

Renewal Courses 2010



June 27-July 2 and July 4-9
Wilton, New Hampshire

www.centerforanthroposophy.org



The task of our age is to find living ideas, to develop living concepts, perceptions and feelings and not to invoke dead theories. –Rudolf Steiner

Dear Friends,

Humanity strives toward the ultimate reality that stands behind all outer appearance. This cry of longing for the spirit lives in every one of us, either consciously or un-consciously. At the same time, we need to be grounded in reality, and awake to the whisperings of our own hearts. This faithfulness to remain true to ourselves through everything, and to renew that source within us, will affect our growth, our usefulness to others, and our sense of joy in life.



This year we are offering an abundance of new renewal opportunities: Aonghus Gordon and his team of craftsmen will be joining us from Ruskin Mills in England. His proven work with youths at risk has enormous importance for parents and teachers of all ages. Christof Wiechert is with us from Dornach in Switzerland. His master classes on Child Study and Classroom Management serve a crucial need as we seek to better know our students. Dennis Kloczek, is giving his first Renewal course ever: he will both teach his innovative work with the atmosphere and climate and also help us work with the meditative life/ creative listening and speaking. Iris Sullivan, an artist and art therapist from California will offer veilpainting with pastels working with the theme of awakening to a living color experience. Leonore Russell is teaching a popular course for experienced eurythmists, and Darcy Drayton will be teaching a Science course for fifth and sixth grade that will inspire courage, creativity, and many new skills. Rudiger Janish, a leader in the Camphill movement, will be preparing us for next year's event: the 150th anniversary of Rudolf Steiner's birth. Rudiger will work with Rudolf Steiner's biography, the First Goetheanum, and the Foundation Stone Meditation. Rena Osmer, a leader in the Waldorf Early Childhood movement, will bring us a rich course on Contemporary Issues in the Kindergarten, while also offering work with marionettes. Finally we have our well-known and beloved returning faculty who lend stability to our campus: Christopher Bamford, Georg Locher, Juliane Weeks, Monica Amstutz, Torin Finser, Glen Williamson, Cezary Ciaglo, Regine Kurek, Linda Larson, Jamie York, Connie Helms, Rachel Ross, Elizabeth Auer, and Douglas Gerwin. Once again, we are hosting the AWSNA Mentoring training and we are also delighted to include Kim John Payne from Antioch's Waldorf Collaborative Counseling/The Center for Social Sustainability and his students on our campus.

As always, we are looking forward to your visit when we become living community for one another! We will prepare evenings of both profundity and fun. We will feed you with the best vegetarian and non-vegetarian organic food, and we will all enjoy and benefit from the beautiful campus that nurtures us all.

Until then,
Warm Greetings,

Karise Munk Finser

PS: Please sign up early so that we can plan all this for you gracefully!

Week One: June 27-July 2

Unconditional Hospitality: The Hidden Heart of the Spiritual Life

With Christopher Bamford

Eurythmy with Cezary Ciaglo

Unconditional or sacred hospitality—which is non-possessive love and compassion, openness of heart and generosity—means always welcoming the stranger, the known and unknown other in any form, alien or intimate, mineral, vegetable, animal, human, or spiritual-divine without reserve or calculation, whatever the cost. It means putting oneself in the other's place, while putting the other in one's own place: caring for the other as for oneself. It expects no reward. It is un-economic: it is not done for any purpose or any agenda, but for its own sake alone. It lets go of all notions of sacrifice as any kind of exchange. It sacrifices sacrifice itself. Unconditional, it gives everything away and what it has it receives, only to give it away.

In deed and practice, unconditional hospitality lies both at the heart of the divine and of what it means to be human: a spiritual being, called to be a coworker in the divine spiritual mission of creation. As such, it is the existential and ethical call at the heart of Anthroposophy or Esoteric Christianity as a spiritual path, indeed of all religions as well as the Abrahamic traditions taken as a whole.

The course will explore the path of unconditional or sacred hospitality against the background of Anthroposophy and seek to live into this new transformative reality from many different perspectives. We will start from our contemporary situation and those contemporary thinkers and saints who have begun to rediscover it. Then we will examine its avatars from Gilgamesh to Abraham and the Jewish tradition, discovering along the way its deeply Sophianic nature. We will find it exemplified and incarnated in the Gospel teachings and in the beings of Christ Jesus and Mary. We will find it embodied in the earliest Christian communities. We shall discover from the earliest theologians that “sacred hospitality” is also the life of the Holy Trinity and that practicing it we can allow the divine to be present and transform the earth and heaven as well. We shall find it likewise in Grail teachings of Parzival, as well in the heart of Rosicrucianism and the prophetic life of Novalis.

The focus of the course, however, will be inner transformation, not information.

CHRISTOPHER BAMFORD, as editor-in-chief of Steinerbooks, has introduced, edited, and translated numerous volumes by Rudolf Steiner. He is also a respected authority on Western esotericism, the author of two books, and a lecturer. Two of his essays have been recognized in *Best Spiritual Writing*.

Refreshing Classroom Habits and Skills for Teachers: How to Enjoy Yourself while Swimming Against the Stream

With Christof Wiechert

Music and Singing with Juliane Weeks

Educators need to exercise common sense, a presence of mind to cope with all possible situations in the classroom. But they also need an artistic “flow”, an original interaction with their pupils or students. Both are vital for what is called a creative “study of the child”, a three-step process in which teachers help their students overcome personal and learning obstacles. In essence these steps require the teacher to develop practical forms of imagination, inspiration, and intuition.

The basic task to be addressed: how can we train ourselves in this process? How do we realize the virtues (or competences) Rudolf Steiner offered for this extraordinary vocation? To the degree we succeed, deepening our understanding and improving classroom skills come together.

CHRISTOF WIECHERT: A popular lecturer and seminar leader the world over, Christof spent 30 years teaching at the Waldorf School in The Hague, where he was himself a pupil. While working at this school he co-founded the Dutch Waldorf Teacher Training Seminar. For many years, Christof was a Council member of 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 since October 2001 has 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.

“...an ideal setting for summer programs...”



Eurythmists as Mentors

With Leonore Russell

Lectures by Christof Wiechert

Guest presentations by Torin Finser, Carla Comey



This course is intended to strengthen the health of eurythmy in Waldorf schools by helping experienced eurythmists become mentors to their younger colleagues in schools. Following the format of the AWSNA Mentoring Seminars inaugurated by Els Gottkins, the course will offer seasoned eurythmists ways of guiding their younger colleagues, using exercises and practices developed over the years by this mentoring group.

Participants will join Christof Wiechert's presentations on "Child Study" (see his course description) in order to develop a living understanding of imagination, inspiration, and intuition as they apply to professional mentoring.

Breakout sessions led by Leonore Russell will feature the key principles of adult learning, the Pedagogical Law, differences between mentoring and evaluation, gestures of empathetic listening and speaking, and the rightful role of eurythmy in a healthy Waldorf school.

Eurythmy teachers interested in this course need to have taught for at least eight years and should submit a letter for recommendation from their school to the Center for Anthroposophy.

LEONORE RUSSELL, who has taught eurythmy and humanities for 30 years at the Waldorf School of Garden City, is Director of the Winkler Center for Adult Learning, as well as adjunct professor in the Art Education Department of Adelphi University and faculty member of the Waldorf High School Teacher Education Program at the Center for Anthroposophy. A member of the original AWSNA Pedagogical Advisors Seminar, Leonore works as a consultant and mentor to schools and organizations, using the arts as a catalyst for development.

Deepening the Waldorf Curriculum through Drawing, Painting, and Clay Modeling: Grades 6, 7, and 8

With Georg Locher



The dramatic development of human consciousness during the Renaissance is most clearly documented in the interweaving of art and science. Early pioneers of science and leading artists in the Renaissance ushered in a new era, which Rudolf Steiner called “the consciousness soul age” in human evolution. Students in grades 6, 7, and 8 reflect this strongly in their challenging passage of discovery from childhood to youth.

This pedagogical and visual arts course invites teachers and parents who work with and care for teenagers, as well as those who are preparing themselves

to do so, to experience the essentials of the Waldorf upper elementary grades curriculum, grades 6, 7, and 8. In addition to extensive artistic studio activity, we will share the aims, tasks, and challenges of meeting this age at home and at school.

MATERIALS FEE: \$35

GEORG LOCHER, former director of Teacher Education at Emerson College in England, is now an international consultant and senior teacher of Waldorf adult education. He is a long-standing associate faculty member of the Waldorf Program at Antioch University New England and past president of the Council of the Center for Anthroposophy.

Veiling with Chalk Pastels in Pure Colors: Color as Sacrificial Conversation between Light and Darkness

With Iris Sullivan

Eurythmy with Cezary Ciaglo

Colors are the Deeds and Sufferings of the Light
—Goethe

Pure color experience is nourishment for the soul. The colors that are revealed through the laws of light and darkness are expressions of truth and can therefore align the soul and restore her. The soul can begin to breathe more freely, and begin a color conversation with the spirit within. The nature of this conversation carries both courage, and joy, and sacrifice.

In this course we will look to four cardinal experiences of the soul in relation to nature and work with color and light so that interweaving transparency can be achieved. The four cardinal experiences of the soul as they relate to the soul exhaling and inhaling with the earth and the two points of balance where our heart is open to a renewal. This course will teach us the color language we see in the created world and its correspondence in the soul world. Our veiling with chalk pastels will reveal the conversation that can bridge these worlds.

The goals of this course are to refresh the weary soul, and strengthen the awakening to process through feeling in the moment, so one can take steps to enliven inwardness and strengthen relationship and conversation with the world.

Whether as a teacher, artist or seeker of self-knowledge, this course can enliven the world of feelings and thereby strengthen one's essence-of-self and self-to-the-world. MATERIALS FEE: \$30

IRIS SULLIVAN, an art/painting therapist, artist, and art teacher, has been working with groups and individuals with pure color for 15 years. A student of Anthroposophy for over 30 years, she earned an MA in art therapy as well as a diploma from the Collot School of Art Therapy and a Waldorf teaching certificate.



The Art of the Actor in Each of Us: Transformation and Renewal through Imagination, Movement, and Space

The Story of Faust

With Glen Williamson



This course will be filled with games, drama, storytelling, and improvisation to inspire the creative imagination. It will also lead us into an artistic realm, and change us a little through just plain fun!

Transformation is the essence of an actor's art. It is also essential in our lives. We will explore the themes, images, qualities, and beings who appear in Goethe's *Faust*. Glen will give us a solo performance of *The Tragedy of Mephistoles: The Story of Faust*.

In this Renewal Course, we will explore transformation through imagination, movement, and space. We will draw on the acting techniques of the great Russian actor Michael Chekhov, principles of Spacial Dynamics®, and Bothmer Gymnastics exercises in order to explore personal space, imaginary bodies, centers, gestures, and qualities of movement. We will also explore the spatial activities of anger, confidence, and balance as they relate to life and work including teaching, and we will develop confidence and presence in our speech. We will find the balance of inner nurturing and practical tools that can be employed in professional and personal life.

Past participants are welcome and we hope to see them back! No previous acting or movement experience is necessary.

GLEN WILLIAMSON, a founding member in New York City of The Actors' Ensemble and New Directions Theater, appeared in numerous productions with both companies. He currently plays the title role in *Aeschylus Unbound*, which he co-wrote with the late film star Mala Powers, and tours in Goethe's *Tale of the Green Snake and the Beautiful Lily*. Glen has given his one-man performances, including *Kaspar Hauser: The Open Secret of the Foundling Prince*, throughout North America and in Europe. Other appearances include Rudolf Steiner's *The Souls' Awakening* and the award-winning off-Broadway run of Glen's one-man play *The Boy Who Saw True*. He trained in the Michael Chekhov acting technique and at The Juilliard School and has acted with the American Conservatory Theater in San Francisco and the American Stage Festival in New Hampshire.

Picture Your Life: *Exploring the Sun Karma in Our Biographies* With Regine Kurek and Linda Larson

This Biography/Eurythmy Workshop will explore the significance of the “Sun Years” of our lives and the question, “What Wants to Shine Through Me?” This central Sun question will be the focus of artistic exercises including eurythmy and the planetary gestures, clay modeling and painting, along with sharing and life-charting.



Understanding these Sun qualities can help us to more fully manifest who we are, to discover what our pre-birth intention is, to become more aware of what our task may be at this time, and to develop capacities to bring this alive in our communities.

As we meet the challenges and blessings in our lives, working with the different art forms can bring new insights and a deeper understanding of our destiny as it unfolds. The threads of our lives form patterns within each of us and also between us in the larger scale of life, in relationships and community and all the circles of which we are a part. Through this process and the combination of biography and eurythmy, we may come closer to realizing our future potential and harmonizing these threads as we develop new capacities for life.

This course is for parents, teachers, returning participants, and everyone of any age who is open to new insights into their lives, both the challenges and the gifts. MATERIALS FEE: \$30

REGINE KUREK, artist and anthroposophical art therapist, biography counselor and Co-Director of Arscura, School for Living Art in Toronto, Canada, has developed a training for “Art in the Healing and Social Fields.” Regine completed her Biography Counseling training in Arlesheim, Switzerland, and serves currently as a member of the National Council of the Anthroposophical Society of Canada.

LINDA LARSON, eurythmist, facilitates eurythmy workshops and seminars in various settings. She has taught in Waldorf schools, Camphill communities, Branch groups, and is the therapeutic eurythmist at the Rudolf Steiner School in New York. A member of the National Board of the Eurythmy Association of North America, Linda received her Eurythmy Diplomas at the Goetheanum, Dornach, Switzerland, the London School of Therapeutic Eurythmy, England, and is trained in Eurythmy in the Workplace. She holds an MFA from Cranbrook Academy of Art in Michigan.

Music as a Guardian of the Emerging Soul

With Juliane Weeks and Monica Amstutz

Music is a spiritual substance and when we take it into our souls we can experience its harmonizing, ordering effect.

—Maria Schueppel

More than ever, the human soul is under attack today by unseen forces that hinder its natural unfolding and undermine a healthy development. Powerful impressions of the physical world and the sensory influx from the media, the lack of rhythm and protection in a world that moves too fast and unpredictably, place a tremendous burden especially on the child's vulnerable and delicate organism.

Music, understood in the light of Anthroposophy, is a bridge to the spirit that can offer strength and substance to the soul who stands in this battle today. By creating a listening space we can become receptive and hear again what resounds from the cosmic realms. Through engagement with music, a deeper source can become accessible from which we receive nourishment and find moral strength to meet the demands of life.

Our course is for teachers, parents, and those who have an interest in exploring this aspect of music more deeply.

Through toning, listening, and improvisation with voice and instruments, we will get to know the different elements of music and come to see how melody, harmony, and rhythm are musical expressions of our threefold nature as thinking, feeling, and willing human beings. We will work with the intervals artistically and learn how they are connected to our own evolutionary path and correspond with the developmental stages of the child.

By understanding the indications of Rudolf Steiner concerning the curriculum for music, we will recognize its therapeutic value in the classroom and at home.

"...long conversations over meals..."



Following the journey from the stars down to the earth with images and tones, we can experience (through the mood of the fifth) musically the path of the young child. We will bring songs from the pentatonic and the diatonic realms that lead us through the elementary school years to grade five.

Every afternoon we will set aside time for playing the pentatonic flute and lyre, singing and improvisation, according to the wishes of the participants. Our striving will be to create a space that allows deep listening, creative musical expression, and playful interaction to permeate the whole course. No previous knowledge or instrumental skills are required.

JULIANE WEEKS has been a public school teacher and a Waldorf teacher for special needs children in Germany. She trained as a music therapist and CMP in the US. She has worked with patients at the RSHC in Ann Arbor, MI and at the Husemann Klinik in Freiburg, Germany, and works presently with children individually at the Pine Hill Waldorf School, as well as with adults in life sharing communities and privately.

MONICA AMSTUTZ is an anthroposophically trained music therapist (Dorion School) and certified music practitioner. She has worked as a music therapist in the Ita Wegman Klinik, Switzerland, and now works therapeutically with special needs individuals and groups and teaches music (pentatonic and chromatic lyres and recorders) in Waldorf kindergartens, home school settings, Camphill homes, and privately.



"...supports my professional development."

From Both Sides Now...

Understanding the Constitutional Polarities

With Rachel Ross and Connie Helms

Emily is a healthy, sociable third-grade girl. She tends to have moist hands and easily sweats. She is sensitive to everything around her, can take things personally, and does not seem to have any natural boundaries. Consequently, she does not know where she ends and others begin. She enjoys telling elaborate articulate stories, many of which are not actually true. Now her classmates are beginning to tease her, making her feel excluded and unhappy. Emily is not a true melancholic; she has constitutional hysteria. How do we understand who she is and how can we effectively meet her needs in school and at home?

At each stage of childhood we can observe the birth or unfolding of new abilities as other elements fade into the background. Each stage of human development lays the foundation for the next. As teachers, parents, and therapists, it is important that we continually strive to come to a deeper understanding of these human elements and find practical ways to assist and educate children on their path of evolving. One of the important stages of development is when children enter school during the second stage of childhood 7 to 14 years of age. New forces for learning are now available in the child. This is the period of the birth of the child's individualized etheric body and with this event the temperaments and constitutional types appear. How can we rightly observe and work in school and at home with these powerful elements? How do we bring balance and help children through this phase of life? How do we work upon our own nature too?



"fabulous instructors, nutritious food..."

This course will explore the pedagogical and curative/medical constitutional polarities, which come to birth during the second stage of childhood covering the period from age 7 to 14. We will review the threefold archetype of the nerve sense system, rhythmic system, and metabolic limb system in relation to the constitutional types and the process of remembering and forgetting. We will experience and practice activities and strategies to meet and harmonize the temperamental and constitutional issues that various children present in the classroom.

MATERIALS FEE: \$15

Suggested Readings:

The Four Temperaments, Rudolf Steiner

Education of Children with Special Needs (Curative Education Course), Rudolf Steiner, Chapters 3, 4, 5 (Lecture 2 covers the Pedagogical Law)

Education as Preventative Medicine, Michaela Glockler MD, et al, pp. 76-87

Children with a Difference, Walter Holtzappel, MD, Chapters 9-12

RACHEL ROSS has studied and taught eurythmy for over 30 years. A graduate of the London School of Eurythmy (1974) and Emerson College (1967), England, she received her Therapeutic Eurythmy diploma and certification from the Medical Section of the Goetheanum, Switzerland (1989). She earned a Master's degree from Sunbridge College, N.Y. and holds Massachusetts State Teacher's certification in Elementary Education Grades 1-6, and Moderate Special Needs certification Pre K-12. Rachel is a consultant and mentor to many Waldorf and private schools nationwide. She is a faculty member of the AHE Waldorf Remedial Teacher Trainings in the US and Brazil and co-directs trainings in Spain, Ireland, and Canada. She is the author of *Adventures in Parenting: A Practical Guide for Parents*, published by AWSNA.

CONNIE HELMS works in private practice as an education consultant, parent educator, and Extra Lesson teacher in Shelburne, VT. She serves on the board of the Association for a Healing Education and mentors remedial teachers in training, and is working at the Emerson Waldorf School, NC helping to establish a remedial program. She holds a Master's degree in Waldorf Education from Antioch University New England.

Bringing Fifth and Sixth Grade Science into the 21st Century: Biology and Geology through Art and Inquiry

With Darcy Drayton

Guest presenter: Brian Drayton

What can we bring to our students that will give them the strength, compassion, and fearless hope to face their futures? A deep and abiding love of the world through a passion for the diversity and complexity of life and the environment that supports it so that as an adult they can comprehend how humanity can move with enlightenment to heal our earth.

Fifth Grade offers a way for the curriculum to expand the traditional Botany Block into an ecologically exciting exploration of the students' immediate environment. We will take time for local field trips, drawing lessons, descriptive writing, classifications that lead to informed inquiry of non-flowering plants, fungi, flowering plants, arthropods with a focus on insects, amphibians, and reptiles. We will be learning how to develop the skills needed to transform painting and drawing skills to meet the curriculum of fifth and sixth grades.

In sixth grade we continue this theme by looking at how it is that over millennia life has adapted to the changing earth and has shaped it in turn. We will explore how plate tectonics, ice ages, single celled organisms, different forms of life that once lived, volcanoes and earthquakes, summer and winter, oceans and mountains, plants and animals living now, and humankind have interacted to create the world we live in now.

This course is for Waldorf teachers as well as for those who are in teacher training and anticipate teaching these subjects during the course of their career. Together we can engender such enthusiasm for these subjects that what we will bring to our students will be transformative not only to them but to us as teachers. MATERIALS FEE: \$25

DARCY DRAYTON, fifth grade class teacher at Pine Hill Waldorf School, also teaches art to the eighth grade students. Prior to Pine Hill she taught woodworking and middle school art in the Waldorf School in Lexington where she was, prior to her teaching responsibilities, also the business manager for four years. She studied nursing and science at Northeastern University and got her Waldorf training at Antioch University. Weekends she volunteers regularly in prison facilitating "Alternatives to Violence" workshops and for many years worked with a Quaker School in the Kibera slum in Nairobi, Kenya.

BRIAN DRAYTON, who will participate as a guest lecturer, earned his PhD in Biology from Boston University. He is a center director and principal investigator at the nationally renowned educational research and development center, TERC, located in Cambridge, MA.

Practical Arts in Grades 1, 2, and 3: Bringing the Curriculum into the Hands of Children

With Elizabeth Auer

This practical arts workshop offers creative ways to enrich the young child's experience of the curriculum in the first three years of elementary school. Working through the grades, participants will create a math gnome, construct a times table dodecahedron, build and warp a basic Navajo style loom, and learn to spin and weave, as well as becoming familiar with needle felting and fleece art.

We will take a look at main lesson book drawing for the young child, practice beeswax modeling, prepare blackboard presentations, and paint the story of creation. We will also consider ways to enhance the classroom setting with art displays, nature tables, bulletin boards, and alphabet letters strung above the blackboard. We will be able to cater to individual needs.

Although this workshop will focus primarily on the creation of projects, there will be opportunities for discussion, reflection, and the sharing of ideas, songs, circle activities, and games. MATERIALS FEE: \$50

ELIZABETH AUER, having taught wood, stone, metal, and glasswork for ten years, took on a class at the Pine Hill Waldorf School where she also teaches Extra Lesson classes. A graduate of both the Remedial Resource and Waldorf teacher education programs, Elizabeth offers workshops in painting, drawing, and clay modeling, as well as teaching drawing classes at Antioch University. She is the illustrator of the Bio-dynamic agricultural calendar, *Stella Natura*, and specializes in water color painting for young children.



World Languages in Grades 1 through 6: Unique Encounters With the Genius of Language

With Lorey Johnson and Kati Manning



When children are immersed in a living experience of language, they naturally acquire it because their innate sense for language is still very active. We begin our journey in the early grades, with a multi sensory approach that invites the children into another world. We will enjoy

a wide range of stories, poems, songs, and games that open the door to such an experience. The teachers of the course will provide examples in French, Spanish, and German and encourage participants to share materials from their own classrooms. The themes may take us anywhere from the land of fairies and gnomes, to legends of yore and the epic deeds of historic figures!

While the context provides the source for firing the imagination, a teacher also employs a wealth of pedagogical tools to impart the language. We will explore the methodology involved in teaching languages based on the development of the human being and with an artistic approach. We will look at practical ways to enliven speech with gesture, and the value of repetition and rhythm. We will progress through the grades, examining the structure of a balanced, age appropriate lesson, the foundation of class management! The lesson transforms as the students approach grade 6 and we will investigate how to meet those developing intellectual abilities, still holding the students' interest.

There will be time to discuss the questions that so often arise for language teachers. How does one lead a first grade circle and still manage the class? Which methods work in learning to read a second language? How does one work with grammar in a way that is not dry? Should we use textbooks? Is it appropriate to use textbooks? How can one teach in a way that includes diverse abilities? We are open to your own questions, too!

It is our intention that this year's course will support newer language teachers and still be a renewing experience for experienced teachers. There will be time each day for our own "doing". We will create visuals, games, puppets, and props for your classrooms as well as play games and practice skits. At its core, language is dynamic and we look forward to an invigorating week!

LOREY JOHNSON has studied French at Middlebury College and in Strasbourg, France. A French teacher in grades 1 through 8 at Pine Hill Waldorf School for 23 years, Lorey regularly offers workshops in teaching foreign languages. Lorey lived in France for two years and still returns there regularly to travel and to eat crème brulée.

KATI MANNING, a German and Spanish teacher in both public and private schools, has taught at the Cape Ann Waldorf School since 1987. For the last 15 years, she has been active in teacher training and consulting at many Waldorf schools across the country. Kati, whose family worked in the first Waldorf school in Stuttgart, has also written a series of widely used German readers.



"The faculty are dedicated and enthusiastic."

Week Two: July 4-9

Activate the Senses through Intentional Movement and Crafts for Early Childhood, Grades, and High School Educators, Artists, Crafts Teachers, and Therapeutic Educators

Keynote Speaker: Aonghus Gordon,
founder of Ruskin Mill Educational Trust

Guest Presenter: Dennis Klocek

Workshops by master craftsmen in green woodworking, iron age forging, metal smithing, and felting



Ruskin Mill Educational Trust from Stourbridge, England, offers a holistic and student-centered approach to the education and care of young people who fall between the cracks of mainstream provision. The Center for Anthroposophy is delighted to host Aonghus Gordon, founder of Ruskin Mill, along with three of their master craftsmen. Aonghus has shown that when students work with craftspeople in natural environments on real-life, purposeful tasks, their personal, emotional and social skills, behaviour, and health improve dramatically.

This five-day Renewal course involves craft work with materials sourced from the three kingdoms of nature. Transforming these materials through a craft activity supports healthy incarnation for developing adolescents, connecting them to nature and the land. Workshop activities span all twelve grades within the context of age-appropriate delivery. These hands-on workgroups will be coupled with research-based presentations by Aonghus Gordon, offering an opportunity to

penetrate the finely honed therapeutic crafts curriculum originated at Ruskin Mill.

In collaboration with Aonghus, Dennis Kloczek will identify and work with the “Genius of Place” through the lens of modern alchemy and the elements (earth, water, air, and fire). The following activities will be explored:

Animal Kingdom—Fleece to Felt to Slippers

Plant Kingdom—Tree to Stool, Soapmaking From Oil to Soap

Mineral Kingdom—Charcoal and Iron to Hook



Workshop leaders are Master Craftsmen with years of experience in Rudolf Steiner/Waldorf and Therapeutic Education. MATERIALS FEE: \$50

AONGHUS GORDON, attended Rudolf Steiner schools; trained as an artist and teacher and traveled extensively before renovating Ruskin Mill in England in 1982 into the Ruskin Mill Arts and Crafts Centre; founded the Living Earth Training Course, 1984 which developed into the Ruskin Mill Educational Trust in 1996; co-founded Hiram Trust, 1994; co-founded Waldorf College, 1999; established Glasshouse College, Stourbridge, 2000; established Freeman College, Sheffield, 2005; awarded Entrepreneur of the Year, 2005.

DENNIS KLOCZEK, international lecturer and Director of Consciousness Studies at Rudolf Steiner College, is also founder of the Coros Institute, which is dedicated to dialogues between individuals in the sciences and the arts. Author of six books, Dennis is known as “Doc Weather” for his weather predictions and articles on climatology.

Natural Laws and Human Potentials: A Cosmic Look at Climate

With Dennis Klocek

Eurythmy with Leonore Russell

This course is designed to help in understanding some of the fundamental principles and laws of the atmosphere and the larger rhythms and flow patterns in the northern hemisphere.

Topics will include the global circulation model, air mass properties, North American seasonal variability, and the main storm tracks in North America. The middle section of the course will address fundamental planetary cycles such as the Sun line and lunar transits and their influence on the rhythmic activity of air masses through time. The final session will present experiments for determining the influence of eclipses on the earth and some moral parameters that are critical for forming initiatives related to climate.

Participants will be joined by the AWSNA Mentoring Group and students in the Waldorf High School Teacher Education Program for four afternoon classes with the following content:

The Role of Imagination in Establishing a Meditative Practice With Dennis Klocek

This course explores several basic exercises that develop a contemporary meditative approach to problem solving. The key faculty for overcoming doubt and fear is an active and precise imagination.

In this series of presentations we will use the alchemical mandala as a model for such a development. Taking aspects of phenomenological research methods as a jumping off place we will explore such concepts as breathing light, thinking backwards, the power of silence and the transformation of the senses into imaginative cognition.

"...inspirational and practical..."



You Speak, I Listen. I Speak, You Listen.
A Course on Creative Mentoring
With Dennis Klocek

This simple mantram for social dialogue is not as simple to practice as it may seem. Using images from the famous photo essay, “The Family of Man” by photographer Edward Steichen, and then moving on to symbolic imagery, this workshop will address the fundamental task of teachers—clear communication. Selected exercises will lead participants through the various levels of communication such as the accurate description of facts, the vivid depiction of processes and the formation of creative characterizations that allow for the flow of conversation to reach more creative levels of social interaction.

DENNIS KLOCEK, international lecturer and Director of Consciousness Studies at Rudolf Steiner College, is also founder of the Coros Institute, which is dedicated to dialogues between individuals in the sciences and the arts. Author of six books, Dennis is known as “Doc Weather” for his weather predictions and articles on climatology.

A NOTE FROM OUR ADMINISTRATOR:

Dear Friends, In appreciation of your continuous patronage, we have negotiated the prices of meals and housing to remain the same as last year.



Transformation of Self through Intuitive Thinking and Artistic Perception

With Georg Locher and Douglas Gerwin

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 course is recognized as a foundation studies completion course 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.

MATERIALS FEE: \$30

GEORG LOCHER, former director of Waldorf Teacher Education at Emerson College in England, is now an international consultant and master teacher of Waldorf education. He is a long-standing associate faculty of the Waldorf Program at Antioch University New England and past president of the Council of the Center for Anthroposophy.

DOUGLAS GERWIN, Director of the Center for Anthroposophy and Co-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. He presently divides his time between adult education and teaching in various North American Waldorf schools. Douglas is the founder of the Waldorf High School Teacher Education Program at the Center for Anthroposophy and editor of several books related to Waldorf education.



"I feel truly refreshed."

Projective Geometry

With Jamie York

Eurythmy with Cezary Ciaglo

This course is intended for people who wish to learn about projective geometry. A strong background in mathematics is not required in order to participate in the class. High school and upper elementary school teachers, as well as others passionate about experiencing projective geometry, will discuss how geometry has evolved since the Greeks and the saga of Euclid's postulate: Do two parallel lines ever meet?

Through drawings, the participants will discover the basic principles of projective geometry, including: perspectivity and projectivity, the principle of duality, polarity, line-wise and point-wise conics, the Theorems of Pascal, Brianchon, Desargues, Pappus, and the Fundamental Theorem of projective geometry.

There will be time for lecture and discussion, question and answer and, most enjoyable of all, attempting the amazing drawings that projective geometry lends itself to. We will also make space for singing and eurythmy.

This course will give participants an immersion in the imaginative world of projective geometry, while offering them the basic foundations of projective geometry through the construction of drawings.

Please bring straight-edge, T-square, compass, and good pencils to this course.

JAMIE YORK has taught high school mathematics at Shining Mountain Waldorf School in Boulder, CO for eleven years, as well as at a Waldorf school in Holland and in math workshops for teachers across North America. A pioneer graduate of the Center for Anthroposophy's Waldorf High School Teacher Education Program in Wilton, NH, Jamie has rejoined the program as its math specialist. He is the author of a series of books entitled *Making Math Meaningful*, which includes a math curriculum guide and math workbooks for each of the upper elementary grades.



"...dynamic courses..."

Personal and Organizational Renewal: From Survival to Success

With Leonore Russell and Torin Finser

Schools face many challenges today. If one “peels the onion” one finds that behind the 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. Some of the topics to be covered 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 our schools and design strategies to work toward closer collaboration.

Suggested texts:

School Renewal and *Organizational Integrity*, both by Torin Finser.

LEONORE RUSSELL, who has taught eurythmy and humanities for 30 years at the Waldorf School of Garden City, is Director of the Winkler Center for Adult Learning, as well as adjunct professor in the Art Education Department of Adelphi University and faculty member of the Waldorf High School Teacher Education Program at the Center for Anthroposophy. A member of the original AWSNA Pedagogical Advisors Seminar, Leonore works as a consultant and mentor to schools and organizations, using the arts as a catalyst for development.

TORIN M. FINSER is Chair of the Education Department at Antioch University New England. A former Waldorf class teacher and Director of the Waldorf Teacher Education Program at Antioch for 18 years, he also serves as General Secretary of the Anthroposophical Society in America. He is the author of five books, including his most recent publication: *Organizational Integrity*.

The Foundation Stone Meditation: A Foundation for a Community of Individuals with Initiative and a Seed for a New Civilization

With Rudiger Janish

In this course we will explore Rudolf Steiner's Foundation Stone Meditation through eurythmy, speech, conversation, presentations, and as meditative practice. We will turn to themes such as the Foundation Stone meditation as a metamorphosis of the First Goetheanum.

The Foundation Stone Meditation is a wellspring for a future society, and carries a seed quality for us to take into our own hearts and souls. We will look at the four spiritual practices that Rudolf Steiner offers us as a method for carrying the spirit of Anthroposophy into life. We will also discover seven rhythms as a bridge between the esoteric work of the School for Spiritual Science and the world.

This course is for all who strive to work with mindfulness in the midst of life.

RUDIGER JANISH has lived in Camphill communities in Germany and USA since 1974. He has been working in curative education for over 35 years and teaching in professional training programs in Germany and the USA for more than 30 years. A longtime student of Anthroposophy, he now serves on the Collegium of the School for Spiritual Science in North America. Having taught many different aspects of Anthroposophy and curative education, his current activity is focused on the development of artistic and experiential approaches to the anthroposophic image of the human being.



"...so much fun!"

Contemporary Issues in Waldorf Early Childhood Education

With Rena Osmer, Eurythmy with Cezary Ciaglo

This new generation of children is both different and the same as children of earlier times. How are we changing our Waldorf early childhood pedagogy to meet them? How are we changing ourselves? What heart-warmed social gestures can nourish the parents? And are there other experts from diverse fields with wisdom to share to inspire our work?

We will explore Rudolf Steiner's lecture, "Self-Education in the Light of Spiritual Science", as well as an article by Renate Long-Breihpol entitled "The New Generation of Children." We will experiment with some LifeWays parenting and care ideas, dip into the thoughts of Daniel Pink book, *A Whole New Mind*, and play with flower essence therapy. To nourish ourselves artistically, we will interject some of Wilma Ellersick's hand gesture games and do eurythmy with Cezary Ciaglo.

In the afternoons we will create a simple marionette for a group puppet show on the theme. MATERIALS FEE: \$25

Recommended Reading:

Daniel Pink: *A Whole New Mind*:

Why Right-Brainers Will Rule the Future

Patricia Kaminski: *Flowers That Heal*

Wilma Ellersiek, Kundury Willwerth:

Giving Love, Bringing Joy and Gesture Games for Spring and Summer

The Center for Anthroposophy will have the two articles available for participants upon arrival for this course.

RENA OSMER has been passionate about Waldorf early childhood education since completing her training in 1985, and she has taught children, parents, and teachers for many years. She is keenly interested in innovative ideas and new initiatives and has served the national development of Waldorf early childhood as WE CAN Board Member, founding board member of Sophia's Hearth, and LifeWays North America Board member. Rena's career began in Wilton, NH at the Pine Hill Waldorf School, the Center for Anthroposophy and Antioch University New England. On the West Coast she has worked for Rudolf Steiner College as Director of Early Childhood Education and co-founder of the Caldwell Early Life Center and the LifeWays Children's Center. She moved recently to the Florida sub-tropics where she currently teaches a mixed-age kindergarten in a new Waldorf initiative, Sea Star, in Boca Raton.

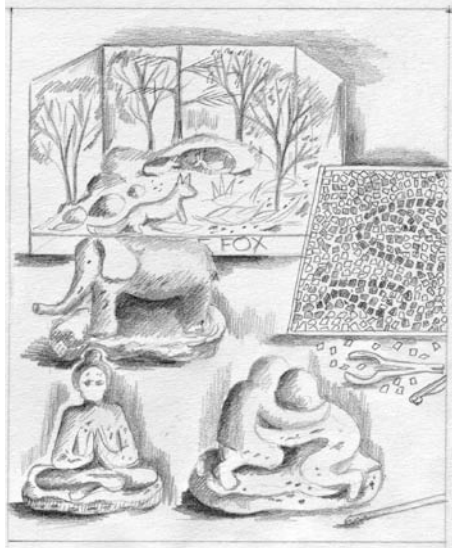
Practical Arts in Grades 4, 5, and 6: Bringing the Curriculum into the Hands of Children

With Elizabeth Auer

This practical arts workshop offers creative ways to enrich the curriculum experience of the 10 to 12 year olds as they journey through the golden years of elementary school.

Beginning with grade four, participants will create a diorama for the study of the animal kingdom, be introduced to Norse Myth characters out of beeswax and the runic alphabet- the Futhark. Grade five will bring Ancient History, Geography, Botany alive by veil painting a Vermont landscape, working with clay to form a Buddha and Babylonian wrestlers, and working with fleece art to create a botany wall hanging. We will also create a North American state study with the state flower, bird and tree modeled out of beeswax. For grade six, cutting glass and putting together mosaics will bring us into Roman and Medieval times.

While the workshop focuses primarily on the creation of key projects, there will be opportunities for discussion, reflection, and the sharing of ideas for many possible hands-on activities for each grade during the pedagogical circle at the end of each day. Participants can move along at their own pace during the days and enjoy the freedom to work on whichever projects are offered. MATERIALS FEE:\$50



ELIZABETH AUER, having taught wood, stone, metal, and glasswork for ten years, took on a class at the Pine Hill Waldorf School where she also teaches Extra Lesson classes. A graduate of both the Remedial Resource and Waldorf teacher education programs, Elizabeth offers workshops in painting, drawing, and clay modeling, as well as teaching drawing classes at Antioch University. She is the illustrator of the Bio-dynamic agricultural calendar, *Stella Natura*, and specializes in water color painting for young children.

AWSNA Mentoring Course

With Virginia McWilliam and Barbara Richardson

Lectures by Dennis Klocek

As Waldorf teachers, we may often feel isolated in our work as we grapple to fulfill the needs of our children.

Rudolf Steiner has suggested that at a time of growing self-awareness, we are necessarily bound to become increasingly anti-social by nature. In what he called this “Consciousness Soul Age” all social instincts will be lost and the human being will become akin to “a hermit wandering through the world.”

How can we create social structures in our schools that will allow us to connect more fully with one another in a way that sustains our work and lightens our individual load? How do we progress from looking in general to really seeing each other: from hearing the words to really listening to the questions alive in the other person?

As Waldorf teachers we have daily opportunities not only to explore how to teach more effectively in the classroom but also how to work together. This is an important new kind of work that very much needs to be nurtured. We will explore ways we can consciously collaborate, mentor, and support each other on behalf of Waldorf Education and all the children who are asking us to do so.

The AWSNA mentoring course is now in its third year. We have been actively striving as a group to deepen our understanding of Waldorf Education as well as research how to create mentoring structures that will help us step out of isolation into a life sustaining connection with one another.

This year we are delighted that Dennis Klocek will offer daily presentations and lectures. There will also be study, work on the theme, artistic activity, eurythmy, and research projects. Come join us and step out of the cave!

BARBARA RICHARDSON, a practicing eurythmist and Coordinator of Foundation Studies at the Center for Anthroposophy, teaches at Merriconeag Waldorf School as well as leading workshops of Eurythmy in the Workplace.

VIRGINIA MCWILLIAM, currently serving on the Teacher Education Network of AWSNA, is an active member of the Pedagogical Mentors Colloquium. She was a class teacher at the Cape Ann Waldorf School for many years and is currently taking a class at the Hartsbrook School in Hadley, MA as well as consulting in various Waldorf Schools.

Center for Anthroposophy Renewal Courses

Registration Form Week 1: June 27 to July 2, 2010

(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 _____

(If choosing the Language course, please indicate also the language you teach)

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 30th, 2010, will receive \$50 discount. One discount per registration form!

TUITION (\$525/course) \$ _____

MEALS (select from the following options):

LESS DISCOUNT (if any) \$ _____

FULL BOARD \$192.50 \$ _____
(5 each: Breakfasts @ \$7.50, Snacks @ \$3.00,
Lunches @ \$14 and Dinners @ \$14)

ROOM (\$170 single or \$120 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.

LUNCHES ONLY (5) \$70.00 \$ _____

MORNING SNACK (5) \$15.00 \$ _____

CAMPUS FEE (\$25.00) \$ _____

Paid by day students not staying in the dorms

DINNERS ONLY (5) \$70.00 \$ _____

MATERIALS FEE (Where applicable) \$ _____

TOTAL _____

(For tuition, fees, room & board)

Single meals may be purchased over the counter: Breakfast \$8.50, Snack \$3.50, Lunch \$15.00, Dinner \$15.00.

To register online please go to:

<http://www.centerforanthroposophy.org/admissions/application/>

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 4:00PM.

E-mail registration-related questions to: info@centerforanthroposophy.org or
course-related questions to: karine@centerforanthroposophy.org

Center for Anthroposophy Renewal Courses

Registration Form Week 2: July 4 - 9, 2010

(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 _____

(If choosing the Language course, please indicate also the language you teach)

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 30th, 2010, will receive \$50 discount. One discount per registration form!

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Veiling with Chalk Pastels: Color as
Sacrificial Conversation between
Light and Darkness (Week 1) with *Iris Sullivan*

Week 1: June 27-July 2

Unconditional Hospitality:
The Hidden Heart of the Spiritual Life
Christopher Bamford

The Child-Study: Developing Practical
Imagination, Inspiration, Intuition
and Refreshing Classroom Habits and Skills
for Teachers *Christof Wiechert*

Eurythmists as Mentors
Leonore Russell, Christof Wiechert

Deepening the Waldorf Curriculum through
Drawing, Painting, and Clay Modeling:
Grades 6, 7, and 8 *Georg Locher*

Veiling with Chalk Pastels: Color as
Sacrificial Conversation between
Light and Darkness *Iris Sullivan*

The Art of the Actor in Each of Us: Trans-
formation and Renewal through Imagina-
tion, Movement, and Space,
The Story of Faust *Glen Williamson*

Picture Your Life: Exploring the Sun
Karma in Our Biographies
Regine Kurek, Linda Larson

Music as a Guardian of the Emerging Soul
Juliane Weeks, Monica Amstutz

From Both Sides Now... Understanding the
Constitutional Polarities
Rachel Ross, Connie Helms

Bringing Fifth and Sixth Grade Science
Into the 21st Century: Biology and Geology
through Art and Inquiry *Darcy Drayton*

Practical Arts in Grades 1, 2, and 3: Bringing
the Curriculum into the Hands of Children
Elizabeth Auer

World Languages in Grades 1 through 6:
Unique Encounters With the Genius of
Language *Lorey Johnson and Kati Manning*

Week 2: July 4-9

Craft Work: An Aid to Incarnation
Aonghus Gordon and Craftsmen

Natural Laws and Human Potentials:
A Cosmic Look at Climate *Dennis Kloeck*

Transformation of Self through Intuitive
Thinking and Artistic Perception
Georg Locher, Douglas Gerwin

Projective Geometry *Jamie York*

Personal and Organizational Renewal:
From Survival to Success
Leonore Russell, Torin Finser

The Foundation Stone Meditation:
A Foundation for a Community of
Individuals with Initiative and a
Seed for a New Civilization
Rudiger Janish

Contemporary Issues in Waldorf Early
Childhood Education *Rena Osmer*

Practical Arts in Grades 4, 5, and 6:
Bringing the Curriculum into the
Hands of Children *Elizabeth Auer*

AWSNA Mentoring Course
*Virginia McWilliam, Barbara Richardson,
Dennis Kloeck*

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