



Over 25 Years of Waldorf Education
in the Pioneer Valley

The Window

WINTER
2007/2008

Seasonal Newsletter of The Hartsbrook School

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UPCOMING EVENTS

OHC Workshop with Nancy Foster	Jan 12
All School Open House	Jan 19
Role of the Parent Workshop	Jan 26
Viennese Waltz	Feb 2

'TIS THE SEASON/Beth Volkman

The season truly is upon us now to think of our families and friends and offer them gifts and surprises that show our appreciation, love and excitement for their presence in our lives. This is also the time when many of us receive solicitations in the mail to support charities and other groups doing good work in this wonderful world. In fact, your very own school, the Hartsbrook School, will be asking you to remember its good work with its Annual Fund appeal. Before you sigh and say, "Not again! I already pay tuition," it may help to understand that almost any institution, educational or otherwise, depends upon donations outside of annual dues or tuition to keep the work moving forward.

Tuition payments allow you to choose an education that is valuable to your individual child and your family. It is a true gift that all of us have found a way to be here together and offer our children an education of lifelong value. Giving to the Annual Fund is again a choice but one that indicates support for something greater than individual value. This offering allows us to step away from the personal, in a sense, and give to the greater whole. How? By showing your support and commitment to the mission of the school, to the faculty and staff that is dedicated not only to each of our children but to the greater mission of Waldorf education. That mission is to help human beings fully develop their individual potential, so that each of them can share their unique gifts with others, and have the ability to inspire those that they encounter to do the same.

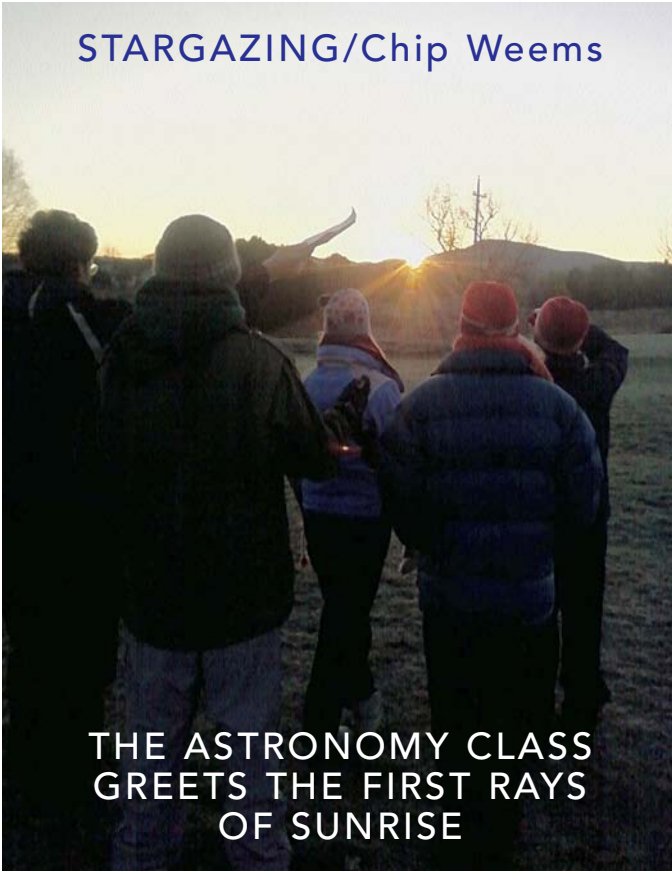
GIVING
FEELS GOOD!



Yes, our children are some of the human beings that are touched by this greater goal, but it goes beyond them. The Annual Fund allows us to help foster this greater intention by supporting an institution that was established before our children were born, and will endure long after our children have left – committed to doing the same good work for many others.

continued on back cover

STARGAZING/Chip Weems



Upon returning to school, we do a little more observing while starting our campfire, making s'mores, and singing. Then we bed down for a night under the open sky. Evan Pratt remarks, "Laying on my back, looking up at the sky, the stars were incredibly clear and bright. But I only looked at them for a little while because it was cold – really, really cold. You couldn't have your head outside of your sleeping bag because it was so cold!" Indeed, it got down to 20 degrees that night, and by morning, Evan was the only student who hadn't moved inside!

Sylva Hall continues the tale, "In the morning we got up very early and observed the morning planets and the sun rise. It was very cold and beautiful. The sun rose very slowly and we could see each movement it made as it inched closer to the horizon. Once it had risen above the mountains, everything had woken up, including us."

The warmth of those first rays of sunlight felt astonishingly wonderful on our cold faces. But even better, after the sunrise, was sharing a hot breakfast together at the Rte. 9 diner!

In 11th grade, Hartsbrook High students take astronomy. While there is a tendency in many schools today to study the sky from computer simulations, at Hartsbrook we do a great deal of actual stargazing. In fact, the course requires observing for seven hours, of which four take place during an overnight field trip.

Here the students offer a window into this event. We begin the evening at sunset, which Rachel Trostli describes: "I observed the Earth's shadow rising right after sunset. At first it was barely visible; a dark bank that was just above in the eastern horizon, but soon it started to rise. The Earth's shadow was visible to about a quarter of the way up from the horizon, and by then the sky had become dark."

After identifying some constellations and looking at stars and nebulae through our telescopes, we drive to the observatory on Snell Street in Amherst to check out the really big telescopes of Amherst College and the local astronomy club. William Melchiorre says, "The Amherst Observatory had two outside telescopes, You had to climb up a ladder to see into the lens of one of them! We observed comet Holmes, the double cluster in Perseus, and the Orion nebula. Inside, there was a huge telescope where I saw Mars as greenish on the outside and yellowish on the inside, with waves that were apparently due to atmospheric effects."



11TH GRADE ARTISTIC DEPICTIONS OF THE CONSTELLATIONS

CHAMPIONS AT SOCCER/Don Cameron

The Hartsbrook High School soccer team entered the playoffs of the Western Massachusetts League of Cooperating Independent Schools "WMLCIS" 7-2-1 seeded first with the regular season title under their belts and a first round bye.

The championship game matched Hartsbrook against Valley View at Hampshire College in a memorable game. Valley View shocked Hartsbrook with an early breakaway goal and took the 1-0 lead to halftime. Hartsbrook regrouped, shuffled positions and came out in the second half with purpose. Casay Yamazaki Heineman scored the equalizer on an assist from Paul Voisin and Julian Poplawski. After an enormous celebration, Colten McCormick quickly put Hartsbrook ahead for good with a set piece from outside the box. The final 24 minutes was a lesson in desire from the entire team as Valley View played the balance of the game on their heels.

The Hartsbrook team demonstrated exceptional focus, heart, desire and will by coming back from a 1-0 deficit. Rarely do teams come back as strong as Hartsbrook while exhibiting selflessness in their passing and shot selection. The team ended the season with a league record of 9-2-1 and an overall record of 13-3-2. Evan Pratt posted 5 shutouts and 16 different players combined for a league/overall record of 60 goals for and 24 against. The leading scorers Paul Voisin and Ian Curtis tied for 9 goals each.

Congratulations to the 1st ever "WMLCIS" league and playoff champions, Hartsbrook High School!

Our congratulations and gratitude also go to our high school soccer coach, Coach Don Cameron, who was there with the team all the way! Thanks, Coach Cameron!



For the fifth year in a row, I have been lucky enough to introduce ninth graders to great works of art. Describing sculptures and paintings, the students sharpen their skills of observation. This is an explicit aim of the course, fitting in with the overall ideal of developing the powers of thinking in the high school. Every year, it is fascinating for the teacher to witness what appeals to a particular group of students, and to experience the works of art through their eyes.

Great museums are close by, and we visit the MFA in Boston, the Smith College Museum of Art, and the Clark Institute in Williamstown. What does one do in a museum? I take pains to give a variety of assignments so that students learn to engage with art rather than try to take in too much or listen to what a guide or tape recorder has to say. Explanations are minimized as much as possible; I draw their attention to a few things, students sketch, sit down to describe, or "play guide" for one another. They are sent out in couples to find one painting which particularly appeals to them, study it, and then introduce it to the group. My hope is that students learn to discover how much one's own views are enriched by hearing the perceptions of others. For me as a teacher it is very moving to read how students are touched, say, by an Impressionist painting of a field in France on a summer's day.

At Hartsbrook High School, the four-week Art History course spans Paleolithic art, ancient Egypt, Greece and Rome, the Middle Ages, Italian and northern Renaissance, Rembrandt and Vermeer. The students also do a paper on a modern artist of their choice. The art of the Italian Renaissance never fails to captivate the students, but this year it was particularly striking how all students were fascinated by Duerer's etching "Melencolia." They wonder: is the central figure a fallen angel? Colten McCormick writes: "There is an angel with her head in her hands with a melancholy look on her face. The pure white around the pupils over her eyes catches the attention of the viewer." Another student describes the face as "glowering." Alex Piccolo writes, "If you look closely, you can see the beauty there, but as you pull back, ..., you see the visage of an old crone or a devil."

Understandably, the ancient sculptures are hard for us to warm to. This year, it was particularly striking how many of the students became more interested at the point where there was



REMBRANDT PORTRAIT BY PAIGE MONTAGUE

"action," such as in Greek statues of athletes. Many expressed admiration for a statue of Hercules, crouching to shoot an arrow. Finally, something is happening! Jordan DeFelice gets excited in class because he notices the tension in Hercules' left foot, and a swollen vein that is visible in the marble arm that holds the bow. Each year, students wonder about the "hollow" eyes of the marble sculptures, and this year was no exception. When they draw, they want to add the pupils.

To be part of such a course is indeed a privilege. The power of great art can open doors for ninth graders, and that is a joy to witness!

DOLPHIN MOSAIC, FROM RAVENNA
6TH CENTURY EARLY CHRISTIAN ART,
BY COLTEN MCCORMICK



As many people at Hartsbrook know, my wife, Beth, and I “commute” from our home office to our work in different countries where we support efforts to improve schools in small, rural communities. Our time is spent mostly in various African countries and we have always most enjoyed our time working at the community level, spending time with families, encouraging parents to get more involved in their children’s education. There is undeniable evidence – anecdotal and data-based – of the positive impact of parental and community participation in education. During quiet moments together, we often reflect on the similarities between what we do as professionals and what we experience as parents and members of the Hartsbrook community.



I have been involved with Hartsbrook’s Parent Council for over three years, and I continue to relish the moments when I realize how much there is in common between where I work and where I live. Sure, the differences are many and great, but the folks of Nkubeta, Ghana – just like those in our community – struggle to find consensus about how to best help their school most effectively succeed in educating their children. There are many places where we work where most parents are illiterate, having spent just a few years in schools that were underresourced and unsupported. Still, they come together to strive to do what is best for their children.

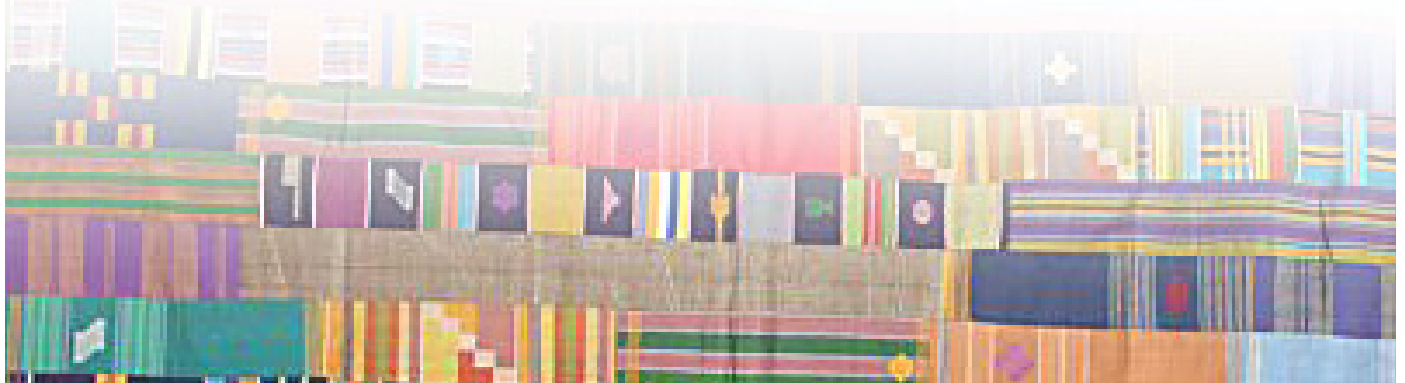
In many ways, the luxury we have to make choices about how to educate our children is the greatest difference between the parents of Nkubeta and the families of Hartsbrook. As individuals and families, we all have entered this community not simply because we appreciate education, but because we value the unique education of a Waldorf school. We have made a choice to invest in our children in a way that others schools and other systems do not. We are being conscious about the environment and the community we have joined. Or are we?

As I go back and forth between my work overseas and the Hartsbrook community, I continue to notice that it can be easier to mobilize parents on behalf of their school when I travel than it is at Hartsbrook. Yes, yes, our days might be more filled and our time more regimented than in rural Ghana, but I have to wonder if we all have really joined the Hartsbrook community, and take part in supporting our community.

Over the past year, the community has taken on an approach to discussion using the World Café model. While more extensive descriptions have been given in other Hartsbrook publications, what is most important is that World Café is premised on the idea that small conversations serve as the basis for big ideas. Through sharing and listening in small groups, we begin to find what’s best for the large group.

The feedback that I have heard from this approach has been mostly positive. Many people have asked, “What’s next?” not with a tone of “When will so-and-so do such-and-such?” but with a hope of “When will we get to interact like that again?” The dynamic of dialogue within the community is changing. That is not insignificant, and it should be an invitation to all of us. Taking advantage of this invitation means consciously engaging in the discussions that are taking place within the community.

Circling back again to my work overseas, I see much greater success when individuals strive to change how they do things themselves, than when they simply charge others with particular tasks. The deepest notion of being a community member is to support the efforts of others, knowing that that provides benefits to you. Watch for further World Café discussions, and know that you are invited to engage more in ensuring that Hartsbrook is not only where your child goes to school, but is a vibrant community for your entire family.



Among the greatest treasures of the Hartsbrook School are our teachers, and the tremendous spirit, wisdom, and creativity they express in their own unique ways. One of our most experienced teachers is Jan Baudendistel, the current third grade teacher and Faculty Conference Chair. She joined former class teachers Alan Reynolds and Ekkehard Piening in 1987 and is now shepherding her third class of Hartsbrook students and parents on their elementary school journey.

WHAT DREW YOU TO WALDORF EDUCATION ORIGINALLY?

"I majored in philosophy in college, and then went on to teach public elementary school. I was always looking for the essence of young children's education - regardless of their nationality, socioeconomic or cultural background-- and more broadly for a global education for human beings at every age. When I heard of Waldorf education, I took a job at an international school in Germany so I could learn more. After four years of research and study which culminated in a year of intensive Waldorf training, I returned to the U.S. to take the first grade class, and have been at Hartsbrook ever since.

EIGHT YEARS WITH ONE GROUP OF STUDENTS CAN BE A CHALLENGE. WHAT HELPS A CLASS KEEP GROWING AND PROGRESSING?

"Most critical are tremendous support and teamwork from parents and colleagues. Through our shared work to better perceive what the children are asking of us and our practice of what we are learning, we model for children how human beings can problem solve and meet life (with all its challenges and joys) in a way that reassures children that, together, we can work through anything.

"We do this in many ways, including Glenbrook trips, but the core ways are parent evenings (our ongoing seminars in community building), and making the most of our daily encounters. It is crucial for children to observe and hear warm exchanges with adults. The child can then know: "I am held, seen, taken care of by these adults." These opportunities to model healthy community life make a huge difference over time.

It is also important to continually try to see the areas where one needs to grow and change as an individual, and then to and make good on it. We are in a crash course in self-development. The children are going to bring us challenges in areas where we need to grow. We can embrace these challenges or have similar challenges return in different guises until the needed growth happens. When adults work on themselves and with each other enough, with warm-heartedness and integrity, the right solution for children is found."

THIS IS THE THIRD CLASS YOU ARE TAKING ON THEIR JOURNEY. WHAT HAS HELPED YOU CONTINUE TO TEACH WITH SUCH JOY, AND WITHOUT BURNING OUT?

"First and foremost is the daily inspiration of the children. Another key to longevity is working hard to separate the essential from the non-essential and striving to focus on the essential. To the extent one gets better at that, one has more energy for what's important. The children help tremendously with that. Students force us, as adults, to be much more grounded - living in the moment - than we might otherwise be. Children move on quickly, and we need to as well. Sometimes we get stuck on some behavior (theirs or ours) and pour tremendous energy into solving it only to find that the children have already moved on.

No one has the balance completely down, but we can make steps to focus on what really matters."

WHAT IS YOUR VISION FOR WALDORF EDUCATION AND THE ROLE IT CAN PLAY IN CONTEMPORARY SOCIETY?

"I see Waldorf education, which works with the essentials of human nature, as one way to work at true renewal in society. That's why I am a teacher. It is a potent way of helping humanity grow and evolve. As the Hartsbrook community continues to develop what education and community can be, we can act as a homeopathic remedy-- stimulating society to becoming healthy. So the children, with this foundation, can meet whatever is coming from the future and move us beyond where we are now. We do this primarily through tending to our daily interactions. Think globally (big thoughts) and act locally (focus on the quality of our daily interactions). As Ekkehard Piening frequently reminded us: "We could transform our community overnight if we all learned to acknowledge the presence of other human beings whenever we encounter them."

Daily I am grateful for this community and the incredible efforts of parents, students, faculty and staff to make this whole endeavor possible - and what we together are doing for children and the future of our world."

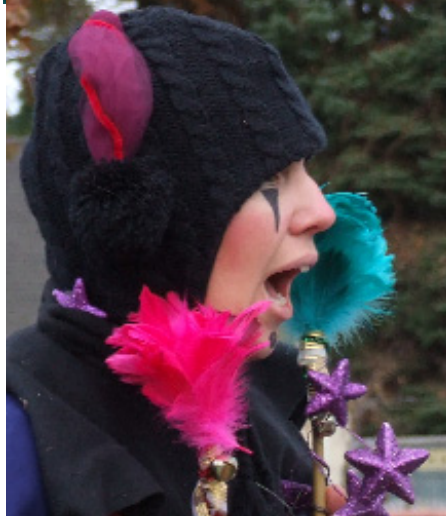
And we - are grateful for Jan Baudendistel and her presence and example among us. Written by Joan Hellmund, Hartsbrook parent.





2007
**HOLIDAY
 FAIR**

THANK YOU
 LARA McCALLUM,
 Fair Chair, and all
 of our fabulous
 volunteers!



PARENT COUNCIL NOTES

I had an experience a couple of weeks ago that I haven't had in quite sometime.

I had the opportunity of coming into the Elementary School in the early morning. I was warmly greeted by Polly Saltet as were all of the children and parents that come through the door at this time. There was a hum of activity, gales of laughter, the voices of parents talking, and a general gaiety and expectancy in the air. The start of a new day! Underneath this entire "hubbub" was a tangible moment of recognition of one human being to another in the ritual of the morning handshake. Not that the swirl of morning greetings wasn't wonderful, it was just that this "handshake" went deeper and I was thankful for having come into this morning dance.

Yes, as a long-time Waldorf parent I am always grateful to be reminded why Russell and I chose this education for our children, Brian and Evan, and, also why I am thankful to be a member of this community.

At the moment, I am a Parent Council Coordinator, along with Martin Pittman and Jacqueline Auwaerter. We have been meeting regularly this year to bring to light what we hope will be a formal structure of Parent Council that will continue into the future at Hartsbrook. We are working with the question "How does Parent Council best fulfill its mission at Hartsbrook?" We have not been having larger Parent Council meetings this fall, but please note that anybody at any time is free to contact any of us to be part of these smaller meetings. On February 11th, we are planning to have a Parent Council evening with at least one parent from each class in attendance. We will present our proposal for moving into the future. In the meantime, we will be giving short updates in the Bulletin.

Co-sponsored by the Parent Council:

*"The Role of the Parent:
Joining Forces with Your School."*

A Workshop hosted by the Alexis de Tocqueville Institute at the Cape Anne Waldorf School in Beverly MA, January 25th & 26th, 2008.

The workshop is being led by Martin Novum who heads the Alexis de Tocqueville Institute. All parents are welcome. For further details please contact a Parent Council Coordinator or Louise Spear.

Thank-you one and all for all that you do and for all that you will do.

- Megan Moore on behalf of Parent Council

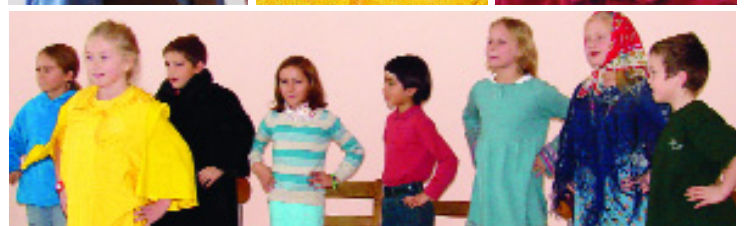
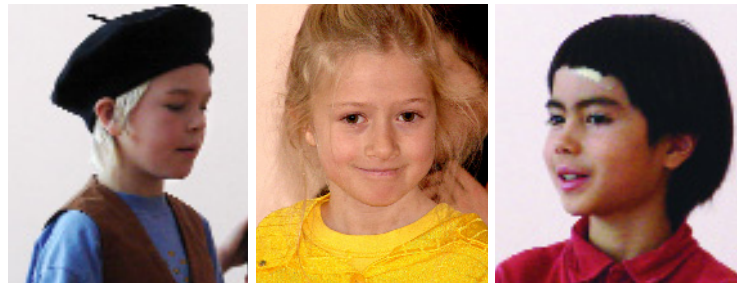
FIRST FRENCH ASSEMBLY!

Madame Corbiere led the 2nd, 3rd and 5th grades in fun and festive performances...

Second Grade: La Petite Poule Rouge



Third Grade: La Petite Galette



Fifth Grade: La Fourmi





Educational support is provided to all students at Hartsbrook in the form of class observation, parent and teacher consultation, individual academic and developmental assessments, Support Circles and Child Studies. All of these

services (see below for full description) are overseen by our Educational Support Coordinator, Randi Stein, who is now at Hartsbrook for three days each week.

Randi chairs the EDUCATIONAL SUPPORT GROUP (ESG), a body of teachers that gathers information and makes referrals for all students in need of special services, i.e. tutoring, therapeutic support, outside evaluations, etc. The ESG meets weekly on Tuesday after school to discuss the children who are struggling in some way, academically, emotionally, or socially. The agenda of these weekly meetings is guided by the referrals that have been made by class teachers (nursery through the grades) and advisors (high school). The Educational Support Coordinator, the School Nurse, and representatives from Early Childhood, the Grades, and the High School participate as members of the ESG to reflect on these children and recommend appropriate intervention, which may include tutoring, a Support Circle, Child Study and/or other therapeutic or educational services. Randi is also charged with developing connections with outside consultants (physician, tutor, psychologist, occupational therapist, massage therapist, therapeutic Eurythmist, etc.) who may be called upon to serve Hartsbrook children.

Hartsbrook provides a number of screenings and assessments during the early years of a child's school life in order to bring to light any developmental hindrances that might impede a child's success in the classroom. Parents are notified when routine screenings occur (second and third grade); special permission is sought when "Extra Lesson" assessments are recommended for individual children outside of the calendar of regular assessments. Following is a list of all routine screenings and assessments:

1. Entry to Nursery: The Tea Party - small group, all applicants
2. First Grade Readiness: "The Red Queen"- two children at a time, all age-ready children, one hour.
3. First Grade: Developmental movement exercises - six week session, entire class together, once a week, usually early winter
4. Second Grade:
 - a. Developmental movement exercises - six-week session, usually early winter - entire class together, once a week.

- b. Second Grade Developmental Screening - individual, all students, one hour

5. Third Grade Reading Assessment - individual, all students, one-half hour

In addition to the above, the "EXTRA LESSON" (Developmental movement) assessment can be scheduled at any time for individual children seven and older, at the request of a parent or class teacher. The assessment takes about an hour, and is similar to the Occupational Therapy (OT) assessment often performed in public schools. It can be helpful in determining developmental issues that may be underlying academic and behavioral challenges. While the results will always be conveyed verbally and with brief notes, there may be a charge to parents for full narrative reports of these assessments.

In addition to assessments, Waldorf education offers two unique forms of support: the SUPPORT CIRCLE and the CHILD STUDY. These forms of support are usually called upon when it is felt that a child will benefit from an in-depth collaborative study which takes in the widest possible experiences and observations of all those connected with the child, at school and at home. A Support Circle and Child Study can occur at any time in the school year at the request of parents or teachers. Child Studies are conducted for pre-adolescent children only. All Support Circles and Child Studies are guided by professional rules of confidentiality.

The SUPPORT CIRCLE always includes the child's class teacher, the parents, the Educational Support coordinator or another member of the ESG, and any outside therapists or educational specialists working with the child. A parent may also invite anyone else who can contribute to a deeper understanding of the child, and can support the outcomes of the Support Circle. Each participant is invited to contribute his/her observations and wishes for the child for joint reflection. The Support Circle concludes with a timetable for proposed recommendations.

The CHILD STUDY is conducted in a faculty meeting, usually only with faculty members and, if possible, a doctor present. The Child Study is preceded by several days of intense observation and reflection by the entire faculty, and the study itself includes a detailed description of the child's physical being, speech patterns, movement style, and developmental history, as well as academic and social achievements and challenges. The Child Study concludes with recommendations, which are taken up by the parents, class teacher, and ESG.

Please contact Randi Stein at 586-1908, ext 126 if you have questions about any of these services.

- Written by the Educational Support Group

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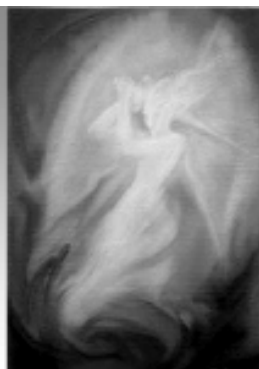
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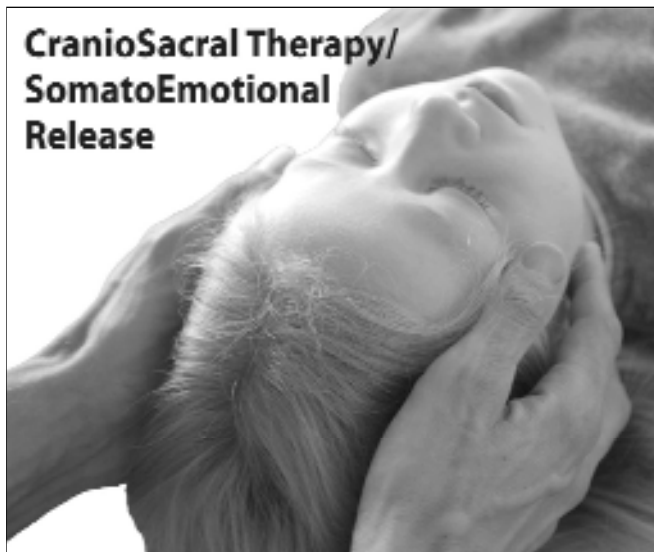
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- And many others



John Rollinson
D.Ed., CST-D

413/582-7832
oaktme@brn.net

John Rollinson is one of three fully certified practitioners in Massachusetts. John has trained and been certified through the highest levels with Dr. John Upledger, founder of the Upledger Institute for CranioSacral 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 14 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.

43 Center Street, Suite 201, Northampton, MA

GARDENING NOTES

Looking like a scene from one of her nursery puppet shows "Harvest Time on Grandpa's Farm," Elizabeth Moreland pulls strenuously on a root of bittersweet, but it "will not budge!" What is she doing? And who are all of those busy gardeners with her?

This year the Early Childhood teachers at Ben Smith are making a new sort of use of their Tuesday meeting time. Inspired by visions of an agricultural arts program that stretches from the elementary and high schools all the way down to our youngest (Cricket and nursery) children, these teachers have been preparing the old garden beds for a new future. This involves digging deep to unearth many years' worth of impacted root systems, shaking the good earth back into the garden, salvaging good bulbs for replanting, clipping shrubbery, raking leaves, and hauling debris to the compost pile. It also involves a lot of learning, especially for some. "Is this a keeper?" asks one grubby gardener holding a fist full of strangely bumpy roots aloft. "Yipes! Don't dig up the comfrey!" calls another, "I planted that years ago and it's always done well."

"There will be plenty of winter Tuesdays for our usual indoor meetings," they explain as they troop happily out with shovels, rakes, clippers and wheelbarrow for another "go" at the several gardens that surround their beloved Ben Smith. Recently some children from the afternoon nursery program have joined them.

And what are these teachers dreaming about as they toil away?

- Flowers for our classrooms, kitchen and hallways!
- Carrots, potatoes, and beets for our soup!
- An herb garden!
- Fruit trees!
- A laundry line!
- More Garden Faeries!
- Chickens!

What? Chickens at Ben Smith?! "Dream on!" you might say. But these teachers happen to work at a place where such dreams can actually come true.

The Early Childhood teachers recently met with the head of the Agricultural Arts Committee, Nicky Robb, not only to dream together but to make some concrete decisions that may well affect even the current school year. Very exciting for us all...

- Meg Fisher

NEW NURSERY AFTERNOON CLASS

For the first time ever, Hartsbrook is offering a Nursery Afternoon Class for those families wishing to



have their children stay until 3:00. Almost the entire Little Wren class stays on in the afternoon with one Robin's Nest child joining the group. The class is held in the Little Wren Room, making an easy transition from morning to afternoon.

We have spent a lot of time outdoors this fall, making pine cone necklaces, leaf crowns and walnut shell boats. We are currently planting tulip bulbs all around the play yard.

One favorite activity has been to help Amalie's father, Tom Joyce, and Tim McNerney saw new boards for a bench they are repairing in the play yard. The children have taken an interest in sanding the boards and learning a new word: sawdust. They delight in each new activity and are very much fun to be with!

- Jennifer Van Beckum and Sarah Shields



'TIS THE SEASON FOR GIVING continued

While many schools do work under the principle that they exist to benefit your child first and foremost, Waldorf schools have a wider intention and it is to all our betterment. Where else can you find a community of like-minded folks like this one? Where else can you have some very honest and heart-opening conversations that ask you to work harder or to take a different view on a daily basis? Where else can you be sure that folks around you are committed to many, many years together allowing you the chance to learn and grow as much as your child is able to? The choice I have made to join the Hartsbrook School extends beyond my own hopes for my children. It is about imagining a better world with more people in it that are connected to their hearts, that are full of glorious self-confidence and are guided by a view of the world that expands with everyone they meet.

Offering support to Hartsbrook allows me to show my children that even though I am not always in lock-step with all aspects of the school, I am fully committed to the faculty, staff, the work and the wonderful mission that is a Waldorf school. Donations made in honor of a teacher's work are a wonderful way to show appreciation for the tremendous amount of work he or

she does on a daily basis not only as a teacher to each child but also for the deep, rich life's work that they have embraced by becoming Waldorf teachers. Please take a moment this season to really wonder what it would be like to not have this choice for our children, their friends, ourselves – and even the world. This is our piece of the planet, right here, and we have a chance, a choice, to make a difference beyond ourselves by helping to ensure that Hartsbrook's mission can carry on with greater strength and a bit more wind under its wings.

- Beth Volkmann, parent and school volunteer

SUBMISSIONS TO THE WINDOW

All submissions to The Window should be emailed to jdefelice@hartsbrook.org. Please do not submit hand written documents. For more information please feel free to contact Jacqui DeFelice in the enrollment office at (413) 584-3198 or jdefelice@hartsbrook.org
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