

# Report from Waldorf Publications

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*A*s we settle into our new place as the publishing arm of the Research Institute for Waldorf Education, we are engaging and collaborating with people from around the world who write, publish, appreciate Waldorf education, and support education in many ways, especially through the medium of books.

Douglas Gerwin's long-awaited compendium, *Trailing Clouds of Glory: Essays on Human Sexuality and the Education of Youth in Waldorf Schools*, is finally in the hands of all schools, and our work now is to get it into the hands of educators and parents everywhere to stimulate discussion and provide new perspectives on this delicate and powerful topic.

Frans Lutters' book, *The Grail Mystery and the Seven Liberal Arts*, is also now in our schools. It goes deeply and succinctly into our connections with the courts of Charlemagne and the Virgins of the Grail: Grammatica, Rhetorica, Dialectica, Arithmetica, Geometria, Musica, and Astronomia. Both of these latest books from Waldorf Publications help shed new light for parents and teachers on the sacred task of raising children.

At long last the beautiful reader for first, second, and third graders, *The Sun With Loving Light*, is being stitched together as a hard-bound edition. A soft-bound edition will follow. Stephen Bloomquist, four-time class teacher and current Leadership Council representative for the Northeast Region of AWSNA, is the creative and patient editor of this collection of poems, songs, and stories. This new version of a classic Waldorf text owes its inspiration to Hansjörg Hofrichter, a Waldorf graduate himself, who as a child enjoyed the first version of this reader, produced by the celebrated Waldorf teacher Caroline von Heydebrand under the title *Der Sonne Licht* (later brought out in English as *The*

*Key of the Kingdom*). It is thrilling to think that sets of these hard-bound readers on the shelves of each Waldorf school in North America will be connecting first graders around the world.

*Assessment for Learning in Waldorf Classrooms*, a five-year research project led by Helen-Ann Ireland and Sara Ciborski, with funding from the Waldorf Educational Foundation, has been accepted for publication by Academica Press. This constitutes our first peer-reviewed research project to be published beyond our own immediate circles. This project will help Waldorf class teachers delineate systematically their methods of setting educational goals, the benchmarks they develop towards those goals, and the techniques used to assess attainment of the goals on individual and class levels. Linda Williams, PhD, a class teacher at the Detroit Waldorf School, has written the required commendatory preface for the research.

The Avalon Initiative, another research project of RIWE involving Waldorf Publications, explores issues concerning freedom, funding, and accountability in education. This initiative has joined forces with two SUNY University professors who espouse freedom of teachers from government and corporate influences. These professors and the Avalon Initiative together are sponsoring a special gathering of teachers from both independent and public schools that will feature a presentation of the newly published research by Academica. Carol Bärtges, high school teacher, former class teacher, and graduate of the New York City Rudolf Steiner School, will be one of three panel members at the event. She will present a picture, documented by the research of Ireland and Ciborski, of how thorough assessment of students can be successfully undertaken without employing standardized testing.