Anthroposophy—Rudolf Steiner


Collected for the first time in a single volume together with commentary and notes, these passages from various lecture cycles invite readers “to embark on a personal quest toward developing the capacity and vision needed to grasp the elusive Grail itself.”

Anthroposophy—Agriculture

Biodynamic Gardening: The Tools and Techniques to Nurture Your Garden [DVD], director, Cathrine Ellis; producer, Liz Ellis, Elysia, [U. K.], 2008, 1 hr. 33 min.

British cosmetics company Elysia (distributors of Dr. Hauschka products) decided to make supporting the development of biodynamics a priority. This film details the creation of Elysia’s public display gardens, conceived as a way to make biodynamic gardening visible. The film shows how to create the vortex to chaos stirring rhythm for the various preparations, how to build a compost heap and use the compost, use the sowing and planting calendars, make manure concentrate, how to fill cow horns with fresh cow manure and bury them to make horn manure (BD500), stir and use horn silica (BD501) as well as other biodynamic techniques. The producer states: “What has been lacking for so long is a really simple way of getting started. This DVD demonstrates and demystifies the techniques needed to be a biodynamic gardener. We hope it will help gardeners work with the rhythms of the moon, sun and planets and with the biodynamic preparations, so that their garden will produce beautiful flowers and delicious, nutritious fruit and vegetables."

A Vision of Biodynamic Horticulture, Alan Chadwick, Logosophia Press, 2009, 4 lectures on 7 audio CDs.

The lectures on these audio CDs were given in Saratoga, CA, in 1975. They are titled: “The Vision of Biodynamic Horticulture” (soil production; balance in nature; cultivation; fertility; bacteria); “Propagation” (seed boxes; seedlings; planetary influences on plants; strikes and cuttings; techniques; origin; education); “Fertilization” (importance of weeds; humans and nature; fertility of atmosphere; soil builders; composting; subsoil, texture); and “Potpourri” (watering; flower cultivation; potato; seeds; fruit; classical art and landscaping; vision; hybridization).


Alan Chadwick pioneered what many call the biodynamic/French intensive system of gardening at a time when raised-bed gardening and organics were virtually unknown. Until now his unique artistic approach and deep perception of nature were unavailable in writing. Chadwick was a passionate gardener with strong opinions. Performance in the Garden features sixteen lively and practical talks that may help readers to, as herbalist and friend Paul Lee aptly put it, “replant the vital root of existence.”

Anthroposophy—Art

Rudolf Steiner and Contemporary Art, edited by Markus Brüderlin and Ulrike Groos; with contributions by Holger Broeker, et al., and statements by Aleida Assmann, DuMont [Cologne], 2010, 223 pgs.

This sumptuous catalog for an exhibition held at the Kunstmuseum Wolfsburg, May 13-October 3, 2010, and Kunstmuseum Stuttgart, February 5-May 22, 2011, features 214 illustrations, most in color, and extensive commentary. The coming year (2011) is the 150th anniversary of Rudolf Steiner’s birth, and the
European arts community is taking notice. From the introduction: “It was always Steiner’s extraordinary way of seeing objects and non-objects that led to sustainable reform projects in such fields as agriculture, education and medicine. This book examines for the first time anthroposophist thought as reflected in contemporary art and to what extent its integral concepts and aesthetic ideas are realized in the visual arts.”


In this book, illustrated with sixteen pages of color plates, the author illuminates the concept of the consciousness soul, showing how it is reflected in fifteenth-century Florentine painting, sculpture, and architecture, as well as in the impulses issuing from Plato’s Academy of Athens.

Anthroposophy—Biography


A minor surgery damaged the author’s vocal cords, resulting in the total loss of her voice. Tell Me the Names of Your Friends and I Will Tell You Who You Are is an account of this experience, related through her sharing of her email correspondence with her friends. Her theme: our lives are created through our relationships, and we can see how our lives are shaped and guided by the people who enter them. By the author of A Slice of Life.

We Came…Biographic Sketches of the Twenty-Five Participants of the First Camphill Seminar in Curative Education 1949 – 1951, edited by Erika Nauck, Camphill [Private publication], 2009, 124 pgs.

The editor of this collection, one of the seminar participants herself, was inspired to compile these sketches when she read the The Builders of Camphill: Lives and Destinies of the Founders (2004; also available from the library). Her fellow seminarists, called “brickies,” continued the work of the founders. Fifteen of the 25 participants continued to live and work in Camphill from their completion of the seminar to the present. Their fascinating biographies illustrate “how miraculously human destinies are guided to a certain place at an important moment in life—often despite many obstacles.”


Wandering the streets, cathedrals, and museums of Florence and the surrounding towns of Tuscany, the author shares her impressions of the Florentine painters, philosophers, poets, and architecture of bygone eras. By the author of Camino Walk.

Anthroposophy—Child Development


The author, who crossed the threshold in July, was a Waldorf kindergarten teacher for over 30 years and was revered around the world. Her creativity and open heart are evident throughout this book, which encourages parents to see their role in a spiritual light and to proceed with humor and courage. Her insights and compassion will provide welcome guidance.

Anthroposophy—Child Development—Temperaments


A homeopath and herbalist, the author has also worked as a Waldorf early-childhood educator. Her work on the temperaments is based on that of Rudolf Steiner, as well as of Avicenna (981-1037), the foremost physician and philosopher of his time. Her detailed discussions of each temperament include vivid examples. The author describes the various adult-child relationships among the temperaments (melancholic adult/sanguine child; sanguine adult/choleric child, etc.), and offers helpful suggestions for how adults (with specific tips for parents and teachers) can work with their own temperament to best meet the children in their care.

Anthroposophy—Medicine


Rolf Heine, coordinator of the International Forum for Anthroposophic Nursing, gave the lectures presented here at the Vidarklinik in Jarna, Sweden, in October 2005. Heine states: “There are two opposite poles to nursing: the nursing activity and the inner attitude or the nursing ethos. The important question is: how can inner attitude become activity? How can something which I inwardly strive to achieve with the patient become visible activity?... Between action and attitude lies the gesture. The gesture is in the middle. A therapeutic, nursing gesture leaves the patient free.”

Healthy Body, Healthy Brain: Alzheimer’s and Dementia Prevention and Care, Jenny Lewis, Floris, 2010, 64 pgs.

This book is the result of the author’s research and experience as a caregiver for her mother. Lewis discusses the importance of valuing and caring for the elderly, encouraging mobility and independence for as long as possible. She emphasizes prevention of Alzheimer’s disease and dementia through nutrition, physical activity, and positivity, and offers suggestions for how to improve the health and well-being of those already suffering from these conditions.
Immunology: Self and Non-Self from a Phenomenological Point of View, Guus van der Bie, Louis Bolk Instituut, 2006, 68 pgs.

Why does the immune system function as a single organ? What coordinates the immunological functions? Here, an attempt is made to develop a viewpoint to answer these questions. By using a phenomenological approach, the factual knowledge obtained through reductionism is placed in a larger perspective. The author also provides insight into the holistic concept behind the immune system.

Pharmacology: Selected Topics from a Phenomenological Point of View, Christa van Tellingen, Louis Bolk Instituut, 2006, 85 pgs.

Pharmacology explores the ways organic processes change when foreign compounds are introduced into an organism. The specific phenomenological method employed here was developed to comprehend the coherence within living organisms. What emerges is a new grasp of the interrelations between pharmacological and biological processes and consciousness, psychology, and behavior. This leads to an understanding of the effect of compounds in health and disease.

Mistletoe Therapy for Cancer: Prevention, Treatment and Healing, Johannes Wilkens and Gert Böhm, Floris, 2010, 192 pgs.

This book presents, for the first time, an important reference for practitioners on the characteristics of each type of mistletoe and the kinds of cancers they are best suited to treat. Thirteen host trees are described, covering aspects from mythology and botany to homeopathy and flower essences. It includes specific case studies, as well as notes on supplementary therapies using metals.

Anthroposophy—Waldorf Education

Waldorf Education: Classics from the Journal for Anthroposophy, selected and introduced by Diana Hughes and John Kettle, no. 82, Easter 2010, 144 pgs.

Characteristic of the Classics series, this volume contains a comprehensive introduction to the theme written especially for this issue, and articles selected from past issues. The introduction gives an impressive overview of anthroposophy, child development, and the Waldorf curriculum, and also engages controversial aspects of the education, such as whether the schools are religious. The 14 essays offer a variety of responses to the questions of what Waldorf schools are and “how these schools work.”

Anthroposophy—Waldorf Education—Early Childhood


When the LifeWays program began in 1997, “Waldorf day care” was a new concept in the United States. Cynthia Aldinger is a pioneer in this field, and her warmth and experience suffuse these practical and inspiring pages. Her book provides examples of people who are offering warm and loving care for infants and young children in their homes, and describes how to create such a care environment. Also featured are details about licensing, and creating relationships with the parents of children in one’s care.


Self-directed play is at the heart of Waldorf early-childhood education. What is it, why is it important, and how can teachers foster it? This book, based on years of observation and focused research, not only addresses these questions, but also seeks to remedy what the author characterizes as “a quiet shift…taking place in Steiner/Waldorf early childhood practice away from…self-directed and open-ended play towards more time spent in playful, outcome-oriented activities….T]he issue of the replacement of self-directed play by teacher-initiated activities is a global one.” This book is of fundamental importance for Waldorf teachers and parents.

Developing the Observing Eye: Teacher Observations and Assessment in Early Childhood Education, Cynthia Murphy-Lang, AWSNA, 2010, 114 pgs.

In the introduction to this significant new book, the author states that her purpose “is to explore and develop a process of educational assessment in the early childhood years for children being educated in Waldorf schools. If we can observe how the young child moves in form, develops, grows, and takes in the world through his developing senses, it is conceivable that we will begin to understand how the child learns.” She delineates a process of observation that includes the child, the parents, and the teachers, “calling forth a community of care that is specific to the present and future needs of the growing and developing human being.” Thoughtful and well written, this book includes detailed assessment tools, but Lang emphasizes that “the understanding of human development, observation and compassionate thinking are the primary requirements of the process.”

Anthroposophy—Waldorf Education—English


Longtime Waldorf teacher and teacher of teachers John Miles has done teachers and homeschooling parents a great service in compiling these collections of age-appropriate poems and speech exercises.
Anthroposophy—Waldorf Education—History


Dutch physician L.F.C. Mees had wide interests. This book on Homer’s Iliad and Odyssey examines the images in these tales as expressions of the development of human consciousness. It will interest anyone who enjoys Greek literature, and will be helpful for teachers preparing to introduce the tales to their students.

Anthroposophy—Waldorf Education—Science


“Why doesn’t the average student know the functions of simple, everyday devices, such as a light bulb, and electromotor, a transformer, a battery, or a resistor? Moreover, why do these students apparently lack the joy and excitement of discovering the laws and secrets of nature? Part of the key to answering these questions undoubtedly must be sought at the secondary education level.” Students whose teachers have recourse to this book, which is fully illustrated and full of lively experiments, as well as insights into adolescent development and how the various experiments relate to it, will certainly not lack for joy and excitement.

Anthroposophy—Waldorf Education—Stories

Sam Cat and Nat Rat; Ned and Fred; Len Bug and Jen Slug; Jake the Snake; Tim’s Boat; Kay and Jay, Shelley Davidson, Whole Spirit Press, 2006, each book, 14 pgs.

These beginning readers, illustrated by the author, are phonetically based and “contain stories that young children will find enjoyable and entertaining. The stories are gently humorous while honoring, nature, animals and the environment.”

King Thrushbeard; Lazy Jack; The Prince and the Dragon; Sylvain and Jocosa, Kelly Morrow, AWSNA, 2010.

Four early readers written and illustrated by class teacher Kelly Morrow. The stories are both humorous and full of adventure. The author is a trained reading specialist.

The Falconer, Christopher Splendorio, AWSNA, 2010, 104 pgs.

This thoroughly researched reader captures the essence of the life of Frederick II, one of the most powerful Holy Roman Emperors of the Middle Ages. The author, a frequent and avid traveler in Italy, discovered Frederick while preparing a main lesson on the Middle Ages for his sixth-grade class some years ago. The emperor, who was referred to as Stupor mundi, the “wonder of the world,” captured his imagination and kept a tight hold. The result: this fascinating book!


This ecological fable spans centuries, and in our own time, the blood of a medieval dragon manifests as crude oil, a substance that has changed the pace of human life. Humanity’s hunger for ever more oil has fouled our waters, and overuse of burning petrol has polluted the skies. Can the dragon be slain? This story is presented in the style of a fairy tale; its stunning illustrations—dynamic blackboard drawings that are both beautiful and terrifying—suggest that this book be shared with children older than age nine.


Ana Spotts chose to illustrate stories that highlight the wonders of nature for her high school senior project at the Denver Waldorf School. Children learning to read will enjoy reading these tales themselves from this handsome volume.


Revered Waldorf teacher Jakob Streit is known to many of our readers as a prolific author and reteller of Bible stories. He was also a beekeeper, as was his father before him. This beautifully illustrated reader provides a window into the magic and mysterious world of bees, and also provides scientific understanding of their activities. It offers a transition from the “Human Being and Animal” main lesson in grade 4 to the botany main lesson block in 5th grade, and would be an appropriate reader for those grade levels.


This story tells of the life of the monk (and later, saint) Columban, founder of monasteries. It details his travels from Ireland, his many adventures, and his life in the Inner Hebrides on the island of Iona in Scotland and beyond.


This story relates the adventures of a honeybee named Little Bee Sunbeam. The little bee is searching for particularly good nectar from which to make honey when it suddenly becomes very cold. Honeybees can’t fly when the temperature drops so abruptly, so the little bee must spend the night alone in the forest where an exciting adventure unfolds.


These two tales from Ireland, likely best enjoyed by readers in the 6th grade and older, are retold by Jakob Streit. The first story, “The Star Rider,” is a legend thought to have appeared in the 17th century. It is about a
young man who learns of a dreadful destiny said to be laid upon him by the position of the stars at the moment of his birth, and how he faces this. “Anna McLoon” is a modern tale, the story of Ireland’s last travelling storyteller.

**Education—General**


Jane Healy is a respected “mainstream” educator and scholar whose findings confirm many concepts that are fundamental to Waldorf education. [The library also has her *Endangered Minds: Why Our Children Don’t Think; Failure to Connect: How Computers Affect Our Children’s Minds—For Better and Worse; Your Child’s Growing Mind: A Guide to Learning and Brain Development from Birth to Adolescence*.]

Healy discusses why so many children today are identified as having learning problems, and why it is important for parents and teachers to go beyond labels and treat each child as an individual. She briefly describes her visit to a Waldorf 8th grade classroom, where she is impressed at the level of focused concentration the students exhibit.


French physician Alfred Tomatis spoke many years ago about “the touch-starved American child,” and the situation today in this regard may be even more serious. The authors observe that “[p]eople relate to each other through, by, in, with, and from their physical bodies. The denial of physical touch can lead to subtle isolation, unbalanced individualism, and diminished social abilities.”

The aim of this book is social change through a something called the “Massage in Schools Programme.” The program’s vision is that “every child in school experiences positive and nurturing touch every day…everywhere in the world.” Radical? The program is well organized, creative, and well in tune with today’s legal climate. This is a brave and thoughtful book.

**Spirituality**

**Heart-Oriented Thinking**, Sonia Easley, AuthorHouse, 2010, 237 pgs.

Society member Sonia Easley has subtitled her book “Affirmations, Declarations, and Prayers.” In her dedication to the book she states: “Of all the esoteric literature I have read over the years, the Rudolf Steiner teachings have lifted my soul into the highest personal consciousness.” As a nurse educator and longtime metaphysical teacher, Sonia Easley here presents her understanding of both the physical and spiritual heart.

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