

Rudolf Steiner

FACULTY
MEETINGS
WITH
RUDOLF STEINER

1

1919 - 1922



FOUNDATIONS OF WALDORF EDUCATION

Faculty Meetings With Rudolf Steiner Foundations Of Waldorf Education 8

Peter Selg



Faculty Meetings With Rudolf Steiner Foundations Of Waldorf Education 8:

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 Faculty Meetings with Rudolf Steiner: 1919-1922 Rudolf Steiner, 1998 The Waldorf School movement has its roots in the chaotic period following the First World War Struggling to create the first school Rudolf Steiner worked on every detail Lesson plans religious education school hours course resources administration finance child study no aspect of school life was beyond his attention Guiding the faculty and demonstrating a phenomenal range of knowledge Steiner moved toward his goal of creating a vehicle for social transformation These two volumes span the years 1919 to 1924 and cover meeting by meeting the development of the first Waldorf School Here is Rudolf Steiner not through the written word or lectures but in transcribed interaction that details the creation process Participating in a work in progress Steiner deals with an amazing array of problems frustrations successes and failures His sleeves rolled up and his sight on a vision that he made a reality Rudolf Steiner lays the foundations of Waldorf Education This detailed look behind the scenes will interest not only teachers but also parents and students anyone who wants to know how a successful worldwide school movement arose The Foundations of Human Experience Rudolf Steiner, 1996-07 7 Lectures various cities Nov 29 1917 Oct 16 1918 CW 182 *Death as Metamorphosis of Life* is a brilliant exceptional collection The lectures are intimate existential profound and transformative they address us in our soul lives where we live and where we strive for spiritual experience They make clear the necessary and living bond that must unite the inner work of Anthroposophists the day to day inner spiritual work in our ordinary lives and the outer work of Anthroposophy the manifestation of spirit in life that is the tasks of service that we take on in the world Steiner understood that if Anthroposophy or spiritual wisdom does not live and grow as a spiritual reality in the souls of those who claim to practice it then the practical wisdom their actions in the world as called for by the spirit of the times will come to nothing Christopher Bamford introduction The lectures in *Death as Metamorphosis of Life* address us in our soul life and speak to our hearts They make clear the bond that must unite our inner spiritual work and the outer work of manifesting spirit in life For if spiritual wisdom does not live and grow as a reality in the souls of those who practice it then the practical wisdom of service called for by the spirit of the times will come to nothing The particular realities that Rudolf Steiner focuses

on are twofold working with the dead and the spiritual hierarchies and coming to know the Christ What these two have in common is that they are both Earth centered They teach us the fundamental importance of everyday human destiny and earthly life not just for humanity but also for divinity and the cosmos We learn not only what the dead can teach us about the spiritual world and the working of the hierarchies but also what it means to be human in a spiritual sense We learn of the importance of working with the dead and the angelic worlds both for our own and for their development as well as for the future evolution of the Earth The Mystery of Golgotha is equally important we must understand it spiritually As Steiner says It is the will of the gods that the most important event on Earth must compel us to spirituality The Christ must be experienced inwardly not historically At the same time he must be found on Earth for instance in human destiny The more we become aware of what is secretly invisibly and unconsciously working in our lives the closer we will come to working with the dead and to the kingdom of Christ How can we find the Christ Steiner quotes the seventeenth century mystic Angelus Silesius The Cross on Golgotha cannot save you from evil if it is not also raised within you The Cross is raised within us by the polarity of the powerlessness of our body and the resurrection of our spirit There is no need for supersensory capacities to realize this experience only humility and sincerity in seeking are required Resurrection from the soul death of powerlessness is the true Christ experience that opens the soul to the presence of Christ Truly these are astonishing lectures to be treasured to be read reread to be thoroughly understood as something living to be meditated and made one's own and to be carried as a transformative gift into the world Christopher Bamford introduction Death as Metamorphosis of Life is translated for the first time in its entirety from the German of Der Tod als Lebenswandlung GA 182 Individual lectures have appeared in Angels Selected Lectures Evil Selected Lectures and Staying Connected

Faculty Meetings with Rudolf Steiner: 1922-1924 Rudolf Steiner, 1998 The Waldorf School movement has its roots in the chaotic period following the First World War Struggling to create the first school Rudolf Steiner worked on every detail Lesson plans religious education school hours course resources administration finance child study no aspect of school life was beyond his attention Guiding the faculty and demonstrating a phenomenal range of knowledge Steiner moved toward his goal of creating a vehicle for social transformation These two volumes span the years 1919 to 1924 and cover meeting by meeting the development of the first Waldorf School Here is Rudolf Steiner not through the written word or lectures but in transcribed interaction that details the creation process Participating in a work in progress Steiner deals with an amazing array of problems frustrations successes and failures His sleeves rolled up and his sight on a vision that he made a reality Rudolf Steiner lays the foundations of Waldorf Education This detailed look behind the scenes will interest not only teachers but also parents and students anyone who wants to know how a successful worldwide school movement arose

A History of the School of Spiritual Science Johannes Kiersch, 2006 The School of Spiritual Science and its individual sections was initiated by Rudolf Steiner at the Christmas Conference 1923 1924 His intention in his own words was to present the esoteric aspect It was to have three

classes though only the First Class was instituted before Steiner's death in 1925. Recently the written records on which the teaching of the First Class is based have been published in both German and English which has given rise to a number of questions. Consequently the council of the General Anthroposophical Society in Dornach Switzerland commissioned Johannes Kiersch to write a history of this unique organization. The result is an overview of the First Class and its development from the early esotericism developed by Rudolf Steiner while still connected with the Theosophical Society to the period following World War II. The author provides individual commentaries on the first mediators of the school including Lili Kolisko, Harry Collison and Count Polzer-Hoditz. The book also presents some thirty-seven original documents in an extensive appendix which features personal notes, letters and speeches connected with the Esoteric School. *A History of the School of Spiritual Science* presents a balanced history of the birth and development of the First Class and its struggles through the controversial splits and conflicts that followed Steiner's death. As Kiersch states: 'The aim has been above all to come as close as possible to the sources and offer historical material for individuals to form their own opinion.'

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.

Education as a Force for Social Change Rudolf Steiner, 1997. 10 lectures. Dornach 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.

The Kingdom of Childhood Rudolf Steiner, 1995-07. You should not have any mystical ideas about meditation nor should you think it is easy. Meditation must be completely clear in the modern sense. Patience and inner soul energy are needed and above all it depends on an act that no one else can do for you; it requires an inner resolve that you stick to. When you begin to meditate you are performing the only completely free activity there is in human life. Rudolf Steiner. This completely revised edition provides an ordered sequence of statements by Steiner on the development of higher suprasensory knowing: Imagination, Inspiration and Intuition. Nine chapters take the reader from the idea of inner development through the cultural and evolutionary need for higher knowing and then to examples of the practices and inner

gestures required by this work Steiner describes the necessary steps and stages always insisting on the free individual and cognitive character of anthroposophic spiritual research This essential inner guide is for anyone on a path of true spiritual development The Light Course Rudolf Steiner, 2001 11 lectures Stuttgart and Dornach Dec 23 1919 Aug 8 1921 CW 320

Now the time has actually arrived when we have a subconscious glimmering of the impossibility of the modern approach to nature and some sense that things have to change Rudolf Steiner This course on light also exploring color sound mass electricity and magnetism presages the dawn of a new worldview in the natural sciences that will stand our notion of the physical world on its head This first course in natural science given to the teachers of the new Stuttgart Waldorf school as an inspiration for developing the physics curriculum is based on Goethe's phenomenological approach to the study of nature Acknowledging that modern physicists had come to regard Goethe's ideas on physics as a kind of nonsense Rudolf Steiner contrasts the traditional scientific approach which treats phenomena as evidence of natural laws with Goethean science which rejects the idea of an abstract law behind natural phenomena and instead seeks to be a rational description of nature Steiner then corrects the mechanistic reductionism practiced by scientific positivists emphasizing instead the validity of human experience and pointing toward a revolution in scientific paradigms that would reclaim ground for the subject the human being in the study of nature German source *Geisteswissenschaftliche impulse zur Entwicklung der Physik Erster Naturwissenschaftlicher Kurs Licht Farbe Ton Masse Elektrizität Magnetismus GA 320* The Spiritual Ground of Education Rudolf Steiner, 2004-12 Through the introduction by Michael Howard and Steiner's ten lectures this volume offers an account of the sources and purposes of art as well as a particularly helpful approach to art as a spiritual practice So far from being dated Steiner's account of art and its relation to spiritual experience is at least contemporary and probably ahead of its time As this book ably shows Steiner's insights concerning art particularly when approached and practiced as a spiritual activity might be exactly what art artists and contemporary culture urgently need Robert McDermott from the foreword Seeing his task as the renewal of the lost unity of science art and religion Rudolf Steiner created in the worldview he called Anthroposophy a new cognitive scientific and religious art the implications of which recognized by such divergent artists as Wassily Kandinsky and Joseph Beuys are only now becoming fully apparent Art as Spiritual Activity includes a comprehensive thought provoking introduction of more than a hundred pages by Michael Howard who writes The most fundamental issue for arts today is the spiritual foundation of arts Steiner demonstrates that our individual creative activity is not solely a personal affair Our creations do not originate out of nowhere nor solely out of ourselves but from an objective world of spirit with which we are intimately related in the depths of our being He shows that our creations have significance beyond ourselves and beyond the recognition they receive works of art are vehicles of spiritual qualities In bringing these spiritual qualities into the sphere of human life the artist becomes responsible for the spiritual effects the work of art has on the artist other people and ultimately on human evolution Art as Spiritual Activity introduces a new way of thinking about looking at

and creating art **Rudolf Steiner in the Waldorf School** Rudolf Steiner, 1896-03 Written 1924 1925 CW 28 Because I entered this world with defined soul predispositions and because the course of my life as expressed in my biography is determined by those predispositions as a spiritual human being I must have existed before my birth As a being of spirit I must be the repetition of someone through whose biography mine can be explained In each life the human spirit appears as a repetition of itself with the fruits of experiences during previous lives Rudolf Steiner Rudolf Steiner seldom spoke of himself in a personal way but in his Autobiography we are offered a rare glimpse into some of the most intimate aspects of his inner life his personal relationships and significant events that helped to shape the philosopher seer and teacher he became This edition restores the original format of seventy chapters just as they were written for the Goetheanum weekly newsletter This autobiography is not merely a narrative of Rudolf Steiner's successes and failures but the story of a soul possessed of a precise probing scientific mind and a natural clairvoyant ability to see into the spiritual world Although naturally clairvoyant Steiner always recognized the integrity and importance of modern scientific methods and thus he developed a modern discipline he named Anthroposophy or spiritual science During the century that followed the events recorded in this autobiography Rudolf Steiner's insights have touched and enriched numerous areas of life in ways that continue to transform people's lives in the twenty first century This illustrated revised updated and expanded edition was the first volume to be released in The Collected Works of Rudolf Steiner This series will eventually collect all of the English translations of Rudolf Steiner's works including many never before in English into an attractive and uniform set of his written and spoken words This volume is a translation from German of Mein Lebensgang GA 28 [A Grand Metamorphosis](#) Peter Selg, 2008-09 Journal for Star Wisdom 2013 includes articles of interest concerning star wisdom Astrosophy as well as a guide to the correspondences between stellar configurations during the life of Christ and those of today This guide comprises a complete sidereal ephemeris and aspectarian geocentric and heliocentric for each day throughout the year Published yearly new editions are available beginning in November for the coming new year According to Rudolf Steiner every step taken by Christ during his ministry between the baptism in the Jordan and the resurrection was in harmony with and an expression of the cosmos Journal for Star Wisdom is concerned with these heavenly correspondences during the life of Christ It is intended to help provide a foundation for cosmic Christianity the cosmic dimension of Christianity It is this dimension that has been missing from Christianity in its two thousand year history Readers can begin on this path by contemplating the movements of the Sun Moon and planets against the background of the zodiacal constellations sidereal signs today in relation to corresponding stellar events during the life of Christ In this way the possibility is opened for attuning in a living way to the life of Christ in the etheric cosmos In this year's journal there is an article by David Bowden and Robert Powell on the new science of Astrogeographia concerning the location of the seven planetary chakras of the Earth David Tresemer's article examines the significance of Neptune in world events and William Bento offers important perspectives on the dark shadows

of Neptune There is also an article by Wain Farrants and Robert Powell continuing the discussion of the house systems in astrology begun by Brian Gray in the 2012 issue Kevin Dann focuses on the 33 1 3 year rhythm and Lacquanna Paul has written about Divine Sophia in relation to the zodiac Brian Gray contributed an article on his discovery of the zodiac in the Raphael Madonna series as arranged by Rudolf Steiner The monthly commentaries for 2013 by Claudia McLaren Lainson are preceded by her article on the Jupiter Pluto opposition in 2013 The commentaries are supported by monthly astronomical previews provided by Sally Nurney offering opportunities to physically observe and experience the stellar configurations during 2013 This direct interaction between the human being on Earth and the heavenly beings of the stars develops the capacity to receive their wisdom filled teachings

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

Debating Yoga and Mindfulness in Public Schools Candy Gunther Brown, 2019-03-27 Yoga and mindfulness activities with roots in Asian traditions such as Hinduism or Buddhism have been brought into growing numbers of public schools since the 1970s While they are commonly assumed to be secular educational tools Candy Gunther Brown asks whether religion is truly left out of the equation in the context of public school curricula An expert witness in four legal challenges Brown scrutinized unpublished trial records informant interviews and legal precedents as well as insider documents some revealing promoters of Vedic victory or stealth Buddhism for public school children The legal challenges are fruitful cases for Brown's analysis of the concepts of religious and secular While notions of what makes something religious or secular are crucial to those who study religion they have special significance in the realm of public and legal norms They affect how people experience their lives raise their children and navigate educational systems The question of religion in public education Brown shows is no longer a matter of jurisprudence focused largely on the establishment of a Protestant Bible or nonsectarian prayer Instead it now reflects an increasingly diverse American religious landscape Reconceptualizing secularization as transparency and

religious voluntarism Brown argues for an opt in model for public school programs Rhythms of Learning Rudolf Steiner,1998 Key lectures on children and education have been thoughtfully chosen from the vast amount of material by Steiner and presented in a context that makes them approachable and accessible In his many discussions and lectures Steiner shared his vision of an education that considers the spirit soul and physiology in children as they grow *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 The Renewal of Education Rudolf Steiner,2001-10 Written 1902 CW 8 As simultaneously mysticism and fact Christianity is a breakthrough in the historical development of humanity for which the mysteries with the results that they brought about form a prior evolutionary stage Rudolf Steiner During the fall and winter of 1901 02 Steiner gave a series of lectures called Christianity as Mystical Fact to members of the Theosophical Society The lectures were rewritten and issued as a book later that year They mark a watershed in the development of Western esotericism Steiner wrote of the idea behind his book The title Christianity as Mystical Fact was one I gave to this work eight years ago when I gathered together the content of lectures given in 1902 It was meant to indicate the special approach adopted in the book Its theme is not just the mystical side of Christianity in a historical presentation It was meant to show from the standpoint of a mystical awareness how Christianity came into being Behind this was the idea that spiritual happenings were factors in the emergence of Christianity which could only be

observed from such a point of view It is for the book itself to demonstrate that by mystical I do not in any way imply a vague intuition rather than strict scientific argument In many circles mysticism is understood as just that and therefore it is distinguished from the concerns of all genuine science In this book however I use the term to mean a presentation of spiritual reality a reality accessible only to a knowledge drawn from the sources of spiritual life itself Anyone who denies the possibility of such knowledge in principle will find its contents hard to comprehend any reader who accepts the idea that mysticism may coexist with the clarity of the natural sciences may acknowledge that the mystical aspect of Christianity must be described mystically This is a significant book for Steiner's own development that of Western esotericism and our own understanding of the Christ event Readers will find the evolutionary development from the ancient Mysteries through the great Greek philosophers to the events portrayed in the Gospels Included are an informative introduction and annotated notes by Andrew Welburn and an afterword by Michael Debus a priest of The Christian Community who summarizes the book and places it in context This book is a translation from German of *Das Christentum als mystische Tatsache und die Mysterien des Altertums* GA 8 Cover image Photo of Bordeaux Cathedral by James Nicholls [Time of Decision with Rudolf Steiner](#) Friedrich Hiebel, 1989 This fascinating recollection of the early days of the Anthroposophical Society offers a unique perspective on Rudolf Steiner's work and his relationship to his students Of particular interest to our readers will be the chapters on the Christmas Conference of 1923 for the foundation of the Anthroposophical Society Hiebel attended the meeting and his lively descriptions and warm style let those solemn events rise up again in our souls He recreates the solemn sacred mood of the laying of the Foundation Stone and provides insights into the structure and meaning of the Foundation Stone verses *Subject Guide to Books in Print*, 1997 [Engaged Community](#) John McAlice, 2013-12-01 Based on many years working in Anthroposophy and in Waldorf schools and drawing extensively on Rudolf Steiner's words Jon McAlice's radical thought provoking book opens the field for a new vision of the collaborative possibilities available in schools that are established and sustained by parents and teachers for the sake of students Seeking to shift the conversation concerning school governance from a structural to a dynamic approach McAlice emphasizes learning as a multileveled process of becoming As he puts it a school is a working community dedicated to the art of becoming a community in which students and adults participate in the difficult task of creating a free self governing ecology of learning For this the adults must learn to trust one another and develop confidence in collegiality Understanding the guidance of their common task they must find the humility and honesty to listen without judgment and to speak with authenticity To create a context in which children can practice the art of self education educators must themselves become examples of self governing creative responsible human beings committed to learning and self development through encounters in which content and process merge in an experience of absolute freedom Thus something new becomes possible McAlice shows how such an ideal can become a reality when parents teachers and students all work and learn together for the common goal of becoming more fully human within a

dynamic engaged participatory learning community Engaged Community provides anyone involved in Waldorf education with the appropriate tools and language to take the hard work of dialog and conversation to a higher level

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Faculty Meetings With Rudolf Steiner Foundations Of Waldorf Education 8 Introduction

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