

Deutschland David

by David Kern 10th grade visiting student

When the plane landed in New York City, the flight from Germany seemed surprisingly short. I was tired when I arrived and didn't know where to go. There were hundreds of people waiting to go through Customs. Here and there, men and women in dark blue suits were shouting some confusing instructions to the crowd, but nobody paid attention to them. When I got to Customs, I gave my papers and passport to the agent. As he threw a quick look at them, I hoped that everything would be okay. He then scanned my fingers and finally asked me why I came to America. I told him that I was here for an school visit for three months, to improve my English. It wasn't good enough for him. He put me in a separate room and kept me there for about an hour, coming back every five minutes to ask me another question. After a while, he got the idea to call the school's German teacher, Frau Wirth. He talked with her for a long time and then let me go. I quickly found Ari Meyerowitz, who was picking me up, and we left the airport as fast as possible.

After a long ride to Great Barrington, which actually went by quickly because Ari and I talked a lot, we arrived at the Stanton house. I spent my first two weeks with them, until my host family, the Baums, got back from France.

The first meeting with Ben was great. I got along wonderfully with him, his sister, Catherine, and his parents. The first day of school also went well. It was great to meet all the new people. The school here is very different. In Munich there are 38 students in my class and here there are 24 in the whole school. I think it is a good thing, because the relationship between students and teachers is much more intense. The same is true between students - they are all like a big family. I really enjoyed the soccer matches with the entire school that brought all the students closer.

The most important parts of my exchange here have been the friends I have made and the ability to be responsible for myself. It is also useful to learn a new language. In my view one should definitely visit a foreign school because it is an extraordinary experience. It has been so much fun to be in an unknown country and to be with so many friendly people.



GBWHS students in NYC

Metro to the Met

Ben Baum '13

A few weeks ago the whole school went on a trip to the Metropolitan Museum of Art in New York City. We took the subway from Grand Central Station to the museum, where we were set free to roam the great halls. Each class was assigned projects concerning art that pertained to the subjects they were learning about in school. My class, the ninth grade, was assigned the most work of all. We had just completed a "History through Art" course, so all of our assignments had to do with what we had learned during Mr. Sagarin's exciting seminar. We were kept busy for the entire time, running from the Giotto's to the Rembrandts to the Impressionists, taking notes and sketching. It was a lot of work, but it was cool to experience all these paintings we had seen in little pictures in "History through Art."

**Come to our Open House
January 21 at 7:30 p.m. !**

Sculptures, Scratchboards, Pencils and Paint

by *Tori Stetzer '12*

A newcomer to Waldorf, I am amazed by the artistic abilities of the students who have been fortunate enough to be here for many years. Four weeks ago, the Art Club elective began. All six members were asked to select an art project, using any medium available. Our choices included sculptures, scratchboards, pencils, and paint. The creative energy flowed, and, with the help of Mrs. Lombardi, the results were impressive. Thanks to her and to my classmates, I am learning a great deal about art technique.



Alexander Pitman '12



Tori Stetzer '12



Teruko Kushi '12

Putting Pen to Paper

11th and 12th Graders learn their ABCs

By *Evan Crispell, '10*

We are crammed into the Spanish and German rooms, praying that no one shakes the table by stomping past, as we put our pens to the paper. The eleventh and twelfth graders are studying calligraphy with Mr. Sagarin. Calligraphy is the art of letter making. Using age-old techniques, we strive to create letters of perfect form, dipping a simple flat tipped pen in a bottle of ink. Practice and patience are key to success. For the first several classes we worked only on individual shapes and strokes, and then gradually progressed to letters. We filled pages with row upon row of repeating letters, trying to reach an indisputably perfect one.

When we felt fairly competent, we progressed to our final project: a self written haiku (or other short poem) or quote. Most of us opted for a quote. Laying out the writing was the next hurdle we faced. Every balanced line had to be measured out exactly so each word would fit. We decided to include an illuminated first letter that needed to be spaced and sketched. Touching the ink-loaded pen to the expanse of pure white paper was nerve-wracking and became more so as we reached the end of our work. The slightest mistake becomes strikingly obvious in such a perfection-based art. I do not think any of us had ever taken so many hours to write so few words. We used ink, watercolor, and pencil to create an image reflecting the theme of our work on the first letter.

Upon completion, our work presented the chosen quote or poem with a new power. Behind the precision and care of each letter, a bit of the writer could be seen. Calligraphy may seem an archaic and useless art when a more perfect letter can be formed in the blink of an eye by a computer, but this ignores what the art of modern calligraphy seeks to achieve. Through calligraphy we get an intimate look into the sculpture of the letters. We are moved a little closer toward the meanings that the words hold.



Elizabeth Orenstein '10

What's in a name?
that which we call
a rose by any other name
would smell as sweet.

Cloë Rohn '12

Soup to Strawberries Restaurant Review

By Darius Graeff, '10

Lipperas', The Old Chatham House, is on Main Street in Chatham, N.Y. The soft dim glow of the dinning room invites couples and families for a night out. The staff members greet you with a genuine smile; happy to be there and ready to ensure good service. The tables are decorated with white tablecloths and scented candles.

The boisterous laughter and the ring of glasses comes from the other side of the restaurant: The Tavern. This is the bar section. Here are all types of people sipping their wine, and gulping frothy beer while watching the football game. Wooden tables line the other side of the Tavern, fun for kids and their parents.

There are more than 15 dinner entrees to pick from and a variety of appetizers and desserts; from French onion soup garnished with croutons, to a homemade cheesecake with sliced strawberries. They always have special's too; like veal parmesan and escargots. The food is on the pricy side, but it's worth it!

You Can't Make Everyone Happy

An Interview with Phoebe Rohn, '12

Born on April 4, Phoebe has one sibling, Chloe, who is a senior at Waldorf High. Phoebe spent ninth grade at The Gunnery before coming here. We sat down with Phoebe on a sunny Friday afternoon to ask her more about her love of horses and her aspirations.

Globe: Why did you leave The Gunnery?

Phoebe: It was not a good school for me. People here are more considerate of what you want to do. At The Gunnery they were more narrow-minded.

Globe: What aspects of peoples' character makes you think that?

Phoebe: They were judgmental about me riding horses instead of playing hockey or lacrosse. It's a very sports oriented school.

Globe: So you ride horses?

Phoebe: I ride a lot of horses. I own two horses.

Globe: What do you like about riding?

Phoebe: I love the connection you have with your horse. It's not about power – it's about building a connection and working together.

Globe: What are the names of your two horses?

Phoebe: My pony is Bella and I also have a horse called Willa.

Globe: What do you want to do in the future?

Phoebe: I'd like to be a large animal veterinarian. Last year I did an internship with a vet, and I found it really interesting.

Globe: What was the most interesting part?

Phoebe: Watching my first surgery was the most intense part. By now I've watched several of them. I've learned it's hard to hold down a large animal and I liked learning how to do that.

Globe: What kinds of large animals have you been holding down?

Phoebe: Camelids. Alpaca, llamas and horses.

Globe: What was hardest part of the experience of working for a vet?

Phoebe: Getting spit on by some llamas.

Globe: What was your scariest animal experience?

Phoebe: There was a huge horse at my barn. He was 18.2 hands! The woman who was going to ride him couldn't get on, so I got on him. I was terrified at first because he was so big, and then he started bucking. I was so scared. I was sure I was going to fall off and be trampled to death. But I wasn't.

Globe: What did you learn from that experience?

Phoebe: To be calm. It's important not to be scared of a horse and instead to stay calm. Horses are extremely sensitive. If they think you're scared, they think they should be scared too.

Globe: You worked on the yearbook at your last school.

Phoebe: Yes, that was fun. We found ourselves laughing a lot – we laughed at the most random stuff.

Globe: What was the biggest challenge about working on the yearbook?"

Phoebe: We had a February deadline; which meant important things like spring sports hadn't been played yet. It was an amazing amount of work – countless hours laying out pages; typing up stories; putting in stories; arranging things. But it was fun.

Globe: How did you feel when the yearbook came out?

Phoebe: There are always people who are unhappy with the yearbook, and they get mad at the yearbook staff because they're not on every page or they don't like a photo we chose... It's impossible to make everyone happy.



Following Your Thread

By Darius Graeff '10 & Elizabeth Orenstein '10

In Mrs. Rossman's elective, "Following the Thread" she showers her students with fresh apples, chocolate, and cold cider. In the privacy of our high school's cozy German room, we discuss our futures, who we want to be, and what things we need to do to be those people. In Chinese folklore it is said there is a red thread connecting people with those who are important to them. We are not necessarily finding the *red* thread, but the concept is the same. Each event in our lives is just a part of the thread we follow. Through discussion, poetry, and experience we have been discovering our own threads. As a physical manifestation of our threads we hung up rolls of string as a sort of life line. As seniors facing pivotal choices in our threads, this class has been an incredible experience. We can't wait follow our threads.

An 'Evanly Interview

An Interview with Evan Crispell '10

Evan has attended Waldorf High since ninth grade; he is a senior this year. He went to the Great Barrington Rudolf Steiner School through middle school. He's been taking time off to look at colleges for next year, but we tracked him down and asked him about the past, the present, and plans for his future.

Globe: You attended the Steiner lower school, but have you always gone to Waldorfschools?

Evan: No, I joined Mr. Eurich's class in fifth grade. I really loved it, especially after having gone to public school.

Globe: What are your plans for next year?

Evan: I'm planning to go to college – interested in several. I'm applying to Bowdoin, Bennington, Hampshire, Sarah Lawrence, Reed, and Vassar. The decision will be narrowed when I see what colleges I get into. My first choice would be Bowdoin because it has a particularly strong history program and a beautiful campus.

Globe: Is there anything specific to all of them that appeals to you?

Evan: I'm looking for a small liberal arts college, probably on the East coast. When I first started looking I was interested in quite a few West Coast schools, but I took a trip out there this fall and I have been more impressed by East Coast schools. It feels like the land of schools around here. We're more focused on education. I also want a school that encourages interdisciplinary study.

Globe: Do you know what you'd like to study?

Evan: History, anthropology, and literature.

Globe: What do you find yourself reading now that it's your senior year? For fun, not for school.



Evan: I'm reading "Things Fall Apart" by Achebe – it's very dense. I can't say it's fun, but it's fascinating.

Globe: What do you look forward to accomplishing?

Evan: Graduating from college and possibility going to grad school. Learning more about who I am.

Globe: What are five adjectives that best describe you?

Evan: Brilliant, charming, handsome, unique, modest.

Globe: You also seem to be a motivated learner – someone who truly 'wants to learn.' Would you say this desire has been satisfied by your education at Waldorf High?

Evan (laughing): Hopefully nothing will 'satisfy' my 'want to learn.' That's the point. But, yes, it has been fulfilled and inspired.

Globe: When you're not reading, looking at colleges, or doing homework, what do you do?

Evan: I spend time with my friends; drive my car. I love to ski. I ski whenever I can.

Globe: What do you love about skiing?

Evan: I enjoy being outside, and in nature, and in an environment that normally would be inhospitable and unpleasant. When I ski, my mind is taken off everything else except skiing.

Globe: What's your favorite place to ski?

Evan: Killington. Great terrain: it's both beautiful and challenging.

Globe: If you had a choice would you go to Steiner and then Waldorf High all over again?

Evan: Yes, I would. It has played a central part in forming who I am.

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