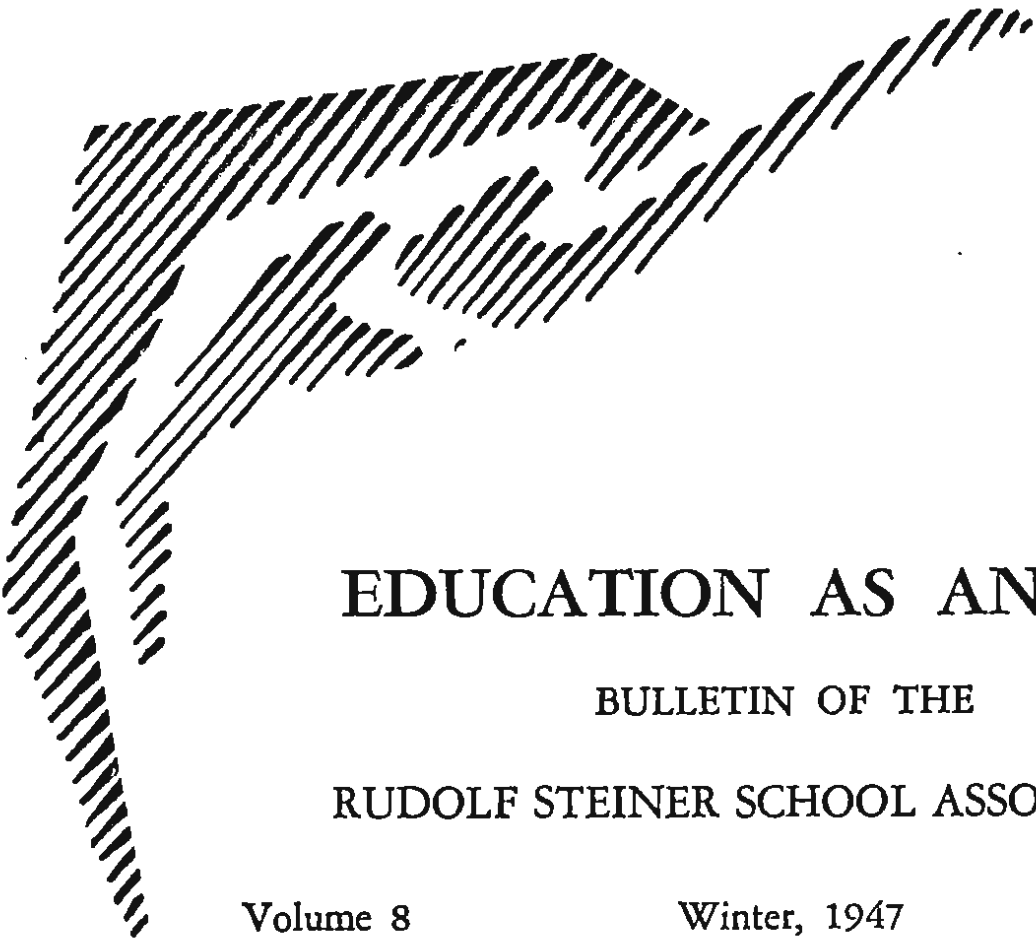




EDUCATION AS AN ART

BULLETIN OF THE
RUDOLF STEINER SCHOOL ASSOCIATION

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*PAUSE ON THE FLIGHT INTO EGYPT**

It happened that often while Maria and Joseph slumbered, either in the grass by the wayside, under the hospitable roof of a farmer, or in the palace of a king, the Child Jesus did not sleep. He crept softly from his mother's lap, wandered through field and forest lured by the light of a firefly, the song of a nightingale or by the murmur of the waters among the rocks.

One night as he sat in the moonlight, three little angels came down from heaven. They were like children themselves. They prattled and played with the Jesus Child as children will. But they had playthings such as human children do not have. Back and forth to one another like balls, they threw the little stars which they had brought with them from heaven. All four took each other by the hand and danced about in a circle, or they played another game. They counted the feathers of their angel's wings and let the little Jesus count too. The first prize went to him who had burnt no single feather in the flames of the stars upon all his journeys through the breadths of heaven, and had lost not a one in the storms of the depths below.

From a Children's Gospel according to Peter

* Printed in *Der Sonne Licht*, the Waldorf School Reader.

BEHAVIOR IN KINDERGARTEN

The behavior of the children depends on what they bring to school and what they find there. They bring their own little personalities, not fully shaped or developed but nevertheless very marked. And they find the school as an entity with its underlying educational philosophy; they find their own classroom equipped to satisfy their needs, and the personality of the teacher who is responsible for the atmosphere prevailing in their room.

It is important that the children feel that they are expected and wanted when they come to school in the morning, that they "belong," and that each one is an essential member of the group. It is also important that the teacher greet every child individually, catching his eye and attention, and establishing every-day anew the personal relationship of mutual esteem and love. It is interesting to see how the children arrive. Some come up hurriedly, chattering away, full of eagerness to share experiences, full of anticipation for what the new day will bring. But there are others who are pale, and move slowly and quietly. Perhaps they have not slept well or long enough, have had too much stimulation — entertainment, radio, movies — or they may be burdened by events at home. The children's social, emotional and cultural backgrounds are as varied as are their temperaments, their gifts, latent talents and physical make up.

When they take off their wraps their home training is quite apparent. Some of the children are completely independent and can take care even of snowpants and galoshes. Others are disorganized or drift away and need to be urged and helped. Still others, at least in the beginning, just hold out their little limbs — "You do it." Mother or nurse have always done it for them. They have not yet become aware of their power to do things for themselves and others. All the time, of course, the social element is active. There is the little girl who attracts a group of other girls as a flower attracts butterflies. They share all their activities with one another, whether it is crayoning, or painting, digging in the sand, building with blocks or playing in the doll corner. They cluster together in singing, Eurythmy and story-telling, and communicate through nods and punches and of course a great deal of giggling. They have to hold hands and put their arms around each other, and there is boundless intimacy and happiness. But they are exclusive and their circle is hard to break. Only on mutual consent will they accept an outsider. Though often enough of course the circle just bursts open and they embrace the whole group.

Then there is a fine, intelligent little girl who struggles with her shyness. It is difficult to help her become a member of the group. She knows her own mind and eventually she will conquer her own difficulties. The children respect her and it is gratifying to see how, step by step, she learns to adjust herself.

The timid little boy who is frightened by any new experience or by any change in the room, presents a problem. Day after day he will get out his crayons and draw. His eyes are alert and he is a keen observer but he cannot be induced to do anything but draw pictures. His mother says that he would like to build with the blocks. He is given the first opportunity, but as soon as other children join in he gets panicky. "Too many children", he cries, and no amount of persuasion will make him build again, not even in a corner fenced

off by himself. He will not play in the sand, it is too dirty. He does not like to touch the wet clay; the paints are too wet. But one day the teacher presents him with the decision that, "Today we will paint." "Oh no, no, no — too many colors!" he says. "No, only one color," the teacher replies, "and you and I will do it together." We each get out a brush and cover the whole page. The little boy beams. From now on he paints gleefully but with only one color. Invariably more colors are put before him and gradually he takes up enough courage to try those too. He has a sense of humor and when, by and by, we both try the new media — clay, sand, and water — we remember our first experiment with the painting and his eyes twinkle.

There is one very active little boy who is definitely a leader and is always surrounded by a group of children. He is not one of the older children of the group and he is short for his age, but he carries himself very erect. He has ideas of his own as well as the gift of elaborating upon those of his playmates. For instance he builds a high platform from which he gives a speech about the President and the United States of America; then he salutes and jumps off. His audience in turn become the orators while he guides the traffic. They all give their speech, salute and jump off. He never for a minute relinquishes his right as leader and the others fully acknowledge him as such. He appropriates anything a child brings to school purely by quiet persuasion no matter whether it is some highly treasured Indian headgear or a flashlight, a screw or a pocket knife. If, however, he meets with resistance he will "gang up" against the unyielding one. He can be quite blasse and prides himself upon listening to the radio often at home, even, as he says, to the "misery" stories. He finds it hard to enter into Eurythmy with the childlike readiness which most of the other children possess. He puts his hands in his pockets and slouches along while the other children hop and skip. But when they all get out their great imaginary banners and build that new castle for the king to the rhythmic accompaniment of the piano, he forgets about his resistance and is carried off by the activity itself. As the story progresses the whole group of children becomes each new character in turn. When the king and all his ministers arrive in a stately procession to inspect the palace, he is very much the king, erect and in full command of the situation. And when the queen comes softly and quietly because she carries the sleeping baby prince through the great halls, he is quite able to become a very tender queen who steps so softly that the baby never wakes up. When everybody is invited to the big party at the palace and the musicians play their instruments, he has finally become absorbed into the group despite his tendency to "stick out" and jealously guard his identity as a leader.

One little girl is at all times beautifully dressed, immediately groomed and very much aware of it. She is not at ease in the park and has no relationship to the out-of-doors. She whines and frets, "When are we going back to school, how many minutes longer? Is that many minutes?" She is bored and clings to the teacher while the other children are busy and happy. But gradually she learns to become aware of the wind and weather, of the dandelions that can be picked, of the rustling leaves in the fall, the beetles and worms and squirrels, the fun of climbing the rocks and playing in the "bush houses", of dragging sticks and finding all sorts of stones. Many are the discoveries made throughout the seasons and by the end of the year she has found that for her "the park is the best."

The elements in a large group of children are many and varied and they have to be harmonized. Since the child of pre-school age primarily imitates his surroundings, not only from the physical aspect but also from the emotional, moral and spiritual aspect, it becomes the responsibility of the teacher to create an atmosphere which has a harmonizing effect upon all the children and helps every child to come into his own.

Lona Koch



THE LITTLE DONKEY AT THE SERMON*

One day Saint Francis was preaching upon Mount Leone. A great crowd of people had flocked together and were listening to the word of God with the greatest attention, whereupon a cheerful little donkey began to bestir herself. She sprang about joyfully and shrieked, as only a donkey can shriek, right in the midst of the sermon, so that the people could scarcely understand Saint Francis any longer. The congregation became restive and impatient. And now the holy one addressed himself to the foolish animal: "My dear Brother Donkey, I beg of you, hold still and do not disturb me while I preach God's word. And as though the young donkey had understood this admonishment exactly, she obeyed to the amazement of all present, drew nearer, knelt down and listened motionless until the holy Saint Francis had finished his sermon.



THE OX AND THE HORSE BY THE MANGER*

When the Christ Child lay in the manger, the ox did not touch the least whisp of hay, but always breathed upon him and kept him warm. But the horse stood upon the other side and pulled all the hay out for himself — as much as ever there was. Then the Mother of God spoke, "Good Ox, in God's grace you shall ever be filled, but you, O Horse, shall always be hungry even when you eat to bursting." And so it came to pass. The horse eats and eats and remains hungry, but the ox, even when he is hungry, always has his cud to chew.

* Also printed in the Waldorf School Reader. Translations by C. B.

RUDOLF STEINER SCHOOL CURRICULUM

(Continued)

EIGHTH GRADE

History

Modern times are studied with special emphasis upon American history. It is well that pupils should have had a picture of the whole span of history presented to them by the time that they have completed their own development up to puberty, and that they carry this picture with them as they leave elementary school. The teacher dwells upon cultural development and makes understandable such inventions as the steam engine, the mechanical loom, etc., which have had such revolutionary effects upon social developments.

Geography

The study of how cultural conditions are linked with the economic relations of the inhabitants of the earth is brought to a certain close. World commerce and international relationships are emphasised, especially the relation of the United States and her possessions and to other countries.

Physiology

The muscular system, the skeleton, and the nervous system are taught. A detailed study of the eye is related to the study of optics. The harmonious interplay of the functions of the various organs is made clear to the pupils as well as the relation of illness and health to the interaction of the physical and the soul-spiritual nature of man. As they leave elementary school the pupils should have before them a picture of man as the synthesis of the kingdoms of nature.

Physics

Physics is brought as nearly to completion as is possible in the eighth grade. The study of mechanics is continued, and the pupils are made familiar with practical applications of the sciences studied in former grades. Hydraulics, areomechanics, climatology and meteorology are discussed.

Chemistry

Chemistry is continued and a beginning in organic chemistry is made with a special emphasis upon foodstuffs. Organic substances such as starch, sugar, albumen, fat, and their importance for the nourishment of man are studied as well as the chemical changes which take place in the fermentation and decomposition of food.

Mathematics

Business arithmetic is continued if there is need. In algebra, as well as geometry, one goes as far as the study of the theorem of Pythagoras. Other studies in algebra include literal equations, equations containing fractions, and geographical representation. Solid geometry is carried as far as the calculation of volumes and surface areas. A beginning is made in the study of geometrical locii.

English

The pupils should be familiar with the children's classics by the end of the eighth grade. The teacher fosters a feeling for epic and dramatic literature during this year especially. The children come to know some of Shakespeare's works. Business English is continued and grammar is thoroughly reviewed.

William Harrer

For the Faculty of the Rudolf Steiner School

EUROPEAN RELIEF

Dear Friends:

This is, for the time being, my last note to you. I shall be absent for a year and Alfred Barnes will continue the work.

First let me thank you for all your generous help. At the same time I have to say that the need for this help is even greater than before. More contributions came in last year than this, yet the schools have grown. The coming winter will be worse than the last — a fight unbelievable to us who do not know what it means to skip a single meal, or realize what it is not to sleep properly for days, even months, on account of hunger and cold. Those who have gloves, for instance, wear them day and night, even to eat with. We at the Rudolf Steiner School in New York, in our deep-felt connection with all the Rudolf Steiner Schools in the rest of the world, wish to do our utmost to help those who struggle for new life and education abroad.

The different kinds of relief we send are the following:

1. *General Relief*: Clothing, food and school supplies sent in single packages or through the Unitarian Service Committee who give us minimum rates: 10 cents a pound for packing and shipping. This summer our most important shipment was 700 pounds of white and colored chalks and crayons which were divided among the schools. For the first time the children can watch their teachers draw golden sun, green trees and blue skies!

2. *Milk Fund*: A daily glass of hot milk, containing a little nerve medicine, for children and teachers. The funds from various countries supplied four schools. My deepest wish is that you can help towards the goal of providing every child in *each* of our schools. Thirty glasses of milk cost \$1.

3. *Nerve Medicine*: A plant and mineral medication especially prepared to support the digestion and stimulate the building up of the blood and nervous system. A seventy-eight year old mother living in Dresden writes to her daughter; "I am so starved that I did not dare to be on the street alone for fear of dizziness. I could hardly see or hear and was always hungry. After a few days of taking the medication I recovered my balance and could again see and hear!" A letter from Magleburg says: "We have recovered spiritual and bodily activity. The neuralgia in my head is better and nerve inflammation on the decrease. Your package of nerve medicine has saved us." Anyone can purchase this medicine. There are distribution centers in all German zones except the Russian, but pound packages (single containers) can be sent into this zone from nearby centers. Your orders can be handled by Alfred Barnes, c/o Rudolf Steiner School Association, 15 East 79th Street, N. Y.C., or directly through the N.M. Ita Wegman Fund, Arlesheim near Bale, Switzerland.

One container sufficing one person for one month	\$1.00
Two containers	1.75
Double container sufficing one person for 3 months	2.75

4. *Nourishing Breakfast Fund*: To provide a breakfast for children in our schools and in homes for ill and orphaned children, a form of relief which we earnestly wish to further. This daily breakfast consists of a cup of either milk or ovomaltine, a little sugar or honey, a piece of bread and butter or

zweibach, nerve medicine, and calcium prepared specifically to counteract under-nourishment.

A summary of what has been sent abroad from August 1st, 1946 to October 1st, 1947.

Cash receipts during this period	\$3,755.41
Milk Fund, Nerve Medicine, Extra Breakfast, Waldorf	
Reader; donations forwarded to Switzerland	3,147.00
School supplies sent directly to schools	773.80
Food sent directly	543.77
Shipping and postal expenses	331.80
Total	<u>\$8,551.78</u>

Please continue your help so that we may give a little physical strength and help to those who must carry so much now and in the future. Every gift, however small, is a great help, and for your help we are most grateful.

Vera Leroi



PUBLIC APPEAL FOR OUR SCHOOLS IN EUROPE

The report below will show you what we have already sent abroad with the intention of alleviating hunger this winter. Owing to the lack of food caused by the drought these supplies have already been consumed, yet the winter lies ahead. In countless letters people ask, "What shall we do without potatoes?" — the only reliable food last winter. The potato crop in middle Europe will be less than 50% of what it was last year and the potatoes are tiny in size. One man reports that one hundred pounds of potatoes delivered to him October first must last him till May. This means only a half pound a day. Near Freiburg fruit dried up on the trees and some of the trees are destroyed. The soap ration allows two ounces a month for one person including laundry; meanwhile soap factories are being dismantled. Schools will doubtless be forced to close for periods because of the coal shortage.

The following attests the value of the work done in our schools abroad. Excerpt from a letter to Miss Phelan from the Director of Education and Religious Affairs, Office of U. S. Military Government, Wuerttemberg-Baden: *"We, in military Government, consider that many of the progressive methods in practice in the Waldorf School are the methods which should be adopted by all of the public schools in Wuerttemberg-Baden and we often point this out to the German educational officials with whom we work. Therefore there are two reasons why I hope that you will be successful in your appeal . . . Firstly because the school is limited in its development by its lack of ability to acquire the necessary tools for teaching. Books, paper, pencils, art supplies, music supplies are all needed in quantity. Secondly it can serve as a model which Military Government can refer to in its program of school reform for the public schools. Indirectly your aid to the Waldorf School would be an aid to the total school situation."* The Waldorf School of 1,100 pupils is now the largest secondary school in Germany.

The following is the report on shipments to the Rudolf Steiner Schools in Europe by the Committee for Public Appeal since the first report accompanying the summer Bulletin.

Bulk shipments	5,412 pounds
Number of 11 and 22 pound packages sent	200 "
CERA Packages	33 "
CARE Packages	64 "

On July 9th Miss Charlotte Adams permitted us to make an appeal on her hour over Station WQXR.

The Denver Turnverein sent us a gift of 520 pounds of school materials for the Marburg School. This was accomplished through the initiative of Miss Hanna Schlegtendal. The American Committee for the Relief of the German needy made a gift of shoes. The Toledo branch of this organization will pay our next bulk shipping bill. A small group of relief workers in Sylvania, Ohio has offered to send occasional clothing packages to several schools. We are hoping that with the assistance of the members of the Rudolf Steiner School Association, addresses of the schools abroad may be given to University and other relief groups in various parts of the country. We will send you addresses of the neediest schools, children's letters and other material to stimulate this activity if you will write to the "Committee for Public Appeal," 15 East 79th Street N. Y. C.

*Co-Chairmen: Katherine Phelan
Olin D. Wannamaker*

Addresses of Rudolf Steiner Schools in Holland:
Rudolf Steiner School (De Vrije School) Walsdorperweg, Gravenhage.
Geert Groote School, Quinten Massysstrat, Amsterdam 2.



IN MEMORIAM — GENEVIEVE DEVALL

As a great shock to us has come the news of the sudden death of Genevieve DeVall in San Francisco on Thursday, the fourth of December. Miss DeVall taught Eurythmy, also French, in the School for seven years until the spring of 1946. Many of the readers of the Bulletin will have known her, and will remember her and her work with warmth and deep gratitude.

Membership in the Rudolf Steiner School Association, including the quarterly Bulletin, is \$2.00 per year. Single copies of the Bulletin, 15c each; for more than 10 copies 10c each, postpaid.

Address Secretary, Rudolf Steiner School Association, 15 East 79th Street, New York.

Editor of the Bulletin: Christy Barnes.

Designs: Anna Barer.
