

Report from the Co-Directors

David Mitchell and Douglas Gerwin

No doubt you have already noticed changes with this issue in the look and format of this publication. As the Research Institute gains wider recognition, we are striving to create a more readable and diversified *Research Bulletin* that can serve the mission of protecting childhood and fostering research and debate on education.

These changes coincide with the retirement of Douglas Sloan, Ph.D., our esteemed founding editor. Words cannot express our gratitude to Douglas for his capable navigation of the *Bulletin* since its inception more than a decade ago. Douglas is a gentle, cultured man whose powers of perception, scholarly acumen, and expressive wisdom have been greatly appreciated over the years. As a colleague he radiates calm, compassion, and interest in others. He will remain as a trustee on the Board of the Research Institute.

With this issue Stephen Keith Sagarin, Ph.D., takes over as the new editor of the *Research Bulletin*. Stephen, who received his doctorate from Columbia University, is Faculty Administrator of the Great Barrington Rudolf Steiner School, Chair of the Great Barrington Waldorf High School, and Director of the M.S.Ed. program in Waldorf Teacher Education at Sunbridge College. We are delighted to welcome Stephen as part of the Research Institute.

Christopher Clouder remains our Contributing Editor from Great Britain and will provide us with articles relative to educational research undertaken in Europe.

The Board of Trustees of the Association of Waldorf Schools of North America (AWSNA) has appointed Virginia Flynn as its representative member to the Board of the Research Institute. Virginia is widely known in Waldorf education. Currently she is a member

of the AWSNA Board of Trustees and a leader of the Pedagogical Advisors Colloquium. In past years she served on the Coordinating Committee of AWSNA as Chair of the Central Region, and she was a long-standing class teacher at the Great Barrington Rudolf Steiner School. She herself was a student at the Rudolf Steiner School in Manhattan. We are grateful that Virginia has agreed to join the Research Institute as a trustee.

We are in direct contact with the AWSNA Leadership Council through Patrice Maynard who, with James Pewtherer, the newly appointed Chair of the Pedagogical Section Council, is helping us to identify new areas for research in North America.

With this issue we introduce a new circle of Institute Research Fellows. Their task will be to write short articles about research on education in general and on Waldorf education in particular. Some of their work appears in this issue. The Research Fellows are:

Arthur Auer	Jon McAlice
Christopher Clouder	David Mitchell
Michael D'Aleo	Martyn Rawson
Douglas Gerwin	Eugene Schwartz
Paul Gierlach	Douglas Sloan
Susan Howard	Arthur Zajonc

This year the Research Institute is entering into collaboration with the Pädagogische Forschungsstelle ("Pedagogical Research Center," the research arm of the BUND in Germany), as well as the research group of the Pedagogical Section of the Anthroposophical Society in Dornach. Correspondence and exchanges have taken place with Ernst Schuberth, Martyn Rawson, and Hansjörg Hofrichter, the principals of the Pädagogische Forschungsstelle, one of whom

joined us during our autumn Board meeting in Amherst, MA. At present the Forschungsstelle has identified 45 research projects of interest to them. News of these projects will be forthcoming in future issues of the *Bulletin*.

Monthly dialog between the Co-Directors and Christof Wiechert, Head of the Pedagogical Section at the Goetheanum, has further extended our collaborative efforts. We are linking up with major research on Waldorf graduates in Germany and Switzerland directed by Dr. Dirk Randall of the firm Software AG. Earlier this year the IPF initiative in Switzerland, chaired by Urs Hauenstein and Thomas Stöckli, contracted with the University of Plymouth, UK, to cooperate in their Masters degree programs. They will start with three programs:

- Education. One group is working already, a second will start in January 2006.
- Social Banking, also called Ethical Banking, to begin September 2006.
- Social Care and Education. A collaboration between social care and curative education to begin September 2006.

Currently the Research Institute is spearheading three projects, with several more to follow once the necessary funding has been secured. The first project involves a major study of Waldorf graduates. This is Phase II of a two-part project conducted by Arthur M. Pittis of Austin, Texas, with oversight and analysis provided by Douglas Gerwin and David Mitchell. This research will develop both statistical and qualitative data. We ask for full cooperation from the representative Waldorf high schools in North America in order to ensure the success of this project.

Paul Gierlach is undertaking research on a framework whereby writing, reading, and reading comprehension are placed in developmentally appropriate stages for elementary and high school students. The goal is to provide a progressive pattern for teachers to lead

their students and themselves to penetrate reading content and writing activity more thoroughly. By the twelfth grade students should comfortably grow beyond content to an understanding of the style used by any author. Graduating students will then be able to comprehend the author's ego and the author's culture. Reading, then, can become a socially responsible activity for the rest of the students' lives. Style, as perceived in reading, will be developed in students' writing over a four-year period. Joy of mastered self-expression should inform the student's writing thereafter.

Lori MacKinder is undertaking a study of teaching remedial math in the high school setting. Her research will consist of a long-range (four-year) study involving mathematics. She will follow a remedial math class through the four years of high school using a combination of mainstream math remediation techniques, big picture imaging, and Extra Lesson movement. She is interested in how the various techniques affect the student in terms of what works and what does not work in the moment and over time. The goal will be to offer specific techniques and curriculum for students with difficulties or deficiencies in mathematics.

We hope that you will be interested in the work of the Research Institute and that you will make others aware of our efforts. We welcome your letters.