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Dear Readers,

This issue of the *Research Bulletin* brings together a number of articles that ponder the work of the educator from somewhat more distant vantage points than those of recent issues.

Our lead article, by Bernd Rosslénbroich, is offered here courtesy of the Medical Section at the Goetheanum. It is a look at play as a phenomenon in animals and humans, as well as an evolutionary manifestation of an increasing level of autonomy. Beautifully illustrated, it provides a thoughtful treatment of a behavior that seems strangely out of place if one takes a traditional evolutionary perspective. While longer than our usual articles, it is rewarding reading that will leave the reader looking at child play with “new eyes.” Rosslénbroich also offers an intriguing possibility for viewing certain natural phenomena as nature’s own “play.”

Celebrated author Richard Louv, of *Last Child in the Woods* renown, is writing about nature as a powerful incubator of creativity and as the ideal complement to technology. He proposes that a new, hybrid mind that can incorporate both nature wisdom and technological acumen will become the most sought-after kind of mind in the decades ahead. He is scheduled to have his new book, *Vitamin N*, published in April, and we are pleased to host his first contribution to the *Research Bulletin* in close proximity to this occasion.

Jost Schieren, a frequent contributor to our *Bulletin* and a trustee of the Research Institute for Waldorf Education, writes about the relationship between anthroposophy and Waldorf education. Schieren’s perspective is profoundly informed by the European, and particularly German, academic

world, yet the questions he raises and the approach he offers are both relevant to the wider discussion about this important question.

Norman Skillen writes about the story of Parzival as an example of a new way of knowing. He describes Gawain and Parzival as each bridging, from opposite starting points, the gap between Love and Reason and suggests that therein lies a key challenge for Waldorf teachers everywhere.

Schieren’s and Skillen’s contributions appeared originally in the online publication RoSE, or Research on Steiner/Waldorf Education (rosejournal.com). This is a peer-reviewed, academic publication originating in Europe, and a worthwhile resource for those seeking academic research and perspectives on Waldorf education.

From the Pedagogical Section Council’s Judy Lucas and Frances Vig come the final two contributions to the ongoing series supporting the Council’s “Core Principles of Waldorf Education” document. They look at the principles of Relationships (#6) and Spiritual Orientation (#7). The whole series was a response to requests for guidance in the study of this document, and we hope that it has been able to achieve its purpose.

Reports from Waldorf Publications and the Online Waldorf Library can be found at the end of the issue.

Happy readings!

Authors who wish to have articles considered for publication in the *Research Bulletin* should submit them directly to the Editor at: waldorfresearchbulletin@gmail.com.