

To the Senate Education and Employment Committees,

A classic misunderstanding of education leads to attempts to control the content of classroom discussions. From the teachers perspective, this adds more and more content that must be rapidly and poorly presented, leaving little opportunity for the exercise of the mind.

The lack of freedom for teachers to deliver content relevant to the students makes discussion difficult. The teacher's workload is largely dominated by routine work well below their pay grade and level of expertise and a substantial amount of work such as marking and tabulating 3rd grade times tables worksheets or spelling tests could be easily performed by anyone with a 3rd grade education. A restructuring of the role of the professional teacher to classroom manager could better utilize their skills.

Abercrombie seems to have predicted the current decline of education. "There is a danger in the teacher summarizing discussion in too final a way, because it tends to inhibit further thinking by the students." The prohibition of free speech in higher education prevents the adult learning process. The mandates of approved synthesis prevents the student from learning the process of synthesizing information. The proposal to require a bureaucratic approved degree of balance in the classroom will define what is truth rather than transferring the skills required to develop a students' judgement.

In group discussions where the institution has banned free speech, group discussions sadly amount to repeating lines exactly from a collection of approved lines with teachers and students to agree under compulsion. "...it is easy to think that any form of organized group behaviour involves the subjugation of the individual. Further, the term 'brainwashing' which implies removing one dogma in order to make room for another may spread an unfavourable aura over any reference to an introspective kind of group discussion; and those who have studied the processes that occur in groups are felt to have some dark power that enables them to manipulate people more easily in groups than singly, and to ends which the rest of us consider undesirable. I would repeat, therefore, that the aim of the course of free group discussions described here was to help the individual participants to reach a better understanding of the factors that affect scientific judgement, in order to secure better judgement over them, so that they can make sounder judgements."

The main distinction between Augustines' and Aquinas' description of reason, the contrast of oriental and occidental thought, is that Aquinas argued that a man is reasonable when he agrees with an office holder whereas Augustine argued that a man approaches divinity when his intuition resembles that which may be derived by reason. Abercrombie gives these two modes of thought as *autistic thinking* and *reality-adjusted thinking*. Reincarnated in the new dogma of neuroplasticity, the privileged class and their children possess a genetic predisposition to reason and divinity—a new royalty— therefore, possess a divine right to exercise power.

The over-saturation of content, especially of a propagandist nature, will, "teach them nothing."²³⁴⁵⁶

1. Abercrombie, M.(1960) The Anatomy of Judgement. Part 2: Chapter 5: The Nature of Free Group Discussion. pp. 79-98.

2 .EXTRAORDINARY TREATMENT OF CHILDREN. (1890, May 3). *The Queenslander (Brisbane, Qld. : 1866 - 1939)*, p. 852. Retrieved March 11, 2021, from <http://nla.gov.au/nla.news-article20282612>

3. NEWS FROM THE ELECTORATES (1923, May 10). *Daily Standard (Brisbane, Qld. : 1912 - 1936)*, p. 6 (SECOND EDITION). Retrieved March 11, 2021, from <http://nla.gov.au/nla.news-article184691145>

4. Catholics and Democratic Anarchy (1934, October 4). *Advocate (Melbourne, Vic. : 1868 - 1954)*, p. 19. Retrieved March 11, 2021, from <http://nla.gov.au/nla.news-article171900172>
5. 'RECRUIT COMICS NOT FOR SCHOOLS' (1951, May 22). *The Argus (Melbourne, Vic. : 1848 - 1957)*, p. 7. Retrieved March 11, 2021, from <http://nla.gov.au/nla.news-article23055204>
6. SCHOOLS. (1837, October 26). *The Colonist (Sydney, NSW : 1835 - 1840)*, p. 3. Retrieved March 11, 2021, from <http://nla.gov.au/nla.news-article31719984>

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