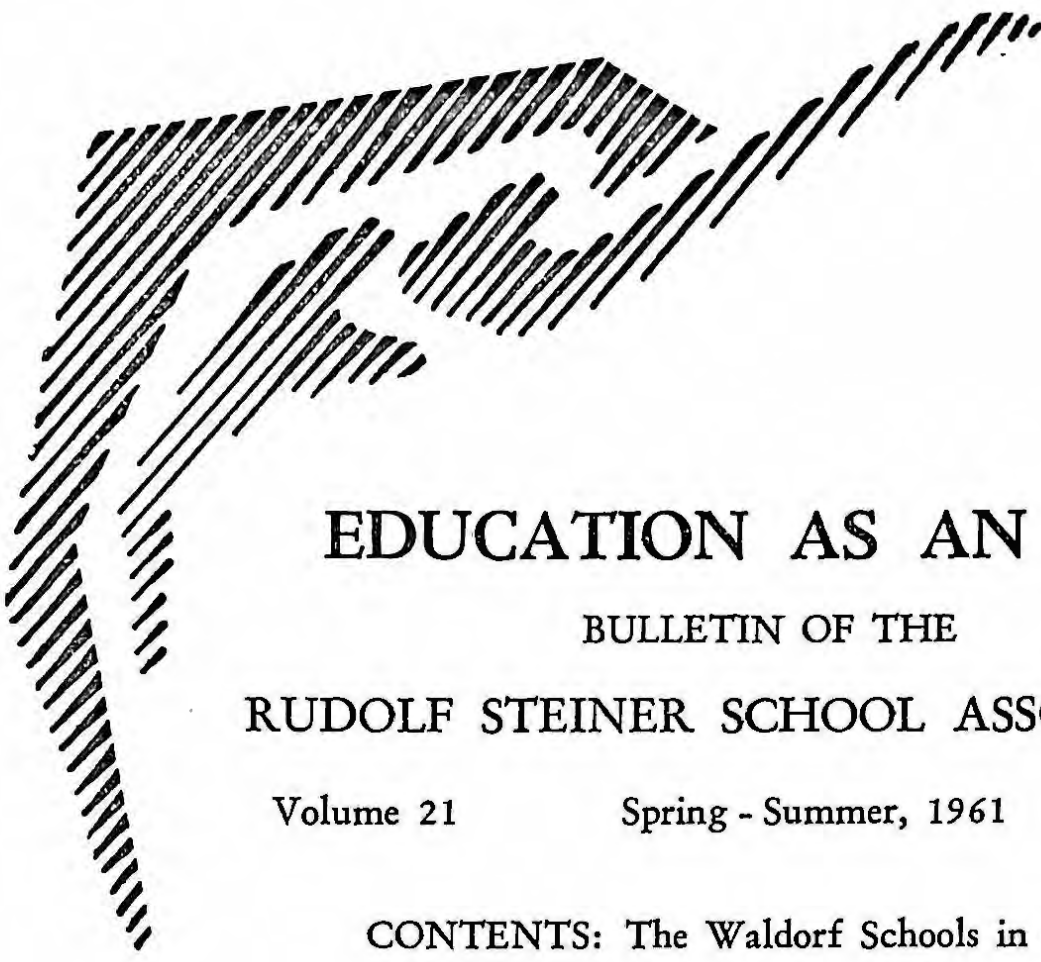




EDUCATION AS AN ART

BULLETIN OF THE RUDOLF STEINER SCHOOL ASSOCIATION

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WHAT IS FREEDOM?

(Spoken by students of the Rudolf Steiner High School
at the Centennial celebration for Rudolf Steiner, April, 1961)

To live in the love of what we do, and to let live in the understanding of another's volition: this is the fundamental maxim of the free man. . . . The free man does not demand accord from his fellow-men, but he expects it none the less, believing that it is inherent in the very essence of human nature.

When the philosopher Kant says of duty: *Duty! O sublime and mighty name, you who embrace within yourself nothing beloved or ingratiating, but who demand submission, you set up a law before which all inclinations are dumb, even while they may secretly combat it . . .* then out of the consciousness of the free spirit, man replies: *Freedom! O friendly and humane name, you who embrace within yourself all that is morally most beloved, all that my manhood most prizes, making me the servant of no one, you do not merely set up a law before me, but you wait for what my moral power of love itself will recognize as the law which it will follow, because it feels itself unfree in the presence of every law forced upon it.*

This is the contrast of morality according to law and according to freedom.

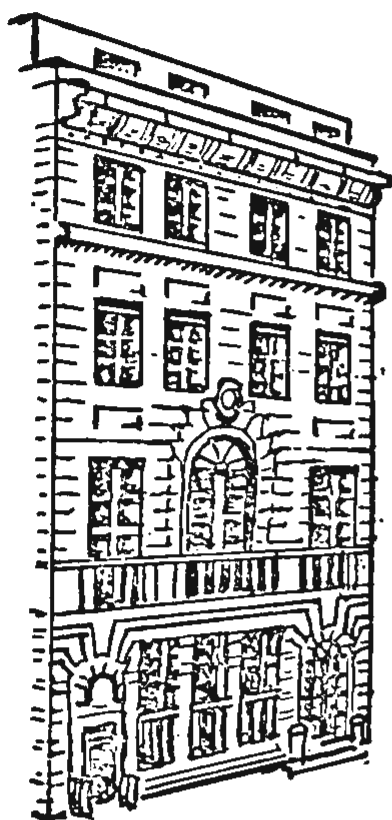
Nature makes of man merely a creature of the kingdoms of nature, Society makes him into a being who acts according to law, but only he himself can make himself into a free being. Human individuals, with the moral ideas belonging to their nature, are the presupposition of a moral world-order.

Rudolf Steiner, *The Philosophy of Spiritual Activity*.

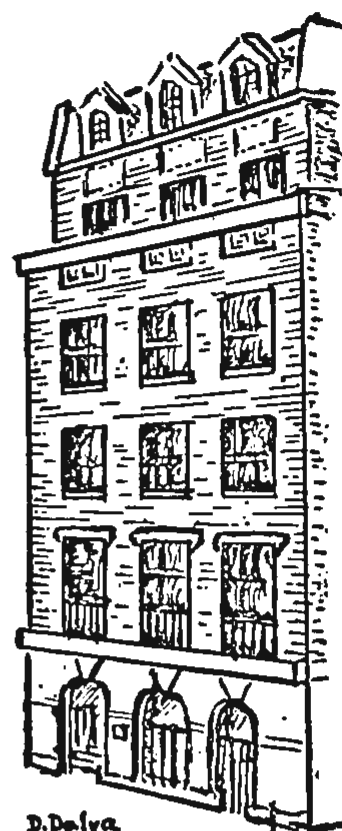
REPORTS FROM THE SCHOOLS WORKING WITH THE PEDAGOGY OF RUDOLF STEINER IN THE UNITED STATES

THE RUDOLF STEINER SCHOOL

New York City



When the traffic signal changes and the flow of traffic comes to a screeching halt, a long rope chain is pulled across Fifth Avenue. Holding on tightly to the jouncing loops of rope are the 25 or so Nursery children of the Rudolf Steiner School on their daily pilgrimage to the open spaces of Central Park. They will be followed shortly by a second rope of the same size, the voices bubbling a little louder: the Kindergarten children. More



sedate lines of older children, two by two, hurry after the little ones, mischief quite evidently held in only long enough to reach the grass and rocks of the park. Anyone visiting the park around eleven will hear the sounds of joyful playing emerging from behind bushes and trees or see an important game of baseball going on in the open fields. Fortunate indeed are the children and teachers of the school to be so close to beauties of nature within the center of the busiest section of New York City. Into the building each morning tumbles a fair cross-section of the city's children. Some have travelled over an hour by train, subway and bus. The clanging of fire engines, sirens of police cars and the honking of impatient taxis throb against the walls of the building, but healing forces are at work within to protect and help the children in overcoming 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, is of utmost help. For this reason the school has sought to foster a genuine artistic life in every class and individual. An important place is assigned throughout the twelve school years to painting, modelling, choral speaking, singing, orchestra and eurythmy. Everything is done to develop the imagination and the sense of beauty. The daily lesson is started with a morning verse spoken in unison by the class and class teacher, creating within the child an attitude of true reverence toward man and the universe.

The year 1928 marked the birth of the Rudolf Steiner School, the first in this country. Rudolf Steiner's ideas on education, although widely known in Central Europe, had been scarcely heard of in the English-speaking world until a conference, held at Oxford University in 1922, brought these ideas impressively to the attention of educators in England. Miss Irene Brown, an

artist and cousin of the painter Scott Pyle, who heard these Oxford lectures, longed to have such ideas carried out in America. Seven years later Mrs. Virginia Birdsall and Mrs. Irene Foltz had the courage to give up their active school positions and, with thirteen pupils of various ages, pioneered in making the first Waldorf school a reality. During that first year Mrs. Birdsall's one-room apartment in New York became the first home of the school. Her folding cot was rolled into the closet during the day to make room for tables and chairs. It is with deep gratitude that we recall their sacrifice, which was the seed for the later growth of the school.

In 1929 Miss Brown made it possible to rent the former building of the Dalton School at 20 West 73rd Street. Other hopeful new Waldorf schools may be warned by a typical difficulty which confronted the Rudolf Steiner School at this time. Adequate funds were invested in the high rent of a school building and the promise of an existing student body. However, by the time the Steiner School started operating, many of these students had been drawn away and the school was left with more teachers than children. Only after many years did the school recover from this first drastic setback. The lesson of these first years is certainly that wherever possible the new wine of Waldorf education should not be put into old forms of existing organisms, but should rather be started on its own, no matter how humble the beginning must be.

This was 1929, the year of the depression. Many private schools were forced to close. But the faculty of the Rudolf Steiner School, realizing the importance of this beginning, accepted low salaries and at one time voluntarily cut even these in half.

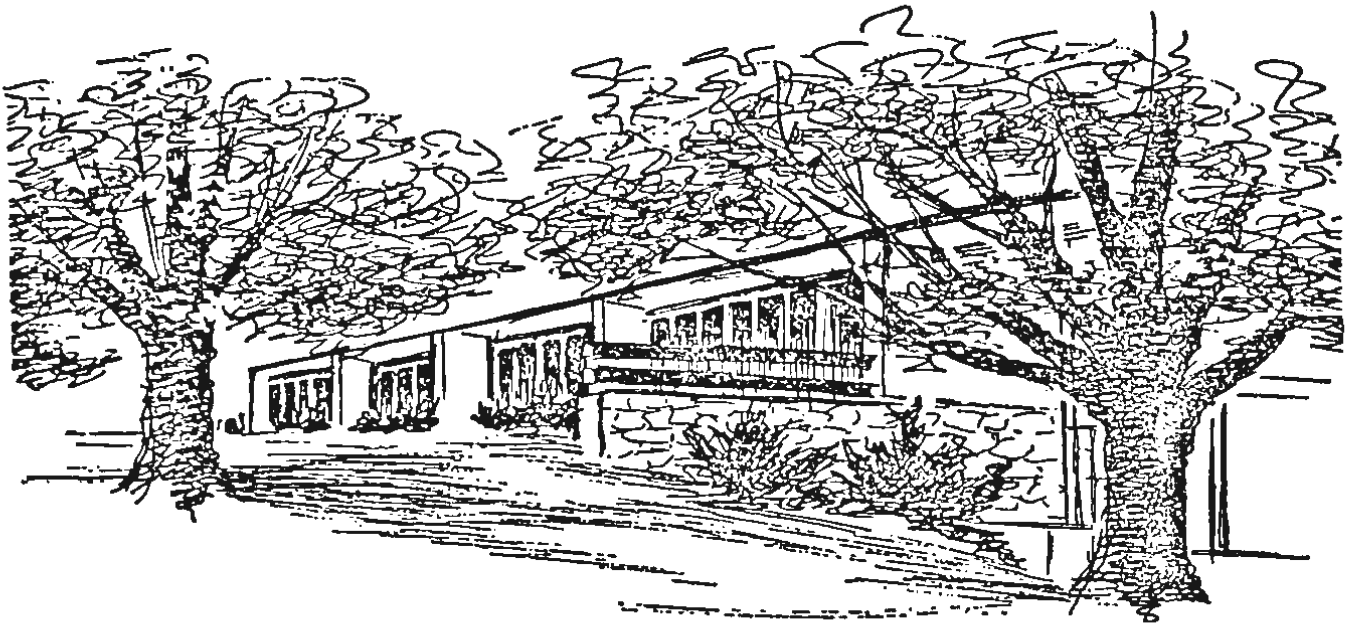
There were 13 years of persistent effort and slow, steady growth, three more years in another school building on East 91st Street, and then a huge and heroic step: faculty, board, parents and friends joined together in 1944 to buy the "magnificent mansion" which still houses the Elementary School. The wide, handsome block, close to Fifth Avenue and the Park, the impressive entrance hall with its sweeping marble stairway, the high-ceilinged rooms with immense windows were to be a challenge to the inner growth and academic well-being. We took our place among the well-known and well-established private schools of that area, and we began to build a similar reputation of solid worth. Our financial difficulties and our courage had to run neck and neck, but the devoted efforts of all the friends of the school were based on a thorough understanding of the great need: the need for new ideas in education that could challenge the old ones; new ideas that focused on the complete physical, emotional and spiritual being of the child: an education that could rightly foster this transformed concept of man.

The High School was our latest — but not final — step in the world. In 1956 insight and enthusiasm joined forces, so that a second fine building could be purchased, just a block away from the lower school. One class a year was added; now we have graduated three Senior classes and our students have been accepted by many colleges, including Harvard, Barnard, M.I.T., Bryn Mawr, and Yale. The latter two have accepted for this coming year a girl and a boy who have been in the school since their earliest years.

The High School students walk over to the Elementary School for lessons in shop and woodcarving, for a hot lunch, for play rehearsals on the tiny stage, or for school assemblies which must usually be repeated to accommodate

several audiences. The Eighth Grade, though it belongs to the lower school, is housed in the High School building. There is a continuous coming and going, — and a passionate desire to have, some day, one large building to contain not only both schools but also a gymnasium and an auditorium, one in which the whole school could sit together. Some of us may long for a place on a hill, surrounded by green trees and lawns; but we are conscious too of the need for the healing forces of Rudolf Steiner's education in the middle of this great city. Our responsibility is to carry on amidst the most difficult and adverse conditions, and the deep joy of such responsibility finds its answer in the outward and inward healthy growth of our children.

—Margaret de Ris and Ruth Pusch



KIMBERTON FARMS SCHOOL

Phoenixville, Pennsylvania

Kimberton Farms School is truly "a country day school." Nestled among the hills of rural Chester County 30 miles west of Philadelphia, the school is approached through a covered bridge across French Creek which borders the school property. Old oaks, copper beeches, sweet gums, ginkgoes, and more than forty magnolia trees dot the play areas. A large, glass-domed center court dominates the old, converted mansion which houses the upper classes. It is the focal point for such traditional activities as the Advent carol circles, art card sales, changing displays of pupils' work and social affairs; and, by the use of folding tables, it is transformed each lunch hour into a dining room for the entire school. This building is in sharp contrast to the two glass-enclosed modern buildings which accommodate the nursery, kindergarten, and two lower grades, and which contain the combination auditorium-gymnasium and the arts and crafts departments.

The 200 children, transported by bus and automobile from distances up to 25 miles, are privileged to be residents of the historic Pennsylvania countryside where William Penn, Benjamin Franklin, and George Washington strove to

create a heritage of religious and political freedom. With many material gifts bestowed upon them, some of the children take wholesome pleasure in riding and learning to care for their own horses. For other children, attendance at the school demands real sacrifice, upon the part of their parents, in money and in time given in lieu of tuition. Because of the generosity and foresight of the school's founders no worthy applicant whose parents sincerely want him to have the advantages of a Waldorf education is denied admission. Although the school does not accept sub-normal children, there is a wide variant in ability among its pupils which maintains a normal, well-balanced class situation; however, minimizing competitive sports tends to create an unequal ratio of girls to boys in some classes, particularly in the upper grades.

Mr. and Mrs. H. A. W. Myrin founded Kimberton Farms School twenty years ago in an old Colonial farmhouse a short distance from the present location. Prompted by a deep interest and confidence in Rudolf Steiner's philosophy and work, Mr. Myrin created a school where the educational principles outlined by Dr. Steiner could be put into practice in rural America. Both Mr. and Mrs. Myrin have taken a personal responsibility in the development and operation of the school in addition to providing the necessary endowment for its establishment, growth, and continuation.

An American school on American soil, Kimberton Farms School is proud of the European impetus which inspired it and it will not cease to recognize the invaluable aid and direction given it by both European and American educators. Its first principal, Elizabeth Grunelius, and its first class teacher, Virginia Field Birdsall, both had enjoyed the great privilege of attending Dr. Steiner's course of lectures at Ilkley. Ruth Pusch, now a teacher in the Rudolf Steiner School in New York, introduced Eurythmy here one day each week. Dr. Herman von Baravalle was the first educational advisor and lecturer. Richard Kroth, artist and lecturer, later became a member of the staff and remained a part-time art teacher until his death in 1959. Dr. Franz E. Winkler, president of the Myrin Institute, has been both an advisor and medical consultant since Kimberton's early years. C. A. Harwood, F. L. Edmunds, Dr. Karl Konig, A. W. Mann, Karl Ege, Roy Wilkinson, and Dr. Henry N. Williams have lectured at the school. In the past two years joint conferences have brought the sharing of experiences with John Gardner and the faculty of the Waldorf School of Adelphi.

Helen L. Wieneke, originally a class teacher, became the principal in 1947; she bore the burden of building up the school during the years when it expanded from a lower grade school to a well-equipped nursery-through-eighth grade elementary school (for four years ninth grade was included) of over 200 pupils. Mrs. Wieneke has now semi-retired to the position of part-time upper grade literature teacher and dramatic coach, but the school is still strengthened by her presence at intervals during the year.

Narcie L. Lord, for fourteen years director of music and later associate principal, has led the staff of 20 full-time teachers and 14 part-time specialists since the beginning of the 1959 term in addition to continuing her work in the music department. Though many fine teachers have come and gone — Margaret Frohlich, Rudolf Copple, Karl Ege, Elizabeth Baravalle Kimball, Virginia Paulsen, to mention only a few — Kimberton today has several teachers with special training in Waldorf Educational principles. Dora Kimmich, now a class

teacher and curriculum consultant, was herself a pupil and later a teacher in the original Waldorf School in Stuttgart. Edward Stone, Lexie Ahrens, and Richard Atkinson have studied and worked in Waldorf Schools in England and on the continent and Charles E. Stone is well acquainted with the philosophy. Kathryn Miller, Elizabeth Holden, Ellen Bishop, Michael Schmidt and Astaire Thomson have all seen their children graduate from the school and have taught here for ten years or more. Jeffery Kirk has brought public attention to Waldorf education in an article titled "My Child Has a Teacher" (Ladies Home Journal — August, 1960) written by the mother of one of his pupils.

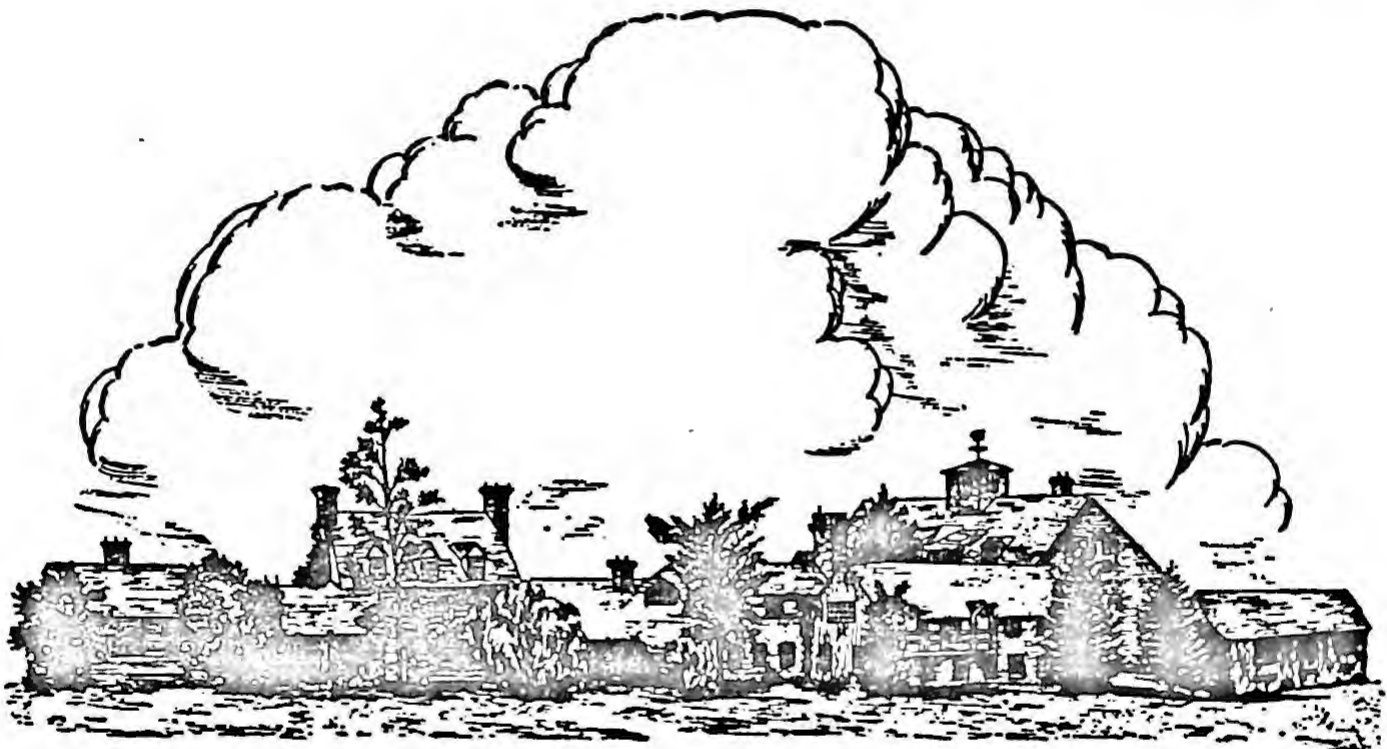
In this area much educational experimentation has been and is being conducted in many well-known traditional schools, so that Kimberton's graduates have the opportunity of attending a great number of private schools in addition to the local public high schools. Graduates have gone to boys' schools such as Phillips-Exeter, The Hill School, Taft, Haverford, William Penn Charter, and The Episcopal Academy; girls have gone to Baldwin, Shipley, Agnes Irwin, Lankenau, St. Timothy's, and St. Mary's (New York); others have gone to High Mowing, Westtown Friends, Friends' Select, and Friends' Central in the co-educational category. The Kimberton faculty is consequently under considerable academic pressure. Alterations in the general curricular pattern of many Waldorf schools have been necessitated, especially in the seventh and eighth grades, in order to assure that our graduates will be qualified, at the end of eighth grade, to compete for admission into the highly intellectualized independent schools. When the Waldorf ideal becomes artificial under the practical rigors of scheduling it is modified to conform with necessity. At the same time every attempt is made to direct children's education according to the timeless insights of Dr. Steiner. Kimberton Farms School thus fulfills a dual role: it is attempting to provide for children an education inspired by the spiritual ideals of Rudolf Steiner, and it is attempting to provide the academic fundamentals which its space and time locale demands. Now an accredited member of the Pennsylvania Association of Private Academic Schools, Kimberton sends many of its teachers to serve in evaluating other schools in Pennsylvania.

During the score of years of its existence, Kimberton has used many techniques to acquaint the pupils' parents and the general public with the principles of Waldorf education. Public lectures have been presented by Waldorf educators previously mentioned as well as lectures and demonstrations prepared by our own faculty. A parents' study group has been conducted by Edward Stone, who has also served as chairman of faculty workshops. A number of public Eurythmy performances have been given by such artists as Elizabeth Baravalle Kimball, Else Klink, and a group organized by Vera Leroi. Each month of the school year brings one or several classes to the stage to demonstrate highlights of recent studies in dramatic, poetic, or narrative form. Usually a final assembly contains the kernel of these monthly programs. Three of the quarterly Christian festivals are celebrated with special emphasis on the Christmas drama, which is usually one of the medieval plays blended with choral singing of appropriate medieval carols in which the entire school takes part. This drama and the colorful annual exhibit of notebooks, crafts, paintings, and experiments form the two pivotal points around which the school year revolves. The eighth grade graduation traditionally is the presentation of scenes from one of Shakespeare's plays as the culmination of the literature study of the

final year. Choral and instrumental groups provide the music with appropriate settings of the songs from the Shakespearian plays and traditional Elizabethan music.

There is some unofficial talk that a high school may someday spring from the oft-pruned roots which now yearn to bear at last their own fruition. At least, there are ever-widening ripples of interest spreading among parents, and teachers look ahead to the time when parental demand will make the secondary school an actuality. Some months from now the school will become of age. In this school as in other Waldorf schools — indeed, as in most independent schools in this century attempting to teach slightly in advance, or at least askance, of the main educational currents of the time — life has not always been easy. But it may be said that Kimberton's striving has definitely earned for itself a place in the modern pedagogical sun.

—Narcie L. Lord



HIGH MOWING SCHOOL

Wilton, New Hampshire

High Mowing School is situated at Wilton in southern New Hampshire about fifty miles from Boston, Mass. It was a 160 acre hill-top farm with its two houses and accumulations of barns and sheds in the beautifully simple style of early New England. Much of the original character was retained as the buildings were remodeled from a home to form a gracious and homelike school.

In 1942 a group of teachers following Beulah Emmet and Dr. von Baravalle moved to this home and opened a school with fifty-four children. It included the four high school classes and a few of the lower school. Experience taught the group, however, that in this "neck of the woods" there was no possibility of the lower grades. Therefore today the classes range from 9th through 12th grades and the members have grown to eighty-two. This is as large as we want to be.

The curriculum has been set up to meet college requirements because in these heavily school-and-college populated New England States this was a necessity if we wished to be considered "normal." We found that this could be done and still leave time for creative work which is so essential in our type of school. Fortunately, the State of New Hampshire gives high schools entire freedom as it only requires 180 days of school. Dividing these days into twelve times three weeks we worked out the curriculum. The academic subjects offered are: four years of English and mathematics, history, Latin, French and German. One year each of biology, physics and chemistry. In the creative field we give: Eurythmy, creative writing, music (both piano and orchestra), painting and drawing, ceramics and sculpture, drama, photography and typing.

Each Waldorf school has its differences. We are, for instance, a boarding school and in the deep country. The students live with us nine months of the year. In these formative years they can absorb the atmosphere, cultural, moral and creative, that we endeavor to bring to the hill, without too much impact from the tensions of the world around. This has great potential and many students consider the school a home. On the other hand our relations with parents are at long distance as we have students from California all the way East and from Canada to Florida.

The particular challenge to High Mowing lies in the fact that all but a few of our students come from the cold outside world — sensing perhaps a quality in the school but knowing nothing of the specific Waldorf school aims. This is especially true since the Rudolf Steiner School in New York and the school at Garden City have established high schools of their own. So be it. That is our task. It is gratifying and heart-warming to watch what can be done with the human spirit during these years of seeking and wondering. We have long met college requirements and sent students to such colleges as M.I.T., Harvard, Wellesley and many others from coast to coast. That is a gratifying achievement but more important is the fact that the colleges say: "Send me more of your type of student." In that statement two streams meet. One, the stream of academic preparation and the other, the building of an inner striving and stability within the student.

The beauty of our hills and forests and fields helps but also the interweaving of those on the faculty who think and teach within the fold of Anthroposophical living.

In 1942, because of war regulations, we could not build on new foundations. As the school grew so did the needs. Therefore, we have been building. Our first venture was a "wing" of class rooms which now also houses a thoroughly equipped chemical and biological laboratory. This was faculty and student built during two summers. Our next effort was a gymnasium. This was more than half student built and during term time. It took us five years before we could use it. We are now building a dormitory to house forty boys, two faculty families and most of our arts and crafts. This is not yet finished although about half the boys are already installed. These building efforts have not been to enlarge the school but to meet the necessities of simple and gracious living.

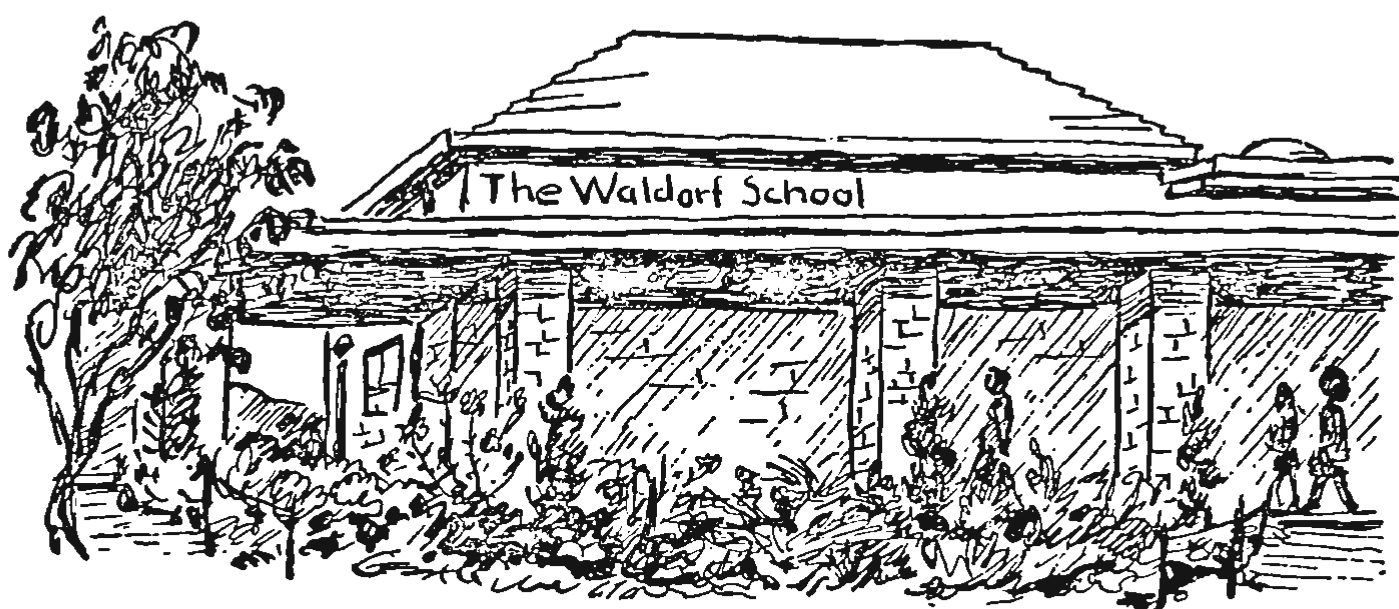
The school is growing roots in another way. The grounds and buildings which in the beginning belonged to Mrs. Emmet have now been given to a board of trustees consisting of members of the Society and of faculty. This broadens the responsibility and eases the burdens of executive work and fund-raising.

Well-known names in our educational field come and go and come again to our hill. Dr. von Baravalle left to go to college work. Now he is back for three weeks of mathematics. Dr. Poppelbaum was with us several years and left us to go to the Vorstand. Karl Ege comes up from New York for physics and Sabina Nordoff for Eurythmy. Dr. Schaefer drops his busy research work to give us a block in zoology. So we are not really isolated on our hill.

Since we cannot grow in size, all our efforts are for growth in depth. Sealed in our foundation stone are 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 fellowmen; strength of mind and freedom through richer opening vistas and high goals."

—Beulah Emmet



THE WALDORF SCHOOL OF ADELPHI COLLEGE

Garden City, New York

September 30, 1960

The Waldorf School of Adelphi College, situated in Garden City, Long Island, comprises 14 classes from nursery through high school. The 295 students enrolled this year include 144 boys and 151 girls. After five major additions, the school plant was completed in the fall of 1959; the brick buildings are modern, efficient, and attractive. In addition to a fine library, science rooms, and excellent facilities for art and music, the school is fortunate in having a beautiful campus that offers playing fields for the various sports.

Through the generosity of Mr. and Mrs. H. A. W. Myrin of Kimberton, Pennsylvania, and the vision of Paul Dawson Eddy, President of Adelphi College, the Waldorf School was founded in 1947, and opened that September as a nursery and kindergarten. Each year since then it has added the next higher grade, until twelfth grade was reached in the fall of 1959. Classes in the elementary school and preschool are now filled approximately to capacity

by an average of 25 children each. The high school classes are not yet completely filled, but average 20 children apiece.

The student body is of notably high caliber, and is college oriented. Students travel to school by private car, public school bus, and train, from 50 suburban communities in 3 counties within a radius of 15 miles. They represent the most varied cultural and economic backgrounds.

The school considers itself fortunate in being situated both on a college campus and in a central section of Long Island, only 40 minutes by train from New York City. It is thus available to the children of many leading New York business and professional people who make their homes on Long Island. The fact that the school occupies 10 acres on the campus of Adelphi College identifies it with a long-existing cultural center where it is able to influence, and be influenced by, higher education. This opportunity, which is perhaps unique among Waldorf Schools, may be expected to bear many fruits in the future.

A special feature of the school's life is its link with the Myrin Institute for Adult Education, for which it serves as a center. The Institute sponsors lectures and seminars, and publishes from time to time its *Proceedings*. Its president, Franz E. Winkler, M.D., is also the school's medical adviser.

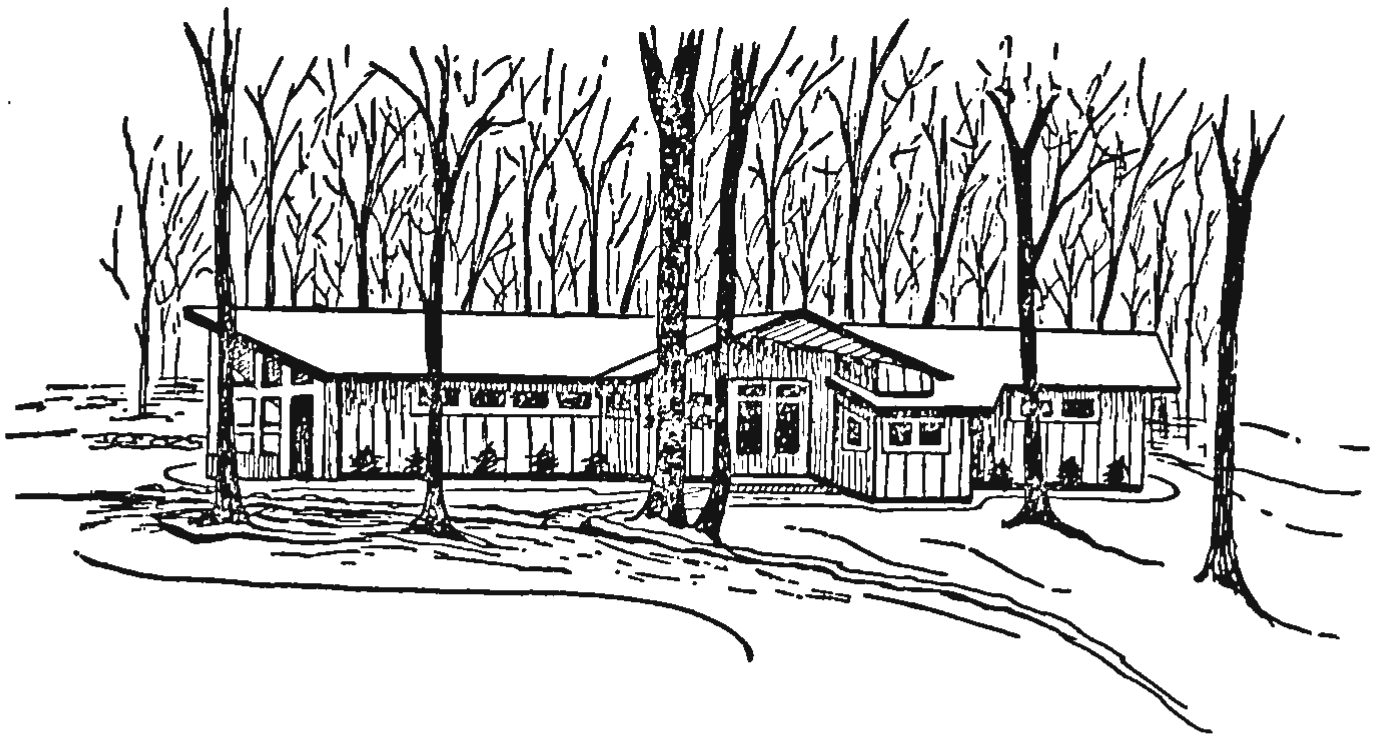
In June of 1960 the Waldorf School graduated its first seniors. All were accepted in college. Most of them were able to enter the colleges of their choice; some were accepted by every college to which they applied. Of this class of 15, 5 won scholarships, 3 won honorable mention in the National Merit Scholarship examinations during their junior year, one spent the summer in France with the Experiment in International Living, and one has been offered a scholarship for graduate study should he elect to become a college teacher.

Under a management agreement, the school is operated for Adelphi College by the Waldorf Educational Foundation. In educational policy the school is self-determining. Its staff includes 24 full-time and 10 part-time teachers. Its curriculum and methods, though fundamentally those of the original Waldorf School, are altered as necessary to satisfy the needs of the children enrolled, to take full account of the challenges and opportunities of the American scene (including College Entrance Board Examination requirements!) and to give expression to the special capacities and talents of its teachers.

The school's current operating budget is \$250,000. Except for a modest yearly deficit, met by the Waldorf Educational Foundation, this amount is raised by tuitions and by gifts to the Scholarship Fund from Waldorf School parents, of whom 70% contributed in 1959-60. Tuition fees range from \$450 in the nursery to \$900 for the high school classes. 24% of the students receive some scholarship aid.

The school is especially proud of the active interest of its parents, with whom it maintains a close and many-sided relationship through class meetings, lectures, parent-teacher conferences, assemblies, the annual Open House, etc. Over the years, a gratifying proportion have become students of the thought of Rudolf Steiner; many have also become part of the school's staff or help regularly as volunteer workers. The Waldorf School regards this initiative as its greatest resource, and recognizes fully that parental understanding is the most important single contribution to the children's moral and educational progress.

—John Gardner, Faculty Chairman



GREEN MEADOW SCHOOL

Spring Valley, New York

The Threefold Farm at Spring Valley, N. Y., is a center for various activities based on the work of Rudolf Steiner. For sometime during the late '40's the conviction had been growing amongst those living there that there was need for a Nursery and Kindergarten school in the immediate vicinity of the farm. It was thought that such a pre-school would meet the needs of members of the Farm community and also of a wider circle of parents with small children, in the surrounding district.

It was with this idea in mind that Miss Charlotte Parker of Threefold Farm approached Miss Mary Dailey who had for many years worked with children in Rockland County, and as a result there came into being GREEN MEADOW SCHOOL in September 1950, which was directed for several years by a committee organized by Mr. and Mrs. Paul Nordoff.

The school opened with 15 small children, under the auspices of Threefold Farm, in one of whose buildings it was housed. During those first years Miss Dailey was the one full time teacher and it was due to her effort and devotion, aided by unstinting assistance given by many friends, that the school managed to survive the initial difficulties and frustrations that always occur at the beginning of any such undertaking.

The school continued to grow as a Nursery and Kindergarten until by 1956 there were between 40 and 50 children, looked after by two full-time teachers. By then most of the children were coming from the surrounding countryside, and the original accommodation was decidedly cramped. So much was this so, that the Threefold Farm had embarked in the previous year on the erection of a new school building that could accommodate the growing number of Pre-school children, and also allow of the opportunity to have one or two grades when needed.

The School moved to its new building — which is its present home — in September, 1956, and started on its adventure of Pre-school and early grade school, with three teachers.

Since then Green Meadow School has continued to consolidate its position in every way. It is coming to be recognized more and more by the community in which it is located, as well as by local educational authorities, and all who have to do with the welfare of young children.

The total number of children is now about 60, and besides the Nursery and Kindergarten there are nearly 25 children in the first five grades. The Faculty has of course also grown and now includes eight teachers, full and part time.

Miss Frances R. Woolls, a Rudolf Steiner teacher of long standing, is arriving from Wynstones School, England, to spend a sabbatical year helping and advising in the work of the school.

All the teachers, besides being qualified by general teaching standards, have also made a study of the Waldorf method of education. This system of Rudolf Steiner on which the school models itself, is based on the fundamental conception of the child as a human being gradually unfolding its potentialities in definite stages. These potentialities can only be brought to their best development by supplying and surrounding the child with the right impulses and examples at the right times in the course of its development.

The situation of the school on Hungry Hollow Road, just south of Spring Valley (Route 45) is in many ways ideal. It is in lovely country surrounded by trees amongst which the children delight to play, and although the district is growing rapidly the immediate surroundings retain their rural aspect. The School is near Threifold Farm, and all its teachers live in the immediate vicinity. There is also room for the school to expand if and when the need arises.

As the work being done becomes better known, one can look forward to the possibility that the school may very well grow. Up to now a new grade has been added every year since the present building was opened. It is the earnest hope of all connected with the school that this will continue in the years to come.

Of course no one can foresee all the many difficulties that undoubtedly lie ahead in such a program of expansion. Those who have the interests of the school at heart can only face the future confident that if there is the will to grow, and if the need for the school exists, then Green Meadow School will continue to expand as a strong Rudolf Steiner School.

—Arnold Leaver

MOHALA PUA SCHOOL

Honolulu, Hawaii

Mohala Pua means "to nurture the bud into full bloom", a name that poetically fits the type of pedagogy to be offered. Two teachers have already arrived from Europe; in September they will open the Pre-Kindergarten, for 4 years olds, and the Kindergarten, for 5 year olds. The first of three contemplated buildings will then be ready, on land generously donated by friends of the school. It is planned to add a First Grade in September, 1962, and another grade each year thereafter until a complete elementary school is established.

The sister schools wish the little one continued good fortune and the growth of a Royal palm.



HIGHLAND HALL SCHOOL

North Hollywood, California

Through the fine initiative of Alstan Lippincott, the physical site for Highland Hall was secured in 1953. The idea was to gradually change it from an orthodox school to a Waldorf School. As this proved not too feasible, in 1955 the College of Teachers was formed, a non-profit corporation was set up, and Highland Hall became a true Waldorf School. Since that time, it has grown — more or less like Topsy. Conditions and interest of the public here have forced it into a rather higgledy piggledy physical growth.

We started with just three classes, not filling the four school rooms of two small buildings. It was not long before all four classrooms were crowded, and the tenants in the residence on the property had been pushed out! Walls were removed, classrooms came into existence, offices usurped the kitchen, dining rooms all became beehives of activity and the den housed the library. We bought the property and buildings on both sides of us. These buildings were designed as residences, so that we give the atmosphere of a cluster of small, homelike buildings. We do not feel that we are photogenic! However, we will guarantee that the spirit is fine and that Waldorf Education is flourishing. One visitor stated that he felt we were doing a stupendous job under the most adverse conditions he had ever encountered! As long as the children are happy, we are happy, and feel that we are carrying on the work of Rudolf Steiner to the best of human ability and should not be discontented. But we are, for we are bursting at the seams. Our eyes go covetously to every vacant (but oh, so expensive) property about the area.

At the opening of School in 1954, there were 23 students in kindergarten and combined classes, ranging from first through fifth. At the present date, we have 155 from nursery through ninth grade and 6 in our Teachers' Training Course. As of now there is only one combined grade, which is our eighth and ninth. There were 3 members on the staff, at that time, plus a chauffeur, janitor and general utility person, all in one. Now our staff numbers 24 — 17 full time, the others coming in for part time participation. Our future,

although nebulous, has a very rosy glow. Our parents are very anxious that we go on through high school. This is our aim and our goal. We must wait for the proper time, however, to start. We know it will come within the next few years if we keep it clearly in our consciousness, knowing we will have help when it is right.

We are now bursting our buildings so, that sometimes we feel a little like sardines in the can. We continuously look for other properties. At the present moment, it looks as though we would have to become a boarding school to find the proper sized site for the School. Beautiful spots are to be found far in the country. However, we feel that our job is in the city and we still continue to look. That will come, too, at the proper time. In the meantime, we continue to make do and continue to battle with our City Fathers about conditions here. We love them, but they find us not conforming.

Does any other school have the problem that we have of working mothers? We have children on the grounds from 7:30 in the morning until 5:30 in the evening. It presents a problem of staff. If any other school is trying to cope with these long hours, would they let us know how they manage.

So the story of Highland Hall is a bright one of growth, one of high hopes, one of serious work, one of growing in the Community. We hope to have a bigger story to tell in the next issue — certainly before the *next Centennial!*

—Helen Hohenstein



THE SACRAMENTO WALDORF SCHOOL

Sacramento, California

"From two to forty-two in less than a year" is the happy result of the activities of an enthusiastic group of Friends of the Waldorf School Movement in Sacramento, California. The complete story, however, is somewhat longer and the early trials and discouragement rather more frequent than the optimistic phrase would indicate.

In October, 1958, Dr. Hermann von Baravalle was invited by this group to give a series of lectures in Sacramento. Only one parent responded posi-

tively, but that one had energy and determination. She made a flying trip to North Hollywood's Highland Hall and to the smaller family school in Santa Barbara. "This is what I want for my children," she decided. She joined the existing group and thus was born the Sacramento Waldorf School Association. Dr. Baravalle was invited to give further lectures, and in March, 1959, the Association was incorporated under the laws of the State of California.

During that spring and summer, there was continuous activity and publicity directed toward actually founding a school. Dr. Baravalle made numerous trips from North Hollywood. Ilse and Maudsby Kimball and Miriam Wagner assisted with an educational conference which attracted much favorable attention. Moreover, a devoted and well-qualified class teacher, Mr. Rudolf Binnewies, was available. Definite plans were made and an opening date for the school year was announced. Interest was high and by the end of the summer, a tentative enrollment of sixteen for the kindergarten as well as scattered enrollees for the other grades was secured.

However, this was not enough to pay a teacher's salary and Mr. Binnewies could not afford to resign his position with the public schools. Furthermore, there was no building available for classes, and after the fall term had begun, all the prospective students except six had enrolled in the public schools. These were dark, discouraging days. There had been a big build-up. Now there was an equal let down. All plans seemed on the verge of collapse.

But fickle fortune smiled again. A capable kindergarten teacher with a special magic touch, Miss Ilse Krumbein, recently from Germany, who had worked with Waldorf School methods in that country, appeared upon the scene and agreed to take the six kindergarten children. An interested family offered room and board and another cooperative couple offered their living room for classes. But however hopeful this appeared, Waldorf stock was to take yet another nose-dive. By the time these arrangements had been made, the class of six had dwindled to two; it remained, however, co-educational — one boy and one girl. Time to quit? Not at all. On October 7, 1959, the first class of the Sacramento Waldorf School was held with two in attendance! Ironically, by this time, congratulatory messages had arrived from all parts of the world. Never were there two more important people than these kindergarten moppets. All unaware of their strategic roles, they also reaped the benefit of the countless hours of labor so far expended in the school's establishment.

A few weeks later, these two had increased to four, and the upward swing began. Sunday School facilities of a local Church of Christ were graciously offered. Enrollment jumped to eight. A series of coffee hours was inaugurated by interested mothers, and several gave unstintingly of time and devotion to further the movement. There were displays of kindergarten handwork and activities of the children were demonstrated. By these means, increased enrollment and greater financial support were forthcoming.

By March 21, 1960, Mr. Binnewies was enabled, after resigning his position, to take over a combined second and third grade of eight students. Mrs. Elizanne Frasse, a local resident with native French background, was engaged to teach French. The following month, after much searching and the probing of several possibilities, an attractive and suitable building on an acre of oak-shaded ground at 3600 Fair Oaks Blvd. was purchased by one of the parents

and generously offered for the use of the school. Dedication ceremonies, held June 19, 1960, under the spreading oaks, were well attended. Seventy to eighty guests gathered on the lawn and patio. Dr. von Baravalle, who spoke briefly, was the guest of honor. It was a pleasant and important milestone in the school's history.

Then followed a month's summer school conducted by Mr. Binnewies and Miss Krumbein. Part of the time, the Kimballs were present lecturing to parents and conducting special classes for children in painting and eurythmy. Mrs. Eda Bunce, a 1960 graduate of the Highland Hall training course, with Oregon credentials and eight years of teaching experience in that State, was added to the staff. Opening day of the new school year, September 12, 1960, saw forty-two pupils enrolled in the now expanding Sacramento Waldorf School. And so the phrase with which we began this story became literally true — "From two to forty-two in less than a year".

The steady growth continues. At present, there are forty-seven enrolled with a waiting list for kindergarten and for those grades not now offered. More teachers and more class rooms will be needed. The struggle is constant, but the Waldorf School concepts are already showing their beneficial effects, and the parents, friends, and many well-wishers of the School are pleased that they have been so well received at this time in Sacramento. They look to the future hopefully.

—Eda Bunce and Lisbeth Buck

Our next number will bring further reports of schools in Europe and Australia.

THE SCHOOLS WORKING WITH THE PEDAGOGY OF RUDOLF STEINER

ARGENTINA

Buenos Aires

*Rudolf Steiner School
Warnes 1322, Florida F.C. Mitre*

AUSTRALIA

Middlecove

*Glenaeon
5A Glenroy Ave.
Middlecove, N.S.W.*

BELGIUM

Antwerp

*De Vrije School
van Schoonbekestraat 38*

BRAZIL

Sao Paulo

*Escola Higienopolis
Rua Albuquerque Lins 1279*

DENMARK

Copenhagen	<i>Vidar Skolen Duntzfelts Alle 8/Hellerup</i>
Aarhus	<i>Rudolf Steiner Skolen Strandvejen 102</i>

ENGLAND and SCOTLAND

Edinburgh	<i>Rudolf Steiner School 38 Colinton Road, Edinburgh 10</i>
Forest Row	<i>Michael Hall Kidbrooke Park, Forest Row, Sussex</i>
Ilkeston	<i>Michael House School Heanor Road, Ilkeston, Derbyshire</i>
Kings Langley	<i>The New School Kings Langley, Herts.</i>
Leeds	<i>Michael Lodge School 100 Cardigan Road, Leeds, Yorkshire</i>
Stourbridge	<i>Elmfield School Park Hill, Stourbridge, Worcs.</i>
Whaddon	<i>Wynstones School Whaddon, Gloucester</i>

FINLAND

Helsinki	<i>Rudolf Steiner Koulu Lehtikuusentie 6</i>
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FRANCE

Paris-Chatou	<i>Ecole Perceval 5 Avenue d'Epremesnil</i>
Paris	<i>Ecole Rudolf Steiner 22bis Rue d'Alesia, Paris 14e</i>
Strasbourg	<i>Ecole St. Michel 3 Rue de l'Île Jars (Tivoli)</i>

GERMANY

Benefeld	<i>Freie Waldorfschule, Landschulheim Benefeld ü. Walsrode (Hanover)</i>
Berlin	<i>Rudolf Steiner Schule Berlin-Dahlem, Auf dem Grat 3</i>
Bochum	<i>Rudolf Steiner Schule Bochum-Langendreer, Hauptstrasse 238</i>
Bremen	<i>Freie Waldorfschule Bremen, Holler Allee 22</i>

Engelberg	<i>Freie Waldorfschule Engelberg ü. Schorndorf/Wurttt.</i>
Frankfort/M.	<i>Freie Waldorfschule Frankfort/M., Kronberger Strasse 43</i>
Freiburg	<i>Freie Waldorfschule Freiburg i.B., Holbeinstr. 7</i>
Hamburg	<i>Rudolf Steiner Schule Hamburg-Wandsbek, Wandsbeker Allee Rudolf Steiner Schule Hamburg-Nienstedten, Elbchaussee 366</i>
Hannover	<i>Freie Waldorfschule Hannover, Rudolf-v.-Bennigsen-Ufer 70</i>
Heidenheim	<i>Freie Waldorfschule Heidenheim/Brenz, Friedrichstr. 64</i>
Kassel	<i>Freie Waldorfschule Kassel-Wilh.-Höhe, Brabanter Str. 47</i>
Krefeld	<i>Freie Waldorfschule Krefeld, Kaiserstrasse 61</i>
Marburg	<i>Freie Waldorfschule Marburg/Lahn, Ockershäuser Allee 14</i>
Munich	<i>Rudolf Steiner Schule Munich 23, Leopoldstrasse 17</i>
Nürnberg	<i>Rudolf Steiner Schule Nürnberg, Steinplattenweg 25</i>
Ottersberg	<i>Freie Rudolf Steiner Schule Ottersberg, Bez. Bremen, Amtshof</i>
Paderborn	<i>Landschulheim Schloss Hamborn Paderborn Land</i>
Pforzheim	<i>Goetheschule - Freie Waldorfschule Pforzheim, Schwarzwaldstr. 66</i>
Rendsburg	<i>Freie Waldorfschule Rendsburg, Nobiskrüger Allee 75</i>
Reutlingen	<i>Freie Georgenschule Reutlingen, Moltkestrasse 29</i>
Stuttgart	<i>Freie Waldorfschule Uhlandsböhe Stuttgart O., Haussmannstrasse 44</i>
Stuttgart	<i>Freie Waldorfschule am Kräherwald Stuttgart N., Am Kräherwald 125/127</i>
Tübingen	<i>Tübinger Freie Waldorfschule Tübingen, Wilhelmstr. 63</i>
Ulm	<i>Freie Schule Ulm (Waldorfschule) Ulm/D., Römerstr. 97</i>
Wuppertal	<i>Rudolf-Steiner-Schule Wuppertal-Barmen, Haderslebener Strasse 14</i>

HOLLAND

Amsterdam	<i>Geert-Groote School</i> <i>Hygieaplein 47, Amsterdam-Z.</i>
Bergen	<i>Vrije School</i> <i>Hoflaan, Bergen (N.H.)</i>
Den Haag (The Hague)	<i>De Vrije School</i> <i>Waalsdorperweg 12</i>
Haarlem	<i>Rudolf-Steiner-School</i> <i>Wilhelminastraat 43 A</i>
Leiden	<i>Rudolf-Steiner-School</i> <i>Langebrug 87</i>
Rotterdam	<i>Rotterdamse Vrije School</i> <i>Vredenhofweg 30, Rotterdam-O.</i>
Zeist	<i>Zeister Vrije School</i> <i>Burgemeester van Tuyl-laan 35</i>

ITALY

Milan	<i>Scuola a indirizzo pedagogico steineriano</i> <i>Via Francesco Sforza 23</i>
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MEXICO

Mexico City	<i>La Nueva Escuela</i> <i>Corregidores 1530, Lomas Virreyes, D.F.</i>
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NEW ZEALAND

Hastings	<i>Queenswood School</i> <i>Hastings</i>
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NORWAY

Bergen	<i>Rudolf-Steiner Skolen</i> <i>Villavei 5</i>
Oslo	<i>Rudolf-Steiner-Skolen</i> <i>Smestadleiren 26, Oslo-Smestad</i>

SWEDEN

Stockholm	<i>Kristofferskolan</i> <i>Stockholm-O, Karlavägen 25</i>
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SWITZERLAND

Basel	<i>Rudolf Steiner Schule</i> <i>Engelgasse 9</i>
Berne	<i>Rudolf Steiner Schule</i> <i>Wabernstr. 2</i>

Chamby	<i>Ecole Montolieu Chamby sur Montreux</i>
Schuls-Tarasp	<i>Bergschule Auvona Unterengadin</i>
Zurich	<i>Rudolf Steiner Schule Plattenstr. 37/39</i>

UNION OF SOUTH AFRICA

Capetown	<i>Waldorf School 26 Park Road, Rondebosch</i>
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UNITED STATES

Garden City	<i>Waldorf School of Adelphi College Garden City, New York</i>
Honolulu	<i>Mohala Pua School Niu Estates Subdivision Honolulu, Hawaii</i>
Kimberton	<i>Kimberton Farms School Phoenixville, Pennsylvania</i>
Los Angeles	<i>Highland Hall School 11615 Riverside Drive North Hollywood, California</i>
New York	<i>Rudolf Steiner School 15 East 79th Street New York 21, N. Y.</i>
Sacramento	<i>Sacramento Waldorf School 3600 Fair Oaks Boulevard Sacramento, California</i>
Spring Valley	<i>Green Meadow School Hungry Hollow Road Spring Valley, New York</i>
Wilton	<i>High Mowing School Wilton, New Hampshire</i>

THE RUDOLF STEINER SCHOOL ASSOCIATION

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Secretary-Treasurer: Irene Kretz

Editor: Ruth Pusch

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