

Editorial

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We are very pleased to be able to present this first number of the fourth volume of our journal, marking its fourth year of publication. The RoSE team has undergone some changes, both in staff and structure, and so we would like to take this opportunity to outline these for you now.

At the beginning of the year professor Bo Dahlin withdrew from editorial work. He was a co-founder of the journal and from the outset was very actively involved in its design and editorial profile. Through his decades-long career at Karlstad University (Sweden) and his extensive research experience in the areas of educational science and philosophy and of Waldorf education, he brought with him exactly what a young, scientific journal needed: meticulous skill as a peer-reviewer, strict adherence to academic standards, and wide-ranging contacts in the international scientific community. Besides this whole spectrum of activity, his main responsibility was for RoSE's English section. Following his retirement as professor in Karlstad, he remains active in teaching and research at the Rudolf Steiner University College in Oslo (as can readily be seen from his contributions to this current edition). On the Editorial Board of RoSE we will also be able to count upon Bo Dahlin's further support and well-considered advice. Here we offer him our heartfelt thanks for everything he has done so far!

We are very happy that two new members have just swollen the ranks of the scientific advisory group. In May Neil Boland and Douglas Gerwin joined us. Neil was already involved last year when he helped with the final editing and opened up some very important contacts to authors and universities. He teaches and does research at the Auckland University of Technology in New Zealand. Douglas is director of the Research Institute for Waldorf Education in Wilton, New Hampshire, USA, where together with colleagues he publishes a Research Bulletin (<http://www.waldorfresearchinstitute.org/waldorf-journal-project/>). He is our main support in forging co-operation with people and institutions in North America.

The Editorial Board also welcomes new members, who have already made intensive contributions to the journal's work. One of these is Ulrich Weger, who holds the chair of general psychology at the University of Witte/Herdecke in Germany, and has acquired broad academic experience in Anglo-Saxon countries, most recently the University of Kent in Great Britain. He specialises in empirical research within the context of social and cognitive science. The other is Sebastian Suggate, who also helps us with the preparation of the English section of RoSE. He comes from New Zealand and now lives with his family in Regensburg, where, at the local university, he teaches and does research in psychology. One of his main topics is the empirical investigation of the process of learning to write. A (bi-lingual) survey of his findings is published here.

It gives me great pleasure to mention three people who do very important background work and without whom the *bi-lingual aspect* of RoSE would not be possible. Sebastian Rechenberger lives in Ireland and does excellent translations from English into German. Norman Skillen (Cape Town, South Africa) does exactly the same, except the other way round. In the business of translation they are both highly professional and perceptive.

Then I would like to thank Cecilia Gavrell, who lives in Stockholm and has by now worked on seven numbers of RoSE. She has a sure eye for all textual and lay-out problems, and solves them – if need be – in multiple variations.

Just this little glimpse of the workings of our journal shows how diverse its components are: it is a living example of internationality. This broad spectrum is also reflected in this edition's contributions:

In our *Foundations* section we publish the continuation of Renatus Ziegler's study on epistemology, with the focus on a psychology of various worldviews. Bo Dahlin gives an introduction to the current debate on the foundations of early childhood education and delivers a number of critical rejoinders to constructivism and its threatened elimination of the concept of childhood. Then come two essays devoted more specifically to school life and teaching. Phillip Wright looks at different ways of understanding "geo" in the teaching of geography in state and Waldorf schools, and Henning Pätzold demonstrates how images of school, in the sense of theoretical frameworks, implicitly determine how teachers see themselves and how they teach, without any need for this to be made explicit in actual practice.

In the *empirical section* Leigh Burrows presents a study she conducted in Australia. She investigated the positive effects of attention exercises upon inter-collegial relationships in Waldorf schools. Sebastian Suggate presents studies analysing the effects of early or late learning of reading upon subsequent learning processes, and arrives at an interesting perspective on the relatively late introduction of reading in Waldorf schools. Dirk Steiner's article, from research done in New Zealand, is about an alternative way of looking at the ADHD problem which is gaining in importance. He begins by reviewing the competing models by which science tries to explain it, and then presents the results of an experimental approach to the phenomenon and subjects them to critical evaluation.

In the *Anthroposophy and Science Forum* David Wood summarises for English-speaking readers a debate between Hartmut Traub and himself. Traub, like Wood, is an outstanding Fichte scholar, and the author of the most comprehensive work of critical analysis on Steiner's theory of knowledge so far.

Bo Dahlin takes critical issue with an aspect of Steiner interpretation in the work of Heiner Ullrich, the professor of education from the University of Mainz.

This edition is then rounded off with a review (Torbjørn Eftestøl & Axel Hugo) of *The Event in Science, History, Philosophy and Art* by Y. Ben Aharon (2011).

In the name of the editors and the whole team, I wish our readers and all the authors a stimulating read!