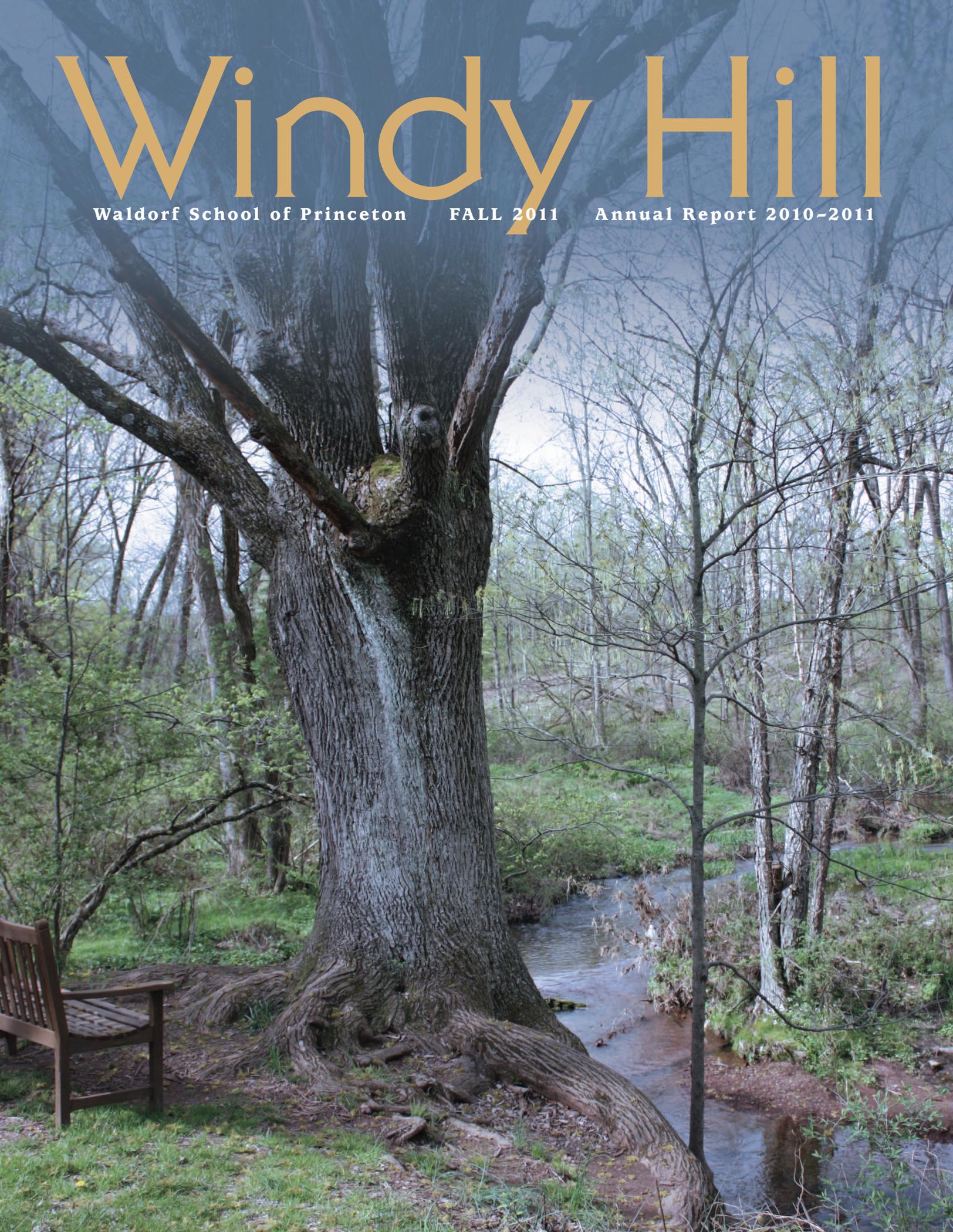


Windy Hill

Waldorf School of Princeton

FALL 2011

Annual Report 2010-2011





Mission Statement

The Waldorf School of Princeton, part of an independent educational movement of over 1,000 Rudolf Steiner schools worldwide, is dedicated to recognizing the unique spirit of each child. Through a rich curriculum integrating the academic, the artistic, and the practical, the Waldorf School of Princeton guides children toward self-knowledge, to meet the world by awakening within them warmth of heart, clarity of thought, and strength of purpose.

Accreditation

The Waldorf School of Princeton is a fully accredited member of the Association of Waldorf Schools of North America and the New Jersey Association of Independent Schools.

Above: Friends and families watch as Waldorf School of Princeton fourth graders dance around the Maypole at the annual May Fair.

Front Cover: A view of Old Man's Tree

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A Message to Our Community

In a small English town in the early 1980s, a 13-year-old boy named Jason Taylor lived with his parents and older sister in a tidy home. Jason was good with words, and had the makings of a poet. Speaking out loud, however, was sometimes a challenge. Jason had a stammer. As with many speech impediments, his stammer was affected by stress and tension, and could not be easily controlled or resolved by visits to a local doctor. Speaking in front of his class inevitably led to teasing and ridicule, and it made him a quiet boy.

But Jason observed things sharply, and wrote them down. His accounts of being bullied, of feeling an outcast, were poignant. So was his creeping sense of dread at the strange silence he sometimes heard on the other end of the phone when he answered, a clue that his parents' relationship was headed for the rocks.

We all end up on the rocks, at some time or other. Jason navigated his way off by following an inner compass. He explored the woods around his town. He chronicled the growing thrill of connection with an older writer, who opened doors of possibility in his mind. As his self-awareness grew, Jason managed to convey his uncertain first steps as a teenager, his virtuous indignation at injustices in the world, and his intense yearning for a path forward that had integrity and meaning.

Jason Taylor could be any child, in any culture. And in a way, he is. Jason Taylor is a fictional character in a novel called *Black Swan Green*, by a remarkable writer named David Mitchell. In straightforward yet charming prose, it recounts Jason's story over the course of a single year. Each chapter chronicles a different month, and each one sets up and dwells on one of those moments in childhood that seems like a major milestone. For a reader, even a story about the simple pains and pleasures of a schoolboy's year, when well told, can mean more to us that we can explain.

I cite Jason Taylor's story, and recommend it to anyone curious about education, because it revealed glimpses into the magical process of learning, as it manifests in the minds, the bodies, and the spirits of the young beings we call students. It is a complex, uneven, and sometimes mysterious process. To behold a young soul as he or she gains traction, as a little spark matures into a true flame, feels like witnessing a miracle.

At the Waldorf School of Princeton, we create an environment where these miracles can take place every day. Our teachers draw helpful boundaries and offer wisdom about the virtues of discipline and the foundations that underpin achievement. They work to nurture the in-born sense of wonder. They guide the habits and practices that can lead to a fulfilled life, which begins with a full childhood. More than that, our teachers are sensitive to stages of human development, attuned to broad trends of each age group, knowing what they are ready for. As one teacher mentioned recently, William Butler Yeats observed that true education is "not the filling of a bucket, but the lighting of a fire."

In our society, despite a constant debate about the best approach to education, we see vast swaths of people and public officials succumb to mind sets that seem to veer sharply away from common sense. We see an obsession with testing, as if that were an effective way to measure real education. We see school systems that limit, ignore, and wear down teachers, when it is teachers who know the most about how children actually learn. We hear politicians mouth educational slogans, like "No Child Left Behind" and "Race to the Top," while public money for education is cut and cut.

For those parents who are able to look past educational fads, who do not go along with mass panic about being "left behind," the

Faculty Perspective

A View of the Athletics Program at WSP

As a teacher at the Waldorf School of Princeton, it is a privilege to work in a setting where all subjects are integrated with the many facets of child development. This, along with the understanding that we are helping with the development of the body, the feeling realm of the soul life, and the unique individuality of the human being in a truly spiritual sense, remains at the very heart and is the hallmark of Waldorf education.

Having taught movement and games and coached at our school for more than a decade, I continue to be inspired, excited, and grateful for a program with such a depth of understanding of children's needs. The movement and games program leads the growing child and class at each grade level on a multifaceted journey from "free play" and age-appropriate exercises, activities, and games in the younger grades to a well-rounded knowledge, appreciation, and level of accomplishment in a wide variety of athletic disciplines in the upper grades.

In their movement and games lesson, first graders experience a variety of healthy activities. Incorporating rhythm, balance, and coordination, the lesson strives to bring the children into an increasingly harmonious relationship with their own physicality, impacts their awareness of others, and helps them "live into" the space that surrounds them.

The second grade lesson builds on these experiences, yet challenges the children anew. The circle remains an important social framework for movement exercises, activities, and games. Exploring and playing with the six directions of space (up and down, left and right, front and back) play an integral part in helping the children orient themselves in the space around them as well as with each other. Relating to and working with one another are important themes throughout the year.



The fifth grade class presented *Ariadne at Naxos* as a culmination to their study of ancient Greece last year.

basic building blocks of constructive education seem plain as day: A structured environment, where children feel safe, where they can ask questions, where they trust and love their teachers. A place that encourages independent thinking and also navigates the wisdom of the group. A curriculum that truly integrates arts and sciences and literature, that teaches children discipline and balance, and that teaches them that they can be creators. If all this can live on a gorgeous campus with rolling hills, a wooded valley, a rushing brook, and nice tennis courts, all the better.

This is a time of economic retraction for many people in our country, and it limits what some families can choose. Yet the importance of doing all we can to bring a rich education to our children does not change, year to year. Is anything else more important, after food and shelter? Watch a child grow, in body and spirit and soul. It is quite a miracle, and yet it is one that we can achieve, over and over.

Shep Faison, Board of Trustees Chair

For the third grader, running and tag games help foster the imagination. Specific rhythmical movement exercises that work with gravity and levity are introduced, guiding the students toward an appreciation for the middle realm between above and below. Moving freely between these three dimensions enables the third grader to strive toward greater balance and harmony in a variety of settings, including group games and activities.

During the fourth grade year, the children gain a new relationship to their breathing that they will carry into adulthood. For the first time, a balance of one breath to four heartbeats is established. This is met through rhythmical movement exercises and a variety of running activities and tag games that help foster a new spatial and social awareness. Large area games with hiding and seeking, separating and connecting, are played. Playful gymnastics are enjoyed, and a variety of ball games and skills, focusing on throwing and catching, are learned.

Running, long jump, wrestling, and throwing the discus and javelin make up the events of the Greek Olympiad, which sets the theme for the fifth grade year. Fifth graders naturally experience a new relationship to grav-



WSP fifth grade students pass the torch during the Greek Olympiad held at Kimberton Waldorf School last spring.



Students prepare to throw their spears (javelins) to help conquer the dragon during the annual Michaelmas festival in September.

ity and levity, which connects them in their individual movement capabilities with the space in which they live. The ideals of grace and beauty, with a new emphasis on the way form and function go hand in hand, guide the students in all aspects of the curriculum, from the Olympiad events to many other team games and group activities. Joy and freedom in movement permeate all aspects of our work in this year, often characterized as the heart of childhood.

In the sixth grade, a deepening experience of the body into the muscles guides the physical education class. Greater emphasis on stretching, dynamic movement, speed, and endurance are developed, and different sports are more formally introduced, including tennis, floor hockey, dodgeball, basketball, touch football, Ultimate Frisbee, kickball, and softball. Target shooting on the archery range, where posture, form, and the function of the equipment go hand in hand, is also introduced. Many running and field games are played, in which tactical awareness and teamwork are emphasized. In addition, students are given the opportunity to try juggling and other circus skills.



Cross-country is WSP's largest competitive sport. The team is successful and lots of fun for everyone.

In the seventh grade, the students revisit many of the games and sports from the year before, but with a greater emphasis on individual skill development within a group or team setting. The students engage in more rigorous exercises, stretching, and practice drills to develop their strength, stamina, and flexibility further. Running and field games are still enjoyed, and aspects of track and field are revisited in a more dynamic way.

In the eighth grade, the movement and games classes involve many competitive games, including tennis, floor hockey, basketball, touch football, softball, and volleyball. Rigorous exercises of many types are introduced to increase strength and stamina. The student at this age also begins to experience the heaviness of the body during puberty. This development is met by a variety of running games, juggling, track and field events, dodgeball, and archery. Individual skill development remains an important theme, as do teamwork and playing together as a class.

Beginning in fifth grade students are invited to join the after school sports program, which includes cross-country, basketball, and tennis. Our program aims for full participation. All children can run, so cross-country is our largest sport. The students are asked to do their best and be great teammates. Everyone can improve with effort, and running on our cross-country team teaches each student that

skill. The team is successful and lots of fun for everyone.

Working with the students as they progress and watching them grow into confident teenagers is truly satisfying for me. I feel inextricably linked with our students and families, both past and present, through these programs.

Our alumni continue to share their unique perspectives and meaningful reflections, as you will garner from their contributions to this issue of Windy Hill. Surely there is nothing more special, profound, and even humbling than to feel connected to them as they pursue their dreams, passions, and life's calling in high school, college, and beyond.

I am grateful to Dylan Karchere-Sun, now a tenth grader at South Brunswick High School, for taking the time to answer the questions I posed to him in an interview about his tennis playing below.

Peter Sheen, Movement and Games Teacher, After School Athletics Director, and College of Teachers Chair

Mr. Sheen: What is your current age group and ranking in New Jersey?

Dylan: My current ranking in Middle States boys age 16 and under, which consists of New Jersey, Pennsylvania, and Delaware, is 14.

Mr. Sheen: What are your lesson, squads, training, playing schedule at this time?

Dylan: Right now I am playing in group classes two times a week at the Nassau tennis center and every other weekend I have a private lesson.

Mr. Sheen: When did you begin playing tennis? Who got you started?

Dylan: When I was around five years old. My parents both love to play, so every weekend they would go down to our development's courts and bring me in a stroller. When I became old enough to hold a racquet, they started tossing me balls to hit over the net.

Mr. Sheen: When did you begin having lessons?

Dylan: My parents put me into group lessons at a local club right by our house, and after the first lesson I loved it. In the next couple years I started playing more and more and taking two to three lessons a week.

Mr. Sheen: When did you start playing competitively?

Dylan: I played my first tournament when I was ten years old at our local club and won. I had a great time playing, and I wanted to enter more tournaments. However, I was also playing travel soccer at the time, which made it hard to enter tournaments when I had soccer games every weekend. After a couple years of being committed to both soccer and tennis, I decided to devote my time to just tennis.

Mr. Sheen: How do you manage the ups and downs of winning and losing in the competitive environment of Junior Tennis?

Dylan: Managing the ups and downs in tennis isn't easy. When you win, everything's great and you can feel proud, but when you lose it's all because of you. Tennis, in my opinion, is one of the hardest sports physically, but especially mentally. Tennis is mainly an individual sport. When you play on a team, you win together and lose together, and it is always easier to have other people share in your disappointment if you lose. The pressure to win and play well is also a lot less for team sports because it's not all up to you. In tennis, you have to be able to keep your cool and still play your best because no one else can help you.

Mr. Sheen: Would you comment on your Waldorf education and the movement and games classes, athletics, and after school sports programs in regard to your tennis playing in general?



Coach Peter Sheen with tennis player Dylan Karchere-Sun '10.

Dylan: The movement and games class at the Waldorf school helped me with my tennis in many ways. All the way up to eighth grade, I was able to enjoy many different sports that challenged me athletically in different ways. That is a big reason why I wanted to do the sports programs after school as well, because it didn't take away much time from my tennis, but was really fun and benefitted my tennis by keeping me in shape.

Mr. Sheen: What other activities and sports do you enjoy? How have they benefitted you as a tennis player?

Dylan: I have always enjoyed football with friends, whether just throwing the ball around or playing a game. One of the biggest ways football has helped me as a tennis player is my hand-eye coordination. Throwing a football is actually very similar to serving a tennis ball, and the result of playing football so much has helped me have a bigger serve. Soccer has helped a lot with my footwork on the court. In tennis you have to constantly keep your feet moving to get into the right position to hit the ball, and all the soccer drills I have done have made my feet faster.

Mr. Sheen: What are your aspirations on the tennis court in the future?

Dylan: My goal for my tennis right now is to receive a scholarship to attend and play for a D1 school. After that, I'm not sure what I will do with it, but I know it will be something that I enjoy playing for the rest of my life.

Mr. Sheen: What about off the court?

Dylan: I really don't have much of an idea of what I would like to do off the court in the future. I would like to hopefully do something that involves sports, like sports medicine.

ALUMNI PERSPECTIVES: *Athletics at WSP*

Through a recent survey about athletics and their Waldorf School of Princeton experience, alumni shared many warm memories and reflections. Here are a few.

“I have many fond memories of sports at WSP, archery, basketball, and various other games. I remember hard work, but also enjoying it. I was never much of a runner, but I tried, and do not regret having done so.”

—*Anonymous*

“The 5th grade Greek Olympics is by far my strongest memory. Then came the year of the rollerblades where at every recess kids from all grades would strap on their rollerblades and race one another around the parking lot. The year or so after that soccer became the game to play. So much so that a soccer team was formed... we played one game... and lost... 1 to nothing, but I will never forget how close we came to winning!”

—*Mike Lovett '99*

“I think the biggest contributing factor was simply that Waldorf encouraged an active lifestyle—we walked, played, gardened, etc. And there were many team-building activities, even if they weren't mainstream sports. Learning as a kid that it's fun to play in the rain helped me become an adult who enjoys being outdoors (sports and otherwise) even if it isn't 80 degrees and sunny.”

—*Carolyn Pearson Pierson '98*

“I remember cross-country vividly and how much I enjoyed running the course through the beautiful campus. Although soccer is my main sport, cross-country gave me the mental toughness that I carry with me today to keep going even through fatigue and pain.”

—*Priscilla Wiggins '08*



Tom Dethlefs rowed in the third seat during the World Rowing Under-23 Championships in Amsterdam. His team set a new world record for the U23 Championships by six seconds and won the gold medal.

Featured Alumnus: **Tom Dethlefs '04**

Tom Dethlefs is currently a student at Yale University majoring in history. He is captain of the heavy-weight crew team at Yale and this summer competed with the U.S. National Team that won the U23 World Championships. Here are his thoughts on sports at WSP:

“Sports were an integral part of my WSP experience. I think it rounded out the academic and personal developments well. It goes without saying that kids have a natural inclination to athletics. Mastery of the body and mind are driven through an instinctive desire to both compete and cooperate. This two-sided maturation is just as essential as the time spent in the classroom.”

“It sounds kind of funny, but the hardest person to beat is yourself, since whatever you do, you just did. By really emphasizing the outdoors and the connection between movement and mind (through exercises like eurythmy, etc.), Waldorf sparked my athletic beginnings and made me always want to one-up myself. I discovered my love for racing while competing with the cross-country team at WSP. By teaching kids in a nonclassroom-centric environment, they can really grow in all regards—athletically, academically, and personally.”

THE VIEW FROM OLD MAN'S TREE

Alumni News

Please send your news to
alumni@princetonwaldorf.org.

Class of 1992



Milana Rossi Hogan gave birth to her first child, Holly, on March 14, 2011. Milana, her husband Phil, and Holly live in Manhattan.

Aerlyn Pfeil writes, “I am off to South Sudan to work in Aweil at a small hospital. I am working for Doctors Without Borders/Médecins Sans Frontières. I have a blog (touche-femme.wordpress.com) if people want to follow my journey!”

Class of 1994



Micah Holtzman lives in Seoul, Korea, where he is serving as a sergeant in the U.S. Army. He’s pictured here with his daughter, Luna.

Karen Shimizu writes, “My husband and I welcomed our first daughter, Akiko, into our family on October 22, 2010. We’re living in Brooklyn, and I’m working as an editor at *Saveur* magazine.”



Class of 1995



Adria Reed married Mark Osgood in August 2010. In May, they happily celebrated the birth of their daughter, Opal. Now along with her two stepdaughters—Ayla, 11, and Ari, 9—they make a family of five. Adria is loving motherhood.

Class of 1996

Lucian Schloss received his undergraduate degree from Eugene Lang College at the New School in Manhattan, where he majored in education and writing. After college, he worked at several Waldorf schools before deciding to pursue a master’s degree in counseling psychology from the California Institute of Integral Studies. Lucian now lives in Portland, Oregon, with his wife Sonja and their two daughters, Ava Moon and Flora Mae. He has a private practice specializing in relationship counseling and works part-time at the Portland Waldorf School as the high school counselor.

Class of 1997

Bailey DiIoia and his wife Erica announced the birth of their daughter Amelia Mae on June 29, 2010. They live in Southern California.

Katie Rosenthal is a certified ayurvedic health counselor and is pursuing yoga teacher training.



Class of 1998 at the Alumni Holiday Open House: Dave Martin, Ale Schneider, class teacher Elan Leibner, Nathan Schofield, Sara Wolfe, Janine Slanina, and Gui Nelessen.

Class of 1998

Liv Carrow writes that she is beginning Foundation Studies at the Alkion Center this fall and recently completed an art course through the Free Columbia School with artist and musician Manfred Bleffert. This summer was her second summer working at the Hawthorne Valley Summer Camp.

Sarah Elmaleh wrote over the summer, “I’ve started freelancing with two fantastic agencies for commercial voiceover here in the city, and doing theater when I get the chance. I’m currently in a show with a very

cool, up-and-coming theater collective called Exit, Pursued by a Bear (with fellow Waldorf alum John Gareth Stoker). I’m also passionately involved in the video game community here in the city and beyond, and work part-time with a wonderful games magazine called Kill Screen. We’re curating MoMA’s first-ever video game party.”

Class of 2000

Emily McDonough writes, “I started a new job! I’m currently working for VaynerMedia doing community management on Facebook and Twitter. We’ve got some really fun clients including the NY Jets and NJ Nets. Even though the commute from Hillsborough to NYC is tough, it’s a great opportunity for a company that I admire and doing work that I am passionate about. I found out about the job through Twitter! I had been following Gary Vaynerchuk, one of the co-founders, and he tweeted the opportunity, and after sending an e-mail with my resume, I went to their 23rd Street office for an interview. A bit of a lifestyle shift as I’m completing a lot more tasks online or by phone on the train!”

Class of 2001

Michael Antoniotti continues his work in music and wrote (and sings) a song that is being used as a promotional piece for Immaculata University that has been playing on Philadelphia radio stations. He’s also in the running for a possible contract with Island Def Jam.

Joie Golomb writes that she is currently residing in Brooklyn and serving as the artistic director for Literacy Takes a Bow (LTAB), an innovative literacy-based, arts education program that strengthens writing, and oral and creative expression, through hip-hop, spoken-word poetry, and the performing arts. Joie is hoping to expand LTAB by working toward a performing arts center to be located on the upper east side of Manhattan.



Class of 2001 at the Alumni Holiday Open House: Matt Traylor, Joie Golomb, Christa Bruneau-Flynn, and Alex Yoffe.

Andrea Schofield completed her eurythmy training with impulse.eurythmy, International Eurythmy Studies program this spring. The nine students, four American and five Brazilian, were exposed to many eurythmy teachers in the world, each with his or her own unique background, life experience, and concentration. In reflecting on eurythmy classes at WSP, Andrea writes, “When looking back, I realize that I have always had a love for eurythmy. It brings me such joy thinking about the times following Mrs. Gale around the room skipping and stamping to music, working with rods, moving to poetry ... always filled with life and excitement. It’s funny, even in second grade I knew eurythmy would play an important role in my life. Even knowing this, I am still surprised at where I am now and the amazing journey I have taken that has brought me here.”

Alex Broder was married in August 2011 and lives in Portland, Oregon.

Class of 2002

Kevin Antoniotti is living and working as a paralegal in Manhattan.

Katie Burns recently moved to Boston to take a position at Tufts University as the program assistant for the Institute for Global Leadership.

Gwen Shockey writes, “I just returned from a wonderful and incredibly inspiring, yet far too short, trip to Peru! During my month teaching art in the detention centers in Lima and Cusco, I realized how tangible of an effect art-making has on young people. I reflected a great deal on my own education at the Waldorf School [of Princeton] and the incredible manner in which it integrated art into every part of my being as a child and now as an adult. Returning to NYC after my experience in Peru, I am so thankful to have art in my life, to have passed a little bit of it on to the girls I taught in South America, and to have a further desire to teach in a creative setting.” Gwen traveled to



Class of 2004 at the Alumni Holiday Open House: Natalie Moran, Jenna Glass, Danielle Gershkovich, Johanna Schneider, Justin Wiggins, Tom Dethlefs, and Gil Censits.

Peru in July in collaboration with NYC-based non-profit Art in a Box and the U.S. Embassy in Peru to initiate an empowerment project for under-served girls through art. Art in a Box conducts training programs to help at-risk women and girls generate their own income through art and design.

Class of 2003

Philip Millner is in the U.S. Army serving in Afghanistan.

Sarah Pearson graduated from St. Olaf College with a degree in psychology and is now living in Minneapolis and working with Minnesota Reading Corps in a preschool program for disadvantaged students.

Elena Bridgers graduated from Stanford University with a major in human biology, a minor in Swahili language and culture, and a concentration in international women’s health. She designed a study to assess the impact of microcredit on women’s empowerment in India, and spent three months traveling in rural south India interviewing women. She’s now in Paris teaching English at a high school academy. She plans to work on development issues in Africa and globally.



Class of 2005 at the Alumni Holiday Open House: Colin McDonough, class teacher Peter Sciarretta, Margaret Parish, Audrey Rose, and Anna Fasano.

Class of 2005

Colin McDonough is working in the service department for Baker Chrysler in Princeton.

Class of 2006

Robert Kerr is attending University of Vermont and skiing on two ski teams.

Soren Rubin is currently taking a gap year from university and traveling in Europe.

Ryan Warriar is attending Lehigh University, where he received the Excel Scholar Award for research he's doing between the math and science departments. He's developed a math program there, and Easton Middle School has approved this program for use by the county.

Class of 2004

Jackson Boyar completed his junior year of studies in China, spending the first semester at Nanjing University and the second semester in a Mandarin-speaking internship.

Thomas Dethlefs

returned for his senior year at Yale University, where he will serve as captain of the school's heavyweight crew team. This summer he helped the U.S. men capture a gold medal in the World Rowing Under-23 Championships in Amsterdam, where they also set a new world record for the U23 Championships by six seconds. Sixty-three nations were represented in this competition.



Johanna Schneider recently returned from studying abroad in Mali, Africa, where in addition to taking classes, she completed independent research in Malian traditional health beliefs. After a summer interning at the Center for Development and Population Activities in Washington, D.C., she is now in her final year at GWU, where besides her studies, she works for the study abroad office and Peace Corps and competes in ballroom dancing. Johanna plans to gain more work and research experience abroad after she graduates next spring.

Class of 2007

George Boyar is a freshman at Washington University in St. Louis. He spent his junior year of high school in Beijing, China, and can now speak Mandarin with Ning Yuan Yu, WSP's first Chinese teacher.

Matt Harisiades writes, "I am currently attending Mercer County Community College and am taking English, college algebra, modern art history, and psychology. I intend to transfer next year or the year after and



Johanna with her village home-stay family.

eventually get a degree in music business. Outside of school, I am working at Ten Thousand Villages in Princeton and playing music with friends.”

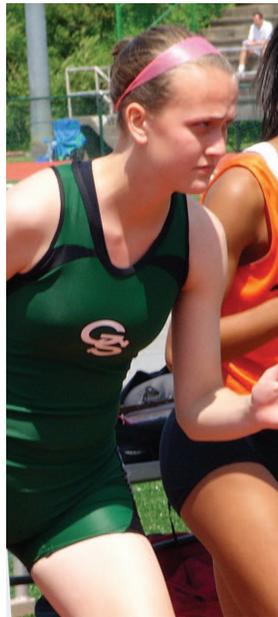
Carrick Porter writes, “I am at Stevens Institute of Technology in Hoboken in a four-year bachelor’s-master’s program in whatever subject I choose. I am currently on track for a bachelor of engineering in biomedical engineering and a master’s degree (subject still to be determined). At school I am on the varsity cross-country team, as well as the club triathlon, crew, and ice hockey teams, and I am riding track, cyclo-cross, and road cycling. I am also part of the cyber-security defense team.”

Kevin Yacker is a freshman at Duquesne University and became an Eagle Scout in January 2011.

Class of 2008

Mikey Gray is completing her senior year at Princeton Day School. She performed at the Edinburgh Fringe Festival this summer with her high school theatre group. They received great reviews and had an awesome experience.

Conor Jones worked over the summer at Princeton Friends School as a camp counselor. As he begins his senior year at Kimberton Waldorf School, he’s involved in SATs, ACTs, college visits, and considering his future. Conor is a starter on the varsity soccer team at school. The senior year is exciting at KWS with a marine biology block held on an island in Maine with seniors from other Waldorf schools, a social entrepreneur mentorship, an internship, and a week of meditation and sharing during a “transcendental” trip in late spring. Conor has been involved in several service experiences, most recently working with developmentally challenged individuals at Camphill Village, Kimberton Hills, PA.



Priscilla Wiggins is a senior at George School, where she participates in three varsity sports: soccer, winter track, and spring track. Last spring she was the winner of the 1600-meter run at the Pennsylvania Independent School Championships. Her GS track teammates include WSP alumni Bhavani Jai-karia ’10 and Megan McGahren ’10.

Class of 2009

Chris Ciccodicola, now in his junior year at Solebury School, is part of the creation of a Solebury Waldorf Club. Solebury students and faculty who attended Waldorf schools are sharing their experiences with each other and with the wider school community. Club projects will include installing a library display of main lesson books and handcrafted creations, plus offering an activity for the entire school such as watercolor painting, drawing, eurythmy, or gardening.

Elliot Wasem is a junior at West Windsor-Plainsboro High School South, anticipating going on tour in Europe in the spring with the concert choir.

Class of 2010

Katie Leigh Cirianni-Jones had a successful first year at Hopewell Valley Central High School. She transitioned beautifully both socially and academically, earning honor role grades. The living pictures she carries from her Waldorf School of Princeton’s history, math, science, and English classes continue to feed her imagination and provide her with a



Alumni parent Heide Ratliff and teacher Herb Saperstein greeting Arielle Giegerich '94, Elizabeth Tanner '99, and Alice Tanner '94 during the annual Alumni Holiday Open House in December.

wellspring to draw from when participating in class discussions, solving problems, and writing essays. She continues to find joy in movement and music in a social setting by playing the bass drum in the school marching band. Hopewell Valley's Marching Black and Gold supports the football team and represents the region in statewide and national competitions. This year Katie will be traveling and marching in Disney World, Florida.

Corrie Gray is a sophomore at The Pennington School. She worked as a junior lifeguard instructor over the summer and is playing varsity water polo and basketball this year. Last year Corrie hosted a basketball clinic at the Princeton YMCA for the WSP girls and hopes to do this again for our school's team.

Megan McGahren went on a three week mountaineering trip in the Sierra Nevadas with Outward Bound after working as a counselor at the Waldorf Summer Camp. She described the trip as incredibly challenging and deeply rewarding. Megan is happy to be back at George School for her sophomore year where her studies include painting and drawing and sports include running on the cross-country team.

Class of 2011

Annie Jones began high school at Kimberton Waldorf School this year, where she's attended since sixth grade. Annie's been providing childcare this summer and has enjoyed vacations to Ocean City and West Virginia. She's delighted to be training two Westie puppies that she adopted. In August, Annie begins varsity field hockey, and she plans on playing basketball and lacrosse. After exposure to French, German, Chinese, Greek, and Latin, Annie is now planning to study Spanish and hopes to participate in an exchange to a Spanish-speaking country next year.

Former Faculty News

Nancy Kay Anderson still resides in Lambertville, New Jersey, where she is in the process of restoring an 1832 house. Her holistic horticulture business, Midnight Sun Designs, is growing, and she plans to include biodynamic gardens and a native, edible landscape to her home property.

Elizabeth Lombardi and her husband Alan are involved in the success of the Great Barrington Waldorf High School, which grew to over 30 students last year. Elizabeth is the art teacher, and Alan serves on the board. Alan is heading the initiative on developing a strategic plan for the school. Elizabeth's children's book, *Jonathan's Journey*, will be published next year.



Members of the Class of 2007 were joined by class teacher David Heberlein during their reunion at the beach house of parents Donna Krebsbach and Bill Yacker last summer.

CLASS OF 2007: Where are they now?

- George Boyar Washington University, Sr. Louis
- Molly Broder The Art Institute of Portland
- Ben Burwell Muhlenberg College
- Eva Ciccodicola * Boston University
- Ulrika Doederlein University of Texas, Austin
- Ilaria Elli * Michigan State University, Broad College of Business
- Daniel Fasano * taking business classes and getting his real estate license
- Ryan Fredericks * Rensselaer Polytechnic Institute
- Yiorgos Georgeson * University of Virginia
- Matthew Harisiades * Mercer County Community College
- Jonathan Hashmonay * living in Israel
- Brian Hillman * Rutgers University
- Solana Hoffman-Carter * University of the Arts for dance
- Brandon Huang * Tulane University
- Melissa Jeng Berkeley College
- Laura Lacy * Auburn University
- Tessa Mania * School of the Art Institute of Chicago
- Carrick Porter * Stevens Institute of Technology
- Heather Sandler Elon University
- Sara Sauer * McGill University
- Lyndsay Schaefer Rollins College
- Alice Shockey * Oberlin College
- Matthew Thors-Waples * Ryerson University, Toronto
for BFA in photography
- Geneva Torsilieri The College of New Jersey
- Robert Wiggs Wesley College
- Kevin Yacker * Duquesne University

* Members of the graduating class

In February 2011, our school hosted Dr. Stuart Brown, on behalf of Common Ground. Dr. Brown, a pioneer in the field of play research, gave an engaging talk about the importance of play in all of our lives. Drawing from his research, he confirmed the importance of so much of the Waldorf curriculum—play, storytelling, movement, and handwork were all elements he cited as being important to the development of a healthy human being. The audience of approximately sixty people included WSP parents, staff, and faculty as well as parents and teachers from other schools.



Development Associate Marla Hanan and School Administrator Nancy Lemmo met with Dr. Stuart Brown during his visit.



Alumni parent and owner of CoolVines Mark Censits (pictured on right) offered a biodynamic wine tasting to the community at the Phinneys' farm in September. Prior to the tasting, biodynamic farmer Hugh Williams of Threshold Farm in New York (pictured on left) and WSP gardening teacher Suzanne Cunningham spoke to guests at the school. Threshold Farm's Hanna Bail (second from left) joins alumni parent Kathey Piedl and current parent Lauren Hornung, who donated a selection of cheeses for this special event.

Summer Camp 2011

Continuing the annual tradition, our beautiful Princeton campus once again bloomed both a lovely garden and another healthy camp season!

We welcomed a record number of volunteers in addition to our staff, comprising WSP faculty, Waldorf school alumni, and WSP camp alumni. Fortunate to be at full capacity this year, we hosted approximately 100 campers in each of three sessions. During those six weeks, we enjoyed campers from at least eight distant lands, including Taiwan, India, Tajikistan, Israel, Sweden, France, Denmark, and Germany.

The specialty camp offerings this year included sports and circus activities, naturalist activities, theater, sculptural arts, woodworking, and art. In addition to plenty of time outdoors, our general campers enjoyed making crafts such as paper boats, painted butterflies, fairy wands, tie-dyed T-shirts, clay sculptures, beeswax figures, Native American dolls, necklaces, bracelets, sun-painted pillows, treasurer bags, and parachutes, to name a few!



WSP alum Joseph McLean '92, father of Anna McLean in the Lilac early childhood class, offered a woodworking class during Waldorf Summer Camp. He's pictured here with his campers and their finished projects. Joseph teaches woodworking at the Hillsborough Middle School.



Alumni Working at WSP Summer Camp 2011:

Jacquelyn Berkowitz '03	Jonah Mania '09
Michelle Burger '09	Julia Martin '01
Chris Ciccodicola '09	Sarah Lily Martin '06
Eva Ciccodicola '07	Megan McGahren '10
Gareth Cunniff '11	Joseph McLean '92
Asaf Davidov '09	Eliza Meneghin '08
Nicola Faas '10	Sasha Mesaros '08
Alora Hillman '09	Amanda Mullen '06
Noah Hillman '11	Walker Sayen '09
Bhavani Jaikaria '10	Michael Sheehan '09
Dylan Karchere-Sun '10	Nora Sheehan '04
Lily MacGregor '08	

Also, this summer our campers had plenty of opportunities to help with food preparation. They helped to bake bread, squeeze lemons for lemonade, form watermelon pops, melt s'mores, bake pizza in the outdoor oven, and churn homemade ice cream on Festival Days! Best of all and despite the heat, we were blessed with water in the creek for the entire duration of camp!

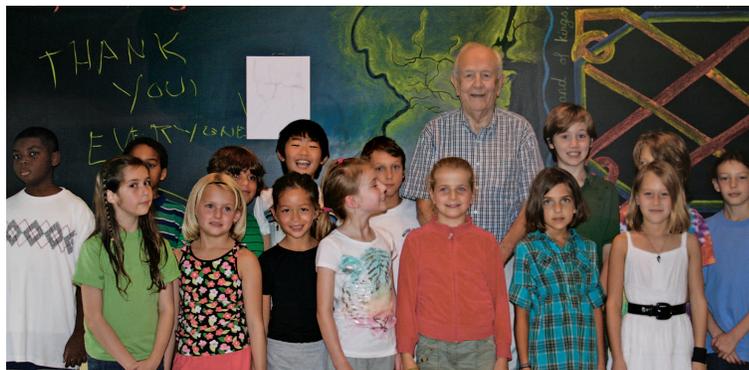
With much thanks to our dedicated staff and volunteers, we helped to create summer memories that will last for years to come.

Jean Alexander, camp health director and WSP parent

Milestones



On April 17, 2011, longtime friend, former faculty member, and first board president Harriet Myers celebrated her 90th birthday at lunch with Caroline Phinney, Tertia Gale, and other WSP friends!



Longtime school friend Jim Kurtz celebrated his 90th birthday in September with a visit to our fourth grade class. Mr. Kurtz visits the fourth grade class each year, and is known to our alumni and students as the man who grew up on our school property in the 1920s and 1930s when it was a dairy farm.

In Memoriam



In Remembrance of Giorgio Bolis

(January 15, 1949—
July 9, 2011)

Giorgio Bolis passed away after courageously struggling against the cancer that eventually took his life. In January 2010, he wrote the following short account of his life for the publica-

tion of a children's book based on photographs he had taken at Caroline and Bob Phinney's farm over the course of the previous year:

"I was born in Lecco, Italy, on beautiful Lake Como. Educated as a physicist at the University of Milan, Italy, I moved to the U.S. to do research work at various research institutes and eventually in the pharmaceutical industry for about thirty years. I am still in the pharmaceutical industry, but for the past ten years my focus has switched to IT activities in support of research scientists.

"My personal interests range from music, classical and rock (I played in a rock band in my younger age), to philosophy. I am especially interested in aspects of Anthroposophy like Waldorf education (my kids attended the Waldorf School of Princeton) and Biodynamic farming as well as Spiritual Science as described by Rudolf Steiner.

"I am an amateur photographer and my favorite subjects are nature, portraits, and anything that is beautiful and inspirational."

Giorgio served on the school's board of trustees from 2004 to 2008. He was a luminous and profoundly generous person. His passing is mourned by his wife, Linda, their children, Nadia '02 and Daniel '08, his mother and sister, and by many friends and colleagues.

In Remembrance of Sandy Parian

Rabbi Sandy Roth, mother of WSP alumni Rhea Parian Nunco '95 and Mahra Parian '97, passed on March 8, 2011. Sandy was the founding rabbi of the synagogue Kehilat HaNahar, The Little Shul by the River, in New Hope, Pennsylvania.

Princeton in Perspective

Last autumn, the seventh grade class embarked upon a project to draw “Princeton in Perspective,” using their studies of perspective drawing and the Renaissance to inform their renderings of the town. The project culminated with a student art show at Small World Coffee downtown on Witherspoon Street.

Although observing and drawing Princeton allowed the students to utilize the knowledge they gained in their classes, it was also a means to have the students view the world differently, something they had already begun to do as they approached their adolescent years. In seventh grade, the focus for students is to make the transition into adolescence and see the world in a new light. The study of perspective drawing and the Renaissance is a way of developing a new perspective on the world.

Annette Campana, last year’s seventh grade class teacher, had this to say about this unique exercise: “I wanted the children to learn and experience the views of the Renaissance—rebirth, seeing things for the first time. I wanted the children to see a familiar place in a new perspective ... as if they were seeing their hometown, again, for the first time.”

The project took several months to complete, as students learned to see the world in relationship to depth, light, color, and geometry through their drawing classes. They captured landscape observations by going out in the field and drawing what they saw. In history class, the seventh graders learned about individuals who sought to see the world through a new perspective: Christopher Columbus searching for the new world, Giotto working with perspective in his own paintings, and Leonardo DaVinci combining art with visionary scientific ideas. Peter Sheen, the upper grades fine arts teacher, said that the students understood what they were hearing in the classroom: “They could relate to human beings going out into

the world, striving to understand beyond what they already know.”

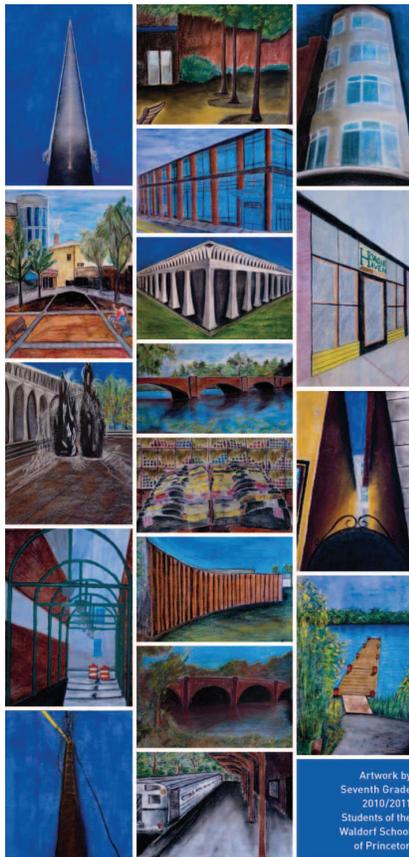
The artistic process began with a group of students and their parents walking around Princeton, taking pictures of landmarks the students were drawn to. It was from these photographs that the students created their artwork, first sketching the photographs onto a watercolor background, then filling in the color with either pastel or colored pencil. The students drew the Woodrow Wilson School, the Washington Street Bridge, the public library, and the Princeton train station, among other locales. The subjects were not predetermined, which helped define the aesthetic vision of the students. Leigh Brigaud, parent of Emma Brigaud, observed, “Once they got going, they were noticing everything. It came very easily to them.”

The project demonstrated the students’ commitment to the process of learning, allowing them to better understand themselves while developing their own understanding of the world. Peter Sheen remarked that the students were reevaluating their own perceptions, seeing the world “with a new lawfulness.”

After the drawings were finished, they were put on display at Small World Coffee for a monthlong exhibit. Karleen Aghevli, parent of Aaron Olkin, helped with the art show and also talked to patrons about the work. She observed, “I think by my being there and going around the coffee shop, patrons were more aware of the artwork.”

Ms. Aghevli noted that the seventh graders too made their own discoveries: “I think they are getting to know the broader world around them—outside of their homes and school or other social communities. I believe they are learning to observe and question or consider what they see with an eye for the parts and the whole. I don’t think they take things at face value, but look for more or all that they can.”

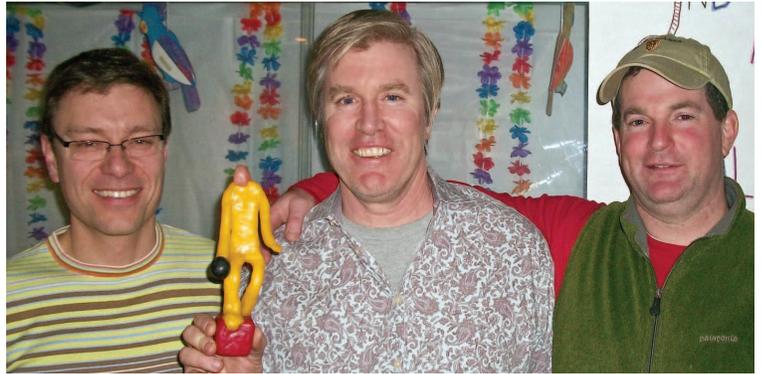
Nathan Schofield '98



Waldorf Dads' Program

Last year the Waldorf School of Princeton Dads' Program took a leap forward by expanding to a year-round agenda with three formal programs and one special event. Seventy-five men took part in this rapidly growing program designed to give Waldorf dads an opportunity to meet one another and feel connected to the school. The program kicked off in September 2010 with a special event when the Waldorf dads installed the living roof on the new addition to the Golden House. Thirty dads eagerly signed up to unload over 21,000 pounds of sedum (the plants used in the creation of the roof) on a Friday and then installed the roof on Saturday. After the roof was completed, the dads enjoyed a picnic on the lawn complete with grilled burgers and hot dogs. This proved to be a fun (albeit tiring) event that yielded a great sense of community, a satisfying feeling of pride, and an expected rash of chiropractic appointments.

In November 2010, dads gathered again at the home of Wayne and Rachelle Rebarber to enjoy the Sixth Annual Fall Waldorf Dads' Night. This popular event provides an opportunity for the fathers in our Waldorf community to socialize and share a meal together in a relaxed setting. This year the group was composed of fathers of current students, alumni fathers, male Waldorf teachers, and former board of trustee fathers. One of the main goals of this event is to give fathers in the early childhood program an opportunity to ask questions of fathers whose children are in or have graduated from the grade school. This allows fathers who have not yet had exposure to the grade school experience the chance to ask questions from their unique perspective. It also gives returning fathers a chance to reconnect one another. Dads had a lot of laughs and learned much about Waldorf education by posing popular Waldorf questions to a group of experienced



Olivier Brigaud, John McGahren, and Jonathan Shor were members of the winning team for the Waldorf Beeswax Bowling trophy this year. WSP dads gathered for a night of bowling and camaraderie during the second annual Waldorf Beeswax Bowl.

Waldorf dads. One of the highlights of the evening was the reading of "Top 10 Reasons You Know You Are a Waldorf Dad," written by Waldorf dad Jay Fiverson.

Waldorf dads gathered for the winter event in March 2011. The Second Annual Waldorf Beeswax Bowl was held at a bowling alley in nearby Lawrenceville. Waldorf dads met on a Saturday evening to socialize and participate in Waldorf bowling. This unique event offered an opportunity for team building in a fun environment and did not focus on individual bowling capabilities. It did ultimately lead to one team winning the coveted Beeswax Bowling trophy. In an interesting twist, Waldorf dad John McGahren was on the winning team for the second year in a row and is currently the only undefeated Waldorf Bowling dad in the 93-year history of Waldorf education.

In May 2011 the Waldorf Dads Program offered the first Waldorf dad-child spring event, held on the lower field of the Waldorf campus. This event was designed to allow Waldorf dads to socialize in a fun outdoor morning of activity with each other and their children. The event started off with dads and their children playing a rousing (Guinness Book of World Records–approaching) game of 15 on 15 tennis. This was followed by several games of Capture the Flag. Despite the fact that most dads had not played this favorite children's game for decades, the dads picked up the game quickly and rumor has it that playbooks will be created



We welcomed our new first grade class to Hagens Hall in September when rain forced the annual Opening Day Ceremony indoors. Students are joined here by class teacher Elizabeth Hamilton and teacher's assistant Daniel Kane.

Dads' Program *(continued)*

for next year's second annual spring event. The morning ended with a father-child street hockey event on the tennis courts highlighted by "Gretsky-like" Canadian-born Waldorf dad David Campana schooling the kids with his natural hockey talent. The Waldorf dads in attendance unanimously voted to keep this dad-child event as an annual part of the Waldorf Dads' Program.

The Waldorf Dads' Program looks to grow again in 2011-12 as more and more Waldorf dads experience the fun of the events and return as participants. It is also one of the goals of the program to inspire similar groups around the world, as inevitably a few Princeton Waldorf dads have had to move to new Waldorf communities due to job transfers. If this trend continues, can the Waldorf Dad International Olympics be far behind?

Doug Jackson, trustee and dad

2011–2012 Calendar of Community Events

WSP Online Holiday Auction

Opens November 25 and closes December 9

The Shepherds' Play

Wednesday, December 21, 7 p.m.
MacKay Hall,
Princeton Theological Seminary

Alumni Holiday Open House

Friday, December 23, 7–9 p.m.

Film Showing and WSP Reception: "Queen of the Sun: What Are the Bees Telling Us?"

Friday, January 27, 6 p.m.
Princeton Public Library

Spring Gala Event

Saturday, March 24
Location and time TBA

Annual May Fair

Saturday, May 19

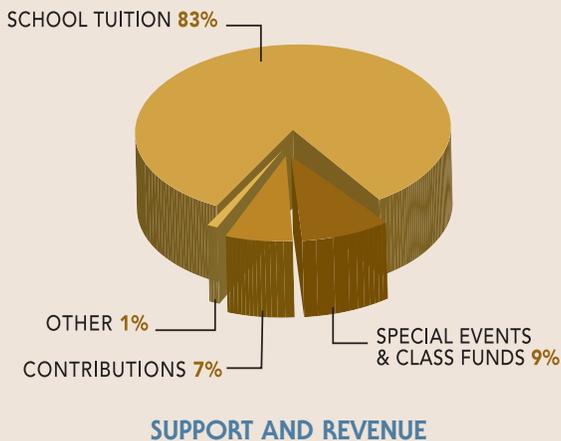
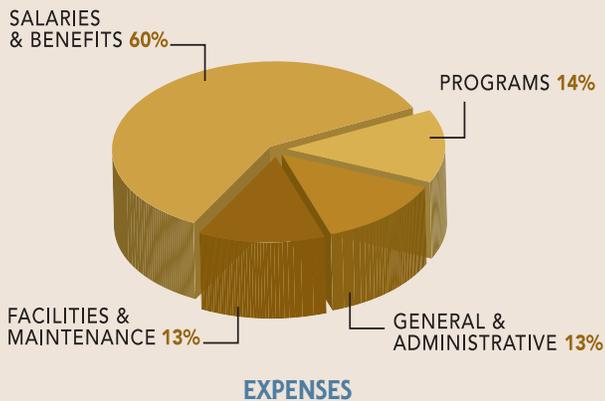
Graduation, Class of 2012

Sunday, June 3

Electronic newsletters and invitations will be sent closer to the dates of the abovementioned events. To add your name and e-mail address to our contact list, please contact: Jamie Quirk, communications associate, jquirk@princetonwaldorf.org or 609-466-1970, x112.

Annual Report 2010–2011

WALDORF SCHOOL ASSOCIATION OF THE PRINCETON AREA CONDENSED STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2011



Assets

Current Assets	\$1,112,399
Property & Equipment	\$2,799,634
Other Assets	\$27,467

TOTAL ASSETS **\$3,939,500**

Liabilities & Capital

Liabilities

Current Liabilities & Prepaid Tuition	\$416,254
Long-Term Liabilities	\$502,437

TOTAL LIABILITIES **\$918,691**

Capital

Unrestricted Assets	
Designated	\$1,535
Undesignated	\$2,860,948
Total Unrestricted	\$2,862,483
Temporarily Restricted Funds	\$104,842
Permanently Restricted— Scholarship Endowment	\$53,484

TOTAL CAPITAL **\$3,020,809**

TOTAL LIABILITIES & CAPITAL **\$3,939,500**

Support & Revenue

School tuition	\$2,131,256
Contributions	\$180,029
Special events & class funds	\$216,531
Other	\$19,138

TOTAL SUPPORT & REVENUE **\$2,546,954**

Expenses

Salaries & Benefits	\$1,391,728
Programs	\$334,933
General & Administrative	\$312,344
Facilities & Maintenance	\$310,047*

TOTAL EXPENSES **\$2,349,052**

INCREASE IN NET ASSETS **\$197,902**

* Includes \$123,037 depreciation expenses

This condensed financial statement information has been derived from the financial statements audited by Mercaden P.C., CPAs.

Volunteer Spotlight

This year's Volunteer Spotlight is shed on alumni parent, former trustee (serving many terms over the years), development committee member, and longtime school friend, Heide Ratliff.

My connection to Waldorf is old. I had the fortune to attend a Waldorf school from 1956 until 1962 in Pforzheim, Germany, realizing at the time the benefit for me. In 1984 my husband Henry and I were given the choice to have our boys attend the emerging Waldorf school in Princeton. While we appreciated the public schools here, we highly valued the natural, child-centered approach to living and learning offered by a Waldorf education. We also felt supported as parents in the values we held dear, and enjoyed the camaraderie of classmates and parents who also did things differently (philosophically and educationally) than most of our non-Waldorf friends.

Thomas, our younger son, entered Mrs. Phinney's nursery in 1984. The following year, our son Daniel became a founding student of the first grade school class, taught by Mr. Ekkehard Heyder. Our third child Karla also attended WSP, and like her brothers she began in early childhood and completed all of the grades. We parents marveled at how each child made his or her own attachments to the teachers, the curriculum, and the school, and how balanced the educational offerings were for each of these very different individuals. Our children became creative, responsible adults, enjoyable and warm people who live their lives fully. We credit their Waldorf education as a contributor to this.

As early parents and teachers, we joined the school, which was really not yet a school. To create the Waldorf School of Princeton required personal generosity of all, and there was a high level of volunteerism. To have time for the budding school, we took care of one another's children. The children were always with us as we worked, and they helped to prepare school spaces. To this day, these are cherished memories for our entire family.

Of course, we also needed to have funds in addition to the pioneer energy! Successful fund-raising became essential; without it, we would not have our present campus and classrooms. The process of building took longer than hoped for. We worked within a consensus model with the college of teachers and the board, although diverging opinions about



Heide pictured here with her three grandchildren and their mothers.

steps in the growth of the school led, at times, to temporary conflicts with decision making. In my many terms as a trustee, weighing pros and cons of potential building projects was one of the most taxing tasks as a board member. Many conflicts could have been avoided if we had had the funds, and then we could have moved ahead quickly with the desired buildings. We had to learn to become patient and modest. In retrospect, our forced deliberations assisted us to build what was needed most in allowing the school to follow its mission. The strength of continued development of the school is aided by a loyal base of friends, former parents, and alumni. Because of this realization, I decided to stay on the development committee after my last term as trustee ended this past June. I hope to reach out to others and encourage them to stay connected to the school. The Waldorf School of Princeton offered so much to our family, and it still has much to offer, even now that our children are grown.

Having been connected to the Waldorf School of Princeton for 28 years has deepened my loyalty to the school. It has given me a chance to contribute to the work in which I strongly believe. On a personal level, I have reaped even more benefit from my engagement. Gradually, I gained more appreciation and understanding of anthroposophy and areas enlightened by it. In Waldorf's educational approaches I find support in my daily therapeutic work in a public school setting. I marvel at the sensibilities and healing benefits of a Waldorf education. I count myself lucky to have found Waldorf in my life and for the life of our family.

Heide Rosenkranz-Ratliff

THANK YOU, Heide! We hope that you, Henry, Dan, Tom, and Karla will always remain closely connected to WSP!

Our Community of Volunteers

Annual Fund Phonathon

Scott Albert
Tracy Ashcroft
Brunda Moka Dias
Marla Hanan
Mark Hornung
Holly Houston
John Miller
Penny Foss Miller
Sharon Mizels
John Pearson
Heide Ratliff
Tara Romanowich
Cynthia Darvin Vega
Ian Wiggins '06

Auction Organizing Committee

Kimberly Trent, chair
Dale and Cari Ellen Hermann
Bella Jaikaria
Lauren Jones
Angela Kneppers
Amy Krause
Laura McIntosh
Beth Miller
Hyesook Somers
Jeff Trent
Judith Wides

Auction Solicitation Coordinators

Siobhan Darrow
Mary Langeron
Arleen Rasmussen

Common Ground Representatives

Marla Hanan
Mary Langeron

Dads' Night Programs

Jay Fiverson
Eric Heller
Doug Jackson
John Miller
John Romanowich
Wayne Rebarber

Development Committee

Heide Ratliff, chair
Scott Albert
Sha'ree Berkhout
Christa Bruneau-Flynn '01
Shep Faison
Gary Johnston
Amy Krause
Emily McDonough '00

Penny Foss Miller
Bob Rose

Enrollment and Marketing Task Force

Doug Jackson, chair
Eric Heller
John Miller
John Romanowich
Bob Rose

Enrollment and Marketing Support

Hanifa and Butterfly Barnes
Bill Bauer
Sha'ree Berkhout
Felicia Bland and Chineda Lewis '15
Christa Bruneau-Flynn '01
Shep Faison
Deborah Ginsburg
Stephanie Gray
Eric, Samantha, and Ursula Heller
Mark Hornung
Doug, Zoe '15, and Ella '17 Jackson
Sarah Karchere
Emily McDonough '00
Sasha Mesaros '08
Jill Miller
Sharon Mizels
Kirsten Pearson '97
Tara Romanowich
Arleen Rasmussen
Bob Rose
Randy Rutberg
Christina Sacalis
Johanna Schneider '04
Aaron Seliqini
Hyesook Somers
Susan Su

Tineke Thio
Sharon Vecchiarelli
Maja von Doehren
Sylvia Vukosavljevic
Ondria Wasem
Judith Wides

Finance Committee

Mark Hornung, chair
Jennifer McGahren
Bob Rose
Nick Rumin
Jeff Trent

Governance Committee

Wayne Rebarber, chair
Shep Faison
Fred Jacobs
Jeffrey Olkin

Golden House Green Roof Installation

Justin Aloia '99
Dan Alexander
Bill Bauer
Marty Capoferri
Joe Chambers
Paul Cook
Matt Eldredge
Shep Faison
Kevin Fisher
Jay Fiverson
Bob Hage
Suranjoy Hazarika
Dale Hermann
Mark Hornung
Doug Jackson
James Jackson
Kevin and Eileen Kelly
Chris Kneppers
Jordan Kotick
Bob Kuster
Jack Malone
Joanne Pawelko
Lan Pendergrass
John Romanowich
Todd Rossi
Jonathan Shor
Kurt Steinert
Henry Su
Jeff Trent
Joaquin Vega
Peter Wasem
Carl Weinberger

May Fair Organizing Committee

G.G. Armstrong
Bill Bauer
Shyam Singh Maharjan
Melissa Printon
Marian Seliqini

Office Volunteers

Melissa Printon
Nicole Breitman
Hanifa Barnes
Judith Wides

Outreach Events

Doug Jackson
Jennifer Bryson McGahren

Parent Council Co-Chairs

Liesl Fisher
Stephanie Gray
Susan Mania
Ondria Wasem

Simplicity Parenting Reading Group

Ondria Wasem

Parent Representatives

Karleen Aghevli
Hanifa Barnes
Nicole Breitman
Leigh Brigaud
Janine Cleland
Marlen Dooley
Liesl Fisher
Deborah Ginsburg
Stephanie Gray
Robin Guilloud
Carol Kehoe
Angela Kneppers
Aimee Knerr
Lynda Malone
Susan Mania
Laura McIntosh
Beth Miller
Laura Lynn Sun
Shawn Tepper-Levine
Kimberly Trent
Cynthia Darvin Vega
Maja von Doehren
Ondria Wasem

Parent-Teacher Conference Catering

Lynda Malone, coordinator

Parent-Teacher Gifts

Karleen Aghevli, coordinator

Reunion Hosts—Class of 2007

Donna Krebsbach, Bill and Kevin Yacker '07

School Store Operations

Amy Krause
Melissa Printon
Tara Romanowich
Marian Seliqini

Tractor Barn Renovation Project

Jennifer Bryson McGahren
David Turnbull
Peter Wasem

Annual Fund Highlights

Class of 2016 Reaches 100% Participation for 2nd Year in a Row

Class Agent Mary Langeron has again brought the class of 2016 to 100 percent parent participation with gifts to the Annual Fund! She and husband Nick Rumin joined WSP in 2005 when their daughter, Katie, was in the Parent-Child class. Mary has been active as a volunteer almost since she arrived, and her gifts of sensitivity, persistence, and communication benefit our entire school. She began her volunteer work in 2007-08 by serving on the development committee. For the past three years, Mary has been the annual fund representative, also known as the class agent, for Katie's class—each year, Mary's class has achieved 100 percent participation! In addition to continuing as a class agent, Mary currently serves as our school's parent representative to the Princeton independent schools organization, Common Ground. Thank you, Mary!

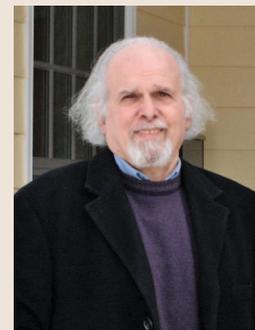
Nomad Pizza Builds Community and the Annual Fund

The WSP community enjoyed two delicious community events at Nomad Pizza in Hopewell, New Jersey—one in

January and one in March. On both of these winter evenings, Stalin Bedon, co-owner of the restaurant and a WSP dad, generously opened Nomad's doors early to accommodate our school's families, then donated 20 percent of the sales to our school! The event raised \$725, and we look forward to more of these evenings during the 2011-12 school year.

The 25-Year Challenge Honors Mr. Saperstein

Alumni rose to the occasion to celebrate Mr. Saperstein's twenty-five years of teaching at WSP by making gifts to the Annual Fund in his honor. Herb Saperstein was the school's second class teacher, beginning in 1986 and graduating his first class in 1994. He then inherited the combined classes of 1996 and 1997, which he graduated in 1996. Following this, he began his part-time position as our school's skills teacher, working with all upper grade classes to hone their language arts and mathematics skills.



Capital and Special Project Highlights

Community Outreach Education Fund Created

Through a gift from the Family Alliance Non-Profit Corporation, the Waldorf School of Princeton was able to create the Community Outreach Education Fund. Terri Fredericks, former faculty member and alumni parent, made the financial arrangements that helped to open this new fund dedicated to strengthening our school's adult education program. We will be able to offer training sessions and workshops to broaden participants' understanding of anthroposophy, Waldorf methodologies, and the Waldorf curriculum thanks to the generosity of this organization.

Tractor Barn Renovation Classroom Project Gets Major Boost



Getting a building project under way is a time-consuming and costly endeavor.

Our school's longtime friend Herbert H. Hagens is well aware of this and provided major support to our grade school building campaign in the nineties. When he realized our immediate need for an additional classroom this year, he came forward to give the school a generous gift and a major boost. Thank you, Mr. Hagens!

Community Walkway Campaign

Celebrating Our Community—Honoring Our Journey!

Parents, alumni, grandparents, faculty, and friends purchased a total of 135 inscribed bricks to place on the community walkway that will be adjacent to the tractor barn classroom. This walkway presents a perfect opportunity for WSP community members to return to campus and view the names of so many individuals they have known over the years.

WSP Receives 2011 Environmental Awareness Grant

Last spring our school was one of the recipients of grant money from the 2011 Environmental Awareness Contest, sponsored by the Somerset County Division of Solid Waste Management. We were able to purchase two mobile garbage bins to make our collection of recyclables much easier. At WSP caring for our school and the environment are parts of daily life. Beginning in kindergarten the children carry a bucket of food scraps to the compost, and each grade school student participates in recycling efforts. As one example, each week, fourth grade students empty paper recycling from the administrative offices. Through this work, the students have the experience of helping to care for their school and in time, each of them will understand that this work benefits the wider world.

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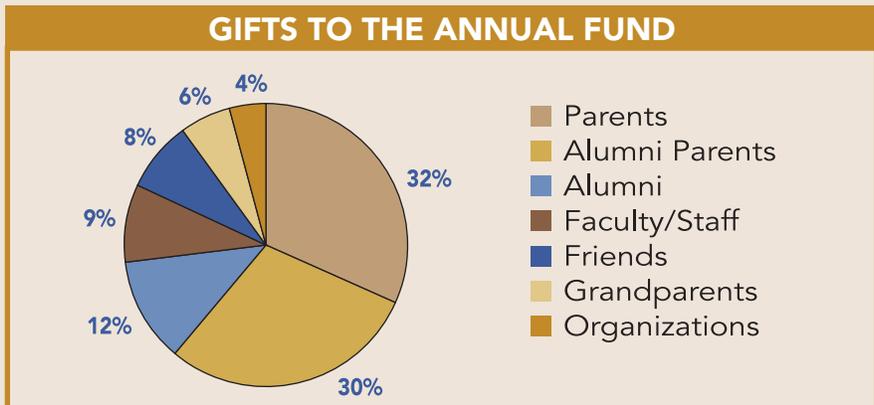
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The Michael Society recognizes alumni, parents, grandparents, faculty/staff, and friends who include provisions in their wills or estate plans to benefit the Waldorf School of Princeton and have informed the school of their generosity.

These provisions may include bequest intentions, testamentary trusts, gifts providing life income, life insurance, retirement plan assets, and other deferred gifts.

If you have provided for the Waldorf School of Princeton in your will or estate plan, or are interested in learning more about estate-related gifts, please contact Diane Barlow, director of development at 609-466-1970, x115, or dbarlow@princetonwaldorf.org.

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Past board officers met with current trustees and faculty on February 12, 2011, to share insights about the education and the school. Participants gathered in a circle in Hagens Hall, then completed the morning with a brunch at the home of Bob and Caroline Phinney.

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**Elan Leibner Endowed
Scholarship Fund**
Dennis Stoker and Victoria Stabile

**General Endowment Fund
at the Princeton Area
Community Foundation**
Michael Faas and Tineke Thio

GIFTS to CAPITAL and SPECIAL PROJECTS

Barn Renovation Project
Herbert H. Hagens

**Community Outreach
Education Fund**
Family Alliance, Inc. and
Terri Fredericks

Community Walkway
Scott Albert and Donna Garcia
Sharon Mizels and Gordon Alter
Jef and G.G. Armstrong
Brandon Baker and Maria Vassilev-Baker
Diane Barlow
Ron and Dot Barlow
Richard T. and Hanifa Barnes
William and Fumiko Bauer
Paul and Denise Boisdé
Ravlek Bolczak and Beata Giermasinska
Kathryn Boyer
Seth and Nicole Breitman
Christa Bruneau-Flynn '01
Mary and Martin Capoferri
Fred and Audrey Curtis
Mr. and Mrs. A. J. Darvin
Sigfrido Delgado and Marilyn Del Valle
Leslie J. Dias and Brunda Moka Dias
John and Joan Downey
Srimal Ekkadu and Suhasini Rajagopal
Max and Barbara El Tawil
Alberto and Claudia Elli
Antonio Osato Elmaleh
Seth and Sara Faison
Shep Faison and Siobhan Darrow
Terry Fasano
Jay Fiverson and Janine Cleland
Mr. and Mrs. William Gray
Michael and Marla Hanan
Peter and Nancy Harisiades
David Heberlein, Sarah Kessler,
and Family

David Henry and Deborah Ginsburg
 The Hermann Family
 Rachel Higginbotham and
 Chris Dalagelis
 Mark and Lauren Hornung
 Doug and Alex Jackson
 Gary and Rosanne Johnston
 Shirley Kessler
 Chris and Angela Kneppers
 Carla Korch
 David and Jill Kuntz
 Mr. and Mrs. James R. Kurtz
 Elan Leibner and Tertia Gale
 John and Nancy Lemmo
 Andrew Levine and
 Shawn Tepper-Levine
 Elizabeth and Alan Lombardi
 John and Lynda Malone
 The Mania Family
 Eric and Julie Martin
 John and Susan McCoy
 John McGahren and
 Jennifer Bryson McGahren
 Deborah McKay
 Jeffrey Mershon and Janice Zuzov
 John and Jill Miller
 Seymour and Bernice Mizels
 Bill Moran and Carol Nyikita
 Francoise and Tony Nelessen
 Susan and Richard Niedt
 Jeffrey Olkin and Karleen Aghevli
 Joan Olkin and Robert Busman
 Kenneth and Anja Palmowski-Wolfe
 John and Solveig Pearson
 Caroline and Bob Phinney
 Annie Porter and Sam Cousins
 Henry and Heide Ratliff
 Thomas Ratliff '94
 Vicki Reback
 Joseph and Nancy Riggio
 John and Tara Romanowich
 Bob and Mollie Rose
 Robert and Emmanuelle Rosenthal
 Nicholas Rumin and Mary Langeron
 Ronald Savoie
 Peter and Deirdre Sciarretta
 Patrick Sheehan and Pamela Shafer
 Susan Starr
 Richard Steo and Cathy Petrilla
 Alice Tanner '94
 Jeff and Kimberly Trent
 Annie VanBeveren
 Joaquin Vega and Cynthia Darvin Vega
 Ingrid Mentzel Virok
 Christoph and Maja von Doehren

Early Childhood Program

Bill and Fumiko Bauer

Gifts of Love for Teachers' Wish List

This year's Gifts of Love were used to purchase two training keyboards for the 8th

grade class to help students learn to type, two tables for Mrs. Shafer and the sculptural arts program, and blackboard curtains for the first and third grade classrooms.

Seth and Nicole Breitman
 Douglas Chin and Beth Miller
 Leslie J. Dias and Brunda Moka Dias
 Michael Faas and Tineke Thio
 Mark Hornung and Lauren Jones
 Chris and Angela Kneppers
 John and Susan McCoy
 Bob and Caroline Phinney
 Aaron and Marian Seliquini
 Patrick Sheehan and Pamela Shafer
 Jonathan and Amy Shor
 Jeff and Kimberly Trent
 Peter and Ondria Wasem

Greening the Golden House

John and Nancy Lemmo

Grant from Somerset County 2011 Environmental Awareness Contest

May Fair Sponsorship

Ameriprise Financial
 Gary Johnston

Special Projects— Website Redesign

Antonio Osato Elmaleh

Sports Program

Suranjoy and Kamalakshi Hazarika

Third Grade Class Fund

Dave and Beth Beers
 John MdGahren and
 Jennifer Bryson McGahren
 Threshold Farm—Hugh Williams and
 Hanna Bail

IN-KIND GIFTS

Backes and Hill, LLP
 Cherry Grove Farm
 Pat Feehan
 Kevin Fisher
 Doug and Nancy Forer
 Alan Goodheart
 Donna Hall
 Doug Jackson
 jaZams
 Lauren Jones
 Steve Kazakoff
 Carol Kehoe
 Kevin and Eileen Kelly
 Margarita Leon
 Shyam Maharjan
 Jack Malone
 Steven Mania
 McCaffrey's, Princeton

Sharon Mizels
 Nomad Pizza
 Princeton Day Spa
 Bob and Mollie Rose
 Pamela Shafer
 Shop Rite, Pennington
 Erika Steffen
 Stop and Shop, Pennington
 Jill Turndorf
 Christoph von Doehren
 Kearney Vrabel
 Peter Wasem
 Whole Earth Center

FOUR SEASONS AUCTION

Auction Sponsors

Erika V. Asten
 Shirley Kessler
 Susan Starr
 Ingrid Mentzel Virok



Auction Chair Kimberly Trent and her husband, board member Jeff Trent, take a minute to add their bid to the silent auction tables at the Four Seasons Auction held in April 2011.

This 2010–2011 Annual Report includes gifts made between July 1, 2010 and June 30, 2011. We have tried to recognize all who have contributed to the school and apologize if we have inadvertently omitted or misspelled any name. Please advise us of any errors so we may correct our records. Please contact Diane Barlow, director of admissions and development, 609-466-1970, x115, or development@princetonwaldorf.org.

Waldorf School Association of the Princeton Area
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Princeton, NJ 08540
www.princetonwaldorf.org

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Ms. Benson and her class preparing for the Martinmas festival lantern walk, held annually in November.