



From the Editor

Douglas Sloan

The first article in this issue, “The Current Debate about Temperaments,” is a translation of an article published last year in *Erziehungskunst*, the leading German scholarly journal on Waldorf education. This article by Walter Riethmüller, a former editor of *Erziehungskunst*, is a probing inquiry into the meaning and relevance today of Rudolf Steiner’s views on the place of the temperaments in education and in the understanding of human development. The author examines Steiner’s approach to the temperaments, not only with reference to his critics, but also in light of the renewal of interest in the temperaments now taking place among a number of leading educators and psychologists. He shows clearly that Steiner’s approach to the temperaments, often misunderstood or misrepresented by its critics, fully warrants consideration with utmost seriousness—with respect both to the new theoretical interest in the temperaments among current educators and psychologists and to its value for concrete, classroom experience and practice.

The article, “Waldorf Education: Transformation Toward Wholeness,” by Vladislav Rozentuller and Steve Talbott, is a penetrating and revealing presentation of the deeper transformative potential of Waldorf education. The article brings out in a fresh and compelling way the many dimensions of Waldorf education: the meaning, the artistic, the scientific, the rhythmical, and the social, among others. It shows how they are all related as an integral whole, and how, together, they enable the

transformation of the whole person. Readers may find of particular interest, as has the editor of this journal, the authors’ treatment of language, drama, and knowledge of qualities in relation to this wholeness. The authors show the importance of this understanding of Waldorf education for the classroom, for teacher education, and for the world as a “global society.”

In his article, “The Art and the Science of Classroom Management,” Trevor Mepham enters directly into the actual classroom situation. His thoughtful insights and down-to-earth examples address concretely the practical challenges the teacher faces daily. His explanation of classroom management as both an art and a science also provides helpful guidance for thinking further about this important topic, one often neglected until the teacher finds him or herself suddenly confronted by its challenge.

The co-directors of the Research Institute, Douglas Gerwin and David Mitchell, attended a conference devoted to “Spiritual Research” in New York City, hosted by SteinerBooks, the press of the Anthroposophical Society. In their article, “Spiritual Research: Casting Knowledge into Love,” they present their reflections on the conference. It is a topic that invites reader response.

The Research Institute for Waldorf Education has just completed Phase I of a major study of the graduates of Waldorf schools in North America. A major portion of the report of this first phase of the

2 • From The Editor

research project is presented in this issue of the *Research Bulletin*. Teachers, parents, and would-be Waldorf parents and teachers, as well as interested educators both within and outside the Waldorf movement, should find this report of great interest.

A Personal Note:

With this issue of the *Research Bulletin*, I will be retiring as its editor. I want to express my gratitude to all those who have been indispensable in making the publication of the *Bulletin* possible. I am especially grateful to Susan Howard, director of the Research Institute during most of my time as the editor of the *Bulletin*, for her always wise counsel, sharp eye for good articles, and even frequent, nitty-gritty proof-reading assistance beyond the call of duty. I am also deeply indebted and grateful to Rosie Pearson, whose sterling editorial judgment and skills have been essential in bringing each issue to the light of day. And, finally, I want to extend my best wishes to Douglas Gerwin and David Mitchell, the new co-directors of the Research Institute, as they guide both the Institute and the *Bulletin* into the future.

