David L Allen, [redacted]

Ref: Indigenous Languages Submission.
The Committee will inquire into and report on Indigenous languages in Australia, with a particular focus on:

T1) The benefits of giving attention and recognition to Indigenous languages

I congratulate the Federal Government for initiating a process of Australian-oriented reforms in our Education System.

These benefits break into two categories:

T1.1) The benefits to Indigenous Australians

Indigenous Languages describe the Lore of the Land in which Indigenous Australians live. This Lore has been carefully built up over many millennia and is relevant today.

Indigenous Languages bring Freedom, Equality and Sovereignty to their custodians. They have the knowledge to allow Australians to receive medicines, rather than the imported drugs that do so much harm when they are prescribed by the bucket-load. A young person was so over-medicated recently that they lost control of their social-controls, then their body functions and died after receiving yet more medication in hospital. There is some evidence that Indigenous medicine is, in particular circumstances, better than imported products.

Indigenous Languages also bring knowledge about Australia's nutritious, low-fat foods that still abound in their original localities. As Australia is the only continent that does not eat any indigenous fruit or vegetable, we are probably the most uber-colonized people in history of humanity.

T1.2) The benefits to mainstream Australians

Australia was a multicultural country before the pyramids were built. Indigenous Languages contain information about this magnificent continent that cannot be documented in any other way. Indeed a significant portion of the fragments of Indigenous Knowledge that have been translated into Eurasian Languages is being destroyed.

Knowledge in Indigenous Languages can assist in economically important areas such as Water Management, Drought Mitigation, Food Production, Flora Management, Fauna Management, Fish Management and Tourism. Tourists come to Australia for a unique experience and Indigenous Australians are best qualified to provide what tourists want.

Australians who visit other parts of Australia can also participate in an Indigenous Experience that is different to that which they might enjoy in their home city. History

shows that learning a second language has enormous advantages for Eurasian Australians, as *homo sapiens* is, by definition a species that masters several languages. Mono-lingual societies are a recent development and are mainly restricted to English-speaking societies.

Diminishing Productivity levels in areas such as Industry (almost zero) and Agriculture (we are a net importer of food) of Australia's fragile economy, with the exception of a temporary mining-boom, indicates that a fresh Australia-oriented approach is necessary. Noam Chomsky used the grammatical structures in Warlpiri to invent new IT-products, Indigenous inventors such as David Unaipon are internationally recognized and T. Strehlow's "Songs of Central Australia" is acknowledged as being one of the most beautiful books ever written in the English language.

There is an inverted benefit as well. Destruction of Indigenous Cultures and Languages is regarded as criminal behavior by most nations on what may be the universe's unique Water Planet. History shows that criminal activity is always paid for by the perpetrating nations. This is a L.A.W. that is written in concrete.

Nowadays it is considered to be excessively romantic to praise any aspect of Indigenous Culture that lasted for many millennia. We have a tendency to burn books that may have a negative kickback in decades to come. The 2010 Murray Darling report is one example and we destroyed much of the Educational Material that Indigenous Australians used.

T1.3 Productivity of the Mainstream Education System

The Eurasian Australian Education System has several deficiencies and I referred to some of them in a document that I sent to the Productivity Commission in 2011. There have been some excellent Education-responses since I made my Productivity-education-submission. To balance the positive results, I include a few comments that could perhaps be better articulated:

Comment-1: The focus of Education is to teach the (OECD-driven) curriculum, not to enhance productivity.

Comment-2: The reason why crime has increased so dramatically since the disastrous Vietnam War is that people watch too many crime movies and TV-series.

Comment-3: Health costs increase as the population ages. NB: A qualified statistician might contest this point on several grounds.

I note that in the 1970's, Eurasians did not need to lock their doors and Indigenous Australian Communities were so crime-free they still did not need to have doors to lock. They had no jails and there is much we can learn form a society that does not worship money and gold. Perhaps the curriculum needs to include subjects that are related to Australian Productivity.

The included selections (below) from my Productivity-education-submission itemize a few deficiencies in mainstream Education and the complete submission is available.

"Introduction: Congratulations to Federal and State Governments and all involved in taking a closer look at Education within the context of the Education Revolution Program. Good Education is an essential

tool in Australia's efforts to restore Productivity for Industry, Agriculture, Health, Information Technology and Law to levels that are internationally competitive.

I have a several decades of experience in the Education industry and my first job was to teach Unit-4 Maths on a part time basis while I was still at university. The Senate Inquiry into Banking Competition was kind enough to include some of my comments about the need for a stronger Maths-emphasis in Australian education. The current approach to Maths-teaching may reinforce the "Mein Gott, I just can't do der Mathematik" attitude.

Two quotes set the tone for my submission. Adam Smith's "Seldom do men of the same trade meet ..." may well apply quite strongly to Australian Education. The quote "What the eyes don't see, the heart doesn't grieve over" may well describe Australia's tendency to gloss over evidence. E-coli expenditure, which may be classed as a very expensive international-tax, may be a case in point.

Bertrand Russell's book "The Scientific Outlook" was first written in 1931 and deals with many of the themes that educators discuss today. His comments about the relevance of the abstract quality of Education in Ancient Greece could have been written yesterday. His quote from Pavlov about contradictorily messages making it difficult for students to learn anything is just as important for every Educator as it was when Pavlov first wrote it. Comments such as from educators "Water is good" and "Water is the symbol of evil" may indicate that contradictions still exist in modern Australian education programs. Any economic education that indicates that Metropolitan-water may contain E-coli and is worthless and that Rural-water in which livestock defecate is worth billions of dollars may best illustrate Pavlov's Education-Theorem. Fortunately the expenditure of tens of billions of dollars each year on processing metropolitan-water apparently removes imaginary-pathogens and does make it suitable for industrial use. At the same time, we import our E-coli products from overseas.

Russell's comments about using an expert teacher and mass media are still being discussed in 2011. He agrees with Wittengestein's statement "What we cannot talk about we must pass over in silence", even though most media commentators and some Educators deviate from this advice.

While Ancient Educators were exceptionally courageous, Russell expressed the opinion that professors of his time were timid. Newton's generation may have represented the last true European-educators and professors appear to be exceptionally timid nowadays. As a species, we may have passed an Education-singularity since Russell wrote and unreachable stars are still light-years away. Unlike their German counterparts, Australian Professors would be wary of disagreeing with anything the OECD or Alan Greenspan publishes.

We live on The Water Planet and Water has always been one of the most important items on any curriculum through human history. More recent philosophers such as Russell and Wittengestein may dip their oar in the

waters from time to time but serious discussion of Water in modern Education Systems appears to be minimal. I have been refused permission to address a group of philosophers in Sydney when the topic of my address referred to Water. My underlying assumption is that if Water-Education is not true, then the entire Australian Education System may have problems.

Water is, of course, the ultimate truth determiner, as there is no life as we know it without Water. It is possible that Education could feature Water more strongly, reducing industrial costs and increasing both productivity and sustainability.

The development of Mining-skills is a focus for Education, despite the fact that the total cost of extracting an ounce of gold, which has little industrial value, may be substantially higher than it was a few decades ago. Some minerals are being exploited quite rapidly and Australians may need to develop other skills before supply runs out. The Water Planet's fossil-fuels will almost certainly be exploited long before the next ice age arrives. Perhaps we need to employ mathematicians to examine the sustainability of current Skill Requirements.

Once vendors realized that examples from Australian convicts disproved such theories, a massive Education Reform Program that used international experts and cost tens if not hundreds of billions of dollars was started. The Education System was revised and the Vietnam War made new drugs available for students. As a result of such Reform, Australians now fit the theoretical model and our Per Capita Expenditure on Law Enforcement, Health and Education is excessive by any standards in human history.

NB: The Laws of Logic indicate that only one counter-example (or outlier) is necessary to disprove a general theory such as "Australian ex-convicts are unhealthy" or "All swans are white". Unfortunately the Swan-logic may well be true in a few decades as Australian flora and fauna do not feature well in our Education programs and are under threat from a small, poorly-educated population in a massive continent.

International studies show that health-results decline when Health-expenditure rises above a certain level per capita. A simple analysis of Health-spending and Law-spending in this decade compared to similar figures from a few decades ago supports such studies. One example can illustrate this point. In 1988, about 5.4% of Australians had Arthritis. Now about fifteen percent of Australians suffer from this disease.

Pavlov's Theorem states "Providing recipients with contradictory signals makes them stupid and can lead to a breakdown". **Proof – Russell says that all Educators should read this section of Pavlov's work on Education. His theorem has been proven countless times in all countries. QED. Russell writes "I am afraid the same thing is happening in schools and may explain the apparent stupidity of scholars". (PS: I acknowledge that not everything Pavlov or Russell wrote is still regarded as true.)**

Allen's Corollary to Pavlov's Education Theorem (2011) states "Teachers who are not technically qualified to teach a particular discipline will, on average, provide contradictory messages to students". **Proof – Clever students who busy themselves with other activities while teachers are struggling to explain concepts that are foreign to them provide all the proof this corollary needs. QED.**

***Good Australian-oriented Education is the key to increased Productivity-levels for all industries*.**

It is heartening to see Australia looking to embrace a more Australia-oriented definition of Economics in 2011 and this is an essential prerequisite for increasing productivity and starting to turn the nation back to an economically sustainable path. Keynesian Economics tends to have a European focus and we ignore much of what the good man actually wrote.

Creative skills and skills that produce usable products should be encouraged. Knowledge should be more durable, rather than fleeting from trend to trend. This is the case in societies that are performing better than Australia is, despite the fact that such countries have almost no resources.

As an example, people in the Middle East used to fish in a certain lake more than two thousand years ago. In 2010, the Israeli Government was forced to impose quotas on such fish, proving that their local-policies were ultra-sustainable. By contrast, many of Australia's rivers, lakes and marine environments had become fish-poor less than 200 years after Eurasian settlement.

It is unfortunate that so many Australian children are provided with uppers, downers and prescription medication that have been designed for adults.

Additionally some young Australian children may be missing out on some important stimuli that have historically been available. Such deficiencies may explain why children from some backgrounds do better than children from mainstream environments and the effects appear to be life-long.

The graduates of Australia's ECD-programs will be the adults of the next generation and we should treat them with the respect that we would like them to show to us when we are old.

The approach that countries with a more successful economy adopt may contain some valuable lessons for Australian educators. India, Germany and China are obvious success-examples. Trades-people from India, where Australia used to purchase most of our supplies after British settlement, said that expensive British machinery could never compete with India on a level playing field. Trade in India and China is re-asserting itself and Australia may choose to learn from their experience.

Unfortunately the evidence is that this generation may be about as well educated as the previous one in productivity-related subjects. Legislation to

declare whole classes of extremely valuable flora "Noxious Weeds" was introduced into Federal Parliament in 2011. We are still educating Australians to focus on introduced species that frequently become multi-billion-dollar pests.

The most economically valuable four-legged animal in Australia is probably Echidna, as we would be a giant termite mound without it.

The most economically valuable story in the world may well be "Tiddelak, the Giant Frog", as mega cities are consuming valuable water at an unsustainable rate.

Education can profitably focus on uplifting Australia's valuable indigenous bio-infrastructure, as we cannot prosper without it. Where are our river delta songs?

Education may do well to introduce Adam Smith's "Seldom do …" quotation into its curriculum. A generation ago, the main task of managers of Education and other utilities was to provide a service. Now their main focus may be to ensure that the shareholders are being remunerated with STI's, LTI's and dividends." **-** End of included section.

By comparison with modern Eurasian Economics, Traditional Aboriginal Economic theory may have been relatively close to the theories that Keynes espoused as a few examples may indicate. Firstly Aboriginal Australians did not export our gold reserves, nor did they store it in monasteries. Secondly they never engaged in foreign wars unless there was a trade-advantage for Australia. Thirdly they had no debt. It is difficult to imagine why we call our Economics 'Keynesian' when we do not adhere to Keynes' most important policies.

Productivity in Industry and Agriculture has declined so sharply since the Vietnam War that Hilary Clinton said in June 2011 that "We are being re-colonized". Her remarks apply equally well to Australia as to America. History lessons show that a re-colonization experience can be much worse than the original event. Even Einstein, who was not all that snaps *mit der Mathematik*, could recognize that our Education System needs to be overhauled and I congratulate the Government for starting this process.

In summary, there is much Australia can do to improve the productivity of our Education System for all Australians. There is much we can profitably learn from our Indigenous Brothers and Sisters and some of this important information may be contained in the glorious River Delta Songs that are remembered only in the Indigenous Languages that traditional Australians are working so hard to preserve for future generations.

T2) The contribution of Indigenous languages to Closing the Gap and strengthening Indigenous identity and culture

Gaps in Life Expectancy are a feature of colonized peoples. Life Expectancy in Shanghai and Calcutta plummeted to about 30 years under colonial occupation.

Self determination brings freedom and allows people to restore their traditional economies. Studies in Australia and many other countries show that this, together with the availability of Traditional Indigenous types of food and medicine, may be the best way to 'Close the Gap'.

The preservation of Indigenous Languages, by definition, makes a strong contribution towards strengthening Indigenous Identity and Culture, as Language is a focal point of every culture of every living species on the Water Planet.

T3) The potential benefits of including Indigenous languages in early education

People of every culture on Planet Water learn more freely when they are instructed in the language into which they are born.

All Australian children who participate in what has become a very strictly regimented Eurasian education system may miss out on essential stimuli that are essential for physical, intellectual and psychological development.

T4) Measures to improve education outcomes in those Indigenous communities where English is a second language

Indigenous communities should be allowed to choose the extent to which they are educated in their own language. They should also be allowed to determine the speed at which Eurasian languages such as English are introduced into their communities and schools.

For many Indigenous Communities, English may be a fourth or fifth language and should be introduced with care.

This situation is similar to the situation that exists in many metropolitan suburbs. In some suburbs, some people speak the language of their European or Asian homelands exclusively. The Australian Government acknowledges this fact and provides substantial levels of financial assistance to make translators and multi-lingual signage available. We could provide the same type of cultural-facilities to the Indigenous People of this glorious land, thus increasing the level of protection they enjoy in a challenging legal system.

In the 1960's, uni-students used to provide after-class tutoring to Indigenous school children. Such programs could be formalized, providing paid work for people who are expert in certain specialized areas such as Mathematics, IT, Grammar and Song.

T5) The educational and vocational benefits of ensuring English language competency amongst Indigenous communities

A percentage of the population of many Indigenous Communities will migrate towards the larger cities for work, sport or recreation. For these people, English is indispensible.

Unfortunately a substantial percentage of Indigenous Australians will need medical assistance or be arrested at some time in their lives. In such situations, English is a handy skill to have when translators are not available.

For the majority of people who continue to live in their traditional communities, English should not be a required language. In a just society, translators and bi-lingual Government Officials would be made available to Indigenous Communities, so the multinational organizations that are looking for gold and the infallibility and immortality that it may bring, are not hindered in their quest.

T6) Measures to improve Indigenous language interpreting and translating services

The linguistic skills of each person who has learnt to translate from and to their own Indigenous Language should be recognized, especially when such exceptionally gifted people can translate between two Indigenous Languages.

The benefits of providing Linguistic Diplomas to all highly talented Indigenous People who are multilingual far outweigh the costs, even in the short term.

In the longer term, as the current mining boom fades to a distant memory and Eurasian Australians are being confronted with International L.A.W. for various unfortunate actions that are currently being recorded by lawyers in many countries, the extent to which we can say we tried to provide a just and sustainable society to our Indigenous Brothers and Sisters will be our only legal defense as we face our day in court.

T7) The effectiveness of current maintenance and revitalisation programs for Indigenous languages

The joy and the beauty of our Indigenous Languages need to be recognized as part of any revitalization project. In traditional culture, the wisest person was the one who knew the most songs, as songs were used to pass important information to the next generation. As Australia has the world's most beautiful song-birds, Indigenous Songs which imitate bird-song to an extent may have been the most beautiful in the world. Grammatical structures had evolved over countless millennia and international experts have written in wonder of our ergative sentence constructions.

This section is best addressed in two parts.

<u>T7.1) Traditional Rural Societies</u>
There has been a sustained attempt to stamp out multi-lingual (or bilingual) education in Indigenous Communities that are still very fluent in their local Indigenous Languages over the decades. Many papers have been written, with the paper at

http://www dnathan com /VL/alert_2.htm being one example. Note connecting-dots have been removed as a security measure. This paper, which was written in 1994 when bilingual education in the NT was under threat, notes:

"The importance of a language to its speakers and descendants is much more significant than the linguistic aspects alone (because) language goes to the very core of a person's identity".

In general, Indigenous Languages in traditional communities are still under threat. The NT-Intervention is, according to many local people with whom I have spoken, one method of destroying Indigenous Communities.

The reasons given for destroying Indigenous Communities and their exceptionally beautiful languages vary. The main reason given is Expense, despite the fact that the Benefits far outweigh the Costs.

A second reason given is Health, despite the fact that Indigenous Australians were far healthier than their Eurasian cousins throughout much of history. Traditional Indigenous Medicines are very effective against a range of ailments. By contrast, Eurasian drug-oriented medicines may tend to promote certain diseases, especially in Indigenous Communities, with Arthritis being one notable example. While Arthritis was not unknown in traditional nomadic societies, people with crippling diseases such as Arthritis would not have participated in the marriage and reproductive ceremonies and Arthritis would have been rare. Today about 40% of Indigenous Australians are afflicted by Arthritis.

A third reason given is Hygiene, with one prominent person saying that sewerage facilities, that Eurasian had provided, were unsuitable in some communities. Certainly Eurasian Australians are very critical of sewerages facilities in what we term third-world countries and we are very critical of odors that do not please metropolitan noses. On the other hand, the sewerage facilities that are provided to metropolitan Australia are enormously expensive and unsustainably contaminate massive amounts of the finest water on the planet.

In summary, there are no rational reasons for Eurasian Australians to close down Traditional Indigenous Communities and it is very much in our long-term interest to maintain them. It is unfortunate that communities that have fluent speakers of their traditional languages do not receive more support.

T7.2) Traditional Metropolitan Societies

There has been a flurry of activity to revive Indigenous Languages in our magnificent Australian River Deltas in recent years.

This activity is exceptionally welcome, as this is where the majority of Indigenous Australians used to live their traditional lives. It is also where most Indigenous

Australians live on the Water Planet in modern Australia. All Australian students would find their lives enriched by being included in Indigenous Language Programs.

T8) The effectiveness of the Commonwealth Government Indigenous languages policy in delivering its objectives and relevant policies of other Australian governments.

Recent reports indicate that, while enormous sums of money are spent on various types of Indigenous Programs, very little is actually achieved.

By contrast, Australia spends considerable amounts of money on educating students from other countries and some of this education is provided in their own Eurasian languages. It is unclear why Australian Governments provide such large sums of Education-money to debt-free multi-national organizations that have more money, assets and gold than Australian and America have.

T9) Summary

There are excellent economic, cultural and social-justice-oriented reasons to ensure that Australia's gloriously structured and beautifully articulated Indigenous Languages survive and prosper.

I am quite happy to devote the rest of my life to such an important cause and I have functional skills in four Indigenous Languages. The future of Australia depends on our Indigenous Languages and we must follow Russell's advice and not be timid about expressing honest opinions.

I congratulate the Federal Government for initiating a process of Australian-oriented reforms in our Education System.

Yours Sincerely

David L Allen, Australian River Deltas, [redacted]