



HANDBOOK

CAMPHILL BALTIC SEMINAR

Camphill Baltic Seminar –
A place for learning and inspiration for Camphill
co-workers in the Northern Region

Dear Students!

Welcome to the Camphill Baltic Seminar. Camphill Northern Region Association, the body that all Camphill places in the northern region are members of, is very pleased to welcome those of you who join for the first year of study. During the next three years, you have all chosen to be a student of Anthroposophy and the Camphill Ethos, and we hope your learning inspires your future involvement in Camphill. I also hope that the study will enable you to grow as a human being and that you, with a strong spirit, bring what you have learned back to your Camphill village.

Also, I express my sincere appreciation to the tutors, mentors, teachers and all others who make it possible for students to participate and make the spirit of the Camphill Baltic Seminar develop perpetually. Without your effort and diligent work, the Camphill Baltic Seminar would not be able to grow and develop as an institution within the Camphill Northern region.

A warm welcome to each of you and good luck with your studies.

Chairman of CNRA

Matti Remes

2022-09-09

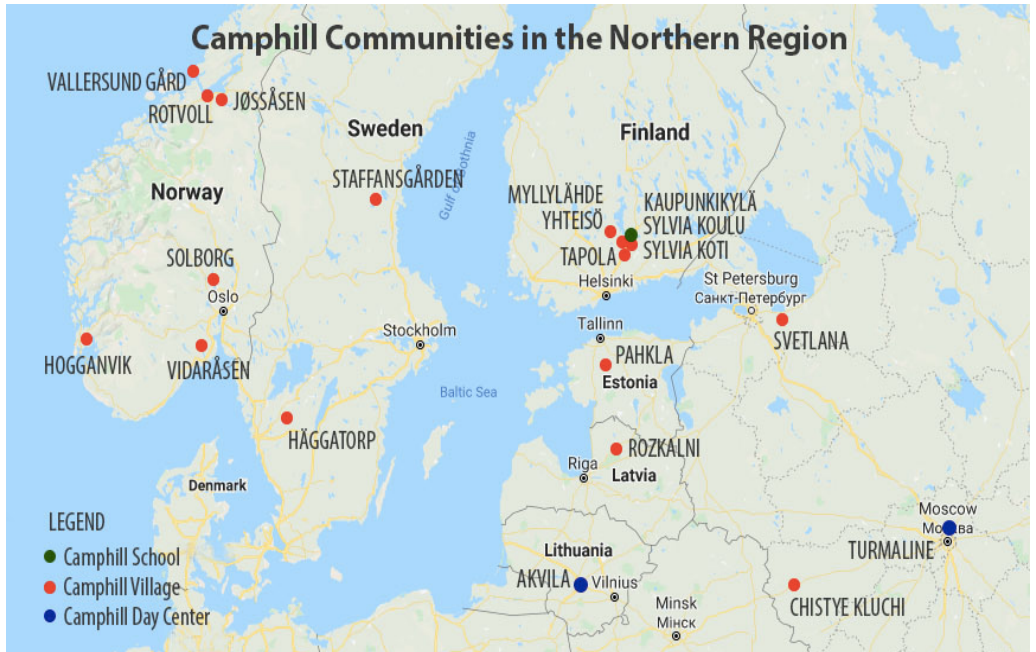
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The healthy social life is found when in the mirror of each human soul the whole community is reflected and when the community reflects the virtue of each individual in the community.

Rudolf Steiner

Camphill Communities in the Northern Region



The seminar serves all 18 places in the Northern Region stretching from Russia, Latvia, Lithuania, Estonia, Finland, Sweden and Norway.

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The Intention of the Camphill Baltic Seminar

In the early forties, after the annexation of Austria, Dr König and a group of young people fled to Great Britain where they began to work and live together. The group, led by Dr König, found their inspiration in the ideas of Rudolf Steiner for Curative education for children with special needs, medicine, biodynamic farming, art and the Christian Community; among many other things. The inner impulse for Camphill came from König who developed it together with his co-workers, originally as a home and school for children with special needs and later as communities for adults (Villages).

Camphills original intention was the care and education of children in the community. Later on the first villages were established where all members of the village were adults (and co-worker children) whether they had special needs or not. The impulse was to create communities where everybody contributed according to their abilities and where they shared their home, cultural and social life.

This demands that co-workers are willing to develop an inner eye for observation using the tools of social therapy in the villages and therapeutic/educational tools in the schools. In this way, a co-worker must be willing to undergo inner development and schooling.

Rudolf Steiners Fundamental Social Law has been an important impulse since the beginnings of Camphill
“The well-being of a community of people working together will be greater, the less the individual claims the proceeds of his work, and the more his needs are met by the proceeds of the work of his fellow workers.”

How this is today and how it is practiced in Camphill has changed through the years and there are many different ways this is done. However, the essence of these quotations still holds good and gives the possibility for the individual to find the existential meaning of their own lives by interacting with others. This applies to everybody whatever their status; everybody in the community should have the possibility to find their own destiny and task in life.”

Camphill has always strived to be a healing impulse in the world, both on a human level and with regard to the earth as a living organism. Biodynamic and organic agriculture, crafts, the arts and the celebration of the festivals are all part of this endeavour. The healing impulse is something each individual should try to develop and can, if they wish, find their inspiration in the deeds of Christ.

History of the Camphill Baltic Seminar

The Baltic seminar started modestly in 2004 in the eastern part of the region. It soon became clear that it would be a valuable tool for co-workers in the whole region and is now a seminar for the whole Camphill Northern Region. The intention of the seminar is to inspire and empower co-workers to carry and develop the Camphill impulse into the future. The seminar meets the growing need for qualified co-workers. In 2017 the seminar received accreditation by the Curative Education and Social Therapy Council of the Medical Section of the Anthroposophical Society. The original starting point for the seminar was Karl K nigs "Village Lectures" (Seeds for Social Renewal) which he held from 1962 -1964 for co-workers in the first villages in the UK. The seminar has developed and now includes a range of relevant subjects based on Anthroposophy. The arts are a vital part of the course and are integrated in each seminar.

Historical Outline of the Seminar:

- 1994: Work on the Village lectures started in the region.
A seminar for farmers and gardeners began with focus on Biodynamic farming and social farming.
- 2004: The Camphill Baltic Seminar began, meeting a need in Russia, Latvia and Estonia. A merging of the two impulses took place by than named 'Baltic Seminar'.
- 2006: Co-workers from Camphill Tapola in Finland joined. A College of Teachers was established.
- 2009: The Camphill Northern Region Association with Ludwig Kraus as chairman of the board and driving spirit, took responsibility for the seminar. A three-year curriculum was established.
- 2010: Present form with block courses and mentor initiated, shortly afterwards the seminar was opened for co-workers in the whole region.
- 2017: The Camphill Baltic Seminar is accredited by the Medical Section of the Goetheanum. Ludwig Kraus retired and Sven Marggraff replaced him as the tutor.
- 2020 During the pandemic period of Covid-19, the Camphill Baltic Seminar resorted to digital devices in order to uphold the course.

The Overall Aim of the Camphill Baltic Seminar is to teach the basics of:

1. Social Therapy and give an insight in Curative Education.
2. Aspects of community building, agriculture, social care, inner development, crafts, art and cultural activities based on the Camphill ethos and Anthroposophy.

Thereby providing the students with the tools to:

1. Maintain the Camphill Movement and take part in its further development.
2. Initiate festivals, meetings/conferences, seminars between the places in the region for villagers, co-workers and other interested people.
3. Foster interconnection in the region, foster east-west relations by focusing on common tasks.
4. Participate in further training and acquire new skills.

Structure of the Seminar

The seminar has its foundation on three supplementary learning methods: theoretical, artistic and practical. Each block has a theoretical theme, and artistic activities that enliven and enhance the input. The daily life in the communities plus preparation and homework include self-observation and observation life in the community thus increasing the student's ability to apply the theoretical in real life.

Spiritual Science forms the basis for the seminar and the mainstream scientific approach is included as a supplement where appropriate.

The structure of the seminar makes it possible for students to join the seminar whenever it is most suitable for them. This gives the seminars a special character with students at different stages of their studies.

Besides lectures, the students work in groups both during the block courses and, if possible, between the blocks.

Artistic and cultural work: A wide as possible range of artistic activities are included in the seminar. The student should learn how to arrange and be responsible for both artistic activities and cultural events as far as this is possible without a special training.

Artistic activities include drama, eurhythmy, speech-formation, song, music, painting, drawing, modelling, social games and dance.

Cultural events: Morning circle, Bible Evening, Sunday gathering, social evening, to name just a few.

Craft and practical work including Biodynamic farming, cooking, woodwork and felting, however, this can vary.

In addition to attending the block course, the following tasks must be completed each year in order to qualify:

- 1) Attend four blocks, including lectures, artistic and practical work: 140 hours/year
- 2.) Preparation and homework for each block: 60 hours /year
- 3.) Practical work in the Camphill Community/place of work: 600 hours / year
- 4.) Hold an annual presentation at their Camphill Community: 10 hours / year
- 5.) Mentoring: Takes place during the period of study: 20 hours / year
- 6.) Once, in the cause of the study, participate in an anthroposophical conference: Min. 13 h./year

Terms of Admission to the Camphill Baltic Seminar

1. A minimum of one year's work experience, preferably in a Camphill Community or in a similar social therapeutic or curative education in an anthroposophical institution.
2. Completion of an introduction course based on Anthroposophy and Camphill values.
3. Application: The student's written application must be approved by a mentor of the seminar and the leading group at their place of work before application.
4. The tutors of the Camphill Baltic Seminar have the mandate to accept students.
5. The student and mentor must sign a contract in agreement with the leading group of his /her workplace.
6. The mentor contacts the tutors and sends the application and contract.
7. It is the task of the mentor to inform the interested applicant about the Camphill Baltic Seminar, the curriculum, set up of the seminar and its challenges. This to ensure that the applicants understand what they are committing themselves to.
8. Language: English is the main language for the Camphill Baltic Seminar.

Exceptions:

A pause in studies is possible under special circumstances. The student, mentor and tutors will discuss the question and together make a plan to suit the situation. The student's workplace must be involved/informed.

Illness is a valid reason for absence and the student can attend the missing blocks later.

Practical Information

The Camphill Baltic seminar is a three-year course, each year consisting of 4 blocks, two in the winter and spring and two in the autumn and early winter. Each block is located in a different Camphill community of the Northern Region.

A block, including travel, lasts for approximately five days and consists of 35 hours of lectures, artistic work and practical exercises.

Preparation and homework: minimum 15 hours per block.
Practical work in the students' Camphill community or other institution if applicable: minimum 600 hours during the course of the three-year seminar.

Network

Access to a computer and internet are preconditions for taking part in the seminar. This is important for communication, spreading of information etc.

Preparation, homework and practical work.

Preparation: All written preparation must be sent to the co-ordinator latest one week before the course starts. The preparation for the autumn block must be sent at least SIX weeks in advance. The student should formulate a question to be presented on the first evening of the course. The course teacher evaluates the student's preparatory work together with the student.

Homework: The teacher of the course gives homework, either verbally or in writing, with a deadline close to the next block. The teacher evaluates the homework and sends the comments to the student and co-ordinator.

Practical work: It is the responsibility of the mentor to supervise, support and advise the student in their community.

Mentor: the role of the mentor is to support, advise and follow the student during the duration of the seminar. All homework, preparation and study are part of the mentor's task. The mentor is the contact person to the tutors as regards the practical and theoretical work.

Examination

There is no formal examination for the seminar. The yearly presentations and thesis have this role. If a student joins the seminar in the second or third year, the presentations and thesis length will depend on which year he/she completes the seminar.

Upon completion, the student will receive a Diploma, issued by the Camphill Northern Regional Association, signed by the tutors and Chairman of the CNRA. The diploma is recognised by the Curative Education and Social Therapy Council of the Medical Section of the Anthroposophical Society

Fees

The Camphill Baltic Seminar consists of four five-day blocks each year and take place in the different Camphill places of the region.

Whilst the CNRA is responsible for the running costs of the seminar, all other costs are the responsibility of the student's place of work. This includes travel expenses, board and lodging, literature, access to internet and other supplementary expenses. The applicant, with the support of the mentor, should settle this with the relevant person at their place of work.

Expulsion

If the study proves to be inappropriate for a student, the mentor will be informed of the situation in order to help to find a solution. The Collegium and leading group of the relevant place of work must be consulted. The Collegium will make the final decision and the tutors will inform the student.

Curriculum:

FIRST YEAR: Understanding the Human Being.

BLOCK 1.

Part 1: Individuality-Personality-the phenomena of the Mask.

Aim: Learn to understand the Image of Man. With this as background, the students will gain insight into their own biography and how it expresses itself in their daily life.

The students will learn how to understand the needs of the individual and their personality and how to support them on their path to fulfil their destiny.

Part 2: The Inner aspect of the history of Camphill.

Aim: The student will be introduced into history of curative education and social therapy and its fundamental ideas. The student will also get an overview of the world wide Camphill movement, its region and its different places. The student should learn about the biography of “their” Community and in addition gain an overview of its organisation.

BLOCK 2.

Part 1: Astrality and the Ego (the I).

Aim: To gain a deepened understanding of their individuality through a mirroring of themselves within a group of people, in the community.

Gain understanding from an anthroposophical standpoint about the different realms of existence: mineral, plants, animals and the human being and their backgrounds.

Part 2: The seven-year rhythms in human life.

Aim: To learn to understand the seven-year rhythms and to recognise how these different stages appear in various stages of self-development. Through learning these stages,

the student should be able to understand their many dimensions and thereby be able to support in a respectful manner their expression in other people's lives.

BLOCK 3.

Part 1: Leading images: the inner path.

Aim: Through inner development, the student can learn to observe social processes in an imaginative fashion leading to the possibility to find clarification of social situations in a moral and ethical fashion.

Part 2: The twelve senses:

Aim: the historical development of the 12 senses of man and how the senses influence the man's development and where a dysfunction can effect healthy development. Learn what curative and social therapeutic possibilities are there to bring balance or to strengthen the senses.

BLOCK 4.

Presentation:

The student prepares a 20 minute long presentation based on the experience around one of the year's theme, and a written thesis. This include a 30 minute long practical or artistic exercise relevant to the theme. The student will present the task verbally of the other students, tutors and invited guests. The thesis must consist of 5 000 words.

Aim: Through working with the themes from the first year of the study, the student acquires the necessary tools to make the ideas and impulses his/her own as a source for future development.

SECOND YEAR: The Social Sphere

BLOCK 1.

Part 1: Aspects of Homemaking.

Aim: To learn how create an inclusive arena for all members of the household where each individual can experience that they are seen, appreciated and given the opportunity to develop and express themselves. Living together with other people is challenging and this demands dialogue and communication for healthy interaction so that everybody can feel “at home”.

Part 2: the seven life processes.

Aim: Develop an understanding for the seven life processes to see the objective needs of each individual in their relationship to the community and society. Through active participation in the cultural and social life, the healing impulse of community can benefit both the individual and the community.

BLOCK 2.

Part 1: The biodynamic impulse.

Aim: An introduction to biodynamic agriculture and the farm as a living organism and its social therapeutic role. Gain an understanding for interrelationship of the soil, plants, animals and man as part of such an organic living organism.

Part 2: Rhythms in Camphill life: the role of the festivals and cultural life.

Aim: To gain an understanding of the importance of rhythm for the community and the individual. This includes the rhythm in daily life, the seasons and the festivals as a core impulse for the cultural and social therapeutic impulse in the life of community.

BLOCK 3.

Part 1: Crafts and Workshops.

Aim: The historical development of the crafts and their role in a social-cultural perspective and as an individual path of development. Work in a workshop can increase social competence and build a bridge to the world through links to the distributors of goods and their customers.

Part 2: Rhythms of man, earth and cosmos.

Aim: A deepening of the understanding of the rhythms of man, earth and the cosmos and their interrelationship. How to understand their importance in a wider social setting and how they provide healing forces for individuals as well as for earthly development.

BLOCK 4.

Presentation:

The student prepares a 20 min presentation based on his/her own experience around one of the year's themes and the thesis he has written. This must include a 30 minute long practical or artistic exercise relevant to theme. The student will present his/her task verbally for the other students, tutors and invited guests. The thesis must consist of 5 000 words which be given to the tutors.

Aim: Through working with the themes from the second year of study, the student acquires the necessary tools to make the ideas and impulses his/her own as a source for future development.

THIRD YEAR: The Healing Impulse of Camphill.

BLOCK 1.

Part 1. Psychiatric Challenges.

Aim: Gain an understanding of psychiatric challenges in general. How to support people with these challenges both medically and therapeutically.

Part 2: Curative Education-the main features of one-sidedness.

Aim: How to recognise one-sidedness and polarities in man. Acquire curative tools to facilitate/support a healing of imbalance.

BLOCK 2.

Part 1: Karma and incarnation.

Aim: To understand the significance of a biography taking into account that life between birth and death are only a small part of life. Life between death and a new birth are of immeasurable importance. Considering this, one can develop an empathic understanding for ones fellow men.

Part 2: Communities of Destiny.

Aim: Everybody living and working in a community have both an individual and a shared destiny. How can one recognise the challenges meeting the other person as something not just caused by chance and how can one support the other so that they can find their place in the community, meet the needs of the others and thereby fulfil their own destiny.

BLOCK 3.

Part 1: The Threefold Social Order

Aim: An introduction into the Threefold Social Order and the Fundamental Social Law formulated by Rudolf Steiner. How can these ideas be of use in the society of today?

Part 2: The Three Pillars of Camphill.

Aim: To understand the impulse of the three pillars and the tools they provide for community building.

BLOCK 4.

Presentation:

The student prepares a 30 minutes long presentation based on his/her own experience around one of the year's themes and the thesis he has written. This must include a 30 minute long practical or artistic exercise relevant to theme. The student will present his/her task verbally for the other students, tutors and invited guests. The must consist of 5 000 word thesis to be given to the tutors. The final third year presentation and thesis will be approved by the tutors and three members of the Collegium. Upon approval, the student will be eligible to receive the Camphill Baltic Seminar Diploma.

Aim: Through working with the themes from the third year of study, the student acquires the necessary tools to make the ideas and impulses his/her own as a source for future development.

Supplementary Information to the Curriculum

Below follows a generalised description of how a block could be organised. The final programme for each block depends on its location and the theme for the seminar in question.

	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
		Gathering	Gathering	Gathering	Gathering	Offering service
09:00		Lecture	Lecture	Lecture	Lecture	Offering service
		Break	Break	Break	Break	Break
		Art exercise	Art exercise	Art exercise	Art exercise	Conclusion
13:00		Lunch	Lunch	Lunch	Lunch	Lunch
	Arrival	Practical work	Practical work	Practical work	Open	Depart
		Lecture	Lecture	Lecture	Lecture	
18:00	Supper	Supper	Supper	Supper	Preparing Bible evening	
	Lecture	Preparation of homework		Social Evening	Bible Evening -	

The Collegium and the tutors

The Collegium for the Camphill Baltic seminar consists of seven members, including the tutors. In addition, the Members of the Collegium are co-workers with many years of experience in Camphill life and Anthroposophy.

Zinaida Levina	Tourmaline
Sven Marggraff	Hogganvik
Vilnis Neimanis	Vidaråsen
Gerrit Overweg	Rotvoll
Frank Schmiemann	Jøsåsen
Supphamat Silarak	Solborg
Christofer Wärnlöf	Häggatorp

Literature:

The teachers are responsible for selecting relevant literature and the co-ordinator will assist in providing it in English, German or Russian as far as possible. The majority of texts are available in a Scandinavian version and there is a Dropbox library for all students.

Compulsory Literature:

- Karl König. *Seeds for Social Renewal: The Camphill Village Conferences*. 2009. Edinburgh: Floris Books
- Karl König. *The Camphill Movement : two essays*. Botton Village: Camphill Press. (org. 1960) 1981.
- Rudolf Steiner. *Theosophy: An Introduction to the Supersensible Knowledge of the World and the Destination of Man*. GA 9. The Anthroposophic Press. (org. 1904).
- Veronica van Duin. *Homemaking as a Social Art: Creating a Home for Body, Soul and Spirit*. (Org. 2000) 2005. Rudolf Steiner Press: Forrest Row, UK.

Recommended Literature:

- Karl König. *The Human Soul*. 2006. Edinburgh: Floris Books
- Karl König. *Social Farming Healing – Humanity and the Earth*. Edinburgh: Floris Books. 2014.
- Rudolf Steiner. *The Study of man: General Education Course*. GA 293. (Lectures from august 1919). Rudolf Steiner Press, Forrest Row, UK. 2004.
- Rudolf Steiner. *Knowledge of the higher worlds and its Attainment*. GA 10. Forrest Row: Rudolf Steiner Press, UK.
- Rudolf Steiner. *The Curative Education Course*. (Lectures from June/July 1924). Rudolf Steiner Press, Forrest Row, UK
- Rudolf Steiner. *The Philosophy of Freedom: the Basis for a Modern World Conception*. GA 4. (Org. 1922) 2011. Rudolf Steiner Press: Forrest Row, UK.
- Rudolf Steiner. *The Agricultural Course*. GA. 327. Rudolf Steiner House: London.
- Rudolf Steiner. *The riddle of man*. GA 20. (Org. 1916) 1990. The Mercury Press: New York
- Rudolf Steiner. *The threefold social order*. GA. 23. The Anthroposophic Press.
- Rudolf Steiner. *The Inner aspect of the social question: Three Lectures Given in Zürich, 4th and 11th of February, 9th March, 1919*. GA 193. (Org. 1919) Anthroposophical Publishing Co. 1974.

Student Evaluation

To maintain the standards of the seminar the students give an evaluation of all courses. The tutors are present during this session and, if relevant, discuss it with the rest of the Collegium. To qualify, the student must complete all twelve blocks. In addition, all preparation, homework and practical work in the community are included. Below is the record of attendance/tasks done which must be filled out by the teachers and approved by the tutors and mentor.

NN	Year 1				Year 2				Year 3			
BLOCK	1	2	3	4	1	2	3	4	1	2	3	4
Preparation I												
Preparation II												
Theme I												
Theme II												
Artistic work												
Homework I												
Homework II												
Presentation												
Preparation – written												
Theme relevant												
Own Input												
Artistic Lessons												
Method												
Activity in the Community												
Collaboration												
Report to the Community												

Student Contract

Terms and Conditions for Students Attending Camphill Baltic Seminar.

A requirement of attending the Camphill Baltic Seminar is met by completing the below application form:

Name :

ID.nr:.....

Telephone:.....

E-post:

Camphill Place:

Mentor:.....

Amount of hours taking part in lectures:

140 hours

Amount of hours taking part in homework:

60 hours

Amount of hours taking part in practical work:

600 hours

Costs - Payment fee: *Payed by the camphill place of*

.....

If need for pausing or a temporarily break during the study time, please indicate below what time span would be covered.

Changes of dates within the study plan:

.....

Date for the examination work:

.....

By signing this agreement all parties accept the formulation and timetable installed

Place and Date:

Signed by Student:

Signed by the Mentor:

Signed by the Tutor

.....

APPENDIX I

Student Evaluation of the Block Seminar

Rate the following items according to this rating scale:

Strongly Agree	Agree	Partly agree	Disagree	Strongly Disagree
1	2	3	4	5

The Curriculum of the Seminar	1	2	3	4	5
1) I think we have the right Block subjects in place to teach the basics of Camphill					
2) I think we have the right Block subjects in place considering the overall Camphill work					
3) I think we have the right Block subjects in place to teach the basics concepts of Camphill					
4) I think we have the right Block subjects in place to teach the experience of my Camphill life					
5) I think we have the right Block subjects for the level of understanding required of me.					

6)					
The Lectures and Art Sessions					
7) I think the teacher/lecturer understand the subject we are taught					
8) I think the teacher/lecturer help me solve the problems I am encountering					
9) I think the teacher/lecturer has the knowledge of the subject we are taught					
10) I think the teacher/lecturer have the right devotion to the subject we are taught					
11) I think the teacher/lecturer enjoy the subject we are taught					
12)					