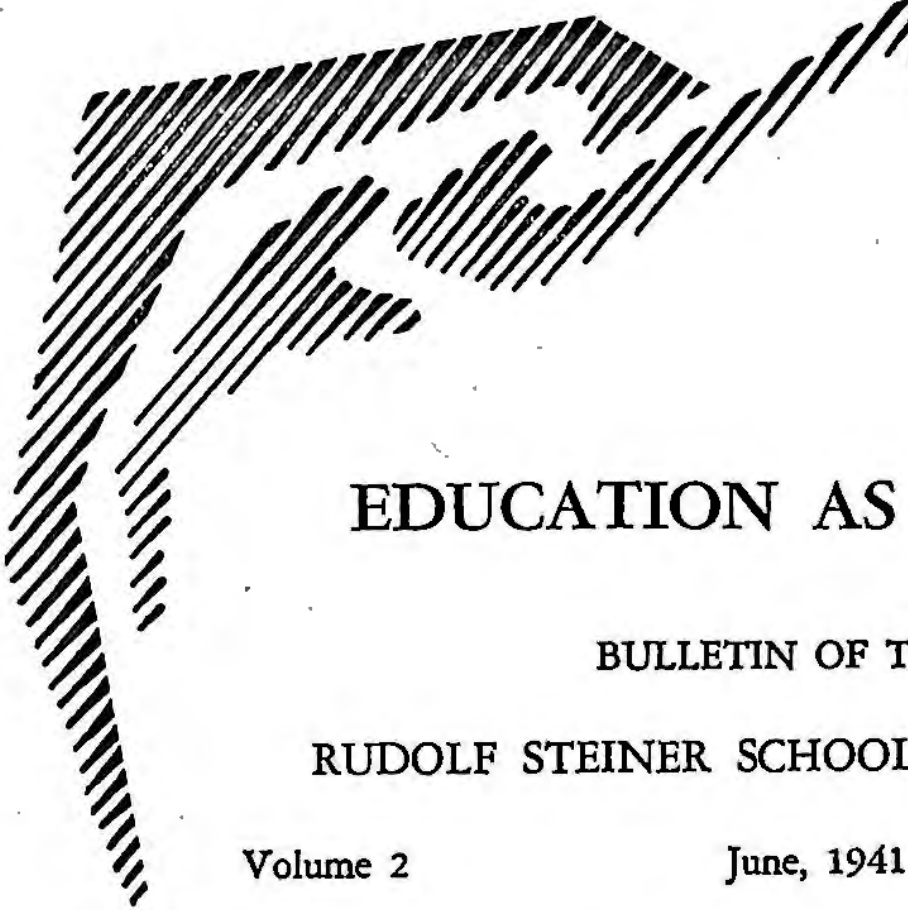




EDUCATION AS AN ART

BULLETIN OF THE RUDOLF STEINER SCHOOL ASSOCIATION

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CONTINUITY IN EDUCATION

The famous statement of the Greek philosopher Heraclitus "*Panta rei*",—everything flows—expresses a truth which has been discovered in ever widening fields of experience. Modern science has encountered this flow, this continuous change, even in the domains it had formerly assumed to be the essence of constancy. As an example the very chemical elements—the building stones of matter—prove to be not inflexible but flexible entities, and in some cases, as in radio activity, changes from one element into another have been found. In these phenomena of change, science strives to penetrate through to the laws or formulas within them. In the history of science this was first successfully achieved in the realms in which nature of change involves relatively simple concepts as, for instance, in mechanical movements measured by units of distance and time. The invention of differential calculus grew out of the study of motions with changing speeds. In other branches of physics and chemistry the concepts are more complex. In organic science, and above all where human life is concerned, this complexity of concept is especially marked.

Education is confronted with a continuous flow of change within the child's physical and mental processes. Upon the degree of insight into the true nature of these changes, depends the progress of educational efforts. Rudolf Steiner made a profound study of the changes through which a child passes during the succeeding stages of his development. The knowledge derived from these investigations formed the content of the training courses for teachers which Dr. Steiner conducted before the opening of the Waldorf School. With the opening of this School in 1919 an educational movement was inaugurated which in the course of time found its way to this country.

One of the fundamental principles of this education is the recognition of continuity in development. If school life—at any age level—disintegrates into a mere conglomeration of courses, or the school day into a sum of 50-minute periods; if the school time becomes only a succession of a variety of subjects taught by different teachers each for one year only, then there is but little chance to achieve a true continuity. It must be remembered that the child himself is a totality. He needs opportunity to unfold latent capacities and to find a balance between them.

Recognition of the need for continuity must naturally lead to a change in the school's whole plan and structure. And so an entirely new arrangement of hours and studies was put into practice from the very beginning of the Waldorf School and was used in over twenty schools in continental Europe and in England. In this country it is followed in elementary grades in the Rudolf Steiner School, New York City, and in the Mainewood School, Vanceboro, Maine, and since 1938, in the high school of the Edgewood School, Greenwich, Connecticut. This plan does away with the arbitrary succession of 50-minute periods. The school subjects are classified as belonging in three natural groups, and each group is treated in its own special way.

In the elementary school, the first group includes the "Three Rs", history, geography and the natural sciences; in the high school, all academic subjects except modern languages. These subjects are taught during the first two periods of the day. To permit the student to do his work in uninterrupted concentration and undivided interest, no subjects from the other two groups are allowed to cut in. During a stretch of several weeks, only one of the main lesson subjects is studied, and then another takes its place. An appropriate rotation of the main subjects is followed throughout the school year. This arrangement enables the pupil to enter deeply into each subject and to give his full attention and energy to the task in hand.

The second group is composed mainly of foreign languages, and here the teaching is differently organized. Following the main lesson these subjects are given in single periods and continue so throughout the year. As language studies are based almost entirely on daily exercises in speaking, they follow the period of concentrated work on the main lesson in order to give the pupil a more communicative form of learning.

The arts and crafts come in the third group and are reserved for the afternoon.

In the high school, instead of the usual practice of including in the curriculum a number of arts and crafts for one double period a week, this plan calls for only one of these activities at a time. The work is continued every afternoon until a certain goal is reached. Then another one of these activities takes its place and the necessary time is given to it. Such an arrangement provides for continuous work and insures a well balanced totality of activities.

A further step toward continuity in school work is the fact that instead of having a different teacher for each separate grade, each teacher continues with his class through several years. Through this unbroken relationship a teacher in the early grades is able not only to cover a specified amount of work in a certain space of time, but consciously to plant seeds which are intended to bear their fruit several years later.

The principle of continuity applies both to the procedure of teaching and also to direct educational measures. There is, for example, the important problem of how to develop the young person's sense of responsibility. By

preaching responsibility as a ready-made concept, we succeed only in training the student to preach it to others. Certainly this is not what we intend.

In order actually to call forth a true sense of responsibility instead of merely talking about it, we must first know the early phases of the actual force which finally produces the sense for responsibility. It will be found to rest upon a certain contact felt between the individual and other persons and events. Without such contacts there is no stimulus for action. A very young child is closely connected with his surroundings, but not in a manner directed towards making active social contributions. At this age his role is to receive and, therefore, his feelings toward his surroundings should be one of grateful receptiveness. However, this is not the kind of gratitude which leads to servility—an outgrowth of weakness. A natural gratitude in a child will later provide him with strength. As the child grows up his whole attitude toward his surroundings will change. It will develop into a feeling of interest in everything about him. If this natural interest and enthusiasm are wisely directed and nourished, they will then expand into an uplifting appreciation for the manifestations of nature, and for true human values. Out of these very feelings can finally emerge the sense of responsibility. And, having passed through these early stages, it will have its roots deep down in the child's soul.

In every part of school life the principle of continuity is acting; in fact it exists in each concept or statement presented to the child in his course of study. A student, for instance, who has memorized Kepler's law that the planets move around the sun in certain elliptic orbits, but who has never observed any planetary motions in the sky nor formed any clear idea as to the nature of the actual phenomena, might just as well have learned that the planets move in entirely different curves. Such a way of learning can have no meaning for him; more serious still, it makes no contribution to his mental growth. Incidentally it deprives him of all ability to value Kepler's achievements. For Kepler arrived at the comprehension of these elliptic paths by means of phenomena which, in themselves, do not show any ellipses. An elaborate analysis was necessary before he could arrive at his concepts. *It is the way of arriving at concepts not the concepts themselves, which constitutes the real value of education.*

Whenever the teacher conveys ready-made results and imprints them upon the student's mind, his contribution is static instead of dynamic. The student's mind, despite hard study and much learning, will then be essentially passive. It will not be equipped to participate actively in any branch of learning, at any age. Accumulating thoughts which merely have been transferred from some other person's mental processes to one's own, means at best the taking up of a burden. It often means the surrender of one's own mind to dogmatic, authoritarian thinking. This is the very procedure which molds a person's mentality into the perfect tool for organized destruction.

Current events show us all too plainly the march of such destruction. They also show us that the utmost initiative will be required if further spread of such destruction is to be averted. It can truly be said that every effort we make to vitalize the young person's ability to think—and to think creatively—contributes to the defense and fostering of essential life values, both for the individual and for the whole of society.

H. von Baravalle

THE ANNUAL MEETING OF THE ASSOCIATION

At the end of the Association's first year we would like to make a brief and informal report to those of our members who were not able to attend the Annual Meeting on May 21st. Before the regular business was started it was voted to send a letter to Mrs. Donald Smith Pratt expressing the meeting's appreciation for all she has done in the planning and organizing of the Association.

Mrs. Harold H. Mitchell, Chairman, thanked all of the members who had done such good work for the Association and then called on the members of the Executive Committee to give their reports.

Mr. William Harrer, the Faculty Chairman and teacher of the Graduating Class, told of the Stanford Achievement Test which had been given to his class. He said that, while the School usually avoids tests, the Faculty felt it advisable to have comparative information on the standards of the graduating pupils who would be seeking admission to high schools and preparatory schools. In this test, designed for pupils of the 7th to 9th grades, a score of 70 is the normal one for children of 14, and 78 for those of 16. The average score of Mr. Harrer's class was 81, which means that according to the tests these children are about two years ahead of normal.

Mrs. James W. Wallace, Faculty Member and Chairman of Publicity, reported that through the efforts of several members a lecture was arranged at the New York World's Fair last August. Mr. Henry Barnes, a teacher in the Rudolf Steiner School, spoke on "Education in the Light of Present Day Conditions". He was introduced by Dr. Frank Astor, Field Secretary of the National Child Welfare Association. Notebooks and other work of the children of the Rudolf Steiner School, were on display in charge of several teachers.

Preceding this lecture the Fair Corporation sent out 11,000 announcements of it to Educational Departments of the various New York City colleges, and professors called it to the attention of their students. The lecture was announced over Station WINS, and Dr. Rudolf Cagey, of New York University, spoke of it in an address to the United Parents Association, on Station WNYC. The New York Sun mentioned the talk and the New York Herald-Tribune gave a short account of it.

One member who belongs to the Junior League was instrumental in having an article by Jeanette Eaton published in the Junior League Magazine.

Mrs. Wallace also spoke of the Publications Committee, whose purpose is to publish material dealing with various phases of the Rudolf Steiner pedagogy, written by teachers and other qualified persons. Work has been started, with a modest revolving fund raised through debenture loans, with the publication of Selected Articles from Volume I of the Bulletin. It is hoped that this project will not only support itself by the sale of booklets, but will in time be able to pay a small fee to all contributors.

Mrs. John J. Soble, Chairman of the Publications Committee, told the meeting of its plans for the future. In preparation are translations of articles by Waldorf School teachers, and a small volume of fairy stories and nature stories by Margaret Peckham. Miss Peckham has told these stories to her children in the lower grades with such success that it is hoped they will find a welcome from both children and grownups.

Discussion then centered on the necessity of building up a collection of published material. If the Association is to fulfill its purpose of bringing the Rudolf Steiner way of education to the attention of a wider circle of educators and parents, such concrete material is indispensable. In stressing the

need for larger funds Mrs. Soble said that as all publications sell at nominal prices advance orders would be most helpful in measuring not only the demand but also the possibility of bringing out each new booklet.

Mrs. Nancy Bartlett Laughlin said that the Bulletin had been increased from 8 pages to 12, beginning with the third number and that the Selected Articles of Volume I were being published as a separate booklet. She told of Blodwen Davies of the Canadian Humanist Group* who, after reading a copy of our Bulletin, wrote asking if we would care to send them any number of Bulletins up to 500 for distribution to their mailing list. He sent samples of their publications and also explained that their list was restricted to people known to be interested in the arts and letters and in progressive thought in all fields. After a careful study of the general tone of material sent out by this Group, it was decided to send them 500 copies of the Selected Articles as soon as they are off the press. She expressed the appreciation of the three editors for the hearty cooperation given by those who had contributed articles.

Miss Hélène Luttmann, Secretary, reported that there are now over 300 members in the Association, located in all parts of the United States, Honolulu, Central America, Panama, Australia, Canada and England.

Frequent letters from distant points show an increasing interest in the work of the Association. Several people are sending in new memberships, especially from Chicago. Our oldest member there, Mrs. Ida Bilz, sends them to us every week. Donations to the Scholarship Fund continue to come in. From Mrs. Othmar K. Marti, in Milwaukee, come checks for the Scholarship Fund, entire proceeds from the sale of watercolors which are her own work. Additional copies of the Bulletin are being distributed among friends, and some members ask us to mail copies with their cards.

Mr. Joseph Wetzl, Treasurer, reported that during the last year \$2,473.52 had been received by the Association from all sources, including dues, contributions and tuitions for the Teachers Training Courses, contributions to the Scholarship and special funds, and loans to the Publishing Fund.

Expenditures included scholarship money turned over to the Rudolf Steiner School, lecturers' fees and expenses for the Teachers Training Courses, publication of the Bulletin, publicity and operating expenses. The balance, apart from money donated for specified purposes, is \$214.32.

Mrs. Mitchell, Chairman of Educational Conferences, asked Miss Luttmann, as Registrar, to give a report.

Since the Summer and Winter Courses have been mentioned in Bulletins II and III, only brief comments need be given in this number.

For the Spring Course actual classroom work, with exhibits of children's notebooks, was taken up in the Saturday morning seminars. The majority of students had also taken the Winter Courses. Some of them had continued in the arts between the Winter and Spring Courses and even later.

After the Winter Courses one group requested additional study with Dr. Frederick Hiebel. In response to this he gave them a course, "An Introduction to the Psychology of Rudolf Steiner".

*The Canadian Humanist Group publishes an excellent, well written little magazine — MAN — which we feel would interest our readers. Address P. O. Box 41, Charles Street, Toronto, Canada.

Mr. Douglas Anderson, Chairman of the Parents Group, told of a very active year. The Faculty was asked for a list of things needed by the School. Very soon the initiative and generosity of this Group were instrumental in providing all of them, including new folding chairs, equipment for the play roof, and a new raised floor for the Eurythmy room which also serves as a stage. The chairman spoke with enthusiasm of the largely attended Parent-Teacher evenings and of the talks which the teachers had given on educational and disciplinary subjects as related to both home and school.

Mrs. Paul Dahlke, the Alumni Representative, reported that several of the former pupils in New York and one in Denver, Colorado, had donated original drawings, paintings, sculpture and handwork for sale at the School's Christmas Fair.

The entire Executive Committee was reelected with the exception of one out-of-town member, who had resigned.

Mrs. Mitchell was reelected President of the Association, an office which she had held since October when the first President, Mr. Norman Macbeth, moved to California.

Miss Luttmann was reelected Secretary.

Mr. Walter H. Grunge, chosen to fill the vacancy on the Executive Committee was elected Treasurer replacing Mr. Wetzl, who though remaining on the Committee, resigned from office.

The Editor of the Bulletin is not elected but chosen by the Executive Committee. Mrs. Laughlin had been asked to continue for another year.

NEW BUSINESS

Mrs. Mitchell announced that the Executive Committee had favorably considered giving a \$300 scholarship to the Rudolf Steiner School next year, each one of the 13 members of the Committee to be responsible for a pro rata share, with the help of members of the Association in and near New York.

The members present at the Annual Meeting passed a vote that this amount be raised by members in the vicinity.

Miss Luttmann presented the plan to raise revenue for the Scholarship Fund by buying necessities and objects of art or whatever one would be buying anyway, through people selling them for the benefit of the Scholarship Fund. She recalled that Mrs. Walter H. Grunge, at her excellent Book Table at the Rudolf Steiner School Christmas Bazaar, had said she would like during the year to sell books published by Mac Millan, giving the sales discount to the School.

Miss Luttmann spoke of artists who would join in this, of people who know of products we could handle and of those who have already said they would buy them as soon as we had them to sell. The idea was to make use of anything that anybody's initiative, energy and ability offered.

Members present contributed further suggestions and it was requested that plans be worked out.

THE QUESTION OF TEMPERAMENTS

When hearing of temperaments for the first time it is natural to question whether or not they actually do exist. Everyone is familiar with temper, and also with those things which we call mood, character, or behavior. But we hesitate to accept the idea that there is more than one temperament, or that they may be classified into four groups, each one entirely different from the others. We have become accustomed to calling temperament "temper", and speak of it usually when we "lose our temper" or make an effort not to do so.

The Greek philosophers did not speak loosely about temperaments. In studying their works we clearly see that they realized the significance of them and were the first to use this knowledge in their teaching.

The evidence of temperaments can be seen in nature as well as in human beings. Think of the wind, for instance. We may speak of the different types of wind coming from the four points of the compass. These four winds are the most significant manifestations of the year's seasons—spring, summer, fall and winter. We may think of the year as having four ages like man—a childhood, youth, manhood and old age—for in them both we see many characteristics which are comparable.

The temperament of normal childhood is *sanguine*. Like the airy, changeable spring season the child is unsteady; he is cheerful, briefly depressed, confident, despondent, hopeful or downcast. He laughs and weeps.

The normal youth is *choleric*, full of outbursts like summer thunderstorms.

The temperament of middle age, with consciousness of the gravity of life, is *melancholic*, comparable to autumn.

Old age is *phlegmatic*. Here complete serenity is reached, a state of balance and outer inactivity; life's winter.

The characteristic of human beings is that they have individuality. Just as the year as a whole is made up of the four seasons, so do we bear within ourselves the four temperaments. But with this difference, that the individual person expresses himself through one or more temperaments along with the one typical of his age. So it is understandable that a child's individual temperament may overbalance the one characteristic of his age, though this is always present. Extensive observation reveals that one temperament is usually predominant, two are of lesser strength and the fourth is scarcely noticeable.

In the child with the *sanguine* temperament, the nervous system predominates. He is the most normal in vitality and strength as well as in bodily proportion and physiognomy. His temperament accords with the true childhood season with all its airy unsteadiness. He is easily interested in everything you show or tell him but he usually tires of it very soon. He quickly reflects his sense perceptions but is inclined not to go into anything deeply or in detail. The sanguine temperament shows itself as very sociable, generous, and humorous; but it is likely to be superficial because of its capacity for an impartial interest in such a multitude of things.

The sanguine child, in his painting, has been found to prefer the out-streaming color yellow.

The court fool, as Shakespeare has depicted him in so many plays, is a picture of the sanguine temperament grown to rank, exaggerated proportions.

As the great danger of the sanguine temperament is superficiality the teacher tries to bring about a balance by giving the child reason to love the authority of his teacher. The sanguine child needs to find a center as counter-balance for his manifold but fleeting interests. If the teacher is able to provide an authority to which the child can look up with loving loyalty, he has taken the biggest step in providing the firm ground upon which the child may stand.

The *choleric* is the "hot-blooded", passionate temperament. In fact the Greek word *cholos* means bile, wrath. Contrary to the easily excited but shallow interest of the sanguine temperament, the choleric leans strongly to the egotistical, and to inward apathy. His build is short and strong and his head seems to sink into his body. Another indication of the choleric nature is a too strong will impulse, an over self-confidence; he is self-centered and inclined to disregard the ideas and preferences of others. He often appears reckless. When he meets the slightest hindrance to the exercise of his own will, he usually becomes very angry and explodes like a smoky volcano; he tries to command the class and dominate the playground. Such a child's interest in things is deeply rooted but its content is usually narrow. There is one goal for which he longs with great energy while other possible interests are cast aside. An extremely choleric child feels practically no sense of fellowship but is distinctly unsociable.

The advantage in the choleric nature is a steady self confidence and a consciousness of one's own worth.

We find good examples of choleric temperament in many of Shakespeare's heroes, such as Richard III and Othello.

The teacher's problem here is to encourage in such a child an ever increasing feeling of devotion—an admiration for the great men of history. Biography is a most important factor; the lives of great heroes, or artists, inventors and discoverers, are studied and discussed. It is helpful if these children can be provided with suitable subjects for a healthy and natural hero-worship. The great figures of genius lead the choleric child away from the onesided interest in his own egotistical self-will, and give him the stimulus to develop a greater appreciation for the values to be found in others.

As might be expected, the favored color for the choleric nature is apt to be red—though there is also a slight tendency toward brown, and dark grey—and a chaotic mixture of the active colors.

Some children are *melancholic* in temperament. They tend to anemia, and seem to be largely skeleton. Their bodies are delicate, too tall and slender; their limbs are long and scrawny; their heads hang down as though too heavy to be carried by such a slender organism. The Greek word, composed of *melas* and *chole*, means black gall, and the Greeks used it to describe this very type.

He who is melancholic is usually egotistically brooding, introverted, sad, and lacking in a sound sense of humor. Hamlet is a typical melancholic. This character shows a profound depth of conscience and also the danger that lies in becoming too meditative instead of active.

Most children in whom the melancholic temperament predominates have a delicate soul life, but they are retiring and do not participate actively in the social life about them. They tend to be very religious, but would hesitate to admit it. Often they are unusually artistic and love to use passive colors in their painting especially blue and purple. Through their drawing and painting, essays, poems, or acting, runs a note of sensitiveness and delicacy, revealing in its purity—awe, devotion and piety.

The teacher appreciates these qualities in the melancholic child and finds them a helpful contribution to the orchestra of all the other temperaments in his class. But he must try to bring harmony to such a child by helping him to acquire a more normal balance. He can do this by encouraging a sincere feeling of compassion for the fate of another person, by teaching him to be more sociable in his attitude and by developing in him a keener sense of humor. Naturally, such a balance stands a chance of being attained only if the teacher himself understands the four temperaments thoroughly. He must understand their fundamental causes as well as the steps he must take in order to help the child acquire some of the characteristics of the other three.

The *phlegmatic* temperament in a child is found where there is a predominance of glandular activity. The body is rather short and usually fat, with strongly developed shoulders which seemingly try to drag down the heavy head. A phlegmatic child lives largely in his senses; he is often so overwhelmed by sense perception that his response to it is far from active. He appears to be lazy and slow and less interested in the many sides of life than in one detached part of it. When he becomes interested in one particular thing he shows a certain persistency in trying to work it out. Often the phlegmatic child seems to be well balanced and to have self control—a quality useful to the whole life of the class. Phlegmatic children are faithful, reliable and calm; they can be depended upon to perform regular duties, but being unadaptable, they do not like change.

When a child is too phlegmatic he may become apathetic and dull. The Greek word *phlegma* means phlegm—viscous humor. It is interesting to note that the words *phlegm* and *humor* are synonymous, especially since it is evident that the phlegmatic person very often has a highly developed sense of humor. Falstaff is a perfect example of the true phlegmatic.

Phlegmatic children particularly like the passive color green, and it is revealing that many of them like to paint cows lying in luscious green meadows. With children of this temperament the teacher's problem is to develop a wholesome interest in other people. This shakes them out of much of their complacency.

We find it difficult to define "temperament" exactly. Certainly it can not be called simply an attribute of the physical body in spite of the fact that it can be seen as a physical phenomenon. It reveals something of the inner quality of the soul, of character, and yet it is neither wholly an inner fact nor an abstraction. Rather is temperament a living expression of vivid forces in the very act of building the bridge between outer, physical characteristics and inner individuality.

It is Rudolf Steiner who has rediscovered, in the existence and significance of the temperaments, something which was common knowledge among the Greek scholars. With this knowledge comes the possibility for modern man to bring balance to his very being and thus to the structure of society itself.

Temperaments, as a manifestation of life, enrich our individual existence, give expression to our physiognomy, characterize our personal value. They account for the diversity of professions, languages, nations and races. Obviously each temperament represents only one side of human nature; and so when it is allowed to grow into an extreme onesidedness it produces a caricature of ideal man. Seeing so many such caricatures of men in present day life, few can doubt but that an unbalance of temperaments has contributed largely to the chaos in which the world struggles today.

So far, it is only in Steiner schools that temperaments are recognized and worked with. There such recognition, together with the knowledge necessary to achieve temperamental balance, forms a basic part of the teaching methods. No effort is made to extinguish any one temperament. On the contrary, it is so directed as to make it of value, in all its inborn vitality. The teacher tries to bring to every child having a predominant temperament, some of the lacking and necessary attributes of the other three.

Frederick Hiebel

A NEW SCHOOL

For several years parents of young children have been asking the Threefold Farm if a country Rudolf Steiner School could not be started on its premises. The Threefold Community, on its part, has felt that such a school would be a fitting compliment to the cultural life which it is continually building. Already its Summer School for adults is known and attended by people from all parts of the country.

This year, for the second time, the Summer Courses for Teachers, sponsored by the Association, will be held at the Farm. This in turn serves to bring the Steiner educational movement into closer relation to the activity of this group.

As a definite step in this direction, Miss Marjorie Spock has agreed to undertake the starting of a Rudolf Steiner school in the Threefold Community.

This, of course, requires extensive exploration in the vicinity as well as at a distance, to discover what interest there may be.

Should there be the possibility that the proposed school could attract the necessary number of children to make a modest beginning this fall, one of the farm houses is ready. With a school in mind, it was recently remodelled and an addition built suitable for Eurythmy and class rooms.

The grades for such a beginning would include first through fourth. Upon the children applying would depend the type of school but it would probably be both a boarding and day school. Children could be boarded for five days a week, if parents preferred to take them home for week-ends. For parents who might wish to be near their children, the Farm provides comfortable facilities for visits, short or long.

Miss Spock is well fitted to take charge of a school, having had a varied teaching career over a period of ten years. Not only is she thoroughly qualified as a Rudolf Steiner teacher but having recently been graduated from Teachers College, Columbia University, she possesses the invaluable advantage of being familiar with the latest educational trends.

The possibility of a school at the Threefold Farm has been discussed with members of the faculty from the Rudolf Steiner School in New York. The two schools will cooperate closely.

May we call to your attention the fact that if the new school is to start *this* fall, a decision must be reached before July 15th—the decision rests on the number of children enrolled. Will you, therefore, help now by putting in touch with Miss Spock any parents, or others, who might be interested in this school?

Tuition will be moderate and an effort would always be made to find outside financial help for any children needing it.

For all information address, Miss Marjorie Spock, Threefold Farm, Spring Valley, New York.

TEACHERS TRAINING COURSES — SUMMER 1941

These courses have been planned for the people who may wish to continue from where they left off in other courses, and also for those who will come for the first time.

PROGRAM—Mornings: Anthropology for Teachers and Parents, by Dr. H. Poppelbaum; Speech Formation and Eurythmy—advanced and beginning groups—by Christy Mac Kaye Barnes and Ruth Barnett Pusch.

Afternoons: Painting as Taught to Children, by Arvia Mac Kaye; Advanced study with Dr. Poppelbaum; Perspective Drawing, by Dr. H. von Baravalle.

Evenings: Lectures will take up specific school subjects followed by exhibits of children's work and will review other educational movements in relation to the Rudolf Steiner. The speakers will be Mr. Henry Barnes, Dr. Christoph U. Linder, Mr. George O'Neil, Mr. Sigurd Rascher, Miss Marjorie Spock, and Mrs. James W. Wallace.

These courses will be held from Monday, August 25th through Saturday, September 6th, at the Threefold Farm, Spring Valley, New York. Owing to the limited accommodations, a \$5 deposit should accompany reservations for which please write Miss Luttmann.

GRADUATION

The year's final assembly at the Rudolf Steiner School was one of special interest. The nine children from Mr. Harrer's class who have finished the work at this school not only played five scenes from "The Tempest", but took part in graduation exercises.

These boys and girls, in costume and make-up, who had played their parts so well, appeared before the audience a few moments later looking fresh and young and earnest. In the words of their teacher who addressed them were both solemnity and humor. Judging from the expression on their faces, these youngsters fully realized that they were passing a milestone of sufficient measure to be long remembered.

Then there came the sound of soft steps on the stairs. The little boys and girls from the kindergarten were coming up in single file, each carrying a long stemmed, red rose. Slowly and solemnly they walked down the aisle, up on to the stage and around the semi-circle of standing graduates. To each of them, one tiny tot presented a red rose and without hesitation or breaking ranks went softly back down the stairs.

Mr. Olin D. Wannamaker, representing the Board of Directors, presented the hand-lettered parchment certificates.

NOTICES

JOYCE PAULL, the twelve-year old pianist, who gave a recital for the benefit of the Scholarship Fund on April 7th, played a varied and difficult program with the utmost ease and assurance. Nearly every seat in the Carnegie Chamber Music Hall was sold, and the audience was a highly appreciative one. They accepted the young pianist on her own merits and seemed to thoroughly enjoy the music. We would like to thank Miss Paull for the pleasure she gave and for her contribution to her School.

SELECTED ARTICLES FROM THE BULLETIN, VOLUME I

This little volume contains nine articles reprinted from Volume I of the Bulletin, with a short introduction, "The Founder of the New Art of Education". In order to make the booklet suitable to give non members who are interested in education no Association reports or notices are included. The price is 20c per single copy or 15c each for ten or more copies, postpaid. It may be ordered from the Anthroposophic Press, 225 West 57th Street, New York, or direct from Mrs. John J. Soble, Rudolf Steiner School Association, 20 West 73rd Street, New York.

OTHER MATERIAL AVAILABLE at the Rudolf Steiner School includes:

A reprint from the New York Herald-Tribune of Sonia Tomara's interview with Dr. Erich Schwesbich, one of the teachers of the Waldorf School and internationally known as an authority on Bach.

A reprint from the Junior League Magazine of Jeanette Eaton's article on the Rudolf Steiner pedagogy.

Both of these reprints are free on request at the School; but if ordered by mail, please send 2 cents per copy to cover postage.

Notes on Discipline. Contributed by teachers in the Rudolf Steiner School, New York City. A mimeographed pamphlet published by the Parent-Teachers Association of the Rudolf Steiner School. Price 10 cents plus 2 cents postage per copy.

KIMBERTON FARMS BOARDING AND DAY SCHOOL. Plans and personnel for this project have undergone considerable revision. At present it is planned to take children only of kindergarten and, possibly first grade ages. The personnel of the new staff has not yet been announced. For information address Kimberton Farms, R. D. 2, Phoenixville, Pennsylvania.

THE COSMOPOLITAN CLUB tea on April 1st demonstrated in a number of ways that many people do have a lively interest in new or unfamiliar ideas in education. In the first place though only about 75 guests were expected, extra chairs had to be brought in for some 25 more. Among the guests were several educators from some of New York's leading schools.

Mr. Henry Barnes' talk on the new principles of education brought forward by Rudolf Steiner was received with enthusiasm. In fact, following the talk, the questions were so numerous that Mr. Barnes finally had to remind the audience that tea awaited them across the hall.

That some of the enthusiasm aroused by this meeting outlasted the day itself was shown by the fact that several interested people visited the Rudolf Steiner School as a direct result of it.

Membership in the Rudolf Steiner School Association, including the quarterly Bulletin, is \$2.00 per year. Single copies of the Bulletin, 10c each; for more than 10 copies 8c each, post paid.

Address Miss Hélène Luttmann, Secretary, Rudolf Steiner School Association, 20 West 73rd Street, New York.
