

Review of: "Intellectualism without Humanism is more Dangerous than Illiteracy"

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I loved this article as I think it really brings out the negative issues of education, which in fact deny the duality of our brains. The duality of human nature and thought has long been debated by philosophers, scientists and teachers from many different cultures. Divisions have traditionally been made between *thinking* and *feeling*, *intellect* and *intuition*, *objective analysis* and *subjective insight* (Edwards, 1979, Sage, 2000a). Writers, on matters of politics, say that people tend to analyse good and bad points of an issue but then vote from their guts demonstrating that feelings over-ride facts.

Science abounds with researcher anecdotes about trying to figure out a problem and the answer then presented metaphorically in a dream. The 19th century mathematician, Henri Poincare describes this: '*One evening I drank black coffee and could not sleep. Ideas rose in crowds. I felt them collide until pairs interlocked*' (Edwards, 1979, page 35). Thus, an intuitive solution was made to a puzzling problem. We experience this when suggesting about someone: '*the words they say seem okay, but something tells me not to trust them*'. Such intuitive observation shows that both brain-sides are at work processing the same information differently.

On the *right* side, we have one way of knowing and understanding. We '*see*' things in this mode that are imaginary (*mind's eye*) or recall those that are real. Can you image your favourite food – its colour, shape, smell and taste? We '*see*' how things exist in space, dream, understand metaphors, fill in information and opinion gaps in talk or text, create new combinations of ideas and assemble the meaning of events. If something is too difficult to speak about we employ gestures. Describe a spiral pole without a hand gesture! Images ('*seeing*' in the *mind*) are personal, idiosyncratic, non-verbal ways of thinking intuitively, holistically and metaphorically. We call this the '*seeing/feeling*' brain and use it to understand and communicate with ourselves before doing so with others (Edwards, 1979).

The *left* hemisphere has a contrasting role as it analyses, abstracts, counts, marks time, plans in steps and uses words to make logical statements. For example, if apples are bigger than plums and plums bigger than currants, we say that apples must be bigger than currants. This illustrates the *left* hemisphere mode: analytic, sequential, symbolic, linear, objective and verbal. It is the '*saying/hearing*' brain that communicates with others. The impression this gives is that the *right* brain thinks in a free way, whereas the *left* one has a more fixed approach. This distinction becomes important when we consider our education which aims to get students to gain facts to pass exams and be compared with other nationally and internationally. There are so many reports suggesting that because of this we are unable to apply facts and use them for the benefit of humanity. I think the article would be enhanced from a paragraph showing why the author's argument for the negative sides of education stands up. We are only educating part of ourselves and the left brain emphasis on critical and

not creative thinking has to be an important reason along with the cultural and religious traditions that influence how we think and act.