



# IMPACT REPORT 2018-2019



# A VIEW OF 2018-19

Dear Friends,

Welcome to the first issue of Sunbridge’s new annual *Impact Report*. We have designed this publication to demonstrate the meaningful effect our community of donors has on Sunbridge students and faculty—and the Waldorf movement at large—each year. Disbursed among the following pages is information on our demographics, fundraising efforts, and financials, plus a listing of the generous supporters who make this all possible.

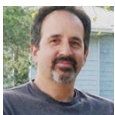
In order to illustrate the significant impact of the financial gifts we received in 2018-19, we highlight two stories from the year: The first is *The Foundational Teachers’ Course of 2019: Experiencing Rudolf Steiner’s Seminal Three-Part Lecture Series in the Context of 21st Century North America*, which, to mark the historic occasion of Waldorf Education’s 100th anniversary, took place over the full three-week summer intensive of our Waldorf Elementary Teacher Education program, re-creating Rudolf Steiner’s very first Waldorf teacher education course.

The second is a report from Maureen Fox, one of our Elementary program students, who describes her recent experience apprenticing at a rural New York school. Without the assistance of both Maureen’s Sunbridge scholarship as well as the apprenticeship grant she received from the Association of Waldorf Schools of North America (made possible by the Waldorf Educational Foundation), she would not have gained the deep, rich instructional experiences needed to begin a career as a Waldorf teacher.

Among the 2018-19 highlights not included in this report but worth mentioning was our November Teachers Conference on *Waldorf Education and the Lifelong Cultivation of Ecological Identity*. This event drew dozens of teachers from across the country to gather for inspiration and reflection on how we can better work with the realities in place that are so profoundly affecting our earth.

The various workshops, seminars, and conferences Sunbridge holds over the course of each year offer myriad opportunities for our students, alumni, and other Waldorf professionals and friends to come together and respond to the themes that are living in our schools today and in our world at large. We are grateful to everyone who works so hard to bring Waldorf Education to the world, and we deeply appreciate all the many generous friends and donors who continue to support our mission and our institution.

Wishing you all an inspiring start to the new school year.

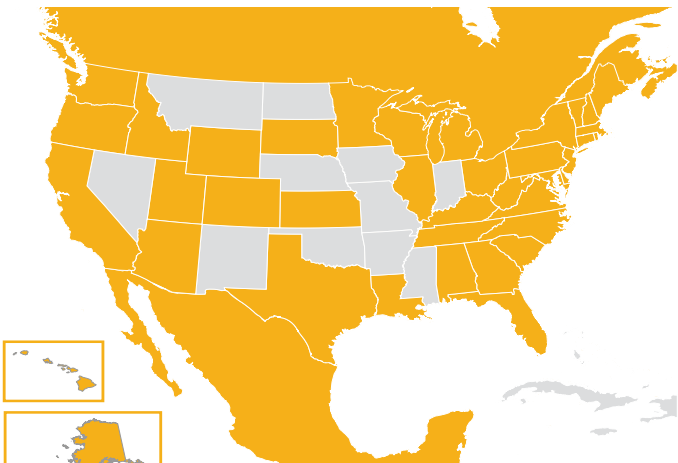


*Bernard Weintraub*  
Bernard Weintraub  
Board President



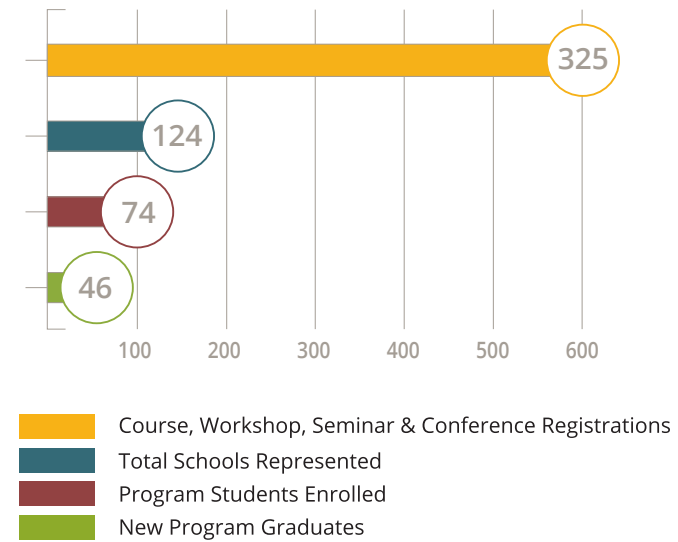
*Jessica Heffernan Ziegler*  
Jessica Heffernan Ziegler  
Executive Director

## Geographic regions served in ‘18-19



Plus, Barbados, Israel, Kenya, the Netherlands & South Korea

## Number of individuals served



# MISSION STATEMENT

It is the mission of Sunbridge Institute to contribute to the growth and development of Waldorf Education in service of educational and cultural renewal throughout the world.

Sunbridge Institute provides higher educational offerings that stimulate and enrich the personal and professional capacities essential for adults engaged in the education of children. Sunbridge’s integrated approach - a balance of spiritual, artistic, and practical studies - fosters the development of contemplative, social, and pedagogical capacities vital to a living art of education.

Anthroposophy, the spiritual-scientific view of the human being developed by Rudolf Steiner, inspires the work of Sunbridge Institute and permeates its culture and activities.





# THE FOUNDATIONAL TEACHERS' COURSE OF 2019

Welcome to Sunbridge Institute's Waldorf Elementary Teacher Education program for summer 2019. We are so glad you're here.

Thus concluded the opening remarks delivered by longtime Sunbridge faculty member Stephen Sagarin at the July 8 kick-off to *The Foundational Teachers' Course of 2019*, the ambitious re-creation of Rudolf Steiner's first Waldorf teacher training course undertaken by our Elementary Teacher Education program this past summer in celebration of Waldorf Education's 100th anniversary.

Elementary program faculty—including Steve, director Jana Hawley, Brigida Baldszun, Elizabeth Hall, Jennifer Kleinbach, Kemal Lowenthal, George McWilliam, and Tommi Morgan—led their students (joined at times by Yolanda Navarro's World Language students) through three weeks of study, lecture, and artistic activity, exploring and considering Steiner's thoughts and methods through the lens of our current time and place.

Here, additional excerpts from that opening address, accompanied by images from our kick-off event:

*In 1919, Europe had been devastated by what we now call World War I...The war started, we are told, because in 1914 a Serbian nationalist assassinated the heir to the throne of the Austro-Hungarian Empire. Because of secret alliances and rigid mobilization and battle plans, the machinery of war began to grind. Rudolf Steiner, as what we now call a public intellectual, traveled all over Germany, speaking to as many of those with power and influence as he could, trying to convince them of a path that would not lead to war...*

*He was attempting to help those who were blind to see in order to deter human suffering. He failed. And war ensued.*

*Following World War I, Emil Molt... manager of the (Stuttgart) Waldorf-Astoria Cigarette Factory... a man with a deep and sincere interest in Steiner's work, asked Steiner what he could do to promote peace and justice, and what he could do to further Steiner's description of the tripartite social organism. Steiner's response was to agree that Molt found a school for the children of the workers in his factory. Children educated according to the needs of the times and according to their own growing humanity could develop to avoid the rigid intellectualism, moral blindness, and lack of personal responsibility that had led the western world to war.*

*Between April and August 1919, Steiner called on those he believed could teach in Molt's school, and he called them regardless of their vocation or career or job... Most accepted Steiner's invitation. In August and early September 1919, over the course of 15 days, Steiner trained or educated the dozen men and women who would be the first teachers in this school... The school opened immediately afterward with more than 200 students in grades 1 through 8. From that first school grew all other Waldorf or Steiner schools and teacher education programs, including Sunbridge Institute.*

*During the next three weeks, for the first time that I know of, as a teacher education program, we... will repeat Steiner's first course for teachers in the order in which he gave it. In the morning, we will read and study, and George will lecture on the lectures that Steiner gave those mornings in August and September 1919, collected as Study of Man or Foundations of Human Experience. Later in the day, we will read and pursue activities described in Practical Advice for Teachers, as those first teachers did. And then we will read and follow Discussions with Teachers, as those first teachers also did. For the next three weeks, we will attempt to become teachers in the way that Steiner saw fit to educate those first teachers.*

*...Coming closer to Steiner's work and words than we usually do, even at Sunbridge Institute, induces an... awe-inspiring sense of the size and scope of our work. Yet, somehow, I believe this is entirely fitting... we can't wait to get started.*





## REPORT FROM THE FIELD

Maureen Fox, Elementary Class of 2020, spent 12 weeks this past March-June apprenticing in the lower school classroom of Kathleen Morse (Sunbridge '04) at Lakeside School at Black Kettle Farm. Here, Maureen's report on her experience:

With the aid of the Sunbridge apprenticeship grant intended for a student to participate in a Waldorf classroom prior to taking a teaching position, I spent this spring in Kathleen Morse's combined 1st-3rd grade class at Lakeside School in Essex, New York. Even before arriving at the school, I had the distinct feeling that this was exactly the experience I needed. The timing was right. I had gathered enough information, read enough Steiner, written enough hypothetical lesson plans, and talked enough about the children feeding from the teacher's etheric body. It was time to dive from the diving board.

I came back to this metaphor again and again throughout the spring. As a person who fears water and has never dived off an actual diving board, the metaphor seemed to fit. Entering this spring I feared the challenge of creating a lesson plan and standing in front of the students. As a learner, I always read the entire owner's manual before operating a new device. I had resistance to actually becoming the teacher in spite of my great love for Waldorf Education. But I knew it was time.

This arrangement was the perfect entry point for me. Kathleen welcomed me into the classroom while also challenging me to go beyond what would have left me comfortable (and likely unsatisfied). I observed and participated in the class for the first two weeks. Then, I took on teaching a Nature Studies block for the following four weeks. I managed the entire morning lesson from greeting students to morning song and verse, circle, and the meat of the lesson. Kathleen challenged me to write two nature stories per week with the local trees at their center. This was an immense challenge, but somehow I managed. I drew on the chalkboard, did writing, practiced handwriting, and helped students form their own nature stories.

Much of my learning and reflection centered around the feeling of holding a class of wiggly 7-9 year olds. It took practice and observation and trial and error to hold the class in their entirety. This learning, though it is far from complete, was a gift. In the first week, I deeply felt the strain on my etheric body in a way that I never have before. I was able to say, ah, there's my etheric body, now I know just where it is because I can feel it aching with fatigue! As the weeks progressed it grew stronger and I grew more balanced in my relationships with the students. Reciprocal trust in our love for each other made for a more steady rhythm. Initially, during my time at Lakeside, I feared Kathleen stepping out of the room because the change of mood

and the pull on my etheric through their poking and prodding and challenging was so immediate. By the end of the school year, there was barely a perceptible difference in the room when Kathleen stepped out to toast a bagel or talk with a colleague.

Kathleen and I had many helpful and reflective conversations about tricks for fluid transitions, being a loving authority, use of language, authenticity in persona and teaching, loving children's potential, and many other things, all of which came out of experiences in the classroom. I greatly appreciated Kathleen's ability to trust me with her class and give me a full and free teaching experience. She said many times, "You will not hurt them by being new and trying new things." I needed to hear that and she was right.

I'm looking forward to returning to my final year of teacher training at Sunbridge with a new scaffolding from which to ask more questions, read more Steiner, and build more lesson plans.

*Editor's Note: The AWSNA Apprenticeship Grant is expressly designed to provide teacher education students the opportunity to deeply engage with a class or classes at a Waldorf school to further their development toward becoming a Waldorf teacher. Selected through an application process, apprentices undertake a number of responsibilities and opportunities including observing, co-teaching, or practice teaching under the guidance of the supervising teacher; working with individual students; visiting subject lessons; attending faculty and parent meetings; and participating in the life of the school via festivals, assemblies, etc. In return, they receive a stipend. In addition, a representative of Sunbridge's Elementary Teacher Education program generally visits during the course of an apprenticeship to witness our student "in action" and provide further mentoring and feedback.*



Maureen Fox is a graduate of the Waldorf School on the Roaring Fork in Carbondale, Colorado, which she attended from the 1st-8th grade. She went on to earn a BA in English from Lewis & Clark College in Portland, Oregon, and served as a NOLS instructor for 10 years before enrolling in Sunbridge. A resident of Wyoming, where there are no AWSNA-affiliated schools, Maureen hopes to start a school there in the very near future.



# ADVANCEMENT REPORT

While the true impact of the gifts Sunbridge receives from its supporters underlies the pages of this entire report, the specific numbers presented in this budget update speak directly to our reliance on donations and the effect of such gifts on the continued overall health of our institution. Because of the generous financial support provided in 2018-19 by the many individuals, organizations, and businesses whose names appear in the donor listings on the following pages, Sunbridge was able to provide for its annual budgetary requirements and to meet its programs' myriad financial needs, especially in the critical area of scholarship funding.

A highlight of our year was the official launch of the Sunbridge Institute Diversity Scholarship Fund, created to deepen and broaden the representation of diverse voices and perspectives that enrich the quality of a Sunbridge education and to prepare more Waldorf teachers and leaders who reflect the broad demographic diversity of our world. Under the leadership of co-chairs Susan Howard, MA, MEd, and Linda Williams '87, PhD, and through the generosity of its financial supporters, the Diversity Fund awarded its first scholarships to six Early Childhood and Elementary Teacher Education students in May.

Whether earmarked for the Annual Fund, the Norman Davidson Student Support Fund, or the Diversity Fund, all fundraising dollars received by Sunbridge go toward the final goal of developing Waldorf teachers. The donations provided by our community members ensure that our faculty are free to devote all their energies to their students, ensuring a rich and deep education and the solid preparation of tomorrow's Waldorf educators. To all our financial supporters, we extend our enduring thanks.

## Areas of Support

**The Annual Fund** provides unrestricted funding for our essential operating expenses, including faculty salaries, program development, and outreach activities.

**The Norman Davidson Student Support Fund** supports our teacher education students through scholarship grants, mentor visits, and apprenticeship opportunities.

**The Diversity Scholarship Fund** provides scholarship grants for program students who are people of color and promotes awareness of racial differences and viewpoints for all within our classrooms.

## By the Numbers

### Donations

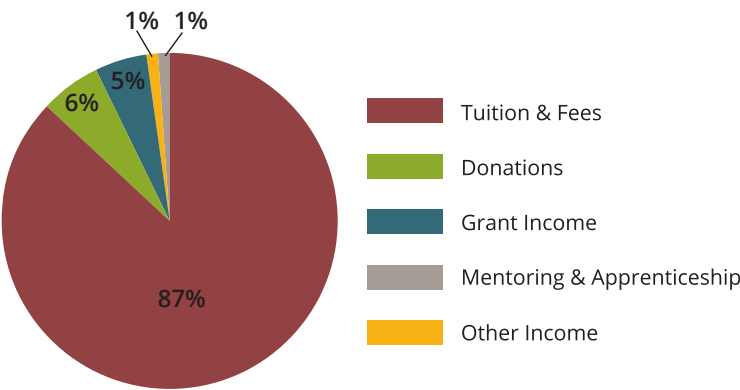
- 47% Increase in \$250+ donations over the past five years
- 51% Increase in total dollars raised over the past five years
- 77% Increase in total donations received over the past five years

### Scholarships

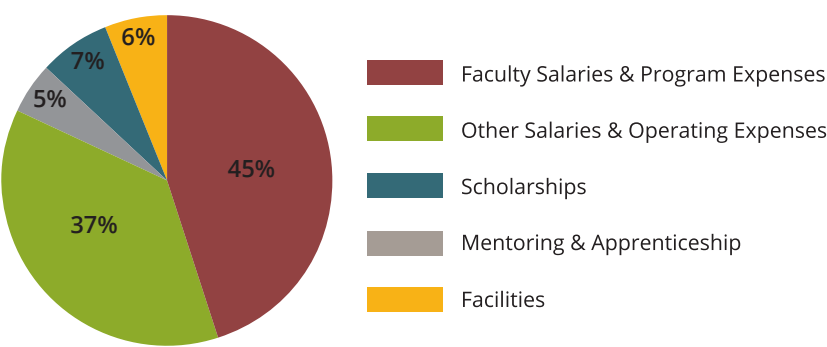
- 100% Qualifying program students awarded scholarships
- 82% Scholarship recipients out of total program students
- 70% Scholarship recipients qualifying for and receiving 30%+ off their tuition

## 2018-19 Budget

### Revenue



### Expenses



## Ways to Give

### One-Time Gifts

Donations of any amount are welcome at any time throughout the year. Gifts may be made online at [sunbridge.edu/gift](http://sunbridge.edu/gift) or mailed to our Chestnut Ridge address.

### Recurring Gifts/Multi-Year Pledges

Sustaining gifts provide Sunbridge with important financial support we know we can rely on. We hope you will consider making a regular monthly or quarterly gift.

### Matching Gifts

If your company or organization offers an employee matching gift program, your donation to Sunbridge will go even further.

### Bequests

We are happy to work with you in bequest planning.

For further information, please contact us at [development@sunbridge.edu](mailto:development@sunbridge.edu) or 845-425-0055 x10.



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\$25,000 and up

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IMO All my wonderful colleagues  
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Heide and Arthur Zajonc

IN MEMORIAM

Sadly, Sunbridge lost many longtime friends this year. It is with deep gratitude that we recognize the following individuals for their many contributions to our institution over the years, including their unwavering friendship and financial support:

Joan Almon  
Sheila Epstein  
Richard Hansen

KEY: IHO = In Honor Of  
IMO = In Memory Of

WE ARE VERY GRATEFUL TO THE FOLLOWING ORGANIZATIONS FOR THEIR DIRECT SUPPORT OF OUR STUDENTS

Association of Waldorf Schools of North America  
The Michael Foundation  
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\* We have made every effort to ensure the accuracy of our donor lists. If you see an error, please accept our apologies and contact us at development@sunbridge.edu



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