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5 ARGUMENTS FOR A NEW EDUCATION

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ARGUMENT ONE

Education Needs to Be Individualized

CRITIQUE

Institutional education does not serve the child since it does not recognize the existence of individual, and individually gifted, children. For mass education, there is a mass, a herd, a quantity of humans to be educated, and not a variety of unique individuals.

This is the reason why mass education is destructive and leads to devolution, not to evolution. It does not serve cultural, but if ever, military needs. It destroys what is human in us. It suffocates sensitivity, and cancels out the individual differences and particularities of children so that they fit into a standard scheme of thinking and acting.

It conditions good humans to become bad citizens. It brings about bureaucrats by systematically destroying individual thought capacities and creativity in children and adolescents. It brutalizes the child by ruthless competition and even physical violence in order to transform them into robots that fit, like wheels, into a soulless consumer machinery.



SUGGESTION

Schools, colleges and universities can redraft their educational approach and tailor it to the individual student.

Within today's and tomorrow's network society and the computerized management of data, it is relatively easier today than before in human history to offer educational services not in a standard, but in a customized fashion so as to really meet the needs and expectations of the individual student.

This will make for high educational effectiveness, a better management of resources, and higher learning motivation of each and every student enrolled in a program, class or curriculum.

Before hand, this new educational paradigm is more cost-intensive, but the higher effectiveness and success rate of this approach will return the investment within a reasonable time span.



ARGUMENT TWO

Education Needs to be Quality-Focused

CRITIQUE

Standard education focuses on a quantity of children to be educated, and it measures educational success by looking at groups of students, on an institutional, regional or even national level. Measuring is done using statistical methods, without looking at the quality of the individual educational success or failure.

The United Nations and UNICEF have driven this paradigm to its extreme when they set their mission to be one of mass alphabetization on a global level! This approach must fail to give satisfying results because education cannot be quantified, and all such measuring beyond the individual student level is a mock trial that serves to please the eye of the beholder, not a real assessment of educational success. Human potential cannot be quantified, it can only be assessed on the individual human level.

SUGGESTION

To focus on every individual student is only possible when, from the start, we have a qualitative and not a quantitative approach to education. The quality approach



does not ask for efficiency, but for integrated solutions that serve every child. The family model ideally fits the purpose of life education since it is the form of education that comes about naturally. It is, so as to say, created by life itself. It is not artificial and integrates without hurt any particularity of any child in a form of shared experience.

Thus, the first step of drafting a new educational paradigm with regard to quality-based education would be to empower the family, to serve as the primary educational toolbox, prior to any and all schooling, be it public or private.

The second step is to keep educational institutions focused on quality in the sense of assessing the individual academic success in terms of educational satisfaction, learning motivation, learning skills, learning success, in a general way, without stressing to assess the learning content.

Learning content is more and more relative, as our total information has since long superseded the capacity of the individual human brain; hence the need for producing excellent and highly motivated learners, not depressed super-brains.



ARGUMENT THREE

Education Needs to Foster Intelligence, not Knowledge

CRITIQUE

Standard education is focused upon the accumulation of knowledge, while it does not really understand what is intelligence. Most people confuse intelligence with knowledge and intellectualism without understanding that the accumulation of knowledge is merely mechanical and not a sign of intelligence. Knowledge had value in the past when careers were such that one could make it through life with basically one education, refreshing lacunas through professional training and seminars.

Today, knowledge is even more important, but for the most part doesn't need to be memorized because it's available everywhere, through computer networks, databanks and the Internet. Hence, standard education is out of sync with reality since quite some decades, because it is out of sync with the nature of our network society and therefore more or less totally ineffective.

SUGGESTION

Intelligence is entirely different from knowledge. It is not mechanical, but a natural by-product of emotional integrity



and wholeness: to grow healthy means to not be fragmented and to be rather intuitive.

Children and geniuses have in common that they are emotionally intact and that they are not fragmented, and that they are highly intuitive!

Our rational mind (left brain hemisphere) only functions at full capacity when it is connected to our irrational mind (right brain hemisphere) so that intellectual/analytic and intuitive/synthetic thought processes go hand in hand.

Then, regularly, the rational and the emotional part of us are well balanced and we experience a state of lasting inner peace.

Hence, the new paradigm focuses upon fostering intelligence through designing a learning environment that is multi-vectorial, where emotional values are respected, and where all four quadrants of intelligence are being developed, the logical, intuitive, sequential and emotional intelligence.

Whosoever is truly intelligent can handle knowledge in a way to optimize creative output in whatever field of study. In addition, this new paradigm fosters health and psychic health because it significantly reduces learning stress and anxiety.



ARGUMENT FOUR

Education Needs to be Holistic

CRITIQUE

Intellectual capacities and skills that have no connection with the emotional life of the person and that are disconnected from the right brain as well as the heart are truly dangerous. They make for humans to become ruthless and cold-blooded functionaries that are able to lead concentration camps or will click out bomb rains on forest children if those actions only fit in their thought concepts.

Only sensitivity acts counter to cruelty, not the cultivation of thought systems, ideals or religions. The danger of the Cartesian approach to science is that it more or less completely disregards nature, imposing concepts upon nature, and thus projecting truth upon nature, instead of trying to understand the truth inherent in nature.

This is the simple reason why Cartesian science destroys nature. The same is of course true for education. When education is reductionist and disregards soul values, and is not imbedded in emotional integrity, it is destructive, producing fears, depression, and even suicide.



SUGGESTION

Holistic thinking goes along with emotional integrity. Intelligence, sensitivity and understanding for the complex functions of life can only be developed when cognition is imbedded in the emotional life of the person and is thus a result of wholeness, and not of fragmentation. As nature is itself coded in holographic patterns, the holistic approach is best for understanding the truth inherent in nature, thereby facilitating scientific solutions that are integrated and that are compatible with nature, and sustainable.

Holistic education ideally prepares students for becoming holistic scientists, artists, doctors, or bankers, or whatever other profession one may think of.

Holistic thinking is useful everywhere, in every discipline, and in every kind of profession because it looks for integrated solutions that are naturally intelligent. This is a tremendously important paradigm change and it is a gigantic amount of work to redraft all our educational curricula in a holistic fashion because it entails to redesign our entire educational and institutional apparatus.



ARGUMENT FIVE

Education Needs to be Private and Competitive

CRITIQUE

In Europe and most countries except the United States, most of the educational cycle is in the hands of governments, be this service free of charge, be it, as in most Asian countries, subject to a fee.

Experience has shown that governments used to work rather slowly and ineffectively, that they waste resources rather than using them economically, that they follow ideological rather than functional management principles and that they are often years behind the general standard of social development. In addition, when all is offered 'for free,' students tend to take it all 'for granted' and learning motivation drops.

SUGGESTION

I have seen a dramatic difference between my law studies in Germany and in the United States. In Germany, services provided by the university for actually enrolling students in a later work life are completely non-existent, while in the United States they are staged and orchestrated in an exemplary manner, with the result that the transition from



university career to professional life is smooth and without hurt. This has of course a price tag, and students often have to work for paying their tuition fees, but this work experience is again a positive addendum to their professional cycle.

I suggest governments worldwide to privatize education, all education, as much as possible and give it over to the natural competition inherent in the market. This will make for more professional quality education, for better and more qualified teachers and professors, for higher learning motivation of the students, and for overall higher learning results.

It has to be considered what an enormous space of responsibility would be off the shoulders of governments, so that they can better focus on their real and most important tasks, that is to draft effective laws (Legislative), to administrate the public domain for the best of all citizens (Executive) and to watch over justice being rendered in an equitable manner while safeguarding constitutional guarantees, and give the individual citizen peace of mind (Judicature).