

SAN FRANCISCO WALDORF SCHOOL



Waldorf 100 Moments

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Keynote Address:

Read how Waldorf education shaped a Nobel Prize winning neuroscientist

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Escuela Raíces children in Mexico. See Alumni Profile on next page.



Waldorf 100 Moments. See more on page 5.



Seniors are on their way! See back cover for college acceptances.

A message from our Administrative Director

Dear Families,

School teachers and administrators around the country refer to this time of year as the 100 days of May. May of 2019 at our school was the time for the senior camping trip, 3rd Grade Covelo overnight, 5th grade pentathlon, 1st grade class play, 11th Grade Ashland experience, year-end class meetings, high school baseball and grade school girls basketball playoffs, spring concerts, 7th grade high school visit week, curriculum presentations, senior projects, and concrete foundation installation for the Bushnell Center, to name a few.

The 100 days of May were particularly special for us this year since we hosted a regional celebration of 100 years of Waldorf Education on May 18 in Golden Gate Park. Over 600 parents and students joined the festivities to honor the founding of this inspiring and deeply considered education. In this newsletter, we share images and reflections from that soggy yet magical day, including the keynote address by Waldorf alumnus and Nobel Laureate, Dr. Thomas Südhof, who shared inspiring reflections on the impact of his Waldorf education and the neuroscience behind learning.

This newsletter also features alumna Lenya Bloom (grade school '96) who reflects on realizing how her Waldorf education set a foundation for success in college, founding a school in Puebla, Mexico, and building global connections among Waldorf schools.

Finally, we are proud and excited to send the next group of graduates into the world. Our 8th graders and 12th graders are well-prepared for a life of curiosity, discovery, and initiative through service as they take their next step into high schools and colleges in San Francisco, throughout California and the West, and across the country and the world.

We wish best of luck to the graduates and warm wishes to all families for a rejuvenating and special summer.

All the best,

Craig Appel
Administrative Director



Craig Appel holding Proclamation by the City & County of San Francisco. For full text, see next page.

UPCOMING EVENTS

- June 7:** Grade 8 Ceremony
- June 8:** Class of 2019 Commencement
- June 11:** Rising First Grade

Check the website for complete calendar.

Proclamation City & County of San Francisco

WHEREAS, The first Waldorf School opened in Germany in 1991 with the mission to foster independent thought and a sense of personal responsibility in all students; and

WHEREAS, 2019 marks the 100th anniversary of the founding of Waldorf Education; and

WHEREAS, Waldorf Education was established for the purpose of social renewal by cultivating human capacities in service to the individual and society; and

WHEREAS, The San Francisco Waldorf School seeks to establish an inclusive learning environment in which differences are understood and celebrated, and acknowledges the importance of multiculturalism and inclusion; and

WHEREAS, The San Francisco Waldorf School and Northern California Waldorf schools are celebrating the centennial of Waldorf Education at a public celebration at the Golden Gate Park Bandshell and Music Concourse on May 18, 2019, and through ecological and community engagement activities throughout the year; now, therefore, be it

RESOLVED, That the Board of Supervisors of the City and County of San Francisco celebrates the gift of freedom through education and proclaims May 18, 2019, as Waldorf Education's 100th Anniversary in the City and County of San Francisco.

[Signed] Aaron Peskin
San Francisco Board of Supervisors
May 18, 2019

ALUMNI PROFILE

Lenya Bloom, Class of '96



It took me until college to feel like a Waldorf student. It's funny how that awareness aligned with the end of my third 7-year life cycle. I could feel my parents (SFWS pioneers Dr. Joan Calderera and John Bloom) and Waldorf teachers nodding knowingly from afar; I didn't have to say anything—they knew when I lost my first tooth that this day would come. Other Waldorf graduates know what I'm talking about: that moment of impact in a college seminar when you realize that all modern literature is based on the archetypes that so vividly populated your early imagination and burgeoning self-awareness as a grade-schooler; and that looking at science phenomenologically is actually not a methodology but a way of life; and that every story you read or hear from news to foreign literature carries both practical information and its less tangible counterpart—spiritual significance; and that each classmate, no matter how self-aggrandizing or timid, is part of the same whole of which you, too, are but another humble element. Yet, because none of this is really new, just finally comprehensible, you just move along as usual.

But lo and behold, the dawn of professional life brings it about again: what is my impact, how can I make the system (whichever system) better, who are my colleagues, where is the love, am I happy?

Continued page 8



WALDORF 100 | LEARN TO CHANGE THE WORLD

Today there are more than 1,000 Waldorf Schools worldwide and over 2,000 Waldorf kindergartens in more than 90 countries.



MOMENTS FROM THE WALDORF 100 CELEBRATION AT GOLDEN GATE PARK WITH QUOTES FROM THE WELCOME SPEECH BY KARMIN GUZDER



Every one of those schools was inspired by people who shared Steiner's vision for a better, more just society.



Steiner believed that fundamentally all education is self education.



At the heart of our movement is human connection, relationship, and community.



Through education, a space has been cultivated for empathy.



Keynote Address by Nobel Prize Recipient Dr. Thomas C. Südhof

AS DELIVERED AT THE WALDORF 100 CELEBRATION ON MAY 18, 2019 IN SAN FRANCISCO

Good afternoon everybody. You know, we should make this fun. I am really honored to be here. It's a pleasure, despite the rain, and I have to say that I commend the organizers for coping with this incredible circumstance. In all these years I've been in California, I have never seen rain in May. So, I guess that's because of the special occasion today.

So, what I want to do in my short remarks to you here today is briefly tell you a little bit more about who I am and about the science—the work we do. And then I want to tell you more about what I learned in Waldorf school, which was a long time ago, but still.

So, as you have already heard, I'm German. You don't need to be told that—my accent is very obvious. I was actually born into a two-Waldorf family: my grandparents were, from the very beginning, involved in the organization. I think they started actually exactly a hundred years ago when this whole thing was started by Rudolf Steiner. And my brothers teach in Waldorf schools, so I am deeply part of the whole community in some way.

I went to a Waldorf school in Hanover, Germany for my entire education. I then studied medicine. While in medical school I decided that I would probably be better as a scientist, both for the benefit of the patients and because I felt that we in medical treatment of people don't really know how to treat them. I became a scientist. I moved to the United States initially for further training, and I stayed, and I guess I'm going to be around here for the rest of my life, for good or bad. I am very honored to have been a Waldorf school student, and as I will tell you in a minute, I think I learned a lot of what I accomplished in the end as a student.

My current work deals with how cells in the brain communicate with each other. I'm a neuroscientist who studies the brain, but I study the brain not at the level of complicated things like love and consciousness. I study the brain at the most fundamental level, namely at the level of trying to understand how the cells in the brain actually manage to process information—a very fundamental and completely enigmatic process that underlies everything we do, we feel, and we think. My research is focused really on understanding fundamental issues of the brain, and I hope that at some point in my research I can also contribute to understanding how people get sick, why there are so many diseases of the brain, and why so many of these diseases are becoming more and more prominent in our times when people get older and people seem to be more challenged than ever before.

What I want to tell you now is a little bit about my Waldorf school education. I have to confess from the very beginning that although I support the overall philosophy of the Waldorf schools—I think it's a great way of educating kids—I'm not an anthroposophist. How can I say this being from a family of anthroposophists: I've always been an outsider. I think that the ideas are great, but I can't quite follow some of the philosophy that's behind it. So, what I'm going to tell you about in my support of the approach is really taking from my personal experience more than from a philosophical basis.



But I'm going to try to frame some of what I'm going to say in terms of brain science because I believe that for many of the ideas that are being put into place in Waldorf education, there actually is a firm basis in brain science.

Personally, when I was in school, I was probably the worst student any teacher could imagine. First of all, at least initially, I wasn't very good. Second, on top of that, I was quite obnoxious (maybe I still am, for that matter). I had long hair when I was a teenager that reached up to my belt. It's hard to imagine now with my current appearance; I wish I still had it. Unfortunately, it vanished. And I used to be extremely critical. In fact, I still am. I used to be critical of everything the teacher said. What Waldorf school gave me is an example of how you can actually deal with other opinions, with other people.

Waldorf education, in my experience, has two very, very positive emphases. One is the emphasis on artistic and manual development, which I will talk about a little bit later. The other is the emphasis on the individual, on the sanctity of life, on the sanctity of the individual person.

Continued next page

In my Waldorf education, I was not only tolerated, but I was mentored in many ways by my teachers. I had wonderful teachers who basically gave me advice, who nudged me along, and although I often quite openly disagreed with them and they equally disagreed with me, we at least came to some understanding. And in this way, I really went through school in the end admiring the people who taught me. **And I think that that's one of the most important things in an education, both in school and afterwards: that you are taught by people who you not only respect but in many ways admire.**

What Waldorf school teaching also gave me was an education in the arts and an appreciation for the importance of an artistic, if you want to call it, education. As was already mentioned in the introduction, I became very interested in music and I became very interested in all other forms of art that we have the sort of privilege in many ways to experience. And I think that this is very important, and I would like to tell you why I think this is important in terms of more of a newer biological bent.



So, in memory, in learning, we as neuroscientists somewhat broadly and crudely differentiate between two different types of memory. One type of memory is called implicit and the other one is called explicit. Implicit memories are memories that you're not aware of, but that you have. For example, riding a bicycle. When you ride a bicycle, you're not actually aware exactly of what you do, you just do it. It's implicit, it's in your brain. You have to learn it but once you have learned that it's sort of in there. Explicit is, for example, if you are asked how to get from here to the museum, you have to go first straight and then right, like you have a map in your brain. That is explicit. Explicit is anything that you can actually say, that you can describe in words and somebody else can do it again.

In school education, in many ways, arts, language are implicit. For example, if you will learn a foreign language beyond a certain age, it is difficult, but children are very good at learning implicit memories. They are very good at imitating, at learning things that they are not acutely aware of, in fact that they cannot describe. Language is a wonderful example; I am a wonderful example because, despite having lived most of my life in the United States, I still have an accent and I will always have an accent, and that will never change. I know I have an accent, but I can't change it. If I had learned English when I was younger, I would probably not have an accent. So, there is a time in the development of a child when certain types of learning are possible or better than other types of learning.

I think that, in the development of a child, implicit learning comes before explicit learning. **And thus, I think that the emphasis in Waldorf education on implicit learning—on the arts, on things that you do manually, on language—is actually a very good thing because that emphasizes the strengths of the child during that stage of development.** That doesn't mean one shouldn't start some explicit learning early on, but I believe one shouldn't emphasize it. One can still learn things like math and physics in later years in high school, whereas in early years during elementary and middle school, you can learn skills, like in music or language, that are much more difficult to pick up later. **And so, in my own experience, I actually learned virtually no science before I came to high school because that's the way the Waldorf school curriculum was. I don't think it has hurt me.**

And I think that it's more important to develop the strengths and the individuality of the child, and to develop things like language and art in early times and then to move on as the child develops and teach them explicit skills later on. **That doesn't mean we shouldn't emphasize what's called the STEM disciplines in the United States, which is science, technology, engineering, and math. We should emphasize them, but we should emphasize them late in the school curriculum in my personal opinion, and I think that is what the Waldorf school curriculum exactly tries to do.**

So, I think I've talked enough for today. I'd be happy to discuss this in any form you would like me to. In closing, I just wanted to say that I am very grateful for the education I have received and that I think that, more than ever nowadays, where things are changing, where the way we interact with the world has become so much more indirect because of new technologies, where we need to cope with a completely different sensory environment, this type of education is more important than ever.

Thank you very much.

(Alumni continued)

This is where the wonderful skill of resilience comes into play and I have found it to be the most important element in seeking professional and individual satisfaction; move on, cross borders, cross barriers, renew yourself, and try again. In response to my deeply seeded urge to create something for people, through justice and love and toward community, destiny found me (again the knowing nods).

“...what is my impact, how can I make the system (whichever system) better, who are my colleagues, where is the love, am I happy?”

I live in Puebla, Mexico, a big city in an elevated valley at the foot of the active Popocatepetl volcano and the birth place of Cinco de Mayo. This is where, as a new mother, I desperately looked for a school that would complement my beliefs, uphold our family culture, break through the paradigms of classroom life, and allow my children to grow up in wonder, freedom, beauty, fearlessness, and love. My husband and I enrolled our first child in a school we found more or less acceptable. But as our child grew, it became less and less appealing, and suddenly I could deeply empathize with my parents' life work. They must have known



what I finally came to understand—there is only one pedagogy that truly protects, champions, nurtures, and comprehends the timeless needs of all children anywhere in the world. I started to want a Waldorf School for Puebla, for our family.

My feelings were more complex than nostalgia for a childhood fondly remembered; there was an actual edge of desperation to my longing. Having worked with students in Mexico prior to starting a family, I already had an idea with whom my children would study and eventually work as they grew and knew that they would need the same tools I feel are indispensable in my own life, tools I attribute to my Waldorf education, such as adaptability, morality, open-mindedness, self-worth, empathy, and aesthetic appreciation. It was during this time that a group of women with a bold idea came knocking (literally), and together in 2015 we founded Escuela Raíces Waldorf Initiative.

The name of the school “Raíces” is Spanish for “roots.” How symbolic it is for me! These are my roots. I was born as my parents helped found the San Francisco Waldorf School; my second daughter was born as I helped found Escuela Raíces, almost as if this initiative is sprouting from a seed dropped by a now mature plant that took root almost forty years ago. For me, the relationship seems so natural that I reached out to my alma mater (SFWS) and asked it to be our sister school in hopes of cultivating

a symbiotic, cross-cultural, cross-border, cross-language relationship that could bring our collective student bodies closer together, at least in spirit and awareness as a salve for each country's future.

Our nursery programs now send one another handmade gifts twice a year. Our third graders are international pen pals. And during the first semester of this school year, we received recent SFWS graduate Sofia Salusso as a volunteer in our kindergarten during a portion of her gap year.

Our school community now has almost 110 students from nursery to 4th grade. This means that 80 families in Puebla and Cholula are working together, studying together, raising one another up through applied love and generosity—a microcosm of the world we want our children to recreate every day of their adult life. When I sit in social assembly with all these pioneers, I again feel how among them the dawning creeps in, and I see what it means to be a Waldorf student in the world.

[In support of Escuela Raíces in Cholula, Puebla, donations are accepted through their school fund at RSF Social Finance or through their Go Fund Me Campus Fundraising effort. Lenya's school also welcomes visitors from abroad. She can be contacted directly with any questions at \[lenyabloom@yahoo.com\]\(mailto:lenyabloom@yahoo.com\).](#)

The Power of Community: SF Youth Eurythmy Troupe in Korea

BY DAVID WEBER

The San Francisco Youth Eurythmy Troupe for 2019 featured a new full-length program, created by Artistic Director Astrid Thiersch and premiered in three performances over two days on January 31st and February 1st. The title, *Awakening Within*, was taken from a text by Rudolf Steiner that opened the program. Music pieces included a movement from Beethoven's Sonata no. 12 with all 28 students, two movements from a Stravinsky duo for violin and piano, and pieces by Grieg and Brahms. The story was an ancient Korean tale, *East Light and the Bridge of Fishes*, which speaks of the founding of the Land of the Morning Calm. There were also cowboys, a wasp, a bee, a flower, temperament characters, and social media commentary.

Every year Astrid invites guest artists to join in the program. This year, in the spirit of Waldorf 100, it was our own seventh grade with Monika Leitz and students from sister Waldorf schools: Waldorf School of the Peninsula high school students with Michaela Bergman, Sacramento Waldorf School's fourth grade with Julie MacArthur, and Sierra Waldorf School's eighth grade with Susan Strauss. In addition to these students, with their parents and teachers, classes also came from Marin Waldorf School, East Bay Waldorf School, and Berkeley Rose Waldorf School. It was wonderful to welcome so many colleagues and friends, as well as our own students, teachers, and parents from nursery through twelfth grade, and also many friends and alumni. A festive atmosphere prevailed throughout, and we reached a new high for attendance: the San Francisco program was enjoyed by over a

thousand people.

Our tour in February was to South Korea, with a troupe of over two dozen students accompanied by Astrid; David Weber as speaker and factotum; Lilia Zheltova, our accompanist; and Yi-Hsing Hou, our Mandarin teacher. Our trans-Pacific flight arrived before dawn, but despite the hour, we were met by our tireless correspondent and organizer, Kye-Yeon, her husband Song Yun, their two delightful children, and Young Sim, a eurythmy colleague from the Seoul Waldorf School. They accompanied us to our guest house in central Seoul through an unexpected and magical snowfall. We had two half-days for sightseeing. Highlights were the Jogye-sa Buddhist Temple, the historical guard pageant at Gyeongbokgung Palace, the Insa-dong arts and crafts district, and the astonishingly numerous coffee shops.

Performances were at a modern and intimate theater in Bucheon, with a spacious stage and seating for about four hundred. Many eurythmy students were on hand on Saturday to help with ironing a hundred costumes. We rehearsed the whole program, and excitement began to build as we imagined our performances. Sunday was performance day—an afternoon show attended by younger children and their parents, and an evening show with older students and parents from several Waldorf schools. Both performances were nearly full, so the total audience was between six and seven hundred souls. The students overcame their jet lag and took to the stage like racehorses to the track. This was what we came for, and they were determined to put on a great show—which they did indeed, twice over! The flow was smooth thanks to Astrid's programming genius, and the audiences loved the Beethoven, the humorous pieces, and especially the tale. Many were touched that we had found an archetypal Korean myth; it was moving and meaningful for them. Astrid included a moment

of audience-participation eurythmy, which was taken up with delight and enthusiasm. Like all audiences, they felt it was special to see high school students do eurythmy—there is something about the energy, commitment, and idealism of the young people that cannot be matched. It was a new experience here, and there was so much joy and delight in the air.

“there is something about the energy, commitment, and idealism of the young people that cannot be matched.”

The students were whisked away afterward by their host families, while we teachers met over bowls of noodles with a group of eurythmy students, most of whom are also mothers in the Waldorf schools. They are committed to a long-term eurythmy training taught in blocks by Michael Leber and Hayo Dekker of the Eurythmeum Stuttgart. The students take turns carrying responsibility for their training sessions and visitors from abroad. Thus, several of them had managed all the preparation for our trip, from ironing costumes to providing transportation and food, to finding host families, to securing a theater, to selling tickets—it was their dedicated effort that enabled us to come. Many heartfelt thanks were expressed on both sides, and there was a feeling of new friendship and common purpose.

This sense of community pervaded the two Waldorf schools we were fortunate to visit the next day. Our students arrived at the Seoul Waldorf School with their host families, having been warmly welcomed and well cared for. In the joyful way the parents arrived and greeted each other, it was clear that this was their

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(Eurythmy continued)



school, their community, and the place where their hearts were. This Monday was the first day of the new school year, beginning after the lunar new year and the long winter vacation. We were welcomed at an assembly with the whole school, which featured the morning verse, the introduction of new students and teachers, and beautiful singing by all. We sang in response, and thanks and gifts were exchanged.

“In the joyful way the parents arrived and greeted each other, it was clear that this was their school, their community, and the place where their hearts were.”

The school is in its big new beautiful building for the second year; in just seven years from their founding they have reached tenth grade. Our students took a walk in nature in the cold air and bright sunshine with the ninth and tenth grades, then toured the building. Students conversed and got to know each other in small groups over homemade snacks in various classrooms. Then we were treated to a spectacular music concert, with students taking the lead in everything. We heard a flute trio, two solo performers playing and singing original music, and songs by the tenth, ninth, and eighth grades separately. It was an impressive display of student initiative, and also of musical ability and how strongly music lives in the school. This is a vibrant school with a very positive social dynamic.

A forty-minute bus ride brought us to the site of the Cheonggye Waldorf School, the oldest in Korea and reaching to twelfth grade. We were welcomed by their eurythmy teacher, Seon Young Kim, and high school students who had planned all the social events. First was a rousing

concert on traditional instruments—janggu and buk (drums) with kkwaenggwari (cymbal gong) and gongs. It involved procession and a new year greeting to the god of the earth, and also getting everyone up moving in a spiral. Then followed hilarious charades in teams (all in English), conversation groups about the students' daily lives in and out of school, and their experience of eurythmy. We exchanged gifts and thanks with our hosts, and some email addresses as well.

Snowflakes drifted down as we gathered at the Seoul Waldorf School to bid farewell to the teachers and families who hosted us so beautifully. The students were laden with gifts from their hosts—from boxes of treats to photo albums, to handmade hats and socks, to children's drawings, and they also carried memories of warm hospitality and fabulous meals. During our visits, we were able to have some meaningful conversations with teachers in both schools. It is wonderful to see how Waldorf education can be adapted to many cultures and yet retain the universal power to enliven and support young people in their growth and development.

“It is wonderful to see how Waldorf education can be adapted to many cultures and yet retain the universal power to enliven and support young people in their growth and development.”

Our bus ride from Seoul to Busan was mostly in snow, sleet, and rain, but skies cleared as we arrived and toured the breathtaking seaside temple, Haedong Yonggungsa, where we were met by our organizers here, Minji and Mina, also known as the dynamic duo. We traveled into the

city, across the Gwangandaegyo or Diamond Bridge, to a quiet older neighborhood where the Busan Waldorf School is located, between the water and the UN Peace Pavilion. It is seven years old, and already up to eleventh grade with about a hundred students. Some students rested and others toured a nearby history museum, then the parents, many with small children, came to gather our students for their homestay here. We all felt warmly welcomed and at ease in this hilly city by the Pacific.

Our students had another wonderful homestay experience in Busan, and were bubbling with tales the next morning. Many of the families have young children, and our students were treated as honored elder sisters and brothers. We met in the hall with the high school students, where we had an hour of conversation with the combined ninth, tenth, and eleventh grades, then did eurythmy all together. Minji walked us to the theater (passing through the UN memorial cemetery) on a bright sunny morning.

A full day of rehearsal and preparation culminated in two vibrant performances, afternoon and evening. The Busan Waldorf school has about a hundred families, yet somehow they nearly filled a two-hundred-forty seat hall twice over, for the first-ever eurythmy performances in Busan. The energy was high, and the second performance had a special poignancy because it was the final one for the seniors. The tale held a deep cultural resonance; music was enhanced in beautiful clarity through eurythmy; and once again the audience participation was a highlight. The students gave their all, and the audiences were most enthusiastic—unusually so for Korea, we were told. We all felt that the performances finished on a high note.

The next morning we gathered at the school as parents returned with our students, with small friends

and admirers in tow. The parents all wanted to say how much they enjoyed the performance and also having our students, and the goodbyes were heartfelt. Minji and Mina, two certified superwomen, ferried our luggage and costumes, received us at the school, and gave us postcards to write and decorate. It was a beautiful moment, reminiscent of years long past, to see the students absorbed in drawing in the aftercare room. They walked us to the bus, and provided us with snacks and drinks for the journey. Everything about our visit to Busan had been meticulously planned and elegantly carried out, and we were grateful to be invited to come again. We left feeling a special connection to this sister city and Waldorf community.

Back in Seoul, we expanded our cultural horizons with visits to the sprawling Namdaemun market, and the Nanta show—hilarious madcap comedy featuring cooking, knives, and fire. On our last evening in Korea we went for a vegetarian buffet with our steadfast helper, Kye-Yeon, and many of the mothers who are studying eurythmy, and who helped with the myriad tasks of hosting us. At Astrid's suggestion, each person in turn gave a highlight of the trip, and these warm and personal moments illumined the destiny of our coming together.

In our brief and intense time in Korea, we encountered a deep and rich culture stretching back over centuries and the history of a people who have overcome many hardships. Through our personal meetings, we experienced great warmth and sensitivity, social harmony as a cherished virtue, and a clear focus on the future. In that fertile soil, parents and teachers have come together in a common striving to create communities they love and treasure. The need and longing for eurythmy is deeply felt, and Waldorf education has flourished in a true and beautiful way. It was an honor for us to be welcomed there.

CONGRATULATIONS, CLASS OF 2019!

College Acceptances

American University

Arizona State University (Phoenix)

Bard College

Beloit College

Bennington College

Boston University

Brandeis University

California State University (Bakersfield)

California State University (Chico)*

California State University (Monterey)

California State University (Sac.)

City College of San Francisco*

Clark University

Colorado State University*

Connecticut College*

Cornish College of the Arts

Dartmouth College*

Denison University

Dickinson College

Emmanuel College

Endicott College*

Glendale Community College*

Grinnell College

Hofstra University

Humboldt State University

Indiana University (Bloomington)

Juniata College

Kenyon College

Knox College

Lewis & Clark College

Loyola Marymount University*

Massachusetts College of Art&Design*

Mills College*

Montana State University

Mount Holyoke College*

Mount Saint Vincent University

North Carolina State University

Oberlin College

Occidental College

Oregon State University

Pacific University

Queen Mary University of London

Quest University Canada

Reed College*

Rhodes College

Saint Johns University

Saint Mary's College of California

San Diego State University

San Francisco State University*

San Jose State University

Santa Barbara City College*

Santa Clara University

School of the Art Institute of Chicago*

Scripps College*

Seattle University

Sonoma State University*

Stanford University*

The Evergreen State College

The University of Edinburgh

University of California (Berkeley)

University of California (Davis)*

University of California (Los Angeles)

University of California (Merced)

University of California (San Diego)

University of California (Santa Barbara)

University of California (Santa Cruz)*

University of Colorado Boulder

University of Delaware

University of Glasgow

University of Hawaii at Manoa

University of Maryland (College Park)

University of Minnesota (Twin Cities)*

University of Oregon*

University of Puget Sound*

University of Redlands

University of San Diego

University of San Francisco*

University of the Pacific

Vassar College*

Warren Wilson College

Wesleyan University

Western Washington University

Westminster College

Wheaton College

Whitman College

Whittier College*

Willamette University

(* denotes matriculation)

High School Matriculation

Archbishop Riordan High School

The Bay School of San Francisco

Colorado Rocky Mountain School

Drew School

Lick-Wilmerding High School

Lowell High School

Punahou School

Saint Ignatius College Preparatory

San Francisco Waldorf High School

The Thacher School

Urban School of San Francisco

