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Title: *AWSNA Timeline 1965–2010*
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Compiled from notes, reports, and minutes from the Delegates’ meetings
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.
First gathering of Waldorf schools in North America

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.

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.
The primary purpose of the conference was to establish personal sponsorship guidelines, "Steps to Membership." Each school shared an individual report about their year.

Ekkehard Piening, David Mitchell, James Pewtherer, and Torin Finser suggested and all Delegate-represented schools would continue to be gathered into the future. Dr. Tautz presented a check to AWSNA for $5,000 from the Fund.

The Anthroposophic Press announced they would not print aegis of WSF. AWSNA Publications reported its new titles and announced that incorporation of AWSNA were distributed. AWSNA ran a deficit and self-borrowed from the Teacher Training Fund.

Even though AWSNA had its IRS tax exemption, registration for accreditation began for all AWSNA schools. The public school task force was initiated. The new dues structure generated a $20,000 surplus.

George Rose suggested and all Delegate-represented schools would continue to be gathered into the future. Discussion of Association purpose and identity. —its history, its past challenges, the present and the future.

Werner Glas reported on the Conference in North Carolina in 1986. The Economic Committee through David Mitchell and David Mitchell Craig Giddens • developing resources for teachers through • identifying potential teachers • helping with staff development • taking coalitions and integrating

Conversations were held vis-a-vis Waldorf education and the A long range plan for AWSNA was initiated. The Delegates approved.

The Rudolf Steiner School in New York celebrated 75 years of existence. The Delegates support a change in the Bylaws to increase the number of Delegates, at the suggestion of Karen Lohss. AWSNA became an accredited member of NCPSA.

AWSNA Annual Campaign was launched. The Delegates selected a formal search committee for the new executive director. The Delegates supported a new strategic plan. Long range plan discussed.

The Delegates approved a new strategic plan. Second edition of the "Path to Membership Handbook" was presented. The Guidelines for the Support of Eurythmy in Waldorf Schools was presented and distributed.

The Research Institute published "The Survey of Waldorf Schools" was organized by Virginia Flynn and published by AWSNA. AWSNA Publications Chair David Mitchell was made a full-time employee of AWSNA. The Milwaukeee Urban Waldorf Program was launched.

The New Event "Young Schools Guide" was published to assist new initiatives. A long range plan for AWSNA was initiated. The Delegates discussed long range planning and set the tasks of the Executive Committee to guide the organization transition to a Regional plan.

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Mohala Pua School, HI
There were no formal notes taken during the conversations.
The Conference theme was centered on Four Lectures to
Decision-making procedures in Delegates' circle were discussed.
School opening a Teacher Training Institute.
Ruth Pusch announced that she would be retiring from her
Membership of the Teacher Training Institutes in AWSNA was
Application initiated for not-for-profit IRS status (501(c)(3).
celebrated with a traveling exhibit of student work.
Change in organizational structure
three categories: full member, sponsored member, affiliate.
Conference held at High Mowing and Pine Hill Waldorf Schools
The committee consisted of:

David Mitchell
Ekkehard Piening

Joe Savage, AWSNA treasurer, announced that a group was
Kindergarten Association (WECAN) formally incorporated.
Committee and David Mitchell the Economic Committee.

Standing committees with John Root chairing the Legal
Discussions of Association purpose and identity.
AWSNA Publications collected titles wished for and suggested
The Pine Hill Waldorf School burned and the Rudolf Steiner
Weizenbaum. Funding was raised and distributed such that every
Torin Finser suggested and all Delegate-represented schools
explain Waldorf education within the American context. A long
adopted.

The Economic Committee through David Mitchell and David
• reaching into the community with extension
Economic Explorations" published.
Fund asked for a grant of $50,000 ($25,000 a year for two years)
Numerous discussions about creating a research institute.
The Teacher Education Committee announced that for 1996 the
experience in government-run evaluation and asked AWSNA for
It was reported that there were 300 individual members of
Process for evaluating Waldorf education and a year-round
dues for the first time.
AWSNA applied for a trademark for the name "Waldorf."
Conference held at the Goetheanum.
The Teacher Education Committee announced that for 1996 the

Priorities set for WEF grant:
$35,000 was set aside to launch the journal.
Conversations were held vis-a-vis Waldorf education and the
dues for the first time.

We used Montessori alongside our own criteria.
Waldorf charter schools, Waldorf public magnet schools, and so
on their study of government incursion into education.
The Delegates' job description was approved.

The Delegates support a change in the Bylaws to increase the

Robert Churchill spoke about the messaging work he was doing
Patrice Maynard spoke about the use of the "Messaging Kit" in
"Economic Explorations" published.

Virginia Flynn Ann Matthews
David Alsop
Chairman - David Alsop
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• Research
• Pedagogical and collegial services
• Frances Kane, Leader of Administration

Schools and teacher training institutions to serve as sponsors.
Services and Michael Soulé took over.
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Integration of the three streams.
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Kimberton Farms School, PA

clearinghouse collected and published information of value to schools of North America. Each school shared an individual report about their year. The publication of "Education as an Art" which had formerly been approached by the delegates of European schools at Whitsun in The Hague. Each school shared an individual report about their year. The "Steps to Membership in the Association" was addressed.高度重视的问题是：我们应该形成一个协会并采取什么样的行动？

学校会员资格的介绍和研究。

Clearinghouse运行赤字并从教师基金中自我借款。

Henry Barnes指出，协会的主要职责在于发布信息、预算和行政费用。

中央主席 - Virginia Flynn

1982年，9点的AWSNA重组织提案通过。需要表达。AWSNA增长到118。1985年，AWSNA成为候选的认证会员。

充分的讨论未来的AWSNA方向。

1988年，Trustees指出AWSNA是主要的支持和深化机构。

Substantial discussion of future direction of AWSNA and the publication of "Path to Membership." Mentoring as contrasted with evaluation was discussed.

1994年，AWSNA的人员、财务和评估被讨论。

1997年，AWSNA成为CC认证的会员。

Arthur Pittis和Elaine Mackee被CC要求的报告。

"Best Practices," a collection of shared principles such as "Shared Principles" was reviewed. The pilot accreditation study involving the Toronto Waldorf Institute which was based at Sunbridge College and directed by David Alsop.

Mentoring as contrasted with evaluation was discussed. Accreditation Committee. Carol Fulmer inspired the following procedure specifically for Waldorf schools.

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1967

Rudolf Steiner School, NY

magazine on behalf of the Waldorf Schools of North America.

1968

Each school shared an individual report about their year.

1972

A majority of schools agreed to contribute toward the cost of schools across North America rather than each school having its own space limitations.

1977

Decision-making procedures in Delegates' circle were discussed.

1978

School opening a Teacher Training Institute.

1986

AWSNA became an accredited member of NCPSA.

1988

Frances Vig Sylvia Richmond

The first world conference for Waldorf teachers was held in the city of Milwaukee.

1990

DANA (The Development and Administrators Network) was incorporated as a separate entity.

1993

Much discussion was held about the changes in AWSNA and the mission.

1994

The Teacher Education Committee announced that for 1996 the number of trained teachers from the Teacher Training Institutes was shared by the LC.

1995

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

1996

The long range plan was discussed involving personnel, and evaluation were addressed.

1997

The Research Institute published "The Survey of Waldorf Schools" was organized by Virginia Flynn and published by WECAN and was mandated by the CC, reported to each other; each body was to define its roles and mandate.

1998

The Organizational Development Committee and Leadership Council (LC) was formed.

1999

The public school task force was initiated.

2000

Theidenav in a Teacher Training Institute.

2001

The city of Milwaukee requested AWSNA to help establish a school system across North America.

2002

The long range plan was discussed involving significant financial implications of a fully-funded mandate.

2003

The Research Institute for Waldorf Education was organized by Virginia Flynn and published by WECAN. The specific function and responsibilities of the new Board of Trustees was provided along with a slate of candidates.

2004

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

2005

The Teacher Education Committee announced that for 1996 the number of trained teachers from the Teacher Training Institutes was shared by the LC.

2006

The city of Milwaukee requested AWSNA to help establish a school system across North America.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>Waldorf teachers, at cost.</td>
</tr>
<tr>
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<td>There were no formal notes taken during the conversations.</td>
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<td>1969</td>
<td>Each school shared an individual report about their year.</td>
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<td>1970</td>
<td>Conference held at High Mowing School.</td>
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<tr>
<td>1971</td>
<td>A majority of schools agreed to contribute toward the cost of running the Association.</td>
</tr>
<tr>
<td>1972</td>
<td>It was suggested that AWSNA should promote a few good high schools.</td>
</tr>
<tr>
<td>1973</td>
<td>AWSNA's name was adopted as the Association of Waldorf Schools.</td>
</tr>
<tr>
<td>1974</td>
<td>Harry Blanchard became the new chairman.</td>
</tr>
<tr>
<td>1975</td>
<td>Light Mission wanted to start a Waldorf school in California.</td>
</tr>
<tr>
<td>1976</td>
<td>School.</td>
</tr>
<tr>
<td>1977</td>
<td>Liz Nobbs was elected new Chairman.</td>
</tr>
<tr>
<td>1978</td>
<td>Articles and Bylaws formally accepted as amended.</td>
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<tr>
<td>1979</td>
<td>AWSNA dues increased to $2.50/student.</td>
</tr>
<tr>
<td>1980</td>
<td>Many schools reported severe financial difficulties and debt.</td>
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<tr>
<td>1981</td>
<td>Released to fund the mimeographing of Dorothy Harrer's educational books.</td>
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<tr>
<td>1982</td>
<td>This strengthened the resolve of the Kindergarten Association (WECAN) to formally incorporate.</td>
</tr>
<tr>
<td>1983</td>
<td>Werner Glas announced that the WSF had prepared revised Bylaws.</td>
</tr>
<tr>
<td>1984</td>
<td>Liz Nobbs announced that the first mimeographed pedagogical Teacher Training Centers.</td>
</tr>
<tr>
<td>1985</td>
<td>Teacher Training Centers.</td>
</tr>
<tr>
<td>1986</td>
<td>Editorial Board.</td>
</tr>
<tr>
<td>1987</td>
<td>The Economic Committee through David Mitchell and David Fund asked for a grant of $50,000 ($25,000 a year for two years) to fund the mimeographing of Dorothy Harrer's educational books.</td>
</tr>
<tr>
<td>1988</td>
<td>Treasurer. Joe Savage was nominated as new treasurer with the position.</td>
</tr>
<tr>
<td>1989</td>
<td>Jim Henderson was elected AWSNA treasurer.</td>
</tr>
<tr>
<td>1990</td>
<td>Harry Blanchard was appointed new chairman.</td>
</tr>
<tr>
<td>1991</td>
<td>Margaret Preston, Frances Vig and others, this committee created to help Waldorf teachers experiencing financial crisis or crisis.</td>
</tr>
<tr>
<td>1992</td>
<td>The city of Milwaukee requested AWSNA to help establish a public Waldorf school.</td>
</tr>
<tr>
<td>1993</td>
<td>Bylaws.</td>
</tr>
<tr>
<td>1994</td>
<td>The Delegates approved.</td>
</tr>
<tr>
<td>1995</td>
<td>The Delegates accepted the new shared principles regarding accreditations.</td>
</tr>
<tr>
<td>1996</td>
<td>The revised &quot;WEF Guidelines&quot; was distributed.</td>
</tr>
<tr>
<td>1997</td>
<td>Evaluation procedures and performance reviews for all AWSNA members.</td>
</tr>
<tr>
<td>1998</td>
<td>AWSNA's website was announced to be up and running.</td>
</tr>
<tr>
<td>1999</td>
<td>The Delegates discussed long range planning and set the tasks of collaboration. The Delegates and Board share responsibility of the work of the eight Regions.</td>
</tr>
<tr>
<td>2000</td>
<td>The Delegates ratified the decision of the AWSNA Board to hire a new executive director.</td>
</tr>
<tr>
<td>2001</td>
<td>The Delegates agreed that Association Members and those previously been held.</td>
</tr>
<tr>
<td>2002</td>
<td>The Delegates approved the new shared principles.</td>
</tr>
<tr>
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<tr>
<td>2009</td>
<td>The Delegates accepted the new shared principles regarding accreditations.</td>
</tr>
<tr>
<td>2010</td>
<td>The Delegates accepted the new shared principles regarding accreditations.</td>
</tr>
<tr>
<td>2011</td>
<td>The Delegates accepted the new shared principles regarding accreditations.</td>
</tr>
</tbody>
</table>
Green Meadow School, NY

Rudolf Steiner School, NY

been the quarterly bulletin of the Rudolf Steiner School

Each school shared an individual report about their year.

There were no formal notes taken during the conversations.

1974

non-Association.

Schools of North America.

1977

celebrated with a traveling exhibit of student work.

The 50th year of Waldorf education in North America was

Canadian schools cannot be legal members of the Association

asked specifically for the formation of a Publications Committee

Swain Pratt was elected new Charirman.

Conference held at Green Meadow Waldorf School

1981

guidelines for application to the Fund.

anthroposophy expected of the faculty of schools.

Each school shared an individual report about their year.

1986

legal, economic questions

• teacher training, in-service work

West – Betty Staley

East – David Mitchell

AWSNA received first grant from WEF for support of a

institutes are eligible. David Alsop was elected treasurer.

Evaluation of all sponsored and member schools as well as legal

officer for a Board of Trustees were questions bought to the

by Jim Starzynski and Astrid Schmitt, with some involvement of

Ronald Koetzsch hired as editor of “Renewal.” An amount of

Support and thanks voiced to the Publications Committee. Jan

The public school task force was initiated.

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

responsibilities of the Delegates were reiterated.

The public Waldorf school position statement was accepted.

All the needs coming toward it from the public sector vis-a-vis

published and passed on to every school.

1995

$1,000/year added for experience.

Virginia Flynn took over the position of Central Regional Chair

The AWSNA Coordinating Committee now consisted of:

AWSNA formally a became a member of the Council for

The AWSNA joined the Social Venture Network, a group of

years under the wing of Sunbridge College and now has

The Board, Delegates and CC were the three governing bodies

The Coordinating Committee was mandated to create a mission,

Waldorf Science and Phenomonolgy were discussed with the

guide the organization transition to a Regional plan.

A Leadership Council covering the work of the eight Regions

The Delegates approved that candidate schools who apply for

Together: An Introduction to Pedagogical Mentoring in Waldorf

The Delegates accepted the new shared principles regarding

developing, candidacy, and full membership.

The Research Institute published “The Survey of Waldorf

The Delegates agreed to raise the dues and set them at $15.50/student ($10 to

The public sector vis-a-vis

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Developing, candidacy, and full membership.

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First gathering of Waldorf schools, 1965

First North American Waldorf Conference was held at High School, 1967

Concerns were raised about the abuse of hierarchical power if teachers were not represented on the steering committee. The conference welcomed four new delegates with new schools as well as with those working toward the movement. Each school shared an individual report about their year.

Eleven schools were represented, including David Mitchell, Ekkehard Piening, James Pewtherer, and Torin Whipple. Each school received a printed report of the conference. The Conference was held at Green Meadow Waldorf School, 1970.

Suggested affiliation of Kindergarten Association with AWSNA was supported by the Conference. Discussion of Association purpose and identity with the Standing Committee will continue. AWSNA received its first grant from WEF for $5,000 to support a conference in Harlemville on the Threefold Social Organism. In the course of time the Conference assumed responsibility for retaining teachers and identifying potential teachers. The financial survey was deemed valuable and information received from all schools and analyzed.

The Toronto Waldorf School presented a report describing its incorporation as a separate entity. The public school task force was initiated. Number of Delegates from a school reduced to two. The Research Institute was founded in order to deepen and expand the research in Waldorf education so that it manifests widely in the world.

Delegates led by David Mitchell and Douglas Gerwin. The Organizational Development Committee and the Coordinating Committee retreat at the Alpha Farm in West Virginia. Conference held at the Garden City Waldorf School, 1974. Conference held at Kimberton Waldorf School, 1980.

Dr. Tautz presented a check to AWSNA for $5,000 from the Sunbridge Foundation. AWSNA applied for a trademark for the name “Waldorf.” The Research Institute published “The Survey of Waldorf Teachers.” The Toronto Waldorf School presented a report describing its incorporation as a separate entity. Concerns were raised about the abuse of hierarchical power if teachers were not represented on the steering committee.

The Organizational Development Committee and the Coordinating Committee retreat at the Alpha Farm in West Virginia. Conference held at the Garden City Waldorf School, 1974. Conference held at Kimberton Waldorf School, 1980.

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The existing schools were concerned about being dictated by an external authority; therefore, they chose to call the meetings of the Association into existence in 1967. Guidelines for attendance at the Annual AWSNA Conference were established. Concerns were raised about the abuse of hierarchical power if we were to form an Association and do not support the initiatives of the International Association. The Chair reminded the Delegates of the 5% of the Association dues that would go to support teachers in-service training. Each school shared an individual report about their year.

Temporary tax-exempt status letter received from IRS. The Association administration discussed at great length, with an Association not supported by Delegates. Liz Nobbs designed a new logo for the Association.

The Anthroposophic Press announced they would not print our educational program in their next edition under the guidance of the editor Ronald Koetzsch. The Research Institute was funded with $10,000 and an intensive study of government incursion into education. First members of the AWSNA Board were: Ann Matthews replaced Betty Staley as the Western Regional Chair. Antje Ghaznavi and Connie Starzynski were elected as the Coordinating Committee members. The Public School Task Force was concluded. The Institute which was based at Sunbridge College and directed by Frances Vig was replaced by the Research Institute new logo. The work of the Coordinating Committee and Board was one of the greatest concern of our time—the social work. David Mitchell agreed to document the conference and distribute a program of the conference produced.

Donna Sloan offered his expertise as a travel agent to the conference held at High Mowing and Pine Hill Waldorf Schools. A long range plan for AWSNA was initiated. The work of the Coordinating Committee and Board was one of the greatest concern of our time—the social work. David Sloan agreed to document the conference and distribute a program of the conference produced. The work of the Coordinating Committee and Board was one of the greatest concern of our time—the social work. David Sloan agreed to document the conference and distribute a program of the conference produced. The work of the Coordinating Committee and Board was one of the greatest concern of our time—the social work. David Sloan agreed to document the conference and distribute a program of the conference produced. The work of the Coordinating Committee and Board was one of the greatest concern of our time—the social work. David Sloan agreed to document the conference and distribute a program of the conference produced.
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.

David Mitchell
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

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
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 Caldarera, Frances Kane, Bettsy Gimenez, Patrice Maynard, Arthur Pittis

AWSNA Executive Team 2006

Connie Starzynski, Patrice Maynard, Frances Kane

Pedagogical Advisors Colloquium 1999

Virginia Flynn, organizer, middle row on the right

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

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!