

Over 25 Years of Waldorf Education  
in the Pioneer Valley

# The Window

WINTER 2009  
Seasonal Newsletter of The Hartsbrook School

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## UPCOMING EVENTS

OHC Workshop with  
Nicki Robb  
Feb. 28

FARM CAMP 2009  
WINTER SESSION:  
February 16-20  
SPRING SESSION:  
April 20-24  
SUMMER SESSIONS:  
June 22-26, June 29-July 3,  
July 6-10, July 13-17

## WELCOME TO HEATHER-BELL!

On a raw grey afternoon in late November, with children and teachers away from school celebrating Thanksgiving with their families, a livestock trailer came lumbering up the driveway at Hartsbrook. Inside was Heather-Bell, a pure-bred Jersey cow, arriving to begin a new chapter in her four young years as the newest addition to the school's Agricultural Arts Program.

Katia Clemmer and Brendan Holmes, owners of MistyBrook Farm in Hardwick, Mass. and the dairy farmers who had raised her from birth, coaxed her from the trailer and led her into her new barn – what a delight to see her move into this space so creatively re-worked by Alvin Hall and his team to become our new dairy barn. Some of the older goats from our goat herd had already been moved over to provide some four-legged companionship for this young cow as she adjusts to her new life away from her own herd; but what a run-around there was as Heather-Bell attempted to greet her new pals with a sniff and the goats just bolted in the other direction! With her nose to the wind, she quickly tracked down the cows in the neighboring fields and made her presence known with the slow lament of constant mooing!

It has been a long-held wish to see a milking cow join our Farmstead animals at Hartsbrook, to become a part of the Agricultural Arts Program. Thanks to a very generous donation from within our community, this dream has at last become a reality...

*continued on  
next page*



## EARLY CHILDHOOD ACTIVITIES



PHOTOS BY MEG FISHER-KRUGMAN



Everyone has been happily busy in the early childhood classes this past fall. Both of the nurseries and the afternoon kindergarden had a wonderful time with the lovely Indian corn which was donated by the Pratt Family, who own Astarte Farm. ■

### HEATHER-BELL continued

Our 6th grade students will become the first milkers and learn slowly over the winter months all that is involved in the daily care and milking of a Jersey cow. Working in pairs, the students will each spend a week, arriving very early in the morning before school starts; they will get to know Heather-Bell, winning her trust, as they slowly hone their milking skills. The products coming from her rich milk will be used by many of the grades as part of their Agricultural Arts studies – yoghurt, cheeses and butter will become rich realities for these students as they learn more about the wonderful properties of Jersey milk.

For now, Heather-Bell is being milked once every day and yielding a little over a gallon a day. She is in calf and will freshen in late May – but up until eight weeks before

she delivers her calf, we can enjoy her rich wonderful milk. Animals need three days to adjust to their new environment; the nature of a cow is to become very familiar with the individuals involved in her care and so she will slowly adjust to this new world and the people who are in it. So as the weeks progress Heather-Bell will continue to try and acquaint herself with the goats, and also to make her presence known to her distant brethren over on the other side of the road. ■

– Nicki Robb, Agricultural Arts Program Director



## 8TH GRADE STAINED GLASS/GEOMETRY



PHOTOS BY MARK GAMBLE



GEOMETRY again became a "hands-on" experience for the Hartsbrook 8th grade class while at the New Hampshire studio of stained glass sculptor Hans Schepker.

The studio was a-buzz with activity from morning until night. Through Mr. Schepker's inspirational teaching and the students' hard work, Platonic solids and hexahedrons were transformed from 2-Dimensional drawings into exciting 3-Dimensional creations. ■



# WELCOME TO NEW BOARD MEMBERS

*The Hartsbrook Board of Trustees welcomes new members Andy Moskovitz, Karen Romanowski and Natalie Reed Adams. Their commitment to serve the school and the vital professional skills they bring will help us to build on the strengths of our school, and to protect and care for Waldorf Education for future generations. – Elizabeth Sustick*

**ANDY MOSKOVITZ** - In September, at the Hartsbrook School Annual General Meeting, I was honored to be elected Chairman of the Board of Trustees. Having only been on the Board for one year, I was flattered, and a bit surprised to be asked by the faculty and the Board to serve in this important position. It is probably needless to say, but I am a passionate advocate of Waldorf education. But 11 years ago, I was completely unfamiliar with Waldorf schools.

At that time my wife, Heidi, was searching for a three day per week preschool for little Alex (now a ninth grader in our high school). The only three day preschool we found with reasonable proximity to our home was Hartsbrook. I thought the school was quaint and Elizabeth Mooreland was about as quaint a preschool teacher we could imagine. Little did I realize that Hartsbrook and the teachers had much greater depth of character than the superficial traits we first observed. Over the years I have become progressively more familiar with Waldorf Education. Now all three of our children, Alex, Eliana (7th grade) and Henry (3rd grade) are enrolled here. And it is our intention that all of our children will finish both their elementary and high school education here. The Hartsbrook School has profoundly changed our lives.

Our children have been exposed to concepts and disciplines in ways that engaged their minds and made learning fun. Some of the things they have learned about I never came across until adulthood. They have interests in areas, such as music and drama, that I am sure they would never have delved into if not for the exposure they received here. And personally, my life as an adult has been enhanced by the Hartsbrook community of teachers and parents. I am a better parent for my greater understanding child development. I am a better physician because of the insights I have gained into the human spirit. And finally, as a result of both, I am a better husband, and better member of our community.

**KAREN ROMANOWSKI** - Twenty years ago I found a book in an auction barn in Dover, DE written by Rudolf Steiner. The book was on agriculture. I then moved to Vermont where I met my yet-to-be husband, Dan Kaplan, who had a copy of the same book. Our connection to Waldorf education first came through our work in agriculture and then through our continued reading of Rudolf Steiner's works.

Our children started their education in the public schools. Despite our strong commitment to public education, we felt that our family values and the nurturing of our children's full selves were not being supported in that setting. It was the desire to have our children educated in body, mind and spirit that brought us to Hartsbrook, and has kept us at Hartsbrook, for the past five years.

I now work as both a registered nurse and a farmer. I was asked to join the Board this year and gladly accepted. There has never been a day where I have been at the school and not observed the unwavering hard work and commitment of the teachers at Hartsbrook. I would like very much to honor both the work of the teachers and staff at Hartsbrook and those who helped to start the school and bring it to where it is today by serving on the Board.

**NATALIE ADAMS** grew up in New York City near the Rudolf Steiner School but with little knowledge of the school. During her years at college, she learned about the work of Rudolf Steiner and Waldorf education. Directly after graduating, she went first to England to complete the Foundation Studies at Emerson College in preparation for the two-year teacher training at the Waldorf Pedagogical Seminar in Stuttgart, Germany. Returning to New York City, she became the first grade teacher at the Rudolf Steiner School.

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PHOTO BY LORI LYNN HOFFER

# FIRST ANNUAL HARVEST FESTIVAL



PHOTOS BY LORI LYNN HOFFER



Our first annual HARVEST FESTIVAL was a resounding success! The 3rd and 4th grades sang and danced for us on a beautiful crisp and sunny autumn day. The Homestead was surrounded by the bounty of the season... there was corn to grind, cider to press, animals to visit, and delicious food created by the 3rd and 4th grades from the harvested crops, ably served by the 7th grade. Many thanks to Mrs. Hopkins, Ms. Baudendistel, Ms. Damon and our agricultural arts leaders; Nicki Robb and Joanne Ducas. ■



# HOLIDAY FAIR 2008

PHOTOS BY CHIP WEEMS & LORI LYNN HOFFER



Words cannot truly express how GRATEFUL we all are to those who put in their time and energy in bringing us this wonderful Fair.

Cheers to you all and cheers especially to the Chairs – Beth Volkmann, Julia Agron and Sheryl Waxler. Your efforts and time are truly appreciated! ■



## ONE PARENT'S REFLECTIONS ON HER JOURNEY AT HARTSBROOK

By Kristen Hall

In the seventeen years that I have been at Hartsbrook with my three children, the school and the children have grown to young adulthood. Not long ago we celebrated the 25th anniversary, the creation of a high school, the building of the elementary school, sports teams and new playing field, and with these growth spurts, the accompanying growing pains befitting the efficient operation of a larger functioning organism.

People outside the community often question me about why I am here, assuming simply a choice of private school over public education. I try to explain: the liveliness and wonder, the constant creation of and presence of beauty to the senses, the family-like experience of the individual classes as they grow from first through eight grade, the environment of shared and seemingly endless talents, intelligence and ingenuity of parents, faculty and staff, the caring, the awareness of the natural world. The response I get often includes, "But that's not Reality!" Thus, I confess to being a devotee of the idea that reality is what you make it!

Three phrases from Eckehard Piening's Foundation Stone Verse float to the top of my mind when I try to distill the essence of my experience here:

"FERTILE SOIL": Something will grow in any soil - that is nature's way, and nature abhors a vacuum. But the symbiotic presence of many ingredients and creatures creates real fertility, where a lush community of growing things can flourish and nourish one another.

I spent six years of my early teens in a spiritual community where inner growth was chiseled, pounded and forced. Ego was to be destroyed and self-denial was paramount. I can say that the Self which is allowed to unfold and be harnessed in the presence of kindness, opportunity and beauty is a better, stronger

self, and I cannot begin to express my gratitude for the personal healing that has occurred vicariously as my children grow and thrive in this community.

"STEADFAST AND CLEAR": I feel this, not in the context of rules or doctrine, but rather as a compass bearing indicating the pole star, despite frightful gales or crosswinds which toss the ship around and meandering off the intended course. I have often reset my compass bearings simply by attending an assembly, or working on the grounds while the children sculpted, made music or threw their javelins. A chance morsel of wisdom, perhaps offered by a teacher, can quiet the confusion, clarify the instincts or shift the focus.

"COURAGE": I find here often a quiet and powerful courage; not the courage of adrenaline in crisis, but a daily manifestation of the courage to be an evolving human. I see it in the faculty all the time. I used to think that the Waldorf school faculty descended from another planet of *Übermenschen*. I've come to realize instead that they are extremely human and working on it every day, which takes courage! It takes courage to create a high school, to tackle caving or canoeing enthusiastically with a group of children when it's neither your passion nor forte. It takes courage to return and face a class or their parents when there is extreme unrest. It takes courage to find the means of learning and teaching eight years of curricula from simple math, through worlds of music and art, to physics and European history. I feel overwhelmed just writing it!

I am not a student of Anthroposophy. I have not yet overcome my knee-jerk fear of the potential trap of cerebral dogma. But from the bottom of my heart, I thank the faculty who have done the work, pointed the way, stayed the course and held the vision for us all. ■



PHOTO BY LORI LYNN HOFFER

*These transitional months provide a significant time for gratitude, reflection, and new progressive opportunities for our school community. This summer, after 18 years, Roberto Trostli—a much loved former class teacher, visionary/founder and current high school teacher will be moving with his family to begin a new adventure with a class at the Richmond [Virginia] Waldorf school. We wanted to celebrate his many contributions and to learn from his wisdom and perspective on high school education as we seek to build on the solid foundation that he, the faculty, and the founding families have laid. He graciously agreed to share his distilled thoughts during a recent interview.*

## HOW DID THE HIGH SCHOOL START?

We had a thriving elementary school. A group of parents and faculty got together to explore whether they could develop a contemporary, forward-looking Waldorf high school to further prepare these particular students in this particular valley to discover themselves and their ways of contributing to the world.

In preparation, I taught a foundations course for two years to a committed group of faculty and parents including: Tony Cape, Amy Freed, Thomas Heineman, Cherrie Latuner and Heide Zajonc. Through this weekly time together, we grew our own core faculty which would provide an anchor and foundation stone for the high school.

However, our initial vision for the school was more radical than we were comfortable implementing at the time. While the possibilities were exciting, both faculty and parents felt they had to prove alternative education successful by a measurable benchmark: whether the students were prepared for and could succeed in college or university. Now that our graduating students have proved they can get in to colleges and succeed, it may be time to revisit some of our initial ideas.

## WHAT WOULD YOU LIKE TO SEE?

1) Opportunities that lay the foundation for developing an active will so students can develop and express moral impulses. Schools, including ours, often inadvertently blunt the students' wills by having too many requirements and assignments.

2) Activities that develop student initiative and willingness to take more daring risks, and bring ideas to fruition. Initiative is much more important than compliance and is desperately needed in our world. Take homework. There's a huge difference between completing homework (however creatively) and taking the independent initiative to explore ideas or topics of personal interest. Steiner advocated developing students' ability to take initiative and follow through for the benefit of others.

In my classes I've tried to provide students opportunities to take on projects or to develop some aspect of their learning that speaks to them and stretches them. Our senior projects are also designed with these goals in mind. Unfortunately, initiative frequently gets crowded out by obligations or recreation. Valuing students' interests and courage to explore/bring ideas to fruition may be more important than the actual results.

3) More curriculum/elective choices for students in response to changing interests and needs.

4) Recognition of non-college options, and provision for additional needed educational supports.



## WHAT DO YOU FEEL THE HIGH SCHOOL NEEDS AT THIS TRANSITION POINT?

Not another founding figure or outside leadership. The leadership has to come from within, from discovering and harnessing the many gifts of those who are here – both students and faculty – and fully valuing and utilizing them. The challenge for all of us in new situations is to find and embrace the new so that we can bring what we have in the context of what's already there. That will allow us to meet the changing needs of our particular students and the world they will enter and contribute to.

To remain dynamic, the high school needs increased students' exposure to younger instructors. Steiner felt high school teachers should be in their late 20's to mid 30's – mentors who are old enough to be emulated and young enough to have energy and interests similar to the students. If that isn't possible in core faculty, we can employ more adjunct faculty and a continuous stream of new people to invigorate and challenge.

## WHAT DO YOU FEEL ARE THE STRENGTHS OF A WALDORF HIGH SCHOOL EDUCATION, AND AT HARTSBROOK?

Our students' strengths are many. They:

- Know the value of community. They've experienced it, helped create it, and take it into the world wherever they go, as Hartsbrook's first high school graduation speaker John Perkins who wrote *Confessions of an Economic Hit Man* noted.
- Possess an unusually strong sense of themselves, and recognize/accept their strengths and challenges.
- Retain an active thirst for learning and discovery.

- Are extremely comfortable with adults and recognize the benefits of working with and receiving guidance from them.
- Possess a coherent knowledge base and sense of how science, history, math, etc. fit together because of the interdisciplinary nature of the Waldorf curriculum.
- Think for themselves.
- Have the courage to walk to the beat of a different drummer.
- Balance self-expression with service to community.
- Recognize that the whole is bigger than the sum of its parts. Hartsbrook stresses the performing arts because what we do together through a play or a musical performance is so much more than an individual can express.

## WHAT LIES AHEAD FOR YOU?

Becoming a classroom teacher will again provide me with an opportunity to return to an arena where I have much to offer and more to learn. Temperamentally, the role of class teacher, who strives to be a Renaissance man—suits me. I hope to develop a deeper understanding of the students, the material, and the methodology so that I can more readily respond to the students' inner and deeper challenges. Being back in the elementary school will also ground my ongoing work in adult education/teacher training.

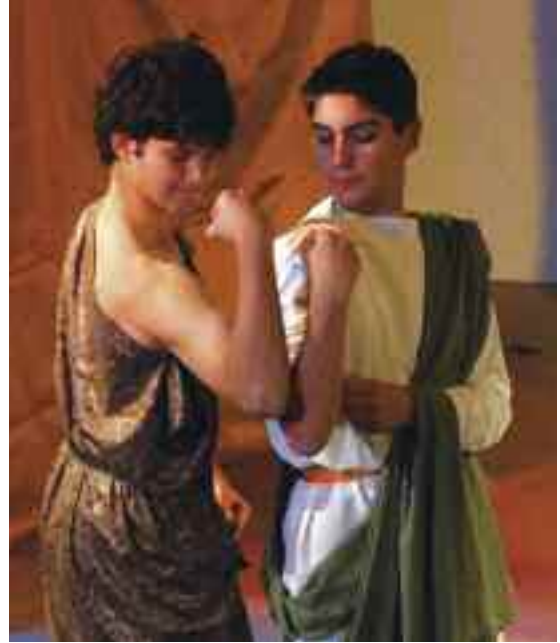
I look forward to moving to a school in an earlier stage of development and to meeting the situation as it is rather than how I think it could or should be. Moving will allow me to discover and reinvent myself without prior expectations and preconceptions and it will allow my wife to return to her family and roots.

We are grateful for the opportunities and blessings as part of the Hartsbrook community, and look forward to what lies ahead for all of us. Waldorf education at its best nourishes. It is dynamic, spirited, contemporary in the service of our students and our communities.

*The Hartsbrook community has been blessed by the Trostlis' vision, and active leadership in our midst these 18 years. We send them off next spring with great gratitude for their enduring friendship and legacy, and blessings for their future endeavors. ■*

PHOTOS BY CHIP WEEMS & LORI LYNN HOFFER





PHOTOS BY CHIP WEEMS

## THE BIRDS

Each 10th grade presents a play as part of its English Literature curriculum. This year the 10th grade play was *The Birds*, a comedy by Aristophanes. The 10th grade class presented the play in an abridged, modern translation, ably directed by their teacher Tony Cape. The costumes and incredible bird headdresses were crafted by 10th grade parent and artist, Margaret Evans. Barbara Rollinson, also a 10th grade parent choreographed the eurythmy/dance of the *Birds* and provided musical accompaniment along with Lisa Tucker and Beckie Markarian. Many other parents and faculty put in many hours to make this performance one to be remembered. ■



## ASTRONOMY



PHOTOS BY CHIP WEEMS

Cassandra LePouttre times the transit of the sun at Hartsbrook High School's new Exploration Dome ■

INTERNATIONAL PROGRAM by Lara Radysh

New Friends and New Experiences...traveling into Germany, France, Switzerland, Japan and Argentina...



Povl



Agathe



Eva



Tobias

PHOTOS BY HEIDE ZAJONC



Constance



Aurelia

Six International Exchange Students have taken an active role in life at Hartsbrook High this autumn. Whether in the classroom, on stage for a theatrical production, or during a playoff on the sports field, the international students do their very best. Each student also participates fully in all aspects of family life during their extended three to four month home-stays.

Eva Schwarz comes to us from Lausanne, Switzerland. From Berlin, Germany, we have Aurelia Ohlendorf. Povl Filip Sonne-Frederickson has joined us from Hannover, Germany. Tobias Biehl joined us from September through November 18th from Wittnau, Germany, where Kyle Pratt (10th grade) is currently on exchange. Constance Chaigneau joined our 12th grade from Paris, France. Our most recent arrival, Agathe Malardel, is from Paris, France. After the New Year one student from Germany, one from France, and one from Italy will join Hartsbrook.

Hartsbrook students are also making their way abroad as part of the exchange program. Maddy Cohen (12th grade) recently returned from her extended stay in Paris. In January, Colten McCormick (10th grade) will go off to Lausanne, Switzerland for three months. Cariel Klein (10th grade) will be going to Argentina to join a circus school sometime this spring. Hope is on the horizon for two or three of our tenth graders to travel to Japan, and one more to France.

It has been deeply rewarding to see so many successful exchanges take place, with new friends and new experiences in many corners of the world. ■

PHOTO BY CLIVE MEALEY



CONGRATULATIONS TO ELIZABETH MEALEY

Elizabeth Mealey, 11th grader, was a cash-winning finalist in the 2008 Ayn Rand Anthem Essay contest. The Ayn Rand Institute awards \$81,250 in cash prizes each year. Tens of thousands of students entered the Anthem competition and Elizabeth was placed within the top 60 places.

More information about the competition: [http://www.aynrand.org/site/PageServer?pagename=education\\_contests\\_index](http://www.aynrand.org/site/PageServer?pagename=education_contests_index) ■

## HIGH SCHOOL FIELD DAY/SPORTS



The High School started off the year with an exciting community-building day, working with ropes course and trust-fall activities at the Morse Hill Outdoor Education Center.



This past Fall the Hartsbrook School sports teams in soccer and field hockey had another fabulous season. The middle school soccer team finished the regular season undefeated with a record of 11-0. The High School Soccer Team finished the season with 10 wins, 2 loses and 2 ties. They ended the season with a nail-bitingly close championship game that went to a second set of penalty kicks, and ended with Hartsbrook having one less goal than their opponent! The field hockey team celebrated their second winning season. Congratulations to all team members!



PHOTOS BY CHIP WEEMS



ALUMNI DADS TURN 30! Nate Sustick, son of Elizabeth and Paul Sustick, and James Robb, son of Nicki Robb are shown here with their baby boys Henry and Raphael. ■

**SUBMISSIONS TO THE WINDOW**

All submissions to The Window should be emailed to [jdefelice@hartsbrook.org](mailto: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](mailto:jdefelice@hartsbrook.org)

Editor: Jacqui DeFelice • Design: Lori Lynn Hoffer

**NEXT DEADLINE: FEBRUARY 27, 2009**

There she met and became colleagues and friends with teachers later connected in different ways with the Hartsbrook School: Ekkehard Piening, Roberto Trostli and Patti Livingston. Natalie left the Rudolf Steiner School when she got married in 1985 and then began the life of a foreign service spouse. The family was stationed over the years in Thailand, Romania and Azerbaijan. Wherever there were opportunities to be involved in Waldorf education overseas, she took advantage of those opportunities.

Back in Washington, DC, she took on greater responsibility at the Washington Waldorf School as her children grew up. Initially she was a tutor and part-time teacher in the high school math and science program. Eventually she picked up a class in the sixth grade and, after finishing the eighth grade, accepted the newly created position of faculty chair, a position she currently holds. Natalie has also been involved on various WWS board committees, primarily focusing on development and finance, and has served on their board for the past six years.

Over the years she has kept a close enthusiastic connection to the Hartsbrook school, initially through Ekkehard and then through friends Heide Zajonc, Polly and Jan Kees Saltet, Roberto Trostli and while still in the area, Dr. Alicia Landman. She has served on the Hartsbrook board before and is looking forward very much to working closely with the school again. ■

**UPCOMING EVENTS:** VIENNESE BALL - Saturday, February 7, 7:00pm; HIGH SCHOOL MUSICAL PRODUCTION - March 5/6/7 & March 12/13/14; SPRING AUCTION - Saturday, April 4; MAY CELEBRATION - Friday, May 1, 1:00-3:00pm; HIGH SCHOOL COMMENCEMENT CEREMONY - Saturday, June 6



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- Stress related illness
- Emotional issues, nervousness
- Asthma and breathing problems
- Orthodontia
- And many others



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

**413/582-7632**  
[ouakree@bcn.net](mailto:ouakree@bcn.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 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 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**

## 1ST GRADE/8TH GRADE APPLE-PICKING



It was another great year for apple-picking at Small Ones Farm in Amherst. The first and eighth graders learned about the fruit and the orchards from Farmer Bob, and then all rushed off on a scavenger hunt to try to find one each of the many different varieties. There was lots of picking, lots of eating, and even some apple juggling. Sofia demonstrated how to eat apples while still hanging on the tree. The festivities finished up with joyous running through the fields, followed by delicious cider and donuts. ■



## 6TH GRADE TRAVELS

The cave was very dark  
and cold  
We were crawling all about,  
Outside it was so green,  
and gold;  
I was happy to be out.  
– Jesse Olson

Deep cave  
Little bat  
Sleeps hard  
Big dunes  
Made of sand  
Ocean laps at beach  
– Khalif Neville

Dark and gloomy caves  
Depressing wet and cold  
Small and tiny holes

Hot and sunny days  
Small crabs and shrimp  
are in puddles  
Left by high tides  
– Evan Bixby

Caving  
Dark damp murkiness  
Sidestepping cold light  
piercing  
The dripping wet clay  
– Jesse Newman

Caving  
Cold wet and tight  
Crawling through damp  
wet clay  
Water trickling  
– Elliot Weld

Cape Cod  
Sandy beaches with seagulls  
Flying across the bright  
blue sky  
Crabs scuttling about below  
– Elliot Weld

Cave  
Dark, damp  
Long, windy, unexpected turns  
Cold, rocky  
– Christina Strauss Kennedy

Cape Cod  
Windy Ocean  
Soft yellow sand  
Hard crab shells  
– Christina Strauss Kennedy

Obscure darkness  
Confining narrow tunnels  
Slimy mud covering  
sodden rocks  
– Tess Neill



Mrs. McWilliam and the 6th grade camped in Cape Cod for several glorious sunny days. Soon after they went on their caving fieldtrip. The class then illustrated and wrote poems about the dicotomy between the sunlight of the Cape and the darkness of the caves. ■

Rushing waves lap the sandy beaches  
The dunes stand tall in the sun  
Horizon and ocean meet  
– Tess Neill

Dark damp cave  
Cold murky water  
Flashlight piercing darkness  
– Olivia Lederman

The sun is rising over the ocean  
The wind whips my hair around  
The sun is shining no one's speaking  
The ocean is the only sound  
– Olivia Lederman

Caving  
Dark moist cave  
Freezing water flowing  
Cold mud and clay  
– Zeke Dolan



Cape Cod  
Darkened and green  
Entertaining, high  
reaching dunes  
Sandy waterfront  
– Zeke Dolan

Caving  
Gloomy swarthy cave  
Cold confining spaces  
Cramped and douse  
– Kyra Bleicher

Cape Cod  
Powerful salty ocean  
Its rolling waves lap the sand  
dunes  
A soft breeze blows  
– Kyra Bleicher

Narrow black cave  
Freezing water trickling  
Through jagged rocks  
and clay  
– Umi Keezing

Open sunny beach  
Salty ocean roaring  
Behind sandy dunes  
– Umi Keezing

Caving  
Dim, dusky, sullen  
Confining and lack of warmth  
Sodden and cramped  
– Zoe Noyes

Cape Cod  
Windy open spaces  
Sandy and salty air  
Soft and quiet noise  
– Zoe Noyes

Darkness and dampness  
Obscurity and murkiness  
Lurid misty and craggy  
– Will Harrison

Headlamps pierce the  
darkness  
Exposing slimy rocks and clay  
The freezing water is  
dripping  
– Myles Olmsted

We climb great dunes  
of sand  
Previously untouched  
Our prints are covered  
by winds  
– Myles Olmsted

AH... FOR THE LOVE OF CHOCOLAT



PHOTOS BY HEIDE ZAJONC

Students in Madame Zajonc's French 9 class tried their hand at constructing a three dimensional chocolate Eiffel Tower under the tutelage of French Master Pastry Chef Didier Voisin.

What lucky person had to clean up??? ■

*Clarity of Thought • Warmth of Heart • Strength of Purpose*

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School**

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WINTER 2009