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ABSTRACT

This international survey study was the first to examine the Waldorf School movement worldwide and focused on the teaching practices, curricula, educational outcomes, and positive program features of Waldorf schools, as well as problems encountered by Waldorf staff. The role of Rudolf Steiner's philosophy, anthroposophy, and its esoteric aspects were examined in relation to its teaching processes and its influence on students. Data were collected by means of surveys of 520 Waldorf schools in 31 countries. The response rate was 45 percent. Findings indicated that 57 percent of respondents felt that the goal of Waldorf education was to change society. Seventy-four percent thought that teachers' knowledge and implementation of Steiner's educational ideas and methods were good. Over 80 percent of respondents indicated that their school program included the following practices: balanced school day, a continuous teacher from grades 1 to 8, student-written and illustrated notebooks, meditation/prayer at the beginning of the day, form drawing in grades 1 to 5, and teaching of main lesson. Sixty-three percent described the working climate as democratic, and 67 percent reported that faculty morale was good. Over 80 percent thought that a Waldorf education was compatible with the times. About 90 percent thought a Waldorf education developed free thinking individuals. Seventy percent thought that Waldorf education influenced students to be open to the spiritual world and Anthroposophy. Almost half the schools were founded by parents. Major issues identified as affecting at least 40 percent of the respondents' schools included financial support, school location, and student discipline problems. (Results are summarized and also presented for 19 individual countries or continents. Contains 63 references.) (KB)

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Earl J.
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INTERNATIONAL SURVEY OF THE STATUS OF WALDORF SCHOOLS

Earl J. Ogletree

An International survey of Waldorf schools was conducted to determine whether Waldorf principles and Steiner's indications were being followed and implemented. This is the first international study of the Waldorf School movement. The purpose was to gain insight into how the schools are functioning and what Waldorf faculty and personnel think and feel about Waldorf education, etc. This included an examination of the teaching practices, curricula and outcomes as well as the positive aspects and some of the problems as perceived by those working in the schools. The role of Steiner's philosophy, Anthroposophy and its esoteric aspects was examined in relation to teaching processes and influence on students. I purposely made no comments on the results. Readers can make their own interpretation. The survey instrument was reviewed by David Alsop, director of the Association of Waldorf Schools of North America and Herr Gunther Althege, Director, Bund der Freien Waldorfschulen, Stuttgart, Germany and others.

To understand the results of the international survey one must have an understanding of the history, origin, philosophy, tenets and principles, of the Waldorf movement. Following is an overview of Waldorf education and its founder, Rudolf Steiner.

Rudolf Steiner and the Waldorf Schools

Individuals who have ideas that are not in tune with the thinking of the day are rarely recognized during their lifetime. Too often their ideas and contributions, though in a small circle of followers do not surface in the public domain. Rudolf Steiner (1861-1925) was one of these individuals. He and his followers have established the largest non-denominational independent school system in the world, known as the Waldorf or Steiner schools. There are currently 750 Waldorf schools in 40 countries including all European countries, Australia/New Zealand, South Africa, now Russia, India and Japan. There are 130 Waldorf schools in North and South America--including 105 in the U.S. The movement is growing.

The schools are little known in any depth among American educators, if at all. There is little written on Waldorf education in professional journals. Montessori have been much discussed and publicized here and abroad. Even Neil's Summerhill School, a single school in England, consisting of 50-60 students in a year, now history, was better known internationally. Parents and educators are seeking new approaches to education. Why the silence

on the Waldorf schools? And why is Rudolf Steiner not recognized in conventional circles? Perhaps one reason is Steiner's rather esoteric philosophy, known as Anthroposophy, that undergirds the schools and the theory of human development that flows from Steiner's philosophy and practiced in the schools.

Both are difficult to understand. No two school are identical, each is administered independently--via the teachers. The common thread is Steiner's philosophy and practices. There are also 50 Waldorf teacher training centers internationally--six (6) in the U.S. and one (1) in Canada. In addition, there is little scholarly research on the Waldorf movement, nationally or internationally. To understand the basis of Waldorf schools, it is helpful to understand Steiner's Anthroposophy and the man. The following is a summary of Steiner's life, philosophy and accomplishments. His Anthroposophical philosophy that undergirds the institutions and the movements he established and in particular the Waldorf Schools.

Rudolf Steiner and his Work

Rudolf Steiner born in Austria, 1861, to a railroad stationmaster and his wife, was a precocious child. During his teens, grounded in math and science of the day, he acquired a deep and extensive knowledge of literature and philosophy. At age 14, he read and critiqued Emmanuel Kant's "Critique of Reason." He received his first degree in mathematics, chemistry and natural science from the Technical University in Vienna. At 21 he was appointed editor of Kurshner's edition of Goethe's scientific writings, and earning a PhD in 1891.

Apparently, from early childhood Steiner had special gifts and insights. In Goethe's writings he found confirmation of this unusual gift of inner experiences. And like Goethe, Steiner believed in a spiritual world that interpenetrated the physical world. In 1886, age 24, he published his first book, "Theory of Knowledge in the Light of Goethe's Weltanschauung". In 1894, he published his major work Philosophy of Spiritual Activity or Philosophy of Freedom which represented the results of many years of struggle with the problem of knowledge and the relationship between the worlds of senses and spirit. Steiner could not accept what he thought were the "narrow materialistic and mechanistic theories of his day;" they contradicted his distinct, daily perceptions of the reality of the spiritual world. In The Philosophy of Spiritual Activity he argued that by clarity of thought via meditation and strengthening ones thinking any one could gain insight into the spiritual realm. He claimed by extending or continuing the natural scientific method of thinking process into the cognitive exercises given in his Philosophy of Spiritual Activity and the Knowledge of Higher Worlds and Their Attainment one could penetrate the spiritual world and acquire the knowledge and know the other half of reality which penetrates the physical world. He says "the result allows a person to find answers to the deepest questions to life." Therefore, one acquires

freedom of knowing by experience, not on the basis of faith or dogma. Freedom is attained by thinking which is no longer limited to the physical realm. This also leads to recognition of the individuality in one's selfhood and the individuality of others in their selfhood and not their type--gender, race, ethnicity, etc. Therefore the goal of Anthroposophy--to show the way to acquire knowledge beyond the physical world. The term "anthroposophy" is derived from the Greek word *anthropos* "man" and *sophia* "wisdom" which Steiner used to denote that wisdom which comes to humans when they are able to perceive the spiritual world as well as the physical world. Apparently Steiner had reached this stage which he calls intuitive thinking. His knowledge and work derived from the spiritual world. For example, instead of man being conceived as body and soul. Steiner via his supersensible experiences found that man consists of a physical body, an etheric (energy body or forces), an astral body (soul or mind) and spirit (ego). These concepts are applied in medicine and education). Steiner's philosophy Anthroposophy is called spiritual science or in conventional terms: "objective idealism." In that ideals are as real as the physical world. For example, the idea of reincarnation and Karma is an integral aspect of Steiner's philosophy on which he gave numerous lectures.

Steiner was essentially a religious thinker. He not only address metaphysical and lofty ideas, but he also dealt with mundane and practical questions which he carried over and implemented his insights into the physical world. He and his followers established numerous enterprises in the areas of education (e.g., Waldorf), medicine (Isador), medical clinics, hospitals, pharmaceutical companies, retirement villages, 200 facilities for the care of special children and adults (Camphill Villages and Schools), 1500 biodynamic farms, Christian Community churches, developed the art of eurhythm, he gave special indications in techniques of painting, and architecture (twice he designed the Goetheanum--a massive building--headquarters for the Anthroposophical Society in Dornach, Switzerland--a fire destroyed the first building). In addition, he established social organizations such as the threefold commonwealth (political, economic and culture--religion and education) should be separate and independent entities. He encouraged his followers to do the same. Today there are approximately 25,000 Anthroposophists internationally, including some 2000 in the U.S. In his life time Steiner wrote 60 books and delivered 6,000 lectures on all and more of the mentioned areas--from agriculture, education--religion, science, philosophy, to medicine, etc.

However, Steiner is best known for the Waldorf schools. Steiner said the mission of Waldorf education is that the "highest endeavor must be to develop free human beings, who are able to, in themselves, to impart purpose and direction to their lives." The first Waldorf School was established in Stuttgart, Germany in 1919 by Steiner and Emile Molt, a manufacturer, who funded the first school.

As indicated the schools are based on Anthroposophy: hence they

incorporate the ideals of 1) individualism, 2) freedom. and 3) free thinking in the Waldorf curriculum. The basic philosophical tenants of the Waldorf schools include:

- A. Teachers recognize each child as an incarnated individual with (his/her selfhood) with a past and future destiny, which must be nurtured and protected. The goal is to support his/her individuality. Teachers guide the children into the world. The teaching methodology draws out the inherent talents and abilities in the children.
- B. Teachers allow the child to develop in freedom, by nurturing the child's development with a curriculum and methods that are compatible with the child's stages of development. No forced or intellectual or indoctrinated learning is used. The child learns via experiences and activities that are compatible with his/her developmental stages of learning--to develop and maintain the energy forces. Help the child to attain his destiny and to be open to the spiritual world and away from materialistic thinking. However, there is no intent at indoctrination of the students.
- C. Thinking is allowed to develop naturally, again via a curriculum and teaching methods compatible with stages of child development. There is no pouring in of information into the child--pressure to read prematurely and operate computers is not apart of the waldorf curriculum. Premature intellectualism is out; conceptual teaching is out. Art, music and rhythm are employed to enhance the health and natural development of the child's cognitive development. For example, imitation, artistic and physical activities are the methods of teaching employed in the lower grades. In the middle grades children are taught through their feelings--via imagery, pictorial thinking, art, motor activity, eurythmy. Learning via experience is in. Formal reading is delayed to the third grade. The energy (developmental) forces are used for the child's physical development and reserved for full development of thinking at the age of puberty--formal operational level of thinking.

The follow Waldorf methods of teaching and curricular practices are to enhance the well being and natural development of children. The tenets of the Waldorf school practices include:

1. Theory of learning & teaching methods (maturational readiness) child-centered.
2. Less academic oriented and artistic nurturing the whole child.
3. Balanced school day.
4. Sequential curriculum, based on the evolution of consciousness.
5. Artistic-based curriculum.
6. Comprehensive curriculum--no formal standardized testing.
7. Minimum reliance on textbooks--student created workbooks.
8. Experience of knowledge, prior to conceptualization.
9. Eurythmy (art of movement).
10. Continuous teacher, grades--1-8 (Teacher becomes a surrogate parent).

11. Rhythm in learning in block periods.
12. Imagination and artistry.
13. Non-intellectual teaching methods.
14. Learning via experience and artistic activity and doing the children learning academic content--vowels and consonants, reading and the times tables not knowing he is learning--songs, rhymes, games, clapping out and walking the time tables.
15. Two foreign languages, beginning in the first grade.
16. Grouping children by temperament--choleric, melancholic, phlegmatic and sanguinic
17. Keep the child young as possible long as possible more mailable via artistic teaching methods.
18. Schools are administered by a college of teachers.
19. Schools have a part-time physician/nurse as a medical consultant.
20. Second dentition is a requirement for admission in the first grade (indicates attainment of the concrete level of thinking).
21. Special teachers rotate in the classroom to teach music, instruments, crafts, art and eurythmy.
22. Main lesson or block period (120 minutes) to concentrate on a subject in depth.
23. Meditation/prayer at beginning of the school day.
24. Latin or Greek are taught in many schools.
25. Continuous geometry program--form drawing, geometric drawing and designs.

WALDORF SURVEY INSTRUMENT

The researcher surveyed 520 Waldorf schools in 31 countries. The countries surveyed included: Australia, Austria, Belgium, Canada, Denmark, East Europe, England, Ireland, Finland, France, Germany, Holland, Italy, Mexico, New Zealand, Norway, Scotland, South America (6 countries), South Africa, Sweden, Switzerland, United States, Wales.

QUESTIONS OF THE STUDY

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?
9. Is the goal of Waldorf education to change society?
10. Must one be an Anthroposophist to be an effective teacher?
11. Teaching can be/is based more on methods than Anthroposophy?
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?
13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).
14. Do Waldorf teachers have a good understanding of Steiner's concept of child development?

Programs and Curricular Practices

Does your school program include the following practices?

15. Continuous teacher--grades one-eight.
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.
17. Student-written and illustrated note/workbooks.
18. Meditation/prayer at beginning of day.
19. History-of-man based language arts/reading program.
20. Postpone formal reading from commercial textbooks until grades: three & four & not all.
21. School admission based on second dentition/teething
22. Forbid or restrict student TV viewing. (If possible.)
23. Teach form drawing--grades one-five.
24. Teach geometric drawing and constructions--grades 6-8.
25. Two foreign languages, beginning grade one: Languages taught
26. Teach Latin and Greek
27. Teach main lesson/block lessons (No. of hours 2 per day)
28. Teach educational/artistic Eurythmy at each grade level.
29. Curative Eurythmy is employed in therapeutic program.
30. Have a physician on staff to serve students. (Part time)
31. Teach computer literacy and applications (grade(s)10-12)).
32. Group students according to temperament.

32.5 How often is temperament grouping used. How effective is it in helping students?

33. How would you describe your school's working/teaching climate?

Evaluation of Programs, Practices, Mileau and Outcomes

34. Describe the faculty morale at your school?
35. What are the best aspects of Waldorf education?
36. What are the less effective aspects of Waldorf education?
37. Is Waldorf education compatible with the times?
38. Is Waldorf education too traditional?
39. Is Waldorf education too Germanic?
40. Should Waldorf students have earlier intellectual stimulation?
41. What would you change about Waldorf education?
42. Do you believe your school follows Steiner's pedagogical indications?
43. What is your perception of the future of Waldorf education?
44. How well do your students perform in state high schools and/or universities?
45. How do you measure/evaluate the success of Waldorf graduates?
46. Does Waldorf education develop "free thinking" individuals?
47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?
48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?

Perception and Influence of Waldorf Education

49. Is your school perceived as being sectarian/religious?
50. Have Waldorf school practices been adopted by the public/state schools?

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51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?
53. Is there increased interest in Waldorf education?
54. Why do parents chose a Waldorf school for their children?
55. What percent of parents are Anthroposophists?
56. How do parents and students respond to the NO TV policy?

Administration and Governance

57. Faculty manages day-to-day operation of school.
58. Your school is managed by:
59. Qualifications for the College of Teachers are:
60. Are novice teachers mentored by faculty?
61. At what grade level does your school decline to accept new students?

Major Issues that Impact your School

62. Rank in order of importance:

Major Sources of Income and Funding Sources of your School

63. Rank in sources in order of importance:
64. Who founded your school?
65. Did (do) you build, own or lease your school building?
66. Who owns your school?

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INTERNATIONAL SUMMARY OF RESULTS OF INTERNATIONAL WALDORF SCHOOL SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 234 schools (45% Response).

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1. Countries: 31
2. Number of schools surveyed: 234
3. Average years of Waldorf teacher teaching experience: 10.2 years
4. Percent of teachers with public school experience: 34%
5. Percent of teachers with university degrees: 45%
6. Percent of teachers with formal Waldorf training: 51%
7. Percent of teachers who are Anthroposophists: 59%

Respondents: Chair: 23%, Teachers: 61%, College of teachers: 2%, Admin. 12%, Director: 2%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Not the schools, but their graduates with a different value orientation in life should change society.
- b. Help children reach their individuality.
- c. Developing the individual to inner freedom & social responsibility, & morality.
- d. To enable each pupil to understand him/herself and to give them the skills necessary to realize their life task.
- e. To foster individuals who can approach life with love optimism and enthusiasm, who can say no to any influence that degrades life, and who are healthy and balanced.
- f. The spiritually healthy human being in the first instance, a spiritually healthy human kind ultimately.
- g. To help students meet the Christ impulse.
- h. Initiative, balanced and cooperative individuals.
- i. To heal the physical body, strengthen the etheric body, co-ordinate the astral body so much that the ego can more easily control its work on the lower bodies.
- j. Possibility for continuous spiritual development and life-long learning. Sense of truth, responsibility, imagination.
- k. To form men who aspire for spiritual freedom.
- l. Independent thinking and the ability to work with others.
- m. These children are interested in the world, positive, aware of their capacities and able to take hold of the world, finding their tasks, their contributions, and their destiny.

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

Percentage
Yes No Dk
57* 25 3

9. Is the goal of Waldorf education to change society?

Comments:

- a. An indirect consequence of individual change
- b. A more human society starts with a more human education
- c. No! We try to educate towards a free individual.
They can then choose to change what they will, if they will.
- d. It is one impulse towards redirecting society.
- f. If we succeed to bring about a new culture
- g. No; Waldorf is not only for the elite.
- h. No. We hope that students later are effective members of the society.
- i. That is the freedom of the Waldorf educated to adjust to new life situations.
- j. Its a way of not being too materialistic.
- k. Yes, spreading knowledge of man and three fold ideas.
- l. In the far future.
- m. Not in a predetermined way, but to allow new impulses to enter into the culture by nurturing the individual capacities--thus giving society the possibility of evolving.

10. Must one be an Anthroposophist to be an effective teacher?

11. Teaching can be/is based more on methods than Anthroposophy?

Percentage
Yes No Dk
41 47 5
27 58 4
Excellent 4
Good 74*
Fair 14
Poor 1

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Comments:

- a. It varies from teacher to teacher. There are different procedures anyway on what his methods were and to what extent they still apply. Capability is more important than strict methods.
- b. Everyone is trying to do his/her best.
- c. Different with each teacher.
- d. The teachers must continue their Waldorf education in evening courses.
- e. We have two teachers (class teacher and a eurythmist) with many years of experience in Waldorf education.
- f. More knowledge than implementation.
- g. Quite a few inexperienced teachers (fair).
- h. The gap between theory and practice is always a problem.
- i. All ranges of knowledge are present at times. Majority work strongly to improve and showing them their understanding and Steiner's work, good and growing as we continue with pedagogical study, peer observations and experience.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	8
	Good	64*
	Fair	44
	Poor	7

Comments:

- a. Again reasonable from one teacher to another. We attempt to bring these elements into our child study meetings.
- b. We work on these topics at least once a week.
- c. We get help from remedial teacher, school doctor and school dentist.
- d. There are three teachers with "Heilpädagogik" experience.
- e. I do not think any of us has a really deep understanding.
- f. The understanding is good. But we have no therapists, as yet.
- g. Varies with teacher with help for school physician and colleagues.
- h. We have a special therapeutic school for the mentally handicapped, integrated with the normal school.
- i. The theme of therapy is an urgent need.
- j. We work with an anthroposophic physician; we take pride in implementing remedial measures.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	76*	24	4

Comments:

- a. On the whole, yes--but the finished concept of the stages of development can also be an obstacle to fresh insight and dynamic teachers. We need to develop our own faculties.
- b. About 3/4th of teachers.
- c. It's the only concept that lets us understand the deeper side of children/man.
- d. It is the main topic of the teachers conferences.
- e. It takes years of working with children to finally come to an understanding of it.
- f. Understanding varies enormously from poor to excellent.
- g. With experience, yes.
- h. At least in our school we've all had formal Waldorf training.
- i. We still have to learn a lot through practice.
- j. We think every teacher that is honestly working along the lines of Waldorf education tries to come daily a bit nearer to this understanding.
- k. Is certainly growing--via studying and the knowledge of teachers has deepened over the last six years.

Programs and Curricular Practices
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Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	88*	7	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	90*	8	0
17. Student-written and illustrated note/workbooks.	96*	3	0
18. Meditation/prayer at beginning of day.	85*	11	3
19. History-of-man based language arts/reading program.	77*	7	3
20. Postpone formal reading from commercial textbooks until			

grades: (Most: grades 3-4; some: grades 2 or 4-6; others use Waldorf readers or no commercial textbooks.)	69*	16	0
21. School admission based on second dentition/teething.	71*	19	1
22. Forbid or restrict student TV viewing. (If possible, discouraged or try to restrict TV viewing).	67*	27	2
23. Teach form drawing--grades one-five.	95*	3	1
24. Teach geometric drawing and constructions--grades 6-8.	90*	5	2
25. Two foreign languages, beginning grade one.	81*	14	2
Languages taught: Ranked: German, French, English, Russian, Spanish, Japanese, Italian, Dutch, Swedish, Mari, Hawaiian, Portuguese, Africana, Zulu, Gaelic, Indonesian, Arabic, Greek,			
26. Teach Latin/Greek (Latin is taught more often than Greek)	25	64*	2
27. Teach main lesson/block lesson (Taught 1 1/2-2 hours per day)	92*	2	0
28. Teach educational/artistic Eurythmy at each grade level.	75*	23	0
29. Curative Eurythmy is employed in therapeutic program.	56	39	0
30. Have a physician on staff to serve students (part-time).	53	44	0
31. Teach computer literacy and applications (grades 8-12).	34	63*	0
32. Group students according to temperament.	60*	27	0
How often is temperament grouping used. How effective is it in helping students?			

Comments:

- a. Not religiously.
- b. More in classes Kgp - 6th grade.
- c. Depends on the teachers view and judgment.
- d. In small classes it is not always practical.
- e. Not frequently and not reliable with our children owing to extent of outside influence.
- f. Some teachers use it in seating arrangements and storytelling
- g. Usually its effective; but with combined classes with smaller numbers, we have to consider other things in seating arrangement, e.g., for hearing/sight problems, it they occur.
- h. Few typical temperaments today, disturbed children.
- I. It is effective, but not easy to implement.
- j. Mixed experiences.
- k. It is less and less possible.
- l. Knowledge of temperaments is helpful in forming a picture of the child in individualizing instruction.

Evaluation of Programs, Practices, Mileau and Outcomes

	<u>Percentage</u>		
33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	63*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	9	0	0
c. Authoritarian...(domineering, oppressive, dogmatic)	3	0	0
d. Accommodating...(flexible, adjusts to circumstances)	64*	0	0
e. Other	15	0	0

Comments:

- a. We work more and more through mandates; people are entrusted with areas of responsibility.

- b. Caring, supportive, striving.
- c. Not democratic in the political sense.
- d. We try to be democratic. Pedagogical decisions are made by the teachers.
- e. We help each other.
- f. Working toward republican ideals
- g. Collegial.
- h. It varies between democratic and accommodating.
- i. Extremely intense.
- j. Depends on the problem that is being faced.
- k. Consensus.

34. Describe the faculty morale at your school?

Excellent	14
Good	67*
Fair	13
Poor	2

Comments:

- a. Morale varies, of course. Generally, there is warmth and consideration between members of staff and parents. They are almost all spiritually striving people. Our big down pull is lack of time and tiredness. We are confronting this by entrusting decision making to individuals or small group to enable more spiritual work.
- b. Creative education demands an extremely high morale standard.
- c. Morale in school is determined by college of teachers morale.
- d. Good feeling in working together
- e. Not universally, but weak ability to reach united harmonious decisions. Diverse goals make poor financial rewards very burdensome.
- f. Too much work--tired teachers.
- g. In a Waldorf school we strive to establish good morale. Although this is not a guarantee of effective teaching.
- h. There is a felt need to strengthen our inner life as a group of teachers in order to overcome our weaknesses, especially in the areas of the will, but also in the mastering of our thought life. Nevertheless one believes the school is honestly striving toward the correct action.
- i. Many teachers stressed under demands of meeting increasingly difficult pupils--not enough money, time, etc. But we realize how lucky we are to be able to have fulfilling work.

35. What are the best aspects of Waldorf education?

Comments:

- a. Breadth main lesson teaching, spiritual content working through its imagination, aliveness, thoroughness, development of teachers and parents as well as children relationship between children and teachers.
- b. Self confidence, creativeness, more will power to change society and less boredom in leisure.
- c. So many things, but for me it's the close teacher-child relationship.
- d. It's alive.
- e. Psychology of human development leading children through the

consciousness of mankind allowing children to have their childhood. Artistic interweaving of the sciences and humanities in the block approach.

- f. Balanced curriculum.
- g. The social aspect possibility of evolution of all students, parents and teachers.
- h. Artistic methods, development phases, cooperations between school and home.
- i. That it offers a clear workable alternative to the bankrupt ideas for education in the public sector. Waldorf education is truly future oriented, even if not all of its potential has been realized.
- j. Teacher stays with his class. Artistic approach to intellectual development.
- k. Helping children to keep spirit and body together.
- l. Curriculum according to child development, continuous teacher, main lesson, holistic approach.
- m. Fosters the heart instead of the head.
- n. In our view a conception of man that includes Heaven and Earth which takes into account the spiritual being related to man. That has as its center the Christ Being and therefore the development from a wide outlook that includes life before and after death in sequence. That can be confronted with real life-giving sense and purpose to the art of education.
- o. Its autonomy.
- p. The engagement of the whole child through the artistic teaching of the academic subjects; the bringing of appropriate subject matter at each age to help with proper unfolding faculties.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Inadequate or too late help for children with intellectual problems.
- b. Not using up to date, well written text book in higher grade 6-12.
- c. Very teacher dependent performance of students. Effective and on going review of students needed to ensure limits of individual teachers not affecting certain students.
- d. Children don't learn facts, poor spelling and the lack of computer knowledge.
- e. It is from the point of view of society less efficient that the pupils are not receiving grade or examinations degrees when they leave school, Although they receive an extensive report of their performance and character.
- f. Lack of sufficient in-class practical training for teachers in-class room management.
- g. Little financial resources, sometimes weak management, little purpose and written source materials.
- h. They are difficult to explain.
- i. Lack of time, effectiveness and preparation--too much to do.
- j. We have good teachers and parents. Waldorf is effective. However, the greater the freedom teachers have the greater the opportunity to be lax in teaching and carrying out our responsibilities.
- k. Remedial teaching.
- l. The degree of fanatic attitudes on the part of individuals (esp. parents) concerned with Waldorf education.

- m. The frailty of human being carrying it out, but that's also a strength.
- n. Teachers not knowing what they are doing.
- o. Detailed knowledge.
- p. Lack of experience of writing exams.
- q. Five day week is too short. The environmental milieu, teacher attitudes and mentality could be improved.
- r. Because of the actual condition of life many aspects of Waldorf education are counteracted at home. In our situation the weakness of will is very difficult to overcome even after many years of work at school.
- s. The old fashion teaching methods.
- t. The mass of information, the continuous teacher 1-8, must learn, teach and handle throughout the sequence of 8 years, is overwhelming. "This is not 1919 anymore."

<u>Percentage</u>		
Yes	No	Dk
87*	13	0

37. Is Waldorf education compatible with the times?

Comments:

- a. It is, but it can also be a rigid and destructive. Its relevance would depend on the degree of spiritual work done by teachers.
- b. To education and understand the being of the child demands an up to date understanding of the issues.
- c. More than ever the Waldorf schools must oppose the increased trend of intellectual stimulation in the traditional schools. I think, our schools offer the possibility to develop students; whole being and to resist over-intellectual trends. Artistic education enhances inner strength.
- d. There are difficulties.
- e. But increasingly difficult to implement.
- f. It is, but it can also be a rigid and destructive. Its relevance would depend on the degree of spiritual work done by teachers.
- g. Waldorf education is not static. We constantly try to find therapeutic answers to the problems of our times.
- h. If the teacher is up to date and able to use it and the lessons in the right way.
- i. Its curative effect is more and more needed.
- j. Children need more and more inner nourishment.
- k. We have always stressed the importance of being open-minded and informed about what goes on around us.
- l. It ought to be, but isn't.
- m. Our time needs lively thinking.
- n. In its essence, but not with its 70-year old German trappings.

38. Is Waldorf education too traditional?

Yes	No	Dk
9	69*	6
11	81*	3
12	76*	3

39. Is Waldorf education too Germanic?

11	81*	3
12	76*	3

40. Should Waldorf students have earlier intellectual stimulation? 12 76* 3

Comments:

- a. Intellectual stimulation in class, only needed if insufficient energy is given by the teacher to the hard work involved in and exercising other parts of the child.
- b. Over intellectualism before age 14 can cause damage.

- c. It seem to work really well and when the students get older they still want to learn new things.
- d. Earlier than what? Not earlier than the gradual awakening, grades 1-4.
- e. Early stimulation seems to eventually dampen the inner creative forces which our time so much needs.
- f. It takes care of the whole human being.
- g. Stimulation of the will and feeling comes first.
- h. Hope not. There is already a real attack of the child's consciousness with too early intellectual stimulation-- computers, television and modern games.
- i. If the child's thinking is developed in the correct manner, via movement, rhythm and artistic activities in the lower grades it is nourished properly throughout school.

41. What would you change about Waldorf education?

Comments:

- a. Teachers review is too loose in young schools. Democracy on college of teachers makes criticism difficult in unsure times.
- b. Too man Waldorf Schools give into alternative tendencies (e.g., anti-authoritarian) at the cost of actual teaching and studying quality. It can mean the loss of orientation for the pupil.
- c. Too sectarian; we think we own the truth.
- d. Try to make it forward looking. The 1930's are long past. Times have changed.
- e. Need more financial resources to upgrade physical facilities, teacher education on a continual basis, sabbaticals for study, etc.
- f. Many Waldorf schools have a feeling of being too established, e.g., sometimes too stereotyped, like copies of the first Waldorf school--copying the curriculum, copying the architecture, e.g., most German Waldorf schools are impressive, but many of them are just the same. We must try to find the spirit in our own place.
- g. The public examination.
- h. Adjust curriculum (7 years at class teachers level; ½ year earlier, regarding subjects).
- i. Differentiation in types of schools and rewriting curriculum in highest classes.
- j. Being willing to take risks, alter the curriculum and tailor it to individual classes.
- k. Need for intellectual development.
- l. Get people to follow the curriculum.
- m. Better teacher training programs--three years.
- n. The curriculum itself does not seem to be enough. We would give more emphasis on individual and group therapy, including parents and teachers. We also feel we have to find new ways to work on the social feelings between the pupils. What we are doing is not enough.
- o. Achieve more practical experience (trades, farming, sports) and career specific training.
- p. Teachers should be obliged to participate in further educational courses, also in forms of general knowledge.
- q. We need Waldorf math textbooks for teachers and workbooks for

students, grades 4-8.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. As nearly as possible for us.
- b. Not in class 11-12 due to state examinations.
- c. Fairly well.
- d. Yes, we try to do it as well as possible.
- e. Yes, to the best of our abilities; most teachers are Anthroposophists.
- f. Yes, but follow, is an old word; on regarding indications, I would prefer to say we work with them in connection with our local needs.
- g. Having consciousness of what we are doing.
- j. It depends on our ability to move from quantity to inner intensity.
- k. Yes, on the whole, although there are shortcomings.
- l. Fundamentally, we have along way to go to deepen our pedagogical work.
- m. As far as we can do it.
- n. Essentially, but Steiners indications require an inner development to be cultivated and maintained.
- o. On the increase. An important new impulse could come from the East of Europe.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Booming & hopefully influencing state education.
- b. Grow, but we need more devoted teachers/more money. (Can't live on idealism forever).
- c. It will depend on its flexibility within the existing structure.
- d. Stands at a threshold. It will die or be reborn.
- e. It will be incorporated into the public school systems and bastardized; we must remain strong and protect it from the negative influences of public education.
- f. Waldorf education will grow. We have to work to preserve the life and spirit of the movement.
- g. The schools will be more and more necessary in the future, but it demands a fresh attitude and renewal.
- h. If there is to be a clear line between school and society, expectations are good, otherwise not.
- i. Containing growth together with higher professional standards.
- j. The necessity of Waldorf education will grow; specialization will need its counter-part.
- k. In the future we see the need to unite the pedagogical impulse with the social life according to the three-fold social order.
- l. It will ultimately disappear through old fashion traditionalism or individual adaption.
- m. I think the number of schools will reach a plateau. Public schools will adapt and adopt certain aspects for their use.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Local principals want more students like ours.
- b. Successful students are viewed as especially open, creative, happy at work. Naturally, the weaker ones stay weak.
- c. High school students perform very well, love to learn, good; but not too well in science or math at the university level.
- d. Well as can be expected; they do well. Our research indicates the same.
- e. Over first grade class now in 10th grade, 50% on honor roll. We have very good feedback from public school teachers.
- f. Generally regarded highly; well motivated and perform well.
- g. Average.
- h. Pretty well, they are appreciated for their flexibility, adaptability, creativeness.
- i. Very good until now, there are fewer problems.
- j. Excellent, as evidenced by exams.
- k. On pre-university exams, average. Once at the university, fine in general and very well in the human and social aspects.
- l. Generally very good.
- m. Significant majority of comments were well to very well.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. We sit state exams, but look at the quality of the person.
- b. The ability of students to find a meaningful occupation and use of their abilities in society.
- c. They are invited to come and talk about their experience after Waldorf education experience.
- d. Their independence.
- e. Academic achievement; qualities of good human beings as recognized by others and public school teachers; their happiness and involvement in and commitment in their work. High school reports indicate they are "head and shoulders" above peers from state schools.
- f. By keeping records of past pupils (practical evaluation). A real evaluation of success--who can measure it?
- g. In yearly qualitative evaluation.
- h. The schools send us progress reports of the children.
- i. Cannot be measured.
- j. By their satisfactory performance in high school.
- k. Accumulated data
- m. By questionnaire sent to graduates and high schools.
- n. Portfolio, growth of the individual overtime and standardized testing.

46. Does Waldorf education develop "free thinking" individuals?

Yes No Dk
91* 2 3

Comments:

- a. It endeavors to do this.
- b. It offers opportunities and a curriculum to develop freedom in thinking and responsibility in actions.
- c. Yes, It ought to.
- d. Heart-felt thinking imbued with morality, definitely.
- e. Free of prejudice and dogma with a board spectrum of knowledge.

- f. Yes. However, indoctrination is abolished at our school.
- g. Yes, only when we succeed in giving the children concepts/ideas that can still grow/change.
- h. Hopefully.
- i. Students work to a large degree independently; our education is many sided and presenting many challenges and we try to teach the child from his or her strengths.
- j. Yes, it depends on the correct application of Waldorf methodology.
- k. It begins to.
- l. Individual's that in themselves is revived so that they are more able to think for themselves.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	Yes	No	Dk
	17	67*	3
48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?	Yes	No	Dk
	70*	17	11

Comments:

- a. Isn't any free thinking initiated, open to the spiritual world? But Waldorf education is not mind washing.
- b. We let them drink if our source is wisdom, but they are free as grown-ups to look for other sources.
- c. Yes, influence of teachers; belief is inescapable.
- d. Spiritual world, yes; Anthroposophy maybe, for some, but not for others.
- e. Especially if they complete their education to class 12.
- f. No. Our morales do not allow us to do anything like that.
- g. To the spiritual world, yes. Very few students become Anthroposophists. The predisposition is only so strong as to really enable a free choice adulthood whether they go a spiritualistic or materialistic way.
- h. I would say make them understandable to the spiritual world, but not necessarily anthroposophy.
- i. We give them the opportunity to do it, but teach no anthroposophy.
- j. Yes/no--disagreement, both yes and no.
- k. We wish to give them the possibility of choosing it in full freedom.
- l. A kind of subculture has developed of its own.
- m. It allows the freedom to be? Open, if one wants it. There is no "hidden agenda".

Perception and Influence of Waldorf Education
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	<u>Percentage</u>		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	6	64*	9
50. Have Waldorf school practices been adopted by the public/state schools?	28	54*	6
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	44	43	5
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	26	45	7
53. Is there increased interest in Waldorf education?	72*	12	7

Comments:

- a. People from these times are leaning towards humanitarian treatment of children and are dissatisfied with the state school system.
- b. Public opinions supports the Steiner schools.
- c. Classes are full from K-6.
- d. Not so much our education, but among parents over the years.
- e. In France public education is actually collapsing.
- f. Yes. We have 14 or more schools in Finland and growing.
- g. Well, I've worked in the GDR (state) school, so you can imagine how attractive an education in freedom is.
- h. People want more individualized education; more children are coming.
- i. Increasing interest on the part of public (education authorizes, local government, etc).
- j. Can be too Germanic and traditional.
- k. Expansion of Waldorf schools in Norway during the last 10 years.
- l. Yes, local universities send students for teaching practice.
- m. State schools took up impulses, and government gave more money last year.
- n. Courses and talks are solicited by universities and pedagogical authorities.
- o. Yes, if it were not so expensive.
- p. Enrollment waiting list for children and mainstream teachers seeking Waldorf training.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Many reasons; mostly it is the children who lead them to it.
- b. Escape from the mad pressure on children in public schools.
- c. Discontent with state school system and the importance of the artistic approach at Waldorf.
- d. Varied curriculum; smaller class sizes; honor childhood; warmth of teachers; community involvement and commitment to Waldorf education.
- e. Mostly they only want an alternative to the public school; Anthroposophically-orientated parents have ideological reasons.
- f. A good understanding of education.
- g. Sometimes out of guilt; sometimes because its cheap; often because they recognize it as a priceless gift.
- h. They look for an open environment for development, for a community; and non-competitive learning.
- i. Less competition, no exams, no grouping by ability. Social outlook, individual treatment of children, broad outlook and concentration on arts and music.
- j. Good reputation and disappointment elsewhere.
- k. Because they want Steiner education and are prepared to pay for it.
- l. Search for a spiritual dimension in education.

55. What percent of parents are Anthroposophists?

Comments:

- a. Very few.
- b. School located in Dornach vicinity, quite a few. Doesn't

- make things easier; they know most lecture cycles.
- c. Small percentage--no declaration ever made.
- d. Don't know. What is the definition of an Anthroposophists?
- e. Slightly larger percent could be considered to think like spiritual scientists. Most are humanists, "new age" or live alternative life styles.

56. How do parents and students respond to the No TV policy?

Comments:

- a. Gratitude and want to know more, enthusiasm for renewed family life; some skeptical families and refusal to comply with suggestion.
- b. We encourage "NO TV" during weekdays; most make a serious attempt to reduce TV viewing; a few have cut it out almost completely, and a few have made no changes.
- c. We don't have such a policy, but we should have one.
- d. If they have had a TV previous to Waldorf, parents feel a lot of pressure to occupy their children who don't know how to occupy themselves.
- e. Some support the policy fully, while others strive to understand it and support it in principle.
- f. Our teaching is accepted in this respect; what they do themselves is their freedom.
- g. Some are grateful, more simply limit TV and that's all they will commit to.

Administration and Governance

	Percentage		
	Yes	No	Dk
57. Faculty manages day-to-day operation of school.	73*	19	0
58. Your school is managed by:			
a. Outside appointed administrator	13	38*	1
b. Selected teacher(s)	33	58*	0
c. College of teachers	57*	15	0
d. All teachers	32	19	0
e. Community/parent teacher board or group	48	20*	0
f. Other	14	6	0

Comments:

- a. School council (parents & teachers) & College of Teachers
- a. School council (parents & teachers) and College of Teachers
- b. For legal and financial decisions, we relay on the executive board and the fund raising association.
- c. For legal and basic financial decisions the executive board of the fund-raising association.
- d. Administrator cooperates with parents/teacher.
- e. Board of parents.
- f. Trustees for finances & churches & buildings.
- g. College of teachers helped by Anthroposophical administrator and Anthroposophical parents.
- h. All full-time faculty with full time administrator, board is responsible for legal or financial affairs of the school.

59. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	17	56*	2
b. Commitment to Waldorf education	81*	4	0
c. Faculty member for two, three ... years	36	35	0
d. Attend Anthroposophical meetings/activities	19	45*	1
e. Member of the Christian Community	1	59*	1
f. Member of First Class	0	58*	4
g. No specific requirements	24	38	0
h. Life experiences (Specify _____)	24	0	0
g. Other _____	16	0	0

Comments:

- a. Commitment to assume responsibility beyond the classroom.
- b. Lots of experience.
- c. Experience on the council & college of teachers.
- d. Obligations to complete Waldorf training and study.
- e. We try to be democratic. Pedagogical decisions are made by the teachers.
- f. Suitability with respect to college of teachers and children.
- g. Recognition of and by your colleagues in your work.
- h. All class teachers and others invited by teacher group.
- I. To be older than 28 years.
- j. State qualifications.
- k. Teaching abilities.
- l. Teacher qualifications.
- m. Faculty member for one year.
- n. The college of teachers is open to all co-workers who have an interest and have been co-workers for more than 6 months.
- o. At least 1/2 time on job at school--loyalty, faithfulness, "commitment".

60. Are novice teachers mentored by faculty?	Yes	No	Dk
	73*	19	3

61. At what grade level does your school decline to accept new students?

Comments:

- a. Tenth, our final year.
- b. No general rule, an individual decision.
- c. When we have more than 20 kids per class.
- d. Grades 11-12.
- e. Seventh and eighth graders from the public schools are carefully screened.
- f. We accept new pupils at any level, even senior year.
- g. Never.
- h. If they are "normal" they can come in any grade.
- I. It is very difficult after class 7.
- j. Majority of schools rejected students in grades 7 & 8.

Major Issues that Impact your School

62. Please rank in order of importance--1-18:

- | <u>R</u> | <u>I</u> | |
|----------|----------|--|
| 40 | 1 | a. Financial support. |
| 32 | 3 | b. Availability of qualified (degreed) teachers. |
| 31 | 4 | c. Availability of Waldorf-trained teachers. |
| 33 | 6 | d. Availability of Anthroposophical-based teachers. |
| 34 | 6 | e. School equipment and supplies. |
| 40 | 7 | f. Location of school. |
| 37 | 5 | g. Retaining faculty and staff. |
| 29 | 6 | h. Parent participation and cooperation. |
| 40 | 8 | i. Student discipline problems (drugs, behavior, etc.). |
| 30 | 5 | j. Class size. |
| 29 | 7 | k. Physical condition of school facility. |
| 36 | 7 | l. State/government/city regulations. |
| 33 | 6 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 33 | 7 | n. Community acceptance of school. |
| 36 | 7 | o. Maintaining an Anthroposophical-based educational program. |
| 36 | 6 | p. Implementing Waldorf principles. |
| 35 | 2 | q. Low teacher salaries and benefits. |
| 19 | 2 | r. Other |

Comments:

- a. None of these are major issues, except parents paying on time.
- b. We have few problems in general.
- c. Low teacher salaries and benefits.
- d. Creating a suitable management structure.
- e. We have not enough time to go on studying with anthroposophy and the pedagogy. We have not enough money for engaging more teachers.
- f. Attracting enough children to maintain governmental support.
- g. Although we have difficulty getting teachers with degrees, it is not guaranteed of qualifications, for example in English, music, etc.
- h. Financial issues are our major woe. Tuition can only go so high. Low compared to other Waldorf schools. Perhaps community acceptance is really more of a concern too.

Major Sources of Income and Founding Sources of your School

63. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- | <u>R</u> | |
|----------|------------------------------------|
| <u>1</u> | a. Tuitions. |
| <u>5</u> | b. State or government funds. |
| <u>4</u> | c. Grants (public or private). |
| <u>3</u> | d. Business or industry support. |
| <u>2</u> | e. School-fund raising activities. |
| <u>4</u> | f. Individual donations. |
| <u>5</u> | g. Bequeaths. |
| <u>3</u> | h. Other |

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Comments:

- a. Operation costs are given by the state and parents.
- b. Tuition is free. Parents give a monthly donation of 3000 BF (\$60 U.S.).
- c. The activities of our associations, which also runs two homes retarded for persons as well as a music school (conservatory) and our own Academy for Waldorf teachers and the healing therapist help balance the school budget.
- d. Parents working at a bingo hall as part of our fund raising activities.
- e. Capital from related trust.
- f. We sell Mexican crafts in the U.S. to raise funds.
- g. Ongoing programs such as after school care, school store, hot lunch programs.

64. Who founded your school? Parents: 48%* Parents/Teachers: 21%
 Individual: 7% All four groups: 6%
 Business: 2%
 Teacher(s): 7%

 21% 38% 39%
65. Did (do) you build, own or lease your school building?

66. Who owns your school? (See individual surveys per country.)

AUSTRALIA
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 234 schools (45%)

Response:

Earl J. Ogletree

1. Country: Australia
2. Number of schools surveyed: 9
3. Average years of Waldorf teacher teaching experience: 8 years
4. Percent of teachers with public school experience: 57%
5. Percent of teachers with university degrees: 86%
6. Percent of teachers with formal Waldorf training: 67%
7. Percent of teachers who are Anthroposophists: 75%

Respondents: Chair: 33%, Teachers: 33%, Admin. 33%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Human self-realization.
- b. To enable young adults to have the freedom and confidence to choose to follow their very own path.
- c. To help each child unfold his/her potential.
- d. A creative human being with a sense of their own destiny and respect for the world and others.
- e. Confidence.
- f. Receive the child in reverence educate him with love, let him go forth in freedom.
- g. To help children to develop their individuality.
- h. Spiritually alive human beings.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
33	55*	0

Comments:

- a. Through people being themselves in fullness; yes, indirectly.
- b. Only as an indirect outcome.
- c. To let people find and live fully within their potential. (On way only of saying it.)
- d. An indirect consequence of individual change.
- e. Loaded question--indirectly.
- f. However, the Waldorf students maybe a part of change.
- g. Individual's destiny.
- h. To give to those human being who expect such an education.

10. Must one be an Anthroposophist to be an effective teacher?

Yes	No	Dk
-----	----	----

11. Teaching can be/is based more on methods than Anthroposophy?

44	44	11
11	78*	0

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

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12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent	11
	Good	89*
	Fair	0
	Poor	0

Comments:

- a. It varies from teacher to teacher. There are different procedures anyway on what his methods were and to what extent they still apply. Capacity is more important than strict methods.
- b. Wide range from excellent for half staff though good; few are poor for the remainder. Lack of high school teacher training in Australia.
- c. "A", for effort.
- d. Some specialist full time subject teachers, e.g. music are on target.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	0
	Fair	44
	Poor	44

Comments:

- a. Again reasonable from one teacher to another. We attempt to bring these elements into our child study meetings.
- b. (Fair) Like the previous question. I can only answer for myself.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	89*	0	0

Comments:

- a. Speaking for our school, "Yes."
- b. On the whole, yes. But the finished concept of the stages of development can also be an obstacle to fresh insight and dynamic teachers. We need to develop our own facilities.
- c. Vital!
- d. I hope so! Otherwise why call them Waldorf Schools?

Programs and Curricular Practices
--

Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	89*	11	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	89*	11	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	78*	22	0
19. History-of-man based language arts/reading program.	66*	0	11
20. Postpone formal reading from commercial textbooks until grades three, four...circle one or comment two-four)	100*	0	0
21. School admission based on second dentition/teething	57	44	0
22. Forbid or restrict student TV viewing.	67*	33	0

23. Teach form drawing--grades one-five.	89*	11	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	67*	33	0
<u>Languages taught: German, Japanese, French or Indonesian.</u>			
Some teach only one language--German or French.			
	Yes	No	Dk
26. Teach Latin and Greek: (Latin & Greek).	66*	34	0
27. Teach main lesson/block lessons (1/1/2-2 hrs.per day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	89*	11	0
29. Curative Eurythmy is employed in therapeutic program.	56	44	0
30. Have a physician on staff to serve students. (Half time.)	11	89*	0
31. Teach computer literacy and applications (grades: 7-10).	67*	20	0
32. Group students according to temperament.	44	44	11

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Not religiously
- b. Generally in elementary school; it varies.
- c. Only the lower classes.
- d. Generally no, although some have tried it.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	67*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	11	33	0
d. Accommodating...(flexible, adjusts to circumstances)	89*	0	0
e. Other	22	0	0

Comments:

- a. We work more & more through mandates; people are entrusted with areas of responsibility.
- b. Caring, supportive, striving.

34. Describe the faculty morale at your school?	Excellent	56
	Good	44
	Fair	0
	Poor	0

Comments:

- a. Morale varies, of course. Generally there is warmth and consideration between members of staff (& parents). They are almost all spiritually striving people. Our big down pull is lack of time and tiredness. We are confronting this by entrusting decision making to individuals or small group to enable more spiritual work.
- b. Requires commitment to Waldorf education, plus dedication and maturity in all teaching staff. Currently that is the case.

35. What are the best aspects of Waldorf education?

Comments:

- a. Broad main lesson teaching, spiritual content working through it, imagination, aliveness, thoroughness, development of teachers and parents as well as children relationship between children and teachers.
- b. Offers concrete practical applications, arising from a spiritually based understanding of the human being.
- c. Respects child's developmental stage and relate to that through the curriculum. Human-centered consistent approach depth of thought behind lesson training.
- d. Recognition of the spiritual in the human being; the children enjoy their schooling, quality of observation is child centered rather than goal centered.
- e. Balance and harmony.
- f. An education which acknowledges the spiritual being of the child who in freedom is allowed to develop his social capacities to follow his destiny.
- g. Children with a number of years of Waldorf education.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Arrogance, rigidity, sectarianism, burnout, procrastination, not facing the now.
- b. "Holier than thou" sectarianism.
- c. Very teacher dependent performance of students. Effective and on going review of students needed to ensure limits of individual teachers not affecting certain students.
- d. Motivation of staff; tendency to cloth work around Anthroposophy.
- e. There is none.
- f. Class teachers taking class 7 & 8 who cannot teach all levels.
- g. Are there any?

37. Is Waldorf education compatible with the times?

Yes	No	Dk
89*	0	0

Comments:

- a. The "balanced harmonious" human being who is capable of discernment is, we believe, an outcome of our schools.
- b. It is, but it can also be a rigid and destructive. Its relevance would depend on the degree of spiritual work done by teachers.
- c. Develop very resourceful individuals--flexible, outspoken.
- d. Works from basis of human being.
- e. Absolutely and very necessary.
- f. Provided teachers are modern in their approach to life and assuming they are Anthroposophists.

38. Is Waldorf education too traditional?

Yes	No	Dk
22	22	11

39. Is Waldorf education too Germanic?

22	33	11
----	----	----

40. Should Waldorf students have earlier intellectual stimulation?

0	89*	0
---	-----	---

Comments:

- a. Intellectual stimulation in class, only needed if insufficient energy

- is given by the teacher to the hard work involved in and exercising other parts of the child.
- b. They get enough from society as it is and easily lose touch with nature, etc.
 - c. Unnecessary--a natural development usually rushed in modern age. Protection is often need.
 - d. Following Dr. Steiner's indications.
 - e. Children need challenges and still need feelings nurtured even in grade 9-10.
 - g. Majority of children come from families with high intellectual abilities.

41. What would you change about Waldorf education?

Comments:

- a. Myself!
- b. To be more open minded to external developments occurring.
- c. We need to keep re-working some aspects of the curriculum for the time and place, e.g. southern hemisphere--Australia.
- d. Teachers review is too loose in young schools. Democracy in college of teachers makes criticism difficult in unsure times.
- e. Nothing--change we see as a time factor, not a wish fact, depending our work will come in time.
- f. Nothing!
- g. State requirements and technology subjects required for grades 9 & 10.
- h. Its name--Waldorf.
- i. Can't answer, questions need detailed discussion.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes, but I see fundamental indication as being for each person involved to develop and grow (e.g., through working with Philosophy of Freedom).
- b. Yes.
- c. As nearly as possible for us.
- d. Not in class 11-12 due to state examinations.
- e. In the main, yes!

43. What is your perception of the future of Waldorf education?

Comments:

- a. More mobility & interfacing with the world is needed plus individual & collective inner work of teacher--to make its light shine.
- b. Great!
- c. Booming & hopefully influencing state education.
- d. As long as rigidity is avoided--excellent future.
- e. Will strengthening and deepening & sharing.
- f. Growing, needed and vital.
- g. Should be moved into the state schools.
- h. It will be gradually absorbed into the mainstream.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. More than adequately.
- b. So far very well.
- c. N/A
- d. Often very well, sometimes students defer for various reasons.
- e. Very good.
- f. Well above average.
- g. Haven't had any yet.
- h. Local principals wants more students like ours.
- i. Very good, if you mean academically--just as well, but healthier.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

1. How are they as people? Are they more or less empowered to be "I."
2. N/A.
3. We sit state exams, but look at the quality of the person.
4. Not formally. Teachers keep in touch with former students; a small town easy to keep in touch.
5. Motivation.
6. Free self-motivated, aware, caring, balanced individuals.
7. Keep in contact with them.
8. By the manner in which they communicate to their fellow men.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
77* 0 0

Comments:

- a. If it is put into practice thoroughly, Yes.
- b. Depends on your definition; they seem to have a broader view.
- c. We would hope so.
- d. Continue thinking.
- e. It endeavors to do this.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk
22 67* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk
77* 0 0

Comments:

- a. It can also put them off if true if there is any hint of dogma or arrogance.
- b. I'm sure it does.
- c. A sense of a richer hidden reality is there, in and behind lesson preparation--appreciated by children.
- d. Isn't any free thinking initiated, open to the spiritual world, but Waldorf education is not mind washing.
- e. But only in so far as they themselves are predisposed. Anthroposophical teachers do not reflect (in the main) what children expect as modern adults.
- f. Yes, predisposed.

Perception and Influence of Waldorf Education

	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	33	66*	0
50. Have Waldorf school practices been adopted by the public/state schools?	33	44	11
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	78*	22	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	22	67*	0
53. Is there increased interest in Waldorf education?	100*	0	0

Comments:

- a. Increasing gradually. It is pioneering work.
- b. People from these times are leaning towards humanitarian treatment of children and are dissatisfied with the state school system.
- c. Growing interest for junior classes.
- d. Slowly growing in our isolated area; 200km from Melbourne.
- e. Growing number of parents wanting Waldorf education.
- f. Anthroposophical college just started to meet a need.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Mainly dissatisfaction with other forms of education.
- b. Many reasons; mostly it is the children who lead them to it.
- c. Wanting a broader holistic approach to education.
- d. Caring, artistic environment.
- e. Artistic dedicated staff, spiritual values compensation for life.
- f. Because they are usually unhappy with the alternative.
- g. Concern for the spiritual being of their child.
- h. Parents and children are predisposed (before birth).

55. How do parents and students respond to the NO TV policy? N/A

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	44	56	0
57. Your school is managed by:			
a. Outside appointed administrator	0	33	0
b. Selected teacher(s)	11	33	0
c. College of teachers	56*	11	0
d. All teachers	33	22	0
e. Community/parent teacher board or group	22	22	0
f. Other	33	0	0

Comments:

- a. We work more and more through mandates--people entrusted with areas of responsibility.
- b. College and Board (selection of people in the area of finance).

- c. Company--parents & teachers, limited membership.
- d. School council (parents & teachers) & College of Teachers.

58. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	22	56*	0
b. Commitment to Waldorf education	89*	0	0
c. Faculty member for two, three,... years	33	33	0
d. Attend Anthroposophical meetings/activities	0	56*	0
e. Member of the Christian Community	0	56*	0
f. Member of First Class	0	56*	17
g. No specific requirements	33	33	0
h. Life experiences (Specify)	22	22	0
g. Other	22	22	0

Comments:

- a. Faculty for two-three years.
- b. Varies with teachers.
- c. Staff who represent school to parents and public.
- d. Commitment to assume responsibility beyond the classroom.
- e. Lots of experience.
- f. Experience on the council & college of teachers.

59. Are novice teachers mentored by faculty?	Yes	No	Dk
	86*	0	0

60. At what grade level does your school decline to accept new students?

Comments:

- a. No level.
- b. Tenth, our final year.
- c. We do not decline at any level.
- d. No particular level; we fill the classes.

Major Issues that Impact your School

61. Please rank (R) in order of importance--1-18:

$\frac{1}{2}$	R	
33	1	a. Financial support.
33	9	b. Availability of qualified (degreed) teachers.
33	9	c. Availability of Waldorf-trained teachers.
22	9	d. Availability of Anthroposophical-based teachers.
22	4	e. School equipment and supplies.
11	9	f. Location of school.
44	9	g. Retaining faculty and staff.
33	9	h. Parent participation and cooperation.
56	9	i. Student discipline problems (drugs, behavior, etc.).
22	9	h. Class size.
22	9	i. Physical condition of school facility.
22	3	J. State/government/city regulations.
22	1	k. Student enrollment--inadequate or overcrowded (circle one).
22	4	l. Community acceptance of school.
33	9	m. Maintaining an Anthroposophical-based educational program.

- 44 9 n. Implementing Waldorf principles.
- 33 9 o. Low teacher salaries and benefits.
- 0 p. Other

Comments:

- a. Combined grades limit ability to give Waldorf Education.
We have very experienced staff in the primary grades; get too few children in many years.
- b. None of these are major issues, except parents paying in time due to recession.
- c. Local council seeking only to develop land for financial gain. Lack of sensitivity by local council to environment around school.
- d. Independent schools in Australia receive funding from the relevant states as the federal government according to a complex and inequitable rating system according to the needs and the political influence of each school. The winners are those schools which have been able to group themselves as a "system" (the schools are measured collectively and each system member receives the same financial treatment). Catholic schools in Australia are the best example of this. Steiner schools, partly due to their small number and their relative newness, but also due to their past inability to work together and focus jointly on overcoming problem, have not so far been able to present themselves politically as a "system" and are therefore individually weak in their ability to argue for better terms.

Major Sources of Income and Founding of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- 1 a. Tuitions.
- 2 b. State or government funds.
- 4 c. Grants (public or private).
- 7 d. Business or industry support.
- 3 e. School-fund raising activities.
- 4 f. Individual donations.
- 6 h. Bequeaths.
- 0 i. Other

Comments:

Independent schools in Australia receive funding from the relevant states as the federal government according to a complex and inequitable rating system according to the needs and the political influence of each school. There are a number of categories types of funding: Recurrent funding, Capital funding and minor funding--socially and physically disadvantaged students. Both state and federal governments fund independent schools according to their funding category (1-12) a sum based on student numbers--to subsidize the day-to-day running costs of the school. Eukarima Schools (category 3) receive state and federal funding for primary schools, and only state funding for the secondary schools. Federal funding

for high schools is available only if all classes have minimum 25 students. (Combined government funding is an amount equal to 32%-35% of our income budget or A\$ 185,000.) Capital funding given by the federal government contributes toward the capital cost of classrooms and necessary structures, providing certain criteria regarding floor area and student numbers are met. We received a grant of A\$ 175,000 for three new classrooms.

63. Who founded your school? Parents: 22% Parents/Teachers: 05%
 Individual: 0% All four groups: 22%
 Business: 0%
 Teacher(s): 0%

Comments:

- a. Parents who sent a founding teacher overseas for experience.
- b. Two teachers (a married couple).
- c. Parents and teachers.
- d. A group of parents/teachers who wanted Steiner's education for their children.
- e. Parents, several became teachers at the school.
- f. Teachers invited by parents.
- g. Wanted and needed in area.
- h. Teachers of the Anthroposophical society.

64. Did (do) you build, own or lease your school building?
 0% 14% 86%

65. Who owns your school?

Comments:

- a. The school itself.
- b. Eukarima school Ltd.
- c. L.Y.S.S. Co. Ltd.
- d. Chrysalis school company.
- e. Roman Catholic Trust Corp.
- f. We do.
- g. School Company.
- h. The school, a non-profit Inc.

AUSTRIA
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 234 schools (45%)

Earl J. Ogletree

1. Country: Austria
2. Number of schools surveyed: 7
3. Average years of Waldorf teacher teaching experience: 7 years
4. Percent of teachers with public school experience: 31%
5. Percent of teachers with university degrees: 37%
6. Percent of teachers with formal Waldorf training: 89%
7. Percent of teachers who are Anthroposophists: 61%

Respondents: Teachers: 43%, Admin. 57%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Assist students to develop their talents.
- b. Life resistant people.
- c. Develop the will to know oneself.
- d. Enhance abilities, competence, efficiency for life, love and interest for life and the world.
- e. To teach the human being to educate himself and see his goal in striving to develop in the broadest possible sense.

9. Is the goal of Waldorf education to change society?	Yes	No	Dk
	100*	0	0

Comments:

- a. Not the schools, but their graduates with a different value orientation in life should change society.

10. Must one be an Anthroposophist to be an effective teacher?	Yes	No	Dk
	14	43*	14
11. Teaching can be/is based more on methods than Anthroposophy?	29	43	14

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent	29
	Good	71*
	Fair	0
	Poor	0

Comments:

- a. Everybody is trying to do his/her best. How does one quantify this?
- b. Varies: The teacher must continue their Waldorf education in evening courses. Some are excellent; some beginners. Part of labor contract.?
- c. We work continually on Steiner's lectures, creative education courses and study of man.

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	29
	Good	43
	Fair	14
	Poor	0

Comments:

- a. There is a constant exchange of experience with our Anthroposophical Institute for Therapy with mentally handicapped persons.
- b. We work on these topics at least once a week.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	100*	0	0

Comments:

- a. About 3/4 of teachers.
- b. They certainly do.

Program and Curricular Practices

	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	71*	0	14
19. History-of-man based language arts/reading program.	71*	0	0
20. Postpone formal reading from commercial textbooks until grades three or four.	100*	0	0
21. School admission based on second dentition/teething	71*	14	0
22. Forbid or restrict student TV viewing.	86*	0	14
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	100*	0	0
<u>Languages taught: English, Russian, French and/or Italian</u>			
26. Teach Latin and Greek (Circle one or both). <u>Latin</u>	43	57	0
27. Teach main lesson/block lessons two hours per day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	43	57	0
30. Have a physician on staff to serve students.	86*	14	0
31. Teach computer literacy and applications--grade 11-12.	57*	29	14
32. Group students according to temperament.	86*	14	0

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. As often as possible.
- b. It can be helpful.
- c. More in classes Kgp-6th grade.
- d. Temperament grouping is not really relevant when dealing with small groups of children in need of special care.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	57*	14	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	14	29	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	43*	0
d. Accommodating...(flexible, adjusts to circumstances)	86*	0	0
e. Other	14	0	0

Comments:

- a. Not democratic in the political sense.

34. Describe the faculty morale at your school?	Excellent	29
	Good	43
	Fair	29
	Poor	0

Comments:

- a. Mature.
- b. Creative education demands an extremely high moral standard.

35. What are the best aspects of Waldorf education?

Comments:

- a. The methods based on Steiner's indications.
- b. Self Confidence, creativity, more will power to change society and less boredom in leisure.
- c. Development of artistic and practical skills.
- d. The emphasis on developing the thinking, feeling and thinking of the children in a natural manner. All three elements must be considered in education.
- e. The inner spiritual being (ego) of the child is given a chance to develop in a humanly adequate manner and to love and respect other human beings.

36. What are the less effective aspects of Waldorf education?

- a. Self governing and problems with teachers.
- b. Children don't learn enough facts, poor spelling and the lack of computer knowledge.
- c. Staff frequently has very vague ideas of the essentials of Waldorf methods. Some teachers are pretentious, confuse freedom with laissez-faire in regards to responsibilities. Conflict between teachers and parents on Waldorf education.

37. Is Waldorf education compatible with the times?	Yes	No	Dk
	100*	0	0

Comments:

- a. It seems to be necessary as ever.
- b. Provided the leaders don't become lazy or fail.
- c. To educate and understand the being of a child demands an up to date understanding of the issues.

38. Is Waldorf education too traditional?	Yes	No	Dk
	0	100*	0
39. Is Waldorf education too Germanic?	Yes	No	Dk
	0	86*	0

40. Should Waldorf students have earlier intellectual stimulation? Yes No Dk
0 100* 0

41. What would you change about Waldorf education?

Comments:

- a. Competent teachers who are able to follow the given curriculum.
- b. Too many Waldorf Schools give into alternative tendencies (e.g., anti-authoritarian) at the cost of actual teaching and studying quality. It can mean the loss of orientation for the pupil.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes
- b. Fairly
- c. As best it can with many things going to Germany to earn 50% more salary.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Grow, but we need more devoted teachers/more money (Can't live on idealism forever).
- b. Integration in society.
- c. Will expand in our country. Will be implemented partially or fully in the public schools.
- d. While other alternative schools to state and religious schools decline, Waldorf schools will continue to grow.

44. How well do your perform students in state high schools and/or universities?

Comments:

- a. Well
- b. Very well
- c. The gifted students, well, of course.
- d. Pretty well, for the last two years.
- e. Successful students are viewed as especially open, creative, happy at work. Naturally, the weaker ones stay weak.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. The ability of students to find a meaningful occupation and use of their abilities in society.
- b. We have not done so yet.
- c. School to young.
- d. Based on the interested in school and life.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
86* 0 14

Comments:

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?

0 86* 14

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk
100 0 0

Comments:

Perception and Influence of Waldorf Education

49. Is your school perceived as being sectarian/religious? Yes No Dk
14 57* 29

50. Have Waldorf school practices been adopted by the public/state schools? 43 43 14

51. Are most parents aware of the esoteric/spiritual basis of Waldorf education? 43 57 0

52. Are most students aware of the esoteric/spiritual basis of Waldorf education? 29 71* 17

Comments:

- a. No, We need artists; too few in the world anyhow.
- b. Over intellectualism before age 14 can cause damage.

53. Is there increased interest in Waldorf education? 71* 0 29

Comments:

- a. Failure of public education in Austria.
- b. Yes, public opinion supports the Steiner schools.
- c. We need open-minded and free thinking adults for the future to stop the downward trend due to materialism.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. To give their children the best start in life.
- b. Parents are looking for an alternative to state schools.
- c. Good education for their children.
- d. Escape from the "mad" pressure on children in public schools.
- e. Dissatisfaction with public schools, seeking idealism and devoted teachers.
- f. Stimulation of individual talents and needs and the artistic and practical education offered in the Waldorf schools.

55. How do parents and students respond to the NO TV policy? N/A

Administration and Governance

56. Faculty manages day-to-day operation of school. Yes No Dk
57* 14 14

57. Your school is managed by:

- a. Outside appointed administrator 0 29 0
- b. Selected teacher(s) 29 0 0
- c. College of teachers 57* 14 0
- d. All teachers 14 29 0
- e. Community/parent teacher board or group 57* 14 0
- f. Other 14 0 0

Comments:

a. For legal and basic financial decisions, we rely on the executive board and the fund raising association.

58. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	0	86*	0
b. Commitment to Waldorf education	100*	0	0
c. Faculty member for two, three ... years	29	43	0
d. Attend Anthroposophical meetings/activities	27	57*	0
e. Member of the Christian Community	0	57*	0
f. Member of First Class	0	71*	17
g. No specific requirements	79*	14	0
h. Life experiences (Specify _____)	43	0	0
g. Other _____	29	0	0

Comments:

- a. Faculty member for one year.
- b. Self appointment
- c. Teaching and especially artistic capability.
- d. Obligated to complete Waldorf training and study.

59. Are novice teachers mentored by faculty? 86* 0 0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Depends on individual's application.
- b. All grade levels.
- c. Grades 9-12.
- d. No general rule, an individual decision.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

<u>R</u>	<u>R</u>	
86	1	a. Financial support.
43	9	b. Availability of qualified (degreed) teachers.
43	2	c. Availability of Waldorf-trained teachers.
43	9	d. Availability of Anthroposophical-based teachers.
43	9	e. School equipment and supplies.
29	2	f. Location of school.
43	9	g. Retaining faculty and staff.
29	9	h. Parent participation and cooperation.
57	9	i. Student discipline problems (drugs, behavior, etc.).
43	9	j. Class size.
29	8	k. Physical condition of school facility.
43	9	l. State/government/city regulations.
43	9	m. Student enrollment--inadequate or overcrowded (circle one).
33	9	n. Community acceptance of school.
29	8	o. Maintaining an Anthroposophical-based educational program.
29	9	p. Implementing Waldorf principles.
57	8	q. Low teacher salaries and benefits.

Major Sources of Income and Founding of School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 1 a. Tuitions.
- 2 b. State or government funds.
- 5 c. Grants (public or private). (Circle one or both)
- 7 d. Business or industry support.
- 3 e. School-fund raising activities.
- 4 f. Individual donations.
- 6 h. Bequeaths.
- 0 i. Other

Comments:

- a. Disabled children (30% are supported by government funds. For the other children tuitions must be paid by parents.
- b. Operation costs are given by the state and by the parents. Investments, new buildings are usually organized by the staff and helpful parents.
- c. The activities of our association (non-profit) which also runs two homes for the mentally-challenged as well as a music school (conservatory) and our academy for Waldorf teachers and therapist help balance education program.

63. Who founded your school? Parents: 14% Parents/Teachers: 86%*
- Individual: 0% All four groups: 0%
- Business: 0%
- Teacher(s): 0%

Comments:

- a. Parents, teachers and friends.
- b. Over crowded enrollment.
- c. Meet needs of community.

- 0% 14% 86%*
64. Did (do) you build, own or lease your school building?

65. Who owns your school?

Qualitative Response:

- a. The School Company
- b. City of Vienna
- c. Private ownership
- d. School Association

BELGUIM
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 234 schools (45% Response).

Earl J. Ogletree

1. Country: Austria
2. Number of schools surveyed: 8
3. Average years of Waldorf teacher teaching experience: 7 years
4. Percent of teachers with public school experience: 38%
5. Percent of teachers with university degrees: 29%
6. Percent of teachers with formal Waldorf training: 41%
7. Percent of teachers who are Anthroposophists: 68%

Respondents: Teachers: 71%, Admin.: 29%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. The goal is to help young people to find their unique way through life.
- b. Prepare all these young people to have a fair start in life through all the different subjects--art, music, etc.
- c. Balance between intellectual development and the will.
- d. To develop the possibilities of a student as much as possible
- e. Developing the individual to inner freedom & social responsibility, & morality
- f. To help a child become a real man.
- g. To provide the child with all needed know-how to adapt or to restructure society.
- h. Educate towards self education.

<u>Percentage</u>		
Yes	No	Dk
25	75*	0

9. Is the goal of Waldorf education to change society?

Comments:

- a. A more human society starts with a more human education.
- b. Can't answer in one sentence.
- c. Certainly not to affirm society as it is. Graduates are supposed to think for himself about justice and social equality.
- d. To make it more diverse.
- e. Not systematically.

25	75*	0
----	-----	---

10. Must one be an Anthroposophist to be an effective teacher?

Comment: You can work more effective with anthroposophy in your head and heart. Non-anthroposphical teachers practice anthroposophy in their teaching; they have the feeling by nature.

11. Teaching can be/is based more on methods than Anthroposophy? 0 100* 0

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent	0
	Good	63*
	Fair	37
	Poor	0
<u>Comments:</u>		
a. Kindergarten & elementary--good.		
b. Secondary & high school--fair.		
b. Different with each teacher.		
c. Youth of the school--fair.		
13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	63*
	Fair	37
	Poor	0
<u>Comments:</u>		
a. We get help from remedial teacher, school doctor and school dentist.		
b. Matter of study and conferences.		
14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No Dk
	75*	13 0
<u>Comments:</u>		
a. It's the only concept that lets us understand the deeper side of children/man.		
b. Mostly.		

Programs and Curricular Practices

<u>Does your school program include the following practices?</u>	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	88*	13	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	75*	25	0
17. Student-written and illustrated note/workbooks.	75*	25	0
18. Meditation/prayer at beginning of day.	88*	12	0
19. History-of-man based language arts/reading program.	63*	25	0
20. Postpone formal reading from commercial textbooks until grades (three, four and five).	25	38	13
21. School admission based on second dentition/teething	75*	25	0
<u>Comment:</u> Not strictly, but it is an important indicator.			
22. Forbid or restrict student TV viewing.	63*	37	0
23. Teach form drawing--grades one-five.	88*	12	0
24. Teach geometric drawing and constructions--grades 6-8.	88*	12	0
25. Two foreign languages, beginning grade one.	75*	25	0
<u>Languages taught:</u> French, Dutch, German, and English			
26. Teach Latin and Greek (Some both; some neither; others one)	38	50	2
27. Teach main lesson/block lessons (No. of hours <u>2</u> per day).	75*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	25	63*	0
29. Curative Eurythmy is employed in therapeutic program.	12	88*	0
30. Have a physician on staff to serve students.	63*	37	0
<u>Comment:</u> Only once a month for observations and discussion with teachers, except for children with problems--supplementary visits and examinations.			
	Yes	No	Dk

31. Teach computer literacy and applications (grade(s)_____). 0 88* 0

32. Group students according to temperament. Yes No Dk
25 50* 0
How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Depends on the teacher's view and judgment.
- b. Only in very special circumstance; we are a bit too small for this.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate? Yes No Dk

a. Democratic...(self-governing, open)	75*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	38	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	38	0
d. Accommodating...(flexible, adjusts to circumstances)	50	13	0
e. Other	0	13	0

Comments:

- a. Republican, mandate system.
- b. We try to be democratic. Pedagogical decisions are made by the teachers.
- c. Some important decisions are made by parents and teachers.

34. Describe the faculty morale at your school?

Excellent	12
Good	75*
Fair	13
Poor	0

35. What are the best aspects of Waldorf education?

Comments:

- a. Education at a natural rate; time and place for the development of all children--artistic education.
- b. So many things, but for me it's the close teacher-child relationship.
- c. The balance between intellectual education & social development of the will.
- d. Developing skills following the development of children.
- e. Approach to the whole human being.
- f. Alternative to classical educational system
- g. Wide spread artistic approach/child adapted curriculum/future opened.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Inadequate or too late help for children with intellectual problems.
- b. Not using up to date, well written text book in higher grade 6-12
- c. Don't know
- d. Quality too dependent on quality of teacher.

- e. Actuality knowledge.
- f. Direct results/hard facts.
- g. Child centered apart from God.

37. Is Waldorf education compatible with the times?

Yes No Dk
75* 25 0

Comments:

- a. Yes!
- b. Wonderful
- c. Should be more depend (method, attitude, sometimes, sometimes)
- d. Well, it is an alternative, but too sectarian.
- e. More than ever the Waldorf schools must oppose the increased trend of intellectual stimulation in the traditional schools. I think, our schools offer the possibility to develop students' whole being and to resist over-intellectual trend. Artistic education enhances inner strength.

38. Is Waldorf education too traditional?

Yes No Dk
13 75* 0

Comment: Depends on the teacher. If he copies the examples of R. Steiner, than it can be called "traditional." "If he let free his own creativity and works in the same spirit of R. Steiner's words, than it be called a "living" or "actual" education.

39. Is Waldorf education too Germanic?

Yes No Dk
0 63* 0

Comments: Same as #53. The educational program must be adapted to the mentality and the mythological background of the country/people.

40. Should Waldorf students have earlier intellectual stimulation?

Yes No Dk
12 88* 0

Comments:

- a. Why not?
- b. It seem to work really well and when the students get older they still want to learn new things.
- c. Students don't need an earlier intellectual stimulation because it would hurt the development of the physical-rhythmical condition and the development of the soul. It would also prematurely reduce the natural feeling or intuition for the spiritual world.

41. What would you change about Waldorf education?

Comments:

- a. Try to make it a bit more "real, e.g., contact with industry in higher grades.
- b. Don't know.
- c. Too sectarian; we think we own the truth.
- d. It should be deeper in content and quality.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes, he gave us a fundamental indications which are worth to follow.
- b. Yes, we try to do it as well as possible.
- c. Yes
- d. Making the effort.
- e. Yes
- f. We work on them.

43. What is your perception of the future of Waldorf education?

Comments:

- a. The anthroposophical philosophy will be adopted more and more by society, so it will be "the" education of the future - maybe with another name.
- b. It's definitely growing in Flanders, need of quality high school Waldorf teachers.
- c. Don't know.
- d. Spread it out.
- e. It'll depend on its flexibility within the existing structure.
- f. Absolutely necessary.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Not better nor worse than other students.
- b. High school perform very well, love to learn good; but not too well in science or math at the university level.
- c. Don't know, no feedback.
- d. We have very good results.
- e. Ours is a special education school.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Meeting if ex-students; inquiry
- b. They are invited to come & talk about their experience after waldorf education experience.
- c. Not explicitly measured.
- d. Permanent evaluation & final evaluation (no exams).
- e. Inquiry, meeting ex-students.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

- a. Because no philosophy is forced as "the only truth."
- b. We try to. But Waldorf education must not dogmatic education.
- c. It offers opportunities and a curriculum to develop freedom in thinking and responsibility in actions.
- d. If done well.

100* 0 0

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk

38 50 12

48. Does Waldorf education subtly influence/predispose students Yes No Dk

to be open to the spiritual world and Anthroposophy?

75* 0 3

Comments:

- a. We let them drink if our source of wisdom, but they are free as grown-ups to look for other sources.
- b. I guess we do, but don't know if it's always right to do so. (Should not happen at all before grade 10.)
- c. I don't think this can be said of our school. I don't think we should do so.
- d. It makes it possible

Perception and Influence of Waldorf Education

49. Is your school perceived as being sectarian/religious? Yes No Dk
13 75* 12

50. Have Waldorf school practices been adopted by the public/state schools? Yes No Dk
13 75* 12

Comment: Some teachers in traditional schools are influenced by our pedagogy.

51. Are most parents aware of the esoteric/spiritual basis of Waldorf education? Yes No Dk
50 50 0

Comment: Only a minority of parents have ever read a anthroposophical or theosophical book or studied in a course.

52. Are most students aware of the esoteric/spiritual basis of Waldorf education? Yes No Dk
0 75* 13

53. Is there increased interest in Waldorf education? Yes No Dk
75* 0 13

Comments:

- a. Not because of the anthroposophists, but because more and more children are overloaded in state schools.
- b. Classes are full from k-6.
- c. People are talking about a second lower school.
- d. Status quo for the last 10 years.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Anthroposophy - study problems - neighborhood
- b. Education through the arts, practical education--music in the Waldorf school.
- c. Discontent with state school system & the importance of the artistic approach at Waldorf.
- d. Often because the child has problems in the state schools and sometimes out of convictions.
- e. Mainly because if the pedagogical practice; they expect that our teacher to develop all aspects of their individuality; sometimes of their experience in other school systems.
- f. Waldorf schools are very different.
- g. Not happy with regular (state) system.

h. Especially suited for preschool children.

55. How do parents respond to the No TV policy? N/A

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	37	63*	0
57. Your school is managed by:	Yes	No	Dk
a. Outside appointed administrator	7	7	0
b. Selected teacher(s)	0	25	0
c. College of teachers	13	25	0
d. All teachers	25	13	0
e. Community/parent teacher board or group	75*	13	0
f. Other _____	0	0	0

Comments:

	Yes	No	Dk
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	22	75*	0
b. Commitment to Waldorf education	88*	0	0
c. Faculty member for two, three ... years	38	38	0
d. Attend Anthroposophical meetings/activities	25	50*	0
e. Member of the Christian Community	0	75*	0
f. Member of First Class	0	50	0
g. No specific requirements	13	63*	0
h. Life experiences (Specify _____)	13	38	13
g. Other _____	13	13	0

Comments:

- a. Experience in education
- b. Personal development
- c. At least 1/2 time on job at school--"loyalty", "faithfulness", "commitment."
- d. To be in a love with children.

	Yes	No	Dk
59. Are novice teachers mentored by faculty?	63*	25	12

60. At what grade level does your school decline to accept new students?

Comments:

- a. If study problems are too large; so that the teacher can't help this child in an adequate way.
- b. Grades 6-7
- c. Some
- d. None
- e. From class nine only children from other Steiner schools and exceptionally "harmonious" and positive children.
- f. Individual decision.
- g. When we have more than 20 kids per class.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- 3 R
- 13 2/3 a. Financial support.
- 38 9 b. Availability of qualified (degreed) teachers.
- 13 1/3 c. Availability of Waldorf-trained teachers.
- 38 4 d. Availability of Anthroposophical-based teachers.
- 25 0 e. School equipment and supplies.
- 50 9 f. Location of school.
- 50 9 g. Retaining faculty and staff.
- 25 9 h. Parent participation and cooperation.
- 38 8 i. Student discipline problems (drugs, behavior, etc.).
- 25 2 j. Class size.
- 25 0 k. Physical condition of school facility.
- 37 9 l. State/government/city regulations.
- 50 9 m. Student enrollment--inadequate or overcrowded (circle one).
- 50 9 n. Community acceptance of school.
- 25 0 o. Maintaining an Anthroposophical-based educational program.
- 25 9 p. Implementing Waldorf principles.
- 50 0 q. Low teacher salaries and benefits.
- 50 0 r. Other

Comments:

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 2 a. Tuitions.
- 1 b. State or government funds.
- 0 c. Grants (public or private).
- 6 d. Business or industry support.
- 3 e. School-fund raising activities.
- 4 f. Individual donations.
- 5 h. Bequeaths.
- 7 i. Other

Comments:

Tuition is free. Parents give a monthly donation of 3000 BF (\$60 U.S.).

63. Who founded your school? Parents: 75%* Parents/Teachers: 12%
 Individual: 13% All four groups: 0%
 Business: 0%
 Teacher(s): 0%

Comments:

- a. There was no place anymore in the 1st school in our town so they stated a second school.
- b. Parents started in every living room with a trained k-teacher
- c. Parents & teachers
- d. Parents
- e. After war, a small group of anthroposophists and parents.

- 25% 25% 50%*
64. Did (do) you build, own or lease your school building?
65. Who owns your school?

Comments:

- a. The Catholic church.
- b. DeKonole Werker/Catholic Church.
- c. Co-operative association of parents & teachers.
- d. Private owner.
- e. A board of parents.
- f. A society for steiner schools.
- g. Foundation of private schools.
- h. State/commune.

CANADA
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 234 schools (45% Response).

Earl J. Ogletree

1. Country: Canada
2. Number of schools surveyed: 10
3. Average years of Waldorf teacher teaching experience: 8 years
4. Percent of teachers with public school experience: 20%
5. Percent of teachers with university degrees: 56%
6. Percent of teachers with formal Waldorf training: 57%
7. Percent of teachers who are Anthroposophists: 67%

Respondents: Chair: 38%, Teachers: 38%, Admin.: 24%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Well rounded human beings who can use their thinking, feeling, and willing for the benefit of themselves, others and involved in the preparation for being a conscious part of the future.
- b. The fostering of all of the faculties of an individual student and to help that student find his true quest in life; to give each student a sense of kinship with all creation and instill an attitude of caring.
- c. Re-assertion of a true christian humanism in the everyday working of human beings in the world.
- d. The renewal of culture through the development of new social forms.
- e. To create individuals who are able to stand in freedom in the world and work for the betterment of humanity.
- f. Remove hinderances, brings forth their talents and empower them toward life long learning and freedom.
- g. To develop free thinking individuals who are able to improve direction in their lives.
- h. To foster individuals who can approach life with love optimism and enthusiasm, who can say no to any influence that degrades life, and who are healthy and balanced

9. Is the goal of Waldorf education to change society?

Yes No Dk

Comments:

90* 10 0

- a. To be a part of an evolving society.
- b. As a means towards development of the young individuality certain aspects of generally accepted miseducation must be changed; first consumption of electronic forms of entertainment must be reduced.

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

- c. Hopefully.
- d. It is one impulse towards redirecting society.
- e. To implement Steiner's three fold social order
- f. Just as it is a goal for any responsible person to change society through self-growth.

	Percentage		
	Yes	No	Dk
10. Must one be an Anthroposophist to be an effective teacher?	30	30	20
11. Teaching can be/is based more on methods than Anthroposophy?	0	80*	0
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?			
	Excellent	10	
	Good	60*	
	Fair	30	
	Poor	0	

Comments:

- a. We are developing ongoing pedagogical studies with faculty.
- b. We have two teachers (class teachers and a eurhythmist) with many years of experience in Waldorf education.
- c. This is of course one person's judgement.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	10	
	Good	0	
	Fair	80*	
	Poor	10	

Comments:

- a. Study ongoing.
- b. We are working now with entire faculty school on this issue.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	60*	10	10

Comments:

- a. It takes years of working with children to finally come to an understanding of it.
- b. This is a developing understanding depending on the teacher
- c. Within limits.
- d. Yes, some more than others in fact.
- e. Some more, some less, all striving.

Programs and Curricular Practices
--

	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	80*	10	0
18. Meditation/prayer at beginning of day.	90*	0	10
19. History-of-man based language arts/reading program.	90*	10	0
20. Postpone formal reading from commercial textbooks until grades: three or four	90*	10	0
21. School admission based on second dentition/teething	70*	10	10

22. Forbid or restrict student TV viewing (Recommend/request)	60*	20	10
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	50	50	0
<u>Languages taught: (French 60%; German 40%)</u>			
26. Teach Latin and Greek	0	80*	0
27. Teach main lesson/block lessons (1 1/2-2 hours per day).	90*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	20	80*	0
30. Have a physician on staff to serve students. (Part-time)	0	90*	0
31. Teach computer literacy and applications (grades: 9-12)	10	90*	0
32. Group students according to temperament.	50	30	10

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. This is the individual teacher's choice. Some teachers use it in seating arrangements and storytelling.
- b. Some teachers employ this method; however it is difficult due to the small sizes of our classes.
- c. Mostly only in grades 1-3.
- d. Small class sizes reduce effectiveness.
- e. Not frequently and not reliable with our children owing to extent of outside influence.
- f. I feel our teachers are not deeply grounded in an understanding of the temperaments.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	50*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	10	0	0
c. Authoritarian...(domineering, oppressive, dogmatic)	10	10	0
d. Accommodating...(flexible, adjusts to circumstances)	60*	0	0
e. Other	20	0	0

Comments:

- a. Republic, people given mandate to carry task but most communicate back to community
- b. Republican
- c. Working toward republican ideals

34. Describe the faculty morale at your school?	Excellent	20
	Good	70*
	Fair	10
	Poor	0

Comments:

- a. A particular difficulty is weighing us down. Quite possible excellent morale in six months.
- b. Good feeling in working together

35. What are the best aspects of Waldorf education?

Comments:

- a. Psychology of human development leading child through the consciousness of mankind allowing children to have their childhood. Artistic in interweaving of the sciences and humanities block approach.
- b. Teaching values
- c. Reverence for childhood preservation of spiritual forces into adulthood. Emphasis on humanity, morality.
- d. Freedom, human warmth, love, understanding, will engagement, ability to empathize and to work well with others.
- e. Protection of childhood, most picture consciousness maintaining culture our society.
- f. Healing society.
- g. Teaching the right thing at the right time (being aware of children's development stages).
- h. The curriculum the spiritual/artistic background; teacher's commitment and enthusiasm.
- i. The curriculum and teachers understanding of the child's developmental stages and temperament and the art/spiritual aspects of the teaching process.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Lack of sufficient in-class practical training for teachers in-class room management.
- b. In Ontario Canada as in many other places there are severe financial constraints as well as barriers to parents with low income because they receive neither tax relief nor any form of financial assistance from the public sector.
- c. When working well it is an admirable approach to education, but no real criticism of Waldorf education.
- d. Need early reading and science in early grade.
- e. Having to defend itself against the public system.
- f. Educate more people about continuing to meet needs of upper grader (7-8) in smaller classes or school, sometimes need the experience in the outside world--e.g. public school experience.

	Yes	No	Dk
37. Is Waldorf education compatible with the times?	100*	0	0

Comments:

- a. This also is shifting of Waldorf practices as our world change.
- b. Particularly necessary now.
- c. More and more so.

	Yes	No	Dk
38. Is Waldorf education too traditional?	10	90*	0

	Yes	No	Dk
39. Is Waldorf education too Germanic?	10	90*	0

	Yes	No	Dk
40. Should Waldorf students have earlier intellectual stimulation?	100*	0	0

Comments:

- a. There seems to be a shift in the growing consciousness and evolution of the child.

- b. It should be there in seed form, in fact already is in a proper curriculum.
- c. Grade 5 culture graphs (History).
- d. Earlier than what? Not earlier than the gradual awakening, grades 1-4.

41. What would you change about Waldorf education?

Comments:

- a. More diversified multiculturalism in teacher training
- b. Need more financial resources to upgrade physical facilities, teacher education on a continual basis, sabbaticals for study, etc.
- c. More technical apprenticeship units
- d. Deeper commitment from teachers; inner life of the teacher is paramount--be more christian
- e. Its seen as "Excellent" and "private" I'd have it the norm!
- f. Educate more people about the Waldorf movement and education.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes, to the best of our abilities; most teachers are Anthroposophists.
- b. More or less
- c. Yes, we try
- d. Yes, We are inexperienced and human--the ideal is great.
- e. Yes, certainly in intent

43. What is your perception of the future of Waldorf education?

Comments:

- a. It will expand into the public arena more.
- b. There will be an even greater need and demand for it. Demand which will not be met because of financial constraints.
- c. Growing
- d. A holding action. A feeble beacon in a more and more troubled world.
- e. To move into general public without losing its identity and mission.
- f. It will continue to change and grow in North America; more of its aspects will be adapted by the public school system.
- g. Very necessary.
- h. It will be incorporated into the public school systems and bastardized; we must remain strong and protect it from the negative influences of the public education.
- i. Optimistic.
- j. A growing impulse.

44. How well do your perform students in state high schools and/or universities?

Comments:

- a. Our first graduating class of 1992 has done well.
- b. Very well
- c. Quite well
- d. Well
- e. One graduating class--very well

- f. Very, very well
- g. First graduating class from grade 8 has transitioned well into Jr. high and high school.
- h. Our first 8th grade class is doing very well in local public high schools.
- i. Over first grade class now in 10th grade, 50% on honor roll. We have very good feedback from public teachers.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. We are in process of developing a questionnaire to go out to parents of alumnae.
- b. College of teacher discussions and teacher communication.
- c. No data are available.
- d. Insufficient track record as yet. (certainly the ability to adapt and work well with others is important)
- e. Academic achievement; qualities of good human beings as recognized by others and public school teachers; their happiness and involvement in and commitment in their work. High school reports that they are "head and shoulders" above peers from state schools.
- f. Ability to solve problems creatively
- g. Flexibility in new circumstances; motivated academically; good self-esteem

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

- | | | | |
|--|------|---|---|
| | 100* | 0 | 0 |
|--|------|---|---|
- a. What do you mean by "free thinking"? Sense-free thinking or independent, individuality thinking? We definitely work toward the latter but to what extent our work enable our students to achieve the former later in life, I'm not sure.
 - b. Heart-felt thinking imbued with morality, definitely.
 - c. To develop people who can think for themselves without lies.
 - d. Our children seem to be more open and flexible in their thinking.
 - e. Strives towards this.
 - f. That's the hope!

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk

	30	70*	0
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48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

	90*	10	0
--	-----	----	---

Comments:

- a. This varies strongly from individual to individual. Some students come to Waldorf Education because unconsciously they are searching for spiritual science others seem not to be touched by the spiritual element, but it is far too early to tell what life will reveal later.
- b. To help to maintain connections with the spiritual worlds.
- c. I think our students have a another world view
- d. Spiritual world, yes; Anthroposophy maybe, for some, but no for others.

Perception and Influence of Waldorf Education			
--	--	--	--

	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	20	60*	0
50. Have Waldorf school practices been adopted by the public/state schools?	10	90*	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	40	60*	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	100*	0	0
53. Is there increased interest in Waldorf education?	70*	10	20

Comments:

- a. Many educational principles in the public sector follow indications Steiner gave in earlier years.
- b. A Waldorf school is unique. It is what you make of it within Waldorf parameters.
- c. Waldorf education escapes most people's scrutiny.
- d. Not so much our education but among parents over the years.
- e. As our graduates enter 9th grade in public school even other students recognize their differences.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Varied curriculum; smaller class sizes; honor childhood; warmth of teachers; community involvement and commitment to Waldorf education.
- b. Mostly because of the creative, caring, consistent, dedicated attention of the teaching towards their children as well as the caring community aspect, small classes etc.
- c. Ambience, the philosophy, and the other parents.
- d. Many come by accident, really because they love their children enough to explore alternative forms of education.
- e. Many reasons, especially for human values and character development.
6. Looking for quality protection, they are discontent with public schools.
- f. Community effort, arts, spiritual influence, class size and dedication of teachers.
- g. Mostly because they are unhappy with the public schools; and some specially for the spiritual bases of Waldorf education.
- h. Differing reasons.
- i. Lots of reasons.

55. What percent of parents are Anthroposophists?

Comments:

- a. In our school 5% approx.
- b. Outside of our faculty-parents, 2 outside--4%
- c. 5%--20%
- d. Very few
- e. Very low 10%--20%
- f. Very few; many parents are new and not yet prepared for Anthroposophy.
- g. 10%

56. How do parents and students respond to the NO TV school policy?

Comments:

- a. Gratitude and want to know more, enthusiasm for renewed family life; some skeptical families and refusal to comply with suggestion.
- b. We encourage "NO TV" during weekdays; most make a serious attempt to reduce TV viewing; a few have cut it out almost completely, and a few have made no changes.
- c. We don't have such a policy, but we should have one.
- d. Without more understanding; it is difficult to support, truly.
- e. We ask parents to turn off TV's, and we feel that the response has been minimal.
- f. With education, parents recognize and support policy to "limit" TV.
- g. If they have had a TV previous to Waldorf, parents feel a lot of pressure to occupy their children who don't know how to occupy themselves.
- h. Some support the policy fully, while others strive to understand it and support it in principle.

Administration and Governance

	Yes	No	Dk
57. Faculty manages day-to-day operation of school.	80*	20	0
58. Your school is managed by:			
a. Outside appointed administrator	20	40	0
b. Selected teacher(s)	20	30	0
c. College of teachers	60*	10	0
d. All teachers	80*	10	0
e. Community/parent teacher board or group	60*	10	0
f. Other _____	10	10	0

Comments:

Foundation group of teachers (Not yet a college)

	Yes	No	Dk
59. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	0	60*	20
b. Commitment to Waldorf education	80*	0	0
c. Faculty member for two, three ... years	60*	20	0
d. Attend Anthroposophical meetings/activities	60*	10	0
e. Member of the Christian Community	0	60*	20
f. Member of First Class	0	70*	10
g. No specific requirements	0	10	30
h. Life experiences (Specify _____)	0	10	10
g. Other _____	0	50*	0

Comments:

- a. Commitment to Anthroposophy and willingness to cooperate with those on council
- b. Commitment to physical and spiritual well being of school
- c. Recognition of and by your colleagues in your work
- d. Committed to school and Anthroposophy
- e. Willingness to work on Steiner's meditations and with colleagues
- f. Commitment to school and colleagues

60. Are novice teachers mentored by faculty?

60* 40 0

61. At what grade level does your school decline to accept new students?

Comments:

- a. N/A at present
- b. At no level
- c. Accepts at any level
- d. We don't decline
- e. Grade 12
- f. We never stop admitting students.
- g. Increasingly stringent, however we accept K-8.
- h. We don't currently, although the upper middle grades are less inclined to accept new students.
- i. Seventh and eighth graders from the public schools are carefully screened.

Major Issues that Impact your School

62. Please rank in order of importance--1-18:

- | <u>R</u> | <u>R</u> | |
|----------|----------|--|
| 40 | 1 | a. Financial support. |
| 30 | 9 | b. Availability of qualified (degreed) teachers. |
| 30 | 9 | c. Availability of Waldorf-trained teachers. |
| 30 | 9 | d. Availability of Anthroposophical-based teachers. |
| 40 | 9 | e. School equipment and supplies. |
| 40 | 9 | f. Location of school. |
| 50 | 9 | g. Retaining faculty and staff. |
| 20 | 5 | h. Parent participation and cooperation. |
| 30 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 30 | 4 | j. Class size. |
| 20 | 1/5 | k. Physical condition of school facility. |
| 50 | 9 | l. State/government/city regulations. |
| 20 | 2 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 30 | 6/9 | n. Community acceptance of school. |
| 40 | 9 | o. Maintaining an Anthroposophical-based educational program. |
| 30 | 9 | p. Implementing Waldorf principles. |
| 20 | 9 | q. Low teacher salaries and benefits. |
| 20 | 6 | r. Other |

Comments:

- a. Implementing Waldorf principles.
- b. Low teacher salaries and benefits.
- c. Bridging the gap between pioneering phase and administrative phase.

Major Sources of Income and Founding of your School

63. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
1 a. Tuitions.
2 b. State or government funds.
5 c. Grants (public or private). (Circle one or both)
6-7 d. Business or industry support.
3 e. School-fund raising activities.
3-4 f. Individual donations.
6-7 h. Bequeaths.
0 i. Other
-

Comments:

- a. Parents working at a bingo ball as part of our fund raising activities.
b. That's it!

64. Who founded your school? Parents: 90%* Parents/Teachers: 0%
 Individual: 10% All four groups: 0%
 Business: 0%
 Teacher(s): 7%

Comments:

- a. Parents and teachers.
b. Group of Anthroposophists.
c. Parents group founded kindergarten, experienced teacher from England founded the grade schools
d. Anthroposophical study group.

65. Did (do) you build, own or lease your school building?
 30% 50%* 10%

66. Who owns your school?

Comments:

- a. Sunrise educational society.
b. The bank; the financial concerns are that of the Board of Trustees.
c. The faculty
d. Islamic Assoc. of Ottawa
e. The Vancouver Waldorf School Society
f. Area Waldorf School Assoc.
g. A foundation (Third Party) to be gifted in 10 years.
h. An anonymous foundation
i. NWS Society
j. Nelson area Waldorf School Association

DENMARK
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 234 schools (45% Response).

Earl J. Ogletree

1. Country: Denmark
2. Number of schools surveyed: 3
3. Average years of Waldorf teacher teaching experience: 31 years
4. Percent of teachers with public school experience: 31%
5. Percent of teachers with university degrees: 32%
6. Percent of teachers with formal Waldorf training: 78%
7. Percent of teachers who are Anthroposophists: 73%

Respondents: Teachers: 100%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To enable each pupil to understand him/herself and to give them the skills necessary to realize their life task.
- b. To help the students on their paths in life.
- c. To help the young person realize his/her potentials as far as possible.

9. Is the goal of Waldorf education to change society?

Percentage		
Yes	No	Dk
33	67*	0

Comments:

- a. Yes
- b. No
- c. No! We try to educate towards a free individual. They can then choose to change what they will, if they will.

10. Must one be an Anthroposophist to be an effective teacher?	Yes	No	Dk
	33	67*	0
11. Teaching can be/is based more on methods than Anthroposophy?	67*	33	0

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent	0
	Good	100*
	Fair	0
	Poor	0

Comments:

- a. The teachers must continue their Waldorf education in evening courses.
- b. Some are excellent some beginners.

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	67*
	Fair	33
	Poor	0

Comments:

- a. There is a constant exchange of experiences with our anthroposophy, and institute for therapy of mentally retarded persons.
- b. There are three teachers with "Heilpaedagogik" experience.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	100*	0	0

Comments:

- a. It is the main topic of the teachers conferences
- b. Depend upon individual teachers perception and continued study

Programs and Curricular Practices

<u>Does your school program include the following practices?</u>	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	67*	33	0
18. Meditation/prayer at beginning of day.	67*	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades three	0	67*	0
21. School admission based on second dentition/teething	100*	0	0
22. Forbid or restrict student TV viewing. (Try to)	33	67*	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	0	67*	0
<u>Languages taught: (English, German)</u>			
26. Teach Latin and Greek (Greek or none).	33	67*	0
27. Teach main lesson/block lessons (2 hours per day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	100*	0	0
30. Have a physician on staff to serve students (part time).	100*	0	0
31. Teach computer literacy and applications (grade(s) 12).	33	67*	0
32. Group students according to temperament.	100*	0	0

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Used in class 1-5 effectively
- b. Difficult to say very small classes
- c. In small classes it is not always practical.
- d. Used when possible.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	33	33	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	33	0
d. Accommodating...(flexible, adjusts to circumstances)	100*	0	0
e. Other	0	0	0

Comments:

- a. Democratic in a political sense of majority government.
- b. We help each other.
- c. The goals are clear

34. Describe the faculty morale at your school?	Excellent	0
	Good	100*
	Fair	0
	Poor	0

Comments:

- a. Morale in school is determined by college of teachers morale.

35. What are the best aspects of Waldorf education?

Comments:

- a. Impact on society through outgoing students.
- b. It's alive.
- c. Helps children to grow harmoniously, healthy & happy.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. It is from the point of view of society less efficient that the pupils are not receiving grade or examination degrees, when they leave school. They receive an extensive report of their performance and character.
- b. It does not foster competition, conflicts with society's demands.

37. Is Waldorf education compatible with the times?	Yes	No	Dk
	67*	0	33

Comments:

- a. There are difficulties

38. Is Waldorf education too traditional?	Yes	No	Dk
	0	67*	33

39. Is Waldorf education too Germanic?	Yes	No	Dk
	33	67*	0

40. Should Waldorf students have earlier intellectual stimulation?	Yes	No	Dk
	0	100*	0

Comments:

- a. Change of teeth is a major signal.

41. What would you change about Waldorf education?

Comments:

- a. The problem is funding possibilities for effectuating Waldorf pedagogical principal through official and recognition and better funding leading to better teachers, etc.
- b. Too many Waldorf schools give into alternative tendencies.
- c. The cost of actual teaching and studying quality can mean loss of orientation of the pupils.
- d. Try to make it forward looking. The 1930's are long past. Times have changed.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. We try.
- b. Difficult to determine.

43. What is your perception of the future of Waldorf education?

Comments:

- a. It delivers an important contribution to the efforts to counter growing materialism.
- b. Stands at a threshold. It will die or be reborn.
- c. Yes

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Well as can be expected; they do well. Our research indicates the same.
- b. Have not got that far yet
- c. They do well though often fine the tracking method "DRY."

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Our translated research material (quantitative & qualitative) appears to substantiate it.
- b. Their independence.
- c. Research indicates a favorable performance.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

100* 0 0

- a. Yes.
- b. Yes. It ought to.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk

0 100* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

100* 0 0

Comments:

- a. Yes!
- b. Yes
- c. Yes, influence of teachers' belief is inescapable.

Perception and Influence of Waldorf Education

	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	33	67*	0
50. Have Waldorf school practices been adopted by the public/state schools?	67*	0	33
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	67*	33	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	33	67*	0
53. Is there increased interest in Waldorf education?	33	33	33

Comments:

- a. A tendency towards the traditional, an awakening towards Waldorf education in society
- b. There been general decline in numbers since 1970.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. There are a variety of reasons.
- b. Many different reasons; often dissatisfaction with state school options.

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	100*	0	0
57. Your school is managed by:			
a. Outside appointed administrator	67*	33	0
b. Selected teacher(s)	67*	33	0
c. College of teachers	33	67*	0
d. All teachers	33	33	0
e. Community/parent teacher board or group	67*	33	0
f. Other _____	0	0	0

Comments:

	Yes	No	Dk
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	67*	33	0
b. Commitment to Waldorf education	100*	0	0
c. Faculty member for two, three ... years	33	33	0
d. Attend Anthroposophical meetings/activities	33	33	0
e. Member of the Christian Community	0	33	0
f. Member of First Class	0	33	0
g. No specific requirements	33	33	0
h. Life experiences (Specify _____)	33	0	0
g. Other _____	33	0	0

Comments:

- A. Experience outside school
- B. Suitability with respect to college of teachers and children

Yes No Dk
100* 0 0

59. Are novice teachers mentored by faculty?

60. At what grade level does your school decline to accept new students?

Comments:

- a. Grades 11-12
- b. We haven't reached it.
- c. We don't decline admission on these grounds.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- 8 R
- 33 1-3 a. Financial support.
 - 33 3/6 b. Availability of qualified (degreed) teachers.
 - 33 2/9 c. Availability of Waldorf-trained teachers.
 - 67 9 d. Availability of Anthroposophical-based teachers.
 - 67 5 e. School equipment and supplies.
 - 67 9 f. Location of school.
 - 33 4/9 g. Retaining faculty and staff.
 - 33 3/9 h. Parent participation and cooperation.
 - 67 6 i. Student discipline problems (drugs, behavior, etc.).
 - 33 1/6 j. Class size.
 - 67 9 k. Physical condition of school facility.
 - 67 7 l. State/government/city regulations.
 - 33 6 m. Student enrollment--inadequate or overcrowded (circle one).
 - 33 9 n. Community acceptance of school.
 - 67 9 o. Maintaining an Anthroposophical-based educational program.
 - 67 9 p. Implementing Waldorf principles.
 - 33 4/9 q. Low teacher salaries and benefits.
 - 0 r. Other

Comments:

- a. We have few problems in general.

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 2 a. Tuitions.
 - 1 b. State or government funds.
 - 0 c. Grants (public or private).
 - 0 d. Business or industry support.
 - 3 e. School-fund raising activities.
 - 0 f. Individual donations.
 - 0 h. Bequeaths.
 - 0 i. Other

Comments:

- a. The activities of our association, which also runs two homes retarded for persons as well as a music school (conservatory) and our own Academy for Waldorf Teachers and the Healing Therapist help balance the school budget.
- b. Government funding constitutes 73% of the school budget.

63. Who founded your school? Parents: 33% Parents/Teachers: 66%*
 Individual: 33% All four groups: %
 Business: 0%
 Teacher(s): 0%

Comments:

- a. Individuals, parents
- b. A group of parents and teachers from the already existing A.S. school.
- c. Parents had the need, and parents and teachers found the means.

64. Did (do) you build, own or lease your school building?
 25% 25% 50%*

65. Who owns your school?

Comments:

(No response)

**EASTERN EUROPE
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY**

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 240 schools (43%)
Response:

Earl J. Ogletree (December 31, 1997)

1. Countries: Egypt 1, Estonia 2, Hungary 1, Portugal 1, Spain 1.
2. Number of schools surveyed: 6
3. Average years of Waldorf teacher teaching experience: 4 years
4. Percent of teachers with public school experience: 43%
5. Percent of teachers with university degrees: 67%
6. Percent of teachers with formal Waldorf training: 52%
7. Percent of teachers who are Anthroposophists: 44%

Respondents: Chair: 17%, Teachers: 83%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To help the child find him or herself and find balance in life.
- b. Independent and free personality.
- c. To educate to freedom, equality and mothership.
- d. Develop individuals with social responsibilities.
- e. Being able to function in the world, understanding our time in an historical evolution and developing qualities that enables one to survive changes.

9. Is the goal of Waldorf education to change society?	Percentage
	Yes No Dk
<u>Comments:</u>	100* 0 0

- a. Democratize Estonian life.
- b. Through individual impulses.
- c. To develop all possibilities in growing children.

10. Must one be an Anthroposophist to be an effective teacher?	33	50*	17
11. Teaching can be/is based more on methods than Anthroposophy?	33	67*	0
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?		Excellent	0
		Good	50
		Fair	50
		Poor	0

Comments:

- a. Teachers are studying and working on Steiner's theories.

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	33
	Fair	67*
	Poor	0

Comments:

a. We do our best to understand and apply it.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	100*	0	0

Comments:

a. We should be.

b. Through thorough study in training course.

Programs and Curricular Practices
--

<u>Does your school program include the following practices?</u>	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	67*	33	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	83	17	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	67*	33	0
19. History-of-man based language arts/reading program.	67*	17	0
20. Postpone formal reading from commercial textbooks until grades: three or four.	50*	17	0
21. School admission based on second dentition/teething	100*	0	0
22. Forbid or restrict student TV viewing.	67*	33	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	100*	0	0
<u>Languages taught: English, German & Arabic.</u>			
26. Teach Latin and Greek.	0	100*	0
27. Teach main lesson/block lessons 1 1/2 - 2 hours per day.	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	33	67*	0
29. Curative Eurythmy is employed in therapeutic program.	17	83*	0
30. Have a physician on staff to serve students (part time)	33	67*	0
31. Teach computer literacy and applications (grade(s) <u>none</u>).	0	100*	0
32. Group students according to temperament.	83*	17	0
<u>How often is temperament grouping used. How effective is it in helping students?</u>			

Comments:

- a. Its nice to see it work in the real world.
- b. It is very effective.
- c. We use it in the lower grades, generally effective and helpful.
- d. Temperament grouping is kept in mind together with other aspects--family, health and the individual.



Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	67*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	17	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	67*	0
d. Accommodating...(flexible, adjusts to circumstances)	50	33	0
e. Other	0	0	0

34. Describe the faculty morale at your school?	Excellent	0
	Good	100*
	Fair	0
	Poor	0

35. What are the best aspects of Waldorf education?

Comments:

- a. It supports the harmony and balance in children.
- b. It is applicable to any country and time.
- c. It takes into consideration all aspects of children's development.
- d. It takes into account a child's development within its age.
- e. Knowledge of man's evolutionary process and working together of parents and teachers

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Language teaching
- b. Weak contact with reality--it is a danger
- c. Lack of motivation in children, complacency, not enough challenge
- d. I don't know.

37. Is Waldorf education compatible with the times?	Yes	No	Dk
	100*	0	0

Comments:

- a. Waldorf pedagogue is living in the present.
- b. Should always be adapted
- c. An artistic approach to education is alive in its time.
- d. It is necessary for the time.

38. Is Waldorf education too traditional?	Yes	No	Dk
	17	83*	0
39. Is Waldorf education too Germanic?	0	83*	17
40. Should Waldorf students have earlier intellectual stimulation?	0	83*	17

Comments:

- a. It should not be one-sided because the aim of the school is to balance the children.
- b. Children don't need it prior to age seven.
- c. Age seven or later.
- d. It is more than that; it is necessary for the times.
- e. No, it separates the intellect from the body--making them little adults.

41. What would you change about Waldorf education?

Comments:

- a. We are too new as school to evaluate the school.
- b. I would like turn it into the Estonian education methodology.
- c. Give students goals to work towards; regular testing to prepare them for further education.
- d. It is so open I would rather develop it according to our times.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes
- b. Yes
- c. Tries to. Each school has to develop its individual indications.
- d. We try to.
- e. Yes, to the extent of our capabilities.

43. What is your perception of the future of Waldorf education?

Comments:

- a. It depends on how society is developing.
- b. It is the education of the future.
- c. Increasingly so.
- d. We need it badly.
- e. Positive, hopeful.
- f. A trend toward the dogmatic could hinder its progress.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. School is too young to have graduates.
- b. School is only five years old.
- c. No graduates as yet.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. No experience yet.
- b. By comparing students achievement to government standards.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

100* 0 0

- a. Because the children have had very many different experience about everything in this world.
- b. In so far as their courage to make conclusions from their own individual first hand experience.
- c. a strong personality can think without being influenced.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?

17 67* 17

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?

Yes No Dk

Comments:

67* 0 33

- a. It is natural in that they have lived with those

- thoughts throughout their schooling.
- b. We don't attempt teach Anthroposophy, but the students will be open to the spiritual world.

Perception and Influence of Waldorf Education

	Yes	No	Dk
50. Is your school perceived as being sectarian/religious?	33	67*	0
51. Have Waldorf school practices been adopted by the public/state schools?	33	67*	0
52. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	17	67*	0
53. Are most students aware of the esoteric/spiritual basis of Waldorf education?	0	83*	17
54. Is there increased interest in Waldorf education?	100*	0	0

Comments:

- Because the state school system is in a big crisis.
- Our schools are growing every year in Estonia.
- People are increasingly interested in Waldorf
- An alternative to public schools.
- Egyptian school system is recognized as unilateral.
- It's new in Hungary.

55. Why do parents chose a Waldorf school for their children?

Comments:

- State schools are of low quality.
- For different reasons.
- High ideals, spirituality, and artistic approach to education.
- Trust in teachers and the school.
- School is clean and beautiful; teachers of high quality; and children have to go to school.

Administration and Governance

56. Faculty manages day-to-day operation of school.	67*	0	0
57. Your school is managed by:			
a. Outside appointed administrator	0	50*	0
b. Selected teacher(s)	33	33	0
c. College of teachers	67*	0	0
d. All teachers	0	50*	0
e. Community/parent teacher board or group	33	50	0
f. Other: <u>The state directors</u>	17	0	0
58. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	0	83*	0
b. Commitment to Waldorf education	67*	17	0
c. Faculty member for two, three ... years	0	83*	0
d. Attend Anthroposophical meetings/activities	17	50*	17
e. Member of the Christian Community	0	83*	0
f. Member of First Class	0	67*	17
g. No specific requirements	17	67*	0

- h. Life experiences (Specify _____) 50* 17 0
 g. Other _____ 50 33 0
 a. Mainly experienced class teachers
 b. Commitment to school goals and aims

59. Are novice teachers mentored by faculty? 66* 17 17

60. At what grade level does your school decline to accept new students?

Comments:

- a. When it is needed.
 b. Don't know yet.
 c. We accept up to grade eight.
 d. We don't, if there is no specific reason.
 e. Eighth grade.

Major Issues that Impact your School

61. WHAT ARE THE MAJOR ISSUES THAT IMPACT YOUR SCHOOL?

Please rank in order of importance--1-18:

- | <u>R</u> | <u>R</u> | |
|----------|----------|--|
| 66 | 5 | a. Financial support. |
| 67 | 2 | b. Availability of qualified (degreed) teachers. |
| 67 | 2 | c. Availability of Waldorf-trained teachers. |
| 67 | 3 | d. Availability of Anthroposophical-based teachers. |
| 67 | 7 | e. School equipment and supplies. |
| 79 | 9 | f. Location of school. |
| 43 | 8 | g. Retaining faculty and staff. |
| 29 | 6 | h. Parent participation and cooperation. |
| 57 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 43 | 9 | j. Class size. |
| 29 | 9 | k. Physical condition of school facility. |
| 43 | 9 | l. State/government/city regulations. |
| 43 | 9 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 33 | 9 | n. Community acceptance of school. |
| 29 | 8 | o. Maintaining an Anthroposophical-based educational program. |
| 29 | 9 | p. Implementing Waldorf principles. |
| 57 | 8 | q. Low teacher salaries and benefits. |
| 0 | | r. Other: |

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- | <u>R</u> | |
|----------|----------------------------------|
| _1/2_ | a. Tuitions. |
| _4_ | b. State or government funds. |
| _6_ | c. Grants (public or private). |
| _5_ | d. Business or industry support. |

- 2 e. School-fund raising activities.
- 3 f. Individual donations.
- 7 h. Bequeaths.
- 0 i. Other

Comments:

- a. We basically operate on tuitions in addition to fund raising and donations. No government support.

63. Who founded your school? Parents: 33% Parents/Teachers: 0%
 Individual: 0% All four groups: 0%
 Business: 0%
 Teacher(s): 17%

Comments:

- a. Teachers who had school-age children and didn't accept the ordinary state school system.
- b. Parents
- c. Parents and teachers

64. Did (do) you build, own or lease your school building?
 17% 33% 86%*

Comments:

65. Who owns your school?

Comments:

- a. The society of parents
- b. The state
- c. Not-for profit organization
- d. Rudolf Steiner school
- e. Society of cultural development of Egypt

ENGLAND
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree

1. Country: Great Britain:
2. Number of schools surveyed: 21: England (15), Ireland (2), Scotland (3), Wales (1)
3. Average years of Waldorf teacher teaching experience: 10 years
4. Percent of teachers with public school experience: 28%
5. Percent of teachers with university degrees: 42%
6. Percent of teachers with formal Waldorf training: 75%
7. Percent of teachers who are Anthroposophists: 68%

Respondents: Chair: 14%, Teachers: 48%, Admin.: 38%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Free thinking adults who can act with positivity and initiative.
- b. Bring about (indirectly) the next right step in human/cosmic evaluation.
- c. To equip children for life.
- d. Balanced spiritual development of the individual.
- e. R. Steiner often quoted sayings on freedom have often been quoted in our school literature.
- f. To educate children/young people according to the needs of their ages.
- g. To assist the incarnation of each individual.
- h. The free-enticed individual whose thinking has been allowed to develop. The real human being!
- i. Sowing seeds for the future, right breathing and excellence.
- j. To lead children into life so that they may realize their own potential and destiny their essential task for the world.
- k. To enable pupils to develop into free thinking balanced adults.
- l. To produce young people who can think, are well motivated and emotionally balanced and able to learn and grow throughout their lives.
- m. Global domination.
- n. That of responsibility and freedom in the deepest sense.
- o. Freedom and wholeness.
- p. To help people find themselves and come to know what human beings need in this time.

- q. To develop free, healthy individuals who can find their own goals in life.
- r. To help the growing human fulfill their destiny.
- s. The spiritually healthy human being in the first instance, a spiritually healthy human kind ultimately.

9. Is the goal of Waldorf education to change society? Percentage
Yes No Dk
57* 3 0

Comments:

- a. Not directly but to enable people to choose the best way to change it.
- b. Eventually.
- c. If change is seen as part of an evolving and spiritually developing humanity.
- d. Hopefully!
- e. If we succeed to bring about a new culture.
- f. But it is to prepare people to participate in its transformation.
- g. Ultimately - by developing conscience and moral responsibility.
- h. By changing the individual you might change society.
- i. The goal is to educate children properly whether they change society is not nor should an aim of their school.
- j. We each change society.
- k. This is necessary at the movement.
- l. Maybe its to pressure society, so that it can develop to meet reflect our time.
- m. Society will be changed but not directly.
- n. No, but to give society the possibility of changing if it chooses to so.

10. Must one be an Anthroposophist to be an effective teacher? Percentage
Yes No Dk
24 68* 0

11. Teaching can be/is based more on methods than Anthroposophy? 38 57 5

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods? Excellent 10
Good 67*
Fair 19
Poor 0

Comments:

- a. Weekly study in staff and college meeting to discuss understanding.
- b. Danger here is to suggest knowledge and implementation are not in reality a unity.
- c. Knowledge good, implementation weak!
- d. More knowledge than implementation.
- e. There is a lack of fully trained teachers mainly due to financial issues. All of us continue training.
- f. Some subject and upper school teachers not the case
- g. Probably we are fortunate in having a new school that hasn't yet had the chance to become too set in its ways, and also mostly teachers with years of experience.
- h. Less knowledge much commitment.
- i. All class teachers have some Steiner training.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	38
	Fair	38
	Poor	14

Comments:

- a. Depends on teachers experience.
- b. Difficult question.
- c. Continuously studying to improve.
- d. I feel certain this is more or less inadequate in a majority of Waldorf teachers. Perhaps more realistic, more positive to ask whether these are worked with to promote healthy class.
- e. Varies with individuals.
- f. We work with our Anthroposophical school doctor on these imbalances.
- g. I take the question very seriously - hence the low ranking.
- h. I do not think any of us has a really deep understanding.
- i. No idea!
- j. We have not nearly enough time/resources for extra lessons. As an inner city school we have a lot of pupils with such problems.
- k. We study as part of our work together.

	<u>Percentage</u>		
14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	57*	14	14

Comments:

- a. There is always more study to be done here.
- b. What is "good understanding?" None would claim comprehensive grasp, few admit ignorance.
- c. Depends on experience.
- d. Enormous under dual variety. Tendency to have better understanding of curriculum than child development.
- e. Doesn't mean they have made it their own!
- f. We employ many teachers from our in-service training course.
- g. We try through study and discussion and observation.
- h. Very variable. There is a need to look more at our research and practices and non-parent anthroposophists?
- i. Through continued study on college together.
- j. On ideas level yes, in practice not always.
- k. Most faculties spend a lot of time on such study, but teachers have to apply it to real life.
- l. Understanding varies enormously, from poor to excellent.
- m. Continuous development and study is required to keep it alive.

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

Programs and Curricular Practices
--

Does your school program include the following practices?	Yes	No	Dk
15. Continuous teacher--grades one-eight.	76*	10	10
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	95*	5	0
17. Student-written and illustrated note/workbooks.	100*	0	0

18. Meditation/prayer at beginning of day.	91*	9	0
19. History-of-man based language arts/reading program.	91*	0	0
20. Postpone formal reading from commercial textbooks until grades three-four.	81*	5	0
21. School admission based on second dentition/teething	62*	29	0
22. Forbid or restrict student TV viewing.	43	43	0
23. Teach form drawing--grades one-five.	86*	10	0
24. Teach geometric drawing and constructions--grades 6-8.	81*	0	5
25. Two foreign languages, beginning grade one.	91*	5	0
<u>Languages taught: German, French, Gaelic</u>			
26. Teach Latin and Greek (Latin).	9	76*	5
27. Teach main lesson/block lessons (1.5-2 hrs. per day).	91*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	67*	29	0
29. Curative Eurythmy is employed in therapeutic program.	43	48	0
30. Have a physician on staff to serve students.	67*	33	0
31. Teach computer literacy and applications (grade: No Resp.).	14	71	1
32. Group students according to temperament.	43	24	19

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Classes too small for temperament grouping to be effective.
- b. Always essential.
- c. Prevails in grades 2-7 sometimes in grade 1 and 8 seldom in 9-12. Effectiveness has never been monitored, as this would require temperament survey of adult graduates.
- d. Occasionally, depends on teachers experience.
- e. Classes are too small.
- f. In lower school its effective.
- g. Teachers who practice this find it effective.
- h. Practice of grouping is irrelevant in such small classes.
- i. Not used much; grouping based more on behavior.
- j. Most class teachers use it at times.
- k. Varies with teacher and class.
- l. Often and very often helpful.
- m. Some teachers try it now and then.
- n. Usually its effective, but with combined classes with smaller numbers, we have to consider other things in seating arrangements, e.g., for hearing/sight problems, if they occur.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?			
a. Democratic...(self-governing, open)	52*	5	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	19	27	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	29*	0
d. Accommodating...(flexible, adjusts to circumstances)	67*	0	0
e. Other	5	0	0

Comments:

- a. Collegial.
- b. Republican.
- c. The school has goals, direction and decisions are taken democratically, but day to day organization still inadequate, although improving.
- d. Some mix of a. b. c. and d.

34. Describe the faculty morale at your school?	Excellent	27
	Good	43
	Fair	24
	Poor	0

Comments:

- a. Like small classes, a small group of teachers tends to lack balance.
- b. We have a teacher training program--a two year course.
- c. Not universally, but weak ability to reach united harmonious decisions. Diverse goals which make poor financial rewards very burdensome.
- d. Up and down. Teaching morale good.
- e. These questions are very difficult to answer with simple yes or no
- f. There have been personal relationship troubles in the past. We are in good shape now, but sometimes lack the energy and drive to organize beyond the classroom.
- g. If somebody else were filling this in they may well give different answers.
- h. The school is a parent/lead seen school--expect parameters of responsibility are being worked out at present.
- i. Our school faced a lot of major problems which has pulled our teachers together. As outer conditions improve we realize that we may have more problems within the teaching staff?

35. What are the best aspects of Waldorf education?

Comments:

- a. Therapy through breathing (rhythm) and art education.
- b. Its broad based curriculum.
- c. Potential for educating social sensibilities (anti-elitist) and all sides of youngsters, by mixing pupils of differing abilities and shortcomings.
- d. Read Child and Man.
- e. Meets the needs of the growing child preparing him/her well for life.
- f. Response of children to their developmental needs being met, especially London children.
- g. Freedom of study to respond to what they perceive as the needs of the pupils.
- h. Does not over stimulate or pressure children at an early age, lets them grow in freedom.
- i. Healthy, Holistic approach.
- j. Empowering that is freeing the individual to become his/her best self; the precise fuzziness of the curriculum and the sense of responsibility it engenders.

- k. When done properly its full-roundness-beauty-hearty (but comparable to academic achievement elsewhere) and education of the will, especially education of the middle realm.
- l. Vital soul nourishment for children, teachers & parents.
- m. Balanced curriculum.
- n. Who has seen the wind?
- o. Curriculum.
- p. Knowledge of the spiritual values of man and an education based on this.
- q. It meets the needs of the developing child.
- r. A conscious assumption of the full responsibility implied by the task of children's education, and of the teachers role in the nature of the spirit.
- s. The social education and adjustment of the ex-pupils.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Lack of confidence in the face of difficulty. Lack of funding.
- b. Preparation of pupils for the rat race, i.e., these aspects of life dependent on competitive attitudes.
- c. Lack of trained staff.
- d. Adequately meeting the needs of children with disabilities in our school.
- e. Difficulties in meeting specific parental needs.
- f. Segregation from mainstream. Lack of cross section of society.
- g. The fact it has to be paid for solely by parents.
- h. Freedom in hands of unqualified or ignorant teachers--a lack of guide lines with regard to introducing basic skills.
- i. Discipline seems weak generally; manual skills often over looked--spelling.
- j. The necessity to prepare students for state examinations.
- k. In this country we have to compromise because of the demand of the state exam system.
- l. Collegial management tends to become anarchic.
- m. Maths in lower/middle school.
- n. The small schools there is a lack of therapeutic Waldorf backup, usually due to lack of staff and money.
- o. Tendency towards spoon-feeding students.
- p. Also a tendency for most Waldorf schools, being a lot smaller than state schools, to offer only limited choices of subjects to upper (high) school; probably different in each school - e.g., social problems in parent/teacher. Many Waldorf schools are a kind of elitist group and rarely encounter more deprived social groups in UK mostly in pleasant suburbs or smaller cities. Few Waldorf schools are in large, run-down cities.
- q. Little financial resources, sometimes weak management., little purpose and written source materials.
- r. It can easily become formalistic and stale.

s. The internal socio-political problems of Waldorf schools seem to raise their heads in many a Steiner school!

	Yes	No	Dk
37. Is Waldorf education compatible with the times?	76*	19	0

Comments:

- a. But increasingly difficult to implement.
- b. Meets needs of children who seem happy and fulfilled at school.
- c. More important in these times.
- d. With the needs of the times is not always fashionable--but there is a problem.
- e. Essential for the times.
- f. It (Waldorf educ.) is not materialistic.
- g. Essential!
- h. In principle yes; in practice it tends not to be the case.
- i. Only spiritually based, holistic education can speak to the human being of the future.
- j. It was never less compatible, but more essential.
- k. In many respects it answers directly to growing questions of the time.
- l. Yes in its essence but perhaps not always in its manifestation.

	Yes	No	Dk
38. Is Waldorf education too traditional?	10	71*	5
39. Is Waldorf education too Germanic?	24	57*	5
40. Should Waldorf students have earlier intellectual stimulation?	19	67*	5

Comments:

- a. Children are weak in will and feeling, not the intellect.
- b. As much intellectual/mental stimulation as possible balanced by even stronger stimulation of imagination, fantasy, will power as possible.
- c. Curriculum based on our view of child development.
- d. Potential in Waldorf education to react to intellectual climate by going to other side of pendulum necessity for developing capacities including the will, feeling, imagination, etc.
- e. Gradual increase as reflected in curriculum seems adequate.
- f. It would wake them up too soon.
- g. Depends on what you mean--challenging the child through the artistic and practical skills as well as doing more to fulfill the actual expectation in curriculum, not intellectual challenge.
- h. Read Steiner.
- i. Even with pressure, the writer follows the curriculum, per Steiner.
- j. Gradually according to age and development, must be in balance with development of feelings and the will.
- k. Early stimulation seems to eventually dampen the inner creative forces which our time so much needs.
- l. They don't really reach intellectual maturity earlier.
- m. Sufficient early intellectual stimulation in our culture.

41. What would you change about Waldorf education?

Comments:

- a. Image and stature within the educational world.
- b. Not much - but I'd change a hell of a lot about future education and weakened social structure.
- c. Get rid of state exams.
- d. Discipline.
- e. It's funding, dogmatic following of curriculum, without understanding why.
- f. Upper school work, so that practical skills can play a full part.
- g. State funding without "strings" attached.
- h. The above may work for SSF partly to change structure of school, curricular implementation and preparation for teachers for the many administrative roles.
- i. Nothing drastic but develop a stronger connection with the earth/environment (Practical work for non-academic).
- j. The necessity for state examinations.
- k. Fixations with the idea that a class teacher should keep the class for 8 years.
- l. Management style. Less accent on beliefs, a more common sense realism.
- m. Nothing.
- n. We are all constantly adopting ways of working within a clear but wide frame work.
- o. Some aspects of curriculum needs modernizing.
- p. Many Waldorf schools have a feeling of being too established, e.g., sometimes too stereotyped, like copies of the first Waldorf school--copying the curriculum, copying the architecture, e.g., most German Waldorf schools are impressive but many of them just the same. We must try to find the spirit of our own place.
- q. Divide teaching and management completely. Employ teachers to research 1/2 time.
- r. I would continually undermine the institutional tendency and question teacher regarding their motivation.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes.
- b. Some, but not all for key pedagogical indications (i.e., getting hierarchies help through meditation). You'd have to ask each individual teacher.
- c. Yes--with varying success, but with honest attempts.
- d. To a degree without being dogmatic.
- e. As far as humanly possible.
- f. Yes but follow, is an old word; on regarding indications, I would prefer to say. We work with them in connection with our local needs.
- g. We try.
- h. I know it does.
- i. Yes.
- j. Yes, to the letter rather than the spirit of the law.
- k. Fairly well.

- l. Yes, but we don't yet have a eurythmy teacher, the class teachers have to do their own.
- m. Yes, within its modest capabilities.
- n. Yes!
- o. This is earnestly and conscientiously striven for.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Gradual influence of wide educational and social environment-development of upper school and teacher training vital.
- b. That it is shrinking.
- c. Rosy on Mon, Wed, Fri jaundiced on Tue, Thurs, Sat, non-existent on Sunday.
- d. Slow growth.
- e. Good. We have waiting lists for many classes--increasing interest from the public.
- f. Difficult in England at present but essential for the individuals who will be seeking it.
- g. It has a lot to offer, and a long way to go yet!
- h. Expanding in this country.
- i. Expanding.
- j. Either to become fully recognized as discoveries in cognitive sciences, especially average with what Waldorf practice or/and the Waldorf impulse can get organized.
- k. Need to concentrate on excellence and when it is achieved to advertise it and filter into mainstream education.
- l. A strong united worldwide movement as a potent healing force for social renewal.
- m. If there was financial security, schools would represent a major contribution to the education of this country.
- n. In the U.K.--bleak.
- o. It's only very young--it will perhaps grow into being able to really offer something.
- p. I see it playing a real role in introducing change into the wider educational world. I see a slowly growing positive future.
- q. It will become more and more needed.
- r. Waldorf education will grow. We have to work to preserve the life and spirit of the movement.
- s. It will increasingly be seen as either the only education or as anathema by different groups of people.
- t. It will grow and diversify.
- u. An increasing struggle in a world that will need it more and more.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Well.
- b. Well.
- c. Very well.
- d. Very well - better than average from an average intake
- e. Very well colleges pleased to have them.
- f. Very well.

- g. Generally regarded highly; well motivated and perform well.
- h. Extremely well.
- i. Those who go, do well.
- j. Surprisingly well.
- k. Very well, thank you.
- l. Well.
- m. Not much information available.
- n. Not yet applicable.
- o. Often very well indeed.
- p. Very well.
- q. On the whole academic results have been good.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Feed back from parents.
- b. Try to keep in touch, thru newsletters, keep a database on students.
- c. We don't. Measuring and evaluating success are the curses of western life today.
- d. No means available at present.
- e. With difficulty see how they cope with life.
- f. Those who are secure, show confidence and initiative.
- g. No school leavers as yet.
- h. We have had too few students for to make realistic assessment.
- i. We have no formal evaluation as yet.
- j. Old scholar surveys, but no statistical analysis.
- k. Don't think we can judge once they leave or before they graduate. However, we evaluate consistently our course.
- l. Integrated personalities, humanitarian outlook, good achievement in their chosen professions.
- m. We don't!
- n. Ability to meet challenges, live with people and contribute meaningfully and creatively to society.
- o. Surveys/personnel contacts.
- p. It is necessarily in terms of our achievement for comparison.
- q. By keeping records of past pupils (practical evaluation). A real evaluation of success--who can measure it?

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

70* 0 1

- a. It enables and encourages young adults to think for themselves.
- b. First please explain what a free thinking individual is and how I can get inside his/her mind.
- c. Hopefully.
- d. Tendency to attract such families in first place, and the education amplifies this.
- e. As above in the sense that thinking is allowed to obtain life is integrated into the whole person.
- f. That should be the aim.
- g. Research on ex-pupils would seem to indicate we do.
- h. Free of prejudice and dogma with a broad spectrum of knowledge.
- i. On the whole yes. Imagination and creativity is strong, clarity and sobriety less.

- j. Sometimes!
- k. We do not dogmatize. We explore many ways to approach life.
- l. But who can cooperate with others.
- m. This is often seen later.
- n. When it is alive.
- o. If it is working right it should.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk
10 76* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk
62* 0 2
Comments:

- a. It enables children to accept what they already know.
- b. I've known at least as many who have been put off by it.
- c. Sometimes.
- d. Varies greatly.
- e. Reality of spiritual world acknowledged from earliest age.
- f. Just the opposite seems to be the case. Difficult to know what happens in later life.
- g. Hopefully, through perhaps not for many years hence.
- h. Predispose to be open minded and to see beyond the tyranny of conventional theory.
- i. By leaving them open (free) it inevitably does.
- j. Especially if they complete their education to class 12.
- k. Yes, by and large, It cannot and should not be part of a schools agenda.
- l. They come to school so predisposed.
- m. Yes--not necessary.
- n. Some.
- o. I think ex-pupils are more open to spiritual influences, but not that they necessarily are predisposed as join a spiritual movement including anthroposophy this influence is more from parents.
- p. Not influenced but predispose because they have less fixed materialistic views.
- q. Children value the education and are curious as to its source.

Perception and Influence of Waldorf Education
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	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	14	81*	0
50. Have Waldorf school practices been adopted by the public/state schools?	19	71*	5
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	7	19	10
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	5	67*	24
53. Is there increased interest in Waldorf education?	71*	14	5

Comments:

- a. People find out on a piece-meal basis.
- b. No valid gauges yet established to measure public interest. School numbers are growing slowly by fits and starts and indicate little interest.
- c. Noticed from inquires.
- d. Part of increased debate regarding education in England as a whole.
- e. Interest often rings in the "head-sphere" engagement of will open to by a step.
- f. But people can't always think of affording it.
- g. Three local radio interviews since our school started advertising and trying to start schools elsewhere.
- h. Crisis in mainstream society sometimes increases interest.
- i. We have increased from six pupils to 180 in ten years.
- j. More and more dissatisfaction with the state education.
- k. More and more people interested, but more as an alternative, rather than a consensus choice of Waldorf education.
- l. The English are actually not much interested in education (I find it strange).
- m. When people go into the matter they are often enthusiastic; our lack of advertisement is a handicap.
- n. Lots of newspaper articles, inquires, studies etc.
- o. Increasing volume of inquires political and academic interest is growing.
- p. Seems to be steady interest as regards our school, but not increasingly so.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Sometimes out of guilt sometimes because its cheap often because they recognize it as a priceless gift.
- b. Because dissatisfaction with state.
- c. There are as many motives/reasons as there are parents.
- d. Lack of pressure competition.
- e. Because state schools are so poor, I wish for Waldorf education.
- f. In the belief it will allow their children to develop in the fully and quality of care for the children.
- g. Often because they perceive something they are in tune with.
- h. Because they want a caring child--centered environment.
- i. Alternative to state schools. Want happy childhood Anthroposphical, holistic--child centered education.
- j. To enable their children to develop without being forced/as an alternative/because of anthroposophy/because their children need it.
- k. Seek an alternative education.
- l. Because they have an awareness that their children's physical soul and spiritual needs will be recognized and developed.
- m. Various reasons: small classes, child's happiness, private education and teachers care.
- n. Mostly, they are seeking an alternative education.
- o. Often there is discouragement with conventional education, also the seek a spiritual education.

- p. They feel a warmer and more child-centered atmosphere.
- q. They hope to find a more holistic education for their children.
- r. Various, especially an alternative to state education.
- s. A humane approach to the child and artistic emphasis.

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	62*	30	0
57. Your school is managed by:			
a. Outside appointed administrator	19	24	0
b. Selected teacher(s)	43*	10	0
c. College of teachers	62*	5	0
d. All teachers	38	19	0
e. Community/parent teacher board or group	71*	10	0
f. Other _____	24	10	0

Comments:

58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	5	43*	0
b. Commitment to Waldorf education	81*	5	0
c. Faculty member for two, three ... years	71*	5	0
d. Attend Anthroposophical meetings/activities	0	43*	0
e. Member of the Christian Community	0	43*	0
f. Member of First Class	0	43*	0
g. No specific requirements	24*	1	0
h. Life experiences (Specify _____)	5	24	0
g. Other _____	5	10	0

Comments:

- a. None.
- b. Depends who the person is.
- c. Committed to Waldorf education and Brighton Steiner School.
- d. Willing to work in their way for the school.
- e. Inner calling in addition to above.
- f. Committed to school and Waldorf education.
- g. All class teachers and others invited by teacher group.
- h. Full commitment to the life of the school.

59. Are novice teachers mentored by faculty?	86*	0	0
60. At what grade level does your school decline to accept new students?			

Comments:

- a. Grade 6.
- b. 14 years.
- c. We accept new pupils at any level, even senior year.
- d. None
- e. Class 11 and upwards, other than exceptionally.
- f. Class 9 usually, but there are exceptions.
- g. Class 5
- h. class 9 or 10.

- i. Nil
- j. We take new pupils in all classes
- k. None
- l. Never
- m. Not yet applicable.
- n. 11th class.
- o. None

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

<u>&</u>	<u>r</u>	
38	1	a. Financial support.
24	9	b. Availability of qualified (degreed) teachers. (Area/type_____)
24	2	c. Availability of Waldorf-trained teachers. (Area/type_____)
27	9	d. Availability of Anthroposophical-based teachers.
57	9	e. School equipment and supplies.
33	9	f. Location of school.
27	9	g. Retaining faculty and staff.
40	9	h. Parent participation and cooperation.
48	9	i. Student discipline problems (drugs, behavior, etc.).
33	9	j. Class size.
29	9	k. Physical condition of school facility.
52	9	l. State/government/city regulations.
27	9	m. Student enrollment--inadequate or overcrowded (circle one).
33	9	n. Community acceptance of school.
29	9	o. Maintaining an Anthroposophical-based educational program.
38	9	p. Implementing Waldorf principles.
14	9	q. Low teacher salaries and benefits.
14	2	r. Other _____

Comments:

- a. Ranking is arbitrary. In my own view, not a consensus.
- b. Some are positive--others negative.
- c. Finding the right key to a past heavy industrious city, image of school a problem.
- d. Working together.
- e. General morale or lack of it teacher burnout is the apotheosis of issues 1-7.
- f. Major issue is financial.
- g. Some of these are so far not a real problem; they may be in the future as the school grows and settles.
- h. Staff development and training, any other teacher would have given a different rank order.
- i. Creating a suitable management structure.

Major Sources of Income and Founding Sources of your School

62. **WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?**

Please rank the following sources in order of importance--1-7:

R

- 1 a. Tuitions.
0 b. State or government funds.
4 c. Grants (public or private). (Circle one or both)
2 d. Business or industry support.
2 e. School-fund raising activities.
2 f. Individual donations.
1 & 4 h. Bequeaths.
 i. Other

Comments:

- a. Parental contributions not based on fees.
b. Fees
c. Contributions, etc.
d. Capital from related trust.
e. Capital raised through borrowing from community to capitalize first stages of schools. The homes owned and occupied by project for kindergarten has three flats which cover capital, repairs, etc.
f. Parental contributions that are not tuitions. We have no fixed fee.
g. Contribution system and fund raising. Family with private education fund. Occasional state funded children we have at present.
h. Some funds raised by sister school in Germany.
i. We have a project which manufacturers crafted items for sale to help parents meet tuition.

63. Who founded your school? Parents: 43% Parents/Teachers: 0%
 Individual: 14% All four groups: 0%
 Business: 2%
 Teacher(s): 38%

Explain: _____

Comments:

- a. One teacher, 2 trustees out of London-wide initiative.
b. Five teachers began with 7 pupils in private house in London.
c. Parents/teachers
d. A parent-teacher group.
e. Parents initiative which found teachers.
f. Jolie Netchaeff, Diana Westlake and parents.
g. Anthroposophical study group as basis for parents to fund kgp school.

10% 58%* 26%
64. Did (do) you build, own or lease your school building?

65. Who owns your school?

Comments:

- a. We own three temp building on land leased from council, kindergarten rented from anthroposophist.
b. The school community.
c. Michael Hale Ass'n (Limited Company).
d. The Board.
e. The school company.
f. Various church bodies.
g. Sheffield Steiner School Charity Ltd.

- h. Trustees
- i. Brighton Steiner School Co. Ltd.
- h. Bridge house a semi-anthroposophical school now use for special needs.
- i. School council (Parent), plus a mortgage.
- j. Herford Waldorf School Ltd.
- k. Governing Board on behalf of school as a charity.
- l. Findhorn Foundation.
- m. I think the social education and adjustment of the (ex) pupils
- n. The School Association.
- o. A local farmer.
- p. As one member of a trust, we own the land and buildings.

FINLAND*
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree

1. Country: Finland
2. Number of schools surveyed: 8
3. Average years of Waldorf teacher teaching experience: 7.5 years
4. Percent of teachers with public school experience: 37%
5. Percent of teachers with university degrees: 44%
6. Percent of teachers with formal Waldorf training: 22%
7. Percent of teachers who are Anthroposophists: 45%

Respondents: Chair: 37%, Teachers: 63%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To give students a positive outlook on life and make them adoptable to new situations.
- b. To develop new cultural life.
- c. To make the world a better place to live.
- d. Humanity; being able to work in the world; morality.
- f. Initiative, balanced and cooperative individuals.
- g. We are trying to make human beings of our students.
- h. A healthy human being
- i. Independent, free, social, artistic, thinking and practical individuals.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
75*	25	0

Comments:

- a. Yes
- b. No
- c. Yes--together with others (in cooperation with the outside world).

10. Must one be an Anthroposophist to be an effective teacher?

<u>Percentage</u>		
Yes	No	Dk
63*	37	0

11. Teaching can be/is based more on methods than Anthroposophy?

50	50	0
----	----	---

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

- a. Grouping effective in lower grades
- b. Few typical temperaments today, disturbed children
- c. As long as needed to be effective
- d. Sometimes

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?				
a. Democratic...(self-governing, open)	63*	13	0	
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	13	63*	0	
c. Authoritarian...(domineering, oppressive, dogmatic)	0	63*	0	
d. Accommodating...(flexible, adjusts to circumstances)	75*	13	0	
e. Other	25	0	0	

Comments:

- 1. Study, self-correcting
- 2. Collegial

34. Describe the faculty morale at your school?				
	Excellent	13		
	Good	38		
	Fair	38		
	Poor	13		

Comments:

- a. Not good always, could be better
- b. Too much work - tired teachers.

35. What are the best aspects of Waldorf education?

Comments:

- a. Inclusion of "real" knowledge of human beings.
- b. The understanding of child development.
- c. Making good human beings of students.
- d. Artistic methods, development phases, cooperation between school and home.
- e. Lack, freedom, future, past.
- f. Flexibility, artistic, and modern.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Chaos
- b. No Comment
- c. Very much depends on the teachers
- d. Cooperation of parents not effective enough
- e. More understanding and work needed in this level
- f. Are there any?
- g. Education at the higher levels
- h. Lack of time, effectiveness and preparation--"too much."

37. Is Waldorf education compatible with the times?

	Yes	No	Dk
	100*	0	0

Comments:

- a. Yes, it leads.

	Yes	No	Dk
38. Is Waldorf education too traditional?	0	88	13
39. Is Waldorf education too Germanic?	0	100	0
40. Should Waldorf students have earlier intellectual stimulation?	13	88*	0

Comments:

- a. They get enough outside of school
- b. Environment (outside) is relatively over stimulating.
- c. Get it at home, ages 0-7.

41. What would you change about Waldorf education?

Comments:

- a. Adjust curriculum (7 years at class teachers level; 1/2 year earlier, regarding subjects).
- b. Time tables
- c. We change it all the time
- d. We don't view it dogmatically--one can change it, if we can.
- e. These questions are absurd, because Waldorf education is not dogmatic; it is continuous progress; it is a living process.
- f. More understanding of our time.
- g. Nothing

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes
- b. No
- c. We hope so
- d. We think so
- e. That is our purpose.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Will meet the demands of a future society
- b. In Finland, it is quite good
- c. It is an education of future
- d. Its a necessity for saving the human soul on earth
- e. The schools will be more and more necessary in the future, but it demands a fresh attitude and renewal.
- f. It will be needed more and more
- g. It will grow
- h. Positive

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Excellent.
- b. Very well.
- c. We have no experience so far.
- c. Don't know yet.
- d. With two years experience, well.
- e. Well, so far.
- f. Quite well.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. One evaluation by contacting former students; results quite positive.
- b. By questionnaire sent to graduates and high schools.
- c. They are OK.
- d. We don't have a complete school (only 9 grades) so we cannot measure graduate success.
- e. No experience.
- f. Not measurable.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
100* 0 0

Comments:

- a. Yes. However, indoctrination is abolished at our school.
- b. No. Most parents are not anthroposophists.
- c. Yes. The curriculum is based on fact that the students learn to use their own thinking later.
- d. Yes. The children are not led to any one ideology.
- e. Yes. We hope so.
- f. Yes. If understood, it is the sense of Philosophy of freedom
- g. Yes. No comment.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk
0 100* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk
25 62* 13

Comments:

- a. Yes--no comment.
- b. No--no comment.
- c. Don't know; home education has greater influence in this area but this could happen later in one's life.
- d. No. Our morales do not allow us to do anything like that.
- e. No. Most parents are not anthroposophists.

Perception and Influence of Waldorf Education

	Percentage		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	37	63*	0
50. Have Waldorf school practices been adopted by the public/state schools?	75*	25	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	50	50	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	0	100*	0
53. Is there increased interest in Waldorf education?	75*	25	0

Comments:

- a. Yes. We have 14 or more schools in Finland and growing.

b. There are more to come.

64. Why do parents chose a Waldorf school for their children?

Comments:

- a. Artistic teaching; teaching the whole child (thought, feeling, will)
- b. They look for an alternative.
- c. They want something else than a normal school, Children can't go to the other state schools.
- d. Mostly they only want an alternative to the public school; Anthroposophically-orientated parents have ideological reasons
- e. They need an alternative to state schools.
- f. We are trying to make human beings of our students.
- g. It is a better alternative.
- h. For various reasons. Many parents, though not all, are aware of the fundamentals of Waldorf education and consider our school the best one.

55. How do parents respond to the NO TV policy? N/A

Administration and Governance

	<u>Percentage</u>		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	75*	13	0
57. Your school is managed by:	Yes	No	Dk
a. Outside appointed administrator	0	25	0
b. Selected teacher(s)	0	25	0
c. College of teachers	50*	25	0
d. All teachers	38	13	0
e. Community/parent teacher board or group	38	13	0
f. Other _____	13	0	0

Comments:

- a. Schools sends representative to our association

58. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	0	88	0
b. Commitment to Waldorf education	75*	13	0
c. Faculty member for two, three ... years	38	38	0
d. Attend Anthroposophical meetings/activities	13	50*	0
e. Member of the Christian Community	0	63*	0
f. Member of First Class	0	63*	0
g. No specific requirements	13	50*	0
h. Life experiences (Specify _____)	25	38	0
g. Other _____	38	13	0

Comments:

- a. Formally competent and good knowledge of Waldorf educ.
- b. Experience, continued education in Waldorf educ.
- c. State qualifications

59. Are novice teachers mentored by faculty?	Yes	No	Dk
	88*	0	0

60. At what grade level does your school decline to accept new students?

Comments:

- a. None
- b. Grade 7 or 8.
- c. No limits
- d. Depends on situation
- e. No rules; each case treated individually.
- f. Don't know yet.
- g. At class 9, or not at all
- h. We accept at all levels if we find it appropriate.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- 3 R
- 25 4 a. Financial support.
 - 38 9 b. Availability of qualified (degreed) teachers.
 - 38 1 c. Availability of Waldorf-trained teachers.
 - 25 9 d. Availability of Anthroposophical-based teachers.
 - 25 7 e. School equipment and supplies.
 - 25 9 f. Location of school.
 - 25 5 g. Retaining faculty and staff.
 - 50 9 h. Parent participation and cooperation.
 - 25 8 i. Student discipline problems (drugs, behavior, etc.).
 - 40 0 j. Class size.
 - 38 9 k. Physical condition of school facility.
 - 50 9 l. State/government/city regulations.
 - 50 9 m. Student enrollment--inadequate or overcrowded (circle one).
 - 50 9 n. Community acceptance of school.
 - 50 9 o. Maintaining an Anthroposophical-based educational program.
 - 25 9 p. Implementing Waldorf principles.
 - 37 9 q. Low teacher salaries and benefits.
 - 25 9 r. Other _____

Comments:

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 2 a. Tuitions.
 - 1 b. State or government funds.
 - 3 c. Grants (public or private). (Circle one or both)
 - 0 d. Business or industry support.
 - 4 e. School-fund raising activities.
 - 3 f. Individual donations.
 - 4 h. Bequeaths.

0 i. Other

Comments:

63. Who founded your school? Parents: 38% Parents/Teachers: 62%*
 Individual: 0% All four groups: 0%
 Business: 0%
 Teacher(s): 0%

Comments:

- a. Parents & teachers
- b. Mostly parents

64. Did (do) you build, own or lease your school building?
 13% 13% 38%*

65. Who owns your school?

Comments:

- a. Society supporting school (mostly teachers & parents)
- b. Association
- c. We do
- d. Local city
- e. Community of school
- f. A bank
- g. Parents

FRANCE
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree (December 31, 1997)

1. Country: France
2. Number of schools surveyed: 3
3. Average years of Waldorf teacher teaching experience: 12 years
4. Percent of teachers with public school experience: 17%
5. Percent of teachers with university degrees: 30%
6. Percent of teachers with formal Waldorf training: 72%
7. Percent of teachers who are Anthroposophists: 55%

Respondents: Chair: 33%, Teachers: 67%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To help students meet the Christ impulse.
- b. To wake human beings.

9. Is the goal of Waldorf education to change society?

Comments:

- a. No, but it could help a change for the better.
- b. No, Waldorf is not only for the elite.

10. Must one be an Anthroposophist to be an effective teacher?

11. Teaching can be/is based more on methods than Anthroposophy?

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?

Comments:

- a. Hopefully so.
- b. Yes.

<u>Percentage</u>		
Yes	No	Dk
0	33	0

Yes	No	Dk
33	67*	0

33	67*	0
----	-----	---

Excellent	0
Good	67*
Fair	33
Poor	0

Excellent	33
Good	0
Fair	67*
Poor	0

Yes	No	Dk
67*	33	0

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

Programs and Curricular Practices

Does your school program include the following practices?	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively. (mostly)	67*	33	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	100*	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades three, four.... <u>three or four</u> (If possible)	100*	0	0
21. School admission based on second dentition/teething (Many criteria)	67*	0	33
22. Forbid or restrict student TV viewing. (Discouraged)	100*	0	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	100*	0	0
Languages taught: French, German, & English			
26. Teach Latin and Greek:(Some both/one--teacher availability)	38	33	0
27. Teach main lesson/block lessons (No. of hours <u>2</u> per day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.			
30. Have a physician on staff to serve students.	67*	33	0
31. Teach computer literacy and applications: (Grade 12)	33	67*	0
32. Group students according to temperament.	67*	33	0

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Class teacher's responsibility--considered helpful.
- b. Depends on class teacher and age group. More effective with younger children.
- c. Always very effective.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	75*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	38	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	38	0
d. Accommodating...(flexible, adjusts to circumstances)	50*	13	0
e. Other	0	13	0

34. Describe the faculty morale at your school?	Excellent	0
	Good	33
	Fair	67*
	Poor	0

35. What are the best aspects of Waldorf education?

Comments:

- a. The social aspect possibility of evolution for all; students, parents and teachers
- b. All
- c. Sa Modernite"

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Can not respond for the entire faculty. My opinion would be my own.
- b. The big difference between Waldorf education and state--children's awareness of this.
- c. They are difficult to explain.

Yes	No	Dk
67*	0	0

37. Is Waldorf education compatible with the times?

Comments:

- a. It takes care of the whole human being.
- b. Of great importance, a necessity--hope for the future.
- c. We would not be involved if we did not believe it.

Yes	No	Dk
-----	----	----

38. Is Waldorf education too traditional?

0	67*	0
---	-----	---

39. Is Waldorf education too Germanic?

0	67*	0
---	-----	---

40. Should Waldorf students have earlier intellectual stimulation?

0	100*	0
---	------	---

Comments:

- a. More art is needed to balance out the over stimulation of the environment.
- b. Modern life gives enough intellectual stimulation.

41. What would you change about Waldorf education?

Comments:

- a. I wouldn't presume, but I'm convinced that it is rarely applied with enough enthusiasm, devotion and patience.
- b. The public examination.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes, as best we can.
- b. Yes.

43. What is your perception of the future of Waldorf education?

Comments:

- a. On the increase. An important new impulse could come from the East of Europe.
- b. It will not be easy.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Average.
- b. Very well.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Time alone can tell--wait 10 or 15 years.
- b. In yearly qualitative evaluation.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

66*	0	0
-----	---	---

- a. The imagination lively way of thinking is developed

	Yes	No	Dk
47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	0	100*	0
48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?	33	33	0

Perception and Influence of Waldorf Education

	Percentage		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	0	100*	0
50. Have Waldorf school practices been adopted by the public/state schools?	0	678	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	0	100*	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	33	67*	0
53. Is there increased interest in Waldorf education?	100*	0	0

Comments:

- State education is less appealing to the parents.
- Rotting state system.
- In France public education is actually collapsing.

54. Why do parents chose a Waldorf school for their children?

Comments:

- They are dissatisfied with public schools. Most often it's the children that choose the Waldorf School.
- For a thousand and one different reasons
- Free choice or some handicap in public schools
- For better education and/or a more humane school

55. How do parents respond to the NO Tv policy? N/A

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	100*	0	0
57. Your school is managed by:	Yes	No	Dk
a. Outside appointed administrator	0	33	0
b. Selected teacher(s)	0	33	0
c. College of teachers	100*	0	0
d. All teachers	33	0	0
e. Community/parent teacher board or group	67*	0	0
f. Other	0	33	0

Comments:

- For legal and basic financial decisions. The executive board of the fund-raising association.

58. Qualifications for the College of Teachers are:

a. Member of Anthroposophical society	0	33	0
b. Commitment to Waldorf education	100*	0	0
c. Faculty member for two, three ... years	33	33	0
d. Attend Anthroposophical meetings/activities	0	33	0

e. Member of the Christian Community	0	33	0
f. Member of First Class	0	33	0
g. No specific requirements	33	0	0
h. Life experiences (Specify _____)	33	0	0
g. Other _____	0	0	0

Comments:

a. To be older than 28 years.

59. Are novice teachers mentored by faculty?

Yes	No	Dk
100*	0	0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Grade 5/6 unless from another Waldorf school.
- b. Never.
- c. Grade 10.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- | | | |
|---------------|-----|--|
| $\frac{2}{3}$ | R | |
| 66 | 1 | a. Financial support. |
| 38 | 7 | b. Availability of qualified (degreed) teachers. |
| 13 | 2/8 | c. Availability of Waldorf-trained teachers. |
| 38 | 2/9 | d. Availability of Anthroposophical-based teachers. |
| 25 | 9 | e. School equipment and supplies. |
| 50 | 6 | f. Location of school. |
| 50 | 9 | g. Retaining faculty and staff. |
| 25 | 5/9 | h. Parent participation and cooperation. |
| 38 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 25 | 2/9 | j. Class size. ($\frac{2}{3}$ NOT COMPLETE) |
| 25 | 3/9 | k. Physical condition of school facility. |
| 37 | 9 | l. State/government/city regulations. |
| 50 | 9 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 50 | 4/9 | n. Community acceptance of school. |
| 25 | 2/9 | o. Maintaining an Anthroposophical-based educational program. |
| 25 | 2 | p. Implementing Waldorf principles. |
| 50 | 9 | q. Low teacher salaries and benefits. |
| 50 | 1 | r. Other |

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- 1 a. Tuitions.
- 2 b. State or government funds.
- 4 c. Grants (public or private). (Circle one or both)
- 0 d. Business or industry support.
- 3 e. School-fund raising activities.
- 6 f. Individual donations.
- 5 h. Bequeaths.
- 7 i. Other _____

63. Who founded your school? Parents: % Parents/Teachers: 33%
Individual: 0% All four groups: 0%
Business: 0%
Teacher(s): 33%

Comments:

a. Originally the school was founded by a single person. After a split it was re-founded by a teacher group.

64. Did (do) you build, own or lease your school building?
66%* 33%

65. Who owns your school?

Comments:

- a. An association linked with the school board.
- b. The college of teachers.

GERMANY
RESULTS OF INTERNATIONAL WALDORF
SCHOOL SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 240 schools (43% Response)

Earl J. Ogletree

1. Country: Germany
2. Number of schools surveyed: 42
3. Average years of Waldorf teacher teaching experience: 8 years
4. Percent of teachers with public school experience: 36%
5. Percent of teachers with university degrees: 53%
6. Percent of teachers with formal Waldorf training: 60%
7. Percent of teachers who are Anthroposophists: 61%

Respondents: Chair: 19%, Teachers: 62%, Admin.: 19%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To heal the physical body, strengthen the etheric body, co-ordinate the astral body so much that the ego can more easily control its work on the lower bodies.
- b. To develop all faculties enable students to cope with modern life on a social basis.
- c. A sound and educated individual.
- d. When they leave the schools, they have the inner freedom to education themselves creatively.
- e. Development of individual faculties.
- f. Preparation for life by education of thinking, feeling and will.
- g. Free thinking humanists, capable to a degree of being self-sufficient.
- h. To form individuals who are able to participate in community development and the arts.
- i. Joy in learning while developing the whole human being.
- j. Enable the child to lead his/her life independently.
- k. To facilitate personal development.
- l. To develop the students faculties and abilities as best as possible. Makes it possible to develop the self.
- m. The answer will fill a book.
- n. Steiner's lectures.
- o. To help student to develop his personality in a social way.
- p. Education of free individuals.
- q. To help each child find his own path in life/to equip as best him so he can meet the challenges that come to him.

- r. To build up people who can solve the problems of the future and carry on the spirit of humanity.
- s. To educate healthy and strong personalities who can cope with the problems of our times.
- t. To aid the development of our pupils by helping to clear the way that they can find their task in life.
- u. Bringing out the free individual's contribution to meeting today's and tomorrow's challenges.
- v. Healthy development of the children's body and soul.
- w. To bring out what can be developed in a child.
- x. Help a child by a variety and choice of subjects, etc. to develop a healthy creative human being in every respect.
- y. Personal development of each pupil.
- z. Freedom.
- al. Develop in an atmosphere of caring, guidance and preparation for future tasks in life.
- bl. To develop a free and creative personality.

	Percentage		
	Yes	No	Dk
9. Is the goal of Waldorf education to change society?	70*	27	2

Comments:

- a. Yes, so far as each person who changes himself changes society.
- b. Yes, Being critical, having initiative and being constructive.
- c. To a degree, improve rather than change.
- d. If to make change possible.
- e. People should become more initiatory/flexible.
- f. Yes, but not in an authoritarian way.
- g. Immediately no, informally, yes.
- h. Not necessarily, although society could stand some change.
- i. Need a three-fold society.
- j. Society cannot be changed. It must change itself out of self knowledge.
- k. Yes, change should be understood as helping the self to evolve.
- l. Goal is to educate free/thinking committed individual who play their part in society.
- m. No, this might be an unintended consequence, but not a goal.
- n. Yes, through increased awareness of individuals.
- o. No. We hope that students later are effective members of the society.

	Yes	No	Dk
10. Must one be an Anthroposophist to be an effective teacher?	31	60*	2
11. Teaching can be/is based more on methods than Anthroposophy?	43*	21	12

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent		7
	Good		55*
	Fair		26
	Poor		0

Comments:

- a. The whole range from poor to excellent is represented.
- b. Great differences.
- c. Our founding teacher-Maria Kaiser grew up in an Anthroposophical-family. She knows so much. We new teachers are still learning.

- d. It's not possible to generalize on mature judgements.
We all do our best!
- e. Growing with teaching experiences.
- f. Varies strongly from person to person.
- g. Anthroposophical work is our first priority.
- h. The gap between theory and practice is always a problem.
- i. We are regularly working on the basic literature of Steiner.
- j. The teaching body isn't one single person. Can't speak for all.
- k. Depends on experiences of individual teacher.
- l. Silly question.
- m. We're working on it.
- n. We are trying to be good teachers.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	14
	Good	41
	Fair	29
	Poor	2

Comments:

- a. Varies considerably.
- b. Spiritual activity.
- c. Again, Mrs. Kaiser has helped us.
- d. Have good teachers to look more deeply into these matters (as a rule).
- e. This area needs more work.
- f. Staff includes a physician and two therapeutic Eurythmists.
- g. Some have excellent and some poor understanding.
- h. Any generalizations about 80 people would be difficult.
- i. The understanding is good. But we have no therapists, as yet.
- j. Within today's standards.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	79*	2	7

Comments:

- a. Some do/some don't. The latter have usually stopped growing themselves.
- b. Not enough, but they all try hard.
- c. At least in our school we've all had formal Waldorf training.
- d. It's not possible to say how far this is generally done, but they should have.
- e. Constant conference work increases our knowledge.
- f. Depends very much on each teacher.
- g. Most do.
- h. For the most part, yes
- i. They are expected to have it. Our college seems to.
- j. They ought to at least.

* - Responses are significant at the .05 level of confidence, i.e. the difference in responses could only occurred by chance 5% of the time (error of 5%).

Programs and Curricular Practices
--

<u>Does your school program include the following practices?</u>	<u>Percentage</u>
	Yes No Dk

15. Continuous teacher--grades one-eight.	97*	0	0
16. Balanced school day--academic, artistic, physical activities-- morning, midday and afternoon, respectively.	83*	14	2
17. Student-written and illustrated note/workbooks.	98*	2	0
18. Meditation/prayer at beginning of day.	95*	5	0
19. History-of-man based language arts/reading program.	69*	7	7
20. Postpone formal reading from commercial textbooks until grades three, four. (some use Waldorf/books)	62*	12	0
21. School admission based on second dentition/teething	71*	19	2
22. Forbid or restrict student TV viewing.	57*	29	5
23. Teach form drawing--grades one-five.	95*	2	2
24. Teach geometric drawing and constructions--grades 6-8.	98*	0	2
25. Two foreign languages, beginning grade one.	91*	2	2
<u>Languages taught: Two foreign languages, beginning grade one:</u>			
English, 56%; French, 72%; Russian, 22%.			
26. Teach Latin and Greek (Latin, 38%; Greek, 21%).	50	36	0
27. Teach main lesson/block lessons (2 hours per day).	88*	5	0
28. Teach educational/artistic Eurythmy at each grade level.	95*	5	0
29. Curative Eurythmy is employed in therapeutic program.	83*	17	0
30. Have a physician on staff to serve students. (part-time)	81*	17	0
31. Teach computer literacy and applications (grade(s) 9-12).	38	48	0
32. Group students according to temperament.	62*	14	7

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Quite often in the lower grades. It is quite effective.
- b. Sometimes effective
- c. Varies. Sometimes very effective. Sometimes dropped.
- d. It is effective, but not easy to implement.
- e. Very helpful in the lower classes.
- f. Experienced teachers can help in some cases.
- g. We're working on this. Still in progress.
- h. Works in lower classes.
- i. Important for grades 1-4.
- j. It's not possible to say.
- k. Generally in classes 1-8, seems to be helpful.
- l. Quite often tried. Sometimes very effective (grades 1-4).
- m. Mainly in lower classes. Fairly effective.
- n. Depends on individuals situations.
- o. Each teacher would have to answer this individually.
- p. Depends on class teacher, usually in grades 1-5. Effect limited.
- q. Fairly well/often, especially in the upper classes.
- r. Used by all class teachers, but to different degrees.
- s. Mainly in classes 1-8, quite helpful.
- t. Mainly during main lessons.
- u. Hardly ever used.
- v. Very effective in the elementary school.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe the school's working/teaching climate? Yes No Dk			
a. Democratic...(self-governing, open)	69*	10	0

b. Laissez-Faire...(anarchic, no leadership, unclear goals)	12	41	0
c. Authoritarian...(domineering, oppressive, dogmatic)	14	36	0
d. Accommodating...(flexible, adjusts to circumstances)	45*	12	2
e. Other	5	7	2

Comments:

- a. It varies between democratic and accommodating.
- b. Republican
- c. Varies with changing needs.

34. Describe the faculty morale at your school?	Excellent	14
	Good	69*
	Fair	12
	Poor	0

Comments:

- a. Anthroposophy is not status quo, but rather as being the way of working with spiritual science.
- b. The methods of working together arise out of anthroposophy.
- c. It varies from excellent to poor.
- d. Internal politics determine morale.
- e. Self governing is not easy.
- f. In a Waldorf school we strive establish good morale. Although this is not a guarantee of effective teaching.
- g. We had problems in our school about 7 years ago and almost 20 teachers left the school. We still haven't completely overcome that change yet. That is why I judge faculty morale only as being fair.
- h. Comparatively high levels of social awareness and parents participation; almost nobody is over age 40.
- i. It would be meaningless to generalize.

35. What are the best aspects of Waldorf education?

Comments:

- a. Through each step of development there is the laying spiritually into the souls of the children. Understanding the human being in a deeper way.
- b. Social, artistic and craft activities.
- c. The child's general-individual development is at the center of education as are the curriculum and therapeutic considerations.
- d. Free from state rules and regulations.
- e. The children are educated in their physical, emotional and intellectual faculties.
- f. Concept of child development an integral part of the education program. Intimate social life in school. Education based on freedom, initiative, finding one's own goals and respect for others.
- g. The humanitarian aspects.
- h. Spiritualism, humanism.
- i. Freedom in learning.
- j. Respect of child development, flexibility, creativity, no specialization in the curriculum.
- k. Opinions vary.
- l. Doesn't just concentrate on intellectual development.
- m. Based on the study of man.

- n. Arts, class teaching in a more artful way, crafts and languages.
- o. To have all children (students) together--grades 1-13.
- p. Pedagogy.
- q. Reverence for the child.
- r. Education of free human beings.
- s. That it offers a clear workable alternative to the bankrupt ideas for education in the public sector. Waldorf education is truly future oriented, even if not all of its potential has been realized.
- t. Independence/freedom of mankind. Considering the whole life of a child, not only the state of development.
- u. Education to freedom to responsibility towards the world, society and oneself.
- v. Educating children to become creative thinkers and free individuals.
- w. We can plan our work based on the development and life of the child.
- x. Teacher adjusts teaching and curriculum to individual needs of children.
- y. The curriculum follows the child's development of body and soul.
- z. Teaching based on concept of human development.
- a1. Development of individual abilities and skills.
- b1. Levels of freedom in school without being Laissez-faire.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Language methodology.
- b. We see none.
- c. Initiatives are one's free will.
- d. Inexperienced teachers and the rapid growth of the school, despite inexperience of some teachers.
- e. Group teaching of foreign languages.
- f. More research on the anthroposophical basis of child development should be done.
- g. Lack of compulsory guidelines can lead to inefficiency.
- h. Opinions vary.
- i. Preparation and planning time.
- j. Wissensvermittlung
- k. Exact work.
- l. Limited equipment to teaching natural sciences.
- m. Theoretical; nothing practical, improper implementation of curriculum and timing of teaching.
- n. Quality control of teaching effectiveness.
- o. Discipline, consequent demands of efforts from students, strict rules.
- p. Relation between spirit, life-judicial and life-economy.
- q. Immense responsibilities placed on teachers because of additional administrative functions and responsibilities.
- r. We don't see any point in generalizing statements.
- s. Perhaps problems of identity that arise from confrontations with society.
- t. Organization/structure.
- u. Conferences.

w. We have good teachers and parents. Waldorf is effective. However, the greater the freedom teachers have the greater the opportunity to be lax in teaching and carrying out responsibilities.

37. Is Waldorf education compatible with the times?

Yes	No	Dk
86*	5	0

Comments:

- a. It is the best knowledge and the only education that heals the wounds cut by our times.
- b. This is being worked on as a major goal.
- c. The development of the child doesn't decrease so quickly
- d. Yes, even more necessary when the giant steps of mankind are conveyed without being able to experience what's led up to them.
- e. If it is correctly applied.
- f. Not compatible, but essential.
- g. If properly implemented it is highly modern.
- h. Students develop very well.
- i. If we didn't believe so, we wouldn't be here.
- j. It has answers to problems of today's civilization.
- k. Very much.
- l. Of course.
- m. With the needs of the future
- n. Not only compatible, but essential/necessary.
- o. Perhaps not in all fields.
- p. It is important to educate the whole person.
- q. If it weren't Waldorf schools wouldn't and shouldn't exist.
- r. Times change so quickly, there is hardly any point in trying to prepare kids for them.
- s. Waldorf education is not static. We constantly try to find therapeutic answers to the problems of our times.

38. Is Waldorf education too traditional?

Yes	No	Dk
16	47*	12

39. Is Waldorf education too Germanic?

Yes	No	Dk
21	37	12

40. Should Waldorf students have earlier intellectual stimulation?

Yes	No	Dk
7	84*	2

Comments:

- a. The intellectual stimulation is most often too great in the first seven years, usually at the cost of developing the lower senses well enough.
- b. Our world is intellectual enough. They is too much stimulated when they come to school.
- c. Best from 10-12 years onward.
- d. It's not a lack of that stimulation, but a more social education.
- e. Based on Steiner's Study of Man, why should they before the etheric body and the astral body are present.
- f. Intellect attached to responsibility should be started early.
- g. They should be taught moral acts.
- h. Enough intellectual stimulation given by environment already.
- i. Stimulation of the will and feeling comes first.
- h. After second dentition.
- j. Question is not precise enough.

- k. Our state school system shows the negative effects of acceleration
- l. We are satisfied with the results of our present methods and curriculum.
- m. Intellect tends to develop even earlier anyway.
- n. The intellectual stimulation outside is already strong enough.
- o. Today this stimulation is everywhere.

41. What would you change about Waldorf education?

Comments:

- a. More work on developing the senses in the first 3-4 yrs. i.e. more art/hand/foot work.
- b. Each school is different. Each can change education progressiveness.
- c. Minimize class size.
- d. Craftsmanship should become a part of the curriculum.
- e. We have to change our approach to Anthroposophy in classes--9, 10, 11 & 12.
- f. Less regulations by state. More financial support.
- g. Make students more independent; and able to produce individually.
- h. Teachers should be obliged to participate in further educational courses, also in forms of general knowledge.
- i. Make it non-traditional, past oriented. Many teachers react to authorities for lack of self-confidence.
- j. Increase teacher salaries.
- k. Improve teacher training.
- l. Question too general.
- m. Regulation of final exams.
- n. Need more Waldorf educated teachers.
- o. Nothing fundamental. Many small improvements possible.
- p. Need social involvement of students. i.e. in cleaning/repairing the building.
- q. Still more arts/crafts.
- r. Cannot be covered in a few words.
- s. More/better trained teachers are needed.
- t. I would adjust some subjects to the needs of the students and present time society.
- u. We are trying to find ways to individualize learning activities/not to get away from main lessons.
- v. Smaller class sizes.
- w. Leave out class grade 13 (final degree).
- x. Fewer students in the grades. More discipline. More time for advanced training for teachers.
- y. Nothing.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. As much as we understand the indications and are able to put them in to practice.
- b. As far as possible.
- c. Yes.
- d. We try to do so.
- e. More or less we try to.

- f. We're on the way to try it.
- g. I believe we sincerely try.
- h. Yes, to a great extent.
- i. In a creative way, yes.
- j. On the whole, we try it.
- k. We try hard.
- l. Yes. Mostly.
- m. Yes, but not because he (Steiner) told us to.
- n. Trying to.
- o. Yes. As far as the individual teachers have come to understand his indications.
- p. On the whole, we certainly do.
- q. Of course, what else!
- r. Not totally.

43. What is your perception of the future of Waldorf education?

Comments:

- a. It will undergo severest trials.
- b. The great interest in Waldorf education shows that parents believe in its future.
- c. Adaption to the spirit of the time, more individualization and the development of social-therapeutic methods of teaching.
- d. It will increase. It needs much strength to change with the times.
- e. It will be more helpful in coping with the socio-psychological difficulties of the time.
- f. Waldorf will spread. But, perhaps, with loose conceptions of Steiner education because of too few fully trained Waldorf teachers.
- g. It will be taken more/more seriously.
- h. Crisis of legitimation (as all other institutions).
- i. To cope with the challenge of increasing aggressiveness/ decreasing ability of the students to concentrate.
- j. There will be a decline if it does not adopt to today's needs.
- k. Extent that it will cause interval changes, e.g. economic factors.
- l. Not much change in the next 20 years.
- m. Despised by the masses, valued by few.
- n. There is a great future if the anthroposophical exercises stay alive in the teachers.
- o. More students, fewer qualified Waldorf teachers.
- p. Will be increasingly accepted.
- q. The necessity for the schools is clearly here.
- r. Success will depend on finding qualified teachers.
- s. Positive.
- t. It's going to get harder, but more necessary.
- u. I hope we can keep up with the standards.
- v. It has to meet demands of the times; modernize the curriculum.
- w. Children need it more than ever before.
- x. Provided we can continue to receive adequate state financing.
- y. It will grow. Don't have enough teachers.
- z. If it stays alive/constantly reinvents itself it is good for a couple of centuries.
- a1. It will grow, hopefully not too fast.
- b1. Hard to get qualified teachers.

- c1. Become aware of progressive education development.
- d1. Increase education challenges.
- e1. Optimistic. Likely to influence state schools.
- f1. Expanding need for Waldorf schools.
- g1. Has to improve, but not lose spiritual essence.
- h1. Excellent.
- i1. An expanding movement of utmost importance for the future.
- j1. It will become more difficult.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Fairly well in state high schools. Sometimes excellent in universities.
- b. Usually well, but this school has only younger students.
- c. Well.
- d. No experience so far.
- e. Good.
- f. Usually like other students.
- g. As well or badly as others.
- h. As far as I know; they have initiative.
- i. OK.
- j. Very well.
- m. With variety.
- n. Very good--normal.
- o. Above average
- p. Generally well. Each according to his ability
- q. Fair
- r. Pretty well. They are appreciated for their flexibility, adaptability, creativeness.
- s. As far as we know very well. Better than expected.
- t. Quite well.
- u. Pupils from older, fully grown schools in Germany do perform very well.
- v. As far as I know, they are perfectly capable of competing with high school students.
- w. Some go on to public schools, others go into job training/sheltered workshops.
- x. Once they've gotten over their initial shock, well.
- y. Well, often very well.
- z. Quite well in state high school. No experience in university.
- al. Different; some do excellent, others fail.
- bl. Creatively.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. How much "growing future" do they maintain.
How adjustable are they?
- b. No graduates yet.
- c. Good
- d. High
- e. Normal
- f. It gives more real knowledge of life than other schools,

- no students can start life more flexible in our times.
- g. We don't have sufficient intellectual requirements to measure qualitative development.
 - h. Depends on graduate--independence, ability to shape their lives.
 - i. Individually.
 - j. We wait 10 years to evaluate and to what sort of people they have become.
 - k. A balanced personality.
 - l. We use state examinations.
 - m. By personal contact.
 - n. They are statistics.
 - o. Conscious pursuit of own goals.
 - p. Nebulous.
 - q. All are happy/useful members of society.
 - r. Most of them get jobs that satisfy them (including some deviations).
 - s. Academically, based on the number of students who complete them.
 - t. We don't systematically compare with former students.
 - u. See survey.
 - v. They do form own their personal opinions.
 - w. Pretty well.
 - x. We do not, except from what we learn from brochures/publications.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
94* 2 2

Comments:

- a. Yes, only when we succeed in giving the children concepts/ideas that can still grow/change.
- b. A very philosophical/political question. Opinions vary.
- c. Waldorf education can give the possibility to become a free individual when they are grown up.
- d. Yes, we try to do that.
- e. Yes, but not many examples.
- f. If it is good; and if it shows all aspects of a subject.
- g. Thinking definitely should be trans-cultural and free from prejudices
- h. It can do so.
- i. Yes, because of Goetheanistic studies.
- h. Students leave the basics to class teacher (authority) to grade 8.
- j. Well of course; that should be clear.
- k. That is a declared goal.
- l. Yes, meaning responsible, not arbitrary.
- m. Yes, trying to.
- n. Waldorf education tries to help the young pupils to develop in that direction.
- o. Yes, it does, if it works really well.
- p. Ideally yes, individuals are given opportunities to experience themselves in various situations which require a great deal of flexibility and creativity.
- q. Hopefully.
- r. Pupils seem less predictable in their thinking than at

- other schools. Is that Free?
- s. No. It helps individuals to develop.
- t. Yes, this is one of our aims.
- u. Tries to.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	Yes	No	Dk
	12	77*	2
48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?	55	27	2

Comments:

- a. To spiritual world yes. Very few students become anthroposophists. The predisposition is only so strong as to really enable a free choice adulthood whether they go a spiritualistic or materialistic way.
- b. Answer derived from perceptible results with our students
- c. Not pressed in one direction. Human beings are open to spiritual world, especially children.
- d. The openness is influenced definitely, but whether they come across anthroposophy or media arts down the road is hard to say.
- e. We are a christian school only.
- f. Have the feeling that the world's full of undiscovered interesting phenomenon.
- g. Waldorf education is opposed to materialism, but it doesn't teach Anthroposophy.
- h. Not consciously.
- i. That depends on the person's inclinations.
- j. Yes, not to all of them, not the majority.
- k. It should make students open to spiritual ideas if pursued correctly.
- l. We hope it opens their minds for everything.
- m. yes, but no indoctrination. Free thinking includes openness to spirituality.
- n. Yes, open to ideals, morals, ethics and social values.
- o. Heavily discussed.
- p. Don't know, I can't see that.

Perception and Influence of Waldorf Education
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	<u>Percentage</u>		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	19	69*	7
50. Have Waldorf school practices been adopted by the public/state schools?	58*	23	9
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	44	42	12
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	19	63*	9
53. Is there increased interest in Waldorf education?	5	81*	14

Comments:

- a. Conditions at state schools are unacceptable for many parents.
- b. Well, I've worked in the a GDR (state) school, so you can imagine how attractive an education in freedom is.

- c. As alternative schools
- d. State schools get worse.
- e. Lots of new schools, public discussion, problems in state schools.
- f. Parents keep asking about Waldorf education.
- g. Have great interest because of strict policies in state schools.
- h. New schools every year.
- i. More students come to us, we need new schools.
- j. Public education is deteriorating.
- k. Many state schools students fail because of class/impersonal atmosphere.
- l. We have steadily increasing applications for admission.
- m. Frequent requests for information by teachers/ heads of neighboring state schools.
- n. Especially in the former GDR.
- o. Has to do with the situation in state schools.
- p. Increasing problems at state schools.
- q. They are the only real alternatives to state education apart from conference schools.
- r. Not enough qualified teachers to start new schools.

54. Why do parents choose a Waldorf school for their children?

Comments:

- a. They are dissatisfied with public schools. Most often it's the children that choose the Waldorf School.
- b. Different reasons.
- c. For better education and/or a more humane school.
- d. Some have difficulties with state schools. Some are concerned with quality.
- e. Because of stress, emulation, rivalry and violence.
- f. They want to do the best for their children.
- g. They think it is easier to learn here.
- h. Increasing dissatisfaction with state schools
- i. As an alternative to state schools.
- j. God knows.
- k. Not aggressive.
- l. Good education, good reputation of the school.
- m. Fear of pressure at state schools.
- n. Individual education.
- o. Spiritual and also because it's artistic or fashionable.
- p. Familiarity with Waldorf concepts. Child's failure in state schools. Children handicrafts are taught.
- q. They don't like state schools. They are anthroposophically oriented.
- r. They are anthroposophists or former Waldorf students.
- s. Convictions about the value of Waldorf education.
- t. Some want this particular kind of education, others because their children don't fit into state school system.
- u. Waldorf schools will solve school/family problems.
- v. They look for an open environment for development, for a community; and non-competitive learning.
- w. Better school for their children.
- x. More art, music, therapy and care of children.
- y. Less competition, no exams, no grouping by ability,

social outlook, individual treatment of children,
broad outlook and concentration on arts and music.

55. How do parents respond to the NO TV policy? N/A*

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	76*	12	2
57. Your school is managed by:			
a. Outside appointed administrator	19	45*	0
b. Selected teacher(s)	21	36	0
c. College of teachers	71*	7	2
d. All teachers	29	31	0
e. Community/parent teacher board or group	48*	14	0
f. Other _____	5	17	0

Comments:

- a. College is managing the school to a greater extent.
- b. College of teachers/board of governors.
- c. Economic questions are settled by parent/teacher board as far as financial questions are concerned.
- e. Administrator cooperates with parent/teacher.

	Yes	No	Dk
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	33	41	0
b. Commitment to Waldorf education	79*	2	2
c. Faculty member for two, three ... years	50*	26	0
d. Attend Anthroposophical meetings/activities	14	52*	2
e. Member of the Christian Community	7	64*	0
f. Member of First Class	0	58*	4
g. No specific requirements	21	36	0
h. Life experiences (Specify _____)	17	26	0
g. Other _____	12	19	2

Comments:

- a. To agree to educate oneself.
- b. Waldorf seminar participation.
- c. No College of Teachers.
- d. Two years teaching experience.
- e. Commitment for a year to attend the College of Teachers.
- f. Teaching abilities.
- g. Participate in Waldorf seminars with exceptions.
- f. State examination for teachers.
- g. We decide unanimously in each case.
- h. Teaching experiences.

	Yes	No	Dk
59. Are novice teachers mentored by faculty?	97*	0	0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Usually in grade 12.
- b. School still too young (grade 1-4).
- c. Practice varies at high school level.

- d. Grade 10.
- e. We try to integrate everybody.
- f. In every grade level.
- g. Still open.
- h. Class 9.
- i. In general grade 8.
- j. No fixed level.
- k. There is no policy. Usually class 9. It becomes very difficult.
- l. Class 11.
- m. At 9th grade,
- n. At no level.
- o. No limit.
- p. Accept in class 1-11, very rarely into class 12.
- q. We take new students at all grade levels.
- r. Grade 12, but not as a rigid rule.
- s. That depends on student/class/teacher to accept them.
- t. Acceptance depends on the availability of space and individual needs.
- u. We basically accept them at any grade.
- v. Grade 10.
- w. Class 11 usually.
- x. No state school students from 11th or 12th grades.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

%	R	
26	1	a. Financial support.
25	1	b. Availability of qualified (degreed) teachers.
29	9	c. Availability of Waldorf-trained teachers.
17	10	d. Availability of Anthroposophical-based teachers.
24	9	e. School equipment and supplies.
33	9	f. Location of school.
26	9	g. Retaining faculty and staff.
19	9	h. Parent participation and cooperation.
21	9	i. Student discipline problems (drugs, behavior, etc.).
33	9	j. Class size.
26	9	k. Physical condition of school facility.
19	9	l. State/government/city regulations.
31	9	m. Student enrollment--inadequate or overcrowded
41	9	n. Community acceptance of school.
38	9	o. Maintaining an Anthroposophical-based educational program.
28	9	p. Implementing Waldorf principles.
28	9	q. Low teacher salaries and benefits.
43	0	r. Other

Comments:

- a. Each teacher would probably rank the issues a little bit different.
- b. We have not enough time to go on studying with anthroposophy and the pedagogy. We have not enough money for engaging more

- teachers.
- c. Should be understood in connection with building a new school building.
 - d. We have to install upper school with special concepts.
 - e. Building program: four teachers have government support.
 - f. Aside from the ever present financial strain and in need of trained teachers. No major problems.
 - g. Transition of leadership to oriented pioneering phase to cooperation of equals.
 - h. Fortunately we have no problems.
 - i. Our school is well accepted, but established public financial funding is decreasing.
 - j. Very different to decide which is most important.
 - k. Children are becoming more difficult to teach and to present a real challenge as to how to meet this situation.
 - l. The state has begun to cut back funding.

<p>Major Sources of Income and Founding Sources of your School</p>

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 1 a. Tuitions.
 - 2 b. State or government funds.
 - 3 c. Grants (public or private).
 - 6 d. Business or industry support.
 - 3 e. School-fund raising activities.
 - 4 f. Individual donations.
 - 6 h. Bequeaths.
 - 4 & 8 i. Other

63. Who founded your school? Parents: 61%* Parents/Teachers: 10%
 Individual: 9% All four groups: 6%
 Business: 2%
 Teacher(s): 12%

Comments:

- a. An industrialists/his wife (both anthroposophists) started the school on the grounds of their factory plant.
- b. First group, parents.
- c. Former Waldorf pupils or adults, parents, teachers.
- d. Diverse parents, teachers, individuals.
- e. Group of interested people (foundation)--teachers, leaders, parents.
- f. Parents got together with teachers.
- g. Innovative run Waldorf model (handicapped & normal children together).
- h. Parents operating a kindergarten, found teachers to start the school.
- i. Parents/teachers.
- j. Individuals who wanted a school in the country out of the city
- k. Two female teachers who enrolled neglected children.

- l. Small group of parents and teachers who had known about Waldorf education from pre-war times.
- m. Teacher, parents and other supportive individuals.
- n. Demanded by parents.

64. Did (do) you build, own or lease your school building?

42% 28% 26%

65. Who owns your school?

Comments:

- a. We built it/own it.
- b. Yes.
- c. The city of Hamm.
- d. The school association (parents/teachers).
- e. Town of Magdeburg
- f. We'll try to buy it later from the community.
- g. The grounds are rented from the trust of the ex GDR.
- h. School Association.
- i. School
- j. Our Association.
- k. Parents, teachers and the bank.
- l. Schulvereni (all members of it).
- m. A charitable trust.
- n. The town of Wolfsburg.
- o. Community
- p. Teachers
- q. City of Cologne
- r. A legal body called Waldorf School Bauverein, comprised of parents/teachers.
- s. Society for the support of Waldorf education.
- t. School is owned by an Association--parents, teachers and friends.
- q. Charitable trust.

* Question not included in earlier distribution of survey.

HOLLAND
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree

1. Country: Holland
2. Number of schools surveyed: 17
3. Average years of Waldorf teacher teaching experience: 7 years
4. Percent of teachers with public school experience: 39%
5. Percent of teachers with university degrees: 15%
6. Percent of teachers with formal Waldorf training: 42%
7. Percent of teachers who are Anthroposophists: 58%

Respondents: Chair: 12%, Teachers: 70%, Admin.: 18%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To help develop children as they can realize their missions.
- b. Rebuilding society
- c. To help young people become themselves and become free adults
- d. Development.
- e. To have people with a free, well balanced judgement and social involvement.
- f. To education, develop young people to be responsible for earth and mankind.
- g. Help children develop themselves to educate young people to become men who can carry their responsibility and have a certain knowledge in the world so man can make a strong stand in the world.
- h. The personality of the children.
- i. Total development and individual development of the child to be a free thinking member of society.
- j. To provide for as much possibilities for development as possible.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
44	50	6

Comments:

- a. In a certain way.
- b. No
- c. It's not only up to us.
- d. If it would happen, we will be glad but its not the aim.
- e. Not the good but it does always change society maybe indirectly.

**-Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.*

- f. That is the freedom of the Waldorf educated to adjust to new life situations.
- g. At last it is
- h. That's how it started in Germany.
- i. Not a goal, but surely an outcome.

	<u>Percentage</u>		
	Yes	No	Dk
10. Must one be an Anthroposophist to be an effective teacher?	44	39	11
11. Teaching can be/is based more on methods than Anthroposophy?	17	61*	17
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?			
	Excellent	0	
	Good	72*	
	Fair	28	
	Poor	0	

Comments:

- a. We have "settled Anthroposophists" as well as "Newcomers". Very individual, varying from none to excellent.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	11	
	Good	39	
	Fair	44	
	Poor	5	
14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	83*	0	6

Comments:

- 1. Most of them do. Most of them have as we have several good training courses. It's a very complex subject. It requires a life-long study/practice.
- 2. We are one of many young schools here. Small number of experienced Waldorf teachers.

Programs and Curricular Practices
--

	<u>Percentage</u>		
<u>Does your school program include the following practices?</u>	Yes	No	Dk
15. Continuous teacher--grades one-eight.	72*	17	6
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	94*	0	6
17. Student-written and illustrated note/workbooks.	94*	6	0
18. Meditation/prayer at beginning of day.	89*	6	6
19. History-of-man based language arts/reading program.	50*	22	17
20. Postpone formal reading from commercial textbooks until grades three, four.	50*	22	11
21. School admission based on second dentition/teething	27	56*	6
22. Forbid or restrict student TV viewing.	44	56	0
23. Teach form drawing--grades one-five.	83*	11	6
24. Teach geometric drawing and constructions--grades 6-8.	94*	0	6
25. Two foreign languages, beginning grade one.	89*	6	0
<u>Languages taught: German, English & French</u>			
26. Teach Latin and Greek (Circle one or both).	17	72*	6

27. Teach main lesson/block lessons (2 hours per day).	61*	17	6
28. Teach educational/artistic Eurythmy at each grade level.	56	39	6
29. Curative Eurythmy is employed in therapeutic program.	56	44	0
30. Have a physician on staff to serve students.	50	50	0
31. Teach computer literacy and applications (grades: 9-1).	39	56*	6
32. Group students according to temperament.	61*	17	11

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. It helps in bringing on differentiation into the classes during the lessons. 2/3 times a year difficult to combine classes (we have grade 2+3, 4+5 and 6+7 together).
- b. In principal yes; depends on the teacher effectiveness as much as possible.
- c. It is the most effective way of teaching.
- d. Always quite effective. Speech formation for students part-time.
- e. We have very small classes. This makes it very difficult.
- f. Very hard to say if it has any effect. Half of all classes lower classes effective.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?			
a. Democratic...(self-governing, open)	67*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	6	39	0
c. Authoritarian...(domineering, oppressive, dogmatic)	11	39	0
d. Accommodating...(flexible, adjusts to circumstances)	78*	11	0
e. Other	17	11	0

Comments:

34. Describe the faculty morale at your school?	Excellent	11
	Good	83*
	Fair	6
	Poor	0

Comments:

- a. We have organized preschool = 3 to 4 years, elementary = 4 to 6 years, secondary = 6 to 12/13 years (from 1 to 7) class. One third are members of the Anthroposophical Society. The other part is inspired by Anthroposophy. Hard to say we keep studying the matter. This is one of the problems we look at.

35. What are the best aspects of Waldorf education?

Comments:

- a. Individualized education. The total development of the child is important, not just its intellectual development..
- b. Following the stages of development of the children.
- c. Helping to grow the individual in a social context.
- d. Curriculum
- e. DK
- f. That there are so many different lessons. Its a bright education and

- a good base to stay in life. Every lesson is equally important.
- g. Education according to physical and spiritual development of the child.
- h. The Karma idea. The way of creative thinking.
- i. Freedom and Steiner's concept of child development.
- j. Social development.
- k. Teacher stays with his class. Artistic approach to intellectual development.
- l. Development.
- m. Inner freedom.
- n. Freedom of spirit--meant for the future.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Differentiation in the classes.
- b. Gymnastics.
- c. This is difficult to say. You can't prove anything. You must believe in what you do. All your work has effective aspects.
- d. Remedial teaching.
- e. I don't know.
- f. Classes are too large..
- g. Perhaps a lack of discipline.
- h. Class differentiation.
- i. Spelling and reading
- j. Not enough differentiation.
- k. Tendency to be too traditional.

37. Is Waldorf education compatible with the times?

Yes No Dk
67* 11 6

Comments:

- a. For our elem. school it's hard; secondary school: Yes.
- b. Organization and getting new structure in our school.
- c. If it is a real Waldorf education, it should not be time bound.
- d. Coping with today's questions.
- e. Only if the teacher is good enough.
- f. Not for the highest classes.
- g. It has many "timeless" aspects.
- h. If the teacher is up to date and able to use it in the lessons in the right way.

38. Is Waldorf education too traditional?

Yes No Dk

39. Is Waldorf education too Germanic?

28 50* 6

40. Should Waldorf students have earlier intellectual stimulation?

11 72* 6

6 72* 11

Comments:

- a. Intellectual stimulation is inherent to our society. Stimulation comes one way or the other.
- b. Because it's too early. And they have problems when they get older.
- c. Most of them are intelligent enough, others need it, perhaps, according to the being of the child.
- d. Not before 7 years. Need energy for their body.
- e. Earlier? Why? What age do you mean? 6 or 7 years old?

Not good for their development.

41. What would you change about Waldorf education?

Comments:

- a. The teachers with "closed eyes"
- b. Maybe a system for young teachers to follow the children in all their aspects of development.
- c. Having consciousness of what we are doing.
- d. Develop more detailed skills in children.
- e. In some cases the use of books is more effective.
- f. Not much.
- g. Differentiation in types of schools and rewriting curriculum in highest classes.
- h. More attention to individual training of teachers.
- i. In its pure form it incorporates change.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes
- b. We try to do it.
- c. We try to do that in relation with modern times.
- d. Yes
- e. Having consciousness of what we are doing.
- f. We try to achieve
- g. We hope so
- h. Yes, as far as we can see.
- i. In spirit, yes.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Show quality and good cooperation growing; but more rules from the state.
- b. It might transform but will keep on growing quite well.
- c. Do we develop the right forms of social awareness in ourselves and our pupils
- d. The schools might be difficult. The education is good.
- e. Don't know.
- f. We hope that many people will enjoy it.
- g. This is going to be a difficult time.
- h. It will be more difficult for them in a non-spiritual society.
- i. Good, it will stabilize.
- j. It has a great future because the children can bring creative elements into society.
- k. If there is to be a clear line between school and society, expectations are good otherwise not.
- l. Positive
- h. Of many of the principles: excellent; of the school: good.

44. How well do you perform students in state high schools and/or universities?

Comments:

- a. Very well

Perception and Influence of Waldorf Education

	Percentage		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	44	39	17
50. Have Waldorf school practices been adopted by the public/state schools?	28	50*	6
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	50*	22	17
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	22	50*	11
53. Is there increased interest in Waldorf education?	61*	22	6

Comments:

- a. People want more individualized education; more children are coming.
- b. We are getting more and more children.
- c. Waldorf schools in Marland are very open. See an increase in schools/number of pupils. It goes up and down, last year it seemed to increase.
- d. School is still growing.

54. Why do parents choose a Waldorf school for their children?

Comments:

- a. For their hearts.
- b. The education respects the individual child and his development.
- c. Good reputation and disappointment elsewhere.
- d. Broad development of students.
- e. They choose our school because they think about education..
- f. Interest in education, anthroposophy and the outlook of the school.
- g. The overall atmosphere, because they are dissatisfied with other schools.
- h. There are so many different reasons. Mostly they have a good "feeling" of our school.
- i. But there are many different reasons; individualized instruction and not only intellectual development.
- h. Usually because they like what they see when they meet us.

55. How do parents respond to the NO TV policy? N/A

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	61*	17	0
57. Your school is managed by:			
a. Outside appointed administrator	33	39	0
b. Selected teacher(s)	50*	22	0
c. College of teachers	67*	11	0
d. All teachers	22	39	0
e. Community/parent teacher board or group	39*	17	0

f. Other _____	22	22	0
Comments:			
a. Board of parents			
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	50	39	0
b. Commitment to Waldorf education	67*	17	0
c. Faculty member for two, three ... years	39	39	0
d. Attend Anthroposophical meetings/activities	28	50*	0
e. Member of the Christian Community	6	67*	6
f. Member of First Class	6	67	6
g. No specific requirements	22	39	0
h. Life experiences (Specify _____)	11	39*	0
g. Other _____	22	17	0

Comments:

a. Teacher qualifications			
59. Are novice teachers mentored by faculty?	89*	0	0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Tenth grade unless they come from another Waldorf school..
- b. No.
- c. If they are "normal" they can come in any grade.
- d. Every level.
- e. We do not decline to enroll new students.
- f. Never.
- g. At the ninth or tenth form.
- h. It depends on each child.
- i. No rules on this issue.
- j. No class.
- k. Eleventh grade.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:9

- | | |
|----|---|
| R | |
| 17 | 3 a. Financial support. |
| 11 | 9 b. Availability of qualified (degreed) teachers. |
| 33 | 1 c. Availability of Waldorf-trained teachers. |
| 17 | 2 d. Availability of Anthroposophical-based teachers. |
| 33 | 9 e. School equipment and supplies. |
| 44 | 9 f. Location of school. |
| 17 | 9 g. Retaining faculty and staff. |
| 17 | 9 h. Parent participation and cooperation. |
| 39 | 9 i. Student discipline problems (drugs, behavior, etc.). |
| 17 | 9 j. Class size. |
| 44 | 9 k. Physical condition of school facility. |
| 22 | 9 l. State/government/city regulations. |
| 39 | 9 m. Student enrollment--inadequate or overcrowded. |
| 33 | 9 n. Community acceptance of school. |
| 33 | 9 o. Maintaining an Anthroposophical-based educational program. |

- 39 9 p. Implementing Waldorf principles.
- 39 9 q. Low teacher salaries and benefits.
- 90 0 r. Other

Comments:

- a. Issues impact differ for elementary and secondary school
- b. Organization and getting new structure in our school
- c. Attracting enough children to maintain governmental support
- d. The rest is not yet important

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- 2 a. Tuitions.
- 1 b. State or government funds.
- 5 c. Grants (public or private). (Circle one or both)
- 5 d. Business or industry support.
- 3 e. School-fund raising activities.
- 4 f. Individual donations.
- 5 h. Bequeaths.
- 5 i. Other

Comments:

- a. School fees paid by parent

63. Who founded your school? Parents: 90%* Parents/Teachers: 0%
- Individual: 0% All four groups: 0%
- Business: 0%
- Teacher(s): 0%

Comments:

- a. The parents wanted to have a W. school for their children. They wanted a school for their children.
- b. Parents!
- c. Parents who were teachers as well .
- d. A group of parents
- e. Has come forth from other Waldorf schools in town.

64. Did (do) you 44% build, 17% own or 28% lease your school building?

65. Who owns your school?

Comments:

- a. We are and the foundation
- b. The Board
- c. Local government
- d. The city of Enschede
- e. The city
- f. The Rudolf Steiner Foundation
- g. The Foundation
- h. Government

ITALY
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree

1. Country: Italy
2. Number of schools surveyed: 5
3. Average years of Waldorf teacher teaching experience: 19 years
4. Percent of teachers with public school experience: 19%
5. Percent of teachers with university degrees: 23%
6. Percent of teachers with formal Waldorf training: 45%
7. Percent of teachers who are Anthroposophists: 80%

Respondents: Chair: 33%, Teachers: 66%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. To create free thinking adults with a well-founded will for operating in the world.
- b. Different opinions.
- c. To enable the children to become a free and independent individuality.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
67*	0	33

Comments:

- a. Yes
- b. Different opinions
- c. Indirectly, yes

10. Must one be an Anthroposophist to be an effective teacher?

67*	33	0
-----	----	---

11. Teaching can be/is based more on methods than Anthroposophy?

0	100*	0
---	------	---

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Excellent	0
Good	67*
Fair	33
Poor	0

Comments:

- a. Good
- b. Individual knowledge ranges from excellent to poor
- c. Good

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).

Excellent	0
Good	33
Fair	33
Poor	33

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

Comments:

- a. Good
- b. Individuals range from excellent to poor
- c. Poor

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development? 100* 0 0

Comments:

- a. Range from excellent to poor
- b. We still have to learn a lot through practice.

Programs and Curricular Practices

Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	100*	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades three, four.	67*	0	0
21. School admission based on second dentition/teething	67*	33	0
22. Forbid or restrict student TV viewing.	67*	33	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	67*	33	0
25. Two foreign languages, beginning grade one.	100*	0	0
<u>Languages taught: English, German, Russian and/or French</u>			
26. Teach Latin and/or Greek	67*	0	33
27. Teach main lesson/block lessons two hours per day.	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	100*	0	0
30. Have a physician on staff to serve students--part time.	100*	0	0
31. Teach computer literacy and applications (grade(s)_____).	0	67*	33
32. Group students according to temperament.	67*	33	0

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. In smaller classes this is impossible. Very effective with larger groups.
- b. We have very little experience in this respect.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?			
a. Democratic...(self-governing, open)	67*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	67	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	67	0



- d. Accommodating...(flexible, adjusts to circumstances) 67* 0 0
 e. Other 33 0 0
- Comments:
- a. Extremely intense.
34. Describe the faculty morale at your school? Excellent 0
 Good 67*
 Fair 0
 Poor 33
35. What are the best aspects of Waldorf education?
Comments:
- a. The intrinsic development of the child
 b. Different opinions
 c. Being based on a real anthropology
36. What are the less effective aspects of Waldorf education?
Comments:
- a. The degree of fanatic attitudes on the part of individuals
 (esp. parents) concerned with Waldorf education.
 b. Different opinions.
37. Is Waldorf education compatible with the times? Yes No Dk
 100* 0 0
Comments:
- a. Its curative effect is more and more needed.
 b. It's a long story
38. Is Waldorf education too traditional? 0 67* 33
 39. Is Waldorf education too Germanic? 0 67* 0
 40. Should Waldorf students have earlier intellectual stimulation? 0 100* 0
Comments:
- a. Because they are already over-stimulated by a society and family.
41. What would you change about Waldorf education?
Comments:
- a. Different opinions
42. Do you believe your school follows Steiner's pedagogical indications?
Comments:
- a. Yes
 b. Different opinions
 c. On the whole, yes
43. What is your perception of the future of Waldorf education?
Comments:
- a. Containing growth together with higher professional standards.
 b. Different opinions.
 c. In Italy there is an increasing demand for it.
44. How well do your students perform in state high schools and/or universities?

Qualitative responses:

- a. Very well
- b. No definite assessment

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Good
- b. Follow up evaluations--interviews

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
67* 0 33

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? (No, the age range of 3-14 is too young) 0 100* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

Comments: 33* 0 67
a. Yes

Perception and Influence of Waldorf Education

	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	33	67*	0
50. Have Waldorf school practices been adopted by the public/state schools?	0	100*	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	67*	33	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	0	67*	0
53. Is there increased interest in Waldorf education?	100*	0	0

Comments:

- a. It is not too Germanic if adapted to the local culture.
- b. Increasing interest on the part of public (education authorizes, local government etc).
- c. There are founded new schools and kindergarten almost every year in Italy.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. For many different reasons
- b. Positive information - Anthroposophist
- c. They are not happy with the state schools.

55. How do parents respond to the NO TV policy?

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	67*	33	0

57. Your school is managed by:
- | | | | |
|--|-----|-----|---|
| a. Outside appointed administrator | 0 | 67* | 0 |
| b. Selected teacher(s) | 33 | 33 | 0 |
| c. College of teachers | 33 | 33 | 0 |
| d. All teachers | 0 | 67* | 0 |
| e. Community/parent teacher board or group | 67* | 0 | 0 |
| f. Other _____ | 67* | 0 | 0 |

Comments:

- a. Various bodies (3) according to social participation
 b. Until recently, inner conference of college teachers

58. Qualifications for the College of Teachers are:
- | | | | |
|--|------|-----|---|
| a. Member of Anthroposophical society | 0 | 67* | 0 |
| b. Commitment to Waldorf education | 100* | 0 | 0 |
| c. Faculty member for two, three ... years | 33 | 67* | 0 |
| d. Attend Anthroposophical meetings/activities | 67* | 0 | 0 |
| e. Member of the Christian Community | 0 | 67* | 0 |
| f. Member of First Class | 0 | 67* | 0 |
| g. No specific requirements | 67* | 33 | 0 |
| h. Life experiences (Specify _____) | 0 | 33 | 0 |
| g. Other _____ | 0 | 0 | 0 |

Comments:

- a. Commitment to Waldorf educ. and faculty member for several years required for inner conference.

59. Are novice teachers mentored by faculty? 33 67* 0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Class 7
 b. Each case is considered on individual basis.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- | | | |
|---------------|-----|--|
| $\frac{3}{2}$ | R | |
| 67 | 1 | a. Financial support. |
| 33 | 7 | b. Availability of qualified (degreed) teachers. |
| 33 | 5 | c. Availability of Waldorf-trained teachers. |
| 33 | 5 | d. Availability of Anthroposophical-based teachers. |
| 33 | 2 | e. School equipment and supplies. |
| 67 | 0 | f. Location of school. |
| 67 | 0 | g. Retaining faculty and staff. |
| 33 | 5 | h. Parent participation and cooperation. |
| 67 | 0 | i. Student discipline problems (drugs, behavior, etc.). |
| 33 | 4/7 | j. Class size. |
| 33 | 2 | k. Physical condition of school facility. |
| 33 | 2/3 | l. State/government/city regulations. |
| 33 | 2/5 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 33 | 2/3 | n. Community acceptance of school. |

- 33 4 o. Maintaining an Anthroposophical-based educational program.
- 33 3 p. Implementing Waldorf principles.
- 33 6 q. Low teacher salaries and benefits.
- 33 2 r. Other: Finding a suitable building.

Comments:

- a. Federation of Italian-speaking Waldorf schools. New teachers are (enrolled) and graduated from the Italian Seminar which is located near the vicinity of Venice.

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
- 1 a. Tuitions.
 - 2 b. State or government funds.
 - 0 c. Grants (public or private). (Circle one or both)
 - 0 d. Business or industry support.
 - 3 e. School-fund raising activities.
 - 2 f. Individual donations.
 - 0 h. Bequeaths.
 - 7 i. Other

Comments:

- a. Individual donations were substantial past years; has now shrunk to a trickle.

63. Who founded your school?
- | | | | |
|-------------|-----|-------------------|-----|
| Parents: | 33% | Parents/Teachers: | 33% |
| Individual: | 0% | All four groups: | 33% |
| Business: | 0% | | |
| Teacher(s): | 0% | | |

Comments:

- a. The local anthroposophical group
- b. Parents, teacher
- c. Parents, teachers

64. Did (do) you 33% build, 33% own or 33% lease your school building?

65. Who owns your school?

Comments:

- a. Anthroposophical coop. society and the school association
- b. Town Council
- c. Local government

**NEW ZEALAND
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY**

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response).

Earl J. Ogletree

1. Country: New Zealand
2. Number of schools surveyed: 6
3. Average years of Waldorf teacher teaching experience: 7.5 years
4. Percent of teachers with public school experience: 36%
5. Percent of teachers with university degrees: 37%
6. Percent of teachers with formal Waldorf training: 50%
7. Percent of teachers who are Anthroposophists: 53%

Respondents: Teachers: 83%, Admin.: 17%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Develop adults who can live in freedom.
- b. Possibility for continuous spiritual development and life-long learning. Sense of truth, responsibility and imagination.
- c. To educate the child as a whole.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
80*	20	0

Comments:

- a. One of the goals.
- b. Yes, its graduates may.

10. Must one be an Anthroposophist to be an effective teacher?

Yes	No	Dk
16	84*	0

11. Teaching can be/is based more on methods than Anthroposophy?

50	33	0
----	----	---

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Excellent	0
Good	100*
Fair	0
Poor	0

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).

Excellent	0
Good	50
Fair	33
Poor	17

Comments:

- a. Varies with teacher with help for school physician and colleagues.

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	100*	0	0

Comments:

- a. Depends on teachers.
- b. Vital for good teaching.

Programs and Curricular Practices
--

Does your school program include the following practices?	Yes	No	Dk
15. Continuous teacher--grades one-eight.	83*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	83	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades three, four.... (No comment)	83*	17	0
21. School admission based on second dentition/teething	100*	0	0
22. Forbid or restrict student TV viewing.	100*	0	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	83*	17	0
25. Two foreign languages, beginning grade one.	63*	33	0
<u>Languages taught: German, Mari, Japanese & Russian (3 schools teach all 4 languages)</u>			
26. Teach Latin and Greek (2 schools teach both).	17	83*	0
27. Teach m			
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	67*	17	0
30. Have a physician on staff to serve students.	83*	17	0
31. Teach computer literacy and applications (grades 9-12).	50	50	0
32. Group students according to temperament.	50	33	17
<u>How often is temperament grouping used. How effective is it in helping students?</u>			

Comments:

- a. In elementary grades it is effective.
- b. Children with mixed temperaments; use it sometimes.
- c. Never use it.
- c. Discretion of teacher.
- d. Good in grades 1-3.
- e. Social interaction better.
- f. Indications in upper grades.

Evaluation of Programs, Practices, Mileau and Outcomes

	Percentage		
	Yes	No	Dk
33. How would you describe your school's working/teaching climate?			
a. Democratic...(self-governing, open)	67*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	33	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	33	0
d. Accommodating...(flexible, adjusts to circumstances)	83*	0	0
e. Other	0	0	0

Comments:

- a. Combination of b. & d.

34. Describe the faculty morale at your school?

Excellent	33
Good	50
Fair	17
Poor	0

Comments:

- a. Varies with individual teachers.

35. What are the best aspects of Waldorf education?

Comments:

- a. Direct observation.
- b. An inner education for individual to emerge.
- c. To be free.
- d. Artistic and spiritual.
- e. Holistic approach.
- f. Understanding of their worth as human beings.
- g. Meeting the uniqueness of the individual.
- h. Allows children to develop at their speed and gives them security and their place in the world.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Lack of evaluation; clumsy management; idealism vs. realism.
- b. The frailty of human being carrying it out, but that's also a strength.
- c. Fewer structures.
- d. Then what?
- e. Waldorf teachers.

37. Is Waldorf education compatible with the times?

Yes	No	Dk
83*	17	0

Comments:

- a. Needs constant re-evaluation.
- b. Children need more and more inner nourishment to counteract materialistic and violent society.
- c. Increasingly so.
- d. Can't see any other way.
- e. Teaching in these times.
- f. To answer children's vital needs.

38. Is Waldorf education too traditional?

Yes	No	Dk
17	83*	0

39. Is Waldorf education too Germanic?

17	83*	0
----	-----	---

40. Should Waldorf students have earlier intellectual stimulation?

17	67*	0
----	-----	---

Comments:

- a. From class 6 to meet accelerated development.
- b. Helpful in class 1--tendency to keep children at kindergarten level.

41. What would you change about Waldorf education?

Comments:

- a. Being willing to take risks, alter the curriculum and tailor it to individual classes.
- b. Current needs should be addressed within a Waldorf education.

c. Confusion in lower grades (II-IV) with school & kindergarten.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

a. Yes.

43. What is your perception of the future of Waldorf education?

Comments:

- a. Growth.
- b. Increase in Waldorf movement and the state.
- c. Good future.
- d. Continuation of the growing demand.
- e. Excellent.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Well.
- b. According to their ability, very well.
- c. Well.
- d. No statistics available, but we have positive feedback.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Verbal communication.
- b. Ability to cope academically and socially-- confidence, motivation.
- c. By direction chosen afterwards.
- d. We don't have any yet.
- e. How they cope in the world.
- f. National sixth form and testimonials.

46. Does Waldorf education develop "free thinking" individuals?	Yes	No	Dk
<u>Comments:</u>	100*	0	0

a. Not guaranteed, yet likely.

42. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	Yes	No	Dk
	33	50	0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?	Yes	No	Dk
	80*	0	20

Comments:

- a. It depends on the individual.
- b. Hopefully.

Perception and Influence of Waldorf Education
--

Percentage

49. Is your school perceived as being sectarian/religious?	Yes	No	Dk
50. Have Waldorf school practices been adopted by the	33	33	17

public/state schools?	17	83*	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	83*	0	17
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	67*	17	0
53. Is there increased interest in Waldorf education?	100*	0	0

Comments:

- a. Parents seeking alternatives.
- b. Too Germanic.
- c. Anthroposophical basis still relevant.
- d. More schools being founded.
- e. As an alternative education.
- f. Increased acceptance as to the materialism and crumbling of state schools.
- g. Can be too Germanic and traditional.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Varied reasons.
- b. A range of reasons.
- c. As many reasons as their are parents.
- d. Spiritual and artistic.
- e. Different reasons.
- f. A good understanding of education.

55. How do parents respond to the NO TV policy? N/A

Administration and Governance

	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	100*	0	0
57. Your school is managed by:			
a. Outside appointed administrator	33	17	0
b. Selected teacher(s)	50*	17	0
c. College of teachers	67*	0	0
d. All teachers	50*	0	0
e. Community/parent teacher board or group	83*	17	0
f. Other _____	17	0	0

Comments:

- a. College of teachers has ultimate responsible.

	Yes	No	Dk
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	33	50	0
b. Commitment to Waldorf education	83*	0	0
c. Faculty member for two, three ... years	33	17	0
d. Attend Anthroposophical meetings/activities	0	50*	0
e. Member of the Christian Community	0	50*	0
f. Member of First Class	0	50*	0
g. No specific requirements	17	50*	0
h. Life experiences	50*	0	0
g. Other _____	17	0	0

Comments:

- a. Anthroposophical education and Waldorf education.
- b. State School experience.
- c. Recognized commitment.

59. Are novice teachers mentored by faculty?

Yes No Dk
83* 17 0

60. At what grade level does your school decline to accept new students?

Comments:

- a. Class 12.
- b. None as long as space is available.
- c. After puberty with single exceptions.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- | <u>R</u> | | |
|----------|-----|--|
| 33 | 1 | a. Financial support. |
| 33 | 0 | b. Availability of qualified |
| 33 | 1/2 | c. Availability of Waldorf-trained teachers. |
| 50 | 0 | d. Availability of Anthroposophical-based teachers. |
| | 0 | e. School equipment and supplies. |
| 83 | 0 | f. Location of school. |
| 67 | 0 | g. Retaining faculty and staff. |
| 33 | 3 | h. Parent participation and cooperation. |
| 33 | 4 | i. Student discipline problems (drugs, behavior, etc.). |
| 33 | 9 | j. Class size. |
| 33 | 0 | k. Physical condition of school facility. |
| 50 | 1 | l. State/government/city regulations. |
| | 0 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 50 | 0 | n. Community acceptance of school. |
| 50 | 0 | o. Maintaining an Anthroposophical-based educational program. |
| 33 | 1 | p. Implementing Waldorf principles. |
| 67 | 0 | q. Low teacher salaries and benefits. |
| 83 | 0 | r. Other |

Comments:

- a. Internal structure.

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- | <u>R</u> | | |
|----------|----|--|
| <u>2</u> | a. | Tuitions. |
| <u>1</u> | b. | State or government funds. |
| <u>3</u> | c. | Grants (public or private). (Circle one or both) |
| <u>7</u> | d. | Business or industry support. |
| <u>4</u> | e. | School-fund raising activities. |

NORWAY
RESULTS OF INTERNATIONAL WALDORF
SCHOOL SURVEY: NORWAY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 26 countries. Responses: 240 schools (46% Response)

Earl J. Ogletree

1. Country: Norway
2. Number of schools surveyed: 6
3. Average years of Waldorf teacher teaching experience: 12 years
4. Percent of teachers with public school experience: 27%
5. Percent of teachers with university degrees: 32%
6. Percent of teachers with formal Waldorf training: 37%
7. Percent of teachers who are Anthroposophists: 45%

Respondents: Chair: 17%, Teachers: 66%, Admin. 16%.

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Give students an opportunity to develop and become creative.
- b. Get people educated.
- c. Ideally free thinking human beings.
- d. To help young people be free, independent and secure within themselves.

9. Is the goal of Waldorf education to change society?

Percentage

Yes No Dk

50 50 0

Comments:

- a. Not primarily, maybe over a longer period of time.
- b. Its a way of not being too materialistic.
- c. You change society by smiling at your neighbor.

10. Must one be an Anthroposophist to be an effective teacher?

Yes No Dk

33 50 0

Comment:

- a. Interested and open
- b. All teachers are interested in anthroposophy, but not members of the society. The definition is not clear since anthroposophy is a road to understand the world. Not a ready set of opinions to believe in.

11. Teaching can be/is based more on methods than Anthroposophy?

Yes No Dk

50* 17 0

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Excellent 0
 Good 83*
 Fair 17
 Poor 0

* = Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

13. Teachers's understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	33
	Fair	50
	Poor	17

Comments:

- a. We have a special therapeutic school for the mentally handicapped, integrated with the normal school.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	50*	17	17

Comments:

- a. No

Programs and Curricular Practices
--

Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	67*	17	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	100*	0	0
19. History-of-man based language arts/reading program.	33	17	0
20. Postpone formal reading from commercial textbooks until grade three or depends on teacher.	67*	17	0
21. School admission based on second dentition/teething	50	33	0
22. Forbid or restrict student TV viewing.	0	83*	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	83*	0	0
25. Two foreign languages, beginning grade one.	100*	0	0
<u>Languages taught: English, German, Russian and/or Italian</u>			
26. Teach Latin and Greek	0	100*	0
27. Teach main lesson/block lessons 1 1/2 to 2 hours per day	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	100*	0	0
30. Have a physician on staff to serve students--part time	33	33	0
31. Teach computer literacy and applications.	0	83*	0
32. Group students according to temperament.	33	50	0
<u>How often is temperament grouping used. How effective is it in helping students?</u>			

Comments:

- a. Seldom
 b. It is difficult to really identify the temperament and we have small classes.
 c. Mixed experiences.

Evaluation of Programs, Practices, Mileau and Outcomes



33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	100*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	33	0
d. Accommodating...(flexible, adjusts to circumstances)	33	0	0
e. Other	0	0	0

34. Describe the faculty morale at your school?	Excellent	67*
	Good	33
	Fair	0
	Poor	0

Comments:

- a. Must be an anthroposophist, but not everyone agrees with this..

35. What are the best aspects of Waldorf education?

Comments:

- a. Creates a harmonious and creative individual from that individual's own starting point
- b. The children have a chance of growing up
- c. Helping children to keep spirit and body together

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Detailed knowledge.
- b. Teachers not knowing what they are doing.

37. Is Waldorf education compatible with the times?	100*	0	0
---	------	---	---

Comments:

- a. Because of social and governmental homogenization, Waldorf's emphasis on the individual is important
- b. Only if it is a true Waldorf school
- c. Some Must! Also in the future be able to make inner pictures and to stay awake.
- d. We have always stressed the importance of being open-minded and informed about what goes on around us.

38. Is Waldorf education too traditional?	Yes	No	Dk
	33	67*	0

39. Is Waldorf education too Germanic?	0	100*	0
--	---	------	---

40. Should Waldorf students have earlier intellectual stimulation?	17	83*	0
--	----	-----	---

Comments:

- a. Too early intellectual stimulation will stunt their imaginative power
- b. One should be more conscious of the 5th, 6th, 7th & 12th grades.
- c. Another night's talk.

41. What would you change about Waldorf education?

Comments:

- a. As of today, nothing
- b. Need for intellectual development.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes

43. What is your perception of the future of Waldorf education?

Comments:

- a. Good, but difficult
- b. It will survive, but with fewer and better schools.
- c. It depends on our ability to move from quantity to inner intensity.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Average.
- b. Very well.
- c. OK.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Confident in their roles and actively engaged in society.
- b. To become strongly independent.
- c. Cannot be measured.
- d. We haven't had a 12th grade yet.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

83* 17 0

- a. Students work to a large degree independently; our education is many sided and presenting many challenges and we try to teach the child from his or her strengths.
- b. Hopefully
- c. At least not as it is at the moment, maybe soon. Each child is treated individually.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk

0 100* 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

comments:

66* 22 22

- a. We give them the opportunity to do it, but teach no anthroposophy.
- b. Don't teach anthroposophy.
- c. Its hard to say, but one can hope.
- d. It should help to awaken the senses and help incarnation.
- e. To certain extent, maybe.

Perception and Influence of Waldorf Education

Percentage
Yes No Dk

49. Is your school perceived as being sectarian/religious?	0	83*	0
50. Have Waldorf school practices been adopted by the public/state schools?	Yes	No	Dk
	67*	33	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	33	67*	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	0	100*	0
53. Is there increased interest in Waldorf education?	5	81*	14

comments:

- a. Maybe increased interest generally in Norway.
- b. Expansion of the Waldorf schools in Norway during the last 10 years.

54. Why do parents chose a Waldorf school for their children?

comments:

- a. Devoted teachers, artistic education and individual consideration
- b. Various reasons
- c. Good school for children
- d. They love their children and think Waldorf schools are better.
- e. They want something good for their children.
- f. They believe its more creative.

55. How do parents respond to the NO TV policy? N/A

Administration and Governance

	<u>Percentage</u>		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	83*	17	0
57. Your school is managed by:			
a. Outside appointed administrator	0	17	0
b. Selected teacher(s)	50	0	0
c. College of teachers	33	0	0
d. All teachers	33	0	0
e. Community/parent teacher board or group	17	0	0
f. Other _____	0	0	0
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	0	100*	0
b. Commitment to Waldorf education	83*	0	0
c. Faculty member for two, three ... years	0	100*	0
d. Attend Anthroposophical meetings/activities	0	100*	2
e. Member of the Christian Community	0	100*	0
f. Member of First Class	0	100*	0
g. No specific requirements	33	33	0
h. Life experiences (Specify _____)	50	33	0
g. Other _____	33	0	2

comments:

- a. Faculty member for one year
- b. Teachers must be open minded and interested in Steiner's pedagogical ideals and shows a will to work according to

these ideals.

59. Are novice teachers mentored by faculty?

Yes No Dk
83* 17 0

60. At what grade level does your school decline to accept new students?

comments:

- a. No limits; It depends on the individual student.
- b. Accept at any class level
- c. We can't grow and get past class 9.
- d. None

Major Issues that Impact your School

61. WHAT ARE THE MAJOR ISSUES THAT IMPACT YOUR SCHOOL?

- | % | Rank | Please rank in order of importance--1-18: |
|----|------|--|
| 33 | 9 | a. Financial support. |
| 33 | 7 | b. Availability of qualified (degreed) teachers. |
| 33 | 6 | c. Availability of Waldorf-trained teachers. |
| 33 | 8 | d. Availability of Anthroposophical-based teachers. |
| 50 | 9 | e. School equipment and supplies. |
| 50 | 9 | f. Location of school. |
| 50 | 9 | g. Retaining faculty and staff. |
| 50 | 3 | h. Parent participation and cooperation. |
| 67 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 33 | 1 | j. Class size. |
| 50 | 9 | k. Physical condition of school facility. |
| 50 | 9 | l. State/government/city regulations. |
| 33 | 2 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 33 | 4 | n. Community acceptance of school. |
| 67 | 9 | o. Maintaining an Anthroposophical-based educational program. |
| 50 | 9 | p. Implementing Waldorf principles. |
| 50 | 5 | q. Low teacher salaries and benefits. |
| 67 | 0 | r. Other |

Major Sources of Income and Founding Sources of your School

62. Please rank the following sources in order of importance--1-7:

- | R | |
|---|---|
| 2 | a. Tuitions. |
| 1 | b. State or government funds. |
| 0 | c. Grants (public or private). (Circle one or both) |
| 0 | d. Business or industry support. |
| 3 | e. School-fund raising activities. |
| 0 | f. Individual donations. |
| 0 | h. Bequeaths. |
| 4 | i. Other |

comments:

- a. Governmental funding given to private schools covers 85% of management costs as described in the Law of Private Schools, 1969. This funding is paid per student in three categories: One for elementary schools (grades 1-6), one for junior high schools

(grades 7-9), and one for senior high schools (grades 10-12). Calculation of these categories is based on the average costs of public schools, and the remaining 15% is expected to be covered by tuitions. The funding is not to be used for the purchase and construction of buildings or for the payment of loans for these purposes.

63. Who founded your school? Parents: 50%* Parents/Teachers: 33%
Individual: 0% All four groups: 0%
Business: 0% Teacher: 17%
Teacher(s): 12%

comments:

- a. Parents and teachers
- b. Teachers
- c. Parents

64. Did (do) you build, own or lease your school building?
42% 28% 26%

65. Who owns your school?

comments:

- a. Buildings are owned by a non-profit foundation
- b. County administration
- c. Village

SOUTH AMERICA
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 246 schools (47% Response).

Earl J. Ogletree (December 31, 1997)

1. Country: South America: Argentine, Brazil (2), Chile, Columbus, Mexico, Peru.
2. Number of schools surveyed: 7 schools
3. Average years of Waldorf teacher teaching experience: 9 years
4. Percent of teachers with public school experience: 28%
5. Percent of teachers with university degrees: 47%
6. Percent of teachers with formal Waldorf training: 31%
7. Percent of teachers who are Anthroposophists: 37%

Respondents:

Chair: 29%, Teachers: 57%, College of Teachers: 13%

<i>Knowledge and Understanding of Waldorf Education</i>

8. What is the goal(s) of Waldorf education?

Comments:

- a. To assist the process of incarnation of the individually in a healthy way so that each pupil can unfold in freedom what he has brought from the spiritual world in the way of impulse and contributes towards transformation and development of mankind.
- b. To be a complete human being and to change society
- c. The completed man.
- d. To develop human freedom as a starting point to meet the spiritual world.
- e. To form men who aspire for spiritual freedom.
- f. Creatively thinking and will, and develop young people with morals and idealism.
- g. To help children grow into human beings who can fulfill their life's destiny.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
86*	14	0

Comments:

- a. Not directly, but in so far as it aims at the transformation of the individual and that individual will take active part in society thus contributing to its change.
- b. Yes, to bring health to society
- c. It is not it's direct purpose.
- d. Yes, this is one of the goals.

* Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

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	<u>Percentage</u>		
	Yes	No	Dk
10. Must one be an Anthroposophist to be an effective teacher?	57	43	0
11. Teaching can be/is based more on methods than Anthroposophy?	29	74*	0

	<u>Percentage</u>	
	Excellent	0
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Good	43
	Fair	57
	Poor	0

Comments:

- We are trying to make it better.
- Steiner's pedagogy is being studied weekly.
- We are constantly working on them.
- We are in the process of training our teachers so I can't say everyone understands what he/she is doing.
- We are coping with the day-to-day pioneer work, deepening our pedagogical activities.

	<u>Percentage</u>	
	Excellent	29
13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Good	43
	Fair	29
	Poor	0

Comments:

- Fair in kindergarten and elementary school, poor in upper school.
- The school's doctor is helping us to understand on it.
- 50% of the teachers frequent a 3 years Waldorf training seminar.
- In 1990 we have lost several trained Waldorf teachers and had to start with many novice teachers.
- The theme of therapy is an urgent need.

	<u>Percentage</u>		
	Yes	No	DK
14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	86*	0	0

Comments:

- Steiner is very clear and but not easily understand and the is what is needed in this aspect.
- It is acquired with years of practice.
- We are working on it, weekly.
- This is basic to all education of children.
- We think every teacher that is honestly working along the lines of Waldorf education tries to come daily a bit nearer to this understanding.

Programs and Curricular Practices

	<u>Percentage</u>		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	86*	0	0

16. Balanced school day--academic, artistic, physical activities -morning, midday and afternoon.	86*	0	14
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	100*	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades (four, six or none at the elementary level).	43	43	0
21. School admission based on second dentition/teething.	86*	14	0
22. Forbid or restrict student TV viewing (Try or restrict)	100*	0	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing/constructions, grades 6-8.	86*	0	0
25. Two foreign languages, beginning grade one.			
<u>Languages taught:</u> (English, German, Spanish and/or Portuguese).	100*	0	0
26. Teach Latin and Greek (Latin).	14	86*	0
27. Teach main lesson/block lessons: (Two hours a day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	29	71*	0
29. Curative Eurythmy is employed in therapeutic program.	14	86*	0
30. Have a physician on staff to serve students.	29	71*	0
31. Teach computer literacy and applications(grade(s)).	0	100	0
32. Group students according to temperament.	57*	0	29

How often is temperament grouping used. How effective is it in helping students?

Comments:

- a. Very often, depends on the group and teacher.
- b. It's always used and the results are great.
- c. It depends on the teacher
- d. In the first two years with good results
- e. Teachers don't do this all year as they sometimes need a break.
I feel it is effective in the long run.
- f. Only some teachers feel comfortable to group students.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	<u>Percentage</u>		
	Yes	No	Dk
a. Democratic (self-governing, open)	57*	0	0
b. Laissez-Faire (anarchic, no leadership, unclear goals)	0	29	0
c. Authoritarian (domineering, oppressive, dogmatic)	0	29	0
d. Accommodating (flexible, adjusts to circumstances)	43	29	0
e. Other	29	0	0

Comments:

- a. It's a combination of all items above.
- b. Depends on the problem that is being faced.

34. Describe the faculty morale at your school?	<u>Percentage</u>	
	Excellent	0
	Good	100*
	Fair	0
	Poor	0



Comments:

- a. At the moment we are going through a difficult period of reviewing all our work.
- b. In good progress.
- c. There is a felt need to strengthen our inner life as a group of teachers in order to overcome our weaknesses, especially in the area of the will, but also in the mastering of our thought life. Nevertheless one believes the school is honestly striving toward the correct action.

35. What are the best aspects of Waldorf education?

Comments:

- a. In our view a conception of man that includes Heaven and Earth - That takes into account the spiritual being related to man. That has as its center the Christ Being and therefore the development from a wide outlook that includes life before and after death in sequence. That can be confronted with real life giving sense and purpose to the art of education.
- b. To teach, to think, to experience, and to have self confidence.
- c. The Anthroposophical aspect.
- d. The possibility of searching for freedom.
- e. Rudolf Steiner's universal laws of child development curriculum--the main lesson and period teaching.
- f. At having totality of human being. Thinking, feeling, willing. The image of man
- g. The creative thinking that is a result. The warm, well balanced students that leave the school.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. To take it as a tradition.
- b. I don't find any thing wrong.
- c. Transforming it to methods of teaching
- d. Not repeating classes postulates of not allowing TV very difficult
- e. Because of the actual conditions of life many aspects of Waldorf education are counteracted at home. In our situation the weakness of will is very difficult to overcome even after many years of work at school.

Percentage
Yes No Dk
86* 14 0

37. Is Waldorf education compatible with the times?

Comments:

- a. Our time needs lively thinking.
- c. It is awakening interest of school authorities
- d. Whenever we have an introduction seminar it is full.
- e. It is the answer of the present time. We need to strengthen the true self.

Percentage
Yes No Dk
0 100* 0

38. Is Waldorf education too traditional?

Comments:

- a. Teachers need to be aware of the tendency to be fixed about Steiner's teaching and concepts. We attempt to renew individually the Waldorf impulse.

Percentage

Yes No Dk
14 71* 0

39. Is Waldorf education too Germanic?

Comments:

- a. Depends on teachers--need to be flexible and embrace the essence of Waldorf education and what we can offer to Anthroposophy.

Percentage

Yes No Dk
0 85* 0

40. Should Waldorf students have earlier intellectual stimulation?

Comments:

- a. There is too much early intellectual stimulation already.
- b. Hope not. There is already a real attack on the child's consciousness with too early intellectual stimulation--computers, television and modern games.

41. What would you change about Waldorf education?

Comments:

- a. Nothing
- b. I would not change it, but I would like to bring it to the actual reality.
- c. We wish we could transform it according to the needs of our times and country.
- d. Waldorf education is based on the image of man, not to advance the material knowledge (science) of mankind. But we have to adapt to the needs of the country.
- e. The curriculum itself does not seem to be enough. We would give more emphasis on individual and group therapy, including parents and teachers. We also feel we have to find new ways to work on the social feelings between the pupils. What we are doing is not enough.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Yes.
- b. It is our wish to do so.
- c. Partly.
- d. Yes.
- e. We try to.
- f. Fundamentally, we have a long way to go to deepen our pedagogical work.
- g. In the fundamental aspects. But we have a long way to go in order to deepen our pedagogical work.

43. What is your perception of the future of Waldorf education?

Comments:

- a. It is expanding.

- b. The kind of education that could harmonize men.
- c. Not a very optimistic one.
- d. It will become popular.
- e. It will grow.
- f. In the future we see the need to unite the pedagogical impulse with the social life according to the three fold social order. There is a need to consciously recover the home life as the center where childhood can be protected so that the forces of the early years are preserved for the future. (Often by the time the children come to kindergarten fundamental damage to the vital forces have been done.) Need to work in a prophylactic way through seminars for parents even before they have their children, and form Waldorf support groups with parents, teachers and friends.

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Good
- b. We don't have graduated students yet.
- c. In general, they manage to cope with it.
- d. Fairly well.
- e. Mostly good results, but also some failures.
- f. The students who have left our school do very well.
- g. On pre-university exams, average. Once at the university, fine in general and very well in the human and social aspects.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Through dialogue we meet former pupils once a year and try to be informed through parents, friends and the students themselves when they come to school for a visit.
- b. Good to excellent.
- c. We don't have graduated students as yet.
- d. The will to accomplish goals.
- e. By their satisfactory performance in high school.
- f. In class 10 and 11 according to local notes.
- g. Do they adjust well to other schools and life circumstances. Are they enthusiastic about life?
- h. Through dialogue, meeting former students once a year and informed through parents, relatives, friends through school visits.

46. Does Waldorf education develop "free thinking" individuals?

Percentage

Comments:

Yes	No	Dk
100*	0	0

- a. Through nurturing phantasy and imagination. Giving descriptions and not ready made concepts by letting the children observe the world in an objective way. By uniting the feeling and the will to the thinking processes.
- b. Yes.
- c. We hope to develop individuals, and they will differ in their individuality.

- d. Yes; It depends on the correct application of Waldorf methodology.
- e. It should.
- f. Yes, in that it tries to develop creative thinking and individuals who are able to think for themselves.

47. Is Anthroposophy or reincarnation taught or alluded to the curriculum? Percentage
Yes No Dk
14 71* 0

Comments:

- a. Not specifically taught in the curriculum. Students questions about reincarnation--seems natural to them.

48. Does Waldorf education subtly influence/predispose students open to the spiritual world and Anthroposophy? Percentage
Yes No Dk
100* 0 0

Comments:

- a. Because his senses have been directed to perceive the spiritual law behind the outer phenomenon.
- b. Yes
- c. We wish to give them the possibility of choosing it in full freedom.
- d. Yes
- e. In some of them it did.
- f. Yes

Perception and Influence of Waldorf Education
--

	<u>Percentage</u>		
	Yes	No	Dk
49. Is your school perceive as being sectarian/religious?	29	57*	14
50. Have Waldorf school practices been adopted by the public/state schools?	71*	0	14
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	43	43	14
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	71*	0	14
53. Is there increased interest in Waldorf education?	86*	0	14

Comments:

- a. People are disillusioned about the traditional education.
- b. Courses and talks are solicited by universities and pedagogical authorities.
- c. Local teachers are in search of a more holistic education.
- d. In Mexico we are only starting.
- e. People have a sense that Waldorf education may answer their need for a more human and spiritual approach to education.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Because they had bad experiences, or they want a new education.
- b. They believe that the Waldorf education brings harmony.
- c. It depends, some because of Anthroposophy, and some because they do not like state schools.
- d. Dissatisfaction with traditional education.
- e. Each has his or her own reason.
- f. Only few because they know about Anthroposophy.

55. What percent of parents are Anthroposophists? N/A

56. How do parents and students respond to the No TV policy? N/A

Administration and Governance

	<u>Percentage</u>		
	Yes	No	Dk
57. Faculty manages day-to-day operation of school.	71*	29	0
58. Your school is managed by:	<u>Yes</u>	<u>No</u>	<u>Dk</u>
a. Outside appointed administrator	0	57*	0
b. Selected teacher(s)	27	14	0
c. College of teachers	43*	14	0
d. All teachers	14	29	0
e. Community/parent teacher board or group	0	57*	0
f. Other _____	29	14	0

Comments:

- a. College of teachers helped by Anthroposophical administrator and Anthroposophical parents.
- b. Pedagogical issues by selected teachers, money issues by board members.

59. Qualifications for the College of Teachers are:	<u>Yes</u>	<u>No</u>	<u>Dk</u>
a. Member of Anthroposophical society.	0	43*	14
b. Commitment to Waldorf education.	71*	14	0
c. Faculty member for two, three ... years	43*	14	14
d. Attend Anthroposophical meetings/activities	43	23	0
e. Member of the Christian Community	0	57*	0
f. Member of First Class	0	57*	0
g. No specific requirements	0	43	0
h. Life experiences (Specify _____)	29	14	0
g. Other _____	29	14	0

Comments:

- a. Commitment to Anthroposophy
- b. Must be a mature, responsible member of faculty
- c. Worked in traditional schools

	<u>Percentage</u>		
	Yes	No	Dk
60. Are novice teachers mentored by faculty?	29	74*	0

61. At what grade level does your school decline to accept new students?

Comments:

- a. Officially in 9th grade, with the exception of former students.

- b. We do not decline to accept student.
- c. At all grades.
- d. None.
- e. It is very difficult after class 7.
- f. We continue to take students in all grades.

THE MAJOR ISSUES THAT IMPACT YOUR SCHOOL

62. Please rank (R) in order of importance--1-18:

- | # | R | |
|----|-----|---|
| 29 | 4 | a. Financial support. |
| 14 | 3 | b. Availability of qualified (degreed) teachers. |
| 12 | 1/2 | c. Availability of Waldorf-trained teachers. |
| | 0 | d. Availability of Anthroposophical-based teachers. |
| 29 | 6 | e. School equipment and supplies. |
| | 0 | f. Location of school. |
| 14 | 9 | g. Retaining faculty and staff. |
| 29 | 7 | h. Parent participation and cooperation. |
| 14 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 29 | 9 | j. Class size. |
| 14 | 8 | k. Physical condition of school facility. |
| 14 | 7 | l. State/government/city regulations. |
| 14 | 7 | m. Student enrollment--inadequate or overcrowded |
| 14 | 2 | n. Community acceptance of school. |
| 14 | 6 | o. Maintaining an Anthroposophical-based educational program. |
| 14 | 0 | p. Implementing Waldorf principles. |
| 43 | 3 | q. Low teacher salaries and benefits. |
| 14 | 0 | r. Other. |

Comments:

- a. Influence of the environment, TV violence and broken homes etc.
- b. We have an adequate building (anthroposophical architect) and very willing teachers. The government does not yet trouble us.
- c. To me a trained teacher is an anthroposophically-based teacher who would maintain an anthroposophically based program..
- d. Although we have difficulty getting teachers with degrees, it is no guarantee of qualifications, for example in English, music, etc.

MAJOR SOURCE OF INCOME FOR AND FOUNDING OF YOUR SCHOOL

63. Please rank the following sources in order of importance--1-7:

- | R | |
|--------------|---|
| <u> 1 </u> | a. Tuitions. |
| <u> 0 </u> | b. State or government funds. |
| <u> 2 </u> | c. Grants (public or private). (Circle one or both) |
| <u> 0 </u> | d. Business or industry support. |

SOUTH AFRICA
RESULTS OF INTERNATIONAL WALDORF SCHOOL
SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 246 schools (47% Response).

Earl J. Ogletree

1. Country: South Africa
 2. Number of schools surveyed: 3
 3. Average years of Waldorf teacher teaching experience: 9 years
 4. Percent of teachers with public school experience: 31%
 5. Percent of teachers with university degrees: 46%
 6. Percent of teachers with formal Waldorf training: 25%
 7. Percent of teachers who are Anthroposophists: 53%
- Respondents: Chair: 66%, Admin. 33%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Develop adults who can live in freedom.
- b. Possibility for continuous spiritual development and life-long learning. Sense of truth, responsibility, imagination.
- c. To educate the child as a whole.

9. Is the goal of Waldorf education to change society?

Percentage

Yes No Dk

Comments:

100* 0 0

- a. Yes, develop a human based culture.
- b. Yes, spreading knowledge of man and threefold ideas.
- c. Yes, very slowly (future).

10. Must one be an Anthroposophist to be an effective teacher?

Yes No Dk

100* 0 0

11. Teaching can be/is based more on methods than Anthroposophy?

0 100* 0

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Excellent 0
 Good 100*
 Fair 0
 Poor 0

Comments:

- a. Need more study and training.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).

Excellent 0
 Good 33
 Fair 67*
 Poor 0

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?

Yes No Dk
 100* 0 0

* - Responses are significant at the .05 level of confidence, i. e., the responses could only occurred by chance 5% of the time.

Comments::

- a. Yes, on the whole yes, but will be worked on more.
- b. Yes, continuous study.
- c. Yes, original founder in Netherlands, Max Stibbe.

Programs and Curricular Practices

Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	100*	0	0
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	100*	0	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades three & four.	100*	0	0
21. School admission based on second dentition/teething	100*	0	0
22. Forbid or restrict student TV viewing.	100*	0	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	100*	0	0
25. Two foreign languages, beginning grade one.	100*	0	0
<u>Languages taught: African and Zulu.</u>			
26. Teach Latin and Greek.	0	67*	0
27. Teach main lesson/block lessons--two hours per day	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.*	33	67*	0
29. Curative Eurythmy is employed in therapeutic program.	33	67*	0
30. Have a physician on staff to serve students.	0	100*	0
31. Teach computer literacy and applications grade(s) 10-11.	67	33	0
32. Group students according to temperament.	67	30	0
How often is temperament grouping used. How effective is it in helping students?			

Comments::

- a. In primary school.
- b. Generally sometimes very effective, sometimes not.
- c. Good most of the time.

* Not able to find a Eurythmist, as yet.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Percentage		
	Yes	No	Dk
a. Democratic...(self-governing, open)	33	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	33	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	33	0
d. Accommodating...(flexible, adjusts to circumstances)	33	0	0
e. Other	67*	0	0

Comments:

- a. Republican.
- b. Caring attitude of teachers.
- c. Founder dominating, working towards an open governing.

34. Describe the faculty morale at your school?	Excellent	33
	Good	67*

Comments:

- a. Has ups and downs amongst new staff.
- b. College of teachers good.

35. What are the best aspects of Waldorf education?

Comments::

- a. Child centered education.
- b. Curriculum according to child development, continuous teacher, main lesson, holistic approach.
- c. Artistic, child-friendly.

36. What are the less effective aspects of Waldorf education?

Comments::

- a. Pupils--jack of all trades, master of none.
- b. Children with learning difficulties not always adequately dealt with.
- c. Lack of experience of writing exams.

37. Is Waldorf education compatible with the times?

Yes No Dk
 0 100* 0

Comments::

- a. Yes, we are updating all the time.
- b. Yes.
- c. Yes, if teachers are current.

38. Is Waldorf education too traditional?

Yes No Dk
 0 67* 0

39. Is Waldorf education too Germanic?

0 100* 0

40. Should Waldorf students have earlier intellectual stimulation?

0 67* 0

Comments::

- a. Intellectual stimulation must be appropriate to the age and development of the child.
- b. No, when ready.
- c. No, too early delay.

41. What would you change about Waldorf education?

Comments::

- a. Full 10 years programming.
- b. More art and crafts.
- c. Get people to follow the curriculum.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments::

43. What is your perception of the future of Waldorf education?

Comments::

- a. Growing.
- b. Must expand.
- c. Growing too fast.

44. How well do your students perform in state high schools and/or universities?

Comments::

- a. Excellent.
- b. Well, according to ability.
- c. Excellent, as evidenced by exams.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments::

- a. Verbal communication.
- b. Ability to cope academically and socially. Confidence, motivation.
- c. By directions the students have chosen afterwards.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
 Comments:: 100* 0 0

- a. Yes, if pupils go through all 12 classes.
- b. Yes, need full Waldorf schooling to grade 12.
- c. Yes, due to curiosity people became liberated.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk
33 33 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? 100* 0 0

Perception and Influence of Waldorf Education

	Percentage		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	33	67*	0
50. Have Waldorf school practices been adopted by the public/state schools?	0	100*	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	67*	33	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	33	33	0
53. Is there increased interest in Waldorf education?	33	33	0

Comments::

- a. Yes, local universities send pupils for teaching practice.
- b. Yes, dissatisfaction with "normal" schooling.

54. Why do parents chose a Waldorf school for their children?

Comments:: N/A

55. How do parents respond to the No TV policy? N/A

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	100*	0	0
57. Your school is managed by:			
a. Outside appointed administrator	0	67*	0
b. Selected teacher(s)	33	33	0
c. College of teachers	67*	33	0
d. All teachers	33	33	0
e. Community/parent teacher board or group	0	67*	0

f. Other _____

0 0 0

Comments::

- a. Trustees for finances & churches & buildings
- b. Trustee

58. Qualifications for the College of Teachers are:

Yes No Dk

- a. Member of Anthroposophical society 33 67* 0
- b. Commitment to Waldorf education 100* 0 0
- c. Faculty member for two, three ... years 67* 0 0
- d. Attend Anthroposophical meetings/activities 0 67* 0
- e. Member of the Christian Community 0 67* 0
- f. Member of First Class 0 67* 0
- g. No specific requirements 33 33 0
- h. Life experiences (Specify _____) 0 67* 0
- g. Other _____ 33 33 0

Comments::

- a. Understanding of anthroposophy
- b. Understanding for hierarchies. Meditative life.

Yes No Dk
67* 0 0

59. Are novice teachers mentored by faculty?

60. At what grade level does your school decline to accept new students?

Comments::

- a. None as long as space is available.
- b. After puberty, with single exceptions.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- | | |
|----|--|
| R | |
| 67 | 1 a. Financial support. |
| 33 | 8 b. Availability of qualified (degreed) teachers. (Area/type _____) |
| 67 | 6 c. Availability of Waldorf-trained teachers. (Area/type _____) |
| 33 | 9 d. Availability of Anthroposophical-based teachers. |
| 33 | 9 e. School equipment and supplies. |
| 33 | 9 f. Location of school. |
| 33 | 9 g. Retaining faculty and staff. |
| 33 | 4 h. Parent participation and cooperation. |
| 67 | 9 i. Student discipline problems (drugs, behavior, etc.). |
| 33 | 8 j. Class size. |
| 33 | 9 k. Physical condition of school facility. |
| 33 | 8 l. State/government/city regulations. |
| 67 | 2 m. Student enrollment--inadequate or overcrowded (circle one). |
| 33 | 7 n. Community acceptance of school. |
| 33 | 9 o. Maintaining an Anthroposophical-based educational program. |
| 33 | 6 p. Implementing Waldorf principles. |
| 33 | 5 q. Low teacher salaries and benefits. |
| 0 | r. Other _____ |

Comments::

- a. Not enough facilities for yet for demands in S.A.
- b. No high school yet.

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- R
__1__ a. Tuitions.
__2__ b. State or government funds.
__6__ c. Grants (public or private). (Circle one or both)
__5__ d. Business or industry support.
__3__ e. School-fund raising activities.
__4__ f. Individual donations.
__7__ h. Bequeaths.
__1__ i. Other

Comments::

- a. School fees.

63. Who founded your school? Parents: 33% Parents/Teachers: 67%*
Individual: 0% All four groups: 0%
Business: 0% (NOT COMPLETE)
Teacher(s): 0%

Comments::

- A. Some parents stimulated by overseers.
B. A small group of parents with foundation teachers.
c. Parents and teachers.

- 33% 67%*
64. Did (do) you build, own or lease your school building?

Comments::

65. Who owns your school?

Comments::

- a. Association of teachers, parents and friends.
b. National Waldorf School Association.
c. School itself.

SWEDEN*

PRELIMINARY RESULTS OF INTERNATIONAL WALDORF SCHOOL SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 246 schools (47% Response).

Earl J. Ogletree

- 1. Country: Sweden
- 2. Number of schools surveyed: 5
- 3. Average years of Waldorf teacher teaching experience: 7 years
- 4. Percent of teachers with public school experience: 25%
- 5. Percent of teachers with university degrees: 13%
- 6. Percent of teachers with formal Waldorf training: 38%
- 7. Percent of teachers who are Anthroposophists: 59%

Respondents: Teachers: 100%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. A free individual with warm feeling for others and strong will in doing good.
- b. Educating children into whole, independent people.
- c. To let the children develop all sides of their personalities and find a place for their social lives.
- d. To develop the whole human being.
- e. To prepare for life as free individuals.

9. Is the goal of Waldorf education to change society?

<u>Percentage</u>		
Yes	No	Dk
80*	20	0

Comments:

- a. Yes.
- b. Disagreement among faculty.
- c. Yes.
- d. No, not the goal, but to give impulses to change things--yes.

10. Must one be an Anthroposophist to be an effective teacher?

Yes	No	Dk
60*	20	0

11. Teaching can be/is based more on methods than Anthroposophy?

20	60*	0
----	-----	---

12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?

Excellent	0
Good	80*
Fair	0
Poor	0

Comments:

- a. We are constantly working on them.
- b. Fairly good
- c. It varies from teacher to teacher

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	0
	Good	0
	Fair	80*
	Poor	0

Comments:

- a. Fairly well.
- b. We are working on it, weekly.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	Yes	No	Dk
	40*	0	0

Comments:

Programs and Curricular Practices
--

Does your school program include the following practices?	Percentage		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	80*	0	20
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	100*	0	0
17. Student-written and illustrated note/workbooks.	100*	0	0
18. Meditation/prayer at beginning of day.	80*	20	0
19. History-of-man based language arts/reading program.	100*	0	0
20. Postpone formal reading from commercial textbooks until grades: (four-six.)	100*	0	0
21. School admission based on second dentition/teething	60*	40	0
22. Forbid or restrict student TV viewing.	20	80*	0
23. Teach form drawing--grades one-five.	100*	0	0
24. Teach geometric drawing and constructions--grades 6-8.	80*	0	0
25. Two foreign languages, beginning grade one.	80*	0	0
Languages taught: (English, German, French, Spanish or Russian)			
26. Teach Latin and Greek	0	100*	0
27. Teach main lesson/block lessons: (1 1/2-2 hours per day).	100*	0	0
28. Teach educational/artistic Eurythmy at each grade level.	100*	0	0
29. Curative Eurythmy is employed in therapeutic program.	60*	40	0
30. Have a physician on staff to serve students.	40	60*	0
31. Teach computer literacy and applications: grade 9	40	60*	0
32. Group students according to temperament.	60*	40	0
How often is temperament grouping used. How effective is it in helping students?			

Comments:

- a. Grades 1 & 2 mostly good results.
- b. Not entirely possible with very small classes. Difficult to implement.
- c. Our problem is our small groups (12-15 pupils form a class), two grades in each class
- d. Our limited experience indicates it's good.

Evaluation of Programs, Practices, Mileau and Outcomes

33. How would you describe your school's working/teaching climate?	Yes	No	Dk
a. Democratic...(self-governing, open)	60*	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	0	20	0
c. Authoritarian...(domineering, oppressive, dogmatic)	0	20	0

d. Accommodating...(flexible, adjusts to circumstances)	60*	0	0
e. Other	0	0	0

34. Describe the faculty morale at your school?	Excellent	40
	Good	40
	Fair	0
	Poor	0

35. What are the best aspects of Waldorf education?

Comments:

- a. Waldorf is based on the imagination of children.
- b. That education follows development of children
- c. The "holism" and the spiritual aspect of world and human being that there is a wholeness view.
- d. Fosters the heart instead of the head.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. Five day week is too short. The environmental milieu, teacher attitudes and mentality could be improved.
- b. Sciences should have more effective teaching.
- c. I cannot see any defects.
- d. If the parents don't support us 100%, the children and teachers suffer.

37. Is Waldorf education compatible with the times?	Yes	No	Dk
	60*	20	0

Comments:

- a. It ought to be, but isn't..
- b. Sometimes ahead of times.
- c. Not always.

38. Is Waldorf education too traditional?	60*	40	0
---	-----	----	---

39. Is Waldorf education too Germanic?	40	40	20
--	----	----	----

40. Should Waldorf students have earlier intellectual stimulation?	40	40	0
--	----	----	---

Comments:

- a. According to their intellectual development.
- b. Modern day life brings so much intellectualism. We don't do it.

41. What would you change about Waldorf education?

Comments:

- a. Teacher's education
- b. Working
- c. Better teacher training programs--three years

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. Study of Steiner's pedagogical works is fundamental for the teachers.
- b. Yes, on the whole, although there are shortcomings.
- c. We hope so, future will show
- d. Yes, we try.
- e. Yes, but sometimes we don't.

43. What is your perception of the future of Waldorf education?

Comments:

- a. The necessity of Waldorf education will grow; specialization

- will need its counter-part.
- b. It will become increasingly known and used positively
- c. It has a great message.
- d. Very well
- e. Will continue to grow in public interest

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Uncertain
- b. No information; we are a young school.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Evaluation by teachers at end of year.
- b. Inner security, many-sided, not just one-sided knowledge.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk

Comments:

100* 0 0

- a. Yes.
- b. Yes, by respecting the child's personal abilities.
- c. Yes, toward a more human society.
- d. Yes.
- e. Yes, through curriculum and methods.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum? Yes No Dk

80* 0 0

48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

100* 0 0

Comments:

- b. Yes/No - disagreement, both yes and no.
- c. Yes, we try to let them develop an open mind.
- d. Yes, it makes them more open aware.
- e. Yes

Perception and Influence of Waldorf Education
--

	Percentage		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	20	40	20
50. Have Waldorf school practices been adopted by the public/state schools?	20	60*	0
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	0	60*	0
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	20	60*	0
53. Is there increased interest in Waldorf education?	60*	20	20

Comments:

- a. Local teachers are in search of a more holistic education.
- b. Change of legislation allows independent schools from 1992
- c. One reason is that state laws recently have given economic help and facilities for free schools.
- d. State schools take up impulses and government gave more money last year.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. The idea behind are felt. Creativity helps in the task of bringing up children.
- b. For the child's development, to be involved in the school and it's socially desirable
- c. Some parents just want an alternative, others want Waldorf education for their children.
- d. Very many different reasons.
- e. They dislike state schools or have spiritual interests.

55. How do parents respond to the No TV policy? N/A

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	60*	20	0
57. Your school is managed by:			
a. Outside appointed administrator	0	60*	0
b. Selected teacher(s)	20	60*	0
c. College of teachers	80*	0	0
d. All teachers	40	40	0
e. Community/parent teacher board or group	60*	20	0
f. Other _____	0	0	0
58. Qualifications for the College of Teachers are:			
a. Member of Anthroposophical society	20	40	0
b. Commitment to Waldorf education	60*	0	0
c. Faculty member for two, three ... years	0	40	0
d. Attend Anthroposophical meetings/activities	20	40	0
e. Member of the Christian Community	0	40	0
f. Member of First Class	0	20	0
g. No specific requirements	0	20	0
h. Life experiences (Specify _____)	20	0	0

Comments:

- a. The college of teachers is open to all co-workers who have an interest and have been co-workers for more than 6 months.
- b. Preferably have been dealing with children.
- c. Preferably Waldorf education/teacher training.

59. Are novice teachers mentored by faculty? Yes No Dk
20 60* 0

60. At what grade level does your school decline to accept new students?

Comments:

- a. So far we have classes up to class 9 and accept new pupils in all classes.
- b. Uncertain.
- c. None.
- d. No grade.
- e. No.

Major Issues that Impact your School

61. Please rank in order of importance--1-18:

- | | | |
|----------|----------|--|
| <u>8</u> | <u>1</u> | a. Financial support. |
| 60 | 1/9 | b. Availability of qualified (degreed) teachers. |
| 20 | 1/9 | c. Availability of Waldorf-trained teachers. |
| 20 | 9 | d. Availability of Anthroposophical-based teachers. |
| 40 | 4 | e. School equipment and supplies. |
| 20 | 6 | f. Location of school. |
| 40 | 9 | g. Retaining faculty and staff. |
| 20 | 7 | h. Parent participation and cooperation. |
| 20 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 40 | 2 | j. Class size. |
| 20 | 8 | k. Physical condition of school facility. |
| 40 | 7 | l. State/government/city regulations. |
| 20 | 9 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 40 | 9 | n. Community acceptance of school. |
| 20 | 7/9 | o. Maintaining an Anthroposophical-based educational program. |
| 60 | 1 | p. Implementing Waldorf principles. |
| 40 | 2 | q. Low teacher salaries and benefits. |
| 14 | 9 | r. Other |

Major Sources of Income and Founding Sources of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- | | |
|----------|------------------------------------|
| <u>R</u> | |
| <u>2</u> | a. Tuitions. |
| <u>1</u> | b. State or government funds. |
| <u>0</u> | c. Grants (public or private). |
| <u>0</u> | d. Business or industry support. |
| <u>3</u> | e. School-fund raising activities. |
| <u>3</u> | f. Individual donations. |
| <u>3</u> | h. Bequeaths. |
| <u>2</u> | i. Other |

Comments:

- a. Parental contributions
- b. Monthly fee paid by parents
- c. In Sweden, the free schools receive 85% of what the state schools receive, varies by community. In our school we get a 3200 Skr non-categorical grant per pupil and year. Parents contribute 500 Skr per year.

63. Who founded your school?

Parents:	20%	Parents/Teachers:	0%
Individual:	40%	All four groups:	0%
Business:	0%		
Teacher(s):	7%		

Comments:

- a. Business parents who sought teachers to run the school.
- b. An experienced Waldorf teacher supported by group of parents
- c. Parents

64. Did (do) you build, own or lease your school building?

40% 60%*

65. Who owns your school?

Comments:

- a. A foundation
- b. University of Uppsala (school is part of a form)
- c. The community

UNITED STATES
RESULTS OF INTERNATIONAL WALDORF
SCHOOL SURVEY

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 234 schools (43% Response)

Earl J. Ogletree

1. Country: United States
2. Number of schools surveyed: 66
3. Average years of Waldorf teacher teaching experience: 7 years
4. Percent of teachers with public school experience: 31%
5. Percent of teachers with university degrees: 82%
6. Percent of teachers with formal Waldorf training: 58%
7. Percent of teachers who are Anthroposophists: 66%

Respondents: Chair: 55%, Teachers: 15%, Comm. Development Coord. 12%,
Admin.: 10%

Knowledge and Understanding of Waldorf Education

8. What is the goal(s) of Waldorf education?

Comments:

- a. Holistic development
- b. To educate each individual to become "free thinking" responsible creative citizens.
- c. To develop in each child the proper connection to their destiny.
- d. To assist in the evolution of humanity to produce free human beings capable of improving purpose to their lives.
- e. Mortality, judgement and intelligence.
- f. These children are interested in the world, positive, aware of their capacities and able to take hold of the world, finding their tasks, their contributions, and their destiny.
- g. To raise free and thinking individuals.
- h. To allow the child to unfold their lives-self in a healthy way making them capable of using their capacities.
- i. Freedom to reach one's inner morality.
- j. Contribute to the world.
- k. To create individuals who are balanced.
- l. Contribute to the world.
- m. Education towards freedom.
- n. To assist the children in help filling their destinies.
- o. Free human beings who can think and act on their own responsibilities.
- p. To educate each human beings who are to improve purposes and direction to their lives.
- q. Cultivation of a free thinking and self-directed human beings.

* - Responses are significant at the .05 level of confidence, i.e., the difference in responses could only occurred by chance 5% of the time.

		<u>Percentage</u>		
9. Is the goal of Waldorf education to change society?	Yes	No	Dk	
	70*	21	09	

Comments:

- a. To enrich it, culturally.
- b. Not in a predetermined way, but to allow new impulses to enter into the culture by nurturing the individual capacities--thus giving society the possibility of evolving.
- c. Change society through the education of healthy persons.
- d. To bring balance and respect for individuals and community.
- e. It is the hope, but not the goal.
- f. We work to develop individual human beings.
- g. Children who had teachers who strive for truth, beauty, and goodness have to affect society.
- h. No! But if it is successful societal change will result.
- i. The goal is to educate individuals who could change society if they want to do so.
- j. To change the way people/society think.

		Yes	No	Dk
10. Must one be an Anthroposophist to be an effective teacher?	41	50	6	
11. Teaching can be/is based more on methods than Anthroposophy?	18	68*	9	
12. Teachers' knowledge and implementation of Steiner's educational ideas and methods?		Excellent	18	
		Good	68*	
		Fair	9	
		Poor	0	

Comments:

- a. Varies among different teachers.
- b. Constant deepening is always needed.
- c. As a group we try to deepen our understanding of Steiner's ideas, constantly. But not in a dogmatic way.
- d. Development is ongoing and takes years to develop the bridge between theory and practice.
- e. Some have studied/worked for years some are new to it.
- f. Faculty are always discussing, questioning, adaptive to the children and place in a creative way.
- g. We have never had a formal evaluation of teachers, knowledge.
- h. Forever striving to improve
- i. So many of us are new at this. We all practice what we know and learn.
- j. We have many questions, but we are striving.
- k. We are committed to exploration of Steiner's ideas and methods.
- l. We are inspired by our pedagogical studies.
- m. Good mix of experienced and new teachers--excellent mentoring, could always be better.
- n. All ranges of knowledge are present at times. Majority work strongly to improve and showing them their understanding and Steiner's work, good and growing as we continue with pedagogical study, peer observations and experience.
- o. High attendance at conference/workshops--commitment among faculty to work with Steiner's pedagogy.

- p. I say good because it varies. We have new teachers who struggle or don't make it too often, though we do have some excellent teachers.
- q. Faculty study groups most helpful as an opportunity to help one another.
- r. As a faculty we vary in experience. Those teachers with more knowledge openly share with others and faculty members regularly attend conferences and workshops. Two are in the training process. One fully trained. Others with years of informal training and experience. Two with some raining. Faculty study helps.
- t. We do insist that our teachers be committed to Steiner's ideas and methods. I would characterize the group as continually researching, individually and as a group; As a whole we have grown through conservative, critical discussions and suggestions.
- u. The desire to understand and implement Steiner's indications has been very obvious in 80% of staff.
- v. Our new teachers have a sharing intention to train in and implement Steiner's ideas and methods. As yet 3 of 5 are relatively new to it.
- w. We constantly work at deepening our understanding through meditation and concentrated study.

13. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	4
	Good	17
	Fair	31
	Poor	9

Comments:

- a. Excellent in some cases, poor in others, with all working to improve.
- b. Some teachers have a deep understanding--others look at the "psychological" aspects too much.
- c. This can always be deepened.
- d. One of our teachers is a curative eurythmist; she is an excellent resource.
- e. No doctors on staff.
- f. We have outside consultants in who rank excellent or good.
- g. I would ask whether it is the proper role of the teacher to "diagnose and treat."
- h. We are beginning to develop this more and more with the help of a teacher, who is taking a curative course for teachers.
- i. Is this a reference to the pedagogical law?
- h. Weak in diagnostic and therapeutic.
- j. We work with an anthroposophic physician; we take pride in implementing remedial measures.
- k. Child study meetings are the core of weekly meetings. Curative eurythmist on staff.
- l. We study regularly to help ourselves and each other to deepen this understanding.
- m. Not enough knowledge.
- n. Child study groups don't work as well without an anthroposophical doctor.
- o. Excellent working group has been studying for 8 years, but teachers don't diagnose, we work with an anthroposophic doctor.
- p. Difficult to respond to. We have a wide variety class teachers. Area requires to specialization--a physician.

- q. This of course depends upon individual teachers understanding - at weekly child-study is an opportunity for a sharing of understanding.
- s. Our training is never enough and we are young and not experienced. We haven't had an experienced and wise mentor to guide us.
- t. We are just beginning to deepen our understanding by working with a doctor versed in anthroposophical medicine.
- u. I think we do not have the experience/knowledge necessary for this. We are a young faculty with only 5 yrs average experience in the Waldorf schools.
- v. Although, the effort has been made to meet with natural birthers, homeopathic physicians, etc. in this geographic area, few if any of these people have had any exposure to Dr. Wegman's insights on the four bodies as a basis for extending our understanding of anthroposophical medicine.
- w. We are always working with the doctors to increase our understanding.
- x. Varies from very good to poor. The word poor indicates failure. In our situation it indicates teachers new to Waldorf ideas
- z. We are a young faculty without the support of anthroposophic medical personnel or an in house eurythmist. We work at it, need more study and inner work.

14. Do Waldorf teachers have a good understanding of the Steiner's concept of child development? Yes No Dk
86* 0 3

Comments:

- a. Yes, if their Waldorf trained.
- b. They're not Waldorf teachers if they don't.
- c. Could always be better. Varies from teacher to teacher.
- d. We have ongoing faculty study.
- e. Study is never ending.
- f. Fair.
- g. We are all in the process of developing that understanding.
- h. Is certainly growing--notice studying and knowledge of teachers has deepened over the last six years.

Programs and Curricular Practices
--

	<u>Percentage</u>		
	Yes	No	Dk
15. Continuous teacher--grades one-eight.	88*	8	3
16. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	91*	5	2
17. Student-written and illustrated note/workbooks.	97*	2	0
18. Meditation/prayer at beginning of day. (Verse)	82*	12	2
19. History-of-man based language arts/reading program.	88*	0	0
20. Postpone formal reading from commercial textbooks until grades: (two-15%), (three-30%), (four-10%), (45%-NA) (12%-no text books).	79*	6	2
21. School admission based on second dentition/teething	59*	26	6
22. Forbid or restrict student TV viewing.(1 has school policy)	62*	27	5
23. Teach form drawing--grades one-five.	91*	2	5
24. Teach geometric drawing and constructions--grades 6-8.	70*	6	5

25. Two foreign languages, beginning grade one. Languages taught--Ranked: German, Spanish, French, Russian, Greek, Japanese and Hawaiian	64*	25	2
26. Teach Latin and Greek: Both languages were taught.	26	62*	3
27. Teach main lesson/block lessons: (1 1/2-2 hours per day)	89*	5	0
28. Teach educational/artistic Eurythmy at each grade level.	65*	27	2
29. Curative Eurythmy is employed in therapeutic program.	35	56*	2
30. Have a physician on staff to serve students: (half day)	26	68*	2
31. Teach computer literacy and applications: (grades 11-12).	15	77*	2
32. Group students according to temperament.	58*	17	12
<u>How often is temperament grouping used. How effective is it in helping students?</u>			

- a. Varies by class. Very effective.
- b. In my class I use it continually and generally find it effective.
- c. Not practical or effective with small classes.
- d. Ok!
- e. Effectiveness is questionable.
- f. Fifty percent of the time.
- g. Difficult to identify a single temperament, could be mixed.
- h. So far, very helpful--(mid year, grade 1).
- i. Temperament grouping less useful in upper grades.
- j. Used more in larger classes.
- k. Knowledge of temperaments is helpful in forming a picture of the child in individualizing instruction.
- l. Not effective for classes under 12.
- m. Most teachers use it and find it effective.

Evaluation of Programs, Mileau and Outcomes
--

33. How would you describe your school's working/teaching climate?	Percentage		
	Yes	No	Dk
a. Democratic...(self-governing, open)	65*	6	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	12	46	0
c. Authoritarian...(domineering, oppressive, dogmatic)	2	50	0
d. Accommodating...(flexible, adjusts to circumstances)	14	0	0
e. Other	5	7	2

Comments:

- a. Crisis driven.
- b. Consensus.
- c. Republican (committee/mandate group).
- d. Teachers are self-regulating and accountable to the rest of the group (e.g., this question is quite leading and judgmental).
- e. Also republican-delegation/committees
- f. Not democratic.
- g. Unsettled--sometimes all of the above.
- h. We are a faculty run school now attempting to make that clear to the community. Because we are only now passing out of pioneer stage, we are flexible to needs that arise.
- i. Republican facility structure with mandated responsibilities.
- j. The care facility is the "bottom line" but exercising this responsibility is rarely necessary.

34. Describe the faculty morale at your school?	Excellent	23
	Good	58*
	Fair	15
	Poor	0

Comments:

- a. It was much better until recent financial difficulties.
- b. Harmonious faculty working-yet low salary/comparatively, and much work, both time and responsibilities morale ebbs and flows, but basically is good, very strong community working in the faculty and recognition of diversity.
- c. We are a young school with an extremely compatible faculty of two plus Kgp assistant.
- d. One difficulty for us is several/untrained, new, non-Anthroposophical teachers, it makes for strained communication at times. Our faculty are mature responsible, flexible thinkers, willing to listen to and work with parents while combined in Waldorf ideals. We aim to understand the ideal, but are also practical as well.
- e. Split between those who adhere generally to what they have been taught during formal Waldorf training (and in Germany) and those who have not had such formal training (but have received Waldorf training) who are striving for a more community-reliance program-integrating into Hawaiian strategy.
- f. Right now one teacher feels we are in a crisis, lacking board backing. The majority feel we are strong with/community/Board backing.
- g. It depends upon the more receive crisis/success ratio and upon the faculty fatigue level.
- h. Many teachers stressed under demands of meeting increasingly difficult pupils-not enough money, time, etc. But we realize how lucky we are to be able to have fulfilling work.
- i. We are a young school; both class teachers are in their 1st year of teaching and kindergarten teacher is in her 7th year. We are struggling with many questions, but are buoyed by good working relationships.
- j. We've recently (2 years ago) begun to use a committee system which equitably shares the work among full-time faculty. More teachers are involved, our communication is better, we've mandated individuals act. We have developed personnel policies a conflict resolution procedures. Our faculty meetings refresh rather than deplete. We are interested in one another a visit in one another's classroom.
- k. Excellent collegial work
- l. Like working for a Waldorf School; it is sometimes difficult, always demanding.
- m. Faculty over worked frequently.
- n. The faculty gets along great with one another, but there are personality problems without board members. However, money is the only reason we don't have excellent morale.
- o. We do of course, have our "ups and downs!" "Good," no not "excellent." But is still better than any other place I have worked. It also allows for the fact that we are continually evolving and learning and creating and doing.
- p. Much idealism, little money and rescheduling difficulties and

pressures. Sadness that local community as a whole does not provide more support.

- q. Our school is a young school that has been wrestling with that true areas of responsibility relations with parents, etc. We are learning to divide the areas of responsibility (see above) and to work closely with parents to include them in hiring decisions and to bring their skills into the classroom.
- r. This may change from week to week.
- s. Class-related and administrative responsibilities are completely unrealistic and somewhat unhealthy.
- t. Good interpersonal/relations, respect for individual freedom, more social interaction would be helpful.
- u. Good, especially since we have been through many upheavals.

35. What are the best aspects of Waldorf education?

Comments:

- a. Freedom
- b. Child centered spiritually based, artistically based.
- c. Child development ideals.
- d. Nurturing the whole child, content of curriculum.
- e. Imagination, balance, creativity, thinking through observation.
- f. Connection of teacher to child/class, developmentally inspired holistic curriculum.
- g. Teachers with a common pedagogical philosophy and striving as artist.
- h. Creativity, freedom to adaptation, personal freedom from parents of views adhering spiritual side in view.
- i. The engagement of the whole child through the artistic teaching of the academic subjects; the bringing of appropriate subject matter at each age to help with proper unfolding faculties.
- j. Artistic education in the broadest sense, incarnating spirit/soul into the physical and developing thinking, feeling and willing, both in a harmonious way.
- k. That it fits together.
- l. Acknowledging the threefold aspect of the human being.
- m. Curriculum is developmental appropriate to the child excellent, dedicated teachers.
- n. Instilling love of life, learning and working.

36. What are the less effective aspects of Waldorf education?

Comments:

- a. No state funding. Lack of funds for remedial education.
- b. Depends on specific teachers.
- c. Meeting the needs of minorities.
- d. Administration and finances--can't compete financially with state funding of public schools.
- e. Often children held back in terms of social and cognitive maturation, "too young."
- f. The tendency to be dogmatic (based on Steiner's "says so" or indications), rather than making decisions based on students' needs.
- g. Faculty needs to gain group awareness, while maintaining individuality.
- h. Testing readiness.

- i. The mass of information, the continuous teacher 1-8, must learn, teach and handle throughout the sequence of 8 years, is overwhelming. "This is not 1919 anymore."
- j. Find the two hour (Block period) morning lesson is insufficient time to cover the material.
- k. Exhaustive demands on teachers.
- l. Obligated to educate parents as well as students.
- m. Large class sizes--under funded, space not ideal.
- n. Addressing the needs of special needs children and recognizing when to go else where for help.

Yes	No	Dk
88*	3	5

37. Is Waldorf education compatible with the times?

Comments:

- a. Times are not compatible with the healthy development of children.
- b. Waldorf promotes looking at the world more openly with more interest and enthusiasm.
- c. Depends, if you adapt to the times.
- d. Waldorf education is needed. But it goes against all that is popularly accepted by mainstream society.
- e. Waldorf is the only real possibility to: 1) heal the efforts of technology to overwhelm thinking in society, 2) develop the creative moral, heart-felt thinking that can solve our social/business/environmental/human relation problems in the 21st century.
- f. Times are accelerating past our understanding.
- g. Steiner education essential for our times.
- h. In its essence, but not with its 70-year old German trappings.
- i. Moral education is the primary ingredience.

Yes	No	Dk
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38. Is Waldorf education too traditional?

8	79*	0
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39. Is Waldorf education too Germanic?

9	70*	6
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40. Should Waldorf students have earlier intellectual stimulation?

3	79*	8
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Comments:

- a. Society already provides too much.
- b. Not appropriate at an early age.
- c. Children seem healthy and happy with our curriculum.
- d. Waldorf education provides a good balance with the stimuli outside school.
- e. Knitting a ball is a motoric-based intellectual stimuli.
- f. Need to balance over stimulation of intellect.
- g. Waldorf education provides real intellectual development when age appropriate.
- h. Plenty of stimuli here.
- i. Issue of child development is respected.
- j. Goes against child's natural development--honing the healthy development of organs.
- k. Children are excited, interested and absorbed in their work without earlier stimulation.
- l. Direct development of intellect comes later.

- m. If the child's thinking is developed in the correct manner, via movement, rhythm and artistic activities in the lower grades it is nourished properly throughout school.
- n. It seems in our attempt to keep them dreamy we go, too slow.

41. What would you change about Waldorf education?

Comments:

- a. Financial support from parents, only.
- b. Change name to Steiner education.
- c. The actual practice needs to be less abstract and intellectual, more realistic.
- d. We need Waldorf math textbooks for teachers and workbooks for students, grades 4-8.
- e. More generous public support.
- f. Teacher training needs to be more vigorous, more spiritually thorough with quality emphasis on anthroposophy and on the practical demands of teaching (e.g., reading balance sheets and relating to parents).
- g. Make Waldorf available for every child.
- h. Financial security.
- i. More American-related experiences and content in the curriculum.
- j. Funding and training of teachers is under developed., courses too short.
- k. Maintain openness.
- l. Need more minorities in the schools--African-Americans.
- m. More open and free understanding of Steiner.

42. Do you believe your school follows Steiner's pedagogical indications?

Comments:

- a. For the most part, could improve.
- b. Yes, we try.
- c. Yes.
- d. Yes, but in a flexible way.
- e. Don't know.
- f. Yes, as much as we understand them.
- g. Essentially, but Steiner's indications require an inner development to be cultivated and maintained.
- h. (A significant number of the responses was "yes.")

43. What is your perception of the future of Waldorf education?

Comments:

- a. Glowing. It is needed.
- b. It will continue to grow and flourish.
- c. It is the future.
- d. Growing--becoming widely accepted.
- e. Model Waldorf schools, deepening.
- g. Promising and endangered, if adopted by public schools, it may be watered down.
- h. Basis of future education.
- i. Roads into public education will increase--Waldorf will grow.
- j. Will gain more importance if movement is able to harmonize

teacher training and do a better job.

- k. More promising than anything else.
- l. High hopes--wish it to become available to the public masses if the choose.
- m. I think the number of schools will reach a plateau. Public schools will adapt and adopt certain aspects for their use.
- n. I hope it will expand and change to more individual needs, worldwide. (The total number of Waldorf schools today is approximately 700, internationally.)

44. How well do your students perform in state high schools and/or universities?

Comments:

- a. Great.
- b. Significant majority of comments were "well-very well.
- c. Very well. They are sought after.
- d. Eighth graders tested with high scores.
- e. Excellent for the most part.
- f. Very well--to high honors.

45. How do you measure/evaluate the success of Waldorf graduates?

Comments:

- a. Subjectively.
- b. Following their grades and social development.
- c. Surveys, transcripts, and interviews with high school counselors.
- d. Portfolio, growth of the individual overtime and standardized testing.
- e. Reports on their achievements in other settings, plus anecdotal interviews about their biographical development.
- f. Alumni questionnaires, contacting high schools.
- g. By their success in high school and university/college. However, the effects are long term.
- h. We look at their success in other educational institutions.
- i. Keep records of colleges attended.

46. Does Waldorf education develop "free thinking" individuals? Yes No Dk
96* 2 2

Comments:

- a. All along students are given activities and experiences to strengthen their will and feeling life--upon which "free thinking" is based.
- b. We aim to.
- c. They become flexible and open-minded.
- d. As defined in Steiner's Philosophy of Spiritual Activity.
- e. These children recognize what is genuine and what is not. They have an ethical base due to realistic judgements and the prevalence of history and mythology in the curriculum.
- f. It really depends much on the attitude and skill of the teacher.
- g. An individual's that in themselves is revived so that they are more able to think for themselves.

47. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	Yes	No	Dk
	9	79*	3
48. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy?	Yes	No	Dk
	67*	18	13

Comments:

- a. Sometimes
- b. Not necessarily, Anthroposophy, but veneration.
- c. It may depend on the teacher.
- d. But without any compulsion involved.
- e. They have the capacity to move the spiritual world in what ever way the will.
- f. Perhaps.
- g. But does not close them either.
- h. The possibility of more than just the material world is not "squashed" as it is in the public schools.
- i. It allows the freedom to be? Open if one wants it be. There is no "hidden agenda."
- j. Only in so far as a tendency to "living though it is cultivated." Anthroposophy as "teaching" demonstrates this further with itself.
- k. By creating a reverent mood and by assuming the reality of the spiritual, students are not closed off to that aspect.
- l. The possibility is open, but it is not a manipulative scheme to increase the number of Anthroposophists. Children grew up and one is free to choose their own pain. But the spiritual world is not denied as in many "materialistic" approaches.
- m. The teachers may say nothing, but their thoughts alone have an influence as any thoughts do.
- n. Anthroposophy is for adults, not children.
- o. Few do.
- p. No intent to teach anthroposophy.
- q. More open to spiritual world.

Perception and Influence of Waldorf Education
--

	<u>Percentage</u>		
	Yes	No	Dk
49. Is your school perceived as being sectarian/religious?	26	62*	6
50. Have Waldorf school practices been adopted by the public/state schools?	9	74*	8
51. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	58*	23	9
52. Are most students aware of the esoteric/spiritual basis of Waldorf education?	9	82*	5
53. Is there increased interest in Waldorf education?	86*	5	2

Comments:

- a. Parents are looking for a more realistic, non-competitive and spiritually-based approach.
- b. Increased inquiries and request for visitations.
- c. Number of Waldorf schools has increased to 80-90.
- d. Enrollment waiting list for children and mainstream

- teachers seeking Waldorf training.
- e. Increasing enrollments in all grades.
- f. Much interest by teachers and administrators.

54. Why do parents chose a Waldorf school for their children?

Comments:

- a. Many reasons--often to find a better alternative to public schools.
- b. Freedom, arts, low pressure and safety.
- c. Search for a spiritual dimension to education.
- d. The want their children to remain open and creative.
- e. Drawn by the spiritually based, developmental curriculum.
- f. Many recognize the caring, loving relationship between teachers and their students.
- g. Holistic education incorporated in the arts, something that recognizes the spirit.
- h. Avoid the public schools.
- i. Some live in the neighborhood.
- j. Perceived as warmer, better, happier educational environment.
- k. Hope for the future.
- l. Many parents agree with our view of the child and our approach to education.
- m. Some seek alternatives; some want this philosophy and some children come from unfortunate educational experiences.

55. How do parents and students respond to the No TV school policy?

Comments:

- a. They understand the reasoning and agree, yet some occasionally take their children to the movies.
- b. Varies. If the parents are sincere, the children are usually happy and creative with their own play.
- c. No TV is an individual prescription at this school.
- d. Most resent and ignore. Some parents follow it.
- e. Depends on parents.
- f. Some are grateful, more simply limit TV and that's all they will commit to.
- g. Varies. Parents are often surprised to find that it works. Some parents who do watch with their children are forced to become dishonest.
- h. Some children discuss TV viewing secretly--"closet watchers."
- i. We do not have a no TV policy.
- j. Generally well.
- k. Difficult to know who are the TV viewers.

Administration and Governance

	Percentage		
	Yes	No	Dk
56. Faculty manages day-to-day operation of school.	68*	23	0
57. Your school is managed by:			
a. Outside appointed administrator	29	33	0

b. Selected teacher(s)	35*	17	0
c. College of teachers	55*	12	0
d. All teachers	38	20	0
e. Community/parent teacher board or group	49*	17	0
f. Other	12	2	0

Comments:

- Two business managers selected by faculty
- College and board with help of administration
- Key board members
- Parent, teacher and Board of Trustees
- College of teacher's care staff
- Combination of teachers-board-parent group
- Administration/teachers
- Steering committee of selected teachers, college of teachers
- Combination of a, b, c, e and one teacher
- Board takes legal/financial tasks on itself
- All full-time faculty with full time administrator, board is responsible for legal or financial affairs of the school
- Board and staff or board of trustees

58. Qualifications for the College of Teachers are:	Yes	No	Dk
a. Member of Anthroposophical society	12	47*	2
b. Commitment to Waldorf education	64*	2	0
c. Faculty member for two, three ... years	50*	8	2
d. Attend Anthroposophical meetings/activities	9	46*	2
e. Member of the Christian Community	0	55*	2
f. Member of First Class	0	55*	2
g. No specific requirements	9	35*	2
h. Life experiences (Specify _____)	5	26	3
g. Other _____	27	6	3

Comments:

- A striving with Anthroposophy/specific commitment to our school .
- Working out of Anthroposophy; recognized by colleagues; ongoing commitment to the school.
- Commitment to this school and sharing the load thereof.
- We do not have a college of teachers as yet.
- Availability.
- Achievement in community is assessed.
- Commitment to Anthroposophy, to the school, to the spiritual life, growth of the school.
- Deeply committed to Anthroposophy.

59. Are novice teachers mentored by faculty?	Yes	No	Dk
	93*	5	0

60. At what grade level does your school decline to accept new students?

Comments:

- Grade 6 (highest grade).
- Any level.
- Careful at all grades, more so at grades 7 & 8.
- Twelfth grade.
- Not at any level, accept the lower grades--1 & 2.
- Majority of schools rejected students in grades 7 & 8.

The Major Issues that Impact your School

61. Please rank (R) in order of importance--1-18:

- | <u>R</u> | <u>Rank</u> | |
|----------|-------------|--|
| 32 | 1 | a. Financial support. |
| 8 | 4 | b. Availability of qualified (degreed) teachers. |
| 12 | 3 | c. Availability of Waldorf-trained teachers. |
| 8 | 4 | d. Availability of Anthroposophical-based teachers. |
| 8 | 5 | e. School equipment and supplies. |
| 6 | 2 | f. Location of school. |
| 6 | 9 | g. Retaining faculty and staff. |
| 15 | 4 | h. Parent participation and cooperation. |
| 5 | 7 | i. Student discipline problems (drugs, behavior, etc.). |
| 11 | 5 | j. Class size. |
| 9 | 6 | k. Physical condition of school facility. |
| 5 | 4 | l. State/government/city regulations. |
| 18 | 1 | m. Student enrollment--inadequate or overcrowded (circle one). |
| 9 | 7 | n. Community acceptance of school. |
| 5 | 3 | o. Maintaining an Anthroposophical-based educational program. |
| 11 | 1 | p. Implementing Waldorf principles. |
| 6 | 1 | q. Low teacher salaries and benefits. |
| 43 | 0 | r. Other: |

Comments:

- a. Financial issues are our major woes. Tuition can only go so high. Low compared to other Waldorf schools. Perhaps community acceptance is really more of a concern too.
- b. Our school's deficit is a major challenge. Student enrollment equals financial support for us.
- c. Building our school.
- d. Balancing work and personal life makes demand on time.
- e. School/community relations regarding school's goals, philosophy, and theory of child development.
- f. Issues are integrally related.
- g. So far it seems to take immense energy to accomplish very tenuous steps.
- h. Parent/community education has been weak. Issues of identity, power and control are being explored. A perception of Anthroposophy equals rigidity and dogmatism, which makes many parents uneasy.
- i. Decision making is a significant problem.

Major Sources of Income and Founding of your School

62. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- | <u>R</u> | |
|----------|--------------------------------|
| <u>1</u> | a. Tuitions. |
| <u>5</u> | b. State or government funds. |
| <u>4</u> | c. Grants (public or private). |

are legally responsible, faculty "spiritually" responsible Catholic Church.

- s. The town
- t. College of teachers supported by board of trustee
- u. The teachers
- v. The Board of Trustee
- w. Rudolf Steiner Educational and Training Association
- x. A partnership we lease with option to buy
- y. We are incorporated as a school, lease building from the Marietta Charitable Trust.
- z. The county

66. What percent of parents are Anthroposophists? *

Comments:

- a. 10%
- b. Less than 10%
- c. 5%
- d. 10% study Anthroposophy.
- e. Don't know. What is the definition of an Anthroposophists?
- f. One third
- g. Small percentage--no declaration ever made.
- h. Under 20%, but all are accepting Anthroposophy as the foundation for the school.
- i. Slightly larger percent could be considered to think like spiritual scientists. Most are humanists, "new age" or live alternative life styles.

* (This question was not included in earlier distributed survey instruments.)

SWITZERLAND
PRELIMINARY RESULTS OF INTERNATIONAL WALDORF SCHOOL

Following are the results of a four year international survey of 520 Waldorf/Steiner School in 31 countries. Responses: 246 schools (47% Response).

Earl J. Ogletree (December 31, 1997)

1. Country: Switzerland
2. Number of schools surveyed: 13
3. Average years of Waldorf teacher teaching experience: 8 years
4. Percent of teachers with public school experience: 58%
5. Percent of teachers with university degrees: 35%
6. Percent of teachers with formal Waldorf training: 53%
7. Percent of teachers who are Anthroposophists: 53%

Respondents: Chair: 23%, Teachers: 70%, Director: 7%

	Percentage		
	YES	NO	DK
8. Must one be an Anthroposophist to be an effective teacher?	30	70	0
9. Is your school perceived as being sectarian/religious?	30	60	9
10. Teaching can be/is based more on methods than Anthroposophy?	20	60	10
11. Are novice teachers mentored by faculty?	50	20	20
12. Your school is managed by:			
a. Outside appointed administrator	10	40	0
b. Selected teacher(s)	30	30	0
c. College of teachers	60	10	0
d. All teachers	50	10	10
e. Community/parent teacher board or group	30	30	0
f. Other _____	0	10	0

Qualitative responses:

- a. Son of founder

13. Qualifications for the College of Teachers are:

a. Member of Anthroposophical society	30	40	0
b. Commitment to Waldorf education	70	10	0
c. Faculty member for two, three ... years	30	20	20
d. Attend Anthroposophical meetings/activities	0	50	0
e. Member of the Christian Community	0	60	0
f. Member of First Class	0	60	0
g. No specific requirements	50	20	0
h. Life experiences (Specify _____)	30	10	0

g. Other _____	10	0	0
<u>Qualitative responses:</u>			
14. How would you describe your school's working/teaching climate?			
a. Democratic...(self-governing, open)	50	0	0
b. Laissez-Faire...(anarchic, no leadership, unclear goals)	10	50	0
c. Authoritarian...(domineering, oppressive, dogmatic)	10	40	0
d. Accommodating...(flexible, adjusts to circumstances)	70	10	0
e. Other	0	20	10

Qualitative responses:

15. Describe the faculty morale at your school?	Excellent	10
	Good	80
	Fair	10
	Poor	0

Qualitative responses:

16. Teachers' knowledge and implementation of Steiner's educational ideas and methods?	Excellent	0
	Good	90
	Fair	10
	Poor	0

Qualitative responses:

17. Teachers' understanding of the therapeutic relationship between the ego, etheric, astral and physical bodies to diagnosis and treat the psycho-physical imbalances of the student(s).	Excellent	20
	Good	50
	Fair	20
	Poor	0

Qualitative responses:

- a. Understanding is different than real perception.
- b. Intensive interest and deepening understanding.

Does your school program include the following practices?	Percentage		
	YES	NO	DK
18. Continuous teacher--grades one-eight.	80	10	0
19. Balanced school day--academic, artistic, physical activities--morning, midday and afternoon, respectively.	60	20	10
20. Student-written and illustrated note/workbooks.	80	10	10
21. Meditation/prayer at beginning of day.	50	50	0
22. History-of-man based language arts/reading program.	70	10	0
23. Postpone formal reading from commercial textbooks until grades: three & four & not all.	60	10	0
24. School admission based on second dentition/teething	60	20	0
25. Forbid or restrict student TV viewing. (If possible.)	60	40	0
26. Teach form drawing--grades one-five.	70	10	0
27. Teach geometric drawing and constructions--grades 6-8.	80	0	0
28. Two foreign languages, beginning grade one.	90	0	0
<u>Languages taught: German, English & French.</u>			
29. Teach Latin and Greek (Circle one or both).	50	30	0
30. Teach main lesson/block lessons (No. of hours 2 per day)	70	10	0
31. Teach educational/artistic Eurythmy at each grade level.	90	0	0
32. Curative Eurythmy is employed in therapeutic program.	100	0	0
33. Have a physician on staff to serve students. (Part time)	60	40	0
34. Faculty manages day-to-day operation of school.	80	0	0
35. Teach computer literacy and applications (grade(s)10-12)).	30	40	10
36. Group students according to temperament.	60	30	0
<u>How often is temperament grouping used. How effective is it in helping</u>			

students?

Qualitative responses:

- a. Not at all.
- b. Only in the early years.
- c. In the lower grades it is very effective.
- d. It is less and less possible.

37. WHAT IS THE MAJOR SOURCE OF INCOME FOR YOUR SCHOOL?

Please rank the following sources in order of importance--1-7:

- 1 a. Tuitions.
- 0 b. State or government funds.
- 5 c. Grants (public or private). (Circle one or both)
- 6 d. Business or industry support.
- 2 e. School-fund raising activities.
- 3 f. Individual donations.
- 4 h. Bequeaths.
- 5 i.

38. WHAT ARE THE MAJOR ISSUES THAT IMPACT YOUR SCHOOL?

Please rank in order of importance--1-18:

- | <u>R</u> | <u>R</u> | |
|----------|----------|--|
| 30 | 1/2 | a. Financial support. |
| 60 | 9 | b. Availability of qualified (degreed) teachers.(Area/type_____) |
| 20 | 4 | c. Availability of Waldorf-trained teachers. (Area/type_____) |
| 60 | 0 | d. Availability of Anthroposophical-based teachers. |
| 30 | 9 | e. School equipment and supplies. |
| 30 | 9 | f. Location of school. |
| 30 | 9 | g. Retaining faculty and staff. |
| 20 | 3 | h. Parent participation and cooperation. |
| 20 | 9 | i. Student discipline problems (drugs, behavior, etc.). |
| 20 | 2 | h. Class size. |
| 20 | 9 | i. Physical condition of school facility. |
| 20 | 9 | J. State/government/city regulations. |
| 70 | 9 | k. Student enrollment--(inadequate) |
| 20 | 9 | i. Community acceptance of school. |
| 20 | 9 | m. Maintaining an Anthroposophical-based educational program. |
| 70 | 0 | n. Implementing Waldorf principles. |
| 20 | 3 | o. Low teacher salaries and benefits. |
| 90 | 0 | p. Other _____ |

Qualitative responses:

	Yes	No	Dk
39. Have Waldorf school practices been adopted by the public/state schools?	60	30	10
40. Are most parents aware of the esoteric/spiritual basis of Waldorf education?	30	60	10
41. Are most students aware of the esoteric/spiritual basis of Waldorf education?	0	90	0
42. Is Anthroposophy or reincarnation taught or alluded to in the curriculum?	0	90	0
44. Is Waldorf education compatible with the times?	100	0	0

Qualitative responses:

- a. Why not?
- b. Cannot quantify on this point.

45. Is Waldorf education too traditional?	10	80	0
46. Is Waldorf education too Germanic?	20	60	0
47. Is there increased interest in Waldorf education?	100	0	0

Qualitative responses:

- a. Schools are still growing.
- b. Yes, if it were not so expensive.
- c. In our area quite a few schools--economic problems.

48. Do Waldorf teachers have a good understanding of the Steiner's concept of child development?	60	10	10
--	----	----	----

Qualitative responses:

- a. Difficult to differentiate.
- b. Some do.
- c. State schools offer many more alternative educational ideas.

49. Who founded your school?	Parents: 50%	Parents/Teachers: 0%
	Individual: 30%	All four groups: 0%
	Business: 0%	
	Teacher(s): 20%	

Qualitative responses:

	20%	70%	10%	
50. Did (do) you <u>build</u> , <u>own</u> or <u>lease</u> your school building? (circle one).				

Qualitative responses:

51. Who owns your school?

Qualitative responses:

- a. Foundation
- b. College of teachers
- c. Board of directors
- d. Waldorf Fellowship of Zurich

52. What are the best aspects of Waldorf education?

Qualitative responses:

- a. Its autonomy.
- b. Its effect on general education
- c. Soul-orientation in a complex time
- d. Respect for individuals' freedom and artistic talents

53. What are the less effective aspects of Waldorf education?

Qualitative responses:

- a. The old fashion teaching methods.
- b. Eurythmy is a problem.
- c. Natural science subjects.
- d. Transition from consumption to creative activity.
- e. Lack of technology (computers) possibilities.
- f. Waldorf TV, one speaks, the students listen.

54. What would you change about Waldorf education?

Qualitative responses:

- a. Cannot generalize.
- b. Would open it up, leave the classroom, end the teacher-is-speaking and the style of teaching.
- d. More concentration on developing soul faculties--thinking, feeling and willing.
- e. Achieve more practical experience (trades, farming, sports) and career specific training.

55. Do you believe your school follows Steiner's pedagogical indications?

Qualitative responses:

- a. Yes.
- b. Hope so.
- c. We try hard.
- d. It does its best.
- e. As far as we can do it.
- f. To a certain degree.

56. What is your perception of the future of Waldorf education?

Qualitative responses:

- a. It will ultimately disappear through old fashion traditionalism or individual adaption.
- b. It has become too traditional to last.
- c. If we find the right timing of methods we should be very effective.
- d. Either it will become more like state education or it succeeds in holding its own identity.
- e. Maybe there will be fewer schools; but they should become more and more spiritual.
- f. Good.

57. How well do your perform students in state high schools and/or universities?

Qualitative responses:

- a. Some do.
- b. Excellently.
- c. Good.
- d. Well to very well.
- e. Good results.
- f. Generally very good.

58. How do you measure/evaluate the success of Waldorf graduates?

Qualitative responses:

- a. Difficult to generalize.
- b. The way they live their lives.
- c. Accumulated data.
- d. There are exams, but they are more for the student than the teacher.
- e. Successful.
- f. Questionnaire.

59. At what grade level does your school decline to accept new students?

Qualitative responses:

- a. None
- b. No level
- c. No limits
- d. Class size of thirty
- e. At any level
- f. New studenta are always welcome.
- g. Every level

60. What is the goal(s) of Waldorf education?

Qualitative responses:

- a. Independent thinking and the ability to work with others.
- b. To help people to unfold their abilities.
- c. Free, moral, and creative man .
- d. The free man.

61. Is the goal of Waldorf education to change society? Yes No Dk

100 0 0

Qualitative responses:

- a. Improve it.
- b. Perhaps not a goal, but an effort.
- c. To inspire society to develop individual faculties.
- d. To take part in social changes, which occur in any case.
- e. Develop each student's potential.
- f. In the far future.

62. Does Waldorf education develop "free thinking" individuals? Yes No Dk

100 0 0

Qualitative responses:

- a. Not only free thinking, but a free being.
- b. It begins to.

63. Does Waldorf education subtly influence/predispose students to be open to the spiritual world and Anthroposophy? Yes No Dk

50 50 0

Qualitative responses:

- a. Hardly.
- b. It allows them to remain open.
- c. A kind of subculture has developed of its own.
- d. As we have spiritual methods; we work on the openness of man.
- e. This is an individual problem, again.

64. Why do parents chose a Waldorf school for their children?

Qualitative responses:

- a. Different reasons--usually they are looking for an alternative. And they like the way we educate children.
- b. Want a better school for their children
- c. Because they want Steiner education and are prepared to pay for it.
- d. They think their children are better cared for and the artistic education.
- e. Often they look for a free and creative education, fewer parents look for Anthroposophy.

65. What percent of parents are Anthroposophists?

Qualitative responses:

- a. 10%-15%
- b. Very few or none
- c. School located in Dornach vicinity, quite a few.
Doesn't make things easier; they know most lecture cycles.
- d. Five-ten percent
- e. Fifty percent

66. How do parents and students respond to the NO TV policy?

Qualitative responses:

- a. Very few problems here.
- b. We are a boarding school. Mostly none have it.
- c. We are not absolutely strict about this issue.
- d. Our teaching is accepted in this respect; what they do themselves is their freedom.
- e. Ok

* **Comments:** Swiss situation--a lot of people finish school in ninth class and go into an apprenticeship or somewhere else, not necessarily because they are fed up with the Steiner school, but because they want a change.



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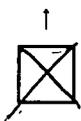
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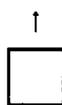
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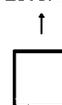
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