

Elan Leibner

Dear Readers:

For teachers, summer gives time to dream, plan, ponder, and create. Then, with autumn, one's will has to engage anew; what lived in the spiritual spheres must find its echo in the classroom. In this transition from one realm to the other, from the children of our summer plans to the children in front of us, the teacher has to mediate by applying his or her best "teacherly sense," as Rudolf Steiner called it. When the pathway between the heavenly and the earthly remains active and dynamic, the reality of the classroom is filled with vitality. From the world of the *Research Bulletin's* editorial team, we send the teachers among you warm wishes for a year of vitality and pedagogical enthusiasm.

This issue of the *Research Bulletin* brings you a number of surprising and delightful gems. Frederick Amrine continues his engaging series on the philosophical roots of Waldorf education with a discussion of Schiller and the influence that his letters, "On the Aesthetic Education of Man," had on Steiner. Anyone who has read the previous installments of Amrine's disquisition will know what a remarkable job he does of "translating" dense philosophical texts into stories that even the lay among us can follow. We already look forward to the final installment, which will deal with Steiner himself, in the next (Spring/Summer) issue.

Peter Lutzker, a teacher educator from Stuttgart, gave an inspiring keynote lecture at a gathering of adult educators in Vienna earlier this year. At the urging of Douglas Gerwin, Executive Director of the Research Institute for Waldorf Education, Lutzker has transformed his lecture notes into a jewel of an article on attunement as a pedagogical practice. His perspective is fresh, original, and

insightful. He compares the visual and auditory fields, both in terms of the language we use when discussing them and in terms of the pedagogical implications of working in one or the other mode.

Polly Saltet and Susanne Zipperlen sent us a fascinating article on curative eurythmy for the orthodontic treatment of teeth. With stunning pictures of the effects of the work, they describe both a case study and the conceptual underpinnings of the treatment. This is a relatively new field of work in North America and seems very promising for those who wish to avoid or augment traditional orthodontic protocols.

Roberto Trostli offers the first of two articles on the teaching of science in Waldorf schools. Based on keynote lectures he gave earlier this year in Hungary, Trostli connects the practical realities of the classroom with the most profound spiritual challenges of our time, showing how science teaching can play a crucial role in helping our students meet those challenges. This is the kind of article that class teachers and science teachers alike would do well to revisit regularly.

Two of the articles in this issue are slightly modified chapters from new books. Van James, an art teacher in Hawaii who will be known to many readers from his adult education courses, has finally written a book on learning to draw and teaching children how to do it. The chapter published here is from an early part of the book, but it sets the tone and should whet the appetite for reading the book in its entirety. Toward the end of this issue, Eugene Schwartz offers an enthusiastic review of James' book.

The second is by Craig Holdrege, Director of The Nature Institute. His new book, entitled *Thinking Like Plant: A Living Science for Life*,

describes plant life and the phenomenological process by which he tries to engage his adult students in acquiring observational skills and the conceptual flexibility needed to comprehend the mystery of plant existence. His many years of research and teaching in this area are evident in both the clarity of his insights and the humble yet confident tone he sets for the journey of discovery.

The second part of Liz Beaven's important research on the experiences of teachers who have moved between independent and charter Waldorf schools follows. Beaven is not out to judge and keep score, but rather to collect data (as opposed to opinion), to probe, and to raise questions. Some of the revelations offered by teachers she interviewed are predictable, some surprising, but all of them relevant. Those who have interest in the twin questions of cultural freedom and economic access to quality education should acquaint themselves with this paper, which is, as far as we are aware, the first of its kind.

On behalf of her early childhood colleagues who met in Spring Valley, NY, this summer, Holly Koteen-Soulé sends us a snapshot of the state of early childhood work in North America. More than any specific detail in the report, one is impressed by the candor and forthrightness of these discussions. We urge you to acquaint yourselves with their work, especially if you toil elsewhere in the pedagogical universe.

Jill Taplin, an early childhood educator from the UK, reviews *Under the Stars*, a new book by Renate Long-Breipohl. The book is a series of essays on themes related to the young child, and Taplin finds it insightful and deserving of wide readership.

A report from Marianne Alsop, the long-serving Librarian of the Online Waldorf Library, completes this issue. Those interested in research should know the RIWE website has a link to a paper recently published in *Current Issues in Education* that tracks the test scores of Waldorf-inspired charter school students over twenty years. Though not groundbreaking in

its conclusions, the paper demonstrates that the slow beginning of academic instruction in Waldorf settings—and hence the pupils' predictably lower scores during the early grades—is more than overcome by the time of middle school, when student test scores in Waldorf charters consistently exceed those of comparable schools. Ripeness is everything.

Happy reading!