

## Editorial

### Axel Föllner-Mancini

The current edition of *RoSE - Research on Steiner Education* (Vol. XI, No. 1) was completed without delay despite the pandemic crisis triggered by Covid-19. For this reason, we would like to thank all the authors, the reviewers, the translators, and the graphic designer. Without this constructive interplay of forces, this edition would not have been possible.

This edition includes articles on all categories with the exception of “Book Reviews”.

Hartmut Traub begins the *Theoretical Foundations* section with a Spanish version of his article *Ich und Du* (RoSE Vol X, No. 1). The author examines aspects of interpersonal theory in Steiner’s “Philosophy of Freedom” and places them in the context of the history of philosophy. Johannes Wagemann shows how the journalistic work on the moments of personal encounters and philosophical debates of Herbert Witzmann, a Steiner’s student, contributed to an extraordinary genesis of work in the anthroposophical context. This section concludes with the English translation of the second part of the article written by Frank Steinwachs (Vol. X, No. 1, 2019). In his study “*latent questions*” as an anthropological and didactic paradigm for (literary) teaching at the higher school level in Waldorf schools, Steinwachs examines the connection between progressive questioning by the students and possible educational responses in this regard. Frode Barkved’s English article examines Steiner’s concept of history and the background of his philosophical writings and later esoteric work.

The *Empirical Research* section presents a study from the Mainz University Medical Center (Diefenbach et al.). The authors analysed the influence of health care needs in first grade pupils in relation to their school performance (skills). In this comparative prospective cohort study, groups of pupils from Waldorf schools were compared with groups of pupils from traditional schools. The following article presents the experiences that teachers and parents have had so far with first through fifth grade math classes in Waldorf schools through a quantitative survey conducted by Jürgen Peters. This study was based on a qualitative project conducted by Cornelia Ruhnau (RoSE Vol. XIII, No. 1. 2017).

In the *Anthroposophy and Science Forum*, Jost Schieren examines Steiner’s epistemological mode and contrasts psychological conceptual awareness and creative consciousness that activates itself.

In the *Conceptual Framework* section, Angelika Degenhardt (M.Ed) publishes an empirical study on the factors that influence the career choice of young people. This educational research project emerged from the Master’s program in education at the Alanus University.

We wish all readers and authors a stimulating read!