

October 11, 2007

Cape Ann Waldorf School, 668 Hale Street, Beverly Farms, MA 01915 978-927-8811 [www.capeannwaldorf.org](http://www.capeannwaldorf.org)

## **CLASS UPDATES**

### **Sunflower Nursery** by Susan White

Down is the earth  
Up is the sky  
Here are my friends  
And here am I

Here am I, indeed! Among the youngest of the flowers at the Cape Ann Waldorf School, the Sunflower children, who arrived on the earth a mere three or four years ago, are growing beautifully. One can almost see sunlight streaming into the room when the Sunflower children are in their full play. They are busy, busy, busy with their work and play and are learning the harmonies of social grace that help us get what we need.

We have much work to do. Each day we tend Old Gnome's Garden and feed the birds, red squirrels and chipmunks who visit and bring water for flowers to grow. Old' Gnome leaves us beautiful stones. We find feathers from our friends and decorate Old' Gnome's Garden with them. Indoors, we knead dough and chop, chop, chop vegetables for soup. We scrub and scrub the laundry, then hang it to dry on the line. Then we sweep, wash, fold and tidy-o where we've been working and playing.

Mainly the children play, or shall I say, completely transform the room. There may be a series of bridges to travel over, lest we step on the dragon in the ditch. St. George has arrived, cape and all to slay the dragon on certain days. Others are too busy 'cooking and serving' to tarry with such creatures.

Just as we tend Old Gnome's garden and creatures with care and gentleness, we learn to tend our friends with gentleness in hand and

word. "No thank-you" is a favorite phrase we use to help our friends learn to stop. Outdoors we play the 'go and stop game' and practice stopping ourselves – though we do not make this conscious to the children – it's just good, old-fashioned fun.

Living with children around four years of age is joyful. To them life is a wondrous adventure. To grow with sturdy roots and vibrant energy, we allow this age to simply 'be'. We allow them to 'be' as they need; to play out what they have taken in; to be cared for; loved and be delighted in. Life for them is like an unfolding dream. We do not hurry this precious, foundational, health-giving age. This is a time that can never be given back and should not be stolen from childhood. Singing, playing, imagining, taking on the work, and being of those around them, give children what they need to blossom and slowly 'waken'. We avoid the pressures of outside life that require us to perform to abstract ideas and thinking. These things are not connected to the natural, nature-connected mood of reverence so intact in the young child if we allow them to fully experience this. When we do, this mood carries on in the child and transfers to their relationships with others and the work they take up – naturally and unconsciously (at first). When a child is truly ready for the next stage, they will show us, and we honor this through our loving attention and the environment with which we surround the child.

So for now, with our feet gently touching down upon the earth, we slowly grow upwards towards the warmth of the sun and take delight in simply 'being'.

### **Yellow Rose Kindergarten** Mary Mansur

'I am a blacksmith good and true

Best of work I always do,  
All day long my hammers go  
Clinging, clinging, clanging, so  
A rickety tickity tickity tick  
A rickety tickity tickity tick.

In circle we've been blacksmiths and ponies and gone to the apple orchard. On a Friday (our 5th day of our 4/5 day class) we took a field trip to Russell Orchards to pick apples. As we walked from the barns to the orchard, several sheep followed us and stayed with us much of the time. There were also beautiful, large white geese as well as ducks, chickens, rabbits, turkeys, frogs and a giant pig that enjoyed eating so much that he has trouble distinguishing fingers from food. Needless to say we kept our hands away.

We are still working on ways to use all the apples we picked. We'll be making applesauce, apple pie and dried apple rings. Pippin the elf, whom I've been telling the children about, eats so many foods made from apples each fall that he even has apple dreams and gets to the point where he just can't eat another apple anything and longs for a nice, juicy, purple plum.

In our playground we've had hay bales to play with and fall planting to do. We've just begun to break ground to plant some winter wheat. I visited a school in North Reading where they plant their own wheat and got several sheaths for the Nursery and Kindergarten children to 'thresh' and grind to put into our weekly bread. This week I'll be telling the story of the Little Red Hen and we'll 'thresh' our wheat by rubbing it together in our hands or by putting it into pillow cases and walking on it. Then we'll winnow it outside, tossing it up into the air using a large sheet and letting the wind carry away the chaff. The wheat berries we'll collect into a bowl to put into our wheat mill. This is the first time I'll be collecting the wheat berries from the wheat stalks with the children so I'm very excited about doing it! The bread always

tastes good but I can't wait to bake it with freshly harvested wheat berries.

For Michaelmas we'll be dyeing silk capes in Osage orange to make them yellow and then in brazil wood red to get a beautiful autumn orange color. It's a very special day in the playground when the freshly dyed, vibrantly colored silks are waving in the air to dry on clotheslines criss-crossed about our playground.

I'll be bringing in some frames of honey from my bees to extract with the children next week. Apples dipped in freshly extracted honey is another way we can eat those apples!

Our puppet table this year stays set up all the time with a silk gauze veiling the puppets. The children can see through the gauze and sometimes guess what the story is and who the puppets are and what they'll be doing. After seeing the puppet play of "The Little Grey Pony" several times, some of the older children helped me perform the story for the rest of the class.

It filled me with such joy to work with the children in this way. They had taken the story in so deeply that when they moved the puppets I could feel them settling into this deep restful place of complete openness and being transported into the world of the puppets. There was a quieting of their bodies and their being. Ah, but to be a child.

### **First Grade** **by Dianne McGaunn**

In the first grade, we are spending much time just learning how to be in school! This includes learning how to raise our hands, good manners, and how to be patient and tolerant of ourselves and others. This is the beginning of many life-long lessons related to just these topics. In addition, we are learning about the letters of the alphabet, and the sounds and pictures that they make. We learn this through many different

fairy tales and nature stories, and through movement and activities which bring a deep understanding and appreciation of the language to the children. We sing songs, recite poetry, and have just begun to learn the pentatonic flutes. We have a math practice time every day. We are also learning Spanish and German, handwork, form drawing, and doing Eurythmy and Gym. Oh, and did we mention, we have fun, too! It is a full schedule for the first graders and demands much of their attention and energy, but each day is rich, rewarding, and full of many different lessons that we will remember for a long, long time.

### **Second Grade by Vanya Yoors**

The second grade began the year with a form drawing block. The forms I used were predominantly “running forms” which help the students develop their spatial awareness, their hand-eye coordination, and support the students in the development of their handwriting. The story content I used came from several sources of fables. These animal stories gave ample material from which movement forms could be drawn. We have continued with a writing block. In this block the students are solidifying their grasp of lower case letters. They wrote an excerpt from an Aesop’s Fable “The Fox and the Grape.” Currently we are working with the short vowel sounds, practicing words such as cat, hat, sat, mat, sit, pit, lit, kit, and pot, cot, hot, etc.

The students have heard stories of Saint Michael, Saint Gerome and the Lion and a story of an oriental sage. The students have each sewn a bean bag of a shooting star and constructed a wooden sword to use in the Michaelmas play that we recently performed. As part of our study of the saints, we are also looking forward to our Saint Martin Lantern Walk and a Santa Lucia celebration.

### **Third Grade by Laura Quayle**

Let there be light! Third grade began with the Old Testament account of Creation, which we went on to paint, write, and recite in Hebrew. Then we learned about Adam and Eve's fall from Paradise before taking the plunge down to earth ourselves with the start of our Farming Block. We began by journeying to the Green Meadow Farm, where we planted winter wheat--but only after drinking apple cider and catching a snake! We saw nearly all the steps from seed to wheat flour when we thrashed, winnowed, and ground wheat. The wheat adventures culminated with our Michaelmas project, making dragon bread for the entire school.

We worked together to build a Sukkoth in honor of the Jewish harvest celebration, Sukkoth. We sawed pine bows and assembled the hut with the generous help of Mr. Hacker and, after our hard work, we celebrated by eating vegetable stew in the Sukkoth.

The third graders are also working hard with their reading groups, spelling lists, and new-found ability to write their OWN sentences and stories. We all look forward to starting a class compost with red wiggler worms in the coming weeks!

### **Fourth Grade by Sabrina Babcock**

#### **The Theft of Miolnir**

Thor awoke, his hammer was gone!  
He and Sif looked on and on.  
Loki made a plan to save the day,  
With Freya’s falcon skin made his way.  
Thrym demanded Freya as his bride.  
When she was told, lovely Freya cried.  
Heimdall told Thor to go in disguise  
Thrym was in for an unhappy surprise!  
The bride Thor hungrily ate an ox.

But Loki was as cunning as a fox.  
He told Thrym of his bride's eagerness  
And so Thrym tried to steal a kiss,  
Then for the bridal gift Thrym did go.

The fourth grade is just completing their first block of the Norse Myths. We have been living into these dynamic stories of wonder, humor and great drama. The characters are strong and boldly drawn, the stories full of excitement, trickery, and power. If you hear rumbling when walking by our classroom, it is not Thor's hammer but the lively fourth grade strongly connecting with the alliterative speech work reminiscent of the sagas from which the stories originate.

As Thor wrestled with the cat at the giant's city of Utgard, so too are the students wrestling with the increasing academic demands of the year. Longer and more involved math problems, particularly with multiplication and long division, as well as more detailed composition as they write, challenge them to do their best and persevere. We are just beginning the intricate woven forms typical of fourth grade during our form drawing lessons.

We will be starting a math review block next week to get ready for our work with fractions later in the year. There are exciting times ahead!

### **Fifth Grade by Rose Sheehan**

The fifth grade returned to school with zest and gusto for a new year of learning. We began our studies with a botany block. Thanks to the exceptionally warm days of September, we enjoyed many outings among the plants we were learning about. Our work with observation in the outdoors was accompanied by the new activity of nature journaling. Meant to support one of the many forms of writing we will experience this year, the journaling activity has been enthusiastically embraced by the class.

Each journal is unique and their entries range from terse observations to lengthy reflections. The block culminated with a magnificent field trip to Boxford State Forest led by sixth grade parent and outdoor landscape artist Elizabeth Fowler. (Thanks again, Ms. Fowler!)

### **Sixth Grade by Brian Macdonald**

Hello everyone. Our year started with a new student joining us: Angus Ryan. We have now more boys than girls but we still have eleven overall. Our first block this year was on South American geography. We all did individual reports on one of the countries except for Mercedes who volunteered to do two reports, which made sure we heard about all the countries. While studying the geography and culture of South America we read a book about Peru called *The Secret of the Andes*. We did that for daily homework which we have a lot of this year. We regularly do Math, German and Spanish, and, of course, we practice our instruments. Mr. Macdonald has been giving Spelling and Vocabulary words from the blocks. Recently, we studied Acoustics and Sound. Now we're about to study Optics and Light, Darkness and Color. After that it'll be Heat and Cold. We do these fun experiments during Main Lesson but then we have to write them up for the next day. That's a lot of work! We also have to think about what we saw or heard or felt. That's really Hard! Thinking's painful and really overrated. We remember when we wanted homework. Wow, were we dumb! That reminds us, we have buddies in the third grade now. We take them to the park and do fun things with them. We sat with them at the Michaelmas lunch. That part's fun. So is going to the dances and playing sports for the school. We can't wait for the basketball to start. Well, we could say more but we have all this HOMEWORK TO DO so we'll stop. Talk to you later!

## **Seventh Grade**

### **By Tom Braden**

Seventh graders have been extremely active since the beginning of school. In addition to all the new learning opportunities in the curriculum---Perspective Drawing, Renaissance History, math, writing, gym, handwork, music, German, Spanish and eurythmy---there have been several field trips. First, our class and 8th graders worked at the Food Project for two mornings in Beverly, harvesting tomatoes, squash, chives and watermelons and getting the gardens ready for winter. The two grades spent an afternoon at Agassiz Rocks in Essex looking at the two enormous glacial erratic masses of rock, sketching and writing poems about them.

The most ambitious field trip took place on October 1, 2, and 3 when 7th and 8th graders accepted the challenge of hiking, with full packs, up the Crawford Path from the Highland Center to the Mizpah Hut in the White Mountains run by the Appalachian Mountain Club. We spent three days living and eating together; looking at the stars with the glorious Milky Way predominating; laughing; playing games; learning about mountain ecology and geology; sleeping in bunks; solo hiking; living with cold water and composting toilets; carrying our own gear for several miles; climbing Mts. Pierce, Jackson and Eisenhower within sight of Mt. Washington. The weather was ideal, the leaders were inspiring young men and women, and the bonding experience was unforgettable and enduring. The sore muscles, on the other hand, disappeared quickly.

Closer to home, our class set up the Main Hall for an all-grades lunch and helped the 2nd graders with their Michaelmas swords and planted flower bulbs with them. Last Friday, seventh graders accompanied the younger class to Dix Park for a Michaelmas play and tug of war.

To reduce, re-use and re-cycle, in cooperation with Rosemary's Kitchen, our class has begun to use ceramic plates and bowls rather than throw-away paper goods, something the Early Childhood classes have been doing for years. The students wash and sanitize their own dishes and haven't broken any yet! The next step in minimizing waste is to provide leftover food scraps for Mrs. Johnson's and the Yeaton chickens. We're looking forward to eating some of their eggs. In addition, each year CAWS 7th graders are in charge of re-cycling office and classroom paper, cardboard and plastic, metal and glass containers. It's a big job, especially since the green and yellow dumpster has been removed because our school did not provide enough paper to make pick-up worthwhile---a pat on the back that encourages us to continue re-cycling. You have probably heard about the millions of plastic bottles Americans throw away every day; our class is becoming more conscious by re-cycling instead of throwing away.

## **Spanish**

### **by Alex McGregor**

My first month at this wonderful school has been full of both challenges and joys, and I have been greeted very warmly by everyone in the CAWS community. What an eventful month! My main goal for the upcoming school-year is to reestablish the Spanish program, and to bring all eight grades up to a high level of comprehension, speaking, and writing, depending on their grade level. But mostly, I hope that each class can be challenging, creative, and fun. I bring my guitar to each class, so don't be alarmed if your children are coming home singing Spanish folk songs!

Grade 1 has started learning numbers, colors, and greetings in Spanish. What a lovely class! They really enjoy the number guessing game, and they are getting quite good at their colors, too. We also have played some games intended to learn the body parts, and they have really

caught on fast. There are some very good singers in the class, so learning songs has been quite fun. We learned a simple story about “La Vaca Lola” (Lola the cow), who gets lost in the mountains, and they have really taken to this character! This story, some simple poems, corresponding songs, also taught us some vocabulary about the outdoors.

Grade 2 has never had Spanish before, so we have been learning many of the same things as first grade, though in slightly different ways. Numbers, colors, greetings, and body parts have also been the main focus of our vocabulary lessons and games. These second graders really enjoy playing games, and have enjoyed ‘Ponga’ (a Spanish version of Bingo). We have also just started learning the alphabet, and are in the midst of a story about the flight of the swallows (las golondrinas).

Grade 3 has had some minimal experience with Spanish, so the same basic building blocks are being covered as in grades 1-2 : numbers, colors, body parts, simple poems and nature stories. The third grade is full of excellent artists, and we are about to embark on illustrating a simple story entitled “El Castillo” (the castle).

Grade 4 has not had a great amount of Spanish classes in their past, either, so we are also starting from scratch. We love to sing together in class, and we have started doing some writing in Spanish, as well as some math games. We have started our Spanish workbook with song lyrics, color charts, a drawing, and the first hints of the grammar to come.

Grade 5 is full of lovely singers, so we have learned two songs in a short amount of time. Math games, a simple poem, and conversations about the weather are common in class. We are also working on our Spanish workbook, and are beginning to take dictation in Spanish, as well as working on our own story -- “El Rey con los

Pantalones Rosados” (The King with the Pink Pants).

Grade 6 has worked on several poems, two of which they had first studied in English with Mr. Macdonald. We have worked on reading comprehension with children’s stories in Spanish, textbook work, some seeds of our grammar to come, two songs, and some brief discussions about Latin American culture. This class has a great ear for language; they’ve been very impressive!

Grade 7 has been robbed of a handful of classes due to scheduling, field trips, and flukes, but in our short time together we have begun learning about Simon Bolivar through poems and readings, and have reviewed some basic grammar concepts. I can’t wait to get more time with this class – son muy inteligentes!

Grade 8 has not had Spanish consistently for some time, so we have been working on different kinds of basics. Our goal as a class will be to get students who wish to continue studying Spanish in high school to qualify for level 2. Comprehension through children’s stories, grammar work, and songs/poems have also been our bread and butter, but we will be doing a fair amount of textbook work and translations as we go along as well.

### **Gym/Movement Report by Tyler Macdonald**

It has been a great start to the school year for all the grades. The amazing summer-like weather has enabled us to be outside every day this year.

FIRST GRADE: Meeting and getting to know the First Grade has been a joy. We have had gym once a week so far. But, now that they will have full days, I look forward to seeing more of them. In a short time, we have started to learn many fun tag games and a simple circle movement accompanied by song.

**SECOND GRADE:** In the Second Grade, we have gone over games from last year and discovered more about them. Second grade has also learned new games such as Caterpillar Kickball.

**THIRD GRADE:** In the Third Grade, along with playing games from Second Grade, we have also learned new games such as Lemonade, which is a work imitation tag game. Third Grade is also very fond of Hide and Seek Tag, where they always defeat the finder, Mr. Macdonald.

**FOURTH GRADE:** Fourth Grade so far has learned many new tag games with which they do very well. The class is also playing more games with playground balls as they learn the skills of throwing and catching.

**FIFTH GRADE:** Fifth Grade has been doing very well learning the different events for the Olympics. I believe we have gone over every event at least once. When not training we are enjoying games from the past with a new Fifth Grade approach.

**MIDDLE SCHOOL:** The middle school has had a busy start for the year. Starting off in a basketball block, they practiced dribbling, shooting and passing and played a few games. Sixth Grade through Eighth Grade have also practiced and worked on their volleyball skills. For the Sixth Grade it was new for most students. In the Seventh and Eighth Grades we are trying to develop and build on the skills from years past. It can be a challenging sport outside on a breezy day. Football, two-hand touch, has also been played with more to come. Not all the time has been spent on these highly skilled sports. We've enjoyed running games as well as Kickball and Kick the Cone. Ending a busy class with a circle and a Bothmer exercise has been a pleasure during these beautiful and warm days.

## ***ANNOUNCEMENTS***

### ***PARENT CONFERENCE SCHEDULING NOTE***

Separated and divorced parents: Please make every effort to schedule only one conference for each child, not two separate conferences for the same child. Thank you.

### ***HOLIDAY FAIR MAILING***

The Holiday Fair postcards are expected to be delivered to the school at the beginning of next week. We will prepare them for a bulk mailing on Wednesday morning, October 17 from about 8:30 AM to finished. This mailing is to our entire data base (about 1400 pieces). Many hands make light work. Please stop by and help us if you can. Refreshments served!

### ***DIRECTORY CORRECTION***

Luba Grenader's email address in the directory is incorrect. The correct address is [lubashapiro@yahoo.com](mailto:lubashapiro@yahoo.com)

### ***NEW AFTER-SCHOOL RUNNING CLUB***

Through the initiative of parents Shannon McHone and Amy Cohn (it's only a coincidence that their names are pronounced the same--- honest!), CAWS has a new after-school cross country running club for Middle School students. Practices are held on Mondays and Wednesdays from 2:45 to 3:45 with runners encouraged to keep running in their neighborhoods for 20-30 minutes on other days to keep in shape. On one hot day there were 18 participants. On another torrid day, Ms. McHone led the runners to West Beach in Beverly Farms where they practiced good running form and then cooled off in the ocean, having a splashing great time! The group has been invited to participate in two cross country meets at the Iron Rail in Wenham and at Stage Fort Park in Gloucester. They are a dedicated, happy crew as they take off for what could be a lifelong pursuit (no joke intended). Tom Braden

### ***NOTE FROM THE BOARD OF TRUSTEES***

Michael Higgins has completed his term on the Board of Trustees. The Board is most grateful for his service as Treasurer and his leadership on the Board over the past three years. The Board is currently seeking a new Treasurer; until a new Treasurer is in place, Michael will be acting as interim chair of the Finance Committee.

### ***ENCHANTED CARAVAN***

Halloween honey pots have arrived! See a sample at Rosemary's kitchen on Monday, Wednesday and Friday mornings or stop in the store! Prices for the honey pots are: mini \$13.50, small \$32.00 and large \$39.00. A great Halloween keepsake and gift.

We have also just received a new shipment from Sarah's Silks with some great new Halloween costumes.

Store Hours: Monday 8:15 to 12, Wednesday 8:15 to 1:00, Friday 8:15 to 12:00  
Phone: 978-927-1901

### ***A NOTE FROM ADMISSIONS***

Admissions season has already begun for September 2008 enrollment! Keep these dates in mind for enrolling your child next year. Current parents are welcome to attend the Morning Tours and Open Houses (see the attached flier). Please call Julie, Director of Admissions (978-927-1936) if interested.

#### ***Enrollment Deadlines***

##### **January 31, 2008**

Sibling applications are due. Non-enrolled siblings of currently enrolled students are given priority for enrollment until this date. After this date, sibling applications are processed with all applications. (Parent & Child programs are registered programs, not enrolled programs.)

##### **February 15, 2008**

Re-enrollment forms and deposits are due.  
Tuition Assistance applications are due.

### ***FOOD DEHYDRATOR NEEDED***

Does anyone have a food dehydrator that the kindergartens could borrow for a little while? It's for all those apples. (See the Yellow Rose class update on page one.) We'll be hanging them up, but we do not want to leave them up too long. Please contact Mary Mansur for any leads. (978-921-1299) Thanks!

### ***FINANCE COMMITTEE SEEKING NEW MEMBERS***

The Finance Committee is seeking new members to pursue an important agenda for the 2007-2008 school year.

The Finance Committee works with the Business Office and the Board to ensure the financial well-being of the school. Matters of policy and procedure are vetted by the Finance Committee and ultimately proposed to the Board for approval. This year, we have several interesting issues to pursue:

- 1) **Tuition Insurance:** Our community pays far more in tuition insurance than it receives back in claims. The protection afforded by tuition insurance is essential for individual families and the school community as a whole. However, our provider, who appears to be the only provider in the market, collects premiums that are typically three-fold or four-fold what is paid out in claims. For the 2007-2008 school year, we intend to consider a collective approach where the community self-insures and any surplus can benefit the school community rather than the insurance company.
- 2) **Tuition Payment Plans:** The time and energy expended by the Business Office to invoice and collect tuition payments under many different plans (i.e., annual, semi-annual, monthly, and custom) are significant. The task is large in and of

itself; when problems arise with collections, the task can become all-consuming. For the 2007-2008 school year, we intend to consider partnering with a bank to effectively outsource the collection of tuition payments. From the school's point of view, all tuition payments would be made up front at the start of the year. The bank in turn would manage the monthly collection process with each family who chooses this style of payment plan.

- 3) **Tuition Rates:** Both the absolute tuition prices and the relative rates between the classes and the early childhood are considered by the Finance Committee for approval by the Board and College. Setting tuition levels is more art than science. It requires an estimate of next year's enrollment and assumptions surrounding next year's budget. Besides determining what the overall tuition increase needs to be (or decrease, though that seems to never happen), the Finance Committee intends to consider how tuition rates should vary among the grades and the Early Childhood programs. For example, several years ago the first and second grade tuition rates were set at a lower rate than the rest of the grades largely due to the fact that the strings program is not offered until the 3<sup>rd</sup> grade. That rate differential has held in ensuing years but the school and its programs have evolved. The Financial Committee intends to investigate the varied tuition rates from the Early Childhood programs to the Grades and determine whether they still make sense considering current curriculum and school policy.

You needn't be an accounting expert or even a number cruncher to join the Finance Committee. Most of all, we need people who will exercise

good judgment and are able to balance the economic necessities of operating our school with the values of a Waldorf community.

We welcome your participation on the Finance Committee. If interested, please email me at [higgins@galatea-associates.com](mailto:higgins@galatea-associates.com), and we can set up a time to discuss further. Thank you for your interest in the financial health of our school.

Michael Higgins  
Interim Finance Committee Chair

***EYE ON THE SKY*** for the week of  
October 9, 2007

With the Moon now gone from the evening sky, a hazy patch of light in the Milky Way should be visible just northeast of Cassiopeia, that W-shaped constellation named for an arrogant queen. There are two concentrations of stars here, the DOUBLE STAR CLUSTER OF PERSEUS, named for the nearby Perseus constellation. Ancient astronomers Hipparchus and Ptolemy described them as a "cloudy spot." It was Galileo with his crude telescope who first noticed that they were really clusters of stars; you can observe them with binoculars or small telescope. They contain massive blue stars and some of the brightest red stars known. The blue stars are extremely hot, changing to red as they age after about 10 million years. They are approximately 7,400 light-years away. (A light-year is the distance light travels in a year at 186,000 miles per second. I'll leave the math to you but you can be assured it's a cosmically huge number!)

(Adapted by Tom Braden from The New York Times.)