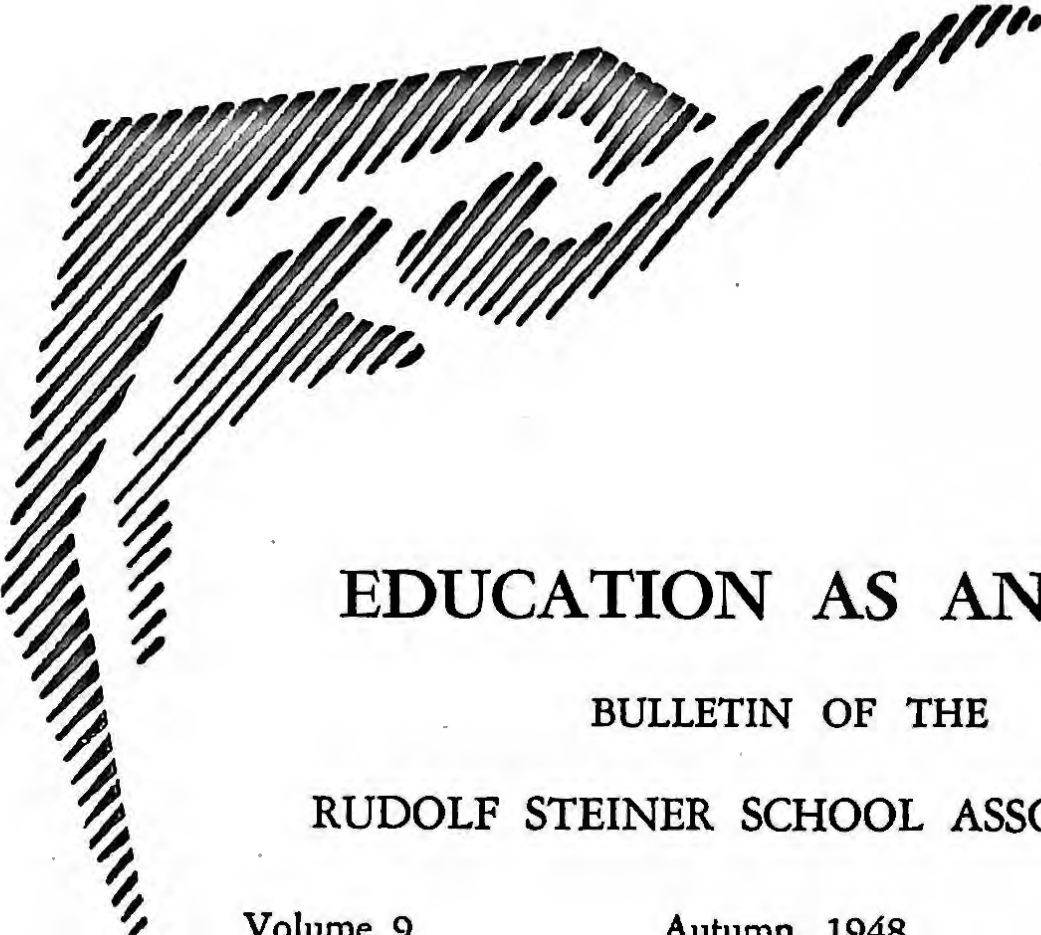




EDUCATION AS AN ART

BULLETIN OF THE
RUDOLF STEINER SCHOOL ASSOCIATION

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"You will not be good educators and teachers if you pay heed only to what you do; if you do not pay heed to what you are."

RUDOLF STEINER

EDITOR'S NOTE

It will be of interest to our readers to know more of each of the five schools in this country which are working according to the teaching methods of Rudolf Steiner, and thus have an impression of how this educational movement is developing in America. The schools have each cooperated in the forming of this issue by kindly sending in the following reports. There are also many teachers and parents, interested in these methods, at work as individuals in other schools.

HIGH MOWING SCHOOL

High Mowing School is in Wilton in southern New Hampshire about fifty miles from Boston. Farm buildings dating from 1763 have been remodelled to form a gracious and homelike setting. In the foundation stone are sealed the words: "This school is founded that youth may find here health of body trained to skills and techniques, wisdom of the heart open to an understanding of our fellow men, strength of mind and freedom through richer opening vistas and high goals."

High Mowing is beginning its seventh year. During the last six years the picture has clarified itself. The size and range is fixed—a group of seventy children from eighth grade to college. We tried to keep the lower grades that we started with, but it has become clear that on this New Hampshire hill top and in a boarding school the real need is for a high school. And so the task at High Mowing is to deal with the problem of adolescence. The need for this in this country is obvious, the task humbling in its magnitude.

It is pioneer work because all experience in Dr. Steiner's pedagogy, all statement in the written word must be adapted to American youth, not of course in the essentials but in the application to the variation in maturity, differences in emphasis in early environment, national temperament and other factors.

Ours is also a curative task. We must try, for instance, to compensate for the lack of imaginative teaching that is so vital for the years preceding the eighth grade and is almost if not entirely neglected in the average school and home; to compensate for the attitude that education is merely a question of memory and marks, or as some one has said: "Education is what you have a receipt for." We must compensate for these things or in other words, mellow, broaden, deepen and balance. Here our work in Eurythmy, painting, music, ceramics and woodwork add immeasurably to the class presentation of subject matter. I think that we can justifiably say that the students take the creative work as part of the whole picture and as valid for everyone, not just for the talented.

An outstanding feature of the curriculum is its arrangement into units of three weeks.

The SCHOOL DAY begins with a double period of concentrated study in one of the four main subjects: English, Mathematics, History and Science. This is followed by language periods which are taught with emphasis on speech. In the afternoon the more creative subjects are given, the Arts and Drama, and the practical work of the laboratories. After classes the students partake in physical activities. Thus the day starts with an academic subject after which the activity shifts to more creative work and further to bodily exercises. During evening study all the students return to the main subject of the morning, thus securing a wholesome continuity with the efforts of the following day.

The SCHOOL YEAR is divided into eleven units of three weeks within which a regular alternation of the main subjects is maintained. The languages, however, and other subjects which require regular practice run their independent course four times a week throughout the year. The student thus becomes absorbed in one major subject at a time which enhances concentration and deepens thought. This rhythm of enhanced attention followed by an apparent putting aside, which is in reality a gestation period, contributes to an harmonious development.

To establish this curriculum has been easy and is accepted by faculty and students without question. To adapt the material within this framework to the college requirements has also been successful as we have sent students to Harvard and Yale, to M.I.T. and Carnegie Tech, to Radcliffe, Vassar and Barnard. This was necessary for sheer survival as a high school in New England. In fact, we find that we do not need adjustments for college requirements but can teach as we like until senior year. Then we give students techniques in examination taking and other procedures that they will meet in college. This must be sufficient as our students not only enter but also stay in college.

To train and develop the point of view of the pedagogy, particularly the practical application of theory, is a longer road and at this we are steadily working.

And so High Mowing offers preparation for college for those who wish, a rich academic content for all and extensive work in the arts and other creative fields. We surround the students, in so far as we are able, with the point of view in teaching method and in living given us by Dr. Steiner—this, on a hill top in New Hampshire in old and beautiful buildings surrounded by fruit and flower and vegetable gardens cultivated according to the Biodynamic method. This again is surrounded by a hundred and fifty acres of field and woodland, ski-slope and pasture, mountains and stars.

We hope this seventh year will be a fitting prologue to the future.

Beulah H. Emmett

KIMBERTON FARMS SCHOOL

The school was opened in the fall of 1941 with a small Kindergarten and a few pupils in the first grade. An old and spacious farm house had been remodelled to furnish schoolrooms and also living quarters for teachers. No propaganda and no soliciting of enrollments were ever undertaken as the principle was established of letting the school grow organically, out of its own merits. Each year a new grade was added until there were six grades.

The school soon began to take root in the community. More and more parents started to investigate the school proceedings, to come to parents meetings and to enroll their children. The old school house became inadequate but, fortunately, a large mansion was available on the property and in the fall of 1946 the school with its fifty pupils was transplanted to this mansion. It is set in the middle of two acres of lawns studded with many varieties of magnolia and other trees and with flowering shrubs. To the south the property is bordered by the wide French Creek and to the west it faces extensive pastures and a large dairy barn across the road.

Inside, the house is built around a central court canopied with a clear glass skylight which provides a gymnasium and an indoor play space in bad weather.

The large lawns, besides areas for the usual play ground equipment, provide excellent opportunities for games and sport.

In the fall of 1947 almost a hundred pupils were enrolled and they came in private auto, and in the school bus which served an area within a radius of fifteen miles. For the fall of 1948 there are 130 pupils enrolled and they represent a cross-section of the community, coming from families engaged in many professions and trades as well as from those employed on Kimberton Farms. The enthusiasm of the parents is most encouraging, especially as this Pennsylvania Dutch community is noted for its traditional conservatism. The parents always wish to understand more about the Waldorf Methods of education and many of them sincerely strive to cooperate with the teachers. Lectures at the school in the evenings are always well attended even when the snow is deep and driving is difficult, and teachers from other schools and other visitors from the outside are usually present.

The insistent demand of the parents to enlarge the school up to the eighth grade will result in adding the seventh grade in 1949 and the eighth in 1950.

THE RUDOLF STEINER SCHOOL

A great deal of courage and perseverance was required when, in 1929, the first school in America based on the educational principles of Rudolf Steiner opened its door in the center of New York City. From the start this first small school had to struggle for its existence, and it is due to the self-sacrifice and determination of the original group of teachers and friends that the school survived. Those of us now in the school recall with gratitude these first pioneer efforts.

We look back especially to Miss Irene Brown and to Mrs. Virginia Field Birdsall who is still active in our educational work. Irene Brown, who died in 1932, was an artist and cousin of the painter Scott Pyle. At the end of the first World War she had gathered around her a group of homeless children, two of whom she later adopted. Her deepened interest in education and her desire that a school, based on the principles of Rudolf Steiner, should come into existence in this country, developed out of this first undertaking. Virginia Birdsall had already achieved recognition as a pioneer teacher within the progressive educational movement. She and Irene Brown met in their common striving to realize in practice the educational impulse which they had found in Rudolf Steiner's work. At this time Mrs. Birdsall was head of the lower school in Miss Beard's School for Girls, in Orange, New Jersey, and it was through her that three other teachers, already interested in Rudolf Steiner's pedagogy, came to Miss Beard's School as teachers of Eurythmy and of painting and modelling. During this time there was also a group of parents and friends who had an association to foster and spread Dr. Steiner's educational work and to prepare the way for a school. The association published a quarterly magazine called *The Rudolf Steiner School*.

The above mentioned group of teachers, from Miss Beard's School, with the active support of Irene Brown, became the nucleus, in 1928, for the actual starting of the school located on East 39th Street in one floor of a building which was put at its disposal by Miss Brown. It was at this time that Mrs. Irene Foltz became a class teacher, in which position she remained until her death in 1939. The sacrifices which she made for the school were at least partially responsible for her untimely death.

In 1929 Miss Brown made it possible for the school to rent the former building of the Dalton School at 20 West 73rd Street. Here the school remained until 1942 when it was forced to move because the building was no longer available. For the following two years the premises formerly occupied by the Diller-Quaile Music School at 49 East 91st Street were rented, and when this building was sold, the Rudolf Steiner School purchased the building in which at last it has found its home. Once again this step was an act of courage and determination on the part of many. That this confidence was justified is reflected in the fact that the school's enrollment has very nearly tripled in the past four years so that it is now a school of over 175 students in eight grades and two Kindergartens.

If one were to name all those persons—friends, parents and teachers—whose faithful help and persistence have made possible the school's existence, the list would indeed be a very long and varied one. This is not the place to record all that they have done, but it is one of the fundamental character-

istics of the school that its life has been sustained by the working together of many people whose initiative and personality have served to shape it.

The school is now located in the very center of Manhattan on a wide and busy cross town street, but within half a block of one of the loveliest sections of Central Park where there are rugged outcroppings of rock over which to clamber and sloping hills down which to run and coast. The jangle and roar of the traffic and the tension of the city beat against the walls of the school, and it is the teacher's task to see that this tide is not allowed to determine the life which is created within. Into this building each morning tumbles a fair cross-section of the city's children. Some have traveled over an hour by train, subway and bus. Many come from homes where each day's carfare and the monthly school bill can only be met by very real personal sacrifice. In those cases where parents cannot pay the full tuition and where there is genuine interest in the school, the effort is made to meet the need on a scholarship basis. The parent body includes a wide range of professional and business men and women whose children can have little contact with their parents' vocational life, but there are also other boys and girls who go home to help their parents behind the counter or in the workshop. Children from China, South America and Europe have found a home in the school and the American children have gained greatly through their companionship. There is also a diversity of background among the Faculty which includes teachers from Texas, California, Washington State and Europe, as well as a variety of professional and educational experience in the arts and sciences.

The responsibility for the running of the school rests with the Faculty as a whole, but no fundamental decision is made without joint consultation between the Faculty and the Board of Directors. The latter group is composed of men and women whose interest has led them to stand by as advisors and guarantors and includes three Faculty members. From its incorporation, and especially at the time of the purchase of the present building, the school has owed a great deal to the determined and loyal support of this group of friends. The Chairman of the Parents' Association and of the Rudolf Steiner School Association are members of the Board. The full Faculty includes Dr. Linder, the school physician and Miss Reeve, the Executive Secretary, and now numbers twenty-five persons. The Faculty meets every week to discuss pedagogical matters and conduct school business. It then delegates the responsibility for detailed administration to an Executive Committee, headed by a Faculty Chairman, all of whom are elected annually.

The Parent-Teachers' Association has become more and more active. Individual class evenings are held, as well as general parent meetings. The parents take the chief initiative for the annual Fair and have contributed, amongst other things: a stage, curtains, books, equipment, as well as very valuable individual help from time to time. It was they who made it possible for a representative to go to the first post-war international conference of Steiner teachers abroad.

The Rudolf Steiner School Association serves the double purpose of helping to support the school and spread a knowledge of the education. It sponsored the educational conferences held for eight years at the Threefold Farm, Spring Valley, N. Y., and publishes this Bulletin. It has made available educational publications by Rudolf Steiner and others, and hopes to

serve increasingly as a link with other schools and with individuals interested in Dr. Steiner's pedagogy.

One of the foremost tasks of a school in New York City is to help the children to overcome the nervous tension and distraction which beset them. The artistic element in teaching which speaks to the whole child, to his heart and will and not merely to his head and nervous energy, can help in this direction. For this reason the school has always sought to foster a genuine artistic life in every class and in each individual. In regular assemblies the classes show each other what they have been doing whether it be in Eurythmy, through plays, recitation, rhythmical number work, music, individual talks by the older children, or in the field of foreign languages. In this respect, the celebration of the festivals of the year make a special contribution. There is the Michaelmas story, Thanksgiving, the appearance of good St. Nicholas on December 6th, and the Christmas Nativity Play, written especially for the school and produced each year by the oldest class.

In addition to regular lessons two forms of special work have proved very helpful in individual cases: special Eurythmy exercises given on the recommendation of the school physician, and individual, or small group, tutorial instruction.

In addition to the regular pedagogical Faculty meetings, the following courses were given during the last school year and attended by members of the Faculty and student teachers: Study of the Curriculum, Study of the Knowledge of Man as presented in Rudolf Steiner's first Teachers' Course, Eurythmy, painting, speech and woodcarving. We will be very greatly helped this winter by the presence of Karl Ege, for many years a teacher at the Waldorf School, who has come to this country to work with us at the school. A further step in this direction was the Workshop Conference held during the week before school opened.

The school strives to awaken in the children a feeling of connection with others. The Thanksgiving Assembly is a time when each child makes a gift which goes to another, less fortunate child in his home community of New York City. Another very natural link for the children is with other boys and girls in Rudolf Steiner schools. Every Monday morning at assembly, each class contributes what it has gathered for the Milk Fund for children of our schools abroad. This connection has grown into an active exchange of letters and personal gifts. The children have cooperated closely with American Youth for World Youth, subsidiary of the Unitarian Service Committee, sending packages to children throughout the world. In its turn A.Y.W.Y. approached the school with the idea of a camp for children of Steiner schools in Germany. Kimberton Farms School, High Mowing, and the parents of our school united to support A.Y.W.Y. in this project. Mrs. Lona Koch, our Kindergarten teacher was appointed to lead the camp in collaboration with teachers abroad.

In concluding, mention should be made of one of the outgrowths of the school's activity, and this is the children's summer camp at Marlboro, N. H. which has developed under the leadership of Mr. and Mrs. Harrer. Although Camp Glenbrook is entirely independent of the school, it has been established in response to a deep need and is conducted in the spirit of the school itself.

Henry Barnes

For the Faculty of the Rudolf Steiner School

ST. HUBERT'S SCHOOL

St. Hubert's School in Sudbury, Massachusetts, is near Longfellow's Wayside Inn and in the historic district of Lexington and Concord famous for such names as Emerson, Hawthorne, Thoreau and Louisa M. Alcott.

We are an hour's ride from Boston and about a mile away from the Old Post Road on which buses travel from Boston to all parts of the country.

A number of our children are sent to us from various Child Guidance centers in Boston with which we keep in close contact and from which we have enthusiastic and helpful cooperation.

St. Hubert's did not begin in Sudbury. We started originally in the south of France, on the Mediterranean coast near Cannes. Our setting then was an ancient French château with three round towers rising amidst a park of evergreens. At our gate nestled a village of peasants whose chief occupation was to gather flowers for the perfume factories at Grasse.

There it was not difficult to nourish the children's imagination, a quality which according to Rudolf Steiner's pedagogy is the very predecessor of dynamic thinking and a vital element in education. In France a Rudolf Steiner study circle met regularly at the school; it served to keep our attention focussed on those essentials of life and education which so easily tend to slip into the background in favor of utilitarian and banal details.

When in 1940 the destructive waves of Nazi-ism swept over France, we moved the school to the United States to its present site in Sudbury. But the Steiner Study Group continues in the new setting, sometimes in the form of faculty meetings or as lectures shared by parents and friends.

These lectures have been given by Professor H. V. Baravalle on his monthly lecturing visits to Boston, and are always an inspiring stimulus to our work. We hope to continue them next year, as Professor Baravalle has promised his continued and very helpful cooperation.

We have always been guided by Rudolf Steiner's precept that a true educator must be a healer. This applies particularly in the case of those children who need special healing because of troubled circumstances in their homes. Our major interest has been focussed on such children whose frequently precious abilities and personal qualities cry out for love and understanding.

Indeed, these children radiate such an aura of gratitude that it makes all efforts on their behalf stimulating rather than fatiguing.

We have had most satisfying reports from the children who have left us to go to other schools, both private and public. We have a few day pupils but St. Hubert's is essentially a boarding school in which the home atmosphere is stressed. The children's ages vary from four to fourteen. In the boys' dormitory we have them up to eleven years and it is only in the girls' house that we take them up to fourteen. This coming year we are to have a little Chinese boy of four and we are all greatly looking forward to his coming. It is little children like this that help to make the place a "home" rather than a "school."

As to its financial basis, St. Hubert's began in this country without endowment or capital, and from the start it has paid its own way. The modest tuitions have provided a livelihood for the principals and staff as well as for the expansion of the school. When we started in Sudbury the premises were rented. Now the school owns them as well as the six acres surrounding them. The original farm buildings have been improved and enlarged with added classroom space and dormitories as well as living quarters for the faculty.

In 1947 the school was incorporated as a non-profit organization under a Board of Trustees. One might be satisfied with its present growth and the interest it has aroused were it not for the great need of more and more work in this particular field.

Dorothea Huckel, Principal

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THE WALDORF DEMONSTRATION SCHOOL
OF ADELPHI COLLEGE

In Garden City, Long Island, New York

The Waldorf Demonstration School was opened on September 29th, 1947, in its newly erected building on the southwestern section of the Adelphi Campus. It started with two groups of children of pre-school age. One of the groups is conducted by Miss Elizabeth Grunelius, the founder and director of the original Waldorf School Kindergarten. The work found an enthusiastic response in the community and in the neighboring communities, so that there will be three pre-school groups in the next school year; sixty children have been admitted for the fall in this section of the school.

The first grade of the coming school year will be conducted by another member of the original Waldorf School faculty, Mrs. Erica von Baravalle. For the extension of the school this fall, which amounts to a doubling of its enrollment, an additional building has been under construction and is now ready for occupancy.

The Waldorf Demonstration School is part of the Waldorfschool project of the College which started in September, 1946, with the Waldorfschool Teachers Training Courses. These courses are conducted annually within the department of education. Their description in the college catalogue reads: "Education 130-131. Waldorfschool Teachers Training Course: The contributions and methods of the Waldorfschool Plan. Includes intensive studies of the plan and its history, essentials of the educational philosophy of Dr. Rudolf Steiner, and methodical exercises in various subjects for different

school levels. Open to juniors and seniors interested in education whether or not they prepare for positions in schools operating on the Waldorfschool Plan. Credit, 6 hours."

There are by now more than fifty students who have taken the Waldorfschool Teachers Training at Adelphi College. On the faculty of the Demonstration School are three Adelphi graduates who have had the Waldorfschool Teachers Training Courses. Others are at Kimberston Farms School and High Mowing School, others again have become teachers in public and private schools in different parts of the country. Teachers training has always been one of the major contributions of Adelphi College, so that many schools in the nearer and farther neighborhood have Adelphi graduates on their faculties. Affiliated with Adelphi College are three private seminaries for teachers in New York City: Mills School on Fifth Avenue, the Ann-Reno Institute on West 86th Street and the Child Education Foundation on East 84th Street. The graduates of these seminaries receive their academic degrees from Adelphi College.

The year in which the Waldorfschool Teachers Training Courses began coincided with the decision of the trustees of Adelphi College to make the college coeducational. The college started more than fifty years ago and is chartered as a coeducational college. Later it became a girls college and remained so for thirty-five years. Now there are over one thousand men-students on campus. There are also men-students in the Waldorfschool Teachers Training Courses, and it is to be hoped that with time it will be possible to have a better balance between men and women within the school faculties in which, at present, women predominate in this part of the world, in the Waldorfschools as well as in general.

In the developments which led to the Waldorfschool project at Adelphi College, the Kimberston Farms School in Pennsylvania near Philadelphia, founded in 1941 by Mr. H. A. W. Myrin, played an important role. This school served and still serves as a model for the development at Adelphi. Consequently a close cooperation exists between the two schools. Members of the faculty of Kimberston Farms School come repeatedly to Garden City to address the Waldorfschool Teachers Training Courses as guest lecturers, or to speak at parents' evenings and faculty meetings of the Demonstration School. An annual event and the climax of the Waldorfschool Teachers Training Courses is their three-day visit towards the end of the academic year to Kimberston Farms School as guests of Mr. and Mrs. Myrin. The impressions received by the students during these visits are spoken of all over the college campus and greatly add to the establishment of a general basis of understanding for our Waldorfschool work within the student body.

Another part of the Waldorfschool project is the lecturing activity which has been carried out on an increasing scale. It has included lectures for various audiences of teachers and students in neighboring colleges and universities, as well as of public and private schools. The number of people who have already heard of the Waldorfschool work through the Adelphi project may be numbered in the thousands. During the last academic year the lectures on the Waldorfschool Plan and its basic educational philosophy of Rudolf Steiner were held southward as far as Florida (Winterpark) and northward to the Canadian border (Snyder near Buffalo).

There are now forty schools in the world operating on the Waldorfschool Plan, twelve of them in English speaking countries. Their number is distributed among the following countries:

United States of America	5	schools
England	7	"
Holland	3	"
Norway (Oslo and Bergen)	2	"
Switzerland (Basel, Zuerich and Bern)	3	"
American and British Zones in Germany	17	"
Eastern Germany (Dresden)	1	"
Italy (Milan)	1	"
France (Strasbourg)	1	"
		40 schools

A list of the addresses of these schools, as well as the numbers of their faculties is published in the periodical "Die Menschenschule" (Zuerich, Switzerland). The largest school is the original Waldorf School in Stuttgart in the American occupied territory which has now over 1,300 students.

H. V. Baravalle



EUROPEAN RELIEF

Dear Friends:

The currency reform, which was put into effect in the British and American Zones this June has changed the circumstances confronting the work of the Waldorf Schools. A "shortage" of money has replaced the shortage of goods. Grave cuts in teacher salaries have been necessary and we hear that many of the student-teachers are unable to continue their training. We hope this change will eventually lead to a sound economic basis upon which the schools can fulfill the demands to which they are devoted. The fact remains, however, that for this year, possibly longer, the basic human-economic needs can not be met.

May we share with you the following appeal from one of the schools:

"FREE WALDORF SCHOOL — FREIBURG, GERMANY

March, 1948.

Three years have gone by since the end of the war. It would be impossible for any statistics to include and comprise all the horrors of those frightful years, not only outside but also inside Germany. It is beyond any human heart to fathom. The world may and will live again.

We Germans feel the strong obligation to assist in the building up of a new life. One of the most important tasks is to develop human beings who will take up the beautiful, true and good in freedom. In 1919, the first Waldorf School was founded in Stuttgart. This school, besides eleven others, worked successfully for many years until it was closed by the National Socialist State and many of the teachers put in prison. After the fall of this Reign of Terror there arose a great longing for Waldorf Schools.

In Freiburg, after laborious preparation, the Waldorf School was started on October 1, 1946. Instruction was begun in a narrow space, quite bare, in a house damaged by bombs where at first there were only windows of roll-glass (a substitute for glass made of fine mesh wire netting) and no stoves. Teachers left their positions with the State and children willingly came long distances on foot or by train in order to get to school. It has now been active one and a half years. The number of pupils has risen from 186 to 326 to date with 20 teachers instructing them. There are 11 classes (first to eleventh school year). More than 200 are on the waiting list. They cannot be accepted for lack of space, and regulations limit us.

Although carried on with great joy, the work is suffering more and more from the ever increasingly difficult economic conditions that drag down the standard of living almost to the limit of what is possible. The worries about nutrition, clothing and housing wear out the strength of all.

We appeal to the human beings out in the world who still believe in the power of right and what is good, true and beautiful, and who themselves are striving towards a true humanity. We implore you to lend a helping hand to our island in the midst of the surging ocean of materialism in order to lift us out of the present distress. The thought of the noble human being of the future, as Goethe saw him and for whose development Rudolf Steiner pointed the way in the Waldorf School Education, shall unite many men beyond oceans and countries, beyond hate and vengeance.

Will you help us towards this?

For the Teachers of the Free Waldorf School in Freiburg"

The Waldorf Schools Fund most urgently needs donations with which to meet expenses incurred in the past for food shipments, and for funds for continued help. We also ask for shoes, old shoes to be used for repair material, and warm clothing of all kinds.

Thirdly the possibility of sending money to the schools at the rate of 30c. to the Mark permits the direct support of the teacher-training program.

Can you help us?

Waldorf Schools Fund, Inc.

15 East 79th Street, New York City 21

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

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