



ATHENA

Association for Therapeutic Eurythmy in North America

SPRING 2016



ATHENA

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2015-2016

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Crisis and War Zones – Truus Gereats
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Front Cover: “Fire, Light and Earth” by Hilde Moos
Hmaburger

Correction for previous issue: Cover painting of “Michael”
was by David Newbett

Back Cover: The Goetheanum, interior and exterior

ATHENA NEWSLETTER

Please send contributions to:

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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

May 2016

Dear Colleagues,

I send you warm greetings and wishes for a refreshing summer.

It has been a very busy time preparing for the Second World Eurythmy Conference in Dornach. With the grant money we received we have been able to help over 15 colleagues with travel expenses to go to this conference.

We have drafted new guidelines for therapeutic eurythmy practice which are meant to help us here in America to practice TE with or without a doctor. This concern is actually an international one and ETs in different countries are trying to come to terms with this. Our guidelines have been approved by the PAAM board and can be distributed to Waldorf schools and other anthroposophical institutions, as needed.

The Pre-IPMT workshop in Fair Oaks, California, was a great success and Andrea has written a good summary review. [Allergies and Asthma – Extending Therapy in Cosmic and Soul Dimensions with Dr. David Gershan]

We look forward to the summer AAMTA conference on Digestion and Nutrition which will be taking place in California and which will include an hour-long session of eurythmy every morning with all participants. What could be more central to eurythmy therapy as a theme?!

Hope to see more of you at our conferences in the coming years.

Warmly,

Dale Robinson

ATHENA Board President

AAMTA CONFERENCE AND ANNUAL GENERAL MEETING**August 3-6, 2016**

Dear ATHENA members,

The AAMTA conference on the theme of Digestion and Nutrition with Dennis Klocek, Adam Blanning, MD, Philip Incao, MD, and Andrea Rentea, MD, will take place from August 3-6, 2016, in Petaluma, CA. Please click on the link for more information about the conference. <http://www.aamta.org/wp-content/uploads/2016/01/AAMTA-online-brochure-12.2.15.pdf>

ATHENA is able to provide up to 50% off for the conference fees. Please contact Dale Robinson for more information at dale1022@sbcglobal.net. (Please do so after

the World Therapeutic Eurythmy conference at the end of May.)

As in previous years, the ATHENA Annual General Meeting will take place at the AAMTA conference as well. Please, click on this link for more information about the conference. You may find the brochure at this site. <http://www.aamta.org/wp-content/uploads/2016/01/AAMTA-online-brochure-12.2.15.pdf>

Best wishes,
Andrea Preiss

AAMTA CONFERENCE

The Association of Anthroposophic Medicine and Therapies in America (AAMTA) is the umbrella organization for the healing arts, working from the inspiration and perspective of Anthroposophy. It is composed of several working groups that include: Medicine, Therapeutic Eurythmy, Nursing, Naturopathy, Music Therapy, Singing Therapy, Art Therapy, and Rhythmical Massage.

The theme for this conference is Digestion and Nutrition, and encompasses everything that is taken in and transformed within the human being, the animals and plants, and the earth itself. The need for a deeper understanding of digestion and nutrition becomes more important as we encounter an increasingly changing environment. The scope of therapy and efficacy of treatment depend upon an ever-widening understanding of forces that are active in these processes. Is it sufficient to appreciate the complex movements and enzymatic reactions in the gut? Is nutrition only the transport of proteins, carbohydrates and fats for “buildup”? Could it be that ANYTHING that enters within, such as sensation, light, sound, ideas, must also be digested? And, if a sensation is digested, what becomes of the “product”? This conference hopes to address these questions and more through lectures, presentations, case studies, workshops and informal presentations during lunch and free periods. We will also discuss how to bridge biodynamic agriculture with anthroposophic medicine and present new research work.

For many AAMTA members, the foundation for anthroposophic therapeutic work is an active meditative life. The First Class of the School of Spiritual Science will meet daily during the conference for lessons and conversation. For those who are not members of the First Class, there will be facilitated discussion about contemplative methods and meditative exercises. The location at IONS Retreat Center in Petaluma was chosen for the beauty of its natural surroundings, which include

communal housing, medicinal gardens, a meditation labyrinth and numerous hiking trails. The onsite sleeping accommodations have been newly upgraded and the organic food is generally acknowledged as superb.

Please join us! All are welcome! You do not have to be an AAMTA member to participate

Conference fees are all-inclusive for three nights and eight meals, with snacks also provided. Food is locally and organically sourced, with vegetarian options. Travel costs are not included; and are the responsibility of those registering.

Accommodations are available for both single- and double-occupancy rooms. Please take time to coordinate your own roommate arrangement before registering, since registration fees are dependent on single- or double-occupancy selection. If you are unable to coordinate your own roommate arrangement, and would like us to assign you a roommate, please be sure to indicate this when you register.

ROOMS ARE LIMITED, REGISTER EARLY!
Regular registration ends July 15th. For questions contact David Gershan at dgershan@att.net

LETTER FROM THE EDITOR

Spring Greetings!

At the moment of this writing, our friends and colleagues are attending the second World Eurythmy Therapy Conference at the Goetheanum. We may look forward to many insightful reports in the next issue of the newsletter. Research is most relevant today, as alternative therapies become integrated into the medical field, and newcomers to eurythmy expect documentation of success rates.

We honor the passing of Ruth Finser, who was such a supportive ‘elder’ to me when I was a student of eurythmy and who first showed me the soul exercise of Love-E. Blessings to her family!

Please look over the Guidelines, the most recent work of the ATHENA Board.

*Sincerely,
Maria Ver Eecke*

International Annual Conference of the Medical Section
at the Goetheanum, 15–18 September 2016

The etheric body as source of the developmental forces
Healing processes through substance
transformation in destiny, in self-education
[https://www.medsektion-goetheanum.org/en/
events-and-conferences/#month05](https://www.medsektion-goetheanum.org/en/events-and-conferences/#month05)

REPORT FROM THE MEDICAL SECTION

Reprinted from Anthroposophy Worldwide, 2015, no. 12

Research into Eurythmy Therapy

In the field of eurythmy therapy a number of different methodical approaches have been developed by eurythmy therapists and physicians who are ready to join the academic-scientific dialogue.

Effectivity studies are gaining ever greater importance all over the world in the seeking of public recognition and acknowledgement for eurythmy therapy. There is also a growing search for qualitative research; what methods – apart from the domineering “science of explanations” – should be developed for eurythmy therapy? Can there be a science of joining in and understanding? In his subtitle to the Philosophy of Freedom Rudolf Steiner speaks of “introspective observation that follows the methods of natural science”. Such a scientific method relating to eurythmy therapy must be able to explain the phenomena of “streaming time” (ether body) in the human body. For this it will rely on new empirical and phenomenological research models.

Last autumn, after many years of intensive preparation, the professional association of eurythmy therapists in Switzerland acquired the first public professional recognition of eurythmy therapy as a complementary medical method. In the course of this process an in-depth presentation of eurythmy therapy as a method was put together in cooperation with the eurythmy therapy training at the Goetheanum.

Working for the future of Eurythmy Therapy

At the second World Eurythmy Therapy Conference, which will be held at the Goetheanum from 16 to 21 May 2016, many research approaches will be presented for discussion by eurythmy therapists and physicians. Multilingual specialist courses and work groups as well as exhibitions, performances and encounters will create spaces for questions regarding the future of eurythmy therapy. This future can only be shaped if we all work together. The conference will be organized by the International Curative Eurythmy Forum in cooperation with the International Young Medics’ Forum.

Angelika Jaschke,
Eurythmy Therapy Coordinator
Medical Section

For Information (also in English) visit:
www.heileurythmie-mediation.net

ATHENA FINANCIAL REPORT

Year to Date JANUARY 1, 2015 – December 31, 2015

MAIN ACCOUNT BALANCE 1/1/15 \$ 5,134.83

INCOME

ATHENA Membership Dues		\$3,416.00
AAMTA Dues		600.00
IKAM Dues		600.00
AnthroMed Dues		240.00
Donations, general		226.00
Donations to CIN		185.00
Brochures		5,453.00
Other		<u>33.76</u>
TOTAL INCOME		\$10,864.95

EXPENSES

Administration		
<i>Archiving expense (scanner)</i>	\$ 244.83	
<i>Postage</i>	221.68	
<i>Website fees</i>	251.26	717.77
Bank, Wire & exchange fees		159.14
Board Retreat		
<i>Airfare</i>	2,655.09	
<i>Other</i>	397.27	3,052.36
ATHENA National 2015 Conference		932.93
Pre-IPMT April 23, 2016 workshop rent and deposits		514.00
Development (WEF Grant 2015-16 Appli. Fee)		200.00
Dues		
<i>AAMTA (check of \$570, pending deposit)</i>		0.00
<i>IKAM</i>		535.00
<i>AnthroMed</i>		373.66
Transferred to CIN (includes \$55 from 2014)		240.00
Newsletter (incls printing, envelopes, postage & stipend)		<u>2,402.96</u>
TOTAL EXPENSES		\$9,127.82
Difference between income and expenses =		+\$ 1,737.13

Checking Account BALANCE AS OF 12/31/15 \$ 6,851.96

Cash Balance \$ 20.00

ENDING BALANCE \$ 6,871.96

ATHENA FINANCIAL REPORT

GRANT ACCOUNT

Beginning BALANCE on Jan 1, 2015 statement **\$ 7,545.13**

Income

Return funds from 2014-15 (Merriconeag WS) 350.00

RS Foundation grant (for travel to Dornach) 2,000.00

Glenmede (WEF) funds for 2015-2016 grant 14,000.00

Total Income **\$16,350.00**

Expenses

Disbursement of 2014-15 WEF Professional Development funds

<i>Nat. Conference: Honorarium to True Botanica</i>	1,700.00	
<i>CC space rental</i>	400.00	
<i>RS Branch space rental for AGM</i>	100.00	
<i>Travel assistance requests</i>	1,300.00	\$3,500.00

Administrative costs

<i>2.5% Fiscal agent fee for WEF funds</i>	350.00	
<i>2.5% Fiscal agent fee for RSF funds</i>	50.00	
<i>2014-15 grant evaluation report</i>	500.00	\$900.00

Checks (cash) to 2015-16 grantees 4,475.00

Total Expense **\$ 8,875.00**

END Balance on December 31, 2015 statement **\$ 15,020.13**

Checks (outstanding, not yet cashed) to 2015-16 grantees 3,675.00

Balance on 12/31/15 Statement (actual) \$11,345.13

Children in Need ACCOUNT

Beginning Balance 1/1/15 **\$ 1,653.00**

Additional donations 270.00

Ending Balance on 12/31/15 **\$1,923.00**

GUIDELINES FOR THERAPEUTIC EURYTHMY (TE) PRACTICE

Background

- The TETNA Diploma for Eurythmy Therapy reads: "... has fulfilled all requirements set forth by this institution and is thereby qualified to practice as eurythmy therapist". However, the diploma from the Medical Section still reads: "... has completed the training in Eurythmy Therapy ... and is qualified to practice as a eurythmy therapist in association with a medical doctor." Rudolf Steiner certainly saw great potential for TE, with ever deepening and refined applications when applied by anthroposophically trained physicians. However, there are few physicians who have completed a thorough training in TE and have taken up this task as a major aspect of their work. And due to the large distances on this continent and the relatively small number of anthroposophical physicians, the working together of physician and eurythmy therapist is very limited.

- *TE's of today are highly trained compared to the original eurythmists who attended the Curative Eurythmy course that Steiner gave to the physicians. It now requires an initial eurythmy training [to experience astral/etheric movement, a five-year training in most eurythmy schools] and additionally one to three years TE- training. In the TE schools the eurythmist gains knowledge and repeated practice of the enhanced sound gestures and other therapeutic movement activities as presented by Rudolf Steiner in the Curative Eurythmy Course, as well as sequences and variations that have since evolved (e.g. Eye eurythmy). Many hours of lectures by anthroposophical physicians, and readings and discussions with experienced eurythmy therapists impart in-depth knowledge and understanding of the human being in health and illness. Depending on the training center, the therapeutic application of TE to specific conditions and illnesses is also indicated. The diploma is issued after presentation of an individual research project and completion of a lengthy practicum with one or more experienced TEs. Following the initial TE training, continuing education and workshop opportunities offer further honing of knowledge and skills as well as specialization courses (e.g. Dental eurythmy).*

- However, the collaboration between physicians and TEs is most desirable and regarded as being most fruitful. Therapeutic eurythmists seek a diagnosis from a

physician whenever it is possible or applicable and can give input to the physician based on the TE training, the understanding and experience of the TE exercises and gestures and the therapist's own perceptions, inspirations or intuitions from working directly with the patient.

- Over the years here on this continent, therapeutic eurythmists have been encouraged (on the side, however) by experienced anthroposophical physicians to simply do what they can do when it is not possible to work 'in association'. A eurythmy therapist, reads the etheric/astral movement of the patient, sees how the ego, astral, etheric and physical organizations are or are not playing into the picture of 'healthy' and then responds to the patient with exercises or sound gestures to help restore a healthy balance. Sessions are based on the patient's medical history, the eurythmy therapist's movement assessment and experienced judgment. The human organism responds most readily to the sound gestures that are relevant, and these are not always the easiest ones for the patient. Based on the therapist's observations and client feedback, this becomes a sensitive artistic process out of which any needed adjustments can be made. Since its inception through Rudolf Steiner TE, as such, has never been considered 'harmful' or 'dangerous'. There are no known law suits resulting from this practice.

- During this last decade developments have been set in motion bringing TE to a crisis as a viable profession on this continent. TEs are greatly underutilized and underemployed. Whereas TE used to be the primary choice of therapy in the Waldorf school movement, it is no longer even sought for in many schools. Last year alone, 23 Waldorf schools hired educational support (ES) specialists, none of them being TEs. This included many different modes of (ES), not all being 'anthroposophical' therapeutic modalities, but especially the extra lesson work and some spatial dynamics. These modalities all require significantly less training than TE. And they, along with chiropractors, massage therapists, yoga instructors, somatic therapists, chi gong movement instructors (not to mention OTs and PTs) are not *required* or limited to 'working in association with a medical doctor'.

Concern

It is greatly appreciated that experienced AM physicians encourage TEs to simply do what they can do when it is not possible to work collaboratively with a physician. However, it is obviously not sufficient enough help.

There are people, including some physicians and eurythmy therapists, who continue to think TE can only be practiced properly ‘in association with a medical doctor’ and that it may be harmful or even dangerous if this is not done. To stand strictly by the tenet that all TE must be practiced in association with a physician is untenable, especially on this continent, when considering the often unavailability of the AM doctor, the present standard of training for TEs and their broad scope of practice. Considering how TE training has developed, this tenet has become too restrictive for the Being of Eurythmy Therapy. It has made and continues to make some TEs reluctant to practice at all. It continues to be an obstacle in growing a TE practice, resulting in making TE unavailable to many people. *In short, this tenet is a major factor, which severely limits TE as a profession.*

The following guidelines have been developed and approved by the board of ATHENA and PAAM in order to broaden the apparent limitation placed on TEs here on this continent to work only “in association with a doctor”. These guidelines serve to recognize and affirm TE as an independent profession with the hope of making it more available to people. The scope of practice is indicated and a realistic and feasible relationship with the physician is suggested so that TEs can more easily do what they have been trained to do, to serve people through the Being of Eurythmy Therapy.

1) Therapeutic eurythmy (TE) is recognized to have a very broad spectrum of applications, addressing concerns ranging from physiological and psychological to academic, social and more.

2) The eurythmy therapist is trained to assess and balance etheric/astral movement and to support the healthy development of the child (and of adults).

3) When used with common sense by a trained eurythmy therapist, TE is constitutionally and developmentally supportive and is not seen as ‘harmful’ or ‘dangerous’.

4) The eurythmy therapist is legally and ethically qualified to practice TE on his or her own. For specific or more complicated medical conditions a comprehensive history and description of the patient in the form of an intake or a diagnosis from an anthroposophical medical (AM) doctor is highly desirable and recommended. The working together of TE with an AM doctor makes for a most positive collaborative/TEAM effort.

5) When the eurythmy therapist is dealing with a serious medical situation and there is no AM doctor available, it is suggested that a note be sent to the

patient’s primary care doctor stating that “movement therapy” or “therapeutic movement work by a highly trained therapist” is proposed and that if the doctor has questions, concerns or comments a contact from them would be highly welcome (with the TE’s contact info).

6) TE can be especially helpful in the school setting, since most of the issues dealt with there are fundamentally developmental in nature. However, developmental conditions or delays fall into the realm of Developmental Medicine and may have deeper soul issues and constitutional imbalances at their core, which may be organic, psychological or karmic in nature. Depending on the situation, some of these children would best be first seen and diagnosed by a developmental pediatrician or an AM doctor.

Perspectives to keep in mind

We want to be careful not to diminish the understanding of the healing capacity of TE or the help that can come from an AM doctor. Finding the right language for the different settings is important. Language may have legal aspects. For instance, we no longer use the term ‘curative’ because we cannot prove what it states - and this could be grounds for a law suit. There are also health insurance aspects to be considered. If both the physician who prescribes TE and the TE therapist are willing to submit the appropriate diagnosis and treatment CV codes, TE can be successfully reimbursed by some medical insurance companies. A future goal is the recognition of TE by the medical and insurance ‘industry’ as a viable and helpful therapy.

Respectfully submitted,
ATHENA Board Members

Dale Robinson,

Mary Brian,

Andrea Marquardt-Preiss,

Susann Herb-Eddy,

Jason Yates,

Stella Elliston,

Miyoung Schoen

August 2015

IN MEMORIAM FOR RUTH FINSER

RUTH ELISABETH MARIA FINSER crossed the threshold just before sunrise on February 7th, 2016 after battling a difficult illness. She overcame her suffering to sing and speak her heartfelt encouragements to her husband, children and grandchildren just hours before her passing; facing the challenge of death with courage and the utmost of human dignity.

Eurythmy was one of Ruth's most treasured gifts, but also one of her greatest challenges. She was more than forty years old when she began her training at the Spring Valley Eurythmy School. She undertook a strenuous four-year training as part of the A-Group: the first class to start the school in America and graduate. Given her age, the teachers made no promises of graduation—sometimes even discouraging her from continuing. Ruth however intended to use eurythmy therapeutically. Ruth believed it was her intense dedication to anthroposophy that pulled her through. She persevered as she did so many other times in her biography with love, devotion, and determination.

As a therapeutic eurythmist, Ruth helped countless patients. Her husband Sigfried describes how every evening she settled in with her pink eurythmy books around her and carefully prepared her treatment plans for the next day. She always consulted with anthroposophic physicians working in collaboration with Phillip Incao, Anna Lups and Paul Scharff. Ruth approached her work with deep reverence and patience, allowing her patients to rest in a special room after their sessions to insure the eurythmy would work more deeply. Her family members describe countless people who have come forward in gratitude for her healing ministrations.

Dr. Phillip Incao fondly remembers how Ruth helped heal his sons' nearsightedness through eurythmy, as he faced the light from her studio windows through carefully prepared colored veils. "I got to know her better and to appreciate first hand her devotion to healing when she taught me eurythmy exercises, which proved essential to the healing of my midlife illness/healing

crisis back in 1986 in Harlemlville, NY. She was one of the guiding lights who led me through to healing at a crisis point in my life, to whom I look back with gratitude," explained Dr. Incao.

"At times when I would treat Ruth as a patient she would always say she had to get better so she could care for her husband or attend to someone else. She was a strong individual but always put others needs before her own (and with a smile) even when her own suffering was significant." – Dr. Steven Johnson

Her family describes the gift it was to experience her cross the threshold at 87 years of age with the same wakeful character, courage and love for anthroposophy and helping others she exemplified throughout her life. She will be greatly missed by many.

Siegfried E. Finser

I walk through the tilled red earth:
The seed sleeps.
I walk through green crops:
The stem shoots up.
I walk through golden fields:
The grain ripens.
I find the miller
And the miller says:
The earth is the face
Of the Son of Man,
And 'he who eats my bread,
Sets his foot upon me'
I kneel down
And he offers me the food
That fills and permeates me
On my earthly journey.

Albert Steffen

Your kingdom of heaven, oh Man, is where you believe and love.

The ascension happens the more you practice love.

What is the human heart—bethink—if Jesus Christ,
The more He lives with us, the more he is in His heaven?

The Hell is in you, into which He descends
And also the heavenly kingdom in which he is transfigured.

Someday, when the coverings fall away, there will be
announced and revealed

How deep hell's ground, how wide your heaven was.

Rudolf Meyer

ATHENA PRE-IPMT CONFERENCE

ALLERGIES and ASTHMA – Extending Therapy in
Cosmic and Soul Dimensions with Dr. David Gershan

April 23, 2016

9:00 am to 4:30 pm.

Presenter: Dr. David Gershan, MD

Participants: seven physicians and seven therapeutic
eurythmists

“This workshop is intended as a collaborative research between medical professionals and eurythmy therapists to both broaden and deepen our understanding of the powerful working of TE and how we can best make use of it with our patients.

With a physiological understanding of allergies and asthma and the perspective of Anthroposophic Medicine we will seek to experience and expand on the cosmic and soul dimensions of therapy provided by the use of TE. Experiencing the gestures and exercises and the forces at work in and through them is essential.”

After a short introduction of all participants, Dr. David Gershan focused on the purpose of this conference.

- 1) To support TE and bring it to as many places as possible
- 2) To foster a common language in order to communicate to people with and without background
- 3) To foster the collaboration of physicians and TEs

ALLERGIES

The conference started according to the announcement-with the essential first- the experience of movement, and was opened with moving the Allergy sequence T-S-R-M-A, introduced by Dale Robinson, TE.

Dale moved the T with the image of a large bird landing on the top of a tree, the tree crunching down slightly for the x-shaped legs.

For the S, snakes whirled up and down the tree and then the bull kicked up dust behind him and rumbled across the meadow –R. All animals were calmed down with M and felt strong and happy–A (ah).

Dr. David Gershan gave phenomenological, physiological impressions for each sound and together we looked at the phenomena and qualities in the movement gestures:

T: The T- movement is a symmetrical gathering of forces and bringing them towards the head, sending them

through the organism with a thrust. This thrust is met by the thrust from below in the X- leg jump, and a chalice is built in the middle where these impulses meet. The cosmic content has a place to be held. A counter current is created in the middle.

Counter currents and spirals are active in the closing of the valves in the heart.

It is a quality of dynamic holding, which also is a heart function.

T is a confrontation with yourself.

The gesture is “surrender and receive”.

In allergies, one cannot let things in and cannot properly meet them, destroy them.

S has an opposite gesture/movement of the T. It is an asymmetrical vertical, curved movement. S is very movable, addressing the midline from all kinds of angles from outside; the staff of mercury comes to mind. S has a strong inner form moving toward transformation, creating chaos and bringing it to form. T is coming to a stop; S is progressing in time. If S is done with an O-leg jump, the structuring quality of S is gathered in “a warm pot”, is softened.

R is moved in a round movement, to the front, down, back and up, creating forward momentum. It creates a circular space; expansion- contraction, heavy to light, never ending, going deeper and deeper. R creates power, which feels joyful and dangerous. There is a lot of activity between the outer and the inner.

If R at the end, after several repetitions, is done with bending the upper body forward downward while deeply bending the knees, it comes inside; the body is embraced by R- waves, like a massage.

R is the principle of “air in something” creating a bladder of some sorts. (e.g. the bladder or bronchioles).

R creates a huge amount of power without confronting; the gesture succumbs in bowing.

The R- phases tell us a lot about a patient. (e.g. reverence in bending deeply).

R wants to be an entire being oneself. The will engages strongly in the activity of the upper legs.

M: When we speak M, we come into the chest. Humming- we come toward ourselves. M is the sound of the middle ground. It is harmonizing.

Moving the M in a counter-stream engages the

soul in holding the middle. In Chartre, there is a picture of God doing the gesture of M- it is God's thought of Adam.

M stimulates inner sensing, inner understanding and taste. The senses of smell and taste are involved in the movement of M, mediating between the inner and outer world.

The M- movement requires consciousness. As soon as you let go of consciousness, it is over.

In M, we sense the world and we strengthen the "etheric water drop".

If we look at the colors of the eurythmy figure, the movement is green. What emerges between black and white in Goethean color observation? It is green – the color of the middle, of the Christ.

In Allergies, the healthy relationship between the inner and the outer world, the meeting in the middle is weakened. The sound M supports finding the middle.

A (ah)

Why comes the A (ah) at the end of this?

While moving the A, we observe pictures like Michael – wings, taming the dragon.

The A is the archetypal picture of the human being, balancing polarities. The open gesture of sympathy toward the world - versus "warding off", or holding the middle between the symmetrical movement of the right and left arm, or engaging in upper (light) and lower (warmth) forces, and in the qualities of "streaming out- streaming in".

Engaging in the Large A- exercise is the crowning of the whole sequence. It is like making peace with being a human being on earth.

What are the symptoms of Allergies?

"Sneezing, swelling, itching, rash hives.

The worst case is an anaphylactic shock, a generalized fast reaction to the allergen.

What happens before?

There often is a state of "not feeling right", hypersensitivity, and a bit of fear, hate?

There is a gesture of a rejection of life, which leads to an explosive nature of getting rid of something. There is tension, one is overwhelmed and cannot take it in.

There is a lack of boundary with the world, sympathy, which is overrun. Antipathy forces to break down, discern and destroy are not strong enough. The ego does not like the physicality, yet needs it.

Most common places of an allergic reaction are skin and mucus membranes; allergic reactions rarely happen in blood vessels.

Skin rashes are itching, which is not quite pain; it evokes scratching, something similar to an animal reaction.

According to Paracelsus you must make what is chronic, acute. Therapeutic Eurythmy is a real confrontation with oneself. One cannot hide. (This is one of the reasons why it is avoided). T-S-R-M-A is a pathway to really meet the outer world and engage with it in a transforming, humanizing way. Surrender versus rejection.

The anthroposophic healer works with the sounds in an artistic way.

In the second part of the morning, we explored the sequence T-S-R-M-A in various ways.

T in sitting, looking at the x-leg position and ways in which the thrust from above meets the thrust from below. We moved T with O-shaped legs, which we agreed would not work, since the thrust of the arm gesture would not find a place to land.

S with O-shaped legs, starting from the place where the impulse of the T centered, taking it up and distributing it through the organism with a lively up and down-swaying, asymmetrical S- movement... Or engaging in a down streaming soothing S-movement, or engaging in a straight, structuring S-movement. We also moved S with x-shaped legs and found that it would be "too much of the same", like overpowering the organism. The O-shaped legs, which are indicated for the therapeutic S-movement, have a balancing and soothing effect in this exercise.

R – movements – see explorations above.

M with Kibitz steps in various ways, or "pre-Kibitz positions" where we stand with one knee tucked from behind into the front knee, while moving M, or while simultaneously balancing on the balls of the feet, or where we stand with the front foot on the back foot, which is very grounding.

A – We explored the large A-exercise with various pictures. (Sunrays shining on branches of the trees, on plants, on us, on the grass...). Participants felt a deep reverence as a result of the A-exercise.

ASTHMA is the challenge of sensitivity and hypersensitivity.

Inhalation is prolonged and exhalation is difficult.

We characterized the phenomena of asthma by looking at the sounds.

Asthma – sequence: L-A-O-U-M

L: The sequence starts with L, the most etheric sound. It is watery and the vowel comes first, eL, the soul element of the sound is kept more inward.

L is picking up solid matter, lifting it, transforming it; after a moment of effort, you are carried by it. L fosters fluidity, flexibility; it is watery, delicious, especially when engaging the shoulder blades.

Putting one's own hands on the shoulders in the L-movement supports the movement of the chest. The soul dives into the etheric and is carried by the movement then. L enhances breathing in. We start where the patient is stuck and transform this condition via engaging the ether body in the sound L.

A: One way to do this is moving forward while building an A from the middle of the chest forward and descending the A gesture while stepping backward. Moving forward with opening arms has the quality of opening myself to something new.

The backward movement with the downstreaming A has a releasing quality for the diaphragm.

The angle of the A is important; it has a quality of the branching of the lungs.

O: We explored filling the O from the wings of the shoulder blades. Ah could stream on and on while O encloses, builds a form, a boundary enclosing light and warmth.

O – is a loving, warming gesture. “The human being as soul.”

U: “The human being as human being”.

U has a squeezing, narrowing gesture. The squeezing can create a golden channel. The eurythmy figure shows a yellow glow over (feeling) the deep blue of the U.

Moving from A to U, we can go from the back-space to the front from A= minor to U= major.

U has to do with a deep cosmic reverence. Saturn reigns.

We move from Venus-A to Jupiter -O to Saturn-U.

M: In the eM, we also find the vowel before the consonant, the soul aspect of the movement is more inward.

The M supports breathing out and leads all the forming, guiding and shaping qualities of the preceding vowels into the activity of breathing out. Letting go into the periphery is happening.

In Asthma, we find the patient slightly greyish, in a hunched position, sometimes wheezing, with tremendous fear.

We find Asthma predominantly in urban areas among young black children, who face a stressful home-life. Boys are more affected than girls; it is not allowed to express feelings. Trauma often plays a role in the biography. Athletes are often asthmatic. Doing is in the foreground, feeling often suppressed.

Also a lack of trust can be observed. (The loving O-gesture is important there).

B: The B is not part of the Asthma sequence. It can be very helpful though. In Asthma, the astral body is overpowering the lungs. The B-gesture, especially when the therapist holds the kidney area of the patient from the back, can help the astral body moving back to the kidneys and relieve the lungs. It has a calming and comforting effect.

Another sequence can be G-S-B, which is also given for fibrosis.

G – creating space with the activity of the ego

S – getting hold of or taming the astral body

B – putting it into the place where it belongs, into the kidneys.

Plenum

What can we do for Therapeutic Eurythmy in the future? How can we create a method, which is portable, can be taken to different places and demonstrate how powerfully TEs and Physicians can work together?

In Waldorf schools:

Dr. David Gershan asked these questions and they were discussed in a lively way.

Some ideas are reflected here:

- Writing articles about the benefit of TE in the newsletter of the school. Adding scientific research and parent / student testimonials.
- Inviting a doctor and holding parent evenings

together to specific topics of interest. For example, Asthma, sleep, ADD, ADHD.

- Creating a brochure for teachers with hygienic / therapeutic Eurythmy exercises against burn out.
- Working with parents on self-care, rhythm and TE.
- Fostering relationships with Extra-lesson teachers, teachers, physicians. Common projects, meetings about children, care group.

This workshop was a wonderful example of collaboration and lively exchange between AM physicians and Therapeutic Eurythmists.

*Respectfully submitted,
Andrea Marquardt-Preiss
May 9, 2016*

THERAPEUTIC EURYTHMY IN THE HIGH SCHOOL CURRICULUM

Stella Elliston

“Ok, everyone please write down three things you’d like to improve, to work toward for your wellbeing – physically, emotionally, socially. This will be completely anonymous... I have no idea what your handwriting looks like! When you’re ready, fold up your papers and hand them to me.” Quiet. Writing. Concentration. A big pile of folded paper sat in front of me.

This was the first day of the Hygienic/Therapeutic Eurythmy Course with the eleventh grade at the Great Barrington Waldorf High School in Massachusetts. It came about when I was asked to teach eurythmy in high school. I realized that I could only offer what I felt passionate about and what I was in the stream of doing. Therefore, unlike the usual artistic eurythmy taught in the eleventh grade I suggested that I offer this alternative. This was happily accepted.

It was moving to read later what they had written: depression, difficulty focusing, awkward meeting people, anxiety, lack of confidence, insomnia, concentration, posture, being attentive, sociability, inner resistance to life. This would inform my curriculum and immediately gave the class a tone of respect, interest... and even reverence.

“Now everyone take a composition book and put your name on the cover.” Multicolored, purple, green, red and black. There was a bit of a squabble over color selection, then again quiet. “And now we will take ten minutes to write. The rules are: no stopping, no judging,

no editing. This is an intimate conversation with yourself. Write on the top of the page ‘Without haste, without rest’ quoting Goethe.” I placed a timer (in the shape of a cow whom the class named Lucretia) in the middle of the circle and set it for ten minutes. “This is our chance to tune up and tune in. This writing exercise will reveal much to you. After setting Lucretia, I said ‘Now go!’” This is a thriving young Waldorf high school, preparing its talented students for college and for life. The students’ concerns are age-appropriate, and give us a profile of life as a 17 year old.

Having no idea what the response to this would be, I was surprised and moved by the utter silence and devoted attitude. Pens moved at various speeds, but never stopped. “To be more informed of our particular state in this very moment is the gift of this activity,” I further explained.

“On the opposite end of the notebook, at the end of class, you’ll be asked to name, diagram and explain the benefits of each exercise that you’ve learned starting with the very last to the very first beginning exercise. For this you can all get help from your friends and recount the exercises together. For your diagrams, please use your own style, stick figures, etc. to draw what we do.”

Thus I established the structure of the class: ten minutes of writing, the content, and finally the recounting and recording of the exercises to be done in a group from the end to the beginning. Before we began, one very important principle I wanted them to know was my commitment to always telling them why we do each exercise. What is it good for? Why are we doing this? Also very important was to explain that I was not presenting Absolute Truths. Once early on in my training, I asked my very wise master teacher, “How can you say that that is true?” as she presented a certain gesture. “I cannot,” she replied, “I can only ask you to experience it with an open mind and judge for yourself.” So I passed this on to the eleventh grade.

So...we begin; a concentration exercise with clapping and stepping in cannon, in various sequences. “Guess what this might be for?!” I said with a smile. Already this revealed so much to everyone. How awake are you right now? Sure enough, giggles and distraction followed and sometimes disorientation for a few. All kinds of information fostered an enlightened discussion. The content of the class was based on their expressed needs at the beginning of the course.

Some of the exercises we covered were:

7 part copper rods – for enlivening life forces and

immune system

12 part copper rods – to achieve a greater balance in the feeling life

Copper rod throwing – against fear

Contraction/expansion – for healthy breathing between inner and outer life

Yes/No with the feet – for assertiveness, circulation

Love/A – for inner strengthening, against anxiety

Hope/U – for warming the breathing, strengthen will forces

AH/HA – to improve the quality of sleep

The eleventh graders were capable of intense attention, and asked penetrating questions. A particularly outstanding moment happened when I noticed a boy in the class yawning frequently. I joked, “We’ll also do an exercise for helping with sleep,” giving him a smile. He said, “Well I’m actually having a panic attack right now.” “Really?” I said. It was not apparent, so I wanted to make sure he wasn’t joking. I realized he was telling the truth. “So...everyone put down your rods. I want to first point out that Greg* has just made the biggest power move – he told the truth.” Everyone in the room was fairly frozen by then. I went on to teach them “Love/A” explaining that this gives protection and it is against anxiety. We did this three or four times and I emphasized the importance of the rest (quiet stillness) needed after every exercise. I later found out that his mother sought out a therapist after the lesson. He was soon back fully present and engaged the next week – a terrific boost for all and certainly a relief for me. Later he told me that he would continue writing and that he planned to do the exercise against anxiety every day!

*(Name has been changed)

Another poignant moment happened while the class was standing in two lines for rod throwing, trying to master complicated rhythms, moving swiftly to find the next partner. A couple of the more challenged students were being carried by their classmates but, in spite of this, the rods clashed and their efforts dissolved. “You see,” I was able to say, “every move you make, everything you do affects everyone around you. We are all so very connected.” Silent moment.

This was to be expressed more than once on their “tests.” At the end of the block, they were asked to name, diagram and explain the benefits of three to five exercises with which they particularly connected or which gave them difficult time. Often the rod throwing (against fear) was mentioned. Many repeated that this

exercise revealed how intimately connected we all are. Clearly this had made an impression.

Because this is an unconventional approach to a high school eurythmy course I consulted my mentors Seth Morrison and Dorothea Mier. They offered their support and greater clarity in creating the curriculum. In my conversation with Dorothea she said, “...of course everything we do in eurythmy is therapeutic, you know.” “Yes I know,” I nodded. As I began to create the curriculum, I felt the need to establish a mission statement for the course due to the original nature of it.

Mission Statement:

to engender a caring attitude toward oneself and a respect and empathy for others;

to begin to master the ability to tune into oneself and understand how to create maximum wellbeing, giving yourself what you need;

to expose the students to the principles at work in therapeutic eurythmy and to experience its healing power.

Although therapeutic eurythmy is designed to be tailored to an individual’s needs and practiced regularly over time, exposure to these principles have, nevertheless, been supremely supportive for the students on their intense journeys of self-discovery. This is the second year that I’ve offered this course. I was advised to finish this article by stating that it was successful. Being modest and considering that this is a new endeavor, I was reluctant. Regardless! I can truly state this important piece: it really was successful as demonstrated by their tests and their responsiveness, interest and ability to recount the material.

At the end of the course, I returned their notebooks to them. They were now filled with exercises in the front part of the book and their stream of consciousness writing in the back of the book. Indeed as the time went on, the writing became more and more concentrated and appreciated. I encouraged them all to carry on with this tool of writing to help them wake up to their inner voices. Presenting therapeutic eurythmy this way to the high school students seemed to offer a deep level of opportunity and learning for all.

For further reading on therapeutic eurythmy please go to: therapeuticeurythy.org

CASE STUDY

Therapeutic Eurythmy for a child (eight-year-old girl)
with adenoid hypertrophy

Therapist: Miyoung Schoen (2014)

Description of the patient

P.B. was referred to me from an anthroposophical doctor with these symptoms: adenoid hypertrophy, overweight, stress and nightmares, mood sensitivity, and bawling issue.

Initial Observation

Physical Body (Physical Appearance): P.B. was tall, overweight, and slightly large headed. She had light brown, curly hair, pale and puffy face, big eyes, and cold hands.

Etheric (Bodily Function): Open mouth breathing. She was easily tired and her digestion was often disturbed.

Astral Body (Movement): She walks slowly with open feet swaying from side to side.

Ego (Speech): She spoke slowly, often with nasal voice.

Session goal, plans, and progress

The goal of therapy was to address her weak etheric force, nine-year change (including anxiety), adenoid situation, and sensory integration.

The First Block - Session Progress (seven sessions)

I-A-O: Harmonize thinking, feeling and willing

Tone interval seventh: Energizes weak areas

A verse from R. Steiner, "From Head to Foot"; Simple gestures as a help to go through the nine-year change, to bring peace and better sleep

Copper ball and rod exercises bring warmth and to improve bodily coordination, agility and sensory integration

Vowels help her breathe better

Adenoid sequence (L-M-S-U) helps control unusual adenoid/lymph system, ending with the Large-U exercise.

Three-part walking to bring peace and self-confidence

A-H veneration

During the first few sessions, I slowly built up the exercises. Since she was very slow, heavy, easily distracted, often confused, and quickly tired, I introduced simple exercises in a joyful and imaginative way. She was on the floor after a few jumps and in the chair to rest every now and then. I noticed though that she had a sincere and an almost pious spirit; she will endure until

she gets better.

On the first day, I told the story of "Tobias and Three Archangels". She did the three-part-walking calmly and beautifully. Every time [after that] when she came in, she checked to see if the three archangels were there waiting for her.

After her fourth session, she confessed that L-M-S-U was very hard. Her mother shared that P.B. has been practicing all the exercises at home. I explained the purpose and effect of the exercise and comforted her that she was making good progress. P.B. became very proud of herself showing the exercise to her parents after that. She became more attentive, present and willing as the sessions went on. Her mood had improved, also. At the end of the block, I was very impressed with her improvements. She put so much effort into the exercises. She was enjoying all the exercises that challenged her. Her mother told me that her adenoid situation was much better. After the block, she was able to reach over the average level of endurance and stamina for her age. This was necessary and important for her to start a new school year in a new school.

The Second Block - Session Progress (eleven sessions)

I-A-O: Harmonize thinking, feeling and willing

Tone cross, musical Tao bring form into movement and helps incarnating stream.

A verse "From Head to Foot" with movement – bring peace and better sleep

Vowels help her breathe better

Allergy Sequence helps control unusual adenoid/lymph system and prevent allergy. End with Large-A

Three part walking bring peace and self-confidence

Calming sequence on a pentagram with anapest rhythm

After two weeks of rest P.B. was ready for the next block. She had much better stamina to do more intense exercises. She made it through the second block keeping her high spirit, eagerness and determination.

The entire second block was more enjoyable to P.B. and to me. She was very comfortable with me and wanted to repeat many exercises. She was able to do most of the exercises on her own.

She made an easy transition to the allergy sequence and I could see the Large-A exercise working well to bring her down to earth. She was drawn to the sounds of lyre and especially enjoyed the tone cross (c-f-g-c up and down) with steps. The calming sequence on a pentagram with anapest rhythm helped her to focus

and find her center from distraction.

Her temperament seemed more on the phlegmatic and melancholic side. However, she came in increasingly cheerful, with an excited manner, until the end of the second session. She made a good transition into her new school life and her anxiety on different levels reduced significantly. She seemed to manage and balance her social and emotional life better toward the second half of the block. I believe it was her own desire to practice independently that made such a major contribution to the healing process.

In her case, both of the main exercises (L-M-S-U and T-S-R-M-A) worked amazingly well.

Resource on Adenoidal Situation

The following indications and notes are from Dr. Steiner and Dr. Bockholt.

First with 'L':

"In the tissue fluid, in the lymph, in fact wherever the watery element is unorganized and does not pulse in rhythmical movement, we must look for the interaction between what is living and what is lifeless."

'L', this is especially important in cases of weeping eczema with enlarged tonsils and adenoids, a tendency to catarrh. Many children show a tendency to this kind of constitutional anomaly. Disorders of lymphatic system are predominant. The etheric is not sufficiently accessible to the breathing. The characteristic facial expression of the child with overgrown adenoids in the nose and throat region is well known to all. (p.91)

In the Curative Education Course Rudolf Steiner gave the case history of an illness which is very significant for the study of sound 'S'. It concerns a 10-year-old girl who was retarded in her intellectual development owing to growths in the nose-throat area, and therefore had special difficulty in memory formation. As a result of spiritual investigation Rudolf Steiner found that these physical growths in the nose-throat area were like a mirror picture of excessive etheric growth in the region of the bladder. The interaction between the etheric body and the astral body could not take place properly and therefore the etheric body was forming excessive growth in the bladder region and was not properly connected in this part with the physical body. For this reason, the child was unable to assimilate impressions sufficiently, nor could she inwardly digest and retain them as memories.

Disorders of lymphatic system are predominant. The etheric (life force) is not sufficiently accessible to the breathing.

- Movement and muscle tones are unformed
- Cold hands and pale faces
- Pulled by gravity. Movements tend to be slow and heavy
- Can't breathe through lung properly; open mouth breathing
- Often cause learning difficulties

Verse used...

From head to foot,
Through heart and hand
I am a child of God;
In sun and moon,
In star and stone,
I feel the power of God.
In father and mother,
In all dear people
God's will lives for me.
Nothing brings me fear.

For a young child, adopted from *Prayers for Parents and Children*, Rudolf Steiner

AAMTA CONFERENCE

Dear ATHENA members,

The AAMTA conference about Digestion and Nutrition with Dennis Klocek, Adam Blanning, MD, Philip Incao, MD, and Andrea Rentea, MD will take place from August 3-6, 2016 in Petaluma, California.

There will be three morning sessions of one hour of eurythmy and we are looking for one or two colleagues who would like to guide these morning sessions. Please contact Dale Robinson, if you are interested in guiding one or two or all three morning sessions: dale1022@sbcglobal.net.

ATHENA is able to provide limited support for travel expenses and conference fees.

As in previous years, the ATHENA AGM will happen at the AAMTA conference as well.

Please, click on this link for more information about the conference.

<http://www.aamta.org/wp-content/uploads/2016/01/AAMTA-online-brochure-12.2.15.pdf>

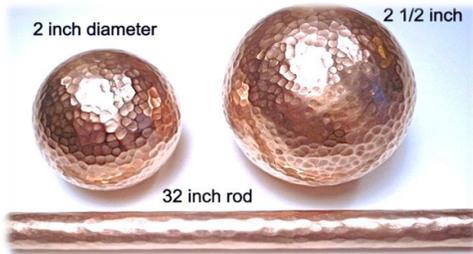
Best wishes,
Andrea Marquardt-Preiss
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