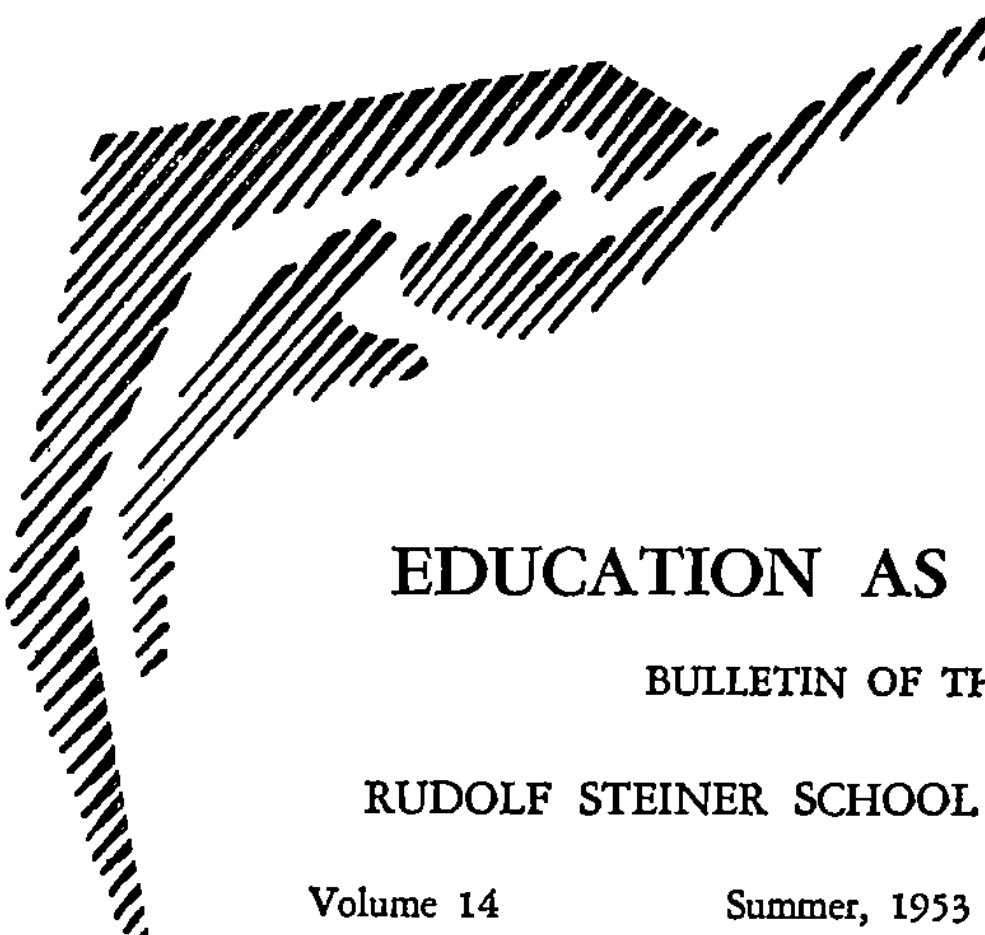




# EDUCATION AS AN ART

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## CONTENTS

*Sally Grows Up — Virginia E. Paulsen*

*Teacher Training — Amos Franceschelli*

*The Four Banker Gnome Brothers — Christy Barnes*

## SALLY GROWS UP

Every year each parent of the Rudolf Steiner School receives a written report of his child's progress and development. This report is not a bare record of marks but a picture of the child mingling with his classmates, tackling new problems, growing and learning. Below are two reports of Sally when she was in First Grade and later when she was in Fifth Grade. In First Grade, she was an unhappy, tense, awkward child, the product of a highly sophisticated New York society. By Fifth Grade, not all her problems were solved, but Sally had become a happy girl and was gaining good self-control. For five years she had been well nourished not only with food for her intellect, but with food for her imagination and her feeling life.

### *Sally—First Grade*

There are few children who need as much attention and affection as Sally. She seems lost in school and escapes whenever she can into a world of her own. She pays little heed to what is being done in class and scribbles incessantly on her drawings and designs. If gently urged to join in with the class, she may cooperate; but if she does not wish to do something and is forced, hysteria and prolonged weeping are the only results. It is hard to know how Sally will react. Treatment which one day brings happy cooperation from her may, the next day, bring only stubbornness. Sally is seeking attention, and it does not matter to her whether the attention takes the positive form of praise or the negative form of punishment.

Sally is the tallest child in the class and by far the heaviest, for her weight is that of a Third Grader. Her large size sets her apart and she seems held back by it. Apparently much of her vitality which would normally go into her classwork activity is used up by her physical body alone.

For part of the year Sally benefited from the individual and loving attention she received from our curative eurythmy teacher. At this time she was doing special exercises daily and she seemed happier and appeared to be developing greater control of herself. Next year these exercises should be continued.

Sally reads well from the board and is thoroughly familiar with the sounds of all her letters. Her printing, however, is weak and shaky, for her hands, though beautifully shaped, seem to have little strength in them. Sally counts by 1's, 2's, 5's and 10's but her insecurity keeps her ability in arithmetic well hidden. She loves fairy tales, and while these are being told she listens quietly, usually sucking her thumb.

All year long the plants have been lovingly tended by Sally. She is the best housekeeper in the class and will scrub away at all the shelves and tables contentedly. Sometimes, while the class is working quietly, Sally, glad to escape, will wander from her desk and begin to straighten out the closet or bookcases. She seems so happy doing these little household tasks that one feels she is also putting her own being into order.

The class has heard a great deal about Sally's little brothers. Playing baby is a chief occupation for her during recess. It is evident she wants to receive some of the attention she sees given to the baby at home. If this longing for affection could be satisfied, I feel sure Sally would surprise us with her progress.

#### *Sally—Fifth Grade*

As Sally has matured, she has become more secure in her classwork and in her social behavior. She is much more efficient in getting her work done, and her handwriting and drawings reflect the greater manual control she has developed. Sally is quiet and gentle with her classmates as well as generous and helpful. She has two close friends towards whom she is very loyal. If children are hurt or distressed, Sally hovers about them, and like a mother, offers sympathy and help.

In general Sally has done good work in her main lessons. In geography and history she listened with the same good attention that she has always given to stories. She did not volunteer actively during the discussion periods, however, but waited to be called upon. She then showed a satisfactory understanding of the work. In botany, Sally was very happy and here she entered into the classwork in a lively manner. Her botany book was beautifully done and filled with many extra touches of loving care. Her innate love for beauty and growing things seemed satisfied in studying the flowers.

In arithmetic her work was uneven. Some days she was outstanding and other days she seemed to lapse into confusion. She did better in her written work than in oral arithmetic. In the fall her lapses brought her much individual help and I suspect that she was seeking special attention from me. In the spring, however, she did not need extra help and I was delighted with her achievement on several tests.

Sally's compositions tend to ramble on and on. When read, her compositions sound very much like her conversations with me before school, when, in one long breath, she tells me the many, many things which have happened to her in the past twenty-four hours. Her thoughts pile one on top of the other but need to be organized for clarity. Her spelling is improving.

Fifth Grade has been a successful year for Sally. She smiles and laughs a great deal now and brings a loving warmth into the class.

*Virginia E. Paulsen*

## TEACHER TRAINING AT THE WALDORF SCHOOL, STUTTGART

*By a member of the Teacher Training Course 1952-1953*

Today, the Waldorf School in Stuttgart, Germany, has a student body of some 1100 pupils, boys and girls, and a faculty of 60 teachers. Of the fifty odd Waldorf Schools that are established in various parts of the world, it occupies an uncontested place of honor. It is, to begin with, the mother school of them all, for it was founded in September, 1919, as the first school of its kind, through the initiative of Emil Molt, an industrialist, and under the direction and principalship of Dr. Rudolf Steiner. After its closure by Hitler in 1938, and with its buildings destroyed by the war, it was one of the first Waldorf Schools in Germany to rise out of its ashes in September 1945, when teachers, parents, alumni and future pupils, working together on the rubble piles of the school grounds, made it possible to reopen school in temporary, gutted quarters. This post-war school grew rapidly in spite of difficulties, to the point where a second, kindred school had to be opened in the same city, growing out of the first, as it were, by cell division. The school is looking forward to the completion of a new building by Easter 1953, a building into which is cemented the generous help of parents, friends and pupils, and of the city fathers of Stuttgart. In spite of present crowded quarters the school houses, as a separate entity, the Office of the Association of Free Waldorf Schools in Germany, an association whose purpose is to foster Waldorf School pedagogy in that country, in which, today, it is represented by 24 institutions (none in the East Zone, where they are forbidden). The training and preparation of future teachers for these schools are also carried out at the mother school in Stuttgart.

The Teacher Training Course at the Waldorf School in Stuttgart lasts one year. This one year concentration of work is not considered an ideal one, for it means exceptionally heavy demands on both instructors and students, and cannot do full justice to the many, far-reaching requirements of the goals pursued. Three facts, however, are taken into account. First, the already lengthy preparatory training of all teachers, who must, in any case, satisfy state and local educational requirements; second, and related to the first, the still painful economic pinch of post-war times on the life of many teacher candidates; and, third, the rapid expansion of Waldorf Schools in Germany and elsewhere with a resulting immediate need for more teachers. The training program is conditioned by the hard reality of the times, and, all things considered, seems remarkably successful in solving its problems.

The members of the course, if this year's lot is typical, range in age from the early twenties to the late forties. The present group comprises young people recently out of college, experienced teachers from state schools who have become interested in Waldorf School education, trained artists who plan to teach art classes in Waldorf Schools or to teach factory apprentices by new methods, and men and women with their doctor's degree and with varied professional background. Geographically, this year, there are members from Sweden, Denmark, Switzerland, France, New Zealand and the United States, though the bulk, of course, comes from Germany itself (the West Zone and the West Sector in Berlin—there have been members directly from the East Zone in the past); all told, and with some fluctuations, about thirty-five

registrants. It is a stimulating atmosphere by dint of its very diversity. The individual finds his place in it in a common, but not leveling desire to grow into an understanding and command of Waldorf School pedagogy.

The instructors of the Teacher Training course are, for the most part, teachers in full employment at the Waldorf School in Stuttgart or in neighboring Waldorf Schools. Those who teach teachers do so out of a living educational experience, an experience which is constantly tested and enriched by continued contact with classroom problems. It obviously makes a difference to know that the ideas that are being presented by the lecturer come from one whose heart and head and hand have this very day been employed in applying them in real classroom situations.

At the core of the Teacher Training program, as far as training method is concerned, lies a dual requirement in the student's daily schedule: the lecture and methods courses on the one hand, and the creative art courses on the other. An understanding of the role played by the latter—which are not intended to be decorative or even primarily cultural—is essential for a proper evaluation of the whole program.

The main course occupies the first two hours every morning and presents the basic philosophy, the large ideas underlying and overarching Waldorf School education—the meaningful evolution of man and the world from spiritual beginnings through vast stages of changing consciousness, the nature of the child and of the human being in a total development of body, mind and soul, the task of man on earth today and the educator's task in particular, the source of new creative social impulses for the individual, the forces with which the teacher can work on himself and on the child, and so on. Various reference books are used in this course, the chief one being *General Knowledge of Man*, a series of fourteen lectures delivered by Dr. Steiner in August and September 1919, when the school was first founded. The text, however, is not only a guide, but also an excuse for the lecturer. For there is no narrow toeing of the line, and questions from students, which are invited and may come at any time, require a constant alertness of mind, a wide sweep of knowledge and a thorough honesty on the lecturer's part. In addition, the lectures of the main course are given by different instructors over different periods of time, and the impact of changing personalities is enough in itself to offset the danger of onesidedness or of a static attitude in the presence of new ideas.

The thought trunk of Waldorf School education is given in the main course. The branches are developed in various additional lecture courses and in the methods courses. The courses on methods, that is, on classroom procedures and practices, are of special importance. They are given by instructors who, as we know, have regular children's classes of their own. They involve constant, active participation by the members of the course, who have to demonstrate how they would tackle specific classroom problems—for instance, telling a fairy tale in the first grade, presenting the first geography lesson in the fifth grade, describing the beaver to a zoology class, introducing "heat" or "sound" in a physics class, and so on. The methods courses cover, during the first months, the teaching of the various subjects in the elementary grades (1-8), and go on from there to the high school grades (9-12) in the last months. The basic reference text is *The Art of Education—Its Methods*, a series of fourteen lectures also given by Dr. Steiner at the time of the School's foundation. (In August and September 1919, just before the opening of the school, Dr. Steiner delivered the *General Knowledge of Man*

lectures in the morning, the lectures on *Methods* in the late morning, and conducted a seminar course dealing with specific problems in the afternoon—all for the future faculty of the new school.)

A challenging point in Waldorf School education, to which I have already alluded, is the role played by the creative art courses, both in the training of teachers and in the education of the children. These courses comprise painting, drawing, modeling, speech formation which is a consciously heightened, artistic use of the power of human speech, eurythmy which seeks to express the basic forces in speech and music through meaningful movements of the human body, and music. These are compulsory for all Waldorf School teacher candidates. I have already pointed out that their main purpose is not considered cultural, much less aesthetic. They are considered part of the life-blood of the Training Program. Ideas that remain in the head die there. Ideas that are caught up by clear feeling and stream into the limbs and are transformed into creative work remain alive and have a vivifying effect upon the individual. In this sense the student's own efforts with clay and color, with speech, with eurythmy, etc., not only add to his skills and pedagogical equipment, and offset a lopsided tendency toward the theoretical and intellectual; more important, they are a source of health and strength for all teaching and for the tasks of daily life. Perhaps only by trying can the full truth of this be appreciated.

The Training Program also includes courses in Physical Education and in Handwork and Handicrafts. The latter play an outstanding part in Waldorf School education—from the very first grade boys and girls work together, learning to knit, stitch, make puppets, slippers, nets and useful objects of all sorts. They also have gardening as well as woodwork, book-binding, etc. In fact, it is only by a rich, carefully selected variety of offerings, and by the economy of planned, consciously developed relations among them, that it is possible to fulfill the requirements of a universal school, in which students from all social classes are taught together for a period of twelve years, without penalizing those who may not be as "bright" as others, or doing an injustice to some other group.

Twice during the year's work the regular schedule is interrupted by a period of "classroom observation and practice teaching". Each of these two periods lasts from two to three weeks. The teacher candidates are distributed mostly among the various classes of the Waldorf School in Stuttgart, where at first they observe the teacher and class in action, then are called upon to help, and finally may be asked to take over the class for a while. Follow-up consultations with the regular teacher are part of this work.

It is the handling of the two-hour main lessons that requires a special skill, above all a knowledge of how to plan and conduct them so that the child as a whole, with his thinking and feeling and will activity, shall be engaged in a healthy, balanced manner during each lesson.

The two periods of observation and apprentice teaching are considered short. But in view of the situation—the concentrated one-year program, the crowded conditions while the new building is going up, the over-size classes, the large number of "visitors" that descend upon the classroom teachers at one time—the periods represent a generous amount of time and effort taken out of the normal life of the school.

The members of the Teacher Training Course in Stuttgart do not come together only for work. The city offers countless opportunities for cultural and recreational interests—plays, operas, concerts, movies, public lectures,

wooded hills, ski trails, drives, etc. The Waldorf School itself, at intervals, is host to some notable ensemble or individual—a string quartet, a eurythmy group, a pianist, a special lecturer. On these occasions the whole school, or the upper classes, and usually the teacher candidates, are invited. It is also part of the educational policy of the school to have "end-of-the-month festivals", at which time the classes present on the stage something of their month's achievements. Second graders may sing and play out a song they have learned in French or English, the school orchestra plays a piece, upper classmen perform a new gym exercise, fifth graders perform a poem in eurythmy, eleventh graders put on a scene from an English play, etc. This is done before the assembled parents and teachers and invited guests, which include the members of the Teacher Training Course. At Christmas time, the faculty of the School presents, as their yearly gift to the student body, the now traditional and widely known Oberufer Christmas plays ("The Paradise Play", "The Nativity and Shepherds' Play", and "The Play of the Magi"). In addition, the occasional social evenings or informal get-togethers with the instructors furnish welcome occasions for exchanging pleasantries, thrashing out problems and, above all, drawing closer together in a friendly, personal manner.

To teach in a Waldorf School a teacher must meet the usual academic requirements (degree, certification, educational courses in a recognized institution, or as the case may be), plus. This "plus" is not an absolute constant. In some cases it may suffice, as a temporary solution, that the teacher be willing to work harmoniously within the framework of a Waldorf School, with a feeling of positive sympathy for its principles and practices, and with a readiness to test these through an exchange of classroom experiences, through the weekly faculty meetings, and through his own efforts. In general, however, the future Waldorf School teacher must have, and will want to have, as thorough a grasp as possible of the ideas and methods of the pedagogy in question before he starts. Indeed, there is so much that is new, unusual and exacting in it, that only a free, conscious choice and a directed preparation are proper auspices for the career of Waldorf School teaching. Admission to the Teacher Training Course depends on whether or not the individual shows that he has a basic educational and cultural background. Men and women who, in addition, have already had some real experience with life, who have been engaged in some practical profession, are especially welcome. Successful completion of the course is not made to depend on written tests and examinations, but on the combined evaluation by all the instructors of the candidate's character, personality, participation in the work, conduct during the observation and practice teaching periods, and so on. A certificate declaring the holder's qualification to teach in a Waldorf School is presented at the successful conclusion of the work.

In closing, it is only fair to set down, without amplifying comments, three general observations which members of the education courses and, indeed, the most sceptic observer, must make after being thrown in with the life of the Waldorf School for several months. First, the dedication, purposefulness and vitality of the teachers of the school are apparent in many ways. Second, there is an extraordinary fusion of education with the real facts and fullness of life. And third, the ideas, the feelings, the activities evident in the work of the School transcend all national boundaries and make for a genuine human understanding rooted in the bedrock unity of the living spirit.

*Amos Franceschelli*

## THE FOUR BANKER GNOME BROTHERS

### *An Arithmetic Play for the First Grade*

MR. PLUS: *who usually stands with arms outstretched like a plus sign.*  
I am the well known Mr. Plus, a most important gnome.  
I add up jewels and treasures and hoard them in my home!  
You, Ruby Red! You, Sapphire Blue!  
*He takes each by the hand and swings them side by side as his own arms form an equal sign to his left.*  
You and you equal two,  
And two more  
Equal four.  
Two more tricks  
Add up to six.  
*He has now swung three partners representing jewels into a line with gaps between each pair. As he and the jewels speak the following line in chorus, he appears in a gap in the form of a plus sign each time the word 'and' is spoken.*

CHORUS: Two *and* two *and* two make six.

MR. PLUS: Here comes my poor old brother Minus. I will ask him in.  
Where I am fat and fine he is poor and thin.  
Ho Brother! Come in and wine and dine  
And see my royal jewels shine.  
I will show you many more  
From my gorgeous store!

MR. MINUS: *forearm held out horizontally to form the minus sign,*  
These jewels and such—  
They sparkle much too much.  
They hurt my eye  
And make me sigh.  
I must confess  
I would like less and less.  
Take them away  
Is what I say!  
Take away two, take away two, take away two, now go!  
*The jewels leave as he commands and from back of stage Mr. Zero steps to the front.*

ALL THREE: Now nothing's left but Mr. Zero!

MR. PLUS: Oh oh, oh oh, oh no, no, no!  
Now I've lost all my treasure  
And life has no more pleasure!

MR. TIMES: *jumping in so that with each jump his arms and legs form a times sign,*  
Pray Mr. Plus,  
Don't cry and fuss.  
I'll bring your treasures back again

That you may suffer no more pain:  
Two times as much or three times four,  
Again, again and more and more.  
I am merry Mr. Times. Just see what I can do!  
But before the numbers come,  
Zero, roll off and be dumb!  
*Zero turns a cartwheel or somersault to back of stage.*  
Come back you jewels quickly, six times two!

JEWELS: *as they enter in pairs,*  
Two is one times two. Four is two times two  
Six is three times two, eight is four times two,

MR. TEN: *stamping in indignantly,*  
Where is Mr. Zero then?  
Without him I can't be ten!  
*Mr. Zero cartwheels up to Mr. Ten and they skip into place.*

JEWELS: Ten is five times two, twelve is six times two.

MR. TIMES: Now show how you can also be,  
If you wish it, four times three!  
*The twelve jewels arrange themselves in four rows of three each.*

MR. DIVIDE: *leaping in, brandishing his sword,*  
Everybody to my side.  
I have come here to divide!  
What I have I will share.  
Give three here, give three there.  
*He divides jewels off with his sword and leads each row of three to a different brother.*  
Three to you, three for me too.  
*Mr. Plus steals a jewel from Mr. Minus but just in time Mr. Divide spies him and separates the jewel from the greedy Mr. Plus with his sword.*  
But be sure that it's fair!  
Selfish gnome, you beware!

ALL: Now we're divided equally  
Each banker brother gnome has three.  
So ends a busy banker's day.  
Now, Minus, take us all away!

*Christy Barnes*

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