

## Re-cycling Beeswax

Beeswax being a precious commodity these days, we at Pine Hill have discovered (with the help of Kitsy McHenry from Green Meadow) a satisfactory method by which beeswax may be made useful again and again.

- 1) Provide yourself with coffee cans - one for each color.
- 2) Separate the colors into the cans (children can do this.)
- 3) Place can in double boiler over hot water. Dirt and foreign matter will sink to the bottom as the wax melts.
- 4) If you have access to milk filters (Agway or other feed and grain stores - or coffee filters might work), fold filter into a cone and pour the hot wax through filter into plastic molds, which can be the plastic lids so thoughtfully provided for the coffee can.
- 5) When at least partially solidified, set in freezer compartment for several hours.
- 6) The pancakes of beeswax will pop from the lids and make perfect pieces to use again.

Practical suggestion: Work on it while preparing a meal. You are in the kitchen anyway and presto - in the morning your class will be delightfully surprised and perhaps delighted with your re-cycling project!

- Ann Pratt  
Pine Hill School

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## Sixth grade Geometry

The accompanying geometric design may be used in the sixth grade in order to focus on a wide variety of geometric shapes, angles, and their complementary nature.

One method is to have the design on the board throughout the block, referring to it as each new shape or subject is brought up in connection with review of the shapes from previous years' work in geology, astronomy, botany, etc.

The students can make the design quite simply using compass and straightedge. First describe a circle of an appropriate size, then bisect it vertically. Using the compass as a divider, find the radii and mark off both ends of the line equidistant points. You can check the measurement then

with the compass by making sure that all six points are equidistantly located on the circumference of the circle.

Next describe the rectangle by connecting the four points not on the bisecting line. Connecting opposite points at the corner of the rectangle should be completed next. Then all that remains is to connect the top and bottom points at the end of the vertical bisecting line with the further point of the rectangle.

The following examples may be found in the design:

Triangle: isosceles  
equilateral - equiangular  
scalene

Rectangle

Hexagon

Circle

Pentagon

Irregular polygon

Six-pointed star

Line

Point

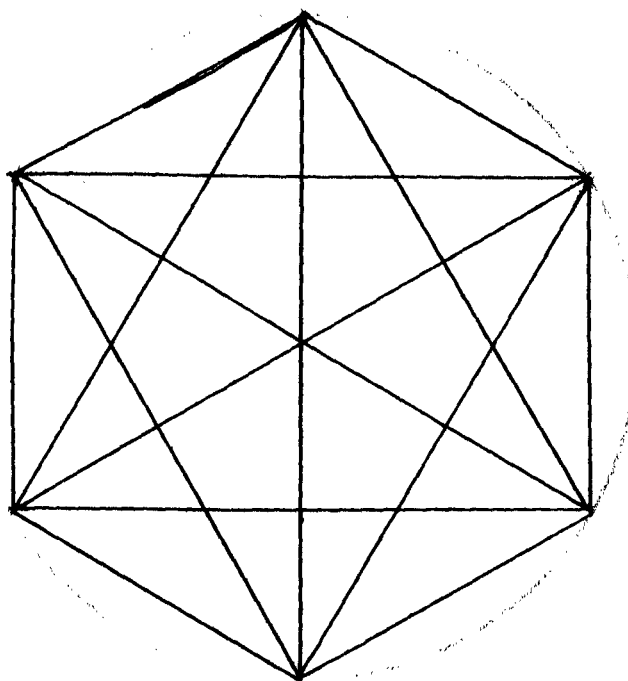
Angles: straight - 180

acute

obtuse

reflex

The drawing can also be used to illustrate complementary angles, division of the circle into six equal parts, proof of the sum of the angles in a triangle, and other theorems. By outlining or emphasizing with contrasting or complementary colors, the shapes can be brought in in their relationships. Using strong color at the vertices, decreasing towards the center of the form, gives best results when working with angles.



- (Mrs.) Jill Reidel  
Rudolf Steiner School, NYC

### Foreign Language Lesson Plans Available

Seven foreign language teachers have been meeting once weekly with Mr. Rene Querido to work out lesson plans and suitable materials for grades 1-12, and to discuss problems as well as to share successful methods.

For a free copy of lesson plans for grades 1-6, please write to me, enclosing a self-addressed and stamped envelope.

- (Mrs.) Lenore Ritscher  
Green Meadow School

### French - High School

When one does not open the lesson with a poem, it is very useful to have good speech exercises. Over the years I have tried many, and I have found the following excellent:

Exercices systematiques de prononciation francaise (2 vol)  
by Monique Leon. Collection Le Francais dans le monde,  
Librairies Hachette et Larousse.

Apprenez a bien parler ou la gymnastique du langage,  
par Georges Barbarin, Editions Niclaus, N. Bussiere,  
34 Rue Saint Jacques, Paris, Ve.

I have used the above with high school students. However, I think that Apprenez a bien parler... is useful also, at least in part, for the lower grades.

- (Mme.) Denise Coombs  
Waldorf School  
Garden City, N.Y.

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### Breakfast Eurythmy

The faculty of the Green Meadow School has developed a powerful launching pad for the day's work. For half a year many of us have gathered each morning for fifteen minutes of eurythmy before the children are admitted to the school. The content? A few concentrated exercises and then

a gradual working out of simplified forms and gestures for each week's Soul Calendar verse.

We can recommend no better means of waking a community sense as the day begins, a no more effective way of keeping aware of the changing moral texture of the seasons. We enter the classroom stimulated and harmonized, and in an objective mood to meet the storm of karma pounding at the door.

- Theodore Van Vliet  
Green Meadow School

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#### FESTIVALS (continued)

Hallowe'en or All Soul's Day: Selma Lagerlof's story, Die Alte Angareta may be found in English translation in a collection of Lagerlof stories entitled From a Swedish Homestead. (Jessie Brochner, trans., BFL Communications, Inc., 50 Liberty Ave., Freeport, N.Y. 11520)

- (Mrs.) Lisl Franceschelli  
Rudolf Steiner School  
New York City

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#### TRANSLATIONS TO LEND

Would any readers of the Newsletter be interested in reading typed copies of translations of books by Emil Bock? The books will probably not be published, but I have several typed copies of the following to lend: The Circle of the Year's Festivals, Paul, The Genesis of History (translation of the latter two by Mrs. Madge Childs). In two months or so, Moses will be available.

- Mrs. Allen M. Gore  
Route 2, Box 161-12  
Shalotte, N.C. 28459

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#### FUND RAISING

We find that our particular parent body, being made up of city, county,

state, and federal employees for the most part, and many of them public school teachers, just does not have the wherewithal to contribute large sums. In fact, they can just manage the tuition. So our annual fund-raising is very minimal in spite of our efforts.

Two years ago we added to the yearly tuition a yearly mandatory capital funds service fee of \$100. This is separated in our budget as capital income and is used to make loan payments. This is charged every year over and above tuition. Our Faire makes about \$3,000, and assorted fund-raising projects make several hundred dollars more, but they involve a good deal of effort and the returns are minimal.

We do get labor contributions when we organize the work well. By and large, we find that letters and newsletters elicit little response. Personal contact, by phone or in person, is the best.

We have, from time to time, considered involving the students. One year the eighth grade sold chocolate and raised \$500 for the building fund, but some parents felt it wasn't a "Waldorf" project, and we didn't feel so happy about it ourselves, so we haven't repeated it.

Fund raising has been a serious topic of conversation at the Northern California Waldorf Schools monthly meeting. We conferred with Conrad Van Houten from the NPI at the West Coast Conference in February on this very subject. Schools raised the question of "clean" money. For example, if a group of parents wanted to hold a rock concert to raise money, would that be acceptable? In the end, there are no dogmatic answers, but each school has to deal with it in its own way. Is there a "Waldorf" way to raise money? Should commercial endeavor always be connected with the school, so that the recipient of the profit is known?

- (Mrs.) Betty Kane  
Sacramento Waldorf School

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Four years ago in our drive for building funds, we were promised a gift of \$80,000 if that amount were matched by contributions from parents and faculty. We reviewed the financial status of each family and sent to each a brochure illustrating our plans for expansion along with a suggested amount for each to contribute. Payments would be made over a three-year period. The evaluation of each family's ability to pay was made on the basis of family

income, responsibilities, and number of children in the school.

We had good response from this plan, and when we needed more money to continue, we had little difficulty in raising it, this time without the impetus of a matching donation.

Another helpful resource is our arrangement whereby approximately 8% of each employee's salary is placed on deposit in a bank, with the school having a right to draw on it. Still another source of income is a forced loan, whereby each parent pays the last three months' tuition in advance. Very few, at the end of the school year, have not continued their monthly payments to the end, in spite of having already paid for these last three months.

A bazaar and a raffle have also brought in some funds. We have, in addition, received major contributions from outside sources.

I have noted with interest the development in Germany of the first Anthroposophical Bank, established within an already existing bank, and I look forward to hearing more about the details of such an arrangement. What I think rather important now is to make clear to an ever-increasing number of people the function of money in the social order.

- Dieter Kuehnel  
Escola Higienopolis  
Sao Paulo, Brazil

## BOOKS

Better Late than Early, by Raymond Moore and published by the Reader's Digest Press, should be in bookstores across the nation by late May.

Mr. Moore was one of the speakers at the Science Conference in High Mowing last June (see report in the Fall-Winter issue of Education as an Art.) He is a developmental psychologist strongly opposed to early schooling. His views are solidly backed by extensive research material.

This book should be of tremendous help to all Waldorf teachers in the continuous battle against early intellectualism.

- (Mrs.) Gisela O'Neil  
Green Meadow School

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The Month Brothers by Dorothy Nathan (Dutton) is a Russian folk-tale which enlivened the second grade study of the calendar considerably. It's a wonderful story as well as a useful one, and is available from St. George Book Service.

- Jack Petrash  
Washington Waldorf School

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#### NEW BOOKS

Math Lessons for Elementary Grades (1-8) by Dorothy Harrer is now available from the Waldorf Institute, Cambridge Avenue, Garden City, N.Y., 11530. The price is \$4.00. Nassau County residents add 7% sales tax, and New York State residents add 4% tax, please.

Television: What is the Problem?, a pamphlet written by Linda G. Lombardi of the Waldorf School, Garden City, is available for 25¢. It was included in a mailing of the school newsletter to the parents; other schools may be interested in so doing.

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