

# Survey of Waldorf Graduates

Phase II



# Leading Thought



"We must recognize in the children who are born today a preview of what must be developed in the coming generations; we must learn to educate prophetically."

— Rudolf Steiner from *The Riddle of Our Age*



# Education for the Twenty-First Century

In his book, *A Whole New Mind: Why the Right-Brainers Will Rule the Future*, Daniel Pink lists six virtues necessary for education in the 21st century:

- empathy
- story
- play
- synthesis
- meaning
- design (meaning "integration")



# Reply



"Waldorf education already gets this  
and does this."

– Patrick Bassett, President NAIS, 2006



# Buzzwords in Education

The Survey of Waldorf Graduates, Phase II indicates that Waldorf Education is achieving the following in its graduates:

- Multiple Intelligences and Cross Disciplinary Learners
- Global Consciousness and Sustainability
- Basis for Moral Navigation
- Creative Problem Solving
- High Levels of Social Intelligence
- Environmental Stewardship
- High Levels of Emotional Intelligence
- Thinkers Who Think Outside the Box



# Method

We gathered the following:

- **Data** about graduates
- **Statistical information** from Waldorf Graduates
- **Anecdotal reports** from professors, employers, and alumni/ae



# Waldorf High Schools Are Growing Rapidly

In the last decade the number of Waldorf High Schools in North America has more than doubled



# Which Grades Did Respondents Attend?

Over half of the respondents attended the full 12 years of Waldorf elementary and high school education

# Questions

- Which colleges and universities do Waldorf alumni/ae attend and from which have they graduated?
- Which fields of study do they pursue in college or university?
- Which degrees do they earn?
- Which occupations do they pursue after graduating from college or university, or after completing high school?



# Questions

- How are Waldorf graduates perceived by their professors and employers?
- What do Waldorf graduates hold as values and which personal and social interests do they cultivate?
- What are the qualities of their personal relationships and of their personal health?



# Basic Data

- 526 individuals participated in the survey
- 27 Waldorf high schools participated
- Survey included responses from graduates from 1943 – 2000



# Profile of a Waldorf Graduate

- After graduating from Waldorf, attends college (94%)
- Majors in arts/humanities (47%) or sciences/math (42%) as an undergrad
- Graduates or is about to graduate from college (88%)



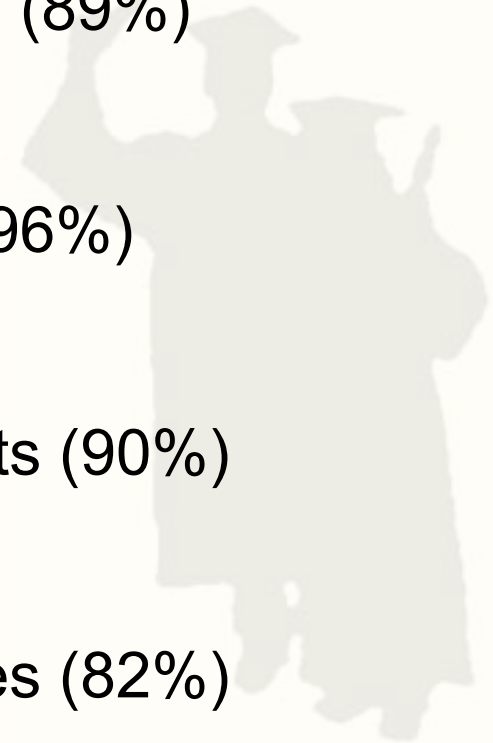
# Profile of a Waldorf Graduate

- 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 at work



# Profile of a Waldorf Graduate

- Is highly satisfied in choice of occupation (89%)
- Highly values inter-personal friendships (96%)
- Highly values tolerance of other viewpoints (90%)
- At work cares most about ethical principles (82%)  
and values helping others (82%)



# Level of Post-Secondary Study

## Statistical Data:

- 94% of Waldorf graduates attended college or university
- 88% graduated from college
- 42% chose science as a major
- 47% chose humanities as a major
- 91% are active in lifelong education
- 92% placed a high value on critical thinking



# Comparison of Waldorf and US Population

Declared Majors	General US Population 1991–2002	Waldorf Graduates 1991–2002
Arts & Humanities	14.6%	39.8%
Social & Behavioral Sciences	10.9	29.9
Life Sciences	6.2	9.9
Physical Sciences & Math	2.0	2.8
Engineering	6.4	1.8
Computer & Information Sciences	6.1	2.5
Education	7.3	2.1
Business & Management	19.3	4.6
Health	11.6	5.6
Other Technical & Professional	9.7	0.4
Vocational , Technical, & Other	5.9	0.6



# Comparison of Waldorf and US Population

Compared to the general U.S. population:

- Almost 3 times as many Waldorf graduates study **social and behavioral sciences**
- About 50% more Waldorf graduates study **science and math**
- Almost 3 times as many Waldorf graduates major in **arts and humanities**



# Majority of Graduates Pursue Advanced Degrees

## Students Currently in College

Intend to study  
beyond undergraduate  
level

**79.6%**

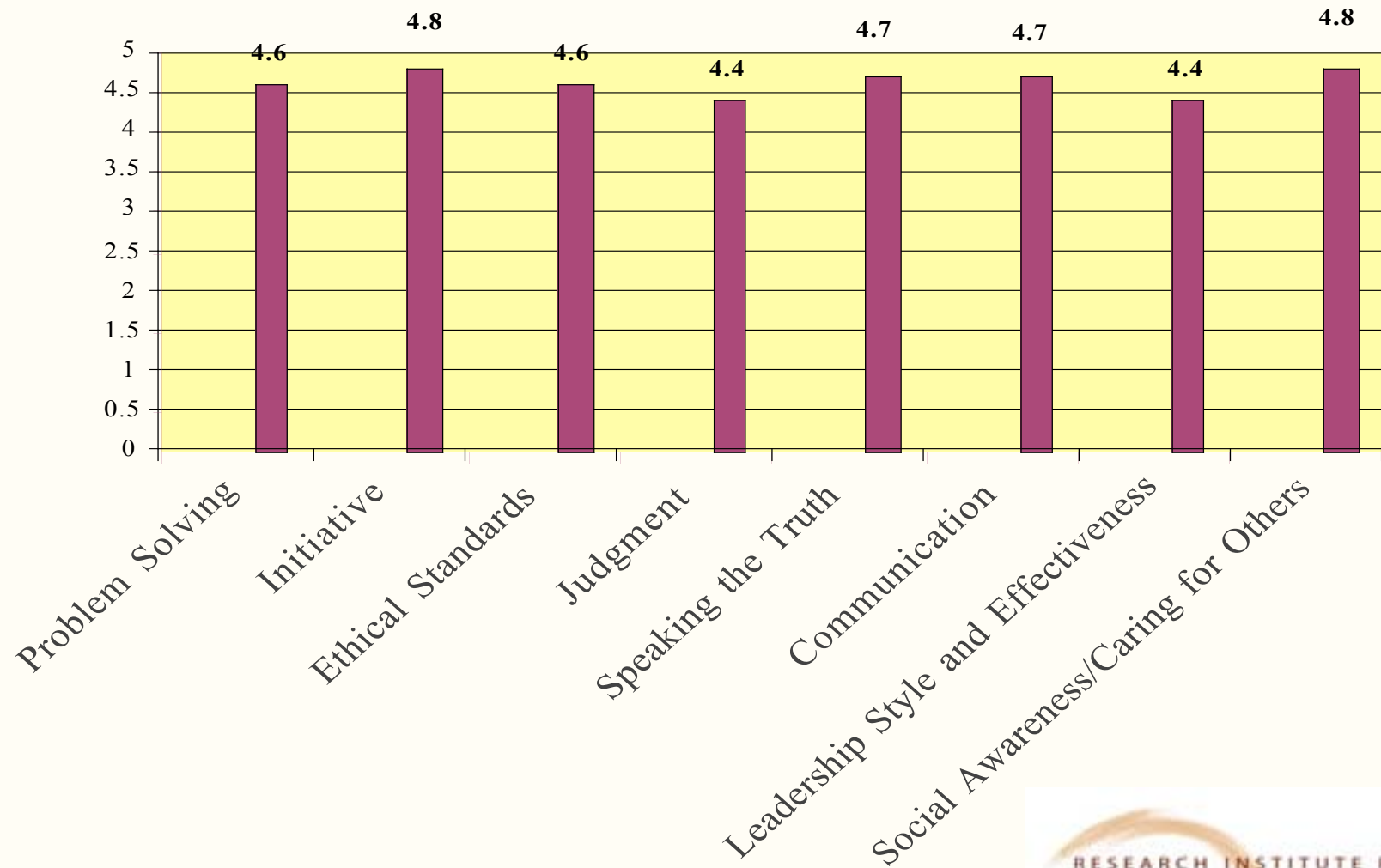
## Students Graduated from College

Have studied  
beyond undergraduate  
level

**51.1%**



# Ranking of Waldorf Graduates by Professors



# Ranking of Waldorf Graduates by Professors

College professors praise Waldorf graduates for their social awareness, initiative, communication, and truthfulness



# Testimonials by Professors

“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.”

– *Timothy Crews, Professor,  
Prescott College*



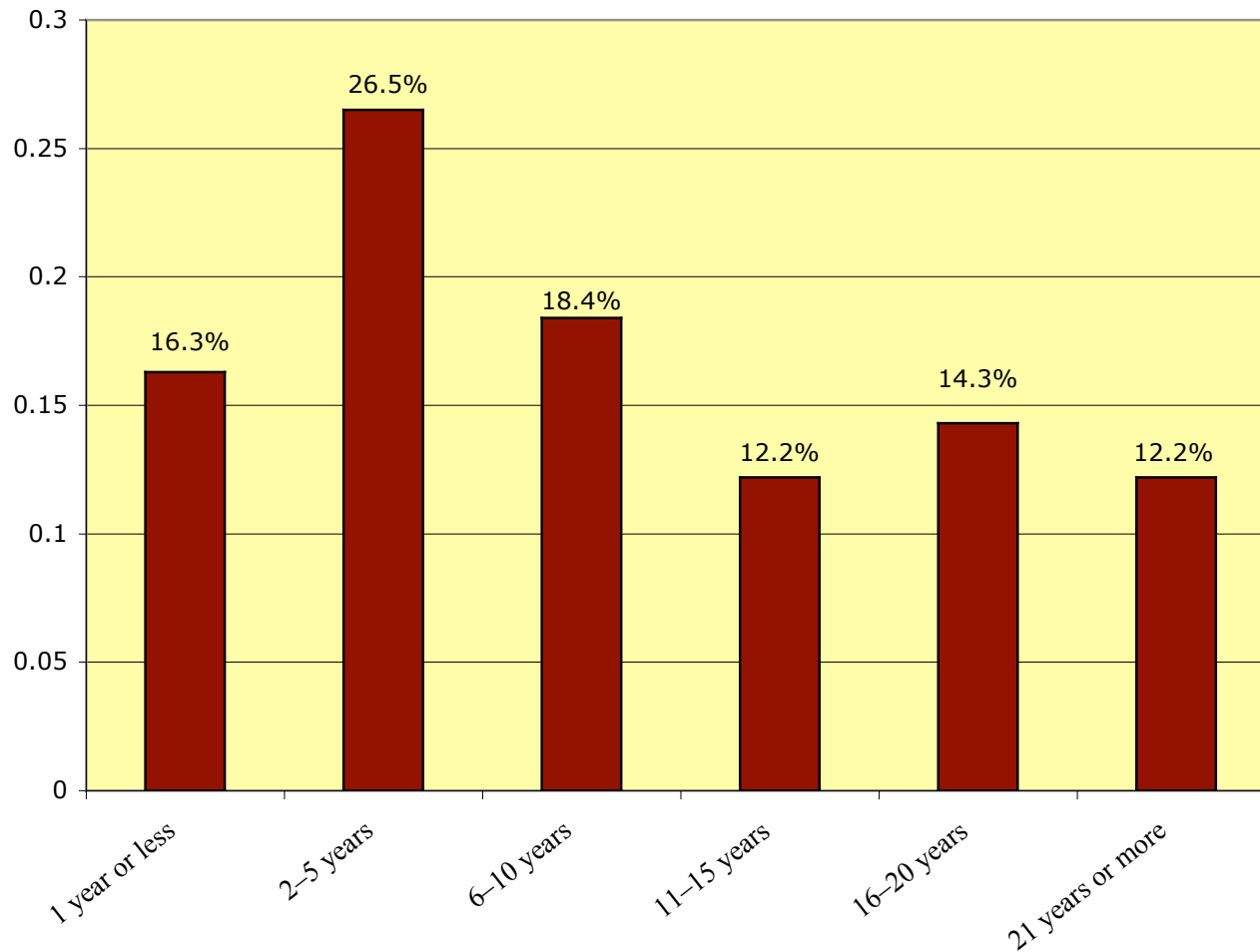
# Occupations Undertaken

*Ranked most to least frequent for all participants*

	<b><u>1944-1993</u></b>	<b><u>1994-2001</u></b>
Education	17.2%	9.1%
Fine and Studio Arts (incl. Architecture)	9.9	9.8
Administration, Management, and Development	8.2	9.8
Performing Arts (Broadcasting, Dance, Film, Music, Theater)	6.9	11.2
Health and Medicine	8.2	7.7
Business	7.7	5.6
Various Professions or Trades	6.0	7.7
Publishing, Journalism & Writing	8.6	1.4
Sciences and Technology	4.3	8.4
Environment, Horticulture, and Agriculture	2.6	4.9
Government, Politics, Lobbying, Planning	3.4	2.8
Not for Profit and Volunteer	1.7	4.9
Social and Human Services	3.4	1.4
Advertising and Marketing	3.4	0.7
Trades: Construction and Mechanical	1.7	3.5
Engineering	2.1	1.4
Retail hourly	0.0	4.9
Office and Clerical	1.7	1.4
Law	1.3	1.4
Raising Family	1.7	0.7
Athletics/Sports	0.0	1.4



# Years in Same Occupation



Graduates directly entering the work force



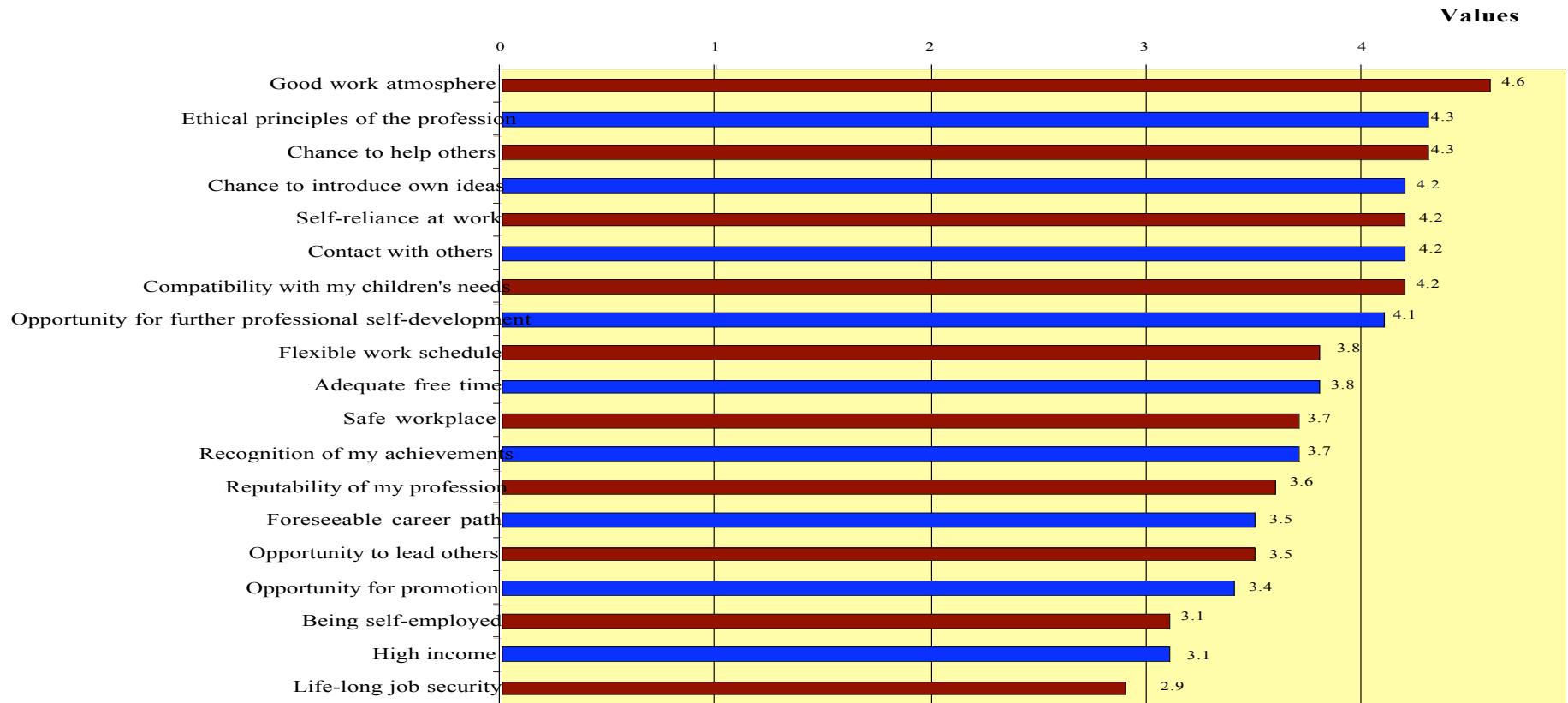
# Years in Same Occupation

- Over 55% of the respondents are in the same job for 5+ years
- Over 35% of the respondents are in the same job for 10+ years
- Over 25% of the respondents are in the same job for 15+ years

Graduates entering directly into the work force



# What Is Important in Work Environment?



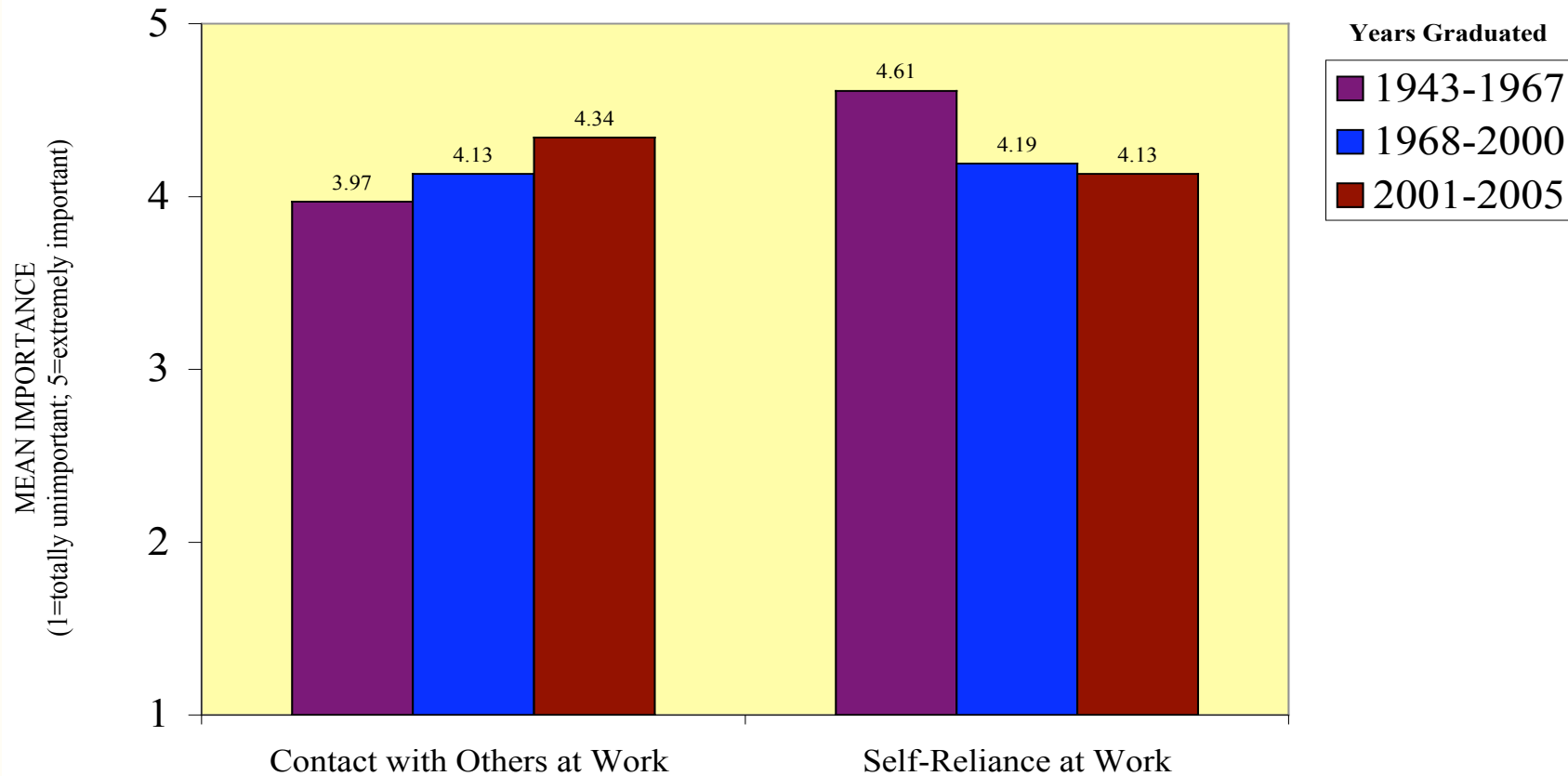
# Relationship to Work

A good job atmosphere, ethical principles, and the chance to help others were most important to Waldorf graduates at work

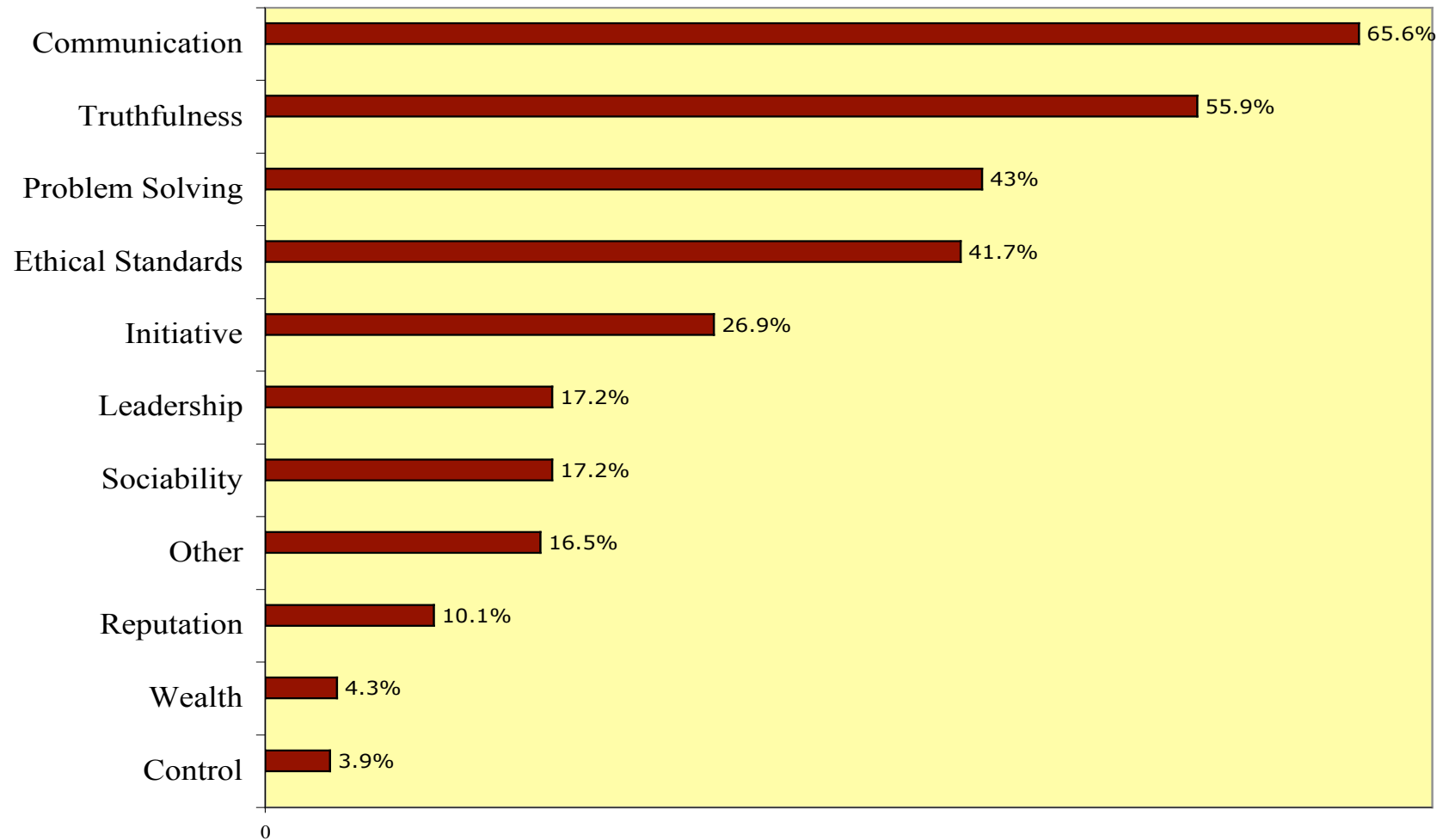


# Statistical Analysis: Social Inclusion

## What do Waldorf graduates value at work?



# Life Skills Ranking

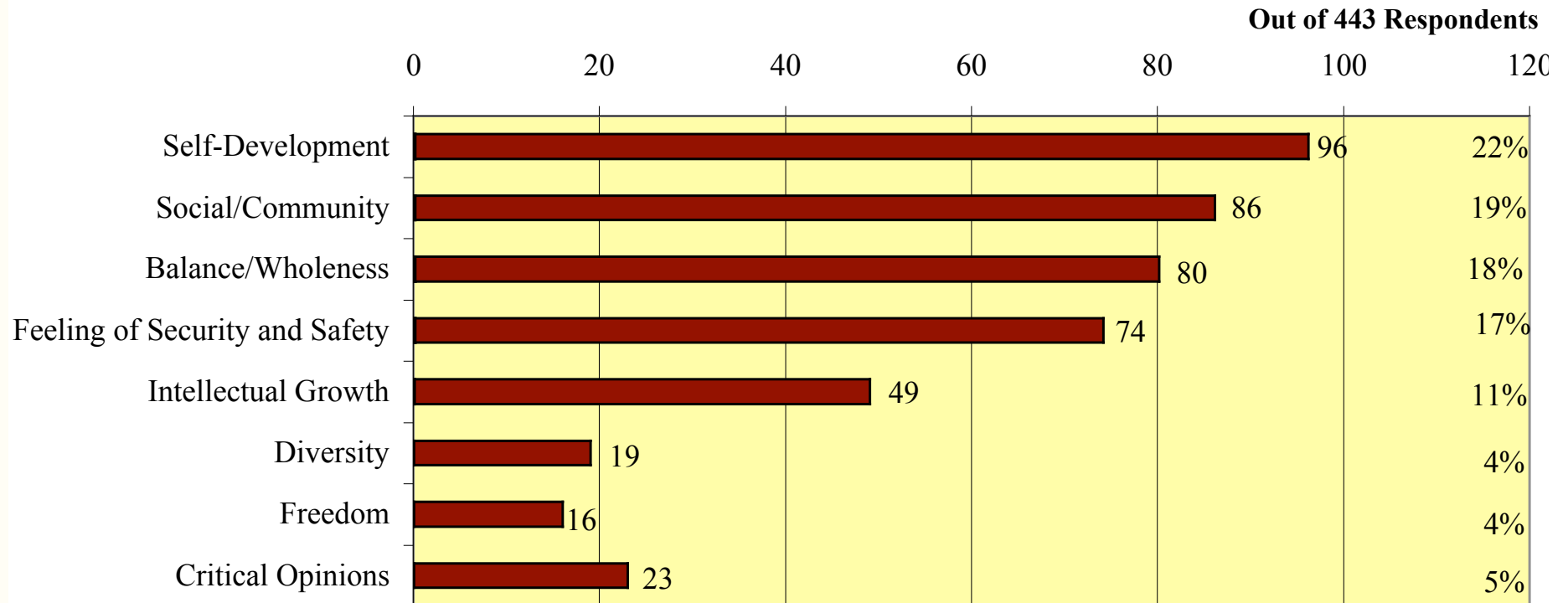


# Life Skills Ranking

Communication – vital for good interpersonal relationships – was ranked as the highest life skill by respondents, followed by truthfulness and the ability to problem solve



# What Do You Recollect from Your Education

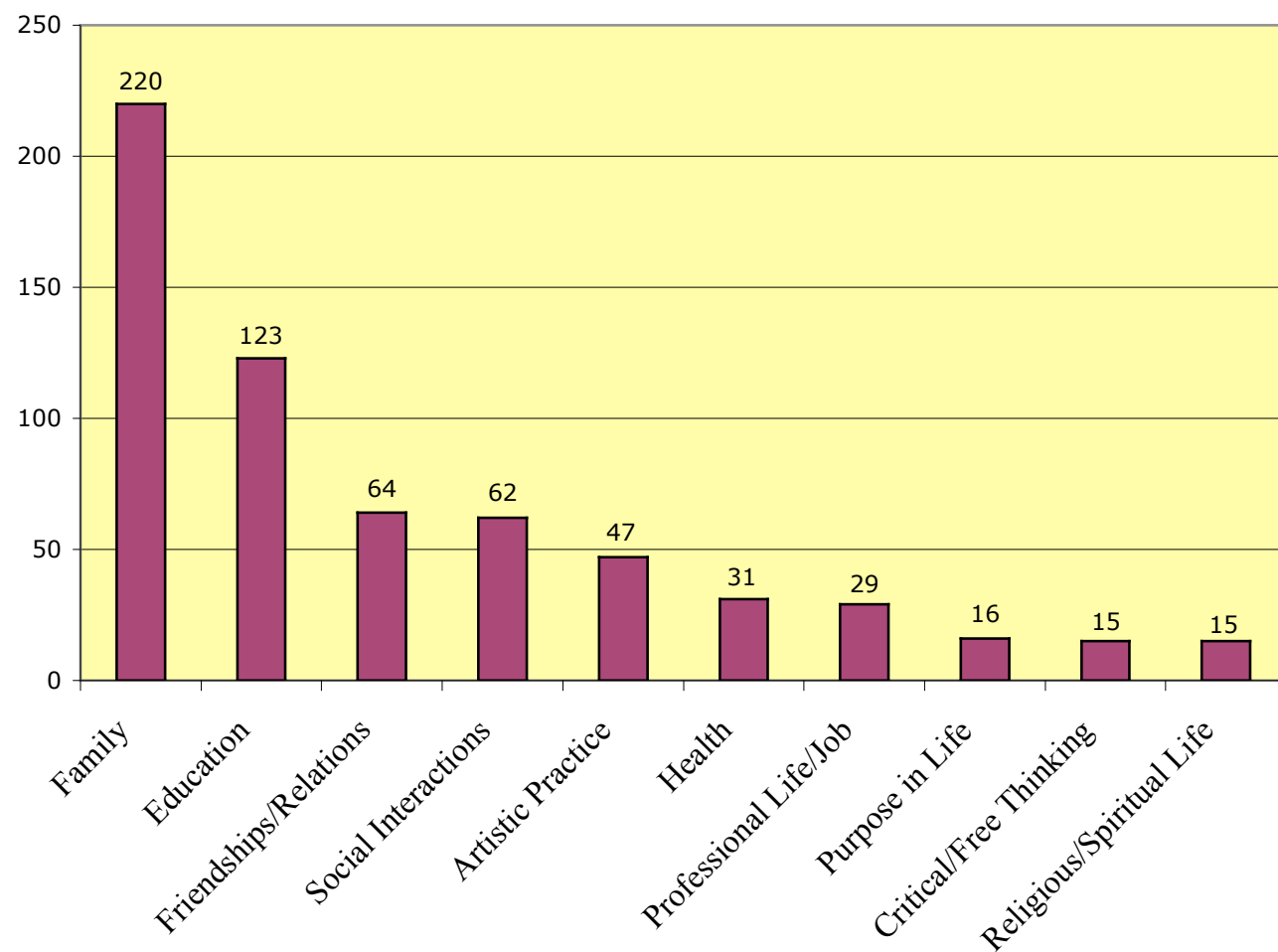


# What Do You Recollect from Your Education

Self-development, wakefulness to social and community life, as well as balance or “wholeness” were the graduates’ foremost memories of their Waldorf education



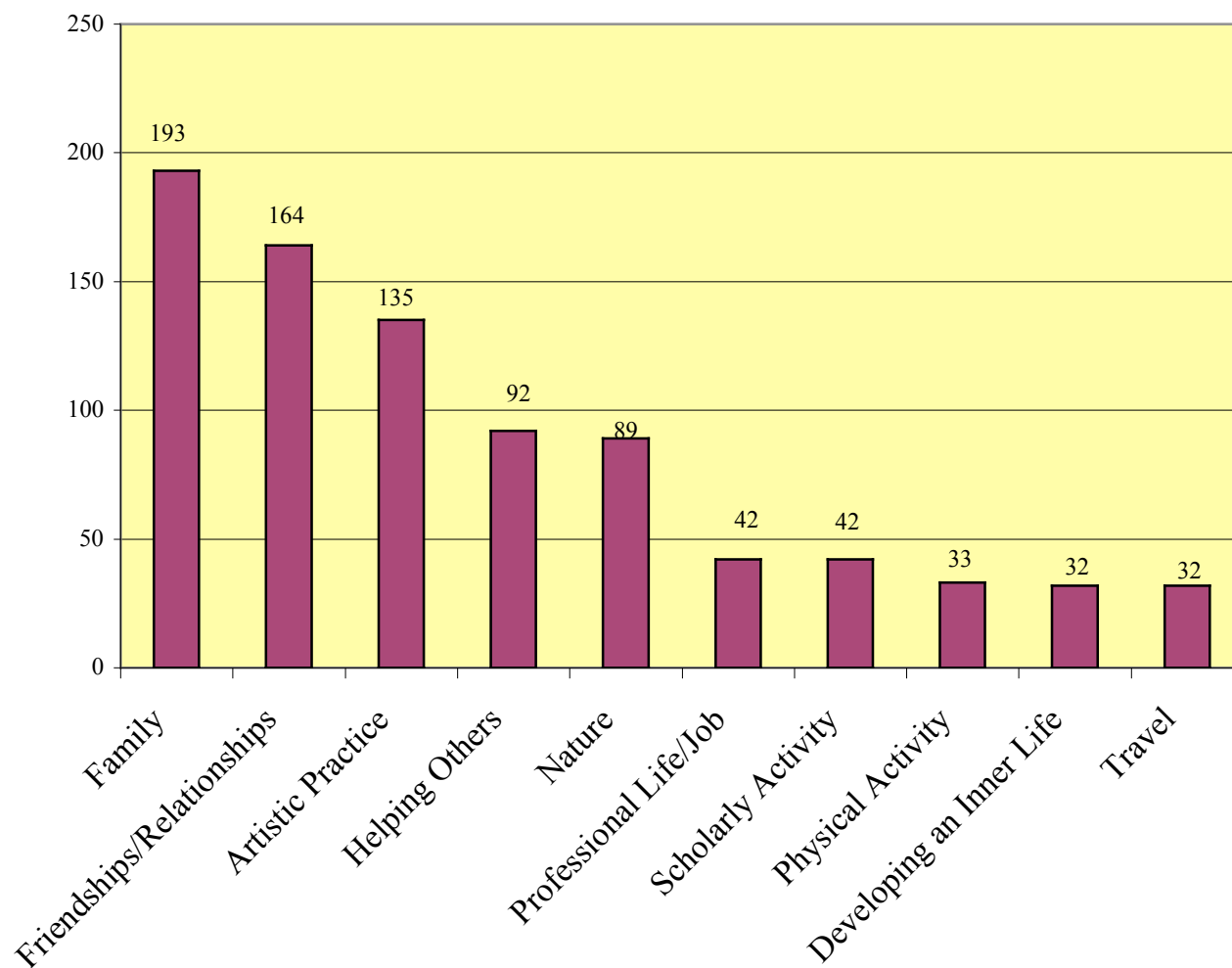
# What Is Your Greatest Gift?



# What Is Your Greatest Gift?

Social relations, education, and artistic practice were the gifts graduates most appreciated, indicating a high level of interest in humanity

# What Is Your Greatest Joy?



# What Is Your Greatest Joy?

Again, social interactions, education, and artistic practice were listed as the greatest joys in life



# What Is Your Greatest Challenge?

Responses to this open-ended question were coded into four categories:

- Relationships / Helping Others
- Ethical Matters
- Lifelong Learning
- Balance, Self-Confidence, and Self-Worth



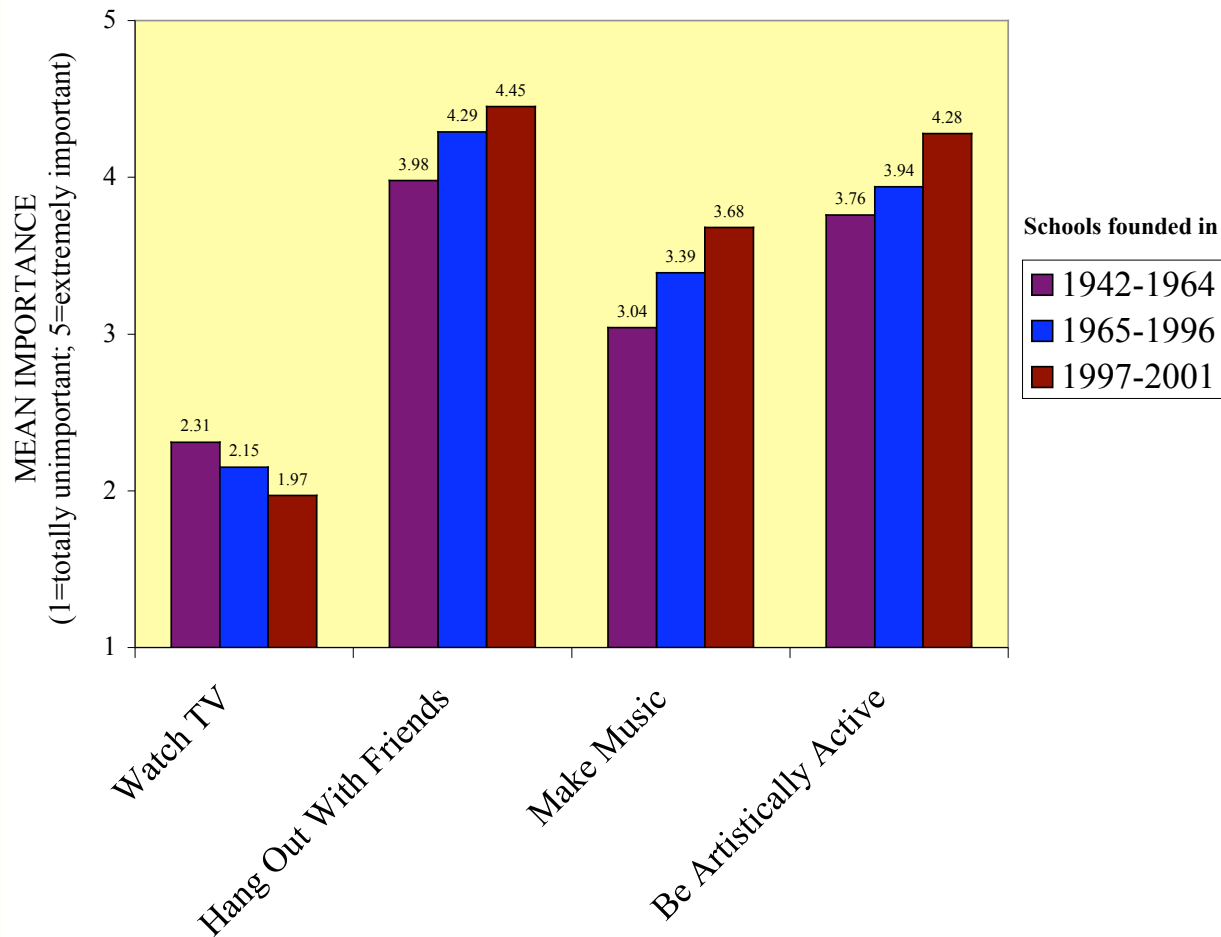
# What Is Your Greatest Challenge?

Self questioning and inner striving toward perfection were seen as the top challenges, along with family issues and the struggle to achieve balance in life



# Statistical Analysis: Cultural & Social Activities

## How important to Waldorf graduates is watching television?



# Statistical Analysis: Cultural & Social Activities

Graduates prefer artistic activity to watching television

# Aspects Rejected but Now Seen Differently

<u>Category</u>	<u>Response</u>	<u>Percentage</u>
<b>Eurythmy</b>	<b>30</b>	<b>23%</b>
<b>Nurturing/Discipline</b>	<b>27</b>	<b>21%</b>
<b>Wholistic, multi-faceted curriculum</b>	<b>22</b>	<b>16%</b>
<b>Media restriction</b>	<b>17</b>	<b>13%</b>
<b>Spiritual foundation</b>	<b>11</b>	<b>8%</b>
<b>Tolerance of different beliefs &amp; ideas</b>	<b>10</b>	<b>7%</b>
<b>Will developing activities</b>	<b>10</b>	<b>7%</b>
<b>Other responses</b>	<b>7</b>	<b>5%</b>
	<hr/> <b>134</b>	<hr/> <b>100%</b>



# Waldorf Graduates' Relationship to Anthroposophy

Positive/affirming	28.0%
Practicing/engaged	9.5%
Neutral/indifferent	36.3%
Critical/skeptical	9.3%
Negative/rejecting	1.9%
Other	15.0%



# Waldorf Graduates' Relationship to Anthroposophy

The claim by critics that Waldorf education indoctrinates students with anthroposophy is not supported by the responses of the graduates

# Three Key Findings

1.

Waldorf graduates think for themselves and value the opportunity to translate their new ideas into practice. They both value and practice life-long learning and have a highly developed sense for aesthetics.



# Three Key Findings

2.

Waldorf graduates value lasting human relationships—and they seek out opportunities to be of help to other people.



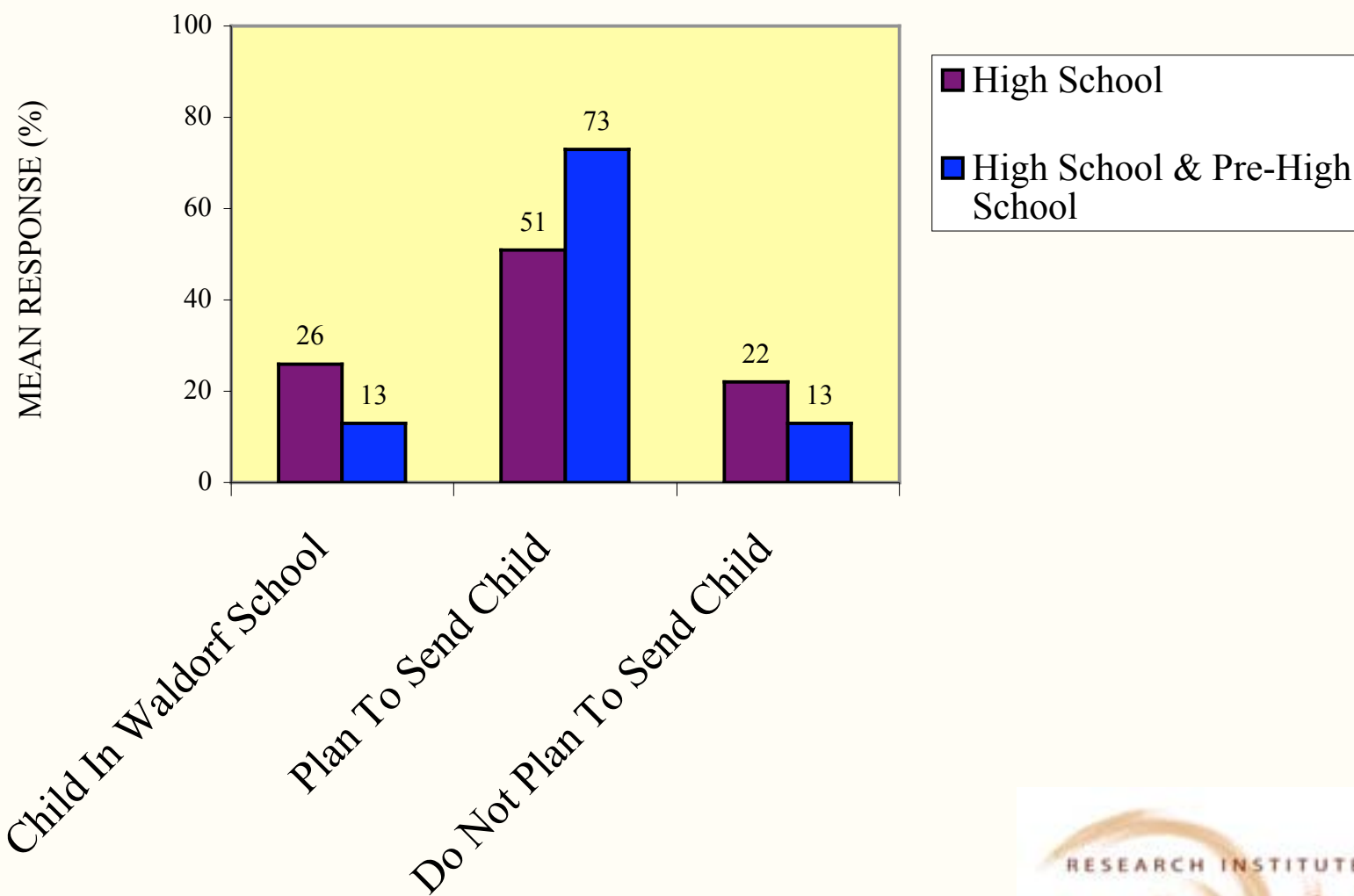
# Three Key Findings

## 3.

Waldorf graduates 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.



# Statistical Analysis: Graduates' Own Children



# Statistical Analysis: Graduates' Own Children

Great majority of Waldorf graduates want to send their children to a Waldorf school



## Problems Encountered with the Survey

- Inconsistent record keeping by some Waldorf High Schools limited the survey
- Population was self-selecting
- Majority of the responses came from the oldest schools with the most graduates
- Survey was conducted by the Research Institute rather than by a disinterested party
- Some narrative responses were hard to characterize
- Few graduates answered the health section
- Few employers answered the survey



# How Can AWSNA Schools Use This Survey?

- Admissions
- Development
- Teacher Recruitment
- Further Analysis
- Publishable Quotes
- School Renewal



# Final Words

“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.”

– *Randy Ruberg, Professor,  
Hunter College*





# Testimonial by a Waldorf Alumnus

“ 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’m 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.”



## Testimonial by a Waldorf Alumna

“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, I can explain to my classmates what happens when a particular acid and a particular base mix because we mixed those chemicals 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.”



# Testimonials by Professors

“ [The Waldorf student I taught had a] breadth of interest, willingness to explore new areas and to make connections to what she already knew, artistic sense, and 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*

