

Editorial

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Among the theoretical contributions to this edition of RoSE are two articles, one by Renatus Ziegler and one by Johannes Kiersch, concerned with the theory of knowledge, in that they deal with a variety of epistemological standpoints and their possible connections with Rudolf Steiner's spiritual science. Philip Kovce follows on with a piece on the art of public speaking, with particular reference to ethical aspects of Steiner's rhetorical practice. This general section is then rounded off with the English version of Wilfried Sommer's study comparing the Waldorf approach to teaching with Klafki's theory of education.

Then we continue with more theoretical background, introducing a subject upon which there will be further articles in succeeding editions. In recent years *introspection* as a psychological method has been figuring ever larger in scientific discussions in the USA, especially as regards its range of application (see, for instance, David Chalmers, Eric Schwitzgebel and Christopher Hill in the *Journal of Consciousness Studies*). Our inspiration for taking up this subject came from William A. Adams book *Introspection. A Method for Investigating the Mind*, which offers a criticism of contemporary psychology from a methodological point of view. He advocates a re-appraisal of the value of observing inner, mental processes systematically (see also the review by Johannes Wagemann in RoSE vol. 4/2), and here in this current edition he presents a concise statement of his position. Then we have the first part of an article by Urs Leander Teilkampf, in which he outlines the philosophical and epistemological implications of making one's own mind the object of observation, and in doing so draws upon the work of thinkers such as Husserl, Heidegger and Steiner.

Under the heading *empirical research*, the first two studies are broadly concerned with teaching space: Clive Millar and his colleagues evaluate a student project on imaginative learning and teaching in Cape Town, and Margun Bjørnholt presents a study on "Spaces and Learning Processes". In the third article Anna Sauer presents empirical data on a change of school ("From a remedial to a regular school") and formulates the conditions for managing this successfully.

In the *Anthroposophy and Science* forum Marcelo da Veiga kicks off with an outline of a paradigm shift: the strange attitude authors such as Helmut Zander and Heiner Ullrich have towards Steiner's work is explained by deficiencies in the conduct of anthroposophical research. The author suggests ways in which certain ingrained habits of thinking and behaviour could be overcome. Hartmut Traub then follows on with a consideration of Steiner's view of the importance of Fichte and Hegel for the groundwork of spiritual science.

Reviews of two books (by Robert Rose and Johannes Rohen) then bring this edition to a close.