

If school had a formal subject to the development of thinking/reasoning skills, students would think better, learn better and score higher in their examinations. So, why is there no such subject in the curriculum? To understand why not, we need to understand that the original purpose of school was to produce a citizen who would think to the level of the jobs they were needed to do, but not to reason too much on the factors that controlled their life.

To achieve this, school designed a way of processing its students based on language skills, but seen to be largely dependent upon intelligence. Since intelligence was reasoned to be inherited to some lesser or greater degree, depending upon the politics of those involved, it and so aspects of it such as thinking and learning, were seen to be a factor of nature, which was beyond the responsibility and finances of the school. Not only did this enable the processing of students to be largely determined by their language skills and social background to maintain the status quo, but it also provided school with the excuse that any low learning by students was said to be the responsibility of nature (the biological parents) or the social environment, which the department of education, a specific school and its teachers could excused from.

By this manner, students were raised in school on dualistic thinking, which is basically to think in terms of yes or no and to largely accept information as it was provided to them. Thus, as a later citizen they were to largely accept the information fed to them through media sources and not to too much question the validity of this information or the political design behind it.

According to this design, those students who scored sufficiently high in examinations, largely on account of their social preparation in language skill, mental stamina to hold to strenuous learning and having the character to avoid the many distractions that would pull their mind away from their learning, were funnelled to university, where they were to be taught higher reasoning skills, deprived at the school level, to enable them to be more responsible leaders in society and industry. This is the manager/managed design of school and society.

Although, advancements in technology and the social changes they brought caused school to seek better ways for children to learn, so they could be better workers, all these were set about the concept of intelligence, as we see with Piaget and Bloom's philosophy just as with Gardner's multiple intelligences and even Kolb's learning styles. However, none of these showed any difference in improving student learning. The same proportions of learner ability remained in the class, which satisfied the basic criteria of school in the quality of the citizen it was to produce.

In view of the dynamic social changes A.I. is predicted to bring upon us, it is vital that educationalists understand how and why the methods of teaching they have been trained in or gained through courses and so their understanding of student learning was and is designed to follow the dictates of a 19th century plan, and work to change this. Current ideas of critical thinking etc are too inadequately placed into syllabuses and do not affect the overall mental design of the student, because this design has been too much set about that of duelist thinking, which few have the confidence or desire to break free of. If it can be realised that student ability is not a consequence of intelligence but only that of language and emotional skills demand should be placed for the inclusion of a subject dedicated to the development of thinking/reasoning and so intelligence within the curriculum.

