



M o s a i c

Newsletter of the Great Barrington Rudolf Steiner School

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Susan Lacombe

In middle school, children can benefit greatly from organized sports.

Time Enough: A Perspective on Sports in Childhood

by Krista Palmer, Games Teacher and Director of Athletics, with Trice Atchison

Too often we hear of students who, despite having been high achievers and ribbon winners in high school and grade school, end up feeling lost and overwhelmed as they struggle to adjust to college life. That's why, in Waldorf education, we strive to help our children develop their ability to find direction from within.

An important aspect of childhood—one that is increasingly disappearing from many children's lives—is having enough unstructured time and space to allow for activities that are not planned, scheduled and directed by adults—that allow, instead, for creativity, inner guidance and a lifelong love of learning to take root.

The Value of Self-Directed Play

Here are two scenarios that show the difference between an adult-led activity and self-directed play:

Picture a flat, evenly manicured soccer field complete with clearly painted lines and accurately measured goals. Six- and seven-year-olds run around in crisp, matching uniforms while an adult referees with a whistle. More adults line the edges of the field, watching and cheering.

Next, picture a backyard with a slanting hill, trees at one end, and a rock wall at the other. A group of six- and seven-year-olds wants to play soccer. They use a sweatshirt and stump for one goal, a bush and corner of the picnic table for the other. They

figure out where the center of the field is, more or less, and begin to play. No adults have intervened.

The first scenario is not genuine children's play; it is children carrying out adults' wishes. It's a controlled, adult-oriented experience, in which the performance is watched and evaluated. Even if the children receive only positive or neutral feedback, the fact of being closely watched creates a sense of being evaluated—of having performed well or not-so-well. This is leagues away from the kind of spontaneous, organic, self-initiated play that is natural and necessary for children in the early grades.

In the second scenario, you have a whole world created by children. They make up the rules, negotiate, argue and come to a conclusion about how to proceed. They might decide to segue into an entirely different game halfway through. They've exercised resourcefulness, creativity, intelligence, social skills and inner flexibility. In contrast, the repetitive focus on a few skills characteristic of early organized sports can have the effect of diminishing the childhood quality of play, creating a hard, inflexible outlook marked by black-and-white thinking. The advocacy group Alliance for Childhood is spreading the important message that play is not just fun and games; the group cites numerous studies that show that play boosts "healthy development across a broad spectrum of critical areas: intellectual, social, emotional, and physical."

What's the Rush?

Teachers' observations over the years show clearly that children who have been in organized sports from a young age can experience a number of struggles. Some children, for example, become so outcome-oriented that a simple tag game can be just one more arena in which they harshly evaluate their own performance. As a result, they may vehemently deny they've been tagged, or they might cry. The premature focus on goals has weakened their capacity to play for the true joy of it. These children also can have trouble holding onto the kinds of imaginative pictures that enliven a simple children's game, such as a chasing game that involves a hungry wolf, small rabbits and

"Learning teaches us what is known, play makes it possible for new things to be learned. There are many concepts and skills that can only be learned through play."

—David Elkind, Child Psychologist



Gregory Cherin

rescuers. The rules and object of the game are basic; the fun is in the make-believe.

During unstructured play in the early grades, as in the homegrown soccer game described earlier, the social and emotional lives of children have room to blossom. This happens not when adults lead or too intently monitor the play, but instead when the children are allowed to remain un-self-conscious. Even having two teams creates self-consciousness, because there's a line drawn in the sand—one against the other—begging for an outcome. However, organized team play is wonderful for sixth-grade and up. In a Waldorf school sixth grade, students study Roman civilization, law and sciences—subjects intentionally introduced at an age when a child's emotional state is ready to meet and accept the outcomes of winning and losing, evaluating and discerning. These same developmental qualities coincide well with team play.

Healthy Competition

Competition is, of course, not bad. Even in a tag game, you need to have people running as hard as they can—because if I chase you, and you don't even try to get away, it's no fun. Without some sense of competition, there's no tension—no point—but with younger children, the game is better left flexible and without a score keeper. In the sixth, seventh and eighth grades sports program, competition moves to the foreground, with both teams expected to play their best in order to bring out the best in each other. With this healthy sense of competition, even if you lose, you feel you've played a good game. But if you win too easily, there's no real satisfaction in it.

By early adolescence, competitive sports can be the perfect homeopathic dose to that certain know-it-all quality that can sometimes begin to emerge. There's a renewed sense of innocence

Mosaic

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in a child who experiences butterflies in his stomach before a game, or tries hard to remember all the rules and regulations. Except at this age, if children have had a chance in their earlier play to develop in their social and emotional interactions, they're on much more solid ground.

When they run out onto the field, they can draw on that emotional intelligence to overcome the butterflies and delve into the flow of the game. But if they've already "been there, done that," they're likely to view the game with a blasé attitude. This is an example of how giving children too much too soon can rob them of important opportunities for growth at pivotal times.

Stemming the Tide

Parents can guard their families from being swept away by the powerful trend toward earlier and earlier sports (as well as other societal trends toward too much, too soon). Here are some ways

you can make a difference:

- Just because "everybody is doing it" don't feel neglectful or remiss in your parenting if your primary grades child is not involved in an organized sport. Remember, there's no correspondence between early sports involvement and being a star athlete in the upper grades. Moreover, you run the risk of having a middle- or high-school-aged child who lacks spontaneity both on and off the field. Or your child may burn out altogether, just when sports could be most beneficial.

- Have the courage to let there be free time in your child's life, and in your family's weekends. Instead of allowing the weekend to be absorbed by children's sports and other highly scheduled activities, with the adults looking on, engage in work around the house or yard, with the children imitating or

participating as their ages allow. Go on weekend family outings together.

- The world of play is the child's world. Genuine, spontaneous and self-initiated play is essential to healthy development. We can be aware and responsible without hovering. Let's allow the children some breathing room, and to step into organized sports at a more appropriate age. In doing so, the children are freer to develop the creativity, flexibility, social confidence and self-knowledge they will need to one day venture forth on their own.

For more on the phenomenon of "too much, too soon" and its effects on children, look into a series of books written by child development specialist David Elkind, entitled, *Miseducation, The Power of Play, The Hurried Child, and All Grown Up and No Place to Go.*

A Warm Welcome to Jamie Coulter, First-Grade Teacher

by Sally Michael Keyes

First-grade teacher Jamie Coulter brings to GBRSS wide-ranging life, work and educational experiences that have well-prepared him for his journey through the grades as a Waldorf class teacher. Mr. Coulter and his family—wife Tonya, sons Cyrus and Isaac, and his father—recently relocated to Sheffield from the Brattleboro, Vermont area.

Mr. Coulter's background includes 10 years at Kroka Expeditions teaching wilderness living skills, rock climbing and paddling to children of all ages. He has also taught hatha yoga and capoeira (an Afro-Brazilian art form that combines elements of martial arts, music and dance) at elementary and high schools, as well as to the public. He has worked on organic farms, was an inspector for the Northeast Organic Farming Association, and continues to grow a large garden for his family's use. He managed a busy restaurant in NYC before moving to

Vermont. As a teenager, he was immersed in theater. Mr. Coulter earned his B.A. at Johnson State College of Vermont and received his Waldorf Education

Certification at Antioch University New England. Please join us in welcoming Jamie Coulter as he and his class embark on their exciting eight-year adventure.



New first grade teacher Jaime Coulter, with wife Tonya and sons Cyrus and Isaac.

Sarah R Lavigne

Celebrating Difference!

by Marilyn D. Ruppert, Faculty Administrator



Occasionally parents approach me with questions about how Waldorf education measures up academically with what is offered in independent or public schools. They hear about the academic pursuits of a neighbor or relative in a different setting, and want to make sure that their children are also getting what they need to be successful in the years to come.

Sometimes other schools' approaches to academics prompt them to focus on the accumulation and assessment of information and skills; accordingly, they plan programs that pack as much of these as possible into a school day. While we also deeply value the academic achievement of our children, our aim within a Waldorf school is to educate the child in a well-rounded and balanced way. We also carefully present academic information at key developmental stages of childhood, stages that enable the children optimally to take in a new thought process, subject matter or skill because they are truly ready to do so. In these ways, the knowledge the children gain "sticks to their bones" in deeply felt and remembered ways, laying a foundation for the children to develop into broadly capable and strong adults. And so the "whole child" receives an education, one that develops his or her will, feelings, social intelligence and spirit, as well as the intellect. Our wish is that our graduates meet the world able to think clearly and creatively, work effectively both alone and with others, and be responsible, respectful and contributing citizens of the world.

The articles in this issue of *Mosaic* give the reader some examples of how this developmental approach is carried out throughout the grades. Each component of a student's day at our school is intentional and purposeful—there is no "fluff." We support a wide range of capacities in children as they grow, so that as adults they can express fully who they are in word and deed, and do so with joy and deep satisfaction.

My personal experience with Waldorf education, as a parent, a teacher and, now, as a school administrator, confirms for me its broad and deep value. I am certain that every one of our children will find her or his way in this world, buoyed by the strong foundational experience they've had at the Great Barrington Rudolf Steiner School. That is truly something to celebrate during this, our 40th year!



GBRSS alumna Naomi Crespo-Pitman, now a freshman at the Great Barrington Waldorf High School, wrote this poem comparing water to the Four Temperaments as described by Rudolf Steiner—melancholic, sanguine, choleric and phlegmatic. Like people, water has its temperaments and moods, as Naomi deftly expresses.

Water's Many Faces

by Naomi Crespo-Pitman

At times I am quite melancholic
A disconsolate veil of cold, soft rain
Descending from the clouds like fallen angels,
cast out from the sky to feel anguish and pain.
But only to land on earth and rejuvenate the barren ground.

Sanguine as a bubbling stream
Being guided by the mountain, almost out of control
Flowing over edges, hardly contained but by
a thread of surface tension
And then to be drained into an expanse of mystery
That is controlled by only the grace of moonbeam.

Also choleric, in a violent storm
Destroying those ambitious sailors who failed to recognize my
superior strength over them,
My ability to make the incompetent fools my captives
and imprison them beneath the surface
To stay for eternity in their watery graves.

Yet I am phlegmatic, as a lake or a pond
A tranquil pool teeming with hidden life,
beneath my glassy expanse.
With tangled algae spiderwebbing across, like a fissure,
cracking across the mirrored surface
Creating the plane that differentiates the tangible-dark abyss
below from the ethereal light of the heavens.

Eighth-Graders Visit the Islamic Society of Western Massachusetts

In eighth-grade history class, the students learn of pilgrims making a treacherous journey across the Atlantic to the New World in pursuit of religious freedom. These same principles of religious freedom and tolerance are equally important today.

At an interfaith dinner hosted by the Islamic Society of Western Massachusetts, I met Imam Wissam Baki. His hospitality, along with the warm openness of Zahra, a member of the congregation, inspired me to bring the eighth-grade students on a field trip to the mosque. This invitation seemed a timely opportunity in light of the “Islamophobia” prevalent today, fueled by media portrayals of Muslims that focus on an extremist minority. These portrayals, of course, do not represent the views of countless peaceful Muslims living in the U.S. and around the world.

I saw the field trip as one little step toward world peace. Here are some of the students’ reflections.

—Ann Sagarin

“I was curious to know what the Islamic faith is like because I really don’t know much about this religion at all. For a field trip Mrs. Sagarin drove the class to the

Islamic Society of Western Massachusetts in Springfield, Massachusetts...My surroundings amazed me, for here in the heart of West Springfield, was a thriving Muslim community.”

“It was different than I had expected because I thought it was just going to be a mosque, but when we arrived I realized that there was also a school... Everyone was joyful and friendly and I was immediately welcomed with warm, bright smiles...At lunch the boys and girls sat separately, but it was basically a regular cafeteria. The teachers passed out Capri Suns...chips and sandwiches on white bread...When we sat down to eat the girls smiled and asked questions. They laughed about Facebook and chatted about school, telling me their ambitions to become doctors, like mine to become a vet...After lunch we all went outside and played basketball. The students were very good. One of them could even dunk!”

“The most interesting part for me was observing one of their five daily sessions of prayer...I thought they each had a prayer mat, but it was one big soft carpet instead...They repeated a sequence of

folding their arms, bowing and kneeling. While they did this, the Imam (spiritual leader) chanted prayers for them to hear in Arabic...When listening to the Imam speak, even though he didn’t have very good English, I respected him greatly, and admired him. His certainty in his ways and religion inspired me...”

“I’m glad I went because it gave me a new light on Muslim culture. Participating in their prayers and learning new things was a great experience...I think that the Muslim faith is a kind and merciful one. It is portrayed differently than it really is. This trip helped me gain perspective on religion...”

“We learned that not all Muslims are the way the press makes them out to be. And their god, Allah, is, in fact, peaceful, righteous and forgiving. I am very glad we went to this Islamic center because I can understand Americans who have not been educated feeling hostile toward Muslims, but if you learn a little about them, you would realize that there is little reason to be afraid.”

Whimsy and a Wagon: Early Childhood Teachers Present a Series of Community Puppet Shows

by Trice Atchison

Our early childhood teachers are pleased to present a whimsical series of free puppet shows to the greater community. This year’s series began on Saturday, October 9, at Matrushka Toys and Gifts in Great Barrington, with a presentation of “Huggin and the Turnip.” In November at the GBRSS Holiday Handcraft Fair, the teachers present “How Gluskabi Found the Summer,” a Native American

legend about the seasons of the year, from the Micmac tribe. See Mornings at Matrushka, next page, for additional offerings.

The puppetry series culminates on May Day in an outdoor play performed from our one-of-a-kind puppet wagon. Last year the school acquired the magical “gypsy caravan” as a gift from Bob Norris, former class teacher at GBRSS.

The caravan originally was created as a movable stage for the performance of glove and marionette puppet shows, with Linda Norris, Bob’s late wife, providing the vision that brought the fairytale wagon into being. Winston Wilson, Owen DeRis and a team of craftspeople carried out the vision. It is a whimsical work of art, complete with hand-carved shutters and designs, a stained glass window,



Martin Albert

The fairytale puppet wagon is a gift from Bob Norris, former class teacher at GBRSS.

Announcing Mornings at Matrushka

An hour of Waldorf early childhood activities
Saturdays, January 15, February 12 and March 12.

Open to all. 10 to 11 a.m. Main Street, Great Barrington



Each program, hosted by a GBRSS early childhood teacher, honors the young child's natural feelings of wonder and trust. Children might hear a story or watch a puppet play, activities that cultivate the imagination and strengthen the ability to listen and concentrate. The songs and nursery rhymes offered inspire a love of language and music. The morning events take place in the lovely environment of Matrushka, which provides the community with quality playthings and gifts, such as all-wood play kitchens, hand puppets, dress-up clothes, books and natural-fiber children's clothing.

gilded edges and large, antique wagon wheels. Able to be hitched to a vehicle or drawn by horses, this wagon is worthy of carrying a transformed Cinderella to the prince's ball!

Senta Reis, former teacher and alumni parent at GBRSS, remembers the appearances the caravan would make at the SUMMERFEST festivals in Great Barrington 20 years ago—joyous street fairs created to benefit Hospice Care. “One of my outstanding memories is when I noticed, hanging from the interior of the wagon, the most elegant and intricately beaded lampshade; I was so impressed by the detailed care and artistry Linda invested in all of it.” Senta has handmade cotton and silk puppets from those days that, with some freshening, will one day make a comeback. To the delight of all who attended, the wagon made its debut at GBRSS last May Day with the performance of “The Little Rosebud.”

Special thanks to Bob Norris for this delightful gift, and to Hartmuth Sommer, facilities manager, for the extra tasks he took on in transporting the wagon and its custom-made shed to its new home on our grounds.

The Star Code

by Steve Hoff, Consulting Psychologist and GBRSS Parent

- APPRECIATION** for the goodness in each other
- CELEBRATION** of diversity
- KINDNESS** to self and others
- RESPECT** for people and property
- RESPONSIBILITY** for what you say and do

The Star Code was introduced in 2009 during an assembly devoted to celebrating the life and legacy of Dr. Martin Luther King, Jr. And now each

January when we observe Dr. King's birthday, we also revisit the Star Code's five points that reflect the values that lived in his words.

For those of you who may not know, the Star Code was the outcome of the school's commitment to create a tool that captured the sort of 'school climate' we want. Input from every class of students and their teachers led to the formation of the five points. Of course, the values described by the points were here at school before the Star Code came along, but this form helps us to keep them in focus and reminds us of the importance of striving to live them every day. And the Star Code is not just for school, but for home, too. In case you didn't know, there are even Star Code refrigerator magnets, available through the school office. My boys surprised me when they asked for a poster-sized copy for their room—I don't know whether they are more into the colors or the values; I don't ask!

Last year I had the opportunity to participate in the school assembly in which each point of the Star Code was represented by a creative piece developed and performed by students and teachers. The pieces were beautiful, including poetry, song, a mural, a knitted blanket, role play, and movement. The content of each piece showed that the values of the Code are alive and well at our school, and I look forward to witnessing the creativity that flows from this theme once again this coming January.

My hope is that we continue to embrace the values of the Star Code. Let's live them with each other and model them for our children. The work continues to grow in richness and meaning.



Everyone, Everyday Can Make a Difference!

by Janie LaBrasca, Development Director

Never has it been easier, almost effortless, to support our school in myriad ways. All of the giving options described here require minimum work on your part, and no output of extra cash. Just by taking a moment to buy some Scrip before doing your regular shopping, choosing Internet options that support our school, recycling print cartridges, or directing your Big Y points to GBRSS, each of us can do a little bit to support this valuable education. It all adds up in the end. Here's how to participate:

Scrip

Scrip is an easy way to contribute to the Great Barrington Rudolf Steiner School that doesn't cost you a penny. Big Y, Guido's, the Berkshire Co-op Market, Body & Soul and Matrushka are local merchants who accept Scrip at the same dollar value you would spend at the store. Each store then donates a percentage of what you purchased back to the school. To buy SCRIP, please call Janie LaBrasca, (413) 528-4015, ext. 104, or email her at development@gbrss.org. Scrip has three buying options: monthly, bi-monthly or on-the-fly. It's easy! So, remember, before you shop buy SCRIP, it pays! Last year Scrip raised over \$11,000 for the school. Since you have to shop anyway...

Good Search

Goodbye, GOOGLE, and hello, Good Search. You can now find everything and anything you need online through this new option. When you use Good Search instead of your old search engine, such as Google or Yahoo, GBRSS earns a penny per search. It adds up—just by doing what we do anyway! Make Good Search your homepage, and tell everyone in your office about it. Here's all it takes:

Step 1. Go to www.goodsearch.com.

Step 2. Fill in your information and make Good Search your home page and sole search engine.

Step 3. Enter GBRSS as your charity of choice.

Good Shop

Good things happen when you shop at www.goodshop.com. Each time you shop at any online stores through the Good Shop website, GBRSS earns points that equal cash. One family booked hotel rooms through Good Shop, and the school will be receiving 3 percent of this purchase back from Hotels.com. Please check out the businesses connected to this cause—such as Hertz, iTunes, Applestore, Travelocity and HomeDepot, to name a few. There are many more to choose from!

Recycle Printer Cartridges with eCycle

Here's another no-cost way to support GBRSS. Send in or drop off your empty inkjet and toner printer cartridges and earn the school money. eCycle Group assists nonprofit groups in their fundraising efforts by recycling. Hundreds of millions of dollars are lost annually because empty cartridges are

discarded in landfills rather than sold to remanufacturers. They need our cartridges and are willing to pay anywhere from fifty cents up to three dollars per cartridge. Recycle and reinforce your commitment to your community and the environment.

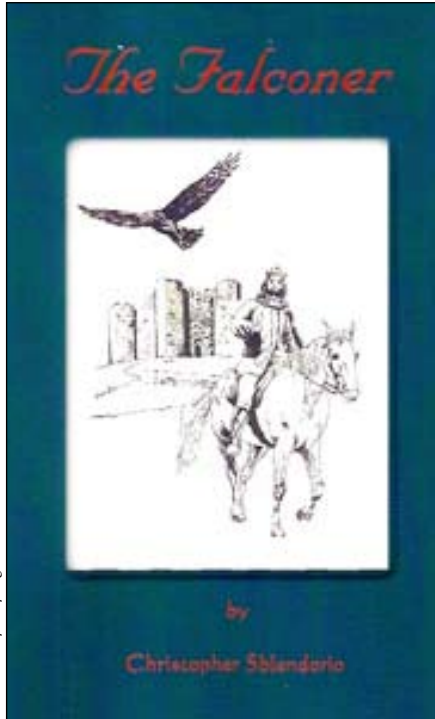
Big Y Points

The Educational Express Program, sponsored by Big Y, is an innovative program that will help our school obtain wonderful educational supplies completely free. In the past, we have received sports equipment, circus props, art supplies and science equipment. If you have a Big Y card, all you need to do is go to www.bigy.com, and follow the instructions, or you can register at any Big Y store. If you do not already have a Big Y card, go to the customer service desk at the market and they will help you. Anyone can do this—your neighbor, your sister, your business; they just need to have the points directed to the Great Barrington Rudolf Steiner School.



photos by Gregory Chertin

The Falconer, by Christopher Sblendorio, Brings Medieval King to Life



Christopher Sblendorio, sixth-grade teacher, has written *The Falconer*, a book about the life of Frederick II Hohenstauffen, Holy Roman Emperor and King of Southern Italy (1194-1250). Hohenstauffen was a fascinating personality—“a renaissance man just before the Renaissance, and a scientist and artist, as well as a political leader,” says Mr. Sblendorio.

The project originally began as a play written for Mr. Sblendorio’s previous sixth-grade class, which he turned into a book during his 2005 sabbatical. The book’s illustrator is GBRSS alumna Amy Inglis—who played the part of Frederick in her sixth-grade play when Mr. Sblendorio was her class teacher. Editing the story were Penelope Nauman Lord,

who has worked at GBRSS as a German teacher, secretary and country dance teacher, and Billie Chernicoff, former director of admissions and development and an alumni parent. Published by AWSNA Books (for the Association of Waldorf Schools of North America), the book is now available to schools and the general public.

“Although creating a book turned out to be far more work than I expected, I felt I had to write and publish it,” says Mr. Sblendorio. “I think it is important for sixth-graders studying the Middle Ages, as well as for older students and adults, to know about Frederick, because he is an amazing character and the quintessential medieval king.”

*“Our highest endeavor
must be to develop
free human beings
who are able of
themselves to impart
purpose and direction
to their lives.”*

—Rudolf Steiner

A Hearty Thank You to All of Our Fair Elves and Angels

Our annual Holiday Handcraft Fair—this year on Saturday, November 13—is made possible by the tremendous outpouring of parent support and creativity that goes into the event. It is also supported by the generosity of all of the members of our larger community who contribute to our silent auction and raffles and join in the day’s festivities! Thank you, elves and angels all, for your unique handmade treasures, wonderful wares, delicious treats, contributions and smiling faces! What a fitting, “hands on” way to acknowledge support for Waldorf education—education that nurtures head, heart and hands!



Movement Makes Math Fun!

by Nancy Franco, Third Grade Teacher

Many readers may well remember the hand-clapping rhymes, jump-rope songs, rhythms and games of childhood. It's a wonder that most of us can recall action verses we learned decades ago, but cannot remember simple daily details! As



children, we spoke, sang and moved our limbs to verses and songs that have become indelibly imprinted upon our memories. In our class lessons at the Great Barrington Rudolf Steiner School, we utilize this wonderful relationship between rhythmic

movement and memory. The photos here, taken during a math block last year with my students, are examples of the pedagogical use of movement, verse and rhythm in morning circle activities—activities that allow for deep and memorable learning.



photos by Gregory Chertin

Upcoming Winter Fun on Lake Mansfield

The Farmers' Almanac predicts a cold winter, but frigid weather won't stop us from our outdoor fun! During the winter months, the GBRSS community and friends can often be spotted ice skating on Lake Mansfield in Great Barrington. Dale Abrams (parent of students Quinn and Eliza), Ron Banks (parent of Sam and Sophie) and other Lake Mansfield neighbors and friends have worked tirelessly many a winter to help keep several "rinks" ready for figure-eights. Assuming

Mother Nature's cooperation, these friends and neighbors are ready to tend the ice this year.

Class outings throughout the winter allow the students to make good use of the network of rinks. The play is spontaneous, the mood jubilant, and the fresh air exhilarating! Thank you to all who push a snow-blower, lift a shovel or drive a bus to make way for our winter fun; helpers are always welcome.



Share Your Favorite Recipe!

In 1976, the Great Barrington Rudolf Steiner School, then called the Pumpkin Hollow School, put together a cookbook containing recipes donated by parents, friends, children and teachers. Now, to help mark the school's 40th anniversary, we are creating a commemorative cookbook that will include recipes from the past, along with new recipes submitted by members of our current school community. If you have a recipe to share, please drop it off at the school's front desk for Jo Valens, cookbook project coordinator, or e-mail it to her at ralph@bcn.net.

Celebrating 40 Years! Honoring Founding Member Jean Zay

This coming January marks the 40th anniversary of the Great Barrington Rudolf Steiner School! It was on January 13, 1971, that GBRSS—then known as The Pumpkin Hollow School—opened its doors to twelve kindergarten children. In four decades the school has grown to include multiple early childhood programs and an elementary school that spans first through eighth grade. One of more than 1,000 Waldorf schools worldwide, GBRSS draws students from Berkshire County, northwest Connecticut and Columbia County, educating children according to principles set forth by Rudolf Steiner.

A series of anniversary events taking place this school year began with a celebration in October at the Route 7 Grille honoring founding member Jean Zay, our librarian and a GBRSS faculty member. She and husband Thorne Zay were both teaching at the Rudolf Steiner School in New York City when they began coming to the Berkshires regularly to build a new home. Soon they joined with founding kindergarten teacher Betty Szold Krainis to shepherd a new Waldorf school into existence. In 1976 Ms. Zay took her first of three GBRSS classes through the eight-year cycle through the grades. Mr. Zay was also a class teacher. Both were instrumental in bringing highly respected Waldorf pedagogues—Frances Edmunds from

England and Renee Querido from California—to the fledgling school to guide its beginnings. The standards for deep learning and excellence in teaching that were established then still hold true today. Thank you, Jean Zay, for your continued dedication to the Great Barrington Rudolf Steiner School!



In October GBRSS honored librarian, teacher and founding member Jean Zay.

photo by David Scribner

