All Established/Modern Science – Nothing but an Asch Conformity Experiments?

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Human beings are social beings and depending on their intrinsic state of individuality, in order to be - or to count as - social at all, they show, even have to show, some conformity in group behavior (see appendix of this paper and references given there). This conformity seems to strongly depend on age, sex, culture and status of education. The conformity behavior is the building fundament for all sorts of mass formation processes and – often - irrational psychoses on a social, partially even global, scale [1]. Thereby, most interestingly, in average, it is not necessarily the higher educated showing more individual strength. On the contrary, one finds that with increasing educational degree, which is to say, time spent in the current "knowledge" transfer system, (IMPORTANT: in the modern education, or "Knowledge" transfer system) the irrational conformity behavior can be observed as significantly increased [1] compared to the "ordinary man on the street". Thereby, it can mathematically be shown [2] that this proportionality has nothing to do with the knowledge being transferred, but with the way this transfer is taken place and the social environment in which this happens (c.f. also [3, 4]). We find: It the so-called social preconditioning of the more "educated" individuals within the system of education, leading to the deindividualization effect, severely supporting irrational mass formation and conformity behavioral patterns. Based on a fundamental Quantum Gravity approach (e.g. [3, 5, 6, 7]), the derivation [2, 4] of a generalized form of the so-called Dunning-and-Krueger effect [4, 8, 9] covers not only the problem of an individual over-confidence ("mount stupid") behavior at lower levels of knowledge, but also explains the reason for irrational group behavior when certain precondition patterns are trained in connection with the apparent education. In this context, the so-called "education system" is often about anything but knowledge transfer and education but rather a domestication, deindividualization and conformity training boot camp. Logically, the more time is spent in this system the more compliant, the more irrationally willing and the more mass-formationally prone and ready are the resulting "individuals".

De facto, the current educational system might be capable of filling people's brains with certain knowledge but this – obviously – comes with the cost of also addling those people's minds in a way that they do not only lose significant parts of their individuality but also their capability of system II (cognitive and ego-depleting) thinking mechanisms [2, 10].

This all results in a pretty simple question:

How can we trust a science being run by "scientists", who have almost all gone through the standard system of education, thereby being subjected to the preconditioning treatment, which is leading – more or less - only to conformity rather than good training of true innovation, creativity, productive thought algorithms, search strategies for alternative analysis concepts, holistic system anamnesis and real cognitive (system II) problem solving?

We do not even need to concentrate on explicit and unambiguous examples like the recent covid and climate psychoses, where science has literally wet itself with embarrassment, but just consider how partially dumb-dogmatic the established scientific community is defending certain narratives… no matter how illogic, non-illustrative or even downright stupid they are.

The inventor of the Asch experiment, Solomon Asch once stated:

"That intelligent, well-meaning young people are willing to call white black is a matter of concern."

What he obviously did not realize was the fact that it is the whole science which is full with these "well-meaning 'young' people", being trained not much (or even nothing) else but conformity, incapable of productive discourse and true problem solving, simply because they have been educated never to question the established narratives.

Example

Demonstrating the "conformative stupidity" of current science in all main fields is almost too simple to be even considered a real task or worth a section in this paper.

Especially in socio-economic, medical, didactical, ethical, philosophical, psychological, political "sciences" and all other low- or non-rigorous fields, the effect of dogmatic conformity and the subsequent system immanent dumbness is so obvious and omnipresent that we leave it to the reader to point these effects out in those fields.

Here we explicitly want to pick an example where due to the apparent rigorousness, residing in the science, one would assume that the effect is at least significantly less present than in those soft sciences mentioned above. Thereby, we don't even need to extract controverse, long-debated (but still almost tabooed) topics like the interpretation of Quantum Mechanics, the (depending on the field of application) rather arbitrary concept of evolution, the meaning of molecular folding in biological information storage, the strange dimensionality of String Theory and the non-illustrative concept of space-time curvature. Instead we are going to consider the clearly quite mathematical problem of statistics of ensembles with attributes of almost continuous distribution. We know that there is a set of perfectly well-derived and well-established equations. This concerns the so-called expectation value, variance, skewness and all other (higher order) statistic derivatives of observables of systems. Everybody who ever did something in statistics knows these equations… and most people just used them without ever questioning or at least critically applying them.

But there is a simple and rather obvious question, one should immediately come up with when seeing these equations [11, 12].

"How can these formula be correct without showing any sign of dependency on the number of degrees of freedom the system holds?"

The fact that the equations work (in most practical applications) should never lead us to the conclusion that they are also complete and correct. It is our scientific preconditioning which makes us not even consciously see those flaws, not to mention addressing and discussing them.

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At RASA® we will try to establish a different form of education.

We want to have critical thinking instead of dumb acceptance, creative usage instead of dogmatic belief and conscious productivity instead of automated processing.

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Appendix: The Asch Conformity Experiments?

From Wikipedia, the free encyclopedia (en.wikipedia.org/wiki/Asch_conformity_experiments)

In psychology, the Asch conformity experiments were, or the Asch paradigm was, a series of studies directed by Solomon Asch studying if and how individuals yielded to or defied a majority group and the effect of such influences on beliefs and opinions.[1][2][3][4]

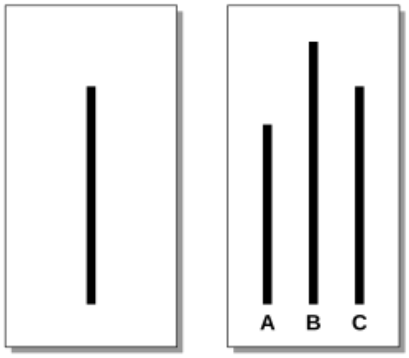
Developed in the 1950s, the methodology remains in use by many researchers. Uses include the study of the conformity effects of task importance,[5] age,[6] sex,[7][8][9][10] and culture.[5][10]

Rationale

Many early studies in social psychology were adaptations of earlier work on "suggestibility" whereby researchers such as Edward L. Thorndyke were able to shift the preferences of adult subjects towards majority or expert opinion.[3] Still the question remained as to whether subject opinions were actually able to be changed, or if such experiments were simply documenting a Hawthorne effect in which participants simply gave researchers the answers they wanted to hear. Solomon Asch's experiments on group conformity mark a departure from these earlier studies by removing investigator influence from experimental conditions.

In 1951, Asch conducted his first conformity laboratory experiments at Swarthmore College, laying the foundation for his remaining conformity studies. The experiment was published on two occasions.[1][11]

Method



One of the pairs of cards used in the experiment. The card on the left has the reference line and the one on the right shows the three comparison lines.

Groups of eight male college students participated in a simple "perceptual" task. In reality, all but one of the participants were actors, and the true focus of the study was about how the remaining participant would react to the actors' behavior.

The actors knew the true aim of the experiment, but were introduced to the subject as other participants. Each student viewed a card with a line on it, followed by another with three lines labeled *A*, *B*, and *C* (see accompanying figure above). One of these lines was identical in length to that on the first card, and the other two lines were clearly longer or shorter (i.e., a near-100% rate of correct responding was expected). Each participant was then asked to say aloud which line matched the length of that on the first card. Before the experiment, all actors were given detailed instructions on how they should respond to each trial (card presentation). They would always unanimously nominate one comparator, but on certain trials they would give the correct response and on others, an incorrect response. The group was seated such that the real participant always responded last.

Subjects completed 18 trials. On the first two trials, both the subject and the actors gave the obvious, correct answer. On the third trial, the actors would all give the same wrong answer. This wrong-responding recurred on 11 of the remaining 15 trials. It was subjects' behavior on these 12 "critical trials" (the 3rd trial + the 11 trials where the actors gave the same wrong answer) that formed the aim of the study: to test how many subjects would change their answer to conform to those of the 7 actors, despite it being wrong. Subjects were interviewed after the study including being debriefed about the true purpose of the study. These post-test interviews shed valuable light on the study—both because they revealed subjects often were "just going along", and because they revealed considerable individual differences to Asch. Additional trials with slightly altered conditions were also run,[1] including having a single actor also give the correct answer.

Asch's experiment also had a condition in which participants were tested alone with only the experimenter in the room. In total, there were 50 subjects in the experimental condition and 37 in the control condition.

Results

In the control group, with no pressure to conform to actors, the error rate on the critical stimuli was less than 0.7%.[1]

In the actor condition also, the majority of participants' responses remained correct (64.3%), but a sizable minority of responses conformed to the actors' (incorrect) answer (35.7%). The responses revealed strong individual differences: 12% of participants followed the group in nearly all of the tests. 26% of the sample consistently defied majority opinion, with the rest conforming on some trials. An examination of all critical trials in the experimental group revealed that one-third of all responses were incorrect. These incorrect responses often matched the incorrect response of the majority group (i.e., actors). Overall, 74% of participants gave at least one incorrect answer out of the 12 critical trials.[1] Regarding the study results, Asch stated: "That intelligent, well-meaning young people are willing to call white black is a matter of concern."

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