

COLLEGE COUNSELING

At Maine Coast Waldorf School, we enjoy the college admissions process because we love finding the right fit for each of our students. As we know each student in a highly individualized way, we understand what each one is seeking from a college experience.

Our teachers also find that writing college recommendations comes effortlessly because they know the students so well. We often hear that recommendations from Waldorf schools stand out in their depth and richness. This is a noteworthy reflection considering that the quality of the teacher recommendation is an increasingly important way to distinguish students in a highly competitive landscape.

Maine Coast Waldorf students are strong college applicants because they are confident engaging in intellectual discussion, aware of their own learning styles, and comfortable relating to both peers and adults. We are proud of their success in college admissions, both "getting in" and "getting it right."

Our post-secondary counselor, Whitney Bruce, has two decades of experience in higher education and in guiding students through the college admissions process. She served on the admissions staff at Washington University in St. Louis and reviewed applications at the University of Michigan. Professional contacts with college admissions officers, along with relationships with school guidance offices and independent counselors, help keep Whitney in touch with the rapidly changing world of college admissions and financial aid.

Whitney enjoys sharing her expertise with students and parents as they navigate the high school to college transition. Her understanding of the process and her personalized approach result in a thoughtful college search and a high level of students' satisfaction with their chosen schools..

The following is a partial list of the colleges and universities that have accepted our graduates over the past eight years.

Bard College	Middlebury College
Barnard College	Mt. Holyoke College
Bates College	Northeastern University
Bowdoin College	Oberlin College
Brandeis University	Oregon State University
Clark University	Rensselaer Polytechnic Institute
Colby College	Rochester Institute of Technology
Colgate University	Savannah College of Art & Design
College of the Atlantic	Skidmore College
College of Wooster	Smith College
Colorado College	St. John's College (MD)
Connecticut College	St. Lawrence University
Cooper Union	St. Michael's College
Dickinson College	St. Olaf College
Earlham College	Trinity College
Elmira College	University of Colorado
Grinnell College	University of Maine
Hamilton College	University of Massachusetts
Hampshire College	University of New Hampshire
Hobart & William Smith Colleges	University of Vermont
Ithaca College	Wellesley College
Johnson and Wales University	Wesleyan University
Loyola Marymount University	Wheaton College (MA)
Macalester College	Whitman College
Maine Maritime Academy	Worcester Polytechnic Institute

Testimonials by College Professors

Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study . . . 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, PhD, Associate Professor of Physics, Amherst College

I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as the Waldorf School Movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance.

Konrad Oberhuber, Professor of Fine Arts, Harvard University

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

I have deep concerns about scientific education in this country, partly because I continue to be disappointed by the training and abilities of the many undergrad and grad students that I encounter as a teacher and researcher at one of the so-called top medical centers in the country. . . What I saw yesterday (Waldorf high school student workbooks) convinces me that there is still hope. As I studied the workbooks, I became excited, thinking, "This is it – this is what's missing! If all of our students knew how to work in this manner, just think of the marvelous science we could do!"

Daniel Kenan, MD, PhD, Assistant Professor of Pathology, Duke University Medical School

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

Being personally acquainted with a number of Waldorf students, I can say that they come closer to realizing their own potential than practically anyone I know.

Joseph Weizenbaum, former professor, Massachusetts Institute of Technology

Survey of Waldorf Graduates

In recent years, the Research Institute for Waldorf Education conducted an extensive survey of graduates from Waldorf high schools throughout North America.

- 94% attended college or university
- 47% chose humanities or arts as a major
- 42% chose sciences or math as a major
- 89% are highly satisfied in their choice of occupation
- 91% are active in lifelong education
- 92% placed a high value on critical thinking
- 90% highly value tolerance of other viewpoints

Three Key Findings about Waldorf Graduates

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

Learn more: www.whywaldorfworks.org/01_WhyWaldorf/studies.asp