

Editorial

Axel Föllner-Mancini

As a journal for Waldorf education, the main source of the latter has been our concern from the outset, both in terms of increasing general understanding of it and of opening it up to discussion. Thus in our first section, “Fundamentals”, the theme of the nature of the human being recurs from a variety of theoretical perspectives. The main thing here is that these articles illuminate or relate to some aspect of Steiner’s works. Thus RoSE can very well be concerned with questions of anthroposophical methodology and of discussing them within a wider critical context. It would appear that this widening of perspective resonates well with our readership. A counterbalance to this, then, is the accent upon empirical studies, where the focus is narrowed to a concern with Waldorf education in practice and with its associated *raison d’être*.

In this current edition this structure is also followed. Section one sees the completion of the English version of Bernhard Schmalenbach’s study on Kaspar Hauser. Then historian Michael Zech introduces a study on the cultural history of forests in Central Europe, and goes on to show how it could be used as a theme in Waldorf high school lessons. The bi-lingual article by Johannes Wagemann goes into the cognitive abilities of young children, focusing upon the key phenomenon of shared intentionality. He presents evidence for a holistic conception of child consciousness and points out its pedagogical implications.

In the empirical section Alexi Silverman presents a study that was carried out in Cape Town. She looks at the way moments of tension arise in the Waldorf classroom out of a mismatch between different expectations and levels of activity, and suggests how they might be recognised and alleviated. Then in the second part of his article on the external evaluation of kindergartens in Berlin Axel Föllner-Mancini interprets the results of a survey of kindergarten teachers, and discusses it in connection with a profile of stress levels.

This edition is then brought to a close with a Forum Article by Norman Skillen, entitled *Waldorf teachers – artists or “mooncalves”*. The author’s theme is the anthroposophical one of what it means to be a Waldorf teacher, and this involves a critical assessment of whether a holistic (artistic) concept of knowledge can be justified.

Happy reading to one and all!