

## ABSTRACT:

It may seem that John Ruskin is an unlikely champion of contemporary integral thinking and action in transformative education; Ruskin's paradigm of science, art and the spirit gives an inclusional capability towards transdisciplinary insight to education methods, care and personal development. Ruskin's champion in this context is the melding nature, art and seeing.

The presentation will draw on Ruskin's aesthetics, social and economic perceptions and challenges the Cartesian system of dualism and the Baconian system of human power over nature. Ruskin and Morris sought to place nature as an organising principle for sensory development, breaking down the separation between subject and object through 'making' and 'seeing'. Nature was to be given back in education as both inspiration and as a principle of 'help'.

*"Government and co-operation are in all things and eternally the laws of life. Anarchy and competition, eternally, and in all things, the laws of death"* (There is no wealth but life, Ruskin in the 21<sup>st</sup> century)

Ruskin Mill Trust uses some of these key principles as a unique method 'Practical Skills Therapeutic Education' across seven centres in England and Wales. The trust's method supports, in particular, ADHD and Asperger's from 16-21.