

The snow came, drifting down in large white mica flakes, covering the brown long-dead grass, reforming the landscape, silencing the traffic. Later in the morning, I looked out the office window and the official snow remover had been at work. The 'true' paths were now etched firmly in the white mantle. Later still, there were other paths, tracks of one or more as they set out bravely for themselves, cutting their own trails, leaving behind dark shadows on the white. The snow seemed symbolic of knowledge, heavy and yet weightless, reforming our inner landscape, providing a silence which should help us hear. Which paths do we take? The recognized and well-cleared or the personal? Do we go alone or with others? Which paths do we encourage our students to use?

Three articles in this issue talk about ways of knowing both the goals chosen and the paths taken. All of them speak of the importance of reexamining the way we conceive of the world so that, both philosophically and pedagogically, we are better able to serve our students. This perspective also underlies the Klaus Mollenhauer book, *The Forgotten Relation* (translation), reviewed by Bas Levering in this issue. He asks us to reflect on the possibilities and actualities, and uses paintings to help us see beyond the canvas image to the views of the world we portray to others in our own lives.

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