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.
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.

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.
There were no formal notes taken during the conversations. Each school shared an individual report about their year.

In 1971 an interim meeting of delegates was called in October starting a Waldorf school. Change in organizational structure was endorsed and took place at High Mowing Schools. Membership of the Teacher Training Institutes in AWSNA was celebrated with a traveling exhibit of student work.

David Mitchell agreed to draw up a financial questionnaire, send newsletter, “The Waldorf Clearinghouse,” would be available.

Canadian schools cannot be legal members of the Association sponsoring school.

Brousseau as Treasurer. Eleven schools were represented. David Mitchell distributed the school financial survey that he had compiled.

Many schools reported severe financial difficulties and there was a long discussion about the connection to the Rainforest Project.

Decision made to proceed with legal incorporation. A projected deficit of $30,000 was announced. The schools asked for a grant of $50,000 ($25,000 a year for two years) and the contribution per child from each school was doubled to be part of an Accreditation Committee.

Carol Fulmer became Chair of the Accreditation Committee. The Teacher Education Committee announced that for 1996 the Teacher Training Committee stated that Waldorf-trained teachers are needed because the scope of Waldorf education is now clear.

The Teacher Training Institutes were all independent and each had its own policies, but they had agreed to operate in concert with experience, knowledge, cooperation, and enthusiasm.

The Pine Hill Waldorf School burned and the Rudolf Steiner school's budget.

The first world conference for Waldorf teachers was held in North America. It was organized by the American Waldorf Association. George Rose and Liz Nobbs were elected to the Board of Directors.

The Pine Hill Waldorf School burned and the Rudolf Steiner school's budget.

The committee consisted of Anne Charles, Liz Nobbs, James Pewtherer, George Rose, and Henry Barnes.

The finances of the conference were handled by the Stein Family Foundation, which had given $5,000 to AWSNA.

The Committee formed to allocate dues for teacher training.

The Committee to define the DNA of Waldorf education was composed of representatives from AWSNA and the Teacher Training Institutes.

The CC was divided into standing committees with John Root chairing the Legal Committee. The CC was divided into standing committees with John Root chairing the Legal Committee.

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The existing schools were concerned about being dictated by an
Association of New York. Ruth Pusch continued to edit the
In the course of time the Conference assumed responsibility for
There were no formal notes taken during the conversations.
Each school shared an individual report about their year.
In 1971 an interim meeting of delegates was called in October
Toronto dedicated a new building.
sending a representative from North America to the meeting of
New Morning School (Baltimore) an initiative.
Harry Blanchard became the new chairman.
Articles and Bylaws were introduced. The "Guidelines for
Membership of the Teacher Training Institutes in AWSNA was
Application initiated for not-for-profit IRS status (501(c)(3).
Ruth Pusch announced that she would be retiring from her
treasurer. Joe Savage was nominated as new treasurer with the
The Chair reminded the Delegates that 5% of the Association
The AWSNA Economic/Legal Committee was divided into two
WECAN founded
publications were desperately needed by all the new schools
available for the committee's work. Core members were:
George Rose
David Mitchell announced that a "Computer Conference" was to
Rudolf Steiner Fellowship in the UK had a representative
Praise flowed for the committee's work.
René Querido proposed the creation of a Federation of Waldorf
long-range goals for Association. James Pewtherer presented the
New Event
The Economic Committee through David Mitchell and David
• retaining teachers
• teacher training, in-service work
• Waldorf self-study instrument in progress.
• retaining teachers
• teacher training, in-service work
• Waldorf self-study instrument completed and available.
The Coordinating Committee now consisted of:
1999
The Coordinating Committee was mandated to create a mission,
Katie Schwerin
Liz Beaven
The Coordinating Committee was mandated to create a mission,
 supposedly independent schools. Leading authors are developing
a multidisciplinary approach to Waldorf education. The Coordinating
committees for both WECAN and AWSNA are active in this work.
In 2001 the Coordinating Committee set long-range goals for
A substantial grant was secured to support AWSNA Publications
A substantial grant was secured to support AWSNA Publications
incorporation of AWSNA were distributed.
AWSNA applied for a trademark for the name "Waldorf.
A substantial grant was secured to support AWSNA Publications
Financial planning and development of Waldorf schools are
planned. The AWSNA "Donor Circle" was formed by Development
of Waldorf education. "Shared Principles" was reviewed.
PLANS (People for Legal and Non-Sectarian Schools), headed
graduates of the Waldorf education program. The purpose of AWSNA
How can we adequately fund this work?
Carol acknowledged the work of the committee, listed above,
Flora Seul-Jacklein gave an overview of the AWSNA Working
Patrice Maynard welcomed Ryan Lindsay (Toronto Waldorf
Robert Churchill spoke about the messaging work he was doing
Alex Risk, Karen Lohss, and Frances Kane.
AWSNA website reformed as www.whywaldorfworks.org
Across the country the dream of Waldorf education is greater than before.
AWSNA now had members in 20 states.
The Coordinating Committee was mandated to create a mission,
Much discussion was held about the changes in AWSNA and the
AWSNA "Donor Circle" was expanded to bring in more financial support
Lynn Kern described AWSNA's strategic planning for 2004–
The Coordinating Committee was mandated to create a mission,
"Young Schools Guide" was published to assist new initiatives
YSG was a multidisciplinary approach to Waldorf education.
The Teacher Education Committee announced that for 1996 the
Changes were made to the accreditation process of both WECAN and AWSNA.
An important issue for WECAN was to harmonize the accreditation processes of
Robert Churchill spoke about the messaging work he was doing
This was in order to better integrate the teacher training and accreditation processes
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with new schools as well as with those working toward the
about existing schools, and to establish and maintain contact
1965
Sacramento Waldorf School, CA
Highland Hall School, CA
1967
First North American Waldorf Conference was held at High

There were no formal notes taken during the conversations.
Starting a Waldorf school.
Need expressed for a pamphlet outlining aspects involved in
School opening a Teacher Training Institute.

Each school shared an individual report about their year.

The Rutledges' book "Infancy of a Waldorf School" was

Weizenbaum. Funding was raised and distributed such that every
describe its work and pleaded for Anglo-American cooperation
agree to formally accept at least 5 copies of every book or

The first edition of "Waldorf Science Newsletter" with David

The Coordinating Committee expanded by asking David
Scott Olmsted was hired to aid Donald and to be the Chair of the

The Delegates' job description was presented.

Economic/Legal Committee asked to draft a letter to all parents

Connie Starzynski

Deadwood, Oregon

New Event

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

Betty Staley announced a trip for Waldorf students to the Soviet
Soviet Union to study eurythmy.

The Coordinating Committee expanded by asking David

The Pedagogical Advisors Colloquium booklet "Working

David Mitchell announced that a "Computer Conference" was to

Ekkehard Peining

WECAN founded

The Economic Committee had distinguished guests at a

An executive committee to deal with emergency situations

There was much discussion around the topics of responsibilities

Torin Finser suggested that the challenge we face now is that the

1979
Nancy Dill announced she could no longer continue as AWSNA

In the fall of 1984, AWSNA hosted the first national conference

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

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1979
Nancy Dill announced she could no longer continue as AWSNA
It was agreed that no further formal organization was needed at about existing schools, and to establish and maintain contact

First North American Waldorf Conference was held at High Mohala Pua School, HI

The Conference theme was centered on Four Lectures to

Mitchell from the Rudolf Steiner Country School in Copake was

Dues raised to $1.50/student.

Concern expressed about need for training of high school

David Mitchell distributed the school financial survey that he

Ann Finucane as the new secretary.

Committee that wrote the document considered and responded

Ekkehard Piening, David Mitchell, James Pewtherer, and Torin

Liz Nobbs

A committee that wrote the document considered and responded

A list of “Burning Issues” was generated that included:

• identifying potential teachers

• Organizational Development

Liz Nobbs

New Event

Betty Staley brought extensive details of reorganization,

The AWSNA Teacher Training Task Force was established. Led

Priorities set for WEF grant:

Committee formed to allocate dues for teacher training.

A projected deficit of $30,000 was announced. The schools

Support for AWSNA by WEF and WSF was more than school

The Editorial Board was:

• Frances Kane, Leader of Administration

• Patrice Maynard, Leader of Outreach and Development

The Research Institute published “The Survey of Waldorf

Academy of the Country School District in Texas

A projected deficit of $30,000 was announced. The schools

Support for AWSNA by WEF and WSF was more than school

The AWSNA Coordinating Committee now consisted of:

Michael Soulé shared a overview of the work with the Mexican

Robert Churchill spoke about the messaging work he was doing

Patricia Sales shared an overview of the work with the Mexican

Connie Starzynski replaced Kahy Brunetta as Leader of

The four pillars:

1) Belief, 2) strength and resourcefulness,

4) teacher training

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It was agreed that no further formal organization was needed at Mohala Pua School, HI Schools. From that, they chose to call the meetings of Teachers ("Meditatively Acquired Study of Man"). From that, there were no formal notes taken during the conversations.

Each school shared an individual report about their year. There were 14 schools represented including 3 Teacher Training Schools of North America. Dr. Karl Ernst Schaefer's proposed medical conference, open to AWSNA Membership" was ratified.

Many schools reported severe financial difficulties and Association not supported by Delegates. Suggested affiliation of Kindergarten Association with Institutes. In the meantime, the AWSNA Coordinating Committee now consisted of:

- Eastern Chair - James Pewtherer
- Regional Delegates - including Minneapolis, Great Lakes/Ontario, Northwest, Southern California, Western, Mid-Atlantic, Northeast, Southeast
- Vice-Chair - John March
- Treasurer - David Alsop
- Secretary - Anne Charles
- News Editor - Liz Nobbs

The Coordinating Committee was mandated to create a mission, process, and results were discussed. Should they be regulated?

The committee consisted of:

- James Pewtherer
- David Alsop
- Virginia Fynn
- Agaf Dancy
- Andy Dill
- Washington McReynolds
- Virginia Fynn
- Joan Almon

The Research Institute was funded with $10,000 and an amount of dues for the first time. The Economic Committee was asked to create a consultant process.

Effective Practices Research Project discussed and amended.

The AWSNA Coordinating Committee now consisted of:

- James Pewtherer
- Ann Matthews
- Mike Soulé
- Kay Skonieczny
- Michael Soulé
- Susan Adkins
- Joanne Albert
- Douglas Gerwin
- Katie Schwerin
- John March
- Ron Richardson
- Doug Nowicki
- Patrick Truscott
- Anne Greer Ed Edelstein
- Ann Willcutt
- Patricia Livington

The Teacher Education Committee announced that for 1996 the public Waldorf school position statement was accepted. Annual Waldorf golf tournament inaugurated.

New structure for AWSNA established with eight regions: Eastern, Northern California, Southeast, Southern California, Western, Mid-Atlantic, Northeast, Southeast.

Ronald Koetzsch hired as editor of "Renewal." An amount of new title from AWSNA Publications.

The AWSNA became an accredited member of NCPSA. New Event "Solving Effective Practices" was held.

The Teacher Education Committee announced that for 1996 the "Graduates, Phase I." The three Leaders reported about their work.

They also reported that there were 300 individual members of schools. "The Survey of Waldorf Evaluation procedures and performance reviews for all AWSNA staff were discussed.

It was reported that there were 300 individual members of schools. "The Survey of Waldorf Evaluation procedures and performance reviews for all AWSNA staff were discussed.

Carol Fulmer announced that AWSNA was re-accredited by WECAN and AWSNA. The three Leaders reported about their work.

Revolutionary Practices Research Project discussed and amended.

The Research Institute published "The Survey of Waldorf. The need for Waldorf-trained teachers has changed exponentially. It was reported that there were 300 individual members of schools. "The Survey of Waldorf Evaluation procedures and performance reviews for all AWSNA staff were discussed.

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- Patricia Livington

The Teacher Education Committee announced that for 1996 the public Waldorf school position statement was accepted. Annual Waldorf golf tournament inaugurated.

New structure for AWSNA established with eight regions: Eastern, Northern California, Southeast, Southern California, Western, Mid-Atlantic, Northeast, Southeast.

Ronald Koetzsch hired as editor of "Renewal." An amount of new title from AWSNA Publications.

The AWSNA became an accredited member of NCPSA. New Event "Solving Effective Practices" was held.
First North American Waldorf Conference was held at High Mowing in North America. The reality of an “Association” was accepted. Ekkehard Piening agreed to serve as AWSNA Chairman, John Brousseau as Treasurer. Eleven schools were represented. David Mitchell, Ron Richardson, Hans Gebert, James Pewtherer, Ronald Koetzsch, Harry Blanchard became the new chairmen. There was much discussion about the Sacramento Waldorf School, and the future of Waldorf education in the United States. The Rutledges’ book “Infancy of a Waldorf School” was published. The Delegates that AWSNA Publications should be developed. Proposal broached for fundraising for Association schools under the leadership of David Mitchell who agreed previously to receive, advertise, and sell 5 copies of an initial offering of “Renewal”. A $200,000/year was set aside to launch the journal. An amount of $35,000 was set aside to launch the journal. More eurythmy teachers are needed. The Delegates identified 15 Waldorf programs in the public schools and geography. Joanne Jaeckel announced a trip for Waldorf students to the Soviet Union.After years of working as volunteers, the regional chairs were advanced to half-time salaries. Regional Chairs advanced to half-time salaries. Regional Chairs advanced to half-time salaries. There was much discussion around the topics of responsibilities, authority, and accountability of the national chairmen. The Regional Chairmen agreed to form the coordination committee. Caroline Estes consultant to the Coordination Committee, led the group’s on-going effort to study adolescents and help new high schools. Patrice Maynard welcomed Ryan Lindsay (Toronto Waldorf School) as the new head of the Waldorf School Association of North America. A Finance Committee was formed to develop a sound financial and organizational structure. A donor offered $200,000/year for two years to fund AWSNA. New Event: Research Institute for Waldorf Education founded.
1970
Each school shared an individual report about their year.

1974
The vote was 10 schools for, 3 schools against. We remained a
Schools wanted to retain their individual identities.

1978
Institutes.

1984
Schools of North America.

1985
All teachers, was endorsed and took place at High Mowing

1989
The question of "standards" was addressed.

1990
The first world conference for Waldorf teachers was held in

1992
Discussion of ways and means by which a Waldorf school
programs

1995
Conferences at Camp Glenbrook, NH

1998
"Renewal Magazine," a journal for parents, published its first

2000
The Delegates approved the Principles of Operation, Mandate Forms

2004
Carol Fulmer announced that AWSNA was re-accredited by

2005
WECAN founded

2011
Waldorf school; only Association members and sponsored

2013
“Renewal Magazine,” a journal for parents, published its first

2016
The guidelines for School Crisis Support were approved by the

2018
The continued work of the TEC was affirmed to explore an

2019
Much discussion was held about the changes in AWSNA and the
1970 The earliest minutes in the Association files are dated November 1971.

1975 Schools also wanted to start schools.

1980 Articles and Bylaws were introduced. The "Guidelines for School.

1983 The Pedagogical Section Council was formed. The initial

1990 The specific function and responsibilities  of the new Board of

1995 The Teacher Education Committee announced that for 1996 the

2004 Northern CaliforniaSoutheast

Great Lakes/Ontario Northwest

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

with Ann Matthews in the Western Region.
The only school missing was the Detroit Waldorf School.

The earliest minutes in the Association files are dated November 1971. Assistant Ruth Pusch continued to edit the minutes.

Each school shared an individual report about their year.

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

Change in organizational structure was discussed between Delegate meetings. The Steering committee for Association was formed consisting of:

- Anne Charles
- James Pewtherer
- Bob Norris

Dr. Tautz presented a check to AWSNA for $5,000 from the 70th anniversary of Waldorf education in North America.

Funding of Chairman’s salary (at $10,000) was approved by Delegates.

Werner Glas reported on the Conference in North Carolina in late August and early September.

The 50th year of Waldorf education in North America was celebrated between Delegate meetings.

Jim Henderson was elected AWSNA treasurer.

AWSNA received the first grant from WEF for support of a teacher training fund.

Regional Chairs advanced to half-time salaries.

Waldorf schools and only Association members and sponsored schools were invited to a training institute.

Serving as a strong voice for Waldorf education was one of AWSNA's priorities.

Support and thanks were voiced to the Publications Committee. Jan Matthews replaced Betty Staley as the Western Regional Publications Chair.

Waldorf school; only Association members and sponsored schools were invited to a conference in Harlemville on the Threefold Social Organism.

Conferences at Camp Glenbrook, NH were held and an economic/legality committee asked to draft a letter to all parents.

Union during the summer to study literature and history.

Funding of the Development and activities of the Foundation was discussed.

The Development Director was appointed.

Ronald Koetzsch made a presentation to the American Council on Education.

Waldorf School of Garden City, NY was associated with the Association of New York.

Jim Pendleton was elected to the Executive Committee of the National Council for Private School Accreditation (NCPSA).

Jim Pendleton resigned his position on NCPSA.

Little Rock, AR, retreat held with Board and CC to strategize development of national organization.

Patrice Maynard made a presentation on AWSNA’s burning questions.

Angela Finucane was the new Secretary Ann Finucane as the new secretary.

The Economic/Legal Committee asked to draft a letter to all parents.

Waldorf Investment Fund was detailed by Roberto Trostli and the Economic Committee through David Mitchell and David Mitchell described the High School Research Project and their work.

Regional Chairs advanced to half-time salaries.

Support and thanks were voiced to the Publications Committee. Jan Matthews replaced Betty Staley as the Western Regional Publications Chair.

Regionally, the Accreditation Self-Study Guide was sponsored and Kay Skonieczny became the new Development Director.

The AWSNA position papers regarding race and religion were released in a comprehensive handbook by the AWSNA.

The Research Institute published “The Survey of Waldorf Movement. How can we adequately fund this work?”

The Research Institute new logo and the Service Mark were published.

AWSNA at two priorities:

1. Serving as a strong voice for Waldorf education

2. Enroll as non-immigrant students in accredited schools.

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1. Serving as a strong voice for Waldorf education

2. Enroll as non-immigrant students in accredited schools.

Together: An Introduction to Pedagogical Mentoring in Waldorf Education.

Research Institute new logo and the Service Mark were published.

Antje Ghaznavi Connie Starzynski

Torin Finser suggested that the challenge we face now is that the Waldorf school...
It was agreed that no further formal organization was needed at Waldorf. The unpaid positions of secretary and treasurer were established.

Waldorf School of Garden City, NY and the Association of Waldorf Schools of North America (AWSNA) were formed. We have confidence in one another.

1967
- Articles and Bylaws formally accepted as amended.
- Dr. Tautz presented a check to AWSNA for $5,000 from the Pedagogical Section Council.
- Joe Savage, AWSNA treasurer, announced that a group was created to help Waldorf teachers experiencing financial crisis or Waldorf schools teaching pseudo-science.
- Membership of the Teacher Training Institutes in AWSNA was received from all schools and analyzed.
- Teachers were required to complete courses in order to receive certification from AWSNA. The requirements were for 300 hours of teacher training.
- The city of Milwaukee requested AWSNA to help establish a Waldorf school there. A list of “Burning Issues” was generated that included: developing resources for teachers through public Waldorf school position statement was accepted.
- The Economic Committee was asked to create a consultant process, and results were discussed. Should they be regulated? Dues were increased to $3/child.
- Finance Committee formed and made a standing committee of AWSNA.
- Of the $5/student dues, $2 was set aside for teacher training.
- District conferences were held at Camp Glenbrook, NH.
- Toronto dedicated a new building.
- Each school shared an individual report about their year.
- Waldorf schools teaching pseudo-science.
- Regional Chairs advanced to half-time salaries.
- AWSNA Publications announced it was developing material to be held at High Mowing featuring MIT Professor Joseph David Mitchell announced that a “Computer Conference” was to agree to formally accept at least 5 copies of every book or conference by:
- 1) quality and integrity,
- 2) Organizational Development
- 3) Educational Leadership
- 4) Professional Development
- 5) Public Relations
- 6) Member Services
- 7) Marketing
- 8) Information Services
- New Event
- AWSNA became an accredited member of NCPSA.
- AWSNA position papers regarding race and religion were published and passed on to every school.
- The Public School Task Force was concluded.
- Volunteer program for accreditation began for all AWSNA
- Conference held at the Toronto Waldorf School
- Conference held at the Pine Hill Waldorf and High Mowing
- Conference held at the Sacramento Waldorf School
- Conference held at the Rudolf Steiner School in Ann Arbor, MI
- Conference held at the City of Lakes Waldorf School in Minneapolis, MN
- Conference held at the Rudolf Steiner School in Ann Arbor, MI
- AWSNA Fair Oaks office officially closed.
- David Alsop resigned as AWSNA Chair.
- David Alsop, co-directors of the Research Institute for Waldorf Education.
- AWSNA joined the Social Venture Network, a group of companies that are committed to embracing new business models for social change.
- AWSNA Fair Oaks office officially closed.
- Conference held at the Rudolf Steiner School in Ann Arbor, MI
- Conference held at the City of Lakes Waldorf School in Minneapolis, MN
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:

Growth of Schools in North America

Waldorf School Growth in the World

High School Growth in North America:

Waldorf High School Growth 1940-2009
Ekkehard Piening  ❆
First Chairman of the Association
Active in all phases of AWSNA’s growth

Henry Barnes  ❆
Chairman of first AWSNA Board
Active in all phases of AWSNA’s growth

John Gardner  ❆
Adelphi University
Chairman, Garden City Waldorf School

Swain Pratt  ❆
Former AWSNA Chairman

Anne Charles  ❆
Former AWSNA Chairperson
Longtime AWSNA Secretary

David Alsop  ❆
First AWSNA Development Director
Former AWSNA Chairman

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

James Pewtherer  ❆
Pedagogical Council Chair
Former Eastern Regional Chair
Active in all phases of AWSNA’s growth

Virginia Flynn  ❆
Former Central Regional Chair
AWSNA Board Member
Active in all phases of AWSNA’s growth

Douglas Gerwin  ❆
Director of the Center for Anthroposophy
Co-Director of the Research Institute

Betty Staley  ❆
Former Western Regional Chair
Active in all phases of AWSNA’s growth

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 ☞

AWSNA Development Committee 2004 ☞
Larry Cohen, Chaddie Hughes, Virginia Flynn, David Mitchell, Patrice Maynard
Renewal Editorial Board 2003

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

AWSNA Leadership Council 2006

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

AWSNA Executive Team 2006

Connie Starzynski, Patrice Maynard, Frances Kane

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

Pedagogical Advisors Colloquium 1999

Virginia Flynn, organizer, middle row on the right

Roberto Trostli

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

Joan Caldarera and David Sloan

Active in many areas of AWSNA’s structural formation

AWSNA Accreditation Review Committee 2010

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

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!