The book goes on to describe in more detail the sensory-motor, the limbic-relational, the neocortex-thinking, and the prefrontal-empathetic-understanding “angel lobes” systems of the brain. These discussions offer more vocabulary for describing the many attributes of human life that these discrete parts of the brain exist to house.

In our classrooms we know that direct sensory experience of the natural world, active, purposeful movement and practical work, artistic activities and stories, and play are essential, foundational experiences that children need to grow their own bodies and to begin to find their place in the world. Extensive chapters are devoted to these “essentials” and are accompanied by research material that validate that all of these grow the brain in healthy, integrated, beautifully elaborated ways. Clinical MRI studies and sociological studies also show that experiences in nature, movement, arts, stories, and play also lay the foundations for adaptability, resilience, flexibility, and creativity.

The later chapters in the book offer examples for home and family activities that can be integrated into daily, weekly, and seasonal rhythms to support this wholeness of development in addition to what happens at school.

The book starts and ends with “the love connection,” referring to the warmth of true interest in dedication to the welfare of the other. Committed relationship between child and parent (and other adult care-givers) lifts these suggestions out of the check-list or recipe-like approach that could arise from a clinical brain study. It counteracts our tendency to search for “quick-and-easy” answers to the question of how to grow a healthy human being. The warm, reassuring, and supporting gesture of this book makes it accessible and inviting to readers while it also maintains an objective presentation of this confirming research information. It is well worth our attention as a valuable new resource to support our work with children toward growing up strong and true.

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WECAN Brings Two Vital Resources Back to Print

Donna Lee Miele, Publications Coordinator

We are pleased to play a role in keeping important resources for Waldorf educators available after the original publications go out of print. Two books WECAN has brought back this year arose from international conferences examining the intersections of health, development, and education through an anthroposophic lens.

**Education – Health for Life**

Edited by Michaela Glöckler, Stefan Langhammer, and Christof Wiechert


From the section entitled “About the Kolisko Conferences”:

_Eugen Kolisko (1893-1939) was an Austrian physician who specialized in preventative medicine and worked closely with Rudolf Steiner, becoming the school doctor at the first Waldorf School in Stuttgart, Germany. His practice took into account children’s developmental processes in body, soul and spirit. His legacy encourages the collaboration of teachers, doctors, therapists, and parents to support the healthy development of each child._
Over the last few decades, the Kolisko conferences have sought to bring together the pedagogical and therapeutic tools found within Waldorf education. In 2006, for the first time, there were nine such conferences held worldwide in Hyderabad, India; Taipei-Taichung, Taiwan; Cape Town, South Africa; Manila, Philippines; Krym, Ukraine; Sydney, Australia; Guanajuato, Mexico; Järna, Sweden; and Paris, France. This compilation arose from the 2006 Kolisko conference lectures, spanning topics that include meditation for teachers, projective geometry, children’s exposure to technology, how to approach sex education, physiology and its connection to education, and more.

Transitions in Childhood from Birth to 14 Years
Pedagogical Section of the Goetheanum and the International Association for Steiner/Waldorf Early Childhood Education

Originally published in German and English by the Pedagogical Section at the Goetheanum, Transitions in Childhood from Birth to 14 Years arose out of a 2015 conference on the theme, drawing 550 people from 46 countries. WECAN’s edition is in English only.

From the Preface:

A main intention was to bring together a variety of professionals from different areas to work together on current educational questions and thus deepen their understanding of child and human development.

Claus-Peter Röh summarized the mood at the end of the conference as follows: “During this conference we have tried, with great intensity and candor, to create a community of awareness around various areas of education. The desire to always keep the idea of ‘a whole’ in mind while discerning the individual was clearly apparent as well as the attempt to see the holistic aspect of events in time in connection with tangible developments. Now we stand before the challenge of further developing our collective work and newly gained insights into the future.”

Opening the book with “Transitions: The In-Between,” Florian Osswald discusses the essential need for educators to recognize and honor not only developmental transitions but transitional spaces at school and in the world. He writes, “Every person stands alone, goes his or her own way and that which forms between people can occur only through encounter. Therefore, a substantial portion of education is dedicated to that which occurs between people.”