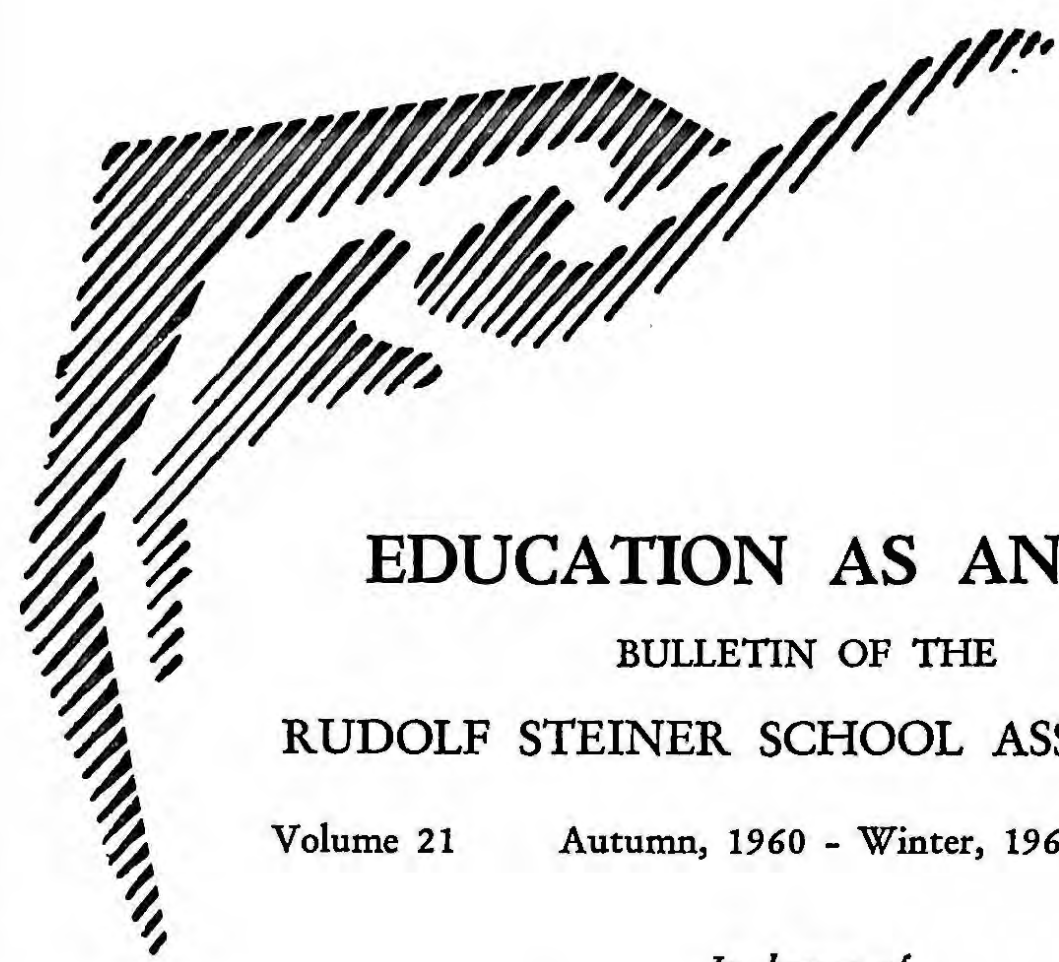




EDUCATION AS AN ART

BULLETIN OF THE RUDOLF STEINER SCHOOL ASSOCIATION

Volume 21

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In honor of
RUDOLF STEINER
1861-1961

In this double number, and in the Spring bulletin, we bring you reports from Rudolf Steiner schools in many parts of the world. There are now 70 schools, give or take, from Finland to South Africa, from New Hampshire to New Zealand, all bound together in gratitude to the founder of Waldorf education.

In 1907 Rudolf Steiner published a small pamphlet, *THE EDUCATION OF THE CHILD*, which grew out of his own early teaching activity. His aim was not to add more theories to our many modern ones, but to make us aware of what a child really is, and what the child's progressive needs are, as he grows.

In order to help parents and teachers to recognize the principle of metamorphosis in the unfolding of each individual "I", as a child moves toward manhood, and to help teachers and faculties gain trust in their own pedagogical insight, Dr. Steiner gave many lecture cycles, in England, Holland and other countries; most of these have been published as books.

A decisive deed was done for children of the whole world when the first Waldorf School was founded in Stuttgart, Germany, in 1919.

Since then, a mighty orchestra has gathered, about which the following accounts will tell bare and modest facts. Each one may seem to be a small instrument, playing 'in the wilderness', with its own unique character. For the imaginative eye and ear, however, a strong, harmonious music is sounding forth, each string right on pitch, each drum holding the rhythm. May the coming generations be permeated through and through with this inspired, inspiring tone!

— Ruth Pusch

I. GREAT BRITAIN

Michael Hall
Forest Row
Sussex

Situated in a beautiful country estate of some 140 acres, and lying halfway between the Channel coast and London, 33 miles to the north, Michael Hall has now 441 children, of whom 124 are boarders, the others day children. Three hostels, all co-educational, cater for junior, middle and senior age ranges. The school, which is recognized as an efficient Primary and Secondary School by the Ministry of Education, has a strong Nursery and Kindergarten section and prepares students in the thirteenth class for admission to the Universities. Most classes have some European children, and there are several Americans from the Waldorf Schools of North America. There are 24 teachers on the College, 11 other full-time teachers, and 16 part-time teachers, most of them for music and crafts. The school is adequately staffed for science, though there is the difficulty in common with other schools of finding more mathematics and physics teachers, particularly those interested in the Goetheanistic approach. Salaries are considerably less than the State teachers receive and this makes staff recruitment more difficult, though it is pleasing to report that a number of Old Scholars are now beginning to take their place on the staff. There is an active Parent-Teachers Association, and strong financial assistance is forthcoming, though much more needs to be done to acquaint parents with the aims of the Waldorf curriculum. Perhaps the major difficulty confronting the school is the need in the present educational atmosphere of our English society to compromise with the demands of public examinations; a compromise which causes a great deal of heart searching in pupils, teachers and parents alike, in their efforts to carry out fully the principles outlined by our founder, Dr. Steiner. These efforts to balance the academic needs of the English child with the artistic curriculum of the Waldorf programme, have continued throughout the 36 years of the school's history and will continue on into the future.

— *J. Le Prevost*

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Michael House School
Ilkeston
Derbyshire

Michael House School has 116 pupils (72 boys, 44 girls) with an age range of 4 to 17. The Nursery Class and the Main School of eleven classes are housed in school buildings of anthroposophical design (architect: G. Nemes of Dornach, Switzerland). A Class XII will be added as soon as demand warrants. There are 8 boarders, but it is essentially a day school. There are 13 well-qualified full-time teachers.

This Steiner School lies in the heart of an industrial area (coal mining, iron and steel, hosiery), which results in strong will forces becoming manifest in the children. There is an excellent mixture, poor and well-off, dull and intelligent. The school fees are exceptionally low, due to the special foundation of the school by Miss E. B. Lewis, daughter of a local industrialist, in 1934. She provided the land and the buildings, and endowed the school with a good annual income, purely to enable poor children to attend it. When pupils leave they embark on a wide variety of careers; old scholars include bricklayers and University lecturers, hairdressers and hospital nurses, miners and chemists, engineers and farmers.

— *R. A. Jarman*

Elmfield School
Stourbridge
Worcester

Elmfield was opened in 1946 with 4 teachers and 32 children. There are now 16 full time and several part-time teachers and over 200 pupils. The education is carried up to Class XI and those who require them are prepared for the State examinations. The school began in a large private house with gardens and a playing field. Although it is on the edge of an industrial area, it is beautifully situated in country surroundings. The work has steadily grown, and, through the help of an energetic Parents and Teachers' Association, there have been added, first of all an army hut which serves as a useful Assembly Hall and later a wing of three large class rooms. There is now an active Old Scholars' Association. A building fund has been launched for a combined gymnasium and hall, as the present one is no longer large enough for our needs.

— *Eileen Hutchins*

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Michael Lodge School
Leeds
Yorkshire

Michael Lodge School was founded on the impulse to introduce Waldorf pedagogy into an industrial area of England. It was felt at the time that this was a neglected aspect and that an attempt should be made to break fresh ground, particularly in the north of England. The school came into existence in 1948 through the personal initiative of the founder, who was also the first teacher. It was not endowed and has had to be self-supporting from the beginning.

Leeds is one of England's older industrial cities, situated in the busy West Riding of Yorkshire. It has a population of some half a million and a great variety of trade. It is the centre of the clothing industry, has large steel works, and there are coal mines along its southern border. It is the focal point of a huge area and is surrounded by satellite towns.

The population of the school is drawn from all classes, and probably approaches Dr. Steiner's ideal of a "mixed" community.

The school is still in a process of growing and there is further opportunity for expansion. At present the classes extend to the Eighth Grade, but it is anticipated that there will be some High School classes in the near future.

— *Roy Wilkinson*

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The New School
King's Langley
Hertfordshire

Founded in 1949, the New School is a boarding and day school, with approximately 250 children from the Nursery Class to Class XII, representing a good cross section of society. There are 16 full-time teachers, 8 men and 8 women, who found their way to the school by widely different paths. Several part-time teachers help in the various branches of music.

The school is situated in the "green belt", 20 miles from London, and has the great advantage of rural surroundings, combined with easy access to all the educational opportunities of London. The school started with two large country houses, around which a skillful architect has grouped an assembly hall, laboratories, craft rooms, etc.

A real problem is the fact that the lowest classes are very small. Then, at about the age of ten, the numbers in the classes rise rapidly to between 30 and 40, and these newcomers not only lack the background of the earlier years, but may well bring with them difficulties caused by their previous education.

There is an active P.T.A., and the efforts of the parents have resulted in large contributions to the Building Fund. The parents are most friendly and co-operative, but the majority are reluctant to enter into the fundamental principles of the education. On the other hand, quite a number of parents have moved to the district in order that their children may attend the school.

An unusual feature is that every Class X, accompanied by a teacher, has for many years for the whole summer term exchanged with a class from one of the Waldorf Schools in Germany. This has an immensely widening influence, and lasting friendships are formed.

—*Vera Compton-Burnett*

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Wynstones School
Whaddon
Gloucester

With its nine acres of land, Wynstones lies in open country on the fringe of the Cotswolds, only three miles from the city of Gloucester. After attending the first Training Course at Michael Hall, several teachers who had originally trained with the educational pioneer, Charlotte Cowdroy, founded the school in 1937. The first property at Brookthorpe housed both school and boarding pupils. During the war, however, even though we had to cope with some adverse feeling in Gloucester, owing to the presence of a few foreign teachers and the Austrian nationality of Rudolf Steiner, the school grew rapidly and accommodation problems became acute. In 1942 therefore, through the initiative and generosity of the founders, Whaddon Manor was acquired and became the present school house. Brookthorpe, a mile away, is now the hostel for 40 to 50 boarders. It is a beautiful estate of 33 acres, with large gardens providing first-class vegetables and fruit.

Wynstones is recognized by the Ministry of Education as an efficient Primary and Secondary School, covering all ages from Kindergarten up to University entrance. At present there are about 210 pupils. Including three visiting music teachers, the faculty numbers twenty.

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Queenswood School
Hastings
New Zealand

Queenswood had been a small primary school for girls for many years prior to 1950, when it was acquired by the present Trust Board. Our task then was to move gradually over to Rudolf Steiner methods, explaining every step to the parents as we went, few of whom had any knowledge of Rudolf Steiner.

In 1957 our Parents' Association gave the school a Hall with a good stage. The next year a graduate eurythmist, a New Zealander, came from Switzerland. In 1959 our cramped schoolrooms were enlarged.

We now have 84 girls and boys, plus 35 under five years in the Kindergarten. There are 38 girls in the hostel, mostly from farms; our few boy boarders have, so far, been placed in families. The teachers are three women and two men class teachers, a Kindergarten teacher and assistant, a language and handwork specialist, a eurythmist, and some outside visiting teachers for music and dressmaking.

The pupils at 14 go to secondary schools which means that in their last two years here they work partly on the New Zealand school syllabus. In a few years we hope to have our own secondary department.

The school is situated in a small country town, in two acres of ground, with a beautiful park close by.

— *Jean Stuart-Menteath*

Rudolf Steiner School We are a town and day school and take children from
Edinburgh nursery class to University entrance. At present there
Scotland are over 290 children on the roll, boys and girls, a
 permanent staff of 20 teachers, as well as a number of
 part-time teachers. Each class teacher has a parents' evening each term, the
 relationship with parents is excellent, and there is a parents' committee which
 does a lot for the school by raising money for special purposes.

— D. J. M. Bennie

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II. ITALY

Scuola a indirizzo pedagogico steineriano Our school, working along the
Milan pedagogical lines of Rudolf Steiner,
 began to function in March, 1950.

It started with just a few grades and very few pupils. Gradually it has grown, through the joyous interest of the pupils and the loyalty of the parents, until now it consists of a pre-school class for children four to six years old, and of five elementary grades for children up to the age of ten. Finances are met in part by tuitions and in part by contributions from friends of the school.

The school is recognized by the educational authorities, and naturally abides by the regulations of the government. At the same time it tries by all possible means to avoid vitiating or forfeiting the essential nature of Rudolf Steiner's pedagogical methods.

We have now 100 pupils, and considering the available space in our school building, we could not take on any more. The building itself is a beautiful one, located in a very beautiful spot.

The restlessness and vivacity of Italian children demand the loving, most understanding and wonderfully patient care of the women who teach them. These teachers constantly devote themselves, with initiative, to the development of the children entrusted to their care; they work with a sense of the deepest respect for the unique being of each one, in the light of that pedagogical insight which aims to further man's development towards achieving the right balance of thinking, feeling and will.

The results, on the whole, are very gratifying, and this makes it possible for our school to continue, in spite of the inevitable resistance which comes, directly or in disguise, from the dogmas prevailing in our modern society.

The number of teachers corresponds to the number of classes, plus teachers of special subjects, such as eurythmy, singing and crafts, a faculty of fourteen in all, not counting service personnel. A local physician supervises the health of the children with the help of an assistant woman doctor. A secretary and an administrative chairman complete the staff.

With this, we hope to have given you some idea of our little special school world; for it, we feel deeply a boundless sense of gratitude towards Rudolf Steiner, from whose spiritual aegis the school derives all further hope of existence.

—Lavinia Mondolfo
 (Translated by Amos Franceschelli)

III. DENMARK

*Vidar Skolen
Copenhagen*

The Vidar School — the first Rudolf Steiner school to be opened in Denmark — was started in the fall of 1950 by four teachers, backed up by a school society consisting of about fifty anthroposophically interested friends. It began with a first and second grade and has been gradually built up, a class at a time, to its present provisional size: 10 classes. Classes Nine and Ten prepare for examinations, but this shall be done away with as soon as possible. The staff consists of ten class teachers, and five teachers of special subjects.

The school lives in two rented buildings in a suburb of Copenhagen — the six lower classes being in the one and the four older classes in the other, over a mile away. The pupils number about 250 and come from all over the city and the surrounding country, the suburban railway and omnibus routes providing ample means of conveyance to both buildings. School fees amount to about six dollars a month; the state gives a gratuity which covers 80% of the total cost of running the school. The teachers are not required by the school authorities to undergo any special training.

Much interest is shown the school on the part of students from various training colleges for teachers. Study circles in pedagogy, besides courses in eurythmy, painting, wood-carving and recorder playing, are held every winter for the parents and friends of the school and are well attended. Waldorf school teachers and anthroposophists from other countries come now and then and give lectures and courses for the parents or for the school staff. The school issues a quarterly magazine with a view to spreading knowledge about Waldorf education to a wider circle.

— *Holger Broennum*

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*Rudolf Steiner Skolen
Aarhus* The Aarhus school was founded only six years ago. This means that we have accordingly just six classes, because each year a new first grade comes in. For the moment we have approximately 120 children and eleven teachers, six for the classes, two for eurythmy, one for handwork, and one for song and music.

Three years ago we got our own schoolhouse, a large villa situated at Strandvejen, only 20 yards from the sea. From most of the class rooms we have a most lovely view over the Bay of Aarhus, and furthermore we have the best opportunity to follow the weather all the year through. This is, of course, very valuable to the children.

Our relation to the parents of the school is very close. Each class teacher visits his parents several times during the year. All the teachers hold "Parents' Evenings", where they talk about the daily work of their particular class, and give some aspects of the school's point of view as to the curriculum for the various ages, based on the pedagogy of Rudolf Steiner. This winter we are also offering courses for the parents in painting, modelling and puppet theatre. When asked for, anthroposophical lectures are held by the teachers.

—*The Faculty of Teachers*

IV. THE SEVEN FREE SCHOOLS IN THE NETHERLANDS

*De Vrije School
The Hague* The first "Free School" in the Netherlands was founded in 1923 in The Hague. It grew out of the same impulse toward social renewal as the Waldorf School in Stuttgart, which had started four years earlier. Such a school could be only a "free school" with its own curriculum, different from the public schools as well as the other private ones. Much youthful enthusiasm was needed to overcome all the initial problems of housing, teacher training, etc. Starting out in a private house in 1923, with three classes and ten children, the school was able to move to its own new building in 1929.

In 1941 the German occupation authorities closed the school. The 12 classes of 220 children were helpfully taken by other schools, where they were often noted for their independent thinking, initiative and ability. A festive re-opening took place in 1945, and the students now number 450, with a faculty of 42 members.

A small group of students that wish to pass the official examination for entrance to a Dutch university follows a special one-year course after the twelfth grade.

The training course for teachers continued to operate underground during the war, but present enrollment does not yet meet the demand for new teachers in the Netherlands.

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*Geert-Groote-School
Amsterdam* The old trading town of Amsterdam has had its own school since 1933. It is named after Groote, the 14th century founder of the Brethren of the Common Life, who influenced the development of all education in western Europe. The Geert-Groote-School has 12 grades and 300 students.

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*Vrije School
Rotterdam*
*Rudolf Steiner School
Leiden* Active and modern Rotterdam started a school in 1949. This school, as well as those in Zeist and Leiden (founded in 1945, 140 students), has only seven grades at the present time.

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*Rudolf Steiner School
Haarlem* Haarlem, in the heart of the bulb and tulip area, gained its free school in 1947. Just now this school is expanding from eight to ten grades. It is also trying to develop a new type of examination and certification which will facilitate adjustment to other systems after graduation.

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*Vrije School
Bergen* Finally, in 1946, the village of Bergen saw the beginning of a school which now comprises 65 students, in four combination classes.

Most schools have active parent organizations, which support the schools in many aspects of their work. The Free School movement publishes a monthly journal, "Vrije Opvoedkunst". Because of its general social-pedagogical scope, the circle of readers extends far beyond the group of parents.

Translator's note: It should be of interest to us here in America, that the Free Schools are supported by the Dutch government for a major part of their budget, as is presently the case with all independent private schools in the Netherlands.

— A. C. Henny
(Translated by G. Bedding)

Zeister Vrije School Not too long ago Zeist was only a village. Although
Zeist it has now grown into a town of 50,000 people, Zeist
has been able to keep its rural character. This is an
advantage to the school, and lends it a special color.

The school arose in 1933, when several parents wishing to have Waldorf School pedagogy for their children, found a teacher from the Stuttgart school, Maria Uhland, ready to help them. For a year this was private teaching, but then with the assistance of Dr. B. C. J. Lievegoed and D. J. van Bemmelen, a school with ten grades was founded, and accommodated in an old mansion.

During the years of the German occupation, the school led a tucked-away existence. After the war we started again, this time with six grades with Waldorf curriculum, and a seventh transition class. The students of this latter class are trained for the entrance examinations to a secondary school. The other children leave the school after the seventh form to attend a technical or a house-wifery school, or a high school.

The Zeister Vrije School rejoices in the co-operation of a very active, sympathetic council of parents, that keeps up a lively contact between the parents as well as between the teachers and the parents. Five years ago, with State aid, the school moved into a new building in a new part of Zeist, near the woods. At the moment the school numbers 165 children in seven classes, seven class teachers and four special subject teachers. The well-attended Kindergarten has 43 children.

— *Henriette van Leeuwen*

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V. SWITZERLAND

Rudolf Steiner-Schule Rudolf Steiner himself, in the year 1923, asked the
Basel (Bâle) Basel authorities for permission to open a school which
would be based on his pedagogical methods and curriculum. However it was not until 1926 that this could take place. The school, which began with 30 pupils, now has 500, with a faculty of 30 teachers. Our foreign languages are French and English; Latin is elective. School assemblies offer recitation, singing, orchestra, eurythmy and dramatic presentations in German, French and English. From time to time, the work of the students is shown at an exhibition. Lecture series are held in order to characterize the aims and essential nature of the school.

Our pupils, all of whom are day students, come from every social class. Most of them attend the free religion class. [*Editor's note:* In all European schools, religious instruction is customary; in the Waldorf schools, the pupils have it regularly, either from a Catholic priest or a Protestant minister, both of whom come to the school for that purpose. Nonconformist parents have asked for 'free religious instruction' for their children, and this is often given by one or the other Waldorf teacher.]

It has often happened that parents, who regarded the school at first only valuable as a sort of guardian angel for their child, have gradually through their own active participation in the life of the school found their way to anthroposophy. As a matter of fact, the interest of our parents is most pleasing. These relationships may help to explain the fact that our young people up to now are very little inclined to those destructive tendencies which elsewhere are so menacing.

The Basel school is supported financially by a large group of devoted parents and friends; help from the government has never been requested. But now very soon the need of a new, larger school building places a tremendous task before us. We hope to be able to meet this challenge.

Our school stands, one can say, at the gates of the Goetheanum, and there the teachers can find stimulating help. Dear to us all is the place from which Dr. Steiner could unfold his great and forceful activity. The present centennial of his birth must deepen our feelings of esteem and gratitude.

— Sent by Dr. C. Bosshardt
(R. P.)

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Rudolf Steiner Schule Professor F. Eymann died in 1954, but his work is still
Berne alive in all those who through him became interested in anthroposophy and in the idea of education as an art — and of course also self-education — according to the ideas of Rudolf Steiner. Professor Eymann was the “godfather” of our school in Berne. Although this new art of education was already, and is still, practised by many teachers in the Berne public schools, there were a few pedagogues, pupils of Prof. Eymann, who wanted to open a private school where they would be free to realize more completely what was inaugurated as the first Waldorf School in Stuttgart. So in 1946 three teachers started a school, with three classes and about 20 children, in rented rooms.

Since then, Prof. Eymann’s godchild has grown out of bounds. The school is now housed in our own property, a house with eleven rooms, surrounded by a garden where just recently a bungalow has had to be built. The recreation grounds have become terribly small, but the new building was badly needed for the orchestra, chorus singing, rehearsing, class meetings, conferences, etc. We still need a gymnastic hall and a room where the whole school could gather.

There are ten classes (including one for sub-normal children) with 160 pupils, ten class teachers, and seven teachers for special subjects. We still feel rather squashed in our rooms, the house being an ordinary villa with small rooms and inconvenient staircases and landings. So we are looking out for a new, real schoolhouse, and have started to collect and save money for this purpose. If we continue to find help, we hope to realize our plans some time in the next five or ten years. We have no aid at all from the government. Meanwhile we try to do our best and are always grateful to our teacher, Rudolf Steiner.

— Melanie Brunnschweiler

Bergschule Avrona Everyone who comes to Avrona is enchanted by the
Tarasp (Unterengadin) beauty of its mountain location. An American, who
comes up regularly, once said to me, "All year I
look forward to my trip into the lower Engadine — and my first excursion is
always the magnificent ascent to Avrona".

If you should ask me why, in 1955, I founded the school in this lonely place in the high Alps, almost an hour's journey from the nearest town, I would answer: it was partly destiny, and partly my experience as a teacher in city schools. When one speaks nowadays about environmental damages, one is apt to limit the idea of environment to family, school, city-block, etc. and forget that the damages arise in their widest sense from man's divorce from Nature, and his attempt to build a new, technical world of his own. This is one of the fundamental reasons for children's suffering, and it was one of my reasons for placing a school in the very center of Nature at its most powerful.

We have a close connection with the mountain people around us, achieved to a great extent by the children's performances every year of the Oberufer Christmas play in some of our neighboring villages; but we live our own life in the school as independently as possible. We have no radio, television or movies! When we want entertainment, it has to arise out of our own capacities. Very often a student finds this hard to understand when he first arrives. But in time the children do come to realize the positive values. They come more and more to music of their own making, however modest its proportions. To us, it is important that the young people are not dependent on outer contrivances, but gain confidence in their own inner resources.

Besides this the children help in every activity of kitchen, dining room, garden, workshop (several, for metal and wood crafts), even to the building of stables. They have animals to care for. Of these, our donkey is given the greatest amount of love; they may take him to the postoffice for the mail, drive with him to a picnic, or even use him to plow the snowy roads in winter. In such ways we try to make a place for the *whole* being of the child within the environment in which he finds himself.

In schoolwork we follow the pedagogy of Rudolf Steiner. In quite another sense than the man-made technical realm, this forms a powerful polarity to the grandeur of Nature. Something new can be put into the world, through education: the individuality of the growing, developing human being. Our effort is to let it develop out of the natural environment, without estrangement from the world in which it belongs. In this we are aided by the beauty of the surroundings in which we live and by their harmonizing, calming influence.

We have limited the number of our pupils to 60 boys and girls, but they are of all ages, from 6 to 20, varied social classes and religions, and of eight or nine nationalities. The faculty consists of eleven teachers, with eight other persons helping in the household.

— Willi Overhage
(R. P.)

VI. FRANCE

Ecole Rudolf Steiner Our school, located in the southern part of the city,
Paris has about 110 children, and 11 teachers. Our classes go
this year from Kindergarten to the Eighth Grade.

When we exhibited our student work at the recent "Salon de l'enfance", our stand attracted the notice of a member of the official reviewing commission, and also of a commentator of the nationally owned broadcasting company, who spoke favorably about the school on his program.

The school organizes a pedagogical study course every year (four hours a week), which was preceded this year by three public lectures. This enabled us to register 11 applicants for the course.

Our main problems are: one, to augment the number of children in our Kindergarten, so that the number of pupils in our lower grades will grow; two, to be able to add a new class every year, in order to carry our children up to the Baccalaureate (examination for University entrance).

What also seems important to us is that the parents begin to understand more fully what we are trying to do scholastically. The French on the whole are quite conservative, and we do want to avoid compromises. We also try to deepen in ourselves the approach to the different subjects; and more and more the school begins to take on its own intrinsic style.

— *Jean-Louis Gaensburger*
(*Trans. by Rudolf Copple*)

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VII. SWEDEN

Kristofferskolan We started in 1948 with seven children and now have
Stockholm 285, with our first Twelfth Grade finishing its course
this summer. We have been able to build up the upper
school curriculum without any special preparations for the university examina-
tions. The students who wish to prepare for these must do so independently.
We are about 30 teachers, a number of special teachers working half time.
The classes vary in number, partly according to the sizes of the classrooms.
The lower school averages about 30, Ninth Grade 36, the top classes 15.

The school is situated in the centre of the town, in very crowded space, but parents and teachers have painted the classrooms and sewed curtains so that it looks colorful and gay inside, decorated with the children's paintings. Plans for a new schoolhouse are ready and we have a most beautiful piece of ground on the outskirts of Stockholm on a wooded hill, quite easily reached by subway. We hope that the new house will be standing in two years' time. The building fund is perpetually growing and there are many promises from big firms to help with materials and installations. We have a very active and enthusiastic group of parents backing the school. This year an educational magazine has been started.

—*Elisabeth Ahlberg*

VIII. NORWAY

Rudolf Steinerskolen After 15 years of nomadic camp-life, we have at last
Oslo started to build a new schoolhouse.

The independent and heroic life in miserable huts, in direct contact with Nature — rain pouring down through half-rotten and perforated roofs, winter drafts squealing through closed windows and doors, classes gathering around the fireplace with frost on ears and noses — is ended. What a pity!

We are going to move in Fall, 1961, to wonderful, air-conditioned classrooms, with water no longer from Heaven, but from efficient taps in every room. Everything is going to be easy, wonderful and what not!

Our 250 pupils, aged 7 to 14, in 7 classes, are agreed: it won't be as good as in the old huts, — please, let us stay.

Fifteen teachers say, relieved: now at last our dream has become reality; a new life is going to begin. We are happy, and our duty is to keep the inner quality and to heighten our pedagogical work.

The new house means a challenge — and we are going to take it up.

The new building will cost $\frac{3}{4}$ of a million Norwegian kroner, some 100,000 dollars, and every cent is given as a free deed. There has been neither State nor County support to be had, for free schools, for the most part, are regarded as hair in the ideological soup of the Labor Party at present. So the financial burden weighs heavy on our heads, and a variety of activities is needed to keep the school-carriage rolling.

But up to now, we have succeeded in finding the parents who are willing to do something and to offer something and to sacrifice something, in order to keep their children's school running. All this means really the forming of a spiritual breathing hole in the rather compact ice-hardened social life of our day.

The piece of land we have leased is on the outskirts of Oslo, but only 20 minutes' tram ride from the center of the city. It is on the edge of a vast forest, Nordmarka, which stretches for miles and miles into the distance and harbours elk and eagles as well as other wild beasts and birds.

Our children live mostly under such conditions that life in the open air is a matter of course, summer and winter. This prevents them from being too sophisticated and urbanized. They certainly ought to be more polite, and they have to be taught how to behave. They like strong colors, and this inclination may be seen as the effect of the powerful light of summer and the deep darkness of Norwegian winter.

The end of our story concerning pupils as well as teachers might be the traditional one of our fairy tales:

'And if they are not dead, they are still living.'

— *Christian Faye Smit*

IX. GERMANY

*Freie Waldorfschule Umlandshöhe
Stuttgart*

The first and foremost of all the Waldorf schools, this was given a separate article, by Al Laney, in *Education as an Art*, Vol. 19, No. 2 (Summer, 1958), which is still available.

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*Freie Waldorfschule
Hannover*

Hannover's Waldorf School was founded in 1926, prohibited and closed in 1938, and opened again in 1945 at the end of the war. With the help of parents, teachers and former students, the school was reestablished and it grew rapidly. At present, there are 905 children (454 boys, 451 girls) in 26 classes. Each grade, from first to twelfth, is a double one, and there are two preparation classes, with their own teachers, for the university examinations (Grade 13). These examinations are given and graded by the class teachers themselves, just as in the public schools.

The school has a Kindergarten with its own playground and takes care of 100 little children. There is also enough land for gardening, a sports field and a swimming pool. We still lack a gymnasium and an auditorium for the monthly assemblies.

About 60 persons belong to the faculty.

— Dr. W. Rudolph
(R. P.)

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*Freie Waldorfschule
Heidenheim*

One of the smallest German towns where a Waldorf School has been founded is Heidenheim, a South German town of 48,000 inhabitants. Shortly after the war, in 1946, the school was founded through the initiative of Dr. Voith, the chairman of the world-famous Voith Machine Company, and his wife, who ever since have continued generously to support the school. It is due to them that in a comparatively short time the school was equipped with sufficient space and modern buildings, close to the Voith factory. Surrounded by wooded limestone hills, the little town is situated in a narrow valley in the Swabian Jura, in which several internationally known industries besides Voith — Osram, Siemens, etc. — have settled. The children grow up here between forest and heath on the one hand, and the most up-to-date industry on the other, and this strange contrast can be seen in their character. Being close to Nature — though somewhat wild — they are protected from many a danger with which schools in large cities have to reckon; when they get older, however, technical interests threaten to exclude all others. The one preserves powers of feeling in them, which contributes greatly to the school atmosphere. The other, combined with Swabian stubbornness, makes serious problems for the school as regards the artistic life. It was daring to found a Waldorf School in so small a town: time showed that though small-town atmosphere brings the different social classes together, it causes many difficulties for the undisturbed development of such a school. We have about 315 children and 22 teachers, and as far as can be seen, the milieu will not permit of any substantial increase.

— G. Jasper

*Freie Waldorfschule
Kassel*

Kassel is a city of 200,000 near the eastern border of West Germany, surrounded by beautiful forests, and famous for the immense park belonging to its 18th century castle. Visitors from all parts of Germany come for the exhibitions of modern art, for flower shows, and the annual music festivals in October. Industry suffered for some time from the unfortunate cut by the Iron Curtain through our country; yet well-known firms like Henschel, Volkswagen, and other sorts of heavy and chemical industries still give the town its outward appearance and partly influence the features of its population. .

Our children, on the average, are very good natured, not too quick, but when once started, rather active. More and more do we have to deal with children who find great difficulties in apprehending, and even more, in transforming their ideas into actions. Thus we see our main task at the moment in accentuating all sorts of practical activities. We have a pottery, a locksmith's shop, a blacksmith's shop, and our children are trained in spinning, tailoring, gardening, bookbinding, various sorts of woodwork and, of course, painting.

Our schoolhouse is fortunately well within the beautiful part of town, some minutes from the park and the outskirts of the forest. The school itself was founded in 1930, was closed in 1938 by the Nazi regime, and was reopened in 1946. We have 620 pupils in 21 classes, beginning with First Grade for the seven-year olds, leading up to Grade 13, which prepares for the University entrance examinations.

Our schoolhouse, originally a private villa, has become far too small, and we are very happy to have celebrated last December the inauguration of the first part of our new school building. We hope that the other parts will follow soon, as we need much room for the abovementioned activities, and as we think a Kindergarten to be an essential task with which we should soon begin. Children are waiting for it.

— Gertraud Flegler

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*Rudolf Steiner Schule
Munich*

Number of pupils: 587

Number of teachers: 32 full-time — 16 part-time

Number of Classes: 18

Four classes are double.

Preparatory class for final examinations, since 1959.

The pupils come from Munich and its surroundings.

The school premises are in a favorable situation of the city, in their own grounds and built for our own purposes. Gymnasium and a large hall are being built.

— Dr. Karl Pollmann

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*Freie Schule Ulm
Ulm*

Our school is not very large. We have about 350 pupils and 25 teachers, with 12 classes and one extra class for backward and mentally retarded children. Ulm is not really a big city; it has under 100,000 inhabitants and was much smaller still before 1945. About half the population came from the East German districts. We have only a small percentage of native Ulm children. Ulm is an old town of traditional handwork; the people therefore are more interested in learning trades than in studying academic subjects. So we have introduced a practical section in the school which includes sewing and carpentry.

— Doris Rosenstingl

Freie Georgenschule Reutlingen The Freie Georgen School, founded in 1946, is one of the five Waldorf Schools which lie close together in southern Württemberg. Reutlingen is 28 miles from Stuttgart, 25 miles from Engelberg, 8½ miles from Tübingen. We have almost constantly 400 children in the school, half of whom live in Reutlingen, the others in small towns and villages near by. Since 1947, 24 teachers have been teaching in 12 classes, and since last year we also prepare the students of Class 13 for their examinations. This last Easter we added a Kindergarten to the school, after having erected a new building. As for particular difficulties or particular advantages, they tend to balance out, and as long as we can thus go on working undisturbed we shall be happy.

— *Johanna Henriette Pohl*

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Freie Waldorfschule Marburg Our school in Marburg has now 470 pupils in 13 classes, and a Kindergarten on our own estate with 45 children. In 1934 the school was founded by the sisters, Johanna and Anna Selter, who tried to transform their private school into a Waldorf School. In 1939 the school was closed by Hitler.

In October, 1945, the school was reopened, without one single penny to run it. During the years of starvation, the Waldorf Schools Fund in America supported us in the most generous way with Care parcels, etc. The school is a city school with a faculty of 21 teachers and some who give only a few special lessons. We had a very hard struggle with our authorities in Marburg during the first years after the war, but now everything is all right, only our money is very short, too short, and we can't get the necessary number of teachers.

— *Herta Schlegtendal*

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Rudolf Steiner Schule Berlin We began preparations for re-opening the Berlin Rudolf Steiner School — gathering people interested in educational problems, people with children, teachers who might possibly be willing to join — in 1946, when our city was still showing all the marks of destruction by bombs, when everybody was hungry, and the Occupation authorities of four foreign powers had to decide about the concession of founding a private school.

There was a deep enthusiasm. In order to get an introduction to the new ideas and the new art of painting or eurythmy, people came long ways in cold trains with broken windows, running only irregularly. In 1949 we had the concession at last. We had won an experienced Waldorf teacher to take the lead, with five classes, and we rented a small but nice house surrounded with lovely pine woods. Since 1957 we have grown to twelve Waldorf classes, and a Grade 13 for university preparation. At present we have 377 pupils and about 22 teachers, with 10 more who come for sports and Grade 13. We now have two houses, much too small, and we plan to build. But there is no philanthropist around, and it will all be difficult, in spite of goodwill from the authorities.

Our children are quick, lively, very matter of fact, and not at all easy. They are apt to hide their softer qualities as much as they can and to see the funny sides of things. Yet below that surface seems to wait a deeper understanding without words. In moments of importance they feel responsible and show surprising possibilities. They naturally suffer from nervous strain, feeling

the tension of the political situation, and there are many who did not get on well in other schools, and who are carefully led by loving teachers to find their way into life. As a graduating student put it: they love their school because of 'the human, kind and warm atmosphere', and feel well prepared to explore life. Above all, they love to be left free to find out for themselves. They seem to be passionate lovers of free activity.

The parents mostly don't know much about us, and it needs more effort than in former years to interest them in educational questions.

Living in Berlin means whirls all around. To build up steadily, relying quietly on what has been done before, is not our situation. We have had many teachers and pupils coming and leaving again for other towns. And being rather far off from other German schools, we have had to stand on our own feet. This however may have intensified our endeavors and responsibility, and developed a sound criticism towards our own doings. Amidst the problems of the world around us, we feel rather strongly how absolutely necessary it is to begin with a new art of education—there will be no existence except one founded on spiritual facts—but we also feel strongly that what we do is just a beginning. There are depressing limits to our possibilities, in facing the great task. And yet it is a beginning to see the human being anew, to help to bring deeper, divine qualities of human nature to work within our pupils, within ourselves. That is a wonderful experience, which evokes in us thankfulness.

—Lola Jaerschky

Our next number will bring further reports, and a complete list of all the schools, with their addresses.

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BOOKS ON EDUCATION BY RUDOLF STEINER

Education and Modern Spiritual Life

(12 lectures given at Ilkley, England, 1923)

Essentials of Education

(5 lectures given at Stuttgart, Germany, 1924)

Spiritual Ground of Education

(9 lectures given at Oxford University, 1922)

Anthroposophical Publishing Co., London

Study of Man

(14 lectures given at Stuttgart, 1919)

Rudolf Steiner Publishing Co., London

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