



Green Meadow Waldorf School

The Bulletin

January/February 2017



Inside:

Protecting Childhood in
the Digital Age

Student, Faculty, and
Alumni Spotlights

Science and the Waldorf
School and more

The Bulletin

A Publication of
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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Middle School Chorus at the Holiday Concert; image courtesy of Mark Saunders.

Dear Readers

Bill Pernice, Pedagogical Administrator

The fall seemed to fly by this year as there was a great deal of activity on campus. After a full year of self-study, we welcomed an Accreditation Team from NYSAIS (New York State Association of Independent Schools) and AWSNA (Association of Waldorf Schools of North America) to campus in October. I reviewed their report in December and the leader of the team will present it to the Accreditation Board in January for our 10-year accreditation. Also this fall, the GMWS Warriors Middle School soccer team had an undefeated season—congratulations!

We also welcomed Dr. Catherine Steiner-Adair to campus on November 1, when she spent time with students, faculty, and parents. Bulletin Coordinator, Vanessa Lee, wrote an article on Waldorf Education and *The Big Disconnect* to highlight parenting in the Digital Age which I encourage you to read.

In this issue of *The Bulletin* dedicated to science and technology, we also hear from Harlan Gilbert, HS Math and Science Teacher, about the Waldorf approach to teaching sciences in the lower grades. Eleventh grader Sam Wheeler did an internship in a Robotics Lab in Tsinghua University in China which he writes about on page 13. We also hear from alumnus Dan Feldman '89 about his work in the field of technology in his article *Smart Cities and the Internet of Things* on page 16.

We also travel to a Lakota reservation with Handwork teacher Madeleine Wuergler, who has dedicated her time and energy assisting this school to help children within their impoverished community.

During our busy fall, the Service Learning Committee was actively helping people in numerous ways (see Raoul Cansino's article on page 20). Many faculty and staff members also attended an Undoing Racism training. As a school, we have committed to having all faculty and staff complete the training in three years. The Board has also taken up this initiative and is committed to having every Board member complete the training within the same time frame.

I hope you get a chance to cheer on the GMWS Warriors during a basketball game this winter. I also hope to see many of you at our Parent-Faculty dinner on Saturday, February 4 where we will have great food and drinks as we discuss the "State of the Meadow". ●

Protecting Childhood in the Digital Age: A Look at Waldorf Education and *The Big Disconnect* by Dr. Catherine Steiner-Adair

Dr. Catherine Steiner-Adair came to Green Meadow Waldorf School on November 1 and spent a full day talking and working with students, faculty, and parents. As a developmental and clinical psychologist, her views of children's development echo Rudolf Steiner's view of developmentally appropriate education. The Waldorf philosophy of meeting the children where they are is founded on the understanding that each child goes through three distinct phases of development: early childhood (birth to 7), grade school (7-14), and adolescence (14-21). In each phase, the child is engaged physically (willing), emotionally (feeling), and mentally (thinking); however, one aspect of this three-dimensional approach is emphasized based on what is developmentally appropriate. Early childhood is grounded in willing; grade school in feeling, and high school in thinking.

In *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*, Dr. Steiner-Adair breaks down her research into five phases of childhood: The "Brilliant Baby Brain" (birth to 2); "Mary Had a Little iPad" (3 to 5); "Fast Forward Childhood" (6 to 10); "Going, Going, Gone" (11 to 13); and "Teens, Tech, Temptation, and Trouble" (Teens). Her book discusses the developmental

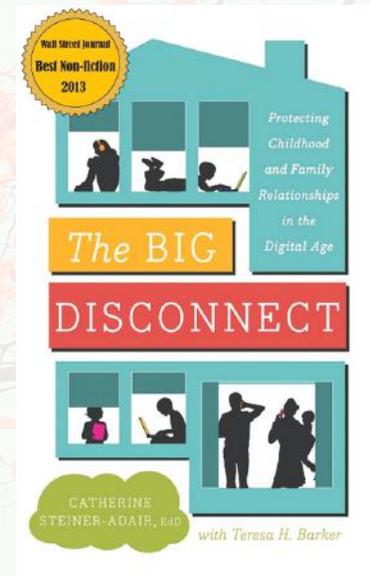
needs within each stage and how media and technology can affect children. The following article discusses the phases of childhood, the GMWS media policy, and the research from *The Big Disconnect* about the impact of media and technology on childhood and on parenting.

Early Childhood (birth to 7): A Healthy Will (Character Skill Development)

The Waldorf approach to Early Childhood education focuses on creating an environment and rhythm where the child is able to develop, from within, what in Waldorf Education is referred to

The Big Disconnect
PARENTING STRATEGIES
Scary → Approachable
Crazy → Calm
Clueless → Informed & Realistic
Reactive → Responsive

as a healthy will. A healthy will can also be described as a set of character skills, and those include impulse control, perseverance, reverence, curiosity, and optimism. This is nourished through self-initiated play, work, movement, and stories. Free, unstructured play develops emotional maturity through social interactions as well as developing a child's attention span through problem solving and imaginative thinking. Imitation is also key in Waldorf Early Childhood education, as it is through imitation that children at



this stage learn. The child's imagination becomes activated by what is offered through oral storytelling and puppetry. The skills which are developed in the first seven years become the foundation upon which future learning takes place. The gift of a media-free early childhood protects the space within the child where the development of these character traits is taking place.

Early Childhood: GMWS Policy

In an effort to support this developmentally appropriate education, the GMWS media policy states that "children enrolled in the Early Childhood program at Green Meadow should be given the gift of a media-free childhood..." (p. 29, GMWS Parent Handbook)

You Can't Reboot Childhood – *The Big Disconnect*

In *The Big Disconnect*, Dr. Steiner-Adair advocates for a tech-free infancy and toddlerhood. She says that "too

much tech at any age, but especially too early an introduction to it—before age two—shortchanges a young child on the time and mix of experiences the sensorium [brain] needs for well-rounded development.” (p. 78, *The Big Disconnect*) The images that come through electronic devices come very quickly, more quickly than a young child’s brain is equipped to handle. Apps are made to stimulate but this stimulation is detrimental to a young child’s brain development. Young children also need to move and sedentary media does not engage a child’s will forces, which are at the center of Waldorf Education during these early childhood years.

**Middle Childhood (7-14):
A Healthy Feeling Life**

Once a child enters first grade at a Waldorf School, the education shifts from a focus on willing to a focus on feeling. The child’s feeling life is engaged through a close connection to the class teacher who cycles with them, usually for several years. The child’s learning develops through their inner engagement with stories and art as well as movement and music. The world of science and math as well as language arts are taught by engaging the whole child and working with the feeling life. There is a rhythm of inner and outer movement and focus that nurtures the natural ebb and flow of children’s attention. In this section, Lower School (Grades 1-5) and Middle School (Grades 6-8) will be separated, as there is an important developmental shift around the age of 12.

Lower School: GMWS Policy (Grades 1-5)

At GMWS, our media policy grows with our children and recognizes a split in this 7-14 age group. “Consistent with Waldorf Education’s emphasis on learning through direct experience,

children in the lower grades (1-5) should be allowed to develop new ideas and attitudes based on real personal interactions, without the distortion of mediation through technology. Children in the lower grades should not be exposed to electronic media in their daily lives. They should not watch television, movies, or videos, play video games, or use computers. Additionally, exposure to radio and recorded music should be limited and age-appropriate.” (p. 29, GMWS Parent Handbook)

GMWS MEDIA GUIDELINES

| AGE | GMWS |
|----------|---------------------|
| birth–10 | No Media |
| 11–13 | Transition to Media |
| 14–19 | Know Media |

**Fast Forward Childhood –
The Big Disconnect**

Dr. Steiner-Adair talks about the dangers of what she calls “Fast Forward Childhood.” “At a developmental time when children need to be learning how to effectively interact directly, the tech mediated environment is *not* [emphasis mine] an adequate substitute for the human one” (p. 135). Children need direct interaction with parents, siblings, friends, and teachers in order to develop social and emotional skills such as eye contact, understanding verbal cues, and understanding the impact of one’s words upon another person. Texting takes all of this away. At this age, children become more critical of themselves and others; social media and texting (in their one-sided, quip-style communication) can be easily misunderstood or used more maliciously as a platform for social cruelty.

When Dr. Steiner-Adair spoke to the parents at Green Meadow, she

said that the World Wide Web is for adults, not children; and that a smartphone is not a phone but a handheld computer with access to the adult world of the web. Today, we are three clicks or less away from disturbing images that young children and adolescents cannot process. She cites many examples of PTSD (Post-Traumatic Stress Disorder) in young adolescents who ended up on websites that were way above their developmental capacity.

Another important consideration for us as parents at this age are movies and exposure to TV. Many movies and TV shows have adult images of good and evil, as well as violence. When we read a book, our children create images in their mind. This in itself is beautiful and should be cherished and we have to consider when and if we would allow the images from a book made into a movie to usurp the child’s own imagination.

Another point Dr. Steiner-Adair makes is that the book and a movie are two very different experiences for children because “...a kid only imagines what his or her life experience allows, [and] watching violence is different from imagining violence.” (p. 127, quoting Michael Rich at the Center on Media and Child Health)

**Middle School:
Transition to Media**

GMWS is currently implementing a Cyber Civics course designed for the Middle School to help transition our children from a Lower School “No Media” policy to the High School “Know Media” policy. Cyber Civics is a middle school digital citizenship and literacy program that meets an urgent and growing need to prepare students with the skills to be ethical, confident, and empowered digital citizens, and after much research and discussion, the program is beginning in January for grades 6-8.

Middle School: GMWS Policy (Grades 6, 7, and 8)

"During Grades 6, 7, and 8, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use of and exposure to media should be very moderate, under clear parental guidance and participation, and not work to the detriment of the social and educational climate of the class. Media exposure can be a socially divisive influence in these years and often works directly against what is brought in the classroom." (p. 29, GMWS Parent Handbook)

"70% of GMWS MS students said that their parents text and drive."

—Dr. Steiner-Adair

Going, Going Gone – The Big Disconnect

In the chapter on *Tweens and Screens*, Dr. Steiner-Adair says, "The idea of middle school as a transition zone between elementary and high school was created to punctuate the notoriously complicated three-year period in which children by 11 or 12 are no longer thinking and acting like they're 8 or 9 but they are also not yet the relatively more sophisticated abstract thinkers they'll be at 14 and 15. It is the age of awkwardness and uncertainty." (p. 163)

She says that the preadolescent brain is not ready for the level of responsibility required for unrestricted access to online media, where a message or image can go viral in seconds and have serious consequences for both sender and subject. "Hanging out, geeking out, and messing around all have a place in a healthy media diet for children this age. But as a therapist, [she] also see[s] the darker side as pre-teens struggle with ... body image and identity and flex their

social power and capacity for cruelty more boldly and often anonymously online." (p. 174) She also cited research that middle school girls are the most likely group to give out personal information, including names and addresses, to strangers online. She encourages parents to educate early and continuously, to set up house rules on the appropriate use of media, and to install parental controls on devices during this turbulent middle-school period.

Adolescence: 14-21: A Healthy Thinking Life

In the Waldorf high school, the students are still engaged actively, emotionally, and thoughtfully; however, the focus shifts appropriately to thinking, which is developed through the subjects that are taught and through habits of mind that are cultivated. Each year of high school presents a different question, which awakens specific aspects of human intelligence. In Ninth Grade, the question is "What?" as students are asked to further awaken their powers of observation. The question of "How?" is the focus in Tenth Grade as observation is expanded to include comparison. Eleventh Grade brings the question "Why?" as the students develop powers of analysis and abstraction. And Twelfth Grade is the time to step back and observe the whole, culminating in the question of "Who?" or "Who am I?" (Jack Petrash, *Understanding Waldorf Education*)

High School: GMWS Policy

"The media policy in the High School recognizes that it is appropriate for 15- to 19-year-olds to learn to critically approach and effectively use media. The school recognizes the importance of media literacy, including educating students to understand the technological principles underlying (and the social transformations resulting from) electronic media, and seeks

to meet this need through a curriculum that includes internet research skills, computer programming, the science behind new technologies, and the social consequences of the ongoing media revolution.

Because the inappropriate or excessive use of electronic media undermines teenagers' living relationships to other people, the world around them, and themselves, however, parents should continue to monitor and limit their teenagers' exposure to electronic and social media and should maintain an open dialogue with their teenage children about the role of media in their lives..." (GMWS Parent Handbook, p. 30)

Teens, Tech, Temptation, and Trouble – The Big Disconnect

"Teens...[must balance the] disconnect between what they feel compelled or pressured to do, what they are emotionally and developmentally ready to do, and the desire to stay true to their self." (p. 198) This is true in all aspects of teenage life and heightened in the digital age. Adolescence is the time for impulsivity and tech can delete the pause between impulse and action. Additionally, "[t]he normalization of porn in teen life, the ease with which tech and texting are used as weapons of communication, the emotional intensity of the age, and the amoral environment of the online culture make it a dangerous mix in the hands of adolescents." (p. 219)

"I tried not to use Snapchat for one month and only lasted 2 days." —GMWS HS Student

"Our children are quick to use tech, but how to set limits and use it wisely requires more self-discipline and emotional maturity than most...children have...developed." (p. 156) All technology

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can be addictive. Video games, especially for preadolescent and adolescent boys, are created to be addictive with their immediate rewards, and have skewed gender and race representations. Playing video games can adversely affect the developing brain by engaging the primitive brain which causes people to be reactive, less thoughtful, and unbalanced emotionally.

Parenting in a Sustainable Family

On the evening of November 1, Dr. Steiner-Adair spoke to about 230 parents and guests in Rose Hall, and focused on the effect of adult tech use on the family. She started the evening by telling us that we had chosen wisely in choosing Green Meadow Waldorf School for our children, as she was pleased by her observations around the use of technology on campus and her conversations with the middle and high school students. While there are positive and negative aspects of technology, she said, she encouraged us to be conscious in our own tech habits, especially around our children. She cited examples of children trying to get their parents' attention but unable to do so as the parent was texting or checking email. She also said that when parents say they are "just checking" email, it typically lasts between 25 minutes and two hours. In her research, children expressed anger, sadness, loneliness, and frustration when they were unable to get their parents' attention.

She noted three signs that we may be psychologically dependent on our cell phones:

1. Someone else's phone rings and we reach for ours;
2. Phantom ring syndrome: when we think we hear our phone ring;
3. Taking the phone into the bathroom.

She also cited brain research that shows that our primitive brain becomes engaged while using our devices, causing empathy and hearing to decrease. The challenge with not being able to read social clues, mentioned in earlier sections of this article, also applies to adults as we cannot read a person online in same way we can face-to-face.

Dr. Steiner-Adair cited five pivotal points in the day when it is good to be off of our devices:

1. First thing in the morning—she cautioned against using smartphones as alarm clocks as the temptation to check email/text is too strong and can activate our primitive brain too early. (However, she also suggested that we get up half an hour earlier to text/email before the children get up rather than being distracted once they wake up);
2. Drives to school—don't text and don't let children be on their devices; the car is a great way to talk about family values;
3. When children come home from school, as it is an important time to be fully present with our children and debrief the day;
4. When you come home from work, do not come home on the phone and do not check email as soon as you get home;
5. Bedtime and bathtime (for those with younger children).

Julie Scelfo, in her *NY Times* article entitled *The Risks of Parenting While Plugged In* (June 9, 2010) also cited children feeling hurt when their parents were on their devices instead of paying attention to them during three critical times:

1. Meals;
2. Pick-up from school or extra-curricular activity;
3. Sports events.

There are positive aspects of media and technology, including the social element, as they help us stay connected to extended family and friends. We all know, too, that they can be time-savers, as we can get quick responses via a text or our GPS helps us not to get lost. However, as parents, we need to be aware of the dangers of technology as the values of many online

"Social media was addicting to me so I deleted it all and never looked back."—GMWS HS Student

activities, communities, and games are extremely toxic. We need to move from being "clueless" to being informed and realistic. Dr. Steiner-Adair also said that parents need to shift from being "scary and crazy" to being parents who are approachable and calm; we need to move from being a reactive parent to being a responsive one. (See box on page 3.) This applies to parenting with or without technology but the digital age has accelerated the pace of life and parenting and asks us to be even more conscious and responsive.

A positive outcome of having Dr. Steiner-Adair come to talk with our students, faculty, and parents is the information that was shared and the conversations that have ensued amongst the students, the parents, and the faculty. Green Meadow Waldorf School is a community of individuals and families who are all striving to do our best in raising our children in this digital age and we can recognize and appreciate these efforts in each other. As a family, we can protect unplugged time for all of us. Creating a capacity for solitude is a true gift to our children and to ourselves; a time to hear our inner voice and connect to ourselves. We can also look within our community for support in our approach to sustainable parenting in the digital age. ●

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Science in the Waldorf School: Developing an Ecological Consciousness

Harlan Gilbert, High School Math and Science Teacher

In the Kindergarten, children are active in wind, water, and soil conditions in every weather. These rich, holistic, practical experiences are not only joyous parts of childhood. They also give an unparalleled basis for comprehending the world in myriad ways. Upon this solid foundation of investigation into the natural world, scientific understanding can later build. At this age, the first ecological consciousness of the immediate environment forms through the children's daily experiences of adults cultivating the natural world in healthy ways. One of the teachers' primary goals is to model responsible citizenship in the natural world. Thus the importance given to garden work, tending the land by planting, watering and weeding in springtime, harvesting in summer, raking in autumn, shoveling snow in winter, and many more activities.

The curriculum of the first elementary school grades wisely includes extensive time for lessons on environmental awareness. In these years, students learn to "read the book of nature," coming to recognize the wondrous range of animals and plants that live and land formations that form their surroundings. Imaginative descriptions form the basis of nature education at this age. For example, some years ago a First Grade teacher at Green Meadow named the low-lying area near the Arts Building the "Rocky Dell," turning the area into an imaginative homeland for a generation of students, whose creative play has blossomed in this complex landscape.

Science lessons in these early grades center around stories of nature, bringing alive the wild and cultivated plants, the domesticated and wild animals, the streams and hills, the winds, and the stars, sun, and moon as intimately experienced aspects of our lives, just as the traditional stories



Lower School Science; image courtesy of Heather Kono.

of native peoples did for their children. After hearing a story about the mighty oak and the lithe willow, for example, students visit these in their natural setting. Ideally, the names and character of the elements of the natural world become a natural vocabulary for young children, so that by the time they are around nine years of age they should be able to recognize and name many of the local plants and animals, land formations, constellations of stars, etc., as naturally as they recognize and name each other.

In the following grades, the Waldorf curriculum leads students systematically further in their scientific understanding. This begins in Third Grade with an exploration of the ways humanity can take responsibility and care for the natural world of

soil, plants, and animals. The Farming block in this year guides children to comprehend the farmer's role as sustainer of the health of the Earth, balancing the interrelated needs of soil, crops, and livestock. They come to understand that healthy soil is the basis for healthy crops, that healthy crops are the basis for healthy livestock, and that healthy livestock and crops provide the manure and compost needed for healthy soil. The cycle is complete.

The Third Grade also includes a study of Building. Building depends upon understanding how the natural environment can be used to create stable structures, Understanding how different peoples developed unique architectural styles based upon the

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Middle School Science drawings; images courtesy of Vanessa Lee. Pyrite stones studied in the Sixth Grade; images courtesy of the Harlan Gilbert.

available materials illumines the natural environment from a new perspective. Building structures using at least one of these styles allows students to comprehend on a kinetic, tactile level the nature of materials and the principles of structure. As architecture advanced, building also came to depend upon the cooperation of a variety of people, each with special skills (masons, carpenters, glaziers, roofers, plumbers, electricians, etc.). Imagine if we each had to excavate, build a foundation, put up walls and a roof, insulate, glaze, plumb, and wire our houses! What would most houses look like if each was wholly built by its owner?! Thus building offers insight into the importance of the ecology of human interaction.

In Fourth Grade, students study animals. They quickly discover how each animal has a specialized form and particular way of life suitable for its particular environment. Comparing this to how human beings live—and recalling the many building styles they explored in Third Grade—they can discover that, while animals' relationship to their surroundings is fixed, human beings can live in harmony with any environment. This flexibility is possible because we can both adapt our way of life and transform the environment. We rely on wisdom, where animals depend upon instinct.

In Fifth Grade, Waldorf students study plants. This usually begins with a broad survey of the simplest organisms—mushrooms, algae, and

mosses—and proceeds through increasing complexity to arrive at the flowering plants. Each plant is suited to a particular soil and climate, so it is natural to study the climatic zones, and to see how these are affected by both latitude and elevation.

The study of plants offers a glimpse of the principles of sexual reproduction. This has wondrous consequences: the “offspring” of simpler plants, which use asexual reproduction, are exactly like their parents; however, through sexual reproduction, each organism is absolutely unique. This applies to them as well; as each human child, too, is absolutely unique.

In Sixth Grade, the stones come into focus. These offer a fascinating plethora of form, texture, and color, all arising through three basic processes: intense heat (igneous rock), intense pressure (sedimentary rock), and a combination of both heat and pressure (metamorphic rock). Crystal formations are highly geometric, allowing connections to the study of geometry undertaken in this year.

Astonishingly, pyrites naturally crystallize into the shapes of all five Platonic solids. The cube and octahedron are shown above.

Also in Sixth Grade, students systematically explore the senses that inform us about the world around us. They explore optical, tactile, thermal, and acoustic experiences, and seek to comprehend the laws that underlie these. What conditions give rise to

a rainbow? (Try a prism to find out!) When is sound transmitted along a material? (Does it matter if this material is wood or string?) Is our experience of warmth and cold absolute or relative? (Compare your experience of a 50-degree day in November with that of the same temperature in June!)

Many Sixth Graders are beginning to experiment systematically on their own, building model airplanes, creating stop-frame animations using materials such as clay or Lego, or trying out chemical experiments such as a vinegar and baking soda rocket. Green Meadow has recently started a Science Club, open to Sixth Grade and up, which extends the range of experimentation available to middle school students.

This new interest in experimental method is met strongly in Seventh and Eighth Grades through practical studies in mechanics (Can you lift a dumpster? Pull yourself up into the air?), chemistry (slaking lime, analyzing the elements of a burning candle), and electricity and magnetism (building a telegraph and motor). They study human anatomy, examining a real skeleton and drawing the organs of the body, and physiology, exploring how the human body operates and how diet, sleep, and lifestyle choices affect their health.

I hope that the above has whetted your appetites! To explore the rich scientific and technological curriculum of the high school would go beyond the limits of this essay, but perhaps another day... ●



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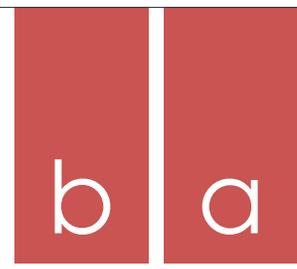
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Student Spotlight:

A Brief Story of My Summer Internship

Sam Wheeler, Eleventh Grade

During the summer of 2016, between Tenth and Eleventh grade, I returned to my home city, Beijing, to attend an engineering internship. The internship took place at Tsinghua University, where my grandfather is a professor emeritus; he specialized in artificial intelligence and taught there for 40 years before he retired. I was lucky to have the opportunity to join the post-graduate robotics department for a whole month where my grandfather's students, the robotics professors, were teaching.

First, I would like to give a background of Tsinghua University itself: Tsinghua University was established in 1911 using funds donated by the US and is a comprehensive research university with 20 schools and 54 departments covering disciplines in art, economics, education, engineering, history, management, medicine, law, literature, philosophy, and sciences. Its strong research and training offerings consistently place Tsinghua University as one of the top academic institutions in China, alongside Peking University. Of course, this leads to the belief in many Chinese people's minds that these two universities are the only two worth graduating from in China, in the same way that they consider Harvard and Yale to be the "only" two schools in the US.

Situated in northwestern Beijing, Tsinghua University's campus has been named one of the most beautiful in the world. The campus, which was established on the site of a former royal garden, contains beautiful buildings that are over a century old, with Stalin-esque monstrosities modeled after Soviet era architecture, and beautiful modern buildings designed by incredible architects. It is safe to say that Tsinghua University is an incredibly unique university.

For my internship, my first task was to write an essay on the future of robotics, particularly the domestication of



Eleventh Grader Sam Wheeler at his internship at Tsinghua University Robotics Lab. Images courtesy of Nick Wheeler.

robots. I was asked to consider the current technology in the field and its availability, as well as the practicality of domestic robots and its possible impact on society in general. After a week of intensive research on the matter, I presented my report to the professor in charge, and he took it in for review. I was given two more tasks for the remainder of my internship, which were to assist the post-graduates with any experiments they needed help with, and to teach myself during the time in between.

Over the next few weeks, I would help with the experiments of the two main focuses in the department. One of the focuses was an autonomous bike designed for delivery through busy situations, like the streets of a big city. Not only that, the bike needed the durability to travel moderate distances with a heavy payload. I was told that a completely autonomous real time detection system needed incredibly complex code, and it required a great deal of adjustments. I assisted with these adjustments, and learned the improvisational capacity of post-graduates were almost limitless. Instead of properly setting up obstacles, they would place a bag of soccer balls, or even just run around the bike themselves to test the code.

The other focus of the department was designing a humanoid robot capable of playing sports. This meant

that the robot would need agility, speed, and most importantly, balance. It took a massive compilation of code to get the robot to walk without falling over, and with this group, I assisted with guiding the robot while they tested its balance on a soccer field. By the end of the internship I had assisted in multiple experiments and gained a deeper knowledge of engineering and robotics. During the intermittent times between the experiments, I taught myself three new coding languages: JavaScript, HTML and CSS.

When my professor returned my report, he said that it was a very useful insight on the future of robotics and that he would possibly use it in an investment pitch to potential donors for the robotics department.

During my time there, I discovered that as a post-graduate, it is entirely up to them to build their projects and to create a reasonable schedule. Of course, the professor will be there intermittently to be a guide, but the bulk of responsibility lies on the post-graduate to create the project, mark the deadlines, and to create a schedule so that the result is high quality. This extends to daily schedules as well; if confident in their own abilities, they can change their working hours to suit them, and in doing so gain the ability to self-manage more appropriately. ●

Faculty Spotlight: Madeleine Wuergler

Lakota Waldorf School: Fighting Poverty on an Indian Reservation

Madeleine Wuergler, GMWS and Otto Specht School Handwork Teacher



It was in 2007 and again in 2013 that I passed by the Lakota Waldorf School while on a road trip around the beautiful mid-west. On both occasions, the school was closed for the summer. Nevertheless, it made a big impression on me and I was immediately determined to support the school in any way I could, either through donations or hands-on help. This past September, I had the opportunity to travel to Kyle, South Dakota once again, but this time as a volunteer at the Lakota Waldorf School, the only Waldorf School on an Indian Reservation.

The Lakota Waldorf School is a small school, surrounded by never-ending prairie, in the midst of Pine Ridge Indian Reservation. This reservation is one of the poorest counties in the United States, with an unemployment rate of 75% to 80%. Many of the local people suffer from severe alcohol and drug abuse, and much of the reservation is considered a food desert.

Because of these circumstances, the Lakota Waldorf School is an incredible support system for the 24 children who attend the school. The school provides the children

with wholesome meals and sends them home on Friday afternoon with a weekend pack filled with healthy snacks—aware that many of the families do not have the resources for a nutritious meal.

Each morning, they are greeted with the wonderful smell of a healthy breakfast of oatmeal, scrambled eggs from their own chickens, or rice pudding with honey and raisins.

Not only is Waldorf Education important for these children, but the support they receive is crucial for their overall well-being.

Lunch consists of only organic food, vegetables from their own garden and bison meat from a local store. All meals are cooked at the school.

The Lakota Waldorf School's mission is to empower the children and initiate their educational process with creativity, positivity, community, and Lakota culture. When Isabel Stadnick, one of the founders and current administrator, traveled to

the Goetheanum in Switzerland with three Lakota tribal members (one of whom was her husband Robert Stadnick), in 1992, Dr. Heinz Zimmermann—the former head of the Pedagogical Section—encouraged the founders to incorporate the Lakota language and culture.

The 16 kindergartners and eight First/Second graders that make up

the Lakota Waldorf School begin their day with the morning verse in the Lakota language, Lakota songs, music, and stories. The curriculum includes language arts, math, science, and social studies as well as handwork, flute music, painting, drawing, and modeling classes and storytelling throughout the day.

Currently, the entire school consists of one small building which houses

the Kindergarten, kitchen and office. There is a separate small building for First/Second Grade. To continue supporting students and their families, they are planning to add grades Three, Four, and Five and up to Eighth Grade in the coming years. Plans are also underway to build an urgently needed additional building, housing a bigger kitchen, three or four additional classrooms, and a healthy café/shop. The new building would be built with only straw bales and solar and wind energy. Jeff Dickinson, well known as a Waldorf and a clean energy architect, is involved in the addition of the school.

Not only is Waldorf Education important for these children, but the support they receive is crucial for their overall well-being. The families cannot afford to pay tuition. Therefore, the school is 100% donation-funded. The Lakota Waldorf School, the administration, current and future students and families would appreciate any donation, small or large, to sustain Waldorf education on the Pine Ridge Reservation.

Having spent a week working with the students, who are growing up in severe poverty and some in traumatic circumstances, I can personally attest to the positive impact the school has on each of their lives. My sincere hope is that the Lakota Waldorf School will continue to thrive and educate young ones for years to come.

Please visit the website (www.lakotawaldorfschool.org) for a donation of any amount toward the operation of the school.

Or if you would like to donate toward the capital campaign for the new school campus, visit: www.gofundme.com/lakota-waldorf-sc.

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Alumni Spotlight:

Smart Cities *and the* Internet of Things

Dan Feldman, Class of 1989
daniel.c.feldman@gmail.com

As a 20-year veteran working in the technology sector, I can say that the pace of innovation has always been impressive, but it is nothing like the last two years where I have worked as part of the Verizon IOT product development team. The Internet of Things (IOT) is described by Wikipedia as being “the network of physical objects, devices, vehicles, buildings and other items embedded with electronics, software, sensors, and network connectivity, which enables these objects to collect and exchange data.”

With a focus on Smart Cities solutions, the chief duty of my team is to understand the challenges faced by city planners, Chief Information Officers, and mayors across the country. It is my job to know what keeps them up at night, the issues they are trying to solve and how what technologies can be implemented to solve their problems.

Below I present a perspective on the challenges faced by cities as they align their priorities and resources with “connected” citizens via technology.

📍 Livability

Livability describes the expectations of urban citizens for fresh air, clean

water, safe transportation systems, parks, civic services, and even connectivity. Cities missing key elements of “livability” stand to lose citizens, students, and even businesses. Cities are particularly aware of Millennials who account for a growing percentage of their population. The Millennial demographic is more multicultural, better educated, and they use their phone first for things like donating or interacting with businesses. Most importantly, they spend \$600B annually... a number projected to be \$1.4 trillion by 2020. Cities want to recruit and retain this valuable group of tax-payers before they move to a more “connected” and hip city.

54 percent of Millennials surveyed would consider moving to another city if it had more or better options for getting around, and 66 percent said access to high-quality transportation is one of the top three criteria they would weigh when deciding where to live. <http://www.citylab.com/housing/2014/05/what-millennials-want-and-why-cities-are-right-paying-them-so-much-attention/9032/>

📍 Sustainability

Think of this as the efficient use of resources, especially water, electric, and waste management. Cities lose an average 20% of their water supply due to leakage, with some

experiencing over 40% leakage. Water flow meters can determine where leakage is happening. Imagine a leak on a property under the driveway that takes over a week to find. This could easily result in a water bill that is quadruple its normal rate. [I know this first-hand.] With technology, an alert could be sent by a connected water flow sensor, saving time, money and aggravation. Similar technologies target electric usage and even efficient trash management via connected trash bins that report remaining capacity and can notify public services when it is time for pickup.

📍 Resiliency

Resiliency speaks to the preparedness of a city that must react to events both natural and human-made. Planning scenarios and plotting mitigation steps to take in advance are critical. Can a city react to a serious snow storm or a building collapse? Do they have communication systems in place to warn residents quickly? How do they communicate with other first responder agencies?

Imagine what would happen if there was a water main break in a city that had already deployed IOT technologies:

(1) A sensor alerts the city Public Works team about a pipe with

low pressure, likely as a result of a break. The city easily pinpoints the location, as the sensor has GPS, so they can remotely close the appropriate valve to stop further flow.

- (2) Using a fleet-tracking solution, the city could immediately locate and deploy police cruisers or other responders to the scene based on their proximity to the location where a visual inspection of the site can happen quickly.
- (3) Local Public Safety cameras could also be accessed for live visual to determine if there was a street collapse or water on the surface.
- (4) Mobile phone notifications, digital signage, and audible alarms alert citizens in the area of dangerous conditions.
- (5) Wirelessly connected intersections can re-direct traffic around the area.
- (6) Wirelessly connected parking meters show unavailable on mobile and car-based parking applications.

You get the point. When everything is connected and easily accessed from a single platform, a city can use real-time data to keep its citizens safe and informed of dangerous situations.

In my role at Verizon, we work with literally hundreds of partners connecting almost every aspect of cities. Below I will highlight two solutions that paint a good picture of how technology can immediately impact the well-being of citizens.

📍 Lighting

\$10B a year is spent by US cities providing energy to power outdoor lighting. This can account for nearly 2/3 of a city's entire energy budget. There is significant pressure for cities to reduce this expense. Enter the LED bulbs and multi-media wireless control modules. LED bulb replacement can immediately reduce energy draw by up to 70%. Because they can last 10+ years and are self-reporting, they can also reduce

maintenance, replacement, and the associated costs (maintenance truck rolls, etc.). A control module allows cities to manage entire districts from a platform easily accessed from a mobile device. It also allows specific lighting control patterns that can determine when to turn lights on or off or even dim (more energy savings) based on actual light conditions, dawn, dusk, or a timed pattern.

The control module also allows control/access for a host of other Smart technologies cities are adding to lamp posts in record speed.

- Environmental sensors
- Gunshot detection
- Digital signage
- Embedded speaker systems
- Emergency call button
- Small cell for improved wireless connectivity/capacity
- Traffic and pedestrian counters
- Public safety cameras
- Parking

📍 Traffic

What if an intersection understood exactly how many cars were approaching or waiting at a light? Intelligence exists that can predict traffic flow and how often lights should cycle, saving billions of gallons of fuel, billions of hours of drive

time, and billions of dollars to the US economy.

Apply that to an evacuation scenario. Real-time data and wireless connectivity could expedite travel away from danger.

These are just two examples of how connected technologies deliver data to cities—data the city can then use to efficiently use their resources. These two solutions currently have less than 1% traction in US cities, so it's a nascent market. Implementation of these technologies will help cities save revenue, improve citizens "livability", and reduce emissions and waste. 🟢

Dan Feldman has national responsibility for Verizon Smart Cities IOT Product and New Business Development. He has some projects in Long Island, NYC, and New Jersey. Other cities include Irving and Dallas, TX; Boston; Minneapolis; Seattle; Spokane; Chicago; Detroit; Philly; Washington, DC; San Jose; Los Angeles; San Francisco; Louisville; and Salinas, to name a few.

Dan lives in Southern California with his wife, Sabrina, and their two sons, Christopher and Simon (pictured below). Dan is a graduate of GMWS and a past Board Member. Christopher graduated last year from the Waldorf School of Orange County in Costa Mesa, CA; Simon attends the high school there.



Support the education you love.

Thank you Green Meadow Community for your 2016-2017 Annual Growth & Renewal Fund gifts thus far!

Giving unites our community. It is another thread that strengthens our social fabric. Our children sense this unity, a foundation which is woven throughout their Green Meadow experience. As of December 14, 2016, we have raised \$51,558 vs. \$28,695 last year at the same time. Currently, 50% of our families have contributed. Our monetary goal is \$120,000 and we are aiming for 100% community participation by June 30, 2017.



Your gift to the Annual Growth & Renewal Fund supports:

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.

Building **Financial Sustainability** for the future: Bolstering annual giving helps us achieve our short-term goals, while ensuring the healthy growth and long-term sustainability of Green Meadow.

Fund Participation rates as of 12/14/16

| | |
|------------------------|------|
| Mrs. Rowland's Nursery | 42% |
| Mrs. Ruof's Nursery | 41% |
| Mrs. Burchell-Fox's K | 50% |
| Ms. Duijneveld's K | 27% |
| Ms. Gambardella's K | 58% |
| Mrs. Grieder's K | 75% |
| Ms. Oswald's K | 20% |
| 1st Grade | 36% |
| 2nd Grade | 59% |
| 3rd Grade | 38% |
| 4th Grade | 100% |
| 5th Grade | 40% |
| 6th Grade | 50% |
| 7th Grade | 100% |
| 8th Grade | 50% |
| 9th Grade | 75% |
| 10th Grade | 32% |
| 11th Grade | 50% |
| 12th Grade | 77% |
| Faculty | 81% |
| Staff | 100% |
| Board | 66% |
| All Families | 50% |

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. Thank you for nurturing Green Meadow's seeds of growth and renewal.

News from the Development Office

It's that time

Lynne Wu, Director of Development

Last March, we hosted such an incredibly fun (and successful!) fundraising benefit in the High School...that we're doing it again on March 25, 2017!

This year, we'll focus our efforts on establishing our first endowed fund; hence the name of our fundraiser "It's About Time: A Benefit for Our First Endowment." The results of our benefit will enable us to plant the perennial seeds that will establish a secure, financial foundation upon which our school can continue to grow.

An endowment is a permanent fund in which the principal is held in perpetuity, and only the investment income is paid out annually for our use. Endowments provide a permanent, long-term source of funding that provide stability to schools such as ours, and endowed funds support

activities not just for one year, or even one generation, but forever! Funds are invested prudently to ensure they can sustain current and future needs. A healthy endowment will provide strength, longevity, creativity and flexibility for Green Meadow, ensuring steady income to support key programs and invest in new ideas.

Highlights of this year's fundraising benefit will include:

- A wine-and-cheese kick-off in Rose Hall with a music showcase featuring faculty, transitioning into the High School where retro vibes, music, food and drink will abound
- A decades-themed party that will transform our four High School rooms into a 50s Diner, the Space Age 60s, the Psychedelic 70s, and the Pop 80s
- A special mid-year look at the new

science lab downstairs that was built from last year's benefit funds

- An online and community auction for your bidding pleasure, with many items on display at the event
- All funds raised from this benefit will initiate our first endowment.

There are many ways to support our Benefit through event planning, set-up/clean-up, buying tickets, giving/getting in-kind or auction donations, pledging or becoming a sponsor! Reach out to Lynne Wu at lwu@gmws.org or Averi Lohss at alohss@gmws.org in the Development office or contact our volunteer parent co-chairs Tamara Freuman at tamaraduker@gmail.com and Maureen Dinan Leventis at maureen.leventis@gmail.com. See you there! 

It's About Time:

A Benefit to Establish Green Meadow's First Endowment

March 25, 2017 •

6:30-11pm

Tickets \$50 • www.gmws.org/givenow

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

lwu@gmws.org • 845.356.2514 x304

www.gmws.org/benefit

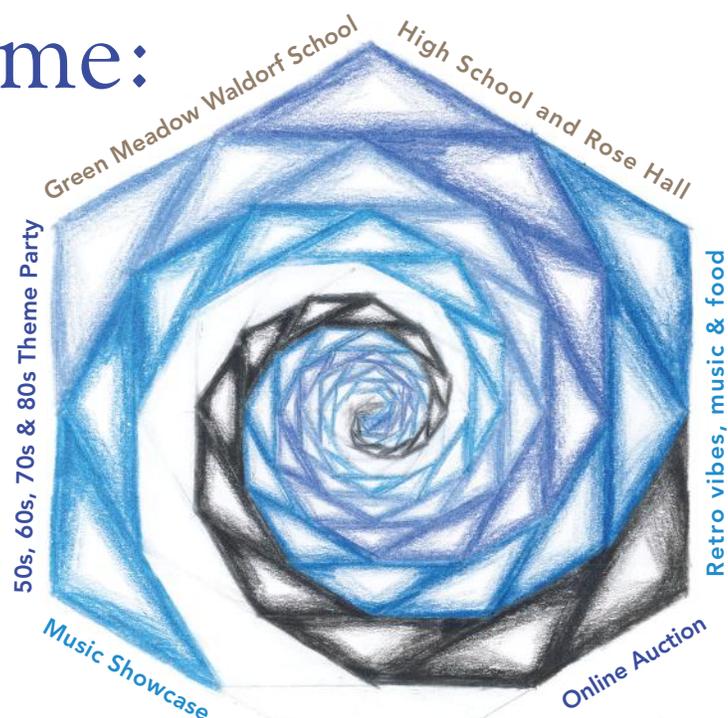


Illustration courtesy of Anis Berrier, Class of 2018



Service Learning images courtesy of Daphna Stern

Heifer International.

Creation of Service Learning Curriculum Approved After a school-wide discussion, the Collegium gave the Service Learning Committee the go-ahead to work with the faculty and school community on developing a curriculum for service learning that will span the entire school. Students and parents are invited to take part in the process! Contact Raoul Cansino at rcansino@gmws.org for more information. ●●

Thirty-One High School Students Join in Outreach to Homeless People in NYC Our October 22, Midnight Run stretched into the wee hours of the morning as our young volunteers worked through the night to bring emergency supplies to men and women living on the streets of Manhattan. As one student remarked, the experience made her realize how fortunate she is to have a family and warm place to sleep!

Sixth Grade Offers Halloween Concert at Retirement Home Mrs. Olson's class brought a festive musical offering to the residents of the Esplanade.

Our Families Donate 1,199 Pounds of Food to Local Food Pantry Fourth Graders helped to deliver this year's donation to People to People and discovered, to their amazement, that collectively, they weighed even more than the gifts of food that had filled the school's cargo van.

Middle Schoolers Entertain at Helping Hands Gala Our 7th and 8th Grade Chorus impressed the 178 dinner guests at the Nyack Seaport with their four-part harmony and musical interpretation of songs in Latin, German, Spanish, and English, helping the not-for-profit raise over \$35,000 for its programs for homeless people.

Our Volunteers Serve Homeless Guests Helping Hands came to the Christian Community Church on November 22, 23, and 24. On Thanksgiving Eve, Green Meadow

children, parents, and teachers prepared and served a delicious meal to 22 homeless guests in the Safe Haven at the church.

Third Grade Raising Money to Buy a Heifer Children in Mrs. Kono's class are hard at work, raking leaves, serving as parents' helpers and doing sundry volunteer jobs in order to buy a heifer for a child in Africa through

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Diversity and Inclusion Update

Vicki Larson, Diversity and Inclusion Committee Co-Chair

Most of you know that last year, the school decided to make attendance at the Undoing Racism training mandatory for faculty and staff. Because racism is a crucial issue in our country and culturally responsive teaching is a key skill for school employees, all teachers and staff are expected to take the training before Spring 2019. Thirteen faculty and staff members attended the training in the past few months. Reflections from a few recent attendees appear below.

I found the Undoing Racism workshop to be very transformational. It has helped me understand how racism is embedded in institutions and systems throughout our culture. After attending the workshop, I now see and hear seemingly innocuous comments with a new sensitivity to the underlying, implicitly race-based or biased assumptions. I hear generalized observations about life and think, "well that might be true if you're white and privileged, but that's not reality for everyone." Attending the workshop has given me a new sense of urgency about the importance of recognizing and undoing systematized, institutional racism, and about including that perspective in the work we do at GMWS, and in the experiences we create for our students. I have recommended to the Board, and the Board has agreed, that all Trustees will take the course within the same three-year window established by the Collegium for faculty and staff.

—Jake Lynn,
President of the Board of Trustees

The Undoing Racism training has given me a new lens through which to practice self-examination and self-reflection as a teacher.

—Maria Fitzgerald,
Lower School Spanish Teacher

We need to be conscious of the role racism plays in the history and lives of every American (whether he/she

knows it or not). As a teacher, I am committed to reshaping my curriculum and approach in an effort to be conscious and sensitive about the past, and to fight against racism for the future.

—Defne Caldwell, High School Humanities
Teacher and High School Chair

How do I characterize this experience without sounding cliché? Profoundly moving, as if I was given new organs with which to see and hear. I feel as though I am changed forever. Accepting the status quo can never be an option moving forward.

—Leslie Burchell-Fox,
Kindergarten Teacher

It may be hard to acknowledge, but we have all inherited a doctrine of racism, and there is much work to be done in our society to overcome this. Trainings like Undoing Racism can show us all how vital it is to begin sitting down together to have honest and courageous conversations that acknowledge the reality of this divisive problem. In teaching, this work can help us provide our students with a more realistic perspective of how our society needs to change. In my day-to-day life, it helps me keep in mind the responsibility that comes with my privilege.

—Will Minehart,
Seventh Grade Teacher

So many thoughts arise from the Undoing Racism workshop I just participated in, but here is one that directly relates to my teaching—the importance of cultural sharing as a

way to foster mutual understanding and appreciation between people. Language and culture are, of course, intimately linked with each other, and as language teachers we always teach about the culture of the languages the children are learning. We are blessed with a great diversity of cultures in our community at Green Meadow. Now, I'm inspired to make more space in lessons for the children to teach me about their cultures!

—Raoul Cansino,
Lower School German Teacher

I will definitely be researching games from different cultures and bringing them to the children. In time, I aspire to introduce these games in a way that brings up leading questions about racism and privilege for high school students.

—Julia M. Lieberman, Games and
Movement Teacher, Grades 1-12

This workshop illuminated the paradox of race today. On the one hand, race is an artificial construct, historically originating in the greed of Colonial planters: before the 17th century, people noticed skin color but did not treat this as the definition of a distinct group. On the other hand, this artificial construct has become a dominant paradigm for all of our seeing-others. I left with the question: how do we affirm the historical reality, so deeply connected with identity today, while deconstructing its objective nature?

—Harlan Gilbert,
High School Mathematics Teacher

Families of Color Lunch

Join us in the High School Common Room on Sunday, March 5 from 12-2pm for a lunch for GMWS families of color. Please RSVP by February 25 to Vicki Larson, Committee Co-Chair: vlarson@gmws.org.

Hosted by the Diversity and Inclusion Committee

Community Announcements

Christian Community

845-573-9080

15 Margetts Rd.

Chestnut Ridge, NY 10952

www.christiancommunitysv.org

Epiphany Day Service and Homily
Friday, January 6 at 8:30am
Three King's Pageant Play
Saturday, January 7 at 5pm.

Young Adults Conference MLK Weekend 2017

January 13-16, Ages 18-28

For hope to not be 'pie in the sky' it will take real people taking real steps towards a better future. We believe there are real things we can do to more fully express our humanity. We are not yet truly human and that is why we call this effort: 'Project Human Being'.

Join us this winter where we will meet around the theme of Reality: Virtual Reality, Sense Reality and Higher Reality—learning to navigate the allure of electric light by escalating our ethical evolution.

With special presentations by Paul K. Chappell (peacefulrevolution.com), conversation, artistic engagement, cafe open mic night and more.

To learn more or to register go to www.christiancommunityseminary.org

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www.fibercraftstudio.org

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

Applied Arts Program–10th Cycle Registration begins mid-November 10th Cycle Begins: July 24, 2017

This four-year, part time program involves a path of learning and inner development based on the study and practice of Anthroposophy, Waldorf Education, the Arts and the Fiber Crafts. It is especially designed for those who currently teach or would like to pursue teaching Handwork, and would like to engage with others on a similar path in order to deepen, expand, and better articulate the importance of their work.

Knitting Socks Workshop Series

3 Friday mornings: January 6th, January 27th, and February 3rd
9:30-11:30am

Beginners' Knitting Workshop Series

5 Friday mornings: March 10th, 24th, 31st, April 21st, May 5th
9:30-11:30am

Sunbridge Institute

845-425-0055 x20

info@sunbridge.edu

www.sunbridge.edu

Waldorf Weekend: Foundations and Fundamentals of Waldorf Education

Friday, January 27 - Saturday, January 28

For current and prospective Waldorf community members
Instructors: Anna Silber, Harlan Gilbert, and Laura Radefeld
Information/registration info 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 info above.

Threefold Educational Center

845-352-5020 x 10

info@threefold.org

All events listed at

www.threefold.org/events

East Coast Singing Training With Christiaan Boele

Session 2: February 23-26

Session 3: July 5-9

This course is a study in singing from the *School of Uncovering the Voice*, an artistic impulse first developed by Mrs. Valborg Werbeck-Svårdström under the guidance of Rudolf Steiner. In this work, the singer and the process of singing are viewed holistically, encouraging a natural opening and balancing of the voice.

Newcomers are welcome to join Session 2 or 3 even if they did not attend Session 1.

For more information, and to register: Contact Shannon Boyce: 646-932-6062 or

shannonaliciaboyle@gmail.com

The Pfeiffer Center

845-352-5020 x 20

info@pfeiffercenter.org

All events listed at

www.pfeiffercenter.org/events

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.

Eurythmy Spring Valley

845-352-5020 x13
www.eurythmy.org
info@eurthmy.org

The Traveling Companion - Eurythmy Spring Valley Ensemble Performance

Saturday, January 14, 2017,
8:00pm, at Threefold Auditorium,
Chestnut Ridge, NY. Tickets: \$15/
\$9, Students and seniors.

Offered in conjunction with the
Agriculture Conference, Eurythmy
Spring Valley Ensemble's evening
performance is centered around
The Traveling Companion, a Danish
tale as retold by Hans Christian
Andersen.

Middle English Poetry – A Poetics Course with Coralee Frederickson, Ph.D

Thursday, January 19,
9:35am-2:55pm (Three sessions
with a lunch break)
Friday, January 20,
9:35am-12:25pm (Two sessions)

School of Eurythmy, Chestnut
Ridge, NY. Five lectures: \$75.
In the Middle Ages, British
culture discovered its heart and
its humanity. Geoffrey Chaucer
represents the epitome of this
new spirit. Through his genius,
Nordic will and Southern musicality
were woven together to create a
new poetic medium capable of
expressing love for nature and
human nature with compassion,
insight, and humor. All are welcome

ESV Winter Studio Program,
Saturday, January 21, 8pm,
Threefold Auditorium, Chestnut
Ridge, NY. Tickets: \$15 / \$9
students and seniors. Please join
us for this year's winter studio
program. Once again, eurythmists
in the area have been working on
solos and duets, and will offer a
rich array of pieces made up of
different styles of speech and tone
eurythmy.



Parent Handwork

Please come join us!

All skill levels and parents with small children
are welcome! Building a friendly community of
parents who are interested in working on projects
and learning skills that reflect the techniques our
children learn in their handwork classes.

Currently, we are working on auction items for the
upcoming school benefit. Our spring project will
be a heavy baby.

Thursday mornings
8:30 to 9:30

Handwork Room in
the Arts Building

Please stop in and say hello or contact Jessica Rowe at jessicaearleyrowe@gmail.com



Annual Parent-Faculty Dinner

"State of the Meadow"

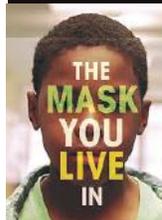
Dinner, drinks, and an update on our school's
accreditation, governance, strategic plan, financial
health, and more

Saturday, February 4 • 6-9pm in the Gym

Please RSVP by Friday, January 27 to [Averi Lohss,](mailto:Averi Lohss, alohss@gmws.org)
alohss@gmws.org

Film Screenings

January 24
The Mask You Live in



The Mask You Live In
follows boys and young
men as they struggle to
stay true to themselves
while negotiating the
narrow definition of
masculinity prevalent
today in the US. Research
shows that compared to

girls, boys in the US are more likely to
be diagnosed with a behavior disorder,
prescribed stimulant medications, fail
out of school, binge drink, commit a vio-
lent crime, and/or take their own lives.

March 7
Screenagers: Growing Up in
the Digital Age

SCREENAGERS
probes into the
vulnerable corners
of family life and
depicts messy
struggles over
social media, video
games, academics,
and internet addic-
tion. Through surprising insights from
authors and brain scientists solutions
emerge on how we can empower kids
to best navigate the digital world.



GMWS Basketball Madness

Come cheer on our GMWS Warriors at the
following Basketball Tournaments:

- Alumni Tournament: 1/6, 6 - 9pm (GMWS Gym)
- Friendship Games: MS Tournament: 1/27 - 1/28 (GMWS Gym)
- HS Tournament: 2/10 - 2/11 (Kimberton, PA)





Front cover: High School Orchestra at Holiday Concert; image courtesy of Mark Saunders.
Above: GMWS Warriors in action. Images courtesies of Leo Dunn-Fox, Tim Lee, Vanessa Lee, and Joseph Regan.

Important Dates

Friday, **January 6**: Alumni/Varsity Basketball Games, 6-9pm

Monday, **January 16**: NO SCHOOL (Martin Luther King, Jr. Day)

Tuesday, **January 24**: Film Screening for parents and HS students: *The Mask You Live In*, 7:30pm

Wednesday, **January 25**: Parent Council Meeting (Open to All Parents), 7:30pm

Friday, **January 27**–Saturday, **January 28**: Friendship Games (MS Basketball Tournament)

Saturday, **February 4**: Parent-Faculty Dinner, 6-9pm

Thursday, **February 9**–Friday, **February 10**: NO SCHOOL (Parent-Teacher Conferences)

Friday, **February 10**–Saturday, **February 11**: HS Basketball Tournament at Kimberton Waldorf School

Monday, **February 20**–Friday, **February 24**: NO SCHOOL (Winter Break)

Sunday, **March 5**: Families of Color Lunch, 12-2pm

Tuesday, **March 7**: Film Screening for parents and HS students: *Screenagers*, 7:30pm



**Get On The Bus To DC For
The Women's March
on Washington**

**Saturday
January 21**

**Bus leaves GMWS 5am sharp
(please arrive at 4:45am, the bus will
not wait for latecomers)
Arrives back to GMWS approx. 11pm**

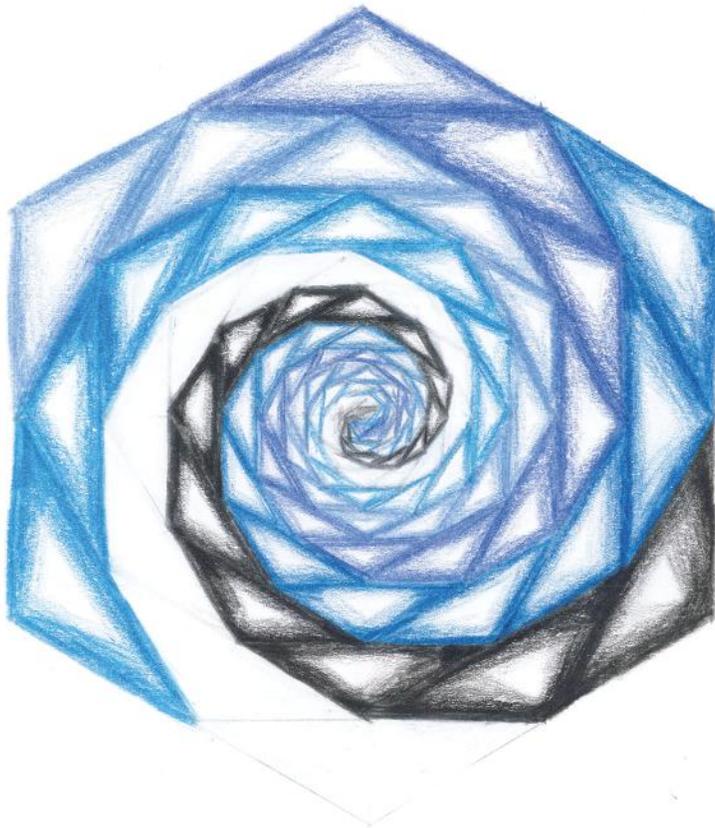
**\$60 ticket
cash or check
made out to GMWS due by Jan 13**

**Contact Bonnie Johnson
lovegemjohnson@cs.com
Sponsored by GMWS Student Activism Club**



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!

The
High School
TALENT
Show!
JAN. 13th
AT 7pm
in Rose Hall
Hosted by
the 11th
grade!





TOYS • CRAFTS • GIFTS • ART • CLOTHING • BOOKS

Vendor Hall

2017 Waldorf Early Childhood Educators Conference

Open to the Public

Friday, Feb. 10: 3 - 6:30 PM

Saturday, Feb. 11: 10:45 AM - 6:30 PM

Green Meadow Waldorf School (Gym)
307 Hungry Hollow Road
Chestnut Ridge, NY

Featured vendors include:

- * WECAN Books
- * AE Wooden Toys
- * Arterra V
- * Brandon John Luthieri
- * Carapace Farm Puppetry
- * Cottage Garden Fibers
- * Fellowship Community
- * Heavenly Hues
- * IASWECE
- * Pear Tree Studio
- * Pfeiffer Wheat
- * Purple Hummingbird Woolens
- * Organic Pura Narura Skincare
- * Q'ewar Dolls
- * Steiner Books
- * Waldorf Publications
- * Warmth and Weather
- * Wild Infusion
- * Woollies of Shirkshire Farm

 For further information
contact Andrea Cooper at
conference@waldorfearlychildhood.org



DOLLS • YARN & FLEECE • WOODWORK • MORE!

