



ATHENA

Association for Therapeutic Eurythmy in North America

SPRING 2017



Children in Need Fund



*James, 4 years old, receives sessions
of Therapeutic Eurythmy at home
through the CNF*

There are many children who do not attend Waldorf schools who could benefit from therapeutic eurythmy.

There is a fund created through ATHENA that is especially for these children.

Therapeutic eurythmists are invited to apply for this financial support, please contact:

Stella Elliston stavi47@yahoo.com
Dale Robinson dale1022@sbcglobal.net.

ATHENA

THE ATHENA BOARD MEMBERS 2016-2017

Dale Robinson, President and Interim Treasurer
Liaison to AAMTA/oversees AnthroMed
Oakland, CA
510 339 2769
dale1022@sbcglobal.net

Jason Yates, Vice-President, Recording Secretary, Web Designer
West Vancouver, British Columbia, Canada
778 508 3554
j.alexander.yates@gmail.com

Mary Brian, Corresponding Secretary
Cowichan Bay, BC, Canada
marybrian7@gmail.com

Andrea Marquardt-Preiss, IKAM Liaison
Seattle, WA
andrea-preiss@sound-movement.org

Susann Herb-Eddy, AWSNA Representative
Southfield, MI
248 376 1154
susanneddy@detroitwaldorf.org

Stella Elliston, Children-in-Need Fund
Alford, MA
413 528 9226
stavi47@yahoo.com

Miyong Schoen, Membership
Fair Oaks, CA
916 844 7389
myschoen@gmail.com

Representatives in the particular Fields of Therapeutic Eurythmy

Early Childhood/Kindergarten – Mary Ruud
Grade school – Andrea Marquardt-Preiss
Clinical Settings – Mary Brian
Private Practice – Dale Robinson
Curative Education/Social – Gillian Schoemaker
Elder Care – Jeanne Simon-MacDonald
Crisis and War Zones – Truus Gereats
Dental Eurythmy – Polly Saltet
Eye Eurythmy – Barbara Bresette-Mills

TABLE OF CONTENTS

Announcements, Articles, Reviews, and Reports	Page
Letter from the President, <i>Dale Robinson</i>	4
Letter from ATHENA Board Members	4
Letter from the Editor, <i>Maria Ver Eecke</i>	5
Financial Statement, <i>Dale Robinson</i>	6
The Influence of Media on the Health of Students, <i>ATHENA Teleconference</i>	8
Notes from the second ATHENA Teleconference, <i>Cynthia Hoven</i>	11
Eurythmy Exercises for Fearful and TV-Damaged Children, <i>Anne-Maidlin Vogel</i>	13
The Therapeutic Eurythmy “Allergy” Sequence TSRMA, <i>Barbara Neumann</i>	15
Part-time MA in Eurythmy Therapy for Therapeutic Eurythmists, <i>Shaina Stoehr and Coralee Frederickson</i>	19
Report on the Course in Tone Eurythmy Therapy, <i>Elizabeth Carlson</i>	20
Announcements	22
Calendar	22

Front Cover: “Soul Scape” by Iris Sullivan of Maui, Hawaii
<http://movingthesoulwithcolor.com>

Back Cover: Workshops with Jan Ranck

ATHENA NEWSLETTER

Please send contributions to:

Maria Ver Eecke,
34 Margetts Road, Chestnut Ridge, NY 10977
editor@eana.org

Deadlines: April 1 and Nov. 1

Although welcomed,
the viewpoints expressed in the
ATHENA Newsletter are not necessarily
those of the publisher.

www.therapeuticeurythmy.org
www.forumhe-medsektion.net

LETTER FROM THE PRESIDENT

The moment I started to write this letter to you, our members, for this Spring 2017 Issue of the ATHENA Newsletter, I received in the mail a package containing a beautifully bound publication entitled "Documentation of the SecondWorld Eurythmy Therapy Conference"! It took a while for this English translation to be prepared. Just reading the first couple of pages brought back what a momentous event the conference was. This publication has a wealth of information and is a great resource, containing all the key note talks and report on some of the workshops. A number of other well-worth-reading 'contributions to the discourse on scientific interpretation systems and approaches in eurythmy therapy' are included in an Annex, along with a detailed article by Heinz Zimmermann on "The seven 'rhythms' of the Foundation Stone verse as a tool of anthroposophical community building". Having been nudged a few days later by Mary Ruud we will see if the Board can look into the possibility of obtaining copies for all our members. We will let you know via email if and how they will be made available to you. It is now available for 15 Euro by writing to Maya Kusgen at secretariat@heileurythmie-medsektion.net, but you might want to wait until you hear from us before you make a separate order.

ATHENA's third Pre-IPMT Workshop in California at Rudolf Steiner College on April 22, 2017 was a successful collaborative event with three doctors and 13 therapeutic eurythmists. We explored with Dr. Siegwand Elsas, head of the Neurology Department at the Arlesheim Klinik, how therapeutic eurythmy can work with the neurological conditions of epilepsy, Multiple Sclerosis and Parkinson disease. Look for a detailed report of these explorations in the next newsletter.

For the first time ever, ATHENA will hold an on-line Annual General Meeting (AGM) on July 16th between 3:00 and 4:30 PM PST. All members will receive an email announcement/invitation a week or two prior to the meeting with all the information you will need on how to join in on the meeting. You can join in by phone or computer from where ever you are. We will have reports and will take care of our annual 'business' of voting in a new slate of officers and will then enter into discussion on a number of topics of interest. Please let us know right now what you are interested in discussing and don't overlook the email announcement/invitation that you will receive. A detailed 2016 Financial Statement is included in this issue of the Newsletter. For those of you interested in this aspect of our organization, you will see 2016 was quite a year! Please join us.

News from the Board: Andrea Marquardt-Preiss is stepping off the Board and moving with her family to Europe. Having joined the Board in 2012 Andrea, with her warm, yet professional way of communicating, served on the Board for four years as Corresponding Secretary. When Marie Ebersole

stepped off the Board in 2014 Andrea took over the role of IKAM representative as well, translating various communications from German into English for us. Mary Brian took over the role of Corresponding Secretary. We will miss Andrea, and send her off with gratitude and warm wishes and hope that our paths will often cross again. Susann Eddie will be stepping off the board. Susann finished up her second three-year term last year, but stayed on the board for this year, continuing her task as our AWSNA representative. We will be thanking her and saying good-bye to her at our AGM. Nancy McMahon, one of the original board members of ATHENA, has offered to join the board again and we are looking forward to working with her.

The Tone Eurythmy Therapy Course offered here in the States by Jan Ranck will take place this summer from July 20 through July 29, 2017, in Beaver Run, Pennsylvania. It will not be happening on the West Coast. Jan has specialized in therapeutic Tone Eurythmy as developed by Lea van der Pals and Dr. Margarete Kirchner-Bockholt and she was taught for many years by Annemarie Baeschlin. The ATHENA Board encourages all members who are interested to attend, to meet and catch up as colleagues and to get 'toned up'. There are limited Professional Development funds from the Waldorf Education Foundation for travel and/or tuition for those in need of financial assistance. Scanned copies of your travel and or tuition receipts can be sent along with your request to me at dale1022@sbcglobal.net or via regular mail to 1962 Asilomar Dr. Oakland, CA 94611.

Wishing you all a refreshing breathing out for the summer!

Warmly,
Dale Robinson

LETTER FROM THE SECRETARIAT

Annual Conference of the Medical Section
at the Goetheanum

Dear Friends,

It is with great pleasure that we invite you to the Annual Conference of the Medical Section at the Goetheanum, to be held from 14 to 17 September 2017! „Living Warmth – Wärme wirkt“ – the meaning of warmth in human physiology, in illness and healing, will be at the core of this Conference. The lectures will be on the five „Care areas“: pregnancy and birth, fever and infectious diseases, fear and trauma, oncology and palliative medicine / accompanying a dying patient. There are approximately 60 working groups, which offer a variety of interesting subjects, and there will be sufficient time to delve into these in depth. We particularly look forward to the festive evening on the terrace of the Goetheanum, where we will be able to share the richness of our languages and cultures from five continents!

Cordial greetings!
Matthias Girke and Georg Soldner
Doris Witter, Secretariat

ANNOUNCEMENT OF ATHENA AGM

The ATHENA Annual General Meeting (AGM) will be held online this year for the first time on Sunday, June 25th, at 3:00 p.m. PST.

During the week before the meeting all members will be sent an Agenda via email and a Gotomeeting link and phone number to join the meeting either by computer or by phone. If you want to join by computer, please log onto the Gotomeeting site in plenty of time before the meeting time. You can click on the link even days prior to the meeting to see if your computer is compatible and to first download or update the site on your computer.

Yes, we are aware that this way on 'meeting' is very limited and poses challenges to many of us. But it can work if there is the good will. The ATHENA Board has been able to work by having our monthly meeting this way. It will call on everyone who joins to all-the-more actively and inwardly connect with all the rest of us. We look forward to briefly check in and go through the various reports and 'business' items and to then have plenty of discussion time at the end, something we have often not had when the AGM was put into the middle of a conference somewhere. Please join us and your colleagues!

ATHENA Board

LETTER FROM THE EDITOR

Dear ATHENA Members,

President Dale Robinson encourages us to check out the website of the Medical Section. Several announcements in this issue keep us up to date with the world wide movement. The ATHENA Financial Report was prepared by Dale, as Treasurer.

ATHENA Teleconferences occurred in January and March this year. The first titled, "The Influence of Media on the Health of Students", was prepared by Andrea Preiss. Mary Ruud prepared the next teleconference on this theme. Thank you to all you participated and to Cynthia Hoven, who took the minutes from the ATHENA Teleconference in March. We greatly appreciate sharing these submissions with our readers.

Thank you to Barbara Newman for submitting her research paper on the theme of the Allergy Sequence. As she writes: "In modern times, allergies have reached epic proportions." As humanity continues to poison our environment, is there any question that we are poisoning ourselves? Allergies are another example of 'the outer world has conquered' while therapeutic eurythmy supports strengthening the inner self.

While looking for images of eurythmy therapy, I came across the eurythmy therapy work of Ingrid Hermansen, who has produced several documentaries posted on YouTube. There are interviews of therapeutic eurythmists and personal testimonies from patients. One patient calls eurythmy therapy, "Be one with yourself." The therapists may be known to you.

The website is <https://www.kairosrehabilitation.org.uk/> of the Kairos Rehabilitation Trust in London, England. If you are able to view these videos, please let us know what you think.



Thank you to all who contribute to the ATHENA Newsletter. Best wishes to Andrea Marquardt-Preiss, (pictured here) who has served on the ATHENA Board and who will be greatly missed.

Please keep in touch,
Maria Ver Eecke

RESEARCH PROJECTS UNTIL 2020

Eurythmy Therapy Forum

List of Twenty "Disorders for Typical Therapy Concepts of Anthroposophical Medicine"

As mentioned in the minutes of the Perspectives Conference (September 16, 2012) there are 20 disorders which are to be dealt with in research projects. This was the intention within the international AM Movement.

It will be of great help, if anyone treating one (or several) of these disorders in his/her practice will document the therapy process very carefully in order to be used as research projects.

If anyone plans a new research project, it will be useful to choose one disorder from this list.

Angelika Jaschke

Contact the Eurythmy Therapy Forum: Angelika Jaschke

>>>ajjaschke@forumhe-medsektion.net<<

Disorders

- 1 Mental Disorders (Affective Disorders, Trauma, Anxiety Disorders etc.)
- 2 Leprosy
- 3 Autism and ADHS
- 4 Alzheimer Disorders
- 5 Hypertension
- 6 Metabolic Syndrome and Diabetes
- 7 Chronic Intestinal Disorders (Crohn, Colitis u.a.)
- 8 Malignant Disorders
- 9 COPD and Asthma
- 10 HIV
- 11 Autoimmune Disorders
- 12 Stroke Disease, Multiple Sclerosis
- 13 Coronary Artery Disease
- 14 Osteoporosis
- 15 Fibromyalgia and Chronic Fatigue syndrome
- 16 Acute Childhood Illnesses
- 17 Malaria
- 18 TBC and Sarcoidosis
- 19 Rheumatic Disorders
- 20 Epilepsy

<http://heileurythmie-medsektion.net/en/publications>

ATHENA FINANCIAL REPORT

ATHENA

FINANCIAL STATEMENT

JANUARY 1, 2016 – December 31, 2016

MAIN ACCOUNT BALANCE 1/1/16	\$ 6,851.96
-----------------------------	--------------------

INCOME

ATHENA Membership Dues	\$3,330.00
AAMTA Dues	580.00
IKAM Dues	580.00
AnthroMed Dues	255.00
Donations, general	540.00
Donations to Children in Need Fund (CNF)	220.00
Brochures	50.00
Pre-IPMT Workshop	893.00
<u>Other (includes 3 x \$20 for Claus Haupt's book downloads)</u>	<u>75.00</u>
TOTAL INCOME	\$6,523.00

EXPENSES

Bank, Wire & exchange fees	140.76
Postage	186.38
Board Retreat	
<i>Airfare (Chicago)</i>	<i>1,597.58</i>
<i>Other (one overnight)</i>	<i>624.00</i>
	2,221.58
Pre-IPMT April 23, 2016 workshop	496.16
Development (WEF Grant 2016-17 Appli. Fee)	200.00
Dues AAMTA (for 2015)	570.00
IKAM (for 2016)	540.00
AnthroMed (for 2016)	252.05
Transferred to CNF account	175.00
Newsletter (incls printing, envelopes, postage & stipend)	1,656.19
Special gifts (to Angelika Jashka & toward Printing of booklet)	<u>666.51</u>
TOTAL EXPENSES	\$7,104.63

Difference between income and expenses =	<u>- \$ 581.63</u>
--	---------------------------

ENDING BALANCE	\$6,270.33
-----------------------	-------------------

Checking Account BALANCE AS OF 12/31/16	\$
6,195.33	

Cash Balance	<u>\$ 75.00</u>
--------------	------------------------

ATHENA FINANCIAL REPORT

ATHENA

FINANCIAL STATEMENT

GRANT ACCOUNT

Beginning Balance 1/1/16:		\$ 15,020.13
INCOME		
1) Rudolf Steiner Charitable Trust grant	\$ 10,000.00	
2) Waldorf Education Foundation Grant XV 2016-2017	\$ 13,500.00	
3) AAMTA reimbursement (honorarium)	<u>\$ 1,205.00</u>	
Total Income	\$ 24,705.00	
EXPENSES		
Administrative costs	\$ 1,606.10	
Disbursement of 2014-15 WEF Cat.4 fund	\$ 90.00	
Disbursement of 2015-16 WEF funds:	\$ 7,525.00	
Disbursement of 2016-17 WEF funds	\$ 8,000.00	
Travel assistance using RSF and RSCT funds	\$ 11,700.00	
Additional travel assistance using discretionary funds	<u>\$ 1,287.50</u>	
Total Expense	<u>\$ 30,208.60</u>	
Difference between income and expenses:		<u>- \$ 5,503.60</u>
END Balance in Grant Account on 12/31/26		\$ 9,516.53

CHILDREN-IN-NEED ACCOUNT (CNF)

Beginning Balance 1/1/16	\$ 1,923.00	
Additional donations	\$ + 662.50	
Funds granted	<u>\$ - 750.00</u>	
Ending Balance in CNF on 12/31/16		<u>\$ 1,835.50</u>

Note: During 2016 the GRANT ACCOUNT and the CNF were combined into a single checking account. Their ending balances add up to the balance on the bank statement for 12/31/16: **\$11,352.03**

ATHENA TELECONFERENCE: THE INFLUENCE OF MEDIA ON THE HEALTH OF STUDENTS

January 21, 2017 at 4:00 pm PST

Present: Christi Pierce-Nordoff, Beth Usher, Glenda Monasch, Miyoung Schoen, Jason Yates, Susan Eggers, Linda Larson, Andrea Marquardt-Preiss, Dale Robinson, Mary Brian, Barbara Bresette-Mills, Mary Ruud

Andrea Marquardt-Preiss began by giving an overview of how, during the last few months, she has awoken to a new “reality” in the Waldorf School. She gave several snapshots of students who have recently come to her for therapeutic eurythmy:

1. A high school boy who recently attended a rehabilitation center for gaming addiction. Anxiety and Depression.
2. A sixth grader: pale, tired, socially awkward. He wanders around the playground at recess without making contact with his peers. Snaps his fingers.
3. A third grader: blond, doughy, cross-eyed, spins around his own axis, clumsy, has issues with balance.
4. A kindergarten student: He cannot imitate or enter into rhythmical activities in the circle. No idea where his limbs are, as he jumps up and down. He is best outside, where he always carries a stick.
5. A kindergarten student: He screamed for two weeks wanting “me-time”.
6. Another patient: A 60-year-old man who had worked many years with computers. Heart problems, impulse control, anger, despair, and depression, with no idea how to access his feeling life.

In all of these cases there are over- and underlying issues. For instance, the third grader is a Sulphur-rich child, but there was another element that was harder to identify. During the parent interview Andrea asked “How is media handled in your house?” She was shocked when the parent replied that both her third grade and first grade children looked at their computers from when they arose at 5:00 am until breakfast. The mother said that the children got mad when the parents tried to take away their computers. They build designs in 3D. The husband is a games addict. The family never goes out on weekends.

Andrea commented that we have parents now who grew up with technology and do not question that it is part of their lives.

Walter Pohl wrote an article on ADD in the “Merkurstab” in 2004, (“Attention Deficit Disorder from an Anthroposophical Point of View”) and Barbara Massag added the following quote from Rudolf Steiner as a response. It is available online on the AnthroMed website:

<http://www.anthromed.org/Article.aspx?artpk=18>

The following is a composite quotation from several pages of text from Rudolf Steiner, GA 197, Lecture 10, Nov. 14, 1920, Stuttgart:

“...The effect of external technology on the will is something that will rise up again as a kind of a reaction. ... And human beings will arise—they will be seen in the coming generations—who will have the sense: “I do not know what a human being is, or what I am myself.” Melancholy and hypochondria will descend upon the souls of the coming generations. Those teaching in schools will be able to notice it in the classroom as a mood of the times. ... Today we look upon nature devoid of humanity; we come to a stop before the human being. This will produce the great psychological distress of the coming decades. This distress is a positive force, and born out of this positive force the capacity will arise to perceive the (etheric) Christ. ... And longing in deepest deprivation, the children that we will have in school in the coming years and decades will begin to manifest an indefinite but very real fear of life, which will express itself in anxiety. It will express itself in fidgetiness, in nervousness—I mean this tangibly.... There is no other cure for this nervousness, which will inevitably make itself felt in the generation now growing up. As the preparation for the Christ event...”

Andrea gave a summary of the development of the child. In the first three years the angels still protect and work on the child. The child develops uprightness, speech, thinking.

The child is all sense organ; as she develops the fundamental capacities of standing, speaking and thinking and needs the loving care and support of the parents and care givers. A rhythmical life of the infant with times of un-divided attention and caring interaction with the parents/ care givers alternating with times when the child is free to explore the world, as well as times of rest and sleep supports the child’s incarnation process. The ego guides the child into the world in manifold ways:

Interest in the world: The senses are at the same time gateways to the world as well as they allow the world to come in and form and build the individual. As a response the child reaches into the world with movement and through this interaction becomes a part of the world and an individual in the world. Inter-ease and inter-action is being and moving between the inner and the outer. On this path, early reflexes are overcome, since the ego interacts with the forces of gravity in manifold ways when the child has enough floor time.

Media in those early years already have the effect of over-stimulating the Nerve Sense system, while inhibiting the peaceful exploration of movement, since looking at a device happens out of a slouching position in car seats/ stroller seats.

For the physical and motor development, it has the effect that the TLR (Tonic Labyrinth Reflex) cannot be overcome completely and that the proper tone of the neck in

relationship to the trunk cannot be established.

We can see this in children who have difficulties of standing upright or sitting in a chair while reading or writing. (See Sally Goddard Blythe, *The Well Balanced Child*, pp. 36-37)

The ATNR often times is also not integrated properly, since the device does not allow for hand eye coordination. (The Asymmetrical Neck Reflex is a reflex, which supports the birth process and supports the child in the first months finding a good position while lying on the tummy to keep the airways free- should be overcome around six months, while the hands find the middle and eye/hand coordination will be developed).

Andrea recommends referring to the book, *The Well Balanced Child*. There are many examples of effects if these early reflexes will be not integrated.

In general the “laming of the will”, while over stimulating the Nerve-Sense System, also happens in those early years with deep effects for the whole later life.

Andrea referred only to mainstream tests in regard to speech development, but there is much more to it. Studies have shown that children learn speech much more effectively from humans than from machines. Human speech builds synapses in the brain (forms the physical foundation for thinking) and helps form the organs and physical body.

Three to six years: The child has built the foundation of its body and senses. The sense organs are still very open. The child enters the world and the child is the world. The child becomes what it perceives. What it perceives affects its soul and organ building.

Sixth year: The child wants to explore the world even more and is able to make plans. The child realizes, “I want to do it, but I can’t”. The child then looks for an adult to guide it into the world. The child reveres the adult and is ready to learn. This is real Authority. This is not there with a machine. Unlike a human, a machine cannot nourish the child; a machine cannot see what the child needs and adjust; it cannot truly interact. The machine has a mechanistic and laming quality on the soul.

Seven to fourteen years: Daydreaming quality. The child “plays” with reality through fairy tales, fables, sagas and legends. The whole cosmos presents itself to the child through these stories and these stories connect the child to the cosmos. At age nine, there is the threshold of the Rubicon, when the “I” comes in more deeply. The child experiences loneliness, and from this place can take a further step of development and connection to the world, often with the help of an adult. A device can function as a pacifier so the child can avoid this uncomfortable place of loneliness in his soul.

From Rudolf Steiner in “Speech and Speech Development”: *“The teacher actually should be a poet. Nourishment of soul and body comes from stories, and*

teachers who can paint with words.”

From Rudolf Steiner in “Speech and the Spirit of Speech”: *“In creation of speech lies intelligence (Verstand), reason, and spirit. A spirit, which the consciousness of the human being does not implement (put into place), but which is active in the subconscious mind and with which the human being resonates within the language he/she learns... Language in itself bears something, which leads to something higher, to the spirit itself. And the spirit as such is not something, which in the manifold languages is something manifold, but lives there as a whole. This spiritual oneness disappears once they lose their original elemental liveliness and the spirit of abstraction takes over... The more abstract the experience of language becomes, the more separated will the human souls become... It should be an important element of pedagogy to awaken the spirit of language.”*

(Relationship of the teacher to language)

Twelve years – puberty: Boys are very fascinated by computers, and can get hooked on computer games. Girls are drawn in by social media. There is the danger of fake identity and virtual friends versus real-time friends. It is hard for parents to set limits while also giving the children new responsibilities.

High School: If a young person has experienced a lot of media, he may exhibit these symptoms: lack of confidence, huge anxiety to enter the real world, looks into a void, but then he can dull this with more media.

Studies have shown that by the time a child enters first grade, he has had 5-6,000 hours of TV (according to the Nielsen Media Research Corporation, as reported in Keith Buzzell’s book, “The Children of the Cyclops”, p.55 onward). 24% of youth have devices on all the time (including next to their bed at night), 78% of 18-year-olds have smart phones. Eight to ten-year-olds have “screen time” for eight hours per day on average, and teenagers for 11 hours. Today there are smart phones, computers, and computer games.

The website www.raisesmartkids points out the positive effects of video games. Andrea listed their claims, and then refuted each of them.

The website states that video games:

- teach children to follow instructions
- develop fine and gross motor skills, spatial orientation
- develops multitasking
- provide goal-driven experiences
- are memory building
- teach concentration and encourage taking risks (strengthen the short circuit between stimulus and action which is rewarded).
- strengthen hand/eye coordination

This is NOT SO!!

In actuality the constant stimulation of the nervous system causes fright or flight hormones to flood the organism. This drive has an addictive quality. Without this the child is bored. These video games decrease the attention span. They undermine the rhythmic system, as thinking goes directly into the will. Over time, peripheral vision disappears and the eye becomes dishabituated to the in-between shades of color. The child loses its spatial orientation. In the military, video games are used to desensitize soldiers going into war.

Andrea: What are the symptoms of media overuse?

- shows on a physiological level
- ADD symptoms

Quote from Rudolf Steiner, Oct. 11, 1911, from *The Etherization of the Blood*. "It would be the worst possible mistake to say that we should resist what technology has brought into modern life, that we should protect ourselves from Ahriman by cutting ourselves off from modern life. In a certain sense this would be spiritual cowardice. The real remedy for this is not to let the forces of the modern soul weaken and cut themselves off from modern life, but to make the forces of the soul strong so that they can stand up to modern life. A courageous approach to modern life is necessitated by world karma, and that is why true spiritual science possesses the characteristic of requiring an effort of the soul, a really hard effort."

Andrea then elaborated on her therapeutic eurythmy sessions with the third grade boy previously mentioned (#3). (This is the child that started watching his computer at 5:00 am.) This boy was blond, blue eyed with a bit of a cross gaze, big, sturdy, boney, thick-skinned, with full lips and cheeks. On the way to the therapeutic session the boy was like a puppy without a leash, talking to the therapist and spinning around. His shoes fell off his feet into different corners. He took a while to put on his eurythmy shoes, first putting them on the wrong feet.

Exercises:

- Roll ball up and down arms (Notice if child can keep ball in the middle.
- Can the child come into rhythm?) Movements of child were harsh and arrhythmic).
- Throw ball, changing distance between. (Shows left or right hand. Which distance does the child prefer?)
- With the copper ball move lemniscates in all directions around the body. Always meet in the middle where the ball crosses from one hand to the other. This was hard for the boy. The ball would be not in the middle, or it would fall.
- Rhythmical stepping over rods.
- Balance exercises. Child fell off.
- Iambic Ah: Left arm first, then right follows. Then with the legs.

This was very difficult for the boy, but better by the third time.

- For Sulphur-rich: A small sentence stepped forward and then backward, also with the sounds in eurythmy to a poem, "Our bread is made out of dough." This was very soothing for the boy. He could breathe out and come to himself.
- Later: Dexterity-Eh. Large E (ay) exercise. Balance with crossed legs.

There were seven sessions, once a week.

Comments from other Participants

Glenda: We need to look at the fourfoldness of being. Media inhibits the proper integration of the early reflexes, leads to a distortion of the "I". There is not a proper sense of self, unclear boundaries. We see effects in the thinking/feeling/willing. The ether becomes brittle. Needs mediation ("M") around the head. The child cannot speak articulately, repeats phrasing and thoughts. Poor imagination. Symptoms of ADHD. The nerve sense system (astral) is overworked.

Dale: When occupied with one of these devices, the child is "safe" in the head, living in the past. This keeps him from entering into the present of his life. When there is no screen and he has to enter into his body and the world, he feels anxiety.

Linda: Eye muscles are not given movement to grow and develop (only two dimensions instead of three).

Mary B.: There are therapeutic eurythmy exercises for eyes damaged by computers in Daniela Arm-strong's book, "Augen Eurythmie" nach Dr. med. Ilse Knauer. pp. 127-134.

Barbara: Contraction/Expansion for the eyes

U moving into the Ah (U forward and Ah backward into backspace)

To bring warmth into whole organism: "M" with feet

Jason: The screen is flat, the eye fixes at a fixed distance (no tracking in the depths). The screen is pixelated, a series of light dots: unconnected, constantly shifting dots of light. There is no gra-dation. The dots do not fit together, but (Mary Ruud) the inner activity of the eye has to "force" them together. (This depletes the etheric.)

To see these pixels, put a drop of water on a screen. This is the reality we are taking in unconsciously. By looking at these changing points of light the organs are being trained to perceive in an unhealthy manner; we are being trained to be autistic.

This is very different from real light. The sun's light is a continuum. (Jason mentioned a description he had read by an autistic person, who experienced the living quality of the

light. The sunlight came at him in blobs. He had to look through his fingers, and then he felt joy.)

We see symptoms of extreme screen use in eurythmy when children cannot find a transition from one activity to another. The children are either on or off. It is healing for them to walk the words of a sentence forward and backward. It is also healing for the child to discover the meaning of an image in context; for example, moving in imagination from the seed through all the phases of the plant to the blossom and then back again to the seed.

As a resource, Jason cited The Research Institute for Waldorf Education. www.waldorfresearchinstitute.org

Linda: Media affects the brain's frontal cortex and acts like cocaine by raising dopamine levels. (August 27, 2016: "Screen Time and its Effect on Our Children.")

Miyoung: "The Media and Young Children's Learning", American Psychological Org.: Media can lead to violence, has a negative relation to cognitive skills, and lowers initiative.

Mary Ruud: How can we turn anxiety in another direction? What can we do with the whole school? (e.g. walk forward, backward with gestures.)

Andrea: Always consciously make a contact with the child with undivided attention. Everything must become a blessing so the child senses the teacher's feeling, "I recognize you". This is part of the joy why a child wants to come to the therapeutic eurythmy session. Eurythmy is the antidote.

Linda: Anne Marie Ehrlich gave specific exercises for media. For example, move a lemniscate so that you really feel all directions through your shoulders.

Quote from Michaela Gloeckler: "Eurythmy is unique, it activates the ether body directly through the I."

RESOURCES:

The sources for this presentation are as follows.

The Well Balanced Child: Movement and Early Learning by Sally Goddard Blythe (Hawthorn Press Early Years) Nov 1, 2005.

The Children of the Cyclops, The Influence of Television Viewing On the Developing Human Brain by Keith Buzzell 1998, AWSNA.

Research Magazine, Autumn 2016

Being Human, Spring 2016.

Web sites: On some of them you have to look for effects of media or computer games.

<http://www.raisesmartkid.com/3-to-6-years-old/4-articles/34->

the-good-and-bad-effects-of-video-games

<https://my.vanderbilt.edu/developmentalpsychologyblog>

<https://www.aacap.org>

More Resources:

AWSNA website, Research Magazine section

http://www.huffingtonpost.com/cris-rowan/technology-children-negative-impact_b_3343245.html

NOTES FROM ATHENA TELECONFERENCE

March 2017

Present: Mary Brian, Mary Ruud, Dale Robinson, Glenda Monasch, Susan Eggers, Andrea Preiss
Cynthia Hoven (minutes)

Opening: Mary Ruud began with the following verse:

*We have the will to work
That into this, our work, may flow
That which out of the spiritual world
Working in soul and spirit
In life and body
Strives to become human within us.*

Mary chose this verse particularly because of this picture that out of this suffering, something may arise in the students that really longs for the Christ.

Taking a moment to call to mind the last meeting, she summarized Andrea's overview of the child's first three years:

How the children are developing uprightness.

How they live in the world of the senses

The angels are carrying the young child.

And, because the children are so living so strongly in the senses, they are directly impacted by media.

Up to age 6, the child is completely united with the world. They feel themselves as one with it, and they learn through imitation.

The child of middle school age lives in a daydreaming consciousness. They love the stories. The Word is very important at this time, as they are strongly affected by speech, which affects thinking. In this period, the child evolves from imaginative world to age of abstraction.

In the high school, the child lives strongly in their social environment. They form new and strong connections to their peers. In the present age, texting and social media play a very important role in their social lives.

Mary then brought a quote that Andrea had mentioned at the last meeting from one of Rudolf Steiner's lectures in 1920, Stuttgart GA 197: (not in English) lecture 10, dealing with the question of how humanity can find a new relationship to the Christ. In the lecture leading up to the quote, Steiner was

speaking of the devastation of WWI, and how people's thinking had to change. They would need to develop knowledge of technology. He spoke of how WWI was a new kind of war, fought through technology, which created a distance between the aggressor and the victim. (Now, of course, that has gone much further.) He spoke also about Lucifer and Ahriman. In the religious life, Lucifer was exerting a strong pull on the feelings, while Ahriman's influence could be seen in the factory life.

Steiner raised the question: "How could one find the balance between the two? How can people find the Christ experience again, not through the government or the church, but through work in the world?"

"The effect of external technology on the will is something that will rise up again as a kind of reaction. And human beings will arise who in the coming generations will have the feeling, "I do not know what a human being is, or what I am myself. Now melancholy and hypochondria will descend upon the soul, of the coming generation. Those teaching in the classroom will be able to notice it as a mood of the soul of the time. Today we look upon nature devoid of humanity. We come to a stop before the human being. This will call the great psychological distress in the coming decades. This distress is a positive force, and born out of this positive force, the capacity will arise to perceive the etheric Christ. Longing in the deepest deprivation, the children that live in the schools in the coming decades will begin to manifest an indefinite but very real fear of life, which will express itself in anxiety. It will express itself in fidgetiness and nervousness, and I mean this tangibly. There is no other cure for this nervousness, which will inevitably manifest itself in the generation now growing up, as a preparation for the Christ event."

Rudolf Steiner, 1920, Stuttgart, GA 197

Mary continued: "After thinking about the quote, I thought further about Rudolf Steiner's comment that the children's relationship to us, as adults, is negatively impacted through media use. I am thinking of two teenage boys, with whom I worked over the course of many years. I began working with them when they were in fourth grade. These boys were referred to me because of their behavior. Both were media-dependent, and both exhibited autism-type qualities. The boys were also involved in videos games, and the parents were also "gamers". I had to learn to live within their imaginations. I asked the boys about the kinds of imaginations they liked, and I tried to use these images as I coached the boys to explore suggestions for how they could make friends. We also did a lot of drawing. In eurythmy, I did a lot with touch, with beanbags, and the like, using rods and balls. Dr. Karnow had said, "The children will be healthy if the adults around them are healthy." I thought that if I can stand in front of them even a few minutes a day as a healthy human being that will help them to

become healthy. In fact, it required much time and effort to 'pull them' into the real world.

Glenda: "I appreciate your will to meet them 'where they are', and explore their imaginations with them. I practice the exercises I do with my patients for myself, in preparation for doing them with the clients. In doing so, I deepen what I will bring to them. I can carry the children in my consciousness as I do so. The possibility of having eurythmy as a child, in the 'childhood ether', can perhaps be a life-long gift for a child (even as a person who had a near-death experience reported that the "only thing that he saw in that moment in full color" was a eurythmy performance he had seen years before)."

Andrea: "It is important to offer that seed to a child, even if we don't know whether or when that seed will unfold. Eurythmy makes the child whole, integrates the child on a deeper level. The physiological effects during eurythmy and afterward are also profound. These children are often cold, and eurythmy brings back the life-forces into the child."

Glenda asks: "Media creates a separation between the nerve-sense organism and the metabolism (as indicated in the documents distributed). We will need to work with the weakened metabolism intensely."

Mary: "Dr. Karnow said he felt the children he saw 'are not breathing and they have no relationship with the feet or the legs.' It is very helpful to work with the rhythmic system. The exaggerated contraction-expansion (with stamping) is very important."

Dale: "Dr. Johnson often recommends that children have cranio-sacral work before they have eurythmy (generally three sessions). Dale experiences that these children often have intense inner imaginations, but they can't digest them, because they cannot flow down into the lower body due to the blockages that children might have when the vertebrae in the neck are misaligned. Dr. Johnson said that if the children have the benefit of this therapy they can take up eurythmy more easily, and this 'prevents the etheric body from being worn out.'"

Glenda: "The powerful sequence TSRMA, which works deeply into the metabolism, could be quite helpful here."

Andrea: "The children may have a real disconnect between visual and audial input. Media research showed that children exposed to media become extremely passive through visual overload. For that reason, in eurythmy I use large movements, so the children notice their own body, and "learns where they are," before gradually developing quieter, still movements. In the end, I bring them to quiet, so they can feel where they are."

Dale: "When they are kept in their head in this way, they are

in a kind of artificial ‘fear’. We want to get them to enjoy life, enjoy being in their bodies: we need to engage their *sense of life*. Of course it is important for them to enter into their *own imaginations*”.

Glenda: “Fr. Müller-Wiedemann developed the ‘Hör-Raum (listening-space) Therapy’, involving playing music behind the children. With fast tones, patients are taught to clap their hands and look at their fingertips: with long tones, they expand the arms and look at the periphery even ‘as a cow’ does. In therapy, one may begin with many short tones and one long tone: followed by a few shorts and more longs, and continuing this development ‘leading them from the visual space into the listening space’.”

Glenda has developed a variation on this theme that she uses with small groups of kindergarten children. She developed a game of letting little children scurry around like crabs on the beach, and then, with an ‘R’ broke over them like a wave and the crabs rolled over ‘on the sand.’ Then she did a *shhhh* to ‘quiet them’. As a next step, they all stood and did V’s together, as seals. Then Glenda gathered them all together with an ‘O’, drawing them onto a ‘rock’, and they all became quiet together. After that, they all became ‘little turtles’, listening to the sea-grass going up and down as she hummed a little piece, so they could hear pitch. Lastly, she sang to them a small song, and did the *sounds* of the song with her arms (not the pitch).

Andrea also uses the Listening Space therapy with the child whenever possible, and finds that the children come more ‘into themselves’ when they are stimulated to listen from behind. She further described how she tries to prepare therapy sessions for the children – especially in their first seven sessions – by minimizing speech with them on the way *to* and *from* the therapy room. There is also no speaking during the session. In the center of the room is a ‘magical circle’. She plays little wooden sticks, and the children are allowed to skip or run in lively movements around the room: when she plays a gong, the children step into the ‘magical circle’, and must remain quiet as long as they can hear the gong. Then they can run and skip again, until the gong is played again. This continues several times, with the quick movements becoming shorter and the gong being longer...At length, the child is left quietly in the center of the circle while she plays a flute or something for the child from behind, so they hear the melody played from behind. As a last step, the child moves the pitch with the arms, while the same melody is played from behind again.

Dale: “Glenda’s description of how the children are rolling on the floor shows how they are given the opportunity of *feeling the earth through the sense of touch*. They then are bathed in a kind of liquid, water experience. Through this, they are led to experience their senses.”

Glenda then described an extremely anxious child, who had been adopted from an orphanage in Ethiopia at the age of two or three-years of age and had suffered many traumas. Glenda laid out copper rods on the floor and let her step over them. Out of her own initiative, this child sat on the floor and proceeded to roll the rod all over her whole body, like a rolling pin. Glenda knelt behind her and helped her roll it down her back. Glenda found this very helpful, and now uses it with more children, for it reinforces their own sense of touch.

Andrea ‘built a boat’ with a boy, and ‘sat behind him’ in the boat, and they ‘rowed together’ in it. From behind she built a B around him. Later, she wrapped a blanket around him, as if wrapping a cocoon around a caterpillar. He loved this experience.

Mary Brian referred to experience working with autistic children, as she also works with them from behind.

What does it mean that through this crisis of the media, we may be led to meet the etheric Christ?

We ended with the words of the Eurythmy meditation.

EXERCISES FOR FEARFUL AND TV-DAMAGED CHILDREN

From *Therapeutic Eurythmy for Children from
Early Childhood to Adolescence with practical exercises*
(page 35-36) by Anne-Maidlin Vogel,
published by SteinerBooks 2007

“Every individual has his own state of true health. Obstacles must simply be removed in order to unfold it. Don’t make the child healthy too soon’ he needs his own time to come to terms with his proper state of health.” (p. 17)

U against Fear

A child who is fearful can be strengthened with U. Strengthen him with U, but do not jump. Instead lead his hands together so that he feels his worn physical self. Have him place his feet next to each other closely in U with his knees and thighs against one another so that he feels his own body.

Then in walking: one step forward, bring the other foot decisively in from the side and place it next to the first foot and bend into your knees.

The strengthening B

The child makes a good B with one arm like a shield for protection and with the other arm as an I above the therapeutic eurythmist’s shoulder. The therapeutic eurythmist also makes a B (shield) over the child’s shoulder and while doing so, they both look each other in the eyes. This gives courage and strength.

The interval of the Fifth from above downward

The child does the eurythmical gesture for the interval of the fifth while standing on a footstool, holds this gesture of the fifth, steps down from the stool, releases the gesture in the arms and stands in the prime.

“Sleeping Beauty was a lovely child, lovely child, lovely child. The princess was a lovely child, lovely child.” (Fifth)

Children damaged by watching television

Dr. Hablützel recommended the above three exercises (Hope-U, strengthening B, and the fifth) for children damaged by watching television. The nerve-sense pole has the upper hand with such children. That’s why one should enliven the metabolic and rhythmic poles. Do many walking exercises in order to help achieve “speaking feet.” Small steps: dwarf steps, large steps; giant steps while lifting the leg and foot up well and really bringing them down out into the earth. Here comes the giant gigantically big, the steps are also gigantically big.

Recommended medications for such children

Dr. Hablützel had them given a light massage with cassis oil and then rolled up in a pre-warmed linen cloth for half an hour in order to activate the metabolic and rhythmic systems, to create a sheath of warmth. He also prescribed silver as a medication.

From *Therapeutic Eurythmy for Children from Early Childhood to Adolescence with practical exercises*

by Anne-Maidlin Vogel (pages 35-36). SteinerBooks 2007

Reflections from Mary Ruud

In 1986, in the middle of my therapeutic eurythmy training at Peredur in England, Maidlin Vogel taught a session. She had come each year, but this was the year she shared her experience with young children. Maidlin had been my first year eurythmy teacher in the training and she was my daughter’s eurythmy therapist when my daughter was in kindergarten. Twice a week my daughter and another child would make the walk on their own from the Green Meadow kindergarten to the eurythmy school. At that time, the side room was Maidlin’s eurythmy therapy room. The children brought their eurythmy shoes and each had a little eurythmy dress. Years later when my daughter visited the course in Peredur, they met again and the warm connection between them was obvious to all. Maidlin’s work was my introduction to therapeutic eurythmy, so it was a joy to work with her again in Peredur.

Here from my notes is some of what Maidlin shared about her work with young children.

“As soon as they say “I” they are ready to do eurythmy”.

“We need not call on colors as they can be too strong a soul experience”.

“Consonants for little children; do vowels as if they are consonants”.

MBPDTL, the order of consonants for small children,

“I open my window

And what do I see,

A magic mountain

As big as can be.

Upon it a palace stands

With doors to open with your hands,

On it stands a tower bell

And windows for all”.

When there is trouble standing; V for deformities, A U to help stand. They can sit on your lap to work.

For Hyperactivity; iambic with right foot in front of the left on the short. Walk a figure eight.

M: Step forward, N: back, B: forward, P: back, A: forward, U: back. L, with fingers.

For difficulty speaking; LAOUM: R with rod.

Maidlin worked also with the whole series of exercises for left handedness. (I myself have found strengthening a dominant hand is a great help for learning problems. It isn’t necessarily about changing sides.)

For learning problems and dyslexia: Flexibility. Lots of leg crossing over rods, side bending as in a figure eight while picking up something on each side, mirror forms, agility E forward and back.

Bedwetting; Jump over chair landing on toes and hold; Hopping U and slowly bring heels down. B standing bending deeper and deeper in knees. Short, short, B, growing deeper. Run into U and hold. Wide expansion/contraction forward then closer and closer to center until just the fingers are moving. L forward, 3xB backward, then U up then down into knees. F with jump, A on toes with knees bending. Big A. B in the morning, F at night.

Mary Ruud

Additions from the Editor

Rudolf Steiner has given so many indications that support our work and help enlighten our thinking. The following quotation is from *Education for Special Needs: The Curative Education Course*.

“In the education of incompletely developed children, we have mainly to do with defects of the will. And now look how the entire being of man plays into his development! You can appreciate this from the description we have been giving. Take the first seven years. There may be defects due to heredity. It is during this period that such defects come particularly into consideration. But now, a hereditary defect should not be regarded in the terribly mistaken way in which it is regarded by modern science; it does not fall to our lot by chance, but as a karmic necessity. Out of our own lack of knowledge — in the spiritual world, of course — we have chosen a defective body, one that is defective as the result of the generations. The existence of defective forces of heredity

means that before conception there was a lack of knowledge of the human organization. Before a human being comes down to Earth, he must have an exact knowledge of the human organism; otherwise he cannot enter into this organism in the right way during the first seven years, neither can he transform it rightly. The knowledge about the inner organization of man which we acquire between death and a new birth is infinite in comparison with the scraps of knowledge that have been acquired by external observation and are to be found in the physiology or histology of today. (As for the latter, it really amounts to nothing at all!) The knowledge which we have between death and a new birth and which then sinks down into the body, and is forgotten because it sinks down, a knowledge that does not direct itself with the help of the senses to the outer world — this knowledge is immeasurably great; *it is however impaired if, in an earlier life, we neglected to develop interest in our surroundings or were prevented from doing so.* [Italics by Editor]

The personal computer is a useful tool. I like to quote Lowell Monke: “If I use a hammer all day, my hand becomes numb. What are we numbing with the use of the computer?” The following passage is from his essay, “The Human Touch” from *Children and Nature*.

“We must help out young people develop the considerable moral and ethical strength needed to resist abusing the enormous power these machines give them. Those qualities take a great deal of time and effort to develop in a child, but they ought to be as much a prerequisite to using powerful computer tools as is learning how to type. Trying to teach a student to use the power of computer technology appropriately without those moral and ethical traits is like trying to grow a tree without roots. Rather than nurture those roots, we hand our youngest children machines and then gush about the power and control they display over that rarefied environment. From the earliest years we teach our children that if they have a problem, we have an external tool that will fix it. (Computers are not the only tools. Ritalin, for example, is a powerful technology that has been scandalously overprescribed to ‘fix’ behavior problems.) After years of this training, when our teenagers find themselves confused, angry, depressed, or overwhelmed, we wonder why so many of them don’t reach out to the community for help or dig deep within themselves to find the internal strength to persevere, but rather reach for the most powerful (and often deadly) tool they can find to ‘fix’ their problems. Our attempts to use powerful machines to accelerate or remediate learning are part of a pattern that sacrifices the growth of our children’s inner resources and deep connectedness to community for the ability to extend their power outward into the world. The world pays a high price for the trade-off.”

Children and Nature – Making Connections
is available for \$14 from the Myrin Institute.
<http://www.myrin.org/>.

THE THERAPEUTIC EURYTHMY “ALLERGY” SEQUENCE TSRMA

BARBARA NEUMANN

My project focuses on the therapeutic eurythmy “allergy” sequence TSRMA. This sequence of sounds, consisting of four consonants and one vowel, was originally given by Rudolf Steiner to a patient who suffered from hay fever. Today this sequence is frequently prescribed for people with allergies to pollen, dust, mold, animal dander, chemicals and food. Some doctors in my Northern California area have also found this sequence to be helpful for many of their patients without allergies and often prescribe it for them as well. This intrigued me, so I decided to make the allergy sequence TSRMA my project topic in order to deepen my understanding of the sequence, and hopefully discover why it is beneficial for so many people with and without allergies. To begin with it is important to first look at allergies.

In modern times, allergies have reached epic proportions. In fact, today one out of every two persons in the US is said to suffer from some kind of allergic sensitivity. (Koob) Allergies occur when substances that are usually harmless become harmful. A healthy immune system creates a barrier between one’s body and the environment to protect it from foreign substances. However, if this barrier is crossed by a foreign substance from the outside world the immune system then releases histamine triggering an allergic reaction, leading to various symptoms such as an over-secretion of nasal mucous and tears with hay fever, chest tightness and bronchial mucous with asthma or skin eruptions with hives and eczema. To prevent these allergic reactions one needs to strengthen one’s immune system barrier and/or stimulate one’s ability to digest foreign substances from the environment.

From birth our organism is in constant interaction with the environment. Any substance, including food, is experienced as foreign in the body until broken down by digestive activity. (Wolff) With allergies, substances in the environment are not properly digested, transformed and made one’s own. The digestive process can range from very subtle to very material. For example, as you read this paper, you will try to digest the thoughts, accepting some and rejecting others. Eventually you might assimilate their essence, making the thoughts a part of who you are. This is an example of digestion on a subtle, spiritual/mental level.

Digestion on the most material level is the digestion of food substances. In our digestive tract, food is met and broken down until it attains a somewhat neutral quality. Certain foods must be broken down vastly more than others, especially proteins. Incomplete transformation of protein is often the basis of allergic reactions due to what is called *Leaky Gut Syndrome*. (Johnson) With *Leaky Gut Syndrome*, the lining of the small intestine and colon becomes inflamed allowing partially digested proteins to be reabsorbed back into

the lymphatic and blood streams. The immune system then reacts to this foreign protein substance triggering allergic symptoms.

Leaky Gut Syndrome often results from exposure to antibiotics and/or poor dietary intake. (Johnson) Antibiotics are not selective. They destroy healthy intestinal bacteria as well as unhealthy illness-causing bacteria. When good intestinal bacteria are destroyed, yeast growth increases. In the intestinal tract extra yeast is parasitic, stealing many vitamins and minerals before they can be absorbed through the intestinal wall into the bloodstream. The yeast then burrows into the intestinal wall causing inflammation, which blocks the proper digestive process. Instead partially digested proteins which cannot complete the digestive journey and be properly excreted in the stool, are then reabsorbed back into the lymphatic and blood streams where they are recognized as foreign proteins triggering the body's immune response. Antibodies are formed leading to allergic symptoms.

Poor dietary intake causes a similar problem. A diet high in the simple carbohydrates that are found in breads, pastas and sweets depletes the body of zinc, magnesium, chromium and several B vitamins. This occurs because the simple carbohydrates quickly convert to sugar and trigger the pancreas to secrete extra insulin in order to metabolize the sugar. Insulin requires B vitamins and trace minerals as cofactors in the sugar metabolism process, so the body's B vitamins and trace minerals are depleted when excessive sugar is consumed. Without enough B vitamins and zinc the immune system cannot function well. (Johnson)

A diet lacking in the plant enzymes found in raw fruits and vegetables can also compound the problem of Leaky Gut Syndrome. Plant enzymes help to break down the proteins, fats and carbohydrates in the food we eat. When not enough plant enzymes from raw fruits and vegetables are consumed, the pancreas must step up and produce the enzymes. This overburdens and stresses our body. The pancreas is already producing insulin to metabolize sugar, so this is added work and causes the metabolism to become sluggish, which leads to undigested food sitting in the large intestine where it ferments, causing abdominal discomfort, bloating and gas, often leading to constipation. With constipation the increased pressure needed to push a stool can cause some fecal material to be pushed back upward into the small intestine where it gets reabsorbed into the lymphatic and blood streams through the leaky intestinal wall leading to increased allergic reaction.

Allergic reactions represent the various ways our body tries to digest, destroy and expel a foreign presence in our body. Our body must digest and destroy any foreign matter coming into it. The foreign matter that enters us from the outer world can include food, air born pollens, plant oils, chemicals, electro-magnetic radiation, strong emotions and unfamiliar thoughts. When digestion proceeds normally, we have little or no perception of it. However, if the outer life that has entered us is difficult to digest, either because it is too strong, there is

too much of it or our digestive forces are too weak to manage the process, then the immune system comes into play, releasing histamine into our body. When this happens, we become aware of the process, various symptoms of illness arise and we feel sick. This intense reaction of our digestive and immune systems can be called a detox reaction. (Incao) During an allergic detox reaction the release of histamine into our body from the immune system causes various symptoms such as an over-secretion mucous leading to hay fever, asthma, or rashes.

Our body's ability to digest the outer world is of paramount importance when dealing with allergies. They are intrinsically connected. When we look at the sounds included in the therapeutic eurythmy allergy sequence we find that the consonants TSRM are all used individually, and in sequences, to support various aspects of the digestive process.

Let's look at what is written about these sounds:

"T helps to strengthen the activity of the bowels when they are obstructed." (Steiner)

"T helps to activate the preparation of digestive secretions in the whole digestive tract. These secretions are essential aids to overcoming the foreignness of food." (Laue)

"S regulates the formation of gas in the intestine." (Steiner)

"S bears inner fire within it and has the power to dissolve that which has become solid." (Kirchner-Bockholt)

"R regulates the evacuation rhythm when it is not in order." (Steiner)

"R activates inner unobserved counter movements and processes." (Laue)

"M acts to regulate the entire system of the metabolism." (Steiner)

"M creates the human whose forces are held in balance." (Steiner)

"M helps to adjust the flow of juices from below upwards, from above downward, controlling destruction and restoration." (Kirchner-Bockholt)

"M has a harmonizing effect on the whole organism, which can be thrown into disorder if the processes of digestion become too intrusive." (Kirchner-Bockholt)

As can be seen from these quotes, T, S, R and M all support a healthy digestive process in the human being. T begins the process by stimulating secretions to help break down a foreign substance. S promotes the dissolving process and regulates the formation of gas. R activates inner movement and regulates the evacuation rhythm, while M balances and harmonizes the whole process.

In the allergy sequence, the four consonants are then followed by a vowel. In general, consonants work on the lower man, on the metabolism boosting the building up forces, while vowels strengthen the upper forces in a wakening, condensing, molding and consolidating way. (Laue) The particular vowel in the allergy sequence is Ah. What is written about Ah?

The Ah in eurythmy works “to counteract the animal nature in the human being.” (Steiner)

“Ah is the human being in greatest perfection.”(Steiner)

“The Ah helps the building of substance to reach the highest human stage....and helps the organism to individualize the substances inside the body” (Laue)

“Ah helps the soul and spirit come into the physical body; it assists the process of incarnation.”(Kirchner-Bockholt)

“Ah works on the building up process, strengthening life.”(Kirchner-Bockholt)

So we see that the Ah, which comes at the end of the allergy sequence, helps to complete the digestive process begun by the consonants by humanizing and individualizing the substances, overcoming the animal nature in man, building up and strengthening life.

To further deepen our understanding of the allergy sequence sounds TSRMA, we can look at them from an anthroposophical point of view, which takes into account not only the physical body, but also the etheric life body, the astral feeling body and the individual ego organization, as well as the cosmic origin of the sounds. T, S, R and M are connected to the four cardinal points of the zodiac: T with Leo, S with Scorpio, R with Taurus and M with Aquarius, while the vowel Ah is related to the planet Venus. The cardinal points of the zodiac give us four main characteristics of the human being: enthusiasm in the feeling realm from Leo, understanding in the thinking realm from Scorpio, engagement in the realm of the will from Taurus and an ability to hold these three human aspects of feeling, thinking and willing in balance from Aquarius.

The sound T has its origin in Leo the Lion, which is found in the outermost part of the cosmos. T is described by Rudolf Steiner as “the streaming of forces from above downward.” With T our ego enters from the cosmos, streaming from the realm of the Lion, radiating glowing enthusiasm, warming our feelings, strengthening our hearts and impressing our ego into our etheric life body. With this radiance that streams from the heavens above down to earth, our ego is impressed into our etheric life body, our heart is strengthened and our feelings are warmed. (Kirchner-Bockholt)

S comes from the realm of Scorpio, and is described by Steiner as “bringing a calm into that which is agitated, and the certainty that the means employed will have the desired effect.” Zodiacally, Scorpio has two pictures, two aspects. It is both the powerful serpent and the risen eagle of understanding. Behind S there lies a serpentine power capable of bringing calmness and peace, and this powerful force of S carries with it a feeling of certainty, a feeling of being able to understandingly penetrate into the hidden nature of something. This understanding is the power that streams through S bringing about a state of calmness and rest. With S we bring the ego into the astral realm, bringing calmness, peace and understanding.

R is connected with Taurus, the Bull. This sound unfolds rhythmically within the astral and is described by Steiner as “expressing a rolling, a revolving.” R is full of movement and strongly engages the will, which corresponds to the bull aspect of Taurus. With R we activate the astral body, putting it into movement. Now we have engaged the three-fold organism of the human being: feeling with T, understanding thinking with S and willing with R. The next sound, M, synthesizes these three elements into itself, bringing balance.

M proceeds from the zodiacal realm of Aquarius, the Waterman, which is an ancient designation for the etheric. With this sound all previous movements are taken into the etheric, life-growing aspect of man. M permeates us with a watery etheric flow, weaving together, unifying and balancing our being. M, as described by Steiner, is the “representation of the human being who finds the perfect balance between his three forces.” M represents the true human being in equilibrium who “welds together all the separated qualities, just as the watery etheric body welds together all the different members of the physical human being.” (Steiner)

The allergy sequence ends with the humanizing quality of the vowel Ah that works against the animal nature in man. Ah comes from the planetary realm of Venus, which, as described by Steiner, is the expression of “all the loving, sacrificing qualities in the human being.” The human being bears within him/her the various qualities and forces of the principal animals: Leo the Lion, Scorpio the Serpent/Eagle and Taurus the Bull.

With the allergy sequence, these animal characteristics of enthusiastic feeling (T), thoughtful power (S) and will force (R) are blended together in an active and balanced human being (M). With Ah they are raised to a higher level. Animals react to the world around them, but healthy human beings can overcome this reactive tendency and properly assimilate or digest foreign substances from the outer world, instead of having allergic reactions.

In humans there are two processes medically referred to as anabolism, the lifegiving, upbuilding health promoting process and catabolism, the destroying, death process. The movement from T to S to R to M and then to Ah is a picture of the anabolic, building up process in man. (Gershon) This health promoting process moves down through the ego, astral and etheric bodies into the physical body stimulating lifegiving forces. With T ego forces enter from the cosmos, with S the ego comes into the astral realm, with R the astral is activated, with M the etheric is moved and then with Ah these cosmic forces, which have now been ensouled by the astral and enlivened by the etheric reach the physical and are humanized with Ah. These transformed, fully digested cosmic forces are nourishing for the body. With catabolism, on the other hand, the ego enters directly into the physical without the benefit of passing first through the astral and etheric. This is a destructive, breaking down process. It is the pathway of

the nerves, which is needed to promote consciousness, but is not enlivening. With too much catabolism, too much breaking down process, the body itself begins to break down. On the anabolic path, the ego, passing through the astral and etheric becomes ensouled and enlivens the blood which is the healer of the destructive, catabolic process. In this way, TSRMA can be seen as an anabolic pathway that comes down into the physical body through the ego, astral and etheric stimulating life promoting health giving force.

This enlivening health promoting path helps to strengthen the immune system so that the boundary that keeps out foreign substances is more effective. It is the immune system's task to keep out allergens. When the boundary is not held from within allergic reactions are the result. In anthroposophical terms, one can say that this boundary is the interrelationship of the ego, astral, etheric and physical. If the boundary is not held from within by the ego, then the astral and etheric will not be properly regulated and physical symptoms will result. If the astral is not held it can cramp, leading to asthma and/or anxiety, or it can take the watery etheric with it, leading to hay fever or rashes. Rudolf Steiner in his lectures to the workmen said, "Now we can turn our attention to illnesses like hay fever... More than anything else, what makes a man susceptible to hay fever is the fact that his astral body is not properly excreting." This comment can help us understand why the therapeutic eurythmy sounds TSRMA that work strongly on the digestion were prescribed by Steiner for hay fever. Looking at TSRMA as the anabolic pathway described above, we see the ego moving through the astral, etheric and physical, strengthening the immune system boundaries so that the astral is controlled and can properly excrete. Since every foreign substance we take in through our senses must be digested (metabolized) this wonderful "allergy sequence" which strengthens the metabolism and helps the ego to incarnate properly through the astral and etheric into the physical can be seen as an enlivening and health promoting sequence that is beneficial for many people with and without allergies.

Children who have developmental issues also benefit from doing the TSRMA sequence as it provides a beautiful harmonizing of the three soul forces of thinking, feeling and willing. Right/left movement is related to the thinking realm, as seen in the crossing network of the brain, above/below movement corresponds to the feeling realm as observed in breathing which rhythmically rises and falls between head and limbs, and the front/back movement of willing moves from the unseen to the seen as one creates from the spiritual into the physical. (Van Hoose)

When looking at TSRMA, the gestures for T, M and R are beautifully harmonious with right/left symmetry. S is also symmetric, but includes a crossing of the vertical midline between right and left as well. This crossing of the vertical midline is important for reading, so that one's eyes can track and move all the way across the page from left to right,

without getting stuck in the middle. Midline barriers are a normal aspect of early childhood. Developmental progress and readiness for learning is then marked by the subsequent crossing of these midline barriers between right and left, above and below, and front and back.

A retained vertical midline barrier can be observed when a child cannot independently raise one arm without the other arm going up too. When teaching the S gesture to children who do this, one can practice S with each arm separately. Later they can move both arms with a crossing in the middle of the gesture.

Another midline needing to be crossed is the horizontal midline, between above and below. When the horizontal midline is retained legs and arms mimic each other, so when children jump apart with their legs, their arms also spread apart. With the allergy sequence (and with therapeutic eurythmy in general) leg jumps are often done in conjunction with the sound gestures. When children do leg jumps with arm gestures as in L with X legs, S with O legs and M with kibbutz, children learn to move their upper and lower bodies independently. The R movement which crosses over the waist also helps to overcome a retained horizontal midline. This R gesture not only circles from above to below, but also from front to back helping as well to cross the front/back midline, improving proprioception and spatial orientation. In our allergy sequence the developmentally helpful consonants TSRM are then followed by a harmonizing lifting of man to his higher nature with Ah. (Van Hoose) The allergy sequence is therefore sometimes prescribed for children with developmental issues, and it is interesting to note that these children also often have allergies or food intolerances.

In conclusion, the allergy sequence TSRMA is helpful therapy for many different symptoms. The sound progression follows an enlivening path that works strongly on digestion/metabolism strengthening the immune system, promoting good health, balancing and harmonizing thinking, feeling and willing and also helping children with developmental issues. The sequence is very incarnating: T brings in the ego, S brings ego into the astral, R activates the astral, M moves the etheric, Ah humanizes. This series of sounds is healing because it is incarnating and a fully incarnated person can handle input from the outer world without being thrown off kilter and having allergic reactions. Doctors prescribe it for many people because most everyone has allergies in the sense that they have trouble digesting something from the outer world. Everything coming in through our senses needs to be digested, to be made human and individualized. The therapeutic eurythmy allergy sequence TSRMA is a wonderful tool for promoting good health and can be beneficial for many people with or without allergies.

Barbara Neumann
January, 2014

Works Cited

- Gershon, David, M.D. Lecture 4/20/2013 at Anthroposophical Medicine and Therapeutic Eurythmy Workshop, San Francisco Waldorf High School.
- Incao, Philip, M.D. *The Doctor Speaks – Allergic Reactions, Observations and Encountering Outer Stress*. <http://www.anthromed.org/Article>
- Johnson, Susan R., M.D. *The Leaky Gut Syndrome*. <http://www.youandyourchildshealth.org>
- Kirchner-Bockholt, M.D. *Fundamental Principles of Curative Eurythmy*. English edition, 1977, Rudolf Steiner Press, London.
- Koob, Olaf, M.D. *Allergy and Acne*. <http://www.anthromed.org/Article>
- Steiner, Rudolf. *Curative Eurythmy*. English edition, 1983 Rudolf Steiner Press, London.
- Steiner, Rudolf. *Eurythmy as Visible Speech*. Translated by V. and J. Compton-Burnett, 1944. The Rudolf Steiner Publishing Co, London.
- Steiner, Rudolf. *Health and Illness*, Volume 1. Lectures to the Workmen, English edition, 1981 Anthroposophic Press, Spring Valley, New York.
- Van Hoose, Melody. *Child Development*, Research Paper, February 2009. Published in the ATHENA newsletter, Spring 2013.
- Von Laue, Hans-Broder and Elke E. *The Physiology of Eurythmy Therapy*. English edition, 2010 Floris Books, Edinburgh.
- Wolff, Otto, M.D. *Digestion*. <http://www.anthromed.org/Article>

Barbara Neumann is a freelance eurythmist based in Half Moon Bay, California. She works in various private Waldorf and public Waldorf Charter schools in the San Francisco Bay Area teaching classes and doing therapeutic eurythmy.



PART-TIME MA IN EURYTHMY THERAPY FOR THERAPEUTIC EURYTHMISTS

In autumn of 2017 we will be starting our third cycle of this research Master's program for professional eurythmists, delivered in English at Emerson College in Sussex, England. Some of the aims of this course are to deepen our own practice, explore our own questions, and to learn methods of research that can place therapeutic eurythmy more firmly into the wider medical context. It has also proved to be a wonderful way to connect with colleagues and expand our circles of support. The Master's Degree that is awarded by Alanus University is internationally recognised.

The way that the course is structured involves attending three blocks per year over a two-year period (see dates below). During the blocks there will be Master Classes with a range of teachers, attended also by MA students on the pathways of Eurythmy in Education and Eurythmy as Performance Art. In addition there will be sessions that focus on the specialization of Eurythmy Therapy. Between blocks students engage in research projects supported by individual mentoring.

Some of the topics that have been explored by former students are:

- Eurythmy Therapy in Stroke Rehabilitation
- Eurythmy Therapy and the Use of Touch
- Learning how to Mentor/give Supervision to a Eurythmy Therapy Student more effectively
- Movement Analysis and Diagnosis in Eurythmy Therapy and Related Movement Therapies
- Critical Reflection on Practice – An Exploration of IAO and Threefold Walking
- Can my insight into the principles of the Alexander Technique enhance my practice as a Eurythmy Therapist?
- An exploration of Steiner's Warmth Meditation to help distinguish between the four members of the human organisation
- The Therapeutic Relationship and the element of Trust
- Action Research – the treatment of Epilepsy
- Tones and Intervals in Eurythmy Therapy in a Curative Education Context
- Complex-Post-Traumatic-Stress-Disorder, an Action research on the qualitative impact of Eurythmy with youths with C-PTSD
- Exploring the use of weights in Eurythmy Therapy
- Can eurythmy be an effective tool for care workers to develop and maintain empathy towards their disabled clients?
- Evaluating the effects of therapeutic eurythmy in a patient exhibiting jargon aphasia

As you can see, the themes are wide-ranging and the papers that have come out of these projects can also be sent by email from the author if requested.

The dates for the next MA course are as follows:

- October 2-13, 2017 at Emerson College;
- February 19-23, 2018 at Emerson College **or** Spring Valley (to be announced);
- May 21-25, 2018 at Emerson College.

The cost for the entire MA will be £6500. There is also an option to do an integrated BA, if required, during the first part of the course for an additional £500.

If you have further questions or interest please get in touch with us at eurythmya@gmail.com

Shaina Stoehr and Coralee Frederickson

**REPORT ON THE COURSE IN TONE
EURYTHMY THERAPY HELD BY JAN
RANCK IN PEREDUR**

APRIL 17-26, 2017

Although study-blocks of eurythmy therapy material was included in my eurythmy training [Zuccoli School, mid-1970's], I am not a eurythmy therapist. I am a eurythmist and was very happy to attend, with twelve other participants, the Tone Eurythmy Therapy Course at Peredur Centre for the Arts in April. Led by Jan Ranck of the Jerusalem Academy of Eurythmy, the course was a ten-day study of the deeply insightful work of Lea van der Pals in this realm, who together with anthroposophical medical doctor Margarete Kirchner-Bockholt, developed tone eurythmy therapy exercises in response to Rudolf Steiner's repeated promptings that further work of this sort would be necessary.

I found the material of the course, the elements of Tone Eurythmy, to be 'simple' (as in based in what is essential), though never easy. The task was always to bring these movement elements of life, to life.

In her fine and light-filled style, Jan Ranck has a gift to convey and to call for and forth through exercise both 1) technical integrity and discipline in body movement and 2) clear experience and understanding of each subject area of the work.

One important learning experience I gained from this course is a refreshed concept of what is meant by 'schooling the etheric body.' In looking at any disorder, a very clear distinction between the existing condition and the ideal condition comes into view, as well as an increased idea or question about an origin of the problem. Precisely because the exercises we did are so simply designed, the experience of powerfully affecting the etheric body (or astral body or ego) through them stood out all the more clearly. I think this is a most essential point in learning or working in eurythmy.

Our work with these "simple," [i.e. built on basics] exercises, was intensive. Nevertheless, I cannot remember when I have laughed so much, possibly as a result of not only Jan's wonderful inclusion of humor in her teaching, but also of the health-giving effect of the exercises. It seems to me it could be potentially valuable to have a course like this, which was so thorough and clear in revealing eurythmy, as well as possibly its parallel in pedagogical eurythmy, (which I have also had the opportunity to experience with Jan), as part of new students' first years of eurythmy training, in order to give them a *compatible* experience of the *scope* of eurythmy early on in their learning. For, as we heard in the words of Rudolf Steiner, in Tone Eurythmy there is no distinction between therapy and art.

I must not fail to mention virtuoso concert pianist Michael Zelevinsky, also from Jerusalem, who not only accompanied all of our lessons for eight (academic) hours a

day, but in the evenings played Liszt, Rachmaninoff, Chopin, Beethoven (and many more) to us with an incomparable skill, talent and fervor. At the end of one of the evening concerts Jan also contributed a selection in artistic Tone Eurythmy. These days of work and transformation were surely spent with much richness, inspiration, wisdom and life force, which I can highly recommend to anyone!

In the coming months the course is scheduled to take place in Camphill Beaver Run near Philadelphia, PA, USA from July 20 – 29 and in Little Yarra Steiner School near Melbourne, Australia, from Sept. 22 – Oct. 1, 2017. For more information contact abdalma@gmail.com

*Elizabeth Carlson,
Cardiff, Wales*

**VAN DER PALS/ KIRCHNER-BOCKHOLT
TONE EURYTHMY THERAPY COURSE
TO BE HELD IN ENGLISH BY JAN RANCK**

The course is warmly recommended for
trained eurythmists, eurythmy therapists, medical doctors,

music therapists and students in these fields

**July 20-29, 2017 in Glenmoore, Pennsylvania,
at Camphill Special School Beaver Run**

The course is sponsored by ATHENA.

Information and Registration: abdalma@gmail.com
(Please write "Beaver Run" and your name in Subject.)

Therapeutic eurythmists, **ATHENA** members may apply for grants via athenacorrespondence@gmail.com.

Members of **EANA** may inquire about travel grants through Gino Ver Eecke at gfbver@gmail.com.

Inspired by Rudolf Steiner's indication that tone eurythmy therapy should be developed in addition to speech eurythmy therapy, the eurythmist Lea van der Pals and the medical doctor Margarete Kirchner-Bockholt worked together in the late 1950's to develop a sequence of exercises in connection with the diseases discussed in Rudolf Steiner and Ita Wegman's book "Extending Practical Medicine".

This course, which includes a review of all of the elements of tone eurythmy, was taught for many years by Lea van der Pals within various eurythmy therapy trainings, and the effectiveness of the exercises was shown in practice. When for health reasons Lea van der Pals was prevented from continuing to teach, she passed the torch to Annemarie Baeschlin, who took over holding the course and assisted Lea van der Pals in bringing the material into book form.

At this time Jan Ranck held the practice sessions within Annemarie Baeschlin's courses, and was also involved with compositional and editorial suggestions for the publication "Ton-Heileurythmie", Verlag am Goetheanum 1991, published in English in 2009 as "Tone Eurythmy Therapy" by the Medical Section at the Goetheanum.

Jan Ranck was born in America, where she studied music and comparative arts at Indiana University in Bloomington. She accompanied the London Stage Group on their 1976 USA tour and went on to study eurythmy in Dornach with Lea van der Pals. She was a faculty member of the Eurythmeum in Dornach and The London School of Eurythmy. After completing a eurythmy therapy training in Stuttgart in 1989 she moved to Israel and is currently the founding director of the Jerusalem Eurythmy Ensemble (1990) and the Jerusalem Academy of Eurythmy (1992). She is also an instructor in the Jerusalem Waldorf Teacher Bachelor Program in David Yellin Academic College, and a guest teacher in various venues worldwide, including the Goetheanum and the MA Program in Eurythmy held in Emerson College and Spring Valley. She is the representative for Israel in the International Department of Eurythmy Therapy (“Eurythmy Therapy Forum”).

Besides the material mentioned above, Lea van der Pals’ book “The Human Being as Music” (Robinswood Press 1992), published in German in 1969 as “Der Mensch Musik”, is highly recommended as background reading for the course.

Dear ATHENA Board,

Thank you for the financial support to make possible my trip to NY to Chicago, where course took place. It was a meaningful session before I leave for Taiwan.

Every day for ten days, we practiced simple tone eurythmy exercises, as in a first-year training, by repeating and repeating until the sounds begin sounding in the body. And there were days full of intense moments and deep meaning (sometime too deep for me to follow). After a few days, I felt that I was being healed by this knowledge. The harmony was so unique with other participants, including very experienced eurythmists, doctors and Society members, and other artists. Jan’s approach was strong and she stayed focused. Thank you so much to her and to all who supported this workshop at the community in Chicago: Tish Pierce, especially, and other eurythmists; the Christian Community and The Anthroposophical Society. It was an unforgettable event!

*Regards,
Takae Matsuo*

Reviews of Jan’s workshop in Chicago were published in the Spring 2017 issue of the EANA Newsletter.

Digital copies are available from the Editor on request.

Photo of Participants attending the workshop in Chicago is featured on the inside back cover of this issue.

Jan Ranck is fifth from the right.

Photo by Janine or Debra Barford.

BOOK REVIEW

*Internal Medicine—Foundations and
Therapeutic concepts of Anthroposophic Medicine*
Matthias Girke

ISBN: 978-3-9815535-81

Price each: 149 €+ shipping costs (for one copy) 20 €

Matthias Girke’s book “Internal Medicine — Foundations and therapeutic concepts of Anthroposophic Medicine” is available in English. I would like to take this opportunity to comment on this remarkable textbook. When I first leafed through the original German edition, the fact that nearly every topic was membered according to the anthroposophic three-and four-foldedness seemed artificial.

Later, when teaching in Europe, South America, China and Taiwan I suddenly found this book to be an invaluable source of inspiration, both on how to convey a really holistic picture of what we are as human beings and for therapeutic approaches. This book contributed to my understanding of how, down to the very details of anatomy, physiology, pathology and psychosomatics, each human organ really is human, and really is a small human within the large human. When teaching from this perspective, one can have the experience, and often the feedback, that one is able to bring warmth and vibrant life to conventional medical teaching, especially if one is able to creatively meditate on the contents of Matthias Girke’s book (i.e. to think and feel the details in living relation to the whole). The book is also extremely well referenced for each topic, be it acute and chronic diseases, pain management, biographical issues and spirituality, how to care of the dying in dignified way, herbal, anthroposophic or conventional medicine.

Prof. Dr. Med. David Martin
Akademie für Anthroposophische Medizin Havelhöhe
Kladower Damm 221, Haus 24, 14089 Berlin Deutschland
info@akademie-havelhoehe.de

AN ILLUSTRATED GUIDE TO EURYTHMY

Floris Books • 18 April 2017

At Floris Books we are delighted to be publishing *An Illustrated Guide to Everyday Eurythmy* this month! In today’s blog post we’re answering your top questions on the subject of eurythmy and offering you a sneak preview of this richly illustrated step-by-step guide.

Authors

Barbara Tapfer was born in 1977 in the South Tyrol in Northern Italy. She studied eurythmy at Dornach, The Hague and Järna, and now runs a private eurythmy practice.

Professor Annette Weisskircher was born in 1955 in Bonn and studied eurythmy and eurythmy therapy. She has worked for many years in private practice. She created the first eurythmy master’s program at Alanus University.

<http://www.florisbooks.co.uk/blog/2017/04/18/everyday-eurythmy/>

WORLD EURYTHMY DAY

To celebrate World Eurythmy Day on Sunday September 24 we have planned A WORLD EURYTHMY FESTIVAL on that day in Pasadena and in Hollywood.

We have quite a few active eurythmists in our Southern California area as well accomplished musicians and guitar players. They all have committed themselves to be an active part of this happening

It will also feature the poetry and songs of Nobel Prize winner Bob Dylan, being performed by an after-school eurythmy group of high school students and the songs sung by groups of students, as well as, an interactive with the audience.

This Festival welcomes all ages as this may be an ideal opportunity to introduce Eurythmy to people beyond the Waldorf and Anthroposophical circles.

Last year I was able to celebrate this World Eurythmy Day with a big group of Eurythmy workshop participants in China. Afterward we sent a video of the happening to the Section for Speech, Music and Eurythmy at the Goetheanum.

When the First World Eurythmy Day was introduced in 2016, the day on which "Eurythmy" was given its name by Marie Steiner, the idea was to create a Global Eurythmy Community, aware of the life-supporting, healing and harmonizing qualities of Eurythmy.

In case you cannot be part of our World Eurythmy Festival in California, you can contribute from afar by doing some eurythmy by yourself, with a friend or with a group, like doing the "Halleluia" or the "Evoe". You could even plan a World Eurythmy Festival in your community, knowing that your efforts will strengthen the etheric forces for the benefit of the earth and future generations. You may consider while doing this that you strengthen the etheric forces for the benefit of all. Does this seem an opportunity to pass on the Word?

Truus Geraets

truus.geraets@gmail.com

Tel. 626 219 6010

INTERNATIONAL CONGRESS ON INTEGRATIVE HEALTH & MEDICINE

A Declaration calling for more rapid integration of Complementary & Traditional Medicine into health-care services was adopted by the over 600 participants from over 40 countries on the closing of the International Congress on Integrative Health & Medicine in Stuttgart.

http://icihm.org/images/pdf/DECLARATION_STUTTGART_en_final.pdf

At the congress, physicians and representatives from different health professions discussed current concepts in Integrative Medicine. Presentations included models of integrative care in inpatient and outpatient settings as well as latest research results from oncology, cardiology and other areas.

WEST COAST SUMMER EURYTHMY

INTENSIVE ON THE TWELVE MOODS WITH DOROTHEA MIER AND MICHAEL LEBER

**To be held at Cedarwood Waldorf School in Portland,
Oregon from August 4 - 13, 2017**

Rudolf Steiner's "Twelve Moods" were first performed in 1915. They show the universal nature of Eurythmy. One can also say they are dances of the stars. At the same time as the "Twelve Moods", Rudolf Steiner wrote the "Song of Initiation", a Satire. He pointed out that the Satire should always be performed together with the Twelve Moods. Just as the Greek Comedy followed the Tragedy, these two works should always follow one another. Jan Stuten and Andrew Dyer wrote music for it.

The conference starts with an evening session on Friday, August 4, will include a piano recital by Besso Namchevadse (pianist from the Eurythmeum Stuttgart), a midweek excursion, and will end with a sharing on Sunday afternoon, August 13.

Please join us for this exciting event!

Additional information, including registration and application details, can be found at www.portlandeurythmy.org/summer-eurythmy-conference.

For questions, please contact Jolanda Frischknecht at 1-503-896-3345 or email: info@portlandeurythmy.org.

Jolanda Frischknecht,

for Portland Eurythmy and the preparatory group

CALENDAR

Sunday, June 25, at 3:00 pm PST

The online ATHENA Annual General Meeting

(Details on page 5.)

July 20-29

Tone Eurythmy Therapy Course by Jan Ranck

Sponsored by ATHENA

Camphill Special School Beaver Run,

Glenmoore, Pennsylvania

(See Announcement on page 20.)

August 4-13

West Coast Summer Eurythmy Intensive on the Twelve

Moods with Dorothea Mier and Michael Leber

Cedarwood Waldorf School, Portland, Oregon

Sunday September 24: *World Eurythmy Day*

September 14-17: *Annual Conference of the Medical Section at the Goetheanum, "Living Warmth"*



*Photo of Participants attending workshops with Jan Ranck in Chicago
(above, Jan is in the front row, fifth from the right)
and in Ireland (below).*



