Humans are curious to know, but in what way? How is thinking related to deep learning, deep knowing?

In Western culture our interpretation of Descartes’ philosophy, immortalised in his famous statement “I think therefore I exist” – has led Westerners to identify with our minds rather than our whole selves, to value rational knowledge that measures, quantifies, classifies and analyses above else. Eastern mystics repeatedly insist on the fact that the ultimate reality can never be an object of reasoning or of demonstrable knowledge. It can never be adequately described by words because it lies beyond the realms of the senses and of the intellect from which our words and concepts are derived. They realised that logical reasoning could not solve the ‘truth’ hidden in paradoxes - it had to be understood in the terms of a new awareness. Educators the world over are searching for and developing a ‘new awareness’ in ways of knowing. Just as modern physics has led physicists back to the idea of unity and an ‘organic’ rather than a mechanistic world view, a ‘new’ or ‘renewed’ understanding of thinking and learning can lead us back to a holistic and ‘organic’ view of thinking & learning – a view that sustains and enriches us as human beings.