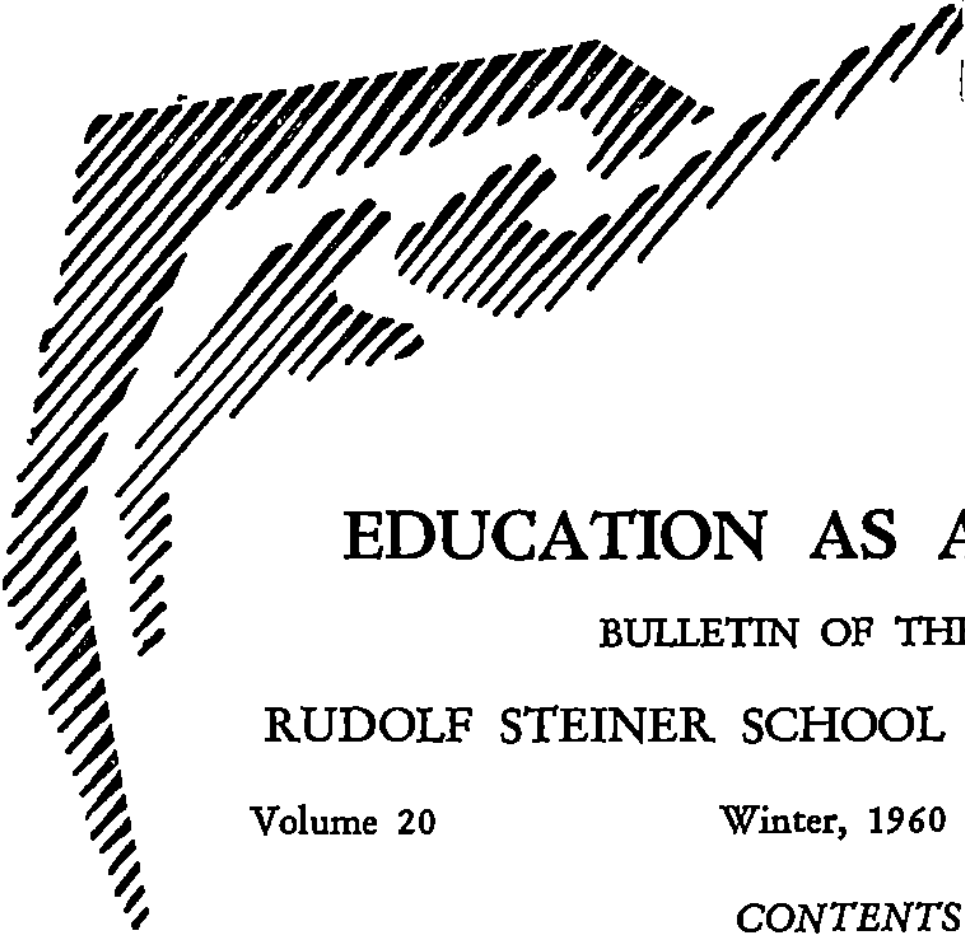




EDUCATION AS AN ART

BULLETIN OF THE RUDOLF STEINER SCHOOL ASSOCIATION

Volume 20

Winter, 1960

No. 3

CONTENTS

George Washington: A Talk to the High School — John Gower Root

First Lessons in Writing — Lisa Dreher Monges

GEORGE WASHINGTON

A Talk to the High School

The most important single aspect of George Washington's character was his moral integrity. He was a man of principle. Sooner or later the world has to be guided by such men. Being a man of principle and moral integrity means to draw one's ideals and motives from the higher regions of the human being. It means the ability to persevere in good causes that may not seem to be making any immediate sense. Washington faced Howe in Flushing — 8,000 against 20,000 and lost the battle. He was defeated shortly after on Manhattan and in White Plains, and when he retreated down through New Jersey to the Delaware he was down to 3300 men. But with these men, who rallied when the chips were down, he won victories at Trenton and Princeton, and on the basis of these successes he was able to raise his enlistments to about 11,000 men. The next fall brought defeat at Germantown (1777) and the famous Winter at Valley Forge, where many Americans again deserted.

There were times when the American Revolution indeed did not make any sense. On paper it seemed a lost cause, and certainly a large measure of its success can be attributed to chance or to the author of chance. But God helps those who help themselves, and if Fortune is to favor a losing side it will never be because the losing side merely sits back and waits for Luck to do all the work.

Washington of course had superior abilities, and without these he never could have become a great and famous man. But why is *he* the one who more than any single individual represents the best in American personalities — at least of the very early period? Ben Franklin and Alexander Hamilton were more brilliant, but they, great as they were, could never displace in overall stature the stolid General and President, who bears the title of “Father of His Country.” What was his secret? Actually nothing is less secret. He had a quality that would not be guaranteed to make us famous, if we were to emulate it, but without it none of us will ever become great. Washington instinctively recognized a simple fact: the real personality of a man is *around* him, not *in* him. Our true selves are waiting for us out in the *world*. Washington answered the call of duty. He developed himself in the service of something outside himself. This is the realization that we should have as students. Only when a situation (for us it will never take the form of 20,000 opposing British soldiers) confronts us from *without* can we grow, in rising to meet it.

(continued on page 8)

FIRST LESSONS IN WRITING

Stories told and pictures drawn

by Lisa Dreher Monges

INTRODUCTION

Dr. Rudolf Steiner, the inaugurator of a new art of education, gave advice in every domain of this art. His indications for the way of teaching the letters of the alphabet to little children were to develop writing out of the artistic element of drawing and painting.*

He showed that the child at the age of six or seven has no relationship to the abstract signs of the letters. Humanity itself developed only gradually out of a drawing of simple pictures, a writing in letters. The characteristic examples which Dr. Steiner gave (W, M, F) threw light on the path which had to be followed.

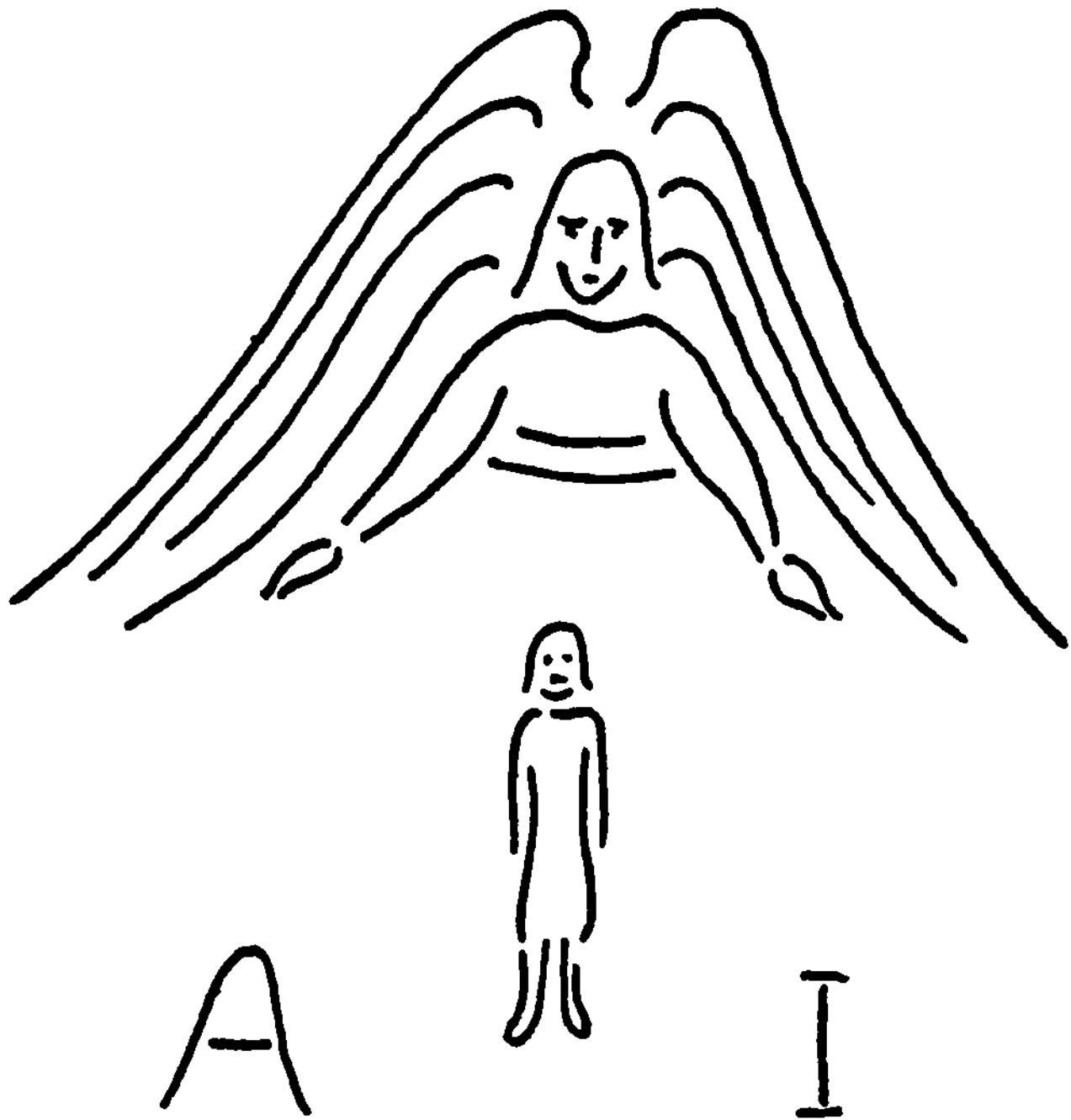
The present issue, and a subsequent one, of *Education as an Art* wishes to show how I tried, many years ago, to teach a little girl of six the letters of the alphabet in Dr. Steiner's way.

The enthusiasm with which she met this way gives me the courage to publish the pictures and stories I invented for the purpose.

While I drew a picture in color on the blackboard (for economical reasons the pictures have to be reproduced here in black line drawings), I told the story connected with it, emphasizing the letter concerned. And great was the joy of the child when, in the end, out of each picture a new letter resulted.

If these drawings and stories will give to others the impulse to carry to greater perfection the indications of Rudolf Steiner, then they will have fulfilled their purpose.

* See his course of lectures, given at Ilkley, England, in 1923, translated into English under the title, *The New Art of Education*.



THE little child when he comes down to earth cannot do anything by himself. Small and helpless he lies in his cradle. Mother, father, and all the good people around him do everything for him so that he may live and grow. They give him his food, they guard him when he takes his first little steps, and it is through them that he learns to speak.

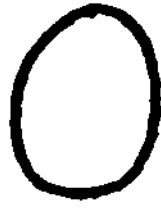
Every moment he is looked after with great care.

But the little child has also an invisible guardian who takes care of him day and night throughout his life. And this is an **A**ngel.

Full of love the **A**ngel holds his beautiful wings spread out over the child, looking watchfully down upon him.

The child knows:

I and my **A**ngel —
We never part.



WHEN God had created Adam, He showed him all the beings of the world: the sparkling crystals *in* the earth, the tender grass, the majestic trees, and the beautiful flowers which grow *on* the earth, and all the animals that walk *over* the earth, the lion, the bull, the horse, the deer, the wolf, the lamb, and many others; and he showed him the birds in the air, and the fish in the water.

Adam felt great love for all beings growing in his heart.

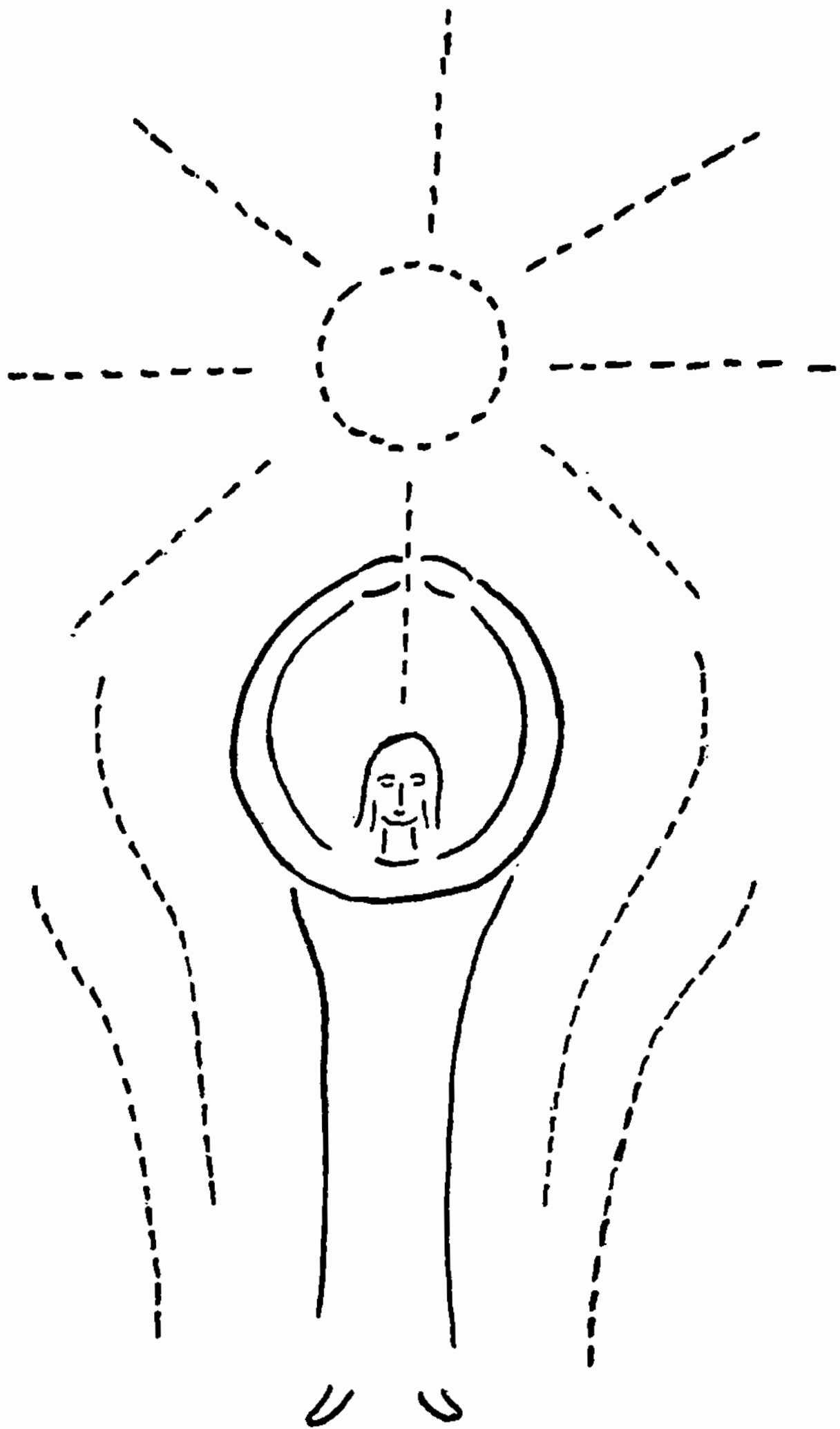
And he fell asleep.

And when he woke up in the morning, and for the first time saw the sun rise in its golden glory, he lifted up his arms as if he wanted to embrace the sun, and he cried out:

Oh wondrous glOry!

And the love in his heart grew one with the glOry of the sun.

77



GOD said to Adam:

"It is not good that you should be alone in the garden of **E**den."
And He created a wife for Adam and called her

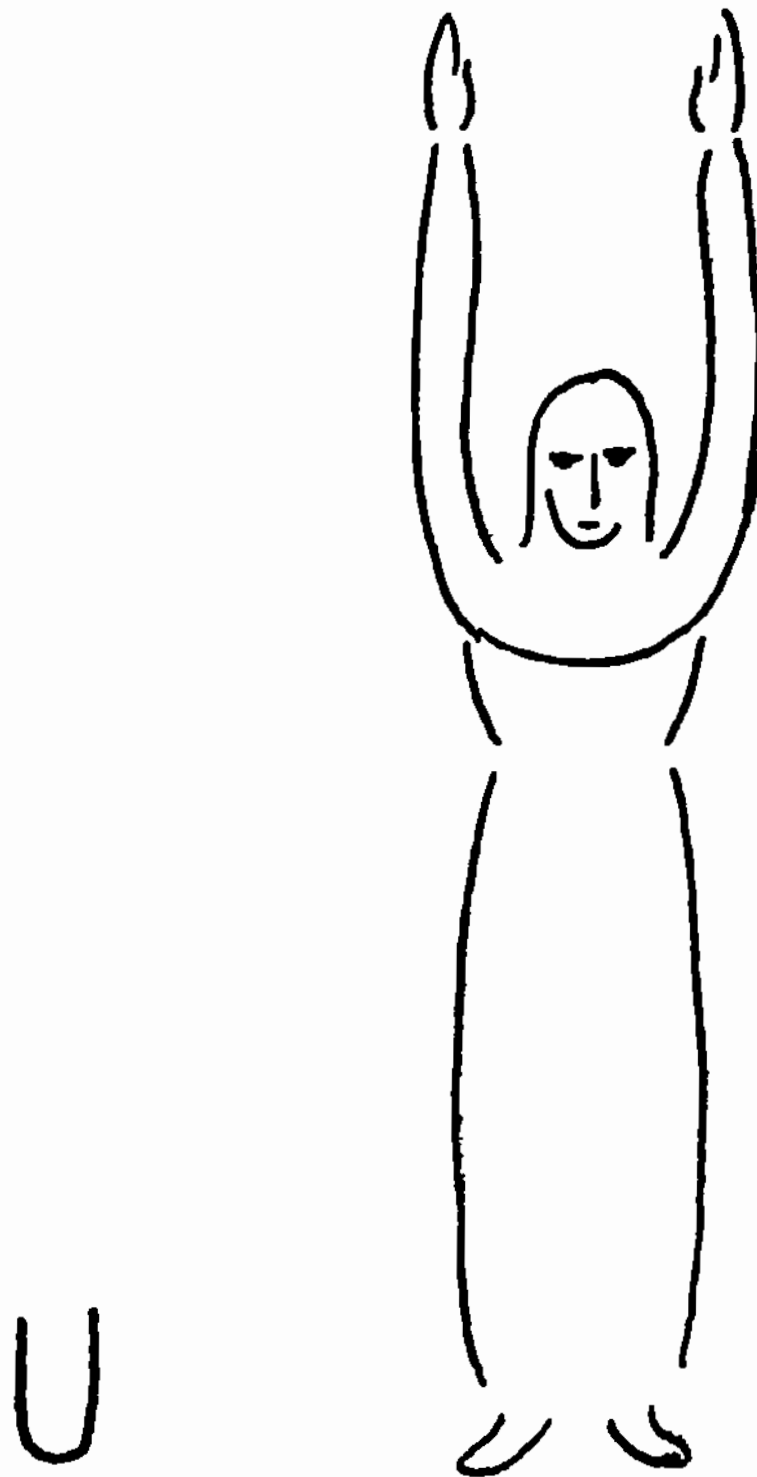
Eve.



E

And **E**ve lifted up her arms to God and said:

"To YOU I raise my arms;
From YOU I have my life,
To YOU belongs the world,
To YOU stream love and thanks."



— Lisa Dreher Monges

George Washington (conclusion)

When we learn, we consume. When we work, we produce. Let us learn with the thought that we are not developing ourselves by learning, but only preparing ourselves for the *chance* to grow later on. By his own definition Washington was in effect a frustrated plantation owner who rarely got a chance to do what he really wanted, that is, amuse himself with agriculture. But in principle he threw himself into his patriotic duties as though nothing else in the world mattered. Let us, too, realize that we will be great, under whatever degree of obscurity it may be, only when rising to meet the higher self that is waiting for us out in the world, the world of work, the world where consuming is turned into producing. Your best work may also turn out to be in something you would rather not do, such as fighting revolutions and being president, but you will be willing to rise to it if you but realize for the future that in the service, on principle, of an ideal lies your only chance of developing the best that is in you.

—John Gower Root

THE TREASURE OF THE SUN

An original story, written by a Second Grader

The trasher that falls from the sun, they roll and they roll arawnd your tiny goldden sowl, then they roll into the trasher chast, the trasher chast of lafter, the trasher chast of joy. They roll into the trasher chast of ever little garl and little boy, then they roll into the trasher chast of lafter and they roll and they roll and they roll for afer (*ever*) afer after.

THE RUDOLF STEINER SCHOOL ASSOCIATION

15 East 79th Street, New York 21, N. Y.

President: Sonia Tomara Clark

Editor: Ruth Pusch

Secretary-Treasurer: Irene Kretz

Membership in the Association, including the quarterly Bulletin,
is \$3.00 per year. Single copies of the Bulletin, 35¢ each.