

*David Mitchell and
Douglas Gerwin*

A new round of electronic books and progress on the creation of a source book on sexuality curriculum top the agenda of current activity at the Research Institute for Waldorf Education.

Electronic Books: An enthusiastic donor has provided financial resources to post online a broad range of invaluable and yet sometimes inaccessible books on Waldorf education. This collection will be of special interest to researchers and other individuals seeking to print portions of books for study purposes. A new collection of these e-Books—posted on the website of the Research Institute's Online Waldorf Library (OWL) at www.waldorflibrary.org—can be downloaded gratis anywhere in the world. They are also available on disks through the Institute.

Plans are underway for at least twelve new disks, each with three or more books. We invite our readers to write to us at the Research Institute with further suggested titles of books and articles no longer in print.

Sex Education: With the help of grants from the Foundation for Rudolf Steiner Books and the Pädagogische Forschungsstelle as well as private donations, the first phase has been completed in the creation of a new source book on sex education in Waldorf schools. This initial phase involved the translation of portions of *Sexualkunde in der Waldorfpädagogik*, a collection of essays and curriculum outlines edited by Bart Maris and Michael Zech.

This collection is being enlarged for the English-speaking world with further material drawn from North American sources including sample curricula (grades 4–12) from Waldorf schools.

Teaching Sensible Science: A new cycle of this highly acclaimed program for Waldorf class teachers on the teaching of science in grades 6–8 will be held at the Chicago Waldorf School, starting in February 2011. The course, comprised of three roughly one-week sessions spread over nine months, explores the deeper aspects of teaching physics, chemistry, and the life sciences out of a phenomenological or sense-based approach, starting with a radical re-examination of one's own ways of perceiving and learning.

As in previous rounds, this cycle will be led by a team of four experienced Waldorf teachers from both elementary and high school levels: Michael D'Aleo (Saratoga Springs, NY), Gary Banks (Ann Arbor, MI), Lilli Anthon (Burlington, ON), and Barbara Richardson (Freeport, ME). Details of this course, which is sponsored by the Research Institute and partially funded through the Association of Waldorf Schools of North America (AWSNA), are available from Michael D'Aleo at spalight@verizon.net.

Financial Support: In addition to the funding of specific research projects, we are fortunate to have received grants in excess of \$10,000 in the past year from a *Stiftung* (foundation) in Europe for ongoing support of the Research Institute.

We are still seeking to find matching donations in North America from foundations and schools, as well as from individual contributors through our annual giving campaign. An envelope for donations is included for this purpose.

Interim Editor:

For this issue, David Blair assumed the role of interim editor of the *Research Bulletin*. He brought to this task many years' experience as a class and high school teacher at the Green Meadow Waldorf

School and Shining Mountain Waldorf School. We are grateful that David took the time from his very busy teaching schedule in order to facilitate this edition.

The last few decades have belonged to a certain kind of person with a certain kind of mind—computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers and meaning makers. These people—artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys.

– Daniel Pink, *A Whole New Mind*