

4.10.02

Prof Peter Newman
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Dear Peter

Thank you for sending me the impressive super sophisticated Focus on the Future Draft, for the Government.

Having been in the forefront of working towards a healthy earth since I joined the Soil Society in the forties, please overcome your prejudice against my lack of neatness and secretarial back-up, and consider my suggestion for extending the draft by including the need for planning (my definition see later) of nurturing the homo sapiens who can have the capacity to bring about all the wonderful ideas, in time to save the species from going down the gurgler.

Whether you interpret "sustainability" that way, or use my term "thrivability" you will agree, to include such a section on the nurturing of the young, to evolve potential, is a suitable addition.

Particularly with the Minister of Education spending 4.5 million exactly on that intent.

Best wishes.

Paul Ritter

Draft Notes

Focus on the future

Sustainability

The concept of sustainability is flawed. (Sounds static. What exactly are you sustaining?)

An evolving earth and evolving homo sapiens needs to plan for “thrivability” – a creative concept.

Paul Ritter, defined “planning” when he took the post of City Planner of Perth in 1964 as “affecting growth, according to criteria, with design skill and opportunity”.

The world is in a mess. Sustainability of the mess-making is not an appropriate approach.

The evolution from the mess-making process, although inherent in many proposals, leaves out of account the crucial improvement of homo sapiens as a species. It has shown itself incapable of “sustainability” let alone thrivability during its ten thousands years or so of recorded history.

The unique intellect of the homo sapiens, linked with his emotional vulnerability, when feeling insecure, has led to imbalanced behaviour through world history. Wars and countless other antisocial, unintelligent emotional tendencies have been ubiquitous. Intellectual assertiveness has led to the creation of a technology with powers totally beyond the emotional unbalanced homo sapiens to use rationally.

“Sustainability” is not the problem. The problem is to design the nurturing of the homo sapiens so that they are not vulnerable to emotional trauma and the resulting imbalance of emotion and intellect.

This pin points the weakness of the “sustainability” approach. The nurturing of human beings has been insensitive. The symptom of its origins, has been called the Patriarchal Plague due to the discovery. Its main characteristics patriarchy, the overwhelming addiction to sacrifice to deities in all cultures to keep them on side. (That is intellectual fantasy coming to the aid of emotional weakness) – and stupidity, the human perceptions and actions that arise out of the emotional-intellectual dysfunctional imbalance of homo sapiens, as observed in most of the species endeavours to date.

The inappropriate insistence on “sustainability”, and the ignoring of growth and evolution of a species that is unique in having an intellect that can design its own evolution, both genetically and environmentally, stands out like a sore thumb. Why “sustain” the patriarchally plagued human behaviour and traditions built into countless cultures?

The appropriateness of “thrivability” lies in the observed reaction of the species to its self-destruction as a deceased social organism.

The potential of a “sensitive Future” growth arises all around us as results of ascendant femininity. It is the thrival orientation brought as a decisive tendency due to the potential of motherhood, this gives the female of the species a sensitivity and orientation that leads to the healing and prevention of the patriarchal plague, the social pestilence – daily described with superb sadomasochism engaged in our media.

The specific matter of designing social processes that enhance (thrivability) in homo sapiens have been in the centre of interest of the Educreation Association for over fifty years.

Creative experiments in thrivability, of many kinds have been published. In each the central role of the capacity of the human beings involved, has been seen as the key to “thrivability” having been achieved.

Thrivability is the functional dynamic to bring creativity, life positively from a homo sapien point of view.

The Premier – consultation draft on sustainability – whether its name is changed or not (from sustainability to thrivability) does not address that the countless environmental matters created by human are due to stupidities, - the unbalance of emotion and intellect and how they might be put “right”, by inventions, innovations in monitoring not, note sustaining, what’s kept us in the clutches of Emotional Plague to date.

It does not yet address the fundamental issue of how to evolve the homo sapiens nurturing so that all the good environmental physical ideas, intentions and tried successes, are implemented in time for the benefit of the thrival of the species out of its self imposed mess.

The many published works of the EAI, based on its philosophy and scientific method of relating, address precisely the key requirement for human thrival – recognising sustainability of a diseased species in its diseased state, is not a rational or emotionally attractive aim.

Thus we recommend an addition to the Draft Report. It is supported by the expenditure of the Minister of Education on a 4 ½ million program to improve behavioural attitudes in schools, which addresses thrivability and creative change, not the mere sustainability of a multiply ailing educational nurturing system and attitude of societies, from all nations.

Paul Ritter’s “Educating by Relating” will indicate how evolution of the institutions of families, schools, community attitudes to the nurturing of children, is taking place and could be immensely enhanced in adoptable and practical ways.

Relating feelingly to the Universe, the earth, your local patch, is something that emerges quite spontaneously from the young made aware of their “relating” to the surrounding environment. This much the “sustainability” report includes.

But it does not include how the evolution of the growth of the more sensitive, more alive homo sapiens, open to such awareness, is to be evolved, by the organisation of our educational systems. This is more fundamentally important than any of the innovations, which are called part of “sustainability”.

Not to address the need for the better human being, to develop human thriving the growing, changing welfare of homo sapiens is to ignore the key requirement to make all the wonderful notions presented under the title of sustainability to become realistic.

The fifty years of research and experiment and assessment of education – has led to self-regulation, edcreation and now educating by relating.

This “thrivability” concept addresses some crucial problems that show “sustainability” of what exists to be appropriate.

Problem 1. The number of people in the world is increasing, the percentage of
 1960 these demanding privilege is increasing the volume of knowledge in
 analysts the world and it is increasing.

The three problems combine to demand a new approach to education.

Problem 2. The nuclear families of the world are crumbling; the schools of the
 1985 world are proving increasingly inadequate to cope with the social stress
 Solution on offspring by the failure of nuclear families;

Problem 3. With the disappearance of loyalties to Gods, Emperors, Rulers,
 1999 families, traditions, cultures – the new extended families “schools into
 Solutions eggs” the guidelines to what is regarded as “moral behaviour” what you
 conscience of a social being can get away with – on behalf of loyalty
 (to God etc) a new sense of loyalty is inevitable as part of thrival,
 human thrival. A local sense of belonging and global village sense of
 belonging is arising and needs fostering to encourage the dynamic of
 thrivality, of the species.

The human intellect can conceive of a new extended family – where loyalties are to the extended family in the service of the global village loyalty.

These evolving extended families will arise as schools progressively change their nature from “sustaining” to a thrival role.

The new love and social energies will be created from the scientific observations that relating – the result of the attractions that are innate in humans, part of the genetic tendencies, does create new life energies for thrival and liberate. These nurturing innovations, like the other environmental innovations, signs of thrival, listed as “sustainability” characteristics wrongly required to complete the draft report of “Focus on the Future”.

The initiatives of the Minister of Education on Behaviour is part of the “.....” Positive - How long ahead? I have fought and wept over the unnecessary felling of “.....” old

trees in Perth. But how can you ignore the “...” of people. Through entirely individual “...” – advantage to every aspect of “....” People. “....?”

(The Department of Premier and Cabinet would like to apologise for any misinterpretation of the above paragraph as the text was lost in transition. We have attempted to recover what we could)

I believe the Primer that is being produced by me in conjunction with 13 TV programs on Educating by Relating, for the Department of Education in conjunction with the Ministers 4 ½ million project on behavioural improvements should receive a mention in a draft that not only lists the countless environmental factors but currently begs the question on how human motivation will be mobilised to achieve things in time to save us from disastrous combination of technological brilliance and emotional social inadequacies, stupidities.