

Thanksgiving was a special time for the children. All of them helped to prepare corn meal bread for the morning snack on the last day of school. We had brought the corn into the classroom, husked it and hung it to dry, then shelled and ground into meal. I did not serve lunch that day since we were dismissed at noon, so I used the preceding two days for a fruit and vegetable festival. The tables were moved together and the center was beautifully decorated with all the fruits I could find in the market - even persimmons and pomegranates. It was so delightful and colorful that all agreed it was a joy to see! The next day I made a vegetable centerpiece with every imaginable vegetable to be found on the table to look at, to enjoy the color and texture, and then to eat.

Some of the general benefits which we have found with the lunch program are rewarding. Children are introduced to a variety of foods which they then introduce into their own homes. The children ask their mothers to prepare gnocchi, for example, or a mother will ask, "What was it my child had for lunch? I didn't understand what she said." More and more children are coming into the lunch program. They love to stay for lunch, and mothers feel it to be a benefit to them as well as to the children. It is a harmonious atmosphere we try to create - first, the smell of the food being prepared, then sitting down to a small table with a candle, surrounded by friends, eating the meal.

- Ingeborg Fried
Green Meadow School

* * *

BREAD-BAKING IN THE KINDERGARTEN

The following quantities are enough for one large loaf and 20 little loaves for 20 children.

5 lbs. wheat	3 even tablespoons	carraway seed
600 gr. (1 lb. 6oz.) rye	3 "	anis
3 cups whey or sour milk	3 "	fennel
1 qt. water	3 "	coriander
2 tablespoons good honey	1 cup	ground hazelnuts
3 heaped tablespoons sea-salt		

First morning: Grind rye roughly; grind wheat fine (1 handful)
Keep some grains for grinding the spices.

First Dough: Bring whey or sour milk and 2 cups of water to body temperature, stirring constantly. (If heated to more than 103°F, whey is destroyed.)

In pre-warmed bowl mix this whey water with 1 table-
spoon honey and 1/2 teaspoon salt. Mix well. Mix this
with enough of the ground wheat until thickness of
porridge.

Second Dough: Heat 3 cups water to body heat. In pre-warmed bowl dissolve 1 tablespoon honey and 1/2 teaspoon salt in heated water and mix in all of the ground rye. Cover both doughs with a cloth and keep at room temperature.

Second morning: Grind spices, and when they are ground through grind the grain that was kept back to clean mill of all spices.

Mix spices, the rest of the salt and hazelnuts with part of the wheat; mix well.

Knead both doughs together thoroughly, adding the spices and wheat gradually as you knead. Keep adding more wheat until you have a solid but moist dough.

From 2/3 of the dough form little loaves or buns. Dust baking sheet with ground wheat and place formed buns on it. Pre-heat the oven to 450°F. Put baking sheet on lowest rack and bake 30-40 minutes.

Form large loaf from rest of dough. It will rise better if dough is left for a few more hours - until one hour before sunset.

The surface must always be kept moist. Just before baking, put loaf on baking sheet, lightly touching up the form. With a very sharp knife, make several cuts on the top of the loaf. Bake at 450° one to one and a half hours, with more heat from below. The crust should "give" when pressed, but should have a good color. If bread sounds hollow when tapped, it is ready.

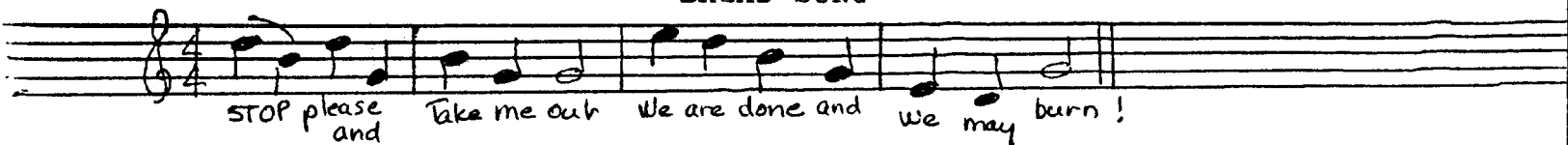
Remarks:

The proportion of ground grains to water is one kilogram (two pounds, three ounces) to three cups of liquid.

The amount of grain was stated generously because the humidity of the grain varies, and the children like to taste some. Rye or other grain may be replaced by wheat. Oats, millet, and barley may be added in small quantities.

Used by Elisabeth Haas in her
kindergarten
Translated by Irene Robson
Detroit Waldorf School

* * *
BREAD SONG



HOLIDAYS

Transformation of Hallowe'en

For some years our teachers have felt a need to provide an alternative to Hallowe'en as celebrated here on the North Shore in Vancouver. The frenetic excitement experienced by the very young children seems to us not in keeping with our aims for them. We see them masquerading as Spiderman, the 6-Million-Dollar Man, and other TV characters. Witches are smooth sophisticates. The talk is all of how full the candy sack will be.

Last Hallowe'en we planned a different kind of celebration. About two weeks ahead we began to make lanterns with the children. First each child painted a picture on a stiff and sturdy piece of paper. The paints mixed for this particular picture were of a more vivid color than usual. Once the painting was dry, the children cut holes of various shapes in the paper. They then pasted colored tissue paper over the holes, on the blank side of the paper.

To form the lantern, the paper was pulled around and joined with glue and staples on the short edge to form a cylinder. The lower edge of the cylinder was cut $1\frac{1}{2}$ " deep to form a notched edge. This edge was then folded into the center and pasted onto a strong circular piece of cardboard. This formed the base of the lantern. The upper edge of the lantern was strengthened with a strip of cardboard. Two holes punched opposite each other provided for the wire handle.



wire holder

A small candle was fixed onto a small jar lid, and the lid was firmly glued onto the inside base of the lantern. While we made the lantern we often sang the "Lantern Song."

German

I WALK WITH MY LITTLE LANTERN

Musical notation for the song "I Walk with My Little Lantern". The score is written on two staves. The first staff is in 4/4 time and contains the first two lines of the melody. The second staff contains the second two lines. Below the notes are two versions of the lyrics: a German version (1.) and an English version (2.).

1. I walk with my little lantern My lan-tern my-self and I. Up yon-der bright
 2. We walk with our lit-tle lan-terns Our lan-terns so shin-y bright. We wan-der through

1. lit-tle stars shine down here we're to the sky. The new moon the car me-ows,
 2. the dark-ness with twinkling stars with twinkling light like stars that swing our lanterns we bring.

A few days before Hallowe'en we baked special cookies for our celebration and carved out our pumpkin, singing the "Hallowe'en Pumpkin Song." (by S.H. Andrew)

1. Jack-o-lan-tern Jack-o-lan-tern you are such a late-ly sight as you sit there
 in the win-dow shin-ing bright through the night

2. You were once a yellow pump-kin
 Growing on a pumpkin vine
 Now you are a jack-o-lantern
 Shining bright through the night.

We talked about costumes with the children and their parents. In some cases the children were helped with costumes from our dress-up box.

On Hallowe'en the children and their parents were invited to come to the Pre-School at 6:00 p.m. Previous to their arrival we had prepared the "treat" table in a separate room. White tablecloths with several carved pumpkins were on the tables; orange cups and plates and a big black cat of cardboard provided a festive air. For the snack we had the cookies the children had made, apple slices, oranges, cheese, and celery and carrot sticks. One could do many different things with refreshments.

We had also decorated the main room where we received the children on their arrival. We were fortunate in that we had been given one of the largest pumpkins I have ever seen! The children's lanterns were all lined up ready for lighting. One of the fathers was responsible for lighting the candles, and two other fathers were asked to watch for any fire hazards.

Receiving each child and admiring his costume was a great joy. When we were all assembled, we played some circle games with parents either watching or participating, as they wished. After the games the candles in the big pumpkin and smaller pumpkins were lit. We then put out all the lights and with great wonder the children watches the candles come to light in their own lanterns. Once they were all lit, each child received his lantern and we formed a long line singing the "Lantern Song." We proceded outside to walk around the playground in the dark. Parents accompanied some of the children. It looked very beautiful to see the children in their attractive costumes winding their way through the darkness, each holding his lantern and bringing light into the chilly night.

The procession wound its way into the darkened room where refreshments were waiting. As each child entered, the room became brighter and brighter, which brought many "oohs" and "ahs" from the children. Hanging the lanterns on high places,

we sang the "Pumpkin Song", then our blessing, joined hands, and then sat down to our refreshments.

After the children and parents had gone home, we agreed that the evening had been one to remember, with all of us experiencing the wonder of many small lights transforming the darkness.

-With acknowledgment to Mrs. Ann Driehuyzen, our first kindergarten teacher, who first brought this idea.

- Pre-School Teachers
Vancouver Waldorf School

* * *

Thanksgiving

One of the most successful themes during the fall and harvest season for me was that of the American Indians. One senses immediately the kinship between young children and those early peoples in their love for the earth, the sky, and all the creatures of the waters and the forest. I chose Indian names such as WaWa (wild goose), Wawataysee (firefly), Shushugah (blue heron), etc., and then, using authentic material, wove simple nature stories around them which continued day after day. With the stories went songs, many of them pentatonic, all of them with a pronounced rhythm. We used seed pods, corn husks, flat rocks, gourds, and rattling pebbles for accompaniment.

In connection with the stories we also made feather headbands, corn-husk dolls, and necklaces of soaked corn and beans. We gathered branches, sawing notches in them for mocrache sticks, and we sent "messages" with our fingers, hands, and arms. The children, after a few stories with string figures, made up their own (nets that caught fish, and "sun" and "stars"), and we played Indian games with shells and stones.

Just before Thanksgiving, we cooked and cleaned out squash and roasted the seeds. We pretended to gather wild cranberries, though they came out of a bag, and we prepared those. We ground corn with stones and made Indian fry-bread.

INDIAN FRY-BREAD

Mix corn meal, a dash of salt, and water until you have the consistency of a cake batter. Pour small amounts onto a lightly oiled hot skillet - we called it a flat hot stone - and cook until brown on one side. Flip to brown on the other, then serve plain or with butter.

On Thanksgiving Day (actually the day that school closed for the Thanksgiving vacation) we did a play dramatizing the

coming of the people from across the sea who were welcomed, with signs and ceremony, by those early Americans who saw the strangers as friends. This was followed by a feast of fruits and vegetables which we had prepared.

Two good sources are Songs and Stories of the North American Indians, edited by Paul Glass (Grosset & Dunlap, 1968), and The American Indians Sing by Charles Hoffman (John Day, 1967). In Sing It Yourself by Dorothy Gordon (E.P. Dutton, 1928) are a few Indian songs. The following is a legend as heard from living Indians (Iroquois) and retold by Frederick J. Moffitt:

HOW THE WORLD WAS MADE

Many, many winters ago, the world was covered by a great blanket of water. There was no sun, no moon, and no stars. There was no light. All was darkness. The only living things in the world were water creatures such as the beaver, the muskrat, the turtle, the duck, the loon, and the swan. Far above the world was the land of the Happy Sky People where Lawenio, the Great Sky Chief, ruled as the Good Spirit.

One day Lawenio called his daughter to him. "You must go down into the world to make it bright and happy," he said. Gently he dropped his daughter through a hole in the sky. Far below on the dark waters floated the water creatures. Looking up, they saw a great light. It was Sky Girl slowly falling toward them.

"We must find a place for Sky Girl to land," said Beaver excitedly, as he plunged beneath the water in search of some earth. But fat Beaver was a poor diver. So Loon tried, and failed. Many of the other water creatures tried, but they could not find any land. At last Muskrat took a deep, deep dive and gathered a pawful of earth. Then the water creatures called patient Turtle. They patted the earth on his broad back. Turtle swelled with pride as he grew bigger and bigger. The earth on Turtle's back became a great Island called North America.

As Sky Girl came closer, the water creatures were more and more anxious. "We must lower her on our broad backs so she will not drown," said the chief of the White Swans. So a great flock flew into the sky and gently bore Sky Girl to earth.

After Sky Girl had rested on the good earth and found that the water no longer covered everything, she asked her father, the Good Spirit, to make the earth fruitful. So Lawenio hung the sun and the moon and the stars in the sky. On the earth he planted beautiful trees and flowers. He made springs and streams of pure water. He created beautiful rivers protected by high hills. He made animals like Deer and Bear. Finally out of red clay the Good Spirit made Man. From the sky he sent down Dog to be a special friend to Man. Then the Good Spirit was pleased and gave blessing to all the things he had made. And the Good Spirit said, "Let Man be thankful, for it is good."

-Ella Baker
Detroit