

WALDORF CLEARING HOUSE NEWSLETTER

Spring 1969

May we thank the contributors to this issue! We hope that it will reach you before you leave for summer vacation. Our plan was not to send out a reminder for the spring deadline. However, shortly after the day arrived we reconsidered and decided that in the future, it would be more helpful to send out a postcard to school secretaries a few weeks before the fatal day! Many of you did remember (some before April 1st), and we received contributions throughout April and into May. Hence the lateness of this issue. Nostra culpa . . . Your editors should have had more foresight . . . next year, there will be reminders in your mailboxes before deadline dates.

At the suggestion of Ruth Pusch we are adopting a new format that should prove to be useful to teachers when looking for specific information. May we request that the corresponding secretaries arrange their contributions according to the following categories:

1. Translations
2. Teaching Materials Available Through the Schools
3. Recommended Teaching Materials
4. Teaching Ideas
5. General News

Under No. 1 any information about plans for translating, translations underway, or translations completed should be included. Under No. 2 all mimeographed materials for sale or copies of things which may be borrowed should be listed. Under No. 3 all useful teaching materials recommended by teachers should be listed according to subject matter if possible, i.e. all books about science should be grouped together; all books about history should be listed together, etc. Under No. 4 all teaching ideas should be grouped again according to subject matter. Under No. 5 all news

about activities at the different schools should be included. Please do not edit away the names of contributors; it is nice to know who recommends a book or has a good teaching suggestion.

May we make still another request of each school. Last summer at the annual business meeting of American Waldorf Schools it was suggested that it would be helpful to have one place where copies of important publications of each school could be filed together. It was thought at the time that the most logical place was the office of our Waldorf Newsletter - the Waldorf Institute. Perhaps the corresponding secretaries might take it upon themselves to keep an eye out for brochures, newsletters, etc., put out by their respective schools, and pass these things along to the Clearing House from time to time. Such information should include pertinent items, past and present, you want to represent your school.

May we take this opportunity to wish you all a very pleasant and restful summer and to thank you for the wonderful support you have given us this past year. We look forward to working with you again next year.

Gerhard Bedding

Janice Kreitner

WALDORF CLEARING HOUSE

Translations

Plans for translation - Gabert's Authority and Freedom.
(Ruth Pusch, Rudolf Steiner School)

Underway - a translation of the mathematical sections of
Novalis' Fragments. This translation will be mimeographed
sometime during the summer. (Stephen Eberhart, High Mowing)

Completed - translations from German into Spanish. These
books have not yet been translated into English and may be
helpful to teachers who have a command of Spanish but not
of German:

Gabert: Autoridad y libertad en la adolescencia
Aeppli: El organismo sensorio, su atrofia y cultivo
Grohmann: La ensenanza de la botanica en la educacion
 primaria
Grohmann: Forma del animal - espiritu del hombre
Hartmann: La educacion antropologicamente fundamentada
Bindel: El calculo, fundamentacion antropologica y
 significado pedagogico
Buchenbacher: Naturaleza y espiritu
Schiller: Ciencia natural y ciencia espiritual
Kipp: Evolucion ascendente y antropogenesis
Husemann: La imagen del hombre (first chapter)

For information write to: Juan Berlin, Canada 220, Jardines
del Pedregal, Mexico 20, D. F.

Completed but not yet available - a translation of Gerbert
Grohmann's The Plant as Earth's Organ for Perceiving Light.
This collection of articles will be mimeographed and made
available sometime after September at a cost of \$3.50.
(Waldorf Institute)

Teaching Materials Available Through the Schools

Music:

A song entitled "King Arthur's Walls": music by E. Leicher,
text by A. C. Harwood. This song was sung at Michaelmas
time in the 1930's at Michael Hall - recollected version

by Peter Clemm. (Request copies from Ruth Eastman, Green Meadow School.)

English:

D. J. Harrer's "Stories and Poems for Elementary Grades." Mimeographed copies at \$3. (Ruth Pusch, Rudolf Steiner School.)

"The Seven Ravens" a play for first grade by Linda Lombardi (may be borrowed) (Gerhard Bedding, Waldorf School)

Education in General:

A complete set of "Education as an Art" from 1940 on, except for several issues now out of print - a total of 60 or more copies. To Waldorf Teachers: \$4.50. A subject index is available on loan. (Ruth Pusch, Rudolf Steiner School)

Several copies of old issues (1924-27) of "Erziehungskunst," with articles by the Old Guard: Stockmeyer, Strakosch, von Heydebrand, Kolisko, Bothmer, Stein - all in German, of course. (Ruth Pusch, Rudolf Steiner School)

Recommended Teaching Materials

Stories and Poems for Pre-School and Early Elementary Grades:

The Bird Tree, The Sea Horse, and The Golden Treasure by Jaap Tol (Harcourt, Brace and World; New York). These are colorful picture books in English by a young Dutchman who graduated from the Amsterdam Waldorf School. (Rudolf Steiner School)

The Country Bunny and the Little Gold Shoes by DuBose Heyward (Houghton Mifflin Company, New York). An Easter story for pre-school and even first grade (Detroit Waldorf School)

The Yellow Fairy Book, edited by Andrew Lang (Dover Publications, Inc., New York). Also the Brown, Blue Violet, Green, and six other colored Fairy Books (for those who have not already discovered them). Complete, unabridged fairy tales from all over the world (Russia, Germany, France, Iceland, etc.) edited by a man who thinks that there are certainly fairies, though he confesses that he has never seen any himself. He does claim that he knows of people who have actually seen fairies and heard their music. (Detroit Waldorf School)

Leprechaun Tales by Kathleen Green (J.B. Lippincott Company, New York, 1968). The whims and fancies of Irish leprechauns and other fairy folk permeate these eleven original stories. Humans who try to outwit them often come away from the experience wiser - and sometimes sadder. For grades 3,4. (Detroit Waldorf School)

Come Follow Me (Evans Brothers Ltd., London). A collection of verses and poems for the very young (pre-school) and the not-so-very-young. (Detroit Waldorf School)

English:

Concise Handbook of Grammar by Wilson and Locke (Holt, Rinehart and Winston, 1969). A useful book for teachers from grades 5 through high school. This booklet gives an excellent grammar synopsis in 90 pages. Cost: \$1. (Gerhard Bedding, Waldorf School)

Cry the Beloved Country by Paton and A Death in the Family by Agee have been used with great success in the 10th grade. (Rudolf Steiner School)

Foreign Languages:

Piet und Pieter, Ingrid Buchinger. Order from Heimdall Verlag, 7012 Fellbach-Stgt., Dr. Mayerstrasse 15. In German with an English translation. A young rider and his horse, beautiful line drawings containing secrets and surprises - words actually not needed! (Rudolf Steiner School)

German Stories/Deutsche Novellen edited by Steinhauer (Batam Dual-Language Book, No. ND4199, Price: 95¢). Is useful for advanced German students. The book contains an excellent selection of representative stories from Goethe to Aichinger. The outstanding feature of the book is the fact that the original German appears always on one side and on the opposite page a sensitive-but-reasonably-literal translation. The book is equipped with notes on points of grammar, brief biographical sketches, and a good glossary. Students take the book as it takes them! seriously. (Michael Klein, High Mowing)

Paroles by Jacques Prevert. This work is usefully simple and poetically appealing to high school French students. (Mme. Sarkisian, High Mowing)

Apprenez a bien parler by Georges Barbarin. Order from Ancienne Librairie Niclaus, c/o Mme. N. Bussiere, 34 Rue Saint Jacques, Paris V. Excellent tongue twisters. Tells how to correct pronunciation errors. Useful at all levels. (Denise Coombs, Waldorf School)

"Triades" a French anthroposophical quarterly. Address: 4 Rue de la Grande Chaumiere, Paris VI. Cost 30 francs per year; all subscriptions start with the fall issue. French teachers ought to try to order any remaining copies of the excellent issues that have appeared on eurhythmy and language. (Denise Coombs, Waldorf School)

History:

Hurlbut's Story of the Bible (Pyramid Books, Dell Publishing Co., 444 Madison Ave., N.Y.C.). Several teachers have found this book helpful for 3rd grade. (Green Meadow School)

Lion at the Gateway by Mary Renault. This book is helpful for 5th grade history teaching. (Green Meadow School)

The Arts of Mankind (International Graphic Society, Englewood Cliffs, N.J.). Useful for 7th grade history. (Green Meadow School)

The Pioneer Spirit (American Heritage book). Useful for 7th grade history. (Green Meadow School)

The Adventure of America (an anthology published by Bernard Geis Association). This collection offers excellent poems, extracts, and good short descriptions from earliest explorers to the time of John F. Kennedy. Useful for 7th grade history. (Green Meadow School)

Voices from America's Past (Documentary Series, Webster Division, McGraw-Hill). Lower school class teachers may find this series very helpful in dramatizing historical incidents seen through the eyes of one person. The fourteen paperback books are compilations of letters, speeches, court decisions. Here is a gold mine of lively and appealing eye-witness accounts.

The Beginnings of America 1607-1763

The Times that Tried Men's Souls 1770-1783

The Age of Washington 1783-1801

The Jeffersonians 1801-1829

Jacksonian Democracy 1829-1848

The Westward Movement 1832-1889
A House Divided: the Civil War 1850-1865
The Shaping of Modern America 1865-1914
Expanding Horizons: America Joins the World
Powers 1867-1914
Democracy on Trial: the First World War
1914-1920
Boom and Bust: The Twenties and Thirties
1920-1939
Global Conflict: The U.S. in World War II
1937-1946
The Cold War 1946-1961
Turbulent Times: America in the Nuclear Age
1946-1961

The Way Our People Lived by William E. Woodward (Washington Square Press, paperback). (all suggested by Mr. Siersdale, High Mowing)

Music:

Mrs. Koekebakker has had great success using a sweet sounding instrument in her music teaching called the Kantele. Its formal name is "Flugelkantele" and can be ordered from: W. Lothar Gaertner, Postfach 905, Konstanz, Germany. Cost is approximately as follows: Kantele DM 73.00, Carrying case DM 36.00, Spare strings DM 5.70, Tuning key DM 1.80, plus post and packing. (Toronto Waldorf School)

Das Brunnlein singt und saget: Lieder und Melodien für Kinder: Alois Künstler. (Verlag das Seelenpflege-Beurftige Kind, 6361 Bingenheim über Friedberg/Hessen, Germany. Cost: paperback DM 6.00, hardcover DM 8,50). This collection is not exclusively pentatonic music but has a rich selection. This publisher may have other collections which include good pentatonic music. In addition to the music, the publisher also puts out a good journal twice a year called "Das Seelenpflege-Beurftige Kind" which is rich in material applicable also for the "normal" child. (Dora Kimmich, Kimberton Farms School)

Science:

Selma Lagerlof's Legends of the Anti-Christ contains a marvellous description of a volcano - Mt. Etna in "Mongibello." (Alfred Tomlinson, Waldorf School)

The Elements Rage by Frank W. Lane (Chilton, Philadelphia, 1965. Cost: \$7.50). Includes information about: watersports, volcanoes, avalanches, hail, lightning, hurricanes, tornadoes, earthquakes, floods, tsunamis, meteors, typhoons. This book is well-written and illustrated; it contains a collection of fascinating facts. Recommended for both class teachers and science teachers. (Gerhard Bedding, Waldorf School)

Breakthroughs in Chemistry by Peter Wolff (Signet Science Library, paperback). This book is helpful to science teachers in their class preparation and can be used for assigned reading in library. It gives biographical sketches and diagrams simple historical apparatus. (Stephen Eberhart, High Mowing)

Man or Matter by Ernst Lehrs (Faber and Faber / Harper Brothers). This book is extremely helpful to all grapplers with contemporary science. (Stephen Eberhart, High Mowing)

Education in General:

The Conspiracy Against Childhood by Eda Le Shan (Atheneum, 1968). Has some good things to say condemning early learning and the Montessori system. Very healthy point of view. (Ruth Pusch, Rudolf Steiner School)

Teaching Ideas

Symmetry Exercises for Lower Grades:

Linda Lombardi introduced one half of the symmetry form as a "question" and asked the children in her first grade to give the "answer." It was such a success that the children now bring their own little blackboards to school and ask each other "questions" during the rest period. (Waldorf School)

Mathematics:

Gerhard Bedding's class used a seesaw as an experience in mechanics and as an introduction to simple equations. Students had to figure out their weight - the unknowns "x" - by balancing themselves against someone whose exact weight was known. A simple beam was supported on a sawhorse in the classroom. The distances to the fulcrum were marked off in inches. Calculated weights came within 0 to 4 pounds of the actual weights. The fun of balancing led to feats of special skill: two boys

would slide back from the center simultaneously, keeping the beam balanced; two students balanced on the beam while standing. An assembly program was the final result. (Waldorf School)

Anyone wishing some unusual ideas about the teaching of analytic geometry should write to Stephen Eberhart at High Mowing. He sent us a number of contributions, but we felt that they needed more development than we can give them in a issue of this sort.

Science:

When teaching chemistry or biology in junior or high school Alfred Tomlinson has a simple way of demonstrating the formation of NO_2 by lightning. Insert two short tubes of glass in a two-hole² rubber stopper. Put big nails in the tubes and put the stopper on a bottle, with the heads of the nails inside the bottle. Connect the other ends of the nails to a high voltage transformer (ignition type transformer, capable of reaching 15,000 to 20,000 volts). A continuous arc forms between the nail heads. Within a minute or so a slight brown coloration of the air in the bottle can be noticed. A very pronounced brown becomes visible in 3 or 4 minutes. As you know, in the atmosphere the NO_2 combines with rain to make HNO_3 and so blesses the earth² with a mild fertilizer. This demonstration can help to make concrete for students one of the functions of lightning. Note: Great caution should be taken with the high voltage leads of the transformer. Be sure the students stand back. Don't set this up yourself unless you have some confidence that you can handle the dangers of high-voltage electricity.

English:

Ruth Pusch suggests that riddles are a fascinating and useful way to begin the teaching of metaphor in 9th grade. She and her class used many, as examples, before writing their own, from the collection of Carl Withers: Riddles of Many Lands (Abelard Schumann, 1956). The most intriguing object to try to describe is an egg! The following is a classic example quoted by Olin D. Wannamaker:

Within marble walls as white as milk,
Within a skin as soft as silk,
Within a fountain crystal clear
A golden apple doth appear;
No doors or openings in this stronghold-
Yet thieves break in and steal the gold.

(Rudolf Steiner School)

When introducing the verb in 3rd grade Theo Buergin suggests it is helpful to draw from the experiences of the farming blocks. "What does the farmer do in the spring, in the summer, in the fall?" The children have learned all about these activities. Now comes an excellent opportunity for repetition, for reinforcement. Since the farmer's work is closely connected with the seasons, the teacher can ask: What do the plants do in the four seasons? Well, they sprout, grow, change, ripen, multiply, blossom, unfold, wither, etc. - This can be developed further and lead to a little nature study, contrasting man and animal. What can the animals do? They can go, run, hop, jump, crawl, swim, fly, flutter, dive, purr, squeak, grow, drink, eat, etc. - What can I do? Here the teacher can lead the children to see that Man can do all that which the plants and animals do, and much more: he can learn, read, write, think, help, work, play, create, etc. Moreover, man can imitate the sounds and movements of the animals, but they cannot imitate him; i.e. man carries the animal kingdom within him.

The teaching of the verb can be summarized by the children in their notebooks by copying such verses as the following one by Marianne Buergin:

WHAT CAN THE ANIMALS DO?

The animals can do much more than stones
And even more than plants.

They move and fly.

They swim and dive.

They climb and stay.

They chatter and bray.

They crawl and hurry.

They pause and scurry.

They purr and howl.

They squeak and growl.

They drink and eat.

They awake and sleep.

They see and yell.

They hear and smell.

They feel joy and pain.

So let's be kind to them.

Those interested in other similar poems by Mrs. Buergin helpful in teaching the verb should write to the Detroit Waldorf School.

General News

From High Mowing -

Our students are running another two week camp for Roxbury (Boston) children after graduation this June. Last summer's camp was hard work for the students who ran it but they want to do it again. Fund raising proved especially hard when most donors offered on a match-what-others-donate basis, none wanting to make a significant first donation for others to match. Are other schools in big cities trying any weekend projects of this sort? Now would be a grand season to teach some narrow street child how to make and fly a kite. (Stephen Eberhart)

From the Toronto Waldorf School-
(a paragraph from the Parents News Letter)

A Suggestion

We often think and talk about the best way of making our work better known. In the long run, of course, it is only the interest and recommendation of parents that will achieve that. Everyone of us knows somebody, who knows somebody ...etc, who has a potential interest in our school. We are pretty sure, too, that a good deal of discussion about the Waldorf School goes on among them. But not all these 'somebodies' are willing or able to come out to the various meetings or lectures we hold from time to time. Have you ever thought of trying it the other way round? That is, you arrange the meeting, and we, the teachers, come to you. Could you not gather a few of these friends together in your own home one evening, and get one of us to come along and talk about the school. Not to give a lecture, of course; but to take part in a more informal conversation in which questions about education in general could be discussed freely and openly. It is worth thinking about; and if the idea appeals to you, you can count on us to co-operate fully.

From the Waldorf School-

In March the whole high school was again involved in a successful performance of an operetta - this time "Where's Charlie?"

As a graduation play the 8th grade performed a shortened version of A Midsummer Night's Dream. The seniors will present a production of Archibald McLeish's J.B. on the evening of May 29th. They are doing the original play. (Mr. McLeish.. made a number of changes for the Broadway production at the