

WALDORF CLEARING HOUSE NEWSLETTER

Fall 1972

GENERAL NEWS

From High Mowing School -

Rebuilding after the near-disastrous fire of three years ago is going on apace. Perhaps the most vital element which was lost in the fire, and which has now been restored, is the chapel. Sufficiently completed for last year's Senior Class to have its baccalaureate service, the chapel now has weekly Sunday evening services. Outside and around the chapel have been planted gardens of herbs, tulips, and lilies-of-the-valley. Several students spent the summer at school and lent valuable helping hands to the construction of the chapel and the gardens.

Aside from the chapel, the new school building houses faculty apartments and two large, spacious classrooms. A newly completed living room for faculty gatherings is a welcome addition. Outside, a pentagonal garden has been shaped, dug, and composted, and will be ready for spring planting. A root cellar is being constructed to store homegrown vegetables for school consumption. Most of the construction has been done by students under faculty supervision.

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On a recent Saturday in October, High Mowing held its first parents' day, when parents had the opportunity to tour the campus, observe their children's work, and talk with teachers.

Everyone had a chance to participate in cider-making with an old-fashioned cider press, and to partake in a harvest supper. The day was climaxed by a performance of Edgar Lee Master's Spoon River Anthology, in which most of the students participated.

- David White

From Sacramento Waldorf School -

We have successfully made our move to our new fifty-acre campus. Faculty, parents, and students accomplished much of the work. We opened two weeks late, and although there is still much to be done to bring our

first stage to completion, we are functioning with our first through ninth grades at the new address. The nursery and kindergarten will remain at the old site for one more year. Enrolment is up to 246 students.

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The Sacramento Waldorf School Teachers' Training Course has sixteen full-time students and one half-time student. It is a young group, mostly in their early twenties, with some fine prospective teachers in it.

- Franklin G. Kane

From the Toronto Waldorf School -

On the afternoon of October 14, friends, parents, faculty, and children of the Toronto school gathered on the new school site to celebrate the laying of the Foundation Stone. To those who have watched the slow change of woodland and field into roadway and excavation, the ceremony was but the first step of many to come.

The stone itself was a copper dodecahedron. All the children, from nursery through grade six, signed appropriate scrolls - in the case of the younger children the signature was a picture - with their morning verses at the top. The faculty and staff signed their own scroll. Nearly 200 names were enclosed and then laid at the exact center of the new building. That these many children and faculty, plus parents and uncounted numbers of friends, should have gathered to carry this effort forward, is a clear sign that the new physical body of the Toronto Waldorf School will be charged with vitality, and that around the life of this school grows an ever larger community.

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A five-week seminar on Waldorf education, led by Alan Howard with the assistance of teachers from the Toronto School, was recently concluded. Sessions were held three afternoons and two evenings a week.

In the first two weeks, Steiner's philosophy was introduced; the remaining three weeks was spent on curriculum. Afternoon sessions included geometric drawing, form drawing, music, modelling, eurythmy,

and painting. The time was too short to give more than a glimpse of Waldorf education. However, the group was especially caught up by story-telling and its possibilities in history, geography, and other subjects. Mr. Howard could have filled the five weeks on this subject alone. The course ended with an appeal by Mr. Howard to examine the concept of compulsory education and the rights appropriate to the state, the teacher, and the parent.

We hope to offer a similar but longer course next fall.

- Raymond Haller

TEACHING IDEAS

Second Grade Knitting

In a natural progression from the knitted scarves they made in first grade, our youngsters in the Toronto School make hats to match, as they learn purl knitting. The hats are very attractive, and instructions for making them are given below:

With the same wooden needles and heavy wool used for the scarves, begin by casting on 60 stitches and working about nine inches in stockinette stitch (one row knit, one row purl), changing colors as desired.

Start to decrease, on the knit rows only, by first knitting nine stitches, then 2 stitches together, all across the row, followed by eight stitches and two together on the next knit row, seven stitches and two together, and so on, continuing in this fashion with one stitch less between decreases, until the stitches almost disappear.

Thread the wool through the remaining stitches and draw them together. Sew up the side seam, turn up an inch or two at the bottom and draw in to fit, and finally finish off with a handsome pom-pom.

- Toronto Waldorf School

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Third Grade Music

Our third graders recently spent several days at a farm in Massachusetts where they were able to take part in the chores and activities of farm life in connection with their studies in practical living. On coming back to the schoolroom, the children enthusiastically took parts in dramatizing "The Cycle of the Bread", a song sequence found in a lovely book by Jessie Gaynor and Alice Riley, titled "Lilts and Lyrics for the Schoolroom." (publ Clayton Summy, 1907)

This little drama, as presented in a recent assembly, included all the activities from the plowing of the field to the serving of the bread, and easily involved 20 to 30 children. The farmer first appeared with his horse and plow; the sowers and reapers followed in turn. The harvested wheat was carried to the mill by the farmer's faithful "Dobbin." Perhaps the favorite part was to be chosen to play the mill. There were two wheels, a rapid water wheel below turning a slow moving mill wheel above. A child knelt and another stood, while one arm of each child turned at the proper speed. The millers appeared from behind the mill wheels, dusting off their aprons, and sang their part. We often had three millers, once even four! Finally Dobbin carried the snowy flour home to the farm kitchen where the girls gathered to make the bread. At the final performance we had real home-baked bread to share after singing the grace with which we ended the song cycle.

Since this little play was such a treasure for us, and was so joyously received by two successive third grades in connection with their studies in practical living, I have mimeographed several copies for the Clearing House which can be sent upon request. We used piano accompaniment, which added a great deal, for the harmonic accompaniments provided in the book are excellent, satisfying the third graders' growing desire for more harmonic richness. The songs follow one another without pause, except perhaps for a few extra bars of accompaniment while some boys load the farm wagons with the grain and flour at the mill. Here and there a word or two is altered to suit the class.

- Jeanette Resnick, Garden City

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Fourth Grade French

Vowel sounds, alone and in all combinations, are studied in fourth grade through verses, stories, songs, etc. The following class-work was presented for our first assembly of the year.

Announcer: This year we are discovering French vowel sounds. The vowel "a" has two sounds: a clear sound we hear in:

Class together: bal, cabale, cigale, patte, Madame, Papa.

Announcer: When this vowel wears her hat - the accent circonflexe - she becomes deep, as in:

Class: âne, âge, âme, pâle, lâche.

Rat tente rat
Rat mit patte a rat
Ra ta ta ta!

Announcer: The vowel "e" is quite important, difficult, and capricious. She is demanding, but she adds great charm to French. She likes to be heard in such words as:

Class: atelier, appartement, parement, justement, table.

Announcer: When she wears her feather - the accent aigu - she closes up. Listen...

Class: ré, thé, vérité, sévérité.

Announcer: When she flips her feather the other way, her accent makes her sound thus:

Class: père, mère, frère, succès, procès.

Announcer: Upon wearing her hat - the accent circonflexe - she opens up completely, as:

Class: fête, tête, fenêtre.

All we need to pronounce the vowel "i" is a smile:

ri, rire, risible, irrésistible.

Que lit Lily sous ce lilas-lâ?
Lily lit l'Iliade.

We all find it easy to use "o".

Oh! c'est joli!
Oh! J'ai peur!
Oh! c'est dommage!

But OH! , when we get to "u", making a face helps us to pronounce it:

mu, pu, su, muse, lune.

Bonsoir, Madame la lune
 Vous faites mûrir les prunes
 Une prune, deux prunes, et encore une!

The "singing vowels" music is available on request.

- Christiane Marissael, Garden City

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Sixth Grade Kaleidoscopes

Making kaleidoscopes in conjunction with our study of light this year was a project which the students enjoyed. Materials for each kaleidoscope cost about 55¢.

Materials: 3 mirrors, 5-1/2 " x 1-3/8" (purchased from a scientific supply house for 15¢ each)
 1 long piece of 1-5/8" wooden lattice stripping (available at any lumber yard) cut into 5-1/2" strips.
 1 piece clear vinyl plastic) these should have the flexibility of a plastic playing card; I got it from a plastics company listed in the Yellow Pages.
 1 piece cloudy or smoken vinyl plastic)

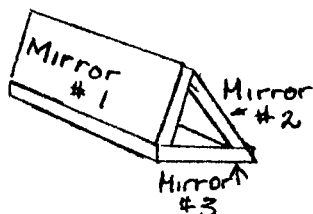
Masking tape

Strong, inexpensive glue - I used panel adhesive in a caulking gun

Scotch tape

Assortment of colored glass chips, the smaller, the better.

Directions: 1. Place the mirrors lengthwise making a solid figure that looks like a 3-faced prism. The ends should form an equilateral triangle, as shown, with the reflecting side on the inside.



Make sure the ends overlap as shown.

2. Keeping your triangle perfect, wrap it firmly with masking tape, so that the sides stay quite unmoving.
3. Take the plastic. Hold the mirrors perpendicular to the plastic, and trace the outline of the triangle on both sheets of plastic. Cut out the triangles - you should have one of clear and one of cloudy plastic, the approximate size of your mirror triangle.
4. Hold one plastic triangle over the other so that all corners meet. The clear plastic should be closest to you. Scotch tape two of the sides together, leaving one side open. You should now have a triangular pouch formed by the two plastic triangles, with the clear triangle still nearest you.
5. Into the open end put small pieces of colored glass, choosing your colors as you will. Do not pack the pouch too tightly; the chips should be able to move around freely. Seal the third side with scotch tape.
6. Place the pouch at one end of the mirror triangle, with the clear plastic on the inside, and tape it into place.
7. Glue three strips of wood onto the three outer faces of the mirrors. The wood may then be stained, painted, or decorated ad lib.

- Ronald Schneebaum, Garden City

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Picture Framing

We found that public libraries and some banks are eager to provide space for our exhibits of watercolor paintings, drawings, and handwork articles. The watercolors, being so different from the ordinary school children's work in tempera, have drawn the most attention and admiration. Because we couldn't afford a more sophisticated framing, we mounted the paintings on 3/4" styrofoam, cut with a very sharp knife, which sets the painting from the wall and gives a frame also. (A plain sheet of coloured

construction paper behind the picture enhances some pictures.) The styrofoam mounted pictures can be put up with masking tape.

There is always at least one exhibit on display somewhere. We have found another way for a young school to make its existence and work known.

- Toronto Waldorf School

REQUESTS

From the Rudolf Steiner School, New York -

A most urgent need is for "characterizations" by teachers of key elements in the main lesson curriculum...not so much a teacher's personal notes as a "composition of facts." The books of Dorothy Mills are one example; Konig's Bruder Tier another. We need not aspire so high, but could content ourselves with a single figure in history as an experiment, and could build gradually toward the material for a course - not so much general conclusions as the hard-to-discover details. I will try to do this for Napoleon.

Henry Barnes

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Needed for first grade: rhythmic exercises, poems, and number verses.

Tadea Dufault

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- German and French nursery rhymes, in the original and in translation.

Barbara Palesty

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- Short, meaningful, rhythmic poems, especially those where the sound effect remains, even after translation.

Ilse Kolbuszowski

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- Something about the Eye of Horus, a mathematical breakdown of the fractional powers of 2.

Jill Riedel

From the Steiner Schools Fellowship, Wynstones School, Whaddon,
Gloucester GL4 0UF, England:

- An English translation of Rudolf Steiner's Konferenzen (Faculty Meeting notes); also, Pelikan, The Seven Metals. Can anyone help?

From Sacramento School:

- English translations of Steiner's Heat Course, Light Course, and the 18 lectures on Relation of Diverse Branches of Science to Astronomy.

Hilary Winston, Librarian

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- Richard Atkinson would like to hear from schools with work programs - specific details of activities and how the time is gathered from the school day.

RECOMMENDATIONS:

Music in the younger grades:

1. Sing Through the Day) both compiled and edited by the Society
Sing Through the Seasons) of Brothers, Plough Publishing House,
Riften, N.Y., 1969.

- Veronica Cubas
Rudolf Steiner School,
New York City

2. Dr. Steiner once said that the old books were the best books, and although these books were new ones at the time he spoke, nevertheless I find it still often true! The book in which I found the song cycle mentioned on page 3 is most likely out of print and difficult to locate; I salvaged it from

a pile of discards from a local public school. There are three other books by Jessie Gaynor and Alice Riley titled "Songs of the Child World," published in 1897 by the John Church Co. Although there are lapses into the sentimental, it is gratifying to find a collection which includes so many songs which deal with universal truths in nature, and the world of work. Most of the songs contain the strong, rhythmic element that children need and love, yet the primary emphasis is always on singable melody and uplifting thought. I have found much material in these books which is particularly suitable in bridging the gap between the simple pentatonic songs used in the nursery and kindergarten, and the more complex music used in the middle grades. The following words come from the Preface to Vol. 1 of "Songs of the Child World."

"All deep things are song. Poetry is musical thought. See deep enough and you see musically; the heart of nature being everywhere music if you can only reach it."

Thomas Carlyle

If by any chance anyone comes across these books, and either does not need them, or has extra copies, I would be happy to know.

- Jeanette Resnick
Waldorf School
Garden City, New York

General Reading

Discovered as very stimulating: revisionist history. For example, None Dare Call it Conspiracy by Gary Allen, and The Tragedy of American Diplomacy by W. A. Williams.

-John Root, Rudolf Steiner School

Reading for Parents:

1. Erziehung, Schule, Elternhaus, Jakob Streit, Pestalozzi Verlag, Zurich. 1968. 100 pages.

Has this been translated? If not, someone should do it, and then it should be distributed to every parent with a child in a Waldorf School. Many

of the themes have been talked or written about by others, but here they are gathered into one volume. Some chapter titles: Fairy tales in the life of the child; Child and Art; Magic of the Language; Magic of Technology; About Authority; About Lying and Punishment; Festivals with Children.

2. Geburt und Kindheit, Dr. Wilhem zur Linden, 2 volumes.

An Anthroposophical Dr. Spock. The book is meant for the general public, although I am not quite sure how it would appeal to the American mother, who has so many different traditions in child raising. I should like to hear from those who have used this book; if their opinions are favorable, perhaps someone could translate those chapters which have been found most helpful.

3. Die Holdseligen Anfänger, Lisa de Boor, J. Ch. Mellinger
Verlag, Stuttgart. Approx. \$1.75.

A charming, helpful book written by an anthroposophical mother and writer, also for common consumption. Teachers who have German-speaking parents with infants or small children might recommend this.

4. Advent im Hochgebirge, Gunnar Gunnarsson.

For reading during Advent to children of the upper elementary grades and high school. It is translated into English and may be found in public libraries. (Not listed in 1972 Books in Print - editor.)

5. Der Gaukler Pamphalon, Nikolai Lesskow.

For high school students as well.

- Lisl Franceschelli
Rudolf Steiner School, New York

TEACHING MATERIALS AVAILABLE

Advent Story by Mr. William Bryant, Class Teacher, Sacramento.
Available from Mr. Bryant.

Layer Painting: Article on layer painting of walls at Kristoffn School in Stockholm. Available from Alan Howard, Toronto Waldorf School.

Bibliography for Fifth Grade Botany, compiled by Dora Kimmich, Kimberton Farms School, and available from Clearing House, Garden City.

Creative Power of the Word by Hans Mueller. Available from Hartmut Schiffer, Rudolf Steiner School, Falls Church, Va.

CORRECTION

In the Spring, 1972 issue of the Newsletter, page 15, third line from the bottom, it should read

Deutsch fur Auslander Teil 1 not Teil 2, as printed

TRANSLATIONS

The Circle of the Year's Festivals, Emil Bock. Translated by Mrs. Sterry H. Childs. Also translated by Mrs. Childs:

The Image of Man as the Basis of the Art of Healing, Dr. Friedrich Husemann.

These two translations may be obtained from Mrs. Allen M. Gore, P.O. Box 145, Riegelwood, North Carolina 28456.

In Progress:

Brother Animal, Karl Konig

Mammals and Man, Schad

Animal between Man and Cosmos, Fritz Julius

Metamorphosis of Plants, Fritz Julius

Translations of the above are either completed or almost completed; the question at the moment is one of financing and distribution. We hope to

have further information soon as to the availability of these books in English.

Anne Charles
Garden City

MIMEOGRAPHED MATERIALS AVAILABLE

From the Waldorf Institute, Garden City, N.Y.:

Grohmann, Gerbert: The Plant, Earth's Sense Organ for Light...	\$3.50
Steiner, Lectures to the Workers.....	3.00
On the Origin of World and Man	
On the Development of Human Culture	
On the Creation of World and Man	
Steiner, Four Educational Lectures (Stuttgart, 1920).....	.50 each
Introductory Words, Lecture I	
Supersensible Physiology in Education	
Three Fundamental Forces in Education	
Balance in Teaching (sold out)	
Kolisko, Eugen: First Lessons in Chemistry.....	.95
Durach, Concerning the Building of a Waldorf School.....	.70
(Also available from Hartmut Schiffer, Rudolf Steiner School, 3241 Brush Drive, Falls Church, Va. 22042)	

Offered by teachers:

Plays: Sigurd the Volsung.....	.30
The Water of Life.....	.45
German Plays: Freya and the Necklace.....	.30
Die Drei Baren.....	.25
Die Drei Schweinchen.....	.20
Hans im Gluck.....	.15
German Readers: Kasperle und Marie.....	1.25
Anthology.....	1.25

Curriculum Outline and Schedule of High Mowing School, available from
David White, Librarian, High Mowing, Wilton, N.H. 03086)