

## Editorial

### Axel Föllner-Mancini

In this edition again we present articles in German, English and Spanish. This time the main topics of RoSe Vol. VIII / No. 2 are the theoretical foundation of anthroposophic research and the reflection on the didactic methods in Waldorf Education.

In his article about the role of anthroposophy in esoteric research, Albrecht Hütting analyses different paradigms in the studies of esotericism. Corresponding to academic criteria he develops an anthroposophic self-conception. This comparison wants to light up the on-going debate.

In two essays Martyn Rawson discusses the fundamental and realisable possibilities of Educational Action Research, which wants to match with the special demands of cognition in Waldorf education. He suggests the concept of “Illuminative Practitioner Research (IRP)” which integrates hermeneutic, phenomenological and contemplative methods.

Ruhi Tyson develops in his article perspectives for an extended understanding of “Bildung”. He shows that a successful educational process can be proved in at least three ways: a) documented compliance of criteria, b) the subject’s inner-perspective and c) another “outer”-perspective. Also the author discusses the varying possibilities for a systematic and coherent description of cases in the field of educational processes (in the sense of Bildung).

In two contributions in German and Spanish language, Stefanie Greubel shows issues pertinent to early childhood education. Firstly she presents the possibilities of codecision (participation) in early childhood in educational settings also posing the question of disbenefits. Secondly she reflects on sensitive stadiums of transition: kindergarten entry / school entry and the child’s need for a mindful support with a special focus on Waldorf education.

The questionability of educational processes which are influenced by the teaching of historical facts is thematised in two articles both focusing on the didactics of Waldorf education. Torbjørn Eftestøl presents the history of music in the field of experiential learning and relates to Rudolf Steiner’s thoughts. Frode Barkved exposes the problems of Rudolf Steiner’s Eurocentric conception of history and discusses the impact on today’s history lessons in Waldorf schools.

In his study on medieval literature in lessons Frank Steinwachs presents one of the most important topics in Waldorf education: he asks for the educational value of intensive reading in class in general and on the examples of tenth and eleventh grade reading material in particular (“Song of the Nibelungs”, “Perceval”). The study integrates the curricula of public schools and Waldorf schools and discusses both positions.

In the forum for anthroposophy and science on more time we publish Helmut Zander’s study, which asks for the conditions needed to talk to Rudolf Steiner (Vol. 4/2013). Now translated into Spanish by Aida Montenegro, the article is available in three languages.

The author discusses the changing reception of Steiner's published works in the course of history, after the last contemporary witnesses had deceased. He speaks for an open, historicised view on anthroposophy and a non-judgemental view on the works' genesis, which should not be afraid of detecting contradictions.

Martyn Rawson's review on Angelika Wiehl's and Michael Zech's book on youth education in Waldorf schools then brings this edition to a close.

We wish you an enjoyable and inciting reading!