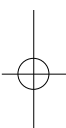




## Report from the Co-Directors

*David Mitchell and Douglas Gerwin*



The Survey of Waldorf Graduates, Phase II, has consumed our attention this year. We gave a PowerPoint presentation to the Association of Waldorf Schools of North America (AWSNA) Board of Trustees and the AWSNA Delegates. We have been invited to make presentations at several Waldorf schools in North America. We will hold seminars at this summer's AWSNA Teachers' Conference at the Highland Hall Waldorf School in California, and at a gathering of world leaders in Waldorf education next autumn at the Goetheanum in Dornach, Switzerland. You may download electronic copies of the Survey, the Abstract of the Survey, and the PowerPoint presentation from either of the Research Institute's web sites, [www.waldorfresearchinstitute.org](http://www.waldorfresearchinstitute.org) or [www.waldorflibrary.org](http://www.waldorflibrary.org). You may purchase a hardcopy of the full survey from AWSNA Publications by e-mailing [publications@awsna.org](mailto:publications@awsna.org) or calling (916) 961-0927.

We are enthusiastic about our continued collaboration with research centers in Germany, Switzerland, Australia, and New Zealand. One joint project will examine the effects of high-stakes testing on children. The project's immediate goals are to provide Waldorf school communities, and a wider audience, with an up-to-date, comprehensive summary of the known effects on children of testing and to build a clear picture of educational assessment that does not use testing.

Research will encompass a review of a wide range of sources in the fields of education, psychology, and child development, including but not limited to Department of Education databanks, published reports, and medical findings. It will take note of findings related to long- and short-term cognitive, psychological, motivational, emotional, and other effects of testing. The scope and particular emphases of the research will evolve, depending on results. A full written report of the research

will be the basis for an article to be submitted to one or more major educational magazines in the United States and Europe. The results will also be published in the *Research Bulletin*.

An important component of the project will be detailed descriptions of Waldorf school assessment methods—assessment in the process of teaching, for example—as alternatives to high-stakes testing. Other goals are to establish the Waldorf school position firmly in support of the rights of children to a healthy childhood and a schooling free from the stress involved in testing and to contribute a Waldorf school perspective to the public debate on this controversial issue.

Finally, a clarion call for a stronger presence for morality and ethics on the education agenda of the twenty-first century came at a symposium last autumn at Harvard's Graduate School of Education (see Michael Mancini's report in this edition of the *Research Bulletin*). Patrick Bassett, President of the National Association of Independent Schools (NAIS), suggested that par-

ents should pay less attention to wanting their children to be happy and more attention to wanting them to be good and virtuous beings. Waldorf education has these values embedded within the core of its method and curriculum. A future edition of the *Research Bulletin* will focus on this theme.

Our many envisaged projects, including those mentioned above, coupled with diminished funding for administrative expenses, necessitate that we rally Waldorf schools to become supporting members of the Research Institute. We ask every school to consider the importance of our research, evaluate the benefits, and find the means to participate. We are also working with AWSNA's Development Office for assistance in funding.

In the past we have solicited letters to the editor to enliven debate in the *Research Bulletin*. In

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our next issue, for example, we will publish a response by a medical doctor to a recent *Bulletin* article on left-handedness—a subject that has vexed many Waldorf teachers. We invite manuscripts for possible publication and ideas for future research. One reader, for example, has asked us to develop research on faculty relation-

ships. He believes we should collect case studies on social turmoil within schools and evaluate whether or not organizational change has taken place in its wake. We welcome letters, challenges, and perspectives different from those presented on our pages.

