

# THE SPIRAL

2024 ISSUE

A PUBLICATION OF NEW YORK'S RUDOLF STEINER SCHOOL



## 95 YEARS



RUDOLF STEINER SCHOOL  
NEW YORK CITY

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# A YEAR OF RENEWAL, CELEBRATION, AND GROWTH

## A LETTER FROM THE EXECUTIVE DIRECTOR

The 2023-2024 academic year brought tides of renewal for the Leadership Council as we welcomed Astrea Ravenstar as our new Lower School Chair and Angela Steinrueck as our new Upper School Chair. What a pleasure it has been to have these valuable and talented colleagues become active partners in the day-to-day administration of our beloved school. With them also arrived a renewed sense of possibility and accomplishment, building anew from shared principles and values that inform our present work and our imagination of the future.

We also experienced renewal at our governance level, with Véronique Monier beginning her tenure as Board Chair, with Rohyt Belani and Rich Resnick joining as Trustees, and with the formation of a Strategic Planning Committee of the Board.

The year was infused with collaborative work among the Board of Trustees, the College of Teachers, and the Leadership Council as we embarked fully in active strategic planning work to address the recommendations resulting from our Spring of 2023 dual NYAIS/AWSNA accreditation and to develop our vision for the next five years.

At our **"95 Years Young"** Spring Benefit, we celebrated our 95<sup>th</sup>



Anniversary focusing on the theme of longevity and looking into the future toward 100 years of Waldorf education in North America. Together, we honored those who came before us for their immense generosity, we stood in gratitude as we thought of ourselves as ancestors for the future generations, and with a deep sense of purpose and belonging

contributed to our beloved school in support of its mission as we continue to strive to offer the best Waldorf education program to the students of today and those who are still to join us. All funds raised during this evening were allocated to the Steiner Annual Fund, a fund that supports the expansion and enhancement of our program and our two beautiful buildings, which today we inhabit thanks to the generosity of those who preceded us.

As part of this year of growth, we witnessed the expansion of our Early Childhood, Learning Support, and Athletics programs, launched our "This Week at Steiner" publication, and put in motion the process to grow our Philanthropy Team with the arrival of a full-time Alumni Relations Coordinator in the Fall of 2024.

My deepest gratitude to Terri Adler, who concluded her tenure as a member of the Board of Trustees on June 30, 2024, after seven years of unconditional support, hard work,

### 2023-2024 BOARD OF TRUSTEES

Veronique Monier, CHAIR  
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and endless contributions of time, treasure, and talent. The school has been incredibly fortunate to have Terri as Board Chair and I have been privileged to serve in this role with her as my steady and reliable partner. I also extend my appreciation to Ellen Jacobson, who has been an active and engaged member of our community serving in many capacities and completing her term as Co-Chair of the Parent Council at the end of the school year.

I look forward to an inspiring 2024-2025 school year and to many more opportunities to offer the "Morning Circle with Ms. Cordo" series on Monday mornings. An inspiring, centering, and grounding way to begin the day.

In partnership,

A handwritten signature in cursive script that reads "Gabriela Cordo".

Gabriela Cordo

# FROM THE COLLEGE CO-CHAIRS

A LETTER FROM CAROL BÄRTGES '73 AND ALEXANDRA SPADEA



## 2023-2024 COLLEGE OF TEACHERS

Carol Bärtges '73  
CO-CHAIR

Alexandra Spadea  
CO-CHAIR

Gabriela Cordo  
EXECUTIVE DIRECTOR\*

Yeardeley Leonard

Dan Marsch

Jorge Martínez

Marisha Plotnik

Astrea Ravenstar  
LOWER SCHOOL CHAIR\*

Ilan Safit

Kate Schlieben

Jeffrey Spade

Angela Steinrueck  
UPPER SCHOOL CHAIR\*

\*Denotes member of the  
2023-2024 Leadership Council

We are delighted to have completed our first year as Co-Chairs and be in our second year of Co-Chairing the College of Teachers, the pedagogical leadership group of Rudolf Steiner School and happy to share, in broad strokes, the work and activities that concerned our weekly College meetings and hours. Working collaboratively with the faculty, administration, parents and the Board, the College serves as an active organ of perception, responsive to both immediate and long-term needs of the community.

Welcoming and supporting our new Lower School and Upper School Chairs began in August as we prepared for the school year ahead. Several new programs then got underway: the Forest Kindergarten began last fall with a small group of children, its numbers doubling this year. The College approved the expansion of our Learning Support and Health programs. Therapeutic eurythmy, sensory integration movement, remedial support, and full-time mental health counseling have now become available for our students. This fall we also welcomed a new learning support specialist, Victoria Reyes, who will be coordinating our learning support activities. With advice and suggestions from dedicated parents, last year the Upper School found and hired Coach Stelli as our new Director of Athletics, which has invigorated our PE and after school team sports programs.

The College took up the review of our accreditation goals from spring 2023 and initiated activities to respond to the suggestions from NYSAIS and AWSNA. Various trips were supported, such as those around last year's eclipse as well as the Upper School eurythmy elective's journey to the International Student Conference '24 in Dornach, Switzerland. Our middle school students did very well in their first participation in the city-wide Math Competition. The College approved the new twelfth grade camping trip to Hermit Island, Maine, where this September our students studied Marine Biology along with students from five other Waldorf Schools.

We have a striving faculty that takes full advantage of development opportunities supported through the Faculty Professional Development Fund, which are raised in part each February during our Teaching is a Work of Heart campaign. These funds allow faculty to attend Waldorf

teacher training programs and many other workshops and conferences and are invaluable to our work with our students.

College members also continued to volunteer to organize the weekly Monday Faculty Seminar for new colleagues. This program comprises study and discussion of Steiner's texts as well as activities in various arts, such as eurythmy, drawing, recitation and singing.

Last year, the College approved a new format for Community Education programs, which we hope has provided greater connections and opportunities for parents and colleagues to share perspectives on Waldorf education. We supported our various community festivals and last year saw the continued expansion of in-school celebrations of various festivals and holidays. Parents and outside guests contribute generously to our festival life; one highlight was the presentation to the Upper School last spring by parent Yusef Salaam on the occasion of Ramadan.

In addition to attending the scheduled College and Board meetings, College members supported the work of the Board last year through frequent meetings with its leadership and participation in the many Board or College and Board committees.

At its weekly meetings, the College studies the leading thoughts concerning human development, Waldorf education, and spiritual cognition as given in Rudolf Steiner's lectures. These studies inform and uplift our daily work with the children and each other.

We look forward to a robust and fruitful 2024/2025 school year.

In service,

Handwritten signatures of Carol Bärtges and Alexandra Spadea in black ink.

Carol Bärtges and Alexandra Spadea



# A WARM WELCOMING

## A LETTER FROM THE LOWER SCHOOL CHAIR



What a warm, welcoming community Rudolf Steiner School is from faculty and staff to parents and guardians, and students. My first year as Lower School Chair was filled with many novel moments as the school was poised to begin its planning phase. With the pandemic behind us, Steiner could now embrace a future-oriented gaze towards longevity and thinking beyond its 95 years. What an exciting time to be here!

The role of the Lower School Chair is to help maintain balance and look ahead to what will be needed in the years ahead. During the year, we brought back Extended Day Activities after school including Academic Lab, FUNdamentals of Sports, Jr. Athletics, and chess. To support differentiated learning, we expanded our Learning Support Team to include a school counselor, two academic tutors, and eurythmy therapy. Community Education events began a new morning series that will continue into the 2024-2025 school year and our updated Slow Tech Media Guidelines Chart was rolled out with a panel discussion demonstrating the necessity of low tech media for developing human brain while also highlighting the incredible power of innovative thinking in our Juniors and Seniors when technology is used as a tool.

Our Early Childhood program welcomed the inaugural class of our Forest Kindergarten program, centering the school's value in nature-based education and environmental stewardship. We look forward to seeing our program grow in the years ahead.

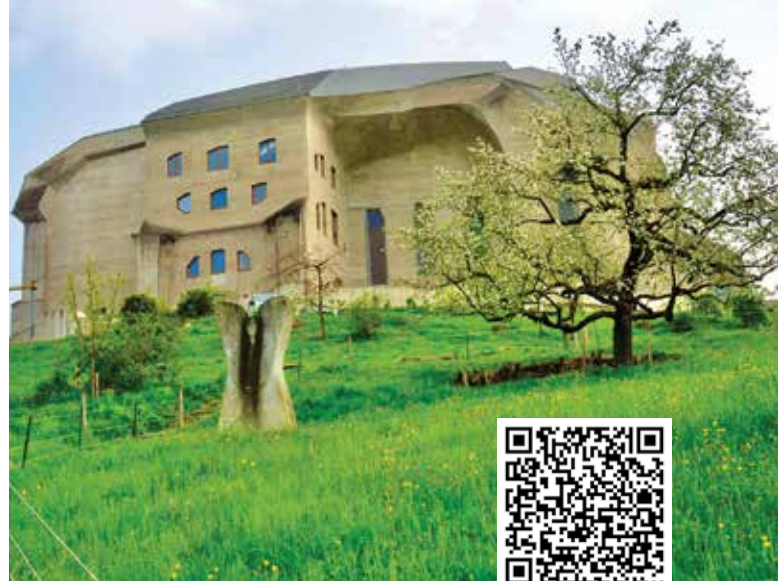
Community Engagement was at an all-time high with our Lower School students participating in food drives, singing at nursing homes, making cards for senior citizens, creating blankets for animals in shelters, and knitting hats and making teddy bears for refugee children.

We ended the year by bringing in movement specialist and founder of Spatial Dynamics Institute, Jaimen McMillan, to work with our teachers and students, present to the community, and to inspire us to bring back circus arts to instill balance and harmonize the social life of our students.

Looking ahead, I hope to strengthen the solid foundation that is Rudolf Steiner School through our shared agreements as faculty and incorporating effective practices that serve our students and families. Like a tree with a solid firmament of roots to stabilize us, we are poised to welcome new growth in the years ahead.

A handwritten signature in black ink that reads "Astrea Ravenstar".

Astrea Ravenstar, Lower School Chair



Scan to view the digital version.

# TAKING HEART: FINDING OUR WAY TOGETHER

## A LETTER FROM ALEXANDRA SPADEA

Imagine creating a choreography together, to music that captures you from the first moment you hear it, and to a story kindling your imagination and reflections, one that draws you in...

Add to that the possibility of traveling even further together, literally, to Switzerland, to participate in the International Student Conference '24, at the Goetheanum in Dornach, along with close to 800 peers from Waldorf schools across the globe. Being invited to perform at the ISC '24 in this remarkable building, on the greatest stage ever built for eurythmy, was one of the driving forces for the work accomplished by 11 eurythmy students in the 2023-2024 school year.

What was yet unknown to the students was how deep the experience of doing eurythmy at this level would

be, and what transformative potential therein lives.

In the eight months we had to prepare for this journey, the students learned through movement the music and text for a program of three pieces "Le Sapin" by Jan Sibelius, "Three drops of Blood" Parzival, Text by D. Newbatt and music by J.McDowell and Milonga Triste, S. Piana/J. McDowell.

Each piece offered different moods and forms that had to be worked out with one another and in space. This is something that can only really take place when the group has the chance to practice something together frequently and with joy.

Making music and speech visible through gestures, making visible

the shapes that appear when we speak and sound them, and all those geometric beautiful shapes of nature — visible and not — is the study of eurythmy. And music with its beautiful harmonies and rhythms and melodies, the eurythmist strives to make visible. And when done in a group it is a most nourishing experience.

Along with the fun this practice brings and the social health it cultivates, it connects to something quite individual and cosmic. It is an invitation to experience the space around you and the in-between each other and the world. All of our students at Rudolf Steiner School are led to cultivate this practice, and in the last years of a student's journey through the Grades, this movement art reaches its bloom. The effects of eurythmy and the entire Waldorf experience often bear fruit in the years ahead, when the students are in their young and ripening adult life. Waldorf education and all our curriculum hold, cultivate and educate towards the children and adolescents future: their adulthood. For many, eurythmy does not find itself in their daily lives beyond their Steiner experience.

Therefore, it is even more important to make the final experience of eurythmy one that celebrates this art





in its many brilliant and health-giving, social ways.

In preparation for the performance on the Great Stage at the Goetheanum, a space about six times as big and high as our room, with 1000 seats, we needed to practice in a larger space. Having the support of one of the finest eurythmy training centers in the world, Eurythmy Spring Valley, we were able to visit their campus

two times prior to our trip. Being in a space, that cultivates eurythmy in such a dedicated and pure way, in rooms that are tended with care for eurythmy, was already a transformation, visible in each student.

We returned there one last time after our return, to perform for the students and faculty of ESV. As an alumna from ESV, I am deeply grateful to the collegiality and support I am

receiving from everyone there.

So how was the journey to Dornach, Switzerland, and participation in the conference *“Taking Heart, Finding Our Way Together”* at the Goetheanum, for our eleven students?

All of them described the experience as life changing and transformative. Highlights about their performance

# TAKING HEART: FINDING OUR WAY TOGETHER (continued)

and meeting other Waldorf students were shared. The conference focused on opening the heart and finding courage to meet one another and to engage in meaningful conversations, activities, theatre, song, thought, dance and so much more.

The ISC '24 was a big embrace of cultural differences and resonances and the shared experience of being a generation about to step into adulthood, into the world. It was a celebration with deep and meaningful encounters beyond our imagination, and the connections everyone forged, and promised to carry far into the future.

These conferences take place every other year and I hope we may have begun a new era, in which we will always have representation of Rudolf Steiner School at this and other student conferences at the Goetheanum and around the world.

Lastly, I was fortunate to have three wonderful chaperones with me who at every step of our journey with the students, were present and clear, guiding with care and joy as we traveled, practiced, performed, explored and experienced together. Much gratitude to Leah Braithwaite, Raphael Peacock (parent '24) and John McDowell, on piano.

In other good news, this year's eurythmy elective will be traveling to participate in a Youth Conference centered around eurythmy, at the San Francisco Waldorf School.

Here in their own words, some excerpts from some of the students post-trip essays about the eurythmy trip and performance at the ISC '24 at the Goetheanum, Dornach, Switzerland:



## ESONA BELLA PEACOCK '24

When we began doing eurythmy this year, we had a big goal in mind: Dornach.

We knew that if we were to accomplish it, we would need to work extremely hard. We had no idea how much work it would take.

Before spring break, we began to work our hardest. With three pieces needing completion, we headed up to eurythmy Spring Valley twice to work. The first time, we had the privilege of working alongside the eurythmy students as well as a bigger space to work in. We had spent the entire year working in this room, (the Upper School assembly room) and it was astonishing to see how having more space to practice in changed our work drastically.

## NOAH LANGLEY '24

If I had one take away from the whole trip it would be meeting new faces. With over 750 kids there, the immersive cultural environment opened my mind in ways it had never experienced before. This was the first time I could almost feel other cultures around me affect my life, decisions and open mind.

When our performance was over we celebrated and that feeling of pure joy and achievement is one I will never forget. I am now in a state where I feel more open and free. I don't feel trapped or affected by the opinions of others, and am rather eager to open myself up to the world and take on whatever comes my way.

## ANDRE PHILLIPS '24

When I first set foot in Switzerland, I felt a mix of excitement and uncertainty. I was told beforehand that I'd be watched intensely, considering I was African-American, and there isn't much diversity in







a place like Switzerland. Everywhere I looked, there were new sights, sounds, and customs that I wasn't familiar with.

At the conference, I found myself surrounded by people from all over the world. It was overwhelming at first. I didn't know how to interact with so many different cultures. Would they understand me? Would I understand them? These questions raced through my mind, making me hesitant to reach out and connect. As the days went by, something changed. I started to gain inner-confidence. I realized that despite our differences, we were all there for the same reason, to learn and share ideas. Not only that, but we were also all different minority groups leaving our home, going to a new area to interact, so truthfully, I wasn't the sole minority. From that moment on, I made it my mission to embrace the numerous cultures.

I tried Swiss chocolate, learned a few words in German, Japanese, and even Dutch, and each experience that I had really helped me gain more confidence within myself. Along with each individual interaction, performing also allowed me to gain new insights. Pieces we've been practicing for months were finally performed and the standing ovations from the crowd made it all worthwhile.

I'm profoundly grateful for the Switzerland experience and I truly do hope that the students after me have a wonderful experience as well.

#### JAMES REED '24

The conference was an experience like no other, a rich melange of different cultures and nationalities hailing from

all four corners of the world. It was an honor to view this rich tapestry of humanity. And honestly, I felt more human during that conference than any other point in my life. I have grown in self knowledge and insight into what it means to be human.

#### ANIS RADONČIĆ '24

The whole trip but especially the performance taught us that when we work together and really focus we can make something beautiful and that it will pay off. And most importantly, we learned to appreciate one another and appreciate the moments of our performance.

#### SYDNEY RENELIQUE '25

I was extremely excited to be exploring a new country and experiencing a different culture.

After we landed in Zurich, we got on the train; it was very clean and quiet, very efficient with time and it was just very different from trains in America. Then we took a streetcar up the hill and walked two minutes further up the hill to our "Haus Friedwart." The house looked "cute" from the outside but once you got in it looked far beyond cute: it was very spacious and everything was neatly in place.

The conference started on Wednesday and that's when all the teens worldwide began piling in, so on our way to breakfast, on Wednesday morning we ran into people from Taiwan, South Africa, Australia, Brazil, Spain, Germany, etc. I didn't socialize much with the teens from different countries because I was a bit nervous.

Thursday came along, and that was

the biggest day of our trip. Not only was it Andre's birthday but it was also the day of our performance, the day we've all been waiting for. Before our performance, we practiced on the big Goetheanum stage for a bit and it was a complete shock the amount of space we had on that stage, compared to our eurythmy room back home.

#### JULIA STEINRUECK '24

The architecture of the Goetheanum is very unique, made with large cold stone structures, but carved in warm, curved and artistic shapes. We were introduced to the main hall, which made an impression on everyone.

When we practiced our pieces on the big stage for the first time, we felt set back and stressed out because it was much bigger than what we were used to, and probably also because it suddenly felt more real.

All the workshops were loosely based off of the conference theme "Taking Heart" in the way that workshop leaders helped us listen to and understand each other as a group through different group activities. I joined a workshop called "*Finding courage through Acting.*"

During this week, I recognized how beneficial it can be to approach new things and instead of stepping away from them, trying to understand them. It is beautiful to be fully engaged in something with your heart and soul and not have a care for what other people think of it, and this became clear to me during our time in Switzerland. Through this, the conference theme "Taking Heart" took on an important meaning for me.



## ALL-ALUMNI EVENT GOES ALL OUT!

### A LETTER FROM JEFF SPADE

The community is one of the reasons we love our school. The classroom community, the gatherings at assemblies, concerts and games, the parent community, the combined festival and parent council events—each one of these gatherings is an opportunity to remind us of why we love Steiner and why we cherish the school as a home away from home. One need only stand and watch the children greet each other in September after the long summer vacation to see the joy and feel the energy of friendship and comradery in the air. It is truly a bond that can last forever; a type of family bond that is unique and meaningful.

Once our students graduate and go out into the world, they are poised to be part of it as free human beings. We tell them explicitly on the day of their commencement exercises that they are now “alumni” and we urge them to stay connected with our school.

For some alumni, this is a kind gesture that lives in the heart and mind. For others, they return not only to visit, but often to stay and become colleagues with their former teachers. Many host their own class gatherings, whether formal or informal, and others pop in for an event or even a random visit while in the neighborhood. Still others are so moved

by their experience that they enroll their own children and become members of the school as new parents.

From the inside, this is one of the great joys of being a part of the Steiner community; to see our students thrive in the world and return is one of the greatest gifts you can give to a teacher. Although it is not possible to have this experience with every student who passes through our doors, when we have the opportunity to come together, we share a common bond of creativity, humanity, and a sense of what is good and true in the world through our shared experiences at Steiner.

Every so often there is an event at school that embodies our mission and reflects the endearing bond that we have with our alumni. On Saturday, June 1 from 5 to 9 PM our Philanthropy and Alumni Relations Team led by alum Ki Smith, Felicia Fischetti, and Ilham Zoughi hosted an all-alumni event that brought in one of the largest groups of alumni in recent years. We were so pleased to welcome our youngest alumni from the recently graduated Classes of '23, '22, and '21 to members from Class of '65 and many more in between!



Whether the timing was just right or that the event was also given to honor the retirement of our beloved Rallou Hamshaw '65 and a belated honoring of our Drama Mama Ms. Clio Venho is hard to say; however, the mood of joy and enthusiasm at this event was similar to what you might experience with the young children on the first day of school. Our community of alumni and colleagues gathered and greeted each other and had the opportunity to enjoy food, fellowship, and libation together. A few alumni came early accompanied by their children and were able to explore the Nursery and Kindergarten rooms where their own Steiner journey began.

What was most remarkable and noteworthy occurred when the time came for the event to close, (an event I had not necessarily planned on staying for the full duration),

when many of the attendees lingered in the Lower School Assembly Room, the grand staircase, and the lobby. We stood there chatting together, sharing contact information, and saying our long good-byes, fully unaware of the cleanup crews who were gently urging us to vacate the premises.

An event is successful when it fulfills its purpose, and without a doubt, our All-Alumni event in June far exceeded expectations. It was an event that not only included joyful celebrations of the careers of our longtime faculty, but also celebrated and honored our ever-growing alumni community, whose impact on the world is profound and clearly evident by their glowing presence. We all went back home with the feeling of being connected to the greater spirit of the school.





# A HUMAN CENTERED EDUCATION IN AN INCREASINGLY DIGITIZED WORLD



Scan to view the digital version.

BY ASTREA RAVENSTAR

During the 2023-2024 school year, teachers and administrators, with the input of parents and guardians, worked to update our media policy - Steiner Slow Tech Media Guidelines (which can now be found on the school's website). We rolled out the new document at our Community Education event in April: *Preparing for the Future: Human Development and Engagement with Technology*. During the event, we discussed that this chart is meant to be a living document where classes come together in support of one another and the children. We encourage you to embrace these guidelines with openness and practicality, and we are engaging in continued dialogue to support families as they meet the challenges of an increasingly digitized world.

At our meeting, seventh grade class teacher, Giannina Zlatar, shared a slide show of brain development from birth through 21 years. In each slide, she described how there are certain windows of time best designed for particular skill acquisition. By working intentionally with our curriculum, we help students orient themselves to the world through their own being and the relationship they develop with and through learning.

These milestones of development are strengthened through practical work and active experience. Saving computer science and digital tools until later in

their school career allows students to create the neural pathways that lay the foundation for higher levels of thinking. When our upper school students are then given digital tools, software, and hardware to work with, they can generate creative ways to utilize these for purposes previously unthought of.

Science teacher, Jacob Gerber, described how his 11<sup>th</sup> and 12<sup>th</sup> grade students were able to use a software designed for analyzing tissue samples for pathology testing, to instead calculate bacteria coverage on petri dishes to study cleanliness of bathrooms around NYC. They showed minor differences in bacteria presence between men's and women's bathrooms and between locations by using this technology creatively and effectively. The ingenuity and initiative needed to facilitate this project is impressive and demonstrates the ability of the students to use their own faculties to put technology to work for them, rather than the other way around.

Coincidentally, social psychologist and author, Jonathan Haidt, published his new book, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*, just days before our presentation. In an interview in *Maria Shriver's Sunday Paper* on April 6, 2024, he summarizes his book in the following way:



*“So the basic thesis of the book is that we have over protected our children in the real world where they need a lot of play and independence and exposure learning. And we’ve been under protecting them online, which is this bizarre new world full of weird people and people who want to meet children. So we’ve got to fix both of those mistakes. What I propose is four norms that we can all adopt, they’re hard to adopt if you’re acting on your own, but they’re actually easy if we do it together.*

*Norm number one: No smartphone before high school. Just give your kid a flip phone. Do not give them their own smartphone to have with them all the time until they’re in high school.*

*Two: No social media until 16. This is a little harder, but if most of us do it, then our kids can’t say, “But dad, I’m the only one who doesn’t have Instagram.” They can’t say that because we’ll know it’s not true.*

*Most kids won’t have Instagram until they’re 16.*

*The third norm is phone free schools. This is probably the most powerful one that we can do this year. We can get this done this year. Anybody watching this: If your kids go to a school where they say, “Oh, you know, we lock up phones during class.” That’s nothing. The kids are using the phone during class. They have to lock up the phone in a phone locker in the morning.*

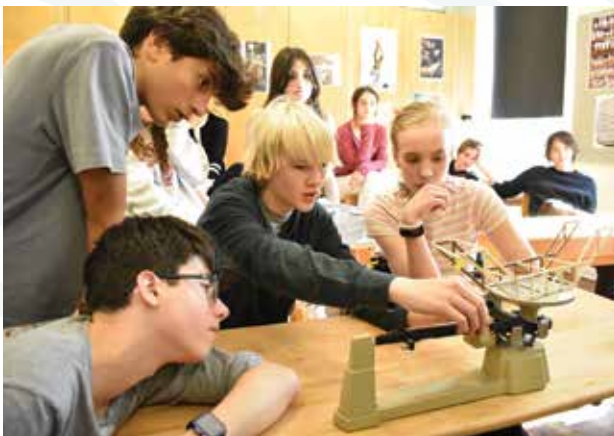
*And the fourth norm is far more independence, free-play and responsibility in the real world. Because if we’re going to reduce their screen time by 80%, we have to give them back a normal childhood where they’re playing with other kids or teenagers hanging out with other teens. They need people.*

*So those are the four norms, we can do them if we act together.”*

At Steiner, these are our norms and

have been for a very long time. It is wonderful to see validation in pockets outside of our doors, even as the social pressure to embrace early-introduction to digital technology strengthens. We know the value of self-initiated play and the development of real-world, practical skills beyond simply the skill itself, but for the human capacities fostered in neurological and physiological development, an ability to think freely and independently, creative problem-solving that will be needed in the future, and the initiative necessary for pursuing their endeavors.

When reflecting on our evening together, parents expressed gratitude for our education and our community. We were all impressed by the deep wisdom of our curriculum and teachers, and by the skillful digital literacy in the 11<sup>th</sup> and 12<sup>th</sup> grades that comes from building a strong foundation in the early years of a human-centered education.





# ESONA PEACOCK'24 – ESU WINNER FOR TWO YEARS!

A LETTER FROM CAROL BÄRTGES '73, UPPER SCHOOL ENGLISH DEPARTMENT



Each year the English department of the Upper School holds an in-house competition to send a representative to the annual English Speaking Union's Shakespeare competition in New York City. The student selected then participates in the borough wide semi-finals competition, picking one of the Shakespeare monologues offered for that year as well as a Shakespearian sonnet to prepare and perform. Two years ago, Nic Chien '25 won third place nationally in this competition.

We are delighted that Esona Peacock represented the school at the ESU's Shakespeare competition for two years

while at Steiner, once in 10<sup>th</sup> grade and once in 12<sup>th</sup>. In 10<sup>th</sup> grade, she placed third in the city's semi-final competition. Last March, performing one of Kate's monologues from *The Taming of the Shrew*, as well as reciting Sonnet #120, Esona again medaled in the semi-finals and went off to compete in the NYC Finals at the Morgan Library.

We congratulate Esona on her hard work and wonderful achievement. Esona is currently a freshman at Colorado College where her father reports she is thriving in both academic and extra-curricular activities and loving the beautiful setting of open sky and Rocky Mountains.



# IN MEMORIAM



## KEITH FRANCIS

This year we shared the sad news of the passing of long time Steiner Math and Science teacher, Class Advisor, and alumni parent, Keith Francis

Keith passed away peacefully in Damariscotta, Maine surrounded by his wife Barbara (also a Steiner teacher for many years) and his sons Richard '88 and Stephen '90.

In addition to his passion for math and science, Keith was a wonderful music teacher. He directed the High School Chorus and put on many musicals, especially Gilbert and Sullivan performances over the years. He was a force for generations of Steiner students in New York City.

When he retired, Keith devoted himself to writing and to his garden in Massachusetts.



## PATRICIA KADVAN

Steiner alumni parent and grandmother Patricia Kadvan passed away on Wednesday, August 21, 2024. She will always be remembered for her joy, kindness, laughter, and warmth.

The family started at the Rudolf Steiner Schule in Basel in 1980 and were part of that community until 1983, when they moved back to NYC and Alex Kadvan '90' enrolled at Rudolf Steiner School.

Her son Alex remembered her this way: "We all lost a bright light when my dear, sweet mom Patricia left this world surrounded by loved ones after a years long battle with Alzheimer's. She always wanted to bring happiness to those around her. When we would walk together she'd smile at strangers because she wanted to brighten their day (it drove me bonkers!). I'm lucky to have had her and can never forget our time together here and in Basel. She always made things fun and she lived life to the fullest.

She will be missed by many, but especially me, Sarah, Sydney and Chloe."



## CHRISTEL VEISSID

Steiner alumni parent Christel Veissid passed away on Thursday, August 14, 2024. Her four children Marco '84, Mindy '89, Andre '92 and Jacqueline '94 are part of the alumni family of Rudolf Steiner School.

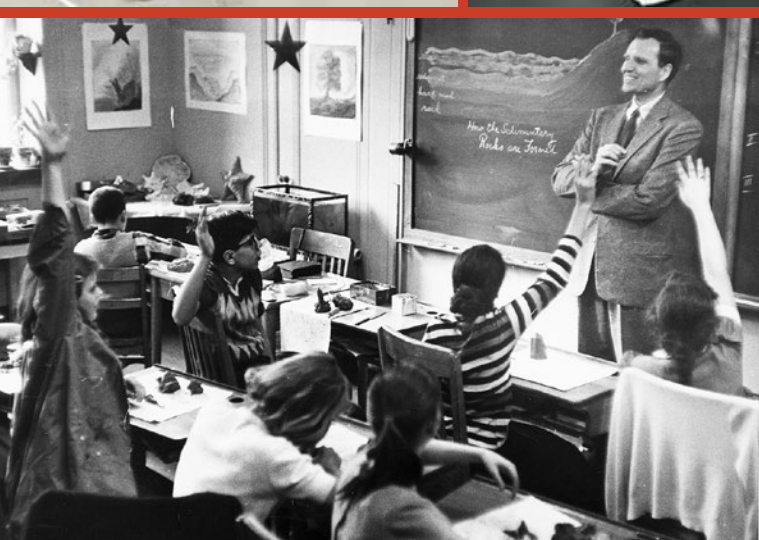
She was a Steiner volunteer for over 20 years. She was loving kindness to her core. Anyone that met her saw her grace and elegance and basked in her glowing warmth. She loved her husband, four children and nine grandchildren fiercely. She will be sorely missed.





# 95 YEARS IN IMAGES

A JOURNEY THROUGH MEMORY









# CLASS NOTES



1950s

## Laura Wood '53

Versatile is the word that describes Dr. Laura Wood Alexander's multi-talented career. Alexander's path has

flowed through speech language therapy, K-12 and higher education teaching and administration, as well as being an author. Laura enjoys motivating, mentoring, and coaching. Laura is a dreamer.

When learning about the influence of foreign countries in the world's society during her elementary school years, she dreamed of one day traveling the world with her greatest desire to see the Great Wall in China. Her dreams became a reality as she has traveled extensively, fulfilled her dream to climb the Great Wall, and lived eight years in Ethiopia as a teacher of English as a foreign language. Dr. Alexander has presented for the International Association of Special Education conferences in Nova Scotia, Canada, Alicante, Spain, and Namibia, South Africa.

Dr. Alexander's educational background includes a B.A. in Speech Therapy from La Sierra University, a M.S. in Education from California State University, East Bay, and a PhD in Educational Policy and Administration from the University of Minnesota. She has three adult children, five grandchildren, and a lovable poodle mix dog.

Laura writes children's picture storybooks using her pen name, Dr. Wood. She also develops motivational material. Laura is additionally an inventor, receiving a patent for magnetic bookmarks. Laura loves to connect with people and is a dreamer, risk taker and optimist—discovering that new opportunities and possibilities bring ways to learn about life and culture.



1960s

## Jennifer Berne '62

Hi fellow Steiner alumni! Even though I'm approaching 80 (yikes!), I continue to write more children's books and I continue to have fun doing it. In 2023, *How The Sea Came To Be*, my book about the formation of the Earth's oceans and the evolution of its amazing creatures, was published. And happily, it received many starred reviews and awards. In 2024, *A Tour Of The Human Body* was published and will be followed in 2025 by *A Tour Of Outer Space*. I have even more books on the way to be published soon, including one about dinosaurs and one about the moon. So, I guess it proves, if we enjoy what we're doing we just keep doing it, no matter what! If you want to say "hi," you can contact me through my website [www.jenniferberne.com](http://www.jenniferberne.com).

1980s

## Anita Guttoff Bushell '83

Anita is the author of three books, *Object Essays: A Collection* (December 2022), *Writing In a Library: Poems by Maria Prytula* (Fall 2017), and *Lilacs in the Spring: Meditations on the Life of Maria Prytula* (2016), as well as the forthcoming novel *One Way to Whitefish* (2024). She has written for *The Artisanal Writer*, *Bristol Noir*, *the San Antonio Review*, *Friends Journal*, *Grande Dame Literary*, *Apple in the Dark*, *Motherwell*, *the Linewriter's Gazette*, and *Uncensored: American Family Experiences with Poverty and Homelessness*.



## Thor Wasbotten '87

Thor is enjoying his life in higher education. He serves as managing director of the Markkula

Center for Applied Ethics at Santa Clara University, and as professor in both the School of Media and Journalism and the School of Emerging Media and Technology at Kent State University. His four children are building their own paths, and he couldn't be more honored to be their dad. One of his greatest memories is being asked to be the commencement speaker at Steiner in 2010. He is grateful he was able to build a foundation for life from Waldorf education and, more importantly, at Steiner.

1970s

## Michael Nemser 77'

Ran into fellow alumni

## Giuliano Hazan 77'

who was teaching a cooking class that Michael attended in Sarasota. Giuliano was the son of Marcella Hazan, the famous cookbook author, and he is carrying on with the family's cooking traditions. The two alumni reminisced over their teachers at Steiner, such as

Henry and Christy Barnes, Keith Francis, Natalie Grimm, and Amos Franceschelli.





### 1980s

#### Keith Buckhurst '89

My wife and I live on the Upper West Side with our younger daughter who is a junior at Nightingale, and our older daughter now in her first year at Princeton. I work at Accenture (now over 30 years!) doing work with city and state governments in the northeast. I've had the good fortune to spend time working on some impactful projects like NYC 311, Pre-K for All, and contact tracing for the State of Mass. In my free time I've taken up running, doing a lot of half marathons over the last few years.

### 2010s



#### Manuela Ferradas '13

Manuela is Head of U.S./international marketing at Dale Play Records. She joined Dale Play in 2020 as the fourth employee of the burgeoning indie label. She now oversees and coordinates all marketing strategies for Dale Play's international roster, including Bizarrap, who won three Latin Grammys, performed at Coachella and had his first headlining U.S. tour; Duki, whose first U.S. tour sold out in under 24 hours; and Nicki Nicole, who recently announced her first U.S. tour. "There is no limit to how far we can go!" Ferradas says.

#### Mara (Gordon) Soltis '13

This is Mara Gordon, but now I am Mara Soltis, from the class of 2013. I want to share that I got married on December 30, 2023 and Larissa Robinov (also class of 2013) was my maid of honor. I also want to share that I am a lead Kindergarten Teacher at El Rio which is a Waldorf inspired charter school in Los Angeles. This is my third year at the school. I was an assistant Kindergarten teacher and this is my second year as a lead teacher in the Dandelion Class.



### 1990s

#### Monique Erickson '98

Monique has published three poems out in Live Mag, Issue #20. Also, on February

21, she hosted the first evening of poetry and music at the Jefferson Market Library in celebration of the launch of LONESOME N° 1. Her Steiner classmates Jordan Galland and Theresa Ganz '97 performed.

### 2020s



#### Isabella Ortega '20








Isabella is a Steiner lifer, seen here performing at her senior recital at Berklee College of Music in Boston. She graduated with a double major from Berklee this May.

▼  
**SUBMIT YOUR UPDATES FOR THE NEXT ISSUE OF THE SPIRAL TO THE PHILANTHROPY OFFICE.**  
Email us at [vferradas@steiner.edu](mailto:vferradas@steiner.edu)



# BUDGET RESULTS

2023-2024 (Audited Figures)

	AMOUNT	% OF TOTAL	
<b>INCOME</b>			
Gross Tuition and Fees	\$13,569,375		
Tuition Assistance	(\$4,815,722)		
Net Tuition and Fees	\$8,753,653	87%	
Additional Program & Miscellaneous Income	\$358,459	4%	
Net Fundraising	\$992,077	10%	
<b>TOTAL INCOME</b>	<b>\$10,104,189</b>	<b>100%</b>	
<b>EXPENDITURES</b>			
Salaries & Benefits	\$8,225,507	76%	
Program Expense	\$1,513,705	14%	
Facility Expense	\$479,271	4%	
Administrative Expense	\$646,282	6%	
<b>TOTAL EXPENDITURES</b>	<b>\$10,864,765</b>	<b>100%</b>	
Net Operating Excess (Deficit) before depreciation	(\$760,576)		
Laddered Account Draw	\$900,000		
<b>NET CASH</b>	<b>\$139,424</b>		

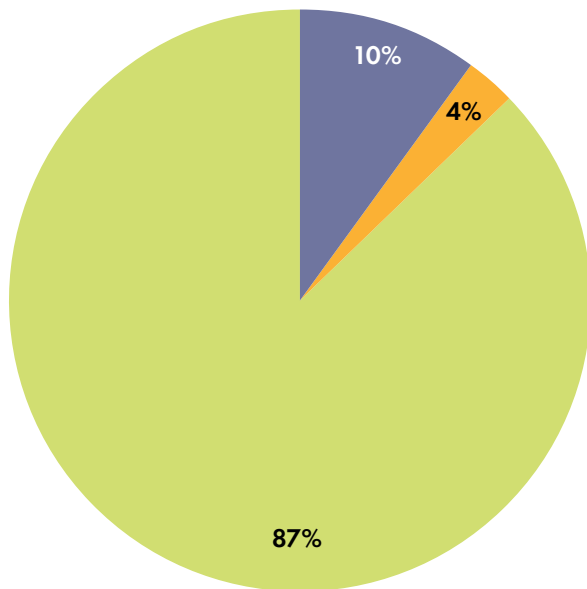
## SUMMARY OF FUNDRAISING

\* Reflects funds received and booked July 1, 2023 - June 30, 2024

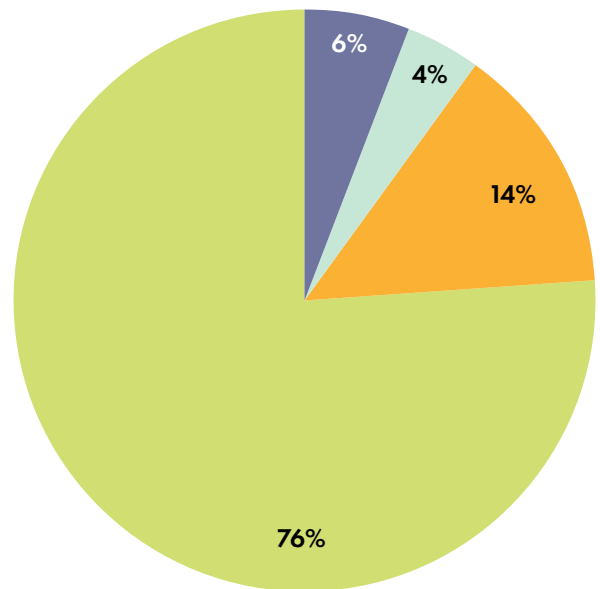
### ANNUAL GIVING

Steiner Resilience Fund	\$160,093
Steiner Annual Fund	\$575,905
Steiner Fall Fair (Net)	\$41,030
Steiner Gala (Net)	\$125,382
Diversity, Equity and Inclusion	\$50,000
Faculty Development Fund	\$35,368
Miscellaneous Scholarship Funds	\$4,299
<b>TOTAL ANNUAL GIVING TO CURRENT OPERATIONS</b>	<b>\$992,077</b>

### INCOME



### EXPENDITURES



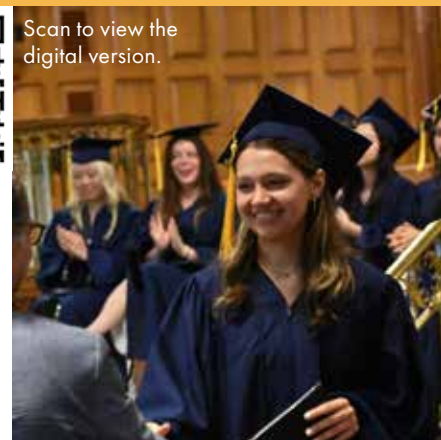


# THE ROAD NOT TAKEN

## GRADUATION ADDRESS BY AMELIA BELTRAN '24



Scan to view the digital version.



We are here today to celebrate the achievements, talents, and memories of the class of 2024. When I was thinking about what to talk about, a memory came to mind from tenth grade, from our first main lesson with Ms. Bärtges. If you do not already know, for these main lessons you must memorize and recite a poem in front of the class. Thus, the memory of my classmate Andre reciting a poem by Robert Frost, "The Road Not Taken," inspired me to use the road as my analogy for my speech today.

Every road has a beginning, and my road that was taken started in the first grade of Rudolf Steiner School. This is where I met my fellow classmates and dear teacher Ms. Price, with the giddy and shy excitement of finding myself in a new space, a new environment. A journey was about to begin. That year I was introduced to fairies and gnomes that held special powers in nature; I went fairy dust smashing, and I met my childhood best friends alongside two that would stay with me until the end of my journey. Here they are today.

On my path there were many milestones and moments that I would have liked to share. But, for time's sake here are a few of my favorite memories from my time at Steiner:

**Grade 3:** I entered the year with a childish determination that my friend Carolina and I, two best friends against the world, certainly did not need anyone else. By the end of the year, two had turned into four. Four musketeers trying to defend the forest of nature, Central Park, by sneaking in seeds to plant in secret gardens that we meticulously cultivated and kept notes on in a notebook. Becoming vegetarian, well minus the occasional

prosciutto slice, at the end of the year became my way of life after my first Hawthorne Valley Farm trip.

### Reading, Reading, and Reading:

If you know me well, you will know I love reading. From The Magic Treehouse series in kindergarten, the Percy Jackson series in sixth grade (inspired by the block on Ancient Greece), and the Queen of mystery, Agatha Christie's, novels to period pieces in eighth grade by Jane Austen (my favorite author). My bibliophilic ways began from those elementary years and are ever growing.

**Grade 9:** In this year I found myself without my old class for the first time in eight years as I took a new turn on my journey: high school. It began with nervous apprehension from all of us, as we felt giddy to finally be back in a classroom after the Covid lockdown.

**Grade 11:** Let me just share this quote by the famed author Charles Dickens, which I believe sums that year for me quite nicely. "It was the best of times; it was the worst of times." Pressure to get the highest grades and perform to the best of your abilities for the ever-coming college application was dreadfully stressful. Yet the Coney Island trip at the end of the year and being able to learn in depth about organs of animals through dissections with Dr. Martin gave that year both its trials and tribulations.

**Grade 12:** Counting down the days until my last language and math classes, finishing my last high school paper for Human Development, but also bowing for the last time on Thursday evening of our last performance of Clue. I was so ready to graduate. Then on our recent class

trip to Washington state, the memory of calmness as we all sat on the revolving glass on the Seattle space needle looking into the setting sun, made me strikingly aware that this trip was in fact my goodbye to the road I called high school.

I sometimes wonder what would have become of me had my journey not included Steiner. A road not taken. Would I have been able to be this mini horticulturalist and fairy lover at heart, a classics enthusiast, an enjoyer of a good book, and a drinker of warm tea in classes if I had not taken the Steiner road? More than a decade; twelve years (WOW). I realized that I am who I am because of the twists and turns I have taken on my path at Steiner, and so are all of you my classmates. All the years with Ms. Price when she was there and when she was gone, alongside the rips and main lessons that came and went in our time in high school created the people we are today.

This road in our lives has just concluded, and now we begin a new journey, a road not taken yet. Let me finish with the words of the great ancient conqueror Hannibal, "*aut viam inveniam aut faciam.*" Which is Latin for, "I shall either find a way or make one." I very much hope you, my graduating class, will find or make your place and decide to take the road less traveled on the journey ahead, for it truly does make all the difference.

# A BRIDGE BETWEEN TWO REALITIES

## GRADUATION ADDRESS BY ISABEL LIU '24



Four years ago, while the world was in the throes of a global pandemic, I moved eight thousand miles across the world from Hong Kong to New York City to start high school at Rudolf Steiner School. Here I found myself in a new country, a strange environment, a different culture. It was a time of uncertainty and upheaval for everyone, and for me, it marked the beginning of a journey.

On the first day of school, I was nervous because this was my first time ever going to a school. All my life in Hong Kong, I have been homeschooled. Now, instead of studying math at my dining table, I was suddenly in a real classroom surrounded by other students.

In 2020, Steiner was one of the few schools open for in-person learning in the city. Here, I met children from different boroughs and backgrounds; immigrants, native New Yorkers, some who traveled hours on the subway each day to get to school.

Arriving in New York was not easy. The pandemic had slowed everything down, and my sister and I had been spat on in the subway and the street and told to go back to China. Joining school was accompanied by a feeling of doubt and inferiority, because homeschooling is greatly frowned upon in Hong Kong. But Steiner provided a haven in my transformed environment. Steiner and its teachers were open and took in people from different cultures.

This is because Steiner recognizes the differences and capabilities of individuals and what they can bring to the community. The teachers here place a certain level of trust in their students, with the intentions of helping them learn in the best way they can. This trust and openness created an environment in which I would thrive.

In Hong Kong, education is highly structured, with a strong emphasis on discipline. In contrast, Steiner's educational approach emphasizes

creativity, critical thinking, and the individual's unique contributions. I found myself in a place where asking questions was encouraged, where my opinions and ideas were valued, and where learning was an interactive experience.

I have experienced creative freedom here, particularly in my main lessons. In eleventh grade, in Mr. Marsch's cartography main lesson we created different kinds of maps that made me visualize the globe that I love to explore. This year, Dr. Safit made it clear to us in the Ecological Citizenship main lesson that the time to act for our planet is now. Here, education was not just about memorizing facts but about understanding concepts and applying them in meaningful ways. The projects I've undertaken, such as staying up all week drawing 118 elements for a periodic table, are achievements I will always look back on with pride.

I have learned so much by living first in Hong Kong and then, for the past four years, in America. This has greatly opened my eyes to more world views. These two worlds are different from each other, yet they have taught me a shared lesson: that I desire to bridge the two sides of my international experience.







# 2024 STEINER 95 YEARS BENEFIT

Photos and Memories from Steiner 95

## A Special Night!

We came together as a community to Celebrate 95 years of Rudolf Steiner School.









# THE ARTISTIC EXPERIENCE: HONORING RALLOU HAMSHAW '65

## A LETTER FROM ALEXANDRA SPADEA



After many decades of uncompromising excellence in the fine arts education of our Upper School, our beloved Rallou Hamshaw '65 decided to step back from teaching in order to fully dedicate herself to her own studio artwork, a delight to a committed artist such as herself.

Ms. Hamshaw in her decades of teaching was able to guide her students to an artistic experience that made each appreciate and live the vibrancy of color, the depth of light and dark, the lines of any shape with coal, pen or brush through various media, and how to distill a big vision

into a graphically designed image-logo. Seniors had the privilege of oil painting with Ms. Hamshaw, and over the years many remarkable paintings have come to life in the studio. Those lucky enough to have had her twelfth grade art history Main Lesson, learned all about the lives, work, and time of the great fine arts masters.

In a former students' words:

*"She created/painted a picture of several hundred years of art, artistic growth and development, through the human beings making it happen. She was very*



*passionate, bold and full of revealing stories about the artists and their time and place in history. We learned how to look at art, how to open to it, and how to listen to what comes back.*

*We were fortunate to go on creatively prepared trips to the Met with Ms. Hamshaw, and those were always enhanced with her inspiring knowledge of the art on display in the galleries."*

Rallou Hamshaw, born Malliarakis, is a true New Yorker and a proud Greek. She grew up at Steiner and from early on was known for her artistic talent, not only in the visual, but also the performing arts. After her stunning Senior play performance as Prospero in Shakespeare's *Tempest*, and for years to come, her stage presence, her resonant and beautiful speaking voice was referenced and admired. To this day Ms. Hamshaw, who doesn't mince words ever, commands loving respect when she speaks to an individual or to a large audience, be it lighthearted and humorous, sincere, questioning or deeply concerned, full of empathy, or calling a room full of students to order.

It comes as no surprise that she continues to lend her warm voice as a voice over actor as well. At any moment she can break into song—be that opera, Broadway or popular music. And did I mention her quick witted humor?

Rallou Hamshaw also served the school in many other ways, from her work on the College of Teachers, to serving on the Board of Trustees, as a class advisor, offering parent workshops and simply as a dedicated colleague and alumna; she has had a deep and beloved impact on our school's development.

Though she prepared us that this day would come, and though we filled the position with the wonderful David Goodman, she left a big void and is sorely missed. But we know she is faithful to our school, and will continue to visit and support our school in her new role as alumna.

All our love and best wishes to you, dear Ms. Hamshaw, and let us know about your upcoming exhibits!





# DONORS

Every donor at our school is important and every gift is significant. Donors listed in the following categories made unrestricted and/or restricted gifts to the school during the 2023 – 2024 school year in direct cash and securities. We extend our warmest gratitude to all our contributors.

## ANNUAL GIVING

### 1928 Circle (\$25,000 +)

Anonymous (4)  
Rohyt Belani and Vidula Pant  
Steven and Wendy Langman  
Jean-Hugues and Veronique Monier  
Rich Resnick and Whitney Burke  
Mustafa Siddiqui and Sana Shah  
Janet M. Stark

### Steiner Circle (\$15,000 - \$24,000)

Joao Castro-Neves and Cristine Thome  
Edward Davidson and Xianme “Makiyo” Ma  
Sriram Venkataraman and Ilham Zoughi

### Leaders Circle (\$10,000 - \$14,999)

Anonymous (2)  
Josiah and Gerda Carmichael '43  
Alex Kadvan '90 and Sarah Fanning  
Maneesh and Sandra Shanbhag

### Partners Circle (\$5,000 - \$9,999)

Anonymous (1)  
Joe Bradley and Valentina Akerman  
Richard Khawam  
Peter and Lisa Meyers  
Michael '68 and Lynn Nemser  
Ihor Radysh '71 and Marisha Plotnik  
Daniel Szekely '68

### Friends Circle (\$2,500 - \$4,999)

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Alfredo de Palchi and Rita di Pace  
Daniel Goldstein and Terri Adler  
Joe Graham-Felsen and Araks Yeramyam  
Renate Soybel

### Waldorf Circle (\$1,000 - \$2,400)

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Madeleine Marshall-Lowinger '73  
Glenn McDonald and Laura Donkel  
Jeffrey Movit and Eva Lopez-Paredes  
Harry and Tari '63 Perlstadt  
Cristian Piazza and Gabriela Cordo  
Dennis Pinto and Joy Phelan-Pinto  
Reza Radjabi and Christina Radjabi-Horn  
Corinne Shaw  
Charles Shuey and Ashley Graham  
Allison Stabile  
Sanjay Thapar  
Arthur and Noel '60 Trachtenberg  
Stacey and Jeffrey '83 Weber

### Community Circle (\$1.00+)

Anonymous (27)  
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Nathanael Andrade and Jinny Prais  
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Lena Armel  
Richard and Susan Ascher  
Grant Aumell and Alejandrina Bustamante  
Mauricia Baca '88  
Gal and Adi Barel  
Carol A. Bärtges '73  
Damaris Bartholomew  
Lawrence A. Bauer '73  
Juan and Monika Beltran  
Maria Beltrao  
Maya Bensalem  
Max Bermann '55  
Enrique Bernales and Nathalia Jabur  
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Chassidy Best '04  
Marlu Bishop-Jordan  
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Anna Cantor  
Rob Carlson and Michelle Lerner  
Cherry Carmona  
Antonio Carneiro and Fernanda Jaguaribe  
James Chambers and Amanda Gruss Chambers  
Beth Cheikes  
Fen Cao and Lingling “Lynn” Chen  
Patricia W. Coates '74  
Idan and Christina Cohen  
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Bartolome “Tito” Deler and Christina Lonsdale  
Raym De Ris '59  
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Zachary Dolphin  
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Ron Egozi and Isabel Gunther  
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James Ewing  
Chris Field and Lisa Tichy  
Kelsey D. Finch '15

Felicia Fischetti  
Laure Fischbach Stevenson  
Sean Fitzgerald '99 and Yunwen “Yvonne” Ru  
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Eric Friedman and Irene Barbazetto  
Nedzad and Suanita Gacevic  
Jacob Gerber  
Stephen and Alexandra '68 Gifford  
Richard and Pamela '68 Giles  
Brian Gluck and Yelena Panasyuk-Gluck  
Ingrid Gomez  
Susan Goodale  
David Goodman and Lara Suarez  
Keyur Govande and Pallavi Mantha  
Rallou Hamshaw '65  
Mostafa Hashish and Hoda Darwish  
John and Silvia Heller  
Michael and Shara Henneberry  
Mary Lynn Hetsko  
Nancy Ho-Cortes  
Leah Hokenson  
Vera Holschneider  
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 Mathias Pena-Grez and Maria E Vaz Ferreira  
 Rafael Perez-Ramos  
 Brian Plane and LeeAnna Keith  
 Riley Poplin  
 Gus Powell and Arielle Javitch  
 Ismael Ramirez and Hannah Saunders  
 Mikki Raveh and Nir Rikman  
 Astrea Ravenstar  
 Timothy Reed  
 David Regelin and Lya Mojica-Thompson  
 Stacy Renelique  
 John Reed and Yeadley Leonard  
 Johnathan Rice  
 Shawn Richmond and Semone Bailey  
 Russell Robbins '80 and Valerie Rossenson  
 Jose Roca and Eileen Vega-Lambo  
 Alan Rodrigues and Amy Shyer  
 Morgan Ross '09  
 James Roth '83  
 Julia Rothschild  
 Ilan Saft  
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## JOY IN LEARNING ADVANCES PUPILS

Steiner Grade School Even  
Teaches 'Hard' Subjects  
in Song and Pantomime

By BENJAMIN FINE

The first-graders formed a circle as they chanted: "I'm jolly brother O. He's my merry yo-ho-ho!" A child at the blackboard drew a large O. Then, with arms flapping happily, they sang: "The white wind sweeps down and up. And that's the way the W goes." A W was drawn. Each letter of the alphabet had its own rhythmic movement.

This may be an unorthodox way to teach reading, but then, almost everything is different at the Rudolf Steiner School. Founded in 1928, the school of nine grades is housed at 15 East Seventy-ninth Street, near Central Park.

In September an expansion program will get under way with the founding of a high school at 15 East Seventy-eighth Street. There are sixty Rudolf Steiner schools in the world, six of them in this country. The original school was founded by the late Dr. Rudolf Steiner, a German educator.

The children appeared cheerful as they learned their A, B, C's. They were just as happy during their arithmetic lesson. Second-graders, holding paper-matched squares, formed a semicircle. Then they "sounded off."

### Royal Road to Reasoning

The first child began: "Two"—and every second child continued: "Four, six, eight, ten, twelve, fourteen," up to twenty-eight. Royal Gnome Two approached the Royal Gate, faced the child who had called out "eight" and chanted:

"Royal Gate Eight, may I pass through?"

Came the response: "Halt! Pray tell me, who are you?"

"I am Number Two, what shall I do?"

"Bow four times, then you may pass through." He did as directed. Then the class chanted: "Eight is four times two."



ROYAL GATE TO KNOWLEDGE: Second graders at Rudolf Steiner School here, led by teacher, Mrs. Nanette Grim, play the game of Royal Gates. In this, verses are used to stimulate interest in usually tiresome multiplication table.

The New York Times by FREDERICK A. BARNES

This game continued, using Royal Gnomes Three and Five and going up to Twelve.

The teacher, Mrs. Nanette Grim, explained the meaning of the multiplication table and added this verse:

Now that we know the grown-up way,

We've come to this decision: Instead of the game of the Royal Gates

We call it Short Division!

At the Rudolf Steiner School the children are not pampered. From the time they enter in the first grade they work up to capacity. And they love it. Subjects ordinarily found in second-

ary schools are introduced in the elementary grades.

French and German are taught from the first grade upward. Third-grade boys and girls rattled off French and German sentences and sang a German song.

### Sciences Stirring Ambitions

In the sixth grade "hard" subjects appear easy. The pupils take such courses as physics, algebra, geometry and astronomy.

Sixth-graders were deep in a class in mineralogy. The eighteen pupils—all classes are kept below twenty—were modeling crystals. A collection of rocks

and shells lay on the teacher's desk.

"This was supposed to be a six-pointed crystal, but one point disappeared," explained 12-year-old Wendy Charles. "I guess it's a mountain-kind of rock."

Wendy had just completed stuffing a toy beaver. She wants to be a veterinarian when she grows up.

Seventh-graders know many of the fundamentals of geometry, and they enjoy the subject.

"I want to be an architect," said 12-year-old Francis Frank Flynn. "Geometry is easy. Lots of fun, too."

The children have a friendly relationship with their teacher, who usually has the same group from the first through the eighth grade.

The importance of international understanding and goodwill is stressed through the world history courses. Along with the Americans are children from Iran, England, Russia, Germany, Australia, Bulgaria, Greece, Poland, China, France and Czechoslovakia.

"We try to give our children a second education that will stay with them a lifetime," said Henry Barnes, chairman of the faculty.



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