

# The Development of a 'Christ-Michael Language' (Rudolf Steiner) and Understanding Anthroposophy after a 100 Years (SLAH/VAS)

status: future

## Research Question and Background

How can the challenges for understanding inherent in Steiner's work be made transparent and fruitful for people who approach Anthroposophy? Due to the lapse of more than 100 years, certain central themes encounter a different preconception today than they did back then. Rudolf Steiner himself repeatedly points out that in his texts and lectures it is the 'forming', the HOW of what is said is important and less the WHAT. At the same time, he mentions in the guiding principles that a 'Christ-Michael language' is to be developed, which is to be placed alongside the language of the natural sciences. The question is what this future 'Christ-Michael language' is and how it relates to the called upon 'forming'.

## Relevance and Perspective

Rudolf Steiner mentions that the 'Christ-Michael language' encompasses the 'being of human beings', the 'development of human beings' and the 'becoming of the cosmos'. At the same time, it is clear that this knowledge needs to be experienced as the human being passes through the Word itself, that is, through the formation of the Word. A training path in speech is to be followed, which ties in with the mysteries of Ephesus, the place where John wrote the prologue of the Gospel. For this purpose, a four-step approach is to be worked out, which is qualitatively based on the training path in Anthroposophy: Step 1: Reading as an understanding and taking in of the content. Step 2: Reading as a grasping of the formative interconnectedness that corresponds to the Imagination stage of cognition. 3. Reading as metamorphosis and inversion in the passage through the infinite or nothingness - here there is correspondence to the Inspiration stage of cognition. 4. Reading as self-creation and the encounter with spiritual beings, the reader becomes the creative author, which is equivalent to Intuition. Difficulties with the receptiveness to Anthroposophy relate to the fact that there is little understand-

ing and awareness of this kind of creative-formative language, since language in today's world serves mainly to inform and to convey content. If we want to counter this, a different understanding of language and speech, a different way of speaking and listening needs to be developed.

## Approach, Cooperation and Time Frame

On the one hand, it is fundamental for a contemporary understanding of Rudolf Steiner's texts and lectures to have a monograph that encompasses Steiner's language and style of thinking arising from the 'Christ-Michael language' being developed and its formative forces. On the other hand, a kind of reading and training tutorial on selected texts should be developed. Likewise, there should be introductory courses, seminars and contributions in journals that convey and make the work accessible in a continuously updated way. The dimensions raised here in relation to Rudolf Steiner's work concern all Sections, including the Anthroposophical Society. The questions are also central to anthroposophical enterprises, anthroposophical institutions and public relations work.

## Literature

A. Eichenberg: *Transhumanistische Kunst und der künstlerische Schöpfungsprozess*, STIL, Michaeli, 2023 (In German) [\*Transhumanist Art and the Artistic Creation Process]; R. Schmidt/H. Zimmermann: *Anthroposophie studieren. Zum selbständigen Umgang mit dem Werk Rudolf Steiners in Einzelstudium und Gruppen*, Dornach 1998 (In German) [\*Studying Anthroposophy. For an independent approach to Rudolf Steiner's work in individual study and groups]; Martina Maria Sam, Marguerite V Miller, et al.: *The Challenge of Spiritual Language: Rudolf Steiner's Linguistic Style*, Rudolf Steiner Press, 07.05.2020; F. Teichmann: *Die griechischen Mysterien*, Stuttgart 2017 (In German) [\*The Greek Mysteries]