

RENEWAL COURSES 2016

JUNE 26-JULY 1 & JULY 3-8



www.centerforanthroposophy.org

"The will for freedom becomes the concern of the seeker of the spirit. This will for freedom is possessed by everyone who finds the support and basis for all he does in himself."

—Rudolf Steiner



Dear Friends,

More than ever are we thrown back nowadays on ourselves, experiencing the necessity to seek balance between the inner and outer compulsions which threaten human freedom. The I-forces that ultimately help bring balance and healing live in the warmth of the will, and through this warmth we can find bridges to one another. When we come together we may hear our own voice speak forth in someone else, and we may experience a re-igniting of our impulses and courage for life. These Renewal Courses were created for that purpose.

We believe that teachers who are connected in this way to their ideals and passion for life make the most creative and happy teachers!

We strive for excellence in our grade specific course offerings: Christof Wiechert will continue to offer all participants four short morning lectures on Anthroposophy. David Gable will offer daily grade specific singing and recorder playing, and Roberto Trostli will supplement the upper elementary grades with the sciences. We have lengthened the days in week 1 to allow for these additional classes. New this summer is Christof Wiechert's two-summer Certificate course for Child Study Facilitators that will support the practice of Child (and Student) Study in our schools. New to this line-up of grade specific courses are Alison Henry and Signe Motter, who join our stellar grade school teaching faculty.

We are delighted to let you know that in the first Renewal week, Michaela Gloeckler, MD, will be joining us to lead a course for doctors, therapists, teachers, and parents on *The Spiritual Laws of Reincarnation and Destiny and Their Relevance for Health and Illness in Human Biography*.

In the second week we will be welcoming some new faculty including Jaap van der Wal, MD, Dorit Winter, Lisa Edge, Helena Hurrell, Sylvie Richard, and Donald Hall. In addition, we welcome back Virginia Sease and Dennis Klocek along with our core faculty members who help us carry the work of the Center for Anthroposophy: Cezary Ciaglo, Jamie York, Elizabeth Auer, Douglas Gerwin, Leonore Russell, Torin Finser, Hugh Renwick, and Signe Motter.



Please look inside this brochure and find a course that speaks to you, that may enliven and enrich you, and that will bring you back to us this coming summer!

With warmest wishes,

Karine Munk Finser

Karine Munk Finser
Coordinator of Renewal Courses

The Spiritual Laws of Reincarnation and Destiny and Their Relevance for Health and Illness in Human Biography

With Michaela Gloeckler, MD

Tone Eurythmy with Leonore Russell

The fields of medicine and pedagogy share profound concern and deep interest when it comes to promoting the healthy development and life-long thriving of our children and adolescents. Both doctors and educators are dedicated to removing hindrances and fostering health in our students' lives. Yet, we are powerless when life challenges such as illness, disaster, violence, accidents, or human error confront us or the people in our care. Again and again, we are asked to awaken to questions of destiny and karma and the spiritual laws that make themselves visible in our human gestures and deeds here on earth. Our biography reveals spiritual laws of reincarnation, and karma and healing require knowledge of these laws.

In this course we will seek to understand expressions of individual destiny and karma, and explore conscious therapeutic approaches to support healing. Ultimately, we will discover the importance of the inner attitude of soul needed to address these life challenges in the healing process.



Michaela Gloeckler, MD, studied German language/literature and history in Freiburg and Heidelberg and, from 1972 till 1978, medicine in Tübingen and Marburg, followed by further training as a pediatrician at the Community Hospital in Herdecke and the Bochum University Clinic. For ten years she served as pediatrician at the Community Hospital in Herdecke and worked as medical adviser at the Rudolf Steiner School of Witten in Central Germany. In 1988 she was appointed Head of the Medical Section at the School for Spiritual Science in Dornach, Switzerland. For the past 25 years she has been active as author, lecturer, and trainer of medical doctors around the globe.



Leonore Russell, having completed the "Eurythmy in the Workplace" training with Anne-Marie Erlich, uses this approach in her work with adult education, organizational development, businesses, and non-profits. Leonore runs her own consulting service, Understanding and Managing Change, and collaborates with Torin Finser as well as the company AdminService. Leonore earned her Eurythmy Diploma from the Goetheanum in Switzerland and has received degrees in both the Visual and Performing Arts from Sarah Lawrence College and Adelphi University.

The Child Study: A Two-Summer Course for Facilitators

With Christof Wiechert

We are happy to announce this two-summer course to support the heart of the faculty meeting: The Child (and Student) Study. It is our intention to strengthen our schools by deepening an understanding of child development and the mysteries of the young unfolding human being.

The focus of this study will be directed towards developing capable child study facilitators who in turn can support their faculty meetings with fresh insights and guidance. We will practice imaginative knowledge, widen our understanding of applied anthroposophy, and practice our skills through case studies.

Advanced studies in pedagogy and carefully guided case studies will be supplemented with mainstream psychology and an anthroposophically inspired anthropology to help promote the child study as an integral part of the faculty meeting and the thriving of our Waldorf schools.

Participants are encouraged to come for two Renewal Courses (the first in 2016, the second in 2017) and upon completion will receive a Course Certificate from the Center for Anthroposophy signed by Mr. Wiechert. Upon completion, participants will become able to act as Child Study facilitators in their faculty meetings.

Eurythmy with Cezary Ciaglo | Music with David Gable



Christof Wiechert, a popular lecturer and seminar leader the world over, spent 30 years teaching at the Waldorf School in The Hague, where he was himself a pupil. During this time he was the co-founder of the Dutch Waldorf Teacher Training Seminar. For many years, Christof was a council member in the Anthroposophical Society in the Netherlands. Together with Ate Koopmans, he developed the "Art of Child Study" course. In 1999 he began to work for the Pedagogical Section of the Society, and from 2001 until 2011 served as Leader of the Pedagogical Section of the School for Spiritual Science at the Goetheanum in Dornach, Switzerland. He is married with five children.

Christof Wiechert, who was the Leader of the Pedagogical Section in Dornach for over a decade, will offer a daily lecture to his own group as well as to participants in the grade-specific courses. These are the titles of the lectures he will offer.

1. Man as a Microcosmic and Macrocosmic Being
2. Changes in the Constitution of man: Luciferic past, Ahrimanic Future I
3. Changes in the Constitution of man: Luciferic past, Ahrimanic Future II
4. The Education of the Will

Grade 1: Laying the Foundation

With Christopher Sblendorio

Forming the first grade class is no easy task, but it can be great fun. It lays the foundation for all the learning that the children will encounter in elementary school. To put it modestly, this is a delicate process.

We will learn how to make the celebrated “morning circle” a meaningful work of art, a drama that brings chaos into healthy movement, form, and order. We will learn how to awaken in children a love for letters, words, and reading. We will learn how to introduce the magical world of numbers and the four processes. We will make a start at building a repertoire of jolly songs and poems as well as profound stories and plays. We will discuss why loving the children and their parents and our work is the only way to succeed as a teacher.

This will be a very practical “hands-on” course. Be prepared to skip about and sing, play the pentatonic recorder, draw and paint, and be really dramatic.

Daily lecture by Christof Wiechert

Music with David Gable (please bring pentatonic flute)

Materials fee: \$25



Christopher Sblendorio, after earning a university degree in education and studying at Emerson College, taught his first year at the Rudolf Steiner School in NYC. He then led four classes, first through eighth grades, at the Rudolf Steiner School in Great Barrington, MA. He now is teaching a new first grade in California at the Santa Cruz Waldorf School. He is also known as professional clown, musician, country dance caller, published writer—in short a jack of all trades and master of none, except perhaps of teaching children how to have fun while learning.

Grade 2: Becoming the Knight & Taming the Dragons

With Neal Kennerk

Second grade is a golden year. It is a year of calm before the storm of the nine-year change. It is a year of duality...of light and dark, of good and bad, of will and impulse.

To meet the child during this most important year, we call on the upright imagery of the Saints and the foibles of the Fables. The upright human being does not succumb to impulse as the animals of the Fables do - we bring the children great deeds and great follies. In addition, the overarching image of the knight juxtaposed to the dragon is another image of duality that serves the second grader throughout the year.

This powerful imagery helps the children to discern right action as they move from the sympathetic to the more antipathetic - right action in the classroom as a growing human being, having left the early childhood impulse behind.

It is time to stretch and deepen capacities academically and socially. It is time for emulation and discernment, as the etheric is freed and the astral gains familiarity. It is time to celebrate the twilight of childhood immortal...happily, enthusiastically, and golden.

Activities: Drawing, Painting, Sculpture, Form Drawing, Singing, Movement, Flute (pentatonic)

Music with David Gable (please bring pentatonic flute)

Daily lecture by Christof Wiechert

Materials fees: \$25



Neal Kennerk, a Waldorf teacher for 14 years that included four second grade classes, is currently teaching at White Mountain Waldorf School. A teacher of teachers for over a decade, he is the co-author of *Out of the Garden and into the Desert*.

Grade 3: Why Leave Paradise?

With Darcy Drayton

Leaving Paradise can be hard for teachers, children, and their parents, but with vision, courage, love for the world, and a well-stocked backpack this transition can be experienced as the first great adventure into the world at large. Like people in the Old Testament stories, the students are eager to practice the skills needed to make their way in the world.

Over the course of the week we will unpack all of these elements to help plan the blocks for this upcoming year of teaching. We will cover all the math including measurement, language arts including grammar, writing in script and student compositions, painting, drawing and sculpting, planning for the farming and building project blocks, as well as ideas and possibilities for crafts, cooking, and other practical arts.

Now that the children are ready for more individual roles and lines in the class play, we will explore ways to pick or write a play, then to organize the practice, costuming, and necessary blocking. We'll practice how to make changes in the circle to include playing the recorder, singing rounds, and we'll take on the beginning of reading music, dancing, practicing math skills, and spelling. All this allows the teacher the crucial opportunity to work with the social element in the class, so that the children work well together as a group.

We will be sure to leave time to address challenges that arise from meeting needs of learning disabilities in some children in the class, as well as parent concerns, collegial relationships, teacher self-care, and the ever-important underpinning of Anthroposophy.

Daily lecture with Christof Wiechert

Music with David Gable (please bring soprano recorder)

Materials fee: \$25



Darcy Drayton, a graduate from Antioch University's Waldorf Teacher Education Program, has taken two classes through the full eight years at Pine Hill Waldorf School. Prior to this she served at the Waldorf School in Lexington, MA, as its Business Manager for four years and woodwork and art teacher for another four years. Darcy has taught a course on aspects of the upper elementary school science curriculum for Antioch, as well as a Renewal course for 8th grade prep last summer.

Darcy is an artist working in oils and watercolor, as well as a poet and writer of children's literature. For many years Darcy has worked as a Quaker in prisons as a facilitator in a program called "Alternatives to Violence." Currently she is the 3rd grade class teacher at Pine Hill Waldorf School.

Grade 4: Stepping Out Into the World

With Elizabeth Auer

After a wonderful third grade year, busy with tending the garden and building shelters, fourth graders are ready to step out and explore the world around them. They are ready to learn about the surrounding hills and mountains, ponds and lakes, streams and rivers, deserts and oceans — in short, to learn how they, as human beings, are part of the Kingdoms of Nature.

With this spirit of exploration, we will look at how the wisdom of the Norse Myths addresses the needs of the ninth/tenth year as the younger years make way for a new awareness of time. We will look at grammar as it connects to the mysterious Norns of Destiny, who weave the thread of the past, the present, and the future. We will discover Odin's nine days of hanging on Yggdrasil, the World Tree, and find our way to the magic runes of the Futark. Finally, the might of Thor's hammer will fracture big rocks into many smaller pieces... Fractions!

We'll look at how to write a class play involving main characters of the myths with Odin at the center. We'll create a diorama for an animal and its environment, draw a geography map, and paint a landscape. The fourth grade is a new step into life that calls for many new and exciting adventures!

Music with David Gable (please bring soprano recorder)

Daily lecture by Christof Wiechert

Materials fee: \$25



Elizabeth Auer, a graduate of Antioch's Waldorf Teacher Training program and the Remedial Resource Waldorf Teacher Training program, was a manual arts and class teacher for 18 years at the Pine Hill Waldorf School in New Hampshire. She recently completed work on her latest book, *Learning to See the World through Drawing- ideas for the classroom grades 1-8*. She is also the author of *Creative Pathways* and has illustrated several other books. She currently teaches drawing and handwork at Antioch University, Keene, NH, as well as working as a freelance consultant and educator.

Grade 5: The Golden Bridge from Childhood to Adolescence, Lower School to the Upper Elementary School

With Patrice Maynard

In this important year of turning, when a child transforms into a self-directed learner, an imaginative master, and an exuberant memorizer, the teacher has a chance to consolidate all the efforts of the previous four years to launch students into these upper elementary school years with confidence and sound skills. The curriculum for fifth grade is rich and joyful, commanding every inch of a teacher's consciousness and preparation. Fifth grade builds teaching muscles for the coming school years as well as gathering students over the hill to self-mastery. A commanding overview, context setting, and preparation in the summer helps a teacher to proceed with gusto into this last year before the onset of adolescence.

The fifth grade has in it for the class teacher: hand drawn geometry developed out of form drawing, recitation of substantial poetry with strong speech skills, singing in parts and increased musical literacy, build-up songs, coordination and concentration challenges, times tables, fractions, decimal fractions, mental calculation, paragraph structure and settled mastery of the parts of speech and sentence structure, complex dances, wet on dry watercolor, advanced drawing techniques, the Greek alphabet, the sweep of ancient civilizations, North American geography, early astronomy in Greek navigation, preparation for the Pentathlon, the class play, and more! How can the teacher meet the challenge of such rich curriculum with joy and enthusiasm?

Tools of effective preparation, meditative practices, artistic approaches for the teacher are all means to the end of a solid and satisfying fifth grade year with your class. Come, and discover or re-discover these in a week prepared to be both restorative and rigorous!

Music with David Gable (please bring soprano recorder)

Daily lecture by Christof Wiechert

Materials fee: \$25



Patrice Maynard was a class teacher and a music teacher at the Hawthorne Valley Waldorf School for thirteen years before her current work in publishing and development with the Research Institute for Waldorf Education and nine years as leader for outreach and development for the Association of Waldorf Schools of North America. In the 1980s she helped in founding the Merriconeag (now the Maine Coast) Waldorf School. Patrice has been involved with adult education since 1999, teaching both teachers, parents, and young adults. She is the mother of three adult Waldorf graduates, an avid pursuer of poetry and singing, and a quilter.

Grade 6: The Turning Point of Childhood:

With Helena Niiva

Science with Roberto Trostli

To land securely in sixth grade, a teacher has to appreciate the unquestionable authority of "cause and effect." This plays out in Roman history and the transition from seven kings to republic and empire, in which common sense and the rule of law replace divine guidance.

Sixth grade also involves teaching exactness through geometry and accurate observations through the sciences of geography, astronomy, physics, and geology. The English and Mathematics curriculum enjoys a strong dose of common sense, too, in the practice of writing business letters, as well as calculating the % for profit. Participants taking this Renewal Course will also have the opportunity to restore some levity through age-appropriate music, sword and/or morris dancing, and—for those worthy of the event—a knighting ceremony, which will provoke discussion around rites of passage and preparation for adolescence.

Daily lecture with Christof Wiechert

Mineralogy, Astronomy, and Physics with Roberto Trostli

Materials fee: \$25



Helena Niiva grew up in Finland, where she received her elementary teacher education degree from Jyvaskyla University, with specialization in music, speech, and special education. After working in Finland for several years, Helena moved to Stuttgart, Germany to begin her studies in anthroposophy.

As a faculty member at the Lexington Waldorf School in Massachusetts, she has taught German and chorus, as well as directing a musical every spring. To prepare herself to become a class teacher, she took her Masters in Waldorf Education at

Antioch University New England. Since then Helena has graduated two eighth grades and is currently teaching seventh grade.

Roberto Trostli's biography may be found on page 13 of this brochure.

Grade 7: A Year of Exploration and Renaissance

With Alison Henry

Science with Roberto Trostli

Seventh graders are ready for an experience of exploration and renaissance. They yearn to sail into the unknown, both frightened and thrilled by the risks they might face. From their teacher they demand something new, as well: they need a level-headed captain who knows when to stow and when to unfurl the sail. They need the skilled sculptor, who knows how to bring out the beauty of rough, sometimes uncooperative materials.

Over the course of the week we will consider the task of the upcoming year in all its variety and challenge. At the center of our work will be a picture of the 12-13-year-old child. Starting with this picture, we will map out the curriculum, practicing methods and classroom management techniques that meet the needs of this age group. Expect both practical detail and broad discussion on topics ranging from block rotation and questions of homework, tests and grading, to parent work, choosing a class play, and finding a sustainable and nourishing rhythm as a teacher. Block content will include the Age of Exploration, Renaissance Europe, the Protestant Reformation, astronomy, African geography and ancient cultures, human physiology, algebra, and geometry.

Singing with David Gable

Physics and Chemistry with Roberto Trostli

Materials fee: \$25



Alison Henry is marking the end of an eight-year journey as a class teacher at Monadnock Waldorf School. Her initial graduate degree from Indiana University focused on the history and philosophy of education. Upon returning to the U.S. after years of teaching English overseas, Alison discovered Anthroposophy and its connection to Waldorf education; to her delight, she discovered that she lived less than a quarter-mile from Antioch University New England, where she earned her certificate in Waldorf elementary education. Alison draws great strength from such experiences of serendipity.

Roberto Trostli's biography may be found on page 13 of this brochure.

Grade 8: The Crowning of the Waldorf Grade School

With Signe Motter

Science with Roberto Trostli

In eighth grade, we embark on a journey that challenges teacher and students alike. A broader and deeper focus is needed, as the world expands before our eyes. To meet the growing nature of this age group, an eighth grade teacher needs to provide dynamic and structured inner, as well as outer, resources. This year is truly a culmination for all, and it can be an experience of exuberant teaching and learning!

This is the year that covers modern world history, encompassing the Industrial, American, French, Russian, and Technological Revolutions. This course will also look at the abolitionists' and women's suffrage movements, the Civil War and the Reconstruction, as well as two World Wars, while providing deeper context for these seismic events in history. The topics of Slavery, Native Americans and Colonialism, and the Civil Rights Movement constitute a rude awakening, along with the great depression and the rise of Capitalism and Communism. In addition to the aforementioned topics, Africa will hold the focus of geographic studies for eighth grade, as it allows for coverage of meteorology, colonization, and some contemporary biographies related to the cultural diversity of the continent.

To offset the historical base of our week together, we will delve into how to present the study of anatomy (muscles and bones), while also leaving space for eighth grade writing short stories and poetry. To foster a level of preparedness within our group, we will share materials and creative ideas for eighth grade resources, highlighting overall curriculum planning, exciting project opportunities, teacher-parent engagement, and the management of social dynamics.

Two of the main texts to be referenced will be *Practical Advice and Discussions With Teachers*, as well as verses from Rudolf Steiner's *Calendar of the Soul*, all for the purpose of deepening the process for teachers about to embark upon an enriching year of growth for all involved.

Daily lecture with Christof Wiechert

Physics and Chemistry with Roberto Trostli

Singing with David Gable

Materials fee: \$25



Signe Motter, President of the Board of Trustees of the Center for Anthroposophy and a long-time Antioch University adjunct, has been a Waldorf teacher for over 36 years. She is presently teaching her fourth eighth grade, this one at the Princeton Waldorf School. Signe has a Masters in Education from Antioch University New England and has been a student of Anthroposophy for 50 years. She is a Class Reader and long-time teacher of adults.

Roberto Trostli's biography may be found on page 13 of this brochure.

DAILY SCHEDULE

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 8:15 AM		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 – 9:00 AM		Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering
9:00 – 10:30 AM		Session 1	Session 1	Session 1	Session 1	Session 1
10:30 – 11:00 AM		Snack	Snack	Snack	Snack	Snack
11:00 AM – 12:30 PM		Session 2	Session 2	Session 2	Session 2	Session 2 11:00 – 12:00
12:30 – 2:15 PM		Lunch	Lunch	Lunch	Lunch	12:00 – 12:45 Closing Ceremony
2:15 – 3:45 PM		Session 3	Session 3	Session 3	Session 3	
3:45 – 4:00 PM	Registration 3:00 – 6:00 PM	Juice/Water/Fruit	Juice/Water/Fruit	Juice/Water/Fruit	Juice/Water/Fruit	
4:00 – 5:30 PM		Session 4	Session 4	Session 4	Session 4	12:45 PM Good Bye Lunch
6:00 – 7:00 PM	Dinner	Dinner	Dinner	Dinner	Dinner	
7:30 PM	Evening Event	Evening Event	Evening Event	Evening Event	Evening Event	

Eurythmy with Cezary Ciaglo



Cezary Ciaglo

Originally from Poland, Cezary was 10 years old when he was sent to public ballet school in Warsaw. There, living apart from his family, he studied for nine years, followed by 10 years working as a dancer with the Grand Theatre of Warsaw. In his early 20s, Cezary developed an interest in anthroposophy and, in 1986, went to Hanover, Germany to learn eurythmy. After five years of study, Cezary brought this art form to Poland, becoming the first Polish eurythmist since WWII. After

several years teaching eurythmy in Poland's public and private schools (including Waldorf), Cezary moved to the US in the early 90s, working at Waldorf schools in Olympia, WA, Keene, NH, Ghent, NY and Spring Valley, NY. He has also been a long-time Adjunct Faculty member at Antioch New England's Waldorf Teacher Education program and a core faculty of the Renewal Courses at the Center for Anthroposophy from their beginning in year 2000. An active member of the Anthroposophical Society for the last 30 years, Cezary's passions include magic and fencing.

Science with Roberto Trostli



Roberto Trostli

Roberto has been active in Waldorf education for thirty-five years as a class teacher, high school teacher, and adult educator. Early in his career, he developed a particular love for teaching the physical sciences, and he wrote *Physics is Fun!* soon to be re-published as *Physics the Waldorf Way*.

Roberto has lectured widely, worked with many Waldorf schools and institutes, co-directed the three-year teacher training at Sunbridge College, and served as the director of the Research Institute for Waldorf Education and as a member of the Pedagogical Section Council. His book on the task of the College of Teachers will be published by Waldorf Publications next year.

Roberto has just finished teaching second grade at Richmond Waldorf School.

Singing with David Gable



David Gable

David holds degrees in music performance from the University of Michigan School of Music and Boston University's School of Fine Arts, as well as a Master of Education degree with Waldorf certification from Antioch/New England Graduate School. He worked for several years as a freelance violinist in the Boston area before transitioning into Waldorf education. Since 1988 he has been on the faculty of the Waldorf School of Cape Cod, where he has taught the eight-year main lesson cycle three times in addition to developing and teaching a choral and instrumental music program for the upper grades.



Great Spiritual Teachers: Scythianus, Gautama Buddha, Manes, Master Jesus, and Christian Rosenkretz

With Virginia Sease

Despite outer appearances in civilization, humanity continually receives help from human individualities who have achieved over the aeons of time a higher spiritual development than their contemporaries. Rudolf Steiner opened avenues of approach to these individualities in a manner which is often more far-reaching than the usual study of their biographies and deeds may reveal. Working with Rudolf Steiner's research concerning five such advanced human beings as well as with historical documents we will focus each day on one of the five:

Scythianus and his Influence in the Ancient Hibernian and Black Sea Mysteries as well as Scythianus and the Orpheus Mysteries

Gautama Buddha and his Past and Present Task for Humanity

Master Jesus and his Service to Christ throughout the Ages

Manes' Development from the Ancient Mysteries to the Mysteries of Christianity and his Future Task

Christian Rosenkretz: Humanity's Current Human Leader as seen from his Spiritual Biography and his Present Task in the Age of Michael

Eurythmy with Cezary Ciaglo and Clay Modeling with Elizabeth Auer

Materials fee: \$20



Virginia Sease was born in Pennsylvania and earned her doctorate in German from the University of Southern California. She taught in a university and a Waldorf school in Los Angeles and served as a member of the Executive Council of the Anthroposophical Society at the Goetheanum from 1984 until her retirement in 2015. Virginia Sease remains a member of the leadership at the Goetheanum, with responsibilities within the General Anthroposophical Section of the School of Spiritual Science. She also coordinates speakers and lecture cycles given worldwide, as well as Class Lessons at the Goetheanum, and leads the Anthroposophical Studies Program in English.

The Human Embryo - A Lifelong Journey in Search of Spirit

With Jaap van der Wal, MD

"My passion however was and still is human embryology. The human body is a process, developing and functioning in time. The embryo moves and behaves in forms. It is in this area that I encountered the Goethean phenomenological approach. I apply the method of dynamic morphology to understand what we actually are doing as human beings when we still are embryo. With humility I can find in the embryo cautious answers to questions as to the meaning of human existence." — Jaap van der Wal

Jaap van der Wal travels around the globe giving workshops in which he tries to bridge mainstream biology and science generally and a spiritual view of the human being. He explores human prenatal development and how the shaping of the body (morphogenesis) expresses essential attributes of the development of the human as a being of spirit and matter, of body and mind. Drawing upon the scientific method of phenomenology, he creates a synthesis between modern embryology and a holistic view of the human being. Approached in this way, the human embryo reveals not only who we are but also what we are meant to be, challenging the modern reductionist view of humans as being merely 'walking brains' and 'surviving genomes'.

Waldorf teachers, health care practitioners and therapists, and people interested in or working from the anthroposophical image of man and nature will benefit from this course as they learn to comprehend embryological forces in this holistic approach. All will discover that the same forces that formed the body are continuously at work throughout life, bringing the blueprint of health into manifestation: the Embryo in us. For Waldorf teachers and anthroposophical therapists, it may be helpful to learn that it is possible and well founded to teach issues of modern biology and medicine within the frame of an anthroposophical or spiritual image of man and nature.

Activities: Clay Modeling and Drawing

Materials fee: \$20



Jaap van der Wal, MD, is a medical doctor who until his recent retirement in 2012 worked as Associate Professor in Anatomy and Embryology at the University of Maastricht, Holland.

After his medical education in 1973 he specialized in the functional anatomy of the locomotor apparatus. Gradually he developed as teacher in Philosophy of Science and in Medical Anthropology. He now fully devotes his energy to *Embryo in*

Motion, a world-wide project on teaching "Embryosophy."

The 9 Subtle Bodies: A Comprehensive Survey of the Dynamic Interrelationships between the Physical and Life Bodies, the three Soul Bodies and the Human Spirit.

With Dennis Klocek

The model that Rudolf Steiner gave for the human being is quite complex. There is sometimes confusion expressed around what is a life body in contrast to the physical body. Then again, is the sentient body the same thing as the sentient soul? And what about the "I"? Is it part of the soul or not?

These questions and many more will be explored in a deepening study of the human being's nine subtle bodies. Using examples from embryology, neurology, and psychology, the course will follow the evolution of the human being from spiritual existence down into physical existence and back again into the spirit. Emphasis will be placed on the seven-year developmental phases as the basis for teaching and learning strategies.

Eurythmy with Cezary Ciaglo

Materials fee: \$10



Dennis Klocek offers a three-week Consciousness Studies program every August at Rudolf Steiner College. For the rest of the year he gives workshops on many themes in many communities here and abroad. Dennis is the founder of Coros Institute, a not-for-profit organization that sponsors dialogues focused on how meditative life affects one's work in the world. Three separate offerings each year cover themes in Biodynamics, esoteric practice, and alchemical world view and practices. Dennis also provides yearly long-range weather forecasts for agricultural interests in Sonoma County, California. Plans for a shorter-term phone app for Bay Area weather are in progress. Dennis has written nine books with a new book just about to be published by Steinerbooks on the subject of esoteric physiology. The book is a compilation of thirteen Coros lectures on the human body.

Picasso and Leonardo da Vinci: Exploring Individuality in Dark and Light

With Donald Hall and Sylvie Richard

"Discipline is the cornerstone of freedom, not its opposite."

– Marie-Agnès Gillot

This painting course will deepen the artistic process by exploring the difference between subjective and objective in the use of color and form in painting.

The artist is always in danger of getting stuck in the subjective or fluctuating



between these two poles. The task of our time is to join the two poles of subjective and objective in a "process of play or in a process of freedom" as brought forth by Friedrich Schiller in his aesthetic letters on the education of the artist and the human being. The human being and the artist in the act of freedom: both must become one.

Goethe's color theory and Steiner's color lectures teach us of the mystery and secrets of color, indicating a path that help us not to fall into the shadows of our own consciousness, or to blindly follow others.

Eurythmy as an artistic practice embodies objective spiritual realities. It invites us to ensoul and embody "the thing in itself" through movement. To support the painting process we will explore how the various aspects and movements in painting can be perceived, ensouled, and embodied through various elements of eurythmy (space, time, the four elements, colors, and sounds) as a discipline and an anchor to objective reality — in short, as a step towards freedom.

The day will be devoted mainly to painting, with two short eurythmy interludes.

We will practice the inner and outer technique of color application in

- Surface as observation
- Light and Dark as movement
- Line as expression of order

We will work through a color process: simple to complex to simple again, as it may be observed in nature. Finally, we will strive to find a living relationship to that which is always becoming.

Materials fee: \$25

Instructor bios on next page →

Picasso and Leonardo da Vinci: Exploring Individuality in Dark and Light (Instructors)

Donald Hall, born in New Mexico, studied painting in Dornach, Switzerland with Beppe Assenza for ten years. While working as his assistant, Donald spent several years working with children as a painting therapist. He returned to North America, founded a painting school in Harlemville, New York, then set sail again for Europe to support the transition of the Assenza School in Dornach after Assenza's death. Since 1988, Donald has directed his own school, the Freie Malschule, in Bolzano, Italy. He currently gives painting and art history courses in Italy, Switzerland, Croatia, Canada, and the US.



Sylvie Richard, a graduate from Eurythmy Spring Valley, currently teaches pedagogical eurythmy in Ottawa, Canada to children as young as three and up through the grades into high school. She has led many adult workshops, alone and in concert with other artists and therapists, and she annually exhibits her work locally in Ottawa. In addition she works in private practice as a psychotherapist. She obtained her Biographical Counselling diploma from the Biography and Social Development Trust in England. She is currently writing her Masters thesis on the "Teacher as Artist" in the Waldorf Teacher Education Program (with multidisciplinary focus on healing education) at Antioch University New England.

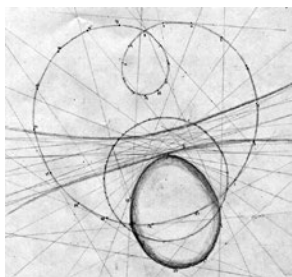
Pushing the Boundaries of the Imagination through Projective Geometry

With Jamie York

Did you ever wish that you had been a Waldorf student so that you could take some of those classic, yet mysterious, courses that only Waldorf students are privileged to experience? In terms of mathematics, that course is projective geometry, in which eleventh graders get to bend their minds around (and through!) infinity.

Here is your chance!

Join us as we blend the elements of art, math, and imagination. Even though this mysterious topic eluded mathematicians for more than 2,000 years, it is equally fascinating and accessible to both the mathematically adept and the mathematically timid. Participants will find their concept of geometry greatly altered as they experience infinity through drawing and in their imagination.



The course will approach the vast subject of projective geometry by starting with simple geometric drawings and then studying the relationships that emerge as these drawings are altered. While much will be learned through drawing, the course will also involve discussions and will include the historical roots of how projective geometry shook the previously firm foundation of geometry.

The course is tailored for the math teacher, the math enthusiast, and the math timid. The only prerequisites for participation in the course are open-mindedness, enthusiasm, and a desire to stretch one's imagination.

Eurythmy with Cezary Ciaglo

Materials fee: \$10



Jamie York, after earning two computer science degrees, began teaching math in 1985 at a boarding school in New Hampshire. In 1994, after spending two years in Nepal as a Peace Corps volunteer, Jamie's search for meaningful education led him to the Shining Mountain Waldorf School in Boulder, Colorado, where he is still teaching elementary and high school mathematics. Jamie consults and teaches math workshops at a variety of schools around the world, and serves on the faculty at the Center for Anthroposophy training Waldorf high school math teachers. He is the lead author of the *Making Math Meaningful* series of math books.

Personal and Organizational Change

With Leonore Russell and Torin M. Finser

Schools face many challenges today. "Peeling the onion," one finds that behind external issues of deficits, low salaries, interpersonal conflict, and lack of support for leadership there is often an underlying need to rekindle the sources of inspiration and find a more collaborative approach. By bringing together the various groups represented in a typical school, this course attempts to model new ways of working together.

Our classrooms feature the magic of seeing the "whole child"; can our organizations learn to embrace whole-systems thinking?

This course is for parents, teachers, administrators, and board members interested in school renewal. Topics will include: group dynamics, leadership styles, the wisdom of human physiology and the planets, working with conflict, communication, mediation, artistic practice, and finding the balance between personal and professional demands. These themes will be supported through exercises from "Eurythmy in the Workplace."

Participants will take up some of the current issues facing their schools and design strategies to work toward closer collaboration. It is recommended for present and future participants in the Waldorf Admin. Program at Antioch.

Suggested texts: *School Renewal* and *A Second Classroom*, both by Torin Finser



Leonore Russell, having completed the "Eurythmy in the Workplace" training with Anne-Marie Erlich, uses this approach in her work with adult education, organizational development, businesses, and non-profits. Leonore runs her own consulting service, Understanding and Managing Change, and collaborates with Torin Finser as well as the company AdminService. Leonore earned her Eurythmy Diploma from the Goetheanum in Switzerland and has received degrees in both the Visual and Performing Arts from Sarah Lawrence College and Adelphi University.



Torin Finser is Chair of the Education Department at Antioch University New England and has served as General Secretary of the Anthroposophical Society in America. Widely traveled as a lecturer in Europe, Asia, Australia, Africa, South America, and all across the United States and Canada, Torin is the author of numerous books including *Organizational Integrity: How to Apply the Wisdom of the Body to Develop Healthy Organizations*. Torin's last two books were *The Second Classroom* (2014), and *Guided Self-Study* (2015). His new book on Leadership Development will appear in 2016.

Experience Metal Color Light Therapy: A New Initiative

With Lisa Edge and Helena Hurrell

"The mortal rumbles in its foundations, but the immortal begins to shine brighter, and becomes self aware."

– Novalis

What happens when we see color through natural light? What qualities do the metals offer when they have been transformed into colored glass through the heating/warming process? What are the possibilities for our own transformation?

These are some of the questions we will explore in this course, which will introduce this relatively new therapy, recognized and certified by the Medical



Section at the Goetheanum in Switzerland and developed by a research project begun in 2001. The glass, which is manufactured by Lucien Turci in a small atelier in Schwörstadt, Germany, was introduced by the late Marianne Altmaier, who was inspired by the healing and interactive qualities of the beautiful colored windows of the Goetheanum. Metal Color Light Therapy (MCLT) is now being

used in hospitals, schools, clinics, and in private practices in Germany, England, Sweden, and most recently the United States.

In our week together we will be working with the glass panels through direct observation, sharing our experiences and working individually with the "after image" through painting, creative writing, and fairy tales. There will be singing, music, and Nurturing Arts to balance the day. We will offer case studies and a short film about Metal Colored Light Therapy.

In addition to our encounters with the glass, we will discuss possibilities for the usefulness of this new therapy: what are the applications and for whom? Please come join us in exploring new healing approaches and finding ways to nurture oneself through the arts. No prior artistic experience necessary.

Eurythmy with Cezary Ciaglo

Materials fee: \$25

Instructor bios on next page →

Experience Metal Color Light Therapy: A New Initiative (Instructors)



Lisa Edge has worked as an anthroposophical art therapist and educator in the UK and the US for 30 years. Presently she works with children from the Maine Coast Waldorf School in Freeport, Maine and has a private practice as a practitioner of Metal Colored Light Therapy (MCLT) with adults and children in Standish, Maine. After earning her first degree in art education, Lisa undertook graduate work in art therapy at Tobias School of Art and Therapy and Emerson College in the UK. Her post-graduate training in MCLT was completed in Germany, Sweden, and England.



Helena Hurrell is an anthroposophical art and a Metal Color Light therapist with 33 years experience working with individuals and groups in the UK, US, and Australia. Presently she works with children individually and adults in groups at the Waldorf School on the Roaring Fork in Carbondale, Colorado, as well as sustaining a private practice. She is the founding director of the Helios Center for Therapeutic Arts, established in Colorado two years ago.



"Beating heart at Renewal," the CfA office staff Milan Daler and MaryLyn Yonika

Writing Pictorially: Saunter, Lurch, or Skip? Nibble, Slurp, or Gnaw?

With Dorit Winter

When we “write from out of the picture,” we hone imagination, clarify thinking, and gain objectivity.

In this hands-on course, we’ll practice exercises to sharpen outer observation and memory; we’ll strengthen as well the inner eye needed to craft precise, accurate, and inherently logical narratives.

This congenial yet potent method will include Dorit’s “Simple Rules for Better Writing.” Our efforts will culminate in a fabricated—but true—short short story.

Whether you work in an office, write sentences for children, or just want to be more precise, you’ll find your way to the essence of a sentence while at the same time honoring Rudolf Steiner’s injunction to “ground education in the pictorial.”

Our focus on disciplined writing in the context of Steiner’s many references to the importance of image and emblem will broaden our understanding of why imagination is so central to the practice of Waldorf education and anthroposophy.

Eurythmy with Cezary Ciaglo

Materials fee: \$10



Dorit Winter developed her course on “writing out of the picture” during the 25 years she directed Waldorf teacher trainings. Her publications include *The Art and Science of Teaching Composition*, as well as dozens of articles, book reviews, and essays. As well as a painter and teacher of painting, her love of literature and the fine arts resulted in the course “Writing Pictorially.” Now semi-retired, Dorit continues to teach main lesson blocks—especially creative writing and short story for 7th and 8th graders—and to mentor and evaluate

teachers, provide workshops for faculties, lecture, and write.

Self-Education through Intuitive Thinking and Artistic Perception

With Signe Motter, Elizabeth Auer, Douglas Gerwin, Hugh Renwick, and Cezary Ciaglo

This course is intended for prospective teachers, parents, and those interested in exploring anthroposophy and the arts. Beginning with an overview of the essential aspects of the human being, participants will study themes from *Intuitive Thinking as a Spiritual Path* by Rudolf Steiner and engage in lively conversation. Each afternoon session will include supportive exercises in painting and clay modeling.

This seminar is recognized as a capstone course in “foundation studies” by Antioch University New England and the Center for Anthroposophy. (Foundation Studies in Anthroposophy and the Arts is a prerequisite for Waldorf teacher training.) Participants are requested to have read *Intuitive Thinking as a Spiritual Path* beforehand.

Eurythmy with Cezary Ciaglo

Materials fee: \$25





Signe Motter has served in pioneer and leadership positions at both the Monadnock Waldorf School and the Center for Anthroposophy, where she currently serves as President of its Pedagogical Advisory Council and Board of Trustees. An adjunct faculty member at Antioch University New England, she has taught in Waldorf schools for over thirty years. Currently she is a class teacher at the Waldorf School of Princeton, New Jersey.



Elizabeth Auer, a graduate of the Waldorf Teacher Training program and the Remedial Resource Waldorf Teacher Training program, holds a diploma in Art and Design. She has taught drawing as a classroom activity for over 20 years, both at Antioch University New England and at numerous Renewal and other courses. After taking a class from grades 1-8 she recently completed her latest book, *Learning about the World through Drawing: Ideas for the Classroom Grades 1-8*. She is also the author of *Creative Pathways* and has illustrated several other books. She currently works as a freelance consultant and educator.



Hugh Renwick, a retired Waldorf high school and class teacher, currently resides in Wilton, New Hampshire and San Miguel, Mexico. While in Mexico he and his wife Carol have been giving introductory courses in anthroposophy, the twelve senses and Waldorf pedagogy.



Douglas Gerwin, Director of the Center for Anthroposophy (CfA) and Executive Director of the Research Institute for Waldorf Education, has taught history, literature, German, music, and life science at the Waldorf high school level since 1983. Douglas is founder of CfA's Waldorf High School Teacher Education Program as well as author and editor of several books related to Waldorf education, most recently a collection entitled *Trailing Clouds of Glory: Essays on Human Sexuality and the Education of Youth in Waldorf Schools* (2014).

Renewal Courses Manager:



Lisl Hofer, with a background in Waldorf Education and Spatial Dynamics, works as an experiential outdoor educator when she is not helping to run the summer courses of the Center for Anthroposophy, which she joined in 2014 as Renewal Courses Manager.

What Is the Center for Anthroposophy?

The Renewal Courses described in this brochure constitute one of four programs offered by the Center for Anthroposophy. These are:

Foundation Studies in Anthroposophy and the Arts

Offered as one-year or two-year part-time program in Waldorf schools around the country or on an individually mentored basis. These courses are designed to strengthen communities of Waldorf school parents, trustees, and friends, as well as to prepare teachers for Waldorf training. New courses are offered each year in different venues.

Contact: Barbara Richardson, Coordinator
brichardson@centerforanthroposophy.org

Waldorf High School Teacher Education Program (WHiSTEP)

Offered each July, this three-summer program prepares Waldorf high school teachers in the specialized disciplines of arts & art history, English, history, life sciences, mathematics, and physical sciences. A new cycle of this program is launched each year in Wilton, NH.

Contact: Douglas Gerwin, Director
douglasgerwin@earthlink.net

Renewal Courses

Two weeks of five-day retreats for Waldorf teachers and other professionals seeking personal rejuvenation and social renewal through anthroposophical study, artistic immersion, good food, and fun.

Contact: Karine Munk Finser, Coordinator
karine@tellink.net

Affiliated Programs and Activities

Waldorf Teacher Education at Antioch University New England Offers Waldorf teacher training for elementary school teachers in Keene, NH

Cadmus Library Offers reading room and archive of rare books and journals related to anthroposophy and Waldorf education in Wilton, NH.

Donate to the Center for Anthroposophy

Each year the Center raises scholarship funds to support teachers in all of its programs, with the focus this year on a new scholarship fund for Foundation Studies. We warmly invite you to make a secure tax-deductible donation online at the website of the Center at www.centerforanthroposophy.org.

Center for Anthroposophy Renewal Courses

Registration Form - Week 1 - June 26 to July 1, 2016

(See the other side for Week 2)

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

PHONE _____

E-MAIL _____

SCHOOL *(Practicing teachers: please list the name of the school where you currently teach)* _____

SELECTED COURSE _____

SECOND CHOICE _____

PLEASE REGISTER EARLY! All courses have limited openings and will be offered only when sufficient enrollment is reached. **All fees are due upon registration.** Once registered, you will receive a detailed course schedule with directions to the campus. You may cancel your registration before June 1 and receive full refund, less \$75 cancellation fee. No refunds available after June 1. Limited scholarship assistance is available on first come first served basis. Please call the Admissions Office at 603-654-2566 and describe your needs and available resources. Practicing Waldorf teachers in need may be eligible for a special discount; please call to inquire. We reserve the right to cancel any course at 7 days' notice, with full refund.

Those signing up before March 30, may ask for a \$50 discount. One discount per registration form!

TUITION (\$650/course) \$ _____

MEALS *(select from the following options):*

LESS DISCOUNT *(if any)* \$ _____

FULL BOARD \$227.50 \$ _____
(5 each: Breakfasts @ \$9.50, Snacks @ \$6.00, Lunches @ \$17.00 and Dinners @ \$13.00)

ROOM
(\$185 single or \$135 double) \$ _____

LUNCHESES ONLY (5) \$85.00 \$ _____

The number of campus dorm rooms is limited. Should we run out of space, a list of alternatives will be provided for you to make other arrangements.

MORNING SNACKS (5) \$30.00 \$ _____

CAMPUS FEE (\$25.00) \$ _____

DINNERS ONLY (5) \$65.00 \$ _____

Paid by day students not staying in the dorms

TOTAL \$ _____

MATERIALS FEE \$ _____

(tuition, fees, room & board)

(Where applicable)

*Single meals may be purchased over the counter:
Breakfast \$11.00, Snack \$6.50, Lunch \$17.50, Dinner \$13.50.*

Try our online registration; it is quick, safe and convenient:

www.centerforanthroposophy.org/programs/renewal-courses/renewal-registration-form/

Select one course per week, indicate your second choice, and mail completed registration form together with your check to: Center for Anthroposophy, P.O. Box 545, Wilton, NH 03086

To make a credit card payment, please call 603-654-2566 Monday through Friday 9:00AM to 4:00 PM. E-mail registration-related questions to: info@centerforanthroposophy.org or course-related questions to: karine@tellink.net

Center for Anthroposophy Renewal Courses

Registration Form - Week 2 - July 3 to July 8, 2016

(See the other side for Week 1)

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

PHONE _____

E-MAIL _____

SCHOOL *(Practicing teachers: please list the name of the school where you currently teach)* _____

SELECTED COURSE _____

SECOND CHOICE _____

PLEASE REGISTER EARLY! All courses have limited openings and will be offered only when sufficient enrolment is reached. **All fees are due upon registration.** Once registered, you will receive a detailed course schedule with directions to the campus. You may cancel your registration before June 1 and receive full refund, less \$75 cancellation fee. No refunds available after June 1. Limited scholarship assistance is available on first come first served basis. Please call the Admissions Office at 603-654-2566 and describe your needs and available resources. Practicing Waldorf teachers in need may be eligible for a special discount; please call to inquire. We reserve the right to cancel any course at 7 days' notice, with full refund.

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MEd OR CERTIFICATE

with a Transdisciplinary Focus on Healing Education

RENEW YOURSELF

- Conduct research in a specialized focus area of your choice.
- Develop methodological approaches to answer questions that may arise from your practice.
- Earn a master's degree from an accredited university.
- Enhance your capacity for collaborative inquiry and work in transdisciplinary contexts.
- Transform and evolve your practice through applied spiritual scientific inquiry.



LOW RESIDENCY

- Attend two summer residencies in New Hampshire.
- Complete online work throughout the year.

APPLY BY
MAY

1

WHO SHOULD APPLY?

Administrators • Adult Educators
Artists • Camphill Co-Workers
Therapists • Experienced Waldorf Teachers
Therapeutic Community Builders
And others

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Karine Munk Finser: kfinser@antioch.edu
Find us on [f](#) [t](#) [in](#) [v](#)

PREREQUISITES

- Five to seven years of professional experience in a relevant field
- A practice based on anthroposophic foundations

OR

- Completion of a Camphill Academy Stage 2 program and concurrently enrolled in the advanced level of that program

This is a collaboration between Antioch University New England's Waldorf program and the Camphill Academy.

ANTIOCH
UNIVERSITY
NEW ENGLAND

WEEK 1:

The Spiritual Laws of Reincarnation and Destiny and Their Relevance for Health and Illness in Human Biography

With Michaela Gloeckler, MD

The Child Study: A Two-Summer Course for Facilitators

With Christof Wiechert

Grade 1: Laying the Foundation

With Christopher Sblendorio

Grade 2: Becoming the Knight & Taming the Dragons

With Neal Kennerk

Grade 3: Why Leave Paradise?

With Darcy Drayton

Grade 4: Stepping Out Into the World

With Elizabeth Auer

Grade 5: The Golden Bridge from Childhood to Adolescence, Lower School to the Upper Elementary School

With Patrice Maynard

Grade 6: The Turning Point of Childhood: Teaching Grade 6

With Helena Niiva

Grade 7: A Year of Exploration and Renaissance

With Alison Henry

Grade 8: The Crowning of the Waldorf Grade School

With Signe Motter

WEEK 2:

Great Spiritual Teachers: Scythianus, Gautama Buddha, Manes, Master Jesus, and Christian Rosenkreutz *With Virginia Sease*

The Human Embryo: A Lifelong Journey in Search of Spirit

With Jaap van der Wal, MD

The Nine Subtle Bodies

with Dennis Klocek

Picasso and Leonardo da Vinci: Exploring Individuality in Dark and Light

With Donald Hall and Sylvie Richard

Pushing the Boundaries of the Imagination through Projective Geometry

With Jamie York

Personal and Organizational Change

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With Signe Motter, Elizabeth Auer, Douglas Gerwin, Hugh Renwick, and Cezary Ciaglo

Artwork by Karine Munk Finser

Center for Anthroposophy

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info@centerforanthroposophy.org | www.centerforanthroposophy.org