

The Clover Hill School

Dear Parents,

We would like to share with you answers to some important questions you have asked us recently:

What Is Anthroposophy?

A WAY OF KNOWLEDGE, A COGNITIVE PATH

The study of Anthroposophy is for the teacher and for any interested adult. It supports the teachers' own personal path of self-knowledge and self-development. It is not taught to the children.

An Emerging Culture

RUDOLF STEINER'S CONTINUING IMPACT IN THE WORLD

by Christopher Bamford and Eric Utne



Beginning at the end of the 19th century, a relatively unknown Austrian philosopher and teacher began to sow the seeds of what he hoped would blossom into a new culture. The seeds were his ideas, which he sowed through extensive writings, lectures, and countless private consultations.

The seeds germinated and took root in the hearts and minds of his students, among whom were individuals who would later become some of the best known and most influential figures of the 20th century. Since the teacher's death in 1925, a quiet but steadily growing movement, unknown and unseen by most people, has been spreading over the world, bringing practical solutions to the mounting problems of our global, technological civilization. The seeds are now coming to flower in the form of thousands

of projects infused with human values. The teacher, called by some “the best kept secret of the 20th century,” was Rudolf Steiner.

Steiner, a truly “Renaissance man,” developed a way of thinking that he applied to different aspects of what it means to be human. Over a period of 40 years, he formulated and taught a path of inner development or spiritual research he called “anthroposophy”. From what he learned, he gave practical indications for nearly every field of human endeavor. Art, architecture, drama, science, education, agriculture, medicine, economics, religion, care of the dying, social organization—there is almost no field he did not touch.

Today, wherever there is a human need you’ll find groups of people working out of Steiner’s ideas. There are an estimated ten thousand initiatives world-wide—the movement includes entrepreneurial activity, social and political ideas, artistic expression, scientific research and community building.

“My meeting with Rudolf Steiner led me to occupy myself with him from that time forth and to remain always aware of his significance. We both felt the same obligation to lead man once again to true inner culture. I have rejoiced at the achievements his great personality and his profound humanity have brought about in the world.”

Albert Schweitzer

“The advent of the Waldorf Schools was in my opinion the greatest contribution to world peace and understanding of the century.”

Willy Brandt,
former Chancellor West Germany, former Waldorf parent,
1971 Nobel Peace Prize Laureate



“I am deeply grateful for Waldorf education, which woke me up and helped me rediscover my imagination.”

Michael Ende,
Author, *The Neverending Story*, former Waldorf pupil



“My parents...felt that the Waldorf school would be a far more open environment for African Americans.... I think the end result of Waldorf education is to raise our consciousness.... It taught me how to think for myself, to be responsible for my decisions. Second, it made me a good listener, sensitive to the needs of others. And third, it helped (me) establish meaningful beliefs.”

Kenneth Chenault,
President & CEO,
American Express Corporation,
Waldorf alumnus

Waldorf Schools

EDUCATION FOR THE HEAD, HANDS, AND HEART

WALDORF EDUCATION is probably the most widespread and mature of Steiner's many plantings. There are more than 250 Waldorf schools in North America and about 900 world-wide, double the number just a decade ago, making it possibly the fastest growing educational movement in the world. Steiner's interest in education was lifelong.

EARLY CHILDHOOD INITIATIVES

The Waldorf approach to education is not limited to school-age kids. Recent studies have pointed repeatedly to the critical importance of the nurturing children receive in early childhood, when infants and children are especially at risk. The combination of the breakdown of the family, the need for two working parents, and the growing number of single-parent families has left caregivers, whether at home or in daycare, uncertain how to care for children. Activities that were once natural and instinctive, like what to eat and how to bring up a baby, must now be learned consciously.

"Children," says Cynthia Aldinger, "are like sponges. They drink in everything and everyone around them." It is not only a question of the physical surroundings. What we say and do around a child, even how we think, is critical.



Maypole 2011



ANOTHER QUESTION often asked is how did The Clover Hill School come to be? It had been a goal of the Michaelic Anthroposophical Group of Connecticut for over 35 years. The dream was finally realized when the school was founded in 2003. The branch is open to any who are interested in the study of Anthroposophy and the roots of Waldorf education. It is a part of the Anthroposophical Society of North America.

Many Waldorf teachers come to Anthroposophy in their teacher training which is usually a two year program (or three years for a Master's degree). The first year is called the "Orientation Year" and Anthroposophical books are studied at that time. The study not only concerns knowledge, but also its connection with self-development. In this way, the teachers prepare themselves for the great responsibility of their work with the children they will teach. This study is a lifelong love and work for many teachers. The second year is focused on the Waldorf approach and practical training.

A THIRD QUESTION frequently asked is "who are the individuals that are responsible for the governance of The Clover Hill School?" As of July 10th, 2011, the Board Members are:

Anna Silber, President
Sarah Brown, Vice President & Secretary
Eric Silber, Vice President & Treasurer
Daphna Epstein, Lead Teacher & Director
Brian A. Moran, Managing Director
Donna M. Mayo, Director
Dr. C. Evers Whyte, Director
Kelly Beekman, Director
Stephen C. Elworthy, Director
Sally Markham, Director



We hope this is helpful. We look forward to your comments and questions!

Sincerely,

Daphna, Donna and Sarah
The Faculty of The Clover Hill School

"Waldorf education enables young people to be in love with the world as the world should be loved."

Marjorie Spock, Author,
teacher (sister of Dr. Benjamin Spock and inspirer
of Rachel Carson's *Silent Spring*, that led to Earth Day)