

# RENEWAL COURSES 2017

JUNE 25-30 & JULY 2-7



[www.centerforanthroposophy.org](http://www.centerforanthroposophy.org)

*“Spiritual knowledge must so permeate our everyday life, in particular our life of feeling, that we are able to understand the depth of the riddle confronting us in each individual human being... and love may flow between human beings out of this beholding one another.” –Rudolf Steiner*



Dear Friends,

In our striving to recognize one another, we are sometimes granted a glimpse of the divine shining through the others' presence in ways as simple as the way they tread the earth. This recognition calls upon our deepest ability to love, in which what was previously hidden in others becomes visible, what was inner becomes outer. Such moments of recognition constitute, too, the basis for healing.

As we welcome you to our 18th year of Renewal Courses, it is our hope that you will find not only great teachers but also destiny friends and even healing encounters. The times we live in demand nothing less than the opportunity to meet one another and allow ourselves to recognize the passion in our own hearts, and to find voice for the deeper questions that have led us on our path.

As in previous years, our first week of professional development will be devoted to "grade-specific courses" intended to inspire educators to teach with confidence and joy. We are delighted that Christopher Sblendorio, Neal Kennerk, Patrice Maynard, Alison Henry, and Signe Motter will return to us. New to our line-up this year will be Regine Shemroske, Robert Lanier, and Lynn Thurrell. Also teaching during this first week will be Janene Ping with a course on storytelling and puppetry arts to empower therapeutic, educational, and artistic capacities. Leonore Russell will bring a eurythmy mentoring seminar to help strengthen eurythmy in our Waldorf schools. Christof Wiechert will resume his certificate course on "The Child Study" for facilitators who are being trained to lead their faculty meetings in this gentle art. By popular demand, Christof will offer short morning lectures to all participants. David Gable will enhance the grade-specific courses with singing and music; Roberto Trostli will offer sessions in science teaching for 6th, 7th, and 8th grade classes.

During the second week, the world-renowned author Peter Selg will bring aspects of Michael-Raphaelic qualities so needed today and into the future. Themes from his many translated books will be sounding forth from American soil! Mary Stewart Adams will join us with a course on the wisdom of the stars, helping us to live actively in a much bigger community. Jeff Spade will share his energetic music conducting with class teachers and music teachers. Poets Paul Matthews and Patrice Pinette will return for another profound poetry writing course. Sandy Pearson and Glynn Graham will teach a course for handwork teachers on doll-making. The well-known musician Gotthard Killian will bring music alive, uniting the inner path of spiritual creativity with concrete musical forms. Gary Lamb and Michael Howard will offer insights into the technological advances that confront us with ethical questions. Color and form will support these discussions. Charles Andrade will teach veilpainting techniques and guide painters to find their own expression in the realm of light, darkness, and color. For the first time, we welcome Linda Bergh who will facilitate a new biography course, complete with life charting and life changing work to strengthen self and life in the workplace. John and Cat Cunningham, together with Barbara Richardson, will offer a course for teachers and others in leadership roles, focusing on communication and the resolution of disputes. Michael D'Aleo will teach a course on "Living Thinking" based on Rudolf Steiner's Philosophy of Freedom.

We are incredibly fortunate to have Cezary Ciaglo offering eurythmy, Peter Sheen Spacial Dynamics, and Elizabeth Auer clay modeling in supplement to some of these courses. I invite you to read the course descriptions in this booklet and hope to welcome many of you to High Mowing's beautiful campus atop Abbot Hill in Wilton, New Hampshire. Please sign up early to secure a bed on campus. In addition to single and double rooms on campus, local community homes support our housing needs with quiet rooms nearby.

With warmest wishes,

*Karine Munk Finser*

Karine Munk Finser  
Coordinator of Renewal Courses



*Karine in Arlesheim, sitting in  
Ita Wegman's chair*

## The Child Study: Deepening Our Understanding of the Mysteries of the Young Unfolding Human Being (Part Two)

*With Christof Wiechert*

This second-summer course is intended to support the heart of the faculty meeting—the child (and student) study—by deepening an understanding of child development and the mysteries of the young unfolding human being.

The purpose of this study will be to develop capable child study facilitators who can support their faculty meetings with fresh insights and guidance. We will engage in 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 by 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. It will be of great value if the participants bring: *Anthroposophical Leading Thoughts*, *The Michael Mystery* (GA26), *Balance in Teaching* (GA302a), and *Foundation of Human Experience* (GA66), all by Rudolf Steiner.



Upon completion of this seminar, participants who have attended both summers will receive a Course Certificate from the Center for Anthroposophy, signed by Christof Wiechert, and will be eligible to act as Child Study facilitators in their faculty meetings. Participants who wish to join this year are welcome and will receive a certificate that reflects their one-summer attendance.

**Eurythmy with Cezary Ciaglo**

**Music with David Gable**

## Morning Lectures

Once again Christof Wiechert will offer a brief daily lecture to his own group as well as to the participants in the grade-specific courses and the Eurythmy Mentoring course. These are the titles of the lectures he will offer:

1. Aspects of the evolution of consciousness as a way of understanding the needs of education in the 21st century
2. The 9th century, and the change from the trichotomy into dichotomy
3. The 15th century and the destination of some streams in karmic relations
4. The 19th century the Battle for Freedom
5. The 21st century and the destiny of Anthroposophy



## GRADE 1: Once upon a Time...The Journey Begins!

*With Regine Shemroske*

Whether you are a seasoned teacher or just beginning, the first-grade journey can be a daunting one. This course will provide a wonderful opportunity to journey alongside an experienced teacher while building connections with colleagues from across the country. In this hands-on course, you will delve into circle work, practice mental math, play the pentatonic flute, and plan main lesson blocks. Our work will enliven literary skills, the introduction of consonants and vowels, the qualities of numbers, and the four processes in arithmetic. Through discussions, lectures, and artistic practice, your first grade classroom will begin to take shape in an imaginative and very practical way. You will walk away with a treasury of resources — poems, songs, stories, main lesson book ideas, and outlines for projects. In addition, we will explore the magic of establishing a dynamic parent-student-teacher triangle.

Be ready to move, sing, play your flute, paint and draw with block and stick crayons for this practical course.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring pentatonic flute)**

**Eurythmy with Cezary Ciaglo**

**Movement with Peter Sheen**

**Materials fee: \$25**



## GRADE 2: Joy in the Waning Days of Innocence

*With Robert Lanier*

In this last year before they “leave the garden”, second graders revel in the delights of the wonderful world into which they were initiated in First Grade. They are characteristically happy, vivacious, and curious. They love their friends and they revere and adore their teacher. Second Grade can be a key time for them to solidify their love for learning and strengthen them for the internal trials to come. In the curriculum we have the polarity of Saints and Fables and the core tasks of leading them to read and to calculate.



In this course we will examine how nurturing the natural joy and wonder of this time will foster good deeds, lead them to right activity, and build memory and comprehension. We will look at deepening

their sense of reverence, which will become the foundation later on for self-discipline and ethics. We will look at how joy and reverence are entwined with waking up to reading and calculating. We will examine a simple phonics tool and the pre-eminence of mastering place value. We will encounter a common trap of animal stories and demonstrate the “right” way to tell fables. We will discover the importance of the stories of saints and legendary characters and the merits of using “the Royal Family” in the math narrative. We will review a healthy breathing rhythm between the time and space arts and demonstrate how to sing and draw with second graders. We will also review the second grade assessment, what it reveals, and what we are to do with the information.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring pentatonic flute)**

**Eurythmy with Cezary Ciaglo**

**Movement with Peter Sheen**

**Materials fee: \$25**

## **GRADE 3: From Paradise to the Earth: Food, Shelter, and Clothing**

*With Christopher Sblendorio*

The world is created and Paradise is lost in the Third Grade. As the children enter their ninth year, they experience great changes. In the fall from Paradise, they see the world with different eyes. As the first humans arrive on earth, they have to make their own way in the world and learn to deal with the need for food, shelter, and clothing. In arithmetic we start with measurement and begin with measuring Noah's ark. We learn to use our own body for measuring and then standard measures. We learn how the Native Americans used what Nature gave them to provide for their needs. We build a frame house and grow food in the garden. We follow the Israelites on their journey to the Promised Land and wonder if they will ever arrive.

We will practice the movement, dances, songs, tunes for recorder, and poems that open the day's main lesson. We will be looking at the children's lesson books, their drawings, paintings, and compositions. We will cover the stories for the various lesson blocks. The extra main lessons or practice periods will be considered in regards to arithmetic, reading, grammar and spelling, form drawing, and painting. We will also review the nine-year change and its importance for parent meetings and class nights with suggestions on how to form the content of class-parents meetings. There will be lots and lots to do and lots of fun, too.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring soprano recorder)**

**Materials fee: \$25**



## GRADE 4: Ragnarok and the Birth of a New World

*With Neal Kennerk*

The children have eaten the forbidden fruit, and it has cost them the paradise of Eden. Now, the children are eating the golden apples, but the apples maintain the paradise of Asgard. In both cases, they are reckoning with the end of the seemingly eternal youth that has been the foundation of their human experience.



Their world is fracturing. They are mapping the regions of their soul, and the trails are woven in the patterns of beautiful knots. They are sensing their bodies in a morphological way. They point one eye to the past and give up one to see their future.

The end of childhood is seen and can't be denied. The hammer rages. The mischief ensues. Valkyries fall into mortality. Innocence is killed by a blind hand hurling a sprig of mistletoe, destined to rise from the darkness of Hel and watch over the new world.

Come join a journey through Grade 4! Weave the imagery into the academics, arts, and movement. Luxuriate in the opulent world of the Norse gods and goddesses as they expose the qualities of the parts of grammar and movements of mathematics. Hear the voice of the Earth tell the story of the peoples who lived upon her in blocks of local geography. Compare and contrast the varying composition of the body's three-foldness in the human and the dynamic world of the animal.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring soprano recorder)**

**Eurythmy with Cezary Ciaglo**

**Materials fee: \$25**

## **GRADE 5: The Golden Bridge: From Childhood to Puberty, 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.



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!

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring your soprano recorder)**

**Movement with Peter Sheen**

**Materials fee: \$25**

## GRADE 6: Cause and Effect as Backdrop to Chivalry

*With Lynn Thurrell*

*Physics with Roberto Trostli*

Standing at the threshold of adolescence, the twelve year old is acutely aware that he is facing his future alone. No longer adequate are the comforts of family and home. Now is the moment to step into the world with one's eyes wide open. The grace of the Greeks is replaced by the clumsiness of stretching limbs and the determination to test limits and reputed truths. Such a moment in one's evolution requires the order and law mirrored in the rise of the Roman Empire. Divine beginnings give way to the rule of kings, caesars, and emperors. Immaculate legions march across a continent, conquering and incorporating diverse peoples while the Roman senators meet to hammer out the laws that will civilize them all. Thus a fertile field is laid for the invasion of the barbarians. Chaos reigns, and out of the uncertainty emerge faith and chivalry. Just so the sixth grader is led through this uncomfortable transition to emerge with a hint of grace.

Yet what of this world, the one found beneath her feet and above her head? Where are the laws that govern the light of day, heat, cold, the very sounds striking the human ear? Mineralogy, astronomy, and physics engage these wonderings, offering demonstrations that sharpen awareness of cause and effect in their universe. Observation skills must be honed and carefully noted. The world of business enters mathematics, placing the sixth grader squarely in the material world. Geometrical drawing demands the correct use of specific tools to create the precise line then offers the form up to artistic imagination. Geography draws the twelve year old into a new landscape, new cultures exacting an openness of spirit for lives beyond our own borders.

It is a year of joyful growth and intense struggle that finds every hint of light and shadow actively reflected in the curriculum. Exploring the genius within that curriculum more deeply will be our work this summer.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable (please bring recorders)**

**Movement with Peter Sheen**

**Materials fee: \$25**



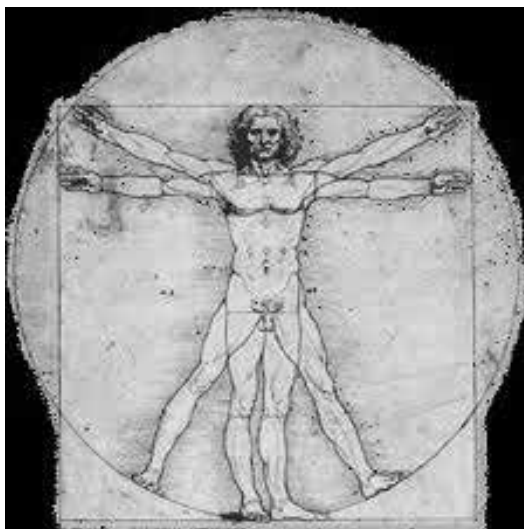
## GRADE 7: A Year of Exploration and Renaissance

*With Alison Henry*

*Physics and Chemistry with Roberto Trostli*

Seventh graders are ready for exploration and renaissance. They yearn to sail into the unknown, both frightened and thrilled by the risks they may 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.

**Daily morning lecture by Christof Wiechert**

**Music with David Gable**

**Eurhythm with Cezary Ciaglo**

**Movement with Peter Sheen**

**Materials fee: \$25**

## GRADE 8: The Crowning of the Waldorf Grade School

*With Signe Motter*

*Physics and Chemistry 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 these topics, Africa holds the focus of geographic studies, including meteorology, colonization, and some contemporary biographies related to the cultural diversity of the continent.

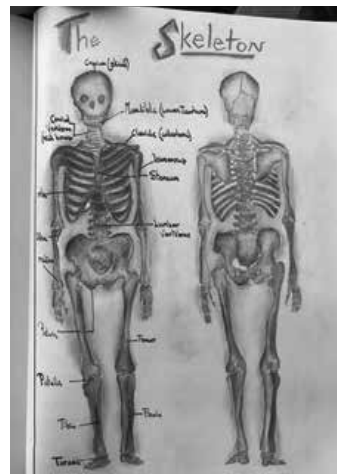
To offset the historical emphasis of our week together, we will delve into the presentation of anatomy (muscles and bones), while also leaving space for the writing of short stories and poetry. To foster a level of preparedness within our group, we will share materials and creative ideas for eighth grade 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* (CW294) and *Discussions With Teachers* (CW295), 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 morning lecture by Christof Wiechert**

**Movement with Peter Sheen**

**Materials fee: \$25**



## Archetypal Inspiration: Finding Insight through Storytelling Arts

*With Janene Ping*

Once upon a time, when was it? When was it not?

These words lead us to the threshold of a realm where archetypal revelation awaits us, where knowing is an experience of the soul being "at one with". It is the realm of the story where universal truths are sounded as we discover answers to our own unique individual life questions. The exploration of story can be a schooling of the heart, giving us a deeper understanding of what it means to be human, to have compassion, and to empower transformation. In this course we will explore these themes through inquiry into the archetypes



of good and evil, health and illness, light and darkness as they are found in the living pictures of fairy tales. Through this focus, pedagogical development of storytelling and puppetry arts empowers therapeutic, educational, and artistic capacities. Participants are asked to bring a story that holds meaningful relevance to them in relation to the above themes. Meditative work with the archetypes of this story will inspire our understanding of the meaning within the words, as well as the creation of a silk marionette figure that reflects this understanding.

Please bring a sketch pad, colored pencils, and a sewing kit.

**Eurythmy with Cezary Ciaglo**

**Materials fee: \$75**

## Eurythmy Mentoring Seminar: Strengthening Eurythmy Teaching in our Waldorf Schools

With Leonore Russell

*It is the task of Anthroposophy to bring a greater depth, a wider vision and a more living spirit into the other forms of art. But the art of Eurythmy could only grow up out of the soul of Anthroposophy; could only receive its inspiration through a purely Anthroposophical conception.*

—Rudolf Steiner

In this course we will immerse ourselves in a deepening of our understanding of the human being out of anthroposophy, while actively strengthening eurythmy programs in our schools. The intention is to inspire eurythmists through collaborative work with adults and peers, sharing socially healing exercises out of “Eurythmy in the Workplace” that will help us discover new pathways into our daily lives and work. Mentoring will be offered through practical demonstrations, reflection, and active participation that will strive to enrich our role as eurythmists in our schools and communities.



Exercises will invite us to share experiences and to actively explore our perceptions through movement, discussions, role plays, and creative activities: together we will seek the hidden truths that will support our work. There will also be time for sharing questions, successes, and challenges as eurythmists, as well as artistic work which we will share with the Renewal community.

This seminar is reserved for eurythmy teachers, who will need a letter of recommendation from their schools to participate.

**Daily morning lecture by Christof Wiechert**

# 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	Registration 3:00–6:00 PM	Lunch	Lunch	Lunch	Lunch	12:00–12:45 Closing Ceremony
2:15–3:45 PM		Session 3	Session 3	Session 3	Session 3	12:45 PM Good Bye Lunch
3:45–4:00 PM		Short Water Break	Short Water Break	Short Water Break	Short Water Break	
4:00–5:30 PM		Session 4	Session 4	Session 4	Session 4	
6:00–7:00 PM		Dinner	Dinner	Dinner	Dinner	
7:30 PM	Evening Event	Evening Event	Evening Event	Evening Event	Evening Event	

## **The Courage to Heal: The Mighty Gift of Anthroposophy in the Age of Destruction**

*With Peter Selg*

Confronting the unleashed powers of egotism and dehumanization with clear and strong consciousness is fundamental to meeting our main task during the time we live in and far into the future. Great inner strength to overcome these forces arises from the empathetic encounter with our fellow human being, which connects us with the Spirit of our Time. In this encounter the purely spiritual love of Christ awakens and arouses the will to its highest sacrifice.

Peter's lectures on Rudolf Steiner, Ita Wegman, and the Michaelic-Raphaelic quality of anthroposophy will be our guiding help as we explore many aspects of impulses for the good and of healing in our time of meeting evil. Working with Peter, we will be inspired to courage in our life and love in our deeds.

**Eurythmy with Cezary Ciaglo**

**Singing with Jeffrey Spade**



*Peter Selg in Ita Wegman's house with Rudolf Steiner's suit case*

## Cosmic Cycles, Earthly Rhythms: The Lost Art and Necessity of Finding Ourselves as Cosmic Beings

*With Mary Stewart Adams*

Since the “world destiny moment” of the 15th century that precipitated the apparent silencing of the stars in world history, it has been possible for human beings to conceive of themselves as separate from, and independent of, the larger harmonies of cosmic rhythms. This world destiny moment, known as the Copernican Revolution, laid the foundation for our modern science of astronomy, while it simultaneously cast a veil over the profound intimacy of human becoming within the cosmic rhythm.



Through our work together, we will consider the role of ancient and contemporary star stories in informing individual and community life, and how these stories reveal the health and well being of our relationships to one another and the world around us. Further, we will penetrate the current cosmic gestures with story, as a way to support teachers who are teaching the astronomy curriculum in grade and high schools, stargazing enthusiasts, and anyone who is interested in how a humanities-based approach to understanding the sky reveals what we are now speaking to the stars. The current gestures we will consider include the completion in July 2017 of a significant Jupiter cycle relative to the first test of the atomic bomb; the Great American Total Solar Eclipse of August 2017; and the overall mood of the year as it is informed by these celestial highlights.

Through presentation and drawing and other exercises, we will be introduced to the Moon's nodal and the Earth's precessional rhythms, and how these rhythms reflect in our lives. “Social astronomy” and eurythmy will help support us in experiencing the ever-present help of the spiritual world.

**Eurythmy with Cezary Ciaglo**

**Materials fee: \$10**

## Conducting for Class and Music Teachers: Behind the Podium, Before the Class!

*With Jeffrey Spade*

One of the distinguishing aspects of working in a Waldorf school is vocal music. Whether it is the purity of the young voices, the glorious rounds that accompany the morning lessons, or the older classes finding their way to singing four-part harmony, music permeates the day. The class teacher and the music teacher alike have the joyous challenge of leading this singing with every student in class.

Part of this challenge lies in how to lead the music. When do you let it flow? When does it need direction? This course will encompass a range of music from easy pentatonic songs from the early grades to challenging songs in four-part harmony. You may participate in one of three levels in this class:

- Singers: learn the songs from the curriculum and be a part of the fun
- Class/Subject teachers: learn the basic technique of how to lead simple songs and rounds
- Music teachers: take on more complicated works with the group in “master class” style and improve your conducting skills

Come prepared to sing, to lead, and to deepen your experience of how music can be brought to life in the classroom, in faculty meetings, and in your school community.

**Eurythmy with Cezary Ciaglo**

**Materials fee: \$15**



## Dialogue Between the Senses and the Soul:

### A Writing Workshop

With Paul Matthews and Patrice Pinette

*"The eye of man hath not heard, the ear of man hath not seen, man's hand is not able to taste, his tongue to conceive, nor his heart to report what my dream was."*

(from Shakespeare's A Midsummer Night's Dream)

The eyes have been described as "windows to the soul," and William Blake says, "If the doors of perception were cleansed, every thing would appear... as it is, Infinite." Yes, the senses are thresholds, and by writing attentively together we can begin to sense essences, even to "report" on what sparks in us when the colors and weathers, scents and things of the world reach us through these portals.

Through guided writing tasks (both playful and profound) we will seek to enliven our words in the context of twelve senses that Rudolf Steiner refers to—balance, well-being, and self-movement being among those less known to us. All of these, and more, potentially inform our use of image, rhythm, and word-music (especially the "word sense" which perceives the feeling tone of our language). Supporting activities will include eurythmy and rhythmic movement. Teachers, writers, and all others who wish to enrich their professional or personal lives through imaginative practice are likely to benefit from this work. Beginners and the more experienced are equally welcome.

**Materials fee: \$10**



## Spiritual Life in the Digital Age: Forging a Spiritual Path in the New World of Ubiquitous Computer Technology

*With Gary Lamb and Michael Howard*



Technological advances confront us with ethical questions regarding the nature of the human being and the purpose of life on earth. In light of current affairs, what effect does digital technology have on our cultural, political, and economic life, and what can we do to ensure that it does not short-circuit the ethical foundations of human life?

This interactive course, combining presentations, art, and conversations, offers an opportunity to gain insight into the spiritual reasons for these developments, and on that basis, to explore practical ways to meet this new reality. Art activities will include

color and form exercises in variety of two- and three-dimensional media. In addition, we will draw upon these artistic experiences for concentration and meditation exercises.

Some of the questions we imagine taking up, depending on the interests of the group, are:

- How can parents and teachers prepare children for a life with pervasive technology?
- How can the arts and education strengthen the inner capacities to meet the challenges of the digital age?
- How can we arrange social life to ensure that technology has an appropriate ethical basis?
- Can one find spiritual meaning in technology as a profession?

This course is intended for people—including parents, educators, artists, scientists, researchers, social activists, technology professionals, and philanthropists—interested in exploring spiritual insights and capacities helpful in meeting the challenges and harnessing the potential benefits of digital technology.

**Materials fee: \$30**

## **Finding Joy:** Creating a Waldorf Doll and Discovering Joyfulness in the Human Soul

*With Sandy Pearson and Glynn Graham*

How as adults do we reconnect with a joyful mood of soul? How do we as teachers engender that mood in our lessons? We will explore these questions in discussions, through eurythmy, and in the creation of a soft sculpture doll.

Each handmade doll, sewn together with love, is a unique creation that carries the spirit of the maker in its stitches and absorbs the spirit of the child who loves it. The special relationship with a doll is about joy, love, nurturing, friendship, the emergence of self, and the means for subtle expression of all that surrounds a child.

This workshop is open to all who enjoy working with their hands and to anyone who is sharing handwork/craft skills with children. Engaging in the world with our hands is a unique way to reexamine the role of joy and inner effort in the classroom and in our lives.

### **Eurythmy with Cezary Ciaglo**

**Materials fee: \$35**



## Musical Experience as Light on the Path: Guidance and Healing through Rudolf Steiner's Six Auxiliary Exercises

With Gotthard Killian

How do we cultivate creativity in the age of news media and technology? What kind of “life tech” will best help us to harness the forces within and around us in order to navigate the modern world as free human beings? Rudolf Steiner provided six exercises to help us discern our relationship to



the many voices that ask for our energy and attention. We will work with these exercises in relation to the musical forces in the world, the cosmos, the earth, and the human soul. The gesture of the interval will guide us from its planetary expression in the Harmony of the Spheres to the inner soul experience and from there to social harmony. Thus, a quantitative understanding of the musical interval will deepen into a qualitative listening—beyond the tones, in the most intimate way—to find the wellspring of joy from which our truest creative work in the world springs.

As teachers, artists, and musical health care practitioners we are called upon to connect the inner work of spiritual creativity to concrete musical forms of expression, so that we can convey the experience of the inner life. We will improvise with musical instruments — some of them very simple tone instruments, which means no-one will need to be a trained musician. Simple instruments will be provided, but participating musicians are invited to bring own instruments from home (violin, cello, flute, clarinet, sax, guitar, mandolin, uke, lyre, etc.). We will also explore Pär Ahlborn's social and rhythmical games, which are a constant source of inspiration in the Waldorf grade school classroom. We will develop our ability to distinguish the musical forces from the formative forces in the creative field through sculptural work with Elizabeth Auer.

Texts: Rudolf Steiner's lecture cycle from May 25–June 14, 1906, entitled *An Esoteric Cosmology* (see link with the course description on the CfA website). Rudolf Steiner's *Anthroposophical Leading Thoughts* issued from the Goetheanum on March, 1925 (GA 26). We will touch on Dante's *Inferno* from the Divine Comedy.

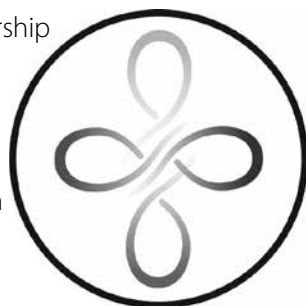
### Clay Modeling with Elizabeth Auer

**Materials fee: \$25**

## Social and Organizational Leadership and Renewal

*With John Cunningham, Cat Cunningham, and Barbara Richardson*

This course is intended for teachers in leadership roles or administrators and board members wishing to focus on issues of governance in Waldorf schools and other organizations working out of anthroposophy. This year the focus of the course will be communication and the resolution of disputes.



We will be joined by John Cunningham, an experienced Waldorf teacher who has been a pioneer in bridging the practices of Nonviolent Communication and Restorative Circles with our work in the schools and other anthroposophical initiatives. He has developed very specific ways to think through and work with conflict. Cat Cunningham integrates Nonviolent Communication with improv and play to explore the human encounter. We will also have the benefit of Eurythmy in the Workplace, led by Barbara Richardson. This course is recommended for those participating in the new Administrator and School Leadership offering through Antioch University New England, but is open to others as well.

**Materials fee: \$10**



# Life Cycles and Self-Development: The Power of our Life Story to Heal and Transform

With Linda Bergh

*"All day long I think about it, and at night I say it: Where did I come from, and what am I supposed to be doing?"*

—Rilke

*"Who hears with my ear, and speaks with my tongue? And what is the soul?"*

—Rilke

*"Every day I peel off a new husk and hope to return as a human being."*

—Goethe

The longing to understand our lives is a part of the human experience. Biography work gives us new understanding through the power of sharing and listening to life stories in a space of mutual trust. In addition to the social artistry of working consciously together, we have the tools that Rudolf Steiner gave regarding the Life Cycles. Each seven-year phase and twenty-one-year cycle contain specific archetypes and tasks for the body, soul, and spirit.

Working with our personal biography is particularly helpful when we find ourselves in times of change. Reflections on the past and present can assist us in opening us to a future full of possibilities. Seeing our own experiences in the context of universal life cycles awakens and connects us to the evolution, not only of our own life, but of humanity.

Our time together will include exercises of remembrance, life charting, art work, writing, lecture, and discussion as we reflect on life phases and the golden thread of our unique destiny. This reflective work has the capacity to change the way we see and connect to all those in our lives—children, students, parents, colleagues—for it gives us a larger framework to understand our experiences and the developmental journey of the whole human being.

**Movement with Peter Sheen**

**Clay with Elizabeth Auer**

**Materials fee: \$25**



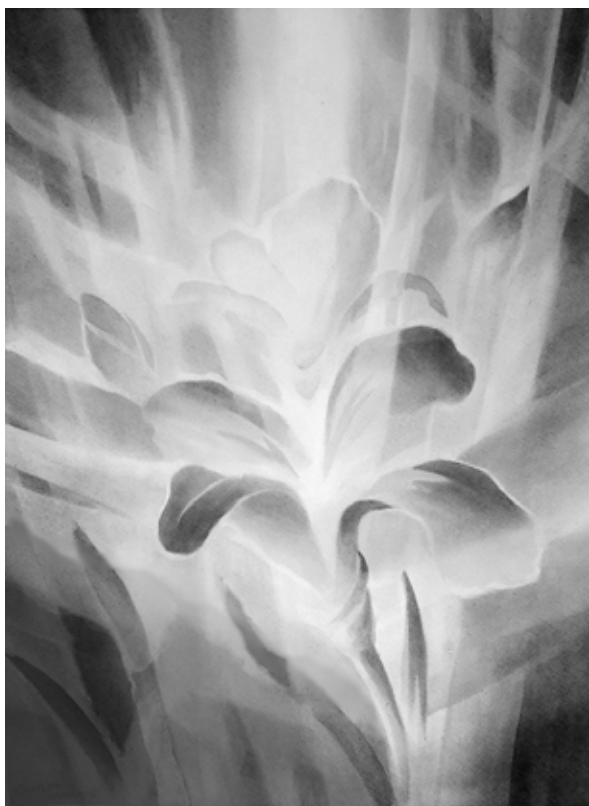
## Veil Painting Techniques: Creating Images with Light, Color, and Darkness

*With Charles Andrade*

Veil painting is more about the process than about the outcome. As the form emerges from the interplay of light, color, and darkness, we need various painting techniques to help us envision the imagery. Using an approach initiated by Liane Collot d'Herbois, we will create veils with hard edges, soft edges, and no edges as they lead to a final image. Students will work with prescribed forms to create several small veil painting sketches. Alongside these smaller water color studies, students will work on one larger painting that they can freely create utilizing the skills learned throughout the week.

Please bring relaxed clothing, an apron, comfortable footwear, a notebook, and your favorite brushes.

**Materials fee: \$25**



# Living Thinking

With Michael D'Aleo

This course will develop experiences of living thinking. Through a process of reflecting on reading assignments, observations, and practical exercises, participants will be encouraged to develop a deeper understanding of this essential aspect of Waldorf education, drawing from Rudolf Steiner's *Intuitive Thinking as a Spiritual Path: (GA333) A Philosophy of Freedom*.



Classes will focus on three central themes:

- improving our ability to observe our surroundings
- developing a conscious understanding of the relation between sense experience and thought
- exploring how this process relates to and affects our daily life and work as a teacher

Exercises involving dynamic, lively scenes in the natural world will be investigated to illustrate the challenges posed by the observation of living nature. Through small group work and individual journaling, the relevance of intuitions in ethical individualism will become more apparent.

Themes from the morning discussions will be further deepened during the afternoon sessions through the practice of metal work, as well as other arts.

**Eurythmy with Cezary Ciaglo**

**Materials fee: \$30**



**Mary Stewart Adams** is a star lore historian and storyteller dedicated to a humanities-based approach to understanding the night sky, as well as the arts and sciences it inspires. Mary led the initiative designate Emmet County's Headlands property as an International Dark Sky Park in 2011, making it only one of nine such parks in the world at the time. Mary's humanities approach to the night sky has taken her far and wide, from hosting events at Headlands to working with schoolchildren in Dubai, from training interns with the National Park Service to being a featured presenter during astronomy study days at the Goetheanum. Mary can be heard each week on Interlochen Public Radio with her "The Storyteller's Night Sky."



**Charles Andrade** paints in the colorist style that has evolved from his initial training in painting and art therapy, which he studied in England at Tobias School of Art & Therapy. With an in-depth understanding of color—as defined by Johann Wolfgang von Goethe and elaborated by the painter Liane Collot d'Herbois—he utilizes many washes of translucent color glaze to express the dynamic movement of light, color, and darkness. His artwork can be found in private collections in North America, Europe, and New Zealand. For over 25 years, Charles has owned and operated Lazure Custom Wall Designs, a mural and decorative/faux painting business specializing in a unique European glazing finish called Lazure that creates healing interior environments.



**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.



**Linda Bergh's** greatest love is teaching biography. Her work with adults has been shaped by her forty-year involvement with anthroposophy and Waldorf education. A former Waldorf Kindergarten teacher, for the last twenty years she has taught teachers, parents, and community members through the Novalis Institute in Minneapolis, as well as in Waldorf training centers and Waldorf communities in the U.S. and abroad in Mexico, India, and Thailand. Linda is a psychologist emeritus and professor with graduate degrees in education, psychology, and counseling.



Originally from Poland, **Cezary Ciaglo**, 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.



**Cat Cunningham's** background includes special education and improvisational theater, working with individuals from Camphill Hudson and Triform. Her involvement with Playback Theatre, a community building form of improvisation that fosters empathy, presence and connection began in 1990. Cat began her study and practice of Nonviolent Communication (NVC) with Marshall Rosenberg in 2003. She has been actively engaged, bringing the tools of NVC and Playback together to enliven, embody and bring clarity to possibilities of the imaginative art of listening. She has provided trainings in prisons, universities, schools and organizations.



**John Cunningham**, both a Waldorf teacher and a certified NVC trainer, studied with Marshall Rosenberg, the developer of Compassionate Communication (also called Nonviolent Communication, or NVC). Since June 2000, John has been giving trainings in NVC throughout the country as well as consulting to the Waldorf school movement.



**Michael D'Aleo** left a career in engineering to become an upper grades class teacher before helping to found the high school at the Waldorf School of Saratoga Springs, where he taught physics. Co-author of *Sensible Physics Teaching, a guide for teaching physics in the 6th, 7th, and 8th grades*, Michael is Director of Research at the Saratoga Experiential Natural Science Research Institute (SENSRI) and lead teacher of a widely traveled course entitled "Teaching Sensible Science." He is also a key faculty member each summer of the Center for Anthroposophy's Waldorf High School Teacher Education Program.



**David Gable** 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.



After completing her undergraduate degree at Cape Town University, **Glynn Graham** came to the U.S. to study Waldorf education with John Gardner at the Waldorf Teacher Training Program in Garden City, New York. She then joined the faculty at Pine Hill, first as a class teacher and later as the handwork teacher for grades 1-8 where she remained for some 20 years. Though retired from classroom work, Glynn tutors math and teaches the handwork curriculum and its relation to child development at Antioch University New England's Waldorf teacher education program.



**Alison Henry** embarked on a new voyage, after completing an eight-year journey as a class teacher in the spring of 2016, in the form of a doctoral program focusing on leadership and change. Her studies are enriched by ongoing work with class teachers through mentoring, teacher training, and development. Alison's 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.



**Michael Howard** is a freelance artist, art teacher, and writer in Amherst, MA. His creative efforts are grounded in a spirit of research, exploring artistic activity as spiritual activity and, on that basis, the ways art serves our evolving humanity. His research also explores the role art can play in developing inner capacities like empathy and creative freedom. Author of *Educating the Will*, a book concerning the role of art in education, Michael has also edited and introduced a collection of lectures on art by Rudolf Steiner entitled, *Art as Spiritual Activity*.



**Neal Kennerk**, a Waldorf teacher in his 15th year, has taught four fourth grade classes; he is currently teaching at the Cincinnati Waldorf School. A teacher of teachers since 2005, this is his third consecutive year in Cfa's grades-specific Renewal Courses. Co-author of *Out of the Garden and into the Desert*, Neal endeavors to relate movement and image with academic concepts so that the curriculum can be digested through any of the three folds of the lesson.



**Gotthard Killian**, born into a Swiss musical family, studied cello with his father, Christoph Killian; flute with Raymond Meylan; composition with Christoph Peter and Cees van As; and choral conducting. He studied Eurythmy for two years at the Eurythmeum Zuccoli in Dornach. He has worked at the Goetheanum stage as a musician in all branches; performed with the Japanese acting group “The Blue Hill—Aoi Oka”; was part of the Portal Production theater group based in London, traveling with the Mystery Drama “The Soul’s Awakening”; and has toured widely with his concerts and workshops. Since 2004, Gotthard has been based in Melbourne, where he works in local Waldorf schools as a music teacher.



**Gary Lamb** is a director of the Hawthorne Valley Center for Social Research, as well as Project Coordinator of the Avalon Initiative, an education think tank co-sponsored by the Research Institute for Waldorf Education and the Center for Social Research. He has focused his technology research on the spiritual forces associated with technology, inner practices in the digital age, and ways that parents and teachers can protect children from excessive exposure and use of technology. On a societal level, Gary strives to understand technology as a social question in the light of Rudolf Steiner’s ideas of a threefold social organism and human interaction.



**Robert Lanier**, a Waldorf teacher for thirteen years, is currently teaching 7th grade at the Waldorf School of Louisville. An alumnus of Antioch University, Rob has a background in music and theater, as well as being a published playwright and author of 19 plays for young people.



**Paul Matthews**, poet, teacher, and gymnast, has taught for many years at Emerson College in the U.K. He is renowned for helping poets and writers, even the most anxious ones, to work with and develop their creative voice. His inspirational books, *Words in Place* and *Sing Me the Creation* (now published in an expanded and improved edition), contain numerous exercises to nurture the imagination and bring language alive between people. *The Ground that Love Seeks* and *Slippery Characters* are gatherings of his poetry.



**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 teachers, parents, and young adults. She is the mother of three adult Waldorf graduates, an avid pursuer of poetry and singing, and a quilter.



**Signe Motter**, President of the Board of Trustees at the Center for Anthroposophy and a long-time Antioch University adjunct instructor, has been a Waldorf teacher for over 36 years, including five rounds of eighth grade. With a Masters in Education from Antioch University New England, Signe has been a student of anthroposophy for 50 years. She is a Class Reader and long-time teacher of adults.



**Sandy Pearson** has been a handwork teacher for grades 1-8 at the Maine Coast Waldorf School (Merriconeag) for 20 years. She is a graduate of Waldorf teacher training at the Center for Anthroposophy's New England Teacher Education Program and the Applied Arts Handwork Teacher Training of the Threefold Education Center.



**Patrice Pinette** is inspired by alchemy between the arts; she collaborates with artists and musicians in workshops, readings, and exhibits. She has taught creative writing, literature, and eurythmy in Waldorf high schools, and is an adjunct faculty member at Antioch University New England in the Healing Arts in Education program. Patrice received her MFA in Writing from Vermont College of Fine Arts. Her poems have appeared in *Poet Showcase*, *an Anthology of New Hampshire Poets*; *The Hampden-Sydney Poetry Review*; *Allegro Poetry Magazine*; *The Inflectionist Review*; *Connecticut River Review*; *Northern New England Review*; *Adanna Literary Journal* and *Poetica Magazine*.



**Janene Ping** has been a Waldorf Early Childhood Educator at Hawthorne Valley Waldorf School since 1992 and is the founder and artistic director of The Magical Puppet Tree. Dedicated to transformational exploration of storytelling and puppetry arts, her work embraces pedagogical, therapeutic and artistic development. Janene has taught adult education in anthroposophical studies throughout the Northeast and abroad and is currently a carrying faculty member at Sophia's Hearth.



**Barbara Richardson** is a eurythmist specializing in "Eurythmy in the Workplace". She leads eurythmy in the Teaching Sensible Science courses as well as in mentoring seminars. Barbara is currently Coordinator of Foundation Studies at the Center for Anthroposophy.



**Leonore Russell**, having completed the “Eurythmy in the Workplace” training with Anne-Marie Erhlich, 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.



**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 is teaching his fifth class now in the Third Grade at the Santa Cruz Waldorf School in California. He is also known as a 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.



**Peter Selg** was born in Stuttgart and studied medicine in Witten-Herdecke, Zurich, and Berlin. Until 2000, he worked as the head physician of the juvenile psychiatry department of Herdecke Hospital in Germany. Dr. Selg is now director of the Ita Wegman Institute for Basic Research into Anthroposophy (Arllesheim, Switzerland) and professor of medicine at the Alanus University of Arts and Social Sciences (Germany). He lectures extensively and is an internationally renowned author of numerous books, many translated into English. Most recently he has published many volumes about Rudolf Steiner's life and work.



**Peter Sheen** has been involved in Waldorf education for all of his life. Born and raised in England he is a K-12 Waldorf graduate from Forest Row. After moving to the US he received his teacher training in Spring Valley while also completing the Spacial Dynamics Program with Jaimen MacMillan. Peter taught at the Princeton Waldorf School for many years and became a carrying member of their faculty. In 2013 he and his family moved to Wilton where Peter is carrying the movement program at High Mowing School.



**Regine Shemroske**, who has taught in Waldorf schools for 38 years, knew from a young age that she would become an educator. A graduate from the Pedagogical College in Freiburg, Germany, she received her Master's of Education from Tufts University and her Waldorf Teacher Training Certificate from New England Waldorf Teacher Training. Currently she is shepherding a second grade at the Waldorf School of Lexington, having taught at the Rudolf Steiner School of Ann Arbor and the Hawthorne Valley School, in Ghent, NY, where she graduated two eighth grades. She has also taught German and music at Pine Hill Waldorf School in the hills of New Hampshire.



**Jeffrey Spade** has been teaching music in Waldorf schools for the past 28 years, having served as the Music Director at the Kimberton Waldorf School, the Chicago Waldorf School, and currently the Rudolf Steiner School in New York City, where he is the Lower School Chair and a member of the vocal music faculty. As a guest teacher, mentor, and consultant, he has worked with the Pasadena Waldorf High School, the Waldorf School of Baltimore, the Great Barrington Rudolf Steiner School, the Washington Waldorf School, the Waldorf School of the Peninsula, and the Urban Prairie Waldorf School. In addition to working in the classroom and conducting choirs and ensembles,

Jeffrey has been a member of the Core Group at the Arcturus teacher training program in Chicago, taught several courses at Sunbridge Institute, and also led music classes in Waldorf teacher training programs run by the Center for Anthroposophy and Antioch University New England.



**Lynn Thurrell** graduated from the AUNE Waldorf Teacher Education Program and immediately took a first grade at the Maine Coast (formerly Merriconeag) Waldorf School. She is currently teaching her fourth eighth grade. Lynn is a member of the Pedagogical Advisory Council of CFA and is a leader in her community in deepening the study of Anthroposophy. She teaches in the AUNE Waldorf teacher education program each summer.



**Roberto Trostli** has been active in Waldorf education for over 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!* which has been revised and 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, whose collection of essays on the College of Teachers will

soon be published by Waldorf Publications.

Roberto is a class teacher at Richmond Waldorf School, where he also serves as the Community Relations Coordinator.



**Christof Wiechert**, a popular lecturer, author, 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. *Teaching, The Joy of Profession* is translated into English. 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.

## Renewal Courses Staff

Renewal Courses, inaugurated in 2000, were inspired by Georg Locher, a long-time teacher trainer and Waldorf teacher who for many years served as the President of the governing Council of the Center for Anthroposophy. To this day, we consider Georg as “godfather” to our Renewal Courses: every summer for many years he crossed the Atlantic from his home in England to teach wonderful art-infused courses, and always he brought his cello along to bring beauty to our evening soirees. Many musicians fondly remember playing with him during Renewal!

Georg and his CfA colleagues asked Karine Munk Finser to realize and implement the shared imagination for Renewal. From the beginning, she carried the ideal of creating a community of “kindred spirits” who were seeking to develop soul capacities and awaken to each other. From the opening 18 years ago, participants could experience an atmosphere that fostered these goals: gracious opening and closing events in the “big room” at High Mowing, cultural offerings in the evenings, and signature community gatherings each morning featuring the Soul Calendar verse, singing, Eurythmy and announcements. Karine has been able to weave an artistic tapestry that both holds and nourishes all who gather on “the hill” each summer. The inspired faculty hired each year are therefore supported both by the cultural community of Renewal and the dedicated staff who attend to the myriad details of running a program for over 200 each week.



**Karine Munk Finser, M.Ed.** Renewal Coordinator and Faculty at Antioch University New England. Karine has taught painting, drama and anthroposophy as well as serving clients as an art therapist for many years. In addition to her lead role with Renewal, she initiated an Advanced Track for professional development at Antioch that has now completed two cycles of a two year program leading to an MEd. Her former students from both Renewal and Antioch are now teaching and bringing new color and vitality to classrooms all over the country.



**Lisl Hofer, M.Ed.** 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.



**Milan Daler** has been administering the Center for Anthroposophy since 1999 and the Research Institute for Waldorf Education since 2004. He prides himself in providing, together with the rest of the CfA team, the most welcoming atmosphere and top notch customer service to all Renewal Courses, and other CfA programs participants. Milan been active in various anthroposophical endeavors for the past 20 years and enjoys studying and practicing anthroposophy, with focus on the Threefold Structure of the Social Organism.



**MaryLyn Yonika ML (MaryLyn)** Yonika has been administrative assistant at the Center for Anthroposophy since September, 2000. Her three children graduated from Pine Hill Waldorf School where she worked in the office for many years before joining the CfA staff. ML divides her time between her work at Center for Anthroposophy and her studio in downtown Wilton. She is a juried member of the League of New Hampshire Craftsmen, working with clay to create renditions of 18th & 19th century New England houses that can be lighted with candles. "I find a wonderful balance between my love of creating with my hands and my love of Waldorf education."



**Douglas Gerwin, Ph.D.,** Director of the Center for Anthroposophy (CfA), has taught history, literature, German, music, and life science at college and Waldorf high school levels for over 35 years. At present he divides his time between adult education and teaching adolescents, as well as mentoring Waldorf schools across North America. Himself a Waldorf graduate, Douglas is the founder of CfA's Waldorf High School Teacher Education Program, as well as the first Executive Director of the Research Institute for Waldorf Education (RIWE).

Author and editor of nine books on Waldorf education, his most recent publication is a collection of articles entitled *Trailing Clouds of Glory: Essays on Sexuality and the Education of Youth in Waldorf Schools* (2014).



# 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](http://www.centerforanthroposophy.org).

# Registration Form

Week 1 - June 25 to 30, 2017 / Week 2 - July 2 to 7, 2017

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 *(Very important, please indicate 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.

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

**TUITION** (\$650/course) \$ \_\_\_\_\_

**LESS DISCOUNT** (if any) \$ \_\_\_\_\_

## ROOM

(\$185 single or \$135 double) \$ \_\_\_\_\_

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.

**CAMPUS FEE** (\$25.00) \$ \_\_\_\_\_

Paid by day students not staying in the dorms

**MATERIALS FEE** \$ \_\_\_\_\_

*(Where applicable)*

## MEALS *(select from the following options):*

**FULL BOARD** \$232.00 \$ \_\_\_\_\_

*(5 each: Breakfasts @ \$9.75, Snacks @ \$6.15, Lunches @ \$17.25 and Dinners @ \$13.25)*

**BREAKFAST ONLY** (5) \$48.75 \$ \_\_\_\_\_

**LUNCHESES ONLY** (5) \$86.25 \$ \_\_\_\_\_

**MORNING SNACKS** (5) \$30.75 \$ \_\_\_\_\_

**DINNERS ONLY** (5) \$66.25 \$ \_\_\_\_\_

**TOTAL** \$ \_\_\_\_\_

*(tuition, fees, room & board)*

*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/](http://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](mailto:info@centerforanthroposophy.org) or course-related questions to: [karine@tellink.net](mailto:karine@tellink.net)

# 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.

### WHO SHOULD APPLY?

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

### 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.

[antiochne.edu](http://antiochne.edu) | 800-552-8380  
Karine Munk Finser: [kfinser@antioch.edu](mailto:kfinser@antioch.edu)  
Find us on [f](#) [t](#) [in](#) [You Tube](#)

ANTIOCH  
UNIVERSITY  
NEW ENGLAND

## WEEK 1:

**The Child Study:** Deepening Our Understanding of the Mysteries of the Young Unfolding Human Being  
*With Christof Wiechert*

**Grade 1:** Once Upon a Time...

**The Journey Begins!**

*With Regine Shemroske*

**Grade 2:** Joy in the Waning Days

**of Innocence**

*With Robert Lanier*

**Grade 3:** From Paradise to the Earth:  
Food, Shelter, and Clothing

*With Christopher Sblendorio*

**Grade 4:** Ragnarok and the Birth  
of a New World

*With Neal Kennerk*

**Grade 5:** The Golden Bridge: From  
Childhood to Puberty, Lower School to  
the Upper Elementary School

*With Patrice Maynard*

**Grade 6:** Cause and Effect as  
Backdrop to Chivalry

*With Lynn Thurrell*

**Grade 7:** A Year of Exploration  
and Renaissance

*With Alison Henry*

**Grade 8:** The Crowning of the Waldorf  
Grade School

*With Signe Mottet*

**Archetypal Inspiration:** Finding  
Insight through Storytelling Arts

*With Janene Ping*

**Eurythmy Mentoring Seminar:**  
Strengthening Eurythmy Teaching in  
our Waldorf Schools

*With Leonore Russell*

## WEEK 2:

**The Courage to Heal:** The Mighty  
Gift of Anthroposophy in the Age of  
Destruction

*With Peter Selg*

**Cosmic Cycles, Earthly Rhythms:**

The Lost Art and Necessity of Finding  
Ourselves as Cosmic Beings

*With Mary Stewart Adams*

**Conducting for Class and Music**

**Teachers:** Behind the Podium,  
Before the Class!

*with Jeffrey Spade*

**Dialogue Between the Senses and  
the Soul:** A Writing Workshop

*With Paul Matthews and Patrice Pinette*

**Spiritual Life in the Digital Age:**

Forging a Spiritual Path in the New World  
of Ubiquitous Computer Technology

*With Gary Lamb and Michael Howard*

**Finding Joy:** Creating a Waldorf Doll  
and Discovering Joyfulness in the  
Human Soul

*With Sandy Pearson and Glynn Graham*

**Musical Experience as Light on the  
Path:** Guidance and Healing through

Rudolf Steiner's Six Auxiliary Exercises

*With Gotthard Killian*

**Social and Organizational  
Leadership and Renewal**

*With John Cunningham, Cat Cunningham,  
and Barbara Richardson*

**Life Cycles and Self-Development:**

The Power of our Life Story to Heal and  
Transform

*With Linda Bergh*

**Veil Painting Techniques:** Creating  
Images with Light, Color, and Darkness

*With Charles Andrade*

**Living Thinking**

*With Michael D'Aleo*

Artwork by Karine Munk Finser

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