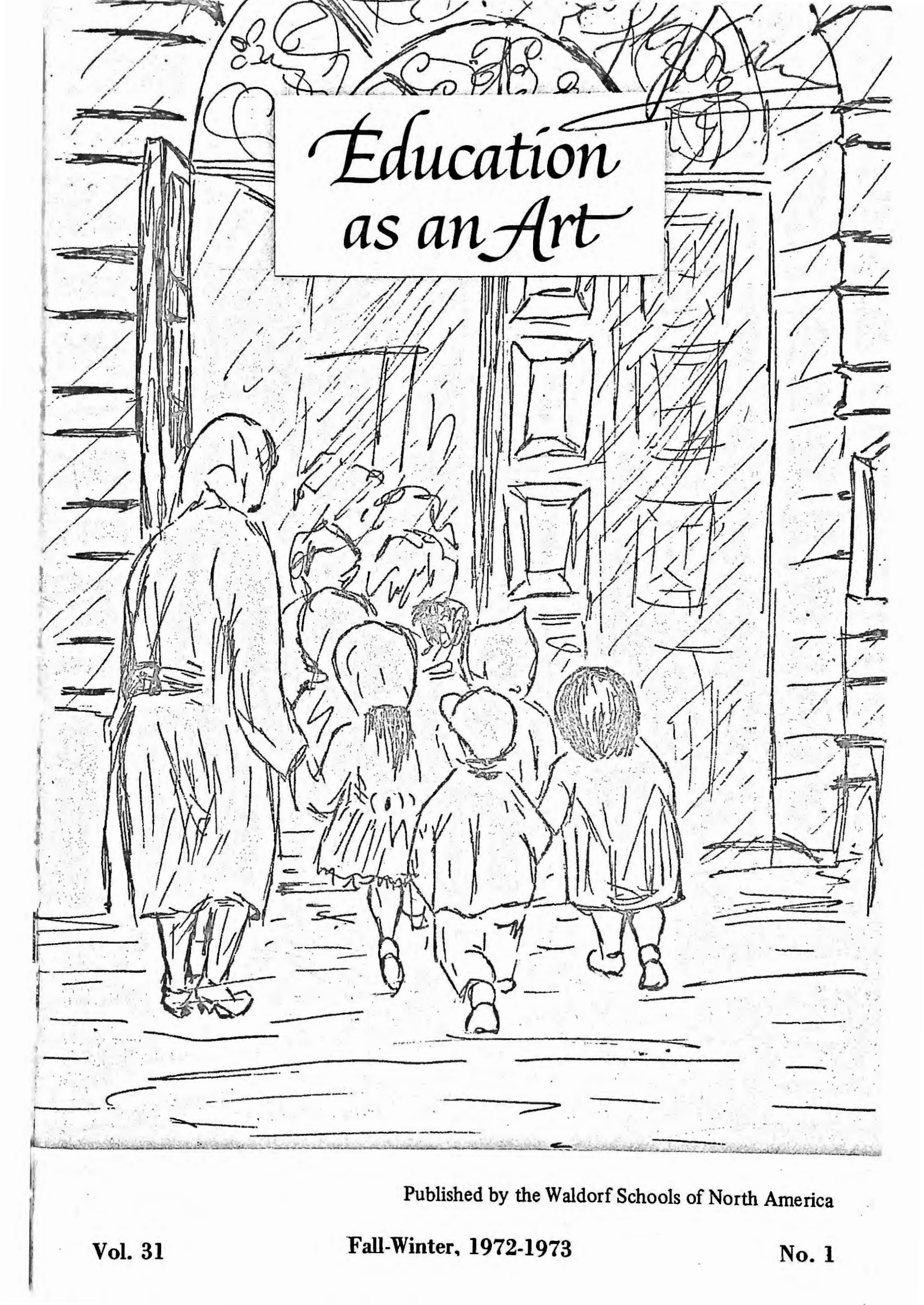




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READING DISABILITY, A PRODUCT OF THE AGE

PROBLEMS, PITFALLS, OUTLOOK

READING, THE KEY TOOL

Not too long ago, going to school meant for most children acquiring the basic three R's. We may smile at these humble goals of the past; yet in our modern reading-centered education, the first R has become the one dominant tool. With the expansion of the text-book industry and prescribed curricula, most learning now takes place via reading. Either a young child learns to read, or his daily trip to school may turn into a road that leads nowhere.

Today the QUALITY of a school system is measured by the achievement level of reading-scores in relation to a national norm. The oft-repeated demand for QUALITY-EDUCATION for minorities is synonymous with "higher reading scores in slum schools".

This emphasis on reading has infiltrated the life of the preschool child. The Kindergarten, once conceived as a carefree 'garden for children', has become the training ground for "reading readiness skills." Nationwide attempts have been made to teach this one skill EVER EARLIER, even to the incredible notion of mothers' teaching their infants how to read before they are able to speak.

THE WAYSIDERS

At present in this country, the high school diploma is considered to be the minimum requirement for a productive adult. Yet our nationwide school drop-out rate is between 30 and 40 per cent. The most common factor in school difficulties is poor ability in reading. A 1971 survey by the Louis Harris polling organisation reported that 15 per cent of the American public, 16 years and older, or about 21 million persons, are lacking some or all of the practical reading skills needed "to deal successfully with even the most simple everyday experiences in modern life".¹ The most critical phase on this road to failure in the child's life is the early schooling in the primary grades.

DIAGNOSIS OF THE PAST: "THE EMOTIONAL BLOCK"

Until recently, the diagnosis for children not learning to read, despite adequate classroom exposure, offered two crude choices: either the child was too dull to learn,

or if he seemed to have normal intelligence, there was a psychological disturbance, stemming probably from his home environment, that resulted in an "emotional block". Parents were told by school personnel, psychologists, physicians, and psychiatrists, that the problem was largely emotional in origin. The language was laden with derivations of Freudian terminology. To parents this implied that the difficulty was their fault, that something was wrong in their relationship with the child. This interpretation brought about feelings of guilt and failure as parents due to their child's learning-difficulty.

THE CHANGE IN FOCUS: FROM PSYCHOLOGY TO PHYSIOLOGY

During the last decade a revolution has taken place in the educational philosophy of this country. With the reading crisis permeating the schools, in spite of early schooling, headstart programs, and mechanized remedial efforts, the interest has

shifted to the physical functions of that part of the human organism which is supposed to do the reading. The former "emotional block" theory has given way to the new diagnosis of "dyslexia" or simply "reading disability". The voice of authority now stems from the physiologist, the neurologist, the neurosurgeon, or the ophthalmologist, with the ancillary professions carrying out extensive testing programs.

There is a burst of new literature with varied theories, and a new technical language has arisen. Clinics have sprung up for testing and reading. New programs have proliferated.

THE NEW TERMINOLOGY

The earliest term used for describing the inability to read, during the first half of our century was WORD-BLINDNESS. STREPHOSYMBOLIA (twisted symbols) occurs also in the early literature (Orton). In 1950 Hallgren, a Swede, introduced the formulation DYSLEXIA. This term was adopted widely to connote poor reading ability. SPECIFIC DYSLEXIA was applied to children showing this weakness in reading skills only, while the slow learner suffers from dyslexia plus other learning difficulties.—Dyslexia varies from illiteracy in that the illiterate person has been deprived of learning situations, while the dyslexic child has been sufficiently exposed but has remained to a large extent unresponsive.—However, there is no uniform definition, each author on the subject seeming to define his own meaning. It can mean a severe handicap, total inability, or mere backwardness.

Later authors introduced new terms, or modifications of the existing ones, such as: DEVELOPMENTAL, or GENETIC dyslexia, in contrast to acquired dyslexia (loss of ability in later life). PERCEPTUAL DIFFICULTIES, NEUROLOGICAL LEARNING DISORDER, or DYSFUNCTION OF THE CENTRAL NERVOUS SYSTEM, are formulations that clearly point to the profession of the authors.

READING DISABILITY, as a general term, has been widely adopted since Knud Hermann used it as a title for his book on word-blindness in 1959. It plainly states a fact: "Can't read!"

THE SPECTRUM OF INTERPRETATIONS

Some investigators have observed that poor readers run in families, and have therefore stressed the aspect of INHERITANCE. Others have simply called it CONGENITAL, or inborn. Then there are those who postulate a MINIMAL BRAIN-DAMAGE, due to early childhood illness or to slight oxygen-deprivation before or during birth. Others reject the label of "damage" and speak of DYSFUNCTION OF THE CENTRAL NERVOUS SYSTEM, due to unknown or known causes. Theories on LEFTHANDEDNESS or DOMINANCE fall into this group.

Another school of thought emphasizes DEVELOPMENTAL DISCREPANCIES or LAG IN MATURATION; for instance, the correlation between delayed walking or delayed speech in early childhood, and reading difficulties.

Frequent findings in comparative age studies have led some authors to the conclusion that the school-entrance age of six (or even six-minus) is arbitrary, and for many children too early, and that the MATURATION OF THE SENSE ORGANS, especially the eye, has not proceeded in many children to the point where they can cope with the complicated process of reading. This view is strengthened by the fact that many more boys (who mature somewhat slower than girls) suffer from reading difficulties.— There is empirical evidence that in many children dyslexia or reading disability is of a TRANSIENT NATURE. Many children who have perceptual difficulties at the age of six show considerable improvement at ten or twelve.

THE DEMANDS OF READING

Reading-readiness skills are usually practiced in Kindergarten. Often pre-primers or primers are introduced. In the first grade the printed page has to be mastered. No concern for differences in development is possible. The demands have to be met or the road to failure begins. — I would like to quote here what is asked of the six year old child at the beginning of his schooling.²

"Many factors are involved in this early school learning. The child must be able to sit still, attend the incoming stimuli, and to sort visual, auditory and tactile-kinesthetic stimuli from the background of distracting sight, noise and movement of the average primary classroom. He must also be able to maintain some measure of impulse control, tolerate some frustration, and wait a reasonable time for gratification. In addition, the child must be able to:

- 1) perceive small differences in two-dimensional visual symbols (visual perception);
- 2) adequately understand word meanings when he hears a word;
- 3) pronounce the word clearly;
- 4) perceive small differences in sounds (auditory discrimination) i.e. "pin" vs "pen", "bass" vs "bath";
- 5) orient himself in space, be aware of small changes in position, and have awareness of left-right direction of symbol sequences;
- 6) have the necessary motor coordination to reproduce these symbol sequences on paper;
- 7) have the ability to integrate visual, auditory, and tactile-kinesthetic sequences;
- 8) store these associations in the form of visual, and/or auditory, and/or tactile-kinesthetic memories."

THE MATURATION OF THE CHILD— PERCEPTUAL DEVELOPMENT

A newborn horse may get up on its four legs and run, and chicks may break the egg shell and search for food, but the newborn child is helpless and totally dependent. An article in *SCIENTIFIC AMERICAN* (July 1972, by Lytt I. Gardner) on "Deprivation Dwarfism" documents the fact that for the child to prosper, physical care is not enough. It needs love, or the organism will not develop. It will become dwarfed, skinny and sickly, the development stunted. Therefore what we call ordinary development is the result of physical care and human love bestowed on the unfolding organism.

In the first three years man surpasses the animal by achieving the vertical position and speech. But while most animals are already reproducing by this age, man has still a long way to go to reach maturity.

This path to maturity unfolds in ordered sequence. In the first seven years, until the change of teeth and school-readiness, this development is primarily bodily: the directed use of the motor organism, the use of the speech organs, the maturation of the senses, the development of the brain functions, and the interrelation of all sense avenues.

The body of the newborn child is fully formed; the sense organs, nervous system, and all the brain cells are organically present. The child has to make this body his own, learn to use it as his instrument, activate and direct its various functions.

Much has been written on this systematic acquisition of bodily skills. Since the details would go beyond the scope of this article, I would like to quote the major steps from the widely used Frostig manual³:

“From birth to the age of approximately two years is the period of maximum sensory motor development. Between 1½ or 2 and 3 or 3½ years is the period of maximum language development. Between 3½ and 7½ years is the period of maximum perceptual development. Perceptual development is followed by the maximum development of higher thought processes after 7½ years.”

This outline seems in sharp contrast with the demands of our modern education, where perceptual skills are expected to have been fully achieved with school entrance age.

Since “perceptual difficulty” is so often cited in reading disability, we will have to take a closer look at the development of the eye functions.

The vision of the infant is totally different from that of the adult. To begin with, it is peripheral, that is, the visual sensations arise from the visual sense cells lying outside the central or foveal area of the retina. Control and precision, necessary for reading of the printed page, have to be achieved in the course of development.

“Some children will be found to have great difficulty establishing control of the eye. In the first place, the muscle

systems involved in this control are among the most complex in the body. Their innervation comes from both the voluntary and the involuntary systems; three pairs of muscles must work together in perfect synchrony; and two separate systems, the right eye system and the left eye system, must be perfectly congruent. Therefore, the sheer problem of coordination is staggering.

In the second place, the precision required in eye movements is among the most demanding in the organism. The fovea is only about two millimeters in diameter. Upon this minute area the image of the target must be accurately projected. This projection must be sufficiently precise to permit the child to sort out this one target for central fixation from among an intricate network of adjacent targets. Such precision is extremely demanding and it must be maintained over long periods of time.”⁴

How does the child learn to control the eye? In the earliest stage the infant learns to control his hand, to grasp, to reach, to touch, to move. He then watches his hand as it moves, teaching the eye to follow the hand. At this stage the hand is dominant and guides the eye. “The eye learns under the tutelage of the hand” (Gesell). Eventually, the eye can explore on its own without the help of the hand and control is supplied by the body of visual information.

This natural sequence in the development is crucial. It is important that the exploring, manipulating hand teaches the eye, that toys are not watched or looked at, but handled, moved, played with, their forms felt; that perception is matched to motor, and not the reverse.

“Particularly in our modern civilization, where we put so much stress on the early interpretation of perceptual data in books, pictures and the like, children frequently make the perceptual motor match in the wrong direction. They assign primary importance to perception and match motor data to perceptual data. Such children develop a very tight perceptual control of the motor responses. These children are frequently seen in the classroom. If asked to draw a geometric form, the child keeps the eye exactly on the point of the pencil. Movements are tight

and inflexible and follow the eye precisely. The child visually controls his movement, he does not visually monitor it . . . He does not maintain awareness of the total form; he concentrates on the control of the immediate movement. Such a reversed perceptual-motor match leaves the child at the mercy of perceptual distortions.”⁴

Another aspect of maturation is the shift in dominant sense-avenues through which the child is learning. The child proceeds from TACTILE DOMINANCE, where everything has to be touched, handled, or even brought to the mouth, to AUDITORY DOMINANCE. He becomes receptive to language, learns to speak and sing through imitation, and acquires a sizable vocabulary. He loves to listen to stories, wants to hear them over and over again. Young children of the primary grades still learn foreign languages through imitation, that is, through auditory perception, a task almost impossible to a VISUALLY DOMINANT person.

“Numerous studies have revealed how children’s learning is first more effective on an auditory level. Gradually, after passing through the transitional stages in grades 4 and 5, children become more proficient learners, using their eyes rather than their ears.”⁵

Therefore, from a development aspect, reckoning with the nature of the child in the primary grades, the purely visual approach to learning seems contraindicated.

THE VISUAL CLASSROOM APPROACH: SILENT READING, LOOK-SAY LEARNING

During a large part of the average school day, the primary classroom takes on the air of hushed silence that we experience in a library for adults. The child is instructed not to move his lips, but to read for meaning only.

But even the silent library for reading adults is a modern innovation. Medieval monks needed individual reading booths or

carrels, because they spoke what they read; reading was not separated from speech.

“They read with their lips, pronouncing what they saw, and with their ears, listening to the words pronounced, hearing what is called the ‘voices of the pages’. It was a real accoustical reading, an activity which, like chant and writing, required the participation of the whole body and the whole mind.”⁶

The result was more than a visual memory of the written words. It was an aural memory of the words heard, as well as a muscular memory of the words pronounced.

Throughout antiquity and long thereafter, even private readers regularly pronounced the words of their texts aloud. Silent reading was such an anomaly that St. Augustine found Ambrose’s habit remarkable: “When he was reading his eyes glided over the pages and his heart searched out the sense, but his voice and tongue were at rest.” Visitors came to watch this prodigy.

In the past “reading” meant reading aloud. The hushing-up of the readers has been a gradual process. It is only today that we are commanded by the speed-reading institutes to divorce eye and speech in the act of reading. The fact that in reading from left to right we make incipient word formations with our throat muscles was discovered to be the principal cause of “slow” reading. Lip movements and mutterings from a reader have been associated with semi-literacy, hence the American stress on a merely visual approach to reading in elementary learning.

But is so-called vocalization or sub-vocalization such an unusual phenomenon? Experiments with electronic devices attached to the throat muscles have indicated that sub-vocalization takes place in practically every reader, no matter how rapid and skillful he may be.

And should this emphasis on silent scholarly reading as the ideal method be applied to beginning readers in the primary grades? It seems alien to the nature of the young child. Most of these children will never become scholars. Many are burdened with inarticulate speech, impoverished vocabulary, inability to sustain

concentration, or lack motivation for scholarly pursuits. These children need to be activated, not to be toned down! And from a developmental aspect, most children are not as yet so visually dominant that they can learn effectively through this single sensory avenue.

The earlier, more concrete steps to reading, namely translating symbols into sounds and then sounds into meaning, are simply left out in the effort to get meaning from the printed page, where the eye becomes divorced from speech.

The second aspect concerns the teaching of reading. English is an ALPHABETICAL language. The writing consists of 26 graphic symbols. Each character, or combination of characters, represents a sound in the English language. It can also be used for other languages, such as Latin, Spanish, French, Italian, German, Norwegian, Danish, Swedish, etc.

The American Indians used a PICTOGRAPHIC language for writing. Simplified pictures were drawn to represent a concept, such as the sun for fair weather or lightning for a storm.

Then there are IDEOGRAPHIC languages in which symbols or characters represent ideas or concepts. They are not pictorial, but abstract. Chinese is such a language and is said to be very difficult to learn to read, and it cannot be used for other languages.

The English alphabet is a great advantage to us. We should not abandon it. But we are in danger of doing so when the whole word, or look-say method is taught. The child does not learn an alphabetic language, that is alphabetic characters which stand for sounds, but graphic symbols standing for a whole word or concept. He is urged to learn the visual configuration of the word as a Gestalt. This is the essence of teaching an ideographic language, a technique much more akin to Chinese than to English.

The whole word, or look-say method, was developed in the first half of the nineteenth century. Horace Mann is generally considered its father and originator. In 1837 he set out the theory and practice of the word-method in use today:

"In speaking the word apple, for instance, young children think no more of the Roman letters which spell it than in eating the

fruit, they think of the chemical ingredients which compose it; hence, presenting them with the alphabet is giving them what they never saw, heard or thought of before. It is as new as algebra and to the eye, not very unlike it; but printed names of known things are the signs of sounds which the ears have become accustomed to hear and their organs of speech to utter and which may excite agreeable feelings and associations. When put to learning the names of the alphabet first, the child has no acquaintance with them, but if put to learning familiar words first, he already knows them by ear, the tongue, and the mind, while his eyes are only unacquainted with them. It can hardly be doubted, therefore, that a child would learn to name twenty-six familiar words much sooner than the unknown, unheard, and unthought-of letters of the alphabet.”

This may sound reasonable, but the only way to make the words stick is through endless repetition. The first-grader learns to read about 300 words by repeating each one hundreds of times. In the first three grades, a child using the Macmillan series of basal readers learns 1,342 words by repeating them 28,000 times. By that time, the “agreeable feelings and associations” Horace Mann anticipated, may well have evaporated.

Yet in spite of the endless silent repetitions, many children do not learn. To many of them the words remain meaningless jumbles of details. They cannot perceive and remember the Gestalt with its intricate details, to say nothing of connecting it with a thought. Knud Hermann reports in his book *READING DISABILITY* that the exclusive use of the word-picture method, which prevailed for a period in Danish schools, was virtually catastrophic for word-blind children.

Katrina De Hirsch, in “Specific Dyslexia or Strephosymbolia”^a states that for

“children who have trouble with the organisation of visual patterns this method does not work at all; it is, as a matter of fact, one of the causes of their difficulty.”

It is hard to see how a method could be more vigorously condemned. It is unsound in theory and it has been ruinous in practice.

THE STRESS ON PARENT AND CHILD

The complaint of school difficulty places great strain on the most stable family. For the unstable family, the stress can become disastrous, with parents disagreeing over handling of the problem.

In the early grades, when the child first encounters difficulty, the parents are usually told "not to worry, he'll catch up". Or "he'll learn to read when he is ready." Later they may try to help him at home, with the homework sessions resulting in agony for both parents and child. When with their efforts the child does not improve, when after much struggle he learns to spell or read a word, and then cannot recognize it again a sentence later, the parents frequently interpret this as a stubborn disinterest and become exasperated. — As the child's learning difficulty continues, the anxiety sets in that he must be mentally retarded or unbalanced. In school the child may be ridiculed by classmates as being "stupid". Many of these children may worry secretly, yet at the same time present to the parents and teachers the defensive behavior of "not caring", "being the happy-go-lucky class clown", or "being rebellious and defiant". They may even develop psychosomatic symptoms, such as abdominal pain or headache, and avoid school attendance.

THE COMPLEX OF SYMPTOMS

While reading difficulty or disability is the universal symptom, there is a whole list of sub-symptoms that have been observed in individuals, and as the most common factors in large groups of poor readers.

The most striking are reversal of letters—so-called mirror reading and mirror writing, such as b for d, saw for was, etc. — and translocations of letters within a word in reading and writing.

"Those errors are notoriously common among all beginners in reading and writing . . . the dyslexic individual is not unique in making reversals and translocations, but he is unique in making so many of them and for so long a time."

Almost always present among younger dyslexics is directional confusion, the inability to differentiate between right and left; they are unable to carry out directional commands, to touch various body parts with either the right or left hand.

They are usually left-handers (or come from families in which there are left-handers), or are ambidextrous, or have mixed motor choices, e.g. right-handed and left-eyed (or left-footed), or were late in establishing dominance.

Boys are affected more often than girls. (Edward H. Senz, gives the ratio as ten to one in "Neurologic Correlates in the Reading process"⁸)

There are often delays in maturation, such as late walking or speaking.

Many have poor articulation, have a poor ear for words, cannot differentiate between finer shades of sounds, or may not be able to carry a tune.

They are usually awkward in motor functions, their movements are uncoordinated and jerky.

They cannot sustain rhythm and are therefore inept in rhythmic motor action like skipping rope or swimming.

They are usually clumsy with their fingers.

They have poor Gestalt perception, show difficulty in reproducing geometric forms, and cannot remember whole-word patterns.

They usually have a low frustration level.

They are often described as "young for their age", babyish in behavior and looks. Soft features around mouth and chin are often pronounced.

Any of these subsymptoms may occur also in good readers, while the dyslexic may not have all of them. But he will have many of these telltale signs, because his disability is not an isolated defect but part of his holistic development.

HANDEDNESS AND CEREBRAL DOMINANCE

The skeleton, the nervous system and brain, the sense organs and limbs are built symmetrically. To begin with, the child has no

internal awareness of the two sides of the body, it uses its left and right arms and legs simultaneously. Later on it begins to favor one hand, one foot, one eye, and one ear. This is a gradual process, beginning at two years of age, and often extending into early grade-school years. Once it is fully established we speak of handedness and dominance. The majority of people are right-handed, and the right side becomes the active, more conscious, and more skillful side.

With the development of speech, cerebral dominance occurs. One side of the brain takes the lead in the control of articulate speech and manual skills. In the right-handed person this will be the left hemisphere. Once this dominance has been fully established, a cerebral insult to the left hemisphere will result in loss of speech (and paralysis of the right-side motor functions).

In the past it was assumed that the opposite process was taking place in left-handed people. But this seems to occur only in a small percentage, while the remaining group of left-handers appear to fail in establishing fully cerebral dominance. A stroke on either side of the hemisphere may result in loss of speech, or only temporary loss, due to the fact that both sides of the brain may have been engaged in serving the speech functions.

What does this have to do with reading disability? There is evidence that a large percentage of children with specific reading disability are either left-handed, or show weak, mixed, or inconsistent lateral preferences.

A. Silver, in "Diagnostic Considerations in Children with Reading Disability"^a recommends using the Schilder extension test to discern cerebral dominance. It has been observed that on extension of the arms, with the eyes closed and the fingers spread, one hand tends to be slightly higher than the other. The elevated hand is the one with the greater muscle tone and indicative of the dominant hemisphere. Right-arm elevation suggests left cerebral dominance, and vice versa, while arms at equal height show that dominance has not been established. This cannot be proven, but interesting evidence turned up in comparing the elevated hand and that used in writing. In those cases where the results did not agree with the "writing hand", a test distinguished 85 per cent of the

children with reading disabilities in normal third and fourth grade groups, while in good readers this discrepancy between elevated hand and “writing hand” did not occur.

R.M.N. Crosby,⁷ a pediatric neurologist and neurosurgeon, suggests that an early switch in handedness may have occurred through a minimal or transient dysfunction that corrected itself due to the plasticity of the brain in the earliest years. He believes that a permanent record is found in the measurement of the nails of thumbs and of great toes. Both are larger on the dominant side, and this is not the result of greater use because a significant percentage of individuals have larger thumbnails on their nondominant hand.

Observation and measurement of nail size in children with reading disability will show that roughly one-half of them have discrepancy between nail-size and handedness. The thumbnail on the dominant hand is either smaller or of equal size compared to the one of the nondominant hand. The same is true of the great toenail.

The area that affects the change in growth of body extremities in the brain is in proximity to other areas affecting motor, speech, reading, and other abilities. It is hypothesized that whatever caused the shift in handedness also caused the problems connected with dyslexia, such as disordered dominance, perceptual difficulties, speech disorders, impairment in motor ability, or slow maturation.

This view—that the failure to establish a dominant hemisphere is the result and not the cause of congenital abnormalities of brain functions, which also express themselves in disabilities of speech, reading, and writing — is shared by other leading neurologists.

Psychologist O. L. Zangwill⁹ offers three explanations for dyslexia in the same direction:

1. A partial transfer of speech to the right hemisphere may have taken place.
2. A certain proportion of children with ill-defined laterality have in addition a constitutional weakness in maturation.
3. Individuals lacking strong and consistent lateral preferences (and perhaps also those with sinistral antecedents) are particularly vulnerable to the effects of stress.

These explanations strongly suggest that children with ill-defined laterality should be protected rather than pushed ahead in their early years of schooling, being allowed to mature before the demands of an intellectual schooling press in upon them. A school entrance age of seven rather than six for such a child seems reasonable. It could prevent many of the hardships and stresses resulting from early failure due to slower maturation.

CORRECTIVE APPROACHES

Library shelves abound with literature on REMEDIAL READING. Specially trained personnel are employed by school systems to help remedy the failures of children to learn by customary methods. They provide extra drill in sight words, the alphabet, and phonics. Often this proves successful, especially if the previous teaching exposure had been inadequate or one-sided. However, for a large percentage of children this implies doing more of what they cannot do in the first place, and the more does not help!

PROGRAMMED READING MATERIALS AND COMPUTERIZED TEACHING MACHINES, once hailed as solutions to the reading problem besetting our schools, have led to disenchantment. In fact, relying too much on them was quoted in TIME¹⁰ as a major cause of failure in "performance contracting". This was a year-long experiment (1970-71), organized by the Office of Economic Opportunity and conducted in eighteen school districts by six educational firms. The failure was particularly painful because the experiment cost \$7.2 million and was expected to revolutionize teaching.

Another approach in vogue for some time has been VISUAL TRAINING, consisting mainly in the use of the tachistoscope, an apparatus for exposing figures or other visual stimuli for one-tenth or one-hundredth of a second. It is used individually or for groups in order to develop perceptual "intake" skills. Since visual accuracy and visual retention are often lacking in the beginning reader, the principal aim is to accelerate visual maturation. When

used in kindergarten or first grade, it is supposed to make the children visually dominant. — Professionals do not agree on either usefulness or results.

The most recent therapeutic approach is called PERCEPTUAL MOTOR TRAINING, or BODY MANAGEMENT SKILLS. It is based on a developmental view, resulting from detailed observation of the bodily learning steps of the preschool child; how the child achieves motor control, body awareness, laterality, directionality, how he can relate to three-dimensional space and coordination of hand-eye function.—Many modern children (from either affluent or deprived environments) are lacking in early game and play experiences. The dyslexic child and the slow learner in the classroom are deficient in coordination and control. Through perceptual motor training they are helped to catch up on the steps that have been omitted or distorted, so as to restore the developmental course. — The balancing board, the jump rope, the ball for bouncing or catching are part of the regular equipment. — As an illustration, the school system of Dayton, Ohio, introduced such a program in the fall of 1965 as a preventive measure for all children in Kindergarten and First Grade. In addition, children with problems in gross motor skills, hand-eye coordination, or form perception, receive additional therapeutic help. Screening of more than 5000 children showed that 50 to 60 per cent are in need of extra help in body management area.

THE CHILD BEFORE SCHOOL AGE IN THE PAST

The child of the past—before the affluent society—walked, ran, skipped, hopped, jumped. There were ring games with singing rhythm, skipping rope, hop-scotch, etc. There was play, lots of it, with sand, mud, water or snow, and simple crude toys. The hands were active, explored, manipulated, became skillful in the doing. The imagination lived in the make-believe world. Ball play, marble games, catching, and tossing brought about the integration between hand and eye. Speech developed through imitation of human voices, through conversing, listening to bedtime stories. There was singing and even live music in the cultured home. The

child followed the mother around the house and imitated human work.

In brief a healthy sense-organism was developed naturally, which brought about the integration of all the senses and the maturation of the brain function.

Translated into technical language:

Gross Motor system development: Rhythm, balance, and coordination were achieved through running, hopping, skipping, games, etc.

Small Motor skills: Nimbleness and finger dexterity were developed through play, manipulation and exploration of simple toys and objects and materials of nature, and through imitation of human work.

Auditory Perception: Human voices, singing, music fostered and refined the hearing apparatus.

Perceptual Motor Match: The eye followed the exploring hand. Ball play, catching, tossing, etc. established interrelationship.

This was achieved in a natural way, before the child went to school.

THE OVERSTIMULATED CHILD OF THE AFFLUENT SOCIETY

Rare is the child today that is not exposed to the infernal noise of the average American home: the washing machine, the dishwasher, the vacuum cleaner, etc., and the blaring entertainment machines: radio, records, television. The onslaught of mechanical sounds has become the daily fare for the tender growing organism.

The infant already is hauled to the shopping center or supermarket, and exposed to a deluge of bewildering sense impressions — the loud music, the glaring lights, the pushcarts, the rushing adults, the thousands of objects.

The nursery is packed full with playthings, from the expensive mechanical toy that performs when a button is pushed, to the plastic junk from the drugstore, — Again a multitude of impressions and over-stimulation of the senses, inviting boredom

and aimless wandering amid affluence. Most children cannot play any more.

Most of the hours that used to be spent in childhood games and imaginative play are now taken up watching TV. One-third to one-half of the waking hours would be a modest estimate for the majority of infants.

What does the child DO during this time? The body is limp, the hands are idle. The eyes and ears are overwhelmed by a continuous stream of pictures and sounds. Ears are deluged by noise and become desensitized. They may hear, but they do not listen; they have learned to “shut off”. Eyes stare passively for hours while the camera lens does all the focusing, from distance to nearness, from left to right, from up to down. This orientation in three-dimensional space is done for the child artificially on the screen, but it is no part of HIS learning process.

The awkward body, the clumsy fingers, the lack of coordination, the inability to orient in three-dimensional space, the sluggish eye-mechanism, the tone-deaf ears, are all symptoms of the overstimulated child who has been deprived of the natural simplicity of a human environment, of childhood games and play. — But they are also the symptoms of children with reading disability.

THE TASK OF PRESCHOOL AND KINDERGARTEN

Since modern life deprives children of so much that is essential to health, well-being and organic ripening, the Preschool and Kindergarten should foster these very qualities. They should provide a peaceful human environment and not add to the dilemma of our technical age.

There should be childhood games, singing and ring games, rhythmic nursery rhymes, story telling, live music, skipping, hopping, outdoor play with sand, mud, sticks, and simple toys to foster exploration and imagination. They should cultivate in children the lost art of how to play, to use the body to establish coordination, rhythm, and balance; to restore the capacity to listen, to converse, to sing. Ordinary common sense dictates this

direction for therapeutic work.

TV and record players, so common in preschools, only add to the detrimental overstimulation of the senses.

Why should infants learn to read? All evidence points to the simple fact that five-year-olds cannot distinguish directions, have not yet reached Gestalt perception. To force reading programs on the immature organism is to ignore the process of maturation. Besides, children that are exposed to a learning task before they are ready for it, not only fail to learn the task, but also learn from the experience of failure to fear, dislike, and avoid it.

Let us have artistic, imaginative, kindly, and motherly adults for our young, and protect them from the reading instructors.

The young child before school does not need a "headstart", it needs a "body start"! It needs rhythm, balance, coordination, finger skills, articulate speech, and perceptive eyes and ears!

The preschool years are most important years. They lay the foundation for health, happiness, and successful learning.

Much of the agony of failure, the drudgery and expense of remedial work later on, could be prevented if only we paid attention to the needs of the developing child.

We have to re-evaluate our priorities and stop the myopic too-much-too-soon syndrome, before the damage becomes irreparable.

READING IN A WALDORF OR RUDOLF STEINER SCHOOL: THE ROLE OF THE CREATIVE TEACHER

It would be abstract to describe our methods of teaching without taking into account the role of the teacher in our schools. Since we use no textbooks, no primers, no basal readers, no ready-made visual aids, the teacher himself and his training is of utmost importance.

After college years and the acquisition of degrees, the adult, wanting to teach, must first overcome the impoverished, juiceless, intellectual, abstract adult approach which is a side effect of his schooling. He must learn to see again with the richness of a child's eyes, the power of a child's imagination, and to be able to speak to

these needs.

He must be trained in blackboard skills, to be able to conjure up an illustrative picture in colored chalk in front of the children. Since he is also a performing artist, the appealing colorful telling of stories, of describing things and events, the art of communicating to children must be learned. The monotony of the classroom drone is prime target of attack!

Our training of teachers is essentially an artistic one; speech, gesture, painting and drawing, modeling, and music take up a large proportion. Learning to observe and to work with the phases of child development, and practical skills make up the rest.

A teacher must be able to excite a class, but have also the skills to quiet it down again. He must be able to reach the visile and the audile child, the precocious one and the slow bloomer, the active and the passive one, the damaged child, or the shy one.

He must learn to observe and to know intimately each child entrusted to his care, the strength and talents, but also the weaknesses. He will have no test scores to rely on. Through parent evenings, interviews, and visits in the child's home he will become acquainted with each child's background.

This total involvement of the creative teacher with his responding group (and the children do respond with attachment and love) is not broken up at the end of the school year.

No responsible adult could possibly do the same limited work over and over again and maintain the original commitment, interest, and enthusiasm. It does not work in industry at the assembly line, where employees and workers suffer from the deadly monotony of small sections of routine work. In order to overcome the disinterest and carelessness, the frequent absenteeism, the restlessness and change of jobs, industries all over the world are trying new approaches at giving up the assembly-line, widening the scope, interest and participation of the workers.

In our schools the homeroom teacher stays with the same group of children, ideally through all the years of elementary schooling. He does not start all over again every year. He becomes a specialist with one group of children, not one small section of the educational process. He is responsible and accountable for his

work. With this responsibility comes also the freedom from an authority figure hovering over him or telling him what to do. The teachers in our schools are autonomous.

METHODS: FROM THE CONCRETE TO THE ABSTRACT

The capacity to read fluently, that is to read any book with suitable content, is a skill achieved by children at individual moments in their lives. A few may reach it already in the first grade, others in 5th or 6th grade, with the majority attaining it in between. When it happens, if it happens organically, nothing can stop them. They would rather read than go out for recess, and the book may be their secret absorption during lessons or homework assignments.

If it occurs too early, when the vocabulary is not rich enough to master good prose, there is the danger that the child may run out of enthusiasm and become a reader who does not want to read.

The Waldorf schools are not reading-centered in the younger grades, that is, reading is NOT the avenue to learning. We never teach it as an isolated skill but as integral part of the language arts, together with subject matter, speaking, recitation, and writing. It is not divorced from speech. The slow bloomer, the late reader, the audile child, are not deprived but aided in their development.

We use no primers, no basal readers. All visual aids are created by the teacher with colored chalk on the blackboard. The children make their own manuscript readers. They use large bound notebooks (9x12) with unlined white paper and broad beeswax crayons both for writing and for illustrations. These carefully created notebooks become treasured possessions of the children.

We lead from the concrete to the abstract,
from large to small,
from speaking and recitation to writing and then to reading,
from involvement of the whole organism to the sole use of the eye muscles,
from all sensory avenues to the visual one alone.

This organic sequence corresponds to the nature of the young child, and it seems utterly natural to anyone who has ever taught this way, or has even pondered it.

Now to the individual steps in the primary grades.

We first teach the capital letters of the alphabet and their phonetic sounds. We do not begin with the abstract symbols, but derive each letter from a concrete picture: we treat the letter pictographically. The teacher will tell an absorbing story and then draw a concrete illustration from this story on the blackboard; the children will draw this also in their books, usually simultaneously. Out of this picture one figure emerges, a swan, a fish, or a dragon. The next drawing would be a stylized swan which then becomes almost abstracted into the capital S, perhaps a colored beak being left as a memory-aid. The children learn to connect the first sound of "swan" with the abstracted symbol. They will find other words that begin with the S-sound. In this way the symbol is married to a sound, not to a letter name. They may walk the form of the letter on the floor, write it in the air, draw it on the blackboard, and then finally copy it in large size into their books, with one letter filling a whole page. Usually the teacher makes an alliterative rhythmical sentence or verse for recitation in connection with this sound and symbol. This may become part of a growing daily repertoire of speech exercises, which are recited vigorously. The children may draw large S forms into the air while reciting. — If a consonant has several sound values, as happens in English, this is also carefully included in the story, in the abstracted symbol, and in the speech exercise. (Many teachers have found that the vowel sound and symbol introduction in the first grade is sufficient, and have left their more intricate variations in English for second and third grade work in phonics and spelling.)

Later on, after all the letters with their sounds have been carefully introduced and vigorously practiced in speech and "reading" (daily brief practice in translating the symbols into sounds), the alliterative rhythmic speech-exercises and familiar brief songs or poems are used as first written sentences or poems. First on the blackboard in colored chalk and then read in chorus.

This is always a very joyful experience. Young children love to “read” things they know already, and at this stage rhythm and rhyme are more appealing than prose. The children then copy it from the blackboard into their manuscript readers, usually separating the individual words by small yellow stars (spacing has to be learned). The manuscript readers with growing content are used over and over again, with the children vying for turns in oral reading. They are encouraged to follow the words with their fingers, and to enunciate vigorously.

Alongside with speech, recitation, form in space, gesture, and symbol, there is regular practice in AUDITORY PERCEPTION. This can be done in the form of delightful games that the children love. They may all stand on their chairs and earn their seats through individual answers. The teacher says a word and each child has to enunciate the first sound or initial consonant. With practice, every child becomes surefooted (or sure-eared!). This is then applied to the last sound, or final consonant of a word. Later it is extended to the first and the last sound, then to words beginning with two consonants, and finally to as many sounds as they can distinguish in a word, which then leads to the writing of words. They can print (we are still in the capital phase) the names of all the children in the classroom, the names of animals, plants, and trees. There are endless possibilities for active (sometimes a bit noisy) work of translating sounds and words into symbols.

On this level, the reversal problems that plague the young child with the traditional method do not exist. Among the capital letters it is mostly M and W that could cause confusion; but if the teacher chooses a wavy form for W (out of wave, water, wind), there will be no reversals.

During the second grade, colored pencils replace the crayons for writing. Now the small letters are introduced. Again, not as abstract symbols, but metamorphosed out of the capitals. As children resemble their parents, sometimes a lot, sometimes a little, and some not at all, thus it is with the small letters in relation to their capitals. Some are just half-size: such as O-o, S-s, W-w, C-c, etc. Others resemble them; “b” has dropped one wing of the Butterfly (or whatever the original picture was). How did a

“G” have a child that looks like “g”? If the “G” was originally a Golden Goose, the baby “g” made a clockwise somersault, with the head under water and the tail sticking out. This may be hard to see for adults, but it is obvious to children. — Humor, active participation, imagination, and joy, are vital to learning. They also aid the memory, much more so than the neutral experience through a printed reader.

Phonic drill can be the dullest drudgery, with disinterested children making minimal efforts. But if it is done through writing, which is much easier for children than reading, and if the teacher has imagination and ingenuity, the drudgery turns into joy and lively participation. Children love to be called out to write on the blackboard, or to write words into the air. Who can change hat into mat? into cat? into fat? into rat? At this stage, nonsense rhymes delight children.

Aesop’s fables are brief, humorous, relevant, and of moral substance. They form the main content for telling, discussing, illustrating, writing, and reading. — Towards the end of the second year the children are sufficiently far along to retell them in writing on their own. Most will do it still phonetically, with the teacher as authority as to the final form of spelling (after the individual attempts, not before!). Then the pupils read out loud to the class their individual versions.

In the third grade the stories of the Old Testament are told, retold, written, and then read orally. Some of the beautiful passages are copied from the blackboard and are later read daily in chorus, or individually (orally) from their own books. — Script is metamorphosed out of the printed letters. — Grammar is taught, with verbs, adjectives, nouns, etc: e.g. the verb as an action word: what can stones do? what can plants do? what can animals do? what can I do? with the feet? with the hands? with the head? Discussion and action precede the writing, which precedes the reading. — Spelling of new words is carefully practiced, because they are needed for writing. At this stage, the longer the word, the more loved. After they have been written on the board, analysed, their regularity or their spelling peculiarity duly noted, the children like to cover their eyes and rattle off the letter sequence.

To strengthen the visual memory, they can be spelled backwards in the same manner. The children do this with enthusiasm, always favoring the longest words.

These are the highlights from the course of teaching language arts, of which reading is one aspect, in the primary grades. And to emphasize it again: reading is the most difficult, the most abstract, and therefore the last one in the learning sequence.

From the viewpoint of DEVELOPMENT AND READINESS SKILLS, mention should be made of some of the other subjects that are taught alongside the language arts, beginning with the first grade.

Every boy and girl learns how to KNIT, with large needles and colorful wool. They knit scarves (and some even sweaters) in the first grade. Clumsy fingers are made skillful in a beloved, meaningful activity. In the second grade they crochet, and later on they learn to sew and embroider. — Besides lots of singing, every child learns to PLAY A MUSICAL INSTRUMENT. In the first grade we teach the wooden recorder or block-flute to all children, first through imitation of the teacher's fingers, then through their own musical memory, that is, by ear. Most children will take up a second, more complicated instrument later on. — A favorite subject for all children is FORM DRAWING; geometric forms are created with radiantly colored beeswax crayons. Children are eager to draw stars, 5, 6, 7, 8, or even 10-pointed ones. The basic freehand constructions have to be shown and learned gradually, but then there are endless possibilities for individual skills and artistic variations. Children will work for hours, creating colored stars, introducing all kinds of intricate design elements to fill the whole page. Or again, turning a small star in the center of a page into an ever-expanding flower form. If these children were given Gestalt-perception tests, most of them would bring in outstanding scores. The talents vary greatly, but all children are aided in their development through Gestalt-creation! — Also beginning with first grade, all children are taught EURYTHMY, a new form of movement, where to the accompaniment of live music, children practice rhythm, balance, and coordination. They may form geometric shapes in space, circles, triangles, squares, spirals or

stars, whereby orientation in three-dimensional space is greatly aided. — TWO FOREIGN LANGUAGES (French and German in most schools) are taught from first grade on, first through imitation of songs, singing games, rhymes, poems and conversation.

In the fourth grade, besides reading their mother tongue, all students learn to read music (through writing) and two foreign languages.

The path to reading is slower than in other schools, but it is infinitely broader, richer, and more vital.

Giving children time to mature at individual rates of development, engaging them in varied activities of learning, unfolding other human skills besides reading, providing a rich curriculum, is the path of an education that uses and furthers creative childhood forces, — instead of working against them.

—GISELA THOMAS O'NEIL,
Teacher, Green Meadow School.

¹ National Observer, Nov. 4, 1972; "Companies Teach Workers Reading"

² Jerome Hellmuth, ed., EDUCATIONAL THERAPY, Special Child Publications of the Seattle Sequin School, 1966, vol. I, p. 63.

³ Marianne Frostig, THE DEVELOPMENTAL PROGRAM IN VISUAL PERCEPTION, Follett Educational Co., Chicago 1966.

⁴ Newell C. Kephart, THE SLOW LEARNER IN THE CLASSROOM, Charles E. Merrit Publishing Co., 1971.

⁵ Harold A. Solan, "PERCEPTUAL TESTING AND TRAINING METHODS USED IN THE PRIMARY GRADES", N. J. Journal of Optometry, May-June, 1968.

⁶ Marshall McLuhan, THE GUTENBERG GALAXY, University of Toronto Press, 1962.

⁷ In R. Crosby, THE WAYSIDER, Delacorte Press, New York, 1968.

⁸ In CHILDREN WITH READING PROBLEMS, G. Natchez, ed., Basic Books, N.Y. 1968.

⁹ John Money, ed., READING DISABILITY, Johns Hopkins Press, 1962.

¹⁰ Time, Feb. 14, 1972: "Result of a Test: F."

NEWS OF THE SCHOOLS

HIGH MOWING'S 30TH ANNIVERSARY 1942-1972

The news from High Mowing School is that we are still rebuilding, slowly perhaps but steadily. During school terms there are "jobs" that the students can help with. During these summer months there are alumni, at least 7 or 8 came back to help. All this makes the building more personal and homegrown.

The special event is our chapel which is entirely ours, man and boy. In the winter we cut our trees, sawed them as columns in our own saw mill, shaped them by hatchet. Now they step down the room, 3 rows of them tall and stately. The boards we had sawed before and they have been drying. The building stands by itself, a little longer and a little broader than the one we lost — but the same proportions. The chimney is of old bricks, a copy of the old — we found a photograph and there is a wisteria vine waiting to be planted, an offshoot of the old. It is slowly rising as I write. The fireplace inside has the circular back framed by beams as in the old faculty room, on each side the candlesticks and on the table the lamb, all saved from the fire. The plaster between the wall beams will be hand done. The windows eventually will be leaded, three with pictures. An alumna studying stained glass is going to try to copy the round picture with the horse, whose head was made of the lion, the bull, the eagle and man. Although our rebuilding in general has not been an attempt to copy the old, the chapel meant so much to so many alumni we felt justified in the recall. The reason for this detailed story is for the belongingness and the student participation in the rebuilding.

We celebrated our 30th Anniversary with a dedication of the chapel with walls and roof and very windy windows. It was our May Day (Memorial Day) and there were gathered many parents and at least seventy alumni. We gave up trying to count in the strolling, milling crowd. One alumna was from our first graduating class.

In the evening we gave the “Magic Flute” by Mozart. There were 53 involved in the production and others painting collars on the stately Egyptian priest chorus and making scenery. We had two really outstanding voices, one was Papageno and the other the Queen of the Night. The chorus held its own dignity. The fire and water trials were weaving enveloping Eurythmy groups. The result was a joyous fairy-tale quality punctuated with stately serious moments. We were pleased, the cast was surprised and the audience delighted. It is amazing what can be told even by so large a group if they really care.

Another student effort that has come to birth is a very young farm, 2 goats and 4 kids, 3 sheep and a lamb, and 123 chickens. When school closes our hens were laying 100 eggs a day. We could not explain to them that it was vacation time and so we have been freezing, selling and giving away lovely fresh eggs all summer.

Much time has been spent this spring and summer on the gardens — vegetables to store and freeze for the winter, flowers and grass to entice the birds and chipmunks back, some of whom lost their homes in the fire. They are coming back, even our annual hummingbird was seen among the hollyhocks. And so the school reaches out into nature; gardens, fields and woods; blue hills in the distance; wind, a strong west wind, sun, moon and stars in their courses. Our hill lends itself to the outdoors as well as to the classroom.

The emphasis that we have placed through the years on creative work might have seemed overbalanced although the academic core was held. Lately through that very creative work we have been able to meet the activity cry of the young and through that freedom keep the balance. The young today are not as easy to meet as they were. They are a challenge and a worthwhile one. The problem is to understand the why of their code and move on from there. That is all.

—BEULAH EMMET

SACRAMENTO WALDORF SCHOOL

It was certainly not an ordinary summer for the people involved in the Sacramento Waldorf School. It was not until June, a day or

two after school had let out, that the final decision was made to move our school from its old site to our new, very beautiful 50-acre site just outside of Sacramento. This site, purchased several years ago, is a lovely haven within a growing metropolitan area, on one side the American River, which is still relatively clean and free flowing. In the autumn, the salmon spawn along the shores, the steelhead trout, shad and other fishes are in abundance. Right next to the school are the lovely San Juan Rapids, which on any nice day is a site for hundreds of people floating down the rushing white waters on rafts, canoes, and boats of every description. Along the river are some steep banks bounded by large native oak trees, towering willows, cottonwoods and alders. Beneath these trees is a thick underbrush which includes berries and wild grapes. There is an extensive field, which was once a flood plain, that is 18 or 20 acres. Here already is a beginning of a most beautiful biodynamic garden laid out artistically in the shape of a large pentagram. Although we do not yet have animals, this will be a step in the near future. Along the sides of the field are what is left of an old orchard with some delicious plum trees. A little further from the river is a long, rather narrow piece of land where there are tall oak trees interspersed with small meadows and open space. In all it makes a beautiful setting, that is enclosed by high bluffs on one side, the river on the other; no matter where one stands on the school land, one can see only one or two houses. One can almost forget that not too far away is the hustle and bustle of suburban and urban life. Here deer, pheasants, squirrels, rabbits, many different water fowl and rattlesnakes can be found. Cutting across the land is a beautiful small stream that is spring fed and runs all year round, and along the banks of this stream, which empties into the American River one finds an abundance of wild life, nestled among the brambles and the berries; frogs and toads, turtles, crawfish and so many of the little idyllic spots which become real experiences when the children play and live and bring their imagination to them.

On this virtually undeveloped site there started to appear the makings of man. In June and July of this year, there came first the large earth movers, which had the task of taking almost 4000 cu.

yards of earth into what would be building site and parking lots and driveways. It was quite a wonder to see the field mice, snakes, and ground squirrels being evicted from some of their homes. Actually there was relatively little damage done to the ecological balance of the site for there was much careful thought in planning as to what the environmental impact would be. In an intensive week these large, man-made monsters moved and resettled the earth. Then came a new breed of machine, the large trenchers that had the task of cutting through cobble and digging ditches. While all of this was going on, teachers, students, and parents were busy, hand digging foundations and trenches, and building forms, so that the foundations of the school buildings could be done. In weather which was bright, clear and sunny with temperatures often as high as 105 or 107 degrees, the back-breaking work of the foundations was finished and then in the second week of July came a most wondrous sight; each day brought a new building on the wheels of large trucks moving our class rooms, eight of them, from the old site to the new site. Quite an experience it was, to see these buildings moved with care and set gently, ever so gently, on to their new and permanent home. The buildings were placed over the foundations and there they rested on wooden pilings until the foundations were completed, utility ditches dug under them and then concrete poured. With tremendous excitement we watched the building movers slowly and carefully lower the buildings down upon the foundations. The big question was, "would it all fit together, were we off by an inch or two, or were we really accurate?" Here in the end, with great success the buildings were lowered right on target. While the old buildings were being moved, a new complex had already been started. In order to save money much of the work was done by volunteer help, the teachers working in shifts, as did parents and students, and much to our delighted surprise people we never expected, who came to see what was going on, took off their shirts and got to work. Mothers with little children would be seen pulling nails or hammering nails, even digging ditches. As amateurs, one could imagine the number of small mistakes that were made, the bolts that were forgotten, or the lumber that had not yet arrived and yet through it all we were

able to maintain our pace. Impossible tasks and goals somehow became possible. It was wonderful to see, toward the end of the project, how the drivers of the large concrete trucks not only waited, while their trucks were pouring our walkways, but got out and grabbed the tools and showed us what to do and helped to do it. It was that kind of spirit which pervaded most of the work.

In the end we were two weeks late in opening school, but the response from the parents and the children was wonderful. Everyone wanted to see the project completed and for the two weeks when school should have been in session, our 7th, 8th and 9th graders came daily, gathered in the mornings and sang for an hour, played instruments and then got to work. So much had to be done then, moving rocks, clearing the construction sites, painting rooms, moving furniture and the many odd tasks that needed many willing hands and feet. On the first official day of school, in a short but very lovely opening ceremony, one could sense the appreciation for what had been done and the anticipation of all that still had to be done. What is it that makes a community come together and to grow into the feeling for brotherhood, for a shared experience that is meaningful and real? For us the answer is working together. For those in our Waldorf community in Sacramento many things happened during the summer's work; many people became so closely bound to the inner work, because of the outer work and the physical labor, that was done as a group. It is something that is far easier to experience than it is to talk or write about. Something that is intangible becomes very tangible when one is living in the experience.

Sacramento Waldorf School has a new home, one that is far from complete and will take many years to bring to a finished state. We are currently functioning on three campuses; the nursery and kindergarten have remained on the old site for one more year. Grades 1 through 9 are on the new site and we continue to operate another nursery and kindergarten several miles away in Fair Oaks. Our next goal is to bring together the school into one site, so that all the children have the common experience of sharing what is so

beautiful, refreshing and invigorating. Even now construction proceeds, covered walkways, new rooms, playground equipment, are being worked on daily. All classes from the 3rd grade through the 9th grade have several hours a week which they share in working together on the building of the school. This has become an integral part of our curriculum. This working with the hands, this putting into the will, we see as a tremendous value for the children, not only because there is something more for them to have in the way of facilities, but because the process itself, the experience of shared labor, is something which in today's readymade world is often so lacking.

When Rudolf Steiner speaks of the head, the heart, and the hands, or thinking, feeling and willing, it is so important not just to think about this but to carry it into a practical activity. How fortunate we are in Sacramento to be able to do this!

— Franklin G. Kane

Cover drawing, Twelfth Grade student,
Rudolf Steiner School, New York.

BOOKS ON EDUCATION BY RUDOLF STEINER

Essentials of Education

The Roots of Education

The Education of the Child

The Four Temperaments

Discussions with Teachers

The Study of Man

Education as a Social Problem

The Younger Generation

Human Values in Education

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BY OTHER AUTHORS

John F. Gardner, The Experience of Knowledge

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A. C. Harwood, The Recovery of Man in Childhood

Elisabeth Grunelius, Early Childhood Education and the
Waldorf School Plan

Karl König, The First Three Years of Childhood

H. von Baravalle, Rudolf Steiner as Educator

C. von Heydebrand, Childhood, a Study of the Growing Soul

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Please ask for further information.