

“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
Professor, Massachusetts Institute of Technology

ALUMNI

WHO SOAR

A Glimpse of Emerson Waldorf High School Graduates



Philippa Sanders (KG – Founding Class 2006) I have a BA from Warren Wilson College in Asheville, NC and an MSW from NYU. I am a licensed behavioral health clinician at a methadone treatment clinic in the Boston area, where I live with my fiancé of 5 years and our greyhound mix. I additionally enjoy working part-time at an outpatient mental health clinic as a therapist with adolescents. I'm a recently certified yoga teacher, and hope to develop a program at my job incorporating yoga with addiction treatment.

My Waldorf education gave me self-confidence and belief in my own abilities that has allowed me to be successful in my life. Most importantly, Waldorf taught my classmates and me about building meaningful, loving, mutually supportive relationships with the people in our lives. At its heart, my career in social work is also about building relationships. My Waldorf education has served me well all this time, and I recall it fondly and with gratitude.



With Intellectual Flexibility • Strong, Independent Thinking



Aliyah Sanders (KG – 2007) I attended Johns Hopkins University (BS, Honors, Neuroscience) and minored in German and Piano at the Peabody Institute. At Hopkins, I was President and Captain of the Women's Club Basketball team, JHU Choral Society Treasurer, Board Member of Crossover Basketball (providing inner-city youth with tutoring and career services, using basketball as a means of connecting). I also co-founded and was Director of Food Resourcing for the Campus Kitchen at JHU, which

distributes leftover food to homeless and hungry people. I earned an MS on a Fulbright Scholarship in Translational Medical Research with a focus on Molecular Oncology at Ruprecht-Karls University in Heidelberg, and am presently

attending Boston University Medical School on the Martin Luther King Fellowship. I'm deeply excited about a new project starting up with a group of fellow students – offering homeless mothers and their children access to medical resources.

I am continually grateful for my Waldorf education, as it certainly shaped my ability to learn and provided me with a lifelong creativity and resourcefulness that is hard to come by in this day and age.



Academic Achievement • Unquenchable Curiosity

They Attend Johns Hopkins, Dartmouth, Duke, Cornell & Pratt



Will Reily (KG–2008)

I attended St Olaf College in Minnesota (BA, Environmental Studies 2012), where I was the Senior Captain and President of the Rugby Club, Co-Captain of Parliamentary Debate Team (State Champion '11, 3rd in '12, two-time national qualifier) and Public Speaking Coordinator for the Olaf Political Awareness Committee. After college I worked in the UNC–CH Environmental Science & Engineering Microbiology lab, then in Conservation

Research at George Mason University at the Smithsonian for Conservation Biology Institute, and finally as a tutor in the Adult Literacy Program at the Durham Literacy Center

before enrolling in Tulane University Law School this fall. I am thrilled to continue my studies in Environmental Law and Civil Litigation over the next three years.

I am thankful to the Waldorf School for fostering and instructing the free-thinking of its students; in my experience the hallmark of a Waldorf student is the ability to successfully adapt his thinking to diverse environments.



For Medicine, Engineering, Law, IT, Humanities, the Arts & Education



Alexander Brady (5th–2009)

I recently graduated from Cornell University (BS, Electrical Engineering) and am now a PhD candidate in Materials Science at Stony Brook University. I study new compounds for batteries, with a focus on medical implant applications.

Two aspects of Waldorf education have aided me immensely: the Waldorf teaching method and the practice of creating Main Lesson books. The small

classes that emphasized discussion and expression taught me to appreciate and take advantage of the connection between students and teachers. However, the Main Lesson books have helped me even more. The exercise of organizing my knowledge into a well-formatted text on a regular basis was

excellent practice for what I now do in my job. The process for writing research papers and proposals is almost identical to the process of creating a book, and I appreciate the foundation for this that I received in Middle and High School at Emerson Waldorf.



And Continually Strive to Positively Impact the World



Graeme Durovich (4th – 2010)

Before matriculating at Wellesley College where I am a junior majoring in Russian Area Studies, I spent six months in India teaching in a rural girls' school, followed by a month living as a Stone Age hunter and gatherer as part of a Finnish Anthropology project. Nurtured by the interdisciplinary love of learning and curiosity intrinsic to Waldorf education, I traveled to Siberia to study and research Lake Baikal this past summer. This experience inspired my decisions to minor in Biology, work as a Research Assistant in my professor's Marine Biology lab, and study Arctic Biology next semester in Svalbard, an archipelago north of mainland Norway.

I love my life at Wellesley, yet last spring I found myself missing the Waldorf community. This year I am working as the Communications and Development intern at the Waldorf School in Lexington, Massachusetts; it has been a joy to become a part of this community and once again participate in the various Waldorf celebrations and traditions.

