

# Pacifica Journal

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## On the Making of Trump: The Blind Spot That Created Him

Otto Scharmer, Co-founder u.lab, MIT, USA

*[First posted at Huffington Post, 2016, and reprinted in Pacifica Journal, 2017. Still even more relevant today.]*

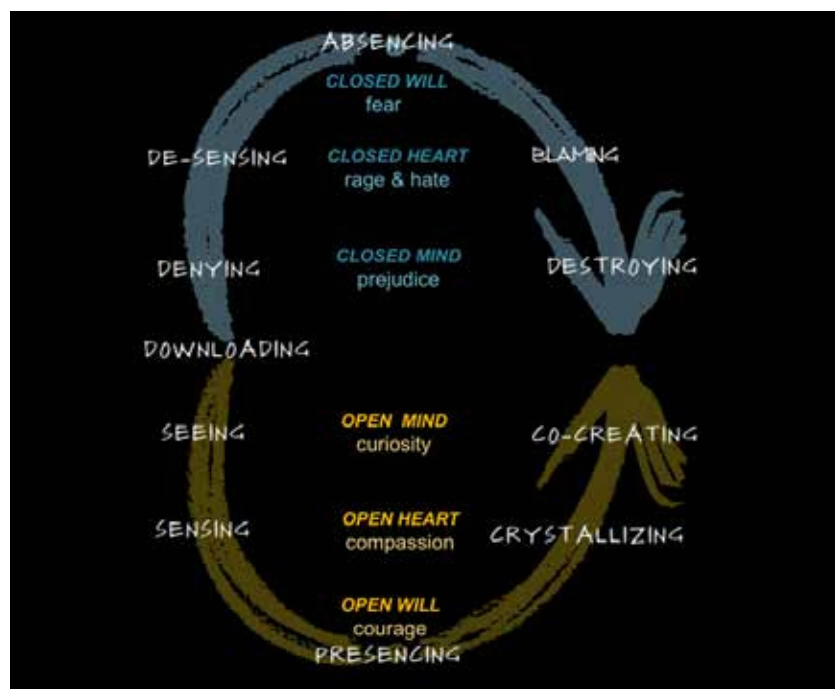


Figure 1: The Social Fields of Presencing and Absencing

We have entered a watershed moment not only here in America, but also globally. It's a moment that could help us wake up to a deeper level of collective awareness and renewal—or a moment when we could spiral down into chaos, violence, and fascism-like conditions. Whether it's one or the other depends on our capacity to become aware of our collective blind spot.

Donald Trump's election as the 45th president of the United States has sent shock waves across the planet. In

a replay of Brexit, a coalition of white, working- (and middle-) class men (and women) from mostly rural areas swept an anti-establishment candidate into office. But the election of Trump is hardly an outlier: just look at the global rise of strongmen such as Vladimir Putin, Recep Erdogan, Viktor Orban, and Rodrigo Duterte and the surge of other right-wing populists.

Why has the richest and most prosperous country in the world now elected a climate denier who used racist, sexist, misogynistic, and xenophobic language throughout his campaign? What makes *us* put someone like him in the White House? Why did we create a presidential election between two of the most disliked candidates of all time, Donald Trump and Hillary Clinton? Why did Trump, who lied and attacked minorities, journalists, women, and the disabled, only become stronger and stronger throughout his campaign? What is the *blind spot* that has kept *us* from seeing and shifting the deeper forces at play? Why, again and again, do *we collectively create results that most people don't want?*

### The Blind Spot

Trump and Clinton, from the viewpoint of the millennial generation, represent everything that's wrong with America. Trump embodies everything that is wrong with our culture. Clinton embodies everything that's wrong with our politics. And both of them embody everything that's wrong with our economy.

Our collective blind spot reflects paradigms of thought that legitimize all three major divides: the economic divide, the political divide, and the cultural-spiritual divide. I've talked about these divides before, but now they seem more stark than ever.

## The Economic Divide

There is a logical line from the Trump and Brexit votes back to the economic crisis of 2008, and from there to the deregulation of the Clinton and the Reagan years in the 1990s and 1980s. U.S. workers' share of national income has been shrinking since the late 1990s, with the gains going to the top 1 percent. The average annual income growth in the United States for the bottom 90 percent has been **negative** for the past two decades.

Millennials have good sensors for this kind of disconnect. In the 2016 campaign, Bernie Sanders won significantly more votes among those under age 30 than Clinton and Trump combined. In a recent Harvard University survey that polled young adults between ages 18 and 29, 51 percent of respondents said they do not support capitalism. Just 42 percent said they do support it. Equally interesting is that only 33 percent said they support socialism.

What these responses suggest is that most young people may be looking for a different way to run our economy. They don't want the failed system of Soviet socialism. Or the failed system of casino capitalism. Many young people wish to refocus the economy on justice, fairness, equality, and the deeper sources of meaning in life – what I call generating well-being for all.

This skepticism of young people towards the current economic system is not that surprising if you consider the bigger economic picture today: The United States is the most unequal of all high-income OECD countries, has the highest poverty rate of any advanced economy (17%), the highest obesity rate (36%), the highest incarceration rate, and student debt of \$1.2 trillion.

Social mobility—the capacity to work your way up and realize your dreams—is weaker in America today than it is in Europe. As they say: if you want to realize the American dream, go to Denmark. These structural economic factors and forces of exclusion are the real drivers that elevated Trump to the presidency. Yet, instead of addressing these structural issues, the Clinton campaign chose to focus the conversation almost entirely on Trump's personal flaws.

Why do so many people take these structural issues for granted? It's the neoliberal economic ideology that Ronald Reagan and his team brought into the White House, that remained during the Clinton years, that continued to flourish during the Bush years, and that, in spite of 2008, continued to shape White House politics even after Barack Obama took office. The neoliberal economic paradigm continues to shape the Washington economic consensus. Our inability to replace that failed paradigm of "ego-system" economics with a more holistic and inclusive framework of "eco-system" economics has created an intellectual and moral void that allowed Donald Trump to connect with the "forgotten common man." Which brings us to divide number two.

## The Political Divide

The political system is rigged. Donald Trump is also right on this one, but for different reasons than he thinks. Hillary Clinton is the face of the current system. Yes, she has more experience and was better prepared for the job than any other candidate. But as Donald Trump reminded her, she had the "wrong experience" (translation: she embodies the status quo). As many polls over the past year indicated, Bernie Sanders would have won easily against Trump, even though his solutions were a work-in-progress at best. Elizabeth Warren probably would have won by a landslide if the party leadership could have persuaded her to run. But what did the Democratic Party leadership do instead? Manipulate the primary process so that Bernie lost and Hillary won. If the Democratic Party were democratic in its processes, the name of our new president-elect would be Bernie Sanders.

Yet the real political divide of our time is not between Democrats and Republicans. It's between the insiders of the Washington system that is driven by lobbying and special interest-driven decision-making on the one hand and the forgotten communities without a voice on the other. Elected officials in Washington, regardless of their party affiliation, spend roughly 50% of their time fundraising and have almost no time left to talk to the less powerful real stakeholders that are affected by policymaking. That is the structural problem we face: too many groups are excluded and have no voice in the process of governance and decision-making. So, the second force that put Donald Trump in the White House is the enormous disconnect between voiceless communities and the Washington system of special interest group driven decision-making.

## The Spiritual Divide

The biggest divide, however, is neither economic nor political. It's a cultural-spiritual divide that is ripping our communities, our country, our culture, and our world apart.

The economic and political divides result from massive institutional failures. As the rate of institutional and systemic failure increases, we see citizens and leaders respond in one of the following three ways:

1. Muddling through: same old, same old.
2. Moving back: let's build a wall between us and them.
3. Moving forward: lean in to what wants to emerge—empathize and build architectures of collaboration rather than architectures of separation.

What was the problem in this election? Hillary was the muddler; Donald was the wall builder. But there was no one in the third category.

It was interesting to watch the entire American media establishment try to take down Donald Trump (after creating him)—only to realize that all their attacks only made him stronger. The only effective voice against him was Michelle Obama's. She was the one who could take the air out of

him. And she did, even to the degree that the Trump camp decided to stop attacking her. What made the First Lady, who has high approval ratings among Democrats as well as Republicans, so much more effective in dealing with the Trump phenomenon?

When you watch her speeches in [New Hampshire](#) and [Phoenix](#) you see the answer: she responded to him not with hate and fear. Instead, she spoke with empathy, authentic reflection, and compassion. She courageously exposed her own vulnerability showing up as a human being. Michelle Obama also does not primarily focus on the “opponent,” but rather on her own experience, her own opening process, and on the positive future that she feels is wanting to emerge. That’s what it takes to be a warrior of the third category, a warrior of the open heart: *as you engage the current moment, your eye is on the future that is seeking to emerge—not on the past that you try to fight against.*

Someone who fits that third category would blend the compassion and presence of a Michelle Obama with the systems change focus of an Elizabeth Warren. Such a person (or combined 2020 ticket) would need to connect with a powerful global movement of changemakers who collaborate around new forms of economic, political, and cultural renewal.

### Systemic disruption

Figure 1 shows how the three responses to systemic disruption give rise to three conflicting cultures:

1. Downloading: same old, same old.
2. The cycle of absencing: denying, de-sensing, blaming, and destroying (closing the mind, heart, will).
3. The cycle of presencing: seeing, sensing, crystallizing, and co-creating (opening the mind, heart, will).

So what is it that is ripping our communities apart? It’s that the social field of *absencing*, that is, the closing of the mind, heart, and will, keeps amplifying *prejudice*, *hate*, and *fear* because it’s supercharged by business (its a billion dollar media industry) and technology (with [Facebook](#) and [Google](#) keeping us well inside our echo chambers or filter bubbles). Moreover, nearly one-fifth of election-related tweets came from bots, from robots, according to a [new study](#) by University of Southern California researchers. Our social media is designed to systemically spread and amplify negativity, its not designed around an intention to build community and generative cross-boundary dialogue.

### What We Are Called to Do Now

Will President Trump act like candidate Trump? Or will he evolve and grow with the demands of the job (like others did before him)? We don’t know. Most likely his biggest contribu-

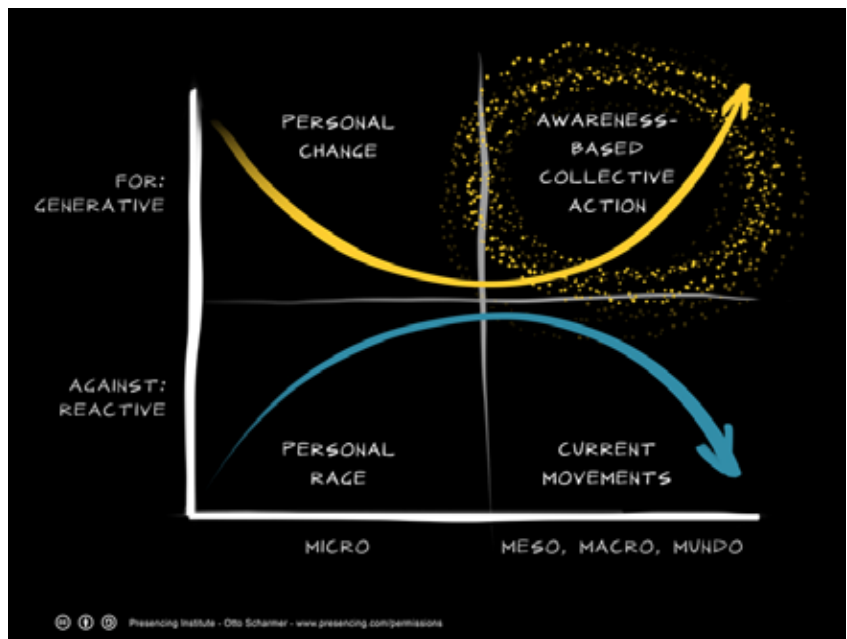


Figure 2: Four types of response to disruptive change. (figures by Kelvy Bird)

tion will be that he helps us recognize the other (downside) part of our culture that needs loving attention, compassion and transformation. As the German poet Goethe put it so eloquently when making Mephistopheles—representing the role of the “evil”—say: “I am part of that force which eternally wills evil and eternally works good.”

What is the “good” that President Trump could work for us? Here is a short list:

Letting go of any illusion that the necessary changes of our time will originate from the White House or any other top-down structure. It will come instead from a new global movement of local and multi-local change makers that apply the mindset of Michelle Obama (open mind, heart, will) onto the transformation of the collective.

As we begin responding to the disruption of this week, we have an opportunity to organize in new ways that go beyond the usual responses to disruption:

1. *Personal rage*: taking it out on something outside ourselves,
2. *Personal change*: using that energy to transform oneself, or
3. *Movements* that react against the symptoms of the social and ecological divides.

What is called for today is a massive response that reaches into the upper right quadrant (figure 2): focusing on *evolving* and *transforming the collective*. What’s missing most is an enabling infrastructure that supports initiatives to move into the top right quadrant of co-creating change.

The good news is, that the future is already here – many initiatives already exist in which cross-sector groups work from seeing the whole (*eco-system awareness*) rather than from a silo-view (*ego-system awareness*).

Summing up, the blind spot at issue here concerns the dominant paradigms of thought that have legitimized the economic, political, and spiritual divides which—in conjunction with the mindless use of social media and technology—gave rise to the Trump movement and presidency. To overcome or bridge these divides calls for nothing less than regenerating the foundations of our civilization by updating the key operating codes on which our societies operate:

**Economy 4.0:** evolving our economy from ego-system economics to eco-system economics by refocusing the economic activity (and the use intentional use of money) toward generating well-being for all

**Democracy 4.0:** evolving our democracies toward engaging people in ways that are more direct, distributed, democratic, and dialogic and that ban the toxic and corrupting influence through (unrestricted) money

**Education 4.0:** evolving our educational systems toward freely accessible infrastructures that help individuals, communities and multi-stakeholder groups to activate the deep human capacity to co-sense, co-shape and co-create the emerging future in their own context any place and any time.

To advance such an agenda of profound societal renewal will require

- New collaborative platforms, online-to-offline, that allow pioneering change makers from across sectors to directly engage with each other
- A constitution for the global digital space that makes the Facebooks and Googles accountable to citizens, communities and civil rights worldwide.
- Massive free capacity building mechanisms that build the deeper innovation capacities at scale (curiosity, compassion, courage)
- And new concepts like basic income grants for all that would replace our current system of organized irresponsibility through an ecology of entrepreneurship that is driven by passion and purpose rather than profit – in other words, enabling people to activate their greatest gifts, and pursue the work they are truly passionate about.

MITx u.lab is a small prototype and platform that we started last year with the intention to help change makers who want to move their work into the fourth quadrant. What started as a MOOC is now a platform for 75,000 change makers from 180 countries that collaborate across 600 hubs. In 2017 we intend to move this platform to its next stage of catalyzing change at the scale of the whole system.

It's one of several initiatives that helps us remember what matters most: that as warriors of the third category, we need to fully engage the present moment whilst keeping our eye on the future that is seeking to emerge. Our old civilizational forms are much more fragile than anyone might have thought. But our capacity to regenerate them from the deepest source of our humanity is also more present and available than ever—now.



**Otto Scharmer**

Senior Lecturer at MIT and  
Founding Chair of the  
Presencing Institute

**"Energy follows attention. Wherever you place your attention, that is where the energy of the system will go. *Energy follows attention* means that we need to shift our attention from what we are tryin to avoid to what we want to bring into reality."**

**—Otto Scharmer**



## The Conclusion

*Johann Wolfgang von Goethe*

**I have come to the frightening conclusion that I am the decisive element.**

**It is my personal approach that creates the climate.**

**It is my daily mood that makes the weather.**

**I possess tremendous power to make a life miserable or joyous.**

**I can be a tool of torture, or an instrument of inspiration.**

**I can humiliate or humor, hurt or heal.**

**In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a person humanized or dehumanized.**

**If we treat people as they are, we make them worse.**

**If we treat people as they ought to be, we help them become what they are capable of becoming.**



# The Archetypal Human/Animal

Van James, Honolulu, Hawai'i

*It is not a question here of how we must turn, twist, limit, or curtail the phenomenon so that it can still be explained... but it is a question rather of the direction in which we must expand our ideas to come to terms with the phenomenon. —*  
Friederick Schelling

Today's textbooks and journals, and thereby popular belief, have developed a somewhat fixed notion concerning the origins of the human being. These notions generally fall into two categories, two distinct pictures of our human origin: the *creationist* picture, whereby we descended, unchanged, from two (adult) human beings placed on earth by God (Fig. 1. *Adam and Eve*), or the *evolutionist* idea, where we descended from the animals after a long "march of progress" (Fig. 2. "The Descent of Man").

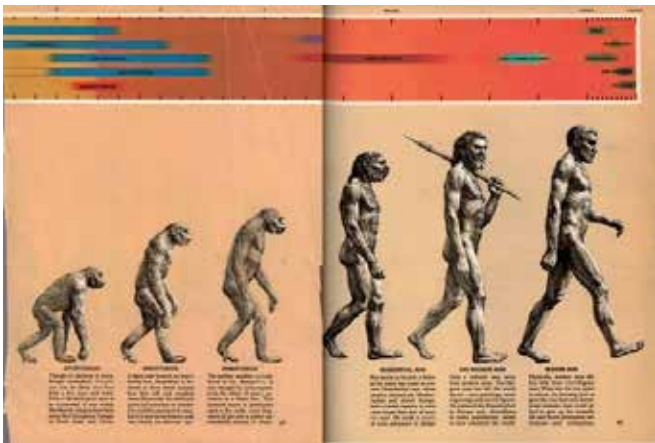


Fig. 1. *The Fall of Adam and Eve*, Michelangelo, Sistine Chapel, Rome. A Creationist picture of human origins.

Fig. 2. *The Descent of Man*, Darwinian theory and the Evolutionist picture of human evolution.

In the first case a spiritual origin is conceived of with a miraculous, fully grown physical stature and appearance of the human being taking place. However, it is rather clear

from practical observation that a human being actually goes through a very lengthy period of change and development before reaching the human condition of fully grown adulthood. This includes conception, embryonic gestation, infancy and youth before a fully developed person appears. Old age and a corpse, at death, are also a part of this developmental picture of the human being. In fact, transformation is characteristic of the human being. Clearly, *intelligent design* is behind the Creationist picture of humanity but so must there be a proper evolutionary development. Change is part of the human nature.

On the other hand, Evolutionists see only a physical-biological possibility for the origin of humankind. There is no spiritual component to conception and human development. It is a strictly material-chemical process taking place.

However, consider the physiognomy of a young chimpanzee side by side with that of an adult of the same species. It becomes apparent that the young chimp begins at a more human-like stage of development as far as its form is concerned before growing toward its ape-like maturity (fig. 3). It starts out with a rounded skull, high forehead, and vertical jaw. Only as it matures does the animal become more specialized and fixed in its ape-like form with elongated skull, low forehead and horizontal jaw. The young simian looks almost human, whereas the adult ape becomes more truly an animal. We might ask how the human being can evolve, as Darwinian theory proposes, from a creature that itself develops away from what is characteristically human in appearance?

The same question arises if we look at the human hand, which is an important theme in prehistoric and indigenous art (Fig. 4). The human hand is held back in its development compared to the animal paw. Whereas the various animal species have developed their limbs into highly specialized tools, the human hand has not become function specific as have the wings of birds, the claws of bears, the hoofs of horses, and the flippers of seals. The human hand is an example of arrested development as comparative anatomy, embryology and paleontology have demonstrated. What the human hand retains is a certain universality of form and function. Wolfgang Schad, in *Man and Mammals: Toward a Biology of Form*, says: "It is just the imperfection of man's hand that permits him a choice, a choice that no animal can make to the same extent. Man's perfection is his imperfection: he can learn to choose freely what nature has not decided for him. In most cases the animal is permanently tied to the tool its limbs have become and thus remains dependent on a certain environment."

Such observations as the retention of primary characteristics in the human form can lead to the conclusion that humanity is not necessarily at the top of the genealogical tree but in fact finds its place much further down the trunk. If popular science had not grown so accustomed to seeing *Homo sapiens* at the top of the evolutionary list, it

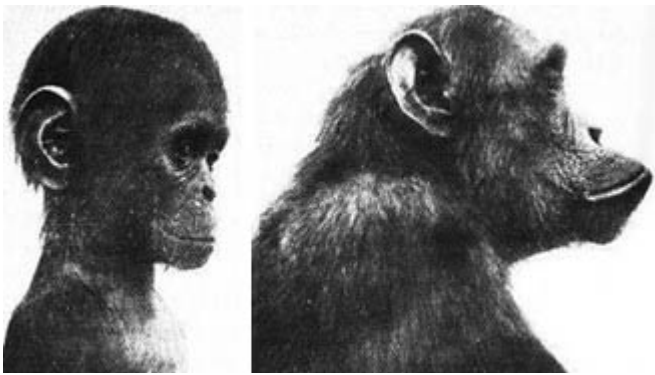


Fig. 3. The head of a young chimpanzee reveals a greater similarity to that of a human than to the head of the mature chimpanzee. According to its form, the chimpanzee appears to grow away from human resemblance rather than toward it.

Fig. 4. Prehistoric hand paintings at Argentina's Cueva de las Manos site are an important theme in early art

probably would have been moved lower down long ago, at least to where the primary mammals and pouched animals are placed.<sup>2</sup> Though many scientists are reluctant to shift the human being's position on the ancestral tree, it becomes apparent that the human being may well provide a model for revealing the unity within the tremendous variety of the animal kingdom. For Rudolf Steiner, the human being "... does not provide the archetype for any single animal; [but] is instead the archetype that reveals how all the animal species, in their abundant diversity, form a coherent whole."<sup>3</sup>

According to such a picture the human being does not spring from the animal kingdom in the way customarily believed by the evolutionist but contains all the animals in the form of tendencies. As the plant kingdom takes on insect-like forms and characteristics, so too do the higher mammals suggest human characteristics in their features. This does not mean that man has evolved from animals any more than insects have evolved from their codependent plants. Each manifests within a unique kingdom of nature, yet is intimately connected with the other.

Such a theory of evolution, radical as it may seem to contemporary views, in placing the human being not as a finished end-product of animal development but as an evolving kingdom of nature in its own right, does not contradict

any existing scientific observations. It is simply a different interpretation of the data. This view finds itself between the polarizing arguments of the religious Creationists and the scientific Evolutionists and articulates a more aesthetically balanced alternative (not a compromise) based entirely on the developmental phenomena and the language of form visible within the living world of nature.

This approach to the question of our origin suggests that early human ancestors may have been of such a form and substance that would not have been able to leave fossil evidence in their wake. This idea is not without precedent for it has been demonstrated that important transitional stages in the development of siliceous sponges from the Cretaceous period must have been of a kind that could not fossilize.<sup>4</sup> So too with the human being?

Observation of the early embryonic stages of human development reveal a being with malleable body, composed of soft and pliable living substance. Even for some time after birth the child is not yet as solid and firm as the adult. The infant's bones remain flexible, and the skull only gradually closes at the fontanel. We can imagine the primal human being as much less dense and less hardened than the human being of today—a soft and supple creature in an atmosphere dense with moisture. Steiner describes: "The further we go back in earth evolution, the more liquid man becomes and the more he is really a soft jelly-like mass—not formed out of present-day water—but out of a substance somewhat like albumen."<sup>5</sup>

Imagine an early humanity living in a primeval, womb-like condition where the earth is only just beginning to solidify. As described by Spiritual Science, primal humanity at an early stage of development had a high, fluid forehead and a unique cartilaginous form. If such an evolutionary scenario were the case then primal humanity, our direct ancestors, could not be descended from the ape or leave fossil remains such as the Neanderthal (*Homo neanderthalensis*) with its receding brow and horizontal jaw. (Many researchers now disclaim the Neanderthal as a direct ancestor of *Homo sapiens*, and see it as a parallel branch.)

According to Rudolf Steiner, before the present human race with its solid bones, a more subtly configured humanity existed in a very different earth environment.<sup>6</sup> Such a picture of early humanity, although seemingly science fiction, is not incompatible with observable facts and is noted in early art and mythology. For millennia the origins of humanity have been explained in imaginative, mythological terms with an emphasis on spiritual qualities in its development. Every ancient culture has its imaginative creation myths. The theory of natural selection and the notion of humanity evolving from lower primates is hardly two-hundred years old. This modern myth of man as animal, slowly evolving into a post-modern picture of man as machine that might one day download its capacities into sophisticated software systems is no less seeming science fiction than the picture of humanity proposed by Steiner's Anthroposophical Spiritual Science. Our artistic



heritage offers a valuable glimpse of primal humanity and the archetypal human/animal, one that challenges the shallow “caveman” caricature and “naked ape” picture presented today.

Rudolf Steiner described the *Ur Mensch/Tier*, based on his spiritual research and rendered this *Archetypal Human/Animal* in his very last watercolor painting of 1924 (Fig. 4). He pointed out that: “The human being was originally there, and the animal followed only afterwards, developing out of what could not become human. However, the human being could not exist as a biped walking around—self-evidently—when there was only warmth... Thus the animals are related to the human being, but actually arose only after the human being in the course of world evolution.”<sup>7</sup>



Fig. 4. *Archetypal Human/Animal*, 1924, a watercolor painting by Rudolf Steiner of the primal human being.

Fig. 5. Before birth the human fetus spends time in a remarkably fluid world with no air or gravitational orientation.

From the time of conception to birth the human being spends time in a remarkably fluid world with no air or gravitational orientation. It is a period of blended unbirthness and pre-earthliness, spiritual-physical, a transitional environment. The embryonic world is certainly a picture of the early evolutionary stages of the world and of humanity in material form (Fig. 5). One is reminded of the line from William Wordsworth’s poem “...The Child is the father of Man...”<sup>8</sup>

Such a picture of human origins provides an alternative third way of understanding the development of humanity for

it is both creationist, in that it is spiritually founded, while at the same time it is evolutionist by acknowledging a metamorphosis of form and function through time. It is an Artistic understanding of the human being and far more sensible than the extreme ideas, the polarized views of origin held by our contemporary civilization.

#### Notes:

1. Schad, W. *Man and Mammals*, p. 258.
2. Poppelbaum, H. *Man and Animal: Their Essential Differences*, p. 43.
3. Steiner, R. *Evolution of Earth and Man*, p. 267. “We must say that the ape descended from man, not that man descended from the ape.” p. 55.
4. Schad, p. 258-259. “All the fossil and contemporary organisms we can observe are related to one another through ancestors that actually existed. We can imagine, however, that these omni-potential forms, like the vegetative cone of the plant, which remains in an embryonic state, could not be preserved as fossils because of their tentative plasticity and lack of firm substance. Yet they must have existed, or there could not be the obvious relationships we now see among their descendants.”
5. Steiner, *Evolution of Earth and Man*, p. 55.
6. Ibid, p. 58-59.
7. Steiner, R. GA 354, June 30, 1924.
8. Wordsworth, W. *My Heart Leaps Up*.



*Adam Kadmon in Early Lemuria*, pastel sketch by Rudolf Steiner.

## Local colleagues explore Steiner education situation in Europe, Thailand

*By Andrew Hill*

Greetings from Stuttgart, the home of Steiner education!

Our International Study Tour has brought an intrepid band of Australian Steiner educators across Germany to the very place where Rudolf Steiner inaugurated the new form of schooling that now reaches every inhabited continent around the world. Here is a brief update to keep you posted.

We began in Berlin where we visited three Waldorf schools, each delivering Steiner's educational curriculum and methods in different ways to different communities. Prenzlauer Berg School (single stream 400 students), Dahlem (double stream and 800 students) and Kreuzberg school (double stream and 800 students). We sat in on lessons, had lunch with teachers and school leaders and learned about school management and organisation.

We visited Nana Goebel at the Friends of Waldorf Education which raises money and funds Waldorf schools in developing countries. There was a lesson of gratitude for us from Australia (a developed country with government funding) to appreciate the struggles of Waldorf communities in developing countries with no government funding.

It was also something of an eye-opener to visit Havelhohe Klinik, a 400-bed hospital run on anthroposophical lines that is part of the official Berlin health service. At night most of us enjoyed a fabulous jazz concert at the Berlin Philharmonic, one of the world's great concert venues.

From Berlin we travelled to Dresden where we heard the remarkable story of the Dresden Waldorf School, the fourth school to be founded after Stuttgart, Hamburg and London. The resilience and power of the impulse saw the school closed first under the Nazis in 1941, reopened immediately after the end of the war, and then closed again by the communist East German regime in 1949. The impulse went underground for 40 years and re-emerged immediately after the peaceful revolution that saw the fall of the communist government in 1989. We experienced a

thriving and harmonious double streamed school of 800 students. The cultural life of Dresden was something to behold with galleries and museums full of art treasures: the day was capped off by a Mozart opera at the famous Semper opera house.

Two days of travel followed, with highlights including the home of Goethe in Weimar and the beautiful city of Heidelberg.

In Karlsruhe we visited Parzival Zentrum, and met Bernd Ruf the founder of Emergency Pedagogy who outlined his centre with five schools which serve over 600 students: an inclusive school follow-

ing a regular curriculum, a school for students with an intellectual disability, one for children with emotional and mental health issues, a vocational school and one for refugee children which in turn supports their family life and leads to independent living in the community.

There is also a farm, supported employment, accommodation units for children from difficult home lives, all linked with a common anthroposophical purpose of supporting the healthy human being. He shared the story of Caspar Hauser who was born in Karlsruhe and whose life struggle inspires the work of the centre. Bernd Ruf pioneered the use of Steiner education to manage and heal trauma: his Steiner-education-based Emergency Pedagogy has been applied in crisis situations around the world for the past 20 years, including Ukraine and Gaza, and he will be our keynote speaker the Steiner Education Australia National Teachers' Conference in 2025.

Then a full day at Uhlandshöhe, Stuttgart, the home of Steiner education:

- The Bund or Association of the 250 Waldorf Schools in Germany: we met Stefan Grosse who outlined the broad work of the Bund including support for teacher training, research, publication of Waldorf literature, public relations and social media;

- The Teacher Training Seminar where we met Matthias Jeuken, a Professor of Eurythmy (yes, you read that right!) who directs five teacher training courses in Waldorf education at Bachelor and Masters level;





The Waldorf school where Benjamin Walther gave us a history of this first school established by Rudolf Steiner, now with 900+ students: we enjoyed a tour of the school, heard about the “self-governing model” of school management and had a view of Stuttgart from the beautiful school garden on the top of the ridge overlooking the city.

Tomorrow there’s another coach ride to Basel for the Goetheanum, then we fly to Bangkok: we are Steiner educators but we are also travelling Aussies which means it’s not a quiet coach (!).

On the serious side there are so many impressions to take in that our sharing and reflection sessions are wonderfully rich and run over time. We have 15 schools represented in our tour group, so those school communities will be hearing a lot more than I can fit into this brief update.

With best wishes,

Andrew Hill

CEO, Steiner Education Australia

## **CEO First of the Month Update November 2024**

Dear Colleagues,

Our International Study Tour is now over and the intrepid band of Australian Steiner educators have returned to their home schools where I trust they are sharing some of the many learnings that we brought home with us. Here is an update on the last few days of the tour.

The Goetheanum:

The building itself is always something to behold. The organic shapes of the front half give a sense of a living presence, which our tour guide Andrea Keim enhanced with her impressively flexible and open commentary on anthroposophy and Steiner’s work.



**The first Rudolf Steiner School, in Stuttgart: this building, now a high school building, replaced the original school building.**

A surprise was her photo of the Goetheanum next to an outcrop of the local Jura limestone. Whereas it is sometimes said that the building sticks out of the landscape, rather than sits in it, on the contrary the photos show how impressively the building models the local limestone formations.

The story of the building arising from the ashes of the first Goetheanum is always a poignant one, but the prodigious efforts of Rudolf Steiner’s final year are nowhere better manifested than in how he totally reconceived a new design dynamic (from timber to concrete, from curved forms to straight angular lines) for the second Goetheanum, this most contemporary of buildings.

But the Goetheanum is not just a building. What was new for many of us to

learn was that Rudolf Steiner intended the refounded Anthroposophical Society, centred at the Goetheanum, to be a modern University (a Hochschule in German) founded on a spiritual understanding of the human being. This new vision of a university was one where knowledge was to be put immediately into practice through action, rather than pursuing abstract knowledge for its own sake. The work was to be divided into Sections, or rather Departments, where this spiritual picture of the human being would be implemented in practical settings such as Medicine, Pedagogy (Education), Agriculture, Performing Arts etc. The common basis to the activities of all departments is the sense of learning as a path of inner transformation which in turn nourishes the outer professional work.

This vision of the work of the Goetheanum was explained by Constanza Kaliks and Philipp Ruebke of the Pedagogical Department/Section where we enjoyed a stimulating dialogue on the task of Steiner education in the world today. The meeting was so rich that it deserves a separate report for all the ground that they covered.

The Goetheanum was in festive mode as it welcomed 800 participants to a Curative Education and

Social Therapy conference while we were there. At least that's its old name: the conference launched the new Section/Department of Inclusive Social Development (previously part of the Medical Section) which covers both children and adults with disabilities together under the one human umbrella. That brings to twelve the Departments of the Goetheanum "university", turning deeper knowledge of the human being into practical action, and recognises Rudolf Steiner's pioneering impulse in supporting and understanding the nature of human disability. One of our number, Deb Neale, stayed on to be part of the conference.

A group of us were able to see the Rudolf Steiner Archive in the cellars of a nearby building. Here is housed Rudolf Steiner's personal library of 9,000 books which indicate how widely read he was in the Sciences, Philosophy, Politics and Literature of his day. There were archives of his correspondence with people across Europe: one letter drawn randomly from the stack was from the novelist Franz Kafka, written to Steiner just a year before Kafka's death.

In the evening we enjoyed an excellent performance from the Goetheanum Eurythmy Ensemble called *To the Earth*. The Great Hall of the building is a work of art in itself, and the lighting effects on the main stage were quite spectacular.

On our last day in Basel the group split and enjoyed some free time to explore: one group caught some trains and got to the top of the Alps to see snow; one group went on an architecture tour around the Goetheanum and explored the many buildings either designed by Steiner or inspired by his work; another group went down to the Ita Wegman Klinik for anthroposophic medicine at Lugarno on the Italian border.

From there it was a drive to Zurich airport where we said goodbye to the "Chocolate Bus" and our driver Lukasz who had brought us all the way from Berlin.

Then to the heat of Bangkok! Here we met Dr Porn Panasot and the Panyotai Waldorf School, a Steiner school in a developing country without any government support and in an entirely different culture. Dr Porn's story is inspiring: a paediatrician who worked with street kids in the slums of Bangkok, he realised he was simply putting bandaids on problems, and when his wife discovered Waldorf education, and urged him to embrace it, he found something that was a positive antidote to the problems he was facing.

From there they spent three years in the US obtaining Waldorf teaching qualifications, before returning to Bangkok to found the first Waldorf school in Thailand, and indeed in South East Asia. The

school is now K- to Class 12, with over 300 students. He was a model of positivity in outlining the many challenges the school had faced, but always returned to a trust in the spiritual impulses which are there to support our work.

Next month his school will host the 2<sup>nd</sup> Asian Waldorf Youth Conference, a gathering of 700 students from Waldorf schools across Asia from India to China, south east and north east Asia. Although holiday time, we watched the rehearsals of the high school students preparing their pieces of traditional Thai dance and music: robust and refined, athletic and musical would be how you could describe it!

My hope is that one day Australian Steiner students can be part of these gatherings: these schools are our closest neighbours in the Waldorf world (NZ excepted of course), our near north and in the part of world that will be profoundly important in shaping the future of our students, and their children, over generations to come. We need to be connected!

The last days in Bangkok also hosted some cultural and culinary highlights: thanks to Diana Drummond for recommending and booking a great restaurant overlooking Wat Arun, the impressive temple by the river. Some of us took a tour to the royal Palace where we were at times astonished by the workmanship and architectural decoration of the royal compound, including the remarkable temple of the Emerald Buddha. And being Thailand, the food was terrific!

After shedding some members who stayed on in various places for extended breaks, it was a tired but upbeat band of 12 travellers who landed in Sydney on October 9<sup>th</sup> full of impressions, inspirations and many, many happy memories. We had 15 schools represented in our tour group, so those school communities will be hearing something of our adventures.

We are staying in touch, as there is much to work through: we all have many questions that were stimulated by what we saw, with always a deeper question of how to better understand our own work in Australia today from now having seen Steiner education in different contexts. Our first post-tour Zoom session was on October 23<sup>rd</sup> and from these sessions we plan to report back to all our colleagues, and particularly at the March Delegates meeting in 2025. Stay tuned for further updates!

With best wishes,

Andrew Hill  
CEO, Steiner Education Australia



## Newcastle Waldorf school hosts teachers and Class 10 students from Manyuan Hangzhou Waldorf School in China, supported by the Beijing Depu Cultural Exchange

Inspired by our successful cultural visits involving school groups from India and Japan over recent years, we have welcomed eleven Class 10 students and four teachers from Guangzhou Waldorf School in China. The three-week cultural exchange from February 24 to March 14 was fantastic and our year 10 students and wider school community benefited in many ways from having them in our classes at school. Host families welcomed the Chinese students into their homes for the duration of the exchange.

As well as participating in Choir, Orchestra, Science, Geography, and Art lessons the students have shared much appreciated cultural experiences with the primary school classes such as cooking, string art, songs, calligraphy, and other traditional activities.

*Sophia Montefiore*

Newcastle Waldorf School HSC Coordinator

[First printed in *Spreading the Word*, newsletter of the Anthroposophical Society in Australia, Oct. '24]

## Society founded in Korea at Michaelmas

The founding assembly of the Anthroposophical Society in Korea took place on Michaelmas, September 29 this year at the Gwacheon Cultural Centre.

The founding ceremony included a performance of Eurythmy from Rudolf Steiner's Calendar of the Soul: Michaelmas Mood; a lecture by Johannes K  hl, Goetheanum; and other choral and eurythmy performances and a recitation of Rudolf Steiner's Foundation Stone Meditation Verse given on January 13, 1924.

Speaking on behalf of the preparatory group for the founding of the Anthroposophical Society in Korea, Deoksun Kim said, in a message to the Executive Council of the General Anthroposophical Society "and the anthroposophical friends in the world":

"We, as the preparatory group for the founding of the Anthroposophical Society in Korea, send you warm greetings from South Korea.

"The power of the sun, which permeates the space in summer, invites us to prepare reflectively for the coming change of season. As a preparation group, we are continuously working on a significant impulse that is becoming more and more complete. The will and the courage to do so also empower us to act together.

"Now, one hundred years after Rudolf Steiner founded the 'General Anthroposophical Society', we are joining together to found the 'Anthroposophical Society in Korea'.

"We would like to thank the Executive Council of the General Anthroposophical Society and the anthroposophical friends in various places around the world for their great attention and support for South Korea."

## Pacifica College recognition

Since 2019 Pacifica College of Eurythmy has brought three successive groups of students through four years of full-time study to their graduation.

All of these groups have been approved by the Circle responsible for Eurythmy Trainings, the most recent after participating in the Eurythmy Graduates' week in Dornach in June this year.

As a consequence, Stefan Hasler, Leader of the Section for Eurythmy and the Performing Arts, has just advised us that Pacifica has graduated from having "initiative" status, to being a fully-fledged member of the International Association of Eurythmy Trainings.  
— Jan Baker-Finch, Australia



## Starting the Solar New Year

*Cheng Hongfei, Hsin Chu, Taiwan*



On New Year's Day 2025, educators from around the Pacific island country of Taiwan came together for the Taiwan Waldorf Teachers Conference at Tsing University Waldorf Teacher Training Center to exchange the practical experiences of the alliance of Waldorf educational institutions. Eight groups were represented including Shishan College, Shihui Zhen, Hai Sheng Waldorf, Tsinghua University, Human Intelligence Healing Community Development Association, Human Intelligence Education Foundation, Di and Kind Heart Children's Education Foundation.

At the beginning of the meeting, Professor Cheng Hongfei explained the context of the meeting, sharing the development and important topics of the International Teacher Education Forum (ITEF), the most important of which is the self-development process of Waldorf teachers in Asia.

Waldorf Headmaster Shao Asahikawa shared the central themes of the World Teachers Conference (WTC) held last year at the Goetheanum, including the nature of the "I" and human intelligence for encounters with another being's perspective, creating a "third place." As contemporary teachers, how do we transition from educators to cultural researchers? What kind of Waldorf teacher is needed now and how does one evaluate them? Discussion of diversity, gender issues, media, AI and social justice were on the floor, as was how best to share resources. The most exciting part of the day's meeting were the conversations about current work results, challenges, and future issues. It was a wonderful picture of the weaving of everyone working diligently in different places creating a tapestry of Waldorf education throughout Taiwan.

The meeting was a good preparation for the upcoming gathering with teachers from other Asian countries, opening up space for the ITEF Asia-Pacific Teacher Forum to be held in Taiwan, 15-17 April of this very new solar year.



## The School of EurythmyTaiwan

*Hsin-Shih Lai, Taichung, Taiwan*

The School of EurythmyTaiwan was established in 2011 and has 14 years of training history. It is also the first professional eurythmy training school in Taiwan and Mainland China that teaches entirely in Mandarin Chinese.



*A speech eurythmy piece in Chinese and a tone eurythmy piece by Sibelius.*

In June 2018, our first batch of graduates marked the first Chinese-speaking school's debut at the Goetheanum in Switzerland at the headquarters of Anthroposophy. We are very proud to be able to gather together the outstanding talents in our own country to train our own students.

This is a professional art training school that emphasizes basic aspects of technique and in-depth artistic development, and also lays the foundation for students' future in educational or therapeutic eurythmy. This way, students can maintain consistency with their environment and better adapt to the conditions in Taiwan after graduation. At the same time, every year when the learning conditions are mature, we invite senior foreign teachers to increase the depth of our learning.

We are pleased to announce that our third graduating class is completing their training and will be graduating on June 7th. Several touring performances will follow. We will be bringing our program to various venues which include Waldorf schools, general public and also a special Joint Lesson Preparation conference for all the Waldorf teachers in Taiwan. Here, enclosed are the touring dates and locations.



Poster for the 4th year students solo presentations and 3rd graduation class of The School of EurythmyTaiwan.

June 14, Taichung City, Shan Mei Zhen Waldorf School  
 July 12, Hsin Chu City, Bei Ping Waldorf School  
 July 15, Kaohsiung City, Zhi Shan Hall  
 July 19, Yi Lan City, Ci Xin Waldorf School (Joint Lesson Preparation Conf.)  
 July 26, Taipei City, Yong Jian Elementary School Auditorium (for general public)  
 Sep 5 & 6, Hong Kong, Island Waldorf School

[Reprinted from IASWECE website]



Japan has more than 60 Waldorf kindergartens, including 50 member kindergartens registered in the Japanese Steiner-Waldorf Association, as well as some individual members who run early childhood programs and non-member kindergartens.

In Japan there are two types of institutional systems for children under 6 years old:

Privately run kindergartens for 3 to 6-year-old children, recognized by the government and entitled to the state funding. The official school hours are from 10 AM to 2 PM.

Nurseries and child care centers for birth – 3 year-olds and older kindergarten children. These child care centers have longer hours, from early morning to late in the evening for families who work full time and need child care throughout the day.

In the past, Steiner kindergartens only accepted children after age 3, but with the increasing number of working mothers in the recent years, more and more Steiner kindergartens are beginning to prolong their working hours and/or to accept children between birth and 3 years old.







Some kindergartens offer parent-child classes for children under 3 years of age and special classes for 2-year-olds. Due to the enactment of a law in April 2015, which encourages the integration of the above two types of early childhood education, many kindergartens are now undergoing a transformation into a new type.

**Training.** At the moment, the second 3-year training course organized by the Japanese Association in Tokyo will soon be completed. The courses were organized in collaboration and with the support of IASWECE and the Pedagogical Section at the Goethenaum. Additionally, there are two initiatives running in the Osaka and Yamaguchi Prefectures, and one is being planned in Nagano Prefecture.

**Special concerns.** Living and working in a non-Christian, Asian country, we have been trying to study our own culture and the anthroposophical point of view, asking ourselves how we could help Waldorf ideas and programs come to life in the social and cultural realities of Japan. In an attempt to make Steiner early childhood education better known to public, we have organized “Steiner parenting festivals” every year as an outreach effort. How to best communicate the Waldorf ideas and programs to the public is one of our central tasks in our current situation.

#### Looking back

- 1975 – Steiner education came to be widely known through the book by Prof. Koyashu “Pupil at an Elementary School in Munich”.
- End of 1970s and 1980s – Waldorf Early Childhood Education was adopted in a number of private kindergartens through lectures, courses, and workshops by lecturers from Germany and through study tours in Europe.
- 1987 – First full time Steiner School opened in Tokyo, Japan.
- Since 1990, educators who studied in the West return to Japan and started, with parents, to organize Kindergarten programs.
- 2001 – “Tokyo Steiner School” was recognized by the government as “School Corporation Steiner Gakuen (School)” for the first time, followed by a second Steiner school in Hokkaido.
- 2015 – Within the framework of the new system, 3 child-care centers were founded.

*Sono Matsuura is a kindergarten teacher in Tokyo who also teaches in the training courses and is Japan’s representative on the IASWECE Council.*

[Webpage of the Japanese Steiner/Waldorf Early Childhood Association](#)



[First published online February 11, 2025]

## Pasadena Waldorf School Choir, Resilient After Eaton Fire, Performs with Stevie Wonder at the 2025 Grammys



Article and photo from the Pasadena Waldorf School  
The Pasadena Waldorf School choir, composed of students including Pedro Carter—many of whom lost their homes in the Eaton Fire, which also destroyed their school—had the honor of performing alongside Stevie Wonder at the Grammys.

Under the direction of PWS Choir Director Ted Masur, the students delivered a moving rendition of “We Are the World” as a heartfelt tribute to the late Quincy Jones, who originally produced the iconic song.

Here’s a [video](#) of the PWS students being interviewed by ABC7, followed by their full Grammy’s performance.



[Click here to watch PWS choristers sing at the 2025 Grammys.](#)



[First printed in WaldorfToday, February 4, 2025, from an article in the [Long Island Press](#)]

## Jessie Gong earns international recognition at piano competition

By Hannah Devlin



*Photo courtesy of Jessie (Xuanyan) Gong*

At just 11 years old, Jessie Gong moved from China to New York to pursue her musical education. Now, at almost 18, she won first prize in the senior division of the 11th Yamaha USASU International Piano Competition. Gong, a Jericho resident and Waldorf School of Garden City student, was one of 350 applicants from 33 countries. Only about 40 pianists made it to the final round of the competition. Gong said the recognition gave her “more confidence” in going forward in music. In addition to first prize at the competition, she received a special award: a recital at the Prima Music Foundation Institute and Festival in June.

Gong said she started playing the piano at just four years old, but didn’t start taking lessons consistently until she was five. Now, over a decade later, she said she practices every day. “Performing has always been a constant motivator for me,” she said. “I can still remember my first experience performing.” Gong said even at her first time performance—her kindergarten graduation—she felt excited. As she grew older, Gong said she began to feel nervous before performances due to technical issues, but she had a “turning point” three years ago when she developed more confidence. “I figured out that all I have to do is go on stage and share what I have to say, and just be with the music,” she said. Now, she said she tries to live the day as normal and not focus on the competition to avoid anxiety. She said her piano teacher, Ernest Barretta, played a “huge role” in preparing for the competition.

But more than winning the competition, Gong said studying piano has helped her in many aspects of her life. She said music has taught her the “value of persistence” and the “im-

portance of the process.” “I always see problems as challenges, and I think that mindset really helps me,” she said. Gong said she has grown with her music education. In fact, she said her favorite piece she performed at the competition reminded her of her past. At the finals, Gong said she performed a Beethoven Sonata in C Major, Op.53 “Waldstein.” She said she has a strong connection with the piece, because it was one of the first ones she played when she moved to America to study piano. The piece now reminds her of how she’s grown since then.

As a senior at the Waldorf School, Gong said she would continue her music education in college, hoping to eventually earn a bachelor’s, master’s, and doctoral degree in the subject. In addition to performing, Gong said she hopes to teach and accompany musicians in the future.

“Music, over the years, has served as a safe place for me,” Gong said.

## Honolulu Waldorf High school Alumna ‘Ukulele artist Taimane

[First printed in Hawaii Public Radio’s *Akamai Recap*, 2/24/25]



*Courtesy Taimane Gardner*

‘Ukulele virtuoso Taimane Gardner’s latest single, “Serpentwined,” [weaves a tale of two reptilian goddesses](#) from opposite sides. Her love for mythology drew her to two mythical figures: the half-woman and half-snake Turkish goddess Shahmaran and the Hawaiian lizard goddess Kalamainu’u.

“It plays between a woman’s different facets of being a goddess but also having this darkness within her that is also important that we have to honor,” she said. The song was inspired by her time as the artist-in-residence at the Shangri La Museum of Islamic Art, Culture & Design, where she also filmed her music video. [on YouTube](#).





SEA CEO Andrew Hill recently met Geordie Williamson, Laureate Professor of Mathematics at the University of Sydney, whose two years in a Steiner school left a lasting impression. Geordie's reflections were shared in the CEO First of the Month Update for February, which you can read [here](#).

### Steiner X: Geordie Williamson

Last December I had a coffee with Geordie Williamson, Laureate Professor of Mathematics at the University of Sydney. Geordie is the youngest living person elected as a Fellow of the Royal Society in the UK, which is one of the most prestigious scientific bodies in the world and that makes him a rockstar among academic mathematicians.

He also went to a Steiner school. It was only for two years in Class 5 and 6 at Eukarima, later the former Bowral Steiner School, but the impression that experience made on him has lasted. In fact he is eager to credit those two years as the happiest of his entire schooling (see below).

It was a highly stimulating 90 minute chat in which we talked Maths, AI, human creativity, art and aesthetics, and of course Steiner education. We delved into a reflection he wrote on his time there, and the extracts speak for themselves:

### Happiness

*For the first twenty-five years of my life, I counted my two years at Eukarima as my happiest. (Now there are thankfully a few more periods which I recall equally fondly.)*

*I can't underestimate how important it is for a child to be happy. I don't just mean happy and smiling, but deeply happy in their soul. I felt completely out of place at St*

*Pauls (prior to Eukarima) and moderately out of joint at Chev (post Eukarima). The time at Eukarima is the only period of my childhood that I can remember feeling completely and deeply happy. (I probably also was before going to school and can't remember them. Even at preschool I have memories of being an outsider.)*

*Even to know that that happiness is possible has been a lasting consolation through darker periods. It is akin to knowing that beauty exists.*

### Creativity

*There is a lot of lip service paid to creativity in our culture, but I have learnt that most people are actually very intimidated by genuine creativity. In my own way I am quite creative, and I have felt resistance to it throughout my life.*

*I felt that creativity in most of its forms was genuinely nurtured at Eukarima....*

*(it) was the only point during my childhood that I could give free reign to my creativity. For those two years of freedom I'm forever grateful.*

### Spirituality

*.... I have a vague memory of a slow ceremony to light a candle. Another of dying fabric and watching it dry. Another of carefully planting seedlings with Terrance near the creek. The prevalence of wood. The colours. Things were done carefully, slowly, with a lot of love. Since spending many years of my life in Germany, I recognise it as very similar to a German aesthetic. Nowadays I associate this with a spiritual practice, but at that point I realised it was something very different to what I was used to.*

*Something about this aesthetic touched me very deeply.*



Geordie Williamson and Andrew Hill





## To Be Alive

[PAULA BOSLAU](#) JANUARY 30, 2025

*Auckland, New Zealand.* The anthroposophy-inspired organization Hōhepa cares for people with special support needs at four different locations in New Zealand, both in their facilities and at people's homes. The care is based on the principles of therapeutic education. In addition, the organization is involved in regional environmental protection projects, focusing on the regeneration of biodiversity. An interview with Mark Boyle, Chairman of the Hōhepa Homes Trust.

[READ MORE](#)



## Listening to Movement

[YUKO HARA KOBAYASHI](#) JANUARY 30, 2025

*Tokyo, Japan.* A look back at the Japanese eurythmy project, *Nimo*.

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## Offline

[PAULA BOSLAU](#) FEBRUARY 3, 2025

*Sydney, Australia.* Social media ban for children and young people.

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## Carried by the Sun

[ALEX EDLESON](#) FEBRUARY 14, 2025

*Puerto Princesa, Philippines.* From November 28 to December 1, 2024, 35 participants from twelve different countries came together on the Philippine island of Palawan for the Asian Biodynamic Conference. Biodynamic farmer Alex Edleson shares his experience.

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## Turning Away Is Not an Option

LAURA SCAPPATICCI FEBRUARY 20, 2025

Trump designated his inauguration to be a “day of liberation.” It is worth clarifying what “freedom” actually is and means. How do we carry and use it for the community? Laura Scappaticci shares her thoughts with us from the US.

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## Spirituality and the Arts

PAULA BOSLAU MARCH 27, 2025

Cambridge, Massachusetts. A conference at Harvard University’s Program for the Evolution of Spirituality.

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## Spiritual Food

PAULA BOSLAU MARCH 6, 2025

*Melbourne, Australia.* Online lectures on spirit and matter.

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## I Am Another You

EDUARDO RINCÓN, ANTHONISELVI SAVARIMUTHU, DIEGO PORRAS AND ETHA WIDIYANTO APRIL 10, 2025

There are still communities around the world that live with the Earth as a living being. People still ask permission to go into the field. They still speak to the four elements. They are still thankful. They still pray for the Earth. A conversation with representatives of three of these communities, moderated by Eduardo Rincón.

[READ MORE](#)



## Feeling for the Earth

EDUARDO RINCÓN AND MONIQUE MACFARLANE APRIL 10, 2025

For many years, we have read the Michael Letters as a foundation for our Agriculture Conference. Now, we are finding new ways of bringing it so that it can live in our hearts and become part of our work. Eduardo Rincón and Monique Macfarlane share thoughts and feelings inspired by working together with “The Task of Michael in the Sphere of Ahriman.” The first of three such dialogues, held during the Agriculture Conference in Dornach, 2025.

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## Willing for the Earth

CHIK YING CHAI AND JASMIN PESCHKE APRIL 10, 2025

What does it mean to will for the future of Earth as a living being? Chik Ying Chai and Jasmin Peschke share thoughts inspired by working together with the Michael Letter “The Task of Michael in the Sphere of Ahriman.” The third of three such dialogues held during the Agriculture Conference in Dornach, 2025.

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[The following two articles first appeared in *Waldorf Worldwide*, from the **Friends of Waldorf Education**] See more at: <https://www.freunde-waldorf.de/en/the-friends/publications/printed-newsletter/>

## The small Waldorf school on Rapa Nui

*Just under 8,000 people live on Rapa Nui (Easter Island). The 163 square kilometre island belongs geographically to Oceania, but politically to Chile, which is around 4,000 kilometres away as the crow flies - the education system is, therefore, Chilean.*

*The island's first Waldorf school was established here around five years ago. In the new school year, the small school community of Waldorf Hanua-nua Mea is growing from 16 to 25 children.*



The idea of founding a Waldorf school on Rapa Nui came about when founder Vairoa Ika Guldman came into contact with a young woman who was born on Rapa Nui, just like herself. She had attended a Waldorf school in Australia as a student and now works there as a Waldorf teacher. She told her about her experiences as a Waldorf student and later gave a workshop on Waldorf education on Rapa Nui. Inspired by the positive accounts, Vairoa made contact with other former Waldorf students and finally decided to start a kindergarten in 2020. She deepened her engagement with Waldorf education through regular online meetings with a Waldorf teacher in Chile, who was unable to be there herself at the time due to the Covid-19 pandemic. In March 2021, a first, small kindergarten group was formed, for which a room was made available in an educational institution. Two years later, some of the children had outgrown the kindergarten and a former hostel was converted into a small school at another location. An experienced Waldorf teacher from Latin America was hired. She and Katiki, a Waldorf teacher from Rapa Nui, worked hard to integrate the cultural context of Rapa Nui into the curriculum. As founder Vairoa emphasises: 'This strengthens the cultural identity of each child and also promotes the use and preservation of the local language. The young teachers also realised that this was particularly important to Rudolf Steiner when they studied his lectures.'

The new school year will see the number of pupils at the small school growing from 16 to 25. In addition to the kindergarten group and the jointly taught first and second classes, there will also be a third class.

## The difficult path from kindergarten to primary school: Tre Xanh in Vietnam

*There have been small Waldorf initiatives in Vietnam for over 20 years, mainly in the form of kindergartens in Ho Chi Minh City (Saigon). However, there are many rules, regulations and laws for these centres. It is correspondingly complex to open a Waldorf kindergarten in Vietnam, and it is even more difficult to begin a Waldorf school.*



Having said that, it is relatively straightforward to run a Waldorf kindergarten in Vietnam as long as it is attended by a maximum of 36 children. Many kindergartens in Vietnam are very popular and growing quickly, so a licence will soon be required. But once the kindergarten has a licence, it is inspected several times a year and many rules and regulations must be followed.

For example, children are not allowed to climb trees and play equipment is generally not allowed to exceed a certain height. Real grass or natural ground is not welcome; instead, the children play on artificial turf. Wooden blocks and wooden toys are classed as dangerous because children could hit themselves with them. There must be no stones in the kindergarten grounds. In the group room, all toys must be made of plastic - wood, stone or metal are considered 'dangerous', rag dolls or anything knitted or crocheted are considered 'dirty'.

Despite these unfavourable circumstances, there are some lovingly designed Waldorf kindergartens in Vietnam. Tho Trang ('white rabbit') was one of the first in Ho Chi Minh City. When it was founded in 2003, it was located on the outskirts of the city, but moved into the city centre a few years later. In 2016, it moved to another two thousand square metre plot of land on the Saigon River. The move was accompanied by a name change: Tho Trang became Tre Xanh ('green bamboo').

Today, this kindergarten comprises a total of seven groups: three groups for children aged 18 months to three years, and four groups for children aged four to six years. School atten-



dance is compulsory in Vietnam from the age of six, but it was only after the kindergarten had been in existence for 15 years that the first class was established here. Tre Xanh is currently registered as a 'soft skills centre', but a school licence is soon to be applied for. In order to create space for the primary level (first to fifth grade in Vietnam), another plot of land has now been leased to erect a simple building.



## Thai Update

*John A. Chalmers, Bangkok, Thailand*



*Thai dancers at Panyotai Waldorf School in Bangkok, Thailand.  
(photo: Friends of Waldorf)*

One can really feel the burgeoning growth of Waldorf Education in Asia! Much has gone on in Thailand over the last year. But if we go back a little way in time we see the commencement of the Teacher Training at Panyotai in 2023. Over a hundred participants, mostly Thais, but a small group of Farangs (foreigners in Thailand) from Phuket and also a Malaysian contingent joined and have been coming to one-week intensives twice a year with regular online classes. These were led by Dr. Porn Panosot and others from the Pedagogical Section like Trevor Mapham, for the first two years, and this year Claus-Peter Roh. The message is also being conveyed that next will be a high school training! I will probably participate at that stage from my arts and humanities perspective.

Onward and forward, to this year the third meeting of the Asian Youth Conference, first held at Panyotai in 2019. Then there was an Asian Youth Conference in Korea in 2023 that most of Panyotai high school attended and then finally we had a truly phenomenal event this last year at Panyotai; an Asian Youth Conference with over 700 participants from nine different countries, numerous schools representing each country. The list is impressive: India, Malaysia, Indonesia, the Philippines, Taiwan, Japan, South Korea, China, and of course Thailand.

An effort to create an online forum for teacher education, the International Teachers Education Forum (ITEF) begun in 2022 is mainly supported by the members of the Manila Waldorf school and some of the Taiwan Waldorf schools in general, with continuing contributions from Australia. Neil Boland from New Zealand has been instrumental in keeping it on track. Anyone involved in the training of teachers in

the Asian region is invited to join the once-a-month meetings online. If interested send me an email and I will get you on the list for meeting announcements from the Goetheanum Pedagogical Section, head facilitator Philipp Reubke. ([paed.sektion@goetheanum.ch](mailto:paed.sektion@goetheanum.ch))

There are new Eurythmy trainings in Thailand in the Bangkok area, including Curative, Artistic, and Pedagogical Eurythmy. If anyone is interested send me an email and I will help you make a connection. ([chalmersjohn4@gmail.com](mailto:chalmersjohn4@gmail.com))

The Arts movement has also blossomed here. There is a history going back to some Thai artists traveling to Europe in 2001 and to Spring Valley, New York, earlier than that, and being exposed to Modern art practice, anthroposophical art, Goethean color theory and painting and eventually other impulses. Therapeutic arts are not new in Thailand! They have developed here since 2012 with my introduction of clay modeling at the Anthroposophical Medical Conference with Michaela Glöckler. Further development has continued under Dr. Porn Panosot's leadership along with his Panyotai teachers group, to the present. First the group committed to the full five-year Anthroposophical Medical Training with Michaela Glöckler, starting with the introduction in 2012. This was followed by a five-year training with an arts specialist Corine from Germany. They are one of the most committed and well-trained group of teachers on the planet.

There is a new high school initiative in Northeastern Thailand, at the Khon Kaen, Dulyapat Living School. Many guest teachers have shared their experience including me this last October. I began the clay modeling and the interactive history of art for 9th graders, and I presented a general introduction of the transition into adolescence.

Jaimen McMillen started an official Spatial Dynamics training in the Bangkok area this last December, with around fifty participants and again a large group came from Malaysia. Jaimen has been busy over the past few years since the ending of Covid, making many trips to China and Taiwan. Enthusiasm around the wonders of the Spatial Dynamics work continues to grow here in the East. For those interested contact Dr. Gan in Thailand. ([kan\\_anek@hotmail.com](mailto:kan_anek@hotmail.com)).

**รับสมัคร**

**ห้องเรียน รูดอล์ฟ สเตนเนอร์ จิตตอุปถัมภ์**  
(Anthroposophical curative education class)

**บำบัด-เยียวยา**  
**ในการศึกษา**  
**นักเรียนระดับประถมต้น**

- ไม่สามารถเรียนในระบบได้
- มีความพิเศษบางภาวะ:
- ด้วยเรื่องศักยภาพการเรียนรู้ด้านจิต - อารมณ์ - ปัญญา

เปิดสอนโดยคุณครู ชานอก พิณสุวรรณ (คุณครูชานอก) และคุณครู อดิเรก อดิเรก (คุณครูอดิเรก) ณ โรงเรียนบ้านกุ่มใหญ่ ตำบลบ้านกุ่ม อำเภอบางบาล จังหวัดพระนครศรีอยุธยา

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# Spatial Dynamics Institute

## April 2025

*Jaimen McMillen, Schuylerville, NY, USA*

Taichung, the island of Taiwan: Over 100 teachers, health professionals, and parents have gathered this week to explore the spatial components involved in Emotional Disorders. Supported by the Spatial Dynamics Taiwan Team of Yifen Chang, Dr. Jerry Ku, Li -Chun Yu, and Lala Li, along with translator, Rita Wang, Jaimen McMillan began the course by showing how to help the student /client/ patient establish their safe personal space.



The participants learned how to use Spatial Dynamics® exercises to progress to inverting their own space as therapists/ teachers/ parents to best perceive and address the needs of those requiring their attention and care.

Day #2: Parents, teachers, and therapists broke into groups and were challenged to make lists of what they expected from children, and many, sometimes unwritten, rules they were expected to follow. Upon examination, we saw that these were highly complex end results. We had to ask ourselves: “When were the children actually given opportunities to learn these complex skills, and not simply be judged because they could not do them?” By breaking these expectations down to their basic parts, we saw that

geometrical /playful interaction may help the children acquire basic social and educational core skills.

Day 3, Bringing order to Emotional Disorders, with touch, rhythm, and joy was the focus of this day.

---



Mainland China: The sun is rising here in Nanjing. Our Spatial Dynamics team is gathering to teach a Level I course on the theme of Spiral, Vortex, and Labyrinth. We started by putting on a little fencing demonstration for the student body at a charming New Education School last night. 120 Level I students will be introduced to using Nature's patterns to learn to move, teach, and do therapy in more “natural” ways!

For more information on Spatial Dynamics contact Yifen Chang at: [even1922@taobao.com.tw](mailto:even1922@taobao.com.tw)





# International Teacher Education Forum in the Asia-Pacific

April 2025 Taiwan

Li Lin Ding, Representing TWEF



*Some of the participants at the first International Teacher Education Forum held in Taiwan.*

Many thanks to Neil Boland for proposing the idea of holding the Asia-Pacific International Teacher Education Forum (ITEF) in Asia to Cheng Hongfei. Hongfei enthusiastically proposed the idea to the Taiwan Waldorf Education Federation (TWEF). With the team of TWEF and the support of the YiLan Ci Xin Waldorf School team, the first Asia-Pacific ITEF was successfully held from April 15 to 17, 2025.

More than 30 participants from countries including Japan, Malaysia, the Philippines, New Zealand, Taiwan, participated as well as Philipp Reubke from Goetheanum Pedagogical Section and Constanza Kaliks contributed an online opening lecture.

Four speeches were arranged in the conference, including Constanza Kalik's talk which went into depth about the essence of Waldorf education. Su Zhang shared about the Ci Xing teacher training experience, and the building of community culture. Philipp Reubke proposed 8 important key points for teacher trainers, and Kai Iruma shared his own Japanese historical and cultural background and his understanding of anthroposophy. These lectures served as a focus for the entire Asia-Pacific ITEF.

Participants also shared the current status of teacher training centers in different regions. The conference also arranged group discussions on how we view the encounter between anthroposophy and Asian culture. What is the direction of Waldorf teachers' self-awareness, growth and change in today's situation? What are the current trends in Waldorf teacher training in the Asia-Pacific region and what are the needs and requirements for future development? How do we collaborate internationally and work together?

During this conference, we also experienced Taiwan's traditional big stove kitchen, tea ceremony and other regional character. Each area in the Asia-Pacific has different cultural characteristics and languages. Chinese, Thai, Malay, Japanese,

Vietnamese, etc., but English is the common language we used at the ITEF events, and we also had translation in the language of the host country. The richness of languages and cultures from different countries was our specialty, but being able to communicate fluently in English was also a challenge for many participants. Overcoming language barriers and integrating better with each other is what we want to strive for.

With this start, every participant has left their email address. We are open to connection and communication. The first Asia-Pacific ITEF is like turning the soil and sowing seeds. We also look forward to the next Asia-Pacific ITEF to grow and harvest. We continue to share the growth of teacher trainers in the Asia-Pacific region.

During the months of preparing for the conference, the biggest difficulty was how to find teacher trainers from different countries. How do we invite? Finding time to spend together and overcoming financial and language barriers?

As the preparation group for the first Asia-Pacific ITEF, our attitude was to never give up. We knew that it was difficult to get started, but we also knew that once we got started, the message would continue to be spread. TWEF will also release the keynote speeches and event videos later on, hoping to spread this message through participants and the website of the Goetheanum. I believe that this fire in the East will continue to enkindle and shine.



*Philipp Reubke, from the Pedagogical Section at the Goetheanum shared insights in a keynote lecture and participants discussed the deeper questions around Waldorf teacher education.*





*Van James, Artistic Director*

The Second Year Painting Program of AnthroArt at Shan Mei Zhen in Taichung, Taiwan, began with an in-person session on the theme of Color Metamorphosis based on the work of Gerard Wagner (see the Christmas issue 19 of the *Renewal of the Art of Painting*). This workshop led by Van James continued the color work of the First Year Painting Program completed in November 2024.



*Participant work from the Color Metamorphosis course (above).*



*Participant work from the Light and Darkness painting course: Sessions 1 through 4 (above).*

Then four online sessions exploring the work of Laine Collot d'Herbois, led by Iris Sullivan, followed in the first few months of 2025. Working with the initial Collot Light and Darkness exercises these sessions will conclude in April.

In May, Fiona Campbell will present an in-person workshop on the Basic Exercises of Beppe Assenza, another artist influenced by Rudolf Steiner. He had one of the painting schools at the Goetheanum at the same time as Gerard Wagner in the late 20<sup>th</sup> century.

This will be followed by Van James introducing The Creative Power of Color painting exercises of Hilda Boos Hamburger from June to October 2025. Boos Hamburger was one of the artists that worked together with Rudolf Steiner on the First Goetheanum building in the early 20<sup>th</sup> century. These latter

online sessions will take place in November 2025 and lead up to the conclusion of the Second Year Painting Program with an in-person workshop reviewing these various artistic impulses.



*Beppe Assenza painting exercise and Hilda Boos Hamburger color circle (above).*

A Third Year Visual Art's Program will then begin, also in November, with an in-person working session on Rudolf Steiner's graphic design impulse. This will be followed in 2026 with online and in-person sessions dealing with Black and White Shaded Drawing and Form Drawing.

All sessions are in English with Chinese translation.

For more information contact: [smz.waldorf@gmail.com](mailto:smz.waldorf@gmail.com)



[From the Lakota Waldorf School, May 2025 Newsletter]

## Campaign for Tuition-Free Waldorf Education for Native Students

Lakota Waldorf School has always been proud to offer tuition-free education to our students, ensuring that Lakota children can access culturally rooted, holistic learning without financial barriers.

In November of 2021 we launched a Campaign asking all Waldorf schools across the country to introduce a new policy: **Tuition free Waldorf Education for Native American Students**, as a gesture of Reconciliation. Several Waldorf schools in the U.S. have recently adopted new policies to waive tuition for Native American students, inspired by the model we've upheld for years.

This shift is a powerful recognition of the need for educational justice. It affirms that education rooted in culture, respect, and community should be accessible to all, especially Indigenous youth.

We are proud to have inspired a growing movement, and we remain hopeful that even more schools will join in and walk this path with us.

[\*\*Donate Now!\*\*](#)



## The Journey: Drama and Inner Development

David Anderson, Ilan, Taiwan



Drama and Inner Development is a 3 1/2 year (7 modules) part-time course (and workshops) inspired by Michael Chekhov's acting technique and Rudolf Steiner's impulses in the arts, with inspiration also from Lisa Romero's inner work path and Walking the Dog Theater's approach to the drama process. Over 20 groups have begun a journey with this course in different cities throughout Asia.

This work is rooted in explorations of the senses, archetypal sensation, speech, movement, gesture, space, and how we might see our inner processes more clearly through will-based exercises. Drama is a path of the will, of the experiential self.

Currently Drama and Inner Development courses have over 500 participants in 12 course groups in 9 cities.

Another group graduated last November in Guangzhou, China, with a production and performances of *Macbeth*, after seven years of learning and working together. They will perform again this year in Qingdao.

Within the next year two other groups will graduate, one in Dali (Yunnan) with a production of *The Tempest* and the other one in Hsinchu (Taiwan) with a production of *Twelfth Night*.

The Drama and Inner Development work includes workshops in corporate environments. For example, last year we continued work with a group of female executives from a multinational company on storytelling and working with a group of CEO entrepreneurs on the theme of death and rebirth (a theme that they chose out of the current uncertainty in the business climate). I also bring this work to the directing of school plays (recently: *Les Misérables*, *Joan of Ark*, *Robin Hood*, *Hamlet*), individual mentoring, teacher trainings and development, but most of the year is devoted to the courses, and to those people committed to a journey of learning together through the social art of drama and the inner work of self-development. For 18 years, I have been performing and touring a one-man performance of *A Christmas Carol*, directed by Ted Pugh.

All of this is made possible through dedicated individuals and groups of people who take on creating a space and organizing all the details for the course to happen. I'm deeply grateful

for their commitment to supporting people in their experience of inner development through drama. This work is also possible thanks to the excellent translation given by a team of translators with many years of experience with the course. Some of them have graduated from the course themselves. Their understanding and their own experiences add dimensions to the learning we all meet. And it is the questions and the seeking that participants bring to the space that invite toward us the invisible teachers and the learning that join us. It is part of the social art that we learn more because of the presence of each other than we would learn on our own.

A special thanks also to Chao Hwa Tai, the enthusiastic midwife who opened the door for the development of this course.

安大為

*Walking the Dog Theater*

[wtdtheater.org](http://wtdtheater.org)



Here is the upcoming schedule for the courses, etc.:

Shanghai— May 22-28

Module 2

微信: waldorfsxiaohuba

Hangzhou— May 30 - June 5

Module 3

微信: hattiechiu

Hsinchu— June 9-28

Directing a class 12 play: *Hamlet*

Taichung— June 14-15

Goethean conversation workshop

Hangzhou— July 1-5

Introductory workshop

微信: hattiechiu

Dali— July 7-13

Module 2

微信: enjoy\_happy\_life

Shanghai— July 15-21  
Module 5  
微信: waldorfsxiaohuba

Chengdu— July 24-August 30  
Module 4  
WeChat contact ID: CdWaldorf-ZhangYong

Hsinchu— August 8-14  
Module 6  
微信: yiwenshark

Hangzhou— August 18-24  
Module 4  
微信: hattiechiu

Qingdao— August 27-September 2  
Corporate workshop and course graduate performances of *Macbeth*

Guangzhou— September 5-13  
Advanced workshop for course graduates (and performance?)

Dali— September 17-28  
Module 7 graduation and performance of *The Tempest*  
微信: Songyan\_2013

Beijing— October 1-7  
Module 5  
微信: sabrina\_xinmosong

Guangzhou— November 8-14  
Module 5  
微信: LuoGZCHY

Shenzhen— November 16-20  
Introductory workshop  
微信: liuchunling18308690

Zhuhai— November 22-28  
Module 2  
微信: csstillwaiting

Guangzhou— November 30-November 2  
3-day Introductory workshop  
微信: 18620728076  
rita\_li2005

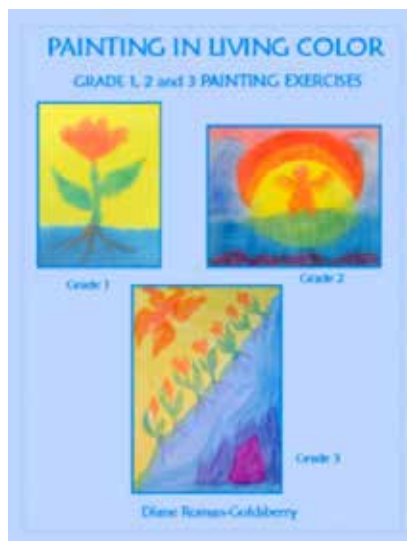
Taipei— December 6-7  
Archetypal sensation workshop

Hsinchu— December 13-14  
Rehearsal of *The Tempest*

New York and Kansas City, USA  
December 20-January 20  
A Christmas Carol tour

Taichung January 24-25  
Archetypal sensation workshop

## BOOKS



### Painting in Living Color for Grades 1, 2, and 3 *Diane Roman-Goldsberry*

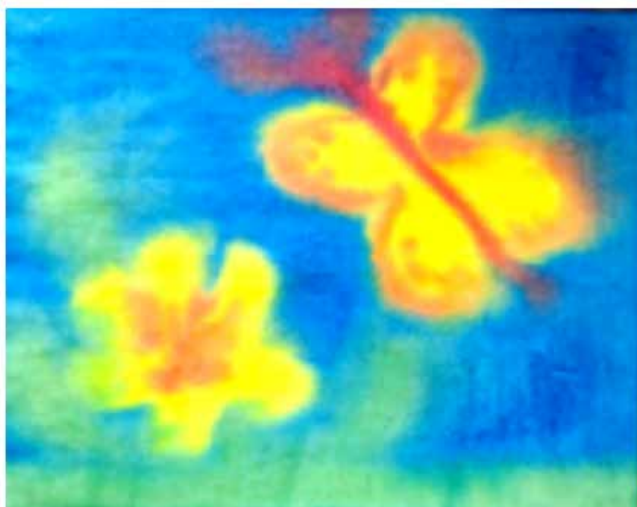
Inspired by the painting indications of Rudolf Steiner and the decades long painting research of Gerard Wagner (1906-1999), this spiral bound manual is a handbook for teaching painting to young children. The initial overview includes a description of the manual, introduction to the biography of Rudolf Steiner, an introduction to Waldorf Education, and a description of Steiner's intentions for a renewal of the art of painting. *Painting in Living Color for Grades 1, 2, and 3* supports the teacher's education about this new way of painting and shows how these ideals can be applied in the actual teaching process. *Painting in Living Color* includes specific exercises for teachers for their own individual self-development and the necessary instructions for the different set ups for teaching painting with detailed information about the colors, their essential natures, and the way in which they interact. Painting exercises are given in a stepwise manner with explanations of the forming power of the colors. The ultimate goal of the manuals is to aid the teacher and the children in becoming awake, aware, and co-creative with the living qualities of color. This is a way of painting which imbues art with lively qualities and brings more life to the human being. *The Painting in Living Color for Grades 1, 2, and 3* contains many more indications of the importance of painting with the ideals given by Rudolf Steiner for Waldorf Education and for a new art of painting. These include a discussion of the importance of the Temperaments, the difference between painting the Nature Moods way and veil painting. Included are expanded explanations of the ideas of Color Gesture, Color Polarity, and Color Enhancement. (from WaldorfToday)

## Reviews

*This is a treasure for anyone teaching painting in the early grades. The 182 pages are packed with lessons for children, as well as exercises for teachers. -David Kennedy, Waldorf Today*

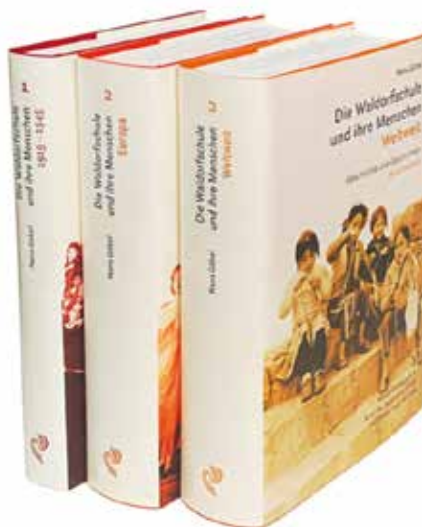
*A colorful and informative addition to the resources for teachers introducing watercolor painting to first, second and third grade children. A tremendous work! -Van James, Pacifica Journal*

*"The future requires that we base general education upon concepts that can serve as a foundation for Imaginative Thoughts, not just thoughts taken from science and industry. As improbable as this may seem now, in the future we will be unable to properly interact socially if we do not teach people Imaginative concepts. ... In the future we must be able to understand the world in pictures."*  
--Rudolf Steiner GA 296

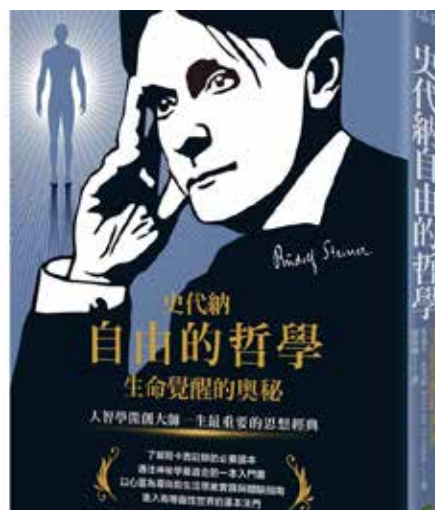


It is possible to buy the e-format of the manual and other e-lessons directly from the website: [www.rcara.org](http://www.rcara.org). For the printed version, contact Diane Roman Goldsberry: [ewschool2012@gmail.com](mailto:ewschool2012@gmail.com)

**Diane Roman-Goldsberry** has a BA in Microbiology at the University of Texas in Austin, and worked as a Research Scientist for seven years. In 2000 she moved to Dornach to study painting at the Rudolf Steiner Painting School with Caroline Chanter. With an ever-growing interest in the work of Gerard Wagner, she completed individual studies with Elisabeth Wagner and Sonja Vandroogenbroeck with a focus on pedagogical painting. In 2012 she set up the non-profit, the Raphael Cultural and Artistic Research Association, Inc. (RCARA), [www.rcara.org](http://www.rcara.org), to support painting education. The work of RCARA includes issuing a quarterly newsletter, *The Renewal of the Art of Painting*, during each of the four major festivals and is available upon request at no charge.



Only available at this point in German, Waldorf School and its People Worldwide, can be found in the three-volume book *Die Waldorfschule und ihre Menschen Weltweit. History and Stories - 1919 – 2019*, by Nana Göbel, published by [Freies Geistesleben](http://www.freies-geistesleben.de). Available from [www.waldorfbuch.de](http://www.waldorfbuch.de).



為現代人指出了一條走向自由、主宰自我生命的路徑！  
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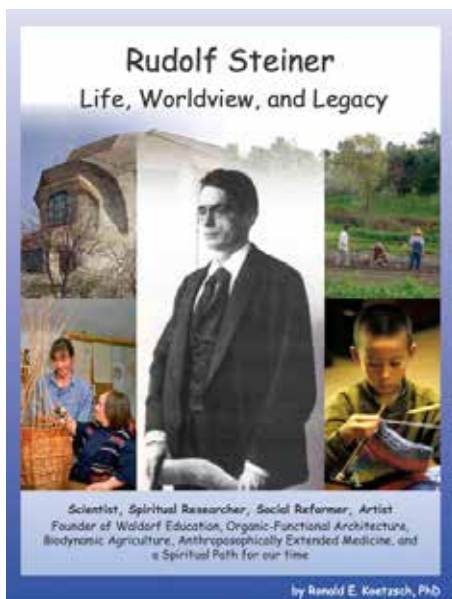
## Rudolf Steiner ~ An Event in World History

As our gift in this 100th anniversary year of Rudolf Steiner's death (March 30, 1925), we offer pdf access to the full publication of *Classics from the Journal for Anthroposophy ~ Meeting Rudolf Steiner*, to support celebration of this remarkable incarnation, which has been described as an event in world history. You can access the entire journal [here](#), where you will find essays by Albert Schweitzer, Andrei Biely, Arvia MacKaye Age, and more.

[For Complete article from ASA, click here](#)

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## An Offering in Honor of the Legacy of Rudolf Steiner



Rudolf Steiner expounded a spiritual worldview which he called Anthroposophia, "wisdom of the human being." He also founded movements based on Anthroposophy -- including in education, curative education, agriculture, medicine, architecture, art, artistic movement, and social organization.

Steiner was born on February 25, 1861 in Croatia, then part of the Austro-Hungarian Empire. He died on March 30, 1925 in Dornach, Switzerland. Hence, this year is the centenary of Steiner's passing. To mark this event, the Faust Branch is making available to members of our local Anthroposophical "network" the attached pamphlet - "Rudolf Steiner - Life, Worldview, and Legacy." It is hoped that the pamphlet will deepen our knowledge and appreciation of Steiner and his contribution to our lives. .

The Sacramento Faust Branch of the Anthroposophical Society in America. Shared by Ronald Koetzsch.

[Click Here for the PDF of the Brochure](#)



## In Search of the Heart's Sense of Truth: A Life Journey

Ben Cherry  
InterActions, Stroud, England.

Originally from the UK, Ben Cherry has been active in Waldorf education and other aspects of Rudolf Steiner's life work for nearly fifty years on five continents. He is currently living in Taiwan. During the past five years he has been writing for New View, Pacifica Journal and other publications about what he perceives to be happening in the world and how we can begin to transform it. This is also the theme of his new book *In Search of the Heart's Sense of Truth: A Life Journey*, which he has been writing since the onset of covid.



In October 2024, the science journal *Scientific Reports* [published](#) results which show that biodynamic agriculture is the only agricultural system known so far to be able to build up humus, that its soils are more alive and that

the negative effects on the climate are significantly lower than those of the other cultivation systems. You can find out more about the continuing spread of biodynamic agriculture worldwide and also have the opportunity to donate to this cause [here](#).

With warm regards,  
Michaela Glöckler and the ELIANT team  
[Here](#) you can support our work – we thank you!

## A CLARIFICATION:



*Self-portrait, Pablo Picasso*

The “Confession” by Pablo Picasso, which appeared in the previous edition of *Pacifica Journal*, was written by an Italian journalist and literary critic named Giovanni Papini who wrote two novels filled with fictional encounters between the main character, a man named Gog, and well-known figures such as Albert Einstein, Sigmund Freud, Henry Ford, and Pablo Picasso.

“The first satirical work titled “Gog” was published in 1931, and the sequel “Il Libro Nero: Nuovo Diario di Gog” (The Black Book: New Gog Diary) was released in 1951. Papini’s writings were not intended to mislead readers. Yet, the fascinating statements he crafted for the luminaries were compelling enough to be remembered and misremembered.”-- Quote Investigator®

Apologies if the Picasso “Confession” was misleading. –PJ

Memes that Matter is inspired by Joseph Beuys' idea of society as an artwork and its conceptual underpinnings, **the transpolar politics** known as **social three-folding**, conceived by Rudolf Steiner. It endeavours to promote the universally human stance in times of extreme polarisation and machine intelligence.

## THE IRONY OF IT ALL

explores our ability to think outside the box our thoughts have been packaged in as a prerequisite for meaningful conversation

## MEMES THAT MATTER CONVERSATIONS THAT COUNT

is conceived as a social artwork that explores visual metaphors as a catalyst for meaningful conversations, for content beyond the politics of opinion, for creative responses. Our fortnightly meet-ups aim to create a field of collective enquiry in which imagination and intellect collaborate to make sense of the world.

Each session will last an hour and explore a socially relevant topic through the lens of a particular meme. Each meet-up consists of

- Introduction to the meme
- Conversation in small breakout groups
- Sharing and closure

DATE every second Tuesday, starting on 06 May 2025 with the  
MEME ***The Irony of It all***  
TIME 7-8 am or 6-7 pm (Australian Western Standard Time)  
COST by donation



You can join at any time. [Register here](#) for the online conversations (offered twice to cover various time zones) or [subscribe](#) to my blog to receive forthcoming posts, including the video-clips introducing the memes.



# Beppe Assenza

的鮮活色彩：介紹與發展



報名請掃QRcode

貝佩阿森扎方法（Beppe Assenza）對色彩內在本質的方法，是一種創造性的、富有遊戲性但同時深具沉思性的繪畫方式，能夠直接觸及靈魂。這是一門密集課程，介紹阿森扎「色彩方法」的繪畫取向。

5.16

Fri.

第一個週末：阿森扎對色彩內在本質的方法  
我們將探索「印象色」與「光澤色」，以及它們的抒情與戲劇性特質，以尋找其本質。

5.18

Sun.

5.23

Fri.

第二個週末：潮起潮落 - 將阿森扎帶入自然  
將進一步發展阿森扎入門課程的內容。菲奧娜·坎貝爾將分享她如何將歌德現象學融入阿森扎訓練之中。我們將探索自然界中水流的動態，以及它們如何在繪畫與素描中揭示自己的秘密。

5.25

Sun.

ANTHR ART

SHAN MEI ZHEN, TAICHUNG, TAIWAN

CONTACT US: SMZ.ANTHROPOLOGY@SMZWALDORF.EDUCATION



## PHILIPPINES

# Breathing Anew!

## Our Life Stories through Art

The Philippine Association for Biography Work and Art Therapy, Inc. (PABATI) in cooperation with The Anthroposophia Wellness Foundation, Inc. (AWFI) invites you to a 2-day Art and Biography Workshop: Breathing Anew! Our Life Stories through Art. Discover the patterns that give meaning to your life phases through artistic activities and group sharing. 9:00am to 5:00pm

Facilitators:  
**Lormie Lazo**  
**Kara Escay**  
**Ester Samaniego**

**May 24 - 25, 2025**  
**Room 3, 2/F, ISO**  
**Ateneo de Manila**  
**Campus QC**

[Click here to register](#)  
[Click here for general inquiries](#)

Scan to register



# The Creative Power of Color

## The Painting Exercises of Hilda Boos-Hamburger



### Online workshops with Van James

Sundays, May 25, June 1, 8, 15 in Asia/Australia

Saturdays, May 24, 31, June 7, 14 in America

As a young woman, Hilda Boos-Hamburger worked on the scene paintings for the four original Mystery Drama's by Rudolf Steiner and assisted with the preparation paintings of the First Goetheanum. She also taught in the Friedwart School where Dr. Steiner gave painting sketches for the adolescent students to work with as part of their Waldorf inspired education. Her book of painting exercises (long out of print) was one of the first comprehensive compilations of both Goethe's and Steiner's color theories as applied together for the art of painting. In this series of online sessions for teachers, artists and interested creatives we will explore Boos-Hamburger's study of color in painting. This will serve as a solid basis for teachers and artists alike in their professional work, as well as for those who simply want to enjoy the pleasures of painting in watercolor. [These sessions will be held in connection with the 2nd year Anthro-Art course.]

Sponsored by



[nurturerstudio@gmail.com](mailto:nurturerstudio@gmail.com)



## AUSTRALIA

### RESEARCHING THE ESSENCE OF BIODYNAMICS - ITS ROLE IN THE FUTURE OF AGRICULTURE

Inaugural Conference of the  
Agriculture Section Branch in  
Australia



The Branch is a forum where people connected to farming and gardening who are interested in Biodynamics, Anthroposophy and Spiritual Science can meet, share ideas and participate in research.

The conference involves a blend of talks, group discussions, workshops, eurythmy and speech, meditations, biodynamic farm tours and future planning.

#### Our Keynote Speakers:

---

**Ueli Hurter**

Co-head Agriculture Section  
Geotherium Switzerland - via video

**Terry Forman**

Australian BD elder

**Helen Vogel**

School of Spiritual  
Science

**Brian Keats**

Creator of the Antipodean  
Astro-Calendar

**Ioanna Panagiotopoulos**

Christian Community Priest -  
Canberra

---

Supported by a range of facilitators for:

- Eurythmy and speech
- Festive agriculture workshop
- Small group discussions and Q&A
- Meditations
- Farm tours

#### REGISTRATION:

[ag.section.aust@gmail.com](mailto:ag.section.aust@gmail.com)

or contact Mark Patton

0488 318 467

Conference Cost: \$300

#### 6TH -9TH JUNE 2025

**TOMBARRA CENTRE**

579 NORTHANGERA RD MONGARLOWE NSW  
NEAR BRAIDWOOD  
ACCOMMODATION ASSISTANCE  
CONTACT NICCHIA 0448533616



## WHITSUN EVENT

WHITSUNDAY JUNE 8, 2025

Horst Kornberger, Dale Irving, Neish Kyle  
present a morning to explore Whitsun and its relevance  
with eurythmy, a talk, biography work and conversation.

9am–1pm Sunday 8 June  
William's Hall, Perth Waldorf School  
14 Gwilliam Drive, Bibra Lake  
Donation for the presentation appreciated.

Please RSVP to Dale Irving @ [docirvo7@bigpond.com](mailto:docirvo7@bigpond.com)

prior to the event.

Also contact Dale via 0400959050, if required.

# NEW ZEALAND

## Eurythmic Exercises for Salutogenesis

Enhancing your Wellbeing  
and  
Mindfulness

with

Dr Richard Drexel  
Dr Rene de Monchy  
Dr Helen Proctor  
Sue Simpson,  
Jonathan White

1.

13th- 15th June 2025

Starts: 6 pm to 7:30 pm Friday 13th June 2025 with a Public Lecture at  
Taruna

33 Te Mata Peak Rd., Havelock North, Hawkes Bay

Finishes: 1 pm Sunday 15th June 2025

2.

3rd to 5th October 2025

Starts: 6 pm to 7:30 pm Friday 3rd Oct 2025 with a Public Lecture at  
Taruna

33 Te Mata Peak Rd., Havelock North, Hawkes Bay

Finishes: 1 pm Sunday 5th Oct 2025

All are welcome

Each Individual Weekend Course fee: \$285.00

Registration and enquiries to: [jwo21320850@gmail.com](mailto:jwo21320850@gmail.com)

We look forward to your participation with interest.

Helen, Jonathan, Richard and Sue



PHILIPPINES

# IPMT 2025



## The Challenges and Tasks of Anthroposophic Medicine

Canossa House of Spirituality  
Tagaytay, Cavite  
June 29 - July 6, 2025



### Registration Fee

P14,000

(not including board and lodging)

Entrance to Canossa: P1100/day  
inclusive of lunch and 2 snacks;  
P1,500 for 3 meals, 2 snacks and  
single room accommodation; P1,300  
for 3 meals, 2 snacks and dorm  
accommodation.

**Register Now:** (click & follow the link)

**<https://forms.gle/7iRbTqyTj6Gjjwbk6>**

For inquiries, please contact:

[lammp.anthromed@gmail.com](mailto:lammp.anthromed@gmail.com)

[aimeechua2000@yahoo.com](mailto:aimeechua2000@yahoo.com)

+639173001925 (WhatsApp, Viber)



# KAIROS INSTITUTE

*Healing in a World of Need*

Summer Residency—July 6–11, 2025 in Wilton, NH

## Rekindling the Courage to Heal

What are the Behaviors of our Children and Adolescents Telling Us? Addressing Their Urgent Needs through Anthroposophic Medical and Psychological Insights

with James Dyson, M.D.; Kim John Payne, M.Ed.; and Tonya Stoddard, LCSW

**Adam Blanning Live Zoom Lecture, July 8th at 7:00 pm**

Our Children and Adolescents: Addressing Behaviors and Soul Needs through Diagnostic Processes and Spiritual Considerations

This short training intensive offers multidisciplinary perspectives on helping children and adolescents who need supplementary support through medical insights, family systems, and anthroposophical psychology.

Afternoons will include singing with Cale Brandley and attending Healing Workshops In Movement. Participants will sign up at registration and choose one of the following:

- Healing Eurythmy to Address Trauma with Maria Ver Eecke
- Remedial Movement with Hannah Freed
- Spacial Dynamics® with Jan Lyndes
- Clowning with Laura Geilen
- Animal Therapy with Brian Jacques: a class for those interested in our new fall track in Animal Assisted Therapy

After healing workshops, participants will join group sessions and meet each faculty member. The day will end with a Q&A Plenum for all.

Course Fee: \$950



Karine Munk Finser



**New!**  
**Animal Assisted Therapy**  
**Track beginning in**  
**September 2025**  
 Contact: Brian Jacques at  
[brian@centerforanthroposophy.org](mailto:brian@centerforanthroposophy.org)



**New Art Therapy Cohort**  
**beginning in April 2025**

Contact: Karine Munk Finser at  
[karine@centerforanthroposophy.org](mailto:karine@centerforanthroposophy.org)

For more information, please contact:  
 Karine Munk Finser, Director of Kairos Institute  
[karine@centerforanthroposophy.org](mailto:karine@centerforanthroposophy.org)  
[centerforanthroposophy.org](http://centerforanthroposophy.org), 603.654.2566







## Dancing through the Ages

with Valerie Baadh Garrett, Katie Moran, Jaimen McMillan

**June 29 - July 2, 2025**

**In-person & On-line**

10 N. Main Street, Mechanicville, NY



Valerie Baadh Garrett



Katie Moran



Jaimen McMillan

EveryCulture, since the beginning of time, has been faced with the same challenge:  
How to best help a developing individual become a social being?  
Over thousands of years, all over the world, there is one resounding response:

**DANCE**

Dance can play an important role in the puzzle of how to learn the skills needed to become social. Music teaches listening and peripheral awareness.

Rhythm teaches measure and balance. Form invites inclusive participation and interaction in archetypal patterns.

In this course, we will travel through history, and experience how different ages have used forms, rhythm, and measure to introduce that elusive event called culture. We will explore and experience how these dances of the past, can be brought to the children of today. You do not have to be a teacher, or even already be a dancer.

All are welcome on this moving journey through time.  
Come join us as we dance the story of human development through the ages!

Course fee: \$500

SDI graduates can receive  
Level II credit

### Time Schedule:

Sunday, June 29th - 7:30pm - 9:00pm  
Monday, June 30th - 9:00am - 9:00pm  
Tuesday, July 1st - 9:00am - 9:00pm  
Wednesday, July 2nd - 9:00am - 12:00 noon



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[info@spatialdynamics.com](mailto:info@spatialdynamics.com)





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*Designed for working teachers.*



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For independent and public schools  
inspired by Waldorf principles

**NEW COHORT BEGINS SUMMER 2025  
DENVER, COLORADO | June 22 - July 11**

26 month Program designed for the busy full-time working teacher.

- Choose: **Early Childhood or Grades 1-8** concentrations

Coursework includes philosophical foundations, practical insights for child observation, Waldorf curriculum at your grade level, Waldorf culture, inner development, visual arts, movement, and music.

**Includes online and in person elements over 7 semesters in 26 months.**

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- 4 Practicum Weekends over 2 school years
- Monthly online webinars focused on curriculum at your grade level and applied philosophy
- 4 on-site field mentor visits at your school

## TEACHING AS AN ART WEEK

Grade-level preparation (ECE and Grades 1-8)  
for the 2025-2026 school year

**JOIN YOUR GRADE LEVEL OR  
SPECIALTY COHORT IN  
DENVER, COLORADO | June 22 - 27**

Cohorts include: ECE-Grade 8 and Specialty Teachers including Foreign Language, Music, and Games.

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*All instructors are Waldorf trained and experienced educators.*

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**LEARN MORE: [gradalis.edu](https://gradalis.edu) | 720-464-4557 | [info@gradalis.edu](mailto:info@gradalis.edu)**

## Canada



**Rudolf Steiner  
College Canada**

for Anthroposophy • Waldorf Education • Arts

### 2025 RSCC Summer Festival of Arts and Education

#### Week One - July 7-11

##### MORNING + AFTERNOON 9:00-3:00

Grade 1 – Reka Borbely  
Grade 2 – Patrice Maynard  
Grade 3 – Warren Cohen  
Grade 4 – Imke Jorgensen  
Grade 5 – Megan Gruner  
Grade 6 – Sarah Cooper  
Grade 7 – Jessica Gladio  
Grade 8 – Paula Rosa

##### AFTERNOON 3:15-4:00, 4:15-5:00

Eurythmy, period 1: grades 5-8, period 2: grades 1-4,  
Jonathan Snow

Blackboard Drawing Through the Grades, period 1:  
grades 1-4, period 2: grades 5-8, Henry Muth

#### Week Two - July 14-18

##### Week Two MORNING 9:00-12:30

Social Understanding, Gender and  
Sexuality in Our Time, Meaghan Witri  
The Magic of Class Plays, Merwin Lewis  
A Puppet Story for All Seasons, Dianne  
Goldsmith

##### Week Two AFTERNOON 1:30-4:45

Speech and Storytelling Through the Grades,  
period 1: 5-8, period 2: 1-4, Seamus Maynard  
Art Through the Grades, period 1: grades 1-4,  
period 2: grades 5-8, Berit Strasser  
Working with Wood the Waldorf Way, Warren  
Cohen

Co-creating with the Living World, Elyse Pomeranz, Laurie Harper Burgess (all day)

#### Week Three - July 21-25

##### Week Three MORNING 9:00-12:30

Developing the Developmental  
Curriculum, Martyn Rawson  
How Does your Garden Grow?  
Mary-lu Spinney  
Anthroposophical Perspectives on DEI,  
Mark McGivern

##### Week Three AFTERNOON 1:30-4:45

Embracing the Unknown:  
Compassionately and Playfully,  
Catherine Bryden  
Rudolf Steiner's Biography and Mine?  
Regine Kurek  
Veil Painting, Jef Saunders

Who Shall Raise the Children: the Living Art of Parenting, Marg Beard & Kati Gabor (all day)

Register online at [www.rsc.ca/SummerFestival](http://www.rsc.ca/SummerFestival) • [info@rsc.ca](mailto:info@rsc.ca)  
905-764-7570 • 9100 Bathurst Street, #4, Thornhill, ON L4J 8C7

Full brochure and online registration links will be published on the Summer Festival event page in the next few days: <https://rsc.ca/summerfestival/>



## AUSTRALIA

# Steiner Education Australia National Teachers' Conference 2025

7 – 10 July, 2025

Noosa Pengari Steiner School, Queensland

### “I” and “us”: finding our purpose as individuals and communities

In an increasingly fragmented and traumatised world, how do the healing aspects of Steiner education contribute to wellbeing, health and a meaningful life? How do we find and harmonise our personal purpose (“I”) with the purpose of our community?

Steiner’s founding vision for education was the harmonising of the human being: bringing the eternal core of each student as an individual into harmony with their bodily nature which lives in community. At each stage of child and adolescent development our task as teachers is to educate in ways that support and strengthen this inner harmony as a foundation for a balanced and meaningful life. Our aim is to harness the transformative power of Steiner education’s core dynamic between courageous thinking (professional skill), imagination (personal creative artistry) and responsible action to build a future of balance and belonging, for our students and ourselves.



DATES:

07 Jul 2025 - 10 Jul 2025

VENUE: Noosa Pengari Steiner  
School, Doonan QLD

CONTACT: [sea@steinereducation.edu.au](mailto:sea@steinereducation.edu.au)

# Indonesia

JULY 30th - AUGUST 2nd 2025



## INDONESIA INTERNATIONAL CONFERENCE ON ANTHROPOSOPHY

NO ONE LEFT BEHIND TOWARDS SUSTAINABLE WELL-BEING

*Opening our hearts to reveal the light of the true Self,  
Bringing together seekers of truth, beauty and goodness in one time and place.*

Keynote Speaker



**Dr. Michaela Glöckler**

*Anthroposophical Paediatrician*

*A globally published author, she has been the Head of the Medical Section  
at the Goetheanum, the anthroposophic School of Spiritual Science  
in Dornach, Switzerland for 28 years.*

Information



**PARAHYANGAN**  
CATHOLIC UNIVERSITY  
BANDUNG - INDONESIA



@ANTHROPOSOPHY.INDONESIA



CONTACT PERSON:  
**+62 857 777 60155**



ASOSIASI  
WALDORF STEINER  
INDONESIA



**KORAN MANDALA**



<https://www.anthroposophy.id/IICA-2025/>



JULY 30th - AUGUST 2nd 2025



# INDONESIA INTERNATIONAL CONFERENCE ON ANTHROPOSOPHY

NO ONE LEFT BEHIND TOWARDS SUSTAINABLE WELL-BEING

## Workshops



**HELMY ABOULEISH**  
*Economic/Business*



**PAUL LAWRENCE**  
*Education*



**VAN JAMES**  
*Arts*



**Dr. LAKSHMI PRASANNA**  
*Health*



**Dr. JOEAN OON**  
*Nutrition*



**ALEX EDLESON**  
*Biodynamic Farming*

## Information



PARAHYANGAN  
CATHOLIC UNIVERSITY  
BANDUNG - INDONESIA



@ANTHROPOSOPHY.INDONESIA



CONTACT PERSON:  
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INDONESIA



**KORAN MANDALA**



<https://www.anthroposophy.id/IICA-2025/>



## Art Retreat August 8-12, 2025

### Motif Imagination

*Expressing the motif artistically as it flows out of the movement of color.*

Painting is a pathway to self-development. Through it we exercise the will by deepening our awareness of color. The daily, rhythmical artistic work develops inner discipline in the student. Through this work one develops more insight to the world and into oneself.



### The Retreat

You'll explore a variety of skills, techniques and practices that will stimulate your own work.

Art brings together observation with introspective, contemplation and healing.

This encourages the development of perceptive powers and challenges individual creativity.

### In Conclusion

The creative ability is the truest expression of human uniqueness. Only in the creative act can we satisfy our deepest will for self expression and thereby, find the meaning of our existence.



In awakening our creativity, we can discover the true individuality in us. Our aesthetic hunger finds nourishment. We are better able to serve the needs of our time.



## Daily Schedule:

**9:00 to 10:30am:** Color character study. Veil watercolor painting exercise (layering of transparent surfaces of color) guides this exploration.

Also, two smaller studies with different viewpoints in preparation for the larger study.

**10:30 to 11:00am:** Snack break

**11am to 12:30pm:** Light & Dark art. There will be Motif practice through various explorations using sound, texture, gesture, color surface, and words. Some of these will be developed into a completed art piece.

**12:30 to 2:30pm:** Lunch Break

**2:30 to 4:15pm:** One afternoon sketching in the National Forest exploring the movement of water. Two afternoons exploring the morning's color work and developing into motifs.

**Friday afternoon,** session will look at color through prisms and see how the warm colors are related to light and the cool colors are related to darkness. We will first see how light and dark create colors and then we will use pastels or watercolors to create something, with Wade.



## Evening Presentations:

**Noah Baen: Life & Works of Käthe Kollwitz**

*Saturday 7pm in the studio*

**Wade Cavin: Form, color & motif**

*Monday 7pm in the studio*

The Monday night session will be a time to observe some aspects of how we see form and color and how our perception leads to motif. Then we will do short form and color sketches that help us see how our imagination is part of the process of seeing. The work of Goethe and Kandinsky will be part of the presentation.



### Noah Baen

Noah makes paintings and installations. His focus is Nature, Human Nature and True Nature. He studied at Cooper Union, University of Pennsylvania and Brooklyn College and lived and worked in New York City until moving to Crestone in 2011. His work is included in the collections of the Smith College Museum of Art and the Museum of Modern Art, New York. He has taught at Louisiana State University and the University of Oregon and in numerous school and community settings. Noah has also directed many art in education and public art projects.



### Wade Cavin

Wade Cavin received undergraduate degrees in Art and Biology, and he received his MA in Goethean Science at Prescott College. Wade has taught in Waldorf schools for 24 years in both high schools and middle school. Wade also teaches adults in Waldorf Teacher trainings in Portland, Eugene and Orange County. He works on a Goethean approach to art and nature through color studies and the work of Rudolf Steiner.

Jennifer Thomson is a landscape artist who specializes in color, inspired by Goethe's and Rudolf Steiner's work on color. Her landscapes are soul expressions reflecting two worlds in form and color; the inner soul world and the outer world of Nature. She studied in traditional art schools in the USA and in Switzerland with master artist, Beppe Assenza. In the mid 80s, she directed a painting school in NY. She has taught painting in various settings: in a college program in California, painting program at Emerson College in England, and in workshops and summer conferences in various states. Jennifer has written a book for artists: *An Artist's Workbook*. She is a full-time artist and has her home and studio, 'Sun Studio' in Crestone, Colorado, where she offers an August Art Retreat every summer.



### Jennifer Thomson

**Bruce Pennetti** is our cook. He will prepare for us organic, vegetarian snacks and lunches each day. Bruce is a former Waldorf class teacher, who has also enjoyed years of catering and hospitality work. A musician as well, you may hear some afternoon harp music in the air as you are painting.

### Tuition

\$440 Includes 5 organic veggie lunches, snacks & art supplies.

\$50 Nonrefundable Deposit to reserve a space.

### Accommodations

Air B&B or camping

[www.crestonecolorado.com](http://www.crestonecolorado.com)

[www.crestoneeagle.com](http://www.crestoneeagle.com)

### Sign up & Info

Jennifer Thomson

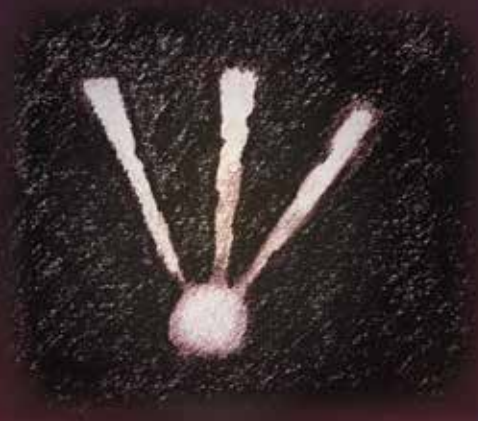
719-937-7694

[sunstudio.thomson1@gmail.com](mailto:sunstudio.thomson1@gmail.com)

PO Box 894, Crestone, Colorado 81131

USA

# *Space, Time, and the Human Heart*



**August 14-17, 2025**

Threefold Educational Foundation  
Chestnut Ridge (Spring Valley) NY

*Are you interested in the work of  
the School of Spiritual Science?*

You are warmly invited to join others seeking to understand, deepen and enliven the work of the School for Spiritual Science in North America. This gathering is open to all who seek to further the transformative impulses for human culture rooted in the path described in the Class Lessons given by Rudolf Steiner.

We come together to cultivate a greater living connection to the work of the School while fostering a vibrant and evolving community of practice: spiritual activity within a social field of engagement, reflection, and research. Can we learn to work together in ways that foster compassion and the will to respond selflessly to what the world asks of us?

Information: [spiritmatters.sai@gmail.com](mailto:spiritmatters.sai@gmail.com)

Register: [threefold.org/spacetimeheart](http://threefold.org/spacetimeheart)

Art: Frank Agrama Design: R. Managas



## INDIA



**SwasthyaKalaNiketan**

Art Therapy and Training

**Offers a Unique 3-Year International Further Training in  
Anthroposophic Art Therapy in Bangalore, India.**

In a world of personal inequities, stress and lifestyle illnesses, strike a balance to  
deal with challenges as well as excel in living life of ease and being peaceful.  
Explore the realm of artistic therapies for

**Inner Balance and Well Being!**

**Program Director** : Caroline Chanter  
(Head of Rudolf Steiner Painting School, Switzerland)  
**International Faculty** : Svenja Rudic (Lead Trainer)  
**Indian Faculty** : Dr. Wahida Murthy (India Co-ordinator - Art Therapy)  
Jyoti Pagdi, Usha Chandrachood, Shilpika Turakhia

### Who can join ?

Medical and Therapeutic, Social professionals : Doctors, Nurses, Psychologists,  
Psychotherapists, Counsellors, Teachers, Curative educators, Social Therapists,  
Teachers, Parents, Certified Soft/Life skill Trainers and Artists.

### Program Schedule

| MODULES                                                                | DATES for all 3 Years:<br>2025, 2026 & 2027 | FORMAT                                       |
|------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------|
| Painting Modules<br>(1,2,4,5,7,8)                                      | Apr 1 - 20 Apr                              | 14 day In-Person<br>Residential at Bangalore |
| Painting Modules<br>(3,6, 9) Part 1 & 2                                | Sep 4th - 7th<br>30th Oct - 2nd Nov         | 4 Days Online<br>4 Days Online               |
| Clay ,<br>Wet On Wet Painting<br>(Additional Module only in Year 2026) | <b>2026</b> , Feb 5th -8th                  | 4 days In-Person<br>Residential at Bangalore |

Note: All Modules have Medical Lectures, Directed Weekly Readings and Projects

**Join us on Sundays (10.30am-12.30pm) for an Experiential Introductory Workshop @Rs 500.**  
**To Book WhatsApp: Usha: +91 9379106073/ Shilpika: +91 99854 09433**

### Links for more information

Register at : <https://tingurl.com/yh94dspw>  
SwasthyaKalaNiketan website : <https://swasthyakaniketan.org/swaasthyakalaniketan/>  
Facebook : <https://www.facebook.com/swasthya.niketan>  
LinkedIn : <https://www.linkedin.com/feed/>  
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# The School of Uncovering the Voice

## Foundational Singing Training

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**Aug 22, 2025 - Exercises for Natural Breathing**

**Aug 23-24, 2025 - Musical Sound & Speech:  
Two Distinct Worlds**

*Every human being has a singing voice. Our work is to unveil, take away  
the hindrances and free the voice.*

Uncovering the Voice (UTV) is an artistic, pedagogical, therapeutic impulse first developed by Mrs. Valborg Werbeck-Svårdström with guidance from Rudolf Steiner.

These are two of the eight courses of the Foundational Training that provide a comprehensive understanding of UTV and its multitude of specialized singing exercises, developed together with an in-depth study of Werbeck's book, 'Uncovering the Voice, the Cleansing Power of Song'.

Everyone is welcome, no prior singing experience necessary! Whether you are a beginner or an advanced singer, you will benefit from this work.

You will be gently invited to move with joy and confidence in discovering and opening your authentic singing voice. UTV is at times playful, sacred, healing and profound. Connect with pure musical tones and the universal sound stream while balancing your physical, emotional and social well-being.

**Contact Shayndel : [healing.round@gmail.com](mailto:healing.round@gmail.com) - [werbecksinging.org](http://werbecksinging.org)**



## USA



2025 Conference

### 100 Years Rudolf Steiner

Harvard's Program for the Evolution of Spirituality is delighted to announce that we will be hosting a special conference marking the centennial of the death of spiritual teacher Rudolf Steiner. This conference will take place December 14-16,

## 2025: 100 Years Rudolf Steiner Conference

Harvard's Program for the Evolution of Spirituality is delighted to announce that we will be hosting a special conference marking the centennial of the death of spiritual teacher Rudolf Steiner. This conference will take place December 14-16,

This conference marks the centenary anniversary of Rudolf's Steiner's death. The driving force behind the esoteric and social reform movement of anthroposophy, Steiner left behind a complicated and transregional legacy. Considering the small number of participants in the movement's first decades, there are few spiritual currents of the twentieth and twenty-first centuries that have attracted as much public attention as anthroposophy—and few spiritual leaders who have been subject to as much scrutiny, both critical and sympathetic, especially in the German-language context. Following a twenty-year period that has seen a huge increase in the quality and the quantity of the scholarship on Steiner and anthroposophy, the centennial of Steiner's death in 1925 offers a perfect opportunity for scholars, practitioners in areas of "applied anthroposophy," such as Steiner education and biodynamic agriculture, and interested members of the public to come together to debate major issues.

## SWITZERLAND



Online and On-campus Study Programs  
in English and German

**Registrations are open!**

## Anthroposophy Studies

at the Goetheanum

More information at: [studium.goetheanum.ch](https://studium.goetheanum.ch) |  [goetheanum\\_studium](https://www.instagram.com/goetheanum_studium)





## Pacifica Journal

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*Please send, donations, inquiries,  
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 Honolulu, HI 96822 USA  
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# Anthroposophical Society in Hawai'i

## Pacifica Journal

Number 69, Vol.2, 2025

|                                                           |    |
|-----------------------------------------------------------|----|
| On the Making of Trump: The Blind Spot That Created Him   | 1  |
| The Archetypal Human/Animal .....                         | 5  |
| Local Colleges explore Steiner education situation.....   | 8  |
| Newcastle Waldorf school hosts teachers and Class.....    | 11 |
| Society founded in Korea at Michaelmas .....              | 11 |
| Starting the Solar New Year .....                         | 12 |
| The School of Eurythmy Taiwan.....                        | 12 |
| Japan has more than 60 Waldorf kindergartens,.....        | 13 |
| Pasadena Waldorf School Choir, After Eaton Fire .....     | 14 |
| Jessie Gong earns international recognition at piano .... | 15 |
| Honolulu Waldorf High school Alumna Ukulele Taimane       | 15 |
| Reflections on my time in a Steiner school .....          | 16 |
| Das Goetheanum Newsletters .....                          | 17 |
| The small Waldorf school on Rapa Nui.....                 | 20 |
| The difficult path from kindergarten to primary .....     | 20 |
| Thai Update .....                                         | 21 |
| Spacial Dynamics Institute .....                          | 22 |
| International Teacher Education Forum.....                | 23 |
| The Journey: Drama and Inner Development .....            | 26 |
| Books .....                                               | 27 |
| A Clarification: Picasso.....                             | 30 |
| Announcements .....                                       | 29 |



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*"I want to ignite every human being... From the spirit of the cosmos... That they may become a flame... And with the fieriness of their essence... Unfold their being."*

--RUDOLF STEINER, from a Notebook, 1925