

October 4, 2007

Cape Ann Waldorf School, 668 Hale Street, Beverly Farms, MA 01915 978-927-8811 www.capeannwaldorf.org

## **“THE CHILD IS FATHER TO THE MAN”**

*(Following is an article by Magda Maier prepared for the Exhibition Catalog on Waldorf Education produced for the 44th session of the International Conference on Education of UNESCO in Geneva 1994.)*

One of the most serious learning impediments of our time is the early withdrawal of the younger child from the impressions the environment has to offer. Even five-to-six-year-olds seem to feel the need to retreat into an inner world that does not let experience penetrate. Cut off from the faculty of imitation, one will also be cut off from what can enable one – for instance – to acquire new abilities as an adult. It is therefore essential for the physical and social school environment to be one that strengthens the child’s threatened sense of security. Giant buildings, endless corridors, echoing concrete walls may thus be less helpful than a little wooden shack where one can feel at home.

Subsequent stages of development call for new qualities in the growing child. As the ability to discover and grasp the laws of nature grows, as a questioning and critical attitude appears, it is essential that the child experiences a new trust

### **Michaelmas Play and Tug-O-War**

The Michaelmas Play will take place tomorrow, Friday, October 5, rain or shine at 1:00 PM. If it is raining or the park is too wet, it will take place in the Main Hall. If it is sunny and the park is dry, it will take place at Dix Park. The Tug-O-War will take place after the play only if we have the play at Dix Park.

### **“The child is father to the man.”**

William Wordsworth

*Everything a child experiences affects the way in which the adult relates to the world later in life. Wordsworth’s paradox speaks of a deeper truth: From the first moments of life, each human being responds to impressions in a way which is uniquely his or her own. No two children are the same. The experience which one child makes is thus different from that of every other. By recognizing the importance of such observations, one can begin to see in the developing child, something which is not merely a product of genetic inheritance or social milieu. One realizes that something within the child strives to grasp these outer factors in order to bring itself into expression. Children bear the seed of that which they will become within themselves. As educators we must give this seed the nourishment it needs in order to grow.*

*(From the Exhibition Catalog on Waldorf Education produced for the 44th session of the International Conference on Education of UNESCO in Geneva 1994)*

in the older generation. Not what grown-ups know but how they know becomes important. There must be an unspoken awareness that all knowledge is connected with responsibility, that a further step in experience or knowledge does not only mean an increase in power or efficiency.

Step by step, growing degrees of comprehension will call for an increasingly responsible attitude to the world. The awareness of this can be awakened in the child by contact with adults who “live” their interest in the world, who are continually re-examining their own role as human beings and as educators. A child that experiences this will

later, as an adult, have the ability to act responsibly in society and to seek an understanding of the effect of his or her actions in the environment.

Therefore, in the period when the children are of school-age, the task of the educator is only outwardly that of handing out suitable amounts of information and seeing that habits of work and study are adopted by the future citizen. The actual task is, however, to awaken the faculties that lie in each child by means of the everyday activities in the classroom or in the home. The growing child is still dependent on the general quality of humanity within the adult. This dependence gradually comes to an end with the onset of puberty.

After puberty, the qualities of professionalism, of efficiency at work and of competence have the strongest influence in awakening the faculties still dormant within the young person. During this period of vocational training or of higher education, work performed will still not be judged merely by a measurable result, although this will play an important part. Certain other qualities should now emerge. The main thing will be how these youngsters are challenged by the task in hand. Now the pupil's former dependence on the relationship to his teachers or educators will be replaced by the adolescent's need to observe and to follow a "master of his trade" at work. The process by which a result is achieved must now be consciously grasped, understood and accepted as a standard of assessment. In maturity, reliance on one's own standards can then emerge, something to which we can also give the name freedom. Beyond that, the understanding will arise that knowledge and experience acquired by a process of work is not something we ourselves possess. They will not secure our future place in society. All knowledge leads to responsibility. We can share it with the following generation who will make it their own. That can bring about true brotherhood and implies furthering the aims of others by the experience and abilities we have been allowed to gain from life.

"The child is father to the man": The fullness of future abilities lives in the child. In order to develop these, the selfless care of adults, of educators, is needed. It is their task to remove obstacles from the emerging gifts the child will offer to the world. It is no less their concern to see deficiencies and to recognize them as opportunities to call up new forces at a formative age, when this may still be possible.

Future society will need one thing above all others: the ability to learn from experience, to learn from mistakes, to rise above limitations that appear to be ingrained in us from our childhood. The strength to do this lies within the core of the individual, the "father to the man" who can never be an object of education but who must rather be enabled to take on the process of self-education from within.

## ***ANNOUNCEMENTS***

### ***PARENT/TEACHER CONFERENCES***

Thursday, October 18 and Friday, October 19 are Parent/Teacher Conference days. Thursday will be a half day with dismissal at 12:10 PM for all classes. Friday there will be no classes. The sheets to sign up for conference(s) with you child(ren)'s teacher(s) will be set out by 8:00 AM on Wednesday, October 10 in the Main Hall for the entire school day. After Wednesday conference sign up sheets for the grade teachers will be posted outside their classrooms. The subject teachers will keep their own schedules; leave a message at the office and the teacher will call you back to schedule a conference.

### ***FIRST GRADE BEGINS FULL DAY***

When we return from our long weekend, the First Grade will start having full days of school beginning on Tuesday, October 9. Please bring them to school well-rested!

## ***MISSING***

The office is missing the stamp with our bulk rate permit number on it used for bulk mailings. Did some wonderful volunteer take it home in error after helping with a mailing? Please check if you helped with a mailing using the stamp probably some time last spring. Please contact Pam in the office if you have any clues. Thank you.

## ***OFFICE COORDINATOR***

The school is seeking an Office Coordinator whose responsibilities include the following:

- Plan office tasks and work flow; coordinate weekly office and support good intra-office communications
- Oversee and coordinate office support for school events/activities
- Oversee physical plant and properties and respond to immediate needs
- Review technical resources with administrative staff; develop and implement proposal for technology update
- Oversee updating of the school Web site and newsletter
- Respond to questions related to day-to-day operations; refer other questions to appropriate individual or body

This is a 20 hour per week position. Requires excellent communication and organizational skills, flexibility, and ability to work harmoniously with the many constituencies of the school.

## ***RECEPTION***

The office is seeking 10 hours a week of reception and light office work.

If interested in any of the above, please contact Jenny Helmick at 978-927-8811.

## ***PERSONAL***

### ***LOST***

If anyone has found or picked up in error a light blue rain/wind jacket with the initials CC, please return it to Dianne McGaunn in the First Grade. Thank you! Courtney Cole, 978-283-0410

### ***ANYONE NEED A HANDYMAN?***

A Waldorf husband is looking for work doing handyman projects and/or carpentry. If you have need of such help call Phil or Palty at 978-283-8843.

### ***EYE ON THE SKY*** for the week of Oct. 1, 2007

If you are up and about at 5:30 a.m. this week, you'll have an opportunity to see a celestial drama. Looking toward the east, you will immediately see brilliant VENUS. Hovering well below and to its left is a much fainter, bluish star---REGULUS, the brightest star in the constellation Leo, the Lion. Just below and to the left of faint Regulus is SATURN. Each morning, you'll be able to see them evolve into a triangle as Saturn and Venus wander east with respect to Regulus. Next Saturday morning, the Moon stands high above the triangle; then early on Sunday you will see the Moon inside the triangle.

(Adapted by Tom Braden from The New York Times.)

### ***Who's Learning What in Main Lesson***

Grade 1 – Letters (pre- reading)

Grade 2 – Writing

Grade 3 – Farming (grains)

Grade 4 – Norse Myths

Grade 5 – Math

Grade 6 – Acoustics

Grade 7 – Renaissance History

Grade 8 – Mensuration of Volume and Surface Areas