

SUN RHYTHMS AND THE DEVELOPING CHILD

By Peter Hayes & Aimee Drake

Children in Waldorf schools are blessed to experience rhythmical, artistic, and adventurous exploration throughout the unfolding of their education. The rhythmical alternation of work and play, embellished by rich imaginative story content is an integral part of every young child's experience in the Waldorf School. Rhythm, in all of its manifestations, is a vital aspect of healthy development throughout the natural world. The kingdoms of nature respond to rhythmical alternations in light, temperature, moisture and other aspects of seasonal change. They dynamically reside in and respond to the life-pulse and in- and out-breathing of the earth in a state of perpetual grace.

This graceful response to the ebb and flow of nature's rhythms is also essential to the health and well being of the human being and especially the young child. Families that incorporate dynamic rhythm into the organization of their family life with regular meal times, waking and sleeping times, story, work, and play often find that this contributes to the health, harmony and balance of the family. When rhythm is absent altogether or when the family falls out of rhythm, stress, illness, conflict, and the lack of motivation, enthusiasm, and creativity often follow.

Daily rhythmical experience is not something that is a matter of course for the life of the young child. It must be established and maintained. This is the constant striving of parents and teachers who recognize its value to the health and well being of the child. In Waldorf Schools rhythmical alternations of activities that expand and contract, bringing focused concentration followed by letting go and releasing are one of the guiding principles that are considered when the teacher crafts a lesson, regardless of the subject content. The collaborative working of the different teachers that a Waldorf student will encounter each day will ideally provide for a diversity of rich experiences that wax and wane, ebb and flow, in larger and smaller fluctuations throughout the day. This striving is also practiced in Camphill communities and Anthroposophical training centers.

But what happens to the child when school is not in session? This happens each day in the after school times, each weekend for several days, during holidays of shorter and longer duration, and in the summer, when school is out for about three months. The children will find themselves in the home, in activities in the community or with friends or relatives. Ideally, the activities that are selected will take into account where the child has been and what she has been doing in the time leading up to this transition. The mindful parent or guardian will organize this time for their children in a way that has regular rhythms built in that also reflect the needs of the child in a hygienic and healthy way.

The numerous demands of modern life often put great pressure on the daily rhythms that people establish for themselves. Regularity in daily life often suffers when stress levels increase causing us to stay up late or miss mealtimes. An additional aspect that is of particular concern to the well-being of children is the increasing variety of extra-curricular activities aimed specifically at children and competing for their time and energy. Many children suffer under the weight of too many activities scheduled for them. Their lives can often be described as breathless and stressful. Illness and disharmony will soon manifest unless balance and rhythm can be restored.

Within the larger seasonal rhythms the times away from school can be seen as places where a great in-breath or out-breath occurs. In midwinter the break from school comes at the coldest and darkest time of the year when the days are short and nights are long. The family feels inclined to draw together to celebrate home and hearth. The overall gesture is one of concentration and in-breathing. Conversely, the summer, with its long, warm days and short nights is a time of expansion and out-breathing. Nature draws children and adults alike to the outdoors, to the wide expanses of the landscape, and even to the tree-tops in search of adventure. Families contemplate trips to distant places, or activities that bring them closer to the diverse nuances of experience that the natural world offers. Even within urban settings people flock to parks, back yards and natural oases within the confines of the city when the sun begins to shine with increasing regularity and strength.

How are daily and weekly rhythms to be considered when school is closed and children find themselves in the home day in and day out? There is often a euphoria that is palpable when the break begins in response to the freedom we experience at these times. We are suddenly free from the regular structures of our work and study lives, and we rejoice in the potential that this new freedom represents. Yet, within a relatively short time we start to feel the need and desire for a new, emergent rhythmical unfolding of our days. If this rhythm cannot be found, an uneasy, restless, and unpleasant mood settles over us. Children become lethargic, moody and difficult to deal with when their rhythms are altered or disappear. There can be other factors involved, such as diet, overexposure to media, or social factors, but

creating or adjusting rhythm is often an effective starting point when attempting to address difficult behaviors or to reestablish balance in children at these times.

Here are a few things to consider when contemplating the appropriateness of after-school activities and diverse offerings for children in the winter, spring and summer breaks from school:

After School:

What is the time of day calling for? Has the child already had a variety of physically demanding activities? If so, how long ago? Is there an opportunity for rest and down-time? When did they last eat, and what did they eat? An ideal unfolding of the child’s day after school would be a reflection of the first part of the day:

- In the time right after school (after a short rest or down time) children should play freely, unstructured, in a manner that allows them to creatively explore the imaginative lessons from earlier in the day in an unencumbered way. This physically active play time is a reflection of the last part of the school day, which tends to be the time when willful activities such as the movement and manual arts classes are scheduled.
- In the late afternoon, as dinner time is approaching (while dinner is being prepared) artistic undertakings such as drawing, modeling, instrument playing/practice and crafting, or helping with the cooking are ideal. These activities reflect the artistic activities that are generally placed in the late morning after main lesson.
- In the evening after dinner, perhaps near bedtime, a short reflective looking back over the day can be ideal. Homework for older children and story times are best at this time.

Seasonal Breaks:

Consider the time of the year. Spring and autumn are times of the year when a dynamic interplay of elements and conditions exists within the natural world. Activities that reflect this diversity and allow the children to experience it are well suited at these times. Autumn turns inward, while spring is coming out. Activities that stress expansion and contraction in alternation are ideal. Alternating activities that have one or the other prevailing gesture, interspersed with a mealtime or rest works well. In winter concentration and drawing in are the primary gestures, though a subtle counter-stream gesture underlies the outwardly apparent tendency. Thus, activities that expand, such as sledding, skating and skiing, can be effectively woven in.

IF YOU ARE INTERESTED TO LEARN MORE ABOUT THE PORTLAND BRANCH OF THE ANTHROPOSOPHICAL SOCIETY, PLEASE CALL DIANE RUMAGE AT (360) 241-7854.

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Questions, suggestions and submissions may be sent by e-mail to anthroposophy@earthlink.net. Items selected for publication in the Portland Anthroposophic Times may be edited for style, content and length. The deadline for submissions to the *Portland Anthroposophic Times* is the first day of each month for publication in that month’s edition. Submit calendar items to branchcalendar@mindspring.com no later than the first of each month for publication in the next edition.

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The right measure of such activities will depend on the temperament and constitution of the individual child. In summer the outwardly apparent gesture is expansive, while a subtle in-streaming counter movement is inwardly active. Activities that are primarily expansive, with elements of concentration and focus are ideal. Outdoor playground games of many kinds, games and activities that require and develop dexterity, coordination and skill, as well as those that emphasize rigorous movement and strengthen the cardiovascular systems are ideal.

It is wise to build in moments of rest and recovery time, and to consider appropriate seasonal nutrition in each time of the year. From one season to the next, each day will have an oscillating ebb and flow, a natural current. It is wise to discover and try to help the child live and move within this natural rhythm, which will vary from season to season.

Sun-Ventures Fun Camp at Cedarwood Waldorf School

When considering how the well-being of the children that are blessed to attend Waldorf Schools regularly is nurtured at school, and ideally at home as well, Aimee and I developed a concern for what happens with them when school is not in session, particularly over the long summer months. Parents will usually need to continue with their occupations, and many will need to find venues for their children to spend their days in while their parents are at work. The Sun-Ventures Fun Camp grew out of a desire to provide a healthy, enjoyable and dynamically rhythmical environment for young children in the summer months. Aimee and I strive to provide a diverse palate of creative, artistic crafts projects, in alternation with age-appropriate games and movement activities. We also weave in rest and story times, healthy mealtimes and excursions into the surrounding local environments. Our goal is to allow the children to expand into the summer in a way that is safe, adventurous, imaginatively stimulating and extremely fun. The overall structure and unfolding of the camp is orderly and rhythmical, yet the sequence of activities is dynamic and diverse. We ride a wave of inspiration that the kingdoms of nature and the elemental world graciously provide. For further information regarding Sun-Ventures Fun Camp and its teachers, please contact us at sunventurescamp@pbwiki.com or 503-210-5464. (Sun Ventures Camp is structured for children rising into 1st - 4th grade and will be held at Cedarwood Waldorf School with weekly sessions from June 22nd- July 31st, 2009)

FOUNDATION STONE EURYTHMY IN PORTLAND AND LECTURES WITH VIRGINIA SEASE, JUNE 23RD AND 27TH. SEE THE CALENDAR FOR MORE INFORMATION.

SPRING ARRIVES AT FRIENDLY HAVEN RISE FARM

By Jacqueline & Joseph Freeman

"We men of present time
Need rightly to hear
The dawn-call of the spirit,
The call of Michael.
Spirit-knowing seeks
To open the soul to hear truly
This morning-call."

Rudolf Steiner

Ah, the morning call of spring. One of the first things I notice in spring is that our egg production goes way up. Most people don't know that eggs are seasonal and this time of year we're rolling in them. The dear feathered ladies have a game they play with us. They boldly set out from their hay-filled nesting boxes and creatively find new places to lay their eggs. Every time we find one, we're surprised.



Egg laying is a private moment and they want a place that's hidden and discrete. A hen can't respond to danger and run off when she's in the midst of laying an egg so they want to be unseen. Our nesting boxes are hinged in front and kept closed except when we gather the eggs. The hens have a secret entrance around the back. They walk behind the boxes, down a little pathway that gives them entry to the protected nest. A calm, quiet place, peaceful and dark. A place given to introspection.

"Think of a hen sitting on its eggs. It is wholly given

up to this brooding activity and is filled with a kind of warm, almost voluptuous pleasure in which there arises a dreamy pre-vision of the hatching of the little winged chicken. This bliss in the work of creation exists at every stage of cosmic life, and warmth pours from it." -- Rudolf Steiner



In spring our ladies go broody and want only to sit quietly in their nests keeping eggs warm and bringing forth new chicks. Raising up the hinged door on the nest, we often find a hen deep in thought, eyes half-lidded and defocused, feathers fluffed to hold heat around the many eggs beneath her, communing with her unborn progeny in the ether. The nest feels like a holy little cave. Quietly we close the door, mark it a broody nest and leave her alone for 21 days.

The more adventurous hens make new nests under ferns and bushes. Sometimes we find them, sometimes we don't until the day they emerge from the windrows with a passel of newborn chicks in tow, strutting proud at the new life they've brought forth for all to see.

And admire them we do, making guesses at maternal and paternal lines. Our original seven or eight breeds have intermingled many times making genealogy a challenge. "Those wings are silver wyandotte, the shape is more buff orp but she's got the blue feet of an aracana." Who can tell?

If we want to lure them back into the nesting boxes we have to think like a chicken. At the risk of anthropomorphizing, hens want what other hens have. They want to eat the scrap of food their sister is running off with (even if there's plenty on the ground)

and they want to lay in a nest where someone else has laid.

In the old day farmers would place a wooden egg in a nest to remind the girls where they should lay. We found an old wooden egg and put it in a nesting box so they lay their eggs there instead of in the bushes. It worked pretty well. When we collect eggs at midday we'd find that particular nest FULL of eggs because every hen wanted to lay alongside other eggs.

Sadly we lost that wooden egg last fall when it got mistakenly put into a basket of eggs and given away. By the time we noticed, nobody could remember who collected it and apparently our friends are too polite to mention that we gave them a fake egg along with the fresh ones.

Now it's spring and we're about to start on our second hatch of chicks. Our first batch is already outside scratching up worms, chasing flying bugs and preening their new adult feathers. The sun is shining, the rooster is crowing and all's right in the world.

PS. We have baby chicks, nearly grown ones and chicken-keeping equipment for sale. We can even show you how to raise them in a city backyard. It's a wonderful opportunity for kids to be involved in caring for them. The taste of a truly fresh egg is like nothing else you've eaten. Our next backyard chicken class is Saturday, June 6th. More info on our farm site: www.FriendlyHaven.com/classes.html.

ENCOUNTERING THE SACRAMENTS

By Sandra Burch



I have only recently come into contact with The Christian Community. With each new encounter I come away with more questions, but also a firm conviction about the value of participating. I offer a few impressions of the three sacraments I have encountered.

First there is Baptism, usually done when a child is a baby, but it can be done for a child up to the age of sixteen. This sacrament does not make the child a member of The Christian Community. It stands on its

own in a certain sense. What it does do, the part we can barely understand, and probably never perceive, is that it helps the child as they move into their life of challenges and decisions. A bit of Christic medicine is there to help them navigate in this fallen world. This assists them in meeting and living their destiny. The element of the baptism that is much more tangible is the child receiving godparents. For someone not related by blood to freely agree to love and pray for their godchild is strengthening to all involved. I highly recommend this supportive sacrament for your child.

Next is The Act of Consecration of Man. A much bigger mouthful than simply: The Mass. But that is not unusual for endeavors that Rudolf Steiner helped to midwife into creation. To say I have a love/hate relationship with this sacrament would be too strong. More accurate would be to say I have a repulsion/curiosity about this one. When I contemplate my experience I feel alternately humbled and impatient. "I must not know what's going on" stands alongside "I can't believe that he/she's doing thatagain!" I do notice that my senses are more awake. The sounds are more noticable and the scents and even the sight of the incense mingling with light. Taste and touch are also active. the least represented. What does a gold cup feel like? Is it wine? Is the bread soft? I am very much a novice at participating in this sacrament.

Unbeknownst to me I was raised to distrust ritual. Now, I find myself about as rolled up in it as one can get every time I go to a Sunday service. Something inside me screeches warnings frequently. But, I choose to continue acknowledging that I have a lot to learn. For me The Act of Consecration of Man is like a marriage after the honeymoon is over. I love my husband. But, does he have to act like that!? I love Christ, but is this the truest way to interact with that Being? Do I ditch the marriage just because it's uncomfortable, I don't know what's going on and I have a lot to learn about being in such a relationship? NO. It is the same with The Act of Consecration of Man for me. Why leave when it gets rough? I will be patient with not knowing, ask lots of questions and learn something new.

The art of painting has been similar for me. The first couple of years the paintings were pretty dismal. Only the colors (the world of the soul) carried me onward. And a good teacher and kind fellow painters helped. Now, after lots of time, practice and

discomfort I can mat and frame some of my paintings and be happy with the results.

Distrust of ritual is meaningful if the ritual has become rote or stuck. If one is left with one's own self and the sacrament, there is a chance for developing more deeply one's humanity. If you are curious, I encourage you to come and see what makes you uncomfortable and begin there.

"Christ in you."

"And may He fill your spirit."

These few words, heard often in The Act of Consecration of Man, are like the tiny tip of an iceberg. What is sense perceptible reveals little of what is happening under the surface. We see a bit of it here on earth: the ritual, the forms, the priest and servers. But, the bulk of the sacrament is alive, vital and taking up space in the spiritual world, so to speak. That is enough of a reason to participate in a sacrament - to have an interaction within something that has such a large component in the spiritual world.

The last sacrament I'd like to share about is: The Sacrament of Consultation. This is the one that could take the place of Confession. But it does not have to be about confessing sins. It is more about laying out the burdens on one's heart for a priest to hear and respond to with the ears and words of the Christ, as far as is possible. There is a simple format. The priest wears vestments. There is a short time for inward reflection and quieting. Then you may speak your needs, dilemma or confusions. The priest will then speak in response, but not from a place of personality. They bring ideas from a larger perspective, possibly, quoting from the words of Christ in the New Testament. There may be a conversing in this same form until one feels complete. Then the priest speaks a verse and you may leave in silence to be with what you have just received. This is distinctly different from pastoral counseling which a priest also does. I highly recommend this sacrament if you are faced with an issue repeatedly and have been working with it in your life. It can be a reinforcement or a strengthener of your resources as you continue to wrangle and wrestle with where you find your self in life. I encourage you to experience and share the richness that is available to you through these sacraments.

Portland Anthroposophical Society Calendar - May 2009

Ongoing Events and Study Groups

Anthroposophical Medicine Study Group

Once a month Monday (after the second Sunday) at the Takacs Clinic 7-8:30 PM. John Takacs at johntakacsdo@hotmail.com or Kevin Kane at drkev@involved.com.

Eurythmy

Eurythmy with Laura Radefeld every Thursday morning that school is in session at the PWS Orchard Room @ 8:30 AM. Donations accepted to cover cost of piano accompanist. For more info call 503-654-4362 or contact by e-mail at laura.radefeld@gmail.com.

Karma Exercises and Study

The study group has just completed its multi-year work with the entire *Karmic Relationships* lecture cycle, and is now starting to work with Rudolf Steiner's karma exercises on the first and third Thursday of each month. Call James Lee for information 503 249-3804 or e-mail him at anthroposophy@earthlink.net.

Meditation and Practical Spiritual Science

The second and fourth Thursday 6:30 PM at 9510 SW View Point Terrace, Portland OR 97219. If available, eurythmy or house shoes would be appreciated! Contact Siegwald Elsas or Yumiko Abe. For questions or directions call (503) 244-2277. If possible, please RSVP Siegwald Elsas by email at elsas@ohsu.edu.

Mystery Dramas, with Speech-Formation Exercises

On the second and fourth Wednesdays each month, 7:30 - 9:00 PM, in SW Portland. Currently working with Rudolf Steiner's *Portal of Initiation* and the *Genesis* lectures. No acting experience necessary, just a love of the Word. Contact Diane Ramage by e-mail at dramage@earthlink.net or by phone at 360 241-7854 for information.

Mystery Knowledge and Mystery Centers

Meeting once a month on the fourth Thursday at 7 PM at Bothmer Hall. Contact Joan Takacs by e-mail at joantakacs@yahoo.com.

Occult Science

First and third Tuesdays from 7:30 - 9:00 PM at 3046 NE 33rd Avenue, Portland, OR 97212. Contact Donna Patterson and Bob Kellum at 503-331-7393.

Portland Waldorf School Community Choir

Every Monday morning from 8:45 - 10:00 AM (at the Portland Waldorf School, 2300 SE Harrison Street, Milwaukie) in the music room of the high school building, whenever school is in session. Anyone in- and outside the PWS community who enjoys singing songs through the seasons, across the centuries and around the world is very welcome, including drop ins. This event is free and a community builder. For more information contact Marion Van Namen at (503) 956-4046.

Portland Youth Discussion Group

Come join the Portland Youth Discussion Group as we pick-up Becoming the Archangel Michael's Companion in order to understand what our task, as the youth of the world, is in the 21st Century. There is something new and exciting in the air among the young people as a new generation prepares to take on the responsibility of this world and so we gather to hold that space, to marvel and to share what others are doing in the world and to work

more deeply with one another. We welcome new people who are open to exploring Spiritual Science and conducting their own research and those who are interested in learning more about the youth in Portland, the North American and International Youth Section and more! There is so much going on. For more information about when and where we meet, please contact Leslie Loy at (503) 819-3399 or leslielal@yahoo.com.

Psychosophy Study Group

Working with the Steiner text, *Psychology of Body, Soul and Spirit*, we meet the second and fourth Tuesday of the month, 7:30 - 9:00, beginning March 10, in NE Portland. Call Cheri Munske for more info: 503-484-4133.

Waldorf Education and Teacher Training

Lectures and courses conducted throughout the year by the Michael Institute. Contact John Miles at 503/774-4946. johncmiles@usa.net.

Upcoming Events

Thursday, MAY 14

The Mystery and Evolution of Gender

A lecture by Reverend Sanford Miller of The Christian Community in Sacramento. Reverend Sanford Miller received his B.A. in Religious Studies in 1972. He has been a student of the work of Rudolf Steiner also since 1972. He worked in the Camphill movement in Scotland with mentally handicapped adults before training for the priesthood in The Christian Community. He was ordained in 1982. 7:30-9:00PM, Bothmer Hall - 5915 SE Division Street, Portland OR 97206. Suggested donation \$15- \$20. Sponsored by The Friends of The Movement for Religious Renewal. Contact Lucia Mello at (503) 892-5296 or Sandra Burch at (503) 353-1818 or galenalyn@gmail.com with any questions.

Friday, MAY 15

Relationships - Marriage and the Social and Anti-Social Forces of Our Time.

Lecture by Reverend Sanford Miller of The Christian Community. at 7:30-9:00PM, Bothmer Hall - 5915 SE Division Street, Portland, OR 97206. Suggested donation \$15-\$20. Sponsored by The Friends of The Movement for Religious Renewal. Contact Lucia Mello at (503) 892-5296 or Sandra Burch at (503) 353-1818 or galenalyn@gmail.com.

Sunday, MAY 17

Christian Community

9:15 AM - Religious Instruction (grades 1-12), 10:00 AM - Children's Service (grades 1-12), 10:30 AM - The Act of Consecration of Man (for adults) (childcare available). These are services performed by Reverend Sanford Miller of The Christian Community. Bothmer Hall - 5915 SE Division Street, Portland OR 97206. Contact Sandra Burch (503) 353-1818 or galenalyn@gmail.com or Lucia Mello at (503) 892-5296.

Wednesday, MAY 27

Portland Branch Council Meeting

7 PM - 8PM study of the theme of the year followed by a business meeting at the home of Ruth and Tom Klein, 3609 SE Center, Portland OR 97202, phone: 503-777-3176. All Branch members are welcome to attend

Sunday, JUNE 14**First Class of the School of Spiritual Science**

Bothmer Hall, Blue card required - Discussion on Lesson 18 at 8:30 AM, class at 9:30 AM sharp. Lesson 19. Please contact Jannebeth Röell 503/249-3807 or Diane Rumage at (360) 241-7854.

JUNE 12-14**Discovering our Future**

Youth will come together to bring Rudolf Steiner's ideas on Karma to life. An in depth look will be taken at a lecture from "Anthroposophy in everyday life: Facing Karma". Denver Waldorf School, Colorado. For more information, please contact Bridget Blanning: 303-902-1326 or bmbllanning@hotmail.com

Monday, JUNE 15**Micha-el Institute: Building the Imagination through Puppetry and Story-telling**

Early Childhood Intensive Conference, see brochure for details, held at the Micha-el School, 5239 SE Woodstock Blvd, Portland OR 97206. Contact 503 774-4946 or email johncmiles@usa.net.

JUNE 23-27**Weaving the Educational Task with the Social Mission of Waldorf Education**

This is the first time that the annual AWSNA conference will be held in the Pacific Northwest at the Portland Waldorf School. This year's conference will feature a series of keynote lectures by Virginia Sease, a member of the Anthroposophical Society's Executive Council. She is a captivating speaker and erudite scholar and will address the conference's theme, "Weaving the Educational Task with the Social Mission of Waldorf Education". Visit the website at www.whywaldorfworks.org - go to News and Events and the Events Calendar buttons for registration information and costs. For those who would like to attend only the keynote lectures, there will be a door charge; admission may be dependent on space availability. For information call 503-654-2200 extension 210 or contact Connie Starzynski, cstarzynski@awsna.org, 2300 SE Harrison, Milwaukie, OR

Tuesday, JUNE 23**Foundation Stone Verse in Eurythmy****Virginia Sease, Opening Lecture AWSNA Conference**

Eurythmy and Opening lecture -- \$15, 7:00PM at PWS, 2300 SE Harrison, Milwaukie OR.

JUNE 24, 25, 26**Virginia Sease, Morning lectures AWSNA Conference**

The morning session of the AWSNA conference with a lecture by Virginia Sease. This includes singing, opening thoughts, Virginia's lecture, snack and roundtable discussion on the lecture. Lunch is not included. - 8:30 AM to 12:30 PM - lecture, snack and discussion - \$25 (lecture only \$15) at PWS, 2300 SE Harrison, Milwaukie OR.

Saturday, JUNE 27**Foundation Stone Verse in Eurythmy****Virginia Sease, Closing Lecture AWSNA Conference**

(8:30 AM - 12:30 PM). Eurythmy and closing lecture -- \$15 at PWS, 2300 SE Harrison, Milwaukie OR.

Sunday JUNE 28**Fifth Gospel with Virginia Sease**

Virginia Sease is a longtime friend of anthroposophy and a member of the General Anthroposophical Society's Executive Council in Dornach, Switzerland. She would like to meet with members and friends of the Portland Branch and speak about the *Fifth Gospel* by Rudolf Steiner from 4:30-5:30 PM, followed by a potluck dinner from

6:00 PM- 7:00 PM at Bothmer Hall, 5919 SE Division Street. Please contact Chrystal Godleske by e-mail at socialsculptor@gmail.com or by phone at (503) 816-2440.

Sunday JUNE 28**School of Spiritual Science with Virginia Sease**

Virginia Sease will meet with the members of the School of Spiritual Science from 7:30-8:30 PM at Bothmer Hall, 5919 SE Division Street. Please contact Jannebeth Röell 503/249-3807 or Diane Rumage at (360) 241-7854 for information. Blue cards required.

Sunday, JULY 5**Micha-el Institute - Summer Conferences**

Waldorf teacher training for Grade School Intensive, see brochure for details, held at the Micha-el School, 5239 SE Woodstock Blvd, Portland OR 97206. Contact 503 774-4946 or email johncmiles@usa.net.

JULY 6- 10**Seeking Isis-Sophia**

This five-day workshop with Robert Powell opens a path to Isis-Sophia through Cosmic Dances of the Planets and the Zodiac. The forms and gestures of the dances create harmonious "moving mandalas" which align our movements with the creative forces streaming from the stars. Participation in these movements attunes us to healing etheric currents, which strengthen and harmonize the life body and provide renewing forces for the Earth. In Eugene. For more information e-mail renee@rhythmofpeace.org or call 541-343-0536.

JULY 9-12**The Threefold Nervous System**

Annual anthroposophical medical conference at Stonehill College (home of RS Institute) 320 Washington St. Easton, MA 02357 (22 miles south of Boston) Contact Lynn Bufano, Rudolf Steiner Institute, 410-358-0050 or reg@steinerinstitute.org

Friday, JULY 10**The Apocalypse Code - Unveiling the Present Time: 2009 - 2012**

A public presentation by Robert Powell, eurythmist and author of the *Sophia Teachings*.. Robert's presentation, will be held Friday evening, July 10, from 7:30 - 9:30 pm at the Eugene Mennonite Church, 3590 West 18th in Eugene. A fee of \$15 will be collected at the door. For more information, call 541-343-0536 or email renee@rhythmofpeace.org.

JULY 10-12**Sophia and the Rose of the World**


This week-end workshop with Robert Powell is dedicated to uniting with Sophia (Divine Wisdom) in relation to the apocalyptic struggle of our time, embracing the 3 ½ years leading up to the end of the Mayan calendar in 2012. For more information, call 541-343-0536 or email renee@rhythmofpeace.org.

Sunday, JULY 12**First Class of the School of Spiritual Science**

Bothmer Hall, Blue card required - Discussion on Lesson 19 at 8:30 AM, class at 9:30 AM sharp. Recapitulation Lesson 1. Please contact Jannebeth Röell (503) 249-3807 or Diane Rumage at (360) 241-7854.

AUGUST 1-8**Encircling Light-Expectant Silence**

The Anthroposophical Society in Canada hosts this conference on the North in White Horse, Yukon. Full details about all aspects of the Conference are available on the conference website, www.encirclinglight.ca.



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