

The Globe

The Great Barrington Waldorf High School wishes everyone a very happy holiday season!

December Calendar:

December 17

Happy Birthday,
Daniel

December 17

Coffee House for GBWHS
Students. Sit and chat, play
board games, and have fun!
7-10 p.m.

December 17

Parent Association
Meeting. All parents are
welcome.
7 p.m.

December 21

Last day of school.



Waldorfians Take Manhattan

by Arthur Seltzer, Class of '14

The train began to slowly make its way out of Wassaic Station and the adventure began. On October 27, the GBWHS students went on a field trip to New York City. All the students in the school, including the German visiting students, took the train from Wassaic into Grand Central for a day of festivities.

When the students arrived in New York, metro cards were passed out and the group of thirty students got into an underground subway train. After the short ride and walk to the Metropolitan Museum of Art, the students split up into different groups, according to grade and subject, and were sent off into the museum to observe various exhibits.

After an hour and a half, it was time for lunch. Some students went to the museum's cafeteria and others went outside for fresh air and food from street vendors. After lunch, the students went back to a treasure hunt of exhibits, until it was time to go – at

which point all the students and faculty re-grouped on the steps outside.

Saying goodbye to the museum, the group of Waldorfians took a walk around New York. Their walk led through Central Park and culminated in the entire group stopping just outside Rockefeller Center. At this point, they were told to meet back at Grand Central Station later, and then were set loose to roam the city on their own. Some

students went to get coffee or a bite to eat. Others went shopping. Some of the visiting German students simply walked along the city streets, marveling at its sheer size.

At the end of the day, all the students and faculty made it back to Grand Central Station in good time. The GBWHS students bade adieu to the city as they boarded the train back to Wassaic, and, exhausted but happy, traveled back to the Berkshires.



Gone, But Not Forgotten

By Sam O'Brient, Class of '13

Every year on November 2, in nearly every Spanish-speaking country, people gather to celebrate El Dia de los Muertos, better known to English speakers as the "Day of the Dead." The celebration begins on November 1 and can last up to several days. People take part in the festivities to honor their loved ones who have passed on. They bring flowers to their graves and sometimes even paint the headstones. Picnicking on the graves is also not uncommon. Cooking the deceased's favorite dishes is also a holiday tradition.

In our Spanish class, Senor Sonia Cintron took great care in celebrating the Day of the Dead. Her two Spanish classes put together a wonderful altar, featuring pictures of students' deceased relatives, as well as flowers and candles, which we lit in honor of their lives. Spanish bread and cookies were also presented at the altar. A wonderful celebration, El Dia de los Muertos is truly a holiday to celebrate.



Artist Statement

By KayLee Bellamy,
Class of '11

GBWHS Senior KayLee Bellamy is applying to six art colleges this fall. One of the tasks in her application process was to create a self-portrait, and to write an artist's statement. Here's an excerpt:

My current work reflects on my past, but also speaks of my future. Attending Waldorf schools since kindergarten, I've been taught through art as the bases of learning.

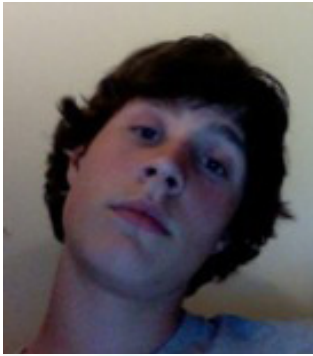
The comparison of my work at home and my work in class shows a distinct difference in the ways I choose to communicate. At home I have sketchbooks filled with pen and marker figures in love, in despair, in agony, all expressed through gesture. These drawings are from my imagination, influenced by feelings and things I've seen. During art classes, my paintings with watercolors, acrylics, and oils, carvings of wood and stone, and sculptures with clay and metal are more guided. Each art block focuses on one medium, starting with an introduction, which then leads to a final piece.

The contrast of my pieces in class with home is, primarily, that in class I know what I'm going to draw, and how it's going to turn out. In my sketchbook, drawings might turn out completely different from what I had intended at the start. I like this about my work, because at home I experiment with changing styles and in school, I can choose which



tech-niques to use during class. Most of my final pieces consist of realistic scenes with brightly colored figures and landscapes. For instance, when I paint with watercolor, I draw a quick sketch first, bringing it to life by combining yellow, red, then blue, the three colors I always use for the base.

I believe anyone can make art; there is no right way. Art is something personal that comes from within. When learning to ride a bicycle, nobody could ride it for me, I had to find a way to learn how on my own. I feel with the variety of mediums I've used, I'm still learning how I can master each one, just like finding how to pedal with each foot. I appreciate all kinds of art, which is mainly why I'm not set on one medium of choice. Because I don't restrict myself, I'm able to view and expand on my learning of art. Being open to any forms of art, and wanting to know more about other arts yet to discover, shapes how I see my future as an artist.



Interview with Andreas Budig

By Solomon Joffe, Class of '14

SJ: How and why did you come to America?

AB: Frau Hochleitner told us that nine students could come to America. The first nine students who said that they wanted to go were allowed to go. My parents told me I had to go, so I told her that I wanted to go.

SJ: How was the flight?

AB: I thought the flight would be really bad. But it didn't end up being so bad. It was okay. The food wasn't as bad as I thought it would be either. It wasn't great, but it was okay. I watched a few movies and played cards with Nicholas for most of the flight.

SJ: Do you like the GBWHS? Is it a lot different from your high school in Munich?

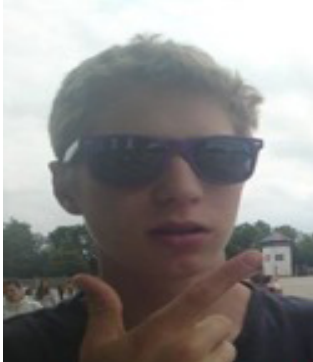
AB: I like the school here a lot, but it is way smaller than the Munich one.

SJ: Is the food here different?

AB: Yes and no. In Munich we have many more options. We also have fast food, but we have a lot of bakers, and downstairs in our school there is a small restaurant where we can get a full course lunch for \$3.50.

SJ: Is the landscape here different?

AB: Here there are a lot of small mountains. In Germany there are the Alps, which are much taller. In front of the Alps there are some smaller mountains though.



Visiting the U.S.A.

by Daniel Wingeleit, visiting German student

One of my first thoughts as I arrived in Great Barrington was: "I hope that my family will be nice." This was my first time traveling to America and I was really nervous. After I got past the Immigration officers, I met our exchange teacher, Frau Wirth, who was waiting in the arrival hall. Then Ari drove us three hours to our destination: Great Barrington. Everybody was really tired so the atmosphere on the bus was quiet.

Great Barrington was smaller than I expected, but nice, although I couldn't see much because of the darkness outside. That was when I met my host family: Lydia, Bob, and Will Danz, who were friendly from the first moment to the last. Even though I was happy to meet them, all I wanted to do was go to sleep.

The first morning in America wasn't different than mornings in Germany. I got up, took a shower, and had breakfast. Only the scenery and the language had changed. We arrived at the school and our first lesson was with Frau Wirth. We had to translate a text because she wanted to see how good our English is. There were many red corrections on the sheet when she handed it back to me. The next lesson was with Mrs. Siegel: math. She was teaching information we Germans had never heard of before so it wasn't easy for us to follow.

As the weeks passed, my grades in German and math got better and better and that made me happy. Every day during recess we went to Dunkin Donuts and bought Boston Creams. We didn't have any seminar in the first week and instead we took tours to the Norman Rockwell Museum, Bash Bish Falls, and Bartholomew's Cobble.

On the first Monday we played on the school's soccer team against the Buxton School. On the next day during the ride to soccer practice, a heavy bag fell on my head and cut me. I had to go to the hospital to get a staple in my head. During the second week, we had seminar with Mr. Oelhaf. The time ran away and we were at the end of the third week and my German friends had to leave.

The next three weeks went too fast, too! And now the end is near. I made a lot of good friend here and with one I fell in love. In the spring, many of these new friends will come to Munich and I will be really happy to see them again.



Nothing Like the Holidays

By Sam O'Brient, Class of '13

Even in a school as small as ours, the students here have different views of the December holiday season and what it means to them. The two main holidays of this time of year are Christmas and Hanukkah, and several students actually follow both. Being born into a Jewish or a Christian family does not necessarily mean you have to choose between the two holidays.

Sophomore Robin Graney muses, "We celebrate both Hannukah and Christmas, since that's more fun," when asked about her family's holiday traditions. Freshman Solomon Joffe is also part of a mixed-religion family. "We celebrate Hanukkah by getting chocolate coins and stuff," he stated. "But we also do Christmas things."

Jewish freshmen Shai Lev adds: "We celebrate Hanukkah but not only that holiday. We also honor Christmas. Any holiday that we know about, actually, we'll celebrate, but just not in a religious way."

Freshmen Mac Litishin has a different twist on the season: "My religious views are Ancient Greek. I celebrate the winter solstice by honoring the divine in nature, while my family celebrates Christmas by gathering together."

Whether you're Christian, Jewish, both, or anything else, there really is one thing we can all agree on: There's nothing like the holidays!

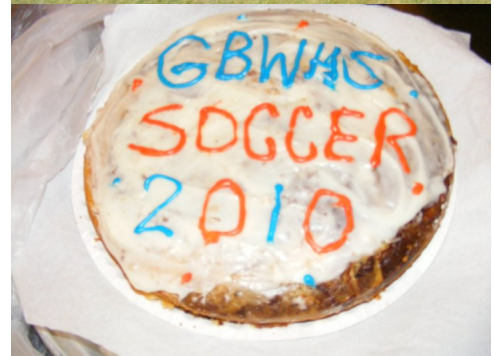
Soccer Season is Over!

GBWHS played hard, and we had a great time. Thank you to our coaches, our players, and our opponents.

Wins/Ties/Losses for the season were 2/2/5:

Woodhall (home) Tied 1-1
 Storm King (away) Lost 0-2
 Buxton (home) Won 5-2
 Woodhall (away) Lost 0-4
 Hartsbrook (away) Lost 2-3
 Simon's Rock (home) Lost 1-4
 Buxton (away) Won 4-3
 Simon's Rock (away) Tied 1-1
 Darrow (away) Lost 0-5
(playing their Varsity)

See you next year!



Bullying: Why it Hurts

By Sam O'Brient, Class of '13

As a high school student in a small private school, I sometimes forget about how awful bullying is. I was reminded of it all too clearly when I heard the story of college student Tyler Clementi, a freshman at Rutgers University, who was filmed having a sexual encounter which was then broadcasted over the Internet. When Clementi discovered the awful truth, he ended his life. Clementi's story is tragic, and his message is clear: bullying of every kind needs to end.

We wanted to know how bullying affects students in high schools in our area, and initiated some conversations about this. A student at Pittsfield High School told us: "It's not unusual to see someone pushed into a locker when you walk through the halls of PHS. Some students are prone to verbal abuse too."

In nearby Dalton, things seem to be a little better. Wahconah Regional High School junior Victoria Ware, 16, stated: "It isn't a major problem in our school, but like everywhere else, it happens occasionally. Usually, it happens to people not fitting into a certain clique and being made fun of because of it. But for the most part, students at Wahconah are pretty accepting."

In South County, it's more complicated. Mt. Everett junior Gabriella Makuc, 16, told us: "There are a few kids who just get picked on by everyone and that's really bad. But it also depends on what grade you're in. I don't see seniors beating up on freshmen or anything like that. It just does not happen. But in a smaller grade, like the one below mine, people are more straightforward. I wouldn't say it's as much bullying, as it is people being honest about their feelings toward each other. But that can come off as negative, which translates into bullying. I don't feel like bullying is the biggest problem at my school, but there are a few targets who are just not popular and get picked on. However, there are many other people who think bullying is wrong and they will always stand up for those being picked on."

Sophomore Stephan Zdiarsky had this to add: "Bullying is biggest in elementary and middle school. It was starts with verbal assaults, but now that we are older, I think the whole grudge thing is big. And it still occurs regularly on the Internet. It happens so much, it's kind of second nature – unless it happens to you."

Real bullying in a school like GBWHS is rare, and we like it that way. Still, we all need to be constantly diligent. All over the country, parents, teachers, and administrators are working in many ways to stop bullying, but ultimately it's up to the students themselves to decide that they'll have nothing to do with any form of social exclusion in their lives.

The Hunt

By Mac Litishin, Class of '14

In English class we've been exploring imagery, simile, and metaphor. Here's a class writing exercise by one of the ninth grade students:

"The air was colder than arctic ice. The white pines were as tall as mountains and were spaced far apart. The buck was ahead of me, but the trail was still fresh. I saw a heap of dung lying on the ground, like beans under a dry vine. I was glad, for I knew that I would find him bedded down for night soon. I would wait till morning though, to make the final chase. The last night of the hunt is the most exciting – filled with joy and sadness, as I say farewell to the life I have known for the past year."

Development News

As a small high school, we would like to thank so many people for making the last few fundraising events such a success:

Our **Welcoming Spaghetti Dinner** on October 29 brought in a total of \$660 that will go toward the school's operation costs. Thank you so much to the people who set up, cooked, served, cleaned and made the night such a big success!

We made \$380 on November 13 at the GBRSS **Holiday Handcraft Fair** selling popcorn and hot chocolate. Thank you to all the students and the companies (Guido's and Big Y) who gave donations for this event.

We are grateful to **Lelia Bruun** for our newest fundraiser....apple (and pumpkin) pie selling. We made \$1150 in just the first round!

The Healthy Choice *By Robin Graney*

Cardi Jackson, mother of recently graduated Tilo Jackson, has offered students and faculty the option of hot lunches three times a week. She believes this is a healthy alternative to our usual Dunkin' Donuts or Manhattan Pizza.

So on Mondays, Wednesdays, and Fridays she arrives, huge crock pots in tow, to distribute the warm, soupy deliciousness. Each lunch, which includes bread freshly baked by Tilo, and fresh butter, costs \$6.00.

The soup ingredients are all organic and locally grown, which is both tasty and beneficial to all the students and staff who enjoy it.

When asked what he thought of the hot lunches, sophomore Samuel O'Brien responded, "I'm very happy that Cardi is offering such a great lunch alternative. Her cooking is wonderful."

That seems to be the general opinion of the student body. Thank you, Cardi!

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Learning to Think

Stephen Keith Sagarin, Faculty Chair

We learn with more than just our heads. Lots of us, not just those in Waldorf schools, agree with this. In 1956 (and after), to take a prime example, Benjamin Bloom described a taxonomy or hierarchical organization of learning within a threefold context of cognition (thinking), affect (feeling), and psychomotor behavior (will). Based on continuing research, his taxonomy has since been modified and now includes these six levels, from the highest to the most basic: creating, evaluating, analyzing, applying, understanding, and remembering.

Based on the work of John Gardner at the Garden City Waldorf School in the 1950s and 1960s and Douglas Gerwin since then, Waldorf schools approach each grade of high school differently in terms of assignments, expectations, and the development of thinking.

Looking over their work recently in preparation for a faculty meeting, it occurred to me that John Gardner almost certainly took Bloom's work and compressed it—six levels sandwiched into four years of high school. And it makes sense to do this. Bloom's work was based on higher education, on students who had largely passed the developmental stage of adolescence. For those teaching adolescents, a gradual introduction to sophisticated thinking makes sense.

Interestingly, Gardner had the insight to move the synthesis required of creativity to the head of the list before a reassessment of Bloom's research in the 1980s that did the same thing—earlier, "evaluating" was higher than "creativity."

Our high school Core Teachers study education at each of our faculty meetings, and use the concepts outlined above in creating assignments in literature, history, science, and other subjects based on this understanding of thinking, learning, and mastery.

The Great Barrington Waldorf High School ...

provides an education for adolescents that inspires love of learning, develops freedom of thought, and fosters self-confidence in an atmosphere of academic rigor, artistic fulfillment, openness and mutual respect.

This work stems from the pedagogical philosophy of Rudolf Steiner and seeks to meet the educational, artistic, and social needs of students, that they may engage in life with intelligence, wisdom and moral commitment.

