



Emil Molt

**Henk van Oort**



## Emil Molt:

*Emil and Berta* Sophia Christine Murphy, 2019-04-25 It is 1919 and Europe has been devastated by the First World War Emil Molt the managing director of Waldorf Astoria Cigarette Company in Germany and his wife Berta wanted to start a school to educate the children of their employees and turned to their friend Rudolf Steiner for guidance That would be the start of revolutionary approach to education now known worldwide as Waldorf education Sophia Christine Murphy Emil Molt's grand daughter draws on her grandfather's diaries to trace the couple's struggles betrayals successes and breakthroughs in the founding and nurturing of the first Waldorf school Murphy tells the story with grace ease and objectivity bringing this remarkable chapter of educational history to life *The Multifaceted Life of Emil Molt (father of the Waldorf School)* Sophia Christine Murphy, 2012 In a trunk in the attic of her mother's house Sophia Christine Murphy found papers documents and diaries belonging to her grandfather Emil Molt that had not previously been seen by the public Out of these documents she has written a new biography giving light to the karmic struggles within the first school and the Anthroposophical Society Publisher description **The Foundations of Human Experience** Rudolf Steiner, 1996 Opening address Stuttgart August 20 1919 14 lectures Stuttgart August 21 September 5 1919 CW 293 2 lectures Berlin March 15 and 17 1917 CW 66 Although we can physically see children only after their birth we need to be aware that birth is also a continuation We do not want to look only at what the human being experiences after death that is at the spiritual continuation of the physical We want to be aware that physical existence is a continuation of what higher beings have done without our assistance Our form of educating can have the correct attitude only when we are aware that our work with young people is a continuation of what higher beings have done before birth Rudolf Steiner This course on education contains some of the most remarkable and significant lectures ever given by Rudolf Steiner Because these lectures were given to teachers however they have suffered the misconception that they are useful only to teachers Any teacher who wants to teach in a way that encompasses the whole child certainly needs a functional understanding of what Steiner presents here but these lectures will also greatly benefit parents psychologists counselors or anyone else involved with child development Steiner gives his most concise and detailed account of human nature in these lectures which are absolutely essential for anyone who wants a deeper understanding of Steiner's spiritual science Those who are willing to work through this work will discover here a new powerful convincing and profoundly phenomenological anthropology of human spiritual psychology In these lectures Steiner laid out for the first time the principles that form the basis for renewing the art of teaching *The Foundations of Human Experience* is the most important text for studying and understanding the human developmental and psychological basis for Waldorf education READ BOBBY MATHERNE'S REVIEW OF THIS BOOK Translated from the German editions *Allgemeine Menschenkunde als Grundlage der Pädagogik* GA 239 appendix from *Geist und Stoff Leben und Tod* GA 66 An older translation of CW 239 was titled *Study of Man* *Rudolf Steiner in the Waldorf School* Rudolf Steiner, 1996 Lectures and addresses 1919 1924 CW 298

Ultimately isn't it a very holy and religious obligation to cultivate and educate the divine spiritual element that manifests anew in every human being who is born. Isn't this educational service a religious service in the highest sense of the word. Isn't it so that our holiest stirrings which we dedicate to religious feeling must all come together in our service at the altar when we attempt to cultivate the divine spiritual aspect of the human being whose potentials are revealed in the growing child. Science that comes alive. Art that comes alive. Religion that comes alive. In the end that's what education is. Rudolf Steiner, Sept 7 1919. Sponsored by the industrialist Emil Molt and inspired by the philosopher Rudolf Steiner, the first Free Waldorf school opened in Stuttgart, Germany, on September 7, 1919. Since then, the Waldorf movement has become international with many hundreds of schools around the world. This book contains all of the more or less informal talks given by Steiner in the Stuttgart school from 1919 to 1924. Included are speeches given by him at various school assemblies, parents' evenings, and other meetings. Steiner spoke here with spontaneity, warmth, and enthusiasm. Readers will find a unique glimpse of the real Steiner and how he viewed the school and the educational philosophy he brought into being. German source: Rudolf Steiner in der Waldorfschule Vorträge und Ansprachen Stuttgart 1919-1924, GA 298. **Kindergarten Architecture** Mark Dudek, 2000. This second edition of *Kindergarten Architecture* contains new case studies based upon two new buildings in New York and Copenhagen. The book presents essential design information for planners, designers, and architects. **School as a community** Hans Passenier, 2024-02-08. In search of leadership in Waldorf schools. Leadership in Waldorf schools has a specific history. Whereas 40 years ago it was hardly allowed to formally exist because it represented power and hierarchy, now it is commonplace to have a headmaster, rector, or director. In this book, Hans Passenier examines the development of leadership and organisation in Waldorf schools. He starts at the origins and finds principles that can help develop school organisations and their leadership in the future. In four parts, he unfolds the foundations, the tools to develop leadership and organisations, and finally describes exercises to support that development as a school community. His thesis is that education is about children being diverse, having different abilities. Also, that the educator should not be a carpenter but a gardener. The image of the school as an organism is guiding in which the school community is a place for the inner development of each individual in that school community. The horizontal and vertical dimensions guide the view of both leadership and organisational design. **Student-Friendly Teaching Approaches** Asim Ari, 2022-02-21. Schools which play a fundamental role in the reconstruction of society have fulfilled their tasks in different ways throughout history. In the last century, there have been great transformations in schooling and teaching which have led to the emergence of different teaching approaches in different parts of the world. This volume introduces the reader to 10 different teaching approaches: the Emmi Pikler Approach, Montessori Education, the Reggio Emilia Approach, Sudbury Valley Schools, the Jenaplan Education Approach, Waldorf Pedagogy, Freinet Education, the Dalton Plan Approach, Schools that Learn, and Democratic Schools. It will appeal primarily to undergraduate and graduate students studying in the field of education and to researchers working in the field.

of educational sciences      **The Essentials of Education** Rudolf Steiner, 1998-02 5 lectures Stuttgart April 8 11 1924 CW 308 These talks were given during an educational conference in 1924 They are the last public lectures given by Rudolf Steiner in Germany According to one member of his audience Seventeen hundred people listened to him the prolonged applause from this great crowd at the end of every lecture was deeply moving while at the end of the last lecture the applause became an ovation that seemed as if it would never end This kind of adoration was the result not only of who Steiner was as an individual but of what he accomplished as well People had already begun to realize the potential and the promise for the future that Waldorf education held out to the children of the world The Essentials of Education together with its companion book The Roots of Education present a remarkable synthesis of what Waldorf education is and what it can become The Waldorf experiment had matured for five years since 1919 when Steiner helped to establish the first Waldorf school He had guided that school from its beginning observing very closely all that happened As a result he was able to distill and present the essentials of Waldorf education with elegance as well as with the urgency he felt for the coming times

German source Die Methodik des Lehrens und die Lebensbedingungen des Erziehens GA 308      **Waldorf Education and Anthroposophy 1** Rudolf Steiner, 1995      **Practical Advice to Teachers** Rudolf Steiner, 2000-06 A seer sees more than meets the eye using the eyes of the soul along with the physical eyes As all seeing is a form of cognition higher seeing is the key to higher cognition or knowing For human beings the spiritual world is hidden deep within the disguise of the world available to the senses and deep within the human psyche and human consciousness enmeshed as it usually is in the physical senses cannot easily be aware of both worlds The human soul is the link between the physical sense imbued body and direct experience of the spirit because it has the latent ability to focus consciousness into any number of levels The ability to determine the focus of awareness is our great gift and our great challenge In this practical and accessible guidebook Dennis Klocek building on the alchemical tradition and the Western path of initiation developed by Rudolf Steiner shows how the soul's latent ability can be awakened by conscious acts of will and rhythmical practices The practices begin wherever we are in our everyday lives and take the seeker through the levels of concentration the ability to create and hold an inner image contemplation the ability to transform the image and make it dynamic and meditation the ability to reverse the image or think it backward into inner silence After presenting the practical exercises along with commentary that identify and lay out the steps Klocek shows us how the path can be followed through to an understanding of a seemingly impenetrable alchemical image of the soul's journey as he guides us up the Alchemical Mountain to heartfelt thinking Through such a journey it becomes possible for human beings to live as spiritual beings among other spiritual beings For those who are serious about developing faculties of higher knowing and seeing The Seer's Handbook is a unique practical and friendly handbook of exercises meditations and insightful commentary that will guide both beginners and more advanced students along the path to higher worlds      **Waldorf Education and Anthroposophy 2** Rudolf Steiner, 1996-10 Julian is without doubt one of the

most wonderful of all Christian voices She gets greater and greater in my eyes as I grow older Thomas Merton Other than what is contained in her singular work Showings of Divine Love we know almost nothing of the personal life of Julian We do however know something about her background as a recluse or anchoress and the social cultural and political life of late fourteenth century England Although nothing of it is mentioned in her Showings the times in which Julian lived were fraught with political social and economic upheavals in both Church and state There are indeed many parallels to the present age This in part helps to explain why Julian speaks so loudly to today after six hundred years of silence On the thirteenth of May 1373 Julian received a series of sixteen visions centered on the person and sufferings of Jesus and on the Trinity A short time later she wrote an account of them in twenty five chapters known as the Short Text Twenty years later after much prayer and reflection she wrote another account consisting of eighty six chapters called the Long Text During this important interim Julian the visionary became Julian the theologian Julian s visions correspond to the classic understanding of such phenomena Some visions were spiritual locutions In this experience God spoke directly to her heart in such a way as to communicate with absolute unquestioned clarity the desired message Actual words were probably not used but the visionary was left with no doubt as to the authenticity or the meaning of the message Other visions were visual or experienced as coming through the corporeal senses These resulted from the direct action of God on the imagination Still others were spiritual visions not easily expressed and usually concerned with the deeper mysteries of God such as the Trinity Many of Julian s visions were combinations of all three types This book is not a translation or paraphrase of Julian s Showings of Divine Love Rather it is a commentary in 86 brief meditative chapters intended to provide information reflections and further theological understanding that will enhance the modern Christian s reading of Julian s book It can be read independently prior to reading Julian s book or along with it chapter by chapter

**Spring Curriculum** Lina Winer, 2021-04-06 The future development of each child depends on health giving experiences in the first seven years of life According to the Waldorf pedagogy the most essential aspect of working with young children is the educator s internal attitude and his understanding of the specific stages of early childhood development This book offers a valuable resource for educators and parents of young children It teaches the Waldorf principles of early childhood education the developmental stages of the young child everyday life s specifics in the Waldorf kindergarten and daily spring activities In springtime the kindergarten children celebrate the renewal of life in nature through crafts stories games verses and festivities With this curriculum you can have all your spring stories songs and verses painting modeling and crafts planned out for each week

**Rudolf Steiner** Johannes Hemleben, 2013-05-01 Rudolf Steiner s legacy is remarkable Around the world thousands of initiatives have been built up around his inspiration and thought including Steiner Waldorf schools special education establishments medical clinics biodynamic farms cultural centres and much more At the core of this outer work stands the scientific and spiritual path which Steiner called anthroposophy a philosophy and method which he expounded and developed throughout his life

Hemleben's concise yet informative biography throws a clear light on Steiner's life and his numerous struggles and achievements. Beginning with Steiner's childhood, Hemleben guides us through his youthful years as a respected Goethean scholar and philosopher in Weimar, his work in the Theosophical Society and the later establishing of the Anthroposophical Society, the development of anthroposophy as a spiritual science, the creation of spiritual initiatives in art, the social sciences, education, medicine, agriculture, religion, and architecture, the important Christmas Foundation Conference, and his eventual death in 1925. Hemleben's biography, seen by many as the finest account of Steiner's life and work, includes a chronology, personal tributes, an extensive section for further reading, as well as an index. It is also profusely illustrated with 69 pictures and photographs.

**Between Occultism and Nazism** Peter Staudenmaier, 2014-04-03. The relationship between Nazism and occultism has been an object of fascination and speculation for decades. Peter Staudenmaier's *Between Occultism and Nazism* provides a detailed historical examination centered on the anthroposophist movement founded by Rudolf Steiner. Its surprising findings reveal a remarkable level of Nazi support for Waldorf schools, biodynamic farming, and other anthroposophist initiatives, even as Nazi officials attempted to suppress occult tendencies. The book also includes an analysis of anthroposophist involvement in the racial policies of Fascist Italy. Based on extensive archival research, this study offers rich material on controversial questions about the nature of esoteric spirituality and alternative cultural ideals and their political resonance.

**The Palgrave Handbook of Educational Thinkers** Brett A. Geier, 2024-08-21. This handbook presents a durable, comprehensive, and up-to-date resource covering the seminal thinkers in education of past and present. Each entry will capture the professional background of a legendary thinker and presents their key insights, new thinking, and major legacies to the field of education. Carefully brought together to present a balance of gender and geographical contexts, as well as areas of thought and work in the broad field of education, this handbook provides a unique history and overview of figures who have shaped education and educational thinking throughout the world.

**Anthroposophy A-Z** Henk van Oort, 2013-04-02. Rudolf Steiner's spiritual philosophy is the inspiration for many successful initiatives in the world today, from the international Steiner-Waldorf school movement to biodynamic agriculture and its increasingly popular produce. Steiner developed his philosophy in dozens of books and many thousands of lectures. His teaching contains dozens of new concepts and ideas, and as a result, he had often to create his own vocabulary. In this practical volume, a companion to his *Anthroposophy A: A Concise Introduction*, Henk van Oort gives concise definitions of many terms and concepts in Steiner's worldview, from the most commonplace to the more obscure. *Anthroposophy A-Z* can be used as a reference guide but also as a gateway into Rudolf Steiner's manifold world of spiritual ideas and concepts. Anthroposophy can be seen to be a new language, a language that can lead to the world of the spirit. It was with this awareness that Henk van Oort took the initiative to write this glossary. Ultimately, he has written the sort of inspiring handbook that he wished had existed when he first became acquainted with anthroposophy over 40 years ago. HENK VAN OORT, born in 1943, trained as a primary teacher.

before taking a Masters degree in English at the Amsterdam University He has taught for 40 years in primary and secondary education including class teaching in a Steiner school teaching English and running educational courses and seminars for teachers and parents His interest in literature and poetry has led to his appearance at storytelling and poetry seminars and his introductory courses to anthroposophy have proved to be highly successful Based in Bergen N H in the Netherlands Henk van Oort is married and the father of three grown up children He is the author of Anthroposophy A Concise Introduction

**Faculty Meetings with Rudolf Steiner** Rudolf Steiner, 1998-09 8 lectures Stuttgart June 12 19 1921 CW 302 In these eight talks on education for teenaged young people Steiner addressed the teachers of the first Waldorf school two years after it was first opened A high school was needed and Steiner wanted to provide a foundation for study and a guide for teachers already familiar with his approach to the human being child development and education based on spiritual science Steiner's education affirms the being of every child within the world of spirit This approach works within the context of the child's gradual entry into earthly life aided by spiritual forces and children's need for an education that cooperates with those forces Some of Steiner's remarks may be controversial but unbiased study will lead to an appreciation of the profound thought and wisdom behind what is presented here German source Menschenkenntnis und Unterrichtsgestaltung GA 302 Education as a Force for Social Change Rudolf Steiner, 1997-07 These dazzling radical lectures were given one month before the opening of the first Waldorf School following two years of intense preoccupation with the social situation in Germany as World War I ended and society sought to rebuild itself Well aware of the dangerous tendencies present in modern culture that undermine a true social life such as psychic torpor and boredom universal mechanization and a growing cynicism Steiner recognized that any solution must address not only economic and legal issues but also that of a free spiritual life Steiner also saw the need to properly nurture in children the virtues of imitation reverence and love at the appropriate stages of development in order to create mature adults who are inwardly prepared to fulfill the demands of a truly healthy society adults who are able to assume the responsibilities of freedom equality and brotherhood Relating these themes to an understanding of the human as a threefold being of thought feeling and volition and against the background of historical forces at work in human consciousness Steiner lays the ground for a profound revolution in the ways we think about education Also included here are three lectures on the social basis of education a lecture to public school teachers and a lecture to the workers of the Waldorf Astoria Cigarette Company after which they asked him to form a school for their children German sources Die Erziehungsfrage als soziale Frage GA 296 lectures 4 5 and 6 the Volkspädagogik lectures in Geisteswissenschaftliche Behandlung sozialer und pädagogischer Fragen GA 192 lectures 2 and 11 Neugestaltung des sozialen Organismus GA 330 331 Education Rudolf Steiner, 2013-04-16 A social basis for education The spirit of the Waldorf school Educational methods based on anthroposophy The child at play Teaching from a foundation of spiritual insight and education in the light of spiritual science The adolescent after the fourteenth year Science art religion and



morality The spiritual grounds of education The role of caring in education The roots of education and the kingdom of childhood Address at a parents evening Education in the wider social context     *The Education of the Child and Early Lectures on Education* Rudolf Steiner, 1996 It is necessary for human beings to remember not only what they already understand but to come to understand what they already know that is what they have acquired by memory in the way the child acquires language In a certain sense understanding things through concepts should proceed from the stored up treasures of the memory The more children know in memory before they begin to understand through intellectual concepts the better p 31 As early as 1884 while tutoring a boy with special needs Steiner began a lifelong interest in applying spiritual knowledge to the practical aspects of life Steiner originally published the essay at the core of this book in 1907 It represents his earliest ideas on education in which he lays out the soul spiritual processes of human development describing the need to understand how the being of a child develops through successive births beginning with the physical body s entry into earthly life and culminating in the emergence of the I being with adulthood Also included are several early lectures on education ranging from 1906 to 1911 well before the birth of the Waldorf movement in 1919

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