

WALDORF CLEARING HOUSE NEWSLETTER

Waldorf School
Cambridge Avenue
Garden City, N.Y. 11530

Spring 1973

GENERAL NEWS

From High Mowing School:

Our winter term has been characterized by skiing, continued progress on the new buildings, a small boys' basketball team playing several exciting games with neighboring schools, and a production of Shakespeare's Taming of the Shrew. The play involved a large portion of the student body; it was a challenging undertaking with rewarding results and delightful interpretations. The class schedule was altered to allow two weekday afternoons for skiing trips to nearby Crochet Mountain. Non-skiers used the time for further work in creative activities, or to take walks in our New England winter.

Through arrangement with a nearby auto school, we have offered Driver's Education to our students two afternoons a week. Just before spring vacation a group of students and faculty spent most of the day putting bright orange and yellow paint on the walls of the lower floor of the new school building, and weaving chairs for the new classrooms. We look forward to similar work days during the spring term, as we try to beautify our campus and bring the new buildings closer to completion.

- David White
Librarian

* * *

From Mexico:

The Primary Experimental Waldorf School, Ixtacalco, D.F., is now in its second year of operation, with an enrollment of 300 children in four first grades and five second grades.

Also for the second year, a complete teacher's training course is being conducted, in Spanish. Guest lecturers, whose talks have to be translated, have included Sophia Walsh, Rene Querido, and Maulsby Kimball.

- Juan Berlin
Canada 220
Jardines del Pedregal
Mexico 20, D.F.

From Marin Children School:

The Marin Children School, Mill Valley, Calif., began as a class of two first graders taught by our eurythmist Jean Atkinson just a year ago, and now has a kindergarten, first, and second grade with 18 children enrolled. Like all new Waldorf schools, we are just able to get by financially; however, the struggle seems to have a strengthening effect that unites us all in our common effort.

Among our publicity ventures has been a regular series of monthly open houses and information evenings at the school to inform prospective parents and interested people about Waldorf education and our school. We hosted a talk by L. Francis Edmunds, and have supported and given publicity to education-related public activities of the Bay Area Anthroposophical Society. We will repeat our Summer Activities Program starting this June, which will be, as last year, an all-summer day camp for little children. This summer program has a threefold purpose: to provide a pleasant atmosphere for the children in the summer, to draw attention to our school, and to raise funds for the functioning of the school in the fall.

- Mel Belenson
Chairman of the Faculty

* * *

From Rudolf Steiner School, Falls Church, Va.:

A Christmas Bazaar, participation in "Men's and Boy's Stitchery" exhibition in the Textile Museum in Washington, D.C., an open house featuring the showing of the film on Waldorf education, and a lecture by L. Francis Edmunds were highlights of the first half of our school year.

An active School Association, working with the faculty, is engaged in planning for the school's continuing development and expansion. Challenged, active, and growing - these are the words that best typify the Rudolf Steiner School this year.

- From the Rudolf Steiner
School Newsletter

* * *

From Sacramento Waldorf School:

The description of our move and of the land itself was detailed in Education as an Art. With very heavy rains, it was not possible to get construction work done during the winter. Overhangs have been started,

and next to come are three geodesic domes (one to temporarily house the nursery-kindergarten, one for eurythmy or indoor gym, and the third as an unfinished carpentry shop or woodworking room).

During Christmas week, Lyman Jackson, our teacher-builder, arranged for the school community to demolish a shopping center which was being torn down to make way for a new market. Parents, students, and teachers worked very hard. From this effort we received all the materials that we could take, free of charge, so that we have all the lumber for the overhangs, windows, doors, lovely old beams, panelling, plumbing fixtures, compressors and air conditioning units, and brick. At the moment, our school grounds look a bit strange, but the materials will soon be used to prepare for the new additions.

With spring weather approaching, landscaping becomes a priority. Final grading is expected to be done during Easter vacation, so that we can plant grass. The freshmen's Christmas present to the school was to spend a Saturday seeding.

Our plans for the high school are not definite. The ninth grade was a new experience for all of us. We learned a good deal, and felt that the students did, too. We are pleased with the class's maturation over the year. There was a strong demand from the students and parents of this small class (nine students) that we go on to the tenth grade. We have decided to offer a combined ninth and tenth grade, basically covering the tenth grade curriculum in most main lessons, with both ninth and tenth grade math and language levels available. This will take place only if we have enough students to make it financially feasible (10 full-paying students a minimum). Behind these two small classes come full capacity classes of 25 or so. We will make this decision by May 1, at the latest.

Our class teacher situation for next year is very stable - no changes. We seem to have survived the move quite well, and now look forward to solidifying and filling out our very limited facilities.

* * *

From the Waldorf School, Garden City:

We have recently extended our campus to include Camp Glen Brook, Marlborough, N.H., and classes from fourth grade through twelfth are now scheduled to spend a week or ten days each year there.

Through the generous gift of the camp's founder, William Harrer, the 27 year-old summer camp has become permanently available to the

Waldorf School. The camp's buildings and its more than 200 acres of woods and rolling farmland now serve the school as a year-round, auxiliary campus.

Young people can experience first hand what is taught them in the main lesson during their stay. Furthermore, the school's work program can now be expanded. In addition to housekeeping and cooking chores, students take part in the construction and refurbishing of the camp facilities. Particular projects include work in masonry, carpentry, reforestation, surveying, gardening, and canning. Scheduled to be carried out in the next few years are the restoration and painting of the main house, winterization of more buildings, and the dismantling of the old barn and building of a new one.

The Glen Brook trips are not optional; they are an integral part of the school's curriculum. Their aim is to actualize the school's social and educational ideals. Mr. Gardner, speaking to the parents last fall, said, "I should like to call the project one of social imagination. . . . The work must be done for its own sake, and when it is, the longing for more than the simplest labor saving devices will disappear. No one wants to be saved the kind of activity that tests him, makes him feel strong, brings him closer to nature and his fellowman, and permits him to enact a sacrament by placing his hand healingly upon the earth."

- Peter A. Curran

* * *

MATERIALS NEEDED!

HANDEDNESS

In recent weeks, handedness has been a topic of discussion in the pre-school teachers' meetings. We have studied seven pages of mimeographed quotations by Rudolf Steiner on this subject, which were translated years ago by some of our teachers. Also, we have re-read a research article written in 1956 by Rose B. Orens, a friend of the school. This article cites contemporary sources to present an argument in favor of changing a child from his left to his right hand.

What we are looking for now is additional material on this subject, particularly more recent books and articles by people who are well-known in the fields of education and psychology, and who favor such a change. Can anyone help us?

- Janice Kreitner
Waldorf School
Garden City, N.Y.

* * *

READING LISTS. . .

. . . for grades 6, 7, and 8. I am especially interested in a list of good biographies.

- Ekkehard Piening
Rudolf Steiner School
New York City

* * *

REPORTS FROM CLASSES

Sacramento Waldorf School:

First Grade - Franklin Kane found Old Peter's Russian Tales by Arthur Ransome an excellent source.

- Painting boards for stacking were made by cutting masonite into sheets 14" by 20". Small blocks of wood were glued to the corners of each board, so that after the paintings were completed and not yet dry, they could be stored atop each other without risk of colors running.

Third grade - The class made soap with ashes, lye, and grease. They also ground wheat with an Indian mortar and pestle, baked bread, and made butter. Farmer Boy, by Laura Ingalls Wilder, is favorite reading for the class, and many have continued with other books in the series. Recommended for teachers: The Foxfire Book, by Martha Harris.

Seventh grade - Selected scenes from Osborn's Luther and Brecht's Galileo Galilei were used for classroom dramatization. Both playwrights tend to be rather cynical, so the teacher has to be careful, but the scenes were effective as a teaching method. Recommended for class reading: The Outcast by Rosemary Sutcliff.

Eighth grade - Scenes from 1776 were used in the teaching of U.S. History. This was very popular with the students, who enjoyed the humor and the down-to-earth quality of the characters.

Ninth grade - In teaching the history of art, we felt that many of the students had an insufficient knowledge of the life of Christ. The third grade study of the Old Testament and some reference to the advent of Christianity in Roman history do not supply much of a background for the concentration in art on the scenes from His life. I wonder how many classes ever make a specific study of the life of Christ? I would be interested to hear from other teachers on this point.

- Betty Kane
Sacramento

Rudolf Steiner School; N.Y.C.

First or Second Grade Morning Circle: - Here is a verse I have written for morning circle formation, to bring the class together - it works!

1. Form a perfect circle; arms up, as flower petals.
2. Step into circle, all together, to form an opening and a closing flower.

Light and love give us the power	(in
To grow together as a flower	(out
In winter time, dreaming deep	(in
In springtime, joys to keep	(out
In summertime, colors bold	(in
In autumn time, shining gold	(out
Day by day we find our way	(in
Guiding angels show the way.	(out, and stand.

When the children step in, their arms go up and over to form an O. When they step out, their arms go out and back to form a large Ah at heart-height.

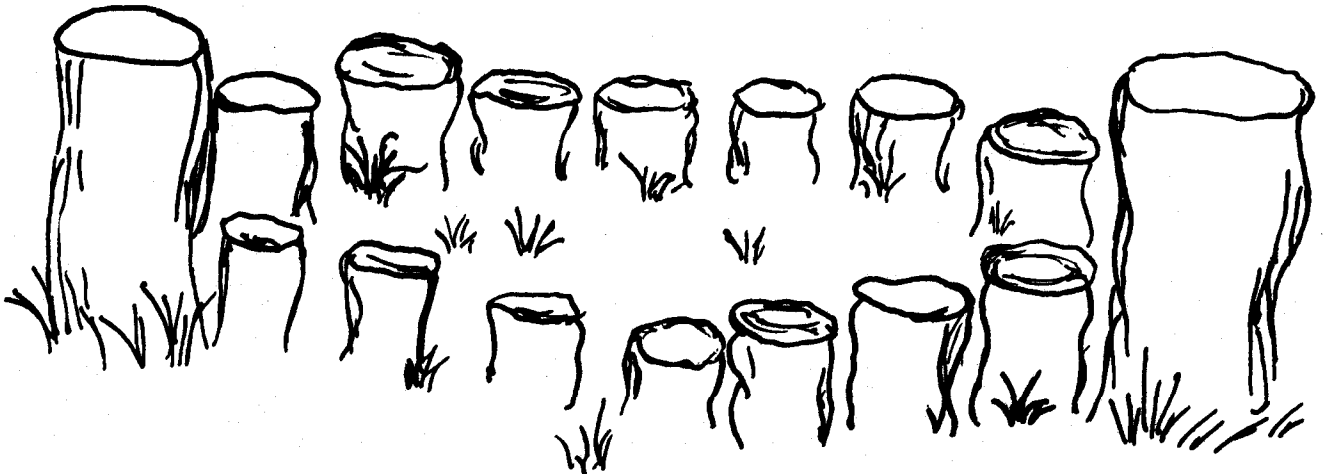
- Barbara Palesty

* * *

Camphill School, Beaver Run, Pa.:

Third grade - At the outset of our study of the Old Testament we began building; not quite house-building, bur ark-building, to enliven our playground.

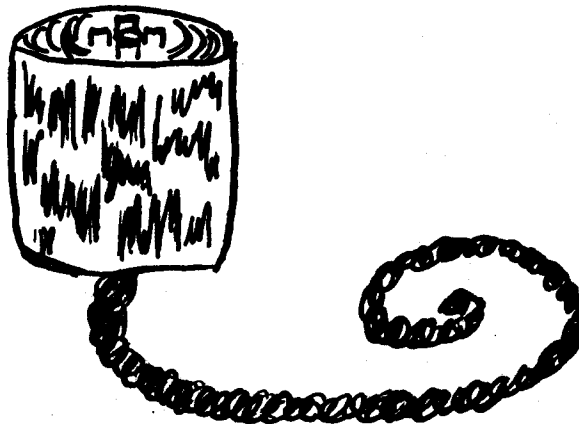
It is a climbing ark, and is made of logs about 9" in diameter, and ranging from one to four feet high. Heights will vary according to the length of the ark required. The logs were graded from the stern post to the midship low, then upgraded to the bows. They are spaced at 9" intervals.



This has given the children the incentive for many creative games - pirates, shipwrecks, a log cabin, and so on. It is also a curative aid to balance and coordination as they leap from log to log, or clamber up the stern post.

More third grade - On reading the knitting hints from the Toronto second grade, I am reminded of the great enjoyment which my class derived from spool knitting. The spools were made from locust branches with the bark still intact. They are 2-1/2" long, 2-1/4" diameter with a 9/16" hole in the center, with four staples 1/4" from the center, spaced evenly. The top, outside edge was sanded down to give a tapered, smooth finish. The needles were made by cutting a #5 plastic knitting needle in half, having one end pointed, one end rounded.

One very enthusiastic Mongol boy is making enough for a winter cap! The others, less speedy, will make egg warmers, mats, pot holders and small bags. Variegated wool gives a good effect, and the bark of the tree gives a firm grip and good feeling.



* * *

Answers to:

1. Barbara Palesty's request for German and French nursery rhymes:
Records from the Audio-Visual division of Educational Reading Services, 320 Route 17, Mahwah, N.J. 07430

<u>Children's Folk Songs from Germany (bilingual)</u>	\$5.95
<u>French Folk Songs for Children</u>	\$4.25
(We have <u>not</u> tried these!)	

I have asked some of our teachers from the continent to translate some for you, and I will send them as soon as they are ready.

2. Richard Atkinson: We are in the process of re-writing our senior work program, and will send you a copy when it is completed.
3. Henry Barnes: We hope, in time, to be able to contribute to your suggestion for a much-needed book of characterizations.

- Sarah Jane Denker,
for the faculty

* * *

OLD TESTAMENT COURSE - SOPHOMORES

A three-week main lesson unit in the Old Testament is a part of the sophomore English curriculum in the Waldorf School, Garden City. The students read most of Genesis; the story of the Exodus and some of the key events during the years in the desert; a number of the tales from Judges; much of the story of Saul, David, and Solomon; parts of Proverbs and Ecclesiastes and the Song of Songs; the stories of Elijah and Jonah. They memorize, and have on occasion spoken in chorus for our all-school assemblies, psalms and/or passages from the prophets. Psalms 19, 126, 127, and 137 are some that have been memorized in different years; psalm 8 has been assigned every year.

We use the King James version of the Bible, and put a good deal of emphasis on the biblical style. If we had more time, we would compare different translations of particularly moving or poetic passages. The students learn to identify and reproduce different forms of parallelism, then go on to try their hands at writing their own proverbs. These require precisely the kind of concise, imaginative work we hope to encourage in all their writing. The brevity of the form enables even the most phlegmatic or self-doubting to rewrite and rearrange, to try expressing the same thought a number of ways, without feeling over-taxed.

The final assignment is the writing of an original "psalm." We ask the student to express some feeling or thought in such a manner that it is lifted to a high plane of regard. Most choose to address their "psalms" to the Divine, and many choose to adopt the diction of the King James version. In any case, it is often impressive to see how their writing has been elevated by the influence of the intensive reading. Even more striking is the accomplishment of many students who usually flounder badly when faced with more ordinary writing tasks.

The sophomore year seems to us to be the best time for such a course, not only because it ties in effectively with their ancient history,

but also because they seem to be going through a theological phase at that age. They seem to be asking deep questions about the origin and the nature of things, and are therefore especially open to the answers they find in the Bible.

Some anthroposophical books that are helpful to the teacher in preparing for such a course: Turning Points in Spiritual History, which includes wonderful lectures on Moses and Elijah; sections on the lectures on The Gospel of St. Matthew; Emil Bock's books on the Old Testament (for those who read German); and Valentin Tomberg's Anthroposophical Studies of the Old Testament.

Representative Proverbs:

As a dog made drowsy by the afternoon sun,
So is the student under the voice of the teacher.

Like the homing pigeon flying home,
The truthful man will find his way.

Like a seagull in a squall,
So the honest man in the midst of troubles.

PSALM

Create in me, O Lord, an inner strength,
to fulfill your wish for the earth.
Strengthen my will
to renew the truths of the earth.

To be able to recapture the beauty of the waters,
to see the sun's reflection in their bright ripples,
To purify the air,
to see the paths that lead to the stars,

To banish the evil and dirt,
to regain the ocean's beauty,
Will cleanse my soul
and make me your obedient servant.

* * *

Marin Children School:

Kindergarten - The following verses are spoken and acted out by the children. They were written by the kindergarten teacher, Mrs. Lesley Rosenberg.

When I was small I used to crawl (children crawl on floor)
But now I'm five I stand up tall (children stand)
And when I'm grown I'll be so high (children stretch high)
That I will nearly reach the sky. (up on tiptoe, wiggle fingers)

One day I saw a butterfly
Flying by me in the sky (children make gesture of butterfly with hands)

I ran beneath him jumping high (run and jump)
And so I softly said goodbye. (last word whispered, children look up)

First and second grade - We end the day with this little verse.
(After we have stood still a minute or two:)

We thank you for this day,
For learning, work and play.
We'll come tomorrow, too
To spend the day with you.

First and second grade knitting: Eight boys and the cry of "Boys don't knit!" gave rise to a serial story about a boy who did knit. This boy lived in the north; his father was a shepherd who taught him to knit. The knitting and the needles went along with him throughout the tale, and played some important roles on his long adventure with the mountain folk. This story, told between September and Christmas, made knitting instruction acceptable to the children until they began to experience some measure of success. Spinning a yarn, picking it up anew from one week to the next, paralleled the activity of the children, and seemed an ideal accompaniment to it.

The first project was a stuffed knitted ball. The second is a flute case, in progress at this time. The ball of yarn for the stuffed ball is a special one: there are seven rainbow colors and seven surprises, one tied to the end of each color except for the first, which is an envelope containing an illustration for the above-mentioned story. Succeeding surprises are a candy, a balloon, a handmade ring, a 2" black velvet stuffed cat, a tiny bell on colored thread to wear as a necklace, and a tumble-polished stone.

To make a 14" flute case, using 7 colors: Cast on 30 stitches, using #8 needles and knitting worsted. 14 yards of one color will give about 2" of knitting.

The conclusion of each knitting session was somewhat vague and unsatisfactory. There is now this closing verse to say after the work has been put away:

From the wild sheep's fleece in olden times
The wool was won and washed and spun.

Sheep gave the wool
Men gave it form.

With link on link
And row on row

The one long thread
Begins to show

How the work of our fingers
With patience transforms;

Now the wild sheep's fleece
Can clothe man's form.

- Gertrude Madey

* * *

RECOMMENDED BOOKS:

The Fabian Freeway, Rose L. Martin, no publisher given: This book silhouettes the agents of "creeping socialism", and should interest Waldorf history teachers working with threefold ideas.

- John Root
Rudolf Steiner School
New York City

Nobel Lecture, Alexander Solzhenitsyn, Farrar, Strauss, Giroux.
Inspiring and challenging for high school students.

Conversations with the Earth, H. Cloos. Mineralogy, sixth grade geography.

Heat and Its Workings, Morton Mott Smith, Appleton & Co., 1933.
For physics.

- Ekkehard Piening
Rudolf Steiner School
New York City

Power to the Parents!, Joseph and Lois Bird, Doubleday, 1972.
For nervous parents, a sensible "child-raiser."

- Rudolf Steiner School
New York City

BOOKS MOST OFTEN USED BY TEACHERS FOR PREPARATION:

Tree of Life, Ruth Smith, ed.
Book of the Ancient Greeks)
Book of the Ancient Romans) Dorothy Mills
The Middle Ages)
Time for Poetry, May Hill Arbutnot, ed.
Science in Your Own Backyard, Elizabeth Cooper
All the D'Aulaire books
Big Book of Animal Fables, Margaret Green
American Indian Tales and Legends, Vladimir Hulpach
Miracles, Richard Lewis (poetry)
Earth Beneath Us, Kirtley Mather
Plant World, Bertha Morris Parker
In the Early World, E. S. Richardson
Life in the Renaissance, Marzieh Gail
Horizon Book of Ancient Greece, W. H. Hale
A Psychiatric Study of Fairy Tales, Julius Heuscher
Old Peter's Russian Tales, Arthur Ransome

- Hilary Winston, Librarian
Sacramento Waldorf School

* * *

PUBLICATIONS AVAILABLE FROM

David White, Librarian
High Mowing School
Wilton, New Hampshire

1. Schedule and Curriculum Outline for High Mowing.
2. The Teaching of Literature in the High School with indications by Rudolf Steiner and Eileen Hutchins (based on the curriculum of the

first Waldorf School); Comparison of the English Curriculums at High Mowing, Garden City, New York City Steiner School, and Kimberton Farms.

3. The Curriculum of the First Waldorf School: The High School. Mimeographed and taken from the Heydebrand publication of the same title covering all grades. Translated and with additional notes on the teaching of English in English Schools by Eileen Hutchins (1966).
4. The Art of Goethean Conversation by Marjorey Spock.
5. Mimeographed copies of Steiner's Supplementary Course.

Prices on these quoted upon request.

* * *

TRANSLATIONS AVAILABLE

Streit, Animal Stories a few still available. . . . \$2.50

- Ekkehard Piening
New York City

* * *

POSITIONS OPEN

Class teachers with experience in Waldorf education. Please get in touch with Mrs. Ann Pratt, Pine Hill Waldorf School, Wilton Center, New Hampshire 03086.

* * *

A unique opportunity to initiate an academic program for retarded patients, 16 years of age and over, in the Bronx State Hospital is offered by Mrs. Midge Broffman of the hospital's Cognitive Development Service. Mrs. Broffman is interested in having someone who is familiar with and has a background in Waldorf education.

It is planned to begin this new, state-funded program with 10 patients, who have lived in institutions all their lives. Out-patients may be added to the program later. The present staff consists of two psychiatrists, one psychologist, three social workers, one art therapist, and one dance therapist. Hours are flexible: from 9-3, or evenings. Salary offered is \$9,000 - \$16,000, depending on training and credentials.