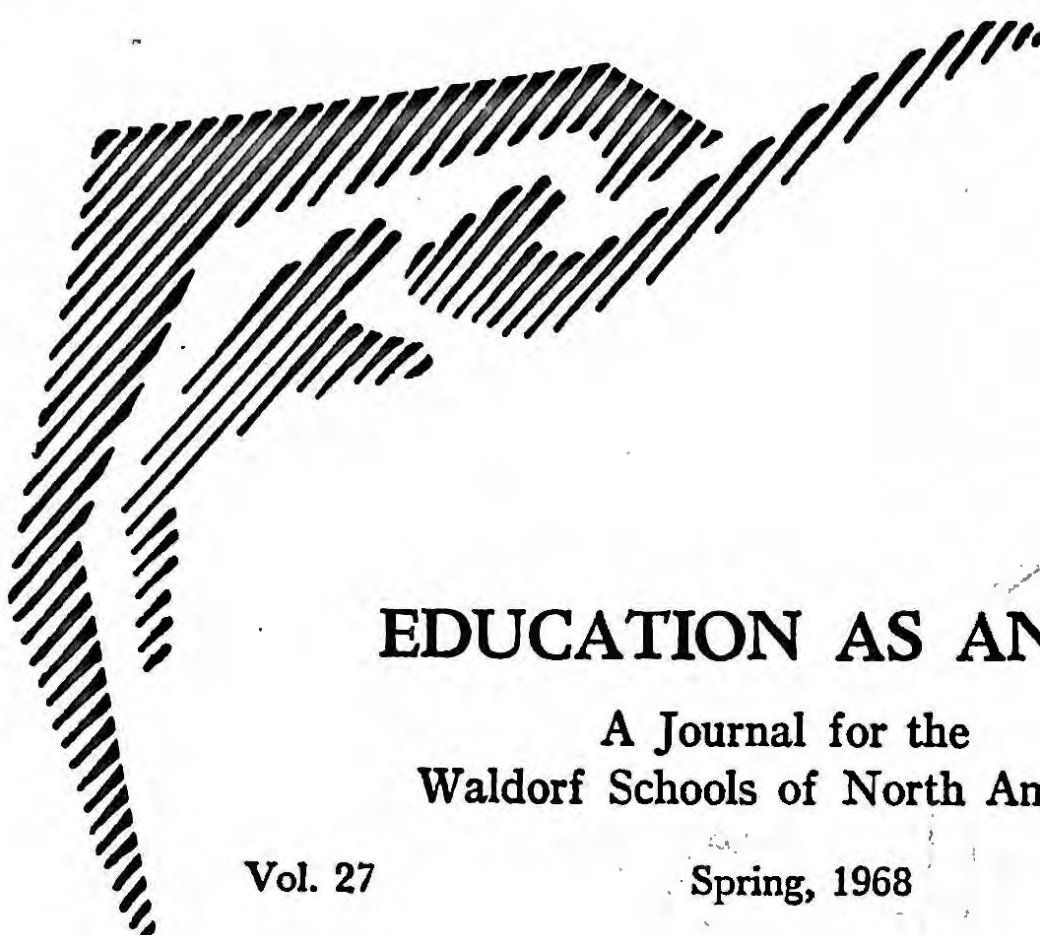




EDUCATION AS AN ART

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GO FLY A KITE!

In autumn we were happy to light the fires of intense activity in our classrooms, our homes, ourselves. Now, in late March, these fires burn less bright. When the weather is still raw and blustery, we begin to feel locked up inside the house, inside ourselves.

Then come the first warm spring days. What precious gifts! It is as if we want to expand in all directions, to turn ourselves inside out.

This is kite-flying time at the beach! The vastness of ocean, sky and beach overwhelms us. A steady sea breeze blows the cobwebs from our brains and brings out the best in any model kite. Look at those incredibly thin, long, curved kite strings over there. They must lead to some kites. But where? Only after minutes of gazing do we find the tiny specks, utterly lost in the deep, blue sky. And how easy it is to lose them again!

Here goes our own box kite, steady and stately. Soon too, seven hundred feet away, it has become almost invisible. Physical dimensions just melt away against this cosmic background. We feel as if we are swimming out into vast expanses of an azure sea. Way out there, our kite must have picked up some higher and stronger winds. Feel that tugging! Part of us is drawn right up

with that string.

What more does a child (or adult!) need to re-tie himself to the heavens in this season? There is no kinder wish right now than "Go fly a kite!"

—GERHARD BEDDING

(Class teacher, Waldorf School of Adelphi University)

HISTORY FOR OUR TIME

In the Waldorf School, children begin the study of history with the earliest traditions of representative major cultures. The young part of history is the history most congenial to youngsters. It is somewhat unfortunate that this youngest part should have been given the name of ancient history. This name often prevents educators from realizing that while the origins of culture may be far away in time, they are nearest at hand in interest for children.

For our children history begins with the dramatic, pictorial, spiritually saturate myths that nourished the antiquity of all cultures. It progresses from them down to and through history proper. Thus between the ages of nine and fourteen the children make their first progressive survey of world history, from its mythological origins down to modern times.

*Two features of this treatment of history are characteristic: 1) The sequence is not from the contemporary scene backwards into history, but vice versa. 2) The traditional myths of early time are taken seriously as a starting point for study of the origin of man. Each of these features deserves comment, in that each represents a marked divergence from prevailing educational practice.**

From time to time we hear the questions from those who are less familiar with Waldorf Education, "Why isn't there more teaching of American history in the elementary grades?" "Why don't the children learn about their country?" "Isn't that the most important thing for them to learn in this modern age?" One, of course, must give serious consideration to such a question, for children growing up in the United States ought to know its heritage, its history, its heroes, its legends — and yet a further question may be raised, "Can there really be any deep understanding, can there be a meaningful appreciation of the United States in its proper place and in the perspective of world history?"

All class teachers are concerned with giving their children a feeling for American heroes. Often stories are told about great figures, both legendary and real, who have played an important part in the United States. The birthdays of the various presidents and other great figures offer a welcome opportunity. Legends of people like Pecos Bill and Johnny Appleseed offer

*From an article on the teaching of history by John F. Gardner in "Education As an Art", Autumn, 1954.

a wide scope for exciting and interesting stories where much of American history may also be transmitted.

Further, in the study of Geography, which in the fourth grade begins with the area nearest home and gradually, in fifth and in sixth, expands in ever wider circles to the state, country, continent and to the Western Hemisphere, there is ample opportunity to cover main historical personalities and events which help to give the child a feeling of his national heritage.

In a real way the growth and development of children recapitulate the history of civilization. Many teachers who have had the privilege of taking classes through the grades can attest to the fact that children in a natural way absorb, at about their 10th year, the study of Greece very deeply and in their 11th or 12th year, the study of Rome. It is at this age of 11 or 12 that the children begin to look upon the world in a conscious, intellectual, almost adult way. Certainly they do not have the reactions of adults, but their perceptions of the world are becoming accurate and questioning. In the sixth grade there have been many discussions brought about by the children's questioning and wondering about the world they see around them. Why is there war? Who is right? Should there be civil rights? Disorders? What is wrong with society? What about drinking, smoking and the use of drugs? These questions truly have penetrated the children of our age. And although, in a certain sense, they are too young to deal with them maturely, they have the sense of rightness and wrongness and are looking to adults for answers and guidance. They want the truth. They want explanations that will give them an understanding of this world into which they are growing. They see themselves still as children but with the realization that it will be not many years until they will be taking their place as young adults. In fact, it is, from the 12th year on, only half again as many years as they have already lived until they will be eligible to serve in the Armed Forces. Then they will be undertaking the responsibility of serving their country with their lives.

The children look for models to emulate. Hopefully they can find great people in the world to admire, to want to live up to. In the study of history they can find true life situations and witness events from which they may learn about today.

In the study of Roman history in sixth grade, we started out with the mythological founding of Rome. This was connected to our studies in fifth grade via the Aeneid. In a sense the fall of Troy was recapitulated, as were the wanderings of Odysseus and then the founding of Rome. From here we went to a study of the Seven Kings of Rome. Beginning with Romulus, each king was portrayed in his distinctive personality, each having a particular mission. One was to expand Rome, another was to make peace, another was to unify some of the tribes living near Rome, another took on the building of the city itself into a rich architectural experience. One was evil, one was just, and so on. Then comes the end of the kingdom and the beginning of the Republic; a bit later, the tremendous story of Camillus and how he would rather be banished than do what he thinks wrong for Rome: he returns to Rome to save it from the Gauls, who have already sacked and

besieged the city and are now ready to strike the final death blow. Camillus becomes the dictator of Rome, not for his own personal gain but to guide the rebuilding of Rome. He refounds Rome with the very staff that had been used by Romulus. He serves Rome, and at his death the Republic continues in a strengthened way. All through the narration of the history of the Republic there are stories of personalities, each of whom does some great deed to help Rome: Cincinnatus leaving his plow, leaving his farm, leaving his peaceful life to take up the sword and lead the armies of Rome to victory. Horatius, Captain in the Roman army who in order to save Rome, single-handedly defends the approach to the bridge over the Tiber River while his comrades destroy it so that the advancing armies may be kept back. Caius Mucius, who to show the bravery of a Roman, puts his hand into a burning torch and lets it burn, not uttering a sound. Titus Manlius, who has his own son put to death for disobeying the laws of Rome. All of these figures, and many more, come before the children in a dramatic way to illustrate what true patriotism can be, what a respect for the law can be, what sacrifice can be. These men are not great and brilliant figures. Many of them, in fact, are rather narrow figures but in the moment, in a particular situation, they have risen to meet the role that has been given them.

With the history of the Punic Wars comes another figure — Hannibal. The children, up to this point, have sympathized always with the Romans, but now they can't help being in complete sympathy with Hannibal, for here is truly a hero. He has military genius, great bravery, a dashing and flamboyant style. Here is a man with individual brilliance who is able to lead and inspire the Carthaginian army and to exist in Italy for so many years right on the doorstep of Rome. There is no individual Roman who can stand up to him, and yet in the end he is defeated by Rome. The children take this lesson deeply, for his defeat came about through lack of support from his own country. Carthage was not willing to supply the army of Hannibal. It was not willing to send more men. It was not willing to sacrifice enough for a final victory and so Carthage went down to defeat; the great personality of Hannibal could not survive without the unselfish support of his own people.

With the defeat of Carthage in the second Punic War, and then the eventual subjugation of Greece and the East to Roman rule, the great wealth that flowed into Rome had many effects. True, Rome was ruler of the world, but she had paid a dear price! Moral decay had set in. What a dramatic contrast can be presented between the Rome of 133 B.C. and the Rome of 240 B.C.! Rome during the first Punic War succeeded in defeating Carthage because in the end, when the Roman treasury was empty and Rome was on the verge of losing this long war, it was the very people of Rome, who out of their own free will contributed the money, the labor and the materials to build a new fleet of 200 ships which struck the final blow of the war. What a far cry from the Roman generals, senators and most of the patricians who were now milking Rome and the provinces for their own private gain! What a contrast between Regulus, who was willing to return to Carthage as a prisoner to certain death to uphold his honor, and Pompey, who returned from his campaigns in the East with a personal fortune of something approaching 20 million dollars, or Crassus, who became one of the

richest men in Rome by buying up land and selling it to the state at ten times its value. With this story of corruption, greed, and wealth attained at the expense of the plebians, of the provinces and of the government itself, we see a great turning point in history. A figure such as Marcus Cato the Censor appears — he who fought valiantly but for a losing cause, who tried to stem the tide of the Hellenic influence and who tried desperately to bring honesty back to government. The contrasts are there in abundance and the children can see great figures on all sides. Figures of brilliance, such as Pompey or Sulla or of even greater brilliance — Julius Caesar. Yet what is it that follows or accompanies this great individual brilliance? It is also a general corruption, a general death of morality and finally a dramatic loss of individual and civil freedom. The choice is made by 30 B.C. and Octavius begins a line of Emperors that stretches far into history. To gain security the early Greco-Roman ideal of democracy is buried for the next eighteen hundred years.

At this time there takes place the great event of Christianity, which plants the seed of true individual freedom for the future. To learn of the early Christian martyrs, who could stand up to the might of Rome, is to realize that the individual can pit himself against the state. In death the Christians were victorious. These experiences, along with the stories of some of the famous emperors, such as Nero, Diocletian, Trajan, Marcus Aurelius and Constantine are rich material and provide in a clear, dramatic and objective way striking pictures of many aspects of human nature. In this way history begins to assume the role, not only of the narrator of events long past, but of a mirror of the inner development of mankind. The facts are there to be acquired during the process of education. Are we to stop at names and dates, or are we to open the doors of understanding to the young people before us? The answer seems obvious, but to a Waldorf teacher it is of crucial importance. Thus in the sixth grade with the children awakening to the world around them, we do not study, as a major theme, the contemporary scene. Rather, we give a rich foundation on which these young people will be able to grow.

—FRANKLIN G. KANE

(*Class teacher, Sacramento Waldorf School*)

WORLD NEWS OF WALDORF SCHOOLS

AMERICA There are 8 schools in the United States and 3 in South America. A school is being planned for Mexico City. And now the *Toronto Waldorf School*, the first one in Canada, will open its doors on September 3, 1968, with a Kindergarten, First and Second Grade. A Nursery School, which has been in session since 1965, will continue as part of the school. The faculty has had its Waldorf training in Europe, in England at Emerson College, and in New York at the Rudolf Steiner School; additional teachers, who will join the staff in the years ahead, are already training here and abroad. The Faculty Chairman will be Mr. Alan Howard, for many years a teacher at

Michael House School in Ilkeston, England.

Highland Hall, formerly of North Hollywood, has moved up into its new school on the top of its beautiful hill — the faculty has been too busy to send us a detailed report! The new address is: 17100 Superior Street, Northridge, Cal. 91324.

FINLAND The *Rudolf Steiner-Koulu in Helsinki*, which opened in 1955, has added two classes every year since then, one speaking Finnish, the other Swedish. This spring the school has moved into a new, larger building, and students from its very first classes are about to take their University examinations.

GERMANY Last December the Christmas plays were given in the unfinished auditorium, big enough to seat 700 persons, by January most of the classes had moved in, and in May, 1968, there will be dedication festivities for the new building of the *Engelberg Waldorfschule* in Wurtemberg. Rex Raab, known to many in England and America, was one of the two architects.

In 1945 the school began in a little garden pavilion, and now after 23 years it has 420 students in 13 classes. It is a "country school", with gardens, orchards and farm animals, so that many of the older children can receive a basic training in gardening and agriculture. The new school will be still unfinished in May, because much of the interior work is to be done by the shop apprentices. Other training is given in weaving, tailoring, pottery, and metal work; the school believes that even for those students who choose to go on to the University and academic professions, it is useful and satisfying to have had this practical experience.

The Association of Waldorf Schools, which has its center in Stuttgart, Germany, celebrated the opening of its new *Teachers' Training Center* in October, 1967. The building was designed by Professor Rolf Gutbrod, one of the two architects of the much admired German 'tent' pavilion at the Montreal World Fair.

SWEDEN The new building of the *Kristoffer Skolan in Stockholm* was dedicated officially in October, 1967. 60% of the building costs were shared equally by the State Government and by the City of Stockholm.

SWITZERLAND "When we opened the *Basel Rudolf Steiner School* in 1926, with 3 classes, in the narrow rooms of an old house, the children sat on elderly benches that would have been discarded from a modern school. Between the benches and the blackboard only a very *thin*

teacher could move back and forth — but happily, because of the financial difficulties, we were all thin! Nevertheless, the children even in those crowded rooms were able to learn their arithmetic, marching, jumping and hopping; little plays were given, and the children became lithe and supple just because of those limited circumstances.”

One of the teachers of those early years described the beginnings 42 years ago, as the handsome new building of the Basel school was dedicated in September, 1967. For five years preparations had gone forward actively, the city officialdom helping to negotiate the purchase of the land on a high hill in a beautiful part of the city, not far from the center but surrounded by woods and open spaces. The architect, H. F. Leu, is a former student of the school. It is now one of the largest private schools in Switzerland, with its 600 pupils in 20 classes (several parallel), and a faculty of 40.

SOUTH AFRICA And a final new school building, the *Waldorf School of Cape Town*, designed by Mr. Chris Wegerif, who also designed the Waldorf School at The Hague, has been built. It is situated on a 16-acre wine farm, about ten miles from the center of the city; buses transport a good half of the children from city and suburbs. At the official ceremonies in October, 1967, Professor J. F. A. Swartz, Dean of the Faculty of Education of the University of Stellenbosch, spoke in a warmhearted way about Waldorf education. An excerpt from his speech:

. . . Now Rudolf Steiner was a man who believed that the school is a place where you search for an answer to the kind of impasse, the kind of spiritual stalemate, that we have got ourselves into in the middle of the twentieth century.

A school is a place where you create civilisation. Civilisation is not something which you maintain — it has to be created. It has ever been a fighting cause. When mankind has not had anything to fight for, civilisation has deteriorated. In other words . . . the rot has set in. Rudolf Steiner believed that the school is a place where you create culture, and create character — not sit and hope that it will come by way of a happy by-product; and when I gladly agreed to open this school, it was because I saw something of that faith of Rudolf Steiner at work in this school.

I love to visit a Waldorf School to see the happy blend between the old and the new. In his own words, Rudolf Steiner, in his book *The Spiritual Ground of Education*, said in a lecture that he gave at the University of Oxford, “Whoever strives for a new thing in any

sphere of human culture must first win the right to do so by knowing how to respect what is old."

I enjoy a visit to a Waldorf School because I experience there this respect for what is old, and what will be forever new because it is so old. I enjoy a visit because of their respect for child nature. I enjoy a visit to such a school because of their earnest desire to make education something more than intellectual gymnastics; because of their belief in the necessity of the education of the heart. It has been said that if education has not opened your heart, no matter what it has opened, it has failed. It has also been said, and this seems to be the faith at work in the Waldorf School, that the strength for a great deed does not come from the head but from the heart.

IS YOUR CHILD IN THE RIGHT GRADE?

In the "Reader's Digest" of August, 1966, there was an article, "Your Child May Be in the Wrong Grade at School", by Frances L. Ilg and Louise Bates Ames. It went to 26 million readers and came as a shock to many. Others hailed it as one of the greatest breaks in the rip-tide of acceleration in learning that we have been witnessing. It was a warning against the dangers of too-early schooling, against the speeding of the child through his childhood, against the plight of the *school-damaged* child.

School Readiness, a book by the same authors,* gives the background material for the article, documenting it in almost a hundred tables. It is the result of a research program sponsored over four years by the Fund for the Advancement of Education. The ages of the children tested range from five to ten. Frances L. Ilg was co-author and Louise Bates Ames was collaborator with Dr. Arnold Gesell on the famous books *Infant and Child in the Culture of Today* and *The Child from Five to Ten*. The results of this recent research program are far reaching. Commonly, two factors are considered in educational studies: the demands of the individual and the demands of the environment. Educational systems and theories have elaborated these demands, emphasizing the one or the other, as we find in the two extremes: progressive and classical education. This study introduces a third factor, equally important, that of the inherent growth stages, the laws of growth and of striking changes that occur in the development of each individual. They can be traced and defined on successive levels. It is the knowledge of these stages that can enable the parent and the educator to see the individual child more clearly and thereby provide the proper environment at home and in the class room.

Every child moves through these behavior stages in the growth pattern but not at the same speed. Definite correlation has been found between the biological age and behavior. The loss of baby teeth and their replacement with the permanent teeth expresses this connection most clearly. Changes

*Frances L. Ilg and Louise Bates Ames, *School Readiness: Behavior Tests Used at the Gesell Institute* (New York: Harper and Row, 1964)
See also, Louise Bates Ames, *Is Your Child in the Wrong Grade?* (New York: Harper and Row, 1967)

in visual behavior, in the use of eyes, and what is seen are less noticable. Irregular eruption patterns in second teething, for instance, point to extremes in behavior above and below the age level. Two outstanding types of children go through these phases less distinctly than the balanced child: the one that is highly individuated, often the disruptive child; the other, the poorly endowed, 'reality bound' child. Also, clear sex differences in rate of development do exist. They amount to about six months in favor of girls around the time of school entrance. "This is why we have maintained that a girl should be, on the average, fully six before starting first grade, while boys do better if fully six and a half" (page 359).

And what about the conventional or legal school entrance age as it differs from country to country, from state to state? Several countries wait until the child has completed his seventh year; the trend in this country to push the child has resulted in a much younger school-entrance age. "Fortunately, the evidence of failure or strain on the too-young child soon became sufficiently apparent to most educators, so they began slowly to reverse this trend . . . If chronological age alone must be used as an entrance criterion, our experience favors the older age allowed by a September First date line. However, this does not allow for the fact, generally accepted, that the development of boys in this age range is slower than that of girls" (page 16). For some time the intelligence test, measuring the IQ, was in vogue as the determining factor for earlier school entrance. "A child may be of clearly superior intelligence but may at the same time be behind others of his age in either physical or behavioral maturity. This combination is so common in boys that we have coined the term 'superior-immature' which indicates that a child is well above average in intelligence but below average in behavioral maturity" (page 17). It is the totality of the child we must learn to see, not one or the other extreme. And it is the total child that should be ready for the demands of school experience. "Possibly the greatest single contribution which can be made toward guaranteeing that each individual child will get the most possible out of his school experience is to make certain that he starts that school experience at what is for him the 'right' time. This is the time when he is truly ready." The concern here, it seems, is to be able to spot in time the slower developing child, the late bloomer, who will benefit immeasurably by waiting another year until he is 'truly ready.' He will be saved from failure and discouragement, from being able to work with only part of his potential. After a realistic entrance date line has been set, it is for him, so it seems, that the use of the Gesell development tests can be of greatest value. However, without a realistic entrance date, taking into account the slower development of boys, not only exceptions of late developers will occur. In the tested schools less than 50% have been found ready for the grade they were in. This is a fact that does not only explain the unsuccessful, overtaxed, or even lost children, but also accounts for the extraordinary, unnecessary wear and tear on the teacher, who has to cope daily with these unsurmountable problems. And disappointed parents have blamed the school or the teachers for the unhappiness of their children.

The largest part of *SCHOOL READINESS* deals with tests, means of determining behavioral age and the growth stages. A few symptomatic

examples can be mentioned here. Any educator who looks over these tests closely will be intrigued by the simplicity of the symptoms that reveal age development, especially in *the drawing of forms*. The way the child holds a pencil, the way the non-dominant hand is involved, the tongue and lip movements, every gesture speaks a language for the one who is able to read.

The way in which a child draws a circle: starting at the bottom and going counterclockwise, starting at the top and going clockwise, or at the top in a counterclockwise fashion — these are three definite stages on the path of growth. The finer muscle development is revealed in the harmonious closure of the circle. The drawing of a cross-form in good proportion of length of line and crossing of lines at midpoint is another task that reveals stages of growth. Not until the developmental age of nine is the child expected to achieve perfect proportions. The uninitiated is startled at the many, many different ways in which the cross form can be drawn in less perfect ways and how the trained examiner can read this language of expression. The drawing of a square, a triangle, a divided rectangle, a horizontal and vertical diamond, and the drawing of three-dimensional forms complete this fascinating series.

The next test in this battery has to do with *symmetry*. It consists in completing a primitive, stylized drawing of a man, where either to the left or to the right, only one part has been drawn, such as one ear, one arm or, one leg. Different ages attack the problem differently. The pre-schooler begins with the leg, the part closest to him. The younger child overshoots the proportions, cannot control the stroke, his attempts are asymmetrical. Size, placement, and shape of the drawing of the left ear go through many phases, each revealing the behavioral age. Of special interest is another test that seems helpful in determining school readiness: this tests *the left-right orientation* of the child and his capacity to carry out simple and somewhat more complicated demands, involving left and right direction. Among these are: touch your left ear, show your right thumb, your left index finger! The double commands: touch your right thumb with your right little finger, put your right elbow in the palm of your left hand! "An established concept of right and left of one's own body is not secure before 7 years of age . . . This is the age when, in our opinion, more formal learning can and should be given" (page 170). These examples may suffice to show what the tests are after: to discover development on a subverbal level. The total child can not be drilled through premature approaches. Neither can the tests be administered by laymen, which seems evident considering the skill required to interpret the symptoms correctly.

And some conclusions that arise out of this work are worth noting, not because they are novel to those connected with the Steiner School movement, but because they have been incorporated in the Steiner School methods for decades, and have at times been criticised by the unenlightened. Take the thesis of no formal instruction in preschool years. On page 324 we read, "Play is the preschoolers' work." Of the kindergarten (page 32): "What a lovely image this word stimulates — a child's garden. Is it still the same garden it once was or was meant to be? We need to ask ourselves this question when we see the vultures of experimental education poaching

on this tender territory, forcing advanced curricula in learning into the child's receptive but unknowing mind. When and if this happens, the sympathetic flow between adult and child may cease!" Alas, in many school situations this sympathetic flow ceases as a rule far too early! Another conclusion: the need for a reduced school-day in first and second grade with academic subjects taught in the morning and with a play-nap in the afternoon.

A comment on remedial work is a third. Here a reorientation with respect to individual needs and developmental growth is called for. This is the case when the demands of the environment are not meshing properly with the students' achievements, when tutoring is necessary. "Remedial work is often used in an effort to hold a child up to a level he cannot maintain. If he were placed where he could function, he might no longer need this extra help" (page 337). And again proper grade placement: "Other than seeing that a child doesn't start school too early, there is probably no greater single contribution a parent can make toward his child's successful schooling than to help him accept the wisdom of the school's decision to have him repeat a grade . . . time and again we have observed that boys and girls put back in the grade where they belong—the grade whose demands actually match their behavior abilities — are so much happier and more successful that both home and school often describe them as a 'changed child'" (page 323)!

A review on this kind of study of growth stages of the school child, incomplete as it is, should not end without pointing once more to this new, this revolutionary concept of seeing the total child; of envisioning an education where all three factors, the individual, the environment and the growth development should interplay. It is precisely the interweaving of these three factors that gives Rudolf Steiner education its unique position among all other educational systems. Not only does it reckon with the growth phases, it describes the actual forces that bring them about. The *total* child is tested by the development tests of the Gesell Institute, but the *total* child is educated in the Rudolf Steiner Schools. The teaching of reading in the first grade, to use one example, would be an eye opener to many interested in total development. What were described as ingenious tests, i.e., the drawing of forms, the practice of symmetry, and the exercises in left-right orientation, are common regular techniques in the class room of a Steiner School; they are but a small part of many exercises designed to aid the development of the total child. The Gesell Institute has introduced the new concept of growth stages. Rudolf Steiner has out of insight into the totality of the unfolding human being provided in addition the accurate third factor, that of proper environment. The curriculum of a Steiner school, as it changes from year to year, as it introduces new subjects, as its methods change from a more pictorial approach in the younger years to a more realistic objective approach, is a mirror of the growth pattern of the child. Anyone who has ever taught a class through the eight years in a Steiner school will confirm the unique experience of discovering anew and again this correlation between curriculum and growth phases. It requires great flexibility and artistry from the teacher and an intimate knowledge of the child and his development.

SCHOOL READINESS is a courageous book written out of a vast empirical knowledge of the child. Its message may be summarized in the *CALL FOR DECELERATION*. It was sponsored by the Fund for the Advancement of Education. May it serve the purpose of this fund. And may its message help to prevent the damage that occurs when a child must forfeit a happy and successful education for the sake of mere speed.

—GISELA THOMAS O'NEIL

(Former teacher, Highland Hall and Rudolf Steiner School)

FOR SIMONE

Once there was a caterpillar
Spun in its cocoon.
Sun was shining, wind was blowing,
Change its nature soon.

Caterpillar was still sleepy;
Time was passing by;
It had no intent to hurry.
Sun and wind did sigh.

"Won't you ever wake and wonder
What the world will be?
Hurry, leave your narrow prison,
There's so much to see!" —

Caterpillar stretched and answered,
Whispering somewhat numb;
"Sun and Wind, Oh please, don't rush me,
Time has not yet come." —

Sun went further on his journey,
Wind blew low and high,
'Til caterpillar left his prison
As a butterfly.

—HARTMUT SCHIFFER

(4th grade teacher, Sacramento Waldorf School)

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THE RUDOLF STEINER SCHOOL ASSOCIATION

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