



WALDORF 101

Everything you always wanted to know about public Waldorf education in the North Bay

1. What is Waldorf? Waldorf education is a K-12, developmentally based system that intends to educate the whole child—intellect, emotions and will, or “head, heart and hands.”

2. What does Waldorf mean by “developmentally based”? The Waldorf curriculum aligns with the pace of the child’s development, introducing learning concepts as a child is physically, emotionally and intellectually ready to comprehend a given idea or master a given skill. Because of this, in the early years Waldorf is slower and gentler than mainstream education. Waldorf sees children until age 7 learning primarily through imitation and interaction with their physical environment (hands), in ages 7-14 learning primarily through an emotional connection to the content (heart), and in ages 14 and up learning primarily through the thinking intellect (head).

3. Who started it? The first Waldorf school was conceived in 1919 by Emil Molt, the owner of the Waldorf-Astoria Cigarette Factory in Stuttgart, Germany, to educate the children of his employees without charge. Molt was a student of Rudolf Steiner, Pd.D. and hired Steiner to create and administer his Waldorf school.

4. Why? WWI had just ended, and Molt felt that if society were ever to prevent the recurrence of such war, it must begin educating children differently—so that, as adults, they would have the creative capacity to resolve conflict without resorting to violence. This was his inspiration for starting a school.

5. Who was Rudolf Steiner? Steiner (1861-1925) was an Austrian philosopher and social reformer who believed in a spiritual world accessible to direct experience through inner development.

6. What is anthroposophy? Anthroposophy is the name Steiner gave to his philosophy. It means “knowledge of the nature of the human being.” **7. Is it a religion?** No, it is a philosophy. **8. Is it a cult?** No.

9. What is the Goetheanum? Named after Johann Wolfgang von Goethe and located in Dornach, Switzerland, the Goetheanum is the world center for the anthroposophical movement. The center includes performance halls, gallery and lecture spaces, a library, a bookstore, and administrative offices.

10. Why is Waldorf high school important? Only by high-school age is the intellect ready for full development. Waldorf high school supports students as they develop adult capacities for critical and creative thinking. The previous ten years of Waldorf education are intended as a foundation, preparing the will and emotions for the culminating, “thinking-based” high school curriculum. Waldorf high school students acquire knowledge, but more importantly, they develop the capacity and practice the ability to think new thoughts.

11. What does Waldorf mean by the will? Will is determination, self-control, physical strength and the commitment to persevere and take action in the world.

12. How does Waldorf promote physical health? Physical activity is emphasized—in circle games in the early years and with physical activities at the start of every school day throughout the grades and high school. Specific movement classes occur throughout the weekly K-12 curriculum. Healthy diet is encouraged, beginning in kindergarten, when children prepare snacks, such as soup or bread, to third grade, when students learn farming and cooking, to middle and high school sciences, when students learn physiology, body chemistry and food literacy.

13. How does Waldorf promote emotional health? The atmosphere is one of warmth. By its developmental approach, Waldorf is respectful, only asking children to master tasks for which they are ready to be successful. Throughout the grades, the study of cultural myths highlights examples of morality and transcendence. The arts develop the feeling capacities. In many schools, a direct social-emotional curriculum is introduced to promote cooperation, respect and conflict resolution among students.

14. How does Waldorf promote intellectual health? Waldorf intends to develop intellectual curiosity and critical thinking. Students learn how to think, not what to think.

15. How is Waldorf different from mainstream? Mainstream education has traditionally addressed students as consumers, seeking to fill them with information or knowledge. Waldorf education intends for its students to become cultural creators and producers and seeks to develop within them the capacities of clear perception, critical thinking, imagination, creativity, empathy, compassion, determination and the confidence to take action.

16. How is public Waldorf different from private Waldorf? Both use essentially the same curriculum, although private schools may have Christian influences not present in public schools. For example, second graders in private schools study the lives of Christian saints, where their public-school counterparts study lives of noble peoples of all backgrounds. Public schools receive state funding and generally have a professional administrator, where private schools charge tuition and are commonly governed by teachers.

17. Why is kindergarten play based? Five year olds are not ready for abstract learning; while they can memorize an alphabet, they cannot yet conceive that a letter is a symbolic visual representation of a sound. A kindergartner will not find memorization inherently meaningful, and forcing something that is meaningless breeds cynicism. Primary goals of the Waldorf kindergarten are developing social skills and the capacity for imaginative play, which leads to creative thinking as the child matures.

18. Why are there no traditional toys in the kindergarten? Unformed play objects—blocks, stones, cloths, planks of wood—invite unrestricted creativity. A truck is only a truck, whereas a block of wood can be a truck, a telephone, an iron or just about anything.

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19. How many Waldorf schools are there in the world? It is estimated there are about 1,200 schools and another 200 kindergartens.

20. Are they public schools? Most countries have publicly funded Waldorf schools, including the U.S., Canada, England, Germany, and Australia. Waldorf education came to U.S. public schools with the charter school movement in the 1990's. It is estimated there are 60 U.S. public schools inspired by Waldorf education and a growing number of new initiatives.

21. What is a charter school? It is a public school, usually founded by teachers and parents to provide a specific educational program. Charter schools generally have more freedoms in the method and pacing of teaching state standards but have the same accountability for student achievement.

22. Does it cost to send a child to a Waldorf charter school? There is no tuition or required payment, but schools do appeal to parents to make a voluntary annual pledge to support the school's operating budget.

23. What are the Waldorf charter schools in the North Bay? Credo High School (Rohnert Park), Live Oak Charter School (Petaluma), Novato Charter School, Sebastopol Independent Charter School, Stone Bridge School (Napa), SunRidge Charter School (Sebastopol), and Woodland Star Charter School (Sonoma)

24. How are these schools administered? All of the schools have a governing board and a primary administrator or executive director. Some also have an education director, who ensures high quality Waldorf instruction.

25. Do the administrators collaborate? Yes. Since 2002, the North Bay administrators have met quarterly to share learning and resources.

26. Do students from the North Bay schools collaborate? Yes. Informal collaboration, such as seeing each other's class plays, can happen in any grade. Middle school dances are common. Formal collaborations include fifth grade Greek games, sixth grade Mayacamas Medieval Tournament and an eighth grade track meet. Credo High hosts the medieval tournament and track meet.

27. Is there a central organization for public Waldorf schools? Yes. The Alliance for Public Waldorf Education supports high quality instruction in member schools and produces an annual conference each January. (www.allianceforpublicwaldorfeducation.org)

28. For private Waldorf schools? Yes. The Association of Waldorf Schools of North America (AWSNA) provides services to member schools.

29. What is meant by "Waldorf-inspired"? AWSNA holds the U.S. service mark for the word "Waldorf" and limits its use to private schools that are AWSNA members. AWSNA prefers that public schools refer to themselves as "inspired by Waldorf education."

30. Why the attention to rhythm? Nature passes through rhythmic cycles, and Waldorf schools honor this with seasonal festivals, which give a comforting sense of alignment with Mother Earth. A most basic body rhythm consists of breathing in and breathing out, and the school day follows this pattern, with periods of concentration and focus followed by relaxation and play. Rhythm and routine are particularly comforting to the young child, who readily relaxes into a nighttime pattern of dinner, bath, story, sleep. In school, rhythm provides the security of known expectations. Comprehending where she is in the sequence of a lesson, a day, or a school year allows a child to participate more fully in the present moment.

31. Why the attention to sleep? Sleep, the breathing out of an entire day, is restorative in many ways. It also gives the unconscious the opportunity to digest and incorporate the day's experiences.

32. What is the Main Lesson? In first through twelfth grades in Waldorf schools, the day begins with the intensive study of a particular subject for a Main Lesson Block that lasts about two hours a day, five days a week, for three or four weeks. Most academic subjects are taught in this manner. **33. What are the three parts of a Main Lesson?** First, a teacher prepares students with activities that awaken and unite them. Then, in each lesson, the teacher delivers new material, has the student recap the previous day's lesson and document the previous day's recap in writing or art. **34. What is a Main Lesson Book?** It is a book created by the student to document all of her learning during a particular block. It includes final drafts of the student's writing about the subject, illustrations and maps or other materials specific to the subject. The Main Lesson book is an object of student (and parent) pride and serves as a reference for future study.

35. Why don't Waldorf schools use textbooks? Textbooks can be dogmatic, inflexible and present only one point of view. Waldorf teachers enjoy unusual freedom in how they choose to deliver each grade's specific curriculum. They use a variety of resources in preparing their lesson plans and deliver all lessons orally in the form of story telling. Teaching is alive, and designed to interest and address the specific children in each class; the relationship between teacher and student is an important component in effectiveness.

36. Are Waldorf schools academically rigorous? Yes! In middle school and high school, expectations are unusually high. At Credo High School, all graduates will be qualified for application to the University of California system (vs. only 31% of public high school graduates statewide).

37. How are academics introduced? Imaginatively. A first grade teacher introduces the alphabet pictorially and with a story, so that the letter "G" is initially shaped like a goose, or the letter "M" like a mountain; this way, the abstract letters take on meaning that is relevant to a six year old. Math concepts, too, are brought imaginatively.

38. Why is the imagination so important? Young children live most fully in their imaginations, and this is how they best engage with learning. One of the goals of Waldorf is to help students visualize material and develop the capacity of an active imagination.

39. Is Waldorf anti-media? Waldorf schools believe that screen time in young children can impede their natural development. Children need to interact with the physical world through their bodies and senses, to be physically active, and to create their own mental images of stories they hear. This ability to visualize leads to original thinking and innovation. When a kindergarten teacher tells a fairy tale, the child who has watched the Disney version can only see the powerful film images, and his ability to imagine for himself is constricted. Imagination is the pathway for new ideas, and it needs to be nurtured, not obscured. Electronic media is also extremely fast-paced, with edits every 3-5 seconds in a TV show, movie or video game; this reduces attention span, which is a great disadvantage in a program that asks students to attend to a 2-hour Main Lesson.

40. When is reading taught? The foundations of literacy begin in kindergarten, with the



teacher's daily telling of fairy tales. In first grade, students first learn to read simple sentences that they have written themselves; this is the most meaningful content for them and provokes their deepest interest. By late first grade or early second grade students are reading basic readers.

41. Why do Waldorf schools teach knitting? Knitting has a wide variety of benefits: developing fine motor skills, the practice of arithmetic, the development of will, the practice of delayed gratification, and the building of neural pathways between the hemispheres of the brain. Knitting also builds focus, self-confidence and pride in one's work—well illustrated by any fifth grader showing off his first pair of hand-made socks. **42. What other practical arts are taught?** This varies from school to school, but most grade schools teach felting, knitting, crochet, cross stitch, dyeing, hand sewing, machine sewing and woodworking. Credo High practical arts include blacksmithing, carpentry, woodworking, weaving, ceramics and media arts.

43. What is meant by an integrated curriculum? Similar content is simultaneously addressed in various subject areas, connecting learning and creating a sense of wholeness for students. For example, when eighth graders study the Industrial Revolution in history, they begin using sewing machines in handwork. A Spanish teacher might introduce vocabulary about plants during a fifth grade botany block.

44. When are computer skills introduced? Computer skills are sometimes taught in middle school, and by high school Waldorf students are expected to use technology as a tool of research and self-expression.

45. Is technology a part of the Waldorf high school? At some schools, Credo High has a computer lab and an ongoing study of media arts; high school students are taught the use of programs that help them to express themselves in other subjects and content areas.

46. Does Waldorf address environmental education? Yes. This comes through a study of nature, and of how nature is inherently self-sustaining. Some of the North Bay schools are solar powered. Some have Green Teams, which promote environmental sustainability. At Credo High an Eco-Council of students, teachers and parents recommends policy, including protocols for recycling, composting and the use of appropriate cleaning supplies. **47. Is gardening a part of the curriculum?** Gardening is taught in most Waldorf schools throughout the grades. Farming is a focus in third grade and botany is studied in fifth grade. Credo students study farming and food literacy and grow organic produce for lunch and for the local food bank. **48. What is biodynamics?** Biodynamic agriculture is a method of organic farming developed by Rudolf Steiner that addresses the interrelationships of the soil, plants and animals as a self-sustaining system. It uses manures and composts and excludes artificial chemicals. The biodynamic method has become highly respected in the North Bay wine industry.

49. Do Waldorf schools teach world languages? Yes. Most local schools teach Spanish beginning in kindergarten. Studying world languages brings flexibility to students' thinking as well as exposing them to other cultures. High school students study four years of world language. **50. How does Waldorf teach about other cultures?** Students progress through language arts blocks that study the myths and histories of many cultures. Second grade includes fables and stories of ennobled people. Third grade focuses on the history of the Hebrew people. Fourth grade immerses students in the Norse Myths. Fifth grade examines ancient civilizations—India, Persia, Egypt, Greece. Sixth grade explores ancient Rome. Seventh grade the Renaissance and Middle Ages. Eighth grade encompasses U.S. and modern history. High school covers ancient through modern history.

51. Do Waldorf schools meet state standards? Public Waldorf schools do. Because of the commitment to developmentally aligned instruction, some standards are deferred to later years, but all standards are met by the end of eighth grade and throughout high school. **52. Do public**

Waldorf schools do standardized testing? Yes. Like all public school students, public Waldorf students take annual standardized (STAR) tests in grades 2 through 11. **53. How do they score?** By seventh and eighth grades, all of the North Bay schools consistently exceed their district scores. However, due to the developmentally based curriculum, second and third graders in North Bay public Waldorf schools generally score poorly because they have not yet been taught much of the test material.

54. Is Waldorf an effective program for teaching English learners? The two-year, play-based kindergarten is a natural environment for language acquisition though listening and speaking, but English learners joining a Waldorf classroom in the grades or high school may be at a disadvantage because all instruction is delivered orally by the teacher without the use of textbooks.

55. What kind of learner wouldn't benefit from Waldorf school? Students who are cognitively challenged may do well in Waldorf kindergarten, but struggle significantly as the academics become increasingly rigorous. Students with auditory processing disorders are at a disadvantage in Waldorf schools because lessons are delivered orally, without textbooks.

56. Do Waldorf schools offer special education? Public schools do, most commonly in conjunction with their school districts. Depending on a student's disability, the Waldorf approach can range from a good fit to disadvantageous. While learning in the early grades is slower and gentler, class size and the academic rigor of Waldorf middle and high school can prove difficult for some learning-challenged students.

57. What is eurythmy? Eurythmy is an expressive movement originated by Rudolf Steiner and his wife, Marie von Sivers. Eurythmy gestures relate to specific sounds and rhythms of speech, to the tones and rhythms of music and to soul experiences, such as joy and sorrow. When practiced as a class, eurythmy builds group harmony and social, as well as spatial, awareness.

58. What is Waldorf salad? Emil Molt licensed the name of his Waldorf-Astoria cigarette brand from the New York hotel, which in the early 1900's was synonymous with extreme luxury. The Waldorf salad, traditionally made of fresh apples, celery and walnuts, dressed in mayonnaise, was created at the Waldorf-Astoria Hotel. **59. What are essential elements?** Like I said, fresh apples, celery and walnuts, dressed in mayonnaise.

60. How are the sciences taught in grade school? The sciences are taught experientially in Main Lesson Blocks. Classes usually start with an experiment, and students are taught to observe phenomena with systematic reflection to determine the essential properties and structures of experience. **61. In high school?** Rigorous high school science courses employ a phenomenological, experienced-based approach, which develops the students' abilities to understand their sense experiences. Earth science, biology, chemistry and physics are





all taught in each year of high school, introducing developmentally appropriate topics.

62. Why is teaching about biographies emphasized? Particularly in the grade school, history is taught through biography in order to help students imagine what it would have been like to live through specific historical events. This gives students an emotional experience—which deepens interest and helps them understand that one person can make a difference in the world.

63. How are Waldorf teachers trained? Waldorf teacher training is a 2-year, full-time program that focuses on the inner development of the teacher, on child and human development, and on the arts and academic subjects taught in Waldorf schools. Different schools have different requirements about formal Waldorf teacher training. **64. Are teachers college graduates?** In public Waldorf schools, all teachers must have at least a BA or BS degree. **65. Are teachers credentialed?** In public Waldorf schools, teachers of core academic subjects must also have a state credential, which involves 18 months of post-graduate study. In grade schools this is a Multiple Subject Credential; in high schools, each teacher in a core academic subject must have a Single Subject Credential in that subject.

66. What is meant by the “inner work of the teacher”? Waldorf teachers are expected to be continually pursuing their own self-development. This can be approached in any number of ways, including meditative techniques, exercises and spiritual practices. **67. Do teachers meditate on their students at night?** It is a common practice among Waldorf teachers to reflect briefly on each of their students before going to sleep at night.

68. What is it like for a student to transfer into a Waldorf school? Many students experience relief when transferring into a Waldorf school. The warmth of the environment, the appropriate developmental expectations and experiential approach make learning more friendly and relevant. Transferring students may have deficits in courses they have not previously studied, such as music, Spanish and some of the arts. Short-term tutoring is sometimes necessary.

69. What is it like for a student to transfer from Waldorf into a mainstream school? Given the differing developmental expectations, it can be difficult for a student to transfer from Waldorf to mainstream prior to fourth grade, at which point learning expectations are fairly well aligned. A student transferring out of Waldorf prior to fourth grade may need additional support to align with the faster pace of the mainstream curriculum.

70. Are Waldorf graduates well prepared for high school? Eighth grade graduates are well prepared for success in any kind of high school, but students need a Waldorf high school to continue and complete

the development of what was started in the younger grades—critical thinking, imagination, creativity, empathy, compassion, and the determination and confidence to take moral action in the world. Emil Molt started Waldorf education to prepare peacemakers and creative problem solvers—and the need for young people with these skills is ever more urgent in today’s world.

71. What is the community life of a Waldorf school? Waldorf schools tend to be important centers of community life. The relatively small school size (generally one class per grade level) and retention of the same teacher for a class year after year make for a close-knit social environment for students, parents and faculty.

72. Why do grade school teachers stay with their class year after year? Remaining with the same class of students for several—or as many as eight—years enables a teacher to know her students extraordinarily well. This serves the student academically because the class teacher is deeply aware of each child’s strengths and challenges, and emotionally because the teacher is a familiar and trusted authority in the child’s life. **73. What if a teacher and a student don’t get along?** This is fairly uncommon, given the commitment to personal development that is inherent in Waldorf teaching and the intention of teachers to serve the development of their students. If a family and teacher can persevere through difficulties, even difficult teacher-student relationships can be profound and effective. On occasion a family will leave a class or a school for another opportunity.

74. Why is the teacher-student relationship often strained in seventh grade? The full onset of adolescence awakens youth to a sense of rebellion against parents and other authorities. This is a natural development, where the student rebels against the status quo in order to find a new equilibrium in his relationships with authority. During this period it is not uncommon for a youth to play teachers and parents against each other; a healthy dynamic involves good communication between parents and teacher and a commitment to one another to stand together in support of the student through this phase of his development. **75. Do high school teachers also stay with their classes?** No. High school teachers are specialists in their subject matter, and it is common for a high school student to learn from six different teachers during the course of a day.

76. What are subject teachers? Also known as specialty teachers, subject teachers are specialists in a particular content area, such as Spanish, eurythmy, strings, woodworking or handwork.

77. Are there opportunities for parent involvement? Yes! Waldorf schools are dependent on parent support, and it is common for schools to request a minimum number of annual volunteer hours. Volunteering can include classroom help, field trip driving, gardening, fundraising, etc. **78. Are there field trips?** Yes. Kindergartens may have hike days and young children may visit pumpkin patches or take other seasonal outings. Typically, the first overnight trips occur in third grade, when students visit and work on a farm. Fourth graders commonly visit historic sites, such as Ft. Ross or the gold country. Fifth through eighth grades enjoy overnight field trips chosen by the teacher to deepen specific aspects of the curriculum. High school students commonly experience annual nature outings. At Credo High, all students spend an adventure-learning week each September—backpacking, kayaking, or vision questing. Commonly, eighth and twelfth graders go on a culminating class trip in the spring of their final year.

79. What is the eighth grade project? Waldorf eighth graders undertake a long-term project that pursues a student-selected subject or skill. Typically, this involves the support of a student-identified mentor and culminates in a physical product, a lengthy essay and a public presentation of what a student has learned. For example, one student studied the internment of Japanese-Americans during WWII; another started a nonprofit that provides art supplies to hospitalized children. **80. What about twelfth grade projects?** Most Waldorf high schools expect seniors to create a thesis project that is similar to but more sophisticated than the eighth grade project. These also include a mentor, a written thesis, often a physical product and a community

presentation. One student wrote, performed and recorded a CD of original music; another learned to fly a helicopter.

81. Why are there festivals? Festivals celebrating seasonal events honor nature and build the social fabric of the community. **82. What festivals are celebrated?** This varies from school to school, but among those commonly celebrated are harvest festivals, winter festivals and May festivals.

83. Do Waldorf schools have student assemblies? Yes. The culture of each school is different, but it is common to have assemblies throughout the school year where students demonstrate for one another and for parents aspects of what they have been learning.

84. Are there high school performances? Yes. High schools typically have music concerts and theatrical productions.

85. What happens in faculty meetings? Waldorf faculties meet weekly. Each school is different, but a typical meeting might include artistic work (painting, singing, eurythmy), study of an article or text or a child study, and a business portion.

86. What is a child study? Child study is a formal consideration of a specific child, often one who has been struggling. With parents' permission, the teachers quietly observe, discuss and strategize what might be helpful in improving the child's circumstances, learning or well-being.

87. What fine arts are taught in Waldorf grade school? Beeswax or clay modeling, drawing and watercolor painting.

88. What fine arts are taught in Waldorf high school? Generally, drawing, printmaking, color theory, ceramics, watercolor, acrylic and oil painting, sculpture.

89. What is meant by experiential education? Waldorf schools intend to bring learning first through experience rather than abstraction. This gives the students understanding and ownership of ideas that have been internalized through experience. In first grade, the letters are taught pictorially and are experienced through story. In third grade, students are taught baking and learn to divide a pie into halves, quarters and eighths before taking up the study of fractions in fourth grade. Middle or high school science classes begin with an experiment, and only afterwards does the teacher bring forth a hypothesis or abstract theory.

90. Is music taught? Waldorf students learn at least two instruments, choral singing and to read music. By middle school, it is common for students to play in an orchestra. Music creates social harmony, and playing music together strengthens nonverbal communication among students. Music teaches the mind to think nonverbally. At Credo, the week begins with all-school singing on Monday morning, and all students study music two double periods a week for all four years.

91. Which instruments are taught? Generally, first graders learn the pentatonic flute. By third grade the C flute or recorder is introduced. Ideally, violin is introduced in third grade. By seventh grade it is common for students to choose another instrument, like flute or cello. High school instruments range from violin to African djembe to electric guitar.

92. Why is there so much singing? Because it is joyful and beautiful, singing creates harmony and uplifts the feeling lives of students.

93. How do Waldorf public schools still teach music and the arts, which have been eliminated from many mainstream schools due to budget cuts? Music and art are seen as integral to the Waldorf curriculum, and are incorporated into the daily routine by the class teacher as well as by specialists. Through their Waldorf training, teachers develop a general competency in music and a variety of art forms. Specialty programs are frequently paid for with parent contributions to the school budget.

94. Do students do theater? Yes. Beginning in first or second grades, each class performs a significant play that complements some aspect of the curriculum each year, with lighting, sets and costumes. It is common to see plays about Aesop's Fables in second grade, the Old Testament in third grade, Norse myths in fourth grade, the Greeks and Romans in fifth and sixth grades, Shakespeare in seventh grade and a modern play in eighth grade. In high school, ninth graders study the history of drama, and tenth and twelfth graders perform class plays. High schools also often produce musicals.

95. Do students receive grades? Waldorf schools highly value student reports. Throughout grade schools, these are comprehensive narratives that discuss the many aspects of a student's development over the course of the specific school year—academic and intellectual, emotional and social, and the will and physical aspects. By middle school it is common for schools to give letter grades in addition to the narrative report. At Credo High School, students are graded on personal development as well as academic achievement.

96. Can I visit the North Bay schools? Yes! All of the schools offer tours or open houses. You can find contact information here: www.credohigh.org/links/our-feeder-schools

97. Are there Waldorf pre-schools? Yes. The office staff of the North Bay K-8 schools should have information about regional parent groups and pre-school options. **98. Are there after school programs?** This depends on the school. Many grade schools offer rich after-care programs to serve working parents who need afterschool child care. In high school, it is common to have clubs, sports and extracurricular activities in the afternoon.

99. Do Waldorf schools offer after-school sports? Beginning in middle school, many schools compete in boys and girls sports leagues.

100. Who should make the decision about where a student goes to high school? Parents should! Remember that critical thinking doesn't mature until the high school years. By twelfth grade, a student is ready to make her own choice of college, but an eighth grader's decision making generally centers on social life and peer pressure. The choice of a high school is one of the most important decisions affecting a child's life. It should be made by parents, with considered input from the student.

101. Why choose Credo? In ten years, Credo High School will have graduated nearly 1,000 broadly capable, compassionate, solution-seeking, college-ready young people. In fifteen years, some of these graduates will be creating businesses, running governments, managing economies, innovating in the arts, making peace and teaching the future leaders following behind them. In twenty years one of them could be president. At Credo, we take this possibility seriously. And we take our responsibility seriously. We offer a developmentally appropriate program that prepares students for the daunting challenges that will confront them as adult leaders. We help our students to develop intellectually, artistically, physically, emotionally and morally. We teach them calculus, Mandarin, Emerson, painting, physics, consensus building, farming and CPR. We think about how we can prepare them to be most helpful in the event of an earthquake, a social conflict or an economic meltdown. We model respect and service. We teach our students as if the future of the human race depends on them. It does.

