

politicians forcing the intervention through, though, Norway's academia will easily block it and keep it from going anywhere. It is, without exaggerating, a horrible state for a domain to be in, and left to its own it is likely to remain stuck in the quagmire it is presently in.

I reported the matter to the national Department of Education (*Utdanningsdepartementet*) in 2009 (under the Labor Party government), but it was utterly ignored. I recently reported it again, to the new government's (re-named) national "Department of Knowledge" (*Kunnskapsdepartementet*) – the same Department with a new name and some new participants. The 'newness' of some of its participants, though, changes little, inasmuch as the same acts of deferring to the mentioned confused group of local 'specialists-in-matters-consensed-on' will necessarily bring the same result as previous acts of deferring. These acts of centrally deferring to the domain, the local perpetrators, are obviously fear-based; and the fear is based on a basic ignorance among politicians that I hope to change, hence my recent initiative, where I am attempting to impose on a process that seems destined to mechanically repeat the motions that perpetuate the control that these perpetrators have.

This time around something different needs to be done, and it must involve an intervention in the political problem-solving-process itself, in order to compel national government into realizing that in this case it must intervene locally and directly – not through 'guidelines' emitted but through human agents emitted from central government, agents who act and speak directly to students of pedagogy in the lecture halls within each institution of the domain of teacher training and courses of pedagogy, in all local places.

The matter needs all the help it can possibly get. I shall attempt to answer all emails, in hopes they will be more numerous than I can manage to even read on my own, and I encourage the reader to immediately address a petition to the Norwegian national 'Department of Knowledge' regarding this matter

6. References

[1] Francis Scott Key Fitzgerald: *The Great Gatsby*, 1925, Scribner, pp. 1-4

[2] Immanuel Kant: *Kritik der reinen Vernunft*, 1781, p.51 / 1787, p75; Riga: Hartknoch; reprint 1868, Ed. Felix Meiner

[3] Jean Piaget: *Biologie et Connaissance: Essai sur les relations entre les régulations organiques et les processus cognitifs*, 1967, Paris: Editions Gallimard. pp.13, 201-215; *Biology and Knowledge: An Essay on the Relations between Organic Regulations and Cognitive Processes*, 1971, Edinburgh University Press/The University of Chicago Press.pp.4, 172-185)

[4] www.belbin.com