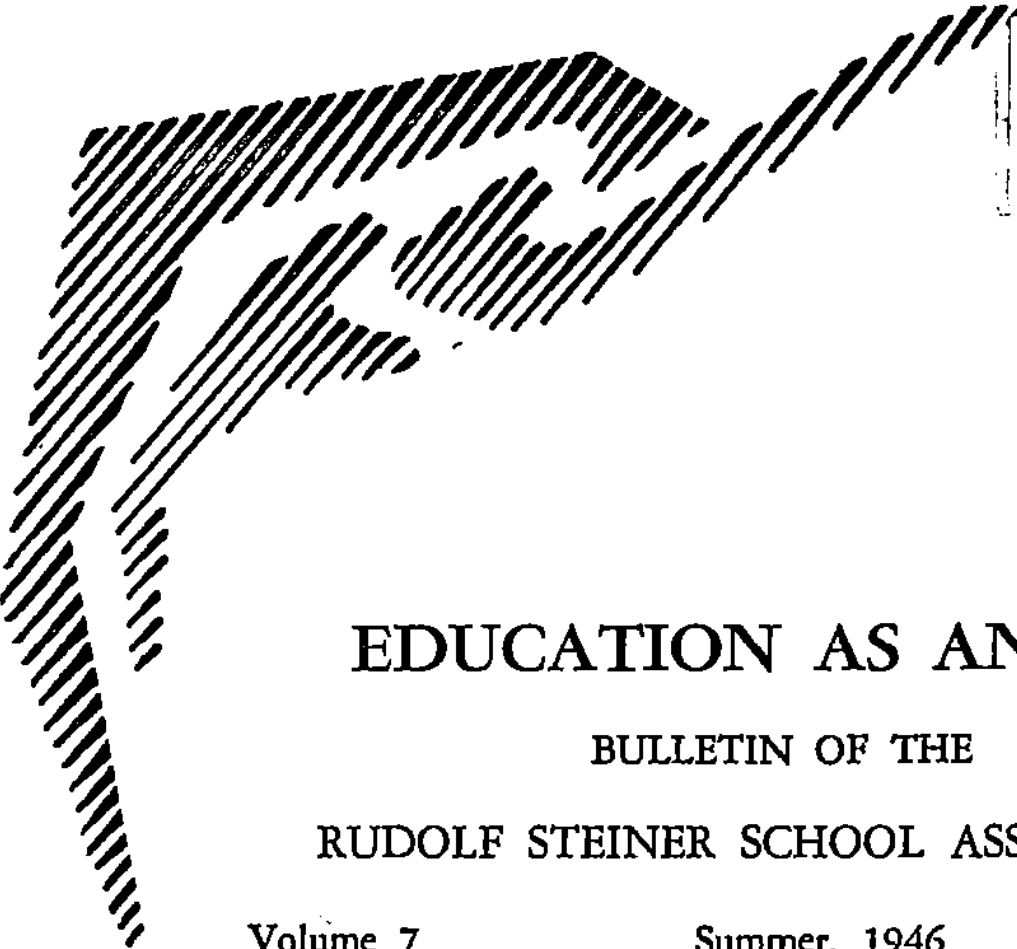




EDUCATION AS AN ART

BULLETIN OF THE RUDOLF STEINER SCHOOL ASSOCIATION

Volume 7

Summer, 1946

No. 2

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THOUGHTS ON THE TWO SPRING ASSEMBLIES AT THE SCHOOL

The childhood of one's parents is always a strange twilight place, where history thins out and time transforms from past to present. And it seems to me that there comes a moment when one's own childhood, all of a sudden, becomes extraneous to oneself. Instead of being taken for granted, scarcely dwelling in time at all but in a no-man's-land of the extended present, it puts on a life of its own — it slips decisively into the past tense. History, like a wave on the sea shore, has licked forward and the present has given way to it.

And there, beyond one, mixing up with the comedy of grandparents' funny clothes and ringlets and side-whiskers, one's own childhood, with startling vividness is taking its place.

In my own case, one of the outstanding pictures which flicks into relief is that of the school concert where, in precocious confidence and a party dress, an unfortunate child thumps out a tune, while another waits in the wings ("No, Jane isn't musical, but she recites so prettily.") clinging in terror to the first line of some poem which threatens to skid out of memory. These efforts, I remember, were known as accomplishments or, with less dignity,

as parlor tricks. They had no real starting point from the child's nature, they merely garnished education as the maraschino cherry garnishes a grapefruit in some tawdry restaurant, diligently but with little taste.

And it seems to me that if my middle years were also to make that leap away from me into the past tense, my memories of the two spring Assemblies at the Rudolf Steiner School in New York would most certainly make a direct contrast to those other more comic pictures. For here were two performances, each essentially different, yet each presenting the development of the children from the 1st to the 8th grades — presenting accomplishments, not in the sense of excrescences, but rather as milestones along the path of the child's gradual transformation into a mature and independent human being.

The first Assembly, sponsored by Miss Dillingham, covered general school work: the second, guided by Miss De Vall, Mrs. Blickfelt and Miss Deighton, music and eurhythmy. And both showed the remarkable way in which children can be given an understanding of a subject well in advance of any definite intellectual knowledge of it. Grammar can appear in the 2nd grade as a play. Social Science can drop its frightening name and in the 3rd grade be acted out as a rhyme about all manner of houses and the strange people who build them. Natural History can appear in the 4th grade as an adjective-heavy description of a squid's life under the sea, rolled off the tongue with huge delight.

And then the other Assembly—the 1st grade, in their eurhythmy, marked the beat and the rhythm in an Allegro by Haydn. The 2nd grade, with rod exercises, made orientations in space; bringing music into sight as well as hearing. The 3rd grade moved to the rhythm in the sound of Walter de la Mare's poem about the tailor. The 4th grade, with the serenade from Mozart's Don Giovanni, showed the boys moving to the lower part of the music and the girls marking the melody. The 5th and 6th grades showed scale studies, performing the cycle of the sharp scales; marking triangle, square, pentagon, etc. The 7th grade to a Chopin Nocturne, showed major and minor studies, demonstrating the essential outstreaming major quality as distinguished from the instreaming minor. And finally, to the words of an English translation of an ancient Latin poem on The Sphere, the 7th and 8th grades, in costume, gave the twelve signs of the Zodiac and by their gestures showed the signs' relationships to the consonants of speech.

To worry my metaphor of the maraschino cherry further, and its contrast to this school's curriculum, it is interesting to notice the integrating of certain subjects. The 6th grade begins the study of Astronomy, and at the general Assembly they repeated Longfellow's poem on the stars, while the elder grades, already familiar with the movements in the sky, brought more than parrot-imitation to their Zodiac gestures.

The singing in this programme, starting with great simplicity in the lower grades, gradually became more complicated as the children grew older. From a very narrow compass the scope of the melody widened out and the children over nine years old sang songs both in unison and in parts. But though the scope varies, the aims throughout the school are the same — to encourage the pleasure of singing and to protect the innate taste of the children so that, later, of their own initiative they will love good music.

And later, too, when their childhood shifts and throws its pictures like a magic lantern slide against the wall of the past, those pictures will not be alien to them, for they will not be pictures of curious parlor tricks but rather of accomplishments which have matured with them, being made, as they themselves are made, of the stuff of transformation.

Ann Napier.

RUDOLF STEINER SCHOOL CURRICULUM

(Continued)

FOURTH GRADE

During the fourth grade the teacher has the opportunity to observe that which Rudolf Steiner described as an important turning point in the children's development and growth. It is at this age that they first really experience a sense of separation from their environment which, until now, they have taken for granted. Each child is more aware of himself; his thinking becomes more a part of his inner life and also more independent. All the forces of consciousness stir themselves. The child wants to know the world and the teacher from a new side. He now consciously respects all that he formerly loved in a childlike way, but also wants to feel that his reverence is justified. This puts great demands on the wisdom and tact of the teacher. He must give the children no cause for disillusionment.

THE MAIN LESSON SUBJECTS

Geography

In the fourth grade the environment is studied. This is in contrast to what was studied in third grade when journeys were made into faraway lands, to people who live, or lived, in entirely different surroundings from ours. Now New York City is studied, beginning with the time when the Indians inhabited the land, continuing with New Amsterdam a hundred years ago and coming then to our time. It is studied from the aspect of history as well as geography. Commerce, industry and transportation are dealt with. In various excursions the children visit places of historical interest as well as the markets (when the food supply is studied). They take a trip around Manhattan Island when learning about its geographical position. Simple maps are made, beginning with one of the class room and extending to the environment of the school. An understanding is developed for the reason why, on our wall maps, north is always the top of the map.

History

The history study in the fourth grade is not yet history based on historical documents. It is the history that has come down through the ages by word of mouth, and is a sequel to the fairy stories in the first grade, the fables in the second, and the Old Testament stories in the third grade. It is mythology which is taken up in the fourth grade. Commencing in the fifth grade and continuing through to the end of the eighth year, history proper is studied in chronological order from ancient to modern times. The philosophy underlying this order of study is based on the child's development in sequential steps from a world of imagination to one of concrete reality.

American History is studied more extensively in the seventh and eighth grades, but in earlier grades it is taken up in connection with the geography of the American continent and the national holidays.

Nature Study

In the fourth grade we take up a subject which in other schools would probably be called science, in which we study man's relationship to the kingdom of animals. We try to develop in the children's minds an understanding for the characteristics which indicate the way in which the human kingdom and the animal kingdom are distinct from each other. We emphasize the erect posture of man which frees his hands to serve the world, while the animal needs his limbs to serve himself. In this somewhat primitive zoology we study the characteristics of the main animal groups: the fish, the mammals and the birds.

Arithmetic

In arithmetic the children are supposed to know the 1-12 tables. Short division and long division are taken up. A beginning in fractions is made. Simple problems in buying, selling and measurement are given. The more active approach of rhythmic counting in the lower grades is less emphasized at this age, and is replaced by mental arithmetic in number journeys and number games. In introducing the fractions we have a definite approach, a description of which would need a longer report.

English

In all the grades from the fourth through the eighth grade the teacher covers the grammar given in standard texts for the respective grades. In the fourth grade there is a more extensive study of the parts of speech: nouns, verbs, adjectives, adverbs. Prepositions, pronouns and interjections are introduced. Compositions are based on the children's own experiences, and additional opportunities for writing occur as they write their main lesson subjects in notebooks which cover the material studied in history and geography. Reading in class is scheduled in a regular way, and reading lists are used for out-

side reading. Throughout the period of English and grammar, speech exercises and the recitation of poetry give the children an active experience in the language both as to sound and form. A language lesson begun in this way lends the warmth of feeling to the more intellectual study which begins to be important in the fourth grade.

William Harrer

For the Faculty of the Rudolf Steiner School

REPORT ON THE RELIEF WORK FOR RUDOLF STEINER SCHOOLS IN EUROPE

Dear Friends:

The Rudolf Steiner School Association would like to thank you most heartily for all you have done to help the relief work for Rudolf Steiner Schools in Europe.

You have sent us wonderful packages filled with new and old clothing, shoes, underwear, soap, school supplies, children's wear, as well as dolls and toys. You sent us whatever you could spare, and sometimes a little more than that, and you even went from shop to shop, interesting strangers who contributed many new and lovely things. Among such packages we found 120 pairs of unworn shoes! A friend sold his camera in order to send us the money. Another person gathered friends together and sat down after a working day to make jewelry and sell it so that we could have the money.

The relief work through the Association began last fall, and now nearly a year later we want to you to know what has been accomplished.

To begin with, we tried to send the money to Switzerland but it was almost impossible for friends to cash it there. However, after much difficulty it has been possible to find ways to get the money to them. The Unitarian Service Committee and the International Red Cross have been our best helpers. Through them we are able to forward our money without losing one penny on an exchange where previously we lost 25 cents on every dollar. It is also important to know that our friends in Switzerland made an arrangement with the International Red Cross by which they are able to purchase food from them at very favorable prices. This was a real achievement.

Special mention should be made here of the generous help given us by the Unitarian Service Committee, through its American Youth for World Youth organization, under the direction of Mr. E. Papanek. He is now in Europe following up the Committee's relief work. They pack, crate and forward our shipments without charge to us. They do more than that, they add a considerable amount of their own merchandise to our gifts, all of which then goes to the Rudolf Steiner Schools! We save hundreds of dollars through this help and are most grateful to our Unitarian friends. Another example of the help we have received from the AYFWY is the adoption at their suggestion of the Rudolf Steiner School (Gert groote) in Amsterdam by the Cambridge Lower School in Cambridge, Mass.

In addition to these friendly organizations, many individuals have worked to make it possible for the money and clothes you sent us to reach their proper destination. A Dutch friend in New York, for instance, took charge of one of the shipments to Holland; others have transported the packages from the school to the shipping center; many have come to the school after work to sew and sort and pack. The list is endless, and without each person's help what has been accomplished would not have been possible.

A summary of what has actually been sent abroad up to August 1st follows:

Donations of money up to July 25, 1946, were received
for the following purposes:

General Relief work for the Rudolf Steiner Schools	\$2,632.95
Milk Fund	3,070.98
Fund for reprinting the Waldorf School Reader "Der Sonne Licht"	158.50
Orders for the Readers	77.50
Special donation for a former Waldorf School pupil	10.00
	\$5,949.93

This money has been spent in the following way:

Milk Fund and General Relief Work	\$4,126.26
(Sent to Switzerland)	
School Supplies and food packages	676.28
Special donation for a former Waldorf School pupil now in Santo Domingo	50.00
Expenses	110.86
	\$4,963.40
Balance on hand	986.53
(\$500 is to be sent this month and we should like to continue to send a regular amount each month.)	

The milk fund has provided 500 children with 1 glass of milk a day for 6 months and each glass of milk contains the new nerve-strengthening medical preparation developed at the Clinic in Arlesheim according to the indications of Rudolf Steiner and Dr. Ita Wegman.

161 copies of Der Sonne Licht were provided for use abroad, and 31 were bought in this country.

Donations of clothing, including the additional gifts from the A.Y.F.W.Y. totaled about 8,966 pounds.

One friend is contributing 70 to 80 bushels of Bio-Dynamic wheat to be forwarded through the same channel.

School supplies, such as paint brushes, water colors, crayons, chalk, pencils, paper for notebooks and for painting, tools, sewing and mending materials, etc. have been sent through a member of the U. S. Armed Forces thus saving time and expense. We are able to purchase some of the materials from factories which recognize our work and make an exception in selling directly to us. We are unable to fill many requests for school equipment and

would appreciate help along this line. A list of scientific and other equipment needed is available at the school if any of you can help in this direction. Everything from physical and chemical apparatus to globes, compasses and scissors is required.

In all, five shipments containing clothing, shoes, school supplies, soap, etc. have been received abroad.

So far only three parcels with food have been sent by the Association from this country and they were to fill the special request of our beloved former Waldorf School teachers for coffee to which we added some butter and honey for their children and grandchildren.

In each letter we receive with the thanks of our friends on the other side of the ocean, one can hear their cries of joy, their gratefulness and surprise. But they do not only thank you for the things they received to eat and to warm themselves with; they are equally grateful that you think of them and understand their needs and their suffering. This fact alone gives them courage and strength to carry on and to try anew to build up a life in freedom under the spiritual guidance of Rudolf Steiner. A friend, long closely associated with the Waldorf School in Stuttgart, writes:

"Things are still very, very difficult for us outwardly — but there will be a renewal and there is so much to do, and so much to bring of that which Dr. Steiner gave to us all; and there are so many thirsting souls. At a Whitsuntide Youth Gathering, there were 1500 young people present. They question, they listen, they want to work. . . ."

We know from this and many other letters that the will towards the future is there. The question is: Will there be the physical strength to carry it into action? The continuance of your support and generous assistance with our relief work will help to answer this question in the affirmative.

July 1946

Vera Leroi

CURATIVE AND ORPHAN HOMES

Eckwaelder bei Bad Boll, Goeppingen Heil und Erziehungs Institut (80 children and many evacuated people)	Dr. med. Helmi Hartmann
Schloss Gerswalde, bei Templin (100 children, 20 adults)	Dr. med. Fr. Schmidt
Lauenstein, Seewalde ueber Wesenberg, Mecklenburg (60 to 80 children)	Dr. H. Hardt
Ritterheim, Berneburg ueber Bebra (45 children)	Frau Schmidt Michaelis
Kaempfershausen am Starnbergersee Kinderheim (40 children, refugees and displaced)	Dr. Adalbert Graf von Keyserling

LIST OF SCHOOLS IN GERMANY AND HOLLAND

HOLLAND: There are three schools functioning in Amsterdam, the Hague and Zeist. We send to Mr. C. van der Linden, Amsterdam, Merwedelplein 46,11.

GERMANY:

Bremen	Klugkiststrasse 9.	Att. Frl. Waltraut Westerhoff
Dresden	Experimental state school, together with other teachers.	
Freiburg i.Br.	Fuchs Strasse 16.	Herr Hillbringhaus
Godesberg	?	
Hamburg	Goethe Schule, Hamburg-Wansbeck	Att. Frau Dr. Paula Dietrich (11 classes incl. Kindergarten 600-700 children)
Heidenheim	?	
Hannover	Freie Waldorf Schule R.v.Benningserstrasse 76	Att. Dr. Wolf, Rudolf, or Rene Maikowski
Kassel	Wilhelmshoehe, Fuerstenstr. 20. (80-100 children)	Frau Niemann
Konstanz	?	
Marburg	Freie Waldorf Schule, Woerthstrasse 171.	Att. Dr. Wolf. Schuchard, G. Starke, Frl. Schlegstendale
Muenchen	?	Frl. Uebelacker
Nuernberg	?	Dr. Bruno Galsterer 3 Untere Lohe, Hers- bruck bei Pegnitz (13 a) Bavaria.
Reutlingen	?	
Schwaebisch Gmuend	?	
Stuttgart	Freie Waldorf Schule, Kanonenweg 44. (900 children, teachers college 80 members)	Dr. Schwebsch Dr. Sandkuehler
Wupertal	?	
Tuebingen	Tuebinger freie Waldorf Schule, Papeterie, Hindenburg Str. (5 classes, 150 children)	Att. Schimpf

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 Secretary, Rudolf Steiner School Association, 49 East 91st Street, New York.