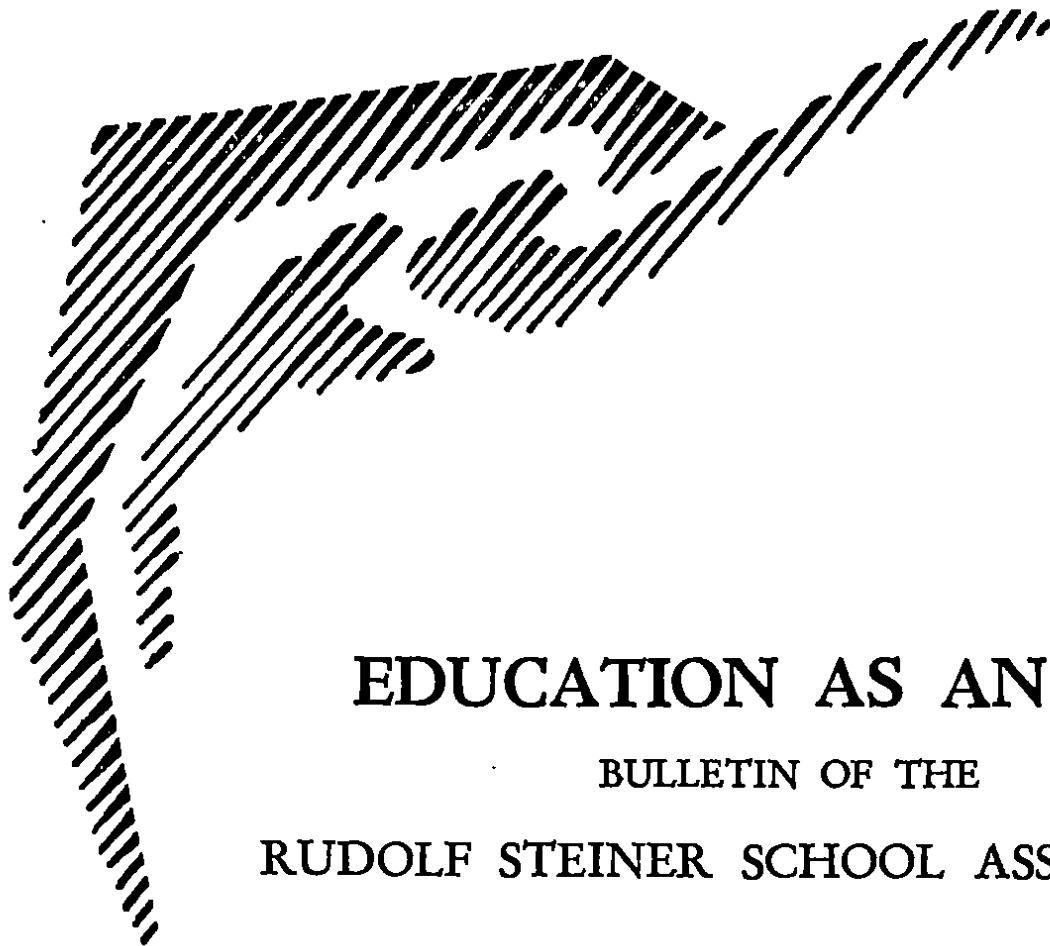




EDUCATION AS AN ART

BULLETIN OF THE
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Out of the gravity of our time
There must be born
Courage for deeds.
Give to your teaching
What the spirit has given you,
And you will liberate mankind
From the nightmare
That weighs upon it
Through materialism.

—Rudolf Steiner

*Translated from WAHRSPRUCHWORTE, RICHTSPRUCHWORTE,
SPRÜCHE UND WIDMUNGEN. Im Selbstverlag der Rudolf
Steiner Nachlassverwaltung, Dornach, Switzerland, 1953.*

THE DETROIT WALDORF SCHOOL

The Detroit Waldorf School started as a Day Care Center at Central Methodist Church, downtown Detroit, in September, 1965, with 25 children of ages 4 and 5. The original plan was to start the first few grades of elementary school at Central Methodist and then later to look for larger accommodations as the school expanded. It came as a blow, therefore, when, in the spring of 1966, against all expectations, the State Fire Department ruled that the Church school building did not meet the requirements of the school building code. As the summer approached, the fledgling Waldorf School was in a precarious situation without a building for the oncoming school year.

It was at this time that Helen Howenstein (of Highland Hall School), a native Detroiter, who happened to be visiting in Detroit at the time, suggested buying the former Liggett School building. The Liggett School had been a very exclusive and highly recognized private school for girls, and the building offered first class accommodations for Kindergarten through grade 12, including a large auditorium and a gymnasium.

With all the difficulties it seemed to entail, the suggestion was followed up and although at first the project seemed way out of reach, doors opened and the final purchase of the building was brought to a successful conclusion. The eagerness with which the community responded to the proposal of a Waldorf School in its midst, together with its active financial support were encouraging signs that the right move had been made.

The Detroit Waldorf School opened on September 12th with nursery, kindergarten and first grade — and a total enrollment of 45 children. Mrs. Marianne Buergin directs the nursery and kindergarten and Mr. Theo F. Buergin, faculty chairman of the school, teaches the first grade. Both were former teachers of Highland School, North Hollywood, California. Dr. Rudolf Wilhelm, whose initiative and personal sacrifice have been instrumental in bringing the school about, is president of the board of directors. The school plans to add one grade each year until a full 8-year elementary school is reached.

A FEW THOUGHTS ON EARLY CHILDHOOD EDUCATION

The aims of early childhood education are to provide the right conditions and the right atmosphere for growth. Rhythm and order are the basic elements; paint, crayons, scissors and needles are there to stimulate the children's imagination and creativity; music, rhythm and rhymes, their sense for movement and language. A feeling for newness, the mystery of what is to come must fill their beings, and a cheerful, loving atmosphere, tempered with order and discipline are all necessary ingredients for the right conditions. This is the atmosphere in which a child can unfold, feel wanted, loved, worthwhile; where he can learn to be with other children, and to respect their individuality, their differences.

Nowhere in the life of the human being is the capacity to learn through imitation as great as it is in childhood — the younger the child, the more this is true. As a child learns his mother tongue, he learns everything else. He literally imbibes the world, everything around him flows through him and makes an impression. Not only the physical phenomena, but the moods, the thoughts, the attitudes of his environment. Parent and educator must be constantly aware of this.

Some people look upon the child as a miniature adult. But the child's approach to the world is essentially different from the grownup's. Just imagine an adult meeting a brick wall. He will look at it, size it up as to color, width, height, cost. He will reason as to why it is there.

What will a child do? He will stand on it, balance himself on it, he will hide behind it; he will jump down, climb up or jump over it. Each one of these activities reflects a specific characteristic of the wall. The properties of the wall, however, do not occur in the child's consciousness as concepts, but as direct experiences. The road to conceptualization is paved with experiences. Premature intellectual knowledge does not strengthen, but weakens the capacity to experience. A child should be allowed to be a child and live in a world of childhood till nature declares him ready for the next step.

It is in play and not in intellectual concepts that a child can unfold. Play relaxes, enriches, inspires. If we could work with the same enthusiasm and earnestness with which a child plays, we would be different human beings. It is in a spirit of play, thus understood, that we would want a child to continue to meet his learning experiences in later school years — not as drudgery, but as recreation; not as unpleasant musts that are imposed upon him, but as rich and living experiences.

It has been said that one of the aims of Waldorf Education is to preserve in the human being the quality of wonder, of aliveness which as a child he brings with him in such full measure. This is our aim — and to help the growing child achieve the fullest he is capable of, starting from now and planting the seeds in the activities, the attitudes, the wholesome self-confidence and feeling of worthwhileness which we would nourish in him and with which he can meet his future. This requires the awareness that we are the representatives of the adulthood towards which he is striving, and the responsibility of his getting there falls to us.

—*Theo and Marianne Buergin*

THE SACRAMENTO WALDORF SCHOOL: AFTER ONE YEAR

The Sacramento Waldorf School was founded in 1959. It started with two children in the Kindergarten. By 1963 it had grown to seven grades with 120 children in all. It is interesting to realize that the Waldorf School was one of Sacramento's first private schools. Now we count five, not including parochial schools.

In the fall of 1965, several teachers from the East coast, as well as a teacher from Los Angeles, joined the school, which had gone through various metamorphoses. The first day of school in September saw 60 children from Kindergarten through Fifth Grade, with a class-teacher trained in Rudolf Steiner education for each grade.

The school is in a semi-suburban area, very centrally located. School offices, Pre-school and Kindergarten are in what used to be a private home. On the beautiful grounds three other classroom buildings had in the past been added. The eurythmy room was once a greenhouse. Very old oak trees — the only tree native to the area — plus lovely, more recent plantings give our school-grounds a "lived-in" and imaginative air. Every classroom was painted by the teachers in the summer of 1965. Thus, when school opened, though most of us teachers were new, we already felt very much part of the school. In

the month before school started we had interviewed all the children we were to have in our classes, yet how would the actual classroom experience be? We had noticed that there is a marked difference between children we had taught 3,000 miles to the East and what we had seen so far out here. The whole mode of life in the West seems freer, more unstructured than life in the East. How much of it is freedom, we wondered; how much is license? Any pre-conceived ideas very quickly become useless, of course. The test comes in working with the children, and we found that our strength had to grow at a rapid pace, because we teachers were being tested. What we wanted to do with the children, what we wanted to accomplish, had to be a living deed. Never have I seen mere theories to be more useless than in this pioneering country. All Rudolf Steiner schools are united by the same spirit, the same curriculum. Each school, however, has to have its own character. We feel this to be more true than ever out here. The challenges as well as the rewards appear to be amplified.

After about four weeks of school we felt that the classes were growing in a unified spirit. Up to that point it was to each individual child we had to appeal. The academic standards of the children were not what we had hoped, yet the work progressed very well and the achievement tests given at the end of the school-year showed a great improvement over those taken the previous fall.

We felt that we could reach the children best through the rhythmic activities; a strict observance of rhythm in the daily school plan was attempted.

Before Christmas vacation we teachers performed the Oberufer Shepherds' Play for the children.* This was very well received though it required the parents to come out at night to another school since we have no hall large enough at the Sacramento Waldorf School.

A Christmas bazaar held at the beginning of December, with the proceeds going to the scholarship fund, was very successful and we plan to make this an annual affair.

The New Year brought new ventures. It is our constant concern to become better known in the community. To effect this, some of the teachers were guest speakers on various occasions. Connections were made with the local university's educational department. Students from Sacramento State College visited us singly and in groups.

We now felt the need for a brochure. Our efforts and that of devoted parents resulted in three different printed communications. Our "large brochure" is a beautiful booklet with more than 30 photographs. Well chosen words go with the pictures and a brief description of the curriculum and principles are printed in it. The brochure was financed through donations and has been very well received. There is also a smaller brochure and, thirdly, a more comprehensive mimeographed compilation of Rudolf Steiner's educational principles. Since the concept of independent schools is such a new one out here, it is of the greatest importance for our existence to let any even slightly interested people know about the benefits of independent schools in general, and more particularly, our aims.

While our outlook for the future is bright in regard to the achievements with the children and communication with adults, the financial situation continues to be one of great concern. A new school has the greatest of struggles

*Christmas Plays from Oberufer (translated by A. C. Harwood): ancient peasant plays, somewhat similar to the medieval English Mystery plays.

to "make ends meet". So far the deficit has been absorbed by a few extremely generous parents, but it is our hope that before too long we will be able to stand on our own feet financially.

One more thought about the faculty must be added. The working-together this past year has been very rewarding. The school is run by the faculty. An exceptionally sympathetic and understanding Board of Directors, composed of parents, friends and teachers, helps decide on financial matters. We have adopted the principle of a rotating chairmanship; every two years another teacher will assume this responsibility. While the faculty chairman understandably carries the greatest burden, the faculty as a whole shares in the responsibilities.

At this writing, we are still early in the school year 1966-67. We have added two classes, one at the top, one at the bottom. We now have a separate 4-year-old Kindergarten, and last year's Fifth grade has become this year's Sixth. A teacher from Germany with almost two decades of teaching experience in Waldorf schools has joined us, as well as a couple from Chicago to take the pre-school group and one of the grades. We count 98 students at this point.

We look back on a year of great challenges, great rewards. We all feel that we have grown . . . grown inwardly, grown together with our school, our children, our community. We look forward to a future of further growth and we accept with humility the chance of creating in the spirit of Rudolf Steiner's legacy.

—Lexie Abrens

GEOGRAPHY IN FOURTH GRADE

One of the great challenges and joys of being a class teacher in a Waldorf School is the response and growth of the children in one's own class. Within the course of even one school year so much can be observed, if one is perceptive and open, that previous ideas and plans may have to be changed, adjusted, or modified to meet new conditions. Most important in the whole inter-relationship of children and teacher is the possibility that not only do the children learn from the teacher but the teacher may learn much from the children before him. During the Fourth Grade year there was this kind of sharing and growing between children and teacher with many highlights for all involved. One particular high point in the year occurred during the Main Lesson period in Geography.*

The child around the ninth year undergoes an important turning-point in his development. As Rudolf Steiner pointed out, the whole approach to teaching must delicately adjust to meet the more conscious, questioning and independent being. For one thing a child of nine or ten now begins to feel more separate from the environment which until now he accepted as a larger home-like protection. As one of the ways to meet this, Dr. Steiner suggested that in the Fourth Grade a study of the local area should take place. Through observation of the history and geography of the local environment, a picture develops as to why the industries, occupations, and way of life of his home have evolved to what they are.

*Each school day starts with an uninterrupted, two-hour lesson, when the children are most receptive. The basic academic subjects are taught then, in intensive periods of several weeks at a time.

Unlike the early study of history that has its origin in the broad, cosmic remembrances of the old fairy tales and myths of long ago, the study of geography starts nearest the child and gradually expands, in the course of years, to take in a study of the whole world.

Living in Sacramento, California, this city became our starting point. But even more specifically we began at the central point of our classroom and from there we expanded out to the school, the neighborhood, the city, the country, the Sacramento Valley, and then, late in the year, we touched the various corners of California. This may sound ambitious as an undertaking for six weeks of study but the question of economy must be ever present. It isn't a matter of teaching lists of dates, facts, and statistics, as to the largest cities, biggest crops and most important industries. Rather the attempt made is to characterize and picture these things in a dramatic and interesting way. The children then will grasp the major outlines so that at a later date the interest and the background or "soul-mood" will still be there so that the more important facts can be assimilated.

We began our studies, as so many other Fourth Grades have done in Steiner schools, by drawing picture maps of our classrooms and then of our school grounds, our neighborhood, etc. How rewarding it was when a good, neat, accurate picture-map was completed! The children were challenged and intrigued. It wasn't as easy to portray the irregularly shaped school grounds as we thought. Pacing out the outer perimeter helped. Climbing a tree helped. Walking, looking carefully, trying more than once helped produce more satisfying results.

While map-drawing occupied much of the practical time of our geography period, a dramatic picture of early California and, in particular, life in and around the site of Sacramento before the white man came, was presented. Interestingly, only several hundred yards from our school was the site of an Indian village (this had been discovered some years back when excavations were made for a bridge over the American River). The wonderful book dictated by Ishi, the last of the Yahi Indians,** was read and discussed with great enthusiasm. We took up the biography of John Sutter and his attempt to bring civilization to this area by founding a settlement, and then that fantastic discovery at Coloma which touched off the era of the Gold Rush. Field trips into the Mother Lode country were grand adventures, made even more exciting by finding "pay-dirt" even if it was only "fool's gold".

The growth of Sacramento was traced, as was the development of the large canning- and preserving-industries. At this time we could speak of that all-important Northern California resource — water — and its value, by irrigation, to the farmers in this very fertile valley. More field trips in and around Sacramento showed how the farmer and the city people depended on one another. The ocean-going vessels of this inland port created a great contrast to the tomato, rice and asparagus fields through which they sail. The rail-yards (largest west of Chicago) provided another insight into the busy life of this city.

Our sweep of the whole state was much more impressionistic. The four main geographical areas were characterized. The mountains, the valleys, the coast, and the desert were described and pictured in as imaginative a way as

**T. Kroeber, *Ishi in Two Worlds: a biography of the last wild Indian in North America*. University of California Press, 1961.

possible. We painted and drew these areas to help experience more fully in color the striking contrasts between the hot dry desert and the cool moist coast or the high rugged Sierras and the gentle fertile Central Valley. This was further experienced by the class working together to mold a 4' x 8' papier-mâché topographical map of California, which was later exhibited in the local public library.

In the grammar lessons we had been practicing verbs, nouns, adjectives, and adverbs. We had also been writing poems together and this had taken hold to such an extent that the children were producing some very fine verses. The class saw the opportunity to continue both the geography and the grammar by characterizing the various geographical areas with one or another part of speech. This became an enthusiastic exercise, which produced such results:

Mountains

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
peaks	skiing	majestic
cliffs	climbing	bold
waterfalls	rushing	high
glaciers	melting	steep
snow	freezing	towering

The children became so familiar with being able to characterize these geographical areas that they each wrote a poem about each area. The following poems were selected by the class as the best for each area, were learned by the whole class and proudly recited at a school assembly.

—Franklin G. Kane

THE DESERT

The desert hot, the desert bare,
No trees, no bushes anywhere.
The burning sand beneath my feet
Gave radiant and deathly heat.
Hidden in its prickly armor
The cactus holds the water sweet.

The desert has sand and more sand,
Lizards, minerals, and dust.
It's a big, barren land.

I had walked all day and night,
Never to find even a bite.
I had fallen to the ground,
With nothing but stillness all around.
Over the sand dunes help did come,
To rescue me from the desert sun.

(J. P. and H. B.)

THE VALLEY

The gentle, peaceful valley
I love with all my heart.
It gives us food which we can eat,
Fruit, vegetables, and delicious meat.
The cattle go grazing
And the sheep are lazing
And that's what they like to do.
The fields and orchards
So proud and full
Are plowed and picked when ripe.
Beautiful rivers water the fields,
Which then grow green and bright.
In the valley we like to swim,
To fish, to farm, to work, to play.
We do give thanks for the food we get
From the lush, green, fertile valley.

(C. A.)

THE MOUNTAINS

The mountains are strong and wild and proud.
They reach so high they touch the cloud.
Sometimes they're majestic, regal and bold;
Sometimes they're icy, bleak and cold.
We stand below and look so high
At rocky hills that reach the sky.
The mountains have pinetrees, fir trees and all,
And all the trees are lofty and tall.
They often have snow and lakes and dams.
They look like humps upon the lands.
It's fun to go swimming, fishing and hiking.
Many a thing there is to my liking.

(H. B.)

A CALIFORNIA CONFERENCE

October, 1966

With a hearty supper we began the first of a series of meetings in Sacramento between the faculty groups of the two Rudolf Steiner Schools of California. As an introduction and keynote of the weekend conference, Mr. Richard Atkinson of the Sacramento faculty read excerpts from a lecture given by Dr. Rudolf Steiner on August 20, 1919, to the faculty of the first Waldorf School in Stuttgart. Here was viewed one of the most essential problems we face: the need for courage to keep our ideals of man and mankind before our eyes, and for finding realistic and practical solutions to educational questions; this in the face of an unrealistic public view of educational standards and goals imposed upon us from outside.

Following the introduction, a brief look at the progress in the past and present, as well as the future aims of each of the two schools, were given by Mr. Atkinson and by Mr. Werner Glas of Highland Hall. Parent relationships were then discussed by the members of both faculties, concentrating on such points as class parent meetings, presentation of Waldorf Education to parents, responsibilities of the school to the parent and of the parent to the school, and the reports to be made to and obtained from parents. The attitude of the teacher to the parent whose child he teaches must be first and foremost one of gratitude.

Both of the following days were opened by a half-hour of eurythmy, led by Miss Elisabeth Pouderoyen of Highland Hall. The Saturday morning session was devoted to problems of communication between our schools and the community. A meeting of both faculties with the Board of Directors of the Sacramento School gave rise to a discussion of realistic approaches to the fiscal makeup of Waldorf Schools, as well as ways and means of promoting knowledge of Waldorf Schools and what they represent in their communities.

The conference continued with a workshop featuring the presentation of arithmetic from the First through the Eighth Grade. The exercise of three will-senses in arithmetic, those of balance, movement and life, and the relationship of this to practical teaching was a recurring theme of this session. We touched upon the use of art and music in the teaching of math, the presentation of fractions and decimals, the use of life situations to present number concepts, the use of main lesson, practice sessions and homework in teaching arithmetic. Of course, many more questions were raised than could be answered, but there was great stimulation and inspiration given to study this topic further.

An evening panel presentation for parents and friends dealt with two views of the child and education. The first was the view of man as a teachable organism which, with proper motivation, can be conditioned to give proper responses. The second was a presentation of the child as a threefold being, each of whose faculties must be engaged in order to educate him as human being, not just as an organism. A picture was given of how the Waldorf School's approach keeps a child's inborn zeal for learning alive through the use of artistic elements and through engaging the child's will, feeling and thought.

The final session of the conference was used to discuss the form in which further cooperation of our two California Waldorf Schools could take place. In this connection, further weekend conferences as well as summer conferences are now in the planning stage.

—Lyn Willwerth

May we call attention to the valuable booklet which has just been republished: EARLY CHILDHOOD EDUCATION AND THE WALDORF PLAN by Elizabeth M. Grunelius. Miss Grunelius was the first Kindergarten teacher at the original Waldorf School in Stuttgart, Germany; she was thus the first teacher to carry out early childhood education on the basis of Rudolf Steiner's personal instructions.

The booklet may be ordered (\$1.25) at Waldorf School Monographs, 25 Pershing Road, Englewood, New Jersey.



PARADISE PLAY



For Third Grade

- Chorus: Light and Warmth did God create
 Followed by the firmament —
 Then the waters and dry land,
 Grass, and herb, and tree for fruit.
- Greater Light to rule the day,
 Lesser Light to grace the night —
 Fish for sea and bird for air,
 Deer . . . in the forest.
- This the banquet God prepared,
 Man . . . the guest imagined.
 All is placed in heaven's care,
 God awhile is resting.
- God: Man needs garments for his soul
 From creation shall we weave . . .
 Bring me boulders for his bones,
 Rivers for his blood,
 Flesh him well in soil of earth.
- Chorus: Eyes of stars
 Head of moon
 Heart of sun and
 Raying limbs.
- God: And Paradise for home . . .
 Adam, Adam, is it good?
- Adam: O Father, O Father, it is, it is.
- God: Name the creatures, Adam.
 Live and joyful be —
 Eat of all the fruit, Adam,
 But eat not of this tree.
- Adam: Lion, tiger, horse, rat,
 Whale, eagle, dog, cat —
 Spider, sparrow, crab, goose,
 Ox, pig, robin, moose.
 I've named them all and now would sleep,
 Dear God, my soul please safely keep.
- Chorus: Adam sleeps . . . to heaven goes
 Adam's soul that feels alone —
 God perceives and creates Eve
 Out of Adam's bone.

Adam: O Eve, this garden is for us
To do with as we please,
Except the fruit of this one tree,
To eat not God decrees.

Eve: My heart is joyful, Adam,
I feel for everything,
No matter what I see, Adam,
My heart begins to sing.

The graceful leaves
And dainty stems,
The lovely glowing flowers,
The joyful songs of birds at rest —
All fills my blissful hours.

Chorus: But see!
Twisting through the pristine grass,
Darkness in his heart,
Comes the serpent to the tree
Evil to impart.

Lucifer: Pluck the apple from this tree,
Eat and you shall find
God forbids because he wills
You and Adam blind.

Eve: O no, I can't, it will mean death,
The loss of God's life-giving breath.

Lucifer: Pluck an apple from this branch,
Eat and you shall see
God forbids because he fears
You will God-like be.

Chorus: Eva eats the apple,
Then with awful haste
Importunes dear Adam . . .

Eve: Quickly, take a taste!

Chorus: Now creation trembles,
Angels weep for man,
Gone the Light of heaven,
Gone life's blissful span.
Adam hides behind a bush,
God calls out his name . . .

God: Adam, Adam . . .

Chorus: Adam answers God and says . . .

Adam: Lord, I hide in shame.

God: Disobedient you have been . . .

Adam: I took the apple from my wife.

God: Disobedience your first sin . . .

Adam & Eve: O rob us not of this sweet life.

God: Out of Paradise you must go . . .

Adam & Eve: O say we may in time return.

God: Live your life in pain and woe . . .

Adam & Eve: O God, for love our hearts now yearn.

Lucifer: Ha, ha, ha,
Love your freedom, share with me
My warm hospitality, ha, ha, ha.

God: Michael with sword of Light,
Help mankind from this day hence,
Shield him from the serpent's guile
Till in knowledge he repents,
On that day help him once more
Turn again to Paradise door.

Michael: Lord, this task you give to me
Worthily shall I fulfill.

Chorus of
all except
Cherubim:
(singing) Cherubim with flaming sword
Wards the garden gate,
Man forbidden entrance till
He redeems his state.
God to man his Son will send,
Love and knowledge therewith blend,
So that man self-knowingly
Might return unbound and free,
Might return unbound and free.

—Clifford Monks

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