

EDITORIAL

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The future (like this issue of the journal) is fascinating. This curiosity could be judged as an optional justification for procrastination, but the future is thought provoking in the deepest sense. Jason Silva, speaking with characteristic rapidity on Q & A recently, quoted Freeman Dyson (cited in Saenz, 2010) to assert “in the future...a new generation of artists will be writing genomes the way that Blake and Byron wrote verses.” Condensed and encapsulated within these few words is a transformation of knowledge, of concepts of art, science, ethics and culture. His conjecture extends to humankind’s transcending of the real world into virtual worlds, controlling imaginary experiences but also a nanotechnological reconstruction of the real world, from the atomic level. “Turning into gods”, is his prediction, due to this technological transformation. Is this a Screwtape strategy that echoes an original temptation?

Assertion of knowing, and knowing good and evil, requires an understanding of mind and truth. The first domain is informed by neuroscience, a discipline from which Thompson proposes “Grey matter matters” and that classrooms can benefit by adapting learning processes to informed practice. The Christian school seeks out and shares Truth; Standish asserts and Collier defines the principal’s role. It is a Truth established by the transcendent entering the world and then accessing the minds of humankind to change their view of the world, rather than an education creating, in human minds, meanings and attitudes that transcend into personal god spaces of isolation in virtual worlds. Connectedness within a supportive school, rather than isolation, is Unser’s goal for school communities choosing to optimise opportunities for wellbeing and personal development. Beamish and Morey found parents chose participation in these tangible interactions that influence and guide their children towards values oriented lives of service. Yet some may require education that offers a second chance opportunity, alternative pathways described by Potter. Studies suggest more than a third of underperforming Year 12 students gaining entry to a degree course, can graduate, and some will outperform professionally, earlier high achievers.

In the current world, future perspectives are challenging, and starkly emphasised in under-resourced environments. A recent visit to Port Moresby, Papua New Guinea (PNG), clarified reported factors (Noble, C., Pereira, N. & Saune, N., 2011) which perpetuate a low Human Development Index (148th of 182 worldwide): increasing urbanisation, poverty, crime rates (9% of business revenue lost to crime), high exposure to violence (75% children and women experience family violence), poor adult literacy (60%), and competition to enter and complete school. Nationally only 29% of those between ages 12 and 25 years attend an educational institution and a third of all children have never attended school. None of the targets for UN Millennium Development Goals have been met in PNG. Accumulated, they form the situation that demands a “School on the dump” and invites commitments to sustained support from government and NGOs for this ‘nearest neighbour’ to develop adequately.

Will our students become immersed in an individualistic indulgent future aspiring to be gods, or will they, by choice, emerge into a Spirit formed, passionately committed God-likeness that is gifted, and lives compassionately. Does their potential, their future, fascinate and motivate you too? **TEACH**

References

- Q & A. (2012, 24 September). The Future of The Future.
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Noble, C., Pereira, N. & Saune, N. (2011). Chapter 5. Port Moresby, Papua New Guinea. In *Urban Youth in the Pacific: Increasing resilience and reducing risk for involvement in crime and violence*, pp. 73–96. Suva, Fiji : UNDP Pacific Centre. Retrieved from http://www.undppc.org.fj/_resources/article/files/UrbanYouth_in_the_Pacific.pdf



“Will our students emerge into a Spirit formed, passionately committed God-likeness that is gifted, and lives compassionately?”

[Photography:
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