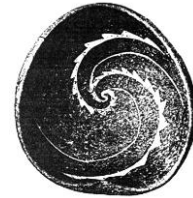


ARIADNE'S THREAD

Our time reflects the need for a new kind of science and education. While we try to find the pattern of fragmentation at the Large Hadron Collider, we have forgotten about the signature of creation that is all around us. There is a misnomer that we know what nature is and can control it. The illusion that we control nature is blinding us to the role nature plays in sustaining us! There is a fundamental confusion that puts our intellect as the power that orders the world, and nature as a resource which we can plunder.



The illusion that we rule the technological world in the name of science (God having long been written out of the picture) is no longer tenable. The idea that nature is controlled through an academic expertise, translated into government policy that gives us a certain understanding, is blatantly contradicted by climate change events, such as floods and severe droughts. Our knowledge is not in control, and nature is not something we have understood and thus can order to our own whim. Our understanding has to accept a more subtle reality than a science that claims unchallenged authority.

We are facing a situation of fragmentation into ever more false promises, dividing into ever more incomprehensible jargon, splitting into ever more divisive factions. Yet hidden in these fractious times, is the question of what is the wholeness from which all these parts have come? Can we by being open to wholeness in ourselves balance this partial understanding with a renewed unity of collective direction?

Holistic pedagogy facilitates a different kind of movement, where the externality of facts is surprised with an interiority of meaning. At each moment, we are offered a different turn into a living future vision. Like Ariadne's Thread in the Greek myth, we weave together these accounts, until we find the way out of the maze of knowledge, deposing the spectre of rationality that rules over us at its centre.

All articles in this issue are a step into this whole meaning. Authors make the steps with nature, with the elephant, with ancient wisdom, with scientific discovery, with classroom dialogue, with sacred symbols. The steps of each author follow out of the shadow of external facts into an inner knowing of an everyday meaning. These steps are not to add new links to the chain of confusion, but to lay the thread, that leads the way out of the maze of illusion that knowledge has caught us in. From the intellectual closure that separates us in partial ideas that never satisfy, we escape into a unity of meaning at a new level of engagement with the world.

The way we put together the journal reflects this process we are describing. Over the months, articles come in, student essays are set aside and significant lectures are recalled and written out. What do they all have in common? Gradually we identify the theme across the articles: Pedagogy. Now the title has revealed itself, like young chicks in a nest, the articles are thirsty for our attention. The critical point comes when the articles suggest themselves in a sequence and the theme of Pedagogy *lives* as a whole spoken through its parts.

Philip Franses