

Survey of Waldorf Graduates

Phase II

David Mitchell and Douglas Gerwin





Research Institute
for
Waldorf Education

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Abstract

It has taken approximately two years to formulate, conduct, and evaluate this survey of North American Waldorf graduates, starting with the first Waldorf senior class in 1943 and culminating with the class of 2005. A rich source of statistical and analytical information is now available to be mined by the Research Institute and those who read this study.

The survey, based on a sample of around 550 participants spanning some sixty years, suggests that a majority of Waldorf graduates share many characteristics, of which three are predominant:

- Waldorf graduates value the opportunity to think for themselves and to translate their new ideas into practice. They both value and practice life-long learning and have a highly developed sense for aesthetics.
- Waldorf graduates value lasting human relationships—and they seek out opportunities to be of help to other people.
- Waldorf graduates sense they are guided by an inner moral compass that helps them navigate the trials and temptations of professional and private life. They carry high ethical principles into their chosen professions.

The graduates surveyed demonstrated that they are capable of achieving what they want in life and are happy in the process of pursuing their goals. The majority consider life-long learning as a significant part of their life journey. They are devoted to their families, both to their own parents as well as to the families they are part of creating. In short, they know how to make a living, but more importantly they know how to make a life.

Waldorf graduates are quick to be introspective and capable of putting themselves down with touches of wry humor while others praise them. Professors and employers rate Waldorf alumni/ae more highly in terms of moral and life skills than these graduates rate themselves.

This survey is comprised of twelve major sections and a statistical analysis which was performed on the findings of several sections, including comparisons of Waldorf graduates and the general U.S. population, as well as contrasts of recent and older graduates. This is followed by a series of appendices containing much of the data and anecdotal comments. Our intention is to present the results concisely with descriptions, graphs, and tables interwoven with brief analyses of the material.

Following the order in which the questions were posed, the twelve sections of the survey include:

1. Overview of the participants

This section describes the population taking part in the study. We refer to the participants as “respondents.”

2. Higher education pursued by Waldorf graduates

We list the wide range of colleges accepting Waldorf graduates, the graduates’ major fields of study, the trends among those Waldorf graduates who transfer from one college to another, the honors and awards bestowed upon them during their college studies, sample impressions of Waldorf students by their college professors, the types of college degrees granted and graduate studies undertaken, and what those students who opted to take a year off before college actually did with their year.

3. Relationship of graduates to their career path

The survey documents how happy most respondents are in their jobs. We list their occupations and note that many of them end up teaching at all levels from pre-school to graduate school—and all ages in between—even though they did not major in education during their undergraduate years. We observe their continued interest in the “human condition” on earth and a tireless desire to improve the lives of others. We also look at a small percentage of Waldorf alumni/ae who went immediately into employment instead of going to college.

4. Overview of the graduates’ cultural and social interests

We document the high degree of importance the respondents place on activities leading to personal growth and social well-being.

5. Graduates’ attention to local, national, and international news

Most respondents indicate that they consider themselves to be “citizens of the world.” They look to news programs that report on global developments specifically to find multiple points of view.

6. Graduates and their human relationships

Findings indicate an intense interest in friendships, a high degree of satisfaction with their partners, and generally a positive outlook on life.

7. Graduates’ assessment of life and life skills

In response to questions about their greatest gifts and greatest joys, the respondents overwhelmingly single out their personal relationships—especially those involving family and close friends—but they also point to their love of practicing art and being active in nature, as well as their desire to help others. Regarding their greatest challenges, their most common responses involve self-questioning, achieving a balanced life, and deciding which of their many interests to follow and deepen.

8. Reflections on Waldorf education

Respondents were asked to think back on their years as Waldorf students from the vantage point of their present lives. They single out how crucial their Waldorf education was for their self-development, their social wakefulness, and their present struggle to live as balanced human beings in a fast-paced world.

9. Influence and importance of Waldorf education to their lives

Respondents describe how their Waldorf education was most influential and important in developing their creative capacities, love of learning, self-expression, and exploration of different viewpoints. The graduates describe how their education has left them free to choose their own paths in life, and how well they were prepared with many options. Some even complain that their education has kindled so many interests in them that it is hard for them to specialize as adults.

10. Aspects of Waldorf education initially rejected but now viewed differently

The respondents are invited to reflect on elements in their education that as students they resisted but have since come to appreciate. It is interesting to see that many graduates re-evaluate and appreciate eurythmy for providing grace in social movement and assistance in bodily integration, something they did not comprehend as students. In a similar vein, they also express new appreciation for the value of bringing form and discipline to the classroom, for restricting exposure to media (especially television), and for providing a multi-faceted curriculum, particularly in the arts.

11. Relationship of Waldorf graduates to anthroposophy

Since Waldorf schools are founded on the philosophy of Rudolf Steiner, we are interested to know whether the respondents feel they were indoctrinated with anthroposophy as students. An overwhelming majority express the view that they were not.

12. Graduates and their physical and mental health

A number of mainstream studies suggests a relationship between childhood education and adult health. This section of the survey is not successful in establishing any link between the graduates' experience of school and their present state of wellness. This connection remains a fertile subject for future study.

The survey includes five open-ended questions that invite the respondents to offer anecdotal responses to questions about their school days as well as a summary of their greatest gifts, challenges, and joys; these responses, collated in a series of appendices, offer both supportive and critical comments on how to improve the education in North American Waldorf schools.

Overall the study provides a positive picture of Waldorf education as presented by the study population. The graduates live with a passion for learning throughout life, are interested in the quality of their social connections, and are devoted to introspection and working through life's difficulties. They also indicate that they are creative problem solvers, are able to "think outside the box," exercise environmental stewardship, demonstrate high levels of both "social" and "emotional" intelligence, and have a solid foundation for moral navigation in the fast-moving modern world.

High School Growth in North America

LIST OF WALDORF HIGH SCHOOLS IN NORTH AMERICA

School's Age: Mat (mature); M (medium); Y (young)

NAME OF SCHOOL	YEAR HIGH SCHOOL BEGAN	FIRST CLASS TO GRADUATE	NAME OF SCHOOL	YEAR HIGH SCHOOL BEGAN	FIRST CLASS TO GRADUATE
High Mowing School	1942	1943 Mat	Rudolf Steiner School of Ann Arbor	1996	2000 Y
Rudolf Steiner School	1955	1959 Mat	Waldorf High School of Massachusetts Bay	1996	2000 Y
Waldorf School of Garden City	1956	1960 Mat	Austin Waldorf School	1997	2001 Y
Camphill Special Schools	1963	1964 Mat	San Francisco Waldorf School	1997	2001 Y
Kimberton Waldorf School	1964	1967 Mat	Tara Performing Arts High School	1997	2001 Y
Highland Hall Waldorf School	1968	1971 Mat	Waldorf School of Saratoga Springs	1998	2001 Y
Green Meadow Waldorf School	1972	1976 Mat	Island Oak High School	1998	2002 Y
Sacramento Waldorf School	1974	1978 Mat	Hazel Wolf High School	1999	2002 Y
Toronto Waldorf School	1975	1979 Mat	Portland Waldorf School	1999	2003 Y
Hawthorne Valley School	1980	1983 Mat	East Bay Waldorf School	2000	2004 Y
Vancouver Waldorf School	1981	1984 Mat	Lake Champlain Waldorf School	2001	2005 Y
Washington Waldorf School	1984	1988 Mat	Santa Fe Waldorf School	2001	2005 Y
Summerfield Waldorf School	1987	1991 Mat	Emerson Waldorf School	2002	2006 Y
Shining Mountain Waldorf School	1991	1996 M	Great Barrington Waldorf High School	2002	2006 Y
Chicago Waldorf School	1994	1995 M	Hartsbrook School	2002	2006 Y
Honolulu Waldorf School	1994	1998 M	Nelson Waldorf School	2002	N/A Y
Denver Waldorf School	1995	1998 M	Academe of the Oaks	2003	2006 Y
Youth Initiative High School	1996	1997 M	Santa Cruz Waldorf School	2004	N/A Y
Watershed High School	1996	1999 M			

Fig. i

The Number of Waldorf High Schools Is Growing Rapidly

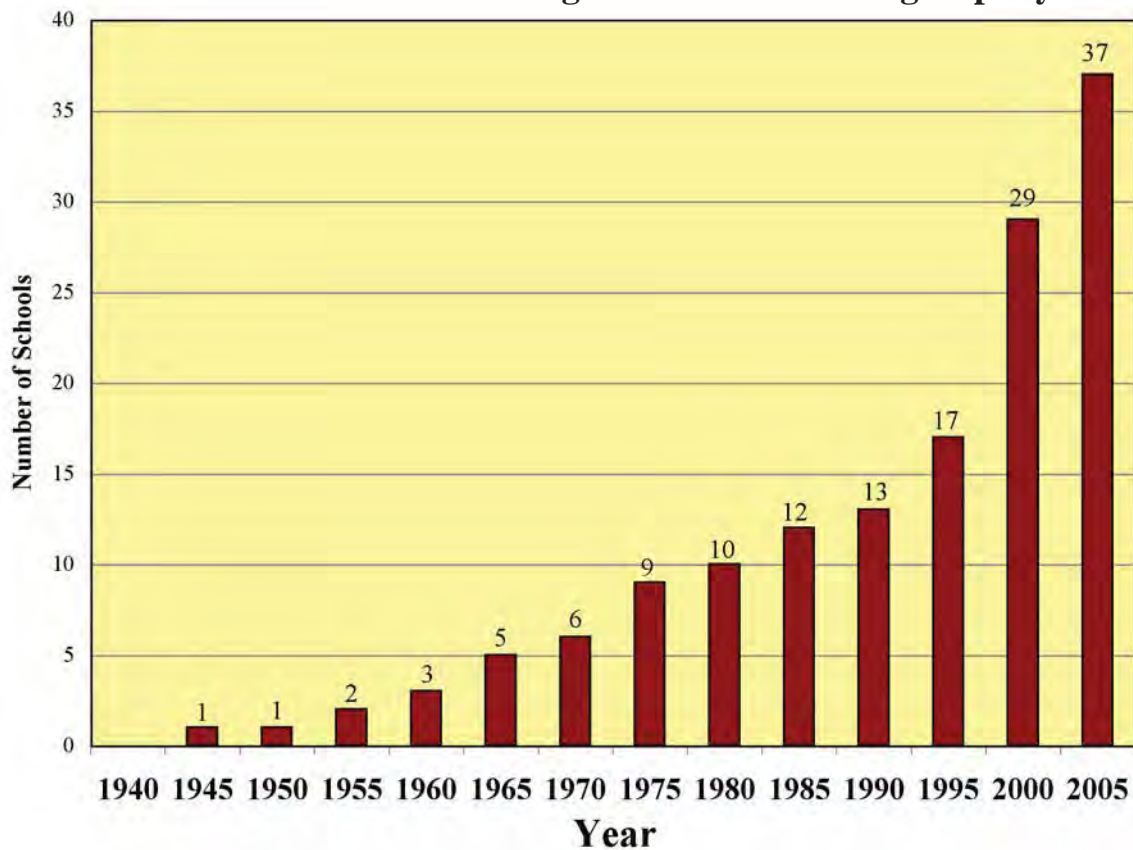


Fig. ii

Profile of a Typical Waldorf Graduate

- After graduating from a Waldorf high school, attends college (94%)
- Majors in arts/humanities (47%) or sciences/math (42%) as an undergraduate
- Graduates or is about to graduate from college (88%)
- Practices and values life-long learning (91%)
- Is self-reliant and highly values self-confidence (94%)
- Highly values verbal expression (93%) and critical thinking (92%)
- Expresses a high level of consciousness in making relationships work—both at home and on the job
- Is highly satisfied in choice of occupation (89%)
- Highly values interpersonal relationships (96%)
- Highly values tolerance of other viewpoints (90%)
- At work cares most about ethical principles (82%) and values helping others (82%)



Method Used in This Survey

The Research Institute for Waldorf Education contracted with Arthur Pittis during the late spring of 2005 to administer the Survey of Waldorf Graduates, Phase II. This followed the publication of the first phase of the graduate survey, which focused on those colleges and universities where Waldorf graduates from North American Waldorf high schools had been accepted and those they had decided to attend. Phase II of this research project delved more deeply into the lives of Waldorf graduates with the intention of answering the following questions:

1. Which colleges and universities do Waldorf alumni/ae attend and from which have they graduated?
2. Which fields of study do they pursue in college or university?
3. Which degrees do they earn?
4. What are the occupations they pursue after graduating from college or university, or after completing high school?
5. What do Waldorf graduates hold as values and which personal and social interests do they cultivate?
6. What is the quality of their personal relationships and of their personal health?
7. How are Waldorf graduates perceived by their professors and employers?

PHASE II SURVEY DESIGN AND ADMINISTRATION

The survey tool consisted of statistical and open-ended questions falling into the following general topics:

1. Participant Information: 6 questions
2. Education (*for graduates currently attending or graduated from college or university*): 12 and 14 questions, respectively
3. Employment/Occupation (*for graduates who did not attend college or university*): 11 questions
4. Workforce Experience: 19 multiple choice, rated questions
5. Cultural and Social Activities: 16 questions; 15 sub-questions rating importance and frequency of delineated activities
6. Relationships: 7 questions
7. General Experience of Life: 5 questions
8. Lasting Role of Waldorf Education in Life: 10 questions, including 37 multiple choice sub-questions ranking the influence and importance of Waldorf education on delineated aspects of the participant's life
9. Health and Wellness: 6 questions

Arthur Pittis subcontracted with an on-line provider, *SurveyMonkey.com*, to make the survey available electronically to those invited to take it. In addition to posting the survey, *SurveyMonkey.com* also provided on-line mailing list management software and a variety of filtering tools and downloading options, including comma separated value (spread sheet), tabular report, and HTML formats.

In November of 2005, Arthur Pittis brought in Courtney Lipscomb to manage the various mailing lists, mailings, and phone calls and, where needed, to undertake trouble shooting with the on-line software. She also transferred the print survey to electronic format, which was then tested and retested for ease of use and workability.

COLLECTION OF CONTACT INFORMATION FROM WALDORF HIGH SCHOOLS

At the time of the survey there were thirty-seven North American Waldorf high schools of which thirty had graduated senior classes in 2004. Twenty-seven of these schools had participated in Phase I of the survey and twenty-six provided participants for Phase II.¹ All of these twenty-six schools were asked to provide full contact information—postal, telephone, and e-mail—for six graduates from each of the following high school senior classes: 1994, 1996, 1998, 2000, and 2002. In other words, each school was asked to provide up-to-date information on thirty-six graduates.

To meet this goal, we sent postal and electronic invitations to the twenty-six high schools in mid-September of 2005. While a small handful of schools responded immediately with the requested information, contact with the appropriate person in the majority of the schools was difficult to establish. It was here that a problem resurfaced that had already appeared during Phase I—namely inadequate record keeping among Waldorf high schools regarding their alumni/ae contacts. Only a half dozen of the schools could supply up-to-date contact information on their graduates. The rest had spotty information. It was heartening, however, that almost all the schools made their best effort to provide the requested information, thereby allowing the survey to move forward.

By late December of 2005 we had gathered a contact list of approximately five hundred e-mail addresses; at New Year we sent out the first invitations to the names of Waldorf alumni/ae supplied by their schools, resulting in a bounce-back rate of approximately 10%. We followed up on bounce-backs with postcards or phone calls, if phone numbers were available. A week after sending the initial invitation we supplied the students with an e-mail link to the on-line survey, and then followed up with three reminders and re-invitations if they did not respond. Beyond that, no further attempt was made to contact them.

Although this first invitation resulted in about a 50% response rate, yielding some 250 respondents, we decided to extend the survey to all graduates between the years 1994 and 2004, and as many pre-1994 graduates as the schools could supply. This decision ultimately yielded contact information on nearly 900 graduates. The on-line survey remained available to graduates for just over four months and was closed on April 30, 2006.

SORTING COLLECTED DATA

The data collected from the statistical questions were much easier to sort and organize than the “open-ended” questions, to which participants offered multiple responses to a single question and used language that differed from one participant to the next. A similar situation arose when participants entered multiple answers to a single question. The survey administrator set up sub-answers for single questions. These were then passed on to the Research Institute for evaluation and analysis.

PROFESSOR/EMPLOYER SUPPLEMENTARY SURVEY

Beyond the survey of graduates, separate questionnaires were sent to over a hundred professors and twenty employers whom the respondents had identified. Replies were received from approximately forty-five professors and supervisors, who volunteered written comments about the Waldorf graduates with whom they had established relationships. These supplementary questionnaires appear in Appendix I.

ANALYSIS

Following an initial review of the data, the Research Institute began undertaking a more in-depth study, looking for identifiable trends, identifying relationships, evaluating anecdotal responses, and developing a systematic statistical analysis of the quantifiable data resulting in the sections and appendices that follow.

1. Of the high schools that did not take part in the survey, one is for mentally handicapped children and one is a public charter school. In addition there are two small high schools that were not represented among the participants in the survey. However, Phase II of the survey did include one graduate from a Waldorf high school which had closed in the 1990s and which therefore had not been included in Phase I.

Results, Observations, and Analysis

1. OVERVIEW OF PARTICIPANTS

As stated in the previous section, some nine hundred invitations were e-mailed to the graduates whose names had been supplied by their schools. There were 897 graduates invited to participate in the survey, and of the 556 graduates who agreed, 523 answered a sufficient number of questions to be included in the results; it is therefore this latter number, unless otherwise indicated, that is used to tabulate and analyze the data.

Of the students who agreed to take part in the survey, 87.2% graduated from mature and 12.8% from medium or young high schools.

From the beginning the total number of respondents was divided into three groups:

- Those who had completed college or university (331 participants)
- Those who were attending college or university at the time of the survey (160 participants)
- Those who had not attended or completed college or university prior to the time of the survey (65 participants)

Many more responses were received from graduates of older schools than of younger schools. For this reason the respondents were tabulated first as a whole group and then sorted as two groups—namely graduates of Waldorf high schools up to 1994 (220 participants, mostly from older schools) and graduates from 1994–2005 (303 participants from all schools). Of the total number of participants, 49% came from two of the oldest schools—High Mowing School and Kimberton Waldorf School. This number also represented 56% of all mature school participants. To determine whether the data might have been skewed by the results from two older schools that had provided nearly 50% of the responses, key elements of the data—for instance colleges attended, degrees earned, occupations pursued—were compared against participants from all the remaining schools. No significant differences emerged from this exercise, and those two schools were therefore included in the full data collection.

Though the survey did not specifically ask the participants to identify themselves by gender, from their first names it was possible to determine that about 57% were female and 43% were male. These percentages are roughly comparable to the ratio of boys to girls in the Waldorf high schools across North America.

MOST RESPONDENTS ATTENDED MATURE HIGH SCHOOLS				
Age of School	First Graduating Class	Number of Schools	Number of Participants	Percent of Total Participation
Mature Schools	1943–1994	12	456	87.2%
Medium Schools	1995–1999	5	21	4.0%
Young Schools	2000–2004	9	46	8.8%
<i>Total</i>		26	523	100%

Fig. 1-1

WALDORF HIGH SCHOOLS WHERE RESPONDENTS ATTENDED

School's Age: Mat (mature); M (medium); Y (young)

Austin Waldorf School (Y)	11	Rudolf Steiner School of Ann Arbor (Y)	1
Chicago Waldorf School (M)	2	Sacramento Waldorf School (Mat)	18
Denver Waldorf School (M)	3	San Francisco Waldorf School (Y)	9
East Bay Waldorf School (Y)	2	Shining Mountain Waldorf School (M)	8
Eugene Waldorf School (Y)	1	Summerfield Waldorf School (Mat)	14
Green Meadow Waldorf School (Mat)	23	Tara Performing Arts High School (Y)	12
Hawthorne Valley School (Mat)	6	Toronto Waldorf School (Mat)	17
High Mowing School (Mat)	153	Vancouver Waldorf School (Mat)	25
Highland Hall Waldorf School (Mat)	11	Waldorf High School of Massachusetts Bay (Y)	6
Honolulu Waldorf School (M)	4	Waldorf School of Garden City (Mat)	35
Island Oak Waldorf School (Y)	2	Waldorf School of Saratoga Springs (Y)	2
Kimberton Waldorf School (Mat)	103	Washington Waldorf School (Mat)	23
Rudolf Steiner School NYC (Mat)	28	Youth Initiative High School (M)	4

Fig. 1-2

YEARS OF WALDORF EDUCATION OF PARTICIPANTS

The participants were asked which grades they had attended at a Waldorf school. The average number of years was 8.7 years for all participants, meaning that in addition to attending four years of high school, respondents had spent an average of an additional four-and-a-half years in a Waldorf elementary school. In other words, on average participants had attended Waldorf from approximately fourth grade until twelfth. In fact, 55% of the participants reported having attended a Waldorf school for more than ten years while 41% of the participants had attended a Waldorf school from at least first grade through high school. One can say, then, that roughly half of the participants in the survey received in large measure a complete Waldorf education.

Almost Half of the Respondents Attended Nursery through High School at a Waldorf School

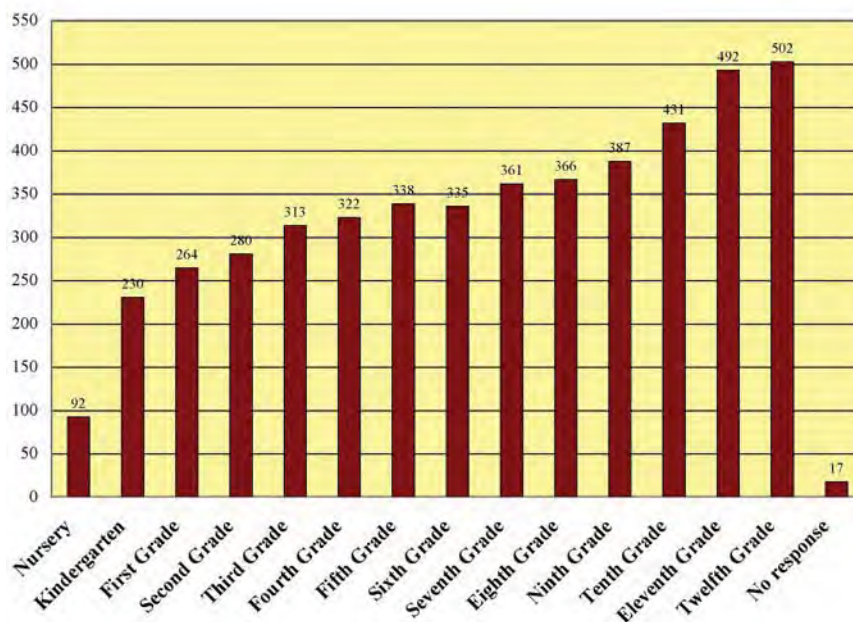


Fig. 1-3

2. HIGHER EDUCATION OF WALDORF SCHOOL GRADUATES

YEAR OFF BEFORE COLLEGE

In reporting on Phase I of the graduate survey, it was noted that 22.8% of the seniors took a year off before attending college or university. In Phase II of this survey, 24.4% of those who attended college or university (113 out of 463 respondents) reported taking a year. When these numbers are examined for graduates before and after 1993, it becomes apparent that a slightly larger percentage of more recent graduates took a year off compared to older alumni/ae. Of those who graduated from high school between 1943 and 1993, 22.3% (42 out of 188 respondents) took a year off, whereas of those who graduated between 1994 and 2005, 25.9% (68 out of 263 respondents) took a year off.

These percentages are smaller for American schools when Canadian Waldorf graduates are looked at separately. This is because nearly two thirds (66%) of Canadian Waldorf alumni/ae answering this question reported taking a year off before entering college. When looked at separately the percentage of American seniors taking a year off was 20.4%. This marked difference may be accounted for at least in part by the prevalence of 13th year programs in Canada.

WHAT WALDORF GRADUATES DO IF THEY TAKE A “YEAR OFF” BEFORE COLLEGE <i>(113 respondents)</i> <i>(When two or more activities are pursued, all are counted)</i>	
Work	48%
Travel	37%
Independent Study	8%
Internships, Other Volunteer and Service Work	5%
Undefined Activities	2%

Fig. 2-1

ANALYSIS

While the question asked only about taking one year off and before entering college, many respondents indicated either that they had spent more than a year traveling or working between high school and college or that they had taken one or more years away from college during their undergraduate years.

POST-SECONDARY EDUCATION

According to the survey tabulations, an impressive majority of Waldorf graduates pursue and complete degrees in higher education. 93.7% percent of the graduates taking this survey reported having attended college and 88.3% reported having completed or being in the process of completing a college/university level degree at the time of the survey. Of the remaining 11.7%, roughly half (5.4%) began but did not complete college, while the other half (6.3%) did not pursue college or went into professional or artistic training unconnected with an academic degree program.

LEVEL OF POST-SECONDARY EDUCATION <i>(556 respondents)</i>	
Earned college/university degree	59.5%
Currently earning college/university degree	28.8%
Started but did not earn college/university degree	5.4%
Did not pursue college/university degree	6.3%

Fig. 2-2

COLLEGES AND UNIVERSITIES ATTENDED BY RESPONDENTS

As was reported in Phase I of the survey, Waldorf graduates are accepted into a wide range of colleges and universities. A similar picture emerges both from the list of colleges that these graduates actually attend and from the list of colleges from which Waldorf alumni/ae graduate. (A full list of 348 colleges and universities that participants in the survey have attended can be found in Appendix A.) In the table below, the colleges most commonly attended by American and Canadian participants in the survey are listed separately—in each case the 20 most popular institutions.

WHERE DID THE RESPONDENTS ATTEND COLLEGE?	
<i>20 Colleges and Universities Most Frequently Attended by U.S. Graduates</i>	<i>20 Colleges and Universities Most Frequently Attended by Canadian Graduates</i>
1. Oberlin College (incl. music conservatory)	1. Capilano College
2. University of California, Santa Cruz	2. Simon Fraser University
3. Hampshire College	3. University of British Columbia
4. Boston University	4. University of Toronto
5. University of California, Berkeley	5. Camosun College
6. Temple University	6. Ontario College of Art & Design
7. Smith College	7. University of Victoria
8. New York University	8. Burlington College
9. Emerson College, Boston	9. Carleton University
10. Elmira College	10. Concordia University
11. Wheaton College	11. Dalhousie University
12. Wesleyan University	12. Emily Carr Institute of Art and Design
13. University of New Hampshire	13. Hebrew University of Jerusalem
14. Earlham College	14. Malaspina University-College
15. Bennington College	15. McGill University
16. Adelphi University	16. Memorial University of Newfoundland
17. Sarah Lawrence College	17. NSCAD University
18. Santa Rosa Junior College	18. TEC de Monterey, Mexico
19. Goddard College	19. West Coast College of Massage Therapy
20. Cornell University	20. Toronto School of Homeopathic Medicine

Fig. 2-3

COLLEGES THAT GRADUATED WALDORF ALUMNI/AE

The table that follows lists the colleges and universities from which the survey participants have actually graduated or, in the case of respondents who are still in college, from which they expect to graduate. As in the previous table, the colleges most frequently attended by American and Canadian Waldorf alumni/ae are listed separately, in descending order of frequency.

WHERE ARE THE RESPONDENTS GETTING THEIR COLLEGE DEGREES?	
<i>U.S. Colleges and Universities from which Waldorf Alumni/ae Have Most Frequently Graduated</i>	<i>Canadian Colleges and Universities from which Waldorf Alumni/ae Have Most Frequently Graduated</i>
1. Oberlin College (incl. music conservatory)	1. University of Toronto
2. Hampshire College	2. University of British Columbia
3. University of California, Santa Cruz	3. Capilano College
4. Prescott College	4. Ontario College of Art and Design
5. Bennington College	5. Simon Fraser University
6. University of California, Berkeley	6. University of Victoria
7. Earlham College	7. Burlington College
8. Emerson College, Boston	8. California College of the Arts
9. Radcliffe College (and Harvard University)	9. Concordia University
10. Smith College	10. Dalhousie University
11. St. John's College	11. Emily Carr Institute of Art and Design
12. Temple University	12. McGill University
13. Vassar College	13. Memorial University of Newfoundland
14. Wesleyan University	14. Nova Scotia College of Art and Design
15. Adelphi University	15. Seneca College
16. Amherst College	16. Toronto School of Homeopathic Medicine
17. Boston University	17. Trent University
18. Bowdoin College	18. Vrije Universiteit, Amsterdam
19. Brown University	
20. Cornell University	

Fig. 2-4

ANALYSIS

A comparison of the table above with a listing of the twenty colleges most commonly attended by Waldorf students (reported in Phase I of our research) suggests that a significant number of Waldorf alumni/ae participating in the survey transferred from one college to another before graduating. Among the names of American colleges, seven named in the initial listing do not appear in the table above, whereas seven colleges listed in the table do not appear in the initial listing. These latter include Amherst, Bowdoin, Brown, Prescott, Radcliffe/Harvard, St. John's, and Vassar. This difference suggests that the survey participants tend to transfer to more selective colleges during their university career. The inclusion of Prescott College in the second table may reflect the fact that this institution is known among Waldorf schools for its phenomenological study of life science, an approach very compatible with the Waldorf method of studying the sciences.

In Canada, a similar trend of undergraduate transfers can be discerned, though these shifts reflect some special circumstances in British Columbia, where students are required to take an interim step before entering a full four-year university. For this reason, Capilano College (a pre-university program) is listed as receiving the greatest number of Canadian survey participants, whereas the University of Toronto is listed as graduating the largest number of these participants.

Overall, in both countries it is clear that Waldorf graduates attend—and graduate from—a very broad range of fine colleges and universities, from small liberal arts colleges to large state universities. No doors remain closed to Waldorf college applicants.

FIELDS OF MAJOR STUDY IN COLLEGE

Over one hundred areas of study were reported. Several subjects in literary studies, fine arts, and international studies have been combined. A full list of fields studied may be found in Appendix B.

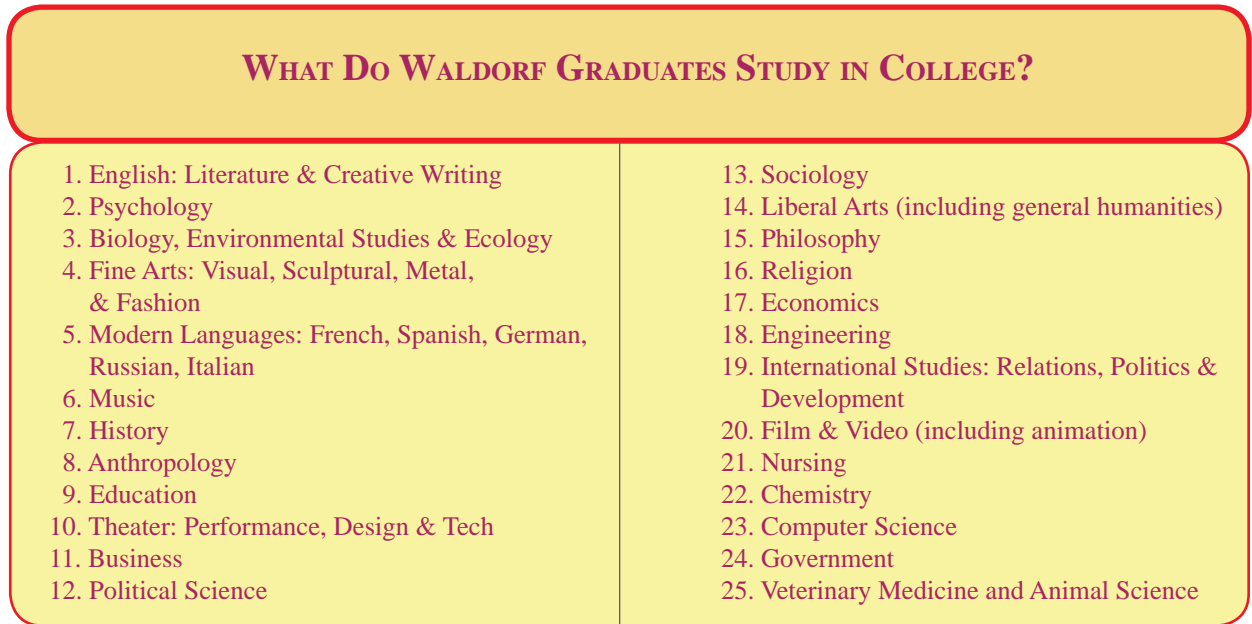


Fig. 2-5

The fields of study pursued by Waldorf graduates were compared over the course of the past sixty years. The graduates were divided into two groups—high school graduates of 1943–1994 (from mature schools only) and graduates of 1995–2005 (from medium and young schools only). Comparing these two groups to all survey participants, one can discern a shift in emphasis among the Waldorf graduates from medium and young schools towards social, behavioral, and life sciences and away from the interest of the graduates from mature schools in arts and humanities.

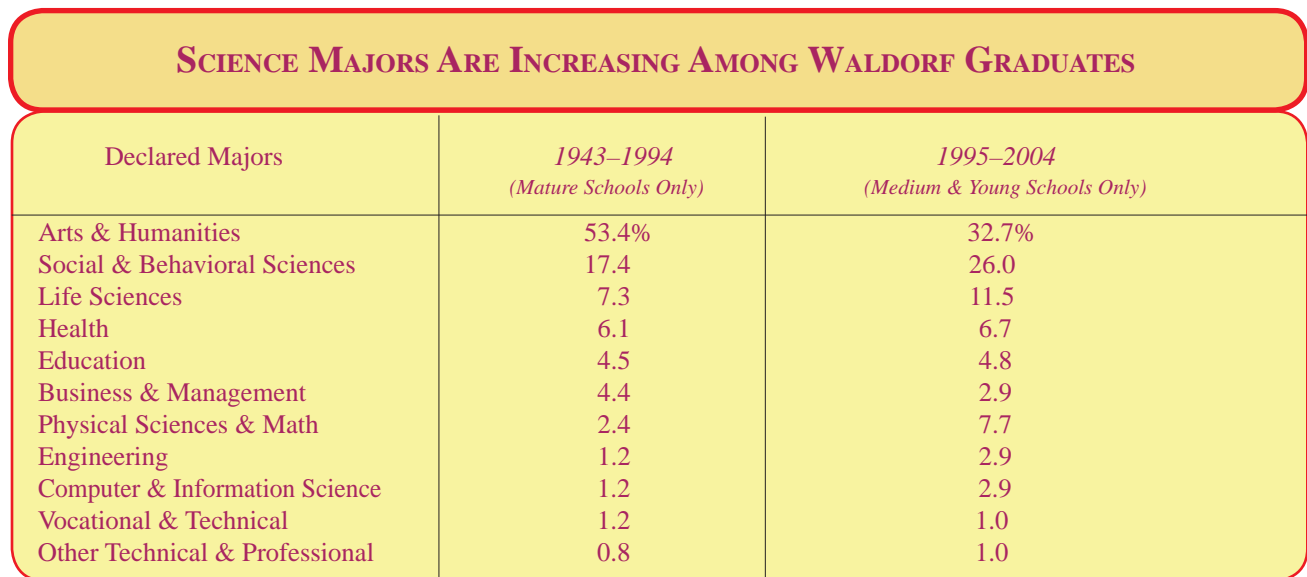


Fig. 2-6

WALDORF GRADUATES COMPARED TO U.S. POPULATION

Despite the relatively small number of respondents who graduated between 1991 and 2002 (256 in the U.S. and Canada), compared to the total population of American undergraduates, some general trends can be observed. As the table below shows, Waldorf graduates from this time period are nearly three times as likely as the general population to study arts and humanities. They are also nearly three times as likely to study the social or behavioral sciences. They are half as likely to study in a health field and a third as likely to study engineering and other technical fields. Similarly, the study of business and management among Waldorf graduates of this time period is about a quarter the national average. The figure for education is particularly interesting in light of the occupations Waldorf graduates choose after college. While considerably fewer Waldorf graduates study education as an undergraduate compared to the national average, these same graduates elect the teaching profession over all others fields later in life. This suggests that Waldorf alumni/ae are not using their undergraduate education as a professional training program.

When the same data are examined even more generally, as shown below, it can be seen that more than twice as many Waldorf graduates study humanities than undergraduates in the general population, and almost as many Waldorf graduates study scientific and health fields. In the general population, however, an undergraduate is almost four times as likely to study business and management.

WALDORF GRADUATES EXCEED GENERAL U.S. POPULATION IN HUMANITIES AND SCIENCE MAJORS		
Declared Majors	Waldorf Graduates between 1991–2002	General U.S. Population between 1991–2002
Arts & Humanities	39.8%	14.6%
Social & Behavioral Sciences	29.9%	10.9%
Life Sciences	9.9%	6.2%
Physical Sciences & Math	2.8%	2.0%
Engineering	1.8%	6.4%
Computer & Information Sciences	2.5%	6.1%
Education	2.1%	7.3%
Business & Management	4.6%	19.3%
Health	5.6%	11.6%
Other Technical & Professional	0.4%	9.7%
Vocational & Technical	0.7%	4.4%

Fig. 2-7

SOURCES: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98). U.S. Department of Education, National Center for Education Statistics, 1999–2000 National Postsecondary Student Aid Study (NPSAS:2000). U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

ANALYSIS

The data in the preceding four tables challenge the assumption by some that Waldorf graduates do not go into the sciences. Compared to their non-Waldorf peers, up to twice as many Waldorf students go on to study science in college. This is true both for the life sciences and the physical sciences. Only when technology and other “applied sciences” are included in the tally does the general population outstrip the Waldorf group.

Generally, one can say that in more recent years a higher percentage of graduates from all Waldorf schools have chosen a science major in college. Specifically, a greater percentage of Waldorf graduates from the younger Waldorf schools go into the sciences than those graduates from the more mature Waldorf schools.

This conclusion does not alter the fact that a much larger proportion of Waldorf graduates take up the study of arts and humanities in college, compared to their non-Waldorf peers. This is because Waldorf students tend to use their college years more for “pure study” than for preparing for a specific career. For this reason, compared to the general U.S. population of undergraduates, far fewer Waldorf alumni/ae opt to major in career fields such as business, engineering, computer technology, and vocational subjects during their undergraduate years.

The picture is especially evident when one considers the field of education. The respondents preferred to use their college years to study the broader expanses of the liberal arts, both in the humanities and the pure sciences.

DEGREES EARNED BY RESPONDENTS

Thirty-two different types of degree were earned by respondents, of which over half were Bachelor of Art degrees. Of those Waldorf alumni/ae who are still in college or university, three times as many are pursuing Bachelor of Science degrees as those Waldorf alumni/ae who have already graduated from college or university. This finding appears to support the shift from the humanities to the science majors among Waldorf alumni/ae noted earlier.

MORE THAN ONE IN FIVE WALDORF GRADUATES EARNED A GRADUATE DEGREE

What was your highest awarded undergraduate degree?
(424 respondents graduated from college.)

BA	50.0%
BS	10.6%
MA	9.2%
BFA	4.2%
Ph D	4.2%
MS	2.6%
Certificate Program	2.4%

Other degrees with less than 2% representation	16.8%
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Fig. 2-8

**WHICH UNDERGRADUATE DEGREES
DO WALDORF ALUMNI/AE EXPECT TO EARN?**

What will be your undergraduate degree?
(96 respondents currently in college)

BA	58.3%
BS	31.3%
BFA	3.1%
BM in Music	3.1%
Other	4.2%

Fig. 2-9

SPECIAL HONORS AND AWARDS

Almost half of the participants in the survey (257 respondents, 49%) listed having received special honors or awards. A full list of the 123 different types of honors and rewards can be found in Appendix C. More honors were listed by participants currently attending college or university than by those who have already graduated. The number of awards has increased significantly in the past ten years.

STUDIES BEYOND UNDERGRADUATE LEVEL

Participants were asked whether they had pursued or intended to pursue graduate studies. Of those currently in college or university, 79.6% expressed this intention, whereas for those who had already graduated, the percentage was considerably lower (51.1%). See Appendix B for a full listing.

MOST WALDORF ALUMNI/AE PURSUE A POST-GRADUATE DEGREE

<i>Students Currently in College</i>	<i>Students Graduated from College</i>
Intend to study beyond undergraduate level 79.6%	Have studied beyond undergraduate level 51.1%

Fig. 2-10

IMPRESSIONS OF WALDORF STUDENTS FROM COLLEGE PROFESSORS

Professors were asked to assess their current and former Waldorf students against other students in their class and to rank them on eight qualities using a scale of 1 to 5. Details of the rankings are listed in the key below. Using common statistical practices for small populations, the average score was determined by summing each category, casting off the lowest and highest score, and then finding the average of the remaining.

KEY:

Problem solving

1: weak problem solver 2: a few skills 3: average 4: creative problem solver 5: amongst the top problem solvers

Initiative

1: weak initiative taker 2: moderate 3: average 4: good initiative 5: outstanding initiative taker

Ethical standards

1: weak ethical standards 2: variable ethical standards 3: average 4: good ethical standards 5: exceptional ethical standards

Judgment

1: lacks judgment 2: judgment unsteady 3: average 4: good 5: exceptional powers of judgment

Speaking the truth

1: frequently untruthful 2: variable truthfulness 3: average 4: almost always truthful 5: totally truthful

Communication

1: very weak communication skills 2: moderate skills 3: average 4: fluid 5: superb communicator

Leadership style and effectiveness

1: detached from others 2: mostly a follower 3: average 4: able to lead effectively 5: excellent leadership skills

Social awareness – caring for others

1: self-absorbed 2: coaxed into awareness 3: average 4: a positive team member 5: extremely caring and aware of the needs of others

College Professors Rank Waldorf Graduates High for Communication, Initiative, Honesty, and Social Awareness

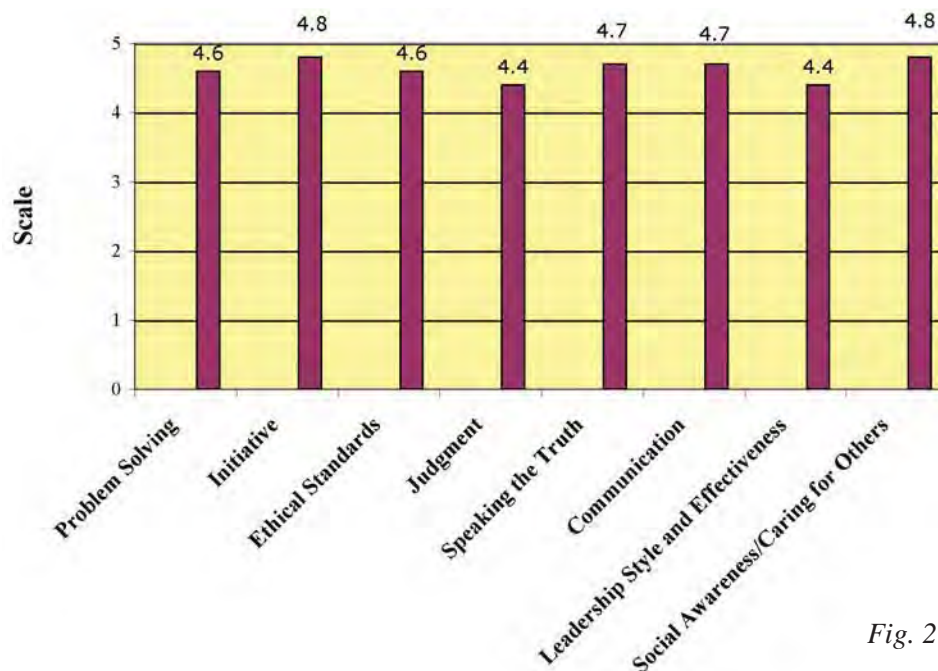


Fig. 2-11

ANALYSIS

As described in the “Method” section of this survey, some 45 professors responded to the survey with observations about the Waldorf graduates they had taught in their university classes. Overall, the professors spoke in exceptionally glowing terms about their experience of working with Waldorf graduates. Very few negative comments were offered (see Fig. 2-12). A sampling of the professors’ anecdotal comments can be found in Appendix I.

WALDORF GRADUATES PLACE HIGH VALUE ON COMMUNICATIONS, PROBLEM SOLVING, AND ETHICAL STANDARDS	
<i>Life Skill</i>	<i>Self Assessment of Importance by Waldorf Graduates</i>
Communication	66%
Problem solving	43%
Ethical standards	42%
Initiative	27%
Leadership	17%

Fig. 2-12

QUOTES ABOUT WALDORF GRADUATES FROM PROFESSORS

This section was intended to provide a place for extended anecdotal comments not possible through a system of numerical ratings. It was hoped that the traits of each student would coalesce in a composite picture of identifiable characteristics that could be attributed to the graduates' Waldorf background.

Please refer to Appendix I for a sample of anecdotal quotes from college professors about the Waldorf students they have taught.

EVALUATION BY PROFESSORS COMPARED TO GRADUATES' SELF EVALUATION OF LIFE SKILLS

A comparison of the professors' observations of their Waldorf graduates regarding five specific life skills—communication, problem solving, ethical standards, initiative, and leadership—to the graduates' own weighing of the importance of these skills yields some noteworthy similarities and differences. The graduates, who were asked to rank these life skills in descending order of importance, rated communication, problem solving, and ethical standards as the top three skills. Communication, which was singled out by 66% of the graduates, received the students' highest ranking. Problem solving and ethical standards followed, being rated as most important by 43% and 42% of the students respectively. Initiative and leadership were regarded as significantly less important by the graduates, compared to the professors' assessment of these skills. Fully 94% of the professors said initiative and ethical standards were among the strongest life skills demonstrated by the graduates, but only 27% of the graduates considered initiative and 42% considered ethical standards to be of the highest importance. Similarly, 86% of the professors described the graduates as having strong leadership skills, but only 17% of the graduates held this capacity to be of the highest importance.

This difference in rankings could be attributed in part to the fact that the professors were offering their assessments of a population of Waldorf students aged between nineteen and approximately twenty-five years of age, whereas the graduate rankings of these life skills included individuals as old as seventy years of age. In other words, this difference could be attributed partly to the relative maturity of the latter group.

ANALYSIS

Beyond assessing Waldorf alumni/ae as learners on a quantitative scale, the professors offered several hundred comments about teaching Waldorf undergraduates. Among these impressions, three characteristics recur across the disciplines and across a wide range of campuses. The primary characteristic reported about Waldorf graduates is the holistic and integrative quality of their thinking. Waldorf alumni/ae are perceived as thinking flexibly, often "outside the box," and integrating seemingly unrelated subjects with clarity and courage. One professor commented on his Waldorf undergraduate's ability "to think creatively, to assimilate information as opposed to memorizing isolated facts, [as well as] his love for integrating physical movement with intellectual content areas." Another, reflecting on several Waldorf students he had taught over the years, reported that "all have the same broad approach to education. They are flexible, creative, and willing to take intellectual risks."

The second characteristic of Waldorf undergraduates repeatedly cited is their creative and imaginative capacities, not only in the practice of the arts but also in the study of science. A professor of biological sciences commended a Waldorf student in his classes for her skill in drawing and painting not merely because she could illustrate what she had seen but because “it allowed her to see more than others did.” Another professor noted of a Waldorf undergraduate that his “imagination, his nuanced verbal skills, and his leadership qualities had been richly nourished in him by his prior schooling.” A different Waldorf student earned this comment: “She had more confidence in her imagination than did most students.”

A third characteristic is their moral ballast and social caring for others. In a time of rising plagiarism on college campuses (fueled by all manner of internet services and ghost writers, and so forth), it was striking to hear a professor say of a Waldorf undergraduate that “her social awareness is incredibly high, leadership excellent, ethical and moral standards stellar. I interact with many students. Her demeanor, skills, and social standards are the best I’ve encountered.” Another described the Waldorf student she had taught as “a Renaissance man who has been able to find a balance between his intellectual gifts, his athletic interests, and his high ethical and moral standards.”

These kinds of comment are consonant with the high ratings (reported earlier in this section) that Waldorf students received from their professors in terms of social awareness, communication skills, and personal initiative. Indeed, several professors commended their Waldorf alumni/ae for their love—even their tenacity—for learning. “I never knew [the Waldorf student I taught] to give up on anything,” said one professor. “And while she was passionate, she was also steady—even stubborn. If she wanted to pursue a goal, nothing would stop her.”

Of the professors who supplied anecdotal observations, a majority said they had no concerns or criticism at all to offer about their Waldorf undergraduates. A few noted some individual weaknesses in writing and computation, and a couple spoke of some emotional naiveté or youthfulness in their Waldorf students. Summing up some mild concerns about several Waldorf students he had taught over the years, one professor concluded, “Given a choice, I would love to educate a Waldorf student anytime.”

3. COLLEGE GRADUATES' RELATIONSHIP TO WORK

OCCUPATIONS AND EMPLOYMENT STATUS

All participants were asked to report their present employment status. 61% reported being either a salaried employee, self-employed, or retired; 26% percent reported being a student, and the remainder listed themselves as being hourly workers, civil servants, unemployed, or retired. Looking at the forty years of graduates from 1961 to 2001—the participants most likely to be out of college and not retired—60% were salaried or self-employed. A similar pattern holds for those who have graduated from college in the last five years.

PRESENT EMPLOYMENT STATUS						
	1943–2005 <i>(556 responses)</i>		1961–2001 <i>(at least 5 years out of high school)</i>		1997–2001 <i>(1-5 years out of college)</i>	
Salaried Employee	164	29%	150	39%	33	27%
Student	141	25 %	54	14%	15	12%
Self-employed	93	17%	81	21%	41	34%
Other (including retired)	78	14%	54	14%	1	1%
Hourly Worker	46	8%	34	9%	16	13%
Civil Servant	10	2%	9	2%	3	2%
Did not answer	16	3%				
Unemployed/Retired*	8	2%	6	1%	13	11%
<i>Total Respondents</i>	556	100%	388	100%	122	100%

Fig. 3-1

* Because of age and write-in responses, it was assumed that unemployed includes some who have retired.

Participants were also asked to state their initial occupation following graduation from college. All but the most recent college graduates listed multiple occupations. Because no provision was made in the questionnaire to sort occupations chronologically or in terms of duration, the occupations are simply listed.

OCCUPATIONS UNDERTAKEN AFTER EARNING UNDERGRADUATE DEGREES

<i>Ranked most to least frequent for all participants</i>	1943–2005 <i>all participants</i>	1943–1993	1994–2001
Education	14.1%	17.2%	9.1%
Fine and Studio Arts (incl. Architecture)	9.8%	9.9%	9.8%
Administration, Management, and Development	8.8%	8.2%	9.8%
Performing Arts (Broadcasting, Dance, Film, Music, Theater)	8.5%	6.9%	11.2%
Health and Medicine	8.0%	8.2%	7.7%
Business	6.9%	7.7%	5.6%
Various Professions or Trades	6.9%	6.0%	7.7%
Publishing, Journalism and Writing	5.8%	8.6%	1.4%
Sciences and Technology	5.8%	4.3%	8.4%
Environmental, Horticulture, and Agriculture	3.4%	2.6%	4.9%
Government, Politics, Lobbying, Planning	3.2%	3.4%	2.8%
Not-for-Profit and Volunteer	2.9%	1.7%	4.9%
Social and Human Services	2.7%	3.4%	1.4%
Advertising and Marketing	2.4%	3.4%	0.7%
Trades: Construction and Mechanical	2.4%	1.7%	3.5%
Engineering	1.9%	2.1%	1.4%
Retail	1.9%	0.0%	4.9%
Office and Clerical	1.6%	1.7%	1.4%
Law	1.3%	1.3%	1.4%
Raising Family	1.3%	1.7%	0.7%
Athletics/Sports	0.5%	0.0%	1.4%

Fig. 3-2

Just as Waldorf graduates engage in a wide range of college study, so too do they undertake a wide variety of occupations. When all respondents are viewed as a single group, the most frequently reported occupation is education, followed by work in the fine and studio arts. This result is consonant with later findings in this survey that underscore the high value that Waldorf alumni/ae place on life-long learning and relationships in their professional lives. This would account for the fact that they gravitate to professions that involve strong elements of communicating, teaching, and creating.

YEARS SPENT IN OCCUPATION AFTER EARNING UNDERGRADUATE DEGREE

When asked how many years they had spent in their chosen occupations, 44.9% of respondents said they had remained in their first occupation for less than five years; 24.5% for between five and fifteen years, and 25.6% for over fifteen years. In fact 19.1% reported they had stayed in the same profession for over twenty years, and ten respondents answered that they had remained in the same occupation for over forty years. Nearly 20% of the participants indicated they had found satisfactory occupations right out of college or university and had remained in those occupations for a long period of their working lives.

ANALYSIS

“Where do Waldorf alumni/ae go after college?” Waldorf schools are repeatedly faced with this question. The following responses can be offered, based on the survey participants:

- Among the group as a whole, one in seven (14%) chose education, by far the single most popular career. While it remains the most popular profession among younger Waldorf graduates (in their 20s), they are about half as likely to become teachers compared to Waldorf graduates in their 30s and up. This suggests that Waldorf alumni/ae are likely to enter some other profession before becoming teachers.
- A career in one of arts accounts for over one in five of the younger survey participants (21%) and one in six (17%) among older participants, suggesting that some Waldorf graduates who start out in a profession directly involving the arts tend to leave it as they get older.
- About twice as many younger Waldorf graduates—one in eight or 13%—are entering the professions of science and technology, as well as environment and agriculture, compared to older alumni/ae (in their 30s and up) of whom only one in fifteen or around 7%, list these professions. This statistic is consistent with the growing trend among the younger Waldorf alumni/ae to choose science as a major in college.
- By contrast six times as many older graduates (8.6%) list writing as their profession compared to younger graduates (1.4%).

Overall, these numbers suggest that Waldorf graduates tend to choose professions involving strongly social elements. The five most popular professions—education, fine and studio arts, administration, performing arts, and health/medicine—all entail the development and use of strong social skills.

GRADUATES WHO DID NOT ATTEND OR COMPLETE COLLEGE OR UNIVERSITY

Fifty-nine respondents (11.7%) reported not attending (6.3%) or not completing (5.4%) college. This population was distributed equally between those who graduated from a Waldorf school before and those who graduated after 1994. Of those who graduated from high school between 1994 and 2005, two-thirds had attended mature Waldorf schools; the remaining third came from medium and young Waldorf schools. (See the statistical analysis beginning on page 65.)

ACTIVITY AFTER HIGH SCHOOL

When asked what they had done immediately after high school, 42.4% of this group started but did not complete college or university. 27.1% went immediately to work. Only 20.3% of this group traveled as compared to 37% of all respondents who took a year off before attending college. 5.1% went immediately into professional work. Another 5.1% were married immediately out of high school. In the professional training category, these individuals frequently went directly into a specific artistic or craft based training, such as performing or ceramics.

ACTIVITY IMMEDIATELY AFTER HIGH SCHOOL	
<i>Did not attend or finish college (59 respondents)</i>	
Started College	42.4%
Worked	27.1%
Traveled	20.3%
Married	5.1%
Trained Professionally	5.1%

Fig. 3-3

OCCUPATIONS OF THOSE WHO DID NOT GRADUATE FROM COLLEGE OR UNIVERSITY

When asked which occupations they had pursued after high school, 21.3% of participants in this group cited business—for instance running their own small business or working in a specialized field within business—compared to 6.9% of all participants in the survey. 19.1% of this group stated they worked in the performing arts, compared to 8.5% of all respondents. Three and a half as many individuals in this group as in the group that completed college reported they worked in the trades and construction.

OCCUPATIONS PURSUED	
<i>Did not attend or complete college</i>	
Business	21.3%
Performing Arts	19.1%
Other (incl. military)	14.9%
Fine & Studio Arts	10.6%
Trades & Construction Management	8.5%
Education	8.5%
Health Care	6.4%
Administration	4.3%
Horticulture	4.3%
Technical Fields	2.1%

Fig. 3-4

RELATIONSHIP TO WORK

When asked to rate their relationships to work on a scale of 1 to 5 (with 1 representing poor and 5 excellent), fifty-four members of this group responded. Of this number, 88.9% considered themselves as having a very good or excellent relationship to their work, suggesting that this group had made highly satisfying work choices.

Waldorf Graduates Are Pleased with Their Career Choice

(Did not attend or complete college)

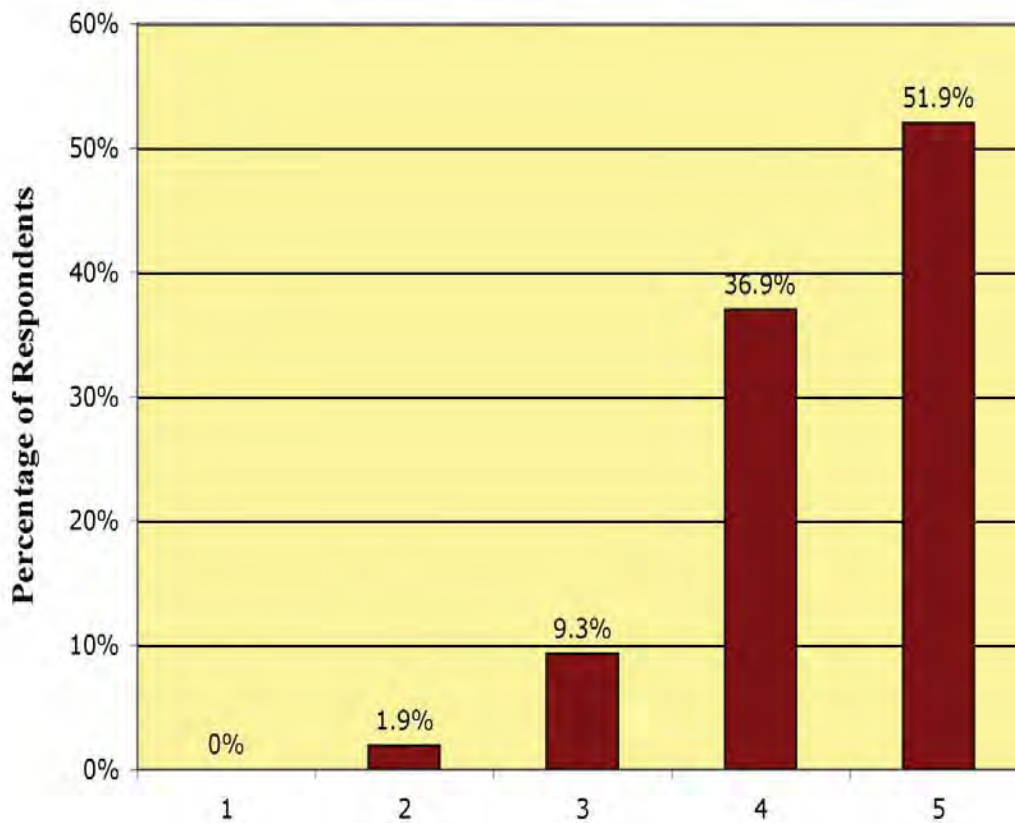


Fig. 3-5

YEARS IN SAME OCCUPATION

Participants who did not attend or complete college were asked to indicate how long they had worked in their current occupation. Well over half (57.1%) of the respondents in this category reported that they had worked for more than five years in the same occupation; in fact 38.7% reported working for over ten years and 26.5% reported working for more than fifteen years in the same occupation. As the bar graph below indicates, 12.2% said they had worked in the same occupation for over twenty years. Combined with the reported high levels of job satisfaction described in the previous graph (Fig. 3-5), a picture emerges that in general Waldorf graduates who seem to find their life's calling.

Years in the Same Occupation

(Did not attend or complete college)

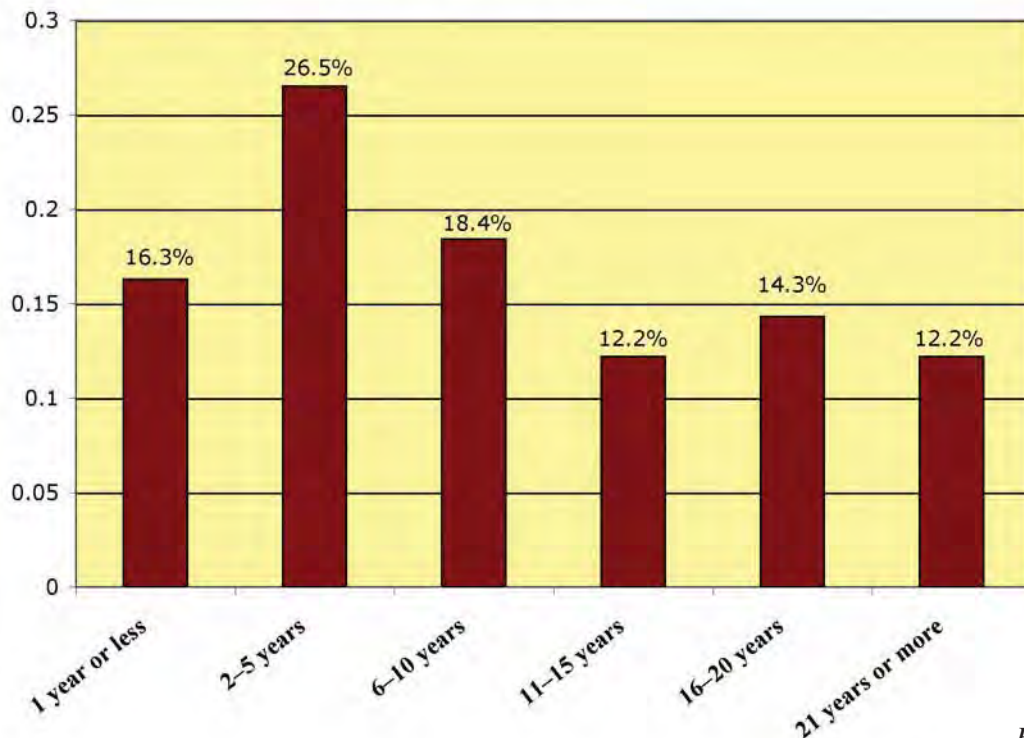
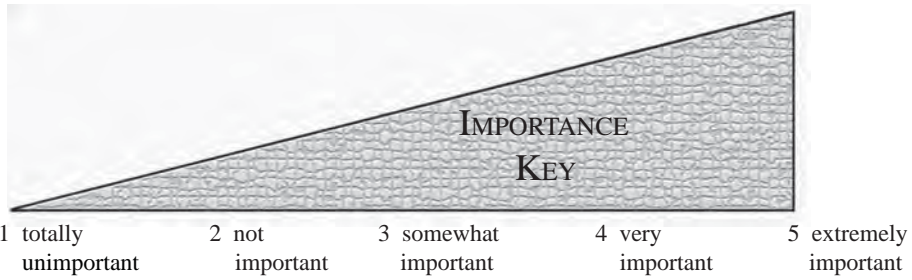


Fig. 3-6

WORK FORCE EXPERIENCE

All participants were asked to rank nineteen areas of their workforce experience according to an ascending 1 to 5 scale ranging from totally unimportant, not important, somewhat important, very important, extremely important, or not applicable.

The rankings are tallied in the following table, the bottom two rankings—“totally unimportant” and “not important”—at the left side of the table and the top two rankings—“very important” and “extremely important”—at the right end of the table. Those who reported “somewhat important” are recorded in the middle column. Responses are listed in descending importance to the participants. Thus, for instance, the first column shows that 94% of respondents felt that a good work atmosphere was “very important” or “extremely important,” while not a single respondent (0%) felt it was “totally unimportant” or “not important.” At the other extreme only 25% of the respondents felt that life-long job security was “very important” or “extremely important,” whereas as many as 35% felt it was “totally unimportant” or “not important.”



WORK FORCE EXPERIENCE ASSESSMENT <i>(Ranked by importance)</i>			
Responses:	1+2	3	4+5
1. good work atmosphere	0%	6%	94%
2. introduce own ideas	2%	16%	82%
3. ethical principles	2%	16%	82%
4. self-reliance at work	2%	16%	82%
5. chance to help others	3%	15%	82%
6. contact with others	3%	17%	80%
7. self-development	5%	22%	73%
8. free time	7%	34%	60%
9. safe workplace	11%	31%	58%
10. flexible schedule	7%	36%	57%
11. recognition of achievement	9%	34%	57%
12. repute of profession	14%	34%	52%
13. chance to lead others	13%	38%	49%
14. career path	15%	37%	48%
15. promotion	20%	39%	41%
16. my children's needs	4%	62%	34%
17. being self employed	26%	45%	29%
18. high income	24%	50%	26%
19. life-long job security	35%	40%	25%

Fig. 3-7

WORK FORCE EXPERIENCE ASSESSMENT

Participants were asked to rank from 1 to 5 (“totally unimportant” to “extremely important”) which aspects of their current or most recent employment were most important to them. Highest scores went to “good work atmosphere,” which was rated as very important or extremely important by 94% of the respondents. Not a single respondent rated this aspect of their work as totally unimportant or unimportant. Next highest aspects included “ethical principles of the profession,” “chance to help others,” “chance to introduce one’s own ideas,” and “self-reliance at work,” all of which were rated as very or extremely important by more than 80% of the respondents. Barely two percent of respondents rated these aspects as unimportant.

By contrast, only 26% of the respondents rated “high income” as very or extremely important, whereas an almost equal 24% rated this aspect of their job as being totally unimportant or unimportant. Similarly, just 25% rated “life-long job security” as very or extremely important, while fully 35% characterized this aspect of their work as totally unimportant or unimportant.

What Is Important in the Work Environment?

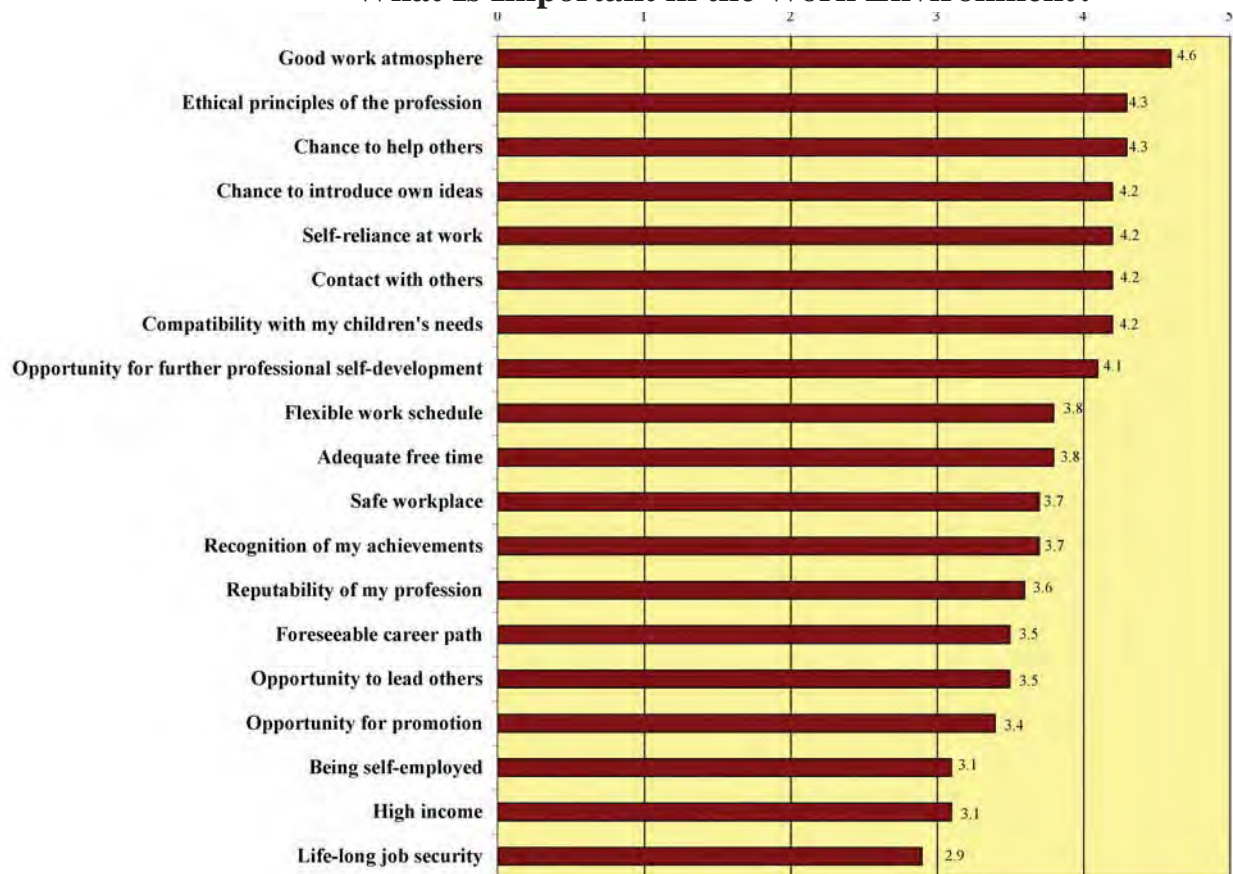


Fig. 3-8

ANALYSIS

As the preceding table and graph show, the participants ranked as most important to them a good work atmosphere and ethical principles of the profession, followed by the chance to help others and to introduce their own ideas. This finding is consistent with the core social and personal values of Waldorf education from kindergarten through high school, in which students are educated in such a way as to develop a strong sense of self-awareness regarding their personal talents and their place in the world. It is also worth remembering from the earlier sections of this survey that Waldorf graduates gravitate to occupations offering strong communicative, service and/or creative opportunities.

These data were also broken down according to pre- and post-1993 graduates. This division produced nearly identical results, indicating a high degree of consistency across the whole experience of North American Waldorf graduates in regard to fundamental values.

Responses to questions concerning aspects of employment were divided between younger Waldorf graduates (1994–2005) and older graduates (1943–1993). The bar graph below shows that older graduates valued a “good work atmosphere” even more highly than did the younger graduates. However, the next four highest aspects—“ethical principles of the profession,” “chance to help others,” “chance to introduce one’s own ideas,” and “self-reliance at work”—were all slightly more valued by the younger graduates. It is worth noting that the older graduates gave even less weight than the younger graduates to “high income” and “life-long job security.”

Comparison—Relationship to Work

Activities Ranked from 0–5 with 5 Being the Most Important

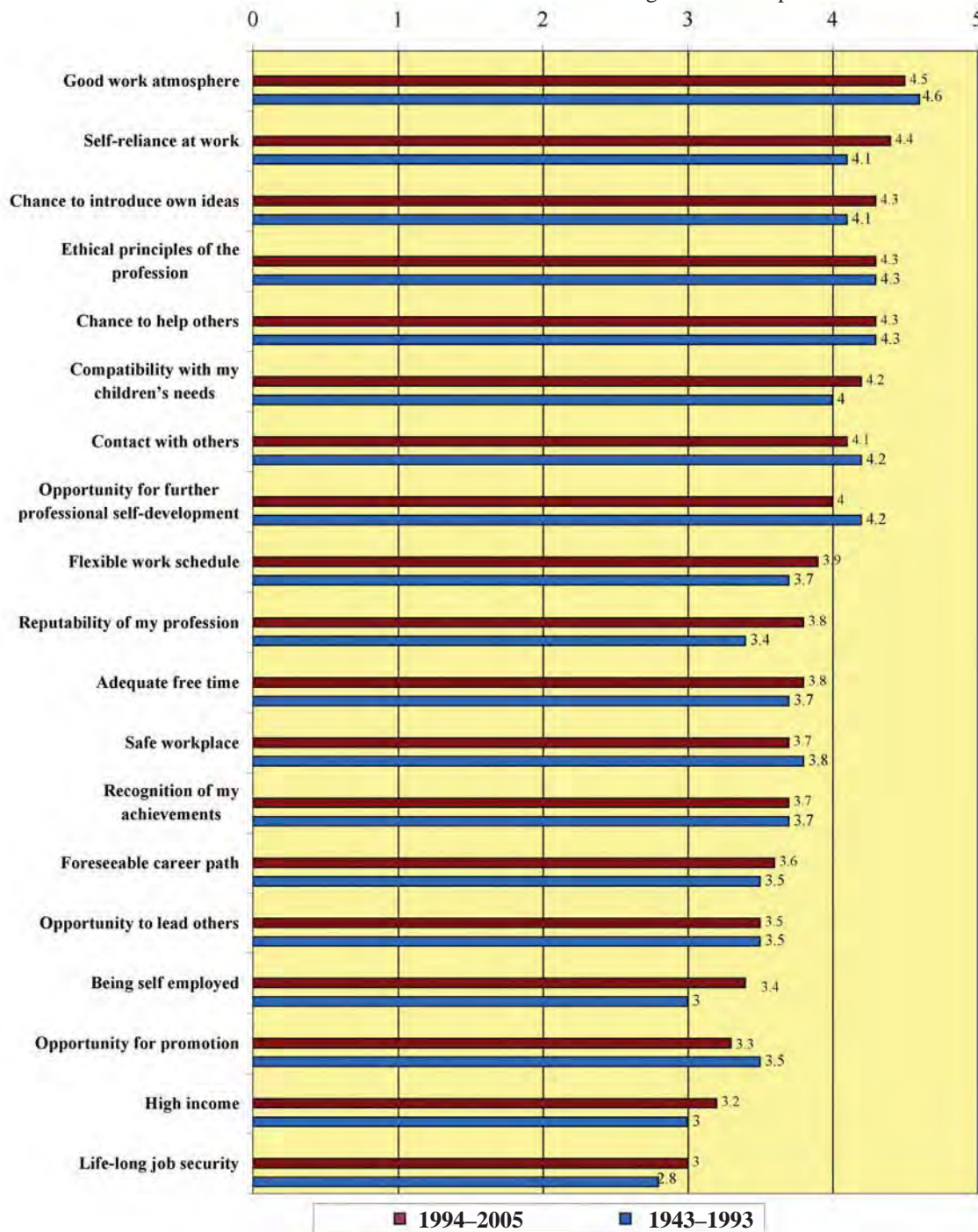


Fig. 3-9

ANALYSIS

Taken together the topmost rankings of the preceding two graphs – representing what Waldorf graduates value most highly about their jobs – share a theme of social awareness and concern, whereas the least-valued rankings all have to do with self-interest and personal security. In a graphic way, these responses illustrate the general findings of this survey, namely that Waldorf graduates are more likely than not to put the interests and needs of others ahead of their own.

Whether new to the job market or long-standing participants in it, these graduates rank matters of self-promotion, personal career path, personal wealth, and job security well below their wish to help others, uphold the ethical principles of the profession, and ensure a good working atmosphere. Even those personal needs strongly valued – such as having a job compatible with their children’s needs and seeking opportunities for self-development – are couched in terms that relate to others, whether they be members of the family or colleagues in the profession. In a climate of declining work ethic and social conscience, as can be witnessed in the rise of scandals on Wall Street and the melt-down of major corporations, Waldorf graduates are bucking the trend. They place world-interest ahead of self-interest. (See the statistical analysis beginning on page 65.)

IMPRESSIONS OF WALDORF STUDENTS FROM EMPLOYERS

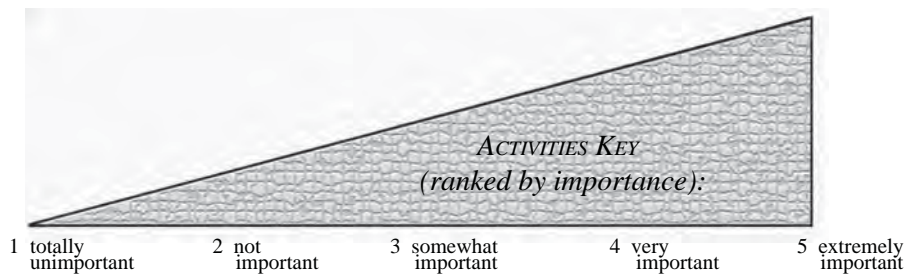
Waldorf graduates who entered the work force without starting or completing college were invited to give the names and contact details of their employers, who were then asked to offer anecdotal and statistical descriptions of the Waldorf graduates in their employ. Since the group was small—less than five percent of the total number of participants—and the responses from these employers limited, it is premature to draw any general conclusions about the job performance of this group. A selection of anecdotal responses is provided in Appendix J. These responses recognize Waldorf graduates for their “amazing creative side,” their dependability, their leadership and social awareness, and their standing as a “model of ethical and moral standards.”

4. CULTURAL AND SOCIAL ACTIVITIES

All participants surveyed were asked to rank a series of cultural and social activities in terms of their *importance* and *frequency*, in other words: how important is this activity to you, and how often do you actually do it?

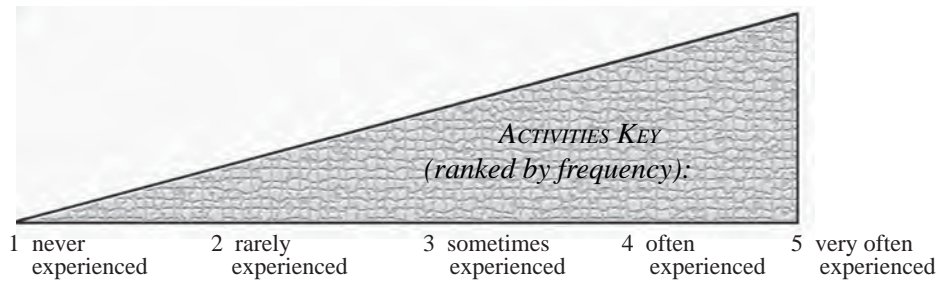
The first table tallies for each activity the bottom two rankings—“totally unimportant” and “not important”—in the first column and the top two rankings—“very important” and “extremely important”—in the third column. The middle ranking—“somewhat important”—is recorded in the middle column. Responses are listed in descending order of *importance* of each activity. For example, 80% of the respondents said that hanging out with friends was either “very important” or “extremely important,” whereas only 1% said this activity was “totally unimportant” or “not important.” By contrast only 4% felt that driving a fast car was “very important” or “extremely important,” whereas 87% felt this activity was “totally unimportant” or “not important.”

In the second table, these same activities are ranked in terms of their frequency—i.e., how often the respondents actually experienced these activities. This time the responses were ranked in descending order of *frequency*. To take the same examples: 77% of the respondents reported that hanging out with friends was either “often experienced” or “very often experienced,” whereas only 2% reported that this activity was “never experienced” or “rarely experienced.” As for the second example, 22% reported that driving a fast car was experienced “often” or “very often” whereas 77% reported that this activity was “never” or “rarely” experienced.



IMPORTANCE OF CULTURAL AND SOCIAL ACTIVITIES (487 respondents)			
<i>Responses:</i>	<i>1+2</i>	<i>3</i>	<i>4+5</i>
1. hanging out with friends	1%	19%	80%
2. reading good books	3%	20%	77%
3. spending time with my children/young relatives	11%	16%	73%
4. being active artistically	9%	26%	65%
5. going to museums, opera, theater	7%	39%	54%
6. engaging in handwork/handcrafts	18%	35%	47%
7. practicing meditation/contemplation	24%	32%	44%
8. taking care of animals	27%	29%	44%
9. listening to the radio/CD/iPod/cassettes	16%	41%	43%
10. taking part in athletic activities	26%	31%	43%
11. making music	26%	35%	39%
12. working with anthroposophical topics	52%	34%	14%
13. watching television	62%	32%	6%
14. attending sports events	74%	21%	5%
15. driving a fast car	87%	9%	4%

Fig. 4-1



FREQUENCY OF CULTURAL AND SOCIAL ACTIVITIES (483 respondents)			
Responses:	1+2	3	4+5
1. hanging out with friends	2%	21%	77%
2. listening to the radio/CD/iPod/cassettes	2%	22%	76%
3. reading good books	7%	24%	69%
4. being active artistically	18%	31%	51%
5. taking care of animals	27%	23%	50%
6. spending time with my children/young relatives	22%	29%	49%
7. taking part in athletic activities	26%	27%	47%
8. engaging in handwork/handcrafts	28%	29%	43%
9. practicing meditation/contemplation	34%	30%	36%
10. watching television	29%	36%	35%
11. going to museums, opera, theater	17%	48%	35%
12. making music	42%	29%	29%
13. driving a fast car	77%	1%	22%
14. working with anthroposophical topics	67%	20%	13%
15. attending sports events	60%	30%	10%

Fig. 4-2

ANALYSIS

Overall the respondents showed a high degree of congruence between the cultural and social activities they regarded as important and the ones in which they actually engaged. The activity of “hanging out with friends,” for instance, was cited both as their most important and their most frequently experienced activity. The same can be said for “reading good books,” which scored second in terms of importance and third in terms of frequency. In other words, Waldorf graduates “walk their talk.”

There were a couple of exceptions, however, which indicate that Waldorf graduates, like most any groups, are vulnerable to the lures of popular culture. For instance, only 6% of the respondents felt that watching television was very or extremely important, and yet 35% of them watched television often or very often. By the same token, the respondents placed listening to various media in ninth place (out of a possible 15 places) with regard to importance but in second place with regard to frequency of experience. Not surprisingly, the respondents ranked going to museums, opera, or the theater fifth in terms of importance but only eleventh in terms of frequency. (See the statistical analysis beginning on page 65.)

5. INTEREST IN THE NEWS

The graduates were asked to rate on a scale of 1 to 5 their interest in local, national, and international news. Interest in international news was the highest among all participants, 74% being either very or extremely interested. National news followed with 66% being very or extremely interested. Local news was very or extremely interesting to only 40% of the respondents. By contrast, 6% expressed either no or only a little interest in international news, and 8% had similar lack of interest in national news, whereas 18% felt they had no or only a little interest in local news.

INTEREST IN NEWS (492 respondents)					
Local News Response Average: 3.1		National News Response Average: 3.8		International News Response Average: 4.2	
<i>Extremely interested</i>	11%	<i>Extremely interested</i>	25%	<i>Extremely interested</i>	34%
<i>Very interested</i>	29%	<i>Very interested</i>	41%	<i>Very interested</i>	40%
<i>Moderately interested</i>	42%	<i>Moderately interested</i>	26%	<i>Moderately interested</i>	20%
<i>A little interested</i>	15%	<i>A little interested</i>	7%	<i>A little interested</i>	5%
<i>Not at all</i>	3%	<i>Not at all</i>	1%	<i>Not at all</i>	1%

Fig. 5-1

ANALYSIS

When the pre- and post-1994 respondents are compared, a few differences appear. Most striking is that younger graduates show considerably more interest in local news and less interest in national news. As with other questions, these results revealed a consistency of response across the generations of North American Waldorf school graduates.

INTEREST IN NEWS Graduates 1943–1993 and 1994–2005 Compared											
Local 1943-1993		National 1943-1993		International 1943-1993		Local 1994-2005		National 1994-2005		International 1994-2005	
<i>Extr.</i>	14%	<i>Extr.</i>	36%	<i>Extr.</i>	30%	<i>Extr.</i>	32%	<i>Extr.</i>	20%	<i>Extr.</i>	32%
<i>Very</i>	37%	<i>Very</i>	39%	<i>Very</i>	46%	<i>Very</i>	38%	<i>Very</i>	24%	<i>Very</i>	41%
<i>Mod</i>	38%	<i>Mod</i>	19%	<i>Mod</i>	18%	<i>Mod</i>	32%	<i>Mod</i>	43%	<i>Mod</i>	21%
<i>Little</i>	5%	<i>Little</i>	5%	<i>Little</i>	6%	<i>Little</i>	7%	<i>Little</i>	5%	<i>Little</i>	5%
<i>Not</i>	0%	<i>Not</i>	1%	<i>Not</i>	0%	<i>Not</i>	1%	<i>Not</i>	4%	<i>Not</i>	0%

Fig. 5-2

ANALYSIS

As has been demonstrated in other sections of this survey, Waldorf graduates show a high level of interest in the world. Despite the exceptions noted above, one can say generally that the broader the field of activity, the greater the level of interest. In almost all age groups, interest in international events outstrips interest in national or local affairs. This is consonant with the cosmopolitan tone of the Waldorf curriculum, which seeks to develop in students a global consciousness that rays out in concentric circles, beginning in the lower school with the study

of local geography and rippling out in ever larger circumferences during the high school years. By the time they graduate Waldorf alumni/ae have experienced themselves through the curriculum as standing at the center of an expanding circle that stretches around the whole earth. (See the statistical analysis beginning on page 65.)

6. HUMAN RELATIONSHIPS

The participants were asked a wide range of questions regarding their relationships in life. The results of this section corroborate the earlier conclusion that Waldorf alumni/ae place high value on human relationships and feel deeply committed to making such relationships work.

MARRIAGE OR LONG TERM COMMITTED RELATIONSHIP

Fully 55.3% of the participants reported being currently married or in a long-term committed relationship; 38.9% are single, never married while 5.7% are single and divorced. It should be noted that some 40% of the survey participants are under twenty-five years of age, three-fourths of them currently in college.

MARITAL STATUS OF RESPONDENTS (491 respondents)		
	Number	Percentage
Single, never married	191	38.9%
Currently married, never divorced	150	30.6%
In long-term committed relationship	83	16.9%
Remarried, divorced once	34	6.9%
Single, divorced	23	4.7%
Single, divorced more than once	5	1.0%
Remarried, divorced more than once	5	1.0%

Fig. 6-1

SATISFACTION WITH CURRENT RELATIONSHIP

In all, over 90% of participants responding to this question felt some measure of satisfaction with their current relationship. Of the total number of 435 respondents, 72.2% (314) felt their relationships were very or extremely satisfying, while 9.4% (41) felt varying degrees of dissatisfaction with their current primary relationship.

WALDORF GRADUATES SATISFIED IN THEIR RELATIONSHIPS (435 respondents)	
Extremely satisfied	40.5%
Very satisfied	31.7%
Satisfied	18.4%
Somewhat dissatisfied	7.8%
Extremely dissatisfied	1.6%

Fig. 6-2

FRIENDSHIPS

In a similar fashion, 96.4% of the participants responding to this question placed an extremely or very high value on friendships, and 77.9% found their friendships very or extremely satisfactory. By contrast, not a single respondent (0%) spoke of friendships as having no or only slight value, and just 2.4% of respondents felt somewhat or extremely unsatisfied with their friendships. These numbers support the assertion made by many Waldorf graduates (and to be found in the anecdotal comments in the appendices of this survey) that Waldorf education taught them how to recognize the worth of other human beings and to strive for productive relationships with them.

HOW DO YOU VALUE YOUR FRIENDSHIPS?			
Value of Friendships <i>(493 respondents)</i>		Satisfaction with Friendships <i>(493 respondents)</i>	
<i>Extremely valued</i>	60.0%	<i>Extremely satisfactory</i>	35.1%
<i>Very valued</i>	36.4%	<i>Very satisfactory</i>	42.8%
<i>Somewhat valued</i>	3.7%	<i>Generally Satisfactory</i>	19.7%
<i>Slightly valued</i>	0%	<i>Somewhat unsatisfactory</i>	2.4%
<i>Not at all valued</i>	0%	<i>Extremely unsatisfactory</i>	0%

Fig. 6-3

CHILDREN OF GRADUATES

Participants were asked to list the number of their own children, but nearly two-thirds (64.3%) of the respondents to this question reported they had no children. Of the 476 respondents to this question, 26.9% listed either one child or two, a number consistent with current U.S. single and two-parent families. 3.1% of the respondents said they had adopted children.

HOW MANY CHILDREN DO YOU HAVE?	
<i>Children</i>	<i>Respondents</i>
0	306
1	65
2	63
3	23
4	10
5	5
6	2
>6	2

Fig. 6-4

CHILDREN OF GRADUATES ATTENDING WALDORF SCHOOLS

Participants were asked about sending their own children to a Waldorf school. When those graduates who do not currently have children were asked, “If you plan to have children, do you plan to send them to a Waldorf school?” 224 (66.9%) of respondents to this question answered in the affirmative, while 47 (14%) answered in the negative. Another 64 answered that they did not plan to have children. When respondents who have children were asked if they had sent or would send their children to a Waldorf school, 47 respondents (11.1%) answered yes, while 96 (22.7%) answered no. The survey did not provide an opportunity for respondents to this question to explain the reasons for their yes or no responses.

However, it may be possible to infer some of these reasons from a subsequent question that asked, “If you were to become responsible for the education of a child, would you send the child to a Waldorf school?” Of the 422 respondents who answered this question, the yeas outnumbered the nays 10 to 1 – 240 in the affirmative, 24 in the negative. However, the additional 158 respondents, or 37.4%, gave qualified answers that hinted at some of the reservations Waldorf graduates might have about sending children to a Waldorf school.

Of these 158 qualified answers, 67.3% cited distance to the nearest Waldorf school and the cost of tuition as reasons. 19.3% of these responses expressed concerns about academic standards and the abilities of the likely class teachers, especially regarding their social relations and academic standards. 15.3% stated that the decision would be dependent on their child’s needs or desires. An additional 12.4% stated that while they would send their children to a Waldorf lower school, they would be less likely to send them to a middle school or high school, often citing as a reason a perceived weakness in the science programs and the preparation for college. It is worth noting that this question raised the only overtly negative responses in the entire survey.

INFLUENCE OF WALDORF EDUCATION ON CHILD REARING

It was further asked of those who have children whether aspects of Waldorf education influenced how they had raised or are raising their children. Out of the 157 who have children, 135 (86%) said yes, 5 said no, and 17 said they did not know. 86% responded that Waldorf education influenced how they raised their children.

ANALYSIS

Waldorf offers an education for life. More than simply building skills and widening horizons, this education enhances capacities of social responsibility, including the care of the old, the child, the family. Waldorf graduates report that their school experiences inform their parenting, their attitude to partners and other loved ones, and their ability to create community. But more than that, they develop the ability to discern the uniquely human in those they meet and in those with whom they forge lasting life partnerships. (See the statistical analysis beginning on page 65.)

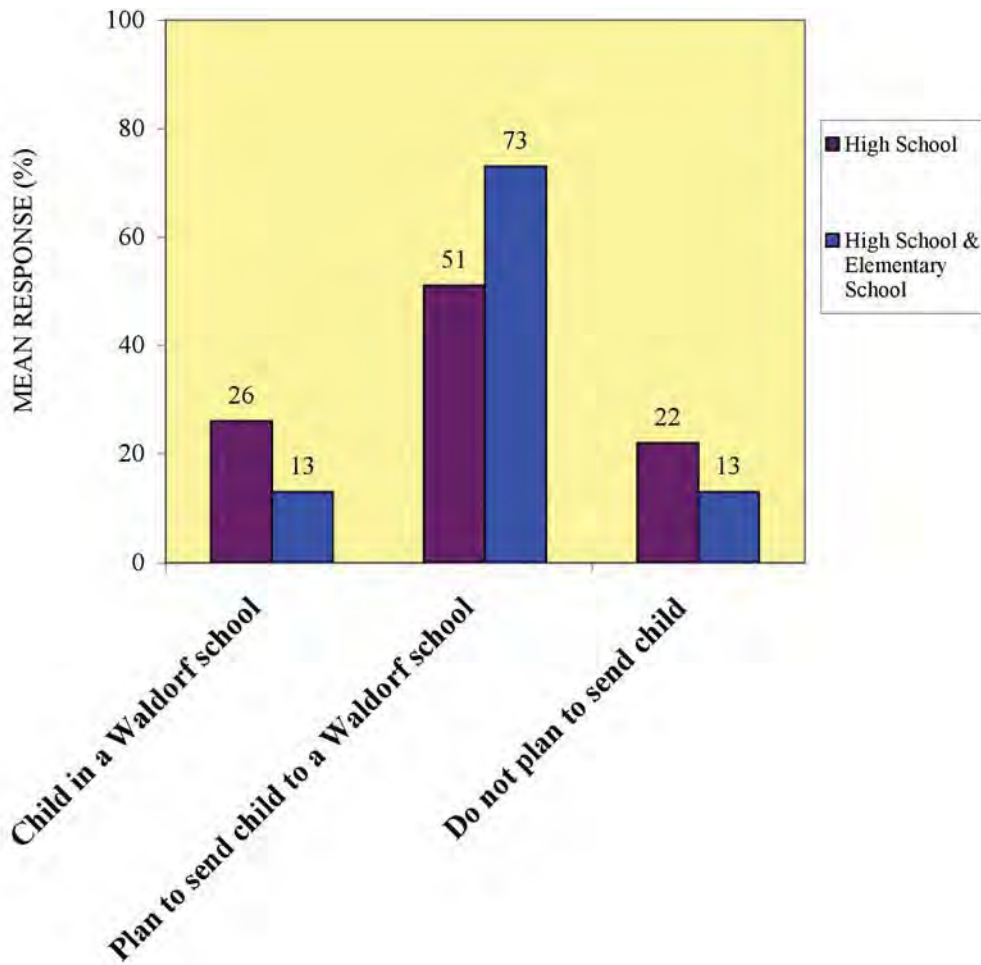


Fig. 6-5 – Most respondents aim to send their child(ren) to a Waldorf school.

Figure 6-5 indicates that there is a statistically significant difference in responses of graduates who attended only a Waldorf high school (maroon bar) and graduates who attended a Waldorf high school and part or all of a Waldorf elementary school (blue bar).

When disaggregated by “High School Only,” the majority of high school and elementary school graduates aim to or have their children enrolled. High school only respondents are more measured in their responses with a higher rate who will not (22%) than the respondents who enrolled in both a Waldorf high school and elementary school (13%). Figure 6-5 helps better understand the data presented in this section by suggesting that high school only graduates are slightly more critical, and high school and elementary graduates more positive.

7. GENERAL EXPERIENCE OF LIFE

Graduates were posed three open-ended questions about their general experience of life:

1. What has been your greatest *gift* thus far in life?
2. What has been your greatest *challenge* thus far in life?
3. What brings you the greatest *joy* in life?

RESULTS

Taken together, the more than 2000 responses to these three questions underscore the basic themes of this survey. In their most important gifts, challenges, and joys, Waldorf graduates demonstrate their commitment to

- thinking for themselves and pursuing lifelong learning and self-expression through creative activities
- building relationships and seeking to help others
- being guided by an inner compass and seeking a balanced personal and professional life

In response to the questions concerning greatest gift and greatest joy, the respondents cited most often their immediate family, meaning either their parents and siblings or their spouse and children. They also cited as gifts or joys—but also sometimes as major challenges—friends and relationships, secondary education, artistic practice, helping others, health and illness, and the cultivation of a balanced private and professional life. Concerning greatest challenge, the most common response described various forms of self-questioning including self-doubts, fears, and lack of self-knowledge.

Several respondents noted that their greatest gifts were also their greatest challenges—for instance, their children, marriages, relationships with parents, or state of physical well being. Some noted that the question about greatest gift could be interpreted to mean “gifts or talents I have received” or “gifts and accomplishments I have developed”; this might account in part for the multiple responses to the questions.

For each of these three questions broad categories emerged based on the frequency of responses. The top ten categories were established for each of the three questions, and the individual responses were attributed to these categories.

QUESTION 1

“What has been your greatest gift thus far in life?”

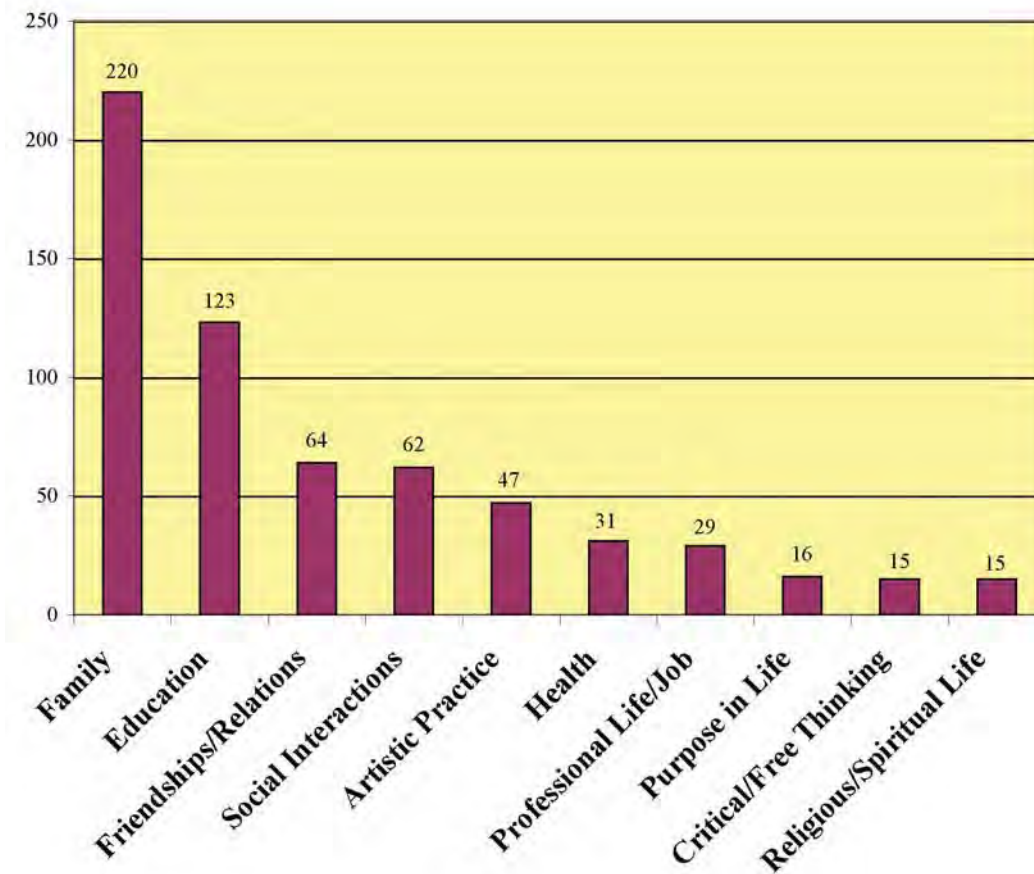


Fig. 7-1

ANALYSIS

From these responses one can see the value that Waldorf graduates place on social interactions with other human beings. Of the top five responses, three deal explicitly with social life: family, friends and relations, and social interactions. The remaining two top responses deal with lifelong learning and the practice of the arts.

Very few of the individual responses have an overtly self-centered tone or intention. Missing altogether from these responses are material goods or personal advantages, though a few who spoke of their immediate family as being their greatest gift acknowledged that as students they had benefited from a privileged standard of living. (See the statistical analysis beginning on page 65.)

QUESTION 2

“What has been your greatest challenge thus far in life?”

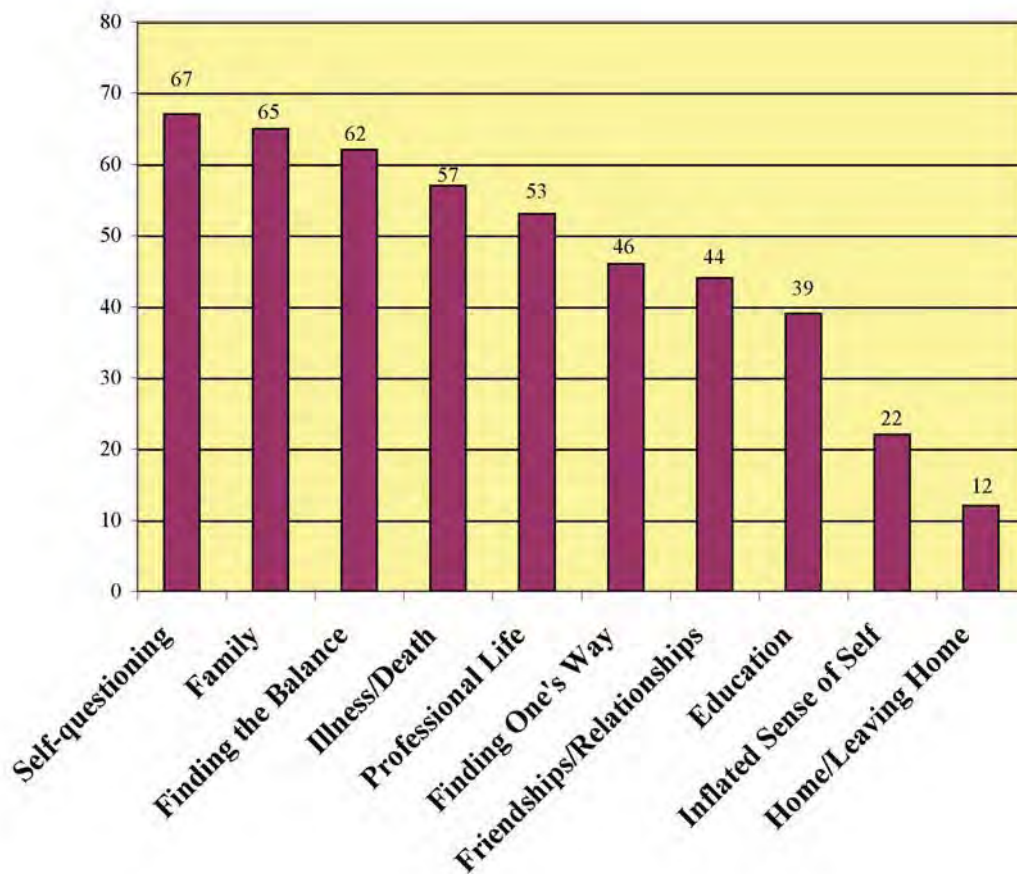


Fig. 7-2

ANALYSIS

Again, the focus on social issues remains prominent. Even matters of finding the balance in life—the most commonly cited challenge—or overcoming illness or handling friendships are couched in terms not of self-interest but in terms of care for others. Many respondents reserved their harshest criticisms for themselves and their own self-development. Indeed nearly half of the responses to this question could be described as being “self-critical.” Many respondents spoke of the difficulties they face in trying to integrate their independent thinking into the conventions of society and how they struggle to maintain a life of learning.

The responses to this question are as remarkable for what is not much emphasized as for what is. Religious or spiritual life was listed by only four respondents as being a challenge; only one each spoke of an accident or crime or personal tragedy as a major challenge. Of course, one can say that most of the respondents are still young and somewhat protected, and yet young people today are not spared life’s tragedies. In other words, their responses may suggest an ability to cope with life’s misfortunes without experiencing them as overwhelming.

It is also noteworthy that, although the level of respondents was fairly consistent in all three questions, the number of examples cited as challenges were about half the number listed as joys and two-thirds the number cited as gifts. (See the statistical analysis beginning on page 65.)

QUESTION 3

“What brings you the greatest joy in life?”

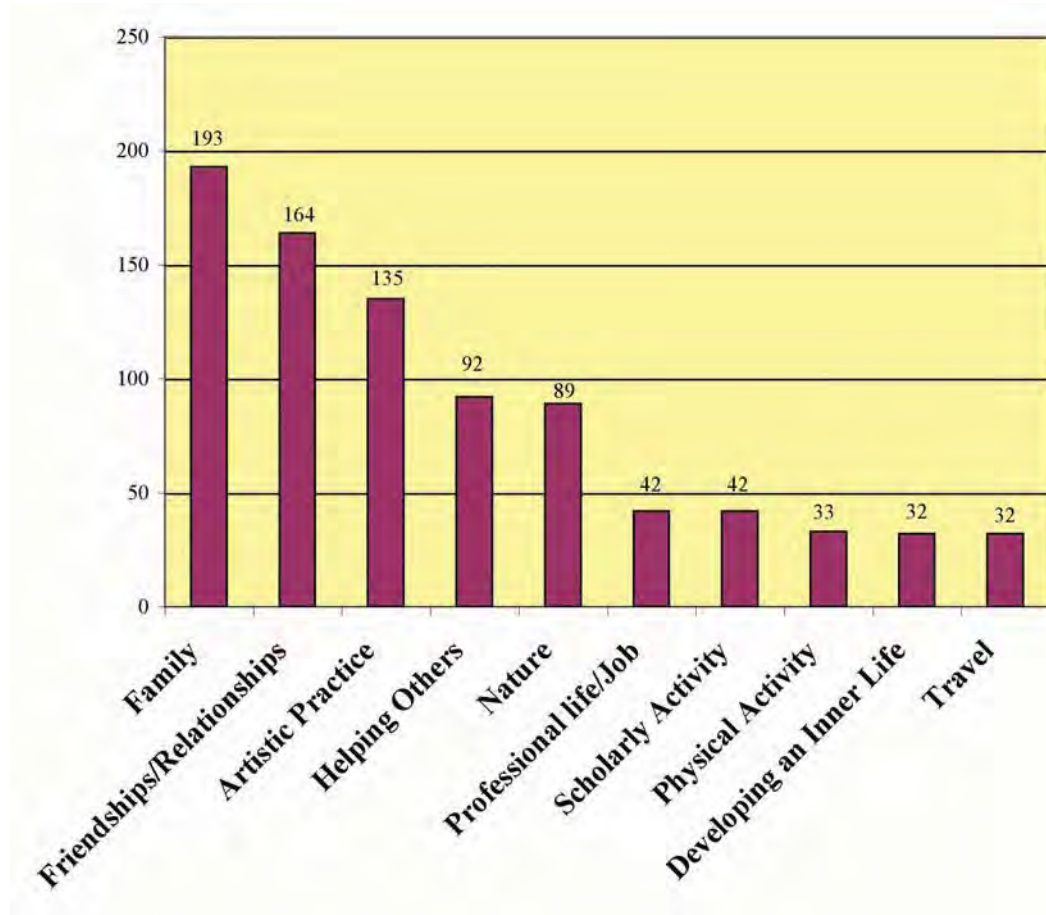


Fig. 7-3

ANALYSIS

Once again, Waldorf graduates report that they take greatest joy from those experiences they can most easily share: friendship, family, artistic performance, helping others, and even travel. Another theme playing through the listings of these joys is activity. It is not enough for Waldorf graduates to be spectators; whether out in nature, on the sports field, in the wood shop, on a science field trip, or in a foreign country, Waldorf graduates experience their greatest joy when they are active.

Missing in some 900 responses to this question are the material pleasures, though 17 respondents did list food (cooking it as well as consuming it) as a source of joy. There were only three references to seeing movies and one each to watching TV, playing computer games, buying merchandise, and driving a car. Instances of wealth, fame, and property received no mention at all. (See the statistical analysis beginning on page 65.)

For a sampling of individual responses to each of these three life questions, see Appendix D (“Open-Ended Questions”).

8. EXPERIENCE OF WALDORF EDUCATION

As mentioned at the end of Section 2, the survey asked the graduates to choose, from a list of various life skills, three to which they attached the most importance. As shown in the chart below, communication, truthfulness, and problem solving skills, as well as ethical values, are held in the highest regard. Graduates also place a much higher value on initiative than they do on leadership, sociability, or reputation. Wealth and control received the lowest ranking in importance. Among other important life skills, participants most commonly listed creativity, compassion, kindness, and empathy.

Waldorf Graduates Value Communication and a Strong Moral Foundation as Important Life Skills

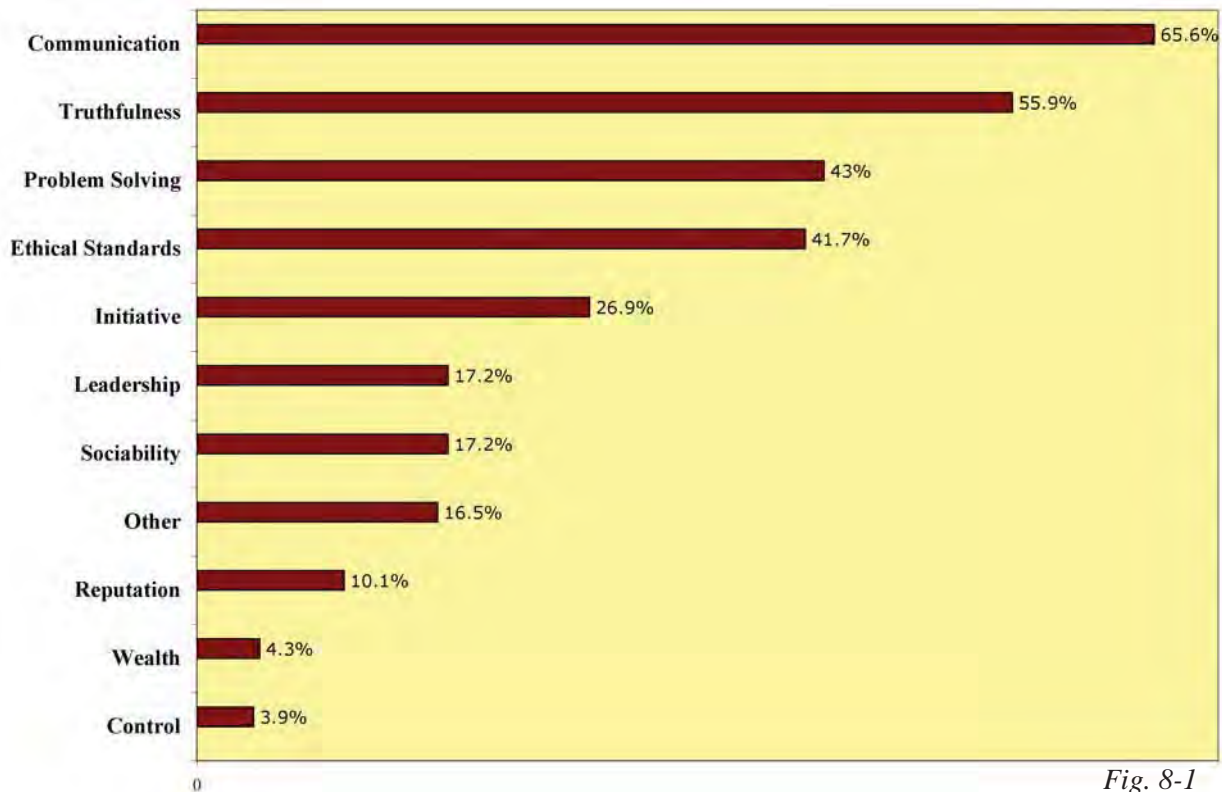


Fig. 8-1

GRADUATES' FIRST RECOLLECTIONS OF WALDORF EDUCATION

Graduates were asked to list what they thought of first when they recalled their Waldorf education. Their answers were grouped into eight categories, the most represented four of which indicate that the respondents have an appreciation for self development, a high interest in others and in the community, gratitude for being a balanced, whole human being, and an appreciation for the peaceful security of a safe and warm learning environment. The critical opinions, which made up only 5% of responses, were directed at lack of resources, smallness of class size, and bad experiences with teachers who were not competent and/or who provided insufficient preparation for future schooling.

What Do You Recollect When You First Think Back on Your Waldorf Education?

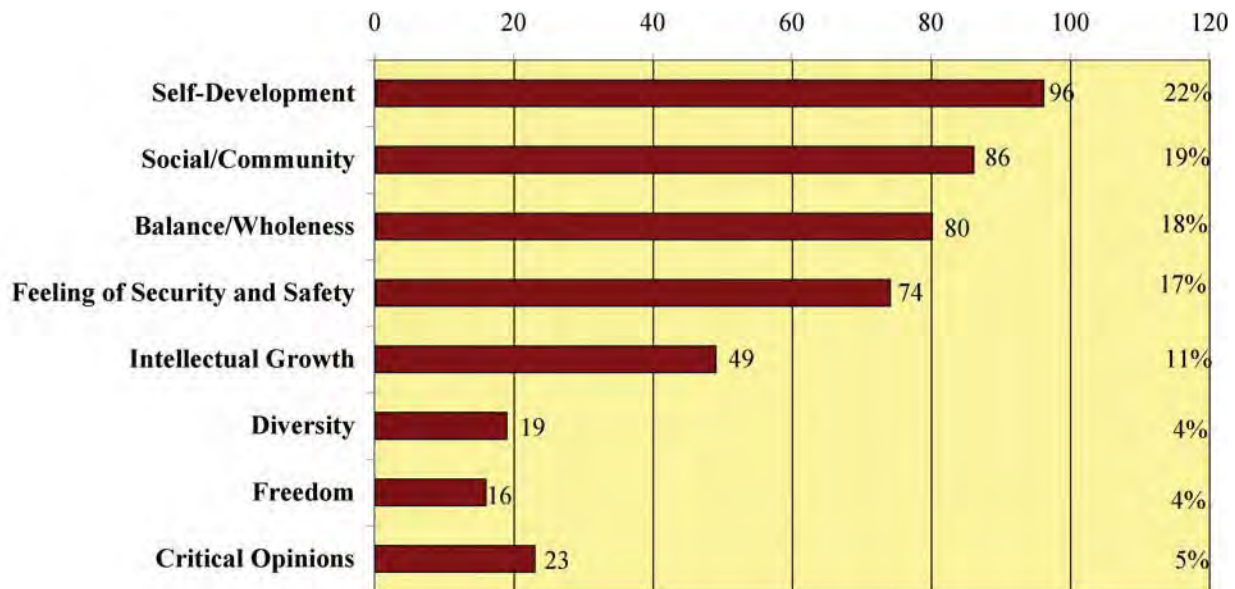


Fig. 8-2

ANALYSIS

In general, Waldorf graduates show remarkable warmth and affection for their education. Many took the opportunity of this question to offer unsolicited thanks to their school, their teachers, and those who had brought them to this education. Even some of those students who voiced criticisms of their experience couched their comments in tones of gratitude and respect. Only a very few were outright negative about their school experience. Above all, the students expressed their gratitude for being seen for who they are and for being encouraged to unfold their own cognitive and emotional strengths. “I learned to think for myself and to be able to learn anything I set my mind to,” said one graduate.

Generally the students’ first reflections on their Waldorf experience were suffused in images and sensations that were—warm. . . safe . . . nurturing . . . tolerant . . . well-rounded . . . beautiful . . . caring . . . magical. Many of the respondents recalled strongly sensate experiences: the smell of beeswax, the feel of freshly carded wool, the texture of wood, the feel of large block crayons, the taste of warm soup, the shape of frozen ice patterns in the watercolor paintings. Some of their most vivid and poignant memories harked back to the earliest years and their days in a Waldorf pre-school.

While a few students felt, as they looked back on their Waldorf experience, that they were not adequately prepared for college, others said they were more than prepared for the transition. Wrote one student: “I didn’t know it at the time, but my academic preparation in high school was more than adequate for the rest of my academic career, and my artistic and spiritual preparation put me on more comfortable footing in life than some of my peers.”

As evident in other sections of this survey, Waldorf graduates strongly linked the development of their social awareness to life in the Waldorf classroom, especially if they had been shepherded through the eight

years of the elementary school by the same class teacher. Though a few students felt “stifled” by the small size of their classes, many reported how closely they related to their classmates and teachers, even to the point of staying in touch with them long after graduating from high school. The closeness of the students, in the words of one graduate, “forced all of us to overcome our differences and our grudges as quickly as we came by them and taught us to work through trivial drama and value each other for our true potential.” Not only the teachers, but also the pupils practice social tolerance and acceptance in a Waldorf school.

By the same token, in their initial reflections on their Waldorf school experience, the graduates appreciated the importance of a well-rounded education. There were a few students who were critical of the emphasis placed on the arts, and there were others who felt insufficiently challenged because of a wide range of ability among their classmates. But most respondents felt the full range of subjects required of all students served them well. “It is the well-rounded approach that stands out the most,” writes one graduate. “For me, exposure to the arts and music, and learning by doing, are the characteristic traits of Waldorf education.” Or, in the words of another graduate, “Waldorf education prepared me for anything and everything!”

In all, a majority of respondents carry their memories of life in Waldorf school with warm affection and appreciation—“wonderful memories bathed in a soft yellow sunset over the mountains,” as one graduate put it. (See the statistical analysis beginning on page 65.)

9. INFLUENCE AND IMPORTANCE OF WALDORF EDUCATION IN LIFE

The participants were asked to rate aspects of their lives, first, in terms of their *importance* and, second, in terms of the *influence* that their Waldorf education had on these same aspects.

IMPORTANCE AND INFLUENCE EXAMINED

The first table lists the *importance* of various aspects of the graduates' lives. Under the heading "Importance" the bottom two rankings—"totally unimportant" and "not important"—are tallied in the first column and the top two rankings—"very important" and "extremely important"—in the third column. Responses are listed in descending order of importance. In the next set of columns, under the heading "Influence," these same aspects of life are rated in terms of their "influence." Again, the bottom two rankings—"not at all influential" and "not much influence"—are tallied in one column and the top two rankings—"very influential" and "extremely influential"—are tallied in another. The middle column in each set lists the percentage of respondents who felt that the influence and importance of their education was "somewhat important" or "somewhat influential."

An example: Having to do with *importance*, 94% of the respondents cited "self confidence" as a very or extremely important aspect of their lives; none of them (0%) listed this aspect as totally unimportant or not important. 6% of the respondents listed this quality as somewhat important. By contrast, 21% cited interest in anthroposophy as very or extremely important, while 45% listed this as a totally unimportant or not important aspect of their lives. 34% listed this aspect of their lives as somewhat important.

The second table lists the *influence* of Waldorf education on various aspects of the graduates' lives. Under the heading "Influence," the bottom two rankings—"not at all influential" and "not much influence"—are tallied in the first column and the top two rankings—"very influential" and "extremely influential"—are tallied in the third column. Responses are listed in descending order of influence. In the next set of columns, under the heading "Importance," these same aspects of life are rated in terms of their importance. Again, the bottom two rankings—"totally unimportant" and "not important"—are tallied in the one column and the top two rankings—"very important" and "extremely important"—in another. In each set the middle column lists the percentage of respondents who felt that the influence or importance of their education was "somewhat important" and "somewhat influential."

An example: Having to do with *influence* of Waldorf education, 87% of the respondents cited their "creative capacities" as being very much or extremely influenced by their Waldorf education; only 1% listed this aspect as being not at all or not much influenced. 12% of the respondents listed this aspect of their lives as being "somewhat influenced." By contrast, 14% cited taking care of the sick as being very much or extremely influenced; 56% listed this aspect as being not at all or not much influenced; and 30% of the respondents listed this aspect as being "somewhat influenced" by their education.

In many cases the scores for "importance" and "influence" are quite congruent, suggesting that those aspects of life that Waldorf graduates deemed important to them were also influenced to a significant extent by their Waldorf education. Indeed, most of the top ten aspects listed in terms of importance also appear at the top of the chart listing aspects of life most influenced by Waldorf education. There are some marked exceptions: for instance, the ability to overcome crises, an aspect of life which ranks tenth in terms of importance, appears in twenty-sixth place in terms of being influenced by Waldorf education. Further study of the statistics reveals that 89% of the respondents viewed this ability to overcome crisis as very or extremely important in life, but only 38% felt this ability was very much or extremely influenced by their Waldorf education. Fully 22% felt this aspect had been not at all or not much influenced by their Waldorf education.



1 totally unimportant 2 not important 3 somewhat important 4 very important 5 extremely important

IMPORTANCE AND INFLUENCE OF WALDORF EDUCATION ON ASPECTS OF LIFE
(Responses ranked by Importance)

<i>Responses:</i>	<i>Importance</i>			<i>Influence</i>		
	<i>1+2</i>	<i>3</i>	<i>4+5</i>	<i>1+2</i>	<i>3</i>	<i>4+5</i>
1. self confidence	0	6%	94%	7%	24%	69%
2. express verbally	0	7%	93%	8%	8%	84%
3. think critically	0	8%	92%	10%	27%	63%
4. feelings of self-worth	0	9%	91%	8%	30%	62%
5. love of learning	0	9%	91%	4%	17%	79%
6. work on my own	0	9%	91%	7%	32%	61%
7. express views to others	0	10%	90%	6%	25%	69%
8. tolerate others' views	1%	9%	90%	8%	29%	63%
9. form own judgments	0	11%	89%	7%	38%	55%
10. overcome crises	1%	10%	89%	22%	42%	36%
11. creative capacities	0	14%	86%	1%	12%	87%
12. flexible to change	1%	13%	86%	15%	39%	46%
13. step into others' minds	1%	16%	83%	8%	35%	57%
14. meaningful view of life	0	18%	82%	8%	28%	64%
15. endure burdens	1%	17%	82%	22%	40%	38%
16. resolve conflicts	1%	17%	82%	20%	40%	40%
17. work with others	2%	16%	82%	8%	30%	62%
18. responsibility for others	2%	16%	82%	7%	32%	61%
19. discuss differences	3%	15%	82%	6%	31%	63%
20. sense for environment	1%	18%	81%	10%	31%	59%
21. challenge assumptions	1%	19%	80%	10%	41%	49%
22. sense for own health	3%	17%	80%	35%	36%	29%
23. see times in broader view	2%	21%	77%	16%	32%	52%
24. know own abilities	3%	21%	76%	15%	37%	48%
25. choice of profession	7%	17%	76%	36%	28%	36%
26. other cultures	7%	23%	70%	17%	30%	53%
27. share responsibilities	4%	34%	62%	16%	35%	49%
28. practical knowledge	9%	35%	56%	34%	37%	29%
29. spontaneity	8%	43%	49%	32%	39%	29%
30. political orientation	17%	35%	48%	48%	29%	23%
31. grasp of science	14%	42%	44%	38%	36%	26%
32. spiritual/religious life	27%	29%	44%	44%	29%	27%
33. handle competition	14%	43%	43%	41%	38%	21%
34. spiritual themes	22%	36%	42%	28%	35%	37%
35. athletic abilities	24%	41%	35%	44%	32%	24%
36. take care of the sick	20%	46%	34%	56%	30%	14%
37. interest in anthroposophy	45%	34%	21%	48%	30%	22%

Fig. 9-1



1 not at all influential 2 not much influence 3 somewhat influential 4 very influential 5 extremely influential

INFLUENCE AND IMPORTANCE OF WALDORF EDUCATION ON ASPECTS OF LIFE

(Responses ranked by Influence)

<i>Responses:</i>	<i>Influence</i>			<i>Importance</i>		
	<i>1+2</i>	<i>3</i>	<i>4+5</i>	<i>1+2</i>	<i>3</i>	<i>4+5</i>
1. creative capacities	1%	12%	87%	0	14%	86%
2. express verbally	8%	8%	84%	0	7%	93%
3. love of learning	4%	17%	79%	0	9%	91%
4. express views to others	6%	25%	69%	0	10%	90%
5. self confidence	7%	24%	69%	0	6%	94%
6. meaningful view of life	8%	29%	63%	3%	15%	82%
7. express views to others	6%	25%	69%	0	10%	90%
8. tolerate others' views	8%	29%	63%	1%	9%	90%
9. think critically	10%	27%	63%	0	8%	92%
10. feelings of self-worth	8%	30%	62%	0	9%	91%
11. work with others	8%	30%	62%	2%	16%	82%
12. work on my own	7%	32%	61%	0	9%	91%
13. responsibility for others	7%	32%	61%	2%	16%	82%
14. sense for environment	10%	31%	59%	1%	18%	81%
15. step into others' minds	8%	35%	57%	1%	16%	83%
16. form own judgments	7%	38%	55%	0	11%	89%
17. other cultures	17%	30%	53%	7%	23%	70%
18. see times in broader view	16%	32%	52%	2%	21%	77%
19. challenge assumptions	10%	41%	49%	1%	19%	80%
20. share responsibilities	16%	35%	49%	4%	34%	62%
21. know own abilities	15%	37%	48%	3%	21%	76%
22. flexible to change	15%	39%	46%	1%	13%	86%
23. resolve conflicts	20%	40%	40%	1%	17%	82%
24. endure burdens	22%	40%	38%	1%	17%	82%
25. spiritual themes	28%	35%	37%	22%	36%	42%
26. overcome crises	22%	42%	36%	1%	10%	89%
27. choice of profession	36%	28%	36%	7%	17%	76%
28. spontaneity	32%	39%	29%	8%	43%	49%
29. practical knowledge	34%	37%	29%	9%	35%	56%
30. sense for own health	35%	36%	29%	3%	17%	80%
31. spiritual/religious life	44%	29%	27%	27%	29%	44%
32. grasp of science	38%	36%	26%	14%	42%	44%
33. athletic abilities	44%	32%	24%	24%	41%	35%
34. political orientation	48%	29%	23%	17%	35%	48%
35. interest in anthroposophy	48%	30%	22%	45%	34%	21%
36. handle competition	41%	38%	21%	14%	43%	43%
37. take care of the sick	56%	30%	14%	20%	46%	34%

Fig. 9-2

ANALYSIS

As shown in these tables, the influence and importance of Waldorf education were greatest for developing creative capacities, love of learning, self-expression, interest in different points of view, and the ability to work together with others. Waldorf education had the least influence on and importance for spiritual, religious, and political orientation, interest in anthroposophy, professional choice, and taking care of the sick. Excluding the last category, the respondents felt that their education had left them free to choose their own paths in life in all these regards.

In this context it is of interest to note how the participants responded to questions about overcoming crises, resolving conflicts, and being flexible to change. In all three cases, respondents reported that these aspects of life were very important to them but they were not much influenced by their Waldorf education. In all three cases, over 80% of the respondents ranked these aspects as very or extremely important, and yet only 35–45% reported that these aspects were very or extremely influenced by their education. Indeed around 20% reported that these aspects of life were either not much or not at all influenced by their education. From these results one can infer that Waldorf graduates recognize the value of dealing with conflict and crisis but may feel that their education has not taught them much about how to do this successfully. (See the statistical analysis beginning on page 65.)

10. ASPECTS OF WALDORF REJECTED BUT NOW SEEN DIFFERENTLY

The survey also asked, “Are there aspects of your Waldorf education that you initially rejected as a student but whose significance has now become apparent to you?” Of the 424 graduates who responded to this question, 31.4% answered in the affirmative and 68.6% in the negative. The graduates who gave affirmative answers were asked to explain why. These 134 respondents represented 24% of all participants. This question did not allow for critical responses, as was pointed out by some respondents at the end of the survey.

The various comments fell into roughly seven categories, as listed in the table below. The four leading categories were:

- Eurythmy: now seen as providing grace in social movement and bodily integration
- Discipline and form: now seen as a protection and model for how to set boundaries
- Multi-faceted curriculum: now seen as something that allowed for the exploration of many varied disciplines that has allowed them to ultimately stand out from their peers because of this experience
- Restrictions on media, now seen as allowing them to discover their own thoughts and values unimpeded by advertising and social biases.

ASPECTS OF WALDORF EDUCATION REJECTED BUT NOW SEEN DIFFERENTLY		
<i>Category</i>	<i>Responses</i>	<i>Percentage</i>
Eurythmy	30	23%
Nurturing/Discipline	27	21%
Wholistic, multi-faceted curriculum	22	16%
Media restriction	17	13%
Spiritual foundation	11	8%
Tolerance of different beliefs & ideas	10	7%
Will developing activities	10	7%
Other responses*	7	5%
<i>Total</i>	134	100%

Fig. 10-1

* A few individuals did not answer the question specifically but elaborated on another subject. These responses were not tabulated.

ANALYSIS

In each of these seven aspects, the respondents are in effect endorsing a basic principle or practice of Waldorf education. Eurythmy, for instance, is practiced in Waldorf schools not simply as a new art form but as a way of integrating all aspects of the human being—physical, psychological, and spiritual—into a healthy whole. The strong nurturing and discipline surrounding the lower school student (and the high school student, in a different way) are intended to develop a strong sense of independence and resilience in them as adults. The holistic curriculum allows the student to leave the school with the feeling, “I can take on anything, if I set my mind and heart and shoulder to it.” Media restrictions, especially as they are applied in the lower grades, allow students to develop their own powers of imagination and mental picturing so that they can withstand pressures to conform and “think like all the others.” Spirituality in the curriculum, far from inculcating belief and doctrine in the students, actually helps them find their own heartfelt concerns and convictions, based on their own thinking and striving, not upon what they were told in school. Learning in small classes with broad ranges of learning ability, rather than preventing students from exercising their potential, actually calls it forth since these class settings demand that they learn to accept more than their own gifts and values—that is, to learn tolerance for all that surrounds them. And finally, with regard to will activity, the value of doing something, even repeatedly, that initially may be unappealing but which builds basic capacities during the formative years, cannot be overestimated in terms of lasting moral and hygienic efficacy. It is the antidote to self-doubt and self-hate as well as existential fears and dependencies of all kinds.

11. RELATIONSHIP TO ANTHROPOSOPHY

The participants were asked to characterize their relationship to anthroposophy. While a majority of the respondents hold a neutral or indifferent relation to anthroposophy and a very small percentage are negative or rejecting, nearly equal percentages are practicing/engaged and critical/skeptical. An examination of the 65 responses that were written into the open-ended “Other” category reveals that a third of these respondents characterized their relationship as ambivalent in remarks such as the following: “Accept and reject certain aspects of it.” “Both positive and critical.” “Very skeptical on some levels, appreciative on others.”

RELATIONSHIP TO ANTHROPOSOPHY (432 respondents)	
Positive/affirming	28.0%
Practicing/engaged	9.5%
Neutral/indifferent	36.3%
Critical/skeptical	9.3%
Negative/rejecting	1.9%
Other	15.0%

Fig. 11-1

ANALYSIS

A quarter of the “Other” respondents reported that they did not know what anthroposophy was since they had never been taught it in a Waldorf school—an interesting response given the criticism sometimes heard that Waldorf schools teach anthroposophy and thereby indoctrinate their students. The remaining “Other” answers were more detailed elaborations of the topic specific questions, such as, “It permeates life choices, but I do not think about my relationship to the philosophy; I live it taking it from my experiences in life.” (See the statistical analysis beginning on page 65.)

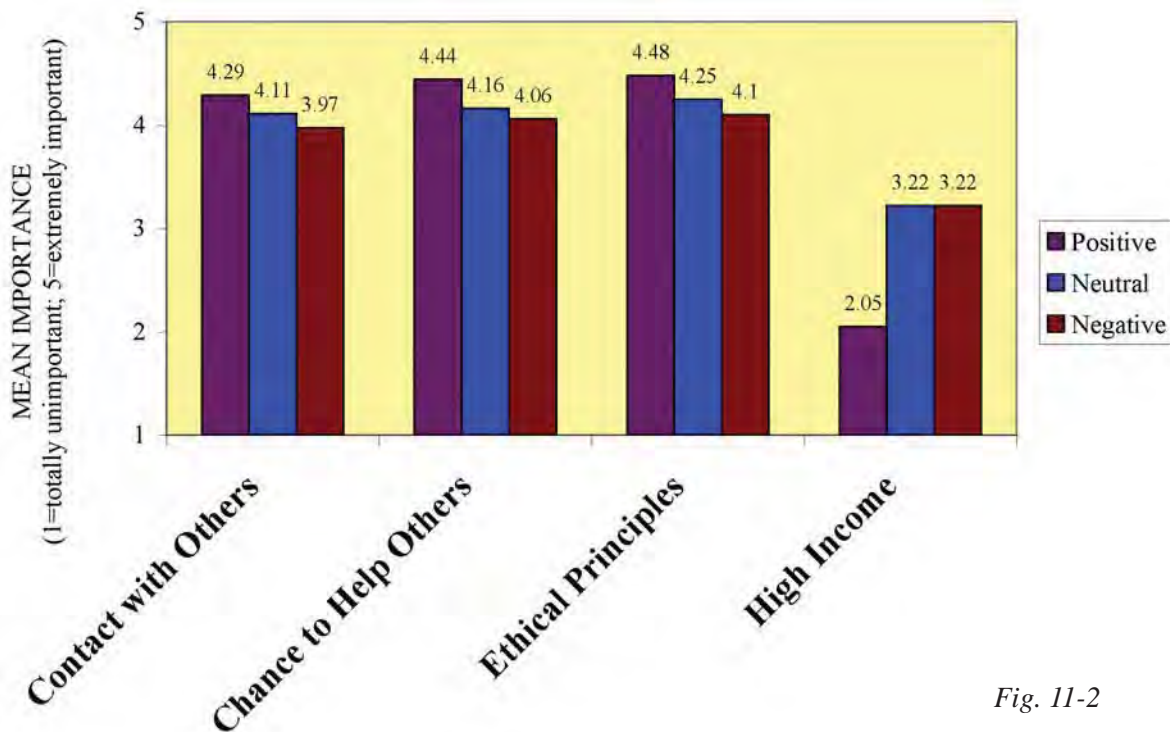


Fig. 11-2

Figure 11-2 indicates that there is no statistically significant difference in responses of graduates having positive, neutral or negative relationships to anthroposophy with one exception. In the categories of high income the difference is significant. These results are preliminary. As stated above in Section 11, "Relationship to Anthroposophy," more research is needed to draw vigorous conclusions from these findings.

12. HEALTH

The participants were asked a series of general and specific questions regarding their physical and mental health, and the types of medical treatments they pursued. Around three-quarters of the participants answered the general questions and reported the types of medical treatments they had used. However, only about 40% of participants in the survey answered specific questions concerning their physical health and fewer than 30% supplied information concerning any psychological conditions. The remaining participants—almost three times as many as those who responded—simply skipped over the questions in this category. Around 24% of the participants in the survey did not answer these questions.

GENERAL HEALTH

84% of the those who responded to the questions of wellness consider their physical health to be excellent or very good; 86% regard their mental health in the same way; and 83% reported being extremely or very interested in both aspects of their health.

The table that follows tallies the bottom two rankings—“very poor” and “fragile”—in the first column and the top two rankings—“very good” and “excellent”—in the third column for the assessment of present physical and mental health. The middle column tallies those who characterize their health as “fair.” For the question concerning the participants’ interest in their own health, the first column tallies the bottom two rankings—“totally uninterested” and “slightly interested”—and the third column tallies the top two rankings—“very interested” and “extremely interested.” The middle column tallies those who characterize their interest in health as “generally interested.”

HOW GRADUATES EVALUATE THEIR HEALTH <i>(430 respondents)</i>			
Responses:	1 + 2	3	4 + 5
a) present physical health	2%	14%	84%
b) present mental health	2%	12%	86%
c) interest in own health	1%	16%	83%

Fig. 12-1

TYPES OF MEDICAL TREATMENT PURSUED

The participants were also asked to indicate the types of medical treatment they sought out. The respondents were allowed to and did indicate multiple categories. The great majority pursue traditional medicine while a smaller majority utilize alternative and homeopathic medicines. Some indicated using multiple types of treatment.

TYPES OF MEDICAL TREATMENT PURSUED	
<i>(398 respondents)</i>	
Traditional medicine	82.7%
Homeopathic remedies	69.1%
Alternative medicine	58.8%
Chiropractic	42.0%
Acupuncture	33.4%
Anthroposophical medicine	25.4%
Other	13.3%

Fig. 12-2

ANALYSIS

There is inconclusive evidence in this study to draw more detailed conclusions.

Statistical Analysis

Ida Oberman, PhD

EXECUTIVE SUMMARY

The statistical analysis of the *Survey of Waldorf Graduates, Phase II* makes a strong case that there are systematic differences between the values, skills and activities of graduates who have received more and who have received fewer years of Waldorf education. As well, when placed next to national surveys, there are systematic differences between the values, skills and activities of the broader population and Waldorf graduates in three key areas. Each point amplifies and confirms the key finding offered in the Abstract at the beginning of this report.

- As noted in this report’s Abstract, *Waldorf graduates think for themselves and value the opportunity to translate their new ideas into practice.* While national surveys announce that Americans today watch TV at record levels, and on average will have spent nine years watching by the time they reach seventy five, with the average American now viewing three hours a day, Waldorf graduates’ hours of watching TV is low and is lowest among those graduates with the highest number of years in a Waldorf school. On the other hand, Waldorf graduates’ active life—artistic, crafts, making music, hanging out with friends—is high and is highest among those with the greatest number of years in a Waldorf school. This finding holds when testing for graduate responses in all ways detailed in this section ranging from year of graduation to region and level of post-high school education. *Waldorf graduates have not fallen victim to the tube.*
- As noted in the Abstract, *Waldorf graduates value lasting human relationships—and they seek out opportunities to be of help.* Under the banner of “bowling alone” and with voiced concern over “the strange disappearance of civic America,” national surveys signal the growing isolation of the average American due to the decrease in the number of friends, with just over half claiming they have no friend with whom they can discuss meaningful matters. In contrast Waldorf graduates rank high the value and frequency of hanging out with friends, and those with more years of Waldorf education spend more time with friends. This finding holds when testing for graduate responses in all ways detailed in this section ranging from year of graduation to region and level of post-high school education. *Waldorf graduates do not bowl alone.*
- As noted in the Abstract, *Waldorf graduates are guided by an inner moral compass, [and] they carry ethical principles into their chosen professions.* While a vintage of national studies on happiness recommends experiences over products and *doing* over *having*, yet a national survey found that Americans today value high income more and developing a meaningful philosophy of life less. By contrast, Waldorf graduates value ethical principles more than income and the difference grows with more years of Waldorf education. This finding holds when testing for graduate responses in all ways detailed in this section ranging from year of graduation to region and level of post-high school education. *Waldorf graduates ask not just how to make a living but also how to lead a life.*

HOW WE ANALYZED THE DATA

The data reported below are statistically relevant. As such they provide indication of trends. Given sample size and nature of the survey data, more research is needed to provide greater certainty of the findings.

We focused our analysis on testing for statistical significance across the following dependent variables:

- A. Responses by years enrolled in a Waldorf school (1–9 years or 10–14 years)
- B. Responses by year of graduation from a Waldorf school (1943–1967; 1968–2000; 2001–2005)
- C. Responses by year Waldorf high school was established (1942–1964; 1965–1996; 1997–2001)
- D. Responses by region (East Coast, Midwest/South, West Coast, Canada)
- E. Responses by level of post-high school education (no college, college/graduate student, college/university graduate)
- F. Responses by high school student only or high school and elementary school student
- G. Responses by relationship to anthroposophy

The methodology involved F-test and P-test analyses, for certainty at the 5% level ($F \geq 0.05$; $P \geq 0.1$). In the test of data sorted by high school graduation year, for instance, the mean of responses of the graduates 1943–1967 was tested against the mean of 1968–2000 and against the mean of 2001–2005. Tests were also conducted for 5% confidence levels ($F \geq 0.05$) but called out where there was confidence at the 10% level ($F \geq 0.1$) and when the data suggested a point confirming patterns suggested elsewhere. Furthermore, P-tests were conducted to determine among which groups lay the statistically significant differences.

LIMITATIONS OF THE STATISTICAL STUDY

This analysis joins the body of the survey as suggestive rather than conclusive. The number of questionnaires administered, the number of analyses conducted and the time frame of the study all were limited as is elaborated in the next section, “Problems Encountered with the Survey.” A larger study would be worthwhile. Therefore, while the systematic differences between groups of respondents suggest that the factors identified are characteristic of Waldorf graduates, it is important to bear in mind that there is no way, from this study, to come to firm conclusions about causal links. The practices identified in a backwards mapping study such as this one could most accurately be called “promising practices of Waldorf education” rather than “best practices.” Despite these limitations, we suggest that this study meets its goal of shedding important light on real questions facing Waldorf educators and other practitioners by offering some important findings. To fully test and expand the findings offered here, more research is needed.

A. YEARS ENROLLED IN A WALDORF SCHOOL (1–9 YEARS VERSUS 10–14 YEARS)

In this section, we tested for the statistically significant differences when comparing responses from those who attended 1–9 years in a Waldorf school with those who attended 10–14 years in a Waldorf school. To execute this analysis, we grouped survey respondents into two categories:

- Those who reported attending 1–9 years in a Waldorf school
- Those who reported attending 10–14 years in a Waldorf school

As detailed below, however slender the data, the statistical tests support the survey’s key findings. There is a statistically significant increase in the response mean of graduates with more years of Waldorf education when reporting on their education having influenced them in the following eight domains:

- capability for moral navigation
- capacity for life-long learning
- focus on multiculturalism and world awareness
- ability of thinking creatively
- focus on social inclusion and social intelligence

focus on environmental stewardship
capacity of emotional intelligence and flexibility of being
strength of will and self-confidence

ANALYSIS

Statistically Significant Findings Concerning Students with 1–9 Years versus 10–14 Years of Waldorf Education

As discussed in “Section 3: College Graduates’ Relationship to Work” and “Section 4: Cultural and Social Activities,” survey respondents were asked to report on aspects of their lives in terms of the influence that Waldorf education had on these aspects. In the section that follows, we report data that show statistically significant differences in rate of response when comparing respondents who reported attending 1–9 years of Waldorf school with those who attended for 10–14 years.

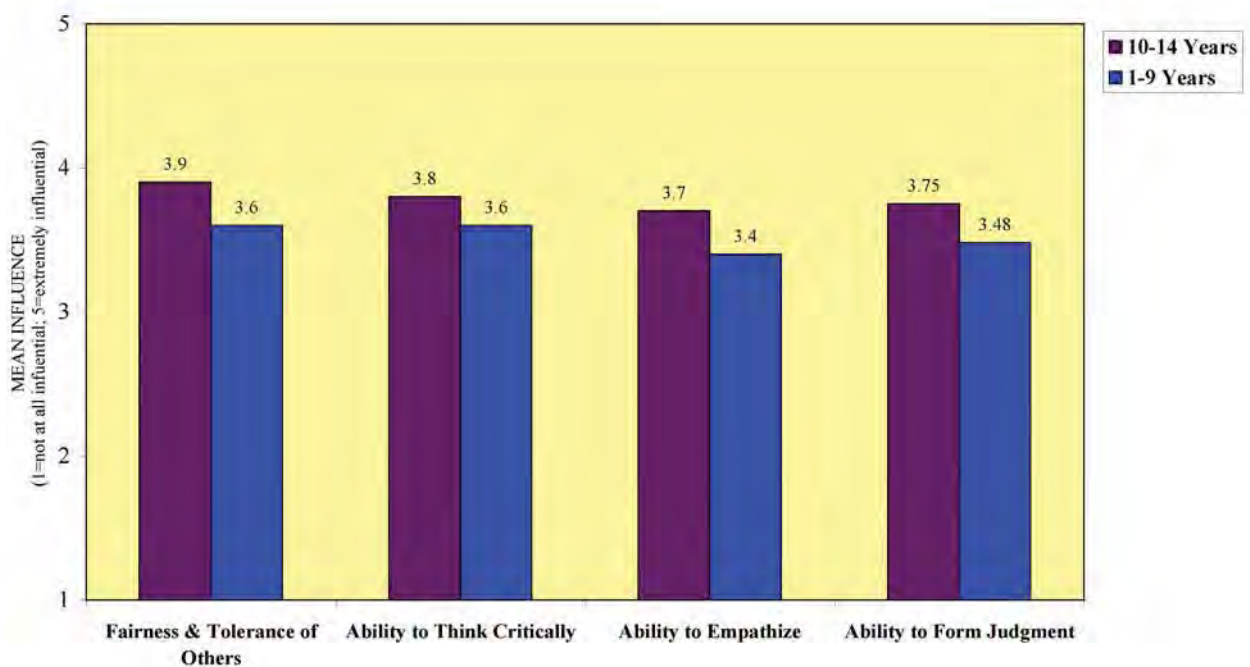


Fig. A.1 – Graduates with More Years of Waldorf: Waldorf More Influential on Capability for Moral Navigation

As Figure A.1 shows, Waldorf graduates who reported attending 10–14 years in Waldorf school (maroon column) ranked the level of Waldorf influence significantly higher than those who reported attending 1–9 years (blue column). In each case the difference is statistically significant. This analysis supports the argument offered above that **Waldorf education helps build the capability for moral navigation.**

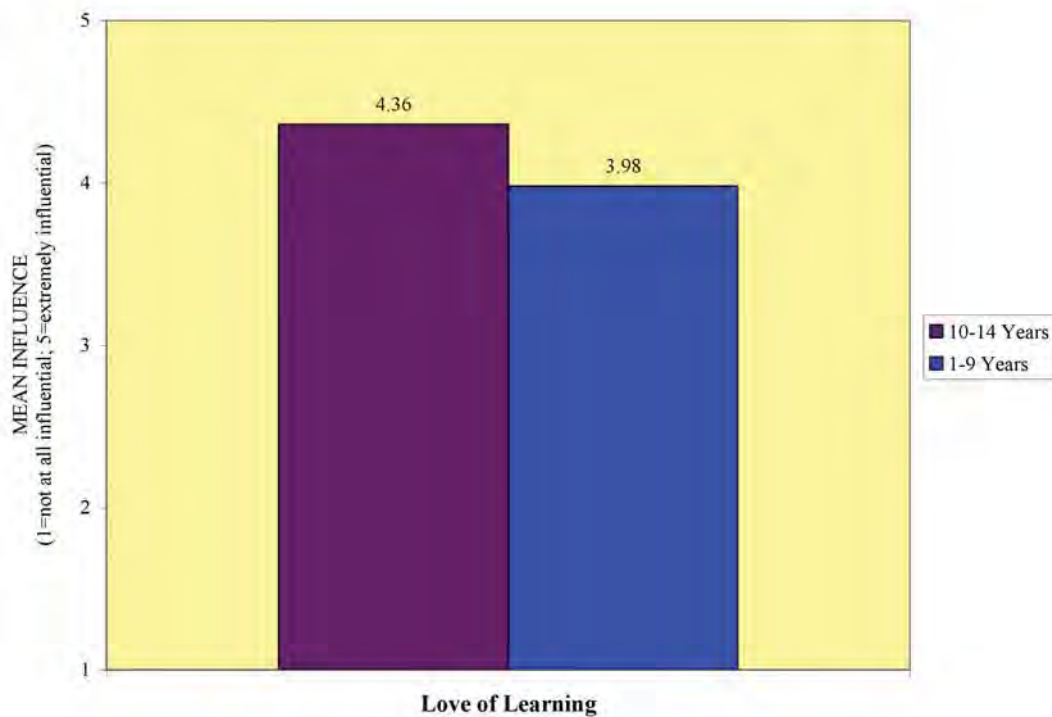


Fig. A.2 – Graduates with More Years of Waldorf: Waldorf More Influential in Life-long Learning

As Figure A.2 shows, Waldorf graduates who reported attending 10–14 years in Waldorf school (maroon column) ranked the level of Waldorf influence significantly higher than those who reported attending 1–9 years (blue column). In each case the difference is statistically significant. This analysis supports the argument that **Waldorf education helps develop the capacity to be life-long learners.**

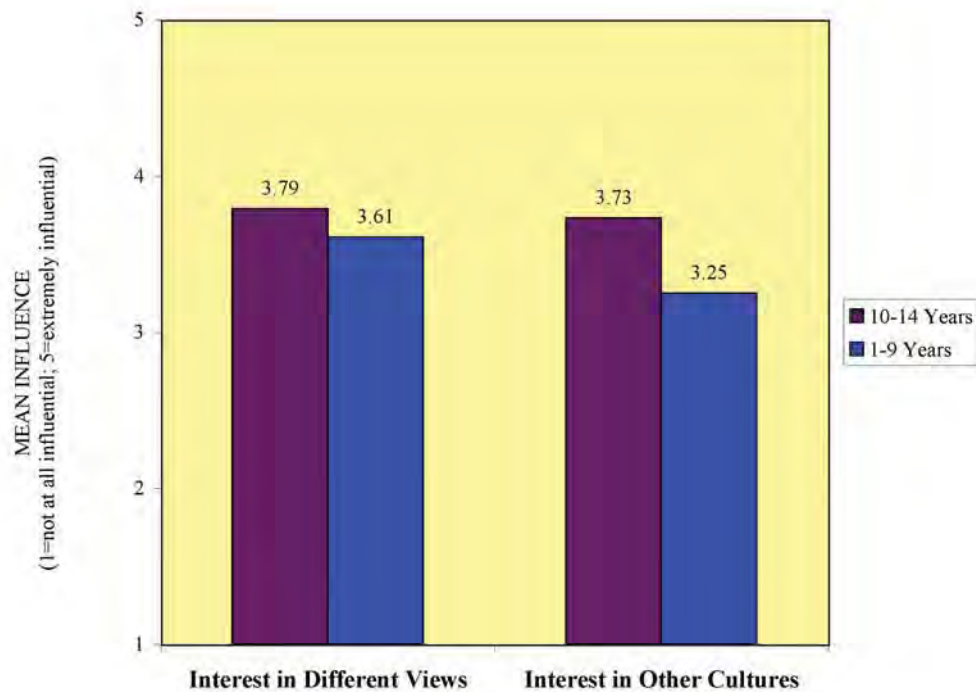


Fig. A.3 – Graduates with More Years of Waldorf: Waldorf Generates Cultural Awareness

Figure A.3 indicates that Waldorf graduates who reported attending 10–14 years in Waldorf school (maroon column) ranked the level of Waldorf influence on their interest in different views and other cultures significantly higher than those who reported attending 1-9 years (blue column). These data support the argument offered above that **Waldorf education helps cultivate multiculturalism and sensitivity to other cultures.**

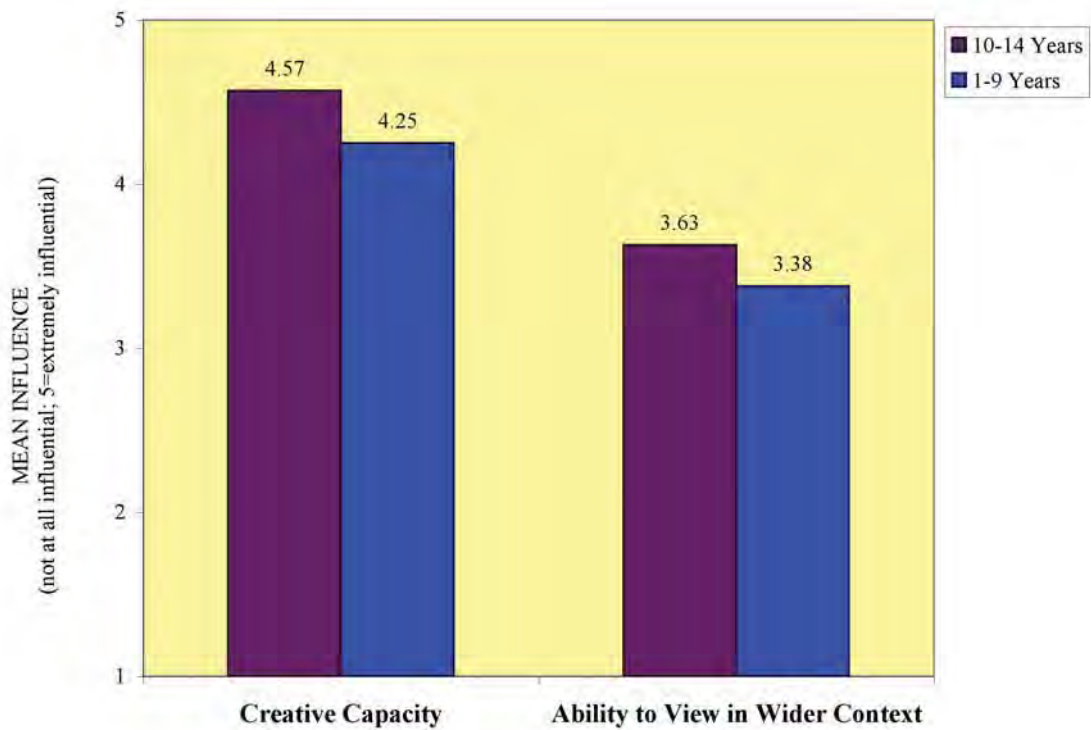


Fig. A.4 – Graduates with More Years of Waldorf: Waldorf More Influential in Developing Creativity and Tolerance

As shown in Figure A.4, Waldorf graduates who reported attending 10–14 years in Waldorf school (maroon column) were more influenced by their education in regard to their creativity and perspective, supporting the argument offered above that **Waldorf education helps build the ability to think both creatively and broadly.**

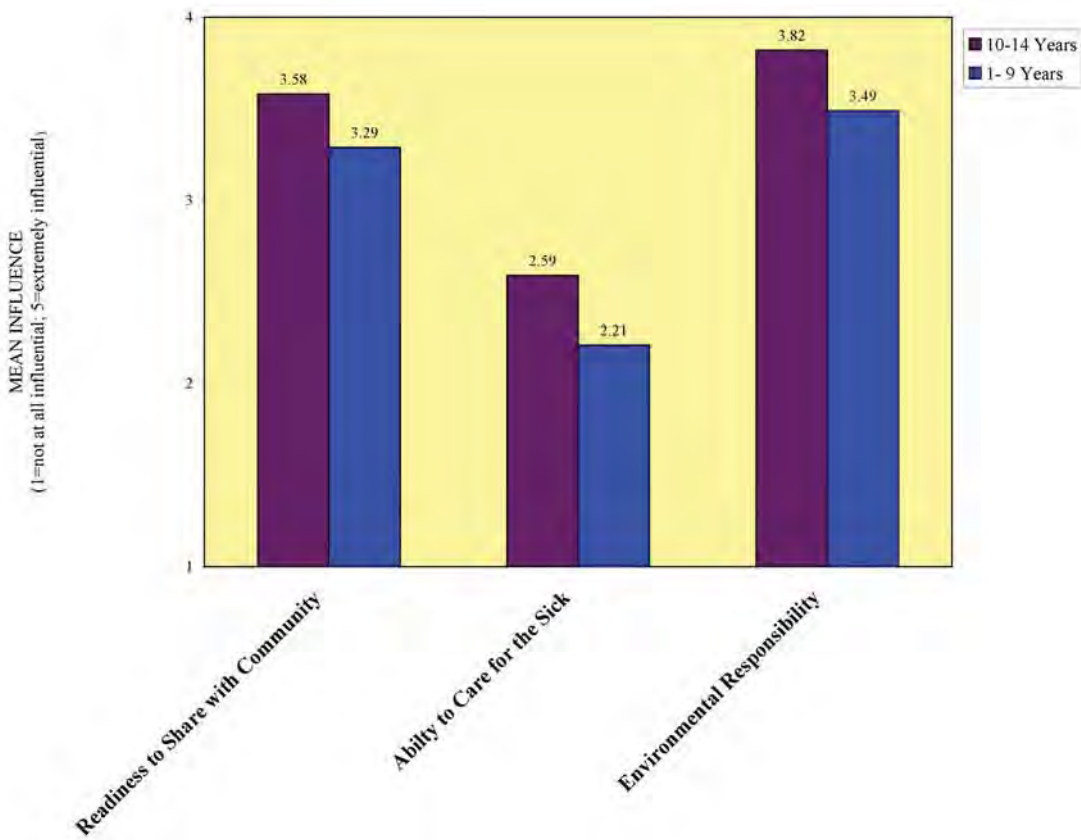


Fig. A.5 – Graduates with More Years of Waldorf:
Waldorf More Influential in Cultivating Social Awareness

As shown in Figure A.5, Waldorf graduates who reported attending 10–14 years of Waldorf education (maroon column) rank the level of Waldorf influence on their ability to share with community, and care for infirm significantly higher. As well, they rank higher their responsibility for the environment. These data support the argument offered above that **Waldorf education helps develop a sense of social responsibility**.

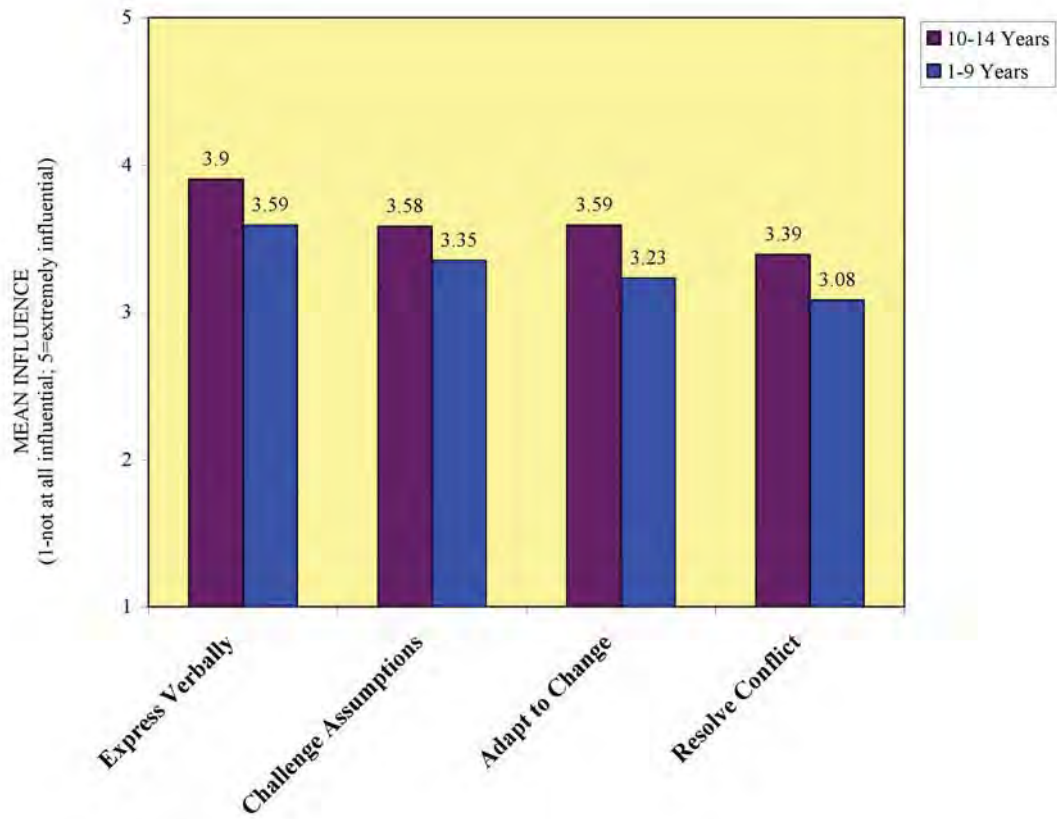


Fig. A.6 – Graduates with More Years of Waldorf: Waldorf More Influential in Emotional Intelligence and Soul Flexibility

As shown in Figure A.6, Waldorf graduates who reported attending 10–14 years of Waldorf education (maroon column) rank significantly higher on the level of Waldorf influence on their ability for verbal expression, as well as their ability to challenge, change, and resolve conflict. These data offer support to the argument made above that **Waldorf education helps develop emotional intelligence and soul flexibility.**

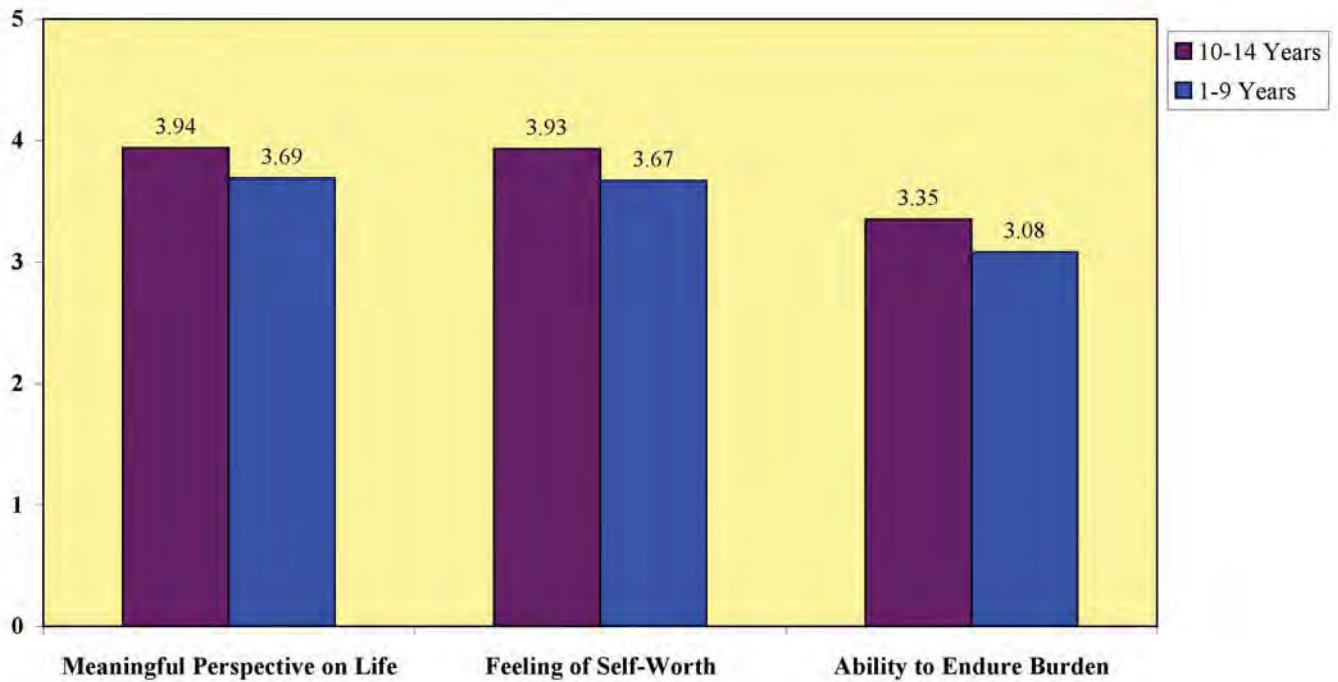


Fig. A.7 – Graduates with More Years of Waldorf: Waldorf More Influential in Strength of Will

As shown in Figure A.7, Waldorf graduates who reported attending 10–14 years in Waldorf school (maroon column) rank significantly higher the level of Waldorf influence on their holding a meaningful perspective on life, and a feeling of self worth and resilience in life. These data offer support to the argument made above that **Waldorf education helps create strength of will.**

B. YEAR OF GRADUATION FROM A WALDORF SCHOOL (1943–1967; 1968–2000; 2001–2005)

The section that follows addresses the question: What are the statistically significant trends when comparing Waldorf alumni/ae by graduation year? We grouped respondents into three time periods each relating to a third of a century:

- 1943 (the year of the first U.S. Waldorf high school graduating class) to 1967 [relating to the second third of the twentieth century]
- 1968 to 2000 [representing the last third of the twentieth century]
- 2001 to 2005 (the year of the most recent graduated class at the time of the survey) [relating to the first third of the twenty-first century]

We report in this section the statistically significant differences to offer a portrait of changes across these three periods.

ADDRESSING LIMITATIONS OF THE DATA ON TRENDS BY GRADUATION YEAR

When conducting analysis of statistically significant shifts in the response rates by year of graduation, it is important to bear in mind that our study does not control for broader generational shifts. This raises the question, how can we know that the trends we are seeing between Waldorf graduates from 1943–1967, 1968–2000, and 2001–2005 are not reflective of broader national developments?

In order to address, though not resolve, this question, we looked at data sets on national trends spanning 1972–2006. These data are from five sources:

- *The 2007 Census Statistical Abstract*
- The results of the *General Social Survey (GSS) 1985–2004* as reported in the 2006 study *Social Isolation in America: Changes in Core Discussion Networks over Two Decades*
- The results of the *General Social Survey 1972–1995* as reported in Robert D. Putnam’s *Bowling Alone: America’s Declining Social Capital*
- The 2005 A.C. Nielsen media research study on television statistics
- The overview on studies of happiness offered by *The Economist*

We find that the patterns across Waldorf graduate groups present an opposite picture to national trends in key areas tied to social interaction and social isolation. The shifts in response patterns across graduate years (Figures B.2–B.8) shows a decrease in TV watching and increase in hanging out with friends and doing art music and handcrafts, as well as greater reported influence from Waldorf education on qualities such as caring for others and ability to resolve conflict. We point to the data from *Census* and *General Social Survey* that chart the opposite trend nationally towards more TV watching and away from social interaction and social engagement.

BRIEF SUMMARY OF KEY POINTS OF THE FIVE NATIONAL DATA SETS

1. 2007 Census

The 2007 Census Statistical Abstract reports that rates of TV watching have increased among adolescents and adults. *The 2007 Census* suggests that on average adolescents and adults spend 64 waking days—or roughly two months—a year in front of the TV.

2. General Social Survey 1985–2004: Social Isolation in America

The study *Social Isolation in America* reports that Americans have fewer friends, friends as defined as ones with whom they discuss important matters. Analyzing the results of the *General Social Survey 2004* versus the *General Social Survey 1985*, we see that the number of people who report having no social confidant tripled; and that the mean size of friendship networks decreased by about two-thirds (from three to one). As well, the percent of respondents reporting at least one friend dropped from 73.2% to 50.6% (Figure B.1). The study indicates that the great decrease in friends ('non kin') as confidant versus spouses and parent ('kin') as confidant leads to more networks centered on spouses and parents, with fewer contacts through voluntary associations and neighborhoods, resulting in greater social isolation.

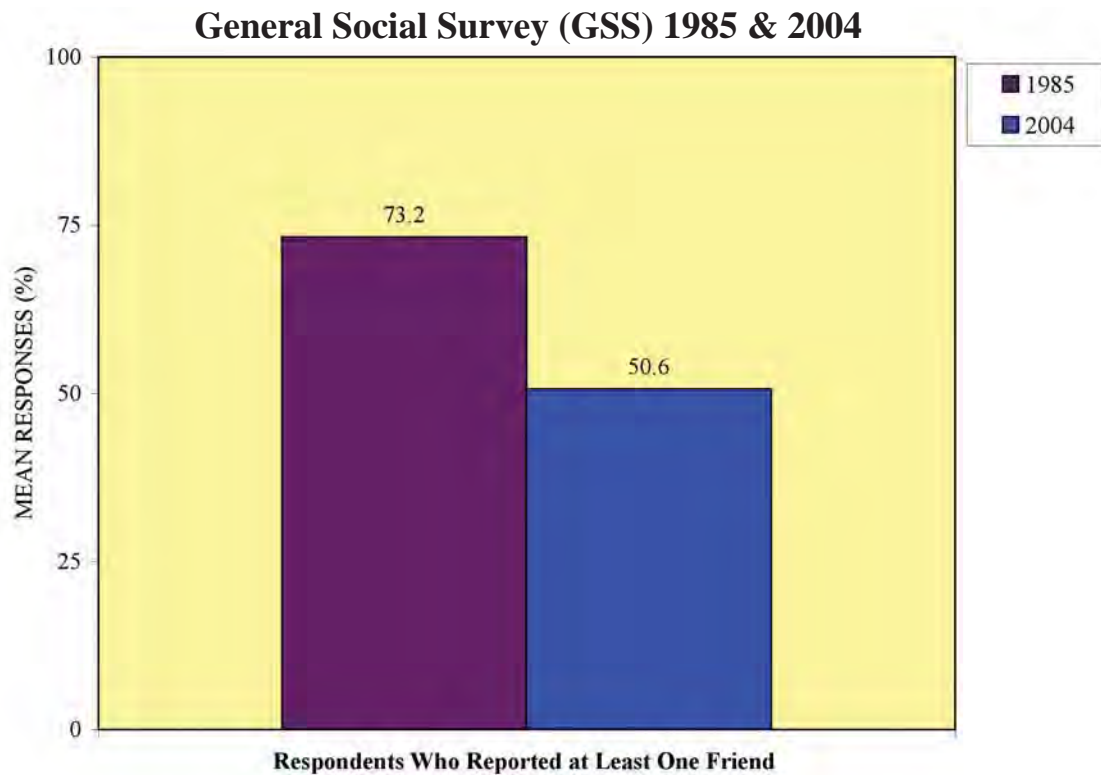


Fig. B.1 – The Percent Nationally Who Have Friends (People with Whom They “Discuss Important Matters”) 1985–2004

Source: *Social Isolation in America: Changes in Core Discussion Networks over Two Decades*, McPherson et al., *American Sociological Review* 2006 Vol. 71, p. 359

3. General Social Survey 1972–1994: “Bowling Alone”

The significance of these trends was summarized by Harvard professor Robert Putnam as a growing trend in the U.S. towards “bowling alone.” As reported by Putnam in *Bowling Alone: The Collapse and Revival of American Community* based on analysis of the General Social Survey data, “the large master trend . . . is that over the last hundred years technology has privatized our leisure time. The distinctive effect of technology has been to enable us to get entertainment and information entirely alone.” He continues: “That is from many points of view very efficient. . . . [but also] fundamentally bad because the lack of social contact, the social isolation means that we don’t share information and values and outlook that we should.”

4. Nielsen Report 2005: “Americans Watch TV at Record Levels”

The Nielsen Media Research press release of September 2005 announced an increase in TV watching patterns in American households and concluded that current rates are unprecedented.

5. *The Economist*: “Happiness (and how to measure it)” and “Happiness & Economics”

The Economist (December 19, 2006) summarized a group of studies on happiness to conclude that the emerging consensus among economists is to recommend “experiences’ over commodities, pastimes over knick-knacks, [and] doing over having.”

THE KEY FINDING FROM THIS SECTION’S ANALYSIS

The trends reported in this Survey of Waldorf Graduates Phase II above and in the statistical analysis below (Figures B.2-8) can be viewed against the backdrop of adolescents and adults living amidst “shrinking networks” (McPherson, et al., p. 333) nationwide, in the words of the authors of *Social Isolation in America*. The decrease among Waldorf graduates by year of TV watching, and the increase of importance and frequency of “hanging out with friends,” along with reported increases in importance of ‘love of learning,’ ‘ability to work with others’ and ‘ability to resolve conflict’ (Figures B.2–8) detailed below may be viewed as noteworthy in light of these national data.

The data below suggest, that **Waldorf education continues to help build social intelligence and social inclusion.**

Figures B.2–8 provide statistically significant data to show an increase over time in the following qualities. Each is closely associated with skills of social intelligence and social inclusion:

1. life-long learning
2. focus on multiculturalism and world awareness
3. ability of think creatively
4. focus on social inclusion
5. focus on environmental stewardship
6. capacity of emotional intelligence
7. capacity for flexibility of being

In sum: Counter to national trends, Waldorf graduates do not bowl alone.

ANALYSIS

Statistically Significant Findings Concerning Respondents Who Graduated in 1943–1967, 1968–2000 and 2001–2005

The section that follows addresses the question: What are the statistically significant differences when comparing responses of graduates from 1943–1967, 1968–2000, and 2001–2005?

As discussed in Section 3 of the survey, college graduate respondents were asked to report on their “Workforce Experience Assessment.”

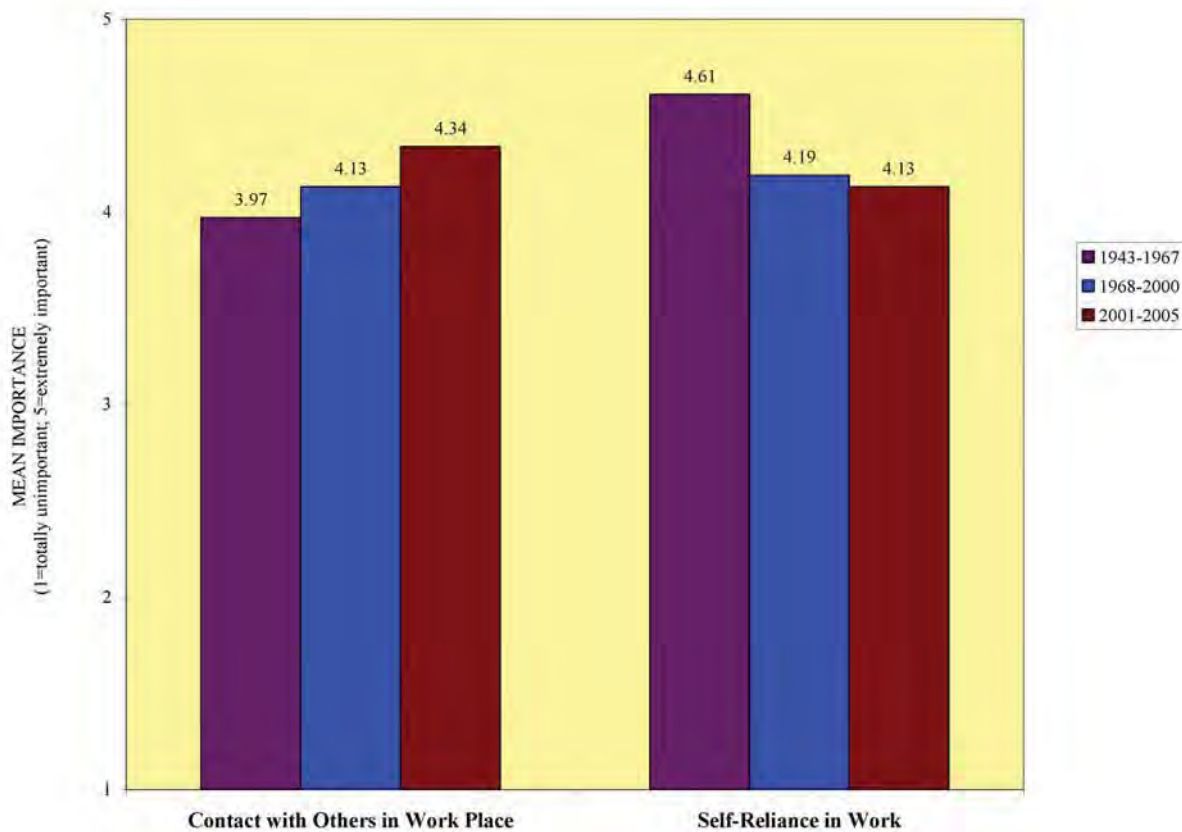


Fig. B.2 – Graduates from More Recent Years:
Waldorf Graduates Place Greater Value on Social Inclusion

As Figure B.2 shows, respondents who graduated 2001–2005 (maroon bar) ranked the importance of contact with others at the work place significantly higher than did the graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The increase is statistically significant (0.035, 1943–1967; 0.078, 1968–2000).

This increase in the mean responses is noteworthy when compared to the decrease in focus on contact with others in the general U.S. population, as suggested in the study *General Social Survey 2004* noted above. This trend toward greater value placed contact with others across graduation years supports the argument offered above that **Waldorf education helps build sensitivity to social inclusion.**

As discussed in Section 4 of the survey, respondents were asked to report on their Cultural and Social Activities.

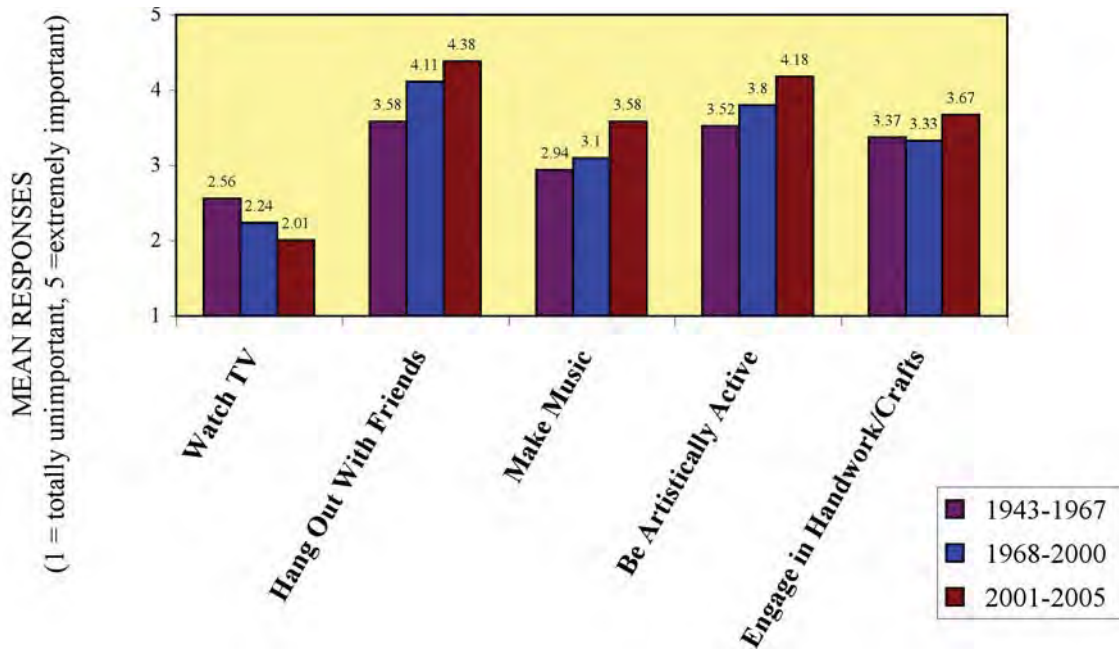


Fig. B.3 – Graduates from More Recent Years: Waldorf Graduates Favor Friends and Artistic Practices over Watching TV

As Figure B.3 shows, respondents who graduated 2001–2005 (maroon bar) ranked the importance of TV watching less highly than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The decrease in the rate of mean responses is statistically significant when comparing graduates from 2001–2005 to graduates to either group of graduates that went before. This analysis, when contrasted to the increase in TV watching nationally as recorded in the *2007 Census Statistical Abstract*, supports the argument offered above that **Waldorf education helps build the ability to think “outside the box,”** so to speak.

Respondents who graduated 2001–2005 ranked hanging out with friends as more important than did graduates from the prior two groups of years. This increase in the rate of mean responses is noteworthy when compared to the decrease in focus on contact with others as recorded in the study *General Social Survey 2004*. This analysis supports the argument offered above that **Waldorf education helps build the value of social inclusion.**

The mean responses on the importance of spending time making music and engaging in artistic activity and handwork/handcraft increase significantly when comparing graduates from 1943–1967 to 1968–2000 and 2001–2005. This analysis supports the argument offered above that **Waldorf education helps build the value of activities employing multiple intelligences and sensory intelligences.**

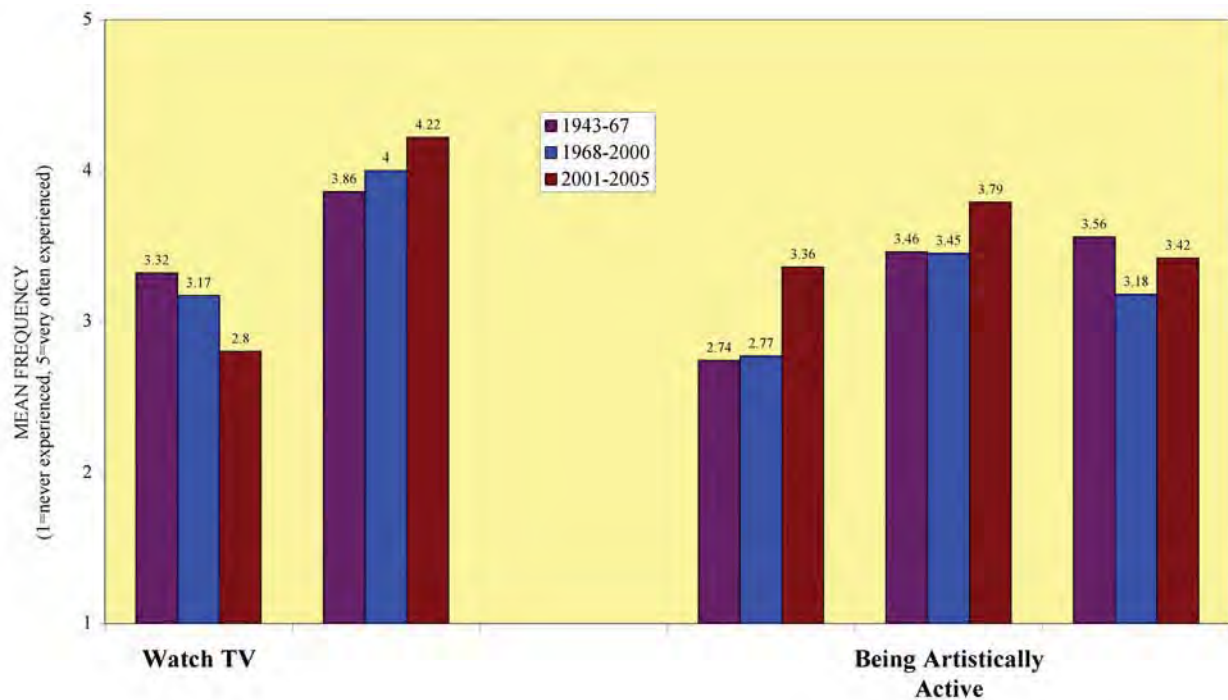


Fig. B.4 – Graduates from More Recent Years: Engage in Social and Artistic Activities More often than Watching TV

As Figure B.4 shows, respondents who graduated 2001–2005 (maroon bar) reported actually watching TV less frequently than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The decrease in mean responses is statistically significant when comparing graduates from 2001–2005 to graduates to either group of graduates that went before. This analysis, when contrasted to the increase in TV watching nationally suggested in the *2007 Census Statistical Abstract* supports the argument offered above that **Waldorf education helps establish social and artistic life styles.**

Respondents who graduated 2001–2005 reported hanging out with friends more frequently than did graduates from the prior two groups of years. This analysis supports the argument offered above that Waldorf education helps build the value of social inclusion. The mean responses on frequency of spending time making music and engaging in artistic activity and handwork/handcraft increase significantly when comparing graduates from 1943–1967 to 1968–2000 and 2001–2005. This analysis supports the argument offered above that **Waldorf education helps build the value of activities employing multiple intelligences and sensory intelligences.**

As discussed in Section 8 of the survey, respondents were asked to report on their Experience of Waldorf Educa

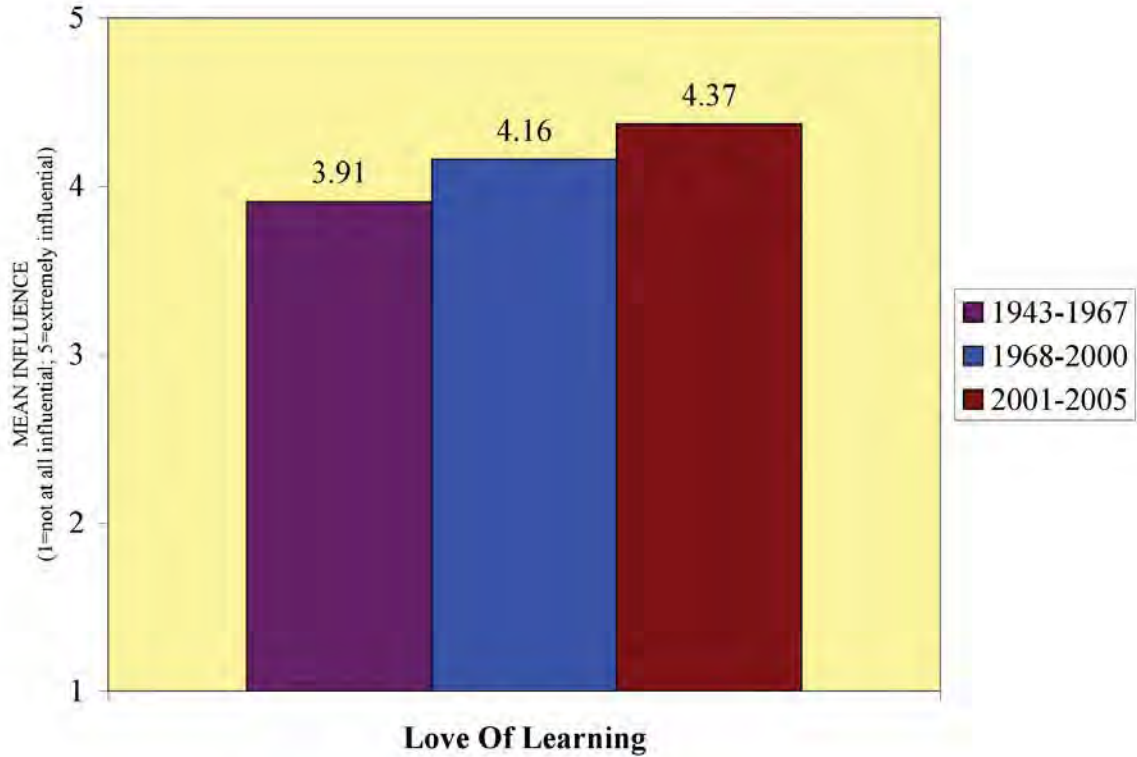


Fig. B.5 – Graduates from More Recent Years: Waldorf Graduates Report More Influence in Life-long Learning

As Figure B.5 shows, Waldorf graduates from 2001–2005 (maroon bar) ranked the level of Waldorf influence significantly higher than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The increase is statistically significant. The analysis supports the argument that **Waldorf education is increasingly influential in helping develop the capacity for life-long learning.**

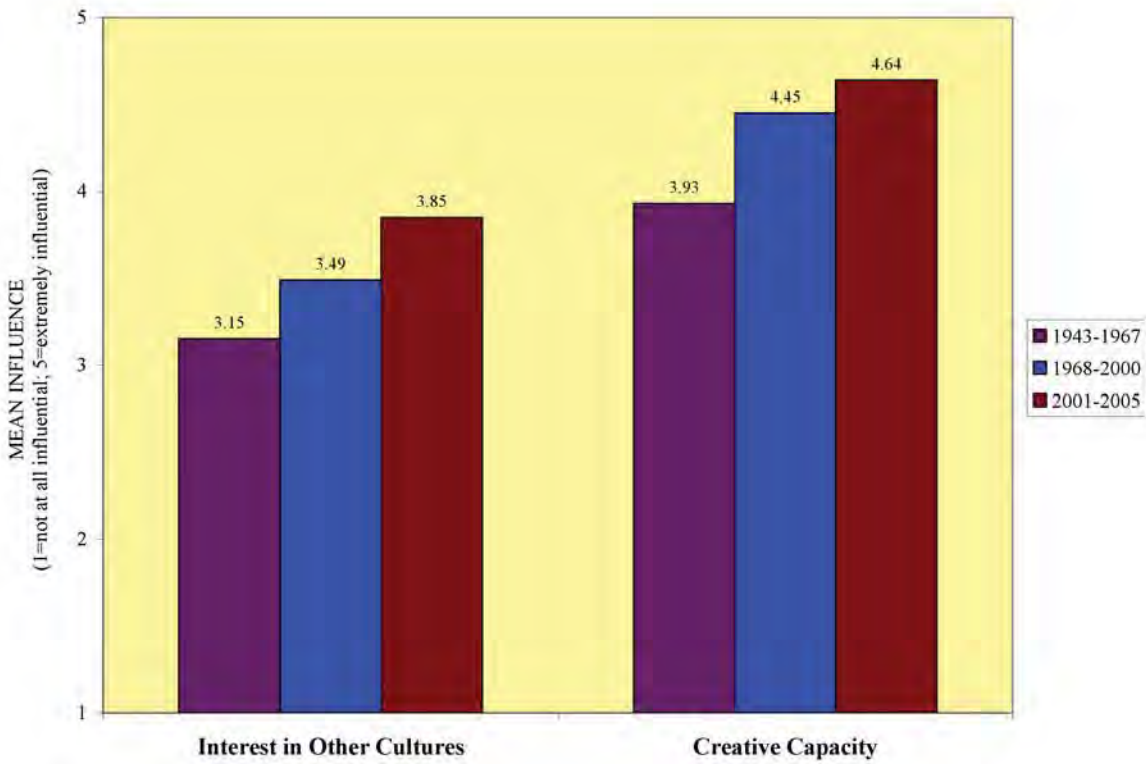


Fig. B.6 – Graduates from More Recent Years:
Waldorf More Influential in Building Interest in the World and Creativity

As Figure B.6 shows, Waldorf graduates from 2001–2005 (maroon bar) ranked the level of Waldorf influence on their interest in other cultures and creative capacity significantly higher than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The increase is statistically significant. The analysis supports the argument offered above that **Waldorf education helps build interest in multiculturalism as well as the ability to look at situations in new ways.**

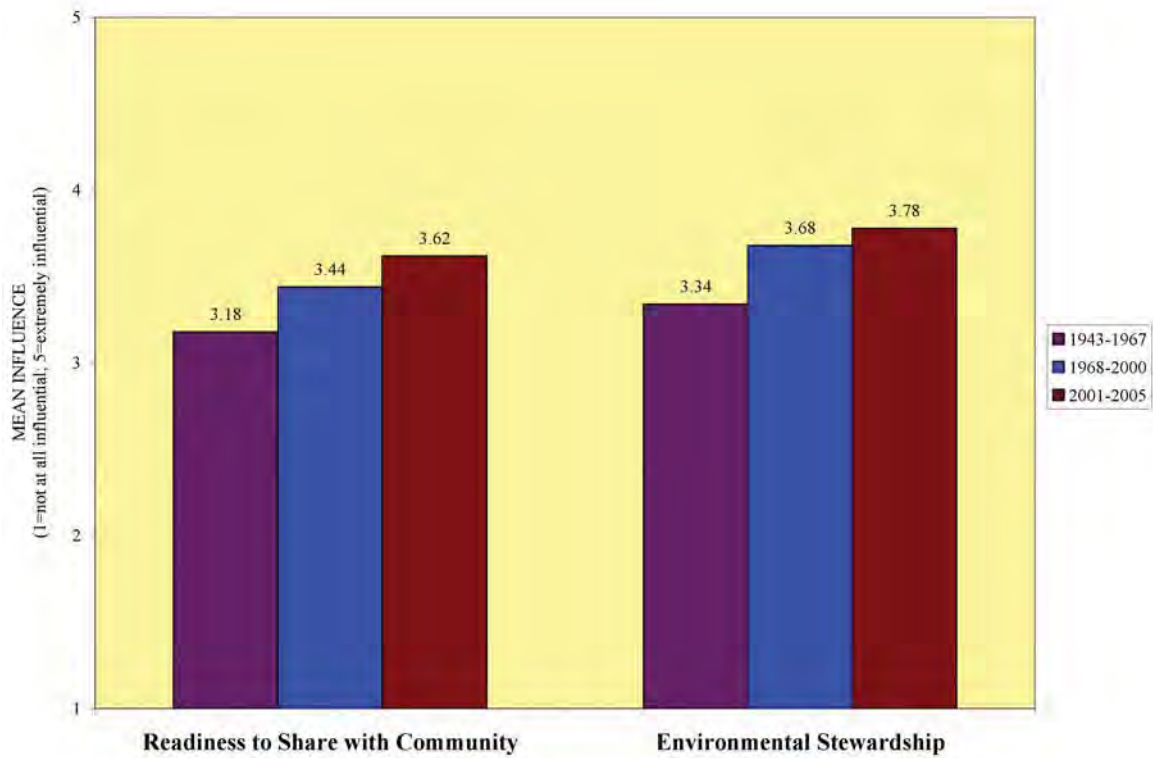


Fig. B.7 – Graduates from More Recent Years:
Waldorf More Influential in Ability to Share and Care,
i.e. Skills for Social Inclusion and Environmental Stewardship

As indicated in Figure B.7, Waldorf graduates from 2001–2005 (maroon bar) ranked the level of Waldorf influence on their ability to share with community and care for the environment significantly higher than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The increase is statistically significant. The analysis supports the argument offered above that **Waldorf education helps develop skills for social intelligence as well as the sense of environmental stewardship.**

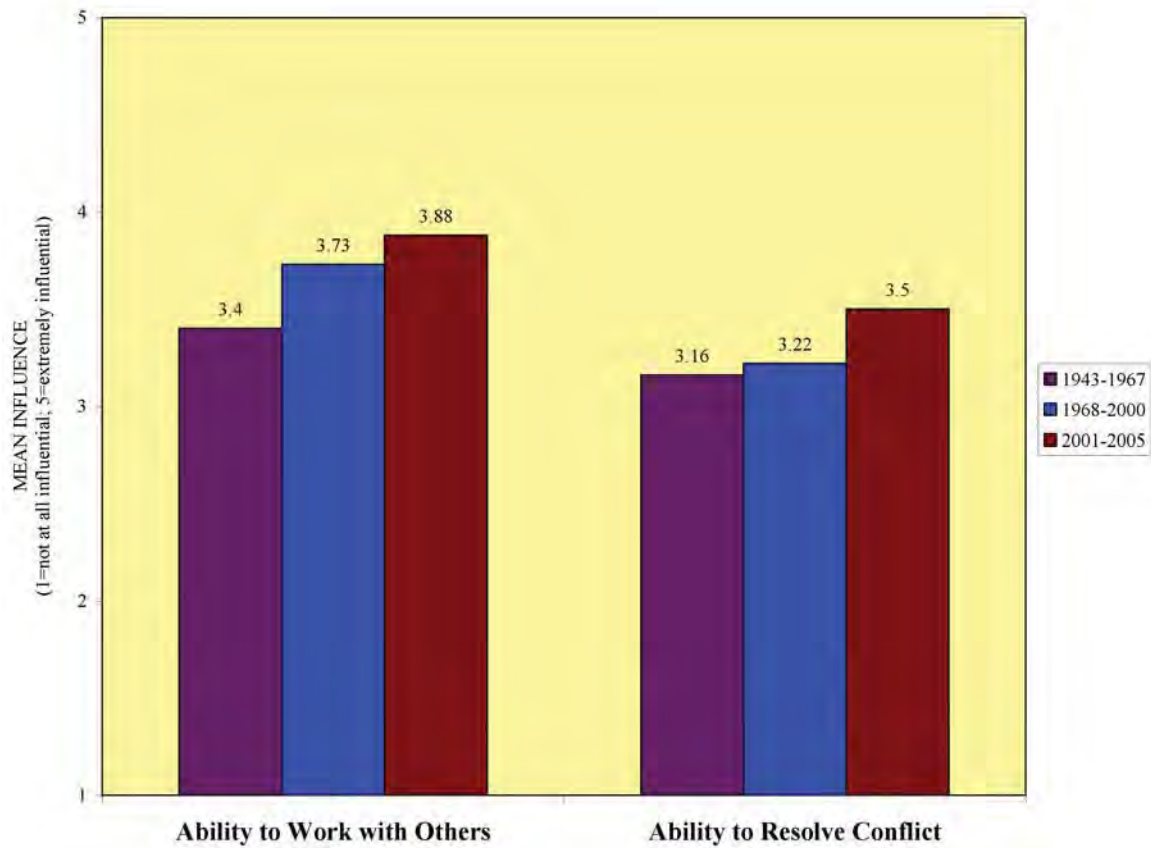


Fig. B.8 – Graduates from More Recent Years: Waldorf More Influential in Building Social Skills

As Figure B.8 above shows that Waldorf graduates from 2001–2005 (maroon bar) ranked the level of Waldorf influence on their ability to resolve conflict and collaborate significantly higher than did graduates from 1968–2000 (blue bar) and 1943–1967 (violet bar). The increase is statistically significant. The analysis supports the argument offered above that **Waldorf education helps develop skills for working with others and an ability to willingly take on problems when they appear.**

C. YEAR WALDORF HIGH SCHOOL WAS ESTABLISHED (1942–1964; 1965–1996; 1997–2001)

The section that follows addresses the question: What are the statistically significant differences when comparing Waldorf graduates by year in which their Waldorf high school was established? We grouped the schools by three generational periods:

- 1942 (the year the first U.S. Waldorf high school opened) to 1964
- 1965 to 1996
- 1997 to 2001 (the founding year of the youngest high school in our sample)

In testing various hypothesis across these three groupings we found no significant statistical differences.

D. REGIONAL DISTRIBUTION OF WALDORF HIGH SCHOOLS (EAST COAST, MIDWEST/SOUTH, WEST COAST, CANADA)

The section that follows addresses the questions: What are the statistically significant trends when comparing Waldorf graduates by region in which their Waldorf high school is located? The question this section addresses is: Are findings offered above challenged when controlling for regional distribution of Waldorf high schools?

We grouped the respondents by high schools in four regions:

- East Coast
- Midwest/South
- West Coast
- Canada

Analysis of the data suggests that there is no statistically significant variance in the findings offered to date when controlling for regional distribution.

E. HIGHER EDUCATION OF WALDORF GRADUATES

(NOT IN COLLEGE; IN COLLEGE/UNIVERSITY; GRADUATES FROM COLLEGE/UNIVERSITY)

This section of the survey addresses the question: What are the trends when comparing respondents by their current level of formal education after high school graduation? We grouped the respondents by the following three categories:

- No College
- College/University Students
- College/University Graduates

The statistical tests support the report's key arguments. When controlling for level of higher education after high school graduation across all groups, there is no statistically significant variation of evidence that all are influenced in the following domains:

- capacity of life-long learning
- focus on multiculturalism and world awareness
- ability of thinking creatively
- focus on social inclusion and flexibility of being
- strength of will and self-confidence.

ADDRESSING LIMITATIONS OF THE ANALYSIS

The analysis offered here is meant to be suggestive. The small samples do not allow us to draw firm conclusions. Fuller analysis is needed. The data offered below suggest that there is no statistically significant variance in the chief findings offered above when controlling for current activity in the world.

With these caveats in mind, two findings of this section are of note.

- The data help round out the picture of the “Graduates Who Did Not Attend or Complete College or University,” discussed in Section 3 of the survey. This group comprises only 6.3% of the total response pool.

The data provided allay concern that this group might represent the proverbial ‘couch potatoes’ or even drop-outs. Instead, the figures paint a picture of worldly, enterprising artisans, not very interested in TV (which they watch less often even than their college graduate counterparts), but very interested in all news, particularly international news (Figure E.3), the arts, and in introducing their own new ideas (Figure E.1). These findings confirm the findings offered in “Graduates Who Did Not Attend or Complete College or University” offered in Section 3 of the survey. Coupled with the data on high levels of work satisfaction in this group offered in Figure 3-5, “Waldorf Graduates Are Pleased with Their Career Choices,” the profile of a self-directed entrepreneur or tradesperson emerges.

- The data also complements the analysis offered on graduates’ Interest in the News (offered in Section 5 of this survey and in other areas of the Statistical Analysis).

Figure E.3 shows that Waldorf graduate respondents—regardless of their current level of education—are interested in international news, and more in international news than local news. These data support the suggestion made in Section 5 of the survey that Waldorf graduates identify themselves as global citizens.

ANALYSIS

Findings Concerning Respondents by Level of Post-High School Education Level

As discussed in Section 3 of the survey, respondents were asked to report on their Workforce Experience Assessment. In Section 4 of the survey, respondents were asked to report on their Cultural and Social Activities.

Findings are displayed below.

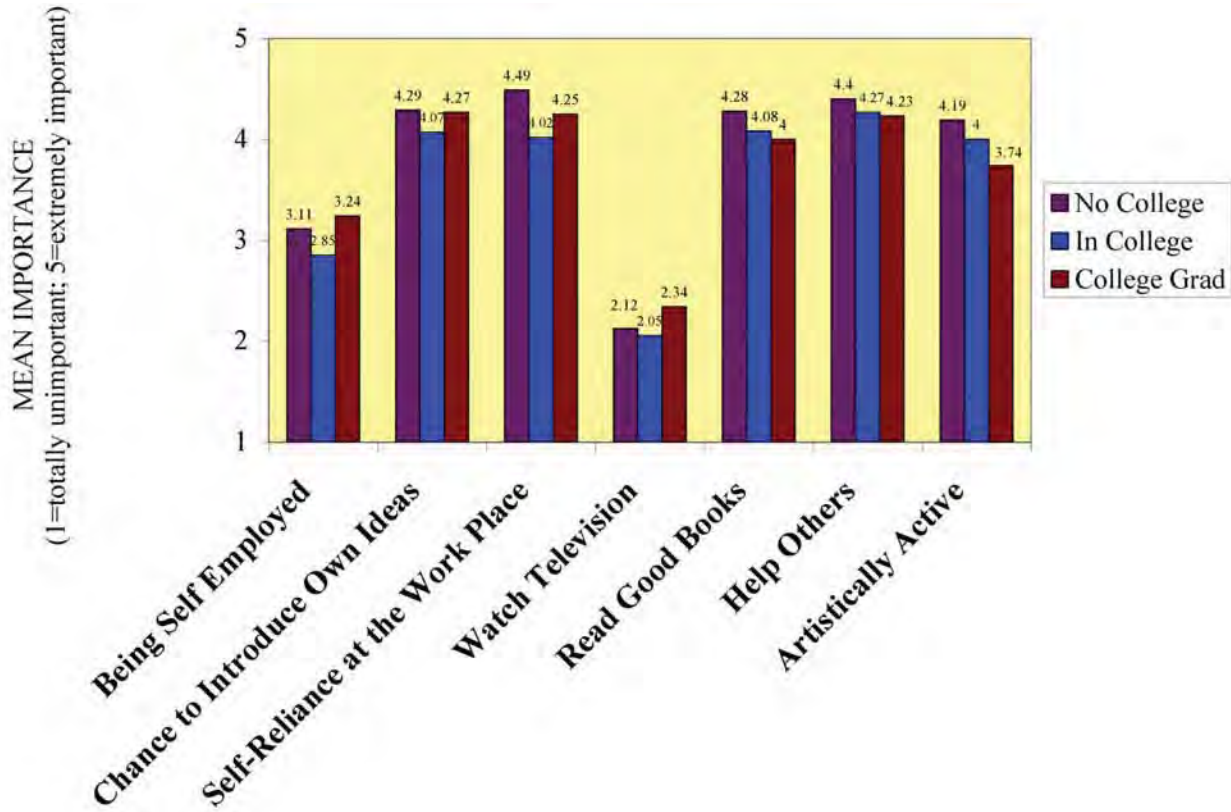


Fig. E.1 – Graduates with All Levels of Post-High School Education Value Independent Thinking and Activities Engaging Multiple and Social Intelligence

All in-category differences in Fig. E.1 are statistically significant except for “Read Good Books” and “Help Others.” More important, the difference between “Watch TV” and the other categories is significant, and aligns with trends outlined in other sections of this report.

The data offered in Fig. E.1 lend support and additional dimension to the analysis presented in Section 3 of the survey, “Work Force Experience,” and Section 4, “Cultural and Social Activities.” They also support the suggestions offered above that **Waldorf education helps build independent thinking as well as multiple and social intelligence.**

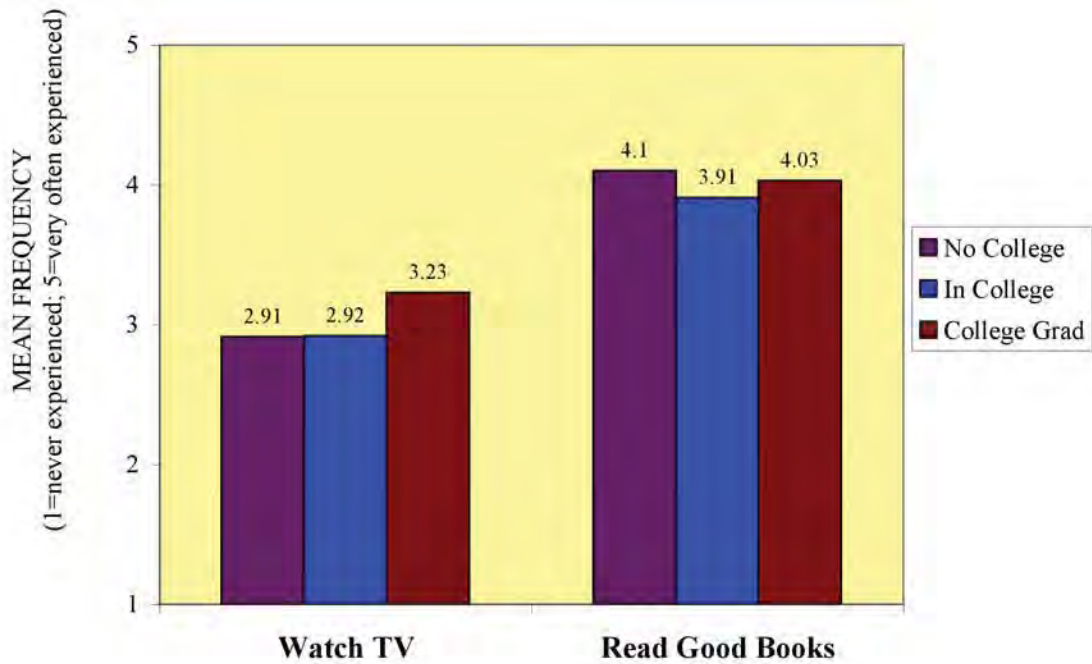


Fig. E.2 – Graduates with All Levels of Post-High School Education Exhibit Skills for Active Thinking and Life-long Learning

Figure E.2 indicates that respondents, regardless of college background, rank watching TV as not important. It should be noted that the respondents not in college or still in college watch TV less than college graduates. Differences are statistically significant for “Watch TV.”

The data offered in Figure E. 2 lend support and additional dimension to the analysis brought in Section 4, “Cultural and Social Activities.” They also support the suggestion offered above that **Waldorf education helps build active thinking and life-long learning.**

As discussed in Section 5 of the survey, “Interest in the News,” respondents were asked to report on their Interest in the News. Findings are reported below. The findings are confirmatory. None of the differences among groups are statistically significant.

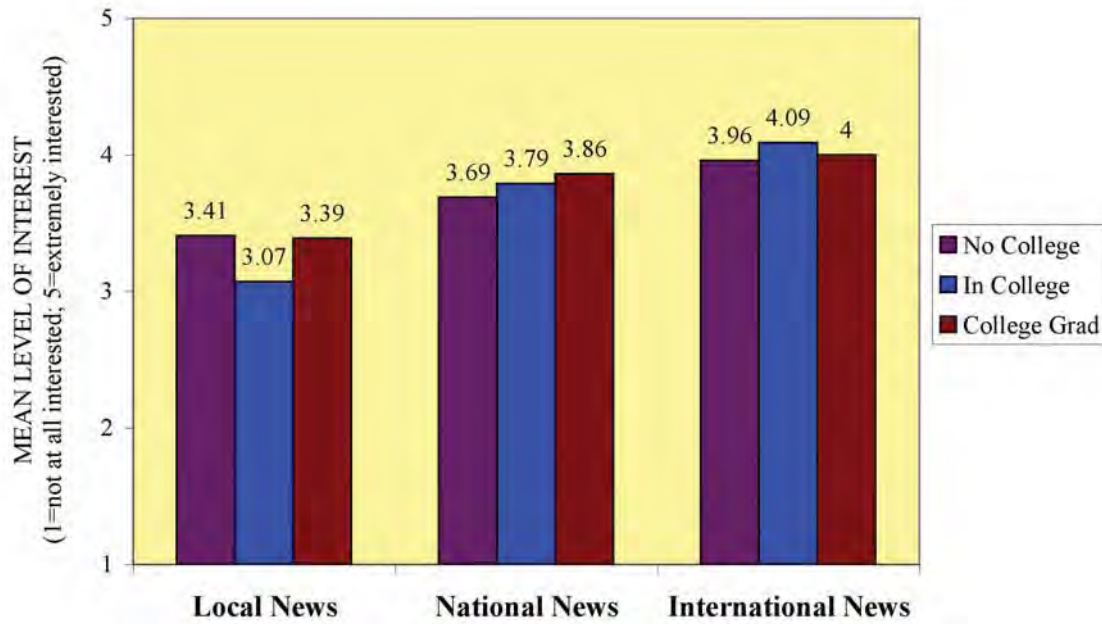


Fig. E.3 – Waldorf Graduates with All Levels of Post-High School Education Exhibit Interest in World Affairs

Figure E.3 indicates that respondents, regardless of their level of college education, exhibit similar levels of interest in world affairs. All three groups rank the level of interest in international news the highest and their level of interest in national news higher than their interest in local news.

The findings presented here offer further support to the observation offered in Section 5 of this survey, “Interest in the News,” that graduates “show a high level of interest in the world” and that the rate of responses suggests a measure of “global” consciousness. These findings support the conclusion offered above that **Waldorf education helps build interest in world affairs and the evolution of humanity.**

F. HIGH SCHOOL ONLY OR HIGH SCHOOL AND ELEMENTARY SCHOOL

The section that follows addresses the question: What differences are there between respondents who attended only high school and those that indicated they had attended both elementary and high school with regard to their sending their child(ren) to a Waldorf school?

We grouped graduates by:

- High School Only
- High School and Elementary

The statistical tests support the survey’s key findings. When controlling for those students who attended only high school, the variance is visible but not statistically significant.

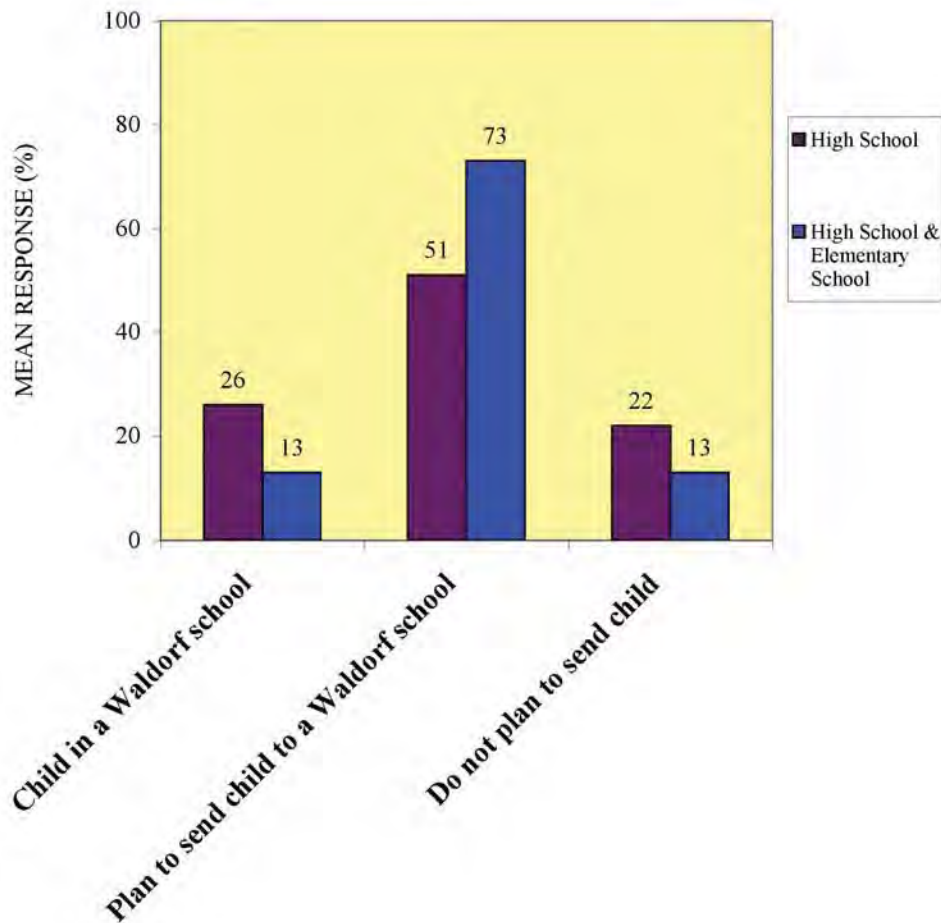


Fig. F.1 – Most Respondents Aim to Send Their Children to a Waldorf School

Figure F.1 indicates a statistically significant difference in the responses of graduates who attended only Waldorf high school (violet bar) and those who attended both high school and part or all of Waldorf elementary school (blue bar). “High school only” respondents are more measured in their support, with a higher rate who said they would not send their children to a Waldorf school (22%), compared to the responses of graduates who had attended both Waldorf elementary and high school (14%). This graph helps to understand the data presented in Section 6 of the survey by suggesting that Waldorf “high school only” graduates have more constructive criticism than those graduates who also attended Waldorf elementary school.

G. RELATIONSHIP TO ANTHROPOSOPHY

This section of the survey addresses the question: What are the trends when comparing respondents by the quality of their relationships to anthroposophy?

We grouped graduates by one of three responses to the question asked to characterize their relationship to anthroposophy. The findings presented below are based on a dipstick analysis of specific survey items. This analysis is useful in confirming the finding suggested in Section 11 of the survey, “Relationship to Anthroposophy,” offered above.

The survey provided a one- to five-point scale by which respondents were asked to rank their relationship to anthroposophy:

- positive/affirming
- practicing/engaged
- neutral/indifferent
- critical/skeptical
- negative/rejecting

We tested mean responses from all the survey participants in the graphs that follow below. Additionally we offered an open-ended “Other” category. An analysis of the open-ended answers is offered in Section 11 of the survey

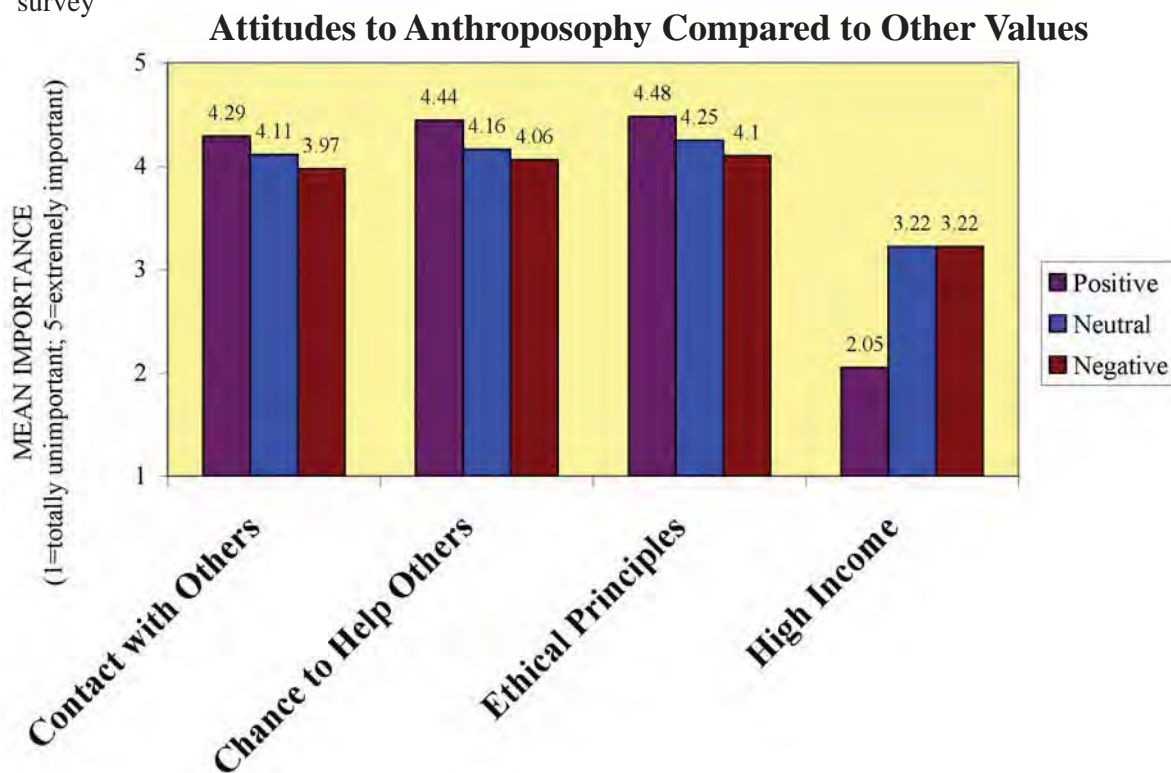


Fig. G.1 – Relationship to Anthroposophy

Figure G.1 indicates that there is no statistically significant difference in responses of graduates having positive, neutral or negative relationships to anthroposophy with one exception. In the category of high income, the difference is significant.

These results are preliminary. As stated in Section 11, “Relationship to Anthroposophy,” more research is needed to draw rigorous conclusions from these findings.

Problems Encountered with the Survey

In reviewing the process of this survey as well as its results, several factors emerged that could be construed as limiting the scope of this research. The major concerns are listed here in order to acknowledge them but also to help future endeavors of this kind. The following points arose during the review of the results.

1. Many Waldorf high schools keep incomplete or outdated alumni/ae records.

Though most schools were very helpful in supplying names and contact information of their alumni/ae, many reported that they had lost touch with their graduates or had failed to keep updated addresses, phone numbers, and e-mail addresses. Even some of the oldest schools, with the largest populations of graduates, did not have a systematic way of tracking their alumni/ae.

2. The population of Waldorf graduates surveyed was self-selecting.

Because the names of Waldorf alumni/ae were supplied by their schools, these names represented those graduates who had, perhaps of their own volition, stayed in touch with their schools and supplied updated contact information. The Research Institute contacted all of the names supplied by the schools (just under a thousand), and about 55% of them agreed to participate in the survey. It would be impossible to gauge whether those who opted not to take the survey would have answered the questions in a significantly different way from those who agreed to participate.

3. Two mature schools supplied the majority of graduates' contacts.

Because the initial random choice of graduating classes did not yield a sufficient number of participants, the survey was opened to all Waldorf high school graduates from all years. High Mowing School and the Kimberton Waldorf School, two of the oldest Waldorf high schools in North America with large and well-tracked groups of alumni/ae by year of graduation, supplied a substantially larger number of contacts than any other schools; as a result some 45% of survey participants were graduates of these two high schools. To test for any bias arising from this imbalance, alumni/ae from these two schools were taken out of the pool of participants to see if their responses had significantly altered the results of the survey. This exercise generated no major differences in the profile of the results, and so all of the respondents from these two schools were included in the survey results, despite their numerical preponderance.

4. The survey was conducted by the Research Institute for Waldorf Education.

The survey might have carried more weight if it had been formulated, administered, and analyzed by an independent survey firm. To guard against inadvertent bias, the Research Institute submitted the completed survey results to four outside professional statisticians who offered their independent reviews of the results, but the fact remains that the survey was led from beginning to end by three Waldorf teachers.

5. Some narrative responses were hard to characterize.

It is inevitable that open-ended questions generate responses that cannot be easily categorized into pre-set groupings. Quantitative "word count analysis" was performed on some narrative sections in order to generate some overall categories of responses (see Appendix D for examples), but in many cases the subject headings in the survey report were gleaned from many different formulations of the participants' responses to these questions. More multiple choice questions would have limited these open-ended responses, but would also have prevented qualitative research during this or subsequent phases of the project.

6. Some questions were experienced by the participants as being ambiguous.

A few participants complained that some open-ended questions—for instance, those asking about their “greatest gift in life”—could be interpreted in more than one way. As a result, some respondents may have interpreted these questions differently from the way they were intended to be understood.

7. Quite a number of questions were skipped by the respondents.

It is impossible to know from the survey why respondents opted not to answer one or more questions, and whether their answers would have significantly altered the results had they recorded them. For this reason, each statistical table in the survey lists the number of Waldorf graduates who actually answered the question.

8. Few graduates answered detailed questions about their health.

While the graduates were willing to characterize their overall physical and mental state of well-being, more graduates skipped the detailed questions about their health than answered them. For this reason, it was not possible to draw conclusions about any specific health problems among Waldorf alumni/ae.

9. Some health questions should have been cast in more conventional terms.

Even if the graduates had responded in adequate numbers concerning the specifics of their health, these results would have been difficult to compare to any other population since the names of certain illnesses listed in the survey did not correspond to the mainstream language used in the medical profession.

10. Few employers of non-college Waldorf alumni/ae took part in the survey.

The number of survey participants not attending college was small (5% of the total), but only a handful of their employers responded to the invitation to take part in the survey. For this reason it was not possible to draw any conclusions from these few employer responses, though the few received were uniformly positive.

11. At least one open-ended question prevented a critical response.

As one respondent pointed out, the open-ended question, “Are there aspects of your Waldorf education that you rejected as a student but whose significance has now become apparent to you?” should have been accompanied by the contrary question: “Are there aspects of your Waldorf education that you accepted as a student but which you now question or reject?” The formulators of the survey apologize for this oversight and regret it was not included in the survey.

Next Steps for Further Research

In light of its findings, the survey offers the following possibilities for follow-up and further research:

- Data not previously gathered in one place about Waldorf graduates are for the first time available for public scrutiny, including the media. This information should also be of value to Waldorf admissions and development personnel as they prepare profiles of their high schools for prospective high school parents or for prospective donors.
- The survey dispels certain assumptions about Waldorf graduates—for instance, that they do not take up science and mathematics as college majors or as adult professions. More than twice as many participants in the survey reported entering these fields of study, compared to their non-Waldorf peers.
- The survey demonstrates that Waldorf schools do not indoctrinate their students in anthroposophy nor do they determine their religious beliefs. While a few felt oppressed by the school's philosophy, many remarked on the way they were left free to think for themselves during their school years.
- The survey shows that alumni/ae from the younger Waldorf high schools (up to 5 years old) do as well after graduating as those from the more mature Waldorf high schools (at least 10 years old). This suggests that students attending the newer or pioneering Waldorf high schools are at no disadvantage, in terms of college placement or career choices, when compared to those graduating from older Waldorf schools.
- The survey opens up all manner of further research, including a comparison of responses by North American Waldorf graduates with those of their counterparts in Germany and Switzerland, where a similar survey has just been completed.

Appendices

A.

Colleges Attended by Survey Participants

Below is a list of colleges and universities attended from 1943–2004 by the participants in the survey. Colleges are listed only once even when more than one participant matriculated.

Academy of Art San Francisco	Camosun College (BC)
Adelphi University	Canadian College of Massage and Hydrotherapy
Alvernia College	Capilano College
American Academy of Dramatic Arts	Carleton University, Ottawa
American College in Paris	Case Western Reserve University
American University in Bulgaria	Castleton State College
Amherst College	Catholic University of America
Anna Maria College	Central State (Ohio)
Antioch College (Ohio)	Chapman University
Antioch University	Charter Oak State College
Arizona State University	City University of New York, Graduate Center
Art Center College of Design	City University of New York, Medical School
Art Institute of Boston	School of Biomedical Education
Audubon Expedition Institute	City University of NY
Bard College	Clark University
Barnard College	Colby College
Baruch College	Colby Sawyer
Bates College	College of Boca Raton
Bay Path Junior College	College of Santa Fe
Beloit College	College of the Atlantic
Bennington College	College of the Atlantic in Bar Harbor (Maine)
Bentley College	College of William & Mary
Bergen Community College	Colorado College
Berklee College of Music	Columbia College, Chicago
Berkshire Community College	Columbia Teachers College
Birthingway College of Midwifery	Columbia University
Boston Conservatory	Commonwealth University
Boston University	Concordia University
Bowdoin College	Connecticut College
Brandeis University	Conservatory of Amsterdam
British American Dramatic Academy (UK)	Cornell University
Brown University	Cornish College of the Arts
Bryn Mawr College	Culinary Institute of America
Burlington College	Cumberland University
Cabrini College	Curtis Institute of Music
California College of Arts & Crafts	CW Post
California Polytechnic State University	Dalhousie University Halifax
California Polytechnic State University, San Luis Obispo	Daniel Webster College
California State University, Northridge	Dartmouth College
California State University, Sacramento	Deep Springs College
California State, Dominguez Hills	Denison University

Diablo Valley College
 Dickinson College
 Drew University
 Duke University
 Duquesne University
 Earlham College
 Ecosa Institute
 Elizabethtown College
 Elmira College
 Emerson College (UK)
 Emerson College, Boston
 Emily Carr Institute of Art and Design
 Eugene Lang College (The New School)
 Eurythmy School, Dornach
 Fairleigh Dickenson
 Fashion Institute of Technology (NYC)
 Flagler College
 Florida Atlantic University
 Foothill College
 Fordham University
 Fort Lewis College (Durango, CO)
 Franklin and Marshall College
 Franklin Pierce College
 Freie Universität Berlin, Germany
 Friend's World College (Long Island University)
 Front Range Community College (Boulder, CO)
 Full Sail: University of Los Angeles Extension
 George Fox University
 George Mason University
 George Washington University
 Georgetown University
 Georgian College
 Gettysburg
 Goddard College
 Greenfield Community Colleges
 Grinnell College
 Guilford College
 Hamilton College
 Hamline University
 Hampden-Sydney College
 Hampshire College
 Hampton University
 Hartwick College
 Harvard University
 Haverford College
 Hawthorne College
 Hebrew University of Jerusalem
 Hendrix College
 Hofstra University
 Hunter College
 Immaculata University
 Indiana University
 Instituto Tecnológico y de Estudios Superiores
 de Monterrey, Mexico
 Instituto Tecnológico y de Estudios Superiores
 de Occidente, Mexico
 Johns Hopkins University
 Johnson State College
 Juilliard School
 Juniata College
 Kalamazoo College
 Keene State College
 Kenyon College
 Kirksville College of Osteopathic Medicine
 Kutztown University
 Langara College (BC)
 Lawrence University
 Lebanon Valley College
 Lehigh University
 Lock Haven University
 London College of Eurythmy
 London School of Economics
 Long Island University
 Los Angeles Harbor College
 Maastricht University
 Macalester College
 Malaspina University
 Manhattanville College
 Marlboro College
 Maryland Institute College of Art
 McGill University
 Medical University of South Carolina
 Memorial University of Newfoundland, Canada
 Mercy College
 Merrimack College
 Middlebury College
 Millersville State University
 Monterey Peninsula College
 Morton College
 Mount Allison University
 Mount Holyoke College
 Mount Vernon College
 Mountain College (Steamboat Springs, CO)
 Muhlenberg College
 Naropa University
 Nassau Community College
 Nathaniel Hawthorne Cape Cod Community College
 National University, Sacramento
 New College of California
 New England Conservatory of Music
 New Hampshire Community Technical College
 New York Institute of Technology
 New York University
 Newbury College
 Newcomb College
 North Carolina School of the Arts
 North Eastern University
 North Shore Community College

Northeastern University
 Northwestern University
 Nottingham Trent University, Nova Scotia, Canada
 Nova Scotia College of Art and Design
 Oberlin College
 Oberlin College Conservatory of Music
 Occidental College
 Ohio State University
 Ohio Wesleyan University
 Ontario College of Art & Design
 Ontario Police College
 Ontario Teachers College
 Parsons School of Design
 Penn State University (Main Campus)
 Pennsylvania College of Technology
 Pennsylvania School of Art and Design
 Philadelphia College of Textiles and Science
 Plymouth State College (NH)
 Pomona College
 Portland State University
 Prescott College
 Princeton University
 Principia College
 PUCK
 Queens College
 Quinsigamond Community College
 Radcliffe College
 Reed College
 Rhode Island School of Design
 Rochester Institute of Technology
 Rockland Community College
 Roger Williams University
 Rudolf Steiner College
 Rutgers University
 Ryerson University, Toronto
 Saddleback College, (Mission Viejo, California)
 Salem College (now Salem International University)
 San Francisco Art Institute
 San Francisco State University
 San Jose State University
 Santa Clara University
 Santa Rosa Junior College
 Sarah Lawrence College
 School for International Training
 Shenandoah University
 Siena College
 Silvermine College of Art
 Simmons College
 Simon Fraser University
 Skidmore College
 Smith College
 Sonoma State University
 Southwestern University
 St. John's College, Annapolis
 St. John's College, Santa Fe
 St. Lawrence University
 St. Leo College
 Stanford University
 State University of New York, Albany
 State University of New York, Cobleskill
 State University of New York, Oneonta
 State University of New York, Purchase
 State University of New York, Stony Brook
 Stephens College
 Stony Brook University
 Stuttgart School of Speech and Drama (Germany)
 Sunbridge College
 Swansea Institute of Higher Education (Wales, UK)
 Swarthmore College
 Syracuse University
 Technical University of Berlin
 Temple University
 Thiel College
 Toronto School of Homeopathic Medicine
 Trent University
 Trinity College
 Trinity College (Dublin)
 Trinity University (San Antonio, TX)
 Universidad Complutense de Madrid (Madrid, Spain)
 Universidad del Valle de Atemajac (Mexico)
 Universidad Laica
 Universität für angewandte Kunst Wien (University of Applied Arts, Vienna)
 Universite de Bourgogne
 University of Bridgeport
 University of British Columbia
 University of California, Berkeley
 University of California, Berkeley (Boalt Hall School of Law)
 University of California, Fletcher School of Law and Diplomacy
 University of California, Hastings College of Law
 University of California, Los Angeles
 University of California, Riverside
 University of California, San Diego
 University of California, San Francisco, School of Medicine
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Chicago
 University of Cincinnati
 University of Colorado, Boulder
 University of Colorado, Denver
 University of Connecticut School of Business
 University of Delaware
 University of Florence, Italy
 University of Guelph
 University of Hartford
 University of Heidelberg (Germany)
 University of Houston
 University of Iowa

University of Maryland
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Melbourne, Australia
University of Michigan
University of Minnesota
University of Montreal
University of Munich
University of New Brunswick
University of New Hampshire
University of New Hampshire, Manchester
University of North Carolina at Chapel Hill
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Puget Sound
University of Redlands
University of Richmond
University of Rochester
University of San Diego
University of San Francisco
University of South Carolina
University of Southern California
University of Tennessee, Chattanooga
University of Texas, Austin
University of Toronto
University of Toronto (Scarborough Campus)
University of Vermont
University of Victoria
University of Virginia
University of Wales (Swansea, UK)
University of Western (Ontario, Canada)
University of Wisconsin
University of Wisconsin (Seville, Spain)
University of Wisconsin, Madison
Ursinus College
Vassar College
Vermont Technical College
Villanova University
Virginia Commonwealth University
Vrije Universiteit, Amsterdam, Netherlands
Wake Forest
Walden University
Warren Wilson College
Washington College
Washtenaw Community College
Waynesburg College
Wentworth
Wesleyan University
West Chester University
West Coast College of Massage Therapy
West Virginia University
Western Maryland College
Western Michigan University

Western New England College
Wheaton College
Wheelock College
Whitman College
Wiedener Drexel
Wilmington College
Worcester State College
World College West
Yale University

B.

Fields of Major Study in College

FIELDS OF STUDY LISTED BY RESPONDENTS	
<i>Sorted from most to least frequent with number in each category</i>	
English, Literature & Creative Writing	53
Psychology	36
Biology and Environmental Studies	34
Fine Arts (Visual, Sculptural, Metal & Fashion)	25
Modern Languages: Fr, Sp, Ger, Rus, It	25
Music	25
History	23
Anthropology	21
Education	21
Theater (Design, Performance, Tech)	18
Business	15
Political Science	15
Sociology	14
Medicine	12
Liberal Arts (Humanities)	12
Philosophy	11
Religion	10
Economics	9
Engineering	9
International Studies (Relations, Politics, Development)	9
Film (Video; Animation)	7
Nursing	7
Chemistry	6
Computer Science	6
Government	6
Veterinary Medicine and Animal Science	5

Fig. A.B-1

The following had a frequency of five or below:

Agro-ecology/Cultural & Regional Studies	Dance/Eurythmy
Alternative Development Studies	Earth Science
Architecture	Eco-psychology
Art History	Electrical Occupations
Arts & Community Development	Electronic / Architectural design
Classical Languages	Ethics (including biomedical)
Cognitive Science	European Studies
Communications	Executive Secretarial
Counseling	Family Studies
Criminal Justice	General Studies
Culinary Arts	Geography
Cultural History	Geology
Cultural Studies: Food and Health	Graphic Design

Great Books
Hotel/Restaurant Management
Human Development and Social Relations
Human Ecology
Human Services
Industrial Design
Integrative Arts: focus Psychology
International Affairs
Interpersonal Communications
Journalism (Media Studies)
Kinetics
Landscape Design
Language Literacy and Sociocultural Studies
Latin American Studies
Law
Legal Studies
Mass Communications
Massage Therapy
Master Builder
Math
Mental Health Counseling
Neuroscience
Peace & Conflict Studies
Physical Therapy
Physics
Physiology
Political/Organizational Development & Behavior
Project Management
Public Relations & Advertising
Recreational Management
Rhetoric
Speech Formation
Speech Pathology and Audiology
Studio Arts
Urban Planning/Studies
Women's Studies
Yoga Teacher Certification

GENERAL CATEGORIES

Arts and Humanities: (46.6%)

Architecture, Art, Art and Design, Art History, Biomedical Ethics, Classics, Comparative Language, Comparative Literature, Computer Animation, Costume Studies, Creative Writing, Cultural History, Dance, Drama, English, English Literature, Ethics, Eurythmy, Fashion Design, Film/Video Studies, Fine Arts, Foreign Language, French, German, German Language and Literature, German Studies, Government, Graphic Design, Great Books, History, Humanities, Illustration, Italian, Journalism/Media Studies, Latin American Studies, Law, Legal Studies, Liberal Art: Sustainable Design, Liberal Arts, Liberal Studies, Literature, Medieval Studies, Metal-smithing, Music, Philosophy, Photography, Poetry, Printmaking, Religious Studies, Rhetoric, Russian, Sculpture, Slavic Languages and Literature, Spanish, Speech Formation & Theater Education, Studio Art, Theater, Visual Arts

Social/Behavioral Sciences: (27.8%)

Agro-ecology, Alternative Development Studies, American Cultural Studies, Anthropology, Arts & Community Development, Cognitive Science, Communications, Community and International Development, Criminal Justice, Cultural Studies: Food, and Health, Economics, Eco-psychology, European Studies, Family Studies, Geography, Human Development and Social Relations, Human Ecology, Human Services, Integrative Arts: Psychology, International Affairs/Development/Relations/Politics, Interpersonal Communications, Language Literacy and Sociocultural Studies, Legal Studies, Mass Communications, Peace and Conflict Studies, Political Science and Public Administration, Political and International Relations, Political Science, Political/Organizational Development and Behavior, Politics, Psychology, Public Relations and Advertising, Recreational Management, Social Community Development, Social Structures: Prisons and Schools, Social/Political Movements & Theories of Governance, Socio-anthropology, Sociology, Sociology: Human Rights, Urban Studies, Women's Studies

Life Sciences: (7.8%)

Animal Behavior (Biology and Psychology), Animal Science, Bio-medical Technology, Biology, Ecology, Environmental Design, Environmental Studies, Environmental Studies/Agriculture, Human Ecology, Landscape Design, Landscape Maintenance/Design, Neuroscience, Physiology, Psychobiology, Zoology

Education: (4.2%)

Art Education, Early Childhood Education, Elementary Education, Education Studies, Waldorf Teacher Training, Music Education, Eurythmy Teaching Training, Waldorf 'Extra Lesson' Training

Business/Management: (3.6%)

Accounting, Business, Business Administration, Business Management Administration, Business Marketing, International Business Management, Music Business

Health: (3.1%)

Homeopathic Medicine, Kinetics, Massage Therapy, Aleopathic Medicine, Mental Health Counseling, Midwifery, Nursing, Osteopathy, Sports & Exercise Education, Physical Therapy, Pre-Med, Speech Pathology and Audiology, Veterinary Medicine, Yoga Teacher Certification

Physical Sciences/Mathematics: (2.1%)

Chemistry, Earth Science, Ecology and Natural History, Geology, Physics, Math

Engineering: (1.8%)

Architectural Engineering: Ocean and Naval, Electrical Engineering, Mechanical Engineering, Engineering Systems, Telecommunications, Technology Engineering

Computer/Information Science: (1.6%)

Computer Animation, Computer Engineering, Electronic/Architectural Design, Computer Science

Other Technical/Professional: (0.8%)

Culinary Arts, Hotel/Restaurant Management, Industrial Design, Project Management

Vocational/Technical: (0.7%)

Electrical Occupations, Master Builder, Social Service Assistant

C.

Special Honors Received by Respondents

Waldorf alumni/ae reported receiving a variety of honors and awards. The first list below shows the diversity of the distinctions and the second list, the breadth. While several people may have received the same award, it is listed only once.

Journalism Ethics Award
Academy of American Poets University Prize
Fulbright Fellowships including a Fulbright Fellowship from MIT for PhD in Chemistry
Purchase Award, Skowhegan School of Painting
Alfred Rubin Prize in International Law
Sea Grant Trainee at NOAA Research Reserve
American Council of Learned Societies
National Institutes of Health Doctoral Training Grant
Andrew A. Mellon Foundation Fellowship
Baker Scholarship (Oberlin College)
Bancroft Writing Award
Riverside Prize for Poetry
Canadian Millennium Scholarship
Cornell Tradition Fellowship
Dupont Grant
Garden Club of America Horticulture Award
George Foster Peabody Award
Jacob K. Javits Fellowship
King Family Foundation Award
Modern Language Honors Society
National Institutes of Health (NIH)
Sarah and James Bowdoin Scholar
STRIDE Scholarship (Smith College)
William & Eva Fox Foundation Grant
National Science Engineering Undergraduate Research Award
National Science Foundation Research Experience for Undergraduates Fellowship (REU)
Grier-Davies Prize in Preaching (Princeton Theological Seminary)
Governor General's Silver Medal for Academic Achievement/Community Contribution for Social Service
International Geographical Honors Society (Gamma Theta Upsilon)
Infectious Diseases Society of America Merit Scholarship
Sony Epic Award/Scholarship for Outstanding Academic and Musical Achievement
National Association of Teachers of Singing regional first place winner
National and Engineering Research Council Award
Ballassi Balint Institute Grant (Budapest, Hungary)
Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
Presidential Medal and Outstanding Achievement in History (American University in Bulgaria, 2003)
Maliotis Scholarship for Study in Greece

Albert Buhl Memorial Scholarship, Baker
 Chemistry Scholarship
 The Alfred I. duPont-Columbia University
 Award
 American Society of Animal Science
 Undergraduate Nomination for Academic
 Excellence
 Andy Griffith Scholarship
 Animal Behavior Student of the Year
 Award in Feline Medicine from the American
 Assoc of Feline Practitioners (Tufts
 University School of Veterinary
 Medicine)
 Award for Excellence in Russian
 Bell-Woolfall Fellowship for Graduate Study
 (Virginia Theological Seminary)
 Benjamin Culley Award for Contribution to
 Intellectual Community Distinction
 Berklee Best Scholarship
 Best in Compositing and Editing Award
 Boston University Research Grant
 Calloway Award
 Calvert Ellis Scholarship
 Chapbook Award, San Francisco
 Charlie Andrews Award for Best History/
 Theory Thesis in Film Studies
 Cowboy (Deep Springs College, 2000)
 Curry School of Education Fellowship
 (University of Virginia)
 Doyle Scholarship
 Durfee Grant
 Electronics Engineering Technology
 Scholarship from Seneca College
 Ellen Battell Stoeckel Fellowship
 Faculty Scholarship from Columbia College
 First Group Scholars (Smith top 10% of class,
 junior year)
 Founder's Day Honors Award (Trinity
 College, NYU)
 Francis Perkins Scholar (Mount Holyoke
 College)
 Future Promise Scholarship
 George B. Storer Foundation Scholarship
 German Book Award for Excellence
 Golden Key Entrance Scholarship
 Golden Key National Honor Society
 Goldwater Scholarship
 Graduated with Highest Honors in Chemistry
 and Cum Laude, received undergraduate
 research grant
 History and Language Honor Society
 Honorary Doctor of Divinity
 Howard Hughes Medical Institute Award
 International Student Leadership Award
 National Distinguished Scholarship
 Italian Book Award (MHC)
 John Julian Ryan Award for Excellence in Literary Studies;
 Presented paper at British Society for Eighteenth Century
 Studies, Oxford England; Presented paper at University of
 Virginia
 Johnson Prize for best Master's thesis paper (Chicago)
 Kahn Liberal Arts Institute Research Fellowship
 Kothe Hildner Prize for best German essay
 Lasallean Scholarship
 Law Enforcement Assistance Grant
 Leadership Scholarship (National University)
 Lilly Foundation
 Livengood Scholarship
 M. Green Scholarship (Marlboro College)
 Newman Family Fellowship
 Millennium Scholarship
 Mortar Board National Honor Society
 Morton O. Beckner Award in Philosophy
 National Dean's List, Phi Beta Kappa, Honors Candidate
 National Defense Education Act (NDEA) PhD Fellowship
 National Endowment for the Humanities
 National Honor Society
 National Merit Scholarship, Oxford University
 National Merit Scholarship Finalist
 National Presbyterian Scholarship
 National Scholars Honor Society January
 Nellie Conish Scholarship for Acting
 The Boulder Society
 O'Henry Prize Award, story, 2000
 Outstanding Research Project Award in psychology
 Pauline C. Burt Award in Chemistry
 Phi Beta Kappa
 Pi Lambda Theta
 Pomona College Scholar (same as Dean's List)
 Pre-Law Department Honors
 Presidential Scholarship
 Presidential Scholarship to undergraduate school & full tuition
 teaching fellowship to graduate school
 President's Circle (California College of the Arts)
 Presidents Honour List
 Presidents List
 Princess Grace Award (nomination)
 Richard J. Kuster Scholarship
 Richter Scholarship
 Sander Thoenes Division III Research Grant, 2003
 Sonoma County Community Foundation Scholarship
 Target Community Service Scholarship
 Title VII Bilingual Scholarship
 The Ecosa Institute, AZ (1st choice, cash prize for entry
 station redesign project for Petrified Forest National
 Monument)
 Tony Award Nomination
 University of Toronto at Scarborough Entrance Award
 U.S. Army ROTC Scholarship
 Who's Who Among Students in American Universities

D.

Open-Ended Questions with Examples

QUESTION 1: What has been your greatest gift thus far in life?

Total Respondents: 428

Responses: 622

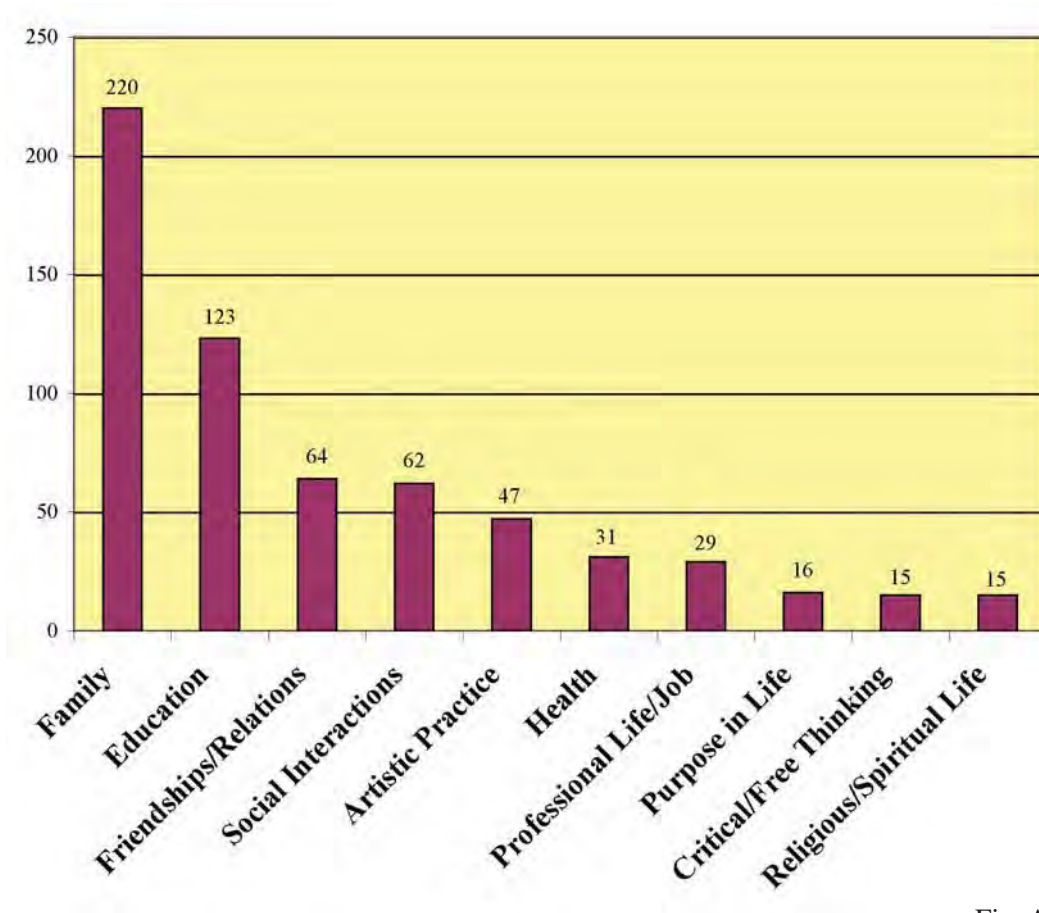


Fig. A.D-1

SUMMARY

The respondents were asked to consider their greatest gifts, which could be interpreted either as what they had themselves received as gifts and blessings or what they had offered as gifts and blessings to others. This open-ended question was answered by more than 80% of the participants, whose responses fell into the following ten categories:

- Family: Respondents listed their children or partners, and also their own childhood.
- Education: About half who cited this category listed their Waldorf education as their greatest gift; others specified their college experience or their lifelong learning.
- Friends, Relationships: These included distant-family relations as well as personal and professional friends.

- **Social Interactions:** This broad category included gifts arising from home and community, working through problems and meeting challenges with others, and making a difference socially.
- **Artistic Practice:** Participants singled out the gift of practicing an art form rather than simply appreciating it—singing more than just listening, making beautiful things more than just looking at them.
- **Health:** Many listed this category as both a life’s gift and a life’s challenge.
- **Professional Life, Job:** Beyond appreciating their life’s calling, participants listed this category for reasons of financial security and the possibility to make choices at work.
- **Purpose in Life:** Participants in this category were grateful for the possibility to set their own course and find their own purpose in life.
- **Free, Independent, Critical Thinking:** Mental capacities including independent judgment, academic intelligence, and critical or logical reasoning were listed as important gifts in this category.
- **Religious, Spiritual Life:** Respondents in this category expressed appreciation for their religious practice, human integrity, and ethical beliefs.

SELECTION OF RESPONSES

1. Family

- A childhood filled with love, protection, art, connection to nature, and amazing teachers (not only school teachers but also mentors, friends, books, and animals) who helped me to find beauty in the world and to know myself. I feel as though I have grown up in the center of a flower. It is a broad gift, a wonderful childhood, but I can’t think of anything I am more grateful for. It is serving me now as a very strong foundation.
- A strong and supportive family. A strong and loving relationship with my children.
- My family and my education (both Waldorf and liberal arts colleges). Both sources have given me the resources to think critically, independently and deeply, an interest and respect for a spiritual dimension to life (what I would call the mystery) and also provided me with the freedom to forge my own.

2. Education

- Honestly, my Waldorf education touches me every day. It’s not that I think about it; it’s that I live it through the honesty, and integrity with which I try to live my life. And it’s in the endeavor to see the value in every experience, no matter how challenging, sad, or difficult.
- The albeit short time I spent as a Waldorf student. It marked my coming into myself, coming out of my shell and was the greatest contributor to me recognizing that I was a creative, resourceful, and pensive individual. My Waldorf education was even more pivotal to my development as a person than my college education. It gave me the curiosity to go out into the world and find these wonderful things.
- With my Waldorf education I was able to enter a rigorous academic climate which actually challenged me.

- I am so grateful for my Waldorf education (and regret that I was only introduced to it at the advanced age of thirteen) because it addressed my particular learning style(s) and opened my eyes to subjects that had previously been inaccessible to me—namely math and science.
- My education. It has been a source of constant challenge, reward, and renewal. Every day I am thankful for my desire to learn.
- I will always be grateful to my parents for putting me in a Waldorf school. I know that is one of the reasons that I grew to be the person I am.
- I value my Waldorf education more and more as I am distanced from it. I intend to send my children to Waldorf schools.

3. Friends, Relationships

- Compassion and compatibility with personal relationships, passion for ethics and creativity in my actions and aspirations, optimism and the conviction to contribute to the making of a sustainable world in promotion of biological and cultural diversity.
- The ability to understand and become close to people. I really believe in the importance of trust and friendships, and in being able to help my friends and my family in as many ways as I can.
- My ability to connect with other people and understand the importance of making people know that they are important to me. Because of my upbringing I have maintained lifelong friendships and realize my own value because of this.

4. Social Interactions

- The belief that I can make a difference in the world, and the bravery to try to do it.
- Being able to learn what keeps a relationship healthy and balanced. Being able to help people and learn from them.
- Meeting people who teach and inspire me to learn more about the earth.
- My ability to understand other people's frames of reference and their outlooks on life. While I was a manager it was the key to my success.
- My ability to understand people's positions, feelings, and their sense of self, i.e., my ability to put myself in their shoes. I attribute this ability to the true well-roundedness of my education and life experience thus far and my moral upbringing.
- My ability to assess social situations and act accordingly. I feel like a well-rounded person and as much as I have been exposed to the many things in the world, I was able to sit and knit with my boyfriend's grandmother since we were unable to share a common language.
- Relating to other people, being able to have compassion for just about everything and everyone, and taking others' considerations into account always. It seems very few students in college are as aware of other people and their needs as I am.
- The feeling that everything I do affects everything and everyone.

5. Artistic Practice

- Being a musician and a creative person in general. Being always curious and open to new ideas, music, people.
- Artistic ability
- Create art—painting, jewelry, design, writing.

6. Health

- Good health, spiritual insights of anthroposophy, participation in the health and healing of my patients.
- Blessed with health, happiness and good fortune.

7. Professional Life, Job

- Being allowed and encouraged to see opportunity everywhere—I don't feel constrained to follow the 'ordinary' channels to success involving a 'good' job, lots of money (to buy lots of things), an early marriage and so forth. I feel exceptionally free to explore my own path to fulfillment—and exceptionally supported in my endeavors. Also I feel as though I learned fairly early how to face fear and doubt, and work through it.
- Jobs that I liked. Never had employment that was boring.
- Knowing that what I am doing now is exactly what I should be doing This recognition, of life as a process, is something that I feel Waldorf education cultivated in me—among many other things, of course—and I feel that this perspective, and my acting on it, has helped me significantly in my career thus far.

8. Purpose in Life

- Having the opportunity to follow my heart wherever I feel it is leading me.
- I would say my ability to be self-reliant. One thing that I will treasure forever about my Waldorf education is that I feel I was very well prepared to tackle challenges and to figure out how to do things on my own. I feel Waldorf taught me that 'I can't' is not an appropriate answer to a problem. Having learned to do such a variety of things early on, I know that I am handy, competent, able to solve problems and to complete projects. Plenty of people I know say 'I don't know how to do that' and don't even try—I feel my background has taught me to at least try myself first.
- My ability to take things as they come. I see that Waldorf has contributed to this.
- Being able to get through every challenge that has arisen in my path, and come out happier on the other end. I never gave up during hard times, even when I wanted to.
- The freedom I have had to lay my own path has allowed me at every turn to define my own concept of self. This freedom, in turn, engenders maturity and responsibility in decision making. If I am on the way to becoming my own person, it is only because I have been allowed to pursue my life free from the pressures that so many people spend entire lives trying to get away from.
- The ability to communicate, to move people through ideas; to write, to teach, to lead.

9. Free, Independent, Critical Thinking

- Being able to adapt to various situations. Being open minded towards different cultures and ideas.
- Being able to express my ideas and thoughts . . . Being able to look at things on a very small scale in a very analytical manner but also being able to step back and look at how things fit together on a large scale, getting the whole picture.
- Critical mind, curiosity, life-long learning.
- Be an independent thinker, experience life with a positive attitude, and to do my best to find the good in all situations and people.
- Noticing and appreciating new things every day.
- The ability to understand very abstract concepts and be able to translate them into a language more easily understandable for a greater number of people.

10. Religious, Spiritual Life

- Discovering that joy comes from within, not from anything or anyone outside of me.
- Reverence for life and the world.
- Ultimately, being able to have love and peace in my heart (at least the majority of the time) is my greatest gift. Also, how most things seem to work out for the best, even if only in retrospect. Being able to find the silver lining in life has given me many blessings and many adventures.
- Strong ideals, the ability to connect dots; social ability and professional ability; leadership qualities.

QUESTION 2: What has been your greatest challenge thus far in life?

Total Respondents: 422

Responses: 467

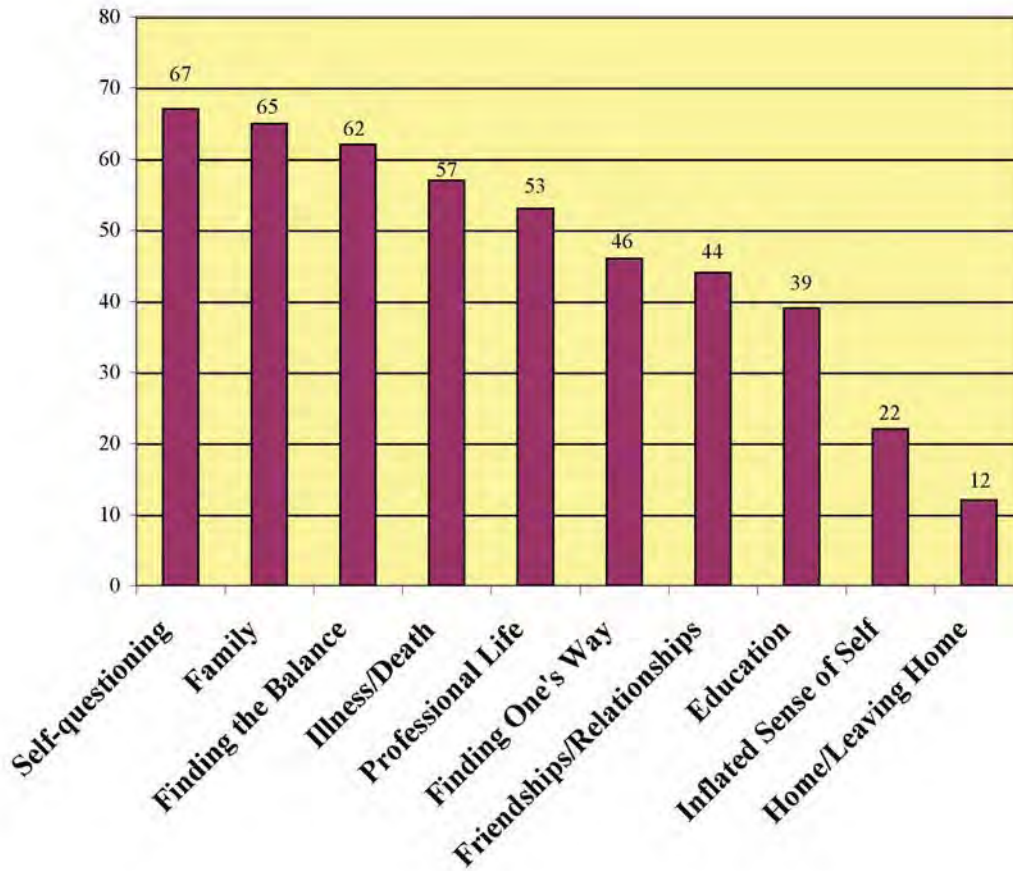


Fig. A.D-2

SUMMARY

The respondents were asked to describe their greatest challenge. This open-ended question was answered by more than 80% of the participants, whose responses fell into the following four categories:

- Relationships/helping others
- Ethical matters
- Life-long learning
- Balance/self-confidence and self-worth

SELECTION OF RESPONSES

1. Relationships/Helping Others

- Bringing up my children and now being a caregiver for my parents.
- Marriage—hard but good.
- Raising five children.
- To be quite honest, my failed marriage. I felt I should have been able to solve all problems and come up with a solution to make it all work in the end. However, I feel that my Waldorf upbringing helped me take a holistic view of the situation, and to weigh pros and cons and to see the picture as a whole.
- Helping close friends through life-threatening issues.
- Losing my grandfather. Relocating.
- Losing close friends and family members.
- Looking for the place where I will be able to grow to my full potential. To be honest, after being at a Waldorf school it can be difficult to adjust to a more traditional university.
- Overcoming self-doubt and my ‘inner critic’—accepting that less than perfect is more than acceptable, overcoming emotional sensitivity and unreasonable expectations.

2. Ethical Matters

- Learning to love unconditionally.
- Having the courage to be flexible, to welcome change.
- It’s as if I experience a split between the world where I was raised (the nurturing Waldorf bubble) and the rest of the world. My creativity and expression were generous and powerful during my Waldorf education, but I began to take up less creative space in college. It’s as if I felt expelled from Paradise! and the years since my Waldorf education have been spent trying to go back.
- I struggle with the feeling of vulnerability and have a difficult time asking others for help.
- Finding meaningful and fulfilling work that is also financially substantial. Working for myself as an artist is fulfilling in many aspects, yet lacks some of the more socially-minded aspects of life.
- Caring about too many different aspects of the world and not wanting to commit myself to one path.
- Choosing from all the possibilities! More specifically, I’ve sometimes found it/find it difficult to make life decisions (from choosing a major to picking a career direction). I have almost too many interests.
- Not following a beaten path, but instead following my desires and values.
- Finding a mate who has a similar value system.

3. Life-long Learning

- Changing jobs after the first nine years after college, and having to work with a whole new group of people.
- Choosing my career path (choosing what thing, out of all the things that I am good at and that I love, to pursue)
- To maintain balance of time with my wife and friends, time alone to read and reflect, and space to relax and have fun while teaching as a full-time professor and pursuing a PhD.
- Trying to juggle all my interests. There are times I wish there were 30 hours in a day so I could do all the things I am interested in doing.
- Learning that failure is not the end of the world. I have high expectations for myself and expect success in all my endeavors. I have had to learn that failure offers important lessons that can help me.
- Probably getting through college. Not that it was too difficult. I just wanted to be doing what I was going to school for. I enjoyed the education side of it, I just couldn't wait to be living and working on my own without the restraints of college.
- Patience. Not a virtue I have ever been blessed with. I have tried to cultivate it in relationship to my work, with others and with myself, especially since becoming a parent. My Waldorf education taught me an appreciation for 'the process,' which is, personally, an ongoing lesson.

4. Balance

- Balancing my children and my role as a wife and mother and fulfilling my needs as an intellectual.
- Balance in my life: between work and play, between friends and family, between activity and relaxation/meditation.
- Acceptance of myself and of my primary relations.
- Understanding illness.
- Being over critical of myself and a perfectionist which often hampers my creative endeavors.
- My greatest challenge has been fear. This fear is often vague and nonspecific, but a fear of failing (however failing is defined), has kept me from trying things I've wanted.
- Finding a job that I don't get bored and tired of over time. I have a pretty good job working for a Civil Engineering company, but I find that it doesn't challenge my social, creative, or physical skills.
- Questioning my education and its relevance to the outside world. Trying to find a balance between today's 'real world' and the world of ideals in which I was raised, especially when entering the workforce.
- Recovering from a rocky start in higher education, due in part to my lack of organizational skills and weakness in follow-through. I am afraid I do attribute this in some part to my high school years which did not provide a rigorous academic experience.
- Keeping my ego in check.

Other

- My greatest gift is my insight and understanding that grew out of my greatest challenge ... interesting how they are one and the same!

QUESTION 3: What brings you the greatest joy in life?

Total Respondents: 422

Responses: 854

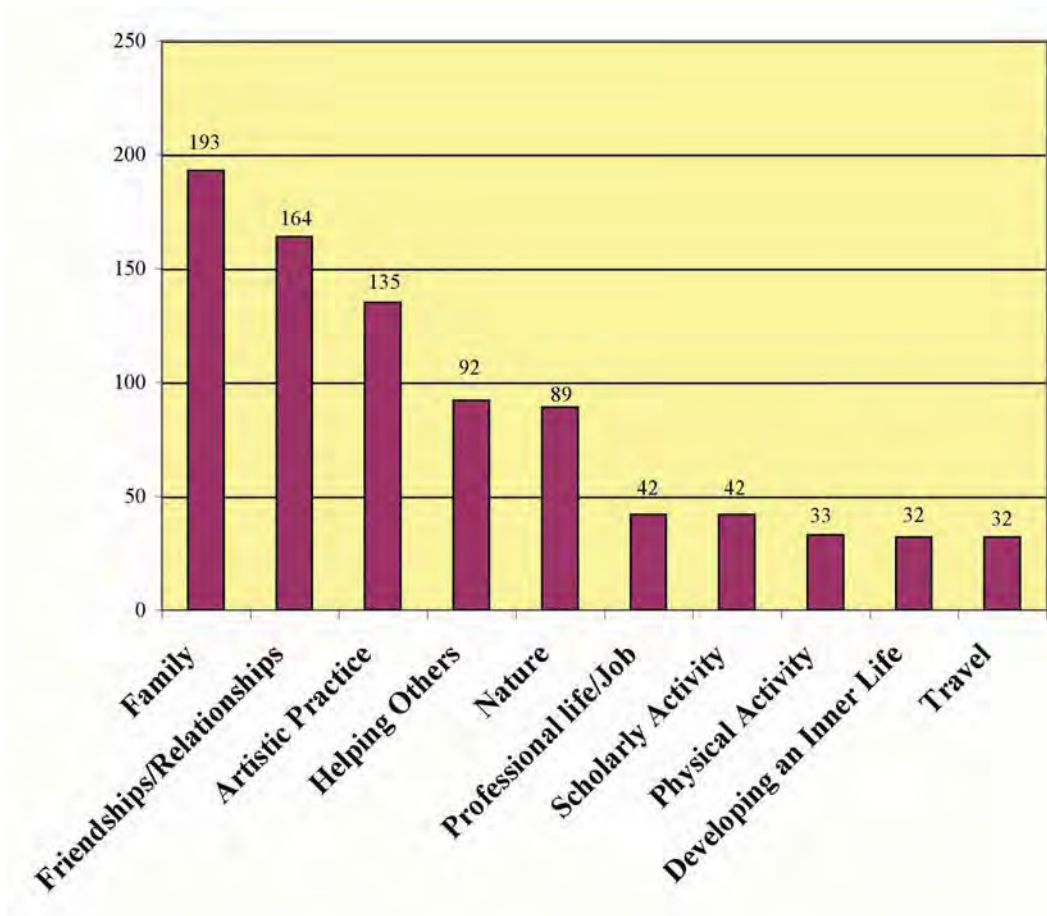


Fig. A.D-3

SUMMARY

The respondents were asked to describe their greatest joy. This open-ended question was answered by more than 80% of the participants, whose responses fell into the following ten categories:

- Immediate Family: Many respondents singled out their children or their spouse; some spoke lovingly of their grandchildren.
- Friendships, Relationships: This category included distant relatives as well as close personal and professional friends.
- Artistic Practice: High on the list of artistic practices were music, dancing, the fine arts, writing, reading, a wide range of crafts, and artistic creativity in general. As in the previous open-ended question (#3), most respondents spoke of taking joy in artistic activity, not just appreciation.
- Helping Others, Feeling Useful: Respondents spoke mainly of serving the underprivileged or undertaking work that was personally meaningful.

- Nature: Respondents described many specific joys experienced not only in the wilds of the outdoors but in gardening, caring for animals, holidaying on the beach or in the mountains, enjoying a clean environment.
- Professional Life, Job: Nearly half the entries in this category referred to the joy of teaching. Other rewarding professions listed included architectural design, massage, and creativity on the job. Working closely with others was also cited as a joy.
- Scholarly activity: Many joys listed in this category concerned self-education: research, discovery, intellectual stimulation, or simply “learning new things.”
- Physical Activity: Many of the activities listed were located outdoors in nature (such as hiking, surfing, camping, walking, biking, sailing, and playing sports), but others could take place indoors too (whirling, yoga, swimming, circus). Their common thread was athletics.
- Developing an Inner Life: Gaining wisdom, studying anthroposophy, practicing meditation, becoming self-reliant, being present in the moment, pursuing a religious practice were some of the examples that constitute this broad category.
- Travel: More than simply tourism, the joy of travel was paired with learning about new cultures, or going on student exchange, or exploring challenging terrain.

SELECTION OF RESPONSES

1. Immediate family

- Being with family and those I love. Serving others.
- My family brings me the greatest joy.
- My family, and reading/working on Greek literature with my husband—feeling the ‘like-mindedness’ between us.
- Being around my children and my wife.
- Spending time with family, friends, and in nature.

2. Friendships, Relationships

- Without a doubt: time laughing and connecting with other people. They can be young or old, old friends or brand new acquaintances. I love hearing about where other people come from, what they struggle with, what they love. I love playing games and giggling with people. This occurs most naturally in the outdoors, which is part of why being outside has become so important to me.
- My relationships. . . . Having been welcomed, fairly unconditionally, by the ninth graders. . . most of whom had grown up together as a class since kindergarten, was quite a moving experience for me. It was proof that the people I sat next to every day, the ones with whom I ultimately spent more time than my own parents for those four years of my (high school) life, were more than just friends. They would come to know me better than anyone else in the world . . . certainly better than I knew myself. Despite the many differences we may have felt, even today, I warmly welcome the opportunity to see any of my classmates from those days again. Because the bond we shared was unlike any other, and the lessons I learned in their presence formulated the template for my sense of intimacy—one which I carry with me throughout my life.

- Moments of mutual understanding between a friend and myself.
- Contact with others. Positive contact is of course more pleasing but I get enormous satisfaction from interacting with lots of different people, even in conflict situations.
- Good conversations with friends.
- Being with the people I care about, and seeing them not only be happy, but also become more ‘self-actualized,’ more their true selves.

3. Artistic Practice

- Expressing ideas clearly through art and writing.
- Creating something beautiful—whether it is wonderful food, beautiful clothing, or composing a piece of music.
- Creating things with my hands, living an eco-friendly life, making a beautiful home.
- I’ve always loved woodworking. I rarely get a chance to do it any more, but I love carving wood and building things with natural materials. Combine that with music performance and those would probably be my greatest joys.
- Reading a great poem, writing, ballroom dancing, learning, spending time in nature, live music, good conversations, yoga, gardening.

4. Helping Others, Feeling Useful

- Being where the action is and being a part of making history happen.
- I love being a positive role model to young people.
- Love, first and foremost; service to humanity (which may be equated with love, the spiritual source is the same), achieving some noble or worthy goal, i.e., making a difference.
- Work with the chronically mentally ill and leave a shift knowing that I have connected with someone.
- Watching a student ‘get it.’
- When I did volunteer work for the Harvest Project, I was able to give food and water to the homeless which gave me great joy. I was a receptionist among many jobs but was given the privilege of giving the children candy. When a mother came in who was on drugs and her child was crying, I was able to give the child a candy, something that he or she rarely ever gets. The smile was the most rewarding thing I have ever felt.
- Very simply—to make a difference in the lives of others. To take something that everyone has given up on and raise it up.

5. Nature

- Being in the outdoors with people I love.
- Creating gardens and landscapes that bring joy to others and knowing that I have given it my best at all times.

- Hiking through the natural landscape, observing plants and animals, learning new species, marveling at the ingenuity of nature, the sense of accomplishment after a long trek.

6. Professional Life, Job

- Being on the water. As a marine scientist I love being on, in, or around the ocean.
- Feeling engaged in meaningful work, whether artistic or pragmatic, whether alone or with others, feeling the results of my labor make the world a better place.

7. Scholarly Activity

- Learning about the mind and body and the connection of the two.
- Observing history and architecture (human-made beauty).
- The outdoors, and long philosophical discussions over tea.
- Vegging out and doing absolutely nothing productive. Also I enjoy being with my friends and family, playing on my computer and reading a good book. I also like having philosophical discussions with friends and family members.

8. Physical Activity

- Being physically active, and creating/observing beauty.
- Windsurfing. Just pure natural power, challenge, and freedom.
- Making physical improvements to the camp and home where I live so that all may benefit from such improvements.
- Walking and bicycling.

9. Developing an Inner Life

- Being able to be completely present. I experience this when I'm dancing, directly helping someone, caught up in a story, exploring, or meditating in nature.
- Progressive thinking, challenging perceptions, breaking new ground, asking difficult questions—and listening with humility and strength—for difficult answers.
- The moments when I feel peaceful inside.
- When I am able, through meditation or otherwise, to expand my awareness of the world around me and inside me.

10. Travel

- Traveling to new places, for example, a trip to China three years ago.
- Traveling is probably the one thing that brings me the most joy, although I do not get to do it that often.

Other

- Sorry . . . I have too many. I can't pick.

STATISTICAL ANALYSIS

Re: General Experiences of Life (Open-Ended Questions #1-3)

METHODOLOGY

On Life Experience, we coded the original open-ended questions into six categories. For each variable, some categories have only small frequencies. So we created additional variables in which some categories are bundled together as “all others.” Also we created dummy variables for the top three categories for each question (to be used to calculate the percent of respondents who checked that item). The frequencies across ‘greatest gift,’ ‘greatest challenge’ and ‘greatest joy’ are shown below in Table A.D-1: Life Experiences.

Responses were bundled using the following six codes:

- 0 : All others
- 1 : Personal Relationships/Helping Others
- 2 : Art/Creative Capacity
- 3 : Ethical Principles and Standards
- 4 : Balance
- 5 : Life-long Learning/Ability to Question Self and Others
- 6 : Self Confidence/Self Worth

For each general experience variable, we identified the top three items identified by the respondents as well as a categorical variable which combined smaller cells. We found no statistically significant differences among groups.

GREATEST GIFTS		Responses (%)
1. Personal Relationships/ Helping Others		44.94
2. Ethical Principles & Ethical Standards		13.18
3. Life-long Learning/Ability to Question Self & Other		19.29
4. Self Confidence/ Self Worth		12.47
5. All Others		10.12
Total		100%

Table A.D-1

ANALYSIS

Table A.D-1 above shows that the majority of respondents considered personal relationships and helping others their greatest gift (44.94%). These data offer support to the argument offered above in Section 7. As the discussion in Section 7, these data provide support for the argument that **Waldorf education builds the focus on social intelligence and social inclusion.**

GREATEST CHALLENGE	Responses (%)
1. Personal Relationships/ Helping Others	15.55
2. Questions Tied to Ethical Principles and Standards	23.44
3. Balance	25.36
4. Life-long Learning/Personal Questions	23.44
5. All Others	12.20
Total	100%

Table A.D-2

Table A.D-2 above shows that the majority of respondents considered balance in life their greatest challenge (25.36%). These data as well offer support to the argument offered above in Section 7 on the patterns of focus on helping others and relationships with others. Responses cast as ethical (“the internal transformation that must occur,” “learning and growing”) rank second highest and are on par with questions concerning life-learning cast as personal (finding a job; moving to Australia, dealing with depression). The sum of respondents who identify challenges as ones dealing with questions that are principled or personal (23.44+23.44=46.88) makes up a near majority. These data suggest that just under 50% are “self-critical” when identifying their foremost life challenge. The data support the analysis in Section 7 concerning respondents’ “greatest challenge thus far in life” (see Section 7, Question 2, “What has been your greatest challenge thus far in life?”).

As in the discussion in Section 7, these data suggest further support for this report’s premise that **Waldorf education built a focus on emotional intelligence, life-long learning and ethical leadership.**

GREATEST JOY	Responses (%)
1. Personal Relationships/ Helping Others	50.94
2. Art/Creative Capacity/Transforming Ideas into Action	19.10
3. Ethical Principles/Ethical Standards	14.62
4. All Others	15.33
Total	100%

Table A.D-3

The table above shows that the majority of respondents considered personal relationships and/or helping others their greatest joy (50.9%). These data as well offer support to the argument offered above in Section 7 suggesting that “friendship and family” are most frequently rated as cause for greatest joy. The data above suggest further support for this report’s argument that **Waldorf education helps strengthen graduates’ sense of social inclusion.**

QUESTION 4: What occurs to you first when you think back on your experience in Waldorf education?

Total Responses: 526

Respondents: 443

The comments fell roughly into seven categories which were:

WHAT OCCURS TO YOU FIRST WHEN YOU THINK BACK ON YOUR EXPERIENCE IN WALDORF EDUCATION?		
Category	Number	Percentage
Self Development	96	22%
Social/Community	86	19%
Balance/Wholeness	80	18%
Secure and Safe Feeling	74	17%
Intellectual Growth	49	11%
Diversity	19	4%
Freedom	16	4%
Critical Opinions	23	5%
Total	443	100%

Fig. A.D-4

SUMMARY

The first four categories represent the majority of reflections by the polled graduates:

- appreciation for self development
- high interest in others and in the community
- gratitude for being a balanced, whole human being
- appreciation for the security of a safe and warm learning environment

The critical opinions were directed primarily at: lack of resources, smallness of class size, and teachers who lacked confidence and did not adequately prepare their students.

SELECTION OF RESPONSES

1. Self Development

- It taught me how to write well and think in innovative ways.
- Self exploration.
- Waldorf gave me the opportunity to see within myself what I had as part of my inherent nature and awakened my ability to learn without restraint and with intellectual and emotional guidance from amazing teachers.
- I view Waldorf education as my anchor to life. I would not be who I am today without it.

2. Social/Community

- The school was vibrant. Things were always lively—art, drama, music, dance. People always seemed full of life and happy.

- Waldorf has ethical and caring teachers in a beautiful environment.
- I loved putting together main lesson books. I liked the smell of beeswax and I remember looking forward to going to school each morning.
- Waldorf education gave me an awareness of both social and environmental stewardship.

3. Balance/Wholeness

- A very balanced atmosphere in which I was able to learn and grow in a healthy way and that encouraged me to be the best that I could be. When I was younger, I remember not wanting to stay home even if I was sick because I loved school so much. Waldorf fosters a love of learning in that creativity and individual thought are not suppressed.
- It taught me to be a good person, to be open minded, kind, and well rounded.
- Every person was unique and equal. Everyone was valued for who they were rather than diminished for who they were not. As students we were allowed personal freedom within a strict structure and encouraged to be ourselves while being part of a very close community.
- I will never forget the magical festivals and ceremonies such as Advent, Michaelmas, May Day, and Saint Nicholas Day.

4. Security and Safe Feeling

- I love the fact that I experienced so many different things at Waldorf than my peers did in public school like arts, languages, world religions, and music. It was a warm place for a child to really bloom.
- There was beauty everywhere if you could but look and trust.
- Waldorf was a safe nurturing environment where learning was fun.

5. Intellectual Growth

- Learning to think critically and ask why and answer complex questions. I also know that I have a smattering of knowledge and experience that most high school students don't have.
- There was intellectual challenge in a warm environment.
- The content of the education wasn't dumbed down.
- Waldorf taught me how to critically look at a situation in numerous ways. Despite the lack of a strong science background, this critical thinking has allowed me to excel in my field of scientific interpretation and research.
- Thoughtful diligent work.
- Freezing our watercolor paintings in kindergarten so we could observe the ice patterns.

6. Diversity

- Waldorf was a well rounded school community. As a result I now have a much higher tolerance for diversity than most of the people I know.

- The great diversity of subjects sets Waldorf apart from other educational systems.
- Waldorf taught me to learn how to be accepting of individuals different from myself.

7. Freedom

- How much freedom each child was given to express him/herself every day . . . how much laughter you both heard and made.
- Freedom to find my self esteem was achieved that I lacked prior to attending the Waldorf school. The courage to go forward in possibly unconventional ways that are deeply fulfilling to me as a human being today.
- It taught me freedom of opinion and the courage to exercise it.

Critical Opinions

- I met roadblocks at every turn in my Waldorf education. When I first began the high school I needed all the artistic classes offered there as well as the general kindness of students. As time passed I felt trapped and miserable as I have a great love for technology, and pursuing that love was completely stifled. I do not remember my school with fondness but with relief that I am no longer there.
- The richness of the curriculum—Norse myths, German, knitting, hiking in the Sierra Nevadas, putting on plays, watercolor painting, recorders, eurythmy, the magic of chemistry experiments with resin and sulfur, gnomes and fairies, measuring the Noah’s ark in the playground with our forearms, making boxes in woodworking, etc.! What comes second is the social difficulties I experienced in my first class (kindergarten – 8th grade). My delight in the academics and artistic aspects of the curriculum was always tinged with the painful experience of exclusion and awkwardness that I experienced with my peers.
- Too much emphasis on the arts and crafts and insufficient training in math and science to enter the university. We were too sheltered from the competitiveness of the outside world.
- I reflect upon how few resources were made available to us as students because of the lack of funds. The absence of a photo lab/studio, metal shop, computers, sports teams, other languages, and other amenities that give public school students advantages over Waldorf students.
- It was a culture shock for me to leave the Waldorf school and enter the outside world.
- What occurs to me is how mixed my experiences of Waldorf education are. In some ways it fulfilled my needs sensitively and richly, while it was also stifling and limited.
- Although many things about Waldorf education were wonderful, it did not prepare me academically for the real world.
- I was held back by my peers. My small class size made for excellent interaction with teachers and provided unique experiences, but always being at the top of the class meant that the pace was always too slow to really challenge me. The only thing I regret about Waldorf education is that I was not able to get more out of it because of this.

QUESTION 5: Which aspect of Waldorf education did you reject at the time of your education that you now find significant?

Total Responses: 523

Respondents: 134

The comments fell roughly into seven categories which were:

WHICH ASPECT OF WALDORF EDUCATION DID YOU REJECT AT THE TIME OF YOUR EDUCATION THAT YOU NOW FIND SIGNIFICANT?		
Category	Number	Percentage
Eurythmy	30	23%
Nurturing/Discipline	27	21%
Wholistic Curriculum	22	16%
Media Restriction	17	13%
Spirituality	11	8%
Tolerance	10	7%
Will Activity	10	7 %
Invalid responses*	7	5%
Total 134		100%

Fig. A.D-5

SUMMARY

The respondents pondered subjects that they rejected as students but as adults have come to recognize as benefits. Only 24% of the total survey respondents answered this open-ended question.

- Eurythmy training was experienced as providing grace in social movement and bodily integration.
- Discipline and form were seen as a protection and taught them how to set boundaries.
- The multi-faceted curriculum allowed them to explore many varied disciplines and ultimately stand out from their peers because of their broad background.
- The restrictions on media allowed them to discover their own thoughts and values unimpeded by advertising and social biases.

This question did not allow for critical responses. A few individuals did not answer the question specifically but elaborated on another subject. These responses were not tabulated.

SELECTION OF RESPONSES

1. Eurythmy

- I hated eurythmy and thought it was a waste of time. Now I understand that the movements have meaning. Thirty years later I can still recall the movements.
- Eurythmy seemed spacey to me at the time, but now I realize it is a route to becoming more in one's body.
- I did not like eurythmy but now acknowledge that it helped make me more graceful.
- I never understood eurythmy and I still don't but I have grown to love it. The movements are a constant source of calm for me.

2. Nurturing/Discipline

- I now see the relevance of establishing a moral value system, coping with challenges, finding the good, even in tough times, and appreciating what is good in life even during times of trial.
- Now that I am in graduate school I experience my thinking abilities to be: critical, flexible, independent, able to make connections between the subject and ideas, able to learn new skills, concepts and to stand out among my peers. It took me a while to see and believe this, but after two undergraduate schools, two graduate programs in different subjects—in all of which I achieved “A” averages—I realize that I could study anything to which I set my mind. I am truly a proponent of Waldorf because I see it as such a needed force in the world.
- All children should be exposed to the kind of nurturing and uplifting educational experience that I had.
- I now acknowledge many silly things such as the importance of proper school attire, the importance of daily rhythm and other things that I did not understand as a child.
- I wish that I had said the morning verse every morning.
- I am glad for the structure that was there and now see how important it is.

3. Wholistic Curriculum

- I fully appreciate the creative aspects of the Waldorf curriculum and appreciate its interdisciplinary character and the fact that everyone studies everything.
- I am grateful for the will-activity classes such as woodworking and handwork. They have become important to me as an artist.
- My appreciation focuses on the arts. Having come from a public school where art and artistry were “extras,” I now have an understanding of why Waldorf engages in dance, art, woodworking, metalwork, stone carving, and so forth. I further realize that high stakes testing is unhealthy and troubling.
- I did not want to read the New Testament in high school. I felt it was a religious text rather than literature—but now I realize that reading it provides a knowledge base that is shared by most of the Western world and, therefore, increases one's capacity to communicate.

- Main Lesson books were an obstacle for me. I did not see the point of rewriting all my essays into a book. Now I see the meaningfulness in creating something beautiful and something whole—completing a task to the utmost detail.

4. Media Restriction

- I was not allowed to watch television and I resented this, but now I am glad for it!
- The emphasis on rhythm actually developed my ability to focus and listen; the feeling of being overprotected at a young age actually aided me in not being bombarded too early so that I became more able to fully receive information as I got older.
- I resented restrictions placed on TV, but I am now thankful that I grew up without one. In fact, I credit its absence with my ability to think creatively, open-mindedly, and critically about the world.

5. Spirituality

- I look back most fondly on matters of “spirituality.” I especially appreciated the poems and verses—most notably “To wonder at beauty. . .”
- I appreciate the benefits of the Waldorf emphasis on the cycle of the year and certain seasonal festivals such as Michaelmas, the Christmas block, May Day celebrations, and so forth.
- I vehemently rejected the overtly (as seen through the eyes of a fourteen-year-old) spiritual influence and presence in the education. In retrospect, I could not be more thankful for its integral and fundamental place in the philosophy of Waldorf education.

6. Tolerance

- I did not like having such a small social circle, but it taught me tolerance.
- Waldorf taught me to be much more tolerant of other people’s philosophies and religions.
- The teacher’s inclusion of different learning styles slowed the pace and prepared me to develop patience for others.

7. Will Activity

- I did not want to knit instead of read or do math as a second grader. Now I am grateful for it.
- I now see the purpose of the “chores” I was asked to do, such as the main lesson book and caring for the classroom.
- I never liked subjects that I found difficult, but now I recognize that the exercise of doing something that was a challenge, both intellectually and physically, was good for me.
- I hated farming and gardening but I now look back upon these activities as some of my favorites. No one else I have met has done these things. I feel the same with regard to foreign languages.

E.

Pertinent Questions that Could Have Been Asked in the Survey

Responses: 523

Respondents: 167

32% response rate

The survey asked, “What other pertinent questions could have been asked and what would be your answers?” The responses were varied and far reaching. Representative examples selected below were echoed by different respondents. Several people chose to comment about the survey itself in this space—all of whom objected to summarizing a developmentally important period of their life with checkboxes.

SUMMARY

Several questions and the resultant answers aimed at identifying the positive life qualities such as well roundedness, social adaptability, and the ability to think creatively, while others wanted to point out the need to strengthen the math, physics, and chemistry curriculum (this criticism seems to focus on two particular schools).

SELECTION OF RESPONSES

- *Which other influences can you attribute to your development from seven to eighteen?*
I was influenced in my development by my parents as well as the school.
- *Which aspects of your Waldorf educational experience did you find lacking?*
Sex education was too little and came too late, and I felt poorly prepared in chemistry and physics.
- *What is your relationship with the Waldorf school you attended?*
The school has minimum to no contact with me, but I have retained strong contact with my former classmates.
- *What could your school have done better?*
My school could have been more open to students’ thoughts and opinions and could have been more and better structured.
- *Did your school cultivate “all” dimensions of the student’s being?*
I encountered class teachers and adult teacher trainers whose understanding of the wisdom of anthroposophy was imitative rather than deeply rooted and whose communication skills were markedly lacking—they hid in secrecy and arrogance and were unable to address issues directly.
- *How did Waldorf education change you?*
I learned to be open-minded, not to judge prematurely, and to explore differences.

- *Where did Waldorf education fail you?*
Science, math, and computer science.
- I do not know what other questions to ask. However, answering the questions in this survey with a multiple choice approach feels inadequate, problematic, and incomplete!
- *How prepared for “life” do you feel from your Waldorf education?*
I feel very well prepared because I feel “comfortable in my own skin.” And I feel confident that my decisions are generally in keeping with my personal ethics and sense of right and wrong.
- *How do you feel about the quality of the social life in a Waldorf school?*
The social tightness and sense of community is core to the experience of Waldorf education. For me this was positive.
- *How was anthroposophy presented in your Waldorf school?*
It is a constant wonder to me that an organization of teachers based on an admired philosophy could so restrain themselves from promoting or proselytizing their beliefs beyond the simple steps of the modest morning prayer (verse). Never once did I feel that any improper boundary had been passed. Admirable restraint!
- *Overall, how did you feel at your Waldorf school?*
I felt safe, respected, and supported.
- Provide a qualitative parameter for every question, for example, when you ask if something had a big influence on my life, was it good or bad?
- *Did small class sizes (20–25 students) and close relationships with your teachers have an effect on you in college?*
Yes! There are few students at college who feel comfortable forming relationships with their professors and I am one of them! They become my friends and my guides as opposed to my instructors.
- *Which problems did you encounter in transitioning from Waldorf school to college?*
I had a problem with sticking with rules. At Waldorf if you wrote a paper over the maximum assigned, the teacher would not care. In college I received an “F” for exceeding the maximum by one page.
- *Did Waldorf prepare you for the “real” world?*
No! I am totally lacking in competitiveness.
- *Did the esthetics in the Waldorf school—shapes, forms, colors—have a lasting effect upon you?*
Yes, in a vivid way.
- *If you could improve one thing about the Waldorf school what would it be?*
Stay current with technological education.

- *Do you think that you are less focused on just one unique talent or ambition you have because you attended a Waldorf school?*

Yes, my husband and I along with twenty friends want to be artists, designers, mathematicians, doctors, parents, teachers, politicians, activists . . . you name it. This is frustrating. I was decent at all I did, liked all I did, and encouraged by my Waldorf teachers in all that I did. Waldorf makes you feel that you can do anything. I just wish I had more direction and specialization toward a vocation at the age of twenty-eight.

F.

Sample of Survey

Asked of All Participants in Survey:

- 1) What is your name?
- 2) From which Waldorf school did you graduate?
- 3) What year did you graduate from 12th grade?
- 4) For which grades did you attend a Waldorf school? Please check all that apply:
N, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- 5) What best describes your present employment status?

Asked Only of Participants Currently Attending College or University:

- 1) Did you take a year off before college or university?
- 2) If you did take year off, what did you do?
- 3) Which college or university do you currently attend?
- 4) What is/was your undergraduate major?
- 5) From which college or university do you anticipate graduating and when?
- 6) What was/will be your undergraduate degree?
- 7) Have you received any special awards, grants, or honors?
- 8) If yes, please specify.
- 9) Did/will you study beyond a bachelor's degree?
- 10) What is the highest degree you are in the process of pursuing?
- 11) Which occupation do you plan to engage in after graduation?
- 12) Please give the names and addresses, including phone numbers and e-mail addresses, of three professors or instructors with whom you had a close relation and who might be willing to take part in the research.
(By providing these names, I give the professor or instructor permission to describe her or her experience with me as a student.)

Asked Only of Participants Already Graduated from College or University:

- 1) Did you take a year off before college or university?
- 2) If you did take a year off, what did you do?
- 3) Which college or university did you attend? If you attended more than one, please list all.
- 4) What was your undergraduate major in college?
- 5) What was your awarded undergraduate degree?
- 6) Which college or university granted your undergraduate degree?
- 7) Did you study beyond an undergraduate level?
- 8) What is the highest degree you have achieved thus far?
- 9) If you are currently pursuing post-graduate work, what is the highest degree you are in the process of pursuing?
- 10) Have you received any special awards, grants, or honors?

- 11) If yes, please specify.
- 12) In which occupation did you engage after earning your undergraduate degree?
- 13) How many years did you hold this same occupation?
- 14) Please give the names and addresses, including phone numbers and e-mail addresses, of three professors or instructors with whom you had a close relation and who might be willing to take part in the research (By giving these names I give the professor or instructor permission to describe his or her experience with me as a student.)

Asked Only of Participants Who Did Not Graduate from College or University:

- 1) What did you do immediately following graduation?
- 2) What type of occupation are you currently pursuing?
- 3) How long have you been in this occupation?
- 4) Do you foresee yourself continuing in this occupation as a life path?
- 5) Did you seek additional training for your occupation?
- 6) If yes, please describe.
- 7) How long did you hold your first job?
- 8) How many times have you changed jobs?
- 9) If you have changed jobs, over the course of how many years?
- 10) Please give the names and contact information of two supervisors who might be willing to take part in the research and speak about you. (By providing these names, I give my employer(s) permission to describe his or her experience with me as an employee.)

Asked of All Participants:

- 1) Rate your relationship to your work on a scale of 1 to 5, where 1 is poor and 5 is excellent:
On a scale of 1 to 5, which aspects of your current or most recent employment are or have been most important to you?
(1) *totally unimportant*; (2) *not important*; (3) *somewhat important*; (4) *very important*; (5) *extremely important*.
 - being self employed
 - contact with others
 - high income
 - chance to introduce own ideas
 - good work atmosphere
 - chance to help others
 - safe workplace
 - self-reliance at work
 - recognition of my achievements
 - adequate free time
 - opportunity to lead others
 - opportunity for promotion
 - repute of my profession
 - compatibility with my children's needs
 - opportunity for further professional self-development
 - flexible work schedule
 - life-long job security
 - ethical principles of the profession
 - foreseeable career path
- 2) Please rate each of the following activities according to the importance and frequency in your life.
(Scales: *extremely important*; *very important*; *somewhat important*; *not important*; *totally unimportant*; and *very often experienced*; *often experienced*; *sometimes experienced*; *rarely experienced*; *never experienced*)

listening to the radio/CD/iPod/cassettes
attending sports events
taking part in athletic activities
reading good books
practicing meditation/contemplation
taking care of animals
watching television
going to museums, opera, theater
hanging out with friends
spending time with my children/young relatives
working with anthroposophical topics
driving a fast car
making music
being active artistically
engaging in handwork/handcrafts

- 3) As pertains to current events, please rate your interest in the following types of news:
local news
national news
international news
- 4) What is your marital status?
single, never married
single, divorced
single, divorced more than once
currently married, never divorced
remarried, divorced once
remarried, divorced more than once
in long-term committed relationship
- 5) How highly do you value your friendships?
extremely valued
very valued
generally valued
slightly valued
not at all valued
- 6) How satisfactory are your friendships?
extremely satisfactory
very satisfactory
generally satisfactory
somewhat unsatisfactory
extremely unsatisfactory
- 7) In reference to the above question, how would you rate your experience of your current relationship?
extremely satisfied
very satisfied
satisfied
somewhat dissatisfied
extremely dissatisfied

- 8) How many children do you have?
- 9) If you have children, are any of them adopted?
- 10) If you do have adopted children, how many?
- 11) What has been your greatest gift thus far in life? [open ended]
- 12) What has been your greatest challenge thus far in life? [open ended]
- 13) What brings you the greatest joy in life? [open ended]
- 14) Which of the following skills are most important to you? Please choose only THREE (3):
- Communication
 - Control
 - Ethical standards
 - Initiative
 - Leadership
 - Problem solving
 - Reputation
 - Sociability
 - Truthfulness
 - Wealth
 - Other (please specify)
- 15) When you think back on your experience in Waldorf education, what occurs to you first? [open ended]
- 16) Please rate the following aspects of your life, first in terms of the influence your Waldorf education has had on that aspect of your life on a scale of: *not at all influential; not much influence; somewhat influential; very influential; extremely influential*, and second in terms of how important to you each aspect is in your life on a scale of: *not at all important; not much importance; somewhat important; very important; extremely important*.
- my ability to express my views and attitudes to others
 - my capacity to work on my own
 - my ability to know my own capacities and limitations
 - my interest in discussing points of view different from my own
 - my fairness and tolerance regarding other people's opinions
 - my ability to think critically and to evaluate
 - my creative capacities
 - my self confidence (in the sense 'I am capable of doing something')
 - my readiness to share responsibilities in my community
 - my ability to handle competition
 - my spiritual/religious orientation
 - my practical knowledge (e.g., how to repair a bicycle)
 - my grasp of theoretical sciences (e.g., physics, chemistry, mathematics)
 - my ability to step into the thoughts and feelings of others
 - my ability to work on something together with others
 - my ability to formulate my own judgment about something
 - my spontaneity
 - my ability to resolve conflicts with others
 - my ability to challenge assumptions
 - my ability to express myself verbally
 - my feeling of self-worth (in the sense 'I am worth something')
 - my athletic abilities and achievements

my sense of responsibility for the environment
my choice of profession
my ability to endure and overcome burdens
my feeling of responsibility for my own health
my interest in working with other cultures and traditions
my interest in spiritual themes
my feeling of responsibility for other human beings
the development of a meaningful perspective on life
my love of learning
my ability to react in an open and flexible way to changing circumstances
my political orientation
my interest in working with anthroposophical themes (e.g., reincarnation, karma)
my ability to take care of the sick
my ability to see certain developments of our times in a wider context
my ability to overcome personal crises successfully

- 17) If you have had children, have you sent them to a Waldorf school?
 - 18) If you plan to have children, do you plan to send them to a Waldorf school?
 - 19) If you have children, have aspects of your own Waldorf education influenced how you are raising your children?
 - 20) If you were to become responsible for the education of a child, would you send the child to a Waldorf school?
 - 21) Are there aspects of your Waldorf education that you rejected as a student but whose significance has now become apparent to you?
 - 22) If you answered 'yes' to the previous question, please explain:
 - 23) How would you characterize your relationship to anthroposophy?
 - 24) What other questions do you feel we could have asked that would have been pertinent, and what would be your answers?
 - 25) How would you rate your present physical health?
 - 26) How would you rate your present mental health?
 - 27) How would you rate your interest in your own physical and mental health?
- 28) If you have ever suffered from the following physical illnesses, please indicate the age of onset in the space provided:
- rheumatism
 - arthritis
 - heart and circulation conditions
 - arrhythmia
 - angina pectoris
 - heart attack
 - high blood pressure
 - low blood pressure
 - high cholesterol
 - digestive disorders
 - sleep apnea
 - bi-polar disorder
 - cancer
 - benign tumors
 - diabetes, type A

diabetes, type B
allergies
asthma
eczema
hay fever
diseases of the nervous system (e.g., Parkinson's, MS)

29) If you have ever suffered from any of the following psychological illnesses, please indicate the age of onset in the space provided:

depression
anxiety attacks
nervous restlessness

G.

Summary of Phase I

INFORMATION FROM WALDORF HIGH SCHOOLS

Phase I of the Graduate Research Project was administered by Faith Baldwin with assistance from David Mitchell. The data was analyzed by Faith Baldwin, David Mitchell, and Douglas Gerwin.

Surveys were sent out starting in September 2004 to 27 Waldorf high schools with graduating classes. This survey requested information on how many graduates they had had each year from 1995 to 2004, inclusive; how many went to college directly after high school and to which colleges they went; and how many did not go to college directly after high school and what they did instead. All 27 high schools returned the survey, giving information on 2776 Waldorf graduates.

INFORMATION FROM THE ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA (AWSNA)

The survey contains 4376 college acceptances (regardless of whether students later attended these institutions) from 1995–2004, inclusive. This information was taken from data collected by AWSNA: a compilation of graduate surveys collected from 1995–2000 and lists of acceptances submitted by schools in their AWSNA Annual Reports for 2001–2004.

An impressively diverse number of institutions accept Waldorf graduates: in 2004 alone, the 438 graduates were accepted at 342 different colleges. Over the course of this survey, Waldorf graduates were accepted by 717 accredited colleges and universities, spanning 18 of the 20 types of institutions in the Carnegie Classification system. The two categories in which Waldorf graduates registered no acceptances were *Specialized Institutions—Schools of Law* and *Tribal Colleges and Universities*.

Within this diversity, some colleges stand out as accepting larger numbers of Waldorf graduates: Oberlin College in Ohio and Bard College in New York State top the list by a significant margin. Following is a table containing the top ten colleges in accepting Waldorf graduates.

TOP COLLEGES ATTENDED BY WALDORF GRADUATES 1995–2004, INCLUSIVE			
University Name	Number of Students Attended	Number of Students Accepted	Percentage of Acceptances that Attend
Oberlin College, Oberlin, OH	47	82	57.3%
Capilano College, N. Vancouver, Canada	43	N/A	N/A
University of California-Santa Cruz, CA	36	57	63.2%
Bard College, Annandale-on-Hudson, NY	34	72	47.2%
University of Colorado, Boulder, CO	31	56	55.4%
Hampshire College, Amherst, MA	26	55	47.3%
Earlham College, Richmond, IN	23	45	51.1%
New York University, New York, NY	22	41	53.7%
California State University-Northridge, CA	20	23	87.0%
Mount Holyoke College, South Hadley, MA	20	38	52.6%

Fig. A.G-1

A significant portion of Waldorf graduates (22.8%) chose to not go directly to college. This number is significantly higher in Canadian schools (48%), where a “Gap Year” is commonly encouraged and additional study for the Ontario Academic Certificate was previously required.

The major conclusion from this survey is that Waldorf graduates are admitted to and attend a wide variety of colleges and universities with a broad geographical distribution. Geographical location of the Waldorf school affects college attendance more than the age of the Waldorf school; however, the age of the Waldorf school correlates inversely with a higher percentage of students from younger schools deciding not to go directly to college.

Waldorf graduates choose to attend a wide range of colleges and universities. In fact it is notable that within a graduating class at a given school there are generally very few people going to the same college as their classmates. In 2004 alone, the 438 Waldorf graduates attended 201 different colleges.

For a complete listing of colleges and universities which have accepted Waldorf graduates during the period covered in this survey, visit the website for the Research Institute for Waldorf Education at:

www.waldorfresearchinstitute.org

H.

Sample Questions for Professors and Employers

This subordinate-survey asked the following set of anecdotal and statistical questions.

ANECDOTAL: (FOR PROFESSORS)

- 1) What do you remember about the unique qualities (if any) of the Waldorf student in question?
- 2) What stood out about this particular student's education and preparation for college?
- 3) How would you describe the student's cognitive flexibility?
- 4) Is this student demonstrating social awareness? Leadership? High ethical and moral standards?
- 5) Did the student's maturity and/or emotional balance impress you? Please provide a short anecdotal example, if possible.
- 6) Did any particular project, paper, or activity set this student apart from the rest?
- 7) Did this student appear strong in emotional intelligence? How was this observable?
- 8) What shortcomings did you recognize in the student that could be attributed to his/her education?
- 9) Have you taught other students from Waldorf schools? If so, how would you characterize them?

STATISTICAL: (FOR PROFESSORS AND EMPLOYERS)

- 1) Problem solving
- 2) Initiative
- 3) Ethical standards
- 4) Judgment
- 5) Speaking the truth
- 6) Communication
- 7) Leadership style and effectiveness
- 8) Social awareness – caring for others

ANECDOTAL: (FOR EMPLOYERS)

- 1) What stands out as unique qualities (if any) of this employee?
- 2) Are they dependable? If "yes" please give an example.
- 3) How would you describe this employee's cognitive flexibility?
- 4) Is this employee demonstrating social awareness? Leadership? High ethical and moral standards?
- 5) Did the employee's maturity and/or emotional balance impress you? Please provide a short anecdotal example, if possible.
- 6) Did this employee appear strong in emotional intelligence? How was this observable?
- 7) What shortcomings did you recognize in this employee that could be attributed to his/her education?
- 8) Have you employed other students from Waldorf schools? If so, how would you characterize them?

I.

Selection of Anecdotes from Professors

1. What do you remember about the unique qualities (if any) of the Waldorf student in question?

- [The Waldorf student I taught had a] strong intellectual curiosity, a willingness to dive into and try out new things, an ability to empathize with students who are struggling, and the confidence to express herself.
– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire, Manchester*
- Very well spoken, understands and appreciates the idea of providing arguments and evidence for his position, and he has a genuine love of the exchange of ideas, and growth of knowledge.
– *Katheryn Doran, Hamilton College*
- Extremely dependable, took lots of initiative to solve difficult problems, and was incredibly committed to the work he undertook.
– *Name withheld, Associate Professor, University of Vermont*
- Quiet and reserved but very focused, attentive, and sensitive. She is flexible without being mindless, inquisitive, and willing and able to frame creative questions. She is diligent, subtle, and impish as well.
– *Paula K. Clarke, PhD, Professor, Columbia College, Sonora, CA*
- [The Waldorf student I taught had a] breadth of interest, willingness to explore new areas and to make connections to what she already knew, an artistic sense and an ability to apply it to scientific problems. She also brought a strong, highly individualistic (non-sectarian) spiritual sense to her work—her world was larger and more interesting than herself.
– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*
- [The Waldorf student I taught was] hardworking, organized and self-motivated.
– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*
- [The Waldorf student I taught had an] openness to new ideas, her curiosity—and her creativity—were always amazing and unbounded.
– *Carol Symes, Assistant Professor, Department of History, University of Illinois at Urbana-Champaign; formerly on the faculty of Bennington College, 1998–2002*
- Creative, responsible, inventive, resourceful, terrific storyteller with images and dialogue.
– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY Film Program*
- Probably the unique thing [is the] remarkable seriousness and dedication to the academic life, its demands and its delights; it is very rare to see in such a young student.
– *Joseph Lauinger, Professor of Dramatic Literature, Chairman, Literature, Division, Sarah Lawrence College*

- [The Waldorf student I taught] is a self-starter and a man who genuinely takes responsibility for himself and the welfare of those around him. This is a product of three elements so far as I know: his parents, his Waldorf education, and his experiences at Deep Springs. These parts of his background have been mutually reinforcing.
– *Jackson Newell, President Emeritus, Deep Springs College, CA*
- [The Waldorf student I taught] is very self-confident and highly motivated. She is also very much a ‘self-starter.’
– *Sven Steinmo, University of Colorado, Boulder*
- She has a passion both for truth and for fun—a unique combination.
– *Dr. Susan Gardner, Philosophy Professor, Capilano College*
- Blend of intelligence, compassion, organization and calmness under stress.
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- [The Waldorf student I taught] was exceptionally bright, well organized, and hard working.
– *Kimberly Clausing, Professor, Reed College*
- [The Waldorf student I taught had] very original interests in medieval fighting and armor.
– *Norman Derby, Teacher and Academic Advisor, Bennington College*
- Very smart and sharp. Hard working. Mature. Pleasant to be around.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- Creative, sensitive, empathic, dedicated, very artistic, talented in ceramics courses and theater.
– *Dr. Fay Glosenger, Undergraduate Advisor and Professor, Juniata College*
- [The Waldorf student I taught was] a Renaissance man who has been able to find a balance between his intellectual gifts, his athletic interests and his high ethical and moral standards.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- [The Waldorf student I taught] was articulate, outspoken, and attuned to a wide range of ethical, environmental, and social concerns. She was politically progressive.
– *Lynn M. Morgan, Anthropology Professor, Mount Holyoke College*
- The intensity of her engagement in intellectual endeavors; her willingness to seek out unusual educational opportunities; the clarity of her thinking as she pulled together a diverse set of courses and experiences to shape her independent major.
– *Leslie Offutt, Vassar College*
- Personality, strength of character, ability to work well with others, creativity, strong sense of social justice and vocation.
– *Jay Roberts, Instructor, Earlham College*
- A calm and focus that is unusual. A very open attitude and a strong ability to function under pressure. He is artistic but not a “nerd” in any way.
– *Charles F. Stegeman, Violin Professor and Chairman of Strings Department, Duquesne University*

- [The Waldorf student I taught was] decidedly intuitive in her approach to assignments; she had more confidence in using her imagination than did most students.
– *Jack Troy, Ceramics Professor, Juniata College*
- [The Waldorf student I taught was] eclectic—he completed a double major in French and Exercise and Sport Science, which is a very unusual combination of study for a male undergraduate student attending Ursinus College; a non-conformist—during the fall of his junior year, he completed a semester of study in France despite negative feedback from his varsity basketball coach and the very real prospect of limited playing time when he returned from France; and a lack of inhibition—he embraced Salsa Dancing and withstood significant taunting from his male counterparts on the basketball team that only “girly-men” dance salsa style.
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology & Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
- [The Waldorf student I taught was] an amazing researcher and writer of Social Science. He is very, very responsible. He did beautifully in my course and in all his other courses. During his final semester (he finished in seven semesters) he was the TA for another faculty member’s course of first years. The other faculty member had a serious medical emergency while lecturing in China, and [my student] was given and successfully managed the completion of that course and the other course taught by that professor. He ran the classes, heard the final presentations, wrote notes for the narrative evaluations and collected the papers. The other students were appreciative and specific about his impact on their lives and work.
– *Laurie Nisonoff, Hampshire College*
- His imagination, his nuanced verbal skills, and his leadership qualities.
– *Professor Bruce Bromley, Lecturer in Expository Writing, NYU*
- Intelligent, motivated, enthusiastic, well organized, artistic, inquisitive.
– *Mark Riegner, Environmental Studies, Prescott College*
- Very self-directed. She took responsibility for her education—she turned things in on time—but more importantly, she did not simply do the minimum. She was clearly interested in learning. She had a great sense of humor and had excellent interpersonal and intrapersonal skills. She was a great knitter. She was without question one of the most outstanding students I have had the good fortune to mentor.
– *Dr. Timothy Crews, Professor, Prescott College*
- [The Waldorf student I taught] always thought very carefully about what she said and how she said it. Her thinking was extremely clear and holistic in its approach. She made interesting connections between concepts and ideas and experiences, and evidence of her creative mind was very much apparent. She also took a rare joy in life, and was very present at each moment. She is a careful and thoughtful listener.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*
- She is a particularly enthusiastic student. She seemed to love to learn, and she stayed in close contact with me even well after the one class she took with me. She was not the best student in the class, but she seemed to be one of the students who got the most out of the class.
– *Eliza Ablovatski, Assistant Professor of History, Kenyon College*
- [The Waldorf student I teach] is committed to academic agenda and fascinated by beauty and grace in many forms; ethical and quietly warm.
– *Frances Novack, Professor of French, Ursinus College*

2. What stood out about this particular student's education and preparation for college?

- [The Waldorf student I taught] had excellent reading and writing skills. Her ability to reflect on herself as a learner and tutor and to make changes based on professional feedback was exceptional. She exhibited critical thinking skills more commonly found in older students.

– *Margaret Pobywajlo, PhD, Director of the Learning Center,
University of New Hampshire*

- I can only infer that he was challenged and made confident in his abilities as a thinker.

– *Katheryn Doran, Hamilton College*

- She understood that what the 'crowd' was doing was a meaningless venture, and she rejected it categorically. She did so without being snooty, loud, or stand-offish. But she did design a meaningful basic foundation for her college education, which sets her miles apart from most students ANYWHERE.

– *Paula K. Clarke, PhD, Professor, Columbia College, Sonora, CA*

- She was an excellent writer, and she was drawn to big ideas in a way that left plenty of room for observing interesting particulars, that may or may not connect to the big idea that got her started. She was flexible and open to what she encountered. And her skill in drawing and painting did not merely illustrate what she saw—it allowed her to see more than others did.

– *Stan Rachootin, Professor of Biological Sciences,
Mount Holyoke College*

- She has the ability to teach herself new and complicated subjects.

– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*

- She never seemed like a conventional student, and she was more than conventionally intelligent. While I recall, vividly, that her first few weeks at college were a trifle overwhelming, she came equipped with all the basic skills, and then some. She would never complete an assignment in a perfunctory way: she always did something to make her work special. But that was not to mask the quality of the work itself, which was very good—sometimes outstanding.

– *Carol Symes, Assistant Professor, Department of History,
University of Illinois at Urbana-Champaign*

- [The Waldorf student I taught transferred] to us with a high (4.0) grade point average after two years of college at Sarah Lawrence. He was obviously well-educated.

– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY
Film Program*

- She was relatively well read for today's undergraduates, with an interest not only in a wide range of material but also in the distant past.

– *Joseph Lauinger, Professor of Dramatic Literature, Chairman,
Literature Division, Sarah Lawrence College*

- Enthusiasm for learning, persistence, excellent interpersonal relationships.

– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*

- She was certainly a better than average writer. However, she was very directed in her work and not very good at taking risks and working beyond the narrow limits of an assignment.

– *Anonymity requested*

- Self-confidence and enthusiasm for learning.
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- Well prepared academically as well as socially.
– *Jeremy Clark, Professor, School of Electronics & Computer Engineering Technology, Seneca College, Toronto, Canada*
- She was well prepared.
– *Kimberly Clausing, Professor, Reed College*
- She seemed to be well prepared.
– *Norman Derby, Teacher and Academic Advisor, Bennington College*
- I have had [the student] in only one course with 125 students, but got to know him fairly well, so he clearly stood out. I associated this with his personality and interest in the subject matter rather than background preparation. He is obviously well prepared.
– *Joshua Farley, Assistant Professor, University of Vermont*
- Very good background in mathematics. Excellent writing. Good critical thinking.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- [The Waldorf student I taught impressed me with her] creativity and artistic talent.
– *Dr. Fay Glosenger, Undergraduate Advisor and Professor, Juniata College*
- Her interest and clear thought truly stood out. This was clearly evident in our sustainability discussions, her research/conclusions and presentations.
– *Jeffrey C. Horst, Sustainability Committee Colleague, Vassar College*
- She was a good thinker but her writing skills were weaker than average.
– *Lynn M. Morgan, Anthropology Professor, Mount Holyoke College*
- [The student I teach] is very self-confident while, at the same time, being sensitive to the strengths and weaknesses of her classmates.
– *Noelwah R. Netusil, Professor, Reed College*
- Her ability to think expansively and creatively about issues; the confidence with which she approached her coursework, her choice of major, her choice of study abroad options.
– *Leslie Offutt, Vassar College*
- She seemed well prepared for both the traditional academic requirements of college as well as the more experiential/community-based requirements of college. Her participation on Southwest Field Studies—an off-campus semester in environmental studies—revealed her skills and abilities in terms of community living, leadership, and academic engagement.
– *Jay Roberts, Instructor, Earlham College*
- He seems well-suited to whatever is put before him. He has an accepting attitude and is comfortable in all circumstances that I have seen him in. He is not nervous or out of place and is very well liked by his classmates.
– *Charles F. Stegeman, Violin Professor and Chairman of Strings Department, Duquesne University*

- She was secure in taking risks in her assignments, which often had an emotional content.
– *Jack Troy, Ceramics Professor, Juniata College*
- His ability to think creatively, to assimilate information as opposed to memorizing isolated facts, and his love for integrating physical movement with intellectual content areas.
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology & Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
- He arrived with a clear sense of his own strengths and weaknesses. While he liked working on the former he also conscientiously addressed few of the latter. The entire faculty lauded his work; he didn't have any problems during the first year and was taking more advanced courses by the second semester. He finished college in one less semester.
– *Laurie Nisonoff, Hampshire College*
- [The] imagination, his nuanced verbal skills, and his leadership qualities had been richly nourished in him by his prior schooling.
– *Professor Bruce Bromley, Lecturer in Expository Writing, NYU*
- A self-directed, motivated, and creative thinker.
– *Mark Riegner, Environmental Studies, Prescott College*
- She was a natural interdisciplinary learner. She was very excited about the natural world and could make links between ecological systems and human society that were complex.
– *Dr. Timothy Crews, Professor, Prescott College*
- Her thoroughness with respect to reading assigned materials; her ability to reflect upon the subject in a profound manner—these are skills that are imbedded long before a student shows up to college.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*
- Outstanding French and cultural sensitivity even upon arrival at college.
– *Frances Novack, Professor of French, Ursinus College*

3. How would you describe the student's cognitive flexibility?

- She was able to entertain multiple ideas/perspectives and to mount an argument based on evidence; however, she seemed willing to change her ideas if the evidence on the other side warranted such a change.
– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire*
- I think he's quite flexible, indeed he got into the atheist club in part as a result of having sat in on a campus Bible reading group, though he was (or is) in no way religious. He was also one of the few male students who traveled by bus with the campus Pro-Choice contingent in the last massive rally in Washington, DC in 2004.
– *Katheryn Doran, Hamilton College*
- Among the best of undergraduate students I've worked with. He seemed, in both classes and in independent research, able to take on a problem and figure out creative ways to solve it.
– *Name withheld, Associate Professor, University of Vermont*
- High, evolving, and in tune with an equally tuned emotional and ethical self.
– *Paula K. Clarke, PhD, Professor, Columbia College, Sonoma, CA*

- She was flexible and open to what she encountered. And her skill in drawing and painting did not merely illustrate what she saw—it allowed her to see more than others did.
– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*
- I would describe the student as quite flexible.
– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*
- I don't recall any areas in which [the Waldorf student I taught] showed any incapacity for creative thought. She was able to discipline herself, but she was also unfailingly attracted to new things, and willing to experiment.
– *Carol Symes, Assistant Professor, Department of History, University of Illinois at Urbana-Champaign*
- Extremely aware, eager and able to grasp new concepts and make them his own.
– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY Film Program*
- She shows a great deal of “cognitive flexibility” in that she is capable of reading complex authors on their own terms and has respect for the various methodologies one must use to apprehend the past.
– *Joseph Lauinger, Professor of Dramatic Literature, Chairman, Literature Division, Sarah Lawrence College*
- She is very smart and bright. I think that she is a little weak in her substantive skills, however.
– *Sven Steinmo, University of Colorado, Boulder*
- Outstanding!
– *Dr. Susan Gardner, Philosophy Professor, Capilano College*
- Highly flexible!
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- Very strong. I teach a very trans-disciplinary course, and he seemed able to readily grasp and link complex ideas from different fields.
– *Joshua Farley, Assistant Professor, University of Vermont*
- I admire her ability to understand both sides of a complex question and draw excellent conclusions. We spent much time addressing pesticide issues, and even though she is strongly against the use of pesticides, she patiently and carefully listened to the pros and cons.
– *Jeffrey C. Horst, Sustainability Committee Colleague, Vassar College*
- When he was a freshman he distinguished himself in my Introduction to French Literature class by analyzing sophisticated literary concepts with elegance and maturity. He was the only first year student in the class but he clearly stood out among the others. It was evident that he had a “holistic” view of the world and that in literature as in other subjects, it is important to look at the larger picture.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- Extraordinary!
– *Charles F. Stegeman, Violin Professor and Chairman of Strings Department, Duquesne University*

- Excellent, far superior to the vast majority of his peers!
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology and Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
- Excellent!
– *Leslie Offutt, Vassar College*
– *Noelwah R. Netusil, Professor, Reed College*
- Excellent. He did well with different learning styles and presentations.
– *Laurie Nisonoff, Hampshire College*
- Among the highest in quality of all my students.
– *Professor Bruce Bromley, NYU, Lecturer in Expository Writing*
- Very good.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- Good!
– *Dr. Fay Glosenger, Undergraduate Advisor and Professor, Juniata College*
– *Kimberly Clausing, Professor, Reed College*
– *Jeremy Clark, Professor, School of Electronics & Computer Engineering Technology, Seneca College, Toronto, Canada*
- Very flexible; capable of assimilating much new information/ideas.
– *Mark Riegner, Environmental Studies, Prescott College*
- If I understand what is meant by cognitive flexibility (a multi-intelligence learner?) I would rate her as outstanding. She was a sharp critical thinker and speaker; she would draw, knit, play ultimate Frisbee, ride bikes, enjoy music, and write incredible research papers.
– *Dr. Timothy Crews, Professor, Prescott College*
- Excellent. She is a complex thinker and doesn't rush to conclusions but weighs all sides of an argument or issue carefully.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*
- She was particularly good at making connections from the historical material we covered to other situations in the present.
– *Eliza Ablovatski, Assistant Professor of History, Kenyon College*

4. Is this student demonstrating social awareness? Leadership? High ethical and moral standards?

- Her maturity/emotional development was significant, but she still struggled with maintaining her emotional balance, particularly under academic stress.
– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire*
- Yes. He has been working restoring local properties in a very poor town nearby and has run into many challenging situations that would send many a recent Hamilton grad fleeing in horror. But he's handled them with sensitivity and strength.
– *Katheryn Doran, Hamilton College*

- Yes. I worked on a research project with [the former Waldorf student] to collect meteorological data in a high-elevation environment. The physical terrain was very demanding and we had no experience working with the type of equipment we were using or collecting data. It was a very busy time for me, so I gave him a budget, said “figure it out,” and he did. He organized a group of students, fabricated equipment, planned a field campaign, executed the field survey, analyzed the data, and turned in a topnotch thesis on the project.
– *Name withheld, Associate Professor, University of Vermont*
- Heavens yes. In fact [the Wadorf student I taught] was the recipient of an award that my husband (colleague) and I created called the FUTURE PROMISE AWARD. It is given annually to the student who has taken at least three of our courses and met a wide range of cognitive, ethical, and emotional maturity standards. There are absolutely ‘no flies’ on this young lady.
– *Paula K. Clarke, PhD, Professor Columbia College, Sonora, CA*
- She has high standards for herself, but first and foremost, she is honest with herself. I have seen her jealous of the personal or academic success of others, emotionally upset, or borrowing trouble connected to future uncertainties, when she would have been better served by getting on with the work at hand. But she always seems as keenly observant about herself as she is of others. She does not excuse or rationalize these episodes; she works through them.
– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*
- The student was extremely mature. She was able to master a complex research project. She has excellent communication skills and is committed to producing excellent work. In addition, she moved across the country at the age of approximately 20 to take care of her ailing grandmother. I believe that her mother had died when she was in her late teens and she had little or no contact with her father. She was her grandmother’s only living relative and took responsibility for her. She moved to New York and devoted herself to her grandmother, as well as enrolling at Hunter College to obtain a college degree. She took on a very difficult emotional burden and handled it with maturity and compassion.
– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*
- I never knew her to give up on anything, and, while she was passionate, she was also steady—even stubborn. If she wanted to pursue a goal, nothing would stop her.
– *Carol Symes, Assistant Professor, Department of History, University of Illinois at Urbana-Champaign*
- Yes. Willing to help fellow classmates.
– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY Film Program*
- I think the most impressive example of her maturity in my experience occurred in the second semester of her freshman year. On an extremely difficult independent project (on Wolfram von Eschenbach’s treatment of the Grail legend), she found herself in very deep waters indeed. Her research had taken her to scholars whose learning was beyond her grasp, and the complexity of the Grail legend as it has evolved was proving to be beyond her wildest imaginings. This was a crisis for a student who habitually achieved the highest academic work (up till then required of her) with relative ease. I could see the panic bubbling up. However, we worked out a sensible plan of action that met demands that were inherent in the project but modified so that she could satisfy them. It was a make-or-break point in her academic life, and with courage and steadfastness she made it.
– *Joseph Lauinger, Professor of Dramatic Literature, Chairman, Literature Division, Sarah Lawrence College*

- He keeps his balance in turbulent situations. A cool head. Again, home, school, and college experiences reinforced the same values and ends.
– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*
- I remember her as having “reverence for life” and for being sufficiently courageous to “walk the talk.”
– *Dr. Susan Gardner, Philosophy Professor, Capilano College*
- Absolutely, yes on all counts!
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- Excellent social and leadership skills.
– *Jeremy Clark, Professor, School of Electronics and Computer Engineering Technology, Seneca College, Toronto, Canada*
- Yes, yes, yes!
– *Kimberly Clausing, Professor, Reed College*
- He comes across as very ethical, though I could not pinpoint why. . . . He definitely does not come across as a follower—he seems driven by his own interests far more than peer pressure.
– *Joshua Farley, Assistant Professor, University of Vermont*
- Yes, she was very aware socially, got along well with others. She was a very valuable contributor to class discussions. Good listener.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- Her social awareness is incredibly high, leadership excellent, ethical and moral standards stellar. I interact with many students; her demeanor, skills and social standards are the best I’ve encountered.
– *Jeffrey C. Horst, Sustainability Committee Colleague, Vassar College*
- He is a moral and ethical human being and it comes through in gentle and unassuming ways. He cares about other people enough to avoid negative criticism and instead, offers alternative ways of solving a problem. He exerts leadership in a gentle but strong way.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- Yes, among the best in the class. She had a good ability to argue her point of view, although she could be impatient with others who did not agree with her.
– *Lynn M. Morgan, Anthropology Professor, Mount Holyoke College*
- Yes, on several occasions he would have been more than justified as an undergraduate varsity basketball player to bitterly complain of his unfair treatment in terms of “playing time” awarded to him by his head coach during his junior and senior years. He never complained and always took the “highroad” and remained a loyal “team player.” He would shrug his shoulders and display a huge melancholic smile. He knew and we knew that he was far more mature and pragmatic than his head coach,
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology & Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*

- Yes. As an undergraduate he participated and led several campus groups. As a worker in a local business I frequent, he tried to increase the rights of his fellow workers. Since then he has been interning at an alternative educational institution in Albany, NY.
– Laurie Nisonoff, *Hampshire College*
- Yes, all of the above. She had a special verve that helped form several groups of students into coherent wholes. Her ethical and moral standards were deep and strong.
– Dr. Timothy Crews, *Professor, Prescott College*
- Yes, she was keenly aware of inequities around her. She certainly is a leader in that she makes an intellectual contribution to whatever she does. I can't speak to her ethical and moral standards, but I never saw evidence to the contrary, and she certainly was very interested in ethical and philosophical issues.
– Zayn Kassam, *Professor, Religious Studies, Pomona College*
- Definitely—I felt that she was very aware of classroom dynamics, was adept at both group work and at participating in discussions in class. She helped to create an open atmosphere of collective curiosity that greatly benefited the class.
– Eliza Ablovatski, *Assistant Professor of History, Kenyon College*
- In a letter of recommendation I referred to his “probing analyses of moral questions suggested by texts” – these were literature classes.
– Frances Novack, *Professor of French, Ursinus College*

5. Did the student's maturity and/or emotional balance impress you? Please provide a short anecdotal example, if possible.

- In my courses there is a contract that students must sign. It contains very basic relationship requirements between the student and the professor. However, students are also urged to modify the contract. When she modified hers she defined specific competencies that she wanted to address in order to be prepared for upper division work—I still have the contract and will probably use it (anonymously) when we publish findings about our research.
– Paula K. Clarke, *PhD, Professor Columbia College, Sonora, CA*
- I still remember one of the contributions to a class discussion when [the Waldorf student I taught] admonished her classmates that if they believed what Schweitzer said—a required reading—that they should thereafter transport the spider in the bathtub up to a safe outside venue rather than wash it down the drain. This shows a mature ability to weave a theoretical work into practical life.
– Dr. Susan Gardner, *Philosophy Professor, Capilano College*
- [The Waldorf student I taught] supported a friend who had a ruptured spleen for hours until he could be taken to a hospital. Unfortunately, he died, but she was the last one to be there for him and helped support other friends in both the short and long term in their grieving. This was incredibly hard on her but she found her own support and has handled this personally as well as anyone could have done.
– Nelson E. Bingham, *PhD, Professor, Earlham College*
- [The Waldorf student I taught] was a very good research assistant after only one year of college, which is rather rare.
– Kimberly Clausing, *Professor, Reed College*

- [The Waldorf student I taught] seemed happier than the typical freshman.
– *Norman Derby, Teacher and Academic Advisor, Bennington College*
- [The Waldorf student I taught had an] interest in my field (ecological economics) and his broad interests in general [impressed me].
– *Joshua Farley, Assistant Professor, University of Vermont*
- Leadership shown in preparation and delivery of a group workshop for parents whose children were entering kindergarten.
– *Dr. Fay Glosenger, Undergraduate Advisor and Professor, Juniata College*
- In his senior year [the Waldorf student I taught] applied for the prestigious Watson Fellowship, and he spent part of the summer and most of the fall of his last year working through a very elaborate application process. He had to develop a proposal for a year-long project that would take him to 4 or 5 countries and involve active engagement in many different types of community. He developed a superb proposal and although he did not win the fellowship, he was the strongest candidate in a group of very talented competitors.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- [The Waldorf student I taught] has taken on the most challenging research projects in my classes.
– *Noelwah R. Netusil, Professor, Reed College*
- After a semester's study in Cusco, Peru, [the Waldorf student I taught] determined to stay on and study independently in a local university, identifying the appropriate courses and presenting a clear rationale for each. When, due to circumstances beyond her control, these courses were not available, she rethought her goals and focused on an alternate course of study (Quechua language study) in a different institution. None of this fazed her; she faced these challenges with confidence, handling difficult circumstances without an institutional support network.
– *Leslie Offutt, Vassar College*
- [The Waldorf student I taught] was involved in a situation at college in which she was in the position to care for a student who experienced cardiac arrest. She performed CPR and stayed with the student until help arrived. Unfortunately, the student passed away, and she was deeply affected by this. Through it all though, so many students at Earlham recounted that they could not imagine a better person to be with this student as he passed. This is a testimony to the strength of character she has as well as her ability to inspire and be a role model to others.
– *Jay Roberts, Instructor, Earlham College*
- [The Waldorf student I taught] applied for a Watson Fellowship during his senior year at Ursinus College. He was one of our top 3 finalists for this prestigious award. The Watson Foundation disclosed to our Dean's Office that [the former Waldorf student] was rated our top candidate by their foundation. He did not receive one of their fellowships, but he did distinguish himself as the most outstanding Watson candidate from the 2006 applicant pool from Ursinus College.
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology & Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
- All of his papers were superb. My notes on the Division II portfolio (the middle two years' work) are all exceedingly positive—usually there are some weaknesses. I have worked here for 32 years and have seen over 200 portfolios—this was among the top 10 of all time.
– *Laurie Nisonoff, Hampshire College*

- Nearly everything [the Waldorf student I taught] wrote set him apart.
– *Professor Bruce Bromley, NYU, Lecturer in Expository Writing*
- [The Waldorf student I taught] was easily able to take her education into her own hands and work effectively on independent projects. Since graduating, she has applied to five PhD programs in biology; she was accepted into all five and is currently in her second year at University of California, Riverside.
– *Mark Riegner, Environmental Studies, Prescott College*
- There were many times that the maturity and emotional balance [of the Waldorf student I taught] impressed me. She participated in a field course to Bolivia in which the going was challenging for all students involved. She was sick several times on top of it, and through it all, she not only kept herself centered, but also would constantly check in with classmates and help them feel at ease and adjusted.
– *Dr. Timothy Crews, Professor, Prescott College*
- [The Waldorf student I taught] always seemed to me to be an old, wise soul, very compassionate. I remember her reaction to 9/11—she was devastated on behalf of the families who lost loved ones and the tremendous courage and sacrifices shown by all those who rushed in to help at the scene.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*
- [The Waldorf student I taught] seemed quite mature and was able to handle the stress of assignments quite well. She also was open and honest about her shortcomings—if a paper would be late or if she’d been unable to finish a reading assignment. I greatly appreciated this honesty and think it added to the seminar in general.
– *Eliza Ablovatski, Assistant Professor of History, Kenyon College*
- We had a brilliant transgendered student in our class, and [the Waldorf student I taught] was instrumental in guiding his peers to working with this student in human and beneficial ways.
– *Professor Bruce Bromley, NYU, Lecturer in Expository Writing*

6. Did any particular project, paper, or activity set this student apart from the rest?

- The scores on measures of cognitive and ethical development [of the Waldorf student I taught] were high.
– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire*
- All of her papers are exceptional. The one I think is among the more noteworthy is a response to a question she wrote in my Social Problems course about the reasons why humanity may need to develop a new kind of human being.
– *Paula K. Clarke, PhD, Professor, Columbia College, Sonora, CA*
- She produced an excellent senior thesis—a huge project, that required her to come to terms with several quite different scientific literatures, and to attend to changes in assumptions and interpretations from about a century ago to current practice. The work set the stage for her graduate studies and taught me a good deal.
– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*
- During her senior year, [the Waldorf student I taught] wrote, directed, designed, and starred in her own musical based on the life of Eleanor of Aquitaine. It was, in many ways, an amazing achievement, given the number of “hats” she wore. But I remember more fondly the papers she wrote for me in various history classes, many of which were illustrated or accompanied by some distinctive artistic appendix that showed some special, often humorous grasp of the material. My favorite is still the “Margery Kempe paper doll,” which accompanied an ex-

cellent essay on the importance of clothing in the autobiography of that 15th century Englishwoman. I often wish I had the know-how to reproduce and market it; it would make a fortune among medievalists!

– *Carol Symes, Assistant Professor, Department of History, University of Illinois at Urbana-Champaign*

- [The Waldorf student I taught produced] excellent thesis films throughout the program. He was chosen to receive a special (King Family) scholarship.

– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY Film Program*

- When his Deep Springs friends all sped off to Ivy League colleges, [the Waldorf student I taught] (though he was among the most able of the bunch) chose to attend the American University of Bulgaria to complete his undergraduate education because he sought to continue his relationship with experimental institutions of learning.

– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*

- The overall performance [of the Waldorf student I taught] was consistently excellent.

– *Nelson E. Bingham, PhD, Professor, Earlham College*

- He completed his design project in my APE553 course. He was the only student who was able to do this.

– *Jeremy Clark, Professor, School of Electronics and Computer Engineering Technology, Seneca College, Toronto, Canada*

- [The Waldorf student I taught] was a double major in French and Exercise and Sports Science. He was a varsity basketball player who “abandoned” his team to study abroad for one semester. The guys teased him without mercy and he smiled his crooked smile and let them talk. Eventually they accepted his position and his response helped them understand that it was OK to be an athlete who loves sports as well as French philosophy. He was mature and strong in his response to his peers and gained their respect in the process.

– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*

- She was mature and straightforward. When she had a problem meeting a deadline, she came to speak with me directly, without feeling the need to fabricate excuses.

– *Lynn M. Morgan, Professor of Anthropology, Mount Holyoke College*

- Her senior thesis was, by all accounts, an extraordinary work, earning a grade of “distinction.”

– *Leslie Offutt, Vassar College*

- Her academic work was solid and consistent. However, I would not say that she was “apart from the rest” academically. She was an excellent student but it was her more affective traits that set her apart in my view.

– *Jay Roberts, Instructor, Earlham College*

- All her work was exceptional: not only thorough regarding content, but aesthetic as well. Her Senior Project was of a professional quality.

– *Mark Riegner, Environmental Studies, Prescott College*

- Her senior project—a video production on food justice issues in West Oakland was outstanding. She had never done video, and took this media into a part of the Bay area that intimidates many people due to differences in race and class. Her final production contributed to such a complex set of solutions, it was hard to believe an undergrad could pull it all off. She was highly motivated and committed.

– *Dr. Timothy Crews, Professor, Prescott College*

- Her work was consistently of high quality—I don't think she received less than an "A" in any of the assignments for the two classes she took with me. The rigor of her thinking, the quality and depth of her research, the analytic insights, the clarity of the prose—all of these impressed me.

– *Zayn Kassam, Professor, Religious Studies, Pomona College*

- [The Waldorf student I taught] was an enthusiastic participant in our end of semester mock-conference on European Women's Issues. She had done a lot of research on the country she was representing and had a lot of factual information ready. Many students participated in the debates only for issues they had prepared, but she was able to add to almost all debates. She was a representative and advocate for her country's perspective in a serious way (without faking an accent or playacting stereotypes).

– *Eliza Ablovatski, Assistant Professor of History, Kenyon College*

7. Did this student appear strong in emotional intelligence? How was this observable?

- Usually she appeared "strong in emotional intelligence" and she handled conflict well. However, a few individuals could "unbalance" her. Because she could monitor herself well, she maintained good relationships with even the troublesome people.

– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire*

- He organized a group of students, fabricated equipment, planned a field campaign, executed the field survey, analyzed the data, and turned in top-notch thesis on the project.

– *Name withheld, Associate Professor, University of Vermont*

- She knows how to 'read' an environment – whether of students or of faculty. When she was the ONLY person in a class engaged and doing the work, she nonetheless did not allow the class to use her—she was quite skillful in discouraging the silent manipulation of the less engaged, and she did so by 'reading' them.

– *Paula K. Clarke, PhD, Professor, Columbia College, Sonoma, CA*

- "Emotional intelligence" is something I tend to get after the fact (or the failure). [The Waldorf student that I taught] is much better equipped than I am in this area.

– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*

- I believe that [the Waldorf student that I taught] has strong emotional intelligence. She is sensitive to those with whom she works, and she is able to conduct herself very well in stressful situations.

– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*

- [The Waldorf student that I taught] seemed to be a person of strong likes and loyalties, and Bennington was a place that encouraged that, too. I was initially discomforted by the fact she took at least one course with me every term. I thought I would run out of things to teach her, or that she might take advantage of our good relationship, and slack off in some way. That never happened. Quite the contrary.

– *Carol Symes, Assistant Professor, Department of History, University of Illinois at Urbana-Champaign; former on the faculty of Bennington College, 1998–2002*

- There have been other examples of [the Waldorf student that I taught] growth in emotional intelligence since then. I recently had the opportunity to meet with her at Wadham College, Oxford, England, where she is spending her junior year. Her work there has been excellent, and her adaptation to the Oxford method of study—not always easy for an American student – has been exemplary.

– *Joseph Lauinger, Professor of Dramatic Literature, Chairman, Literature Division, Sarah Lawrence College*

- Definitely. He got along with everyone, and was not easily swayed by his peers' enthusiasms and their occasional pettiness.
– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*
- [The Waldorf student that I taught] was huge fun to have in class and her love of life was infectious.
– *Dr. Susan Gardner, Philosophy Professor, Capilano College*
- [The Waldorf student that I taught] was a source of support for other students, good at resolving conflicts, and capable of seeking out support for herself when needed. She showed empathy for others' feelings and reacted accordingly.
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- In general, [the Waldorf student that I taught] was a very balanced, mature student with excellent communication skills.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- Yes, her academic study and interaction with people in Peru were fascinating to hear about.
– *Jeffrey C. Horst, Sustainability Committee Colleague, Vassar College*
- [The Waldorf student that I taught] is a very kind and charming young man. He is direct and makes eye contact when he meets you. The effect is that he connects immediately with warmth and intelligence. Both faculty and students love him and he is at ease with many different types of students. He is a quiet and gentle leader who does not dominate a group but rather holds it together.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- [The Waldorf student that I taught] was very aware of the psychological dynamics of other students in the class and seemed especially well attuned to people's feelings.
– *Lynn M. Morgan, Anthropology Professor, Mount Holyoke College*
- I would characterize [the Waldorf student that I taught] as being strong in emotional intelligence. She has taken on challenging research projects and is able to recognize her strengths as well as her limitations.
– *Noelwah R. Netusil, Professor, Reed College*
- [The Waldorf student that I taught] exhibited an openness to and empathy with others.
– *Leslie Offutt, Vassar College*
- The tone of [the Waldorf student that I taught] discussions always seemed to originate in a deeper source of awareness of herself as a feeling person than did those of her fellow students.
– *Jack Troy, Ceramics Professor, Juniata College*
- [The Waldorf student that I taught] always exhibited a great sense of humor and a strong resolve to be his own person and to embrace both his love for basketball and dancing.
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology and Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
- Absolutely. [The Waldorf student that I taught] always was balanced, respectful and had a wry sense of humor, no matter what ever else was going on.
– *Laurie Nisonoff, Hampshire College*

- [The Waldorf student that I taught] was not a needy student, and she would not get pulled in by less mature students' activities or demands. She really had a strong sense of herself. My co-instructor in Bolivia and I would comment that we hoped our daughters would grow up with a similar internal balance.
– *Dr. Timothy Crews, Professor, Prescott College*
- I think one has to be high in emotional intelligence in order to listen well and get to the heart of the matter, and [the Waldorf student that I taught] certainly exhibited that skill.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*
- His caring treatment of other people; the way he dealt with being the lone male in French classes full of women.
– *Frances Novack, Professor of French, Ursinus College*

8. What shortcomings did you recognize in the student that could be attributed to his/her education?

- None that I can think of would be attributed to her education.
– *Margaret Pobywajlo, PhD, Director of the Learning Center, University of New Hampshire*
- No shortcomings.
– *Name withheld, Associate Professor, University of Vermont*
– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*
– *Norman Derby, Teacher and Academic Advisor, Bennington College*
– *Noelwah R. Netusil, Professor, Reed College*
– *Leslie Offutt, Vassar College*
– *Charles F. Stegeman, Violin Professor and Chairman of Strings Department, Duquesne University*
– *Jack Troy, Ceramics Professor, Juniata College*
– *Tina D. Wailgum, PhD, ATC, Teacher (Kinesiology and Exercise Physiology) and Exercise and Sport Science Academic Advisor, Ursinus College*
– *Professor Bruce Bromley, NYU Lecturer in Expository Writing*
– *Mark Riegner, Environmental Studies, Prescott College*
- I think that she was less skilled and less motivated to engage in concrete work—requiring ‘epistemological dualism.’ Our culture requires a lot of this in the form of standard assessments (e.g. GREs), so I try to help such students understand the logic behind this kind of effort. I think this is an area where she would concur.
– *Paula K. Clarke, PhD, Professor, Columbia College, Sonora, CA*
- She did not have a very strong mathematical base—this led to her having to work far harder than other bright biology students in some biology classes, and probably accounts for her lack of success in chemistry. She was not good at abstracting the style of problem solving, as opposed to applying a formula. This is rather surprising, given her facility and interest in verbal (visual and musical) thinking. It has not, I might add, caused her any harm in a first rate doctoral program at UC Berkeley in cell biology.
– *Stan Rachootin, Professor of Biological Sciences, Mount Holyoke College*
- I did not notice any shortcomings that I would be able to attribute to her education. She has not yet determined her path in life and is exploring different options. This may relate to her education or to her life experience. She is young, and exploration is an important stage.
– *Randy Rutberg, Professor, Research Advisor, Hunter College, CUNY*

- She was quick to make assumptions and judgments about topics or areas of endeavor in which she was supposedly uninterested; but, after being persuaded, she would always branch out in this direction. I wonder if she was ever challenged enough to pursue things that were unpleasant or inorganic to her.
– *Carol Symes, Assistant Professor, Department of History, University of Illinois, Urbana-Champaign*
- [The student knew] how to move through the program and get as much from the educational opportunities it offered as possible.
– *Iris Cahn, Teacher, Co-chair of Purchase College/SUNY Film Program*
- Her idealism may one day break her heart.
– *Dr. Susan Gardner, Philosophy Professor, Capilano College*
- She had a love of learning and an ability to see connections among diverse ideas and experiences. She had a clear sense of her own identity and values.
– *Nelson E. Bingham, PhD, Professor, Earlham College*
- I was not aware of any shortcomings.
– *Jeremy Clark, Professor, School of Electronics and Computer Engineering Technology, Seneca College, Toronto, Canada*
- I can't recall any shortcomings. [The former Waldorf student I taught] was among the strongest students in her cohort.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- Waldorf education offers a very protective environment and I wonder if [the Waldorf student I taught], with all his accomplishments, has been sheltered a bit too much. Although he was competitive in sports, he did not have “killer instincts” in other parts of his life. This is why I like him so much and I don't think that it is a deficiency in my world. However, I know that beyond the protective and supportive world of school, college and family, he will have to confront that other reality.
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- Writing skills (organization, sentence structure, vocabulary, grammar) were below average.
– *Lynn M. Morgan, Anthropology Professor, Mount Holyoke College*
- The only thing that I think I could attribute back to Waldorf is perhaps some degree of “shelteredness.” This is difficult to criticize as it should be an aspiration of all educators to provide a warm, safe place to learn. However, when students come out of this cocoon to the harsh light of the “real world,” it makes for some difficult adjustments—I saw that from time to time with [the Waldorf student I taught] particularly on Southwest Field Studies.
– *Jay Roberts, Instructor, Earlham College*
- Sometimes she would be challenged by quantitative analyses. Typically, she would work through these difficulties without much problem, but it was a relative area of weakness.
– *Dr. Timothy Crews, Professor, Prescott College*
- None that I recall at this moment since there is a strong congruence between Waldorf system and Hampshire. I have had Waldorf graduates before and found this to be generally true.
– *Laurie Nisonoff, Hampshire College*

- Actually, I never thought of [the Waldorf student I taught] and shortcomings in the same breath or sentence.
– *Zayn Kassam, Professor, Religious Studies, Pomona College*

9. Have you taught other students from Waldorf schools? If so, how would you characterize them?

- [I have taught] quite a few [former Waldorf students]. They have all been good students with high ideals and the discipline to back them up.
– *L. Jackson Newell, President Emeritus, Deep Springs College, CA*
- I have taught other students from Waldorf schools. My impression of them is very favorable. In particular, I sense a willingness to take risks and make connections that surpasses that of most other students.
– *David Feldman, Professor of Physics and Mathematics, College of the Atlantic*
- I have not taught many Waldorf graduates but [those I have taught] all have the same broad approach to education. They are flexible, creative, and willing to take intellectual risks. They have a strong humanities foundation and are well prepared for liberal arts colleges where there is a strong emphasis on student success and achievement. (I must add a disclaimer: I know quite a bit about Waldorf education because my daughter attended Kimberton Waldorf School from 7th to 12th grade and received a well-rounded education. She had a solid background and was well prepared for college and life beyond school.)
– *Annette V. Lucas, Associate Dean and Professor of French, Ursinus College*
- [I have taught] several [former Waldorf students]. [They are] excellent independent, intrinsic learners. [They have an] excellent knowledge of craft skills and life skills (cooking, sewing, etc), excellent personalities and recognition of social concerns and justice. Areas of less strength—writing skills, traditionally framed academic exercises (tests, papers, etc.). Time management skills are also somewhat lacking. Finally, [the] ability to transition from Waldorf culture to college culture has been somewhat straining for a few of them. That being said, given a choice, I would love to educate a Waldorf student any time.
– *Jay Roberts, Instructor, Earlham College*
- [Waldorf students] are more perceptive and open. They seem to have much better self-image and esteem.
– *Charles F. Stegeman, Violin Professor and Chairman of Strings Department, Duquesne University*
- I find most of the [Waldorf students] to be creative thinkers, fully engaged in their educational process.
– *Mark Riegner, Environmental Studies, Prescott College*
- All were environmentally aware.
– *Frances Novack, Professor of French, Ursinus College*

ADDITIONAL COMMENT BY A COLLEGE PROFESSOR

- I would like to add that I was introduced to Waldorf education by a student and since then have done some research on my own. I am so favorably impressed that I have enrolled my daughter in a Waldorf program.
– *Professor Randye Rutberg, Hunter College, CUNY*

J.

Selection of Anecdotes from Employers

1. What stand out as unique qualities (if any) of this employee?

- Multitasking, amazing creative side that made her an incredible groomer, artistic ability to put a dog into a haircut.
- Her level of commitment and devotion to the work; willingness to go “the extra mile”; compatibility, compassion and enthusiasm.

2. Are they dependable? If “yes” please give an example.

- Very dependable; only missed one day with the stomach flu. Beyond dependable. In dog grooming business work by appointment; you have to come in or else. Never had to worry.
- Yes, if she says she is going to do something, she does it, on time. She is willing to substitute for others if they cannot perform their tasks.

3. How would you describe this employee’s cognitive flexibility?

- Very flexible. Quick learner. Always picked up everything quickly.
- She is continually trying to develop a deeper understanding and is open to new ideas, different aspects, and wider perspectives.

4. Does this employee demonstrate social awareness? Leadership? High ethical and moral standards?

- Absolutely, all of those things.
- Social awareness: Yes. Leadership: yes. High moral and ethical standards: yes. Very good social awareness of fellow co-workers and children in her care; takes initiative for activities and guides and helps newcomers graciously; is a model of ethical and moral standards.

5. Did this employee appear strong in emotional intelligence? How was this observable?

- Very balanced. Dogs came in that were abused and she was upset about something like that; but she never exhibited anything vengeful.
- She works with non-verbal and autistic children for whom she must intuit wishes and needs from non-verbal and other clues. She is thoughtful and caring towards her co-workers.

6. What shortcomings did you recognize in this employee that could be attributed to his/her education?

- No shortcomings at all.
- None from her education.

7. Have you employed other graduates from Waldorf schools? If so, how would you characterize them?

- None
- Yes. They generally have more artistic skills available and connect more quickly to elements in our anthroposophic culture that are familiar to them. Some are outstanding in creativity and taking initiative; others in caring and service. We do see some who are quite average.

K.

Selection of Anecdotes from Graduates

From Speeches at the Gathering of Waldorf Alumni/ae
75th Anniversary of Waldorf Education in North America
at the Rudolf Steiner School in New York City

Speaker 1: Graduate of Rudolf Steiner School NYC, 1965

I remember the kindness and lovingness in the teachers who [allowed me to work] with my emotional feelings. I believe those kinds of feelings have helped me in my work which is environmental problem solving.

I think, at the base of [your] heart, you have to have some belief in basic human goodness when you see all the terrible things that people are doing to the environment and try to solve all the problems that are going on.... You can't easily problem solve or be a creative thinker unless your feelings are rounded and you have a good sense of yourself, of our own being and your place in the world. You learn about that a little bit in eurythmy (and in yoga). You have to be in a steady spot to move to the next position, and I think that kind of training helped me gain perspective.

Speaker 2: Graduate of Rudolf Steiner School NYC, 1963

One of the things that impressed me so much about the integration of the curriculum was how we were taught to memorize poetry. It was a very integral part of what we did and has remained in my heart for the rest of my life.

Speaker 3: Graduate of Green Meadow Waldorf School, 1985

I find today there seems to be a sort of divorce for a lot of people between what they do during the day and their home life, and I can't help but think that Waldorf education [taught me that] you need to think all the time about the results of every action you take, really think, "What am I doing?" So when you go home to your family, you can take care of them and you love them. You need to know what is the effect of my daily work on that? That is something that is very certain in my life. I think that's a big thing that Waldorf gave to me.

Speaker 4: Graduate of Kimberton Waldorf School, 8th grade, 1960

[I have been a] Waldorf student, parent, teacher, and now I teach at a Quaker school. In my work, I see the need for children to engage their wills. I see children whose heads are so busy that their attention never gets to their fingertips... The first year I was [teaching outside of the Waldorf school] I took my 6th graders out to dig up clay and show them where it comes from. The first time we went out a girl said, "Did you put this out there for us?" I said, "No." But she was pretty insistent that I had put it out there. Six weeks into the course she was working on something and [held out] the clay in her hand and said, "This used to be just dirt." [At that moment] I was very grateful for my Waldorf education. I'm excited that Waldorf education fits, with all its ideals and imperfections, into the world.

Speaker 5: Graduate of Rudolf Steiner School NYC, 1975

I've worked in higher education administration and am now facing a career transition. [Finding the] confidence to pursue the future is a challenge, so it is personally important to me that my Waldorf education gave me the very central notions of the heart and the will that have helped me through these struggles and move forward.

Speaker 6: Graduate of Garden City Waldorf School, 2002

I play the viola. I was at Waldorf for five years and before that at public school. Before [coming to Waldorf I had] lost the willpower to practice in public school and stopped playing. But coming to Waldorf eventually gave me the willpower to want to practice again, and now music is what I want to do for my career, as well as being surrounded by the community in which it is okay to follow your heart as opposed to suppress it.

Speaker 7: Graduate of Hawthorne Valley School, 1993

As a cellist and doctoral student in performance, will is a very important part of my life. [After Waldorf] I had to go through a phase in my life where I [felt] I had to have a materialistic approach to the instrument in order to catch up with my peers who were technically more advanced than I, where before I had to stand back and say how can I build the most perfect vessel for my soul, how can I build the most perfect vessel for my music. Now as a doctoral student in performance, I have caught up and am incredibly grateful for the richness and abundance of my education in the Waldorf school. Because I have something to say in my music now; I'm not a machine.

Speaker 8: Graduate of Rudolf Steiner School NYC, 1968

I'm currently a physician working with the native population in Alaska. I think looking back at Waldorf education, what I took away from it, on a fundamental level we learned how to understand the world.

[We gained] the open faith that no matter what we face there is something to understand in the world. There is wisdom; there is something that is knowable. To keep probing to find what it is and through understanding it, we understand ourselves better. The will, again, has potential for arrogance but also tremendous freedom in that there is nothing you cannot do. So I think one of the things I carried away from Waldorf education that I can personally effect change in a wildly changing world.

We also come away with this fundamental idea that there is nothing we cannot do; there are boundless possibilities. I think that we can say in part about what we took away from Waldorf education is that there were no limits or something set in our way and there is no limit to what we can know if we set ourselves to the task. So a heartfelt thanks to the teachers and an acknowledgement of the foundation of the education and a personal gratitude for being able to stand in front of you today and say that.

Speaker 9: Graduate (name of school and graduation year not given)

[As an assistant professor in college where I taught operating systems], I found getting students to express themselves in their own words [to be difficult]. They yearned for easy answers or answers that conformed to their beliefs. Standing in front of them it really struck me that there were teachers here at the Steiner school who were working really hard to allow us to express ourselves in our own way... without fitting into some sort of societal mold—that the goal should be to teach. The teachers taught the students how to express themselves in a way that allows spirituality to come out if the student is indeed spiritual or allows some sort of talent to come out, even if the student denies a spiritual event. It is very, very difficult and to a teacher it must feel an extraordinary challenge, and the teacher must have the will to allow them to grow.

Speaker 10: Graduate of Washington Waldorf School, 1988

Having been a Waldorf student for twelve years, I learned as everyone has said, to express myself both through my thinking and my heart forces and to have the need to bring [those forces] to the world, which I do now as a Waldorf teacher. I'm able to do that not only in my classroom but also in the way that a Waldorf school is organized through the collegial working where everyone's voice has equal weight.... I can not imagine being in a school where I would not have a voice that could be heard, that I could not work consciously with all that comes out of my head and my heart and put that into my will.

Speaker 11: Graduate of Rudolf Steiner School NYC, 1969

I'm glad I was able to experience the creativity and am providing this for others.

Additional Quote: Graduate of Great Barrington Waldorf High School, 2006

In high school, I gained a foundation in real knowledge that is already evident in college. This is true in math and science, not just in art and history. In chemistry at Rochester Institute of Technology (RIT), I can explain to my classmates what happens when a particular acid and a particular base mix because we mixed those chemicals in our chem lab at Simon's Rock in 10th grade. Other students learned about acids and bases from textbooks, or their lab experience wasn't meaningful, and so they can't picture what happens. Classmates and dorm friends constantly ask me how I know what I know—it's not that I know more facts than they do, but that I have remembered what I learned and I know how to connect facts to relate them to what I'm doing.

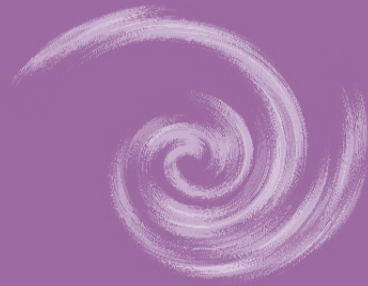
Our learning in high school was hands-on and active. At the Waldorf high school, we learned how things are connected, how they relate and make sense, and how we can be interested in them. In every course we learned the course material and we were also able to complete projects—art projects, science projects, anything—that related to our own interests.

I know how to seek out my professors to get their help, which many of my classmates don't even think to do, because my high school teachers were always present and helpful. And in high school I didn't just have one teacher to ask, I could ask anyone for help. The teachers were always willing to take time—during lunch, after school, whenever—if I needed help. I couldn't get lost in high school.

I was able to find my place at a large school—RIT has 15,500 students—because I had made my place at this small school. Also, although RIT is large, my program is relatively small. If you think of a huge place as a collection of small communities, it is not difficult to find your place. For example, because of my experience as an exchange student in Peru and because I grew up speaking German, I have chosen to live in an international dorm. My floor is like my new family, just as this school was my family when I was here.

Additional Quote: Graduate of Hartsbrook School, 1995

I was asked to describe how my [Waldorf] education has served me in life—but that's like asking me how my heart has served me in life! It has been so essential. Now, I am not saying that knitting got me into Yale. But [Waldorf education] helped me develop a vitally important capacity which I would call 'cognitive love'—the ability to embrace the world with one's thinking, to engage one's mind actively in loving dedication to a brighter future.



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