

## **FOR IMMEDIATE RELEASE:**

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## **GOOD NEWS for WALDORF EDUCATION at CAPE BOARD MEETING in WASHINGTON, DC**

*Washington, DC* — At the most recent board of trustees meeting of the Council for American Private Education (CAPE), Waldorf Education shone in many ways. According to Patrice Maynard, secretary of CAPE and Leader for Outreach and Development of AWSNA, there was enthusiastic acknowledgement and recognition of two recent publications, as well as positive international updates.

### **Waldorf Graduates Survey**

A representative from the National Association of Independent Schools (NAIS) showed a power point presentation as part of Board preparation for strategic planning. During that presentation he referred twice to the quality of the research done by "the Waldorf Folks" on Waldorf graduates. It was pointed out that Waldorf was out in front on presenting the remarkable results of its educational approach. He stressed that all independent and religious schools should be inspired to follow their lead. Researched, written, and edited by Douglas Gerwin and David Mitchell, the survey is a landmark endeavor in this vital field of educational research.

### **International News**

In Lisbon, Portugal, at a September conference entitled, "School Choice and Social Justice," Waldorf Education was also featured. Charles Glenn, Chair of the Education Department at Boston University (also a coordinator of the international group with the acronym, "OIDEL," an acronym that in French stands for "the right of every child to an education") and Joe McTighe, Executive Director of CAPE, who both attended the Lisbon conference, reported that Waldorf Education in Europe was represented as having accomplished remarkable things to protect its independence, especially in Germany and Hungary. Their reports were called "extremely instructive to us all" by Board members.

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### **School Choice Legislation**

Also, many flattering references were made to the recently published *Waldorf Perspectives on School Choice Legislation*, published by the Institute for Social Renewal and AWSNA. The National Association of Independent Schools (NAIS) has published it on their web site after Pat Basset, president of NAIS, declared it a "tour de force." Compiled by Gary Lamb, this document outlines the history and options for independent school funding. "All the CAPE board members received a copy of this and their response is remarkably enthusiastic," according to Patrice Maynard. "Many of them requested additional copies for their own schools, since they felt that the document focuses on the issues, history, and research of how to fund independent education in a truly wonderful way."

### **Students empowered, families included**

As secretary of CAPE, one of Patrice Maynard's responsibilities is to introduce dignitaries who come to meet with the Board of Trustees from the White House and the Capitol. At Monday's board meeting she welcomed visitor Jay Heins, head of the Office of Faith Based and Community Initiatives (OFBCI). In introducing Mr. Heins, Patrice spoke out strongly for independent education:

"Students feel empowered when they are met with education that is responsive to the growing needs of their growing curiosity and not a cookie cutter, everybody does the same, sort of approach," she declared. "Families feeling included and empowered when they can decide the values that will be reflected in their children's education, our families being mostly middle class working people who are willing to sacrifice to pay twice for education in order to give their children substance in which they participate and can trust. CAPE leaders represent the grand tradition in the United States of independence in education. The enlightened documents of the Declaration of Independence and the Constitution of the United States were created by men who were educated in one room school houses, boarding schools here and abroad, on the frontier, using the textbook of nature, and private tutoring, and they were all educated to respect differing opinions and rigorous debate. If they had all been educated in the same way to pass the same test with the same information on it, we would not have these enlightened documents. Pluralism and variety are the essence of education in the United States."

Her rousing and representative introduction was well received. Mr. Hein was impressed with all the school presentations and declared he'd like to see more "wind in our sails" as independent schools.

CAPE is a coalition of national organizations and state affiliates serving private elementary and secondary schools. Its fundamental principles are: Independent education is "good for students, good for families, and good for America."

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### **The Association For Waldorf Schools of North America**

The Association for Waldorf Schools of North America (AWSNA) is a not-for-profit membership organization that supports independent Waldorf schools, initiatives, and teacher training institutes, and promotes Waldorf Education throughout North America.

Waldorf Education is a holistic and developmental approach that integrates academic, practical and artistic elements as it addresses the changing needs of the growing child and maturing adolescent. Waldorf schools engage the heart and hands as well as the mind with a lively, experiential curriculum rich in the basics, literature, history, languages, the arts, the social and natural sciences and technology. For more information go to [www.awsna.org](http://www.awsna.org).

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### **Supplementary:**

*Standing Out Without Standing Alone*, a synopsis-article based on the Survey of Waldorf Graduates and published in Spring 2007 Research Bulletin: <http://awsna.org/pubsofinterest.htm>

The complete *Survey of Waldorf Graduates II*: <http://awsna.org/pubsofinterest.htm>

*Independent Schools and School Choice Legislation in the United States*, published by The Institute for Social Renewal and AWSNA: <http://awsna.org/pubsofinterest.htm>