



Over 25 Years of  
Waldorf Education  
in the Pioneer Valley

SUMMER 2010

# The Window

Seasonal Newsletter of The Hartsbrook School

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## UPCOMING EVENTS

- FIRST DAY OF  
SCHOOL**  
Wednesday, September 8
- ALL SCHOOL  
OPEN HOUSE**  
Saturday, October 16  
10am - noon
- VISITING DAY**  
Thursday, November 11
- HOLIDAY FAIR**  
Saturday, November 20

## HIGH SCHOOL GRADUATION 2010

"Waldorf is an education toward freedom. We want our students to become free human beings. Free human beings can see the world as it is, and look past convention and artifice. They feel moved to be agents of change in a world that loves the status quo.

Draw upon this education of head, heart, and hands, of thinking, feeling, and willing, and of loving. Take the love that this community has poured into you, and allow it to sustain you on your way. Seek the path ahead of you, step by step. Enjoy the journey!"

Chip Weems,  
Commencement Speech June 2010

*Congratulations...*



## COMMENCEMENT ADDRESS

By Cherrie Latuner

The background for these brief remarks is an article in the Autumn 2009 Research Bulletin for Waldorf Education entitled *"The Social Mission of Waldorf School Communities."* by Christopher Shaefer a former faculty member at Sunbridge College and founder and director of the Waldorf School Administration and Community Development Program. Mr. Shaefer makes this statement in his article: *"...in exercising the social mandate of Waldorf education, we are sowing the seeds for a new society."*

On this occasion, as is now customary, we celebrate not only these seniors, who are to be graduated this day, but also the community that has raised them. As the saying goes, which is so often repeated "It takes a village to raise a child."

For eight years now, the Hartsbrook School has realized Rudolf Steiner's intention for Waldorf education to be offered in a K through 12 school. His vision was for an education that would meet the developmental educational needs of a child through all phases of childhood and adolescence, up to the moment of crossing the threshold into adulthood. He never imagined that Waldorf education would be "finished" at eighth grade.

Even now, our own dear Arthur Zajonc, whose family helped found this school and its first elementary grades, is engaged in establishing a Waldorf educational program that continues beyond high school to studies at the university level.

But Waldorf education is a fragile enterprise, a hot-house flower, you might say, that can only flourish where there is a community that holds its values above all others, and those values, in Rudolf Steiner's words, are to raise children "so that they, as adults, can grow into the social, democratic, and spiritually free areas of life."

It is important to remember that the first Waldorf school was created amidst and as an antidote to a violent, destructive period of social turmoil and upheaval. And now, as then, the challenge of the Waldorf school is to resist the materialistic and cynical Sirens of the time and to commit to the development of children as human beings with innate capacities for love, compassion, and selfless dedication to each other. It takes a community of parents and teachers holding this ideal together to educate individuals capable of creating together a society that transcends good jobs and prosperous lifestyles.

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ANDREW HELLMUND



YOONJUNG JANG



STEPHANIE KELLOGG



ABIGAIL McCARTHY



ELIZABETH MEALEY



DANIEL MELCHIORRE



JOSIAH SMITH



NICOLAAS TEENSMA

## FAREWELL MISS MORELAND

By Meg Fisher

Ever since you told us that this was to be your last year of teaching at The Hartsbrook School, you have lived among us strangely magnified, like a moon come to the horizon. As we anticipate being without your light, you shine bigger and brighter to us now. The eager sound of your boots in the hall, your cheerful “good morning,” your kale simmering on the stove, your laugh in the kitchen – we have been treasuring these each day, even as the more profound loss of you dawns on us.

Elizabeth, at this public moment your Early Childhood colleagues acknowledge you for your joy in and reverence for the work you do. We acknowledge you for your deep dedication to the young child in a world where childhood itself is so at risk. We acknowledge you for your long commitment to The Hartsbrook School; you came when the school was four years old and have taught here for 25 years. You are the Wise Woman among us and the one we go to for all things anthroposophical. You speak with true heart intelligence. You have real interest in the other and a natural compassion for the human condition. You are warm and positive with the parents and children, and your southern charm lights up the Ben Smith kitchen every parent evening. Too, we acknowledge you for the magic of your classroom, something that seems to linger even after you’ve gone home for the day. Miss Mousie, who is certainly snuggled in one of your pockets right now, is a part of that magic. In honor of you both, I will tell a very short story.

When you’ve taught as long as Miss Moreland has, class room moments become stories which then become part of a legend and part of the master teacher’s aura. Here is one of my favorites, the story of how Miss Mousie rescued Miss Moreland.

As all of you know very well, nursery children are almost always as good as gold. They love each other and they love their teachers. They can hang up their own coats and put on their indoor shoes. They play nicely with their friends, and when someone knocks at the door of a house they’ve built, they say, Come in, come in! At Tidy Time they know where all of the toys belong and they can tidy up the classroom in the twinkling of an eye. They set a table with placemats, napkins, and cups. Inside they use their walking feet; outside they run like the wind. Nursery children are almost always as good as gold. But every once in a great while the nursery has a topsy-turvy day where everything is discombobulated and the nursery teacher finds herself with her hands on her hips, shaking her head at the children and saying something like, Harumpf!



It was on just such a day that Miss Mousie rescued Miss Moreland. It was story time, and the nursery children could not be quiet. They chattered and chattered and chattered away, while Miss Moreland and her story basket waited for them to be quiet. Finally Miss Moreland said, “Children, if you cannot be quiet for story time, we will not be able to go outside.” Most children were quiet then, but a few couldn’t quite put on the brakes in time. Oh dear. Twelve worried faces looked at Miss Moreland...would they really not be able to go outside?

Now as all teachers and parents know, it is never a good idea to box yourself in with an “If you don’t do as I say...” And Miss Moreland sensed the danger she was in even as the words were leaving her lips. A nursery teacher must always do what she says she will do; she cannot be wishy-washy or the class will be discombobulated every day.



LORI LYNN HOFFER



FLOWERS AND SMILING CHILDREN WERE FOUND IN GREAT ABUNDANCE AS MISS MORELAND AND MISS MOUSIE WERE ESCORTED TO THEIR GOOD-BYE CELEBRATION IN A BEAUTIFUL HORSE-DRAWN CARRIAGE.

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## MAY YOUR NEVER-FAILING TREASURY BE FILLED WITH BOUNDLESS STORES OF GRACE: BEEKEEPING AND THE CLASS OF 2010

By Katherine Glatter

On the last Friday in May, I was able to accompany and photograph this year's 8th Grade students during their final Agricultural Arts class.

It is customary for each Hartsbrook class to begin a study of Beekeeping with Nicki Robb in the fall of the 8th Grade year. Beekeeping is a complex art, combining ancient farming techniques and the science of keen observation with a deep understanding of what is natural to the bee. The beekeeper must become a steward of nature in order to reap the benefits of the hive in the form of that most sensuous and mysterious of substances, honey.

The weather on this particular day was the best of the week, not as hot as it had been earlier, but sunny with a slight breeze. The beginning of beekeeping class found the 14 students donning their bee-proof Tyvec suits. After this somewhat elaborate ritual, they followed Ms. Robb to the hives at the back of the campus. The 8th Graders were instructed to be as still and quiet as possible and to approach the hives only from the back in order to avoid interfering with the flight path of the bees. In groups of three or four, the students carefully removed the cinder block weights from the tops of the boxes. Having been taught to listen to the sound of the bees' humming in order to assess the mood of the hive, the teenagers were transformed from chatty and excited to quiet almost immediately. Next, they carefully pried up the frames to observe the combs: to see if there was honey, to observe its color and quality, and to notice if any chains had been created. After their observations were complete, the frames and boxes were put back in reverse order. A final "bee check" with a brush was performed on each student and the space-age suits were stripped off with happiness and relief.

Having never been near a living hive of honeybees, I was in a state of awe for the 45 minutes or so that we spent there. Time was suspended in the sunshine and whispering breeze of the morning. The frames oozed with a liquid, golden light. I was never afraid of being stung, but rather soothed by the hum and buzz all around us. Nicki stood in front of the boxes and I was astonished at the hundreds of bees flying halo-like around her, to and from the hives, both as if none of us existed, but also as if they were there simply for our pleasure and beholding.

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KATHARINE GLATTER

## EIGHTH GRADE ACTIVITIES



After I removed my own bee suit (I had flip flops on the entire time and couldn't use the protective foot portion of the suit), I spent some time in the Great Room looking over the class' final work displays – the material "honey" of 8 years of a Hartsbrook education.



I spent about an hour paging through Main Lesson books, poring over poems about the animals of Africa, reading about the properties of light and atmosphere, drinking in the splendor and colors of dozens of watercolor paintings, and admiring the wooden toys and handmade dolls. I was amazed at the material declaration of knowledge and beauty and at the incredible amount of industry that went in to each child's work. It is more than I can contain in my mind at once even now.

When I ventured back to join the class, they were gathered in the shade of a huge tree, listening dreamily to Ms. Robb. Once her lecture was complete, Niki asked the group which of Hartsbrook's resident farm animals they would most like to visit for the remainder of the time. The resounding answer was, to my surprise, "THE GOATS!" The 8th Graders rarely, if ever, have a chance to visit the animals during the school day and this was obviously a final gift from their teacher.



In the presence of the goats and our resident donkey, Francesca, the class was transformed from a group of sophisticated teenagers into young children again. I watched as their hearts lightened. Tenderness and joy overtook them as they fed, petted, and played with the goats and Francesca.

Hartsbrook's 8th Grade Class of 2010 had an educational path that was forged by not one, but three, different Class Teachers. This provided them with unusual and unforeseen challenges but also opportunities for flexibility and growth. Ultimately, the situation allowed the class to become intensely bonded to one another and to have a strong spirit of perseverance in the face external pressures. I thought about this during my final time together with them. This class did become a hive unto itself, as any of their teachers could tell you.

The day was certainly blessed and I knew it was a gift to be in their presence as a group for the last time. While I overreach to apply metaphors, I still have this wish for them: *May your days forever ooze with golden honey as you fly from the geometry and industry of your Hartsbrook hive and venture into whatever awaits you.*

# EIGHTH GRADE ACTIVITIES AND PROMOTION

## WHERE THEY ARE GOING NEXT...

Jane Holcomb, Violet Ita, Anna Kaplan, Sophia Raiffa and Anna Seterdahl will attend Amherst Regional High School. Ben O'Connor, Byron Poplawski and Samantha Weisenthal will attend Northampton High School. Clarissa Piccolo will attend Monadnock Waldorf High School. Eun Pyo Hong, Lucie Latuner, Eliana Moskovitz, Gabriel Voisin and Nora Yamazaki Heineman will attend Hartsbrook High School. **We wish all of them the best!**



LORI LYNN HOFFER

## FIFTH GRADE NEWS



The Fifth Grade culminated their school year magnificently displaying their knowledge, talent and verve reflecting their in-depth study of Greek myth and history! The cast of their play, *Perseus and Andromeda*, enthralled the audience with a dramatic and engaging retelling of how Perseus, with the aid of winged sandals, Hermes' sword and bravery, slays Medusa and wins the love and hand of Andromeda.

A beautiful end-of-May-day burst forth and surrounded the children as they competed with grace and skill at the Annual Greek Olympiad in Great Barrington. Joining other Waldorf schools from the Eastern states and Canada, our fifth grade students performed in such a way that even Zeus himself would be proud! Running, jumping, throwing, wrestling, twirling, hoisting, vaulting, laughing, smiling, clapping, cheering, singing, dancing ...  
What a gift of an experience for all!

- Beth Volkman



BETH VOLKMAN

## SIXTH GRADE TRIP TO MONTREAL

Each year Madame Corbiere takes the 6th grade class to visit Montreal as part of the french curriculum. Here 6th graders tell us about their favorite parts of the trip...



### DELICIOUS FOOD – Gaelen Hall

My favorite part of Montreal was the bakeries. You walk into a nice French bakery and see a row of glass cases filled with danishes, pain au chocolate, éclairs, cakes and many other sugar-loaded treats. It's pure heaven to any pastry lover. Like this one the bakeries are usually small with maybe ten or so, two or three person tables and a big glass window facing the street. A welcoming aroma of coffee and freshly baked goods fills the air. People are speaking in hushed voices and your stomach leads you to the counter. After agonizing between an apricotine and a raspberry danish you give your order to the person at the counter, pay and walk to a table with an extremely tasty looking raspberry danish. You open up the paper bag with a crinkle, take out your treasure and sink your teeth into its flaky crust. You think to yourself "savor it." About 30 seconds later you walk out of the shop feeling deeply satisfied.



### NOTRE DAME – Sophie Kaplan-Bucciarelli

My favorite part of our trip to Montreal was going to Notre Dame. Before you even step in the church the building is spectacular. Intricately designed lamps circle the grand entrance, while high above three figures gaze down, the Virgin Mary's head surrounded by a halo of stars. Stepping inside the heavy wooden doors, your eyes are immediately drawn to the amazing display at the far end of the church: a beautiful array of blues and purples, with the scene of the crucifixion in the center. Row after row of wooden pews with delicate carvings at the ends fill the church. To add to the splendor, two balconies with more pews tower over all. When you step into the small chapel behind, you see a more modern but still beautiful bronze relief sculpture of people passing through the three great hardships; birth, life and death. With a golden theme, the room has an air of relaxation and holiness. In the back of both great rooms, huge organs stand on a platform, the larger about 7,000 pipes. Notre Dame in Montreal is a beautiful and refreshing place to go, and I definitely recommend it to anyone who is visiting the exciting city of Montreal.



### CHINESE GARDENS – Nora Weber

I really liked the Chinese gardens. I walked in and I was immediately amazed! There was a large emerald green lake in the center with a waterfall running into it. At the top of the waterfall was a beautiful Chinese pagoda. There were quite a few Chinese pagodas scattered over the landscape. Our class learned how to do a little bit of brush-painting in one of the pagodas. It was very interesting. There was also a little gift shop where you could watch a man make things out of colored clay. He was so fast, and some of the things were so small! Overall the Chinese Gardens were very beautiful and I would highly recommend going there.



### THE BIODOME – Danté Radysh Bowman

On Thursday morning we woke up, ate breakfast and went to the Biodome. The Biodome is a large building that is shaped like a horse-shoe crab with its tail cut off. Inside there are four different biomes. The first one is a tropical forest with many different kinds of animals, birds, fish and reptiles. My favorite animal in that part was the monkeys. The monkeys were orange and only about 8 inches tall. The next biome was a temperate forest. All the animals were the same as we have here in Massachusetts. After that came the ocean biome. There were star fish, other kinds of fish and lots of birds. We also went underneath the top level and could see the fish through a glass window. The last biome was the arctic poles. There they had puffins, penguins and a couple of other kinds of birds. We spent a long time looking at the penguins. There were three different kinds of penguins that I can remember: the king penguin, the rock hopper and the macaroni penguin. While we were looking at the penguins, a worker at the Biodome came and fed them some fish. After the penguins we found ourselves back at the entrance of the Biodome where we ate lunch.

## JEWELRY MAKING CLASS

By Margaret Langdell

I consider myself very fortunate to have had the opportunity to work with the students at Hartsbrook. I appreciate any opportunity to work with teens. Unlike adults, they are more willing to take risks and try new things. Adults are often too cautious to make the great strides that high school students are capable of in the narrow window of a trimester. The students at Hartsbrook, though, have a distinct advantage over many other students I have worked with. They attend a school that values handicraft skills and provides them with some really unique experiences.

This year I was especially lucky. Several students stayed out of their "comfort zone" and really stretched themselves. They took chances, experienced some failures but also produced some exceptional work. It is this experience that teachers value, look forward to and treasure. It is such a pleasure to see talent be developed by someone as young as my students. I know that having gained some basic skills at such a young age, they will be able to master much more complex techniques in the future. I hope that they have the opportunity to do so. They certainly have the innate talent.



"Puberty" created in clay by 10th grader Eugenio Uriona.



HS French 9 students paid a visit to the younger children in Grade 2. Above, the children listen to Dunan Herman-Parks with rapt attention as he reads en francais and were delighted when Babar made an appearance in the form of rolled sugar cookies after the reading!

Ninth grader Noah Hellmund and sixth grader Danté Radysh Bowman play cello at the graduation ceremony.



HIGH SCHOOL MUSICAL • BOYS FROM SYRACUSE



CM - © 2010 CLIVE J. MEALEY

# FIELD DAY AND FINAL ASSEMBLY 2010



LORI LYNN HOFFER



See more Field Day and Final Assembly photos at: [www.waterlily.smugmug.com](http://www.waterlily.smugmug.com)



## CATHERINE BACHMAN GEES – A REFLECTION...

The art building at Smith had always held a sense of fascination for me. As one of the newer buildings on campus, it not only contained a bevy of modern classrooms and facilities that incited curiosity in even the least artistically minded of my friends, it also served as a shortcut from the center of campus to downtown Northampton, the walk through the atrium a welcome change from the stuffy classrooms and cluttered dorms. This was one of the reasons why I was so eager to take “The Book: Theory and Practice” an introduction to typography, letterpress printing and book design. Most of the other studios in the art building were unlocked, allowing visitors to wander freely, exploring as they wished, but for Room 212, a sign pasted to the door advised visitors against entering without express permission of the instructor or accompaniment of a student in the class. Coupled with the fact that the instructor was the legendary Barry Moser (who would probably balk if he knew I was writing this), the opportunity to explore this mysterious room with its poisonous lead type and dangerous presses was not one to pass up.

The first semester dealt with the basics of typography and letterpress printing, as well as trips to the Rare Book Room, and by winter break each of us had completed three projects, as well as a main-lesson-like book of our notes throughout the semester; a personal reference book, free of the lead-black fingerprints and ink smudge marks which seemed to follow us wherever we went. These assigned projects would be the foundation for the optional continuation into second semester, during which we were given free rein. “Do what ever project you want, these are your ideas,” Barry had said at the end of January. This was not something I had expected. Unsure of what to do, and knowing only that I wanted to end up with something that at least vaguely resembled a book come May, I tried to find a piece I wouldn’t mind staring at, spelling out by hand, letter by letter, then pouring over with a magnifying glass, for the next three months. For a project that would become so personal, my ‘Song of Myself’ (written senior year at Hartsbrook High School in 2006) seemed a natural choice, if a hesitant one. “Sure, I’ll probably never want to look at it again, but what else should I do?” I thought.

Every Monday, the members of the class, each of us working on our own project, would present what we had done on our own time. For some of us, myself included, the first six weeks of the semester yielded little to share as most of what I was doing was setting and proofing type. Only after spring break, and a particularly brutal fifteen-hour marathon session of printing, did I have the real beginnings of an actual physical product. By this point, I had begun to hate my project and deeply regretted what I considered to be my rash decision in January. The words no longer held the same meaning for me, and instead of the polished finished product I had hoped for, I found myself looking at a stack of paper upon which were printed words that now seemed insignificant, infantile and amateur.

Only when I began to bind the books (after agonizing over which color paper to use for a cover and fly sheet, which way would be the most efficient way to sew the sections together, and then how to attach the text block to the cover itself),

did I finally begin to feel proud of what I had accomplished. In fourteen short weeks I had designed a book, and not just any book, but one of which I was the reluctant author and illustrator. The assignment Mrs. Latuner had set for us almost four years ago had come full circle for me.

Even though I was the architect of every step it took to reach the final product (or perhaps simply because of this reason), I still feel an immense sense of accomplishment when I pick up and look through my book; typos, mistakes, imperfect printing and all its other flaws, it’s still mine; those are my words on the page, and I made every one of them.



## ... A TEACHER’S PERSPECTIVE

The privilege of a teacher is to come close to a student’s heart and mind through his or her work. The privilege of a Literature or Creative Writing teacher is to arrive at this sacred destination by way of the student’s private voice. So, it is with a kind of reverence that I approach the opening Literature block of the high school senior year, the year we study the American Transcendentalists, those first famous American writers whose voices distinguished us forever from our Continental heritage. We study those writers’ embodiment of

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## THE CLASS OF 2006

- Collected by Rosie Pearson, class of 2006 parent

June 12, 2010 marked the fifth graduation ceremony for Hartsbrook High School. Hartsbrook's first high school graduating class, the Class of 2006, have put five years of "life after Hartsbrook" under their belts. Some of them donned college caps and gowns this May and June; some are already involved in the work world. Read on for a current look at all the members of Hartsbrook's pioneer high school class.

### Dana Wolfson

*Bennington College, Visual Arts and Environmental Studies, Graduation: 2011*

I attended Pratt Institute in Brooklyn NY for about six weeks and found that it was not the place for me. The second semester of that school year I went to Thailand with a program called GlobalQuest. I came to Bennington College in Fall 2007 and have been here since then. At Bennington we have a seven-week period between our semesters called Field Work Term. During this time all students participate in internships and volunteer positions that somehow relate to their educational goals. I have spent the past three Field Work Terms in the San Francisco Bay Area: 1–Berkeley Unified School District's Garden and Cooking Education Program. 2–San Francisco Center for the Book (letterpress and book arts center), and Mimi Robinson Design (an industrial designer who also does non-profit economic development with artisans all over the world). 3–La Cocina – San Francisco's first "kitchen incubator" whose mission is to cultivate low-income food entrepreneurs as they formalize and grow their businesses

### Eleni Dines

*Prescott College, Psychology with an emphasis in Equine-Facilitated Mental Health, Graduation: 2011*

I worked at Muddy Brook Farm in Amherst after Hartsbrook, followed by a year of wwoofing (World Wide Opportunities on Organic Farms) in New Zealand. For the last three years I have been enrolled at Prescott College in Arizona.

### Kimberlee Lynne Zacek

*Hartford Art School, University of Hartford, Graduation: 2010 B.F.A. Illustration/minor in Art History, summa cum laude*

Winning the college's Senior Prize earlier this year gave me the opportunity to illustrate my first children's book, *The Frog and the Mouse*, written by Dr. John Feierabend. It will be published in early 2011. Most recently, I have been accepted into the Master of Fine Arts in Writing for Children program at the Eric Carle Museum in Amherst, a collaboration between the Carle and Simmons College in Boston.

### Peter Federman

*Tufts University, Graduation: 2010 with Civic Honors for community service and engagement. B.A. Child Development with a minor in Communications and Media Studies*

During my time at Tufts, I was the Volunteer Coordinator for Jumpstart, a children's literacy program, helped start a chapter of a national organization called Peace Games that teaches cooperative games to school age children, and

served as Secretary and Treasurer for the Zeta Psi fraternity. I also worked in internships at the Boston Museum of Science, Franklin Park Zoo, and IDL Systems, Inc.

I just moved to Brooklyn and am working as the Marketing Director for the Strat-O-Matic Game Co., a fantasy sports company whose game is in the Baseball Hall of Fame and has been recognized by many prominent sports figures, writers, and organizations as one of the originators of the fantasy sports industry.

### Hana Keys

*Oberlin University, Graduation: 2010 B.A. with a double major in Biology and Environmental Studies*

I will soon be moving to Hawaii, job unknown as yet.

### Fiona Purdon

*Oberlin University, Comparative Literature with a concentration in French, Graduation: Autumn 2010*

I spent last spring studying cross-cultural issues in Marseilles, France and Fez, Morocco.

### Ivan Reynolds

*Westfield State College, Criminal Justice, Graduation: August 2010*

After high school I was in school in North Carolina at Belmont Abbey College. After a year and a half I transferred to Westfield State College and lived at home in Hadley. With my parents working in Long Island, NY, I was at home taking care of the house and the pets and commuting to school. This summer I am living in Washington DC and interning with an agency called CentorNia that works with inner city and low income kids of all ages. I will be working with 4th graders and helping with the summer programming, chaperoning on field trips, and helping with school work.

### Gabriel Smith

*Salve Regina 2000 and UMass Amherst, Business 2001*

I attended my first semester of freshman year at Salve and my second semester at UMass, then dropped out after one year and have been working at Paul and Elizabeth's in Northampton (where I currently live) as a baker and cook ever since. This past summer I traveled in South America.

### Kassie Pearson-Pomerantz

*Clark University, Graduation: 2010 summa cum laude B.A. in French with an informal concentration in Gender Studies*

I spent my junior year living and studying in beautiful Dijon, France and am currently planning a move to Austin, Texas.

### Ananda Triulzi

*Haverford College, Graduation: 2010 B.A. Growth and Structure of Cities with an informal concentration on Post-Colonial and Developing Cities*

My school career included a semester at the University of Ghana in Accra, Ghana, as well as travel in Europe and China. I am currently in Kona, Hawaii, living with a family as an au pair to a little boy who goes to the Waldorf charter school here. This is a time for me to figure out the next step.

# FIRST GRADUATING CLASS

## **Kait Howard**

*Bennington College, Graduation: 2010  
B.A. Comparative Literature*

I spent my time at Bennington studying Comparative Literature, and some French and Visual Art. This past year, I worked on a critical thesis on Flannery O'Connor's short stories and her novel, *Wise Blood*. I had a few interesting internships during Bennington's winter Field Work Terms. Last winter I interned at the Daily Hampshire Gazette, where I was able to write several news stories that were published in the paper. I have also interned at AGNI, the literary review in Boston, and at Paper Magazine in New York. I'm currently back in Northampton, but I'm hoping to find a job in New York City. I remember the year I spent at Hartsbrook fondly, and I hope that my teachers and my classmates are all doing well.

## **Brian Mariani**

*Green Mountain College, Business, September 2006–  
May 2008*

During my two years at Green Mountain, I played for the varsity soccer and basketball programs as well as worked towards a Business degree. During my sophomore year, my basketball team won the D3 Independent Tournament. After two years in a small town in the middle of Vermont, I was ready to move on to the big city. I moved to Boston where I got a job at Gentle Giant Moving Company. I have now been there full time for just over two years and have greatly enjoyed my experience of working a hard labor job while at the same time having the pleasure of working for an innovative company. I have learned how to handle customer relations under one of life's toughest situations: "moving." I have also learned to drive trucks and have taken trips up and down the East Coast. It has been an exciting springtime for me because along with being very busy with work, I have been re-applying to schools for the fall. I have recently been accepted at Rutgers University in New Brunswick, NJ, and UMass Amherst. I am very excited about both and have not committed to either yet although the thought of being a Scarlett Knight this fall is very tempting. During the next few years I hope to complete my business degree and work towards internships and jobs after which I intend to go back for my MBA.

## **Catherine Bachman Gees**

*Smith College, Graduation 2010 B.A. English Language and Literature with a minor in German Studies and a concentration in Studio Arts*

The past four years have been very eventful for Catherine Bachman Gees. After traveling over the bridge to attend Smith College, she decided to travel a bit further from home and spent a year studying at the University of Hamburg in Germany. At Smith she was invited to be a member of Delta Phi Alpha, the German National Honor Society. In addition to furthering her studies in art, writing, and languages this fall, she hopes to continue her adventures around the world by teaching English as a foreign language.

## **Will Edmonstone**

*Hampshire College, Concentration In American Studies With A Focus In US Literature And Visual Studies*

After graduating from Hartsbrook I spent two years working and traveling throughout the U.S. I spent most of my time in Florida, New Mexico, Hawaii, California and the Berkshires. Afterwards, I moved to Boston where I worked and took night classes. I enrolled at Hampshire in 2008.

## **CHERRIE LATUNER/CATHERINE GEES**

American Transcendentalists, those first famous American writers whose voices distinguished us forever from our Continental heritage. We study those writers' embodiment of idealism, individualism, and cosmic sense of community, try to understand their place in history, and explore our relationship to them from a national, but also from a personal standpoint. Do we think and speak and dream like Americans? What does that mean? What is the quality of our thinking, speaking, dreaming?

Throughout a student's literary career at Hartsbrook high school, we practice thinking, speaking, and writing in imitation of famous authors. So much is revealed in these exercises. For a moment we enter into the mindset of an "other," take on another culture and epoch, speak from another point of view. When we enter into the style of Emerson, or Thoreau, or Whitman in 12th grade, the cultural/generational divide begins to blur. Especially when we write like Whitman, we feel we are writing with our own blood in our veins, our own voice in our mouth. That is why, year after year, I have come to expect a kind of miracle at the end of the Transcendentalists block, when students are assigned to write a personal "Song of Myself" in the style of Whitman, with all his rhetorical devices and flagrant, all-encompassing humanity. What results is never a slavish copying of Whitman. Instead, each student arrives at nothing less than a personal manifesto, a lyrical document that captures—while sounding every bit like Whitman—the student's own particular personal voice, perspective, and outlook: what lies within his or her heart, what would be made manifest in his or her dreams. It is nothing less than a statement of who the student is at his or her core.

Catherine's class was the first 12th grade at Hartsbrook, the first class to whom I gave this innocent assignment that was to produce such revealing results. I collected those poems in a pamphlet for them to share: snapshots of each other in their most articulate guise, snapshots of their wide-open, forward looking hearts, of their clear vision and dreams for a better world in which they would have an active part. To see that Catherine has chosen her "Song of Myself" for this course at Smith confirms the authenticity of this work for her, and the lasting truth of its vision: she has revised it with the now greater power of expression she has grown into as a college senior, but with its original truths at its core. It's the perfect work to be honored by her work with Barry Moser, whose artistry also honors our highest ideals. Thank you, Catherine, for returning to share this work with us.

- Cherrie Latuner

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*Every effort has been made to acknowledge each of your gifts. If we have omitted your name please accept our apologies and let us know so we can correct our mistake. Lara McCallum, 413.586.1908 x106, Imccallum@hartsbrook.org.*

## COMMENCEMENT ADDRESS

In Steiner's words in the early 1900s, "...brotherliness, fraternity, in economic life as it has to be striven for in the future, can only arise in human souls if education after the fifteenth year works consciously toward universal human love."

Recently, we have heard inquiries from lower school families: How is the high school an extension of the education in the grades? And, Is the high school Anthroposophical? These are wonderful questions, ones that will help us engage in a meaningful dialogue with the community, for the essence of Anthroposophy lies simply and profoundly in a living attitude and orientation toward the child. When we teachers say we work out of Anthroposophy, we are saying we choose to regard the child as being in the process of becoming fully human, a spiritual activity that can be supported by the teacher, the curriculum, and the environment. Christopher Schaefer says that if the work of Waldorf early childhood programs is to foster "proper imitation" and that the elementary grades cultivate a "proper sense for natural authority," then the work of the high school is to develop "a sense for human love, for the beauty and grandeur of nature, and for the magnitude and diversity of the human enterprise." This work springs not from bells and whistles, and not necessarily from methods and strategies, but always from a careful placement of emphasis on healthy direct experience, on encounters with what is most wondrous in the materially observable world and with what is most noble in the strivings of human experience. A community of teachers and parents can aid and allow such an educational activity to unfold, or can thwart it, resulting in children who are estranged from their rightful orientation toward the healthy and the good. This coming year, the high school will be committed to bringing the community into greater partnership in our shared goals. There is education to be done, and insight and understanding to be pursued, so that we may support each other in our work to answer the goal of conscious communities to educate children not simply for higher purposes, but for their highest.

The Hartsbrook High School would like to announce the establishment of the High School Advisory Group, whose mission will be the following:

- To explore and implement strategies for healthy high school enrollment in 2011-12 and beyond.
- To increase understanding and appreciation of the high school throughout the school community.
- To increase community involvement in the growth of the high school.

On behalf of the High School, I welcome all members of the Hartsbrook community who may have an interest in this group to contact me at [clatuner@hartsbrook.org](mailto:clatuner@hartsbrook.org). There will be opportunities for direct and supporting involvement.

## MISS MORELAND

On the other hand, oh, how the children needed to go outside and play, and what good children they really and truly were! What was she to do?!

Just then a tiny little mouse-face peeked out of Miss Moreland's apron pocket. It was Miss Mousie, who lives there. Miss Mousie scampered up to Miss Moreland's ear and whispered something. What could it be? Twelve hopeful faces looked at Miss Mousie and then at Miss Moreland.

Children, said Miss Moreland, Miss Mousie has something to say. She says that it is such a lovely day that it would be a shame if the children could not go outside and play. She also says Look! How quiet the children are right now! Miss Moreland turned and looked at the children, just as Miss Mousie had asked her to do, and it was true. There were her dear children, as good as gold. Miss Mousie is right, said Miss Moreland. We do all need to go outside and play. Twelve joyful faces beamed. And after story time outside they did go.

It is just such stories that have given Miss Mousie a tiny teacher-mouse-aura all her own. Children often bring her tiny gifts: a pinecone, a berry, a stone. It is their thank you for a happy ending to each nursery day.

The greater story also has a happy ending. Miss Moreland and Miss Mousie, though surrounded by the beautiful flower gardens of retirement, will not be far away from the Hartsbrook School. They will continue to mentor less experienced Early Childhood teachers and participate in regular study groups. Miss Moreland will be also be active at festivals, playing in her lyre group for the Advent Garden and taking a lead role in the marionette show. There will be many more years in which both children and grown-ups will come running across the Hartsbrook fields, arms outstretched, to embrace her.



MARIE DOMINIQUE CORBIERE



## summer 2010

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