

# Vignettes

## Section Introduction

*Vignette*: [French, *vigne*, vine]. Originally a running ornament of vine leaves, as used in decoration, vignette now refers to a short descriptive or evocative episode, or a dainty poem or artistic drawing.

As complexity challenges the machine metaphor for understanding and describing the world it also opens up – at least in theory if not in practice – a new space of legitimacy for creativity in academic productions. As Ben Goertzel explains in his book *From Complexity to Creativity* (1997), “We preach order, science, logic and reason. But none of the great accomplishments of science, logic and reason was actually achieved in a scientific, logical, reasonable manner. Every single one must, instead, be attributed to the strange, obscure and definitively irrational process of creative inspiration.” (p. 341).

While it is still unclear how academic work that falls outside the usual norms of academia should be accommodated within the parameters of academic publishing, it is clear that there is at least a need to begin to explore ways in which such “non-conformist” pieces might be accommodated. The purpose of this section of *Complicity*, therefore, is to provide a space for people to express their ideas about complexity and education in ways that do not necessarily conform to the academic criteria normally placed on journal submissions. The section is intended for short descriptions of evocative episodes via either prose, poetry, photograph, or drawing which we hope may serve as creative inspiration to readers of *Complicity*.

In this issue we have three evocative prose contributions. In the first piece, the Women Writing Women Collective describe how their collective provides an emergent space for deeply personal, yet public explorations into meaning-making. Perrin Blackman, on the other hand, uses the language of “new science” to show how it is possible to keep classroom practices flexible without compromising curriculum standards and outcomes. In the final piece Katherine Low invokes the richness of recursion to describe how teaching and learning can be conceptualized as a “holy place.” If you would like to submit an entry, or suggest an educational thinker who might be asked to contribute to subsequent issues, please contact Wm. Doll at [wdoll@lsu.edu](mailto:wdoll@lsu.edu).

## Reference

Goertzel, Ben (1997) *From complexity to creativity: Explorations in evolutionary, autopoietic, and cognitive dynamics*. New York: Plenum Press.

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