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at the Goetheanum

Journal



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Foreword

Dear Colleagues,

It is very hot just now in Dornach! During the day the temperatures soar up to above 30°C. This has been going on for a whole week now. During the night temperatures cool a little to 20 – 25°C. We have sunshine for almost 16 hours from sunrise to sunset! On St John's Day the sun, glowing red, set in the north-west as the 52 soul calendar verses were performed in eurythmy in the Foundation Stone Hall. This amounted to a journey throughout the whole year on this, the longest day of the year. It was wonderful to experience how this journey through the year was made visible in the individual presentation of each calendar verse once the 63 eurythmists dressed in all the colours of the rainbow had proceeded into the hall, starting with the Easter verse. Joyfully moving towards the summer with outward gestures, then becoming ever more inward, quieter, more contained during Michaelmas up until the change of the year and then opening out once again in the new year towards Easter. A wonderful experience!

And that made me think of our school movement. In our schools around the globe all seasons are taking place all at the same time, winter in the south, summer in the north, long nights, short nights, heat and cold. And once a day the morning verse travels right around the earth from East to West, something that joins all of us together. The verse has been living since 1919! Back then it was started in the school where the first Waldorf pupils spoke it, and today it is spoken in many different languages in our – close to – 1200 schools worldwide.

In 2019 we will celebrate 100 years of Steiner Waldorf Education. This journal has

two articles preparing for this event. An interview by Jaspar Röh with Henning Kulak-Ublick gives an insight into the entire Waldorf100 project which will be completed on 19th September 2019 in Berlin. Many individual projects have started already. Everyone can look forward to this one: **the postcard project!** All pupils are involved, because they will be asked to send a postcard designed by themselves from their school to every school in the world and in return will receive such a postcard from all Steiner Waldorf Schools around the world. The parcels with pre-addressed cards will soon be on their way to all schools. We here in the Pedagogical Section are also excited to receive such a postcard parcel!

Tomáš Zdražil and Christoph Kühl from Stuttgart are giving a progress report about plans at the Freie Waldorfschule Stuttgart Uhlandshöhe and invite you to an International Waldorf Teacher Congress which will take place at exactly the time when the first school was founded 100 years ago:
7th – 9th September 2019!

There will be a conference on the first teacher course, i.e. the Study of Man, Practical Advice to Teachers and Seminar Discussions in German and English at the Goetheanum in Dornach in 2019. We are busy preparing an event lasting a fortnight. The final format has not yet been decided but we have a date: 6th – 20th/21st July 2019!

We wanted to let you know here about these three dates for 2019 in Dornach, Stuttgart and Berlin.

Waldorf100 also kept us occupied at the last meeting of the International Conference in Conegliano, Italy. We would like to thank Regula Nilo-Schulthess for her report on the themes we discussed in May. Of course, such a report can only give an impression and cannot delve into the topics in any depth. This must take place elsewhere. However, we feel it is important for us to let you, who are working in the schools, know about the questions which we are currently addressing. Teacher training is part of this, too. Florian Osswald has written another contribution for this edition on the tasks and plans by the Pedagogical Section with regard to training and subsequent steps.

Finally, I would like to mention another two articles in this edition: the article in German by Brigitte Langguth-Pütz and one in English by Liz Atwell. Both give an insight into the first School of Spiritual Science Conference of the Pedagogical Section which took place here at the Goetheanum in March. The section leaders had invited participants to work together out of the wisdom of the Free

School of Spiritual Science on the themes of imagination, intuition and inspiration. An attempt was made to combine a lecture from the Study of Man with a lesson in the classroom and to work with it in such a way that the work had an effect on pedagogical issues in the classroom. Participants will be the ones to judge whether this attempt was successful. Or maybe you, the reader, will be able to judge this too, as you read about the impressions shared in the various contributions. We would like to work more with these questions.

We hope, as always, to be able to offer you a bit of an insight into our work with the many, very different colleagues both here and abroad and that we may have inspired you to work with some of these impulses.

Wishing everyone a fruitful and happy time until our next edition at Michaelmas!

Summer greetings from the Goetheanum in Dornach,

Your Pedagogical Section

Imagination, Inspiration and Intuition in Education

An Education Section conference at the Goetheanum:

24th – 26th March 2017

Liz Attwell, Teacher at Michael Hall, England

Enliven Imagination

Stand for Truth

Feel Responsibility

So Steiner ended his first course to establish a school – with a meditation that referenced the three higher levels of consciousness. How are we doing after nearly one hundred years? And can we do it any better? Can we develop Rudolf Steiner's initiative from within ourselves and towards the emerging future? Accessing higher levels of imagination, inspiration and intuition would be the means to effect that transformation.

Inspired by the title of the conference, around fifty members of the Education Section of the School of Spiritual Science gathered from fourteen countries. The method chosen was to study Lecture Six of "Foundations of Human Experience" and the seventeenth Class Lesson in parallel. A lecture, and three experiences of the class lesson, were interspersed with small group discussion. This fruitful format allowed cross-fertilisation and deepening to occur over three days.

Marcel de Leuw, in his talk on Lecture Six, developed our insights into the accessing of capacities of the future through Spirit-Self, Life-Spirit and Spirit-Man in relation to Imagination, Inspiration and Intuition through the night (Foundations) and meditation (Class Lessons). Class Readers gave free renderings of Lesson Seventeen that helped participants to "traverse the inverted rainbow" (perhaps!). Teachers spoke in discussion about their re-

sults with meditative practices both as individuals and in meetings, particularly using the second teacher meditation given in 1923. In addition, we shared practices of working with child study: this is a special child-centred way in which the whole faculty can support the development of conscious working at the three different levels for teachers.

One aspect that particularly interests me is the possibility of an increasing capacity in mankind for Aha! Moments. In the past these were known as Revelation or Epiphany moments, names which point to them being divinely inspired. Since 1939 they have been known by the secular psychological term Aha! Moments. They have interesting "properties", and seem to be moments when percept and concept (as characterised in "The Philosophy of Freedom") meet in the human being in the absolute present, overcoming the subject/object divide. In recent years I have been trying to investigate the ways in which one can consciously create the conditions for them in the classroom.

I personally felt enriched by the conversations and impressed by the emphasis, particularly of younger participants, on an active meditative life. There we can experience the emerging future building a capacity to incarnate "I-willing spirit word" (A phrase from the class lesson which kept recurring in our discussions).

One worrying aspect for the present, with a few exceptions, was the lack of active sec-

tion work. Delegate after delegate reported a sense of isolation and sporadic activity. To share this built a determination to ignite activity, and the weekend gave practical support with a method. I sensed that each participant will take back rich new insights to work with in their schools and their countries.

For the future Claus-Peter Röh suggested further possible connections between "Foundations of Human Experience" and the Class Lessons. This is a really inspiring way to work: the resonance between the two series creates a new space in our selves. In this "new space" it is possible that the future of Waldorf education may be helped to emerge through us.

The Future Moves Us or: How Do We Educate Tomorrow's Educators?

Claus-Peter Röh and Florian Osswald
translated by Karin Smith

*But both,
matter and spirit, contain something that
is more than either of them, a higher element. We may say that
if this higher element is brought to a state of calm, it is matter;
if it is brought into movement, it is spirit.¹*

Today, there are Steiner Waldorf kindergartens and schools in almost one hundred countries. Steiner's educational impulse has grown into a worldwide movement. Every day, the morning verse moves around the globe and with it goes the task to connect spirit and matter. People who want to address this task, who want to teach and educate others, need a professional education.

Teaching and educating children has three aspects: the craft of teaching, maintaining relationships and taking steps on our own inner path. The craft of teaching is often neglected. The second aspect is the relationship with society because kindergartens and schools are part of society. They should reflect and address society's developments and realities. Teachers and educators therefore need to maintain an open-minded relationship to society when creating learning processes. Finally, the third aspect is the teacher's personality, his/her skills, attitude and abilities which are crucial for all teaching and learning.

Consequently, institutions which educate teachers are faced with a demanding task. They need to develop the knowledge, the

skills and especially the personality of aspiring teachers. Who are the people who can take up this task? Which set of skills do they need, those who should know today's children as well as the future teachers?

In this paper we would like to address two aspects which we see as particularly important for the task of educating teachers.

1. How do we teach adults for the future? Teacher educators are adult educators. They work with adults who want to take up teaching as a profession; e.g. they need to learn how to teach something in such a way that it fosters the development of a child or teenager. Therefore, we are not just concerned with the transfer of knowledge. If we take Wolfgang Klafki's distinction between methodology and didactics, we realise that teaching is an attempt to connect methodology and didactics, the how and the what, form and content. It is, in a sense, a melting together of those two aspects.

2. Anthroposophy is the basis of Steiner's educational impulse. The teacher educators are called to base their contributions on the

¹ Steiner, Rudolf, Education for Adolescents (In German GA 302), 4th Lecture, June 15, 1921

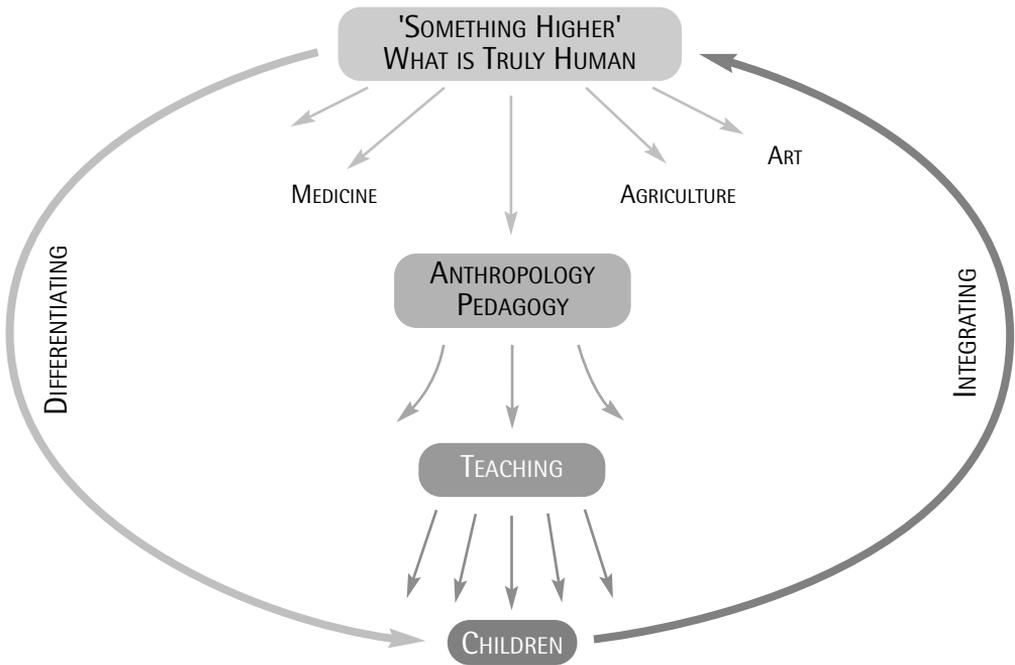
greater cosmic human being. This cosmic human being is described from a pedagogical point of view in *The Foundations of Human Experience*. For agriculture and medicine, on the other hand, other aspects are essential. This is one of Steiner's great concerns which he expressed in 1923:

If it should become possible for Anthroposophy to give to the different branches of science impulses of method which lead to certain research results, then one of the main obstacles to spiritual research existing in the world will have been removed. That is why it is so important for work of the right kind to be undertaken in the proper anthroposophical sense.²

Therefore, the question is: How do we focus from the general human viewpoint towards the professional viewpoint and how is this helpful in daily life? Furthermore, in order to complete the circle: How do we integrate practical experience into the cosmic picture?

When Steiner differentiates the bigger picture, he arrives at specific methodological instructions. In Anthroposophical Leading Thoughts he calls Anthroposophy ...

... path of knowledge, to guide the Spiritual in the human being to the Spiritual in the universe. It arises in man as a need of the heart, of the life of feeling.³



2 Rudolf Steiner, The Christmas Conference for the Founding of the General Anthroposophical Society, Continuation of the Foundation Meeting, December 31, 10 a.m. (In German GA 260)

3 Steiner, Rudolf, Leading Thoughts (in German GA 26) 1st leading thought

In *The Foundations of Human Experience* he points to this connection in the following passage:

*We are together in the classroom: in each child is situated a centre for the whole world, for the macrocosm. This classroom is a centre – indeed many centres – for the macrocosm. Think what it means when this is felt in a living way! How the idea of the universe and its connections with the child passes into a feeling which hallows all the varied aspects of our educational work. Without such a feeling about man and the universe we shall not learn to teach earnestly and truly.*⁴

Steiner describes the ability to develop authentic education based on higher feelings towards the cosmos and the human being as an 'artistic process' or 'the art of education.' For him, art and feeling are inseparable, as he expresses here: '*And where is the art which can be learned without dwelling constantly in the feelings?*'⁵ Those who are guided by a vital sense of reverence and responsibility towards young people, are actively working on an authentic 'piece of art' when they teach. Working towards this goal creates questions about the education of aspiring teachers: What is the role of art for the teacher educators, for learning processes and the methodology of the school subjects?

This is a task for teacher educators: Are they connected to something 'Higher', to the big-

ger picture? Are they on a path of self-development which connects spirit and matter? Are they rooted in a source which creates sovereignty; a source which opens up the possibility to face the world with an open mind and to invite everyone to collaborate in Steiner's educational impulse? Do the roots of the art of education live within themselves and in the methodology of the course?

The Pedagogical Section has begun to raise the issue of teachers' education worldwide. Conferences for teacher educators on the topic of 'Educating the Educators' have been held in Africa and Asia in cooperation with the Pedagogical Section. Both these conferences focused on networking and on the basics of teachers' education. As a first step, aims and objectives were set and educational services created. For many participants it was important to review their work with like-minded people. They described the conferences as helpful for their professional development as adult educators because they were actively involved in the organisation of the conferences.

The next conference will be held in Buenos Aires at the end of July 2017 and we hope that it will raise further issues to do with 'Educating the Educators'.

The Pedagogical Section is grateful that Helen Cock and Neil Boland have agreed to host the first conference for teacher educators in Australia and New Zealand.

4 Steiner, Rudolf, *Study of Man*, Rudolf Steiner Press, 10th Lecture, 1st September 1919 (in German GA 293)

5 See 4, end of lecture

Impressions of and Reflections on the Spring Conference of the International Forum in Italy from 25-28 May 2017

Regula Nilo Schulthess

translated by Christian von Arnim

To be precise, we are the guests of the "Scuola libera Novalis" outside Conegliano. This small town can be found on the map north of Venice on the map and once there we find ourselves surrounded by the fresh green of vineyards and vegetable gardens. The large school building is inviting and several staircases take us to the room where our conference is to be held. It is the eurythmy hall which provides ample space for us, 35 people from 27 countries, as well as many tables and chairs.

As I look at the group, it is a window on the world. Because each colleague provides insight to a continent, a country, a culture where Waldorf schools and kindergartens exist or are in the process of developing. And the big wide world comes closer as we learn about one another, about the pleasures, difficulties and worries with which each school lives every day.

It is the underpinning motif of this group to build a worldwide network in which there is an awareness of Waldorf education which is appropriate for our time. Such networking needs to be consciously supported, in part through an awareness of one another and an endeavour to obtain an ever new understanding of Rudolf Steiner's concept of the human being and to put it into practice. Thus impulses arise through reciprocal support in many different tasks. A concrete example shows that colleagues together with the two Section leaders are already involved in conferences and training courses for teachers across all continents.

Another important concern of the Forum is that the work content of its meetings should truly reach schools and teachers all over the world. The newsletter of the Pedagogical Section reports four times a year about current issues in the Waldorf world, and it does so in English and German. That does involve some translation work!

Summary of some themes and contributions from joint work during the meeting in Conegliano

"We are living in Absurdistan" – with these words Nana Göbel painted a graphic picture of historical events from the last century to the present day. These events happened in the stream of time which takes us from the past steadily into the future. Nana drew our attention to the time intervals at which wars and other incisive events happened. One such event had also been Emil Molt's question to Rudolf Steiner in 1919 about a school for the children of the employees of the Waldorf Astoria factory in Stuttgart.

The answer came from the future stream through Rudolf Steiner. The foundation of the school, the festive event in the spiritual world can only be understood and put into practice out of this discontinuous stream. Our understanding of the human being comes towards us from the future. That is also the reason why we can keep familiarising ourselves with it anew and it is not something we simply possess!

Nana further reported that schools were being founded all over the world out of such a future

stream-perspective (a Kronos-perspective). But she did not stop there and ventured to take a look at the developmental perspectives of the next hundred years. In doing so, she described three fields in which humanity would face challenges.

First field: Loss of public space, terrorist attacks create fear. People close themselves off from common spaces, withdraw into their own world, a pseudo-private world.

Second field: The occupation of the world by a small number of giant corporations, concentration of power – the power of capital which citizens cannot influence. The desire for familiar things such as national borders and the nation state, anti-globalisation.

Third field: Attacks on the human capacity for imagination. This will be tied to the Net through an endless flood of virtual images, including violent ones. Reading and working on textual material will become increasingly difficult. The soul life will be controlled from outside.

Trends towards these possible scenarios can already be felt worldwide. In the discussion, the question was investigated as to how we can prepare our children to continue to develop their own feelings which enable individualised intelligence and independence. For this we require the courage to confront the mainstream.

What comes towards us from the future stream depends on our questions and initiatives.

* * *

Claus-Peter Röh deepened the subject of the two streams of time with perspectives from the ninth lecture of *Study of Man* [translator's note: alternative translation of this volume:

The Foundations of Human Experience]. He outlined the possibility of rethinking the human being in order to be able to experience how dead concepts and living thoughts act in and form the growing human being.

Claus-Peter put a research question to us educators: what can we change through our thinking if we let its power work as far as into the will and see what changes in our teaching as a result? We know from brain research that the teacher's thoughts become tangible for the child before they have even begun to speak. Can we differentiate between the personal and worldly side in our thinking life?

* * *

The Forum has concerned itself for about two years with the subject of the upper school. Michael Zech used the theme of the streams of the past and the future as a starting point to share impressive research results from neuroscience about the changes in the brains of 12-year-olds. Looking back, I can see that I was listening with such rapt attention that my notes are insufficient for a detailed report. Fortunately the study has been published by Michael Zech in the German teachers' newsletter (*Lehrer-rundbrief*) and can be downloaded as a PDF. It may also be translated.

* * *

Other subjects also slotted suitably into the sessions. Thus Philip Reupke told us about the international kindergarten movement and action research on the value of sleep in small children.

Florian Osswald updated the practice field of consciously going to sleep and waking up. His texts on this subject have already been published in the newsletter of the Pedagogical Section (58, 59 and 60).

Henning Kullak-Ublick presented exciting scenarios and plans for events on the occasion of the hundredth anniversary of the Waldorf school in 2019. Thus, for example, a global postcard initiative: **every school worldwide receives a bundle of postcards addressed to all other schools and then sends them with greetings and their own individual designs to all other schools across the world.**

All the information about projects in planning are already underway, such as the bee project, can be found on the "Waldorf100" website. The German Association of Waldorf Schools is vigorously and generously supporting these actions.

We all took away with us happy memories of the beautiful and well-cared for school buildings, of the hospitality accorded to us and the catering we enjoyed; of the conversations with staff and teachers at the *Scuola libera Novalis* as well as taste samples of lessons in which we could, for example, experience energetic Bothmer gymnastics and acrobatics.

So I take leave from the International Forum after 18 years of involvement and wish to express my thanks for a wealth of happenings and experiences.



Waldorf100 – A Celebration of Waldorf Education

Interview with Henning Kullak-Ublick

Jasper Röh

translated by Henning Kullak-Ublick

Much has happened since the founding of the first Waldorf school in September 1919. In the meantime, there are more than 1,100 Waldorf schools and over 1,700 Waldorf kindergartens in 80 countries. This is a good reason to celebrate the upcoming anniversary in just two years and to prepare well for it. Within the framework of 'Waldorf 100', numerous global and community-building activities are taking place. The international coordinator of 'Waldorf100' is Henning Kullak-Ublick, who told the *Friends of Waldorf Education* in an interview more about all this.

Dear Henning, thank you for taking the time to answer some questions. Can you briefly outline a little about what 'Waldorf100' stands for and what the main idea behind it is?

Henning Kullak-Ublick (hereafter HKU): Waldorf100 is the global concept to actively involve 1,100 Waldorf schools and even more Waldorf kindergartens in the preparation of the centennial of this educational impulse and to celebrate a big, joint festival, which will be celebrated at the same time on all continents, in all countries and, of course, in as many institutions as possible. The idea first emerged at a conference of the International Forum for Steiner/Waldorf Education in Israel in 2014 and is now spreading all over the world. We would like to take the jubilee as an opportunity to go back to the sources of this educational impulse and rediscover it with the possibilities and the knowledge of our

time to be able to meet its needs and challenges. For that purpose, we propose three things:

The first suggestion is that all faculties can begin working on the "Study of Man" and other fundamental pedagogical literature; the second is that they enliven the 'child studies' or 'educational development dialogue' for each individual child; and the third is that all Waldorf facilities around the world keep bees. Thus, this is a path which leads from studying to encounters to deeds, whereby of course, everything is mutually reinforcing. Everyone who has been actively involved in this idea as of now has been very enthusiastic!

JR: Is this about reflecting on the past or something else?

HKU: Looking back is important, not least to show respect to the millions of parents, teachers and students who have spread this educational impulse all over the world despite sometimes extremely difficult conditions. But it is also important because many of these friends have since died and can help us from beyond the threshold. Nobody should be forgotten.

But the main thing is that we discover the impulses of the future, which have not yet been implemented into our education and are much more important than the forms we have already found. Rudolf Steiner emphasized over and over again that the most im-

portant curriculum of all was the ever-new view of the children. Waldorf education, if it understands itself, can never be static. "Copy & Paste" will erode it in the course of time. That is why the slogan of Waldorf100 is: 'Learn to change the world' – and that always starts with oneself ...

Are there certain characteristics or qualities that account for the international Waldorf movement to which the festival refers?

HKU: This is an exciting question, which has a lot to do with the founding impulse of the first Waldorf school. The workers of the Waldorf-Astoria cigarette factory had heard from Rudolf Steiner how economic, cultural and legal (political) life could be rearranged after the catastrophic war, so that they would finally cooperate and not try to dominate each other. He promoted an associative, fraternal economic life, which puts the needs of man and nature before profit, for a democratic legal life, which regards people as equals, and for a cultural life, which does not have to subordinate to any economic, political or other influences, and is therefore free and independent. This of course also included the schools.

These tobacco workers were the ones who initiated the founding of the Waldorf school because they wanted a free school for their children. Looking at the Waldorf schools and kindergartens around the world today, you can see that they still follow this impulse to allow children to grow into free people in a free atmosphere. And they always 'belong' temporarily to those who take responsibility for the work in the school. This is democracy in action. And the large network of mutual help among the Waldorf institutions follows the ideal of fraternity. The *Friends of Wal-*

dorf Education play a very important role in this because they link people associatively.

But the most important thing that connects all the Waldorf initiatives is the view of the developing child, combined with the never-ending struggle for a real human and world knowledge that inspires all pedagogical action. This is the common ethos.

One might think that there is still a lot of time until 2019. How will you get there?

HKU: The time period is not as long as it appears! That is why the main part of our website is an interactive world map, on which all the initiatives that arise everywhere can be made visible. There are also many projects that we organize for the schools, such as great compositions, theatre, the 'card-sharing' of all schools with all schools, a world-wide marathon, film projects, and much more. And, of course, the bees because when they do well, people do well. The festival will be the highlight, but everything that happens until then will build the substance of it all.

When will the festival be and what will happen on that day?

HKU: The festival will take place around the world on 19 September 2019, with a few central and many smaller events. We want to network the big festivals across the continents and connect people beyond all political, geographical, cultural, social, or ethnic boundaries. In the meantime, we have rented the Berlin Tempodrom and hope that we will manage to create a very artistic festival, which centres around the human being through and through, and thus also provides joy for the key players, namely the children.

Is there a thing or aspect that you personally like most?

HKU: I especially like the fact that this will only work if everyone takes pleasure in its succeeding!

What are the ways in which I can get involved and contribute?

HKU: Everyone can think about whether and what he wants to contribute to their location. This can be something small, but it can also happen together with other schools. The more ideas there are, the better! So the motto is not to tell others what to do, but to simply get started. We will then disseminate this under the joint 'Waldorf100' umbrella.

If I were a class teacher now, I would tell the children stories about the life of children

somewhere else in the world and then discuss with them what we want to contribute to or with them. I am very sure that the ideas would just pour out. And when the parents get wind of it, they will also get involved and eventually the entire school community will be reached. So: Let's go!

Initial Release: Friends of Waldorf Education Rudolf Steiners e. V., 'Newsletter', Spring 2017

You can always find up-to-date information about the individual projects on the website www.waldorf-100.org. There you can also register for the newsletter, which will report regularly on interesting projects, initiatives and educational ideas around Waldorf100 from September 2017 on.

New Inspiration for a New Century

Christoph Kühn and Tomáš Zdražil
translated by Sebastian Rechenberger

2019 is the start of the second century of the Waldorf school movement. What characterises the founding inspiration that has grown into a worldwide education movement, and what can we unite behind to ensure its future development?

1919: The Initial Spark

The first Waldorf school responded to the social deprivation of factory workers. The new school was to breathe new life into the education system, and to imbue a heavily mechanised and industrialised environment with artistic spirit. Rudolf Steiner's introductory course for the first Waldorf teachers-to-be was unique in more ways than one. It was the last time Steiner was able to dedicate this much time and energy to a small group of people. In addition to giving lectures, he had many one-on-one and group conversations, taught exercises, allocated tasks and papers, the results of which he then took up and developed further. His morning lectures on the Study of Man (GA 293) were a central feature, and formed an anthroposophical, anthropological foundation for the new educational science. Steiner had the lectures transcribed as well as recorded so that, at the end of the course, all participants were able to have their own printed copy. This, too, was unique throughout Steiner's lectures. After all, it's the practical, creative implementation of this course that made Waldorf education the success it is today.

2019: A modern Anthroposophical Anthropology

In preparation for the Centenary Conference 2019 in Stuttgart, the Freie Waldorfschule

Uhlandshöhe and the Freie Hochschule Stuttgart are planning to refresh the founding motifs of the Study of Man in two ways.

Waldorf education has reached around 1,200 schools and 2,000 kindergartens in around 90 countries globally. How is the Study of Man received in the Waldorf schools of those different countries, continents and cultures? What is it that draws mankind's many different cultures together? A global group of teachers, for the most part members of the International Forum for Steiner/Waldorf Education (Hague Circle), will be bringing together their experiences of the culturally informed interpretations of the Study of Man, with their specific approaches and lines of thought.

Which interdisciplinary approaches to the Study of Man on the part of the sciences, the arts, and the social and educational practitioners are considered fruitful in our digital age, and are able to stimulate and inspire educational practice? How can educational anthropology be envisaged in this 21st century with its increasingly blurred boundaries between man and machine? How are educational practitioners, artists, scientists and physicians inspired by the motifs of the understanding of the human being in Waldorf education?

The eagerly awaited results will be published and included in the international Steiner/Waldorf Teacher Congress, 7-9 September 2019 at the very place where, a century ago, the first Waldorf school was founded.

Agenda

2017

September 22 – 24

Pedagogical Conference (only in German)

2018

February 16 – 18

Conference on Practical Meditation