



Green Meadow Waldorf School

The Bulletin

November/December 2016



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Development Office

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The Bulletin

Green Meadow Waldorf School

We invite readers to submit articles for consideration that relate to school activities and events. Green Meadow reserves editorial rights, including the right to reject any material it deems unsuitable for publication.

The Green Meadow Bulletin Committee is composed of Daniel Bieber, Raoul Cansino, Harlan Gilbert, Vicki Larson, Melissa McDonagh, and Vanessa Lee, *Editor*. Meetings are open; please contact the Bulletin Coordinator at bulletincoordinator@gmws.org if you wish to attend.

Guidelines for Bulletin submissions

All submissions are due by the deadline, emailed to bulletincoordinator@gmws.org. We will do our best to include your submission; however, due to space constraints, we may not always be able to include all items.

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The next issue of The Bulletin is the January/February 2017 issue and will be distributed: Monday, January 2

All submissions are due by 3pm: Friday, December 2

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Transforming Education

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Journeys

Bill Pernice, Pedagogical Administrator

As you open up this issue of *The Bulletin* and explore the articles, you will travel from the shores of Greenland in the Arctic, to the islands of the Maldives near the equator, to the wild bluffs of Hermit Island in Maine, to the vibrant city of Buenos Aires, Argentina, and back again to the streets of Spring Valley, then south to Chestnut Ridge to celebrate the Mexican tradition of Día de los muertos. We are truly in the midst of an educational community that spans the globe. I am continually impressed by the amazing people that make up the Green Meadow community, and for all their contributions to the worldwide community we call Earth. I urge you to take the time to read about the many journeys of our faculty, students, and alumni.

Zaria Forman graduated from Green Meadow in 2001 and her exposé and body of artwork that reflect the effect of climate change on the flat islands of the Maldives and the ice fjords of Greenland is a moving and insightful piece. If you get a chance, Google her to see some of her amazing artwork chronicling the changing landscapes of fragile places on the earth.

High School History Teacher Christian Davis' piece on the Twelfth Grade trip to Hermit Island shows us how being in nature, stepping out from being plugged in to our fast-paced, metro-area life and studying the zoology of the tide pools and the beautiful surroundings, can be a transformative experience for our seniors. The article closes with the thoughts of some of the seniors who spent two hours sitting alone in nature. There are also contributions by seniors Emily Lauer and Allison Rini on their experiences of the trip.

Finally, Eighth Grade class teacher, Elizabeth Hall, was invited to the International Symposium on Early Education in Buenos Aires, which took place in late August. There she represented Waldorf early childhood education and presented to the Argentine Ministry of Education, as well as teachers and policymakers from across the country, as they explore how they are going to move forward with the education of their youngest children.

I hope that by now you have gotten a chance to look at our newly designed website. If not, please go to gmws.org and check out some of the videos that are posted about our school and Waldorf Education. The

videos can be found on each of these pages under the "Curriculum" tab: The Waldorf Difference, Early Childhood, Lower School, and High School. We are grateful to everyone who helped bring those videos to life.

As daylight is waning for those of us living in the northern hemisphere, I would like to take this opportunity to wish everyone a joyous and love-filled time with family and friends during the upcoming Thanksgiving holiday. ●



Seniors at Hermit Island. Image courtesy of Christian Davis.

International Symposium on Early Education in Buenos Aires, Argentina

Elizabeth Hall, Eighth Grade Class Teacher

I had just arrived home from my vacation in the Pacific Northwest when I received a mysterious email. The Argentine Ministry of Education was hosting a symposium on early childhood education and wanted me to attend. I replied to the email, and found out that this was not just a conference, but a gathering of all 24 of the provincial education ministers to discuss different models of early childhood education in order to begin offering government-supported programs for children beginning at age three. Montessori, Reggio Emilia, and other models were going to be represented, and the organizers wanted Waldorf to be a part of the conversation. The conference was to take place from August 31 to September 2 in Buenos Aires.

It took a few more emails to make sure that this wasn't a mistake, as I am a middle school specialist. When it became clear that the organizers wanted me to be there, I approached my school community, and through the goodwill of my colleagues, was relieved of some of my responsibilities so that I could make the journey. My airfare, lodging, and meals would all be paid for by the Argentine government.

I arrived in Buenos Aires on the morning of August 31, and after checking into my hotel, did some sightseeing in the neighborhood. The hotel was located in the vibrant area of Recoleta, which is home to a large university, many museums, and the famous cemetery where Eva Perón is interred. Also located there is a monument in honor of Domingo Faustino Sarmiento, one of the country's early presidents, who was a champion for education for all Argentines. After his presidency, he took up various roles in education, including serving as Minister of Education. Under his guidance, he



Some of the sites in Buenos Aires, Argentina, clockwise from top: the Jewish Museum; Teatro Colón; Eva Perón's tomb. Images courtesy of Elizabeth Hall.

was able to pass legislation that allowed for free, mandatory schooling (separate from religion) for all children in the country.

Sarmiento continues to be an inspiration to those in the Argentine government to this day, but his dream of universal education has encountered

some challenges in the years since his tenure. The country is very large, with many indigenous languages and folkways to accommodate, as well as many immigrant populations. As in the United States, there are also serious issues of equality in the schools, for many areas struggle with

continues on page 5



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Continued from page 3

poverty and isolation. At one point, when the representatives from the provinces were separating into groups, I remembered that this is a country that ranges from the Pampas to the Andes to the southern reaches of Tierra del Fuego! Because of this, the current administration wants to put more effort into education, and to begin with early education, in the hopes that with early intervention, all children will start the elementary years on a more even playing field.

The evening I arrived, I attended a reception where representatives from the Ministry, from UNICEF, and from the other educational models introduced themselves and prepared for the next days of meetings. The following day was a full day of presentations, before a crowd of over 600 people. The Minister of Education opened (and was greeted with the entrance of the teachers' union, who mounted a short but vocal demonstration that peacefully dissipated after his speech) and then the issues were laid out, the timeline was given, and the task explained. The next day, the representatives of the different educational models (this was my group, so I sometimes refer to this group as "us") took time to explain the basic character of our different systems, and to answer questions. Then, the regional representatives met together for a time, after which a working group was selected to collaborate with us about logistics, needs for teacher training, and other questions of implementation.

At this point, I am not sure if any of the models will be taken up in their entirety, but I believe that some of the qualities of each may find their way into the final plan. Knowing this, I stressed the need for the young child to have time for self-initiated play, with natural, open-ended materials (like boards and sticks). I spoke about how a classroom best serves the child if it is ordered and beautiful, and if the child feels responsible for the space. I asked that the schedule be rhythmic, but not rushed, and led by adults who are worthy of the child's wish to imitate. I spoke about the importance of the



Tourism in Buenos Aires, Argentina, often features representations of the Argentine-born Pope Francis. Image courtesy of Elizabeth Hall.

arts, and how storytelling, puppetry, music, drawing, painting, and drama were all important parts of an early childhood program. Finally, I stressed again the importance of play: how this is not just a way to pass the time but a way to develop and exercise valuable capacities of negotiating, planning, creative flexibility, social flexibility, being able to control one's impulses, and role playing. I said that self-initiated play is the most challenging, and in some ways, the most difficult to maintain in the classroom, but the most economical way to challenge children in these key areas at this age. This message seemed to resonate well with the statesmen (who were mostly women) and I have great hope for the project.

The trip was a whirlwind. I was back at my front door on Sunday, September 4 (with an 11-hour flight and a time zone difference in between, not to mention going from late winter to late summer!) but I was able to see the symphony (and Joshua Bell) at the beautiful Teatro Colón, tour the downtown (La Casa Rosada), the antiques shops of

San Telmo, and the colorful houses of La Boca. Some of our meetings were held in the area of Palermo, which has a little bit of a Brooklyn feeling, while others were in palatial buildings in the downtown area. I only had glimpses of the majestic Río de la Plata, which at Buenos Aires is the widest estuary in the world, but they were enough for me to be impressed by its grandeur. I did visit Puerto Madero, which includes one of the many parks along this estuary where the wetlands are protected.

I would love to return to this amazing city, to visit its many neighborhoods, Waldorf schools, and parks, and of course, to see more of this country with such extremes: from Martín Fierro, the famous Gaucho of literature, to Sarmiento, the early believer in education for all Argentines, from the Pampas to the Andes, to the Straits of Magellan—so much to see! And, we shall see what the government is able to do with this project, in the year of its 200th anniversary (Argentina won its independence in 1816) as it works with its education system in the nursery and kindergarten years. ■●

The Heart of Waldorf Education

Raoul Cansino, Service Learning Chair

When this *Bulletin* appears, our nation will be on the cusp of making the momentous decision about who will serve as our next president, the most powerful official in the most powerful government in the world. Whomever we choose, let's hope that person will take the idea of **servicing** to heart. Otherwise, we in the US and the world may have a very long four years ahead of us!

Although "service" may sometimes seem like it's foreign to the vocabulary of our politicians, it has been at the core of Waldorf Education since the very beginning. After all, when Rudolf Steiner founded the first Waldorf School in Stuttgart in 1919, Germany was undergoing a period of severe economic distress and social upheaval in the wake of the "Great War," and the creation of the school itself was a selfless deed of service to the children of the workers in Emil Molt's cigarette factory. But, as his talks with the teachers of that first school make clear, Steiner had an even grander vision of the Waldorf School—as "an actual cultural deed in order to achieve a renewal of our spiritual life in the present." Johannes Tautz describes the new school as "not a private school...but a school for humanity, whose students then are to bring new impulses into the general cultural process." (Tautz, *The Founding of the First Waldorf School in Stuttgart*, AWSNA Publications, 2011). The founding itself was conceived as an act of service.

Last spring, AWSNA (the Association of Waldorf Schools of North America) finished a four-year labor of describing the "core principles" of Waldorf education. Core principle number two (out of seven) recognizes the centrality of service in educating children for their future tasks in life:

Waldorf schools foster social renewal by cultivating human capacities in service to the individual and society.

Waldorf schools foster development so that, throughout life, individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others. The educational program is designed to strengthen these fundamental human capacities in our students.

As AWSNA's formulation makes clear, service calls on the whole human being—head, heart and hands—and, crucially, service cultivates connection between the one doing the service and the one being served.

How do we strive to put this principle into action at Green Meadow? For a good decade or more, the school has had a faculty service committee to help facilitate the numerous service actions that our students carry out. This year, for the first time, the members of this committee have taken on their own "portfolios" and will be encouraging student initiatives in specific grades—Jordan Seavey in the High School and Maria Fitzgerald in grades six to eight, while Chieh de Jong has offered to help with the lower grades. I will shepherd many of our long-standing service activities (the Midnight and Breakfast Runs, Safe Haven meals for Helping Hands, the Neighbor-to-Neighbor Gardening Program, and the Homeless-for-a-Night fundraiser). Fernando Lopez is a frequent pinch hitter for the committee, jumping in to help wherever he is needed. While the five of us make a good core group for working on service projects with teachers and children, interested parents are invited to join us, and new ideas for service are always welcome.

In the service committee, we've been developing our understanding of "service learning," an approach to service, which, as the name implies, connects what the children learn in the classroom with helping actions they carry out beyond its four walls. More and more, we will be looking for ways our children can employ the skills and knowledge they gain in

school outside, in the "real world," wherever they see the need for change. The "hands-on," experiential lessons our students will have in such service actions are potentially a mighty enhancement of their in-school learning.

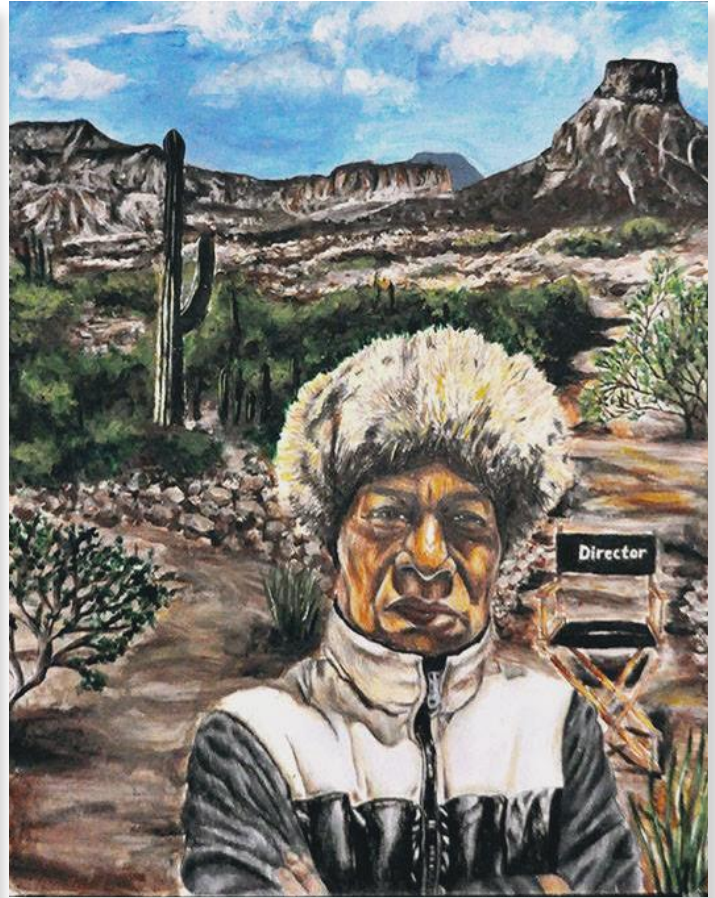
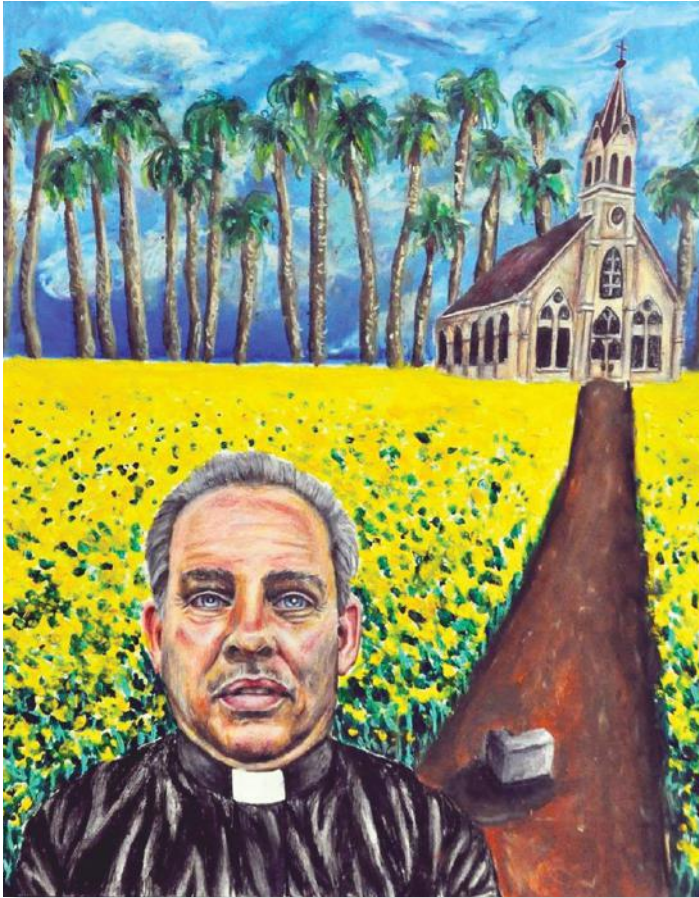
The children themselves are the decisive element in creating service-learning opportunities since they are the ones who do the work. Ideally, as they grow and learn about life, they should be the initiators, discovering where their creative impulses are needed and putting them to work for the good. That's what Steiner envisioned almost 100 years ago with his gift of Waldorf Education, and what more could we wish for our children than a lifetime full of explorations for the sake of a better world for all of us?

Opportunities to Help in November Contact: Raoul Cansino at rcansino@gmws.org

Food drive: November is our month of collections for local charities. The classes will be collecting canned and packaged foods for People-to-People, Rockland's largest food pantry. Donations of frozen turkeys can be brought to the Lower School foyer on the Friday before Thanksgiving break.

Helping Hands Gala Dinner/Auction: Wednesday, November 16 at Nyack Seaport. Silent Auction at 6pm; Dinner at 7:30pm. Cathleen Trigg-Jones and Yvonna Kopacz-Wright will be co-hosting this benefit for the only agency in Rockland that provides shelter and outreach services to our neighbors who are homeless. Helping Hands began with outreach by Green Meadow students in 2004.

Safe Haven: The Christian Community Church has hosted Helping Hands' guests who are homeless since the winter of 2005. On November 22, 23, and 24 (Thanksgiving), the Safe Haven will be at the church. Volunteers (adults and children) are needed to help cook, serve, and chaperone our guests.



Portraits created by Grace Springer as part of her Service Learning Project about homelessness.

Homelessness:

A Service Learning Project

Grace Springer, GMWS Alumna

Grace Springer, a Green Meadow student through Eighth Grade, recently employed the artistic skills she honed with her class teacher, Jane Wulsin, to create portraits of several guests of the Helping Hands Safe Haven. In addition, she interviewed three men who are homeless about their aspirations. The pieces are inspiring and serve to correct our stereotypes of people without homes. We are proud to share the following excerpts.

The project is this: I interview local homeless people who are being fed and housed for the night by Helping Hands, a local organization, and ask them the following,

"How did you become homeless?" "What do you identify as, other than being homeless?" And "What do you want the world to know about being homeless?" I film the interviews and take their picture. I then make portraits of the people using what they said in the interviews. I will film and draw 12 people and then make a video of the whole process and put it on YouTube. The goal is to change people's perspectives when it comes to the community of people who are homeless.

[Above left is the portrait I made of] David, a minister whose dream is to open a church in Florida with his wife, a former teacher. The piece is called "Mustard Seeds and Corner Stones," which are references to the parables that say "even if you have faith the

size of a mustard seed, you can still move mountains" and "the stone the builders have rejected has become the cornerstone." I thought they were appropriate references.

[Above right is a man who] was a director and producer for the Spanish television channel Telemundo back in Mexico. He told me he worked on music videos, television shows, movies, and commercials. When he came to the US, he was living in a basement, and the landlord kicked him out and stole his equipment. Without his equipment, he was unable to get work in his field so he was now homeless and without a way to make a living. Currently he has a job doing manual labor, and he told me that he's trying to save up enough money to buy more equipment. ●●

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Celebrating Día de los Muertos at Green Meadow

*Maria Fitzgerald,
Lower School Spanish Teacher*

As language teachers, one of our goals is to develop empathy and flexibility of soul in our students. Learning a “foreign” language allows students to experience “the other” through words, sounds, music, poetry, food, and festivals. Experiences that are living in the students have a lasting impact. With this in mind, the Spanish teachers at Green Meadow (along with the support of the Festivals Committee) planned a school-wide celebration for Día de los Muertos (Day of the Dead) last year. The festival was so well-received by students and teachers, that we will once again celebrate together this year on November 2.

Día de los Muertos is a three-day celebration originating in Mexico, specifically in the southern region, where families and friends gather to honor, remember, and celebrate the lives of those who have passed. This holiday is a real hybrid of ancient Aztec traditions as well as Catholic traditions. It is no coincidence that the third day of the celebration is the same as the Catholic celebration of All Soul’s Day.

In preparation for this holiday, families spend weeks gathering marigolds, baking bread, making sugar skulls, and preparing a bright, bold, colorful altar. Children play a big part in this holiday, and they are included in all of the festivities and preparation. The altars include photos of those being remembered, objects that were dear to them, and special foods or drinks that they enjoyed. Children and their families visit their ancestors’ graveyards, sing songs, and tell funny stories to remember their lives in a joyous light.

Here at Green Meadow, our Día de los Muertos celebration tried to mirror these traditions. During the

weeks leading up to the celebration, I worked with the lower school students cutting “*papel picado*” (decorative tissue paper cut into patterns), making tissue paper flowers, making and decorating sugar skulls, and learning a new song. Children also learned about the altar and some of the vocabulary related to the celebration. The high school students also learned a song to offer on the day of the celebration. The children were invited to bring a photograph of a family member, a friend, or a pet that had passed.

The night before the celebration, Jennifer Brooks Quinn, Jana Hawley, parents, former language teachers, and I gathered in the music room



Students display their sugar skulls, part of the Día de los Muertos celebration, image courtesy of Maria Fitzgerald.

to set up the altar. We used all of the decorations that the children prepared, and the outcome was truly beautiful.

The day of the celebration was moving. Because it was the first school-wide festival I had helped to prepare, I was not sure what to expect. When the students began visiting the altar, the mood of reverence was absolutely beautiful. All the students entered quietly



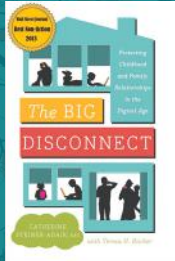
Altar for Día de los Muertos, image courtesy of Vicki Larson.

and with great interest. Each class visited the altar at a specified time, and upon entering the room, all students were given clay votives holding a small tea light candle. As we sang “*Canto de la Creación*,” students came up one at a time to light their candle and place it, along with their photograph, on the altar. When all students had done this, we had a moment of silence. Students were then invited to offer a story or anecdote about who they would like to remember. Students shared funny stories, and others simply said the name of their pet or loved one. Other students chose to simply remain silent and hold their dear one in their hearts. Children then went back to their classrooms to enjoy a large loaf of “*Pan de Muertos*” (Day of the Dead bread). As the day went on, the altar became more and more full with lovely images, photos, and cards. By the end of the day, I was filled with an immense amount of love, gratitude, and peace. Being in the room all day, watching every single student enter the room and take in the beauty they had helped create, remembering those who had passed, was a gift that I will carry with me until our next celebration.

This year, we will have an open visiting time so that parents and other community members can visit the altar, light a candle, and remember someone who has passed on. I invite you to join us in the Arts Building Music Room on November 2. Please look for further details in the *Seven Days* email where we will post the times for open visits! ●●

The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age

An evening with author and nationally reknown speaker Dr. Catherine Steiner-Adair



Tuesday, November 1, 7:30pm

Green Meadow Waldorf School, Rose Hall

\$10/general public, free for GMWS families

No advance purchase necessary; tickets available only at the door.

Many people feel they have lost their families and their free time to media. This talk will help you set limits and create the family culture you want! This is Dr. Steiner-Adair's only scheduled visit to Rockland County this year and the talk will not be recorded.

Families are in crisis as we face pervasive technology in our lives and homes. Not only do chronic tech distractions have deep and lasting effects, but children also desperately need parents to provide what tech cannot: close, significant interactions with the adults in their lives.

Author of the award-winning book, *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age* (a *Wall Street Journal* Top 10 Best Non-Fiction Book 2013), Dr. Steiner-Adair examines ways in which technology and media change how children learn and grow, and shows parents and educators how to reduce the risks it poses at every stage of child development.

Drawing on real-life stories from her clinical work with children and parents and her consulting work with educators and experts across the country, Dr. Steiner-Adair offers insights and advice that can help parents achieve greater understanding, authority, and confidence as they engage with the tech revolution unfolding in our homes.

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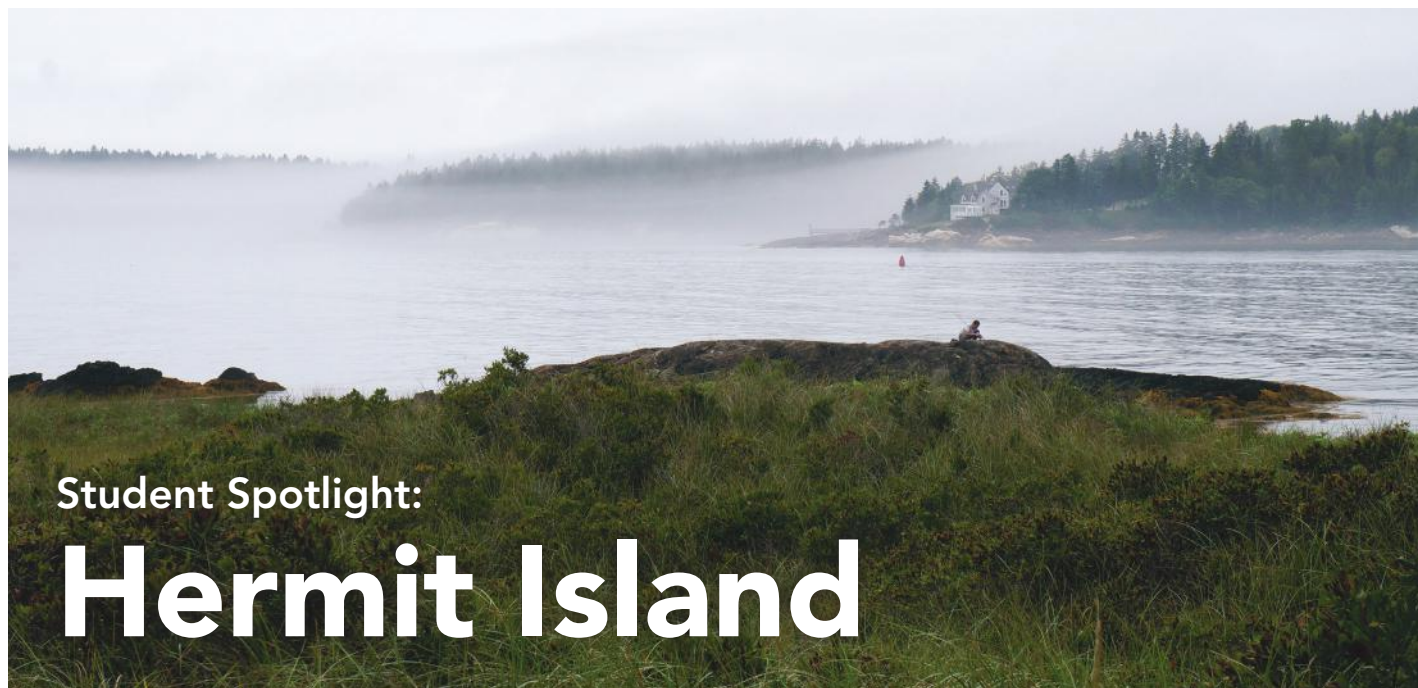
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Student Spotlight:

Hermit Island

A Week Well Spent

Emily Lauer, High School Senior

We all know that our school is different, as evidenced in many ways. Two weeks ago, High School seniors across the US started school in the same way: loads of bookwork piling up fast, the start of football season, pep rallies, and spirit week. Here at Green Meadow, we start things a bit differently: the Rose Ceremony to start us off on the right foot, the High School camping trip to get us all acquainted, and for the Seniors, the long-awaited trip to Hermit Island.

This year's trip began on a cloudy Sunday morning with 22 eager teenagers and three patient teachers boarding two buses and a van. Upon arrival at the campground, I experienced the sheer excitement of what was to come. We were tested by the elements on our first full day on Hermit Island; the rain was endless and nearly drowned a few tents but, as they say, "the sun will come out tomorrow" and by golly it did! The beautiful blue sky and crisp biting ocean air was the perfect zoology weather. We spent many hours finding and inspecting sea stars (starfish) and plenty of other sea creatures. Every morning we hiked along the

shoreline to the glorious pavilion, which held us within its worn wooden structure for main lesson, meals, campfires, and more. During the span of three weeks, the Island is home to over 20 Waldorf schools. We spent our one week with seven other east coast Waldorf schools, getting to know each other through games, mud fights, and a contra dance.

Often in our class meetings, we talk about goals, hopes, and wishes for the quickly progressing school year, in the hopes of pinpointing a mood to carry throughout the year. To me the basis of Hermit Island is to create a platform:

a platform for feelings, helping us become able to take a moment alone, away from others; to feel comfortable in our own skin; to be able to share ideas and concerns with classmates without any fears; to cement the social confidence to start a conversation with a stranger and end it with a new friend. The Hermit Island trip is the start of senior year for a reason: a reason few know before they experience it. So I urge you, if you ever find yourself north of Portland, ME, to camp the night at Hermit Island. (And swim to the island if you dare!)

More Hermit Island on next page



Top, image by Sebrina Leventis; Above, drawing by Dasha Kuznetsov.



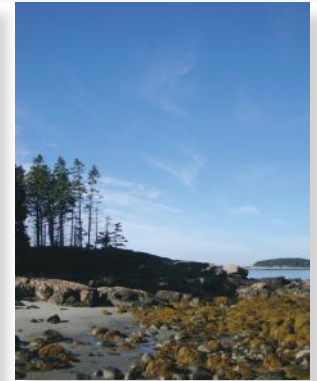
Hermit Island Solo Essay

Alison Rini, High School Senior

I don't know how much time has passed, but I do know that at some point my breathing synched up with the crashing of the waves. This landscape is picturesque, in a gray, quintessentially seaside kind of way, one that was unfamiliar to me, until a few days ago. My relationship with nature lately is like a tug-of-war: a cloud of DEET follows me always, yet my legs are unrecognizably bitten; I wear longjohns, thick socks, a sweatshirt, and a wool sweater, but I feel cold to my core. So I feel glad that I will leave Hermit Island tomorrow with the clearest image in my mind one of the overcast sky; craggy, lichen-covered rocks; yellow seaweed swaying side-to-side; the long green island, sprinkled with a few white houses; and of course, the water: gray, blue, green, and slowly slapping the shore.

Hearing in class a few days ago that someone who can sit in solitude in nature will never be unhappy frightened me a little, because I wasn't sure it applied to me. I remember all the times I complain about missing my bed, my shower, my dryer, and wondered if I could ever be content alone outside, without distractions. Perhaps my four years away from Waldorf school exacerbated my uneasy feelings about nature; spending all day in a classroom or darkened theater not noticing the seasons changing made me feel like I didn't need nature, that it was fine for people who wanted it and unnecessary for everyone else. But sitting here, in the constant drizzle, surrounded by sounds I usually only hear when I put "nature sounds" on my phone to sleep, I realize that that isn't true. I was wrong. Humans need nature; it's nature that doesn't need us.

It's difficult to articulate where I fit into this picture; I feel like all I'm capable of doing is appreciating the beauty—the waves, the island, the trees—and trying not to disturb what has been going on for an unthinkable amount of time. If I could tell my younger self to stop complaining about hiking or sleeping in a rainy tent, I would, but I can't. All I can do, and what I will do, is breathe in deeply, and silently ponder and gaze at the slowly brightening sky.



Images this page and next courtesy of Matthew Olson, Laura Radefeld, Francesca Ledo, and Sebrina Leventis; Drawing by Deborah Grieder.

Hermit Island Poem

(our assignment was to observe a tide pool and write short poems about the interactions between different organisms there)

Too Pool for Cool

Alison Rini, High School Senior

A minnow dashes quick around a bend,
 another follows, mimicking his friend.
 A shady rock gives comfort to the two,
 around, around, they swim, they fly, they zoom.
 Away they fly, and blend in with the pool.
 A microscopic bug on an invisible trampoline
 bounces rock to rock, a glistening little gleam.
 It halts before a crab, unsure of what to come
 but bravely rushes forth, and finds something else fun,
 it does this dance with snails, and rocks, opposing every one.
 An aged hermit crab unfurls its spidery limbs,
 it tried to coax a friend to come and play with him.
 The other firmly sticks, refusing to comply,
 but when the first one turns around, two more are waiting by.
 They clap their claws together, and fumble in reply.





Hermit Island Excerpts

Christian Davis, Twelfth Grade Advisor

"Those who dwell among the beauties and mysteries of the earth are never alone or weary of life."

—Rachel Carson

As part of their Zoology and Evolution block, the seniors at Green Meadow travel to the coast of Maine to fully immerse themselves in the living, breathing objects of their study. In a gesture quite unlike the dissection of a dead specimen in a sterile lab, the students work in the laboratory of nature, through an experience that not only helps them to understand evolutionary history, but to self-reflect on their own place in the natural world.

I often say that students arrive at Hermit Island as juniors and leave as seniors. They stand at an important crossroad as they begin their senior year. As Grayson observed his surroundings from the seashore, he noticed, "...the birch trees crowd up close to the straight-spined pines that cluster on the cliff's edge. A sea of gray-white birch crashing against the shore of resolute pines, and I am caught in the middle. Curiously, and perhaps by some trick of fate, so too is this week 'away' caught between two such opposing forces. The last glimmers of summer welcomed us to the island, and the first gusts of Autumn will set us on our way home." This is the perfect time for students to take a moment to disconnect from their daily routines and college applications to "re-boot", taking

time to ponder the most important question of the year: who am I?

As the humanities teacher present for this trip, I had the pleasure to guide the English curriculum during the week, which focused on the life and work of Rachel Carson. As a history teacher, I am often amazed at the connection of events that lead to the time and place we call the present. Such an example was found in the life of Marjorie Spock. A founding member of the Anthroposophical society, she traveled to New York, working as a Kindergarten teacher at the NYC Steiner School and later at the Garden City Waldorf School. She spent time here in Chestnut Ridge working with Ehrenfried Pfeiffer, studying biodynamics in preparation for starting her own farm on Long Island. When DDT was sprayed on her land during a gypsy moth infestation, Spock was part of a group that took up the fight against indiscriminate use of pesticides, making their way all the way to the Supreme Court. Her correspondence with Rachel Carson was an important factor in the publishing of *Silent Spring*, initiating the modern environmental movement. Her life also gave the students a picture of the connection between the Waldorf movement and the environmental movement, helping to explain on a number of levels, how they came to be studying these topics at Hermit Island.

As we studied the "Green Revolution", we recalled all the various revolutions from our history lessons, including the Scientific Revolution, perhaps initiated largely by Copernicus' *De*

revolutionibus orbium coelestium, a book that outlined the first cosmology in which humankind did not occupy the center of the Universe. This heliocentric model was revolutionary in the sense it described the revolution of the earth around the sun. We realized that revolutions are not simply huge upheavals, but also a process of returning. We saw that by taking humans out of the center of the universe, removed from their natural place in the Great Chain of Being, so to speak, we ironically became masters, even conquerors, of nature. We reminded ourselves of the incredible changes that resulted from the Scientific and subsequent Industrial Revolution, not least of which was the enlightenment principle of equality. We imagined a post-World-War era with vast improvements in the quality of life. But now, returning to the edge of the sea, we were confronted with the same views and mysteries the Wabanaki, or the "people of the first light", faced 500 years ago. From the resident hermit on Hermit Island, we heard about the Wabanaki's firmly held cultural beliefs that valued maintaining balance within an ecosystem, what the students easily identified as sustainability. And here we were, returning to the natural world, but now with our post-modern world-views, how revolutionary!

The culmination of the English work came on Friday morning as the students silently headed out on the well-traversed trail that had taken them to the main lesson pavilion each day earlier in the week. It is a trail rich

continues on page 15



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Hermit Island, continued from page 13
 in ocean views with rocky tidal regions providing numerous secluded nooks. On that cold rainy morning, every student found themselves alone for two hours in nature, ready to observe their surroundings and themselves. The transformational quality of this class trip is multi-faceted, but was often touched upon in these writings. I thought I would share a few of the kinds of thoughts with which our seniors were engaged.

"I have felt much more alone in a group of chattering loud people than I do here in the wild...I leave appreciating my own company and grateful for the natural beauty that has left me with so much feeling."
 – Olivia Oswald

"I have achieved a lot. I have climbed mountains, crossed oceans, been through the cities and lights, but that has all passed. Now I am found, living in the moment."
 – John Lu

"... is a person ever truly alone? Out of every rotting trunk, crevice in the rocks, or hole in the ground, brims forth an untold wealth of life." – Deborah Grieder

"I have done and seen both great and terrible things in this ocean; however, without the challenges it has cast upon me, I would have no sense of individuality...It has taken hardship, the unknown, and self-made decisions to figure out who I am...although I still have a ways to swim, I know it will guide me to the right place on the other side, to the right path of adulthood."
 – Matthew Olson

"I listen to the ocean as if it were my mother, but like a young child, I cannot make out what she is saying...it takes all pain, worry, and fear away."
 – Utchaa Williams

"I thought that sitting here, I would know myself, and yet the beach sings a different song...I am ready; I am terrified; I want to know, who am I?"
 – Kayla Buckley

"This rainy grey place seems filled with spirits that know all the secrets. They live among the trees, they travel on the wind to show the confused and weary... help them gather their thoughts."
 – Clara Pysh

"I wail as the wind, I crack as a pebble and I rise as the waves, eternally, proudly, and changeably."
 – Esme Graziani

"My body is useless, just a container for something really essential that is buried deeper, intangible...The sum of a soul cannot be measured or even proven, but its presence weighs most upon me."
 – Dylan Manning

"Living almost every moment by the clock; having anxiety or stress about day to day events, aggravation or discontentment when life is not 'just so', are common in my 'civilized' life. However, observing the vast species of plant and animal life on the island has made me realize how the 'problems' of my 'civilized' life are not as important as I believed."
 – Francesca Lede

"I sit alone, surrounded by a world out of my control, yet somehow I am perfectly content...as we sit silently and still, the plants, the trees, and I thrive in the chaos of nature."
 – Simone Graham



Images courtesy of Sebrina Leventis.



Alumni Spotlight:

Ice to Islands: An Artist Documents Climate Change

Zaria Forman '01

zariaforman.com / ICETOISLANDS.COM

Greenland 63, image courtesy of Zaria Forman.

Consider it my life's mission to convey the urgency of climate change through art. To that end, I have traveled north to the Arctic and south to the Equator to capture the unfolding story of polar melt and rising seas. Most recently, I visited Greenland and the Maldives in an attempt to connect two seemingly disparate landscapes.

In August 2012, I led an Arctic expedition up the northwest coast of Greenland. In 1869, American painter William Bradford embarked on the very first Arctic art expedition, and our trip followed his path to find inspiration in the dramatic geography as he had. We compared exact locations with photographs from Bradford's trip, discovering both similarities and differences in the landscape, almost 150 years later.

I felt both the power and the fragility of the landscape in Greenland. The sheer size, majesty, and beauty of the icebergs is humbling. The ice fjords are alive with movement and

thunderous cracking: reminders of their destructive capabilities. Yet while their threatening potential is evident, so is their vulnerability: I could see the ice melting under the unseasonably warm sun.

Continuing the story of polar melt, a significant contributing factor to rising seas, I followed the meltwater from the Arctic to the Equator. I spent September 2013 in the Maldives, the lowest and flattest country in the world, collecting material and inspiration to create a body of work celebrating and representing a nation that could be entirely underwater within this century.

The flat islands of the Maldives evoked a similar duality of power and fragility. The looming, vast ocean demanded my attention, as it closed in on each tiny island. The color, clarity, and warmth of the water invited me while ominous waves crashed along the encroaching coastline.

Traveling with me on these adventures were two artists, painter Lisa

Lebofsky and filmmaker Drew Denny. From our shared experiences together, the three of us developed *Ice to Islands*, a project documenting disappearing landscapes and sharing the stories of people most affected by climate change. *Ice to Islands* invites viewers to share the urgency of the Greenlandic and Maldivian predicaments in a productive and hopeful way. Our goal is to facilitate a deeper understanding of these crises, helping to find meaning and optimism amidst the chaos of melting, sinking ground. The project continues to evolve and take shape through drawings, paintings, film, exhibitions, performance, and education.

During our month in the Maldives, the changes due to rising seas were evident. We visited the Maldivian Department of Meteorology to discuss this with meteorologists and climatologists. The head of the department explained, chillingly, that if sea levels rise 88 centimeters, 80 percent of the Maldives will be gone. According to

current scientific predictions, this could happen by the year 2100.

We encountered a range of responses to climate change among the people we met on the islands. Almost everyone is well aware of the situation, yet they seem unconcerned about the future of their homes. I wonder now if they are in denial. Acknowledging the imminent disappearance of one's entire homeland must be devastating. The Maldives are situated atop a submarine ridge of natural coral, which many locals believe will grow faster than the seas can rise, lifting their islands to safety. But this is not possible: ocean warming and acidification are destroying the delicate coral ecosystems. Others are well aware of the current scientific predictions and are purchasing land in Sri Lanka and other locations for their families, when the time comes to relocate.

In collaboration with an environmental organization in the Maldives called Ecocare, Drew, Lisa, and I offered a workshop and presentation at the Iskandar School in Male, the nation's capitol. We met with middle-school students to share the concept of our project and what we had learned from speaking with scientists. Providing art materials, we invited them to document their homeland as it transforms throughout their lives. Our hope is that the children, through their creativity, can both spread awareness of the urgency of climate change and inwardly process the ecological transformations surrounding them.

The Inuit communities in Greenland are faced with similar challenges. Their island is transforming so drastically that they are forced to adapt in order to survive. The changes were brought to light in conversations we had with locals. They spoke of vast ice fjords that are not freezing as they once did, challenging the lifestyle of the subsistence hunting communities that dot the coastlines. The fjords are the communities' hunting grounds for seal, walrus, and other animals that provide sustenance, warmth, and



A climate change mural in Malé (the capital island of the Maldives), painted by local public school students.

other crucial necessities for Arctic survival. Insufficient ice severely limits their hunting grounds. Greenland has no railways, no inland waterways, and virtually no roads between towns. Their major method of transportation is by boat around the coast in summer and by dog sled in winter (which, 10 years ago, made up most of the year). Without frozen fjords, their dogs and sleds are rendered useless, and many cannot afford to travel very far by boat. This is just one of innumerable ways the warming Arctic is affecting the Inuit way of life.

Artists play a critical role in communicating climate change, which is arguably the most important challenge we face as a global community. I have dedicated my career to translating and illuminating scientists' warnings and statistics into an accessible medium that people can connect with, on a level that is perhaps deeper than scientific facts can penetrate. Neuroscience tells us that humans take action and make decisions based on emotion above all else. Studies have shown that art (and in particular drawings, paintings, photographs, and film) can impact viewers' emotions more effectively than an essay or newspaper article. My drawings explore moments of transition, turbulence, and tranquility in the landscape, allowing viewers

to emotionally connect with a place they may never have the chance to visit. I choose to convey the beauty, as opposed to the devastation, of threatened places. If people can experience the sublimity of these landscapes, perhaps they will be inspired to protect and preserve them.

To date, I have completed 34 large-scale works on paper. Documenting climate change, the drawings address the concept of saying goodbye on scales both global and personal. My mother, Rena Bass Forman, who conceived the idea for our Greenland voyage, did not live to see it through. During the months of her illness, her dedication to the expedition never wavered. I promised to carry out her final journey, and scattered her ashes amidst the melting ice. ●



Zaria Forman '01, comparing the photo from Bradford's 1869 journey with the same view behind her.



Support the education you love.

Support the Annual Growth and Renewal Fund

What is the Annual Growth & Renewal Fund?

Over the years, our Annual Fund, now re-named the **Annual Growth & Renewal Fund**, has been a vital source of revenue which has strengthened Green Meadow's operating budget. It allowed us the flexibility to ensure we have the programs we need to educate our children, support our teachers, and provide essential funds for tuition assistance. Annual gifts, which are received and spent in the same year, have an immediate impact on the mission of Green Meadow Waldorf School.

This year your gifts to our new **Annual Growth & Renewal Fund** will provide resources for three key projects:

Early Childhood: beautification of the play yard on main campus and update the beloved sandbox for class and Meadow's Nest use.

Lower School: new playground equipment selected to engage the students' vestibular and proprioceptive systems which supports learning through play, by strengthening one's sense of balance and spatial orientation for the purpose of coordinating movement with balance. A sample of the playground equipment we will purchase includes an additional geodome, balance beam, and monkey bars.

High School: replacing the desks with beautiful wood tops; and updating the bathrooms which haven't been fully renovated since the 70s.

Our **Annual Growth & Renewal Fund** goal is \$120,000 for all three. All contributions must be made before June 30, 2017 to be installed by next fall, school year 2017-2018.

There are many ways to give:

- Go online to www.gmws.org/givenow to make your donation or send in your check to:
Green Meadow Waldorf School
Development Office
307 Hungry Hollow Road
Chestnut Ridge, NY 10977
- Set up a monthly gift through the development office
- Increase the impact of your gift through an employer matching-gift contribution
- Dedicate your gift in honor of a teacher, friend, or loved one

Questions? Contact Lynne Wu, Director of Development, lwu@gmws.org 845.356.2514 x304
Thank you for your support. Together we thrive.

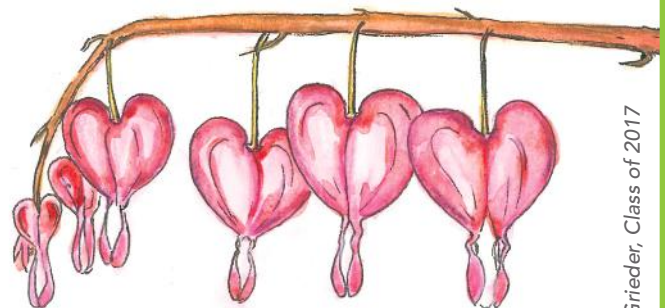


Illustration by Deborah Grieder, Class of 2017

Get on the bus!

Tamara Duker Freuman, Annual Benefit & Auction Co-Chair

Calling all you original Hipsters, eternal Flower Children, still-Groovy Cats, recovering Valley Girls and die-hard New Wavers—or everyone else who pines for the days and nights of yesteryear.

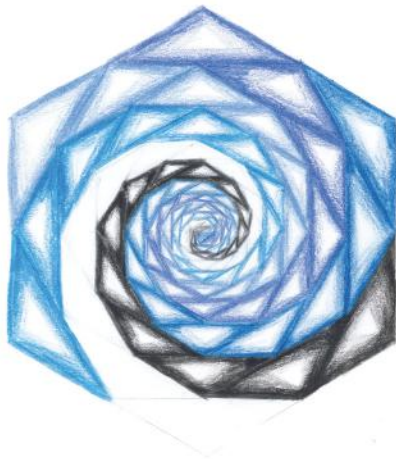
Get a babysitter lined up for **Saturday, March 25, 2017** (6:30pm-11pm) and queue up your Uber app, because this year's **Annual Benefit & Auction – It's About Time: A Benefit to Establish Our First Endowment** is going to take you on a whirlwind

trip back through time, featuring the retro vibes, music, food, cocktails, and mocktails of the 50s, 60s, 70s and 80s!

We will kick off the evening in Rose Hall with a music showcase by our faculty, featuring music from our four themed decades. Then as you party your way through this most excellent adventure in our decades-themed High School rooms, and as you bid on our fantastic online auction, you'll be helping raise money for Green Meadow's first-ever endowment fund to ensure our

beloved school is around well into the 2020s, 2030s, 2040s...and beyond.

Planning is well underway for this outrageously fun event, and we'd love for you to join us! We need our community's many gifts and talents to make this happen! Please contact Lynne Wu, Director of Development / lwu@gmws.org or our Benefit co-chairs, Maureen Dinan Leventis / maureen.leventis@gmail.com and Tamara Freuman / tamaraduker@gmail.com, to get involved. See you there! ●



It's About Time: A Benefit to Establish Green Meadow's First Endowment

March 25, 2017 • 6:30-11pm

JOIN US FOR:

50s, 60s, 70s & 80s Theme Party
Music Showcase in Rose Hall • Online Auction
Retro vibes, music, food & drinks

Green Meadow Waldorf School • High School and Rose Hall

Tickets \$50 • www.gmws.org/givenow

We welcome sponsors, auction & in-kind contributions, and volunteers.
Contact Lynne Wu, Director of Development for more information.
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Teacher Spotlight:

Winnie Jamieson and Michael Witri, Lower School Co-Chairs



Winnie Jamieson,
Fourth Grade Teacher
and Lower School
Co-Chair

The story of how you found your way to Waldorf Education, I am sure, is as unique and interesting as the education itself. I would love to someday compile such stories into a book, as I know it would be great reading material.

I myself can think of three distinct experiences that lead me on the path to becoming a Waldorf teacher. Retrospectively, I see that those experiences appealed to me in a threefold manner, through the realms of thinking, feeling, and willing.

I was introduced to Waldorf Education through the willing part first. My son's father was contracted to work on a house near Hawthorne Valley. He was drawn to the project because he was intrigued by the design and the request that the house be built with specific materials and angles. I enjoyed helping him research in order to find the right materials that included requests for items such as non-toxic insulation (made from recycled blue jeans) and paint with no VOCs (volatile organic compounds). I also appreciated speaking with the owners of the house, from whom I learned that the community in which they lived also included a school and a farm. This was the first time I heard the terms "biodynamic," "anthroposophy," and "Waldorf."

When my son was born, I went back to school to pursue a career in teaching. I was forced to constantly question the environment and philosophy of the schools in which I worked. The closer I got to my certificate to become a public school teacher, the greater the aversion I felt toward

the chosen path. Then one day, I remember looking at my son and thinking, "What kind of school or education will help him to grow into a happy human being?" In that same week, I met a woman who referred to herself as a Waldorf graduate. Even though I do not remember her name, or even which school she attended, she left quite an impression. I remember feeling (more than thinking) very strongly that I wanted my son to grow up to have that same confidence and ability to articulate contentment through demeanor as I perceived in the woman who proudly identified as a Waldorf graduate.

Finally, one day, I was perusing a section of books on education in the library at Columbia Teacher's College. A little book, entitled *The Roots of Education*, by Rudolf Steiner, jumped off the shelf and into my hands. I think, in the end, that that moment of serendipity had the greatest impact on my education. My chosen path was at last revealed.

I am given reasons to feel grateful every day.

This year, in addition to teaching the Fourth Grade, I am grateful to take on the role of co-chairing the Lower School with Mr. Witri. I will be working closely with students and teachers in grades 1-5, and Mr. Witri will work closely with the Middle School. The role of the Lower School Chair(s), as I see it, is to ensure that all members of our community—from the children, to parents and teachers—can benefit from being a part of the community. Although the paths that led us to Green Meadow may greatly vary, we now find ourselves on one path together. What unites us is a mutual desire to help our children grow into happy and healthy human beings. To that end, I look forward to working with all of you in the months ahead!



Michael Witri,
Woodwork and
Metalwork Teacher
and Lower School
Co-Chair

I am in my 29th year associated with GMWS. I came here as a parent in 1988 and began working here in 1989. I have been involved with a number of different aspects of the school but the lion's share of my teaching at GMWS is teaching woodworking in the middle school. Through the years, I have seen many graduations and seen many children become young adults with lives and families of their own.

I spent most of the day at the Fall Fair in the Alumni tent, connecting and reconnecting to students I have had through the years. After that experience, I found myself left with a deep and pervasive feeling of gratitude to the students, parents, alumni, alumni parents, and colleagues that I have been connected with through the years. I realized in a new way that GMWS and everyone associated with it over the years has been my partner throughout all of that time. Through raising my children, through my divorce and through my growth as a teacher, GMWS has been next to me. Many of the alumni I spent time with at the Fall Fair are graying, and many have children of their own that are in school in various places, including GMWS. I have very clear memories of all of them as children. Watching who they were and who they are now was actually overwhelming at times.

Let me close by just saying thank you to all the students, parents, and colleagues I have had the privilege of being with in my time at GMWS. You all live in my heart. ●

Community Announcements

Threefold Educational Center

845-352-5020 x10
info@threefold.org
All events listed at
www.threefold.org/events

Halloween Lantern Walk

Monday, October 31, 5:30-7:30pm
This is an event for children and their families, an enchanted walk through a world of light and darkness, populated by sprites, fairies, kings, queens, and a menagerie of otherworldly beings.
Location: Courtyard of Green Meadow Waldorf School, 307 Hungry Hollow Rd., Chestnut Ridge, NY. Parking at Green Meadow and behind the Hand 'n' Hoe, 241 Hungry Hollow Rd. Admission: Donations gratefully accepted.

Fiber Craft Studio

845-425-2891
275 Hungry Hollow Road
Chestnut Ridge, NY 10977
information@fibercraftstudio.org
www.fibercraftstudio.org

Open Studio

Fridays 2:00pm - 4:30pm
Oct. 7 - Nov. 18 (except Oct. 14)
Come visit us at our Studio at Orchard House on Friday afternoons to browse, see us at work and experience our unique plant-dyed materials. Our yarns and craft kits are available for sale, and we are ready to assist you as needed. Don't miss our **special demonstration days**, where you can watch us work and have a unique hands-on experience.

Creating a Textured Scarf Workshop With Madeleine Wuergler

3 Friday mornings: Oct. 21, Oct. 28, Nov. 4, 9:00am-10:30am
Fees: \$80 includes materials
While using one color in a knitted piece, the texture of patterns created by using the knit and purl stitch in different ways can create a beautiful design, adding lightness or weight, emphasis or direction. The participants will learn different knitted patterns, which will be integrated into creating a scarf. Please bring size 8 needles.

Doll Making Workshop

(Making a hand-sewn dress-up doll)
Eight Wednesdays: Nov. 5, Dec. 10, 2016 Jan. 21, Feb. 25, March 4 and April 22, 2017
10am-3pm with lunch break,
Fee: \$225 includes materials

While making a doll, one creates an image of the human being. It is a contemplation of the human form and proportion, and then an experience of ensouling the form that is created. Making a doll can be a therapeutic activity for the maker and is a wonderful way to create a special, love-imbued gift for another. Here is an opportunity to make a doll for the holidays, for a loved one or just for you.

Sheep to Shawl — a year-long course in Artistic Fiber Arts

Exploring Fiber Transformation and Deepening our Experience of Color
January-December 2017, 10 Saturdays: Jan. 28, Feb. 11, Mar. 11, Apr. 8, May 13, Jun. 3, Sept. 9, Oct. 21, Nov. 18, Dec. 2 - 9am-5pm with lunch break, Tuition: \$905 includes materials

The Pfeiffer Center

845-352-5020 x 20
info@pfeiffercenter.org
All events listed at
www.pfeiffercenter.org/events

Beekeeping for the Future With Bill Day

Saturday, November 12, 9:00am-5:00pm, \$95
If you are thinking about getting honeybees next spring, now is the time to prepare. This one-day workshop will address questions all aspiring beekeepers need to ask as they prepare to embark on this spiritual yet profoundly nature-bound journey. For beekeepers with one or two years' experience, this workshop is a great opportunity to take stock, ask questions, and learn new perspectives.

The Agriculture Course: An Intensive Study of the Origins and Future of Biodynamics

2017 Focus: Nettle & Valerian, Healing Plants for the Earth and Humanity Mac Mead With Jean-David Derreumaux, Megan Durney, Harald Hoven & Deb Soule
January 13-16, 2017

Save the date for the Pfeiffer Center's annual midwinter intensive study of biodynamics. This long weekend is truly a unique educational and social opportunity to broaden and deepen your understanding of the role of biodynamics in the development of humanity and agriculture.

Sunbridge Institute

845-425-0055 x20
info@sunbridge.edu
www.sunbridge.edu

Sunbridge Teachers Conference Waldorf Middle Schools: Realizing our Potential — Practices, Approaches and Responsible Innovations Friday, November 4 – Saturday, November 5

For teachers, administrators, and anyone interested in Waldorf middle school education
Keynote Speaker: Betty Staley
Information / registration above

Open Day: Waldorf Elementary Teacher Education Program

Thursday, November 10
For prospective Waldorf grades 1-8 class teachers

Program Director: Jana Hawley
Information / registration above

Open Day: Waldorf Early Childhood Teacher Education Program

Thursday, November 17
For prospective Waldorf early childhood educators

Program Directors: Leslie Burchell-Fox, Nancy Blanning and Susan Howard
Information / registration above

Waldorf Weekend: Foundations and Fundamentals of Waldorf Education

Friday, January 27 - Saturday, January 28
For current and prospective Waldorf community members

Instructor: Anna Silber
Information / registration above

The Work of the Teacher Development Committee: A Pedagogical Leadership Workshop

Saturday, January 28
For school administrators, committee members, pedagogical and faculty chairs, and teachers

Facilitators: Sabine Kully, Karen Crandall, and Jessica Heffernan Ziegler
Information / registration above

Eurythmy Spring Valley

845-352-5020, ext. 13
www.eurythmy.org
info@eurythmy.org

Festival for Those Who Have Crossed the Threshold of Death

Tuesday, November 1, 2016, 8:00pm,
Threefold Auditorium, Chestnut Ridge, NY. The month of November leads us over the bridge from Autumn into Winter.

Community Announcements, continued

The stars are closer, as are the dead. The Festival for Those Who Have Crossed the Threshold of Death will offer eurythmy, music, reading of the names, and a short address. Due to the quiet nature of the event, doors will close at 8:00pm All are welcome. Donations welcome. For information, please call Eurythmy Spring Valley at contact info above.

Building a Speech Chorus at Threefold: Polyhymnia with Jennifer Kleinbach
Six Saturdays, November 5 - December 10, 2016, 10:00-11:00am Threefold Auditorium, Chestnut Ridge, NY. Course Fee: Sliding Scale, \$10-\$150 for the block. A second block of speech chorus with Jennifer Kleinbach is starting on Saturday, November 5th! For six Saturdays the chorus will work toward the Christmas Festival on December 17th. For information, and to register: Contact Virginia Hermann at virginia@threefold.org or 845-352-5020 x18; or Jennifer Kleinbach at jennykbach@gmail.com.

What the Planets Say – A Public Eurythmy Course with Annelies Davidson
Saturday, November 12, 2016, from 9am-4 p.m., School of Eurythmy, Chestnut Ridge, NY. Course Fee: \$50
The planets are in our lives, in the sky and even in our language, as eurythmy can show us. Those inner dynamics of soul reveal themselves in music, also. Join us for this one-day exploration of Planetary Eurythmy with Annelies Davidson. Beginners very welcome! Pre-registration is required for the course. To register, please call Eurythmy Spring Valley at contact info above.

Rummage Sale to Benefit the ESV 4th Year Dornach Fund of Eurythmy Spring Valley
Friday, November 11, 2016, 2:00 - 6:00pm, Saturday, November 12, 2016, from 10am- 4pm, and Sunday, November 13, 2016 from 10am - 2pm, Location to be announced. Please donate your gently used and good quality clothing, books, furniture and other household items for resale. Drop off your donations: Thursday, November 10, 3:00 - 6:00pm, Friday, November 11, 11:00am - 1:00pm and Saturday, November 12, 9:00 - 11:00am Note: We are not able to accept strollers, cribs, mattresses, or undergarments. All proceeds benefit the ESV 4th Year Dornach Fund. **For information, please call Eurythmy Spring Valley at contact info above.**

Eurythmy Spring Valley Ensemble Performance
Saturday, November 19, 2016, 8:00pm, at Threefold Auditorium, Chestnut Ridge, NY. Tickets: \$15/ \$9, Students and seniors. Last spring, the ensemble's evening performance provided a partial sneak preview of their new middle school program, *The Traveling Companion*, a mysterious Danish Tale. In their upcoming fall performance the full tale will be performed, surrounded by the works of Frédéric Chopin, Dmitri Shostakovich, Mary Oliver, H.D and others. Join us for this evening of eurythmy, music and speech, immediately following their return from touring in the southwest. For information, please call us at ESV, contact info above.

ESV End-of-Term Festivals
Wednesday, December 14, 2016, 7:30pm, and Thursday, December 15, 2016, 7:30pm, at Threefold Auditorium. Donations welcome. Join us for a showing of the pieces our students have worked on throughout the fall term. This festival is a wonderful opportunity to glimpse the work done in the eurythmy training. For more information, please contact ESV, info above.

Threefold Community Family Christmas Festival
Sunday, December 18, 2016, 4:00pm Threefold Auditorium, Chestnut Ridge, NY. Donations welcome. Join us for this year's Community Family Christmas Festival. The joy and quiet of the season will be shared through story, singing, poetry and eurythmy. For more information, contact ESV, info above.

Christian Community Church
845-573-9080
15 Margetts Rd
Chestnut Ridge, NY 10952
www.christiancommunitysv.org

Advent & Christmas

The Four Sundays of Advent – Advent Garden
Sunday, Nov. 27 - December 18, 9am
Advent songs and a story that leads through the gifts of the kingdoms of nature, developing the expectant mood that leads to the birth of the heavenly child at Christmas. Followed by our regular Sunday Service for school-aged children.
Children may bring: 1st Advent Sunday – stones; 2nd Advent Sunday – plants;

3rd Advent Sunday – animals; 4th Advent Sunday – human figures – shepherds and angels.

The Advent Ship
Saturday, Dec. 17, 4:30pm

This is a wondrous event, with candles, singing, and a story for children age 9 and older that welcomes the children to place candle-lit wooden boats on a winding 'river' of blue cloth, lighting up the chapel space and culminating in song.

From Darkness Into Light
The Black Madonna and Advent
With Stephanie Georgieff, MS, California
Dec. 2-4th Weekend Workshop

The Black Madonna, as an artistic form, is a unique companion for this season of darkness. Many of the worlds most beloved Black Madonnas have their origins in Palestine and were brought to Constantinople by St. Helen of the Cross. As a staple of the Byzantine Empire, others found their way to the European Continent in the hands of the Knights Templar. This presentation will explore the art, symbolism and history of the Black Madonna, a mysterious soul companion for our times and for our season.

Christmas Day
Sunday, December 25
9am – Christmas Garden for Children –
Welcome the birth of the Christ-child
9:30am – Special Christmas Service
for Children

Fellowship Community
845-356-8494

www.fellowshipcommunity.org

The Fellowship Community's 2016 CHRISTMAS FESTIVAL and HOLIDAY SALE
December 2-4. Friday from 2pm-7pm; Saturday from 10am-7pm and Sunday from 10am-3pm
241 Hungry Hollow Road.
Handmade Gifts & Toys & Books, Children's Activities, Puppet Shows, Candles & Crystals, Silent Auction, Live Music, Garden Products, Outdoor Pavilion, Continuous Cafe and Sunday Brunch! *Proceeds from this event will benefit educational support at the Fellowship Community.* For more information and to volunteer: **www.fellowshipcommunity.org/festivals** or call 845-356-8494 ext 2 or email **yasmin.khan@fellowshipcommunity.org**.



Fall Fair 2016

Above, Fall Fair 2016 images courtesy of Fernando Lopez. Cover: Michaelmas image courtesy of ©Dyana Van Campen.

Important Dates

Tuesday, November 1: Dr. Catherine Steiner-Adair: *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age* (this talk will not be recorded)

Wednesday, November 2: Parent Council Meeting (Open to All Parents)

Tuesday, November 8: High School Open Day

Monday, November 21 – Friday, November 25: School Closed for Thanksgiving Break

Tuesday, December 6: Anna Silber: *The Essentials of Waldorf Education*

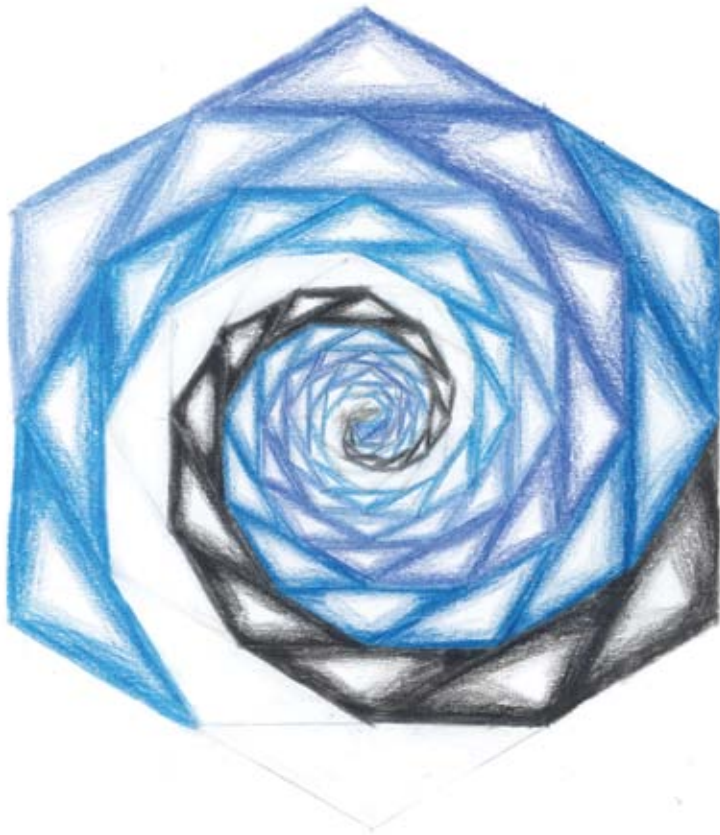
Monday, December 19 – Friday, December 30: School Closed for Winter Break

Monday, January 2: School resumes



Green Meadow Waldorf School

It's About Time: A Benefit to Establish Green Meadow's First Endowment



Saturday,
March 25, 2017
6-10pm

JOIN US FOR:

- 50s, 60s, 70s & 80s Theme Party
- Music Showcase in Rose Hall
- Online Auction
- Retro vibes, music, food & drinks

Green Meadow Waldorf School
High School and Rose Hall

Tickets \$50 • www.gmws.org/givenow

We welcome sponsors, auction & in-kind contributions, and volunteers.

[For information, see reverse or go to www.gmws.org/benefit](http://www.gmws.org/benefit)

Ways to Support the Establishment of an Endowment

Become a Sponsor

NAME(S) AS YOU WISH IT (THEM) TO APPEAR ON EVENT MATERIALS _____

- Presenting Sponsor/Sapphire: \$5,000**
Large sign at entrance, large logo on GMWS website event page, 12 tickets to the event.
- Platinum Sponsors: \$2,500**
Large logo on sign at entrance, large logo on GMWS website event page, 8 tickets to the event.
- Emerald Sponsors: \$1,500**
Medium logo on sign at entrance, medium logo on GMWS website event page, 6 tickets to the event.
- Gold Sponsors: \$1,000**
Small logo on sign at entrance, small logo on GMWS website event page, 4 tickets to the event.
- Silver Sponsor: \$500.** Small logo on GMWS website event page and signs, 4 tickets to the event.
- Bronze Sponsor: \$250.** Name or business listing on GMWS website event page and signs, 2 tickets to the event.

Buy Tickets

- Single Ticket: \$50** **Sponsor a Friend or Teacher: \$50** **Patron Ticket: \$100**

Make an In-Kind Donation

- Auction items, food, beverages
- See online form: www.gmws.org/benefit or contact the Development Office

Remember to shop our online Bidding for Good Auction starting March 1

- www.biddingforgood.com/greenmeadow

Become a Volunteer

- Contact Lynne Wu (lwu@gmws.org) to learn about specific opportunities to support the Benefit
(prior to and on the day of)

Make a personal pledge

- Fill out this form, visit www.gmws.org/benefit, or call the Development Office to discuss

PAYMENT OPTIONS For Tickets, Sponsors, Cash Donations, go to: www.gmws.org/benefit or fill out:

- Please invoice me at the following address:

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

- Check enclosed
 Charge my credit card:

NAME ON ACCOUNT _____

CARD ACCOUNT NUMBER _____

EXP. DATE _____

SEC. CODE _____

Please share your preferred contact information:

PHONE NUMBER or EMAIL _____

Please submit this form to the Development Office:

Green Meadow Waldorf School, 307 Hungry Hollow Road, Chestnut Ridge, NY 10977

Please contact Lynne Wu (lwu@gmws.org) or Averi Lohss (alohss@gmws.org) with any questions.
845-356-2514 x304 or x301

Thank you for your support of Green Meadow Waldorf School!

HELPING HANDS

Gala Dinner and Silent Auction

Helping our homeless neighbors since 2004

Wednesday, November 16th

6:00 Silent Auction

7:30 Dinner & Entertainment



Honoring

Rev. Robert Williams, Carolyn Giles and Lynn Boulter, with performances by Cause Kidz of Nyack, The Green Meadow Singers and Jazz Vocalist Shirley Crabbe

Co-hosted by Cathleen Trigg-Jones and Yvonna Kopacz Wright

at Nyack Seaport,
21 Burd Street, Nyack

Single Tickets \$100; Table for Ten \$900. For tickets or further information, contact: Kathy Lathrop, Benefit Chair 845-357-3025 KathyL118@aol.com or info@helpinghandsofrockland.org



The Fellowship Community's Annual
**CHRISTMAS FESTIVAL
AND HOLIDAY SALE**

December 2, 3, 4

Friday, 2pm-7pm

Saturday, 10am-7pm

Sunday, 10am-3pm

*Handmade Gifts & Toys
Childrens Activities
Puppet Shows
Candles - Crystals - Books
Live Music
Garden Products
Continuous Cafe
Sunday Brunch*

To Volunteer or for more Information:

845-356-8494 ext. 2

yasmin.khan@fellowshipcommunity.org

www.fellowshipcommunity.org/festivals

*Proceeds from this event will benefit
education and eldercare initiatives at the
Fellowship Community*

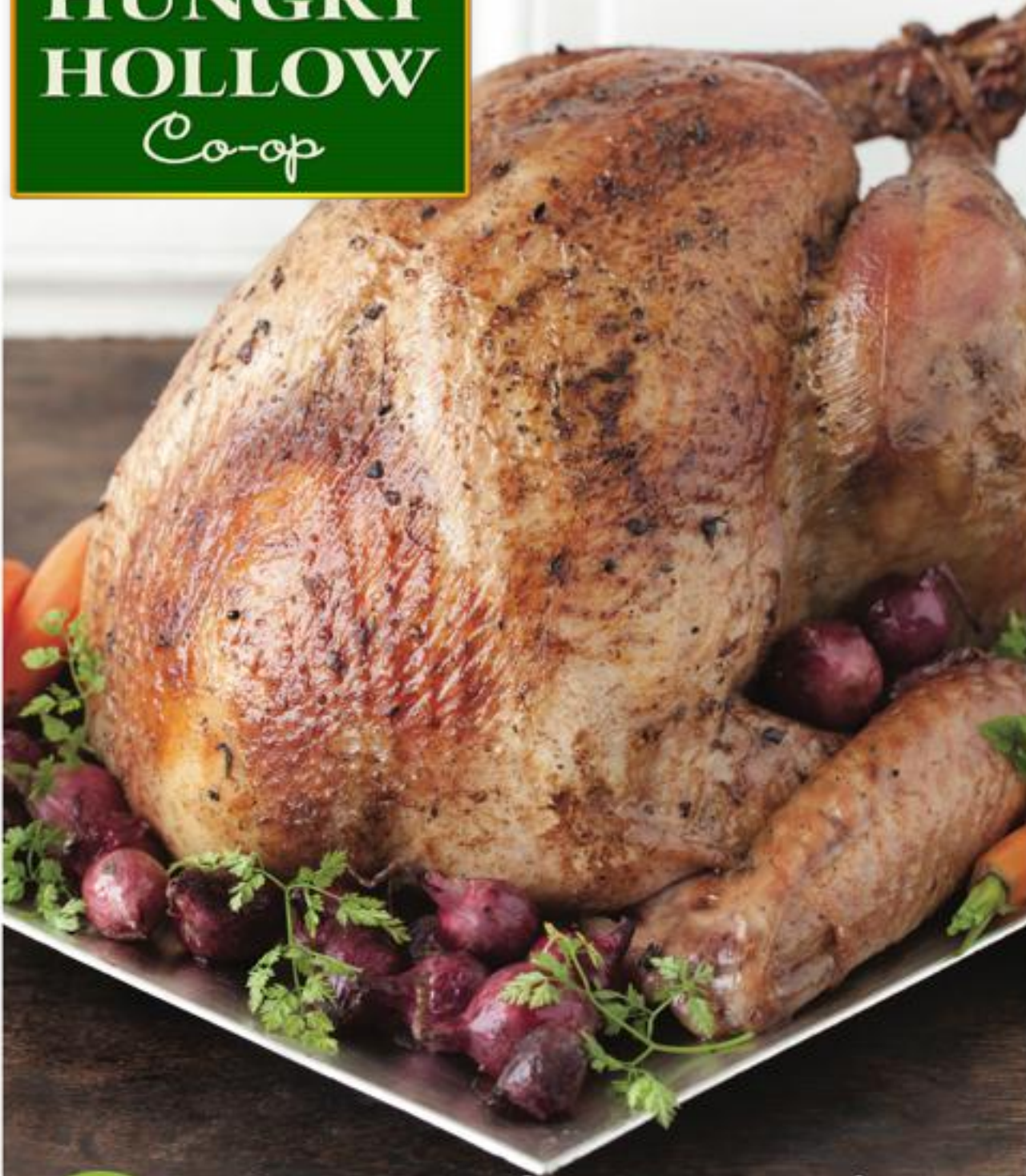
**FELLOWSHIP
COMMUNITY**

Celebrating
50 Years of Service
to the Community
1966-2016

241 Hungry Hollow Rd. Chestnut Ridge, NY 10977



The
**HUNGRY
HOLLOW**
Co-op



C+ompany's coming

fresh • local • delicious

local, organic, pasture raised turkeys will be available fresh the week of Thanksgiving - supply is limited so get yours early