

Editorial

Bo Dahlin & Axel Föllner-Mancini

The launch of the online journal *Research on Steiner Education* follows three years of preparation. Looking back, some of the difficulties and discussions associated with such an internationally interwoven undertaking re-emerge: How to bring people with such diverse cultural, linguistic and geographical backgrounds to agree on a common goal? How to keep alive a discussion when faced with differences as to the content and methods to be applied? What are the attributes of an 'anthroposophically orientated journal' with 'academic aspirations', and how are the individual contributions tested against this 'benchmark'?

Trying to reach out beyond borders in order to ask those questions and find answers, however temporary, is everything to do with the human encounter. However, it is an encounter whose core intention is to raise consciousness. At the heart of this experiment is the Spiritual Values in Higher Education conference, which has become something of a tradition. The annual event takes place in a different country each year (see also the report by Aksel Hugo and Charlotte von Bülow in this issue). It is also where this journal is drafted and linked conceptually into the more detailed objectives of the conference.

The key intention of the present journal is basic research in Waldorf education. Obviously, any published contributions are tied in to a broad spectrum of aspects of modern educational science, pedagogy and social theory. To achieve this, many linguistic hurdles need to be overcome. A challenge we are only too happy to take on. After all, our aim is to explore our own concepts and make them accessible to a wider scientific debate.

The first issue of RoSE comprises two parts: Jost Schieren's article introduces the first issue's focus on 'basics'. The author relates the epistemological question of human intuition to practical approaches in Waldorf education. He points to the philosophical roots of Steiner's education-theory based teaching methods. One basic concern of the methodology developed from this is the encouragement of an open and productive capacity of knowledge in students. The epistemologically shaped concept of intuition developed by Schieren casts a light on the current debate about competence.

Wilfried Sommer's contribution, published both in German and English, seizes on an aspect of humanistic personality theory, and also clarifies the consequences for teaching associated with it. The human being as a physical subject forms the center of his article. Learning and teaching processes at school bring forth experiences of the incarnated self (student), which crystallize into sense worlds. Communication between world and self takes place in experience-filled processes of consciousness with potential significance for the student's biography. Thus, the author sets against the model of an educational transfer of information teaching methods that are aimed at personal abilities rather than knowledge production.

Following that, Bo Dahlin once again broadens the perspective by pointing to the conceptional unity of Rudolf Steiner's idea of education with his social theory. How current this holistic approach is becomes apparent when considering contemporary concepts of civil society as advocated by Cohen, Arato and other authors. Dahlin draws attention to the fact that aspects of freedom exist that are suitable to push back the leveling forces of a global market-oriented thinking.

Part two of the journal is dedicated to empirical research: Christian Rittelmeyer addresses the 'hot topic' of the theory of temperaments and its application in Waldorf school classroom teaching. He starts with a brief review of critical voices on this subject. The quotations from literature selected by the author reveal above all the necessity for the concept of the human temperaments to be reconstructed and made accessible to closer examination. In exactly that vein, Rittelmeyer refers to Anglo-Saxon and German-language research literature as well as statements from Steiner. The practical part introduces and discusses a test system for the exploration of the temperaments.

Arndt Büssing's contribution outlines the results of an anonymous cross-sectional study carried out among 17-year old academic high school students in religious education. The aim of this study, based on standardized questionnaires, was to determine inner attitudes toward spirituality, life satisfaction and self-centering among the target group. Especially with regard to 'implicit self-centering', the results show a marked difference between boys and girls. This warrants a continuation of the pilot study introduced here.

Axel Föllner-Mancini's article deals with student appraisals and case studies as part of faculty meetings. Waldorf schools practice a humanistically orientated education of development. Student appraisals designed to do justice to the individual are one of many attributes of this type of schooling. With reference to the current debate about professionalization in education, the wider potential of case studies as part of faculty meetings based on casuistic methods is being considered. The interpretation of a text passage from faculty meetings Rudolf Steiner participated in emphasizes the desirability of this type of faculty meeting.

A conference report (Aksel Hugo / Charlotte von Bülow), two strategic papers on research (Aksel Hugo and Jennifer Gidley) as well as a bibliography of the academic reception of Steiner in Australia and a call for papers (both Jennifer Gidley) complete the present issue.

We hope that this first issue of RoSE will arouse your interest. A lively and productive discussion of the topics raised as well as the format of the journal itself would be a much-appreciated outcome. We welcome any suggestions and/or criticisms you may have about RoSE and look forward to your feedback.