



The Wind Call

The Christian Community in and around
Cape Town: November 2019 – January 2020.

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The task of enlivening our senses.

AS WE ENTER INTO A NEW CYCLE of festivals beginning with Advent, we can also re-enliven an awareness of the need to sharpen our senses and deepen all of our sense perceptions. We are generally quite aware of the fact that we only meet the world and get to experience our environment through our senses.

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However for the most part these senses of ours are rather dull and perceive quite superficially. This is largely because we are so often in a hurry and so focussed on where we are going and what we need to do there or what we have just done that all our possibilities of sense perception are directed inwardly on ourselves and we register only what we need to be conscious of in our environment to get there safely. As long as we function in this way, we move through our surroundings as if in a self-induced bubble of exclusion and are of little or no relevance to everything we pass by. At the same time we exclude ourselves from endless possibilities of revelation, inspiration and learning.

Lethargy of outer perception leads to lethargy of inner perception which means that we become cut off from what truly nourishes us and so slide gradually into a fretful and anxious state of soul. This is not how we are meant to be or need to be.

Consciously participating in the festivals of the year offers us a way out of this stifling lethargy as at every stage of the unfolding year we are challenged to further develop both our outer and inner faculties of perception.

Advent is a time of becoming aware that in everything that is alive there is an on-going process of growth and transformation. This means that there is always something new on its way which is just out of sight - beyond the possibilities of our perception – and yet I know that it is coming. This is a powerful thought because it means that everything is renewable and therefore also redeemable. Looking for this process with our outer senses in the natural world around us makes us more and more sensitive to the fact that what manifests as new in the world – the new leaf or bud or shoot – is a material expression of a spiritual dynamic.

The whole plant isn't wrapped up in the seed in miniature form. Rather the matter of the earth is drawn up by the spirit through the receptive portal of the seed into the form appropriate for that plant. Spirit becomes manifest in matter. Through such observation we can begin to feel that we are completely enveloped by a weaving, flowing ocean of spiritual, creative light and activity. Throughout the course of the year we are

invited to become active participants in the different aspects of this creative world. We too are seed-like in our souls and therefore almost limitless newness can be brought into manifestation through us if we become receptive as the seed in nature is receptive.

At Christmas we are asked to give birth in our soul faculties to a whole new level of creative working so that through our outer sense perceptions we develop a love for the unseen that surrounds us and out of which all newness is born. In Epiphany our heart perception is called on to perceive the light of the Star of Grace from which all creative impulses emanate. In Passiontide we become aware that the other side of the coin of life is death. From perceiving the death processes around us we become aware of them within us as well in body, soul and spirit. But at Easter this dark pall of death is lifted and the mystery of death and resurrection opens up a whole new world of possibility. Also our senses can become Christ imbued and so rescued from their earthbound focus on matter and resurrected as organs of spirit perception bit by bit. Through Ascension we too are given the possibility to participate in the re-enlivening of the dying earth existence through the mystery of transubstantiation by inviting Christ's working in and through us. Here all twelve of our senses are called upon. Through Whitsun we are imbued with the possibility to gradually understand more and more of what we perceive. For this understanding our hearts need to be open as our primary organ of perception.

Up to this point in the year new faculties of perception have been presented to us as gifts but it is up to us to receive them and practice them. The second half of the year is given over to us to use these new possibilities and make them our own. This is the test. For as long as we do not transform them into how we live – that means making them into a new culture of Christ imbued activity – they remain mere potential. St John's call on us is to make the big change. Radical change of how we perceive and what we use for perception is what is called for. We learn to school our whole being into an organ of active perceiving as it was involuntarily when we were babies.

Growing understanding of spiritual realities and how they work in the world fills our feeling life with new content which in turn streams through our sense perceiving out into the world where it has a real healing effect on all that we perceive. Perceiving becomes receiving and giving – two way streaming. Our senses become Michael's tools for transforming ourselves and the world around us. With his power working through us we introduce creative, transformative, spiritual light into the world and into our souls.

Taking this task on with inner commitment at Advent can fill us with joyful expectation for a whole year of discovery to come in which we become ever more "Michaelic" and therefore fulfilled and free of anxiety in our relationship to the world, each other and the spiritual world.

Richard Goodall.

Children's Camp 2019. We are in full preparation for our 22nd children's camp with an enthusiastic group of young helpers and the list of participants growing towards it being a full house. This is sadly the last time that we will have dear Leza Sieckmann as our trusty cook as she is moving to Switzerland with the family straight after the camp this year.

As our faithful 40 year old camp gas fridge packed up last year and such gems are no longer to be found, we have had to switch to electricity. This is a problem as most of the farm is off the grid and we have to run a 100m cable to the nearest power point. This all costs a lot of money. If there is anybody out there who is willing to help us cover the R12 000 for this we would be most grateful. We look forward to yet another great camp of sun, fun and lots to do.

Richard Goodall.

A *ll Africa Anthroposophical Training – Zimbabwe 2019.*

The second module of AAAT was hosted by Kufunda Village in Zimbabwe from 27 August to 03 September. Kufunda is a community of people located on the outskirts of Harare who seek to live by ecological and sustainable principles. The village was an ideal venue, offering all that was needed for the conference. Our hosts were abuzz with preparations and the conference was opened in the 'new school' which had just been completed. This spacious, thatched building was able to accommodate the 113 delegates who came from all over Africa and even further afield. The countries represented were as follows: Botswana, Egypt, Ethiopia, Germany, Kenya, Namibia, South Africa, Switzerland, Tanzania, Uganda and Zimbabwe. Of those, 52 delegates were Zimbabweans!

The day began by gathering in the hall for the verse spoken by Maaiaane in English and contributions in other African languages too. This was followed by a refreshing eurythmy session given by Cobie. We were led on a vast journey through the vowels and consonants, and then onto the moving planets and even further afield to the regal zodiac. Appreciation was shown by the good attendance! The remainder of the morning was dedicated to nature observation and a text study of the first chapter of 'Knowledge of Higher Worlds' by Rudolf Steiner. The delegates were divided into 13 groups and in this module we observed the seven life processes in relation to the plant kingdom. Daily, we progressed from observing opening (germinating), adapting, nourishing, secreting, maintaining, growing and finally to reproducing. Zimbabwe is thirsting for rain and in these drought conditions our group struggled with the nature study but we persevered and found all the processes. Another challenge was the instruction to go alone, which relates to Goethe's poem: 'those who walk to truth wander alone'. The text study tied in with the observation and the evening theme of building the faculties of individual development and social competence.



Dr Michael Glöckler from Germany with the owner of the property, Gogo Anne, and Richard Goodall from Cape Town behind.

The workshops took place during the afternoons and once again a rich variety of topics were on offer as follows:

- 'African Economic Development based on the Threefold Social Order' with David Wertheim Aymes;
- 'Celebrating the festivals of the year as a foundation for a new healthy family and home culture' with Richard Goodall;
- 'Biodynamic Farming' with Rolf and Ann Bucher and Angela Hofmann;
- 'Practical course: External application in baby nursing and midwifery' with Julia Schad and Judith Tabberner;
- 'Anthroposophical Medicine' with Dr Friedeman Schad;
- 'Waldorf Education' with Joan Sleight;
- 'Children with Special Needs' with Dr Andrea Seeman.

The evening session commenced with the review of the day, undertaken by courageous delegates who volunteered for this task. The reviews are an excellent way of giving 'a glimpse' into the content of the workshops and the day's work. Thereafter Michaela Glöckler undertook the lofty task of addressing the conference theme and presenting Anthroposophy in a manner understandable to all. 'What is life and what are the seven life



Kine Voigts from Windhoek observing a plant during one of the sessions.

processes?’ she asked. Michaela pointed out that we cannot ‘see life’ but ‘see the revelation of life’ and when we make the effort to observe plants, we discover the wonder of the world. Through the plant kingdom we also become aware of our interconnectedness and how the plants are dependent on the sun. We came to the realization that plants are the highest expression of selflessness and balance and show, by way of example, the approach to social competence. We human beings have been given our freedom and have to develop these qualities out of our own free will. Michaela emphasized the importance of being honest (which relates to ‘opening’), as this is a fundamental principle for being socially competent.



I have pondered over this review and realized that so much ground was covered in one week that it is impossible to mention everything. The venue was wonderful as we would wind our way on swept pathways through a landscape of trees and incredible rock formations. The accommodation was comfortable and the food, home-cooked and hearty. The socializing with colleagues from all over Africa was a highlight. On behalf of all the delegates I would like to thank our hosts, Maaiaane, her mother, Anne and all the Kufundees for their hospitality and hard work. A big thank you to Michaela for carrying the AAAT, as well as the workshop leaders and Julia

who did the ‘spadework’ travelling through Africa, inspiring delegates to attend. Our hosts requested that The Act of Consecration of Man be celebrated at Kufunda. Thank you to Kine and Richard for the seven early morning services.

The AAAT torch is being carried to Dar Es Salaam and the next conference will be hosted by our Tanzanian friends from August 30th – September 6th 2020. Please save the date and I look forward to seeing you there.

Rowena Bell

Delegate from South Africa.



Pictures – Top left. David Wertheim-Aymes from Johannesburg illustrates his session on *The Three-fold Social Order* by a practical application on how to achieve balance. **Left:** Richard Goodall illustrating his talk on the celebration of the festivals. **Below left:** David Wertheim-Aymes with two delegates. **Below:** Handwork session: saying it in colour.





Baptism.

CONGRATULATIONS TO Mascha Rutherford and Daniel Merryfield on the baptism of their son Mylo Dimitri on Sunday, 4th August. The godparents are on the left, Rhoda Rutherford and right, Thomas Glenn.

We wish the family much joy with their latest addition.

Marilize.



Visitors from further afield.

Neville Adams, currently living in Germany, visited our Community on Sunday, 1st September. He was en route to Plettenberg Bay to visit his daughter and her family but could fortunately spare the Cape Town friends a few short days. He was in particular interested to see how the Timour Hall Cottages had progressed. It was a pleasure to those of us who could have social time with him and we could catch up with the general news of The Christian Community in Germany. Wishing you a peaceful (part) retirement, Neville!

On the same Sunday Marion Penfield (left) also visited our community from Prince Albert where she now lives. She was warmly welcomed and could tell us about the big adjustment it has been for her to move from our Mediterranean climate to the Karoo with its extremes of temperatures.

Marilize.



Fair 2019.

OUR FAIR ON 14TH SEPTEMBER was once again a successful and enjoyable event which helped us in our fundraising efforts. Our thanks go to each and everyone who helped to get it off the ground and who lent their support on the day. A special thanks to Howard Dobson who coordinated the stalls and held the overview.

Mirjam MacLeod sent us the picture on the left, as seen with her artistic eye and captured by her camera in the tent where the children's games took place.

Marilize.

Destiny unfolding for Caroline.

Caroline Hurner has kindly agreed to tell us a bit about her life and work. This is much abbreviated and really only touches the surface, but it is of great interest to see how destiny can work to bring about next steps in a person's life. Thanks, Caroline, for sharing some of it with us over a cup of tea in a beautiful shaded garden.

Marilize.

CAROLINE GREW UP IN a country cottage in Buckinghamshire, U.K. Surrounded by nature and the changing seasons, it was an ideal place for children to discover the world around them. At age 14 the family immigrated to South Africa where her father, a civil engineer, was employed on the huge project of the Orange-Fish River Tunnel. She went to boarding school in Grahamstown where she met formalised religion for the first time. This awoke questions within her as she couldn't marry the tenets as they were taught with her own inner innate experience of a sacred realm.

After school she completed a fine arts degree at Rhodes University and then began a Master's on Helen Martins and the 'Owl House' in Nieu Bethesda. Cyril Coetzee was a fellow art student, and it was through him she first heard of Rudolf Steiner's work and soon she joined a study group. She was 21 when she met Anthroposophy and immediately knew she belonged to this path.

The next step for Caroline was to go and work in Johannesburg as a draughtswoman. Here she attended an evening eurythmy class, taught by Douw Raaths at Michael Mount Waldorf School. Very soon it became clear to her that Johannesburg was not her 'home'. So in 'transit' she worked at Bloublommetjieskloof Farm for three months, where she learned, from Jean Malherbe, that there was a eurythmy training in Cape Town ... the seed was planted ... but it still took time to germinate! Caroline then went hitchhiking with a close friend for six months through Brazil, Peru and across America to California. Her 'last stop' was to attend an Anthroposophical Conference in San Diego on "Reincarnation and Karma - a Christian View Point". Here of particular importance for Caroline was the experience of moving the planets and zodiac in eurythmy.

On returning to South Africa at 24, she had decided to either set up as a beekeeper on her mother's farm, or to train to become a eurythmist. Destiny kicked in, and within two weeks a neighbouring peach farmer offered her all the equipment needed to set up with bees AND her father (who had just been asked to project manage

the building of the new Groote Schuur Hospital) offered to sponsor her eurythmy training if she would be his 'housekeeper'. She chose eurythmy and moved to train at the Cape Town Eurythmy School with Siegrid Quednau and Beverly Hart.

In typical Caroline fashion, she threw her whole being into whatever this training. She became a founding member of a newly established youth group at the Anthroposophical Society, several of whose members are still in Cape Town today and in contact with each other. She also became a server at The Christian Community, which then held their services in the

Left: Some of the participants at the recent October Eurythmy Conference held at the Centre for Creative Education. Caroline is 2nd from the right at the back.



Michael Oak hall. The church then moved to Ottery Road where she and Bernard were married and their two sons, Brendan and Colin, were christened. Both Bernard and Caroline were key in establishing the annual country-wide eurythmy conference and in beginning the Kairos Eurythmy training.

When Bernard had completed his first Class at Constantia Waldorf, the family moved to KZN to the newly established Roseway School. Here Caroline established eurythmy throughout the school and during seven years of full time teaching she had become increasingly concerned about the needs of children. Thus in her early 40's she trained as a therapeutic eurythmist part time in England. This was a significant time in her life.



Then, after several years of therapeutic work in KZN, Caroline moved to Cape Town where she continued as a eurythmy teacher and therapist at three different Waldorf Schools, finally settling at Constantia. Five years ago she accepted the task of Co-ordinator at the A.S.W.C and still continues teaching a few Kindergarten and Play Group lessons weekly.

At this point in her life Caroline feels deeply grateful for her life and also fulfilled. "I am in the right place amongst the right people and there is still so much work to be done and life to be experienced together".

Picture above right: The Hurner boys at a Boom Festival in Portugal last year. Colin lives in Southampton and Brendan is a first mate on the Super Yachts but has bought a home in Observatory.

A window into Antoinette Antoine's life.

Observe those busy ants down there on the ground, industriously going about their tasks. They seem purposeful; they have a plan. They are also social beings, always greeting their fellow ants en route. They don't stop much to chat, until they park themselves in small groups together for a sleep – after all ants also get tired! That is for me a picture of our dear Antoinette whom we seldom see in "park mode". Always dedicated, she goes the extra mile in all areas of her life. She was happy to respond to a few questions by e-mail. Thank you, Antoinette, for your friendly co-operation. (Article edited.) Marilize.

Early Years and studies.

Antoinette was born in Fish Hoek, Cape Town in 1966. She was raised in a Roman Catholic home and attended R.C. schools. When Antoinette was nine years old her family left South Africa to live in Haifa, Israel for a year where she attended a school with other South African naval children in a house on a kibbutz. They returned to South Africa and settled in Durban, where she went to school and matriculated in 1984. She then attended the University of Natal, Durban campus, from 1985 to 1990 where she completed a Bachelor of Arts degree, majoring in History and English, a Higher Diploma in Education, an Honours in History and the course-work component of a Master's degree in Women's Studies, focussing on women in history. In 1991 she participated in a Community Teacher Training programme run by the English Resource Unit, where Adult Basic Education (ABE) workers were trained with the specific aims of teaching English as a Second Language (ESL). This course was done out of an interest in ABE and with the intention of looking at Women and Literacy as part of her Masters' research.

Working life until current time.

During her study years she worked part-time as a shop assistant at Woolworths, in a bank (then the United Bank, now known as ABSA), as a teller and enquiries clerk and at a restaurant. After completing her studies, while still living in K.Z.N, she worked full-time at the bank for a year.

Since moving back to Cape Town in 1992 she has worked at two restaurants as a waitress and manager, at two bookshops, for the Oral History Research Project in the History Department at the University of Cape Town interviewing domestic workers in various development areas, at the Anthroposophical Society of the Western Cape and in the Basil Gibaud Library, as a secretary with library duties, as a publisher's administrative assistant and as a freelance proofreader, editor and project manager for various publishing houses, focussing mostly on schools publishing.

She is currently working at the Centre for Creative Education (CCE), as part of a team working on networking, fundraising, resource mobilisation and development; to support the training of teachers qualified to teach in both Waldorf and public schools across the country, and to support Zenzeleni School of Creative Education in Khayelitsha, connected to CCE. Much of this work involves making individuals and organisations aware of the benefits of Waldorf education - for teachers and children - in order to obtain financial support needed to keep the fees to an affordable level and/or to sponsor a student or child's education. It costs far more to educate the students and children than the fees charged. This is done to ensure that more children in more schools are taught by teachers who are representative of the diverse population of our country and to give children living in communities experiencing varied challenging life situations access to Steiner-inspired educational learning opportunities.

Q: What was your main focus in your work when your daughters were young?

I left my place of employment at Wordsworth Books when I went on maternity leave just before the birth of Gabriela because I wanted to raise her myself and be at home with her, rather than placing her in the care of someone else. I took in three other children when Gabriela was four months old and started working as a day mother from home. I did this for 18 months, before deciding to be at home just with Gabriela during the day and to return to working at Wordsworth Books part-time in the evenings and waitressing at night when my husband, Gonzalo could be with Gabriela. When Gabriela was at school and Hannah was old enough to go to playgroup, run by Jeanne Roux at her home, I worked mornings only for the Anthroposophical Society of the Western Cape, doing some administrative work and working in the Basil Gibaud Library at Bonair in Constantia. My grandmother was living with us by then and she and the caregiver who had looked after me when I was a young child kept her company and they cared for the girls when needed.

When I worked as a freelance proof reader, editor and project manager it was more challenging to do focussed work and be fully present for the girls when they were at home. This meant that I often worked late into the night as well as during the day to meet deadlines – either at the publishing house or from home.

Q: What led to your present work?

I have always been interested in education and development work and have had a strong pull to teaching. Waldorf education felt right to me – which is why I wanted it for my children and why I think it offers what all adults and children need to be well-balanced individuals and work well in our world.

In order to be an at-home mother and still earn an income I had completed some courses in proofreading and editing and had begun to take on freelance proofreading and editing jobs. For a while I worked in-house as a



publisher's assistant as well and then began taking on freelance project management work. I worked for publishers like HSRC Press, Maskew Miller Longman, Cambridge University Press and Oxford University Press.

Most of my work was with schools' publishing. It was interesting and challenging work. This experience was a good one towards my growing awareness of the need for what I have experienced at various times through being a parent within the Waldorf movement and later through my work for the Centre for Creative Education and Zenzeleni School for Creative Education – a different way of working and an education where the experience of the

Above: Antoinette, Hannah, Gabriela and Gonzales on the day of Hannah's Confirmation at our church.

teacher and child are a mutually growing and learning ongoing process of human development.

I stopped working in publishing at a time when there were changes resulting in changed agreements with schools-focussed publishing houses, which meant many people working in publishing lost their jobs or freelance contractual work.

At the Centre for Creative Education.

It was at this time that I was approached by Helen Stotko of the Centre for Creative Education, who remembered me from when I had studied at CCE in 1998. I started working for CCE and Zenzeleni in August 2009. The only teaching stint I have done at the CCE has been when assistance was needed in the Early Childhood Development (ECD) department and I taught Level 4 students a Communication module. I am part of a team working on networking, fundraising, resource mobilisation and development; to support the training of teachers qualified to teach in both Waldorf and public schools across the country, and to support Zenzeleni School of Creative Education in Khayelitsha, connected to CCE.

As part of my work at CCE I also work with the Friends of Waldorf Education (Freunde der Erziehungskunst) Volunteer programmes: those coming from Germany (mostly) to SA and more recently we have begun working with interested persons from South Africa who wish to volunteer in Germany.

CCE works as an intermediary host to an average of 33 volunteers who come to SA for a year to volunteer at Zenzeleni School in Khayelitsha and at various kindergarten sites in various township areas, such as, Khayelitsha, Philippi, Delft, Mfuleni, Manenberg, Tambo Village, Mitchells Plain, Nyanga. I work as part of a

team for this work as well and I visit volunteers and the Principals/staff at those host sites who have been or are students of the ECD Department.

Q: *You recently visited Holland for work reasons. Was it a confirmation of what is being done here?*
I have been participating in a training in Emergency Pedagogy by the Friends of Waldorf Education, and I went to a conference in Karlsruhe, Germany in June, celebrating 10 years of Emergency Pedagogy working with traumatised children and adolescents in war and disaster areas, supporting communities and individuals in their healing journey. I attended with a few other team members from South Africa.

The conference was a celebration, a confirmation of the work and the ways in which Waldorf education can offer healing and support for our development. When a person has experienced a trauma and/or an assault on the senses in some way that has not been processed and resolved that person is unable to function in a balanced manner and is then unable to learn and engage fully to their best potential, in their own life and in the world. Just living in the modern world is an assault to the senses and it requires effort and work to maintain a healthy balance within our organism. Add a trauma and the work to regain balance and function well is another challenge.

In South Africa we have had and continue to have communities and individuals experiencing ongoing physical and emotional trauma, in addition to the challenges of living in our current world. In many of the communities I visit as part of my work there is repeat trauma happening. There is also generational trauma about which many of us may be unaware. Teacher trainers and Waldorf-trained teachers working out of an understanding of the ongoing need to study humanity, for ongoing self-reflection and finding new ways to meet each new generation of children I believe have an understanding of the degree to which Waldorf education can assist and benefit the development of humanity. Waldorf education and related healing therapies like eurythmy, rhythmical massage and art therapy have the means to assist children, adolescents and adults to process and assimilate their experiences as part of their biography, rather than getting stuck because of their experiences. Understanding what trauma is and how it affects us is essential for how we work with each other and support our children going forward, not just during times of war or natural disaster. I believe our teachers need to learn about trauma as part of their training to meet what it is that increasingly comes towards them daily.

As part of this conference some delegates took part in a tour following the life and death of **Kaspar Hauser**, visiting his birthplace, the church where he was confirmed, the park where he was wounded and the home he lived in where he died. On this trip connections were suggested between the Emergency Pedagogy work needed in the world and the traumatised Kaspar Hauser. Bernd Ruf, the founder of the Waldorf-based approach to Emergency Pedagogy, showed us how particular human beings brought much healing into Kaspar Hauser's biography, so he got very close to fulfilling what he had come for, before he died.

Attending this conference also meant I was privileged to visit the first Waldorf School and the teacher training college on the same grounds – long-time wishes of mine. My trip to the Netherlands was to visit some Free Schools, as Waldorf schools are known there, to network and explore possibilities for future engagement and to meet with existing and new possible donors. I also was able to visit with family.

Q: *You also have other passions and interests enriching your life. Can you tell us a bit more about these?*

I am doing a Bridging Polarities art process training for the joy of the art-work process, my ongoing self-development, and which I hope to use in my work in the future. I love to swim in the sea and be out in nature. I love singing and circle dancing and reading. I am interested in entrepreneurial development where people work cooperatively for the benefit of all.

Q: *Now that your daughters have finished their school careers, do you have a so-called bucket list?*

I would love to travel - in Africa and beyond. I enjoy experiencing new places and meeting people and hearing their stories. One dream is to do a cycling boating trip where you sleep on the boat and explore parts of Europe cycling from one village or city to another during the day and meet the boat at the next destination for the evening meal. Another is to watch Eurythmy performances at the Goetheanum. Yet another is to travel from the North to the South of Chile to explore that heritage of Gonzalo and our children.

Estelle's 90th Birthday Celebration.

ESTELLE BRYER CELEBRATED her 90th birthday on Sunday 20th October. With the help of family and friends she laid on an entertaining program of music, singing, eurythmy, poetry and cabaret while being her own Mistress of Ceremonies. The Companions, a group of retired people who share their gifts by visiting Senior Citizens Homes to bring cheer and entertainment, added much to the quality of the program. The pictures below tell the story. Congratulations, Estelle, and may you continue to be blessed with good health and inspiration for all the interests in your full life. Marilize.



Clockwise from top left: ■ All the eurythmists at the event doing the Halleluya together. ■ One of two special birthday cakes for Estelle. ■ A garland for the birthday girl to wear. ■ The crowning moment when Estelle receives her special gift: a quilt made by 32 Kindergarten Teachers to show their appreciation for the work she has done over many decades. ■ The dressing in veils ceremony performed by Michelle Kaplan, relative of Estelle.