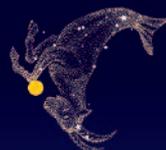




Pedagogical Section
at the Goetheanum

Journal



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Cover picture: Capricorn and Mars in Cape Town (top), Athens (center) and Oslo (bottom) on the night Mars is facing the sun (27-28 July 2018)

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Foreword

Dear Colleagues,

2019 – our anniversary year – is approaching fast and brings with it all the plans for festivities and events around 100 years of Steiner Waldorf education. Ideas for international conferences in the different continents have crystallised and details will be publicised in due course. The International Forum (the Hague Circle) has worked repeatedly with the themes around the seven-year cycle and the principles of human experience, work which may now be deepened further in the various conferences around the world.

When Rudolf Steiner was preparing his lecture cycle for the first teacher group prior to the opening of the first Steiner Waldorf School at the request of Emil Molt, he spoke of the need to discuss the latest technology in the lessons. Technology has changed so much in the past 100 years starting in 1919 with the first radio contact being established between Berlin and New York and the first airline 'KLM' coming into existence (still in business now) right up until digital technology today. We are now living in this digital age and are called upon to work consciously with it. A great challenge for us adults. An even greater challenge for those growing up and thus it affects all aspects of education. It is not a question of whether or not, it is about when and in what way.

All of these topics appear in the various articles and reports. Jeppe Flummer's report speaks of the work at the last meeting by the International Forum in Prague/CZ, Sietske Asselbergs tells us about how her school in The Hague/NL deals with social media (this article is available only in German in this edi-

tion) and Philipp Reubke, Florian Osswald, Tamara Henke, Nana Goebel, Tomáš Zdražil and Henning Kullak-Ublick give an overview of international conferences planned for 2019. Trevor Mephram depicts impressions of classrooms and surroundings in South Africa where he visited and advised schools and teacher training seminars.

We would welcome more contributions on how the topic of social media is managed in schools and will print these in the journal in the future. We hope that this will provide useful discussion material for us all.

The world of the stars can be experienced across the whole globe. Liesbeth Bisterbosch provides a comprehensive overview of heavenly phenomena during this St John's tide, both in the Southern and Northern Hemispheres, through her detailed illustration of Mars and Capricorn.

Thank you very much to all our authors and translators for your contributions. For our readers in the Southern Hemisphere we hope the winter will not be too cold, and that our readers in the Northern Hemisphere will be able to enjoy some rest over the summer break!

Warmest wishes from the Pedagogical Section

*Dorothee Prange
translated by Steffi Cook*

Every Region has its Mars and Capricorn

Liesbeth Bisterbosch

translated by Christian von Arnim

2018 is a good Mars year for keen astronomers. From early July to late August the planet will shine with greater strength than bright Jupiter can manage. This event also enables us to familiarise ourselves with Capricorn, one of the faint constellations of the zodiac. Mars will remain between the stars of Capricorn until mid-November. Every region has its daily and annual rhythms and also "its own" zodiac, its planets and eclipses. The "celestial archetypal image" appears in many different guises.

The Colours of Peacefully Shining Mars

Mars is called the red planet because for most of the time it has a reddish appearance. In contrast to the stars, it does not twinkle; the planet shines with peaceful radiance. Its "muted brightness" is one of the characteristics that distinguishes it from Saturn. Mars and Saturn have in common that both at the start and the end of their visibility period they are inconspicuous for months in the starry heavens. Reddish Mars is then mostly fainter than yellowish Saturn.

In spring, Mars sets out to shine with greatest radiance throughout the night. As it grows brighter, its light takes on a different hue and turns orange. At the end of July it reaches its greatest radiance. In 2018 it becomes so bright that its light is yellowy orange in the clear dark night sky. No other planet displays as many colour nuances.

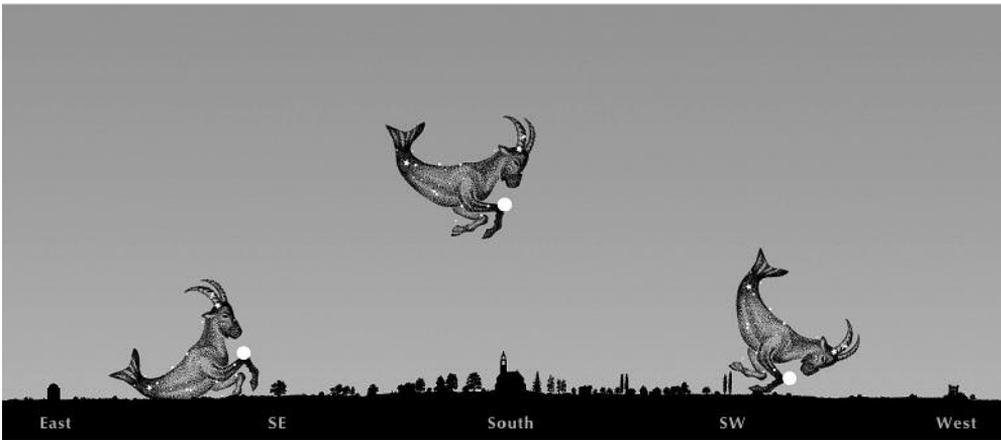
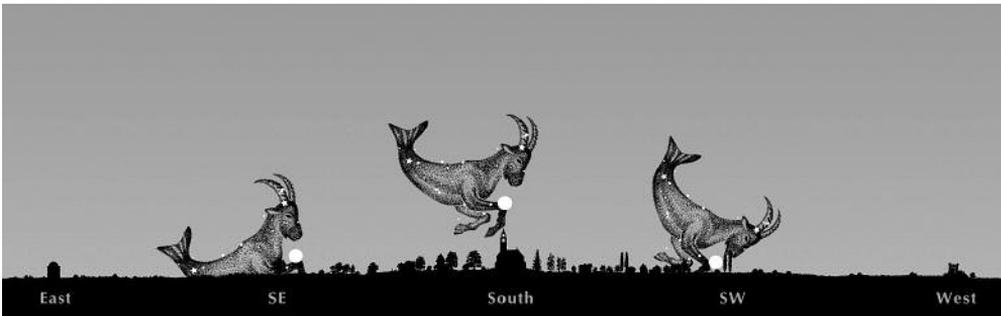
Mars Heading towards Opposition

The pictures 1abc und 3ab show Mars during the night from 27 to 28 July at various locations around the globe. The planet shines

through the whole night with greatest brilliance and reaches the zenith of its path across the sky in the middle of the night.

In September 2017, Mars rose sufficiently early before the sun to become visible again (observed from Switzerland). For months it was visible in the south-east to south. Initially Mars was moving sluggishly away from the sun. But its movement is gaining in energy from week to week and in July it moves away from the sun at great speed. At the end of July, it already becomes visible in the sky looking south-east as dusk sets in and reaches the zenith of its path at about midnight. It has the longest possible visibility during the night and stands in opposition to the sun.

Since September 2017, the increase in its brightness has also been gaining in strength and in July it flares up. In July, it increases astonishingly in size and decreases again at the same rate in August. The achievement of its greatest brightness on 28 July abruptly brings a long and continuous process to an end. During its so-called opposition to the sun, the appearance of Mars is at its most spectacular. We can see remarkable connections: the further the planet moves away from the sun, the more dynamic it becomes in brightness as it heads towards opposition. Several processes reach their peak at the same time and for keen astronomers all the good things arrive at once!



Pictures 1abc: Night of 27 to 28 July: course of Capricorn and Mars across the sky
1a: Oslo, 1b: Kassel, 1c: Athens

Mars' Varied Behaviour

*"Mars his true moving, even as in the heavens
So in the earth, to this day is not known."
Shakespeare in King Henry VI (1591)*

Mars' brightness varies much more, and also more dynamically than that of other planets. Its blazing assailment of the evening sky has

given the reddish planet its name. Its much less apparent characteristics are overlooked. Of all the planets, Mars can by far remain invisible for longest. When it does become visible, it mostly (!) appears only briefly as a faint spot of light. After a very long period as an invisible day planet and a hard to recognise dusk planet, it turns into a dominating

night planet, moving from one extreme to the other. It integrates contradictions and creates a great synthesis.

Mars mostly follows the sun as it swings between its highest and lowest path across the sky and makes its way through the whole of the zodiac. But from mid-May to early November it is in the constellation of Capricorn; each day they rise and set together. For almost half a year it follows a path across the sky together with Capricorn from approximately south-east to south-west. Its loyalty to the constellation and its movement with the sun alternate. Mars is a master of integrating contradictory processes.

Mars also has other movements, rhythms which are of longer duration. Every two years and five to eleven weeks, nights recur in which it can most easily be observed. About one to three months later, in the course of the year, the conditions change and after 15 or 17 years respectively, its brightness increases much more than in other periods of visibility. In summer 2018 keen astronomers can enjoy exceptionally good Mars nights.

The size to which it grows after 15 or 17 years also varies. Several rhythms are each integrated by Mars in new ways. Its course is much too complex for it to be understood, Mars keeps presenting us with new surprises. What a riddle it is. The heavens show us archetypal images which can become our guiding star.

The Obscured Full Moon above Mars

On the day of Mars' opposition something else occurs as well: the moon passes by far to the north. The moon enters opposition to the sun and becomes a full moon. Normally the light of the full moon illuminates its surroundings and the stars and planets fade for the whole of the night. Mars is particularly

bleached out by the full moon when it shines brightly during the night. A global observation such as "the earth is in the middle, Mars and the full moon stand in opposition to the sun" overlooks and negates many things.

But on 27 July the full moon will be increasingly eclipsed, the total eclipse lasting from 21:30 to 23:14 (CET). Mars is far to its south. Find out your local time when the moon and Mars are due to rise.

The (partially) eclipsed Moon and Mars rise together during dusk and in the night sky. At certain times the full moon can look like a dark, rusty brown disk and at other times like a ball with copper, orange, yellow and delicate red colours which merge into one another in a subtle and fluid way. Mars shines particularly brightly in the black sky only in the hours when the moon is totally eclipsed! A rusty brown disk above an intense, yellowy orange coloured light; what a rare and dramatic scene to take place on the evening of 27 July.

The Universal Image in Different Regions

"Mars in opposition to the sun" occurs for the whole of the earth in the constellation of Capricorn. From wherever we look at Mars, it is located in the same stars of Capricorn. But this can give rise to a whole range of different experiences. It is instructive to see how the sky looks in other regions. And a new awareness arises with regard to the familiar qualities of our own location with its specific regional progression of the seasons and its sky.

** Capricorn and Mars in Oslo*

In July, the sky in the far north does not grow sufficiently dark to be able to see the fainter stars in Capricorn. Dusk morphs into dawn. *Picture 1a* shows the course of Mars and Capricorn in regions with a northern latitude

of 60° such as Oslo (southern Norway). There Mars is in the sky from about 23:00 on 27 July to about 04:00 on 28 July (CEST). Mars appears briefly deep in the south of the bluish grey sky. It requires an open horizon and a trained eye to discover it. It does not grow dark enough and the planet rises too little for one to be able to see that Mars "actually" shines brighter than Jupiter under the optimum conditions.

* *Capricorn and Mars in Athens and Kassel*
In southern countries, such as Italy and Greece, the night of the opposition proceeds

completely differently. The further south we are, the earlier the July sun sets and the earlier Capricorn and Mars rise. And the closer we are to the equator, the less time dusk lasts. As darkness falls, the appearance of Mars is more quickly transformed from a dot of light in the blue sky into the great and mighty ruler of the starry world. Capricorn and Mars rise earlier and ascend at a steeper angle, faster and for longer than in northern regions. They shine at a much higher elevation at midnight. As Capricorn rises, the horns are the first thing that becomes visible and as it sets, the fishtail is the last thing to



Picture 3ab: Night of 27 to 28 July: course of Capricorn and Mars across the sky
3a: Nairobi, 3b: Cape Town

disappear. It is easy to see whether it is rising or setting from the position of the image.

Picture 1c is made for Athens (latitude 38° N) where Mars is resplendent in the sky from 21:00 to 06:09 (local time).

Picture 1b shows Mars and Capricorn at latitude 51° N, observed from Kassel, roughly in central Germany, Mars is in the sky during the night of the opposition from about 21:54 to 05:40.

* *Capricorn at the equator and in the southern hemisphere*

At the equator, the sun, planets and stars rise vertically. *Picture 3a* shows that Capricorn rises and sets approximately vertically in relation to the horizon in Nairobi (Kenya, latitude 1° S). The position of the constellation also indicates the direction in which the sea goat and Mars are moving!

Mars rises in Nairobi (Kenya, latitude 1° S) at 18:39 and shines for a good 12 hours in the sky.

Picture 3b is drawn for Cape Town (South Africa, latitude 34° S) where it is winter. Capricorn rises not in the south but the



Picture 2: The Babylonian sea goat, our Capricorn

north and reaches its highest position there with the horns pointing downwards, the knees upwards. In order to be able to see the shape high in the northern sky, we have to stand on our head, bend our head very far backwards or make a great deal of effort in our thinking.

Mars rises at 17:34 and shines for a long night, a good 14½ hours, in the sky.

Capricorn, Goat's Horns with Fishtail

Capricorn looks like a goat's head with a fishtail. The shape is of Babylonian origin. One of the gods was called SUHUR.MAS ("Suhur" means goat, "Mas" fish). *Picture 2* is copied from a boundary stone, probably from 1400-1100 BC.

From about 1200 BC onward, the Babylonians were capable of recognising constellations in the heavens. They observed the rising and setting of the stars and particularly looked towards the eastern sky as night was ending, towards the rising constellation that was returning to visibility. They watched the monthly changes in the morning sky. They had three gods for each month and their names were given to the stars which became visible in the corresponding month in the morning sky. Many of their constellations look beautiful and coherent, particularly as they rise.

What a different impression the rising sea goat makes compared to the setting one. Babylon was at latitude 33° N; in order to be able to recognise the rising sea goat in the setting, one requires a lot of alertness. The Babylonians left a great achievement for humanity.

The ancient Greeks took over the sea goat from the Babylonians in 430 BC at the latest; they called it Aigo-keros "goat horn". The Latin name Capri-cornus is a translation.

"It's true, I can see Capricorn"

Several things are required to see the constellation for the first time in the sky. An inner picture of the (copied!) shape is a great help. It is also of great benefit to inform ourselves in advance about the relationship of the brightest stars to one another. Thanks to Mars, and helped by the knowledge that it is located in Capricorn until mid-November, the greatest obstacle has already been overcome: if we look towards Mars, we are looking at the region of the sky where Capricorn can be found.

The stars of the right horn are relatively easy to discover. After scanning the sky for a little while, suddenly we know: "I can see Capricorn". It is as if an inner flash of lightning pulses through us. We can explain it to others through remarks such as, "The fishtail over there is quite a distance from the horns. The constellation is quite large." Then the other will also soon enjoy the discovery.

In searching for a constellation, there is a living interaction between the outwardly active organs of perception and our inner eye. As we take in the constellation, we are supported by the questions arising within ourselves. We try to think the connections and have them confirmed in the sky. And a great deal also happens in reverse. The current observations awaken earlier impressions we have experienced. The latter have meanwhile created reliable new organs of perception. The moment of "now I can see it" is like a communion between looking outwards and our inner vision. It won't take long before we recognise the constellations by their unmistakable light characteristics. The light composition of a conspicuous constellation imprints itself much more easily than a geometrical pattern can.

Twelve-year-olds enjoy the moment when they discover something for themselves. Such joy gives us trust in our own inner eye.

References:

L. Bisterbosch: *Himmelskunde mit geschichtlichen Betrachtungen über Namen und Gestalten der Sternbilder*, published by the Education Research Centre at the German Association of Waldorf Schools, Kassel 2005.

L. Bisterbosch: *Sternen- und Planetenkalender 2018*, Verlag Urachhaus, Stuttgart 2017.

Report of the Meeting of the International Forum in Prague 10th – 13th May 2018

Jeppé Flummer

translated by John Weedon

The 2018 spring meeting of the International Forum/Hague Circle (IF) took place in Prague. The 50-year anniversary of the Prague Spring and Charter '68 was taken as an occasion to address the current threats to inner freedom and social development with a human face. The IF wrote a 2018 charter for education in a digital world.

Speaking in the introduction, Dusan Plestil presented a picture of Saint Procop, who ploughs with the help of the devil and used it to explain the situation of education in the Czech Republic.

Education plans are being developed by teachers, parents or the state less and less. Rather they are dictated by the needs of the

market and the media's own "requirements of the times". Global media companies formulate them convincingly. They have the logistics and developmental psychology at their beck and call, which translate their guidelines into action plans with the appropriate level of financing.

In our circle we hear reports from the USA, EU, Japan and Columbia on the themes of electronic learning, PISA for babies and learning robots. The picture arose of a human being, who is just data, appears intelligent, but is subject to being directed and manipulated. Everywhere people are wrestling with media education and with cultural and educational policy, but in very different ways.



We need a new awakening, a 2018 charter of humanity, freedom in the cultural life as well as in educational policy.

The prelude to this meeting was a conference in Prague, which was open to the public, in co-operation with IASWECE, ECSWE and friends from the Czech Republic on the motto of the 2018 Charter: Education in a Digital World. The 2018 Charter presents Waldorf education's idea for dealing with digitalisation. It is conceived as an appeal to educational policymakers and parents worldwide. It calls for a way of dealing with the digital media in keeping with children's ages. It is a question of setting aside quiet spaces in schools to enable learning to deal with digital technology, media, android robots etc. and understanding technology in keeping with child development.

The 2018 Charter was debated from various viewpoints and is now being worked through by a small group in order to publish it at the end. To what extent and for whom will still have to be worked out in detail.

The IASWECE likewise developed a manifesto, which was presented with the same aim and which focuses on the first seven years.

The joint meeting of the IASWECE and IC showed what possibilities lie in working together in depth. The school as a whole entity, from the early years until leaving school, which is based on the Steiner/Waldorf school, has only just begun. Interest in child development which can connect the kindergarten with school, right through to upper school, can be considerably enhanced.

Of course, the centenary of Waldorf education was a subject of conversation again. We heard the report on a lot of initiatives, on the

state of the finances as well as on the budget. The preparations for 2019 are developing positively, we are glad to say! An important point was the conferences taking place world-wide in the framework of the centenary of the Steiner/Waldorf school. As at every meeting there were conversations on the admission of schools to the world list.

A special experience was an evening tour with Tomáš Zdražil through the old part of Prague, which was quite buzzing with tourists, in the tracks of Rudolf Steiner.

Rudolf Steiner frequently visited Prague; he held eighteen lecture cycles here, which makes Prague the place most visited by him, apart from the cities and towns in which he lived. Really central themes were worked upon here; for example, and perhaps best-known, "Occult Physiology – a Course", March 1911. A lot of cultural streams meet in Prague; one can get a sense of its western atmosphere and, at the same time, its spring landscape mood. Even with the noisy tourists and the enjoyment of the first proper warm weather and evening sun during the tour in the footsteps of Steiner and the theosophists and anthroposophists of that time, one can evidently sense, directly on the banks of the Vltava, Prague has its long and colourful history. Not only I myself as a European, also my Chinese colleague and my Columbian colleague feel this especially soft, mild soil. One can feel at home in one's core.

Conferences in 2019

Dornach, April 14 – 19, 2019

World Early Childhood Conference Goetheanum 2019

Philipp Reubke

translated by Susan Howard

The International Association of Steiner/Waldorf Early Childhood Education (IASWECE) and the Pedagogical Section at the Goetheanum are preparing a World Early Childhood Conference to celebrate 100 years of Waldorf Education, which will take place from April 15 to 19, 2019 in Dornach.

The upcoming festive event gives us the opportunity to look into the past, the present and the future. Looking back, we can remember with warm gratitude all that has been realised in the past 100 years and the numerous special people who courageously and in a selfless manner devoted their lives to opening the doors for this new form of education. On this centennial anniversary of Steiner/Waldorf Education we also want to have our eyes wide open in the present and look around us to perceive the needs of our time. Last but not least, we also want to expand our gaze towards the future into the next century. What are the qualities we need to develop in this quickly changing world to preserve the possibility of fulfilling our human destiny? How shall we help the children to meet their future with courage and inner strength?

Out of our international work we observe that the big challenges of today have to do with searching for a healthy balance between the needs of the individual and that of the social setting. And the quality of social relationships among colleagues, with parents and board members, as well as with the

whole social environment is one of the factors in the child's surroundings which has a strong influence on his development.

The title of the conference:

**"Inner Freedom – Social Responsibility:
Finding Ways into a Human Future"**

Someone recently remarked to the planning group: it is odd that the theme of the 2019 World Early Childhood Conference is not pedagogical, but instead has to do with adults. Of course, the relationships among the adults are an important part of the surroundings of the child and have a strong influence on the child's development, but what could we do to bring about a real improvement in these relationships, so that they become more harmonious? It is not enough to just try to be nice to one another.

This comment is of course fully justified, as is the observation that one often talks about certain topics or themes when one is no longer able to achieve them. This means that those who talk a lot about the quality of relationships probably have difficulties themselves with relationships.

In order to take this a step further, our conference planning group members intend to work on three suggestions as concretely as possible and to encourage one another to find the courage to act on them:

- The field of self-education (the personal level): Difficulties in coexistence and working together are related to a particular soul-spiritual characteristic, which we all have today to a greater or lesser extent: lack of interest, lack of compassion, indifference, a tendency to become encapsulated in our own inner life, or what Rudolf Steiner calls a tendency to live out "antisocial drives"¹. This is expressed, for example, by the English newspaper, The Daily Mail, namely, the fact that "an epidemic of loneliness is flooding the western world"².
- The area of social agreements (the structural level): The forms that we give to our collaboration, the agreements we make, the policies we write, all help or hinder possibilities for intensive, harmonious collaboration. Or, as Michaela Glöckler put it after a working group at the last Whitsun conference in Hannover: We need social forms "so that egoism cannot let off steam" – forms that help us to "find the spirit". Or, as Rudolf Steiner says in a lecture recommended for this conference³, forms that allow each person to "lovingly indulge in one's own actions" "(without being inhibited by constant criticism and scrutiny) and "to enter into the actions of the others with understanding" (without being forced to do so by a supervisor).
- The field of education: How do we live and work with children so that they can later balance the necessarily prevalent antisocial tendencies with social skills?

How can we lay these foundations deeply enough and not stop at superficial exhortations? Steiner points out that certain social qualities are otherwise unimportant: "Gratitude lives in the body, and it must live in the body, otherwise it would not sit sufficiently in the human being."⁴

Study Material as Preparation

- Lecture 6 in *The Child's Changing Consciousness*, by Rudolf Steiner. GA 306.
- Social and Anti-Social Forces, Lecture by Rudolf Steiner on December 12, 1918, GA 186.
- "How Can the Soul Needs of the Times be Met?" Lecture by Rudolf Steiner on October 10, 1916. GA 168.

We have created a page on the IASWECE website for further articles, suggestions, suggested reading, etc regarding the conference: Resources for World Early Childhood Conference. If you have suggestions or contributions, please contact info@iaswece.org.

1 Rudolf Steiner, *Social and Antisocial Forces*, Lecture December 12, 1918 (GA 186).

2 <http://www.dailymail.co.uk/health/article-5679315/Loneliness-epidemic-sweeps-Huge-study-reveals-HALF-Americans-feel-time.html#ixzz5EIFdoFV8>

3 Rudolf Steiner, *The Child's Changing Consciousness*, Lecture 6, April 20, 1923 (GA 306).

4 Ibid.

Preliminary Schedule, Tuesday through Thursday (April 16 – 18)

8:30	Singing, Verse, Eurythmy
9:00	Lecture
10:15	Break
11:00	Discussion Groups on the Conference Theme
12:30	Lunch
2:30	Workshops I
4:00	Break
4:45	Workshops II
6:15	Supper
8:15	Evening program

Bangkok, May 5 – 11, 2019

Deepening the Understanding – Developing Pedagogical Answers for the New Challenges in Childhood Today

Janpen and Porn Panosot and Nana Goebel for the preparatory group

Conference for Class teachers and for teachers dealing with the transition periods from kindergarten into primary and from primary into secondary education.

We invite class teachers from all around the worldwide Waldorf movement to work and research together from the 5th till the 11th of May 2019 in Bangkok, Thailand. The conference will start on the 5th of May at 17:00 and end on the 11th of May at 13:00. The program will include morning lectures mainly by Christof Wiechert and workshops. A number

of members of the International Forum on Steiner/Waldorf Education have already promised to guide the workshops (Sigurd Borghs, Ellen Fjeld-Köttker, Henning Kullak-Ublick, Trevor Mephram, James Pewtherer, Dusan Plestil, Claus-Peter Röh, Helena Sandell). Other workshop holders will come from Asia, Australia and New Zealand. We invite all participating teachers to share research in smaller circles in the afternoon and to give 20 minute contributions to the pedagogical answers they found to current challenges in education. We will have artistic performances in the evening.

Dornach, July 6 – 14, 2019

Waldorf 100 Centenary Conference 'First Course for Teachers'
at the Goetheanum in Dornach, Switzerland

Claus-Peter Röh, Florian Osswald
translated by Karin Smith

You are warmly invited to celebrate with us the Centenary of Steiner Education and the Centenary of the *First Course for Teachers* from 6th to 14th July 2019 at the Goetheanum in Switzerland. We would like to work with you for nine days on the foundations of Waldorf Education and re-visit the *First Course for Teachers*.

The *First Course for Teachers* in Stuttgart carried significant impulses for Waldorf Education, a movement which now includes over 1,100 schools and 2,000 kindergartens worldwide. Rudolf Steiner, the pioneer of Waldorf Education, devoted his time between 20th August and 5th September 1919 entirely to the beginnings of a new Art of Education and laid the vital foundations for the schools. However, every single teacher needs to constantly adapt this unique basis of the Art of Education to their own circumstances.

With this conference we aim to bring the 100 years of work and experience of this course into the present and thus look towards the future. The course was initially held in three parts; which new and profound aspects open up when we look at all three parts of the course together? We want you to experience the whole course, this is why we have organised it in three blocks of three days each, devoted to the three fundamental perspectives of body, soul and spirit. Every day we will study a selected day of the 1919 course in two of the four sessions.

A special edition of the 1919 First Teachers' Course will be published in time for the Centenary. For the first time, the three parts of the course will be published in chronological order. The three parts include "The Foundations of Human Experience", "Practical Advice to Teachers" and "Discussions with Teachers". In this way we will discover how the new methods of *The Foundations of Human Experience* have been developed from one day to the next. The special edition will be available in German and English.

Our 2019 conference will be held in English and German. If there is sufficient demand, we will also provide Spanish translation.

Please help us to provide important inspiration for the future of our school movement! Experience the *First Teachers' Course* in all its grandeur and be part of the Centenary conference at the Goetheanum!

Buenos Aires, July, 15 – 19, 2019

International Research Working Days for Waldorf High School Teachers
The search for oneself through the encounter with the other

Tamara Henke

In accordance with the celebration of 100 years of Waldorf pedagogy in the world, we have generated a space on one of the edges of the planet to investigate and recreate the areas of work with young people around the following questions:

Which are the social impulses that lead us to the future?

How does a young person live today among different cultures?

How do we present the world to our young people, fragmented or integrated?

How do young people go about the development of their individuality in a globalized world?

How does one awaken the individual path of the young people?

Here in Latin America, the colleagues of Waldorf secondary schools have been holding dynamic and experiential meetings twice a year in Buenos Aires since 2009, inspired by the need for continuous self-training based on the development of the conscious soul.

July 2019 will find us all around the world vibrating with the celebration. That is why we open and extend the invitation to all those who feel summoned to come together from each place, from each reality with their questions, to exchange and search together, to advance towards that ideal that transcends us.

We want to join the challenge of carrying out research processes in which we can

come together with colleagues with previous and interdisciplinary work. We want to appeal to all available means, to keep in contact with each other through the ideas that bring us together. We want to invite teachers around the world to establish regional research groups, exchange ideas with one another and to network with us.

As a result of this work, the presentations of the morning will emerge. Then, in study groups, we will delve into the pedagogical theme presented.

A further aspect of our conference will be the interior path of the teacher, which leads us to inner calm and self-knowledge. We will then work with different options in groups willing to practice these methods.

Finally, there group work will be possible on open themes, enabling the exchange of professional or interdisciplinary experiences, lesson proposals and questions, which in turn, can be made fruitful for our work.

The idea behind the whole meeting is to generate active spaces of exchange, living spaces of research arising from our work in the classroom with young people.

The languages in which the different spaces will be developed will be: Spanish and English.

For questions or proposals contact:
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Stuttgart, September 7 – 10, 2019

"In the Beginning is the Human Being" – The Stuttgart Congress from 7th – 10th September 2019

Petra Plützer

translated by John Weedon

When Waldorf education celebrates its centenary, the festivities and events will be like a firework display. On 5th September 1919 Rudolf Steiner held the last of his 14 lectures on "The Foundations of Human Experience" as part of the training of the new college of teachers of the Waldorf school. A path of spiritual training began – and it has continued right up to this day. It all started in Stuttgart. Out of the initial teacher training course the present "Freie Hochschule Stuttgart" (Waldorf Seminar) emerged, offering state accredited degree programmes. The original mother school and the "Freie Hochschule" remain close neighbours as always. So what would be more natural than to organise a great conference for Waldorf teachers around the centenary date as a joint effort by the school and the Seminar, in which "The Foundations of Human Experience" is the central focus?

Alongside all the festivities in 2019, it is intended to be a proper working meeting with lots of joy in common activities. For, after all, at the outset in his opening lecture, it is the capacity for enthusiasm that Rudolf Steiner emphasises as one of the key virtues for the teacher. However, the Stuttgart Congress for all Waldorf educators from schools and kindergartens is also meant to do justice to the international nature of the Waldorf education movement. And thus, people from all over the world are invited to Stuttgart. Giving courage, offering impulses, daring the future – the three-day programme is meant to con-

vey all of this with its opening evening on Saturday, which will seamlessly follow on from the festivities of the Waldorf School Uhlandshöhe. The shared grounds of the school and Waldorf Seminar should easily provide space for 1,000 guests from all over the world. Lectures, as well as particular workshops will be translated into English or German.

"In the Beginning is the Human Being" – that is the title of the Stuttgart Congress, which is an event organised by the German Association of Waldorf Schools in collaboration with the International Conference of the Waldorf movement (The Hague Circle).

For the Waldorf schools as well as the kindergartens, a comprehensive understanding of the human being, which sees the three-fold human being as body, soul and spirit, is a fundamental source for all educational work, an instrument for a living teaching method and a way to individualize one's approach. In the work of every teacher and his or her getting a sense of the pupils' future potential, the spiritual understanding of the human being needs to be constantly renewed and needs to creatively call to mind the question: How can our work on the spiritual understanding of the human being be turned into an effective pedagogical impulse in the 21st century?

A lot of well-known educators are being invited to participate in shaping the compre-

hensive programme. Alongside the lectures, there is to be sufficient time for exchanging ideas in work groups and the opportunity for discussion in forums.

The future confronts us with profound riddles, poses core questions and exciting challenges. The 2019 Stuttgart Congress "In the Beginning is the Human Being", involving

the international Waldorf movement is meant to deal with these themes creatively and make them acutely relevant to our time, in particular with a view toward the coming decades.

All information and online booking from April 2019 on is to be found at www.freie-hochschule-stuttgart.de

Berlin, September 19, 2019

The Celebration in the Tempodrom in Berlin

Henning Kullak-Ublick

On September 19, 2019, the worldwide festival will take place – in all kindergartens, schools, teacher training centers or other Waldorf institutions that want to participate. Many beautiful ideas have already reached us on how schools want to celebrate, ranging from children's activities to involving the city, to scientific or political colloquia. They unfold a wonderful bouquet of flowers in appreciation of what has already been accomplished and of the urgent tasks of our time, as well as the near future. What unites them all is the challenge of being aware of every single child and its individuality within a community, and how they can strengthen each other in practical life.

Our original idea – a central festival on each continent – has transformed because there will be so many congresses and other opportunities for encounters anyway. The plan is now to create a mutual celebration for the whole world, which will take place on 19th September in the beautiful Berlin "Tempodrom"-arena. (<https://www.tempodrom.de/en/>)

We are working really hard on the festival program in collaboration with the stage and event artist Rob Barendsma from the Netherlands. It is now clear that there will be three major sections through the day:

- In the morning there will be a ceremony, which will mainly be conducted by children from Classes 1- 8. In many images and artistic scenes, Waldorf education will become an experience through its history, as a global impulse, and through all age groups in a way that touches the senses, hearts and minds of the audience deeply enough to inspire courage, confidence and joy for proceeding towards the second century of Waldorf education.
- In the afternoon, there will be a number of smaller and larger events inside, as well as outside the building, including artistic performances as well as philosophical, scientific and political contributions, TED talks, public talks, theater, circus and whatever else has yet to come to our mind.

- In the evening, the second part of the ceremony, which begins in the morning, will follow, and continue with contributions from high school students, alumni or (other) public figures.

For organizational (and many other) reasons, we will be planning the morning mainly with lower and middle school students from Berlin and the nearby region, while in the afternoon and evening as many high school students from other countries as possible will be present.

Since we cannot switch from one venue to another and the "Tempodrom" can hold only about 2,500 guests, there will be a livestream throughout the day (later also a cinematic summary of events) that can be received via the Internet. **We would very much like to invite you – all over the world – to send us short video clips** (about 30 seconds) in which your school, kindergarten or special people you are associated with send us greetings that we can show on 19th September at the Tempodrom and share via livestream with the

world. These can be words, songs, dance or anything that comes to mind. (But please make sure that you get the consent of the children and/or their parents for this!)

Our task is to plan the whole day in such a way that something of the nature of our pedagogy, in its entirety, our worldwide co-operation, and our responsibility for the future of the children can be experienced. We are very grateful for hints on particularly interesting, beautiful, profound, masterly or humorous contributions, but of course, we must reserve the right to make a selection that fits into the overall picture.

You can find all the current information on our website <https://www.waldorf-100.org/en/> Spanish: <https://www.waldorf-100.org/es> or German: <https://www.waldorf-100.org>

Steve Jobs once said: "Most importantly: Have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary."

Glimpsing the Light

Trevor Mepham

In March, I spent three weeks in the Cape Region, working at the Centre for Creative Education and visiting the schools Imhoff, Gaia and Zenzeleni. Here I give an account of some of my experiences and impressions gleaned.

I had just finished my short talk to the 45 members of Class 3 – one pupil was absent – and now the questions began to pop up, like the snow-drops in the wet, muddy fields of Somerset (England) that I had left behind just a few days before.

"What do you like to eat?"

"Are you a teacher?"

"Do you have any pets?"

"How much do you earn?"

"Do you have a wife?"

"What is your football team?" Easy that one, since I have been an ardent follower of *Tottenham Hotspurs* for 52 years! In fact, ever since my parents took me to *White Hart Lane* in north London for my seventh birthday to see Spurs beat Arsenal.

"Are you coming tomorrow?"

"Do you have a mother?" This last question had a bit more to it than I had imagined. At home time, some of the children came nearer to shake hands and probe a bit further. I explained that my mother was 87 years old and still alive, but not so well. My father, however, had died nearly 10 years ago.

Then, one child at first – a small boy with a penetrating gaze – then others, began to tell me of their own situations. And I heard about mothers who had died, fathers who had been killed and others who had just melted away, leaving Granny to hold the fort

and run the home. I began to realise that, beneath the waves of warmth and lively interest that had flowed towards me from the moment I had stepped into the room, I was now peering through a quite different window. Come to think of it, the assistant teacher in Class 3 had not been at work that morning, her daughter having passed away in childbirth. A series of jolts to my working-day, north-west European consciousness became a defining characteristic of my time in the Cape.

This was my first visit to Africa and new words were part and parcel of the experience. Words like *Zenzeleni* – 'do it yourselves' – and *Khayelitsha* – 'new home' – had a strange and far-away ring about them. They are also laden with poignancy and, sometimes, a splash of irony.

In conversation with a Class Teacher, I asked whether former pupils ever came back to revisit their days spent at the school, in the sandy cabins and containers on the Flats. She told me that two former students had paid a visit quite recently, while many others drop by and keep in touch. The two visitors are now undergraduates at the University of Cape Town. They identified the ability and the will to learn independently as the greatest gift they had received at the school. Not just a gift, but a high-level, much needed skill for life in our times.

As many readers will know, Zenzeleni opened its doors nearly 20 years ago, in 1999. The first 2 years the school was hosted by the neighbouring Kindergarten, Noluthando, and

moved to its own site in 2001, when the first Class 1 began. The land was purchased for R24k and the school was conjured into life by the brave endeavours and bold imagination of colleagues at the Centre for Creative Education. This autumn, there are 288 children on roll, with lengthy waiting lists. Class 7 is the end-point for those who learn there. In addition to their lessons, children are offered art therapy sessions by a skilled volunteer, massages are available on a semi-regular basis and eurythmy is also on the timetable.

The children are sick quite often, with sores, skin problems & stomach problems due to weak immune systems. Many children have coughs and despite government immunisation schemes there is a little bit of TB in the community.

Between 0 and 7, all children are expected to attend a health clinic on a regular basis. Because of crowding and the shortage of health care professionals, routine check-up for eyes, ears, jabs and TB screening can involve the parent and the child waiting and queuing all day long – meaning no work and no school. Accordingly, the children's medical records are often full of gaps. At home, it is normal for 20 families to share one tap and a toilet. That can be over 100 people. The population density in *Khayelitsha* is high. 60% of the pupils live in congested squatter camps: tin shacks with no sanitation, the others in the township itself.

The children need lots of reassurance and, most important of all, to feel safe. Many of the children are exposed to verbal and physical violence at home and in the community. It is a cultural norm in the community not to look an adult directly in the face; this is considered rude and insolent. Yet, the culture that is nurtured at school encourages eye-

contact between the children and their teachers, while the older children are taught how to argue their point of view and debate things with each other and their teachers.

As many as 70 children live near enough to walk to school; the reality is that it is hardly safe to do so. Normal day-to-day life is crowded and intense; horizons are narrow and oppressive. In the townships, there are 'unofficial' zones and so for a child to walk to school this might entail passing from H Section to J Section, thus passing through 'boundaries'. Travelling to and from school in the ubiquitous white mini-bus taxis is not that safe either. Most drivers carry guns; when relationships break down, shooting might be an expression of anger and feuding over territory, pay-rates or fares. As a result, parents often worry and are anxious about getting their children to and from school.

A back window of one of the classrooms was missing. One evening a rock had been thrown from the road that runs alongside the school. At the end of my visit, as we were leaving, I noticed quite a few children were milling around the buildings, and one boy was steadfastly leaping from one sunken tire to another. I asked about the 'late-stays' at school and learnt that some children tend to stay on after school, until 4:30 or 5 pm. Just being there makes them feel safer. The school offers "*rhythms, routines and knowns*". Just across the street outside the school, gangs have been known to have fights and stand-offs. On occasion, the school has been forced into 'lock-down' mode and the children have a tendency to respond nervously to banging doors and raised voices. I learnt that crippling levels of unemployment (50%), a high school drop-out rate with no follow-up, alcoholism and drugs create and feed a culture of despair and violence among young men. Angry and frustrated teenage boys turn to

gangs, gangsterism and turf-war in order to find some identity and, perhaps, some meaning in life. Recently, someone tried to steal the school's rubbish bins. Then, the school's computer went missing and was found in someone's home.

As a way of addressing the security of the school and to tackle the burglaries and break-ins, the school is working with a group of unemployed parents, who keep a round-the-clock watch.

From time to time, down the years, there has been a garden patch and the children have grown vegetables. Routinely, the vegetables are stolen at night, before the children have the experience of harvesting them. With the protracted drought, the garden patch is now reduced to sand and there are just a few blades of grass.

Following my visit to the school, I heard about the exciting and transformative work of *Lufefe Nomjana*, the *Spinach King* of the township; an entrepreneur who has opened a bakery from a renovated shipping container and produces spinach bread, as well as spinach-based muffins and sandwiches. His company also has a bicycle delivery service to supply local offices and consumers with healthy meals.

I was struck, stirred, shaken and moved by many of the things and the people I met in the Cape.

The sparkling 'up and over' drive across the peninsula along the *Kaapse Weg*; the radiant celebration of humanity that rays out of the beautiful and painful *District 6* museum, the sober and simple brick building of *Jetty 1*, from where the prisoners and their families made journeys back and forth to *Robben Island*. The contrasts are so vivid; the colours so rich, the paradoxes – human and natural –

are, in turns, joyfully and painfully apparent, if not always physically graspable!

As in other parts of the world, it seems there is now a degree of political freedom in South Africa, yet fraternity in the economic realm lies far away. Poverty is a yawning and grinding reality; social justice is a shining light on a far-away hill. At *Zenzeleni*, the programme to feed the children is budgeted at 1 Rand a day, per child. At the traffic lights on the main drag into Muizenberg, a man approaches; he limps and holds aloft a piece of cardboard on which is scrawled his situation and the plea: "*I have three kids. Can you help me feed them?*"

In South Africa, the presence of the material and the spiritual are very strong; they face each other in a way that is direct and powerful. The oceans, the mountains, the warmth from the gold in the sky and the warmth of the people. A way forward there will be, of that there is no doubt. As a visitor passing through, it seemed to me that the ingredients for the recipe are there, in *Zenzeleni*: care for the children and their learning, wrapped in human warmth, permeated with bravery. The only thing that is needed is help! And help is free, yet mysterious – how, what, who, when? A mystery in simplicity.

When I asked myself what the children were doing at this school; at any school in fact, the words of Norwegian poet, *Hans Børli* sprang to mind:

*One thing's necessary – here
in this hard world of ours
of homeless and outcast people:
Taking residence in yourself.
Walk into the darkness
and clean the soot from the lamp.
so that people on the roads
can glimpse a light
In your inhabited eyes.*

Agenda

2018

September 21 – 23

Conference Middle School
(in English on request)

October 28 – 31

Support Teachers Conference
(in English on request)

November 9 – 13

2nd High School Conference of the Pedagogical
Section (Invitation of the Pedagogical Circle
Groups worldwide)

November 15 – 18

Meeting of the International Forum
(by invitation)