



OUR GRADUATES WALDORF SCHOOL of Lexington

According to Molly Carnathan, WSL class of '08 every WSL graduate carries an invisible **Waldorf Tool Bag** with them. “Some of the tool include:

- **A killer handshake**—it comes in handy at your first job interview.
- **A Renaissance education**—knowing a little about a lot.
- **An ability to communicate** with people of all ages.
- **Life long friendships**—that will stay with you and serve to connect you to other people who have had the same experience as you.
- **Imagination**—a tool that all of our graduates have in great depth.

“Waldorf education addresses the child as no other education does. ... By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.

— Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

AT A GLANCE*

94% of Waldorf graduates attend college

51% of Waldorf graduates pursue advanced degrees

42% of Waldorf graduates choose science as a major in college

89% of Waldorf graduates are highly satisfied in their choice of occupation

** The Research Institute for Waldorf Education regarding data from Waldorf graduates throughout North America.*

Our Alumni

Our alumni represent inspiration in action. Waldorf graduates have the ability to integrate thinking; to assimilate information as opposed to memorizing isolated facts; to be flexible, creative and willing to take intellectual risks; and to be leaders with high ethical and moral standards who take initiative and are passionate to reach their goals.

High Schools |

WSL graduates have enrolled in the following public high schools:

Acton-Boxborough
Arlington
Bedford
Brookline
Cambridge Rindge & Latin
Chelmsford
Concord-Carlisle
Lexington
Lincoln-Sudbury
Maynard
Milford
Minuteman Technical
Newton North
Shawsheen Technical
Wayland
Watertown
Weston
Wilmington
Winchester

And in the following regional independent schools:

Arlington Catholic
Beaver Country Day School
Belmont Hill School
Boston University Academy
Buckingham Browne & Nichols
Cambridge School of Weston
Chapel Hill-Chauncy Hall School
Commonwealth School
Concord Academy
Cushing Academy
Heritage Academy
High Mowing School
Holderness School
Lawrence Academy
Lexington Christian Academy
Middlesex School
Milton Academy
Miss Porter's School
Noble & Greenough School
Northfield Mount Hermon School
Phillips Andover Academy
St. John's Prep
St. Sebastian's School
The Newman School
The Rivers School
Waldorf High School of Massachusetts Bay
Waldorf School of Saratoga Springs
Waring School

Adjoa Jones de Almeida 1987



When I entered the Waldorf School in 6th grade, I had recently arrived from Brazil—initially living with family friends in the Bronx, NY—then moving to Boston with my mother. It was a time of great transitions and I appreciated the small, intimate class setting,

as well as the care and support I received from Ms. Rainville and later Mr. Brandes. I especially remember our musical morning circles, our walks in the fields/woods behind the school, and how enchanted I was by my introduction to calligraphy.

Waldorf allowed me to become passionate about learning. It shifted the emphasis from school as something that you do to gain approval from others, to school as a place of discovery for self. It also introduced me to the arts as a pedagogical approach to all learning, rather than simply being regarded as a standalone subject. This has been a core understanding that I've carried with me throughout my professional career from community organizer, classroom teacher, to now Director of Education at the Brooklyn Museum, in New York.

After Waldorf, I attended Brookline High School, and later Brown University where I graduated Phi Beta Kappa, and with honors. My success in school was driven by my curiosity and hunger to investigate the things I felt passionate about. This yearning was very much supported and encouraged in my years at Waldorf. ▶▶

Colleges

Below is a partial listing of colleges and universities that WSL graduates have attended:

Allegheny College	Merrimack College	University of Edinburgh
American University	Middlebury College	University of Hartford
Bard College	MIT Sloan School of Management	University of King's College, Halifax
Barnard College	Mount Holyoke	University of Massachusetts
Bates College	New School for Liberal Arts	University of New Hampshire
Bennington College	NC School for the Arts	University of Pennsylvania, Medical School
Boston College	New York University	University of St. Andrews, Scotland
Boston University	Northeastern University	University of Toronto
Brandeis University	Northwestern University	University of Vermont
Bryn Mawr College	Oberlin College	Vassar College
Clark University	Occidental College	Vanderbilt University
Colgate University	Parsons School of Design	Warren Wilson College
College of the Atlantic	Princeton University	Wellesley University
Columbia University	Reed College	Wesleyan College
Connecticut College	RISD	Wheaton College
Eastman School of Music	Rice University	Williams College
Emory University	Rochester Polytechnic Institute	Worcester Polytechnic University
George Washington University	St. Michael's College	Yale University
Grinnell College	St. Olaf College	
Guilford College	Scripps University	
Hampshire College	Skidmore College	
Harvard University	Smith College	
Haverford College	Southern Methodist University	
Hobart and William Smith Colleges	Stevens Institute of Technology	
Indiana University, Jacobs School of Music	Suffolk University	
Ithaca College	Swarthmore College	
Kenyon College	Tufts University	
Lesley College	Tulane University	
Lewis & Clark College	University of British Columbia	
Macalester College		

I had wonderful, transformative experiences at Waldorf. Although as an African-American and Brazilian child, I often yearned for more diversity, my intellect, body, and spirit were incredibly nurtured during my years there.

I'm blessed to have an amazing life-partner with whom I have two beautiful children. I have many passions: reading, writing, sewing, singing, teaching, and collaborating with others to harness the power of the arts for personal and collective transformation. After graduating from Brown University in 1995, I received a Fulbright fellowship which allowed me to research community schools and cultural identity in Bahia, Brazil. In 1996 I helped to create Sista II Sista (SIIS), a women's

collective in Brooklyn dedicated to supporting young women of color. In 2005, I earned my Master's from Columbia University/Teacher's College in International Educational Development where I focused on global popular education movements. From 2006-2013 I moved with my family to Arembepe, Bahia where we co-founded a community based organization, Diáspora Solidária, committed to social and environmental justice, artistic expression, and youth development. During those years I also worked as a watercolor and handwork teacher at a Waldorf School in Bahia, Brazil, called Escola Acalento. Currently, I live with my family in Brooklyn, NY. ■

Shaheen Bharwani 2011



Shaheen Bharwani (Waldorf '11) is an equity research analyst at Frontaura Capital, a Chicago-based frontier markets hedge fund that invests in publicly traded companies in developing countries. His work involves building and maintaining financial models and using financial and economic data as

well as conversations with management and local brokers to forecast earnings and stock price performance.

Strengths from my time at Waldorf

Waldorf was instrumental in nurturing my intellectual curiosity and empowering me to learn on my own. I believe that all children are born with an innate sense of curiosity and wonder about the world around them and that it is the job of educators to stimulate that curiosity further and equip their students with the confidence to seek out their own answers. My Waldorf teachers almost never gave me straight answers to the hundreds of questions I would ask. We would be doing a chemistry experiment in class and Mr. Bloomquist would make us write down every detail of the procedure and every observation of the phenomenon - without giving us any context whatsoever! We would later discuss our observations, and out of the discussion would emerge the theory or rule we were testing. As frustrating as these classes were to my younger self, who wanted all the answers immediately, I am now thankful for the skill set I acquired as a result. This is quite a valuable skill set in many careers (often called being "data-driven"). In the hedge fund industry, being empirical and data-driven in your approach is an absolute requirement. ■

Caroline Dressler 2014



After an intense but very good year in the Tufts/New England Conservatory Dual Degree program, I am excited to be transferring to Brown University in the fall to continue my undergraduate studies.

This summer I am working with Tufts University Ph.D. candidate Avalon Owens,

who earned her Masters degree studying firefly ecology in Asia, and has since been interested in how various wavelengths and intensities of light effect fireflies across their life stages (egg, larva, pupa, adult). We will be doing experiments to observe dispersal of adult fireflies relative to a light source, development of lab-reared larvae under artificial full-spectrum light, and flash communication between individual males and females in enclosed chambers under varying light conditions. However, our main objective is to observe whether specific colors of light have a greater or lesser impact on firefly mating activity in the field setting.

Today, more than 80% of the world's population lives beneath light-polluted skies. What does this mean for non-human life on our planet? More specifically, are populations of dusk and night-active species, who rely on bioluminescent signals to mate, able to persist? For the months of June and July, I will be conducting research experiments in the Allegheny forest in Pennsylvania, where three genera and 15 species of firefly are known to exist.

The results of this experiment may indicate a way for humans to alter the composition of our light sources in order to have a lesser impact on firefly population persistence.

My participation in this research is thanks to the Tufts Department of Biology REU program, which is funded by the National Science Foundation. REU (Research Experience for Undergraduates) provides funding for university labs to hire summer undergraduate research assistants. This research project is affiliated with the Lewis Lab at Tufts, which specializes in mating behavior, reproductive cycles, and the evolution of these characteristics and processes over time. ■