

AWSNA TIMELINE

1965-2010





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One cannot see the Spirit, who works through as association, but it is there; and it is there through the brotherly love of the people working within the association. Just as a body has a soul, so too has an association a soul—this is not just a figure of speech but a reality.

– *Rudolf Steiner*
Brotherhood and the Struggle for Existence

Prologue

The word *association* as used by Rudolf Steiner has deeper connotations and spiritual significance in that the activity attracts spiritual forces. An association is a loosely knit gathering of schools with a common mission, vision, and view of the human being. The strength of an association is that it is able to do more than any individual school can do. Broadly, an association is a body into which schools join to receive continued support and guidance towards the fulfillment of their own goals while keeping a conscious link with the deeper impulses within Waldorf education. An association provides legal protection, supports teacher training, publications, accreditation, and continental conferences, does research on the developmental stages of youth, and gives economic guidance to schools. An accreditation process provides for school self-assessment and professional accountability. The research into educational methodology, teacher practices, and

children's needs studied and quantified by the association's Research Institute ensures that schools remain at the cutting edge of modern pedagogical thinking.

The Association of Waldorf Schools of North America (AWSNA) is a nonprofit, tax-exempt membership organization. The primary purpose of AWSNA is to aid each member and affiliated school to improve the quality of the education that it offers. The Association seeks to support and encourage the development of schools whose teachers are committed to strive out of Rudolf Steiner's philosophy of education, which seeks to address the full and harmonious development of the child's spiritual, emotional, and physical capacities so that he or she may act in life as a self disciplined and morally responsible human being. Since its inception, AWSNA has extended advice and encouragement to Waldorf schools in the United States, Canada and Mexico. We collaborate regularly with schools in Europe and throughout the world.

A secondary purpose of AWSNA is to function as an information source and focal point for individuals and organizations interested in knowing more about Waldorf education as it is developing in North America. Through surveys, research, questionnaires and other means, AWSNA strives to maintain current information that is useful to the member schools and the public. Through *Renewal: A Journal of Waldorf Education*, newsletters and a comprehensive publications section, this information is shared with all interested parties.

The Association of Waldorf Schools of North America facilitates activities among all Waldorf schools on this continent. AWSNA provides school accreditation, research publications, conferences, training for mentors, high school development, guidelines for best practices, and individual school services.

AWSNA provides:

- Support for a developmentally appropriate education that promotes a healthy childhood
- Research on the educational changes needed in our modern world
- Increased visibility for Waldorf education across the continent
- Programs to recruit, train, and support teachers
- Conferences for teachers, parents, board members and staff
- Research into effective administrative practices with published results

AWSNA Programs and Services:

- School accreditation
- Research in curriculum and school organization
- Conferences and workshops for teachers, parents, board members, and staff
- Financial aid for teacher training and continuing education
- Consultation on pedagogy, finances and school organization
- Membership and participation in national educational organizations
- Publicity for Waldorf education through website, advertising, media
- Publications for teachers, parents, board members, staff, and the general public
- *Renewal: A Journal for Waldorf Education*
- Networking and support for school fund development and administrative staff

AWSNA provides these services to aid the schools as they take on the crucial work of educating the next generation. We rely on sustained charitable gifting from friends, parents and foundations to continue this work.

History of Waldorf Education:

Waldorf education has its roots in the spiritual-scientific research of the Austrian scientist and thinker Rudolf Steiner (1861–1925). According to Steiner's philosophy, the human being is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence.



In April of 1919, after the end of WWI, the German nation, defeated in war, was teetering on the brink of economic, social, and political chaos. Emil Molt, the Director of the Waldorf Astoria factory in Stuttgart, Germany, asked Rudolf Steiner to speak to the factory workers about the need for social renewal and offer a new way of organizing society—its political, economic, and cultural life.

Molt then asked Steiner if he would undertake to establish and lead a school for the children of the employees of the company. Steiner agreed but set four conditions, each of which went against common practice of the day: 1) that the school be open to all children, 2) that it be coeducational, 3) that it be a unified twelve-year school, and 4) that the teachers, those individuals actually in contact with the children, have primary control of the school, with minimum interference from the state or from economic

sources. Steiner's conditions were radical for the day, but Molt gladly agreed to them. On September 7, 1919, the independent Waldorf School (Die Freie Waldorfschule) opened its doors in a converted restaurant building on the Uhlandshöhe hillside in Stuttgart.

The first Waldorf school in North America was the Rudolf Steiner School, on Manhattan in New York City in 1928. The number of schools in North America grew slowly, and in the late 1960s the existing schools met informally, and the first fruit was the agreement to hold an annual teachers' conference. The Association became tax-exempt in 1979 and had the beginnings of a strong structure for supporting the large number of new schools being formed.

Today (June 2010), with more than 1000 Waldorf schools in 83 countries, Waldorf education is one of the fastest growing independent educational movements in the world. In North America there are now over 250 schools and 17 teacher training centers in some level of development. These schools exist in large cities and small towns, suburbs and rural enclaves. No two schools are the same; each is administratively independent. Nevertheless, a visitor to any school would recognize many characteristics common to them all.



1965



First gathering of Waldorf schools in North America

1965

First North American Waldorf Conference was held at High Mowing School involving:

- Rudolf Steiner School, NY
- Waldorf School of Garden City, NY
- Kimberton Farms School, PA
- Green Meadow School, NY
- Highland Hall School, CA
- Sacramento Waldorf School, CA
- Mohala Pua School, HI
- High Mowing School, NH

The only school missing was the Detroit Waldorf School.

The primary purpose of the conference was to establish personal contact between schools, to provide an opportunity for the discussion of topics of mutual interest, to exchange information about existing schools, and to establish and maintain contact with new schools as well as with those working toward the establishment of new Waldorf schools.

The unpaid positions of secretary and treasurer were established. It was agreed that no further formal organization was needed at that time.

1965

1966

Conference held at the Garden City Waldorf School

The existing schools were concerned about being dictated by an external authority; therefore, they chose to call the meetings of the schools the "Conferences." This was sometimes referred to then and in the future as the "non-Association of Waldorf Schools."

Each school shared an individual report about their year.

1966

1967

Conference held at Kimberton Waldorf School

In the course of time the Conference assumed responsibility for the publication of "Education as an Art" which had formerly been the quarterly bulletin of the Rudolf Steiner School Association of New York. Ruth Pusch continued to edit the magazine on behalf of the Waldorf Schools of North America.

A clearinghouse was established under the aegis of the Waldorf School of Garden City and Adelphi University. Twice yearly the clearinghouse collected and published information of value to Waldorf teachers, at cost.

Each school shared an individual report about their year.

1967

1968

Conference held at the Green Meadow Waldorf School

The Conference theme was centered on Four Lectures to Teachers (“Meditatively Acquired Study of Man”). From that time on a Conference was arranged each year.

Each school shared an individual report about their year.

There were no formal notes taken during the conversations.

1969

There were no formal notes taken during the conversations.

Each school shared an individual report about their year.

1970

There were no formal notes taken during the conversations.

Each school shared an individual report about their year.

1968

1969

1970

1971

In 1971 an interim meeting of delegates was called in October and the contribution per child from each school was doubled to finance the travel expenses of at least a West Coast and a Midwest representative to the October meeting starting in 1972.

The earliest minutes in the Association files are dated November 13, 1971.

Subject most discussed:

“Do we or don’t we want an Association?”

Each school shared an individual report about their year.

1972



Change in organizational structure

1972

Conference held at High Mowing School

The reality of an “Association” was accepted.

Several new schools were birthed: a new kindergarten in Boston, a farm initiative in Harlemville, and a kindergarten at Pine Hill.

Dues raised to \$1.50/student.

Each school shared an individual report about their year.

Ekkehard Piening agreed to serve as AWSNA Chairman, John Brousseau as Treasurer. Eleven schools were represented. David Mitchell from the Rudolf Steiner Country School in Copake was welcomed to the circle.

Toronto dedicated a new building.

1973

A majority of schools agreed to contribute toward the cost of sending a representative from North America to the meeting of delegates of European schools at Whitsun in The Hague.

Each school shared an individual report about their year.

1971

1972

1973

1974

Conference held at High Mowing School

It was suggested that AWSNA should promote a few good high schools across North America rather than each school having its own high school.

Dues reduced to \$1.25/ student.

New Morning School (Baltimore) an initiative.

Need expressed for a pamphlet outlining aspects involved in starting a Waldorf school.

Each school shared an individual report about their year.

1974

1975

Conference held at the Toronto Waldorf School

There was a 13-hour Delegates' meeting which was focused on fund-raising possibilities and whether or not to form a legal association.

Concerns were raised about the abuse of hierarchical power if we were to have a formal Association.

Schools wanted to retain their individual identities.

The vote was 10 schools for, 3 schools against. We remained a non-Association.

Guidelines for attendance at the Annual AWSNA Conference were set, limiting attendance to teachers active in Waldorf schools. The host school was allowed final discrimination based on space limitations.

Each school shared an individual report about their year.

1975

1976

Conference held at Highland Hall Waldorf School

14 schools were represented including 3 Teacher Training Institutes.

Burning questions were should we form an Association and do we have confidence in one another?

Drafted sponsorship guidelines, "Steps to Membership."

Harry Blanchard became the new chairman.

Each school shared an individual report about their year.

AWSNA adopted its name as the Association of Waldorf Schools of North America.

1976

1977

Conference held at the Garden City Waldorf School

The “Steps to Membership in the Association” was addressed.

Concerns raised about other spiritual movements wanting to start Waldorf schools—the Reverend Dr. Moon and the Divine Light Mission wanted to start a splinter Waldorf school in Denver; the Mount Shasta Group and the Gurdjieff followers also wanted to start schools.

Ruth Pusch announced that she would be retiring from her position as editor of “Education as an Art.”

There was much discussion about the Sacramento Waldorf School opening a Teacher Training Institute.

The Rutledges’ book “Infancy of a Waldorf School” was published.

Each school shared an individual report about their year.

Decision-making procedures in Delegates’ circle were discussed.

1978

Conference held at the Detroit Waldorf School

A proposal was made to compile and publish material for use by teachers in Waldorf schools under a “Waldorf Press.”

Application initiated for not-for-profit IRS status (501(c)(3).

Draft of Articles of Incorporation and Bylaws were written by Ekkehard Piening, David Mitchell, James Pewtherer, and Torin Finser.

Dr. Karl Ernst Schaefer’s proposed medical conference, open to all teachers, was endorsed and took place at High Mowing School.

Each school shared an individual report about their year.

Articles and Bylaws were introduced. The “Guidelines for AWSNA Membership” was ratified.

The question of “standards” was addressed.

Membership of the Teacher Training Institutes in AWSNA was discussed.

1979

Conference held at Green Meadow Waldorf School

Articles and Bylaws formally accepted as amended.

Discussion of sponsorship, particularly how to carry out sponsorship responsibly with schools at some distance from the sponsoring school.

Swain Pratt was elected new Charirman.

Association administration discussed at great length, with an Executive Committee created to work with the Chair. The Chair asked specifically for the formation of a Publications Committee and a Tax and Finance Committee.

Temporary tax-exempt status letter received from IRS, #23-2083226.

Canadian schools cannot be legal members of the Association under US Federal statutes.

David Mitchell agreed to draw up a financial questionnaire, send it to all schools, and compile the answers for a future meeting.

The 50th year of Waldorf education in North America was celebrated with a traveling exhibit of student work.

Each school shared an individual report about their year.

1980



Change in organizational structure

1980

Conference held at Kimberton Waldorf School

Many schools reported severe financial difficulties and unexpectedly low enrollments.

Discussion of ways and means by which a Waldorf school assesses and maintains its philosophical and pedagogical integrity.

Concern expressed about need for training of high school teachers.

AWSNA dues increased to \$2.50/student.

AWSNA Publications Committee requested that funds be released to fund the mimeographing of Dorothy Harrer's manuals. The committee consisted of:

- Ekkehard Piening
- Liz Nobbs
- Anne Charles

Dr. Tautz presented a check to AWSNA for \$5,000 from the Bund as a gesture of warmth and friendship.

Liz Nobbs announced that the first mimeographed pedagogical newsletter, "The Waldorf Clearinghouse," would be available every year.

David Mitchell distributed the school financial survey that he received from all schools and analyzed.

Suggested affiliation of Kindergarten Association with Association not supported by Delegates.

Each school shared an individual report about their year.

1981

Conference held at High Mowing and Pine Hill Waldorf Schools

Concern expressed over the rapidly-growing number of new initiatives and how best to respond to them. A revision of "Steps to Membership" was undertaken. It was proposed that there be three categories: full member, sponsored member, affiliate.

Apprehensions were voiced that the "Steps to Membership" would create a hierarchy with AWSNA leadership as the defining entity.

A committee that wrote the document considered and responded to questions concerning the "Steps to Membership" revisions. The committee consisted of:

- Ekkehard Piening
- David Mitchell
- James Pewtherer
- Anne Charles
- Dave Alsop

Nancy Dill announced she could no longer continue as AWSNA treasurer. Joe Savage was nominated as new treasurer with the understanding that David Mitchell would work with him.

Werner Glas announced that the WSF had prepared revised guidelines for application to the Fund.

David Mitchell, Chairman of the AWSNA Economic Committee, reported on a group insurance plan which included disability and life insurance but not health insurance.

John Root chairman of the AWSNA Legal Committee reported on the problems inherent in state/school relationships.

"Education as an Art" was closed and all funds directed toward AWSNA Publications.

There was a long discussion about the connection to anthroposophy expected of the faculty of schools.

The financial survey was deemed valuable and information would continue to be gathered into the future.

Each school shared an individual report about their year.

1982

Conference held at Sacramento Waldorf School and Rudolf Steiner College

WEF announced its chief interest was in the support of the Teacher Training Centers.

Number of Delegates from a school reduced to two.

The Chair reminded the Delegates that 5% of the Association budget was set aside for administrative expenses.

The Anthroposophic Press announced they would not print educational books. This strengthened the resolve of the Delegates that AWSNA Publications should be developed.

Each school shared an individual report about their year.

Anne Charles was elected as the new AWSNA Chairperson and Ann Finucane as the new secretary.

Joe Savage, AWSNA treasurer, announced that a group was looking into forming a "Waldorf Pool" for health insurance.

Pedagogical Section Council was formed. It was chaired by Hans Gebert.

Revised "Steps to Membership" was accepted.

1983



WECAN founded

1983

Conference held at the Toronto Waldorf School

Kindergarten Association (WECAN) formally incorporated. Joan Almon gave a report.

Proposal broached for fundraising for Association schools under aegis of WSF.

The Pedagogical Section Council was formed. The initial members were:

| | |
|----------------|------------------|
| Hans Gebert | James Pewtherer |
| Virginia Sease | Magda Lissau |
| Henry Barnes | Patti Livingston |
| Werner Glas | Ekkehard Piening |
| René Querido | |

AWSNA Publications reported its new titles and announced that Jørgen Smit and Wolfgang Schad were helping the committee comprised of:

Ekkehard Peining
David Mitchell
Anne Charles

Dues were increased to \$3/child.

The AWSNA Economic/Legal Committee was divided into two standing committees with John Root chairing the Legal Committee and David Mitchell the Economic Committee.

The first world conference for Waldorf teachers was held in Dornach, Switzerland.

Each school shared an individual report about their year.

1983

1984

Conference held at the Garden City Waldorf School

Discussion of Association purpose and identity.

Hans Gebert reviewed the history of the relationship between the Association and the Glenmede Trust.

Virginia Sease left Highland Hall to become part of the Vorstand at the Goetheanum.

Stephen Bloomquist offered his expertise as a travel agent to make all travel arrangements at the lowest cost, plus he would pass all profits over to AWSNA.

The Pine Hill Waldorf School burned and the Rudolf Steiner Foundation, led by Siegfried Finser, was revitalized to help.

The focus of the conversation centered on the Association itself —its history, its past challenges, the present and the future.

AWSNA Publications collected titles wished for and suggested that all faculties pay an advance or a school contribution of \$200.

An AWSNA Financial Committee was formed. \$200 was made available for the committee’s work. Core members were:

| | |
|-----------------|----------------|
| David Mitchell | Ron Richardson |
| James Pewtherer | Bob Norris |
| James Henderson | John Brauer |

Anne Charles related that general information/business forms/publications were desperately needed by all the new schools being formed.

An executive committee to deal with emergency situations between Delegate meetings was formed consisting of:

James Henderson
George Rose
Anne Charles

Each school shared an individual report about their year.

1984

1985

Conference held at the Green Meadow Waldorf School

\$25 of \$250 dues to go to Kindergarten Association.

Rudolf Steiner Fellowship in the UK had a representative describe its work and pleaded for Anglo-American cooperation with their magazine “Child and Man.”

Representatives from The Rudolf Steiner Foundation described the development and activities of the Foundation.

David Mitchell announced that a “Computer Conference” was to be held at High Mowing featuring MIT Professor Joseph Weizenbaum. Funding was raised and distributed such that every high school in North America could send one participant gratis. David Sloan agreed to document the conference and distribute a report to all schools.

AWSNA Publications announced it was developing material to explain Waldorf education within the American context. A long discussion followed with Delegates voicing a variety of needs. Praise flowed for the committee’s work.

Torin Finser suggested and all Delegate-represented schools agree to formally accept at least 5 copies of every book or manuscript to ensure the financial strength of AWSNA Publications. The Delegates approved.

René Querido proposed the creation of a Federation of Waldorf Schools. This would be headed by an executive Committee.

Details of new category “Federated” worked through and adopted.

Each school shared an individual report about their year.

1985



First AWSNA logo.
Designed by Thorn Zay

New Event

1986

Conference held at the Pine Hill Waldorf and High Mowing Schools

The Delegates were urged to build the picture with parents and trustees that AWSNA is a primary support and deepening agent for all schools. Support of AWSNA should have a line in every school's budget.

A list of "Burning Issues" was generated that included:

- identifying potential teachers
- developing resources for teachers through Publications
- retaining teachers
- training and developing high school teachers
- reaching into the community with extension programs

The Economic Committee through David Mitchell and David Alsop presented a corporate financial picture of Waldorf schools throughout North America.

Werner Glas reported on the Conference in North Carolina in which representatives of Waldorf education met with an august panel of experts to see if an Association-wide evaluation would be realistic.

Conference preceded by 1-1/2 day Delegates' meeting to discuss long-range goals for Association. James Pewtherer presented the key issues:

- master teachers, consultants
- alumni survey, evaluation
- teacher training, in-service work
- legal, economic questions

The AWSNA logo designed by Thorn Zay was approved.

The Regional Chairs for the Federation were:

East – David Mitchell
Central – Magda Lissau
West – Betty Staley

1987

Conference held at Highland Hall Waldorf School

Waldorf self-study instrument in progress.

Economic/Legal Committee asked to draft a letter to all parents describing the works of AWSNA and soliciting their financial support. They also sponsored the first of several Economic Conferences at Camp Glenbrook, NH

Funding of Chairman's salary (at \$10,000) agreed upon and put in escrow.

Much discussion of sponsorship responsibilities.

Delegates expressed desire that Kindergarten Association report to AWSNA every year.

Of the \$5/student dues, \$2 was set aside for teacher training.

The issue of consultants to Waldorf schools, their objectives, process, and results were discussed. Should they be regulated? The Economic Committee was asked to create a consultant survey involving both the consultant and the school.

Betty Staley announced a trip for Waldorf students to the Soviet Union during the summer to study literature and history.

Anne Charles' term of office as Chair was extended for three years.

Substantial discussion of future direction of AWSNA and the "Burning Issues."

1988

Conference held at Kimberton Waldorf School

Jim Henderson was elected AWSNA treasurer.

Decision made to proceed with legal incorporation.

Finance Committee formed and made a standing committee of AWSNA. Members were:

James Henderson
David Mitchell
David Alsop

"Economic Explorations" published.

An experimental "Teacher Emergency Fund" account was created to help Waldorf teachers experiencing financial crisis or emergency.

David Alsop asked to be Development Officer; Waldorf Schools Fund asked for a grant of \$50,000 (\$25,000 a year for two years) for funding of activities. This was AWSNA's first full-time position.

Committee appointed to allocate teacher training funds administered by the Rudolf Steiner Foundation.

Even though AWSNA had its IRS tax exemption, registration within a state required incorporation and a Board of Trustees. In order to solicit funds the Development office recommended that we create a Board.

AWSNA received first grant from WEF for support of a Development Office, AWSNA Publications, and two Economic Conferences.

1989

Conference held at the Garden City Waldorf School

Committee formed to allocate dues for teacher training.

Members were:

| | |
|----------------|---------------|
| Torin Finser | Bob Norris |
| David Mitchell | Craig Giddens |
| David Alsop | |

They recommended that of the teacher training funds: 1/3 of loan is forgiven for each of 3 years if recipient is employed in a Waldorf school; only Association members and sponsored institutes are eligible. David Alsop was elected treasurer.

Drafts of Articles of Incorporation and Bylaws for legal incorporation of AWSNA were distributed.

Delegates agreed to proceed with legal incorporation.

Evaluation of all sponsored and member schools as well as legal incorporation of AWSNA confirmed by delegates. Evaluation instrument completed and available.

Major grant from WEF (\$650,000) distribution to all schools for science equipment and library resources was completed, with a final report to come in January 1990.

9 points in AWSNA reorganization approved. Need expressed for brochure describing path to becoming a Waldorf teacher.

Steering Committee composed of 3 officers and 3 regional chairs appointed to propose implementation of the 9 points.

Steering committee for Association formed consisting of:

| |
|---|
| Anne Charles – AWSNA Chair |
| David Mitchell – Eastern Regional Chair |
| Carol Fulmer – Midwest Regional Chair |
| Betty Staley – Western Regional Chair |
| James Henderson – Treasurer |
| Anne Willcutt – AWSNA Secretary |

This was a long, detailed Delegates’ meeting concerned with reviewing, article by article, the Articles of Incorporation and Bylaws.

1990



Change in organizational structure

1990

Conference held at the Pine Hill Waldorf and High Mowing Schools

Report from Steering Committee and needs of the Development officer for a Board of Trustees were questions brought to the Delegates.

Betty Staley brought extensive details of reorganization, particularly the financial implications of a fully-funded Association chairman.

The city of Milwaukee requested AWSNA to help establish a public Waldorf school.

After years of working as volunteers, the regional chairs were each given a \$5,000 stipend.

The AWSNA Teacher Training Task Force was established. Led by Jim Starzynski and Astrid Schmitt, with some involvement of Margaret Preston, Frances Vig and others, this committee established the guidelines for in-service teacher training programs which were adopted by AWSNA.

The specific function and responsibilities of the new Board of Trustees was provided along with a slate of candidates.

School biographies were inaugurated into the meetings.

1991

Conference held at the Toronto Waldorf School

Discussion focused on how to attract teachers for the growing number of Waldorf schools in North America.

Conversations were held vis-a-vis Waldorf education and the public sector.

Ronald Koetzsch hired as editor of “Renewal.” An amount of \$35,000 was set aside to launch the journal.

Teacher Training Fund was detailed by Roberto Trostli and approved by Delegates.

Priorities set for WEF grant:

1. AWSNA
2. Waldorf Teacher Training.

First members of the AWSNA Board were:

| |
|----------------|
| Henry Barnes |
| Candyce Sweda |
| Charles Khoury |
| Gus Frouws |
| David Alsop |
| Agaf Dancy |
| Ann Willcutt |

Support and thanks voiced to the Publications Committee. Jan Baudendistel reminded the Delegates that each school had agreed previously to receive, advertise, and sell 5 copies of every new title from AWSNA Publications.

Support for AWSNA by WEF and WSF was more than school dues for the first time.

1992

Conference held at the Highland Hall Waldorf School

DANA (The Development and Administrators Network) was first formed in 1992-93 when Bob Dandrew and Mara White were given the task by the former AWSNA Development Committee to form a network of people working in the schools in administration and development.

Board Task Force on National Development and Outreach formed.

Regional Chairs advanced to half-time salaries.

Milwaukee Urban Waldorf Program was launched.

A biographical study of the Chicago Waldorf School was presented.

“Renewal Magazine,” a journal for parents, published its first edition under the guidance of the editor Ronald Koetzsch. The management team was:

- Ronald Koetzsch
- David Mitchell
- James Pewtherer
- Agaf Dancy
- Patricia Livingston

The Editorial Board was:

- Ronald Koetzsch
- Henry Barnes
- Vivian Jones-Schmidt
- Patricia Livingston

1993

Conference held at the Green Meadow Waldorf School

AWSNA applied for a trademark for the name “Waldorf.”

Henry Barnes stated that the primary responsibility for the Pedagogical Section is research.

AWSNA ran a deficit and self-borrowed from the Teacher Training Fund.

More eurythmy teachers are needed.

A projected deficit of \$30,000 was announced. The schools agreed to raise the dues and set them at \$15.50/student (\$10 to the AWSNA Budget and \$5.50 to the Teacher Training Fund).

The Rudolf Steiner School of New Your City launched the Rainforest Project.

Election of new AWSNA Coordinating Committee:

- Chairman - David Alsop
- Treasurer - Agaf Dancy
- Eastern Chair - James Pewtherer
- Central Chair - Virginia Flynn
- Western Chair - Ann Matthews

The Individual Membership program to join AWSNA was accepted after Article III of the AWSNA Bylaws was amended.

The new dues structure generated a \$20,000 surplus.

The Delegates identified 15 Waldorf programs in the public school system across North America.

The public school task force was initiated.

1994

Conference held at the Chicago Waldorf School

A substantial grant was secured to support AWSNA Publications by the Publications Chair.

The Economic Committee had distinguished guests at a conference in Harlemlville on the Threefold Social Organism, from which notes were transcribed and broadcast to all interested schools.

The Legal Committee urged schools to be prepared and proactive on issues of physical and sexual abuse. Contract policies need to be reviewed and thorough checks made on all teacher candidates.

PLANS (People for Legal and Non-Sectarian Schools), headed by a former parent from San Francisco made public a series of attacks on Waldorf education.

The long range plan was discussed involving
1. how to strengthen the existing schools;
2. how to attract more candidates for the Teacher Training Institutes.

There was concern expressed over the size of the Delegates circle and its ability to make timely decisions. The responsibilities of the Delegates were reiterated.

Ann Matthews replaced Betty Staley as the Western Regional Chair.

Joan Jaeckel became the AWSNA Development Director.

1995



Research Institute for Waldorf Education founded

New Event

1995

Conference held at the Kimberton Waldorf School

Between 1974 and 1995 the number of schools affiliated with AWSNA grew from 11 to 103.

The first “Schools Forms Conference (Towards Healthy Waldorf Schools)” was held.

The first edition of “Waldorf Science Newsletter” with David Mitchell as editor was launched to counter the charges of Waldorf schools teaching pseudo-science.

Policies and procedures for AWSNA hiring, salaries, staffing, personnel, and evaluation were addressed.

A long range plan for AWSNA was initiated.

AWSNA “Donor Circle” was formed by Development Committee.

The Research Institute was founded in order to deepen and enhance the quality of Waldorf education, to engage in serious and sustained dialogue with the wider educational-cultural community, and to support research that would serve education in all types of schools in their work with children and adolescents.

The Delegates pledged \$10,000/year in support of the Research Institute which was based at Sunbridge College and directed by Susan Howard and Douglas Sloan.

AWSNA clerical positions were set at \$25,000 full-time with \$1,000/year added for experience.

1996

Conference held at the Garden City Waldorf School

The theme for the year was “addressing sustainability.”

The guidelines and procedures for evaluation team leaders were released in a comprehensive handbook by the AWSNA Accreditation Committee. Carol Fulmer inspired the following to be part of an Accreditation Committee:

| | |
|-------------|-----------------|
| Anne Greer | Ed Edelstein |
| Frances Vig | Sylvia Richmond |

A donor offered \$200,000/year for two years to fund AWSNA infrastructure.

The public Waldorf school position statement was accepted. “We will not include public school initiatives in AWSNA, being clear that we are an association of independent schools.”

The Toronto Waldorf School presented a report describing its experience in government-run evaluation and asked AWSNA for help in fending off incursion from the provincial authorities.

It was reported that there were 300 individual members of AWSNA.

Virginia Flynn took over the position of Central Regional Chair from Carol Fulmer, and the Regional Chairs became full-time.

AWSNA Annual Campaign was launched.

The Public School Task Force was concluded.

The Teacher Education Committee announced that for 1996 the number of trained teachers from the Teacher Training Institutes was between 160–165 individuals.

1997

Conference held at Pine Hill Waldorf and High Mowing Schools

Carol Fulmer became Chair of the Accreditation Committee.

Task force formed to assist Toronto to develop an evaluation procedure specifically for Waldorf schools.

“Shared Principles” was reviewed.

The Research Institute was funded with \$10,000 and an additional \$5,000 was asked for from WEF by AWSNA.

AWSNA Publications Chair made a half time position.

The “Burning Issues” addressed were:

- Teacher Development
- Teacher Training
- Research
- Organizational Development

Kay Skonieczny became the new Development Director. Kay spoke about the Alumni Appeal, its form and progress.

A Media Information Kit was passed out to all schools.

Carol acknowledged the work of the committee, listed above, that formed the Accreditation Self-Study Guide a 45-page manual. Each school was to receive a copy.

The revised “WEF Guidelines” was distributed.

1998



Association of Waldorf Schools of North America logo change

New Event

1998

Conference held at the Sacramento Waldorf School

AWSNA became a candidate for accredited membership with the National Council for Private School Accreditation (NCPSA).

Discussion on essentials of Waldorf education and AWSNA's mission.

The Delegates' job description was presented.

There was much discussion around the topics of responsibilities of the governing groups in the organization: Delegates, Coordinating Committee, and Board of Trustees

Evaluation procedures and performance reviews for all AWSNA staff were discussed.

The question was raised of whether or not AWSNA could serve all the needs coming toward it from the public sector vis-a-vis Waldorf charter schools, Waldorf public magnet schools, and so forth.

"Best Practices," a collection of shared principles such as developed in England, was discussed. It was agreed to develop our own criteria.

AWSNA position papers regarding race and religion were published and passed on to every school.

AWSNA's website was announced to be up and running. Administrative Coordinator made a full-time employee and AWSNA Publications Chair 3/4 time.

The Coordinating Committee expanded by asking David Mitchell to rejoin. The Delegates voiced their approval.

1999

Conference held at the Toronto Waldorf School

The AWSNA Coordinating Committee now consisted of:

| | |
|-------------------|-----------------|
| Dave Alsop | Agaf Dancy |
| David Mitchell | James Pewtherer |
| Virginia Flynn | Ann Matthews |
| Connie Starzynski | |

Voluntary program for accreditation began for all AWSNA member schools.

"Administrative Explorations," Dave Alsop, David Mitchell, eds., printed.

Mentoring as contrasted with evaluation was discussed.

The pilot accreditation study involving the Toronto Waldorf School, including a 233-page document, was released.

The Teacher Training Fund was discussed: There were 45 loans to students in membership centers and 23 loans in developing institutes. Loans were called in for those who did not fulfill the three-year commitment.

The Delegates' job description was approved.

The Research Institute received grants of \$10,000 from the WEF, \$5,000 from AWSNA, and \$50,000 from a private donor.

Discussion of "consensus working."

High School Research Group formed to create research, colloquiums, conferences, and books in order help strengthen Waldorf high schools.

| | |
|----------------|-------------------|
| Betty Staley | Douglas Gerwin |
| David Mitchell | Andy Dill |
| Antje Ghaznavi | Connie Starzynski |

Arthur Pittis and Elaine Mackee, mandated by the CC, reported on their study of government incursion into education.

2000

Conference held at the Sacramento Waldorf School

The Board recommended that AWSNA reach out and make contact with other like-minded groups, especially in Washington, D.C.

David Mitchell and Agaf Dancy led a conversation on consensus and the greatest concern of our time—the social work. David passed around a compendium of quotes by Steiner on site-based management.

"AWSNA Evaluation/Accreditation Guide" published and distributed to all full member schools.

Antje Ghaznavi presented for consideration a list of guidelines for eurythmy.

Through a skit and lively conversation, Betty Staley and David Mitchell described the High School Research Project and their group's on-going effort to study adolescents and help new high schools grow in healthy directions.

Chairman David Alsop reported, "Everything AWSNA is working on is moving forward successfully:"

Caroline Estes consultant to the Coordination Committee, led the Delegates in a Consensus Workshop.

Little Rock, AR, retreat held with Board and CC to strategize AWSNA's future. Difficulty in reaching agreement among the CC was expressed.

2001

Conference held at the Green Meadow Waldorf School

AWSNA became an accredited member of NCPSA.

Board/Coordinating Committee joint meeting held in December. Mandates for the CC and Board were discussed and clarified for presentation to the Delegates.

AWSNA formally became a member of the Council for American Private Education (CAPE).

Torin Finser suggested that the challenge we face now is that the need for Waldorf-trained teachers has changed exponentially. It is greater than before.

Roberto Trostli stated that the Research Institute spent the first years under the wing of Sunbridge College and now has incorporated as a separate entity.

The Delegates selected a formal search committee for the new Chair consisting of: Katie Schwerin, Hammo Hammond, John Brousseau, Ina Jaehnig and Virginia Flynn.

AWSNA joined the Social Venture Network, a group of entrepreneurs who meet and invite members of the non-profit world to join them.

David Alsop resigned as AWSNA Chair.

The Delegates discussed long range planning and set the tasks of AWSNA at two priorities:

1. Serving as a strong voice for Waldorf education
2. Providing support services to members

To these were added:

- Pedagogical and collegial services
- Organizational consulting
- Teacher recruitment

The Delegates ratified the decision of the AWSNA Board to hire Donald Bufano as the new Chair.

Scott Olmsted was hired to aid Donald and to be the Chair of the Western Region.

2001

2002

Conference held at the Kimberton Waldorf School

The work of the Coordinating Committee and Board was one of unification.

Long range plan discussed.

The Board, Delegates and CC were the three governing bodies of AWSNA and they were mutually responsible and accountable to each other; each body was to define its roles and responsibilities in the interest of mutual support and collaboration. The Delegates and Board share responsibility of the CC's mandate both in terms of accepting and reviewing its mandate; the Delegates and CC share responsibility for the Board's mandate both in terms of accepting and reviewing its mandate.

Delegates approved the Principles of Operation, Mandate Forms for Standing Committees.

Donald Bufano stepped down as AWSNA Chair.

Effective Practices Research Project discussed and amended.

High School Research Group presentation for the summer conference by:

Betty Staley
Douglas Gerwin
David Mitchell

AWSNA Publications Chair David Mitchell was made a full-time employee by the Board of Trustees.

2002

2003

Conference held at the Chicago Waldorf School

The Coordinating Committee was mandated to create a mission, vision, and value statement for AWSNA.

The continued work of the TEC was affirmed to explore an Institute Accreditation task force which is mandated to explore the role of accreditation in the membership process and if appropriate develop an institute accreditation instrument and process.

Coordinating Committee retreat at the Alpha Farm in Deadwood, Oregon

The Organizational Development Committee and Implementation Team was formed to guide the new form of AWSNA.

Roberto Trostli
Hammo Hammond
Liz Beaven
Katie Schwerin
Connie Starzynski
Karen Lohss
James Pewtherer

Kay Skonieczny resigned as Development Director and the position was covered, on a short-term basis, by David Mitchell with assistance from Vicky Westover.

2003



New Event

2004

Conference held at the Pine Hill Waldorf and High Mowing Schools

An Organizational Development Committee was mandated to guide the organization transition to a Regional plan.

“Young Schools Guide” was published to assist new initiatives achieve a solid foundation.

Waldorf Science and Phenomonolgy were discussed with the Delegates led by David Mitchell and Douglas Gerwin.

New structure for AWSNA established with eight regions:

| | |
|----------------------------|--------------|
| Southern California/Hawaii | Mid Atlantic |
| Great Lakes/Ontario | Northwest |
| Southwest, Rockies, Mexico | Northeast |
| Northern California | Southeast |

Leadership Council (LC) was formed.

Regional Delegates’ meetings became the primary organ of associative work among schools.

An executive team was created consisting of:

- Patrice Maynard, Leader of Outreach and Development
- Frances Kane, Leader of Administration
- Kathy Brunetta, Leader of School Services

A Leadership Council covering the work of the eight Regions was formed.

J-1 Visa—Carol Fulmer reported that all the foreign students can enroll as non-immigrant students in accredited schools.

The Delegates approved the Bylaw modifications as presented.

The Rudolf Steiner School in New York celebrated 75 years of Waldorf education in North America. Virginia Flynn related the school’s history.

David Mitchell and Douglas Gerwin were announced as the new co-directors of the Research Institute for Waldorf Education.

2005

Conference held at the Rudolf Steiner School in Ann Arbor, MI

Much discussion was held about the changes in AWSNA and the resultant horizontal structure.

Joan Calderara, Betsy Giminez, and Arthur Pittis prepared a new version of “Path to Membership.” Self-Study and Peer Review became central tenets of membership.

The three Leaders reported about their work.

Connie Starzynski replaced Kahy Brunetta as Leader of Programs and School Services.

Virginia Flynn spoke about the work of the Pedagogical Advisory Colloquium inspired by the work of Else Gottgens with Ann Matthews in the Western Region.

Flora Seul-Jacklein reported on the Delegates’ job description.

Purpose of AWSNA is to strengthen and nurture the impulse of Waldorf education so that it manifests widely in the world.

The four pillars:

- 1) quality and integrity,
- 2) strength and resourcefulness,
- 3) leadership and followership,
- 4) community and relationships.

Carol Fulmer announced that AWSNA was re-accredited by NCPSA—one of thirteen bodies.

Lynn Kern described AWSNA’s strategic planning for 2004–2005.

The Board announced that we are under-funded in our movement. How can we adequately fund this work?

The Research Institute published “The Survey of Waldorf Graduates, Phase I.”

Roberto Trostli spoke about OWL—www.waldorflibrary.org—a website of the Research Institute for Waldorf Education providing free resources to teachers, administrators, and parents.

2006

Conference held at the Merriconeag Waldorf School, Maine

The Delegates approved the new categories of membership—developing, candidacy, and full membership.

The Service Mark Committee of the Board was established.

The Delegates accepted the new shared principles regarding self-study and peer review.

The Pedagogical Advisors Colloquium booklet “Working Together: An Introduction to Pedagogical Mentoring in Waldorf Schools” was organized by Virginia Flynn and published by AWSNA.

The Delegates agreed that Association Members and those seeking Association membership accept the shared principles as the basis for their work.

The Delegates approved that candidate schools who apply for full membership will undertake either a self study/ peer review process, including a site visit, or the AWSNA accreditation process as part of their application.

Connie Starzynski left the job of Leader of Programs and Services and Michael Soulé took over.

The Delegates support a change in the Bylaws to increase the number of Board of Trustees members by three so there shall be no fewer than five nor more than fifteen members.

The Elements of Consensus were defined and agreed upon as a method of reaching decisions.

Annual Waldorf golf tournament inaugurated

2007

Conference held at the Highland Hall Waldorf School

Patrice Maynard welcomed Ryan Lindsay (Toronto Waldorf School) as the new head of the Waldorf School Association of Ontario (WSAO).

Flora Seul-Jacklein gave an overview of the AWSNA Working Group on Canada.

Joan Caldarera described the origin and purpose of the “Self Study” as a parallel path to accreditation and described the proposal.

Michael Soulé shared a overview of the work with the Mexican schools.

Second edition of the “Path to Membership Handbook” produced.

AWSNA website reformed as www.whywaldorfworks.org

The Research Institute published “The Survey of Waldorf Graduates, Phase II.”

Frances Kane led a discussion around use of the name Waldorf and the Service Mark.

AWSNA Publication’s books moved to Earlton, New York. The AWSNA Fair Oaks office officially closed.

Schools in Mexico are multiplying.

2008

Conference held at the City of Lakes Waldorf School in Minneapolis

Carol Fulmer again outlined the process of dovetailing the accreditation process of both WECAN and AWSNA.

Patrice Maynard spoke about the use of the “Messaging Kit” in schools and how to make it more effective.

The revised “Path to Membership Handbook” was introduced by Joan Caldarera.

Susan Howard reported that WECAN and AWSNA are having conversations and working on collaboration, while maintaining individuality within the two organizations.

A transition was announced establishing one Delegates’ meeting per year in the summer in contrast to the two that have previously been held.

The Research Institute published “The Survey of Waldorf Graduates, Phase III.”

Robert Churchill spoke about the messaging work he was doing for AWSNA. His company is sponsored by a supportive donor.

2009

Conference held at the Portland Waldorf School

Carol Fulmer gave an accreditation update. NCPSA accreditation is available to all schools accredited by AWSNA.

Flora Seul-Jacklein spoke about the results of the Organizational Review, The Delegates approved the reorganization of the Board of Trustees based on the Organizational Review.

Larry Cohen from the Board spoke about the ET performance review. An immense amount of time was required by the Board to oversee the ET.

A Finance Committee was formed to develop a sound financial plan. The members include: Val Bertleson, Susan Braun, Alexander Risk, Karen Lohss, and Frances Kane.

Ron Richardson made a presentation at the Pedagogical Section meeting on the theme of light.

2011



2010

Conference held at the Atlanta Waldorf School

The Guidelines for the Support of Eurythmy in Waldorf Schools was shared by the LC.

The guidelines for School Crisis Support were approved by the LC. The term for Developing School Mentoring teams was changed to School Support teams to avoid confusion with other forms of mentoring.

The process for reporting substantive change in school activities and assessment of possible impact on membership and accreditation was affirmed after review.

Frances Kane reported on the Operating Plan, Finances, the progress of the licensing work related to the service mark, and the annual reporting cycle for schools.

Patrice Maynard made a presentation on AWSNA's burning issues and the trends of our times.

The LC met for two sessions with the Pedagogical Section Council to explore questions related to pedagogical leadership in the schools.



Epilogue

The earliest dated minutes in the Association files are of November 13, 1971, six years after that first group of eight schools met at High Mowing under the joint auspices of Mrs. Myrin and Mrs. Emmet.

Ekkehard Piening's initial report, written in 1973, and the itemization of the significant events taken from the existing minutes of Delegates' meetings are but the bare bones of the extraordinary human endeavors and encounters that have brought the Association of Waldorf Schools of North America forward over the past 45 years.

There are gaps in the 1971 files. Also missing are the minutes from the June 1973 conference at Kimberton, as well as the minutes of January 1974 and January 1975.

This timeline has been cobbled together from thousands of pages of minutes, committee notes, Coordinating Committee notes and my own personal archive of notes. I welcome corrections and additions for consideration.

The Delegates met twice each year. I have compressed these into a report of the highlights. It is people who make the work happen, so key individuals have been listed in the Gallery. I have not included informative reports from the Hague Circle, the Pedagogical Section Council, the Board of Trustees, nor have I identified all membership recommendations, school reports, regional chair reports, and AWSNA Chair reports.

In structuring this timeline I consulted with many long-term Delegates. Those who responded include Virginia Flynn, Douglas Gerwin, Arthur Pittis, Carol Fulmer, Patrice Maynard, Frances Kane, Connie Starzynski, and Thom Schaefer.

Thumbnail Overview

- Waldorf education was introduced in North America in 1928 in New York City.
- Schools and institutes are 100% independently founded. Every school is an independent organization, self-directed and based on Waldorf pedagogy.
- Waldorf education has expanded over 3 countries in North America, 34 states, 4 provinces in Canada, 3 regions in Mexico, and 1 Native American nation—Lakota Sioux.
- There are 162 affiliated Waldorf schools and 250+ early childhood centers.
- There are 17 teacher education institutes with over 600 students enrolled, 39 complete Waldorf education programs pre-K through high school, and 1 school dedicated to the needs of children with special needs.
- Over 165 stores sell Waldorf-inspired products.
- There are 8 Waldorf schools with educational programs designed in partnership with farms practicing organic or biodynamic agriculture and 57 schools with gardening and farming programs.
- There exist several children's outward bound camps for further education.

AWSNA Tasks

To accomplish its goal of providing support to Waldorf schools, AWSNA sponsors and conducts a number of events and activities, promotes school advocacy, and promotes collaborative excellence through the regional Delegate Circles.

- **Conferences and Workshops:**

An annual Waldorf Conference rotates around North America each summer for teachers and invited guests. In addition each region sponsors conferences addressing a variety of topics for teachers, parents, and trustees.

- **Research Institute for Waldorf Education:**

The Institute carries out and supervises research on education and publishes two *Research Bulletins* per year.

- **Publications:**

A broad spectrum of materials addressing curriculum, research, children's readers, science, and school administration is available through AWSNA Publications.

- **Renewal:**

Published twice a year for the schools, this magazine shares focal points of the education with parents, teachers, and

individuals interested in Waldorf education. Current subscriptions 17,000+.

- **AWSNA Newsletter:**

A news sheet *Inform* is sent monthly to schools for publication in their newsletters to keep parents and teachers aware of how AWSNA serves the schools.

- **Teacher Training Fund:**

This fund provides scholarship support for the training of future Waldorf teachers.

- **Outreach and Development:**

AWSNA has an active Outreach and Development office, working to increase the visibility of Waldorf education in North America and to develop sources of funding in support of the financial needs of the Waldorf school movement.

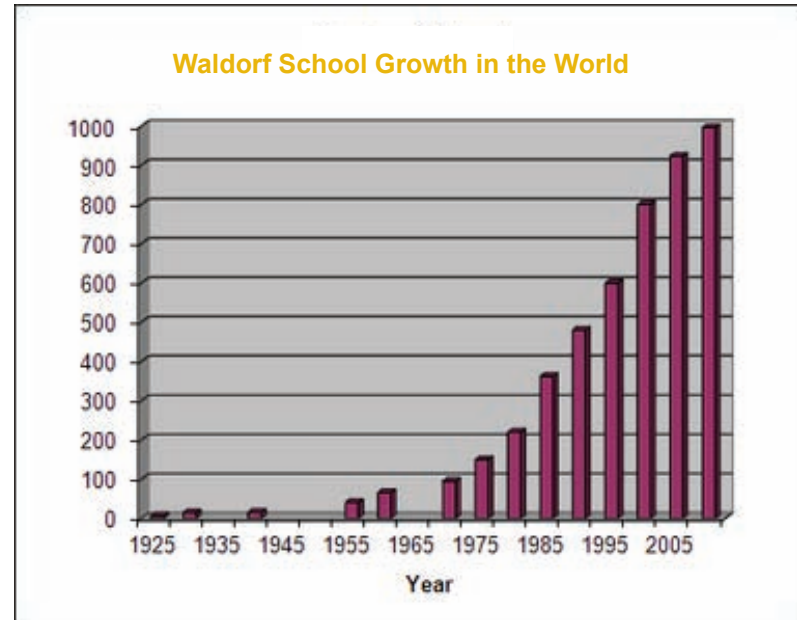
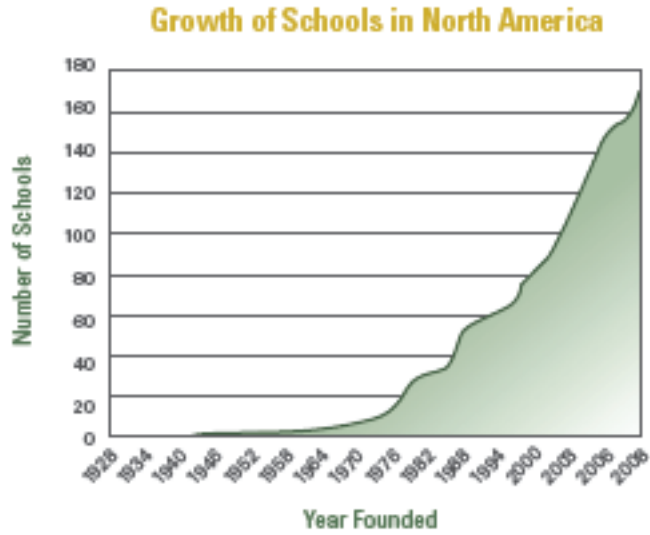
- **Accreditation:**

A self-evaluative tool allows schools to gain accreditation through AWSNA and the regional independent school accrediting bodies of their choice.

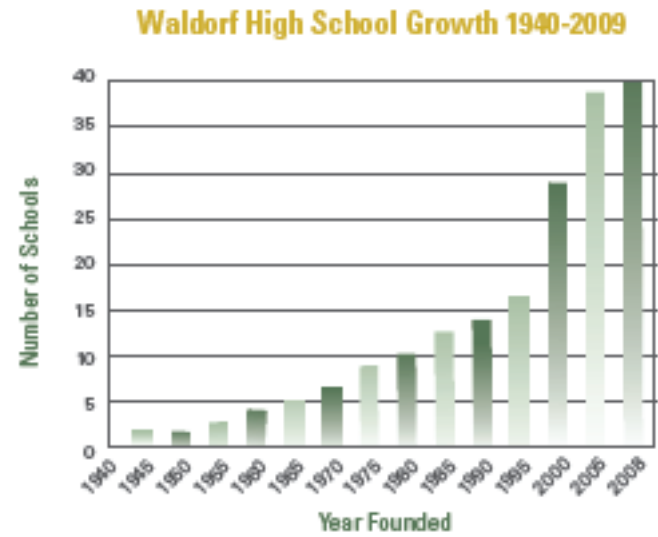
- **Trademark:**

AWSNA holds and protects the service mark for the names "Waldorf" and "Steiner Education" in North America.

School Growth:



High School Growth in North America:





Ekkehard Piening ✨

First Chairman of the Association
Active in all phases of AWSNA's growth



David Mitchell ✨

AWSNA Publications Chair 1985–present
Co-Director of the Research Institute
Former Eastern Regional Chair
Active in all phases of AWSNA's growth



Henry Barnes ✨

Chairman of first AWSNA Board
Active in all phases of AWSNA's growth



James Pewtherer ✨

Pedagogical Council Chair
Former Eastern Regional Chair
Active in all phases of AWSNA's growth



John Gardner ✨

Adelphi University
Chairman, Garden City Waldorf School



Virginia Flynn ✨

Former Central Regional Chair
AWSNA Board Member
Active in all phases of AWSNA's growth



Swain Pratt ✨

Former AWSNA Chairman



Douglas Gerwin ✨

Director of the Center for Anthroposophy
Co-Director of the Research Institute



Anne Charles ✨

Former AWSNA Chairperson
Longtime AWSNA Secretary



Betty Staley ✨

Former Western Regional Chair
Active in all phases of AWSNA's growth



David Alsop ✨

First AWSNA Development Director
Former AWSNA Chairman



John Brousseau ✨

Longtime Delegate
Active in all phases of AWSNA's growth



Carol Fulmer ✨

Head of AWSNA Accreditation
Former Central Regional Chair
Active in all phases of AWSNA's growth



Ronald Koetzsch ✨

Renewal Editor 1995–present
Humorist extraordinaire



John Wulsin ✨

Longtime Delegate from Green Meadow
Waldorf School



Jan Baudendistal ✨

Longtime Delegate from the
Hartsbrook School



Patti Livingston ✨

Longtime Delegate and former Chair of
the Pedagogical Section Council



Torin Finser ✨

Longtime Delegate and active
in the middle stages of AWSNA
Development



Patrice Maynard ✨

AWSNA Leader of Outreach and
Development
Longtime Delegate



AWSNA Coordinating Committee 2002 ✨
Scott Olmsted, Donald Bufano, Chairman 2002–2004,
Connie Starzynski, James Pewtherer, Virginia Flynn,
David Mitchell, Agaf Dancy

AWSNA Development
Committee 2004 ✨

Larry Cohen, Chaddie
Hughes, Virginia Flynn,
David Mitchell, Patrice
Maynard





AWSNA Leadership Council 2006 ❁

John Brousseau, Sam Glaze, Michele Starr, Roland Baril, Susan Howard, Connie Starzynski, Flora Seul-Jacklein, Mara White, Michael Soule, Joan Caldarera, Frances Kane, Betsy Gimenez, Patrice Maynard, Arthur Pittis



AWSNA Executive Team 2006 ❁

Connie Starzynski, Patrice Maynard, Frances Kane

Renewal Editorial Board 2003 ❁

Ronald Koetzsch, Patti Livingston, Vivian Jones-Schmidt, John Wulsin, Shyla Nelson



Ron Richardson ❁

Longtime Delegate
Active in many areas of AWSNA's development and policy formation



Ann Matthews ❁

Member of the AWSNA
Coordinating Committee
Former Western Regional Chair



Roberto Trostli ❁

Active in many areas of AWSNA's development and policy formation
Longtime Delegate



Pedagogical Advisors
Colloquium 1999 ❁

Virginia Flynn, organizer,
middle row on the right



Pedagogical Advisors Colloquium ❁

James Pewtherer, Virginia Flynn, Nettie Fabrie, Kathy Brunetta, Else Gottgens, Ina Jaehnig, Jacqueline Develle, Deborah Leah, Virginia Fish, Francina Graef, Ann Matthews, Torin Finser, Monica Landers, Susan Goldstein, David Blair, Cynthia Hoven, Scott Olmsted, Ron Richardson, Flora Jane Hartford, Kathleen Young



AWSNA Accreditation Review Committee 2010 ❁

Carol Fulmer, Michael Soulé, Patrice Maynard, Becky Schmitt, Ellie Delaney, Robert Schiappacasse

Joan Calderera and David Sloan ❁

Active in many areas of AWSNA's structural formation



This gallery of individuals who contributed to the idea and the work involved in giving birth to the Association is far from complete. I apologize to any whose pictures are not included and would welcome new suggestions together with photographs for future editions. Clearly, it took many hard-working souls all pulling together to make associative collaboration a reality. It takes special people to see the whole and unselfishly strive toward its existence through uncountable meetings and the struggle with adversarial forces. Bless you all!