

EXERCISE: A free painting of the interaction of water and land. This is the stage the student is at, coming on to the land, reaching the bones. Relief maps made in clay are also recommended as it gets away from the flatness of a map. They get a feeling from the way you describe the view and the weather on a climb: that helps to densify the Astral body which is not yet quite come down. It is necessary for the Astral body to get into the feet through deep imaginative experience of the spatial part of geography in the heights and depths of the surface of the earth, - their floor!

EXERCISE: Geology. Agates still have a drop of water in them, a process of densification has taken place. This should not just be an outer description, but the teacher should take into account the description in Occult Science - warmth, light and air appear at the same moment as shadow of light, out of light and shadow water is born, it becomes material and sun and moon consolidate outside. Paint the development from warmth to light to air to water to earth.

You can really work on these exercises for a long time - the map can be prepared for by exercises for a week or more. 1. Warmth. 2. Warmth becomes Light. (The activity of the shining from inner to outer.) 3. Light and Air. Light flows in the air. 4. Water becomes Earth. Imagination must go into the thinking to prevent hardening and condensing of the space element. Look at Steiner's painting of the "Urmensch" (primeval man). This is the first example of veiling; it has no stiffness, it is a being which floats, grasping the future with the hands. It floats, not walks. Our head forms first, and this hardest part is green.

EXERCISE: Review the First Grade exercise of yellow surrounded by blue. In the map paint the water from outside and leave the land white; approach the outline of the land with very pale blue. Paint the heat and growth forces in the continents of Africa and South America (Seventh Grade). In Africa we have desert to the north. Prairie lands are green and then dry up. There is a volcanic element in East Africa, and the cool area is towards the South Pole. Put the climate into color. Begin with yellow and a veiling technique can be used. You can also characterize the people of Spain, Italy and Greece in this way. These are the sentences of color for which they learned the syllables in the exercises of the early grades. They need to speak a language of color, full of inner life. They become fascinated by the atlas, paths of rivers. In Spain they go straight to the sea, in Russia they move dramatically. Compare the Arabian area, India in the middle and the Malaysia archipelago. Compare Greece with Finland: mountains become lakes. You should also differentiate the various climate areas in the sea: make the tropical area more purple, the colder areas more Prussian blue.

Such a exercise comes as the climax of the block and is an aid to memory. Work slowly, paint a bit of land, then work on the sea, then some land, etc. Do the whole project in stages. In another map put the mountains. In another put the rivers. The more detailed work goes in the main lesson book rather than into paintings.

BEGINNING VEILING: We need order and the care of materials becomes a priority. If the teacher can't do it himself he should leave it or it becomes dilettantism. Conditions need to be right, especially for children; the heat should be on, or the sun should be warm.

We can introduce it with exercises in black ink: Chinese painting is Steiner's indication. Chinese and Japanese esoteric schools could lead to an active observation of the world. They had to learn six shades of ink, from silver gray to black. In composition leave spaces open to breathe; this

leads the eye to the part to be looked at. They painted on silk, and the rolls of silk were kept in a chest. There is a story of a Western visitor who was shown such a painting, and after an hour he asked to see another; an Asian would gaze at one painting all day.

Give the students the ink and make exercises of plants. CHRYSANTHEMUM: tell a story about it and with pale ink make light petals, using the rounder and softer paintbrush. Circle the petals out, getting darker as you go. A small paper is enough. Bamboo with leaves is also a good subject. The Japanese used to have a room with a moon window: there they would gaze out at night for hours. Try to paint what they did in charcoal: moon, moonshine, etc. Change the medium. The ink has a shining quality. Try the lotus flower, Mt. Fuji, a volcano at night. The ink dries fast and leads to veiling. You can't use a regular painting board: use a drawing board instead. Use the old style ink made from ink sticks, if you can get it.

EXERCISE: Use Prussian blue instead of ink. After a black moonscape switch to blue. You have to wait for areas to dry. Add yellow to the white areas.

How should we time these lessons? Weekly intervals are not good for art. You need two days to introduce this technique, or a period each day for two weeks. Grades 1 - 4 need five minutes for a painting and it is the preparation and cleanup which take the time. Grade 6 - 8 want to experiment and need about 20 minutes. In veiling they think they are finished and you must push them on. They need to go on and on when they are older to awaken perception. Show them examples so they see what you want; suggest to them what is needed.

PHYSICS (6th Grade): We make experiments with complementary colors: the red spot produces the pale shining green. In painting we try to reproduce that green.

GEOLOGY: Here we study the precious stones, their colors and transparency. We try to take the fire of the ruby and paint that, using one color only. Some children will love the veiling, others will soon tire of it; so after an introductory period we drop it for a while. In 7th Grade they can choose whether to paint wet or to veil. When they study the weather, however, they need to paint these subjects wet.

VEILING EXERCISE: stretch a board and mark a line down the center so that two paintings can be worked on at once, alternating. Choose two different colors and water them down very thinly. Use practise paper to test it out. We just build area of color, making strokes or waves or facets. The form should not be important in the strokes. Do not paint very wet and be careful how you end each stroke. If it is messy, quickly wash out your brush and dry it on a paper towel and lift off what was wrong. Stop when the paper is saturated and put the board in the sun or near a heater (not too close).

Pink is like yellow, but without the joyfulness. Steiner indicated that bedrooms should have violet-pink as this leads you into another sphere, a slight melancholy touch.

Be careful not to fall in love with the forms or you will not reach the color experience. When the color has been well built up in many veils, add one of the other colors, also mixed very pale. For example, to blue veils add a few in yellow, a few in pink. The color itself is born. Then continue with the original color. The students begin to see the world with new sensitivity at 12 and see each color in a new way. Look at it from a distance at intervals.

7

Another veiling technique is to make a wet painting, then tape it to the board, and when it is dry continue with veiling. This wet and dry technique is good for beginners and inexperienced classes. Go through all classes with the nature moods as themes. The students will then look into the outer world for moods and not into themselves. Take the polarity of November and May. African extremes. Rainy mood in a wood. You can certainly paint the 8th Grade subject of Heat with the wet and dry technique, and it is characteristic of the mood of this age. Work with the extremes in 8th Grade and then come to the middle. They see the danger of the extremes and then come to a state of balance.

EXERCISE FOR 8TH GRADE: This class usually performs a long play, and they can make sketches of scenery and posters to advertise it. Try to capture a good design, good writing and the essence of the play. They have studied the skeleton of the human being and the heaviness of that of the ape. This leads to stage movements, arranging people to make gesture on stage. Discuss the proportions of the body. Use a pale color and reinforce it to make the figure. Make a series, adding one each week, of situation paintings. For example, two bedouins meet in the desert, one dressed in white and one in dark Prussian blue, in the bright light of a hot country. Begin with yellow in the background, leave the white person out, add the blue one and add carmine and yellow to darken it. Add pale shadows to the white one. Use colorful words to introduce it. Composition, taste and movement remain a constant consideration. Vary the situations: use the same figures but put them in different color backgrounds.

Frau Jünemann also gave afternoon courses on Form Drawing, Blackboard work and The Temperaments, and these will appear in the Spring issue of the Clearing House.

THE ROSE

This story was told by Dana Williams, the 12th Grade sponsor, to the new first grade at Highland Hall as part of the Rose Ceremony where the Senior Class welcomes the new first graders into the school by giving each a rose.

Once upon a time, long ago and far away, there was a young boy and a young girl, and they were brother and sister and they lived in the country. One of their favorite things to do was to play with all their friends in the large garden in front of their wooden house.

One day in the spring they took special notice of all the beautiful flowers that were blooming in the garden. They wondered at all the beautiful colors, smells and star-like forms. They noticed how some flowers reach up to the sun and open themselves to heaven and how some flowers hang down towards the earth.

At lunchtime they asked their mother where all the flowers came from and what made them bloom. Their mother told them that the flowers came from heaven, that while the green part of the plants came from the earth, the flower was awakened from the plant by the stars.

Then the children said "O mother, teach us about the stars: we want to learn about the heavens", and their mother told them that before they learned about the heavens that they should learn about the earth, because without the earth there would be no plants, and without the plants there would be no flowers.

Then their mother said that since they had so many questions, it was time for them to begin school.

So after summer, in the fall, which is this time of year, they began school. They went to school at the base of a great mountain. There they met their teacher and all their friends were there and they were very excited. They found their classroom and beside it they saw a path leading up the mountain and one or two buildings along the way, before it disappeared from sight.

Their teacher would sometimes teach them by taking them on long walks and telling them about what they saw and heard, and then they would go back to their room to review what they had learned. He would tell them about the rocks and stones, for example, and how some were harder than others, what their names were and how to recognize them by their colors and textures. They learned about the soil, that some was sandy and some like clay, and that different plants liked different kinds of soil.

Their teacher also taught them about the plants: that some have parts that are good to eat, and some are poisonous and to be avoided, that some can be used for healing and some trees, like the pine which is straight and strong, can be used for building.

They also learned to sit quietly in the woods of the forest and look and listen for the animals. They learned to watch how they moved and to listen to the sounds they made. They learned that some were fierce and some were timid and only came out at night. They learned to hear the joy in the birds' songs in the morning in spring and they learned about the seasons and how to tell the time by the sun.

Last but not least, they learned about the people on the mountain and how they lived and after some years they even learned about people far away in other parts of the world.

But of course they did not learn all of these things at once, and at the end of the first year they went home for summer vacation; when they came back next fall they met at the next classroom up the hill, which was the second grade room. And each year they moved farther up the mountain. After some years they noticed that things were quite different than before. There were more pine trees and fewer maple trees for example, and the habits of the people were different. Winter came sooner also. The air seemed thinner, the sun brighter, the sky a deeper blue, and as they were older and needed less sleep they were able to stay up later at night and they began to notice the stars again.

After 12 long years it came time for them to graduate and their teacher told them that now that they had learned a great deal about the earth it was time once again to turn their attention to heaven, and they remembered what their mother had told them - that the roots of the plants reach down into the earth because they love the soil, that the leaves of the plants reach into the air because they love the air, that the flowers imitate the forms of the stars because they love the stars, and then their mother had paused and drawn their attention to the apricot tree outside their window which was full of pink and white blossoms, and she reminded them that fruit trees always blossom before they bear fruit, and the birds would enjoy the fruit, and that some seeds would fall to the ground and become new trees in the future.

As they graduated, their teacher gave them each a bright red rose and told them that it was to remind them that each of them had their own individual star and that if they listened carefully to it, it would whisper to them in their dreams and help them decide what to do with their lives. He told them that the profession they would learn was like the flowering of their education, and that the work they would do in that profession to serve other people would be the fruit of their lives which would bear seeds for the future.

So when the twelfth grade gives each of you first graders a rose this morning, it is to remind you that you too will graduate in 12 years and it will remind you of that goal. And it is the wish and hope that you will be able to hear your star and find your destiny in a harmonious way.

Dana Williams