

Editorial

Axel Föllner-Mancini & Bo Dahlin

Heading up this edition of RoSE we have four essays addressing issues that come into the category of basics. In *Erziehungskunst als Praktische Pädagogik* Maximilian Buchka considers the question of when we are justified in thinking of educational practice as an activity geared towards individuality and developmental openness. Waldorf education is not alone in seeing its pedagogical practice as closely akin to the working of an artist; using various examples from the literature, the author shows that the concept of education as an art is a widespread pedagogical principle in practical education.

In *The Art of Knowing* Jonathan Code seeks to integrate art, science and religion in terms of Goethe's approach to knowledge and modern interpreters of this approach, such as Henri Bortoft and Ronald Brady. According to these thinkers, modern consciousness suffers from a "disease", resulting from a lack of appreciation of the extent to which our personal identity and attitude to nature are conditioned by purely abstract reasoning. The study envisages, complementary to this, a mode of consciousness still to be developed. This holistic mode of consciousness identifies the process of knowing with the cultivation of imagination, and may lead to new initiatives in the realms of science, education and human development.

In *Imagination as Evolution* Thomas W. Nielsen and Bronwen Haralambous argue that imagination, far from being just another human faculty, is an all-pervasive power that grants us our ability to experience wholeness. At the same time, however, imagination is not necessarily positive per se, but highly dependent on the context in which it is being used at any given time. Our media culture abounds in images that may be detrimental to the healthy development of children. On the other hand, imagination may also be instrumental in healing fragmentation, not only in the individual but also in society at large.

The next article also has an epistemological focus. In part I of his study *Strukturphänomenologische Anthropologie* Johannes Wagemann demonstrated that it is not possible to explain human cognition solely in terms of neuro-biological processes. With a view to providing an adequate description of the relationship between the brain and consciousness, the author begins, in Part II, by contrasting the phenomena of coherence and incongruity with one another. He shows that acts of cognition (thinking) are integrative in character. Neuronal states, by contrast, are merely conditional factors, which enable consciousness to transform disparate events (sensations) into contextual coherence (perceived reality). In this connection certain key aspects of Herbert Witzgenmann's structural phenomenology are presented.

Two further articles are concerned with empirical research in the area of pedagogical practice. In *Emotions, the person and the "lived body"* Henning Pätzold reports on a survey of the learning experience of individuals who had attended different types of school. Of the two groups compared, one attended a Steiner school, the other not. Two interesting results were that former Steiner students did experience learning as a more personal process, but there was no difference regarding the experience of aesthetic aspects of learning.

Axel Föllner-Mancini's article addresses the structure of pedagogical working alliances in the context of a hospital school. Here children are undergoing schooling, while at the same time having therapy for educational, biographical and family problems. Using a case study in the area of chronic absenteeism, procedures are described which can be usefully applied in all types of school.

Under the heading *Review Articles* comes Part II of Petra Böhle and Jürgen Peters' survey of empirical studies concerned with the practice of Waldorf education. The authors present findings from work on the following topics: social and life-skills, student and teacher health, occupational histories and life-styles of former Waldorf students, Waldorf schools and minorities.

Last but not least we have the review of a book by Andreas Suchantke.

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