



ATHENA

Association for Therapeutic Eurythmy in North America

ADVENT 2022





Photo by Ariane Totzke

“The Heart around us” an International Annual Conference of the Medical Section

Importance and meaning of the therapeutic community

September 13-18, 2022 at the Goetheanum

Around 600 people from 30 countries attended the Annual Conference of the Medical Section entitled “The Heart around us.” We warmly welcomed our friends from Ukraine and Russia to the Goetheanum!

Matthias Girke opened the spiritual part of the conference yesterday with a brilliant lecture: “Sun forces in the community – the ‘we’ in the Foundation Stone Meditation.” Johann Wolfgang von Goethe said about society that “Their conversation is instructing, their silence is forming.” Accordingly, in communities there is also a day and a night effectiveness. Only at night do the formative forces become effective.

The most important thing in (therapeutic) communities is trust: one could speak of the necessity of a double trust, as people need trustworthiness in order to be able to give trust, but one must also be trustworthy as a person in order to receive trust. Thus, medicine should always be developed from the other and not from oneself. Medicine needs the ability that what is generally known can be adapted to the individual person. Light, love and life are the dimensions of the trust qualities of communities.

Read more at this link. (<https://anthroposophie.org/en/news/the-heart-around-us>)

Listen to a podcast, “Anthroposophy to the point” of the weekly journal Das Goetheanum (<https://player.fm/series/anthroposophy-to-the-point/together-becoming-one-heart-the-importance-of-the-therapeutic-community>)

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Front Cover: *Arise Pure Spirit* by Iris Sullivan. See more of her artwork on her website. <http://movingthesoulwithcolor.com/>

Inner Back Cover: *Motif with Flowers*, Albert Steffen Foundation (www.asteffen.com) & “Girl Crossing Border”

Back Cover: Medical Conference 2022 in The Great Hall at the Goetheanum. Photo by Ariane Totzke

ATHENA

ATHENA BOARD MEMBERS

2022-2023

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Children-in-Need Fund, (CNF),
Therapeutic Eurythmy Emergency Fund (TEEF)
Adult Client Assistance Fund (ACA)
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Nancy McMahon, TETNA Liaison
Fair Oaks, CA,
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Representatives in the particular Fields of Therapeutic Eurythmy

Early Childhood/Kindergarten – Mary Ruud
Grade school – Brigida Baldsun
Clinical Settings – Cynthia Gelder
Private Practice – Dale Robinson
Curative Education/Social – Gillian Schoemaker
Elder Care – Jeanne Simon-MacDonald
Trauma and Crisis – Mary Ruud
Dental Eurythmy – Polly Saltet
Eye Eurythmy – Barbara Bresette-Mills
Liaison to AWSNA – Susann Eddy
Liaison to ALLIANCE – Mary Ruud

ATHENA values your participation and membership.

We know you value being part of ATHENA, the colleagueship and the many activities that ATHENA offers to members. No one should be prevented from being a full ATHENA member due to financial hardship.

If you find yourself in this situation, please alert the Membership Secretary.

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ATHENA NEWSLETTER

Please send contributions to:
Maria Ver Eecke, editor@eana.org

Deadlines: April 1 and Nov. 1

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

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

LETTER FROM THE PRESIDENT

“Thank God our time is now, when wrong comes up to face us everywhere, never to leave us until we take the longest stride of soul men ever took.”

From *A Sleep of Prisoners*, by Christopher Fry

Dear Colleagues and Friends,

One of the important tasks of the Board these past several years has been to find ways to support colleagues, professionally and financially, during the COVID impact. Early on we were able to receive a generous grant from the Rudolf Steiner Charitable Fund to help members research specific projects, enabling some financial assistance and at the same time providing an opportunity to share professional research. Professional development support had to turn to our zoom platform, where we were able to connect with colleagues by offering webinars on different perspectives. The most successful for me personally, in addition to our collegial check-ins, and our 100 Year Celebrations, were the sessions we had on musical therapeutic eurythmy and therapeutic eye eurythmy. Both of these particular topics offered breathing spaces and health-giving resources in the chaotic times of these past years.

We do not seem to be totally through all this yet, and I know there are still colleagues who don't yet have the work and/ or security of income they previously had. Please remember that two new funds, in addition to the Children-in-Need Fund were begun during this time, the Therapeutic Eurythmy Emergency Fund and the Adult Client Assistance Fund. These are all available for our members, and you will find an article about them and how to access them in this newsletter. We also should be aware that these funds exist and continue through donations. Additionally, for this current school year we have been able to receive a sizable increase (\$5,000) in funds from the Waldorf Education Fund for our work in schools and for our professional development that is providing much needed assistance. Also the Board has again allocated some funds for research projects this year.

As the Board continues its monthly on-line meetings, I see the glyph of ☉ Cancer leading us on. On the one hand we need to delve deeply into the essence of eurythmy, and on the other side we need to speak anew into the world, where innovation and healing are so clearly needed as the challenges and traumas of life ever increase. This is a current focus for the Board. We are continuing to offer some online-zoom sessions through this coming year, but also are looking forward to finally being able to meet professionally in person again, especially at the long delayed second Dental Workshop. Details of all these events will be forthcoming.

At the same time, we have formed two ‘sub-committees’, to facilitate better communication to the public. One of these has been working on an upgrade of our website, which we encourage you to visit and share. The other group has been researching how to make articles and information of

Eurythmy Therapy more readily available. We know that our great gift of eurythmy can bring harmony and healing to so many situations! I believe we each are being challenged personally to be innovative in our offerings of therapeutic eurythmy, to go *beyond our comfort zone*, as the phrase goes.

Over the next two years, there will be major changes in the makeup of the Board, and we are already looking toward our colleagues for assistance. Of the seven current members, three of us will be ‘term limited next summer (‘23), and two during the summer of ‘24. Our By-Laws are framed so that we can serve up to two consecutive three-year terms, and the Board can have a maximum of seven members. We are in need of colleagues to step forward. It is a deeply rewarding experience to work on behalf of therapeutic eurythmy and colleagues here on the continent and worldwide, and we hope to hear from you, nominating either yourself or another colleague who you feel is a good fit for carrying responsibility for our ATHENA organization.

Lastly, all good wishes as we enter the time of Advent, and the marking of 100 years from the burning of the first Goetheanum, and the phoenix-like forces Rudolf Steiner employed and selflessly offered so that Anthroposophia could continue to work in the world on behalf of the Earth and Humanity.

Blessings on our work,
Michael Hughes, TE

LETTER FROM THE EDITOR

Dear Members and Friends,

The Board members have been steadily working, as documented in this issue of the newsletter. Much gratitude goes to the continual and steady work of the ATHENA Board!

Research of fellow eurythmy therapists continues to be impressive and even surprising. Enita Nurkich reports on her work with many of her clients uncovering the influence of Chiron in the healing process. Please take your time to consider the “Wounded Healer” in your own natal birth chart (as I did).

Mary Ruud will continue to publish her condensed articles on the theme of trauma; in “Trauma Informed Pedagogy” she speaks out of her own experience in school settings. The work of Bernd Ruf and Waldorf Friends is resonating with many of us. Karine Finser describes her own work with refugees from Ukraine. Jolanda Frischknecht’s case study confirms the need for (and the power of) eurythmy therapy. Such essential work! Thank you, All!

The newly refreshed website will be launched soon, so let us know your impressions. We hope to hear from you.

In closing, words of Ralph Waldo Emerson: “It is one of the most beautiful compensations of this life, that no man can sincerely try to help another without helping himself.”

Maria Ver Eecke, TE

ATHENA'S WORLDWIDE**EURYTHMY THERAPY CONNECTIONS****IKAM/IFAT/AnthroMed: What does it all mean?**

Dear Colleagues,

ATHENA is a member of and connects to a number of other organizations, which sometimes are hard to remember which one is which. I have been asked at our last Annual General Meeting to give a short description of some of the international organizations of which we are a part.

IKAM stands for International Coordination (Koordination in German) Anthroposophic Medicine. IKAM is the association of internationally active coordinators and people in positions of responsibility within the anthroposophic medical movement. Physicians, nurses, all therapists and trainings are part of this association.

Hana Adamcova, Ingrid Hermansen (therapeutic eurythmists) and Katharina Gerlach (physician) are working and connecting with all Eurythmy associations and Therapeutic Eurythmists around the world. I am the representative of ATHENA. We meet on zoom usually twice a year where representatives from all countries exchange news and developments and stay connected to the Medical Section at the Goetheanum. The reps report back to their own members. You hear through the member news that ATHENA Corresponding Secretary Mary Brian sends out about those meetings. Yearly in-person meetings connected with the Medical Section conference happen in September at the Goetheanum.

Feeling connected to this group is sometimes not easy. Europe and the Goetheanum can seem far away. Yet, they have offered webinars on the Case Vignettes, on COVID treatments, and most recently again in sharing case studies. In January of next year Hana and her team are hoping to launch an international forum on zoom where all Therapeutic Eurythmists can share cases and help each other understand illnesses and give support.

IFAT is the International Federation of Anthroposophic Therapies. Currently IFAT includes 16 Eurythmy Association memberships (seven European Countries, Japan and USA and three associate memberships), thirteen Art Therapies and four Body Therapies.

IFAT promotes cooperation between national and international health care associations with representatives of anthroposophic therapies. They are also supporting anthroposophic therapists and practitioners in countries where no professional associations exist. They promote science, research and teaching within anthroposophic therapies and so help strengthens our voice as anthroposophic therapists. We are better perceived in our professional development, both within the anthroposophic medical field and in society at large.

IFAT is also connecting to other organizations like EUROCAM, which unites European organizations in the sector of Traditional, Complementary, and Integrative Medicine. They work actively in the World Health Organization (WHO). There is a lot of good work being done, one of which is the accreditation of our anthroposophic therapeutic trainings (but sadly not the therapy itself!)

To be a member in IFAT, ATHENA pays 30 EURO plus 1 EURO per member each year. The first meeting with this group will be on December 2 on zoom, which I will attend and report to you. ATHENA just became a member, so this is our first official connection. Membership applies to both associations and individual practitioners worldwide. IFAT was set up in such a way that new anthroposophically oriented therapies can be included at any time.

IFAT now is responsible for the label of **AnthroMed**. This is a quality seal just like Demeter for the biodynamic farmers. Members of AnthroMed pay \$10.- per year (paid to IFAT) and are required to have 60 hours over three years of further education in therapeutic Eurythmy or related fields, which show that you are continuously developing and deepening your professional skills. If you work with AnthroMed, please submit your proof of using the label to myself (jolandamf44@gmail.com). We need to do this till summer 2023 to be able to keep using it (required by the USPTO, United States Patent and Trademark Office).

Jolanda Frischknecht
Eurythmist/Therapeutic Eurythmist

**PROOF OF USING THE ANTHROMED LABEL
IS NEEDED!**

Dear Colleagues,

I hope you all are doing well!

Barbara Wais from the AnthroMed office just contacted me again about the proof of using the AnthroMed label in the US. The USPTO (United States Patent and Trademark Office) needs this proof between July 25, 2022 and July 25, 2023.

We do not want to wait till the last minute, so please send me material which contains the AnthroMed label.

I have it on the material I share and give to patients/parents. It could be on TE workshop announcements, on the webpage if you have, email, business card, anything you have which shows that it is being used. Please send something to me by December 31 of this year or sooner. I just sent my things to Barbara. She urges us all to send things sooner rather than later. If we do not provide this to the USPTO, we cannot use the label anymore! Thank you!

Call me at 503 896 3345 if you have questions.

And all the very best for your work,

Jolanda Frischknecht

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ATHENA

ATHENA FINANCIAL REPORT JANUARY 1, 2022 – June 30, 2022

MAIN (Regular) ACCOUNT

BALANCE on January 1, 2022		\$13,682.25
	INCOME	
ATHENA Membership Dues	\$ 2570.00	
AHA Dues	540.00	
IKAM Dues	540.00	
AnthroMed Dues	210.00	
Seminar and Conference fees	715.00	
Donations, general	350.00	
Total Income	\$ 4,925.00	
	EXPENSES	
Bank, Wire & exchange fees	35.34	
Website fees	59.97	
ZOOM membership fee	89.94	
Conference (webinar) honorarium	125.00	
AHA Dues for 2022	630.00	
IKAM Dues for 2022	0.00	
AnthroMed dues for 2021	0.00	
Newsletter printing and mailing	2,114.58	
Total Expenses	\$ 3,054.83	
Difference between Income and Expenses		<u>\$ 1,870.17</u>
BALANCE (as of 6/30/22)		\$15,552.42

GRANT ACCOUNT

BEGINNING BALANCE on January 1, 2022		\$27,844.13
INCOME		
CNF donations	\$ 240.00	
TEEF donations	\$ 295.00	
ACA donations	\$ 240.00	
WEF XXI 2022-23 Grant	\$20,000.00	
TOTAL INCOME	\$20,775.00	
EXPENDITURES		
Fiscal Agent Fee for 2022-23 grant	\$ 500.00	
Adult Client Assistance (ACA) fund	\$ 475.00	
ATHENA discretionary	\$ 500.00	
WEF XX funds	\$ 10,580.00	
Ed workshops	\$ 530.00	
Prog support	\$ 9,500.00	
Mentoring	\$ 400.00	
Prof Development	\$ 150.00	
TOTAL EXPENSE	\$12,055.00	
Difference between income and expenses =		+ \$ 8,720.00
Balance remaining in Grant Account [as of 6/30/22]		\$36,564.13
Composed of:		
WEF Grant XX 2021-22 funds	\$ 731.34	
WEF Grant XXI 2022-23 funds	\$ 19,000.00	
ATHENA (discretionary) funds	\$ 2,333.03	
Children in Need Fund (CNF)	\$ 3,452.80	
Therapeutic Eurythmist Emergency Fund (TEEF)	\$ 8,281.96	
Adult Client Assistance fund (ACA)	\$ 2,265.00	

FUNDS AVAILABLE FOR ATHENA MEMBERS

Dear ATHENA Members,

Your board wants to be sure that all full ATHENA members are aware of the different grant possibilities available.

WEF Grant

This is a fund that is applied for yearly, and allows funding in four different categories:

- Educational workshops in schools,
- Eurythmy Therapy program support in schools,
- Mentoring for and by colleagues, and
- Professional Development funds.

There is a yearly application process early in a new calendar year, for the upcoming school year for the first three categories, and the fourth as possibilities arise. (Funds have already been allocated for this year). The fund is guided by the Board, with announcements sent out to members.

Children-in-Need Fund (CNF)

This fund is available for children who are not in Waldorf schools, but would benefit from Eurythmy Therapy. There is an application form and this fund supplements finances, but does not fully reimburse charges.

Contact: Michael Hughes, Mary Rudd

Adult Client Assistance Fund (ACA)

This fund is available for therapeutic eurythmists working with adults who cannot pay full fees that are being requested by the eurythmist. Here again a portion of charges can be reimbursed. There is also an application process for this fund.

Contact: Jolanda Frischknecht, Michael Hughes

Therapeutic Eurythmy Emergency Fund (TEEF)

This fund is available for emergencies that colleagues may have. Requests are made to a committee member, with exploration of the situation to determine how the funds can be of assistance. We are limited by funds available.

Contact: Michael Hughes, Barbara Neumann, Alice Stamm

The CNF, ACA & TEEF funds are all donation supported. This is how they exist and can continue.

Additionally this year, the Board has also designated some limited funds for Research Projects. If you have a research project which will benefit colleagues, please contact Michael Hughes with the project, estimated time and costs involved. Apply early (as soon as possible)! As with the other funds, there is no guarantee that amounts requested can be met, but we are trying to support our work, as best we can with the funds available.

Michael Hughes, for the Board

ATHENA REVIEW OF YEAR

August 2021 – July 2022

This has been another year muted by Covid-19. Any in-person activities had to be held online or postponed. In August, 2021, an online conversation between Dr. Adam Blanning and ATHENA members discussed ideas for future collaboration and renewal. ATHENA hosted a second eye webinar in October, 2021, with Barbara Bresette-Mills (the first was in spring 2021) and another for the public in April, 2022. These eye webinars received very positive feedback. Following on from the ATHENA webinars demonstrating therapeutic eurythmy exercises to strengthen the Immune System (in 2020 and 2021 during Covid-19) ATHENA cooperated in an online zoom conference with AHA (and in conjunction with the Anthroposophic Nursing Association) to present exercises in relation to warmth and light. The Dental Conference with Marieke Kaiser and Dr. Claus Haupt planned for July, 2022, in Salt Lake City had to be postponed (for the third time) and hopefully can take place in summer 2023.

In the fall of 2021, ATHENA inaugurated the Adult Client Assistance Fund (ACA Fund) for adults who cannot pay fully for therapeutic eurythmy sessions. A description of TE with children was solicited from Dale Robinson and sent out to Waldorf Schools. Also this year, ATHENA continued with the much-appreciated WEF (Waldorf Education Foundation) funding of TE work in Waldorf Schools and gave further small stipends for research reports. The most recent research reports addressed anxiety, trauma, depression, and memory loss and were published in the ATHENA Newsletter.

IKAM, our international TE organization has been very active. IKAM has furthered the recognition by WHO (The World Health Organization) of the therapeutic eurythmy training. Our Anthromed credentials will be overseen in the future by the legally organized umbrella organization IFAT (International Federation of Anthroposophic Therapies). IKAM has given international guidelines for the structure of Case Vignette's as a way of writing up TE treatments, and these will be gathered for documentation on the efficacy and successes of the applications of eurythmy therapy. A film about eurythmy therapy was produced in the fall of 2021: <https://www.youtube.com/watch?v=95G0oNGhRHw&t=266s>

Some challenges:

1. The lack of in-person conferences has made it challenging for AnthroMed members to gain enough points for ongoing membership, and we have had to count online courses.

2. On another note, online procedures require ongoing computer skills, and we would benefit from an advisory Board member who is so trained. ATHENA is still trying to set up a database of effective exercises.

3. We have questions about whether or how the relationship with WHO may affect our activities.

Members passing, members coming

We were sad to hear of the passing of our colleagues Diane Mamroe, Hannah Kress, Heidi Finser, Roger Lundberg, Margaret Kerndt, Art Osmund, Dr. Philip Incao, Dr. David Gershan and Marianne Schneider.

In July, 2022, we were glad to welcome six new TE graduates of the TETNA program at Copake, NY.

Mary Brian,
Corresponding Secretary for ATHENA

ATHENA ANNUAL GENERAL MEETING

August 1, 2022

Present: Michael Hughes, Raven Garland, Mary Ruud, Barbara Richardson, Christi Nordoff, Linda Larson, Glenda Monasch, Dale Robinson, James Knight, Maria Ebersole, Brigida Baldszun, Alice Stamm, Maria Ver Eecke, Skeydrit Baehr, Anne Cook, Mary Brian, Jolanda Frischknecht

Verse by Rudolf Steiner

Within the human heart there lives
In radiant light
The human will to help.
Within the heart there works
In warmth-giving power
The human force of love.
Then let us bear
The soul's whole will
In heart-warmth
And heart-light
Then we work to heal
Those in need of healing
Through God's sense of grace.

With a silent HALLELUJAH we remembered those who have crossed over the threshold.

Hannah Kress, March 7, 2021;
Heidi Finser, April 7, 2021;
Diane Mamroe, Sept. 15, 2021);
Kent Metcalfe, Oct. 2, 2021;
Norman Vogel, Nov. 5, 2021;
Art Osmund, Nov. 30, 2021;
Dr. David Gershan, Jan. 3, 2022;
Sophia Walsh, Jan. 7, 2022;
Marianne Schneider, Feb. 2, 2022;
Margaret Kerndt, Feb. 3, 2022;
Dr. Philip Incao, Feb. 28, 2022;
Roger Lundberg, June 27, 2022.

REPORTS

Membership Report by Raven Garland
Treasurer's Report: James Knight
AHA Report: Mary Ruud
ATHENA Yearly Review: Mary Brian

IKAM Report: Jolanda Frischknecht

Highlights of Reports and Questions Arising**Treasurer' Report**

ATHENA received \$20,000 (minus \$500 AHA fiscal agent fee) from the Waldorf Education Foundation (WEF) which ATHENA can use at its discretion in the four available grant categories.

Funds: Children in Need Fund: \$3,400 (for children who are not in Waldorf schools)

Adult Client Assistance Fund: \$2,200

TE in Need (Emergency) Fund: \$8,000

ATHENA Discretionary Fund

IKAM Report

Glenda remarked that the Collegium in Dornach, including Dr. Girke and Dr. Soldner, looked very carefully at the recognition of the medical training with the WHO. They all decided that the trainings would remain autonomous.

Question: How will we "use" this WHO recognition of TE Training? Can we write this on our "cards"?

Joining IFAT: Why so few members? Answer is that it is just getting going and plan is for more organizations to join. Our \$10 Anthromed dues will still be payable to ATHENA and will be passed on to IFAT.

All agreed that ATHENA should join IFAT.

Linda suggested that there be a fuller description of IFAT and our relationship with them in the ATHENA Newsletter.

Alice suggested that we make a diagram of all the organizations and their connections for the next ATHENA Newsletter.

Upcoming

One of the new leaders of the Medical Section in Dornach will be Adam Blanning. Adam will stay in his practice in the United States and be a representative of North America.

Marieke Kaiser and Dr. Claus Haupt are able to come to the US, July 23-30, 2023, for a Dental Conference.

Brigida: Rebecca Reynold is a new graduate from TE training in Dornach and she will take over from Yoko in Beaver Run Camphill Village, Pennsylvania.

Michael made a plea for someone with good IT skills to join the ATHENA Board.

Michael expressed gratitude to Maria and Gino Ver Eecke, to Dale Robinson and to Barbara Bresette-Mills for their help to ATHENA.

Acceptance of ATHENA Board Officers

President: Michael Hughes

Vice-President: Mary Ruud

Corresponding Secretary: Mary Brian

Treasurer: James Knight

Membership Secretary, Media: Raven Garlan

IKAM & IFAT Rep., Anthromed: Jolanda Frischknecht

TETNA Liaison: Nancy McMahan

The ATHENA Board is looking for new members, as the two three-year terms of three individuals, Mary Ruud, Nancy McMahan, Jolanda Frischknecht, will be up in August 2023.

Eurythmy Therapy: Expanding to Meet the Needs of Our Time – Do We Have the Will?

How can we stimulate our therapeutic eurythmy work and make its benefits more widely known?

Suggestions included creating a magazine to be dispersed more publicly, asking Lilipoh to dedicate an issue to therapeutic eurythmy, encouraging more involvement of doctors (including non-anthroposophical ones), and encouragement of artistic eurythmy troupes.

Magazine to be dispersed more publicly is being explored by a task force including Maria Ver Eecke, Mary Ruud, and Michael Hughes. Articles will include those written by doctors, as well as eurythmy therapists. Testimonials and good photos would be especially helpful! Please consider helping this initiative.

Conversation followed with the question, how do we involve the doctors in this? Some suggestions were to set up meetings with doctors, send them TE articles, and ask doctors for medical diagnosis. We can meet together with patients and non-anthroposophical doctors, study with other therapists, and include doctors to extend our professional development and picture of the human being.

Glenda reports that some TE trainings issue certificates, one for hygienic eurythmy and another for TE with a doctor. Only one third as many doctors now come to IPMT meetings.

Dale suggested that for developmental issues in schools, perhaps one does not need a doctor. Mary Ruud responded that this is the reason the AHA did their recent webinars pairing TE with nursing, as one example.

Brigida put out a good case study where the TE collaborated with a doctor or a chiropractor, with good results as there was progress.

On another theme, Glenda recommended updating our ATHENA website. She gave the EANA website as an excellent example. This suggestion was taken up.

Limited funds for research are available. (See Michael's article on page 7.)

There will be a artistic summer eurythmy festival hosted by the Eurythmy Association and Threefold Community, Spring Valley, August 1-6, 2023.

Respectfully submitted by Mary Brian

CASE STUDY OF A CHILD WITH DEVELOPMENTAL DELAYS AND CHALLENGES

JOLANDA FRISCHKNECHT

This case study was presented at the zoom meetings with this theme on October 1 and 2, 2022, which was set up by IKAM in German and English. In the meeting I attended, five therapeutic eurythmists participated, three of whom presented case studies.

I worked with a child 'Laura' (name changed) from the end of January till mid-March of 2022 for 15 sessions. At the end of the block I invited her mother, her class teacher and her eurythmy teacher for a sharing of the exercises we had done.

Laura was seven-years-old, her birthday in late August.) She is in first grade at a Waldorf school. She has a slender body, long limbs, slight knock-knees, dark hazel eyes that are wide apart, a small, round nose, long light brown hair that is often tangled and unbrushed. She often had cold hands, was somewhat fairylike, still walked a bit on her toes and had not lost any baby teeth yet.

She was referred to me by her class teacher. During the Therapeutic Eurythmy block she was evaluated and her mother reported to me that she was diagnosed with ADHD, anxiety disorder, with sensory processing delays and possibly on the high functioning spectrum.

The main challenges Laura had in the classroom were with transitions, poor concentration and being able to following along during lessons. Subject teachers reported similar challenges.

As I often do with younger children we begin the session by tossing a bean bag to each other, starting close, then moving farther away and ending close again. This met the girl where she was and we had fun counting how many times we could catch the beanbag or how jumpy it was.

We started with IAO to 'arrive', followed by a poem done with the vowel gestures. Later I changed to the vowel sequence of AOUE with a verse, then getting smaller in the gestures, usually silently. I found this sequence described as an "incarnating sequence" in Maidlin Vogel's book, *Therapeutic Eurythmy for Children*, and I felt it was fitting for this child.

Two rod exercises followed, rolling the rod on the arms and the qui-qui. With the latter she looked at her fingers the first few times as though she hadn't seen them before.

We sat down next to tap the Hexameter as cross lateral on the foot, which she did herself with this verse.

Shoemaker, shoemaker,
make me some shoes,
Brown leather, red leather,
I get to choose.

We repeated this with changing colors and types of shoes, while keeping the rhythm.

Jumping the vowels came next with this verse.

Is John Smith within,
 Yes he is,
 Can he mend a shoe?
 Ay, merry, two.
 Here a nail and there a nail,
 Tick, tack, too.
 Scarlet leather sown together,
 This will make a shoe,
 This will make a shoe.

After this more vigorous part came a quieter one, the B exercise with the picture of the big brown bear. This I chose to give as a protective sheath around her to feel her own strength in this embracing movement.

Next we formed the Large-U exercise with the picture of a big tower and the swallows swooping up and down the walls and a rabbit peeking out of its burrow under the tower. This gesture gave her roots and grounding. I started with the Large Ah-exercise, but found that Laura was losing herself in this wide gesture, so I switched to U.

At the end of the session was always did the much anticipated sideways skipping or foot clapping to help with the second teeth coming through.

With the AH-Veneration, we closed bringing the horses back into the stable, usually four times with Laura telling me what color they were.

We then sat down for a quiet time with a copper ball in our hands.

Laura enjoyed the sessions, coming to Extra Eurythmy made her feet special. She usually worked well, but could be “jumpy.” She was easily distracted, but found her way back to eurythmy quickly.

The feedback from her class teacher was positive in that Laura was more relaxed in herself and calmer after every session for the rest of the day. After the first session she was already more present and able to follow during eurythmy class and handwork became easier for her halfway through the block.

As I write this case study in October of the same year, we have started with a second block. During the summer Laura has lost four baby teeth. Two of them had to be pulled out, because the new ones were pushing in.

The main exercise for this second block is the sequence MNBPAU.

[From *Curative Education*, Steiner, CW 317, Lecture V given to physicians and teachers by Dr. Steiner, 30 June 1924, in Dornach.]

Jolanda Frischknecht, TE
 Portland, Oregon

particularly of Chiron, Leda, and numerous supernovae” in 1979.

Chiron’s discovery was based on images taken at Palomar Observatory in California in 1890. Chiron was initially called an asteroid and classified only as a minor planet with the designation “2060 Chiron.” It also was recognized as the first object in the centaur class which comprises objects who have unstable orbits moving between Jupiter and Neptune. In 1989 Chiron was found to exhibit behavior typical of a comet. Today it is classified as both a minor planet and a comet, known under cometary designation 95P/Chiron.

Chiron is not generally given a symbol in astronomy. A symbol was devised for it by Al H. Morrison and is mostly used by astrologers. It resembles a key as well as an O.K. monogram for Object Kowal.

The orbital period (also revolution period) is the time a given astronomical object takes to complete one orbit around another object. The sidereal period is the amount of time that it takes an object to make a full orbit, relative to the fixed stars in the sky, the sidereal year. The orbital period of Chiron is 50.42 sidereal years. [https://nssdc.gsfc.nasa.gov/planetary/chiron.html] Chiron’s orbit is very elliptical.

The perihelion (q) and aphelion (Q) are the nearest and farthest points respectively of a body’s direct orbit around the Sun. Its perihelion lies in Saturn’s zone of control and its aphelion lies in that of Uranus. Chiron came to perihelion (closest point to the Sun) in 1996 and aphelion in May 2021.

Chiron can spend as little as one year and a half in some signs (Libra) and as long as nine years in others (Aries). At present Chiron is at 14 ° Pisces 17’.

This minor planet was named after Chiron, a half-human, half-horse centaur from Greek mythology.

Centaur Chiron in Greek Mythology

Chiron was a half-human, half-horse centaur, son of the supreme Titan Kronos and the Oceanid nymph Philyra. Philyra rejected and abandoned Chiron. Luckily, he was found and taken into care of God Apollo, who taught the orphan how to repress his animal urges and live nobly. Apollo also taught the young centaur about music and medicine. Apollo’s twin sister, Artemis, taught Chiron about archery and hunting. Chiron also learned about astrology and prophecy.

Over the years, Chiron would pass on his knowledge to many Greek heroes in everything from the deadly arts of hunting and archery to the delicate arts of music and healing. In addition to his students, the centaur had children of his own. He was married to a nymph named Chariclo, and with her, he had four children.

Chiron was accidentally struck in his knee by one of the arrows used by Heracles that was covered with a deadly

poison. As Chiron was immortal, the arrow could not kill him. Instead he was wracked with intense pain. Even his own medicinal skills could not cure him.

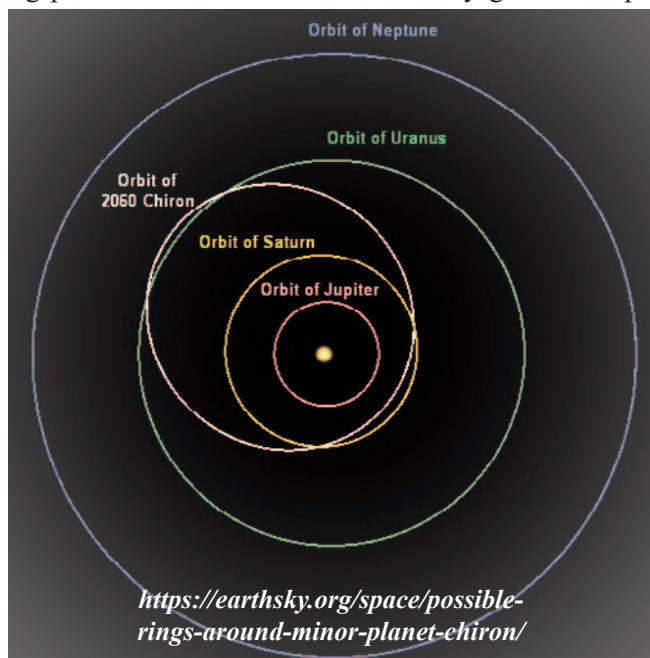
Chiron was not angry with Heracles, who wounded him by accident. The noble centaur came up with a plan that would relieve his pain and Heracles' guilt. Zeus accepted this offer to exchange the immortality of Chiron for the release of Prometheus from his eternal punishment. After suffering with pain for many years, Chiron was eventually allowed to die. The gods showed their admiration for Chiron's noble deed and placed him amongst the stars, as the Sagittarius constellation. Thus, Chiron becomes eternal once again. [https://mythology.net/greek/greek-creatures/chiron/]

Wise and noble centaur Chiron is the archetype of the Wounded Healer, who exhibits vulnerability and sensitivity, compassion and dedication in healing others.



The influence of small planet and comet Chiron in astrology teaches us about the areas in life where we suffer difficulties and pain, lack self-esteem or even self-respect. These hurts and traumas are not easily curable. If an individual chooses not to avoid or suppress them, but to accept and help others who also suffer, then Chiron's lesson can become a key to wisdom and love, a kind of initiation through pain.

The challenging experiences are those of inadequacy, wounding, sensitivity, weakness, over or under-compensation, all leading gradually to healing and rejuvenation. People with strong placement of Chiron are often very good at inspiring



others – yet they have a hard time healing themselves.

Working method for choosing Chiron-based Therapeutic Eurythmy exercises

The first step is to describe to the clients the benefits of using astrological insights in the therapeutic process. The

clients fill in the questionnaire (attached as a separate document) and during interview they decide if they would like to understand more and to work with Chiron placement in their natal chart.

The clients, who want to proceed, are given their sidereal natal chart drawing and description of the influence of Chiron placement (alongside with other key astrological elements, when desired). The author mostly uses the description given by Serbian astrologist Milan Shashich (original spelling: Šašić).

(https://astroportal.in/hiron-po-znakovima/10325)

Recently, the author came across the work of two astrologers who have analyzed planet Chiron's influence. One of them is Barbara Hand Clow, whose book entitled "Chiron:



Chiron and Achilles Lithograph, Rainbow Bridge Between the Inner & Outer Planets (in print since 1987) explores Chiron's mythology and history and analyzes its meaning in each sign and house in the natal chart. The other astrologer is Eric Francis who explains the effects of Chiron's transits.

(http://www.planetwaves.net/PWM000100.key.html)

Like transit (change of zodiac sign) of other slowly moving planets (Saturn and Pluto), Chiron's transit happens only once or twice in a lifetime and is radical because it brings to surface hidden life patterns. Chiron is the planet that most clearly addresses the modern themes of conscious spirituality, and what happens to individuals when life brings difficulty, and they choose to respond with power and the intention to heal or create.

Author's own discovery of Chiron's influence has occurred at the age of 50-51 when Chiron made his return on her natal chart. It was a very powerful time, a deep crisis, when going through the darkness was only possible by engaging in deep inner work, soul-searching, and healing past

experiences. It is of no little importance that 51st year mirrors the 33rd year of life, the year of “die and become!”

In order to do this kind of inner work, the clients take some time to contemplate a description of Chiron’s influences. They are asked to comment on congruence with what they had read and how they perceived their weak spots and inner wounds. Then we have a conversation about client’s current biographical phase, influence of the Moon Nodes axis (North and South moon nodes), and other relevant and helpful topics which help to define the context in which it all plays out, ensues. There are clients who are happy just to deepen their insights analyzing their biographical phase and the challenges pointed out by Chiron placement in their birth chart.

If the clients wish to work further, a program is made of Chiron-based therapeutic eurythmy exercises (and other exercises, as needed). The practice period is as usual, 7 weeks. There are control sessions every 7-10 days in person or online. The therapist gives the image of the qualities of the chosen consonants and vowels (coming out of the nature and colors of these sounds) that are suited to counteract the weak spots.

The clients are asked to keep a journal write notes into their dairy and write a report about the effects of the exercises and how well they have achieved their personal goals. Sometimes it helps by raising awareness and accepting things: other times it is taking steps into changing behavior and habitual patterns.

The Chiron placement in a certain zodiac sign and in one of twelve houses defines the consonants which are given therapeutically. The ruling planet of the house and of the zodiac sign defines the choice of the vowels. If Chiron is placed on the cusp between two zodiac signs or two houses, then the client receives the description for both zodiac signs or houses, and decides which one is more relevant. It can happen that both zodiac signs are important. The therapeutic eurythmy exercises are chosen to support those influences that are recognized by the client.

Sometimes Chiron can be placed in a zodiac sign which is in its domicile. For instance, Chiron is in Leo in fifth house. In such a case of one dominant influence, consonant(s) which belong to that sign (Leo: T and/or D) and the vowel which belong to its ruling planet (Sun: AU) are taken.

American astrologer Athen Chimenti works with the actual size of each constellation and he includes Ophiuchus (The Serpent Bearer), which crosses the Sun ecliptic making it a part of Scorpio constellation (next to Sagittarius). The ruler of Ophiuchus is small planet Chiron. Presently for Ophiuchus the same consonants as for Scorpio are used, but it is a field open for further creative research, as well as to vowel or diphthong that could be linked to Chiron, besides Mars E.

The following table describes how the exercises are created.

What Chiron as a mythological being represents inspires the individual to push beyond the existing boundaries and find one’s own zone of genius. The process of personal growth is

interwoven with raising consciousness, overcoming weaknesses, and coming closer to one’s Higher Self. It cannot be an easy journey, without pain. Chiron’s placement in the natal chart may be pointing to in a challenging but correct direction. It may help to see that a “handicap” can become the source of greatest gift. An individual who takes on this task can become so wise and experienced as to serve as a teacher and healer to others in those specific areas of human existence.

A case study of the influence of Chiron’s placement in the natal chart

This is a case study of a client who is 67 years, a retired math teacher from Serbia. He had eurythmy therapy for his other ailments (with the author of this paper) in 2017. He has been convinced firsthand in the effectiveness of eurythmy therapy, but has expressed concerns in taking it further with Chiron-based exercises. He is a student of anthroposophy.

In his natal chart Chiron is in Capricorn (one’s legacy, career, success), in the 1st house which is domicile of Aries (self-awareness, initiative, self-affirmation); and Chiron is in exact conjunction with occult Mercury (astronomically Venus). After reading about the description of Chiron effects described by astrologer Milan Shashich, he made the following comment (December 2021):

“I have read those texts about Chiron influence that you took time to send me. Thank you! Wow, it all hit me (at least 100%), although I am not curious about astrology... When you have some free time we could talk about it. (I talk a lot, you have guessed that, too). I do not know what to describe first. Those areas which lie very, very deep have hit home, that is what I just can say.”

In his case, the therapeutic eurythmy exercises included the following.

1. For Chiron placement in Capricorn: L and U (possibly Large-U)
2. For Chiron placement in the 1st house, domicile of Aries: V and E

The client explicitly writes in an apologetic manner that he had been “boring” and “taking too much of my time.” This shows that he has a certain sensitivity in communication. (Chiron is in conjunction with Mercury. Mercury represents communication, learning, healing, intellectual understanding, sentient body as a member of the human being.)

This may be addressed with Large-I (the vowel of Mercury, strengthening the sense of self and self-acceptance) and possibly consonants proceeding from two zodiac signs whose ruler is Mercury: B or P from Virgo and/or H from Gemini. The movement diagnosis would help to make a suitable decision and to understand from where these self-sabotaging beliefs originate.

Psychological effects of Chiron-Mercury conjunction described in astrology were confirmed by this client as his deep inner wound. With Chiron-Mercury aspects, we may rarely feel satisfied with how or what we communicate.

ZODIAC SIGN & ITS DOMICILE HOUSE	CORRESPONDING CONSONANT(S)	RULING PLANET CORRESPONDING VOWEL	MAIN CHIRON ISSUES IN THE AREAS OF:	WORLDVIEW INSPIRED BY ZODIAC SIGN & VIRTUE THAT NEEDS TO BE CHERISHED
ARIES and the 1 st house	V, W	Mars E	Growing self-awareness and confidence through asserting one's will into the world	Idealism Virtue: Devotion
TAURUS and the 2 nd house	R	Venus A	Cultivating self-reliance, enjoying one's values through working with nature	Rationalism Virtue: Inner stability
GEMINI and the 3 rd house	H	Mercury I	Learning about the rational aspects of life through communicating with and learning from others	Mathematism Virtue: Perseverance
CANCER and the 4 th house	F	Moon AI	Embracing one's feelings and sentiments through caring for and nurturing others	Materialism Virtue: Unselfishness
LEO and the 5 th house	T, D	Sun AU	Expressing oneself through creativity, playfulness, and sharing who one is with others	Sensualism Virtue: Compassion
VIRGO and the 6 th house	B, P	Mercury I	Developing one's skills and abilities through improving oneself, one's environment, and helping others improve	Phenomenalism Virtue: Kindness
LIBRA and the 7 th house	C, CH	Venus A	Keeping balance & mutuality through conscientious action in relationships	Realism Virtue: Contentment
SCORPIO and the 8 th house	S, SH	Mars E	Exposing the truth through deep involvements & penetrating depths of life.	Dynamism Virtue: Patience
OPHIUCHUS	?	Chiron?	Healing oneself and others through redeeming the physical and instinctual natures	?
SAGITTARIUS and the 9 th house	G, K	Jupiter O	Exploring life and life's purpose through expanding one's mind, body, and spirit	Monadism Virtue: Control of Thinking/Speaking
CAPRICORN and the 10 th house	L	Saturn U	Building a legacy through discipline, patience, and perseverance	Spiritualism Virtue: Courage
AQUARIUS and the 11 th house	M	Saturn U	Changing the world through innovative ideas and inducing social change	Pneumatism Virtue: Discretion
PISCES and the 12 th house	N	Jupiter O	Seeking and finding peace through connecting with the ebb and flow of life	Psychism Virtue: Magnanimity

To express ourselves, or not to express ourselves—that is the question with Chiron-Mercury hard aspects. We may talk too much one day, feel guilty about it later, and then retreat into ourselves and become uncommunicative. Later we reflect on our conversations and regret what we said or didn't say.

Chiron is also in opposition with Uranus in the 7th house (in Cancer) and in quintile with Mars in the 11th house (in Scorpio). Based on this aspect and out of understanding how it plays out in the client's life, one or more therapeutic eurythmy or spiritual exercises (a meditation, a spiritual exercise, a verse by Rudolf Steiner, etc.) could be added to his therapeutic program (if he chooses to work with it).

An introduction to a case study of a therapeutic work with Chiron-based exercises

This client is a woman born in Serbia in 1984. She is 37 years and 4 months old, which is the time around the second moon node in her biography. Presently she is in the fourth year of eurythmy training. She has been my therapeutic eurythmy patient in 2013 and 2014, and has made three seven-week blocks at the time. The astrology and Chiron were not

used then except for the influence of the moon nodes. The following (page 17) is her birth chart according to sidereal astrology, with Ophiuchus as a part of Scorpio included, made in 2013 (currently this birth chart calculator is not available).

Chiron's placement is in the 1st house, in Taurus. It is conjunct Ascendant and North Moon Node, and in opposition to Uranus. Together with Uranus, it makes two T-Crosses, one with Mercury and the other with Venus. T-Cross is the most significant constellation here. In short, T-Cross points to connectedness between those planets/points and to their mutual activation. Chiron is, beyond any doubt, in an outstanding position and is of great importance for the client's wellbeing.

Chiron's placement and the ensuing exercises:

1. Chiron in Aries whose ruling planet is Mars
Main issues around the self-image and self-confidence; passivity, victimization, assertiveness, impatience.

1.1. V

1.2. E in the middle area and behind the

back

What each house represents is shown in more detail in the following diagram.



(From <https://nl.pinterest.com/pin/11047961577410637/>)

2. Chiron in 2nd house which is domicile of Taurus, ruled by Venus

Main issues around self-reliance, gratefulness, sensuality, balance between material and spiritual in life, speaking her truth.

2.1. R

2.2. Large-A exercise

3. Additional exercise for both placements

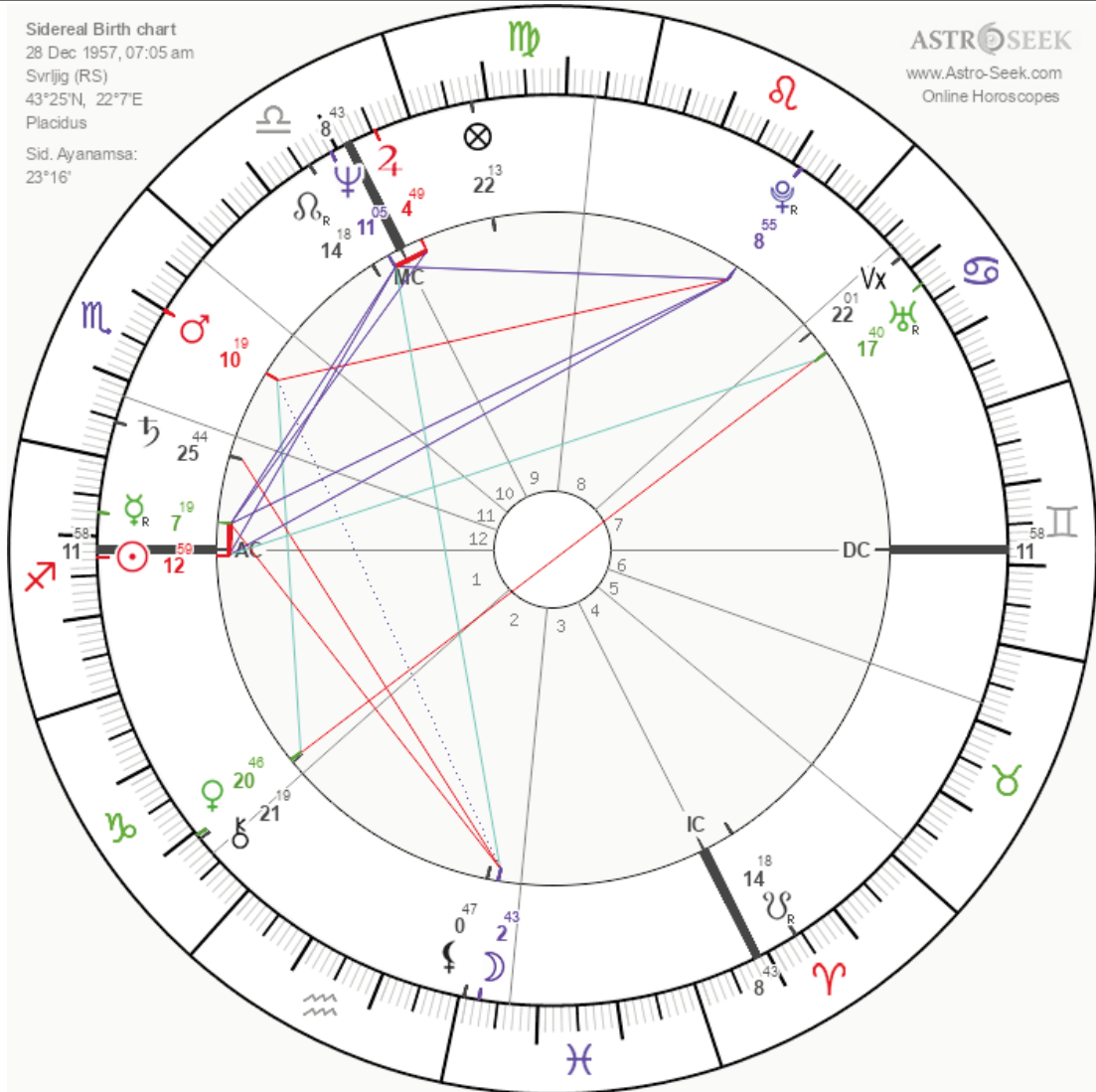
Love which passes into ever closer B till the client touches her body (head, throat, shoulders, arms)

The following is the client's feedback given on December 15, 2021, after 17 days of practicing:

“The following insights can easily be connected to the Chiron therapeutic eurythmy exercises. I have noticed an increase in calmness, clarity, and wakefulness in myself. I can figure out more easily when I am confused about something.

For me this is very important because normally I often struggle with my problems without realizing the need to distance myself and do an objective examination. Now I feel it is easier to discern what is essential and what is not.

New kind of openness to lovingly and actively receive



Planet	Symbol	RA	Dec	House	Sign	Other
Sun	♁	12°59'	1	♁	♏	
Moon	☾	2°43'	2	☾	♏	
Mercury	☿	7°19'	12	♁	♏	☿
Venus	♀	20°46'	1		♏	♀
Mars	♂	10°19'	11	♁	♏	♂
Jupiter	♃	4°49'	9		♏	♃
Saturn	♄	25°44'	12	♁	♏	♄
Uranus	♅	17°40'	7	bQ	♏	♅
Neptune	♆	11°05'	10	*	bQ	♆
Pluto	♇	8°55'	8	♁	♏	♇
Node	♁♂	14°18'	10	*	♏	♁♂
Lilith	♁♀	0°47'	2	♁	♏	♁♀
Chiron	♁♄	21°19'	1	♁	♏	♁♄
Fortune	♁♃	22°13'	9	♁	♏	♁♃
Vx	♁♅	22°01'	7	♁	♏	♁♅
AC	♁♁	11°58'	1	♁	♏	♁♁
MC	♁♁	8°43'	10	*	bQ	♁♁

	CAR 8	FIX 3	MUT 6
FIR 4		♀	♁ ♀ AC
AIR 4	♃ ♄ ♅ MC		
EAR 3	♀ ♂		♁
WAT 6	♁ Vx	♁ ♃	♁ ♄

the world, which I think comes from Large-A exercise, and follows me throughout the day. That is huge in the fourth year of eurhythmy training when you are so busy with lectures, practices, etc.

I have noticed also a new kind of consistency in my behavior, accompanied by moderation and mild sympathy, which makes learning and social interactions more natural and more relaxed.

All this is significant and affects my quality of life, peace, and energy level. I don't need to take too many breaks anymore (either isolate myself or sleep longer during the day). I also take fewer stimulating beverages like coffee and black tea, and I eat more consciously, i.e. I neither exaggerate in quantity, nor eat as often as I used to do. Overeating had become an issue, to be honest. I have noticed an interdependence between increase in my appetite and strong emotional waves I experience.

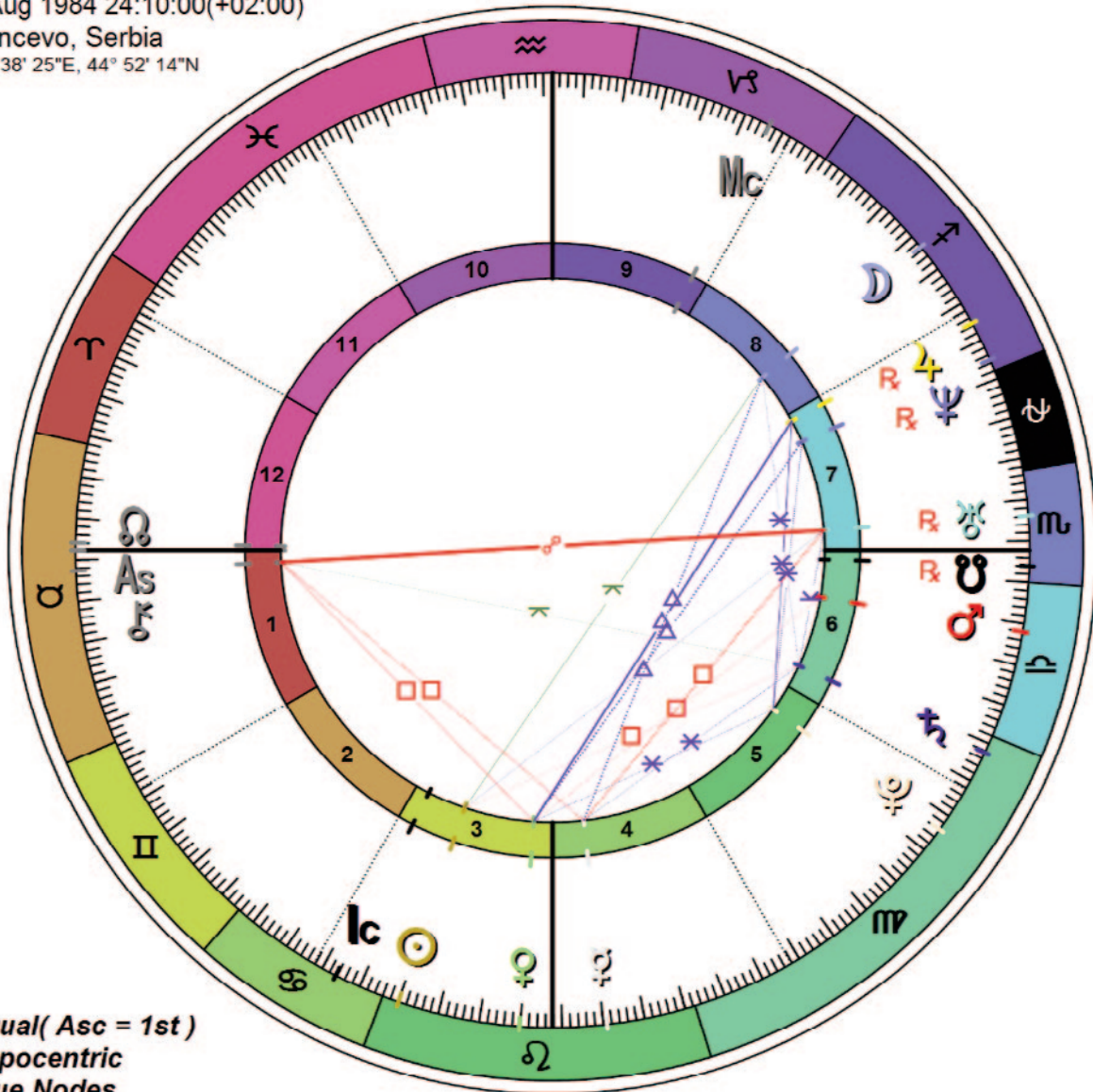
This new self-leadership means quite a lot to me because I lead my life away from my family. Besides, at the beginning of the year I lost the most significant person in my spiritual life, my father, and ever since then my Chiron related insecurities

Jasna

8 Aug 1984 24:10:00(+02:00)

Pancevo, Serbia

20° 38' 25"E, 44° 52' 14"N



Equal (Asc = 1st)

Topocentric

True Nodes

Custom (Sharatan (Beta Aries)) = 02° Aries 15'

<https://masteringthezodiac.com/sidereal-birth-chart-calculator>

have started to surface more strongly.

A warm experience of my Self has been born – as a Self meaningfully woven into this world – as a part that is able and has a right, moreover a duty to act in the direction of its ideals and values. All that has happened has a meaning and I have to consciously play my own life role, as well as create new initiatives.

More importantly, I have felt the ‘kinship’ with the cosmic forces that work with us – alongside us, on us, and through us. This experience enlivens me, cheers me up, and empowers me.

My thoughts, feelings and actions are clearer, more independent and outwardly more friendly than before. It helps me to work on my self-development. I am certainly going to continue practicing my Chiron based therapeutic eurythmy exercises.”

This client from Serbia is very sensitive to eurythmy as she is almost an accomplished eurythmist herself. She is open

to carry this research further and deeper.

Presentation of the research results

The research results are based on the feedbacks of the clients, who had seven-week period of practicing specific exercises, to be presented by mid-February 2022. The clients will document changes and improvements in the chosen areas according to the goals we set together. At present there are five clients at different stages of the therapeutic process.

Enita Nurkich is a teacher, performer, and therapist of eurythmy. Born in Mostar, Yugoslavia, Enita now lives in Split, Croatia. She studied Tourism at Faculty of Economics in Sarajevo, Bosnia and Herzegovina. In Split, she studied Waldorf Kindergarten Education (by docents from Hogeschool Helicon, Netherlands). From 2000-2004 she trained in the Art of Eurythmy at Camphill Eurythmy School, Botton, England.

Enita is a graduate of the Therapeutic Eurythmy Training in North America, Copake, New York (Class of 2011). Enita completed two courses of Dental Eurythmy Therapy (2011, 2012) with Mareike Keiser in the USA. From 2017-2018 she attended th Pedagogical eurythmy training at Hogeschool Leiden, NL, graduating in 2020 with the title of B.Ed. in Dance/ Eurythmy. Enita completed a course for caregivers in 2021 and a course for assistants for pupils with learning difficulties in 2022. She studies online astrology and astrosophy at Academie Mondiale d' Astrosophie with Michel Joseph, Ph.D.

Enita performed with Eurythmy Amateur Ensemble in Split and with Zagreb Eurythmy Ensemble "Iona" in Croatia and in Ireland, and she collaborated with Eurythmy Ensemble in Ballytobin, Ireland. Enita brought eurythmy therapy to Bosnia and Herzegovina and Serbia in the form of individual and group sessions, *Terapijska eurtimija*.

TRAUMA INFORMED PEDAGOGY

MARY RUUD

The children are not all right. Do they know that school is no longer safe? Everywhere we turn we hear about trauma. For children, trauma can be any deeply stressful experience with short-term and long-term impacts.

Young children are anxious, often reflecting the stress and worry of their parents. Teenagers are aware of ecological fragility, unsafe schools where violence cannot be prevented. For years many children have experience trauma just through attending school, feeling bullied or simply not being seen for who they are, failing to meet standards set by the state or by their own teachers, dealing with peer pressure about relationships, drugs, sex, and heightened loneliness from media saturation.

This second article about trauma for the ATHENA newsletter focuses on schools and the growing need to understand trauma-informed pedagogy. It developed through

understanding and implementing programs developed through a variety of social services.

The concept of trauma-informed care in the U.S. began in the 1970s when the Post Traumatic Stress Disorder of Vietnam War veterans were recognized. By the 1980s, awareness of the effects of trauma on children, and the consequences on families and societies, was led by Child Welfare systems. Federal, State and local initiatives were developed to meet the needs of children and families affected by trauma. Because early intervention is so important, agencies screened for trauma at intake. Protocols were developed and grants for programing set up trainings and conferences.

In the 1980s schools were recognizing trauma in children and began to develop trainings and courses to best work with children and teens suffering from the effects of trauma. Programs developed through social services were adapted to schools. From the trauma informed welfare system, schools realized the need for physical and psychological safety. The program, developed through Lesley University and the Harvard Law School in 2005, was assessed and demonstrated how all school trainings, teachers, administration, and support staff are all part of the same training and all implementing the same ideas to give support to students, who have experienced or are continuing to experience trauma. The schools, where these programs were developed and practiced, observed increased student success for all students, as the trauma of one student will impact the group. The Protocols were developed, including the need for *safety, collaboration, trust, and empowerment*.

The collaboration among teachers and staff was instrumental in students' success.

To begin working with children, who have been through trauma, the paradigm shifts from "What's wrong with you?" to "What happened to you?"



Rudolf Steiner Centre in Donji Kraljevec, Croatia

As the student moves from teacher to teacher, goals and expectations are similar giving a context for the students to heal from impact of trauma and to improve social and emotional well-being, preventing additional trauma. This shows us how important collaboration is in a school setting.

At the beginning of the Urban Waldorf School, an inner-city public Waldorf School, the first Fifth Grade class was made up of students who had all been expelled from other schools and had no placement. Since we opened as a new school, many difficult and traumatized students were sent to us. Brand new, just opening, with no particular plan in place, we decided that each of the Fifth Grade students would have another adult and alternative place to be when the classroom became impossible for them. Some who were coded went to their special education teachers, but most were given an alternative grade classroom or a specialty teacher, kindergarten, or even with the head of maintenance. The students were eventually able to make the decision to leave the classroom to go to their alternative teacher on their own. All 28 of the students finished Fifth Grade successfully and none were lost to us. This commitment to working together gave all the students an awareness of being carried by a whole school and this allowed them to form important relationships, another important component of safety and well-being.

As we work with students that have been or are continuing to be traumatized, one can think of the words of Orland Bishop, heard so often in his presentations, that we need to create “sanctuary.” Sanctuary requires a non-judgmental space where one is respected—despite what behaviors are brought to the space. This can be exhausting for teachers, and so there need to be times for breaks, breathing out, changing things up, and disrupting the disruption. An axiom from the woman’s movement, “When you cannot create change, you create disruption.” We see this in all demonstrations for change. What needs to be changed? How do I change things up to what is needed in the moment?

I recently attended a workshop with Dr. Steven Dyksra, coordinator of Milwaukee County Children’s Community Mental Health Services. His essential question is the Parsifal question, “How are you doing? Are you OK?” We let go of judgment, forgo punishment, and don’t think we are just rewarding bad behavior. “How did things go so wrong? What do you need?” Empathy, instead of authority, is needed.

Another essential thought from Orland Bishop is to create an agreement between a caring adult and the person who needs that support; an agreement of mutual goals that builds to the future. Both Orland and Dr. Dykstra tell of crisis situations where it was due to a meaningful relationship with an adult that gave the possibility to salvage the situation.

As a therapeutic eurythmist in Waldorf schools, I usually work with students in a situation where they were taken from the classroom to work one-on-one or in small



A trauma-informed. Does not look for underlying explanations for behavior and emotions. Safety is that essential, particularly in a small group safety.

on-one, but these children can be re-traumatized when they return to the classroom and are unwelcome.

When working with traumatized students the most challenging aspect is disruptive behaviors that are difficult for classroom learning. If one works as a teacher in the school, there is an opportunity in the eurythmy classes to keep them moving and create a safe space for all children.

We can’t do everything. However it is our responsibility to know when and where to refer students for crisis stabilization with professional counselors in professional settings in our community.

Since children spend up to eight hours a day, more if in an after school program, in our schools, it is essential for teachers and staff to work as a team and to study in a trauma-sensitive training. If we are not aware of the behavioral problems arising from trauma, it is possible that we will re-traumatize the children.

Resources

Ruf, Bernd, *Educating Traumatized Children, Waldorf Education in Crisis Intervention*. Lindisfarne Books, 2013.

Denver University, Office of Teaching and Learning, <https://inclusive-teaching.du.edu/content/trauma-informed-pedagogy>

Harvard Law School and Lesley University, *A Guide to Creating Trauma-Sensitive Schools*, Two booklets & videos. traumasensitiveschools.org. (Basic human rights & justice)

The Urban Waldorf School of Milwaukee: A Summary Report by Ray McDermott (on behalf of the research team) https://www.waldorflibrary.org/images/stories/Journal_Articles/RB1104.pdf

Dr. Steven Dyksra, *Reflections on Crisis, What the Children Taught Me*, Mental Health Summit, Alberto College, Milwaukee Wisconsin. November 5, 2022

Orland Bishop, *Awakening the Future Sense*, Collective Trauma Summit, October 2022.

This article is one in a series on the theme of trauma. Additions and comments are welcome. The next issue of the newsletter will include an article on Community Trauma.

General Suggestions for Eurythmy Therapy

All breathing and rhythm exercises to let the soul move (standing side by side)

Protection is vital. With sexually abused children, sit and cover their laps with a blanket and I cover mine

as well. Begin with eurythmy gestures with the arms and eventually a little with the feet, gradually moving closer until our knees touch.

Props help, copper balls and rods, large blue silks. Some children will cover themselves with the silk and sink into a relaxed ball. Let them stay as long and as many times as they need.

Once a child knows an exercise, let them experiment and make it their own, giving them a sense of personal agency.

B G I, they decide when to open with the G and how to express it.

The vowel I

Intervals, especially complementary intervals

Joy, much joy and, if possible laughter, crying too



PENCILS, PAINTS, AND "EMERGENCY PEDAGOGY" FOR UKRAINIAN REFUGEES

Supplied with pencils, paper, paints, and brushes, Karine Munk Finser, Director of CfA's newly founded Kairos Institute, flew to Scandinavia in mid-March to welcome Ukrainian refugees into her parents' empty cottage on the Danish island of Bornholm and to begin administering a program of acute healing therapy to mothers and their young children.

A licensed art therapist in the U.S., Karine was following up on her mother's initiative to open her summer home to Ukrainian families seeking refuge on this Baltic island. Beyond housing and basic needs, Karine is offering them a therapeutic program based on "Emergency Pedagogy" pioneered by Bernd Ruf from the Parzival Zentrum in Germany. This program is designed to bring healing artistic elements of Waldorf education to traumatized children and their parents whose lives have been upended by war or natural catastrophes.

A seven-year-old girl captured her feeling of release after fleeing her native Ukraine in a drawing she called, "Girl Crossing the Border." Karine writes, "Notice the darkened sun, the dying flowers on the left, the empty darkness, the deep sorrowful world where everything weeps. The transition is beautifully marked with the dark clouds changing to white clouds and the sun's return. The rainbow, eternal expression of hope and belonging. The greens, life returning. Most importantly, notice how the girl in the drawing stands and sadly watches the darkness but then, as she crosses the border, she begins to lighten." [See drawing on page 23.]

Karine, Director of Transdisciplinary Studies in Healing Education at Antioch University New England, spent

the rest of the month of March with Ukrainian mothers and their children on Bornholm, a remote island located east of Denmark in the Baltic Sea between Poland and the southern coast of Sweden.

Bernd Ruf is scheduled to bring his multi-year training in "Emergency Pedagogy" for teachers and art therapists to CfA's Kairos Institute in Wilton, New Hampshire, as part of the Institute's new program of Waldorf pedagogy through the healing arts.

Karine Munk Finser, M. Ed. is Director of Kairos Institute, Director of Transdisciplinary Studies of Healing Education, Antioch University New England, and Director of Professional Development at the Center for Anthroposophy, art therapist and painter.

Emergency Pedagogy with Bernd Ruf SUMMER 2023 RESIDENCY July 2-7, 2023

<https://centerforanthroposophy.org/programs/kairos-institute/>

WORKING WITH ANXIOUS, NERVOUS, AND DEPRESSED CHILDREN

A SPIRITUAL PERSPECTIVE TO GUIDE PARENTS

HENNING KOHLER

New spiritually based solutions are needed to solve some of the complex problems found in today's youth. Henning Kohler courageously presents parents and teachers with a practical path of schooling the thinking, heart, and will in selfless devotion to the individual destiny of each child.

Available in print edition from WaldorfPublications.org

ISBN 1-888365-28-5, Softbound, 125 pages

Download the ebook here:

<https://www.waldorflibrary.org/books/3/view/52/ebooks/108/working-with-anxious-nervous-and-depressed-children-ebook>

There is no such thing as a deliberately mean, lazy, or rebellious child! Every one of them longs from the bottom of his heart to do well and to be praised for it. It is we who turn them into lazy bones and rebels by reproaching them in their need. What on earth is a typically depressed and moody child, one that suffers from confusion as to what is being asked of him, to do when he is constantly being called an ill-bred, inattentive lazybones, and the other children are forever being held up as shining examples? The time comes when children in this category simply refuse, for their own protection, to cooperate.

If we were to make it a habit to recognize that every child has his own yardstick by which his accomplishments have to be measured, there would not only be far fewer clients for pediatric counselors but many fewer catastrophic lives lived. The careers of many a criminal, sociopath, and devotee of some sect or other start from wounds caused by a child's

fear of parents' or teachers' impatience and lovelessness, wounds so continually reopened that they never heal.

Schools are the worst sinners in this respect. My experience as a professional medical counselor forces me to admit with sorrow that Waldorf schools are not that much better than public schools in the matter of understanding treatment of children whose behavior shows them to belong to the three basic types we have been discussing here. The encouraging exceptions that stand out when we encounter exemplary teachers should be acknowledged, with the comment that they occur more frequently in Waldorf schools than elsewhere.



From the Introduction by Dr. Philip Incao

Our task is to keep working in our individual fields of endeavor, in Köhler's words "with courage born of insight" to build living, inspiring, and empowering bridges from anthroposophy to our own practical work, so that the healing so desperately needed today may flow into human life and into our struggling Earth. This book is a significant contribution to that healing work.

Measures for Dealing with Depressed, Brooding Children

Let us review, in a comprehensive survey, the directional cues for educating depressed, brooding children, for nurturing the sense of motion-and-balance complex. We are dealing here, as we have seen, with situations in which the sense of balance plays the leading role in conjunction with all the lower senses, but especially in relationship to the sense of movement.

As Göbel puts it, "Our sense of balance and motion are closely coordinated and work together. We should observe their cooperation in making necessary distinctions."

The following are basic aspects:

- Imitation
- Calm, meaningful motion
- Free play of the arms and hands
- Involvement in dance-like movement
- Sensing of balance/symmetry/ space
- Formed speech/recitation/music
- Helping to clarify situations
- Setting up orderly practical assignments
- Consciously relating to everyday events
- Unsentimental empathy, basic educational approach
- Compassion as the model attitude

These are the directions to take with children in whom lack of soul balance is related to latent weakness of the sense of motion.

Encouragement is the educational maxim for restless, anxious, and depressed children. It is our own living respect for human dignity which gives them security.

REPORT ON THE MEDICAL CONFERENCE

Online Sessions for Therapeutic Eurythmists in English, as part of Dornach Medical Section Conference

As part of the Medical Section International Conference in Dornach in September 2022, online sessions took place October 1-2, 2022, for English-speaking therapeutic eurythmists, who were not able to attend in-person in Dornach and still wanted to meet. Ingrid Hermansen, a therapeutic eurythmist located in the UK and representing the Medical Section, was the host and facilitator. There were four of us meeting with Ingrid comprising a group of five, two from the U.S., Ingrid from the UK, and two other participants, not from English-speaking countries, but speaking some English.

We had conversations about therapeutic eurythmy in our locations, combined with hearing from some who told about specific patients and how they addressed the concerns and diagnoses. We did not go into long detailed case vignettes, as had originally been suggested. Then we had somewhat informal sharing about our work with therapeutic eurythmy. One participant told about a new initiative that she is involved with, which has developed some new exercises and sequences, which have not yet been presented publicly but may be coming within the next several months. No specifics were given as it is apparently still in process. Near the end of our last session, Ingrid gave a brief overview of the in-person conference that had taken place in Dornach in late September.

The conversations and sharing about our work were very much appreciated. It was acknowledged how we have had our usual therapeutic eurythmy practice and work situations affected to varying degrees by the changes in social, community, and individual guidelines from the worldwide presence of COVID over the last few years. It was very good to be meeting with the group of five colleagues about our profession. Though a small representation of the English-speaking world, it was important that this option was offered.

Respectfully submitted by Linda Larson,
Therapeutic Eurythmist,
New York, NY

TETNA GRADUATION WEEK
AT CAMPHILL VILLAGE COPAKE

MARY RUUD

TETNA graduation week was an adventure. Each morning began with eurythmy and study as the graduates each presented a summary of a lecture from the Eurythmy Therapy course. One morning was spent welcoming them as the newest members of ATHENA. After a break they spent the rest of each day working on each other's final presentations so that each presentation was filled with examples of eurythmy exercises.

Each afternoon and evening a presentation was offered and for each the Village was an enthusiastic audience. Each eurythmist brought something new, something that was



of personal importance that brought new ideas into the profession.

Laetitia Barrier Sarbach, “Healing Trauma with Therapeutic Eurythmy,” worked with issues facing people with trauma. The overall theme was “The outer has conquered” as trauma, “The inner has conquered” as healing. As with all presentations, exercises were demonstrated by colleagues in the course. Laetitia showed exercises that give strength to the senses? and support personal agency.

Nadja Jiquet, “From the Center and from the Periphery,” looked especially at “I”. As it must be done with joy, how can one work with people unable to do the I out of themselves. Nadja, and colleagues, showed exercises creating balance from the periphery such as yes/no, iambic/trochaic rhythms, until a patient could come to the “I” on their own. (As an aside, one of the people in my house told me that she just had her eurythmy lesson. I asked what she did and she showed me her sparkling joyful “I”.)

Yoko Toyota, “In Between” remembered a teacher who pointed out what was important in the newspaper was the space in between, what is not seen or not written. She gave us an imagination of standing on a rock by the ocean, the sun behind and the creation of a rainbow on each crashing wave. The rainbow is always there but not always visible. Much of our work in eurythmy is not always visible.

Lynn Stull, “The Will to Heal,” What is Eurythmy Therapy and how eurythmy therapy works, showed how the consonants and vowels are strengthened by awareness. Lynn demonstrated how lesser-used soul gestures, such as grief and loveableness can be used therapeutically. Lynn created a presentation that could be understood by anyone unfamiliar with eurythmy and also enlightening for those who are.

Dr. Cathy Sims O’Neil presented, “What Does the Nose Know,” Looking at the sense of smell and how it can inform us of health or illness.

Patti Regan demonstrated the listening space therapy developed by Susanne Mueller-Weidemann and the steps she took to make a successful work with her school children. It was dramatically illustrated, with much humor.

The graduation evening itself was festive as nearly the

whole Village, friends, family and mentors all attended. The ceremony began with Raven Garland’s lyre resounding through Fountain Hall. There was eurythmy, singing, a beautiful Mozart piano piece from Raven Garland, talks and refreshments. Glenda Monasch spoke of the great journey of the training as an epic similar to that of Odysseus; Ted Todd spoke for Camphill; Maria Hellend-Hansen spoke of the special qualities of each graduate; Dr. Steven Johnson welcomed the graduates to the Medical Movement and Mary Ruud to the worldwide eurythmy therapy community. After receiving their diplomas, the graduates led the whole hall in singing.

This Verse has been spoken at our meetings since the inception of ATHENA.

*In the heart’s dawning light
Lives the human being’s sense to help.
In the heart’s warm strength
Works the human being’s strength of love.
With full will in warmth of heart
In light of heart may the soul be carried.
So we bring healing through God’s grace
To those who healing need.*

Rudolf Steiner

CALENDAR

ATHENA Members Webinars 2023

January 22 – “The Joy of Therapeutic Eurythmy with Seniors,” Alice Stamm

February – 26 “Therapeutic Eurythmy for Pregnancy,” Ursula Browning (from UK)

April – Dr. Cathy Sims presents “The Sense of Smell” (exact title and date forthcoming)

July 23-30 – Dental Workshop, Part 2 with Mareike Kaiser and Dr. Claus Haupt, location To Be Announced

AHA Collaborative Case Studies 2022-2023

October 13, November 10, December 8, January 19

Fundamentals of Therapy, Case #3: A 39-year-old musician with chronic inflammations, fatigue and weakness.

Join us for four monthly sessions of interdisciplinary study and discussion as we work through this classic case given by Rudolf Steiner and Ita Wegman. Each meeting includes two presentations on specific aspects of the case (including topics like: temperature curves, fatigue and insomnia in summertime, poultices, potassium, the therapeutic application of bed rest and mental quiet), as well as time dedicated to small group discussions.

This four-part study is offered for us to connect as practicing anthroposophic colleagues and learn from



multidisciplinary perspectives. Steiner and Wegman provided these cases as archetypal pictures for study. They become so much more alive and accessible when we study them together!
Sarah Weber, Dr. Anna Lups, Maria Halland-Hansen, Norman Kingeter of Arlesheim Clinic, Glenda Monasch, Patricia McAlice, Patti Regan, Laetitia Berrier, Armelle Ferrandiz, Yoko Toyota (L-R)
 Register: <https://paam.wildapricot.org/event-4933217>
 Missing from photo: *Nauja Jiquet and Eynn Stull*

“There is no work of art that is a building block for a new earth, if it does not spring from the love of the free human being.”

Albert Steffen,

On Spiritual Paths (1942)

A seven-year-old girl captured her feeling of release after fleeing her native Ukraine in a drawing she called, “Girl Crossing the Border.”

Thanks to Karine Munk Finser.
 Pictured to the right.

"MOTIF WITH FLOWERS"
ALBERT STEFFEN



"GIRL CROSSING THE BORDER"





**MEDICAL CONFERENCE 2022
THE GREAT HALL AT THE GOETHEANUM
PHOTO BY ARIANE TOTZKE**