of the school, with its board, teachers, children, parents, administration, buildings, and programs – including the newly-formed high school – just as a bud contains all the forms of the future flower. It also already contains forms the school will take in the future. While these thoughts were reverberating, Arthur shared with warmth and humor tales from the early days, beginning when "There was no money, no building, no faculty; the archetype was all we had!"

By the end of the evening, a lightness and fullness settled in that brimmed the bowl exactly. The archetypes of ourselves and those around us – our callings – had been invoked without fanfare and were in the room. Through the lens of faithfulness, the act of sharing perceptions had allowed us a glimpse of the school's being. The invisible had, by some simple magic, been made visible. With masterful economy and elegance, Arthur used the most sensitive instrument known – human capacities of soul – to illuminate our relationship to the ever-becoming being of the school and, through it, to one another.



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## A Window on Hartsbrook High

In the following two pictures, High School students in Mme. Zajonc's French 10 class tell the story of Babar, the petit elephant, to students in Mme. Corbiere's French 4 class, tout en francais, bien sur. -Heide Zajonc



### Studio Arts at Hartsbrook High

You may be surprised at the range of activity going on during the afternoon studio class time at Hartsbrook High School. In response to student interest, indicated on a questionnaire last spring, Roberto Trostli, High School Coordinator, brought together a dynamic group of professionals to instruct, guide and inspire students in the following media.

#### Stone Carving

Will Edmonstone, a member of the senior class participating in this elective, observes, "Our sculptures are made with little or no conception of the final product. The mystery can be frustrating because it seems like we're

chipping away and the marble is just becoming smaller and smaller rather than morphing into a particular shape. But then some inspiration enlightens us and that's gratifying."

The instructor, Michael Howard, brought the exact replicas of the materials and tools used by Michaelangelo in the Italian Renaissance for the students to use. Because of its efficiency, the technology of stone carving has remained remarkably similar to that of the 1500's. As well as the technical aspects of the art, the students are also learning something about the kinds of thinking that are key to stonemasonry: patience, liberty to choose, and love for the process. One particular effect finding its way into many of the carvings is the "double bent curve," a curve that is both convex and concave.

The students work in the shed near the Piening Hall parking lot with white marble from Vermont that arrived in rectilinear blocks approximately 12" x 18." A larger piece for collective carving measures about three times that size, and members of the community are invited to try their own hands at shaping it. Come by on Tuesday or Thursday afternoon from 1:15 - 3 pm!

-Marisa Douglas, 11<sup>th</sup> Grade

#### Silver Jewelry

Many students from grades 9 - 12 elected to make silver jewelry—so many that two classes are offered simultaneously. One is taught by Brian Gaffney, who also teaches a Biology elective here, and the other by Margaret Landell.

Brian Gaffney's course began with a simple ring project and then introduced a more complicated piercing technique. Piercing involves using a small, fine-toothed jewelry saw to cut designs in the metal. Now the students are involved in independent, self-assigned projects: more rings, a pendant, earrings, and even a bracelet formed out of a fork.

Margaret Langell, who will be teaching an enameling elective later this year, also began the class with rings. Making a ring involves many basic skills for silver jewelry work: measuring, cutting, filing, forming, soldering with a small torch, and polishing. Students are now setting stones in their rings or making small pendants using a piercing technique. Students from both classes enjoy silver work. One student said that, although it's difficult to manipulate, "*it's fun, and we can create what we want to.*" -Kassie Pearson-Pomerantz, 12<sup>th</sup> grade

## A Window on the Exchange Program

During my first time at the school was anyone very friendly and helpful to me. I did not know the morning meeting from Berlin, but it is nice to see all high school students gathered in the morning to sing and greet one another and I have had the feeling that the high school is larger than 45 students. My first main lesson was middle-English for the beginning it was very unfamiliar, but quite interesting and understandably with helpful explanations. During the lunch break I missed the cafeteria (we have at our school in Berlin), but self-made lunch tastes good too. I was very surprised that there is a theater class in which we rehearse a play of Shakespeare. But I think we will have a lot of fun.

I was also completely amazed and not familiar with more than two lessons of physical education in one week. Afterwards only stood the homework on my program. The first school day passed faster than I had thought. -Thaddaeus Gemmel



Thaddaeus, pictured above on the right is visiting from The Steiner School in Berlin. He is being hosted by Alan Berman and family. Photo: HZ

### CranioSacral Therapy/ SomatoEmotional Release



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- Orthodontia
- And many others



**John Rollinson**  
D.Ed., CST-D

John Rollinson has trained and been certified through the highest levels with Dr. John Upledger, founder of the Upledger Institute for Cranio-sacral Therapy, where he is a certified teaching assistant and study group leader. He works in a school clinic as well as with adults. John earned a 5-year diploma in Eurythmy in 1993 before working as a performer in the London College of Eurythmy Ensemble and for 12 years as a Waldorf teacher.

**CHILDREN'S CLINIC:** On Wednesdays children are treated at no charge or for a donation to the Center for Cranio Sacral Therapy in Northampton.

*Sliding scale available.*

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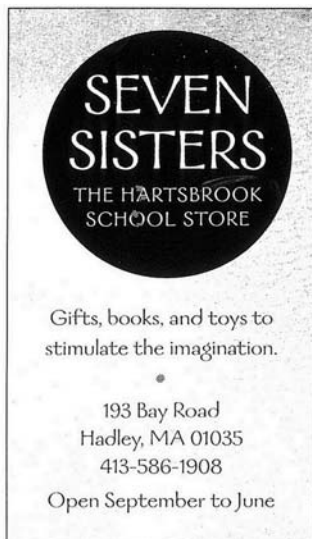
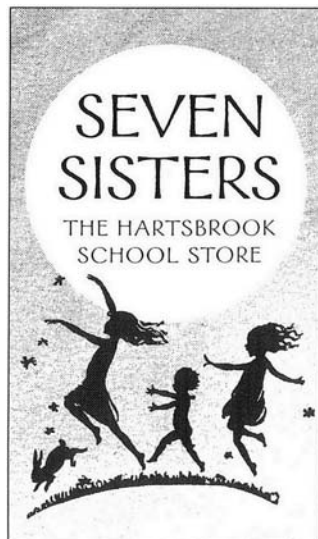
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**!!!Attention Hartsbrook Families: \$20 off your first appointment!!!**



## Community Bulletin Board

**AVAILABLE TO WORK:** Hartsbrook parent looking for work as a Bookkeeper or Office Manager, has extensive organizational skills, attention to details, able to multi-task & is reliable. Rhonda Laurelin 585-8788

**CLASSES AVAILABLE:** Joanna Carey is offering voice, kinderharp, lyre and music therapy for children and adults. Singing classes are forming and available Monday-Wednesday. Joanna is also hoping for 12 women in the community to be part of a choir to learn and sing music from Jurgen Schriefer and others. For references and info, call 584-7078 or 387-8310.

**COME CLAY WITH ME!** Open Sculpture Studio Friday mornings, 10 - noon at Life Form Studio, 528 Pine St, North Amherst. Explore your creative potential through the media of clay, wood or stone in an open studio setting guided by Michael Howard. Beginners and advanced students welcome. Cost: \$25 per session. Michael currently teaches 12th grade stone carving at Hartsbrook High. He has taught sculpture in adult education and Waldorf teacher training programs for over thirty years. He is also the author of *Educating the Will*, available in the Seven Sisters Bookstore. For further information, contact Michael at 549-5954 or at [lifeformstudio@earthlink.net](mailto:lifeformstudio@earthlink.net).

**LEARN TO WALTZ:** If you heard about the fun we had learning to waltz with George Marshall and couldn't make it, do not despair. There will be three more opportunities: Oct. 30, 7-9pm, Nov. 3 and Dec. 4 (times TBA). Small wonder that George always has people clamoring to be part of his dance excursions in the Caribbean and Hawaii. George is also known for being in his two bands, Swallowtail and Wild Asparagus.

We are practicing baking those Austrian delectables and picturing how beautiful everyone will look really dressed up for the Viennese Ball on Feb. 4<sup>th</sup>. Did you know that Apfelstrudel comes with vanilla sauce? Did you know that Linzertorte has raspberry jam as a filling? Did you know that the Northampton Center for the Arts is the perfect venue for this event? Everyone, not just the school community, is invited to this event! -Karin Winter, German teacher



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—Michael Klare,  
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# River Valley Market

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**FOR SALE:** 2003 Toyota Prius, in great condition - 29,000 miles. Call Meara for more information. 586-8238

**CRAIG HOLDREGE**, Director of the Nature Institute in Ghent, NY, will give a talk titled *How Do Animals See the World? - In the Footsteps of Painter Franz Marc* on Friday, Nov. 4, at 7pm at Piening Hall. "I never have the desire to paint animals as I see them, but as they *are*—how they themselves see the world and feel their existence." With these words, Marc expressed his unique approach to his artistic work. Craig Holdrege was a high school biology teacher in Waldorf schools for 21 years and was involved in Waldorf high school teacher training for many years. He carries out holistic studies of animals, has written numerous articles, and is the author of the book *Genetics and the Manipulation of Life: The Forgotten Factor of Context*. Don't miss this fascinating talk. This presentation is sponsored by the Pioneer Valley branch of the Anthroposophical Society. For questions about the talks or to get on the mailing list, call John White: 253-3053.

**SCRIP PROGRAM:** Last year the Scrip Program raised \$15,700 thanks to the efforts of many. As more families commit to participating, we have the potential of raising substantially more dollars for the benefit of all. Participating in the Scrip Program is an easy way to support the school because you do not have to purchase anything you would not purchase otherwise, you simply need to find the ways of participating that make sense for your family and then sign yourself up. Groceries, clothing, toys, gifts, even gasoline and fuel oil can be purchased through our Scrip Program. A complete list of Scrip options with information about how to sign up is included in this *Window*. If you would like to participate, but have some road blocks, feel free to call me at 586-1908 and I'd be happy to help you find a way to participate. ~JoAnn Lawrence for the Scrip Committee

**HALLOWEEN FESTIVAL:** Sunday October 30<sup>th</sup>: 8<sup>th</sup> grade Mother Goose Halloween Party. There will be pony rides, face painting, games and activities, and a hay ride. This is our second year to put on this event. Last year I spent the afternoon on the tractor pulling the hay wagon. It was wonderful watching and listening to my students as they lead Halloween songs and sang Nursery Rhymes with their enthusiastic audiences as we passed the scenes they had created. Please join us at the Piening Hall campus 193 Bay Road between 12:00 and 4:00, rain or shine. Costumes welcomed, bring a friend. This event is recommended for children from toddlers through second or third grade. The cost is \$5.00 per child.

## Calendar

October	
20	Crochet workshop with Mary Moore Cathcart, 8:45-9:45am, \$10 (H)
21	Torin Finser Lecture, 7pm (PH)
29	Early Childhood Open House, 10am-12pm (BS)
30	Mother Goose Halloween Party, 12-4pm, (PH)
31	Parent/Teacher Conference Day, No School EC-12
November	
1	Parent/Teacher Conference Day, No School EC-12
4	Craig Holdrege: <i>How Do Animals See the World? - In the Footsteps of Painter Franz Marc</i> , 7pm (PH)
11	Visiting Day - Half day, Assembly, 11:30am (PH) No Aftercare
15	Open Class Day in grades 3-12, 8:30-10:30am (PH)
19	Holiday Fair, 10am-3pm (PH)
23	Thanksgiving Assembly, 11:30am (PH) Half day, No Aftercare
24/25	Thanksgiving: Holiday/No School
December	
2/3	10 <sup>th</sup> grade play performance, 7-9pm (PH)
4	Advent Garden, 4pm (PH)
13	Open Class Day in grades 3-12, 8:30-10:30am (PH)
19/20	High School Solstice Pageant, 7pm
21	Holiday Assembly, 11:30am (PH), Half day, No Aftercare, winter vacation begins

The next Window will be distributed on December 14. The deadline for advertising is November 30, the deadline for articles is December 7. Please make all submissions to [jdefelice@hartsbrook.org](mailto:jdefelice@hartsbrook.org) Call Jacqui DeFelice at 413 584-3198 with any questions.

## Upcoming Events at Hartsbrook



### *Early Childhood Open House* in our Early Childhood programs and grades 1 and 2

Saturday, October 29, 10:00–12:00  
Ben Smith Building, 94 Bay Road, Hadley

Young children and their parents are invited to join us for circle time, bread baking, tour classrooms, and take time for questions and discussion with teachers.\*



### *Visiting Day*

Friday, November 11

Register to observe a main lesson beginning at 8:30 (adults only) followed by an assembly — open to all — at 11:00.\*

\*To register, call 584-3198.  
Registration is limited.

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