

Current Concerns

The international journal for independent thought, ethical standards, moral responsibility,
and for the promotion and respect of public international law, human rights and humanitarian law

English Edition of *Zeit-Fragen*

Debt trap under construction for local school authorities

cc. Goldman Sachs is offering a new stock exchange product, "social impact bonds," by which free-floating money from big banks and other financial bodies may be invested in the mundane depths of the crisis-ridden world, into the social sector. Owing to the enormous wealth of some there is "philanthropy" for others, all of a sudden after 20 years of globalization euphoria. But this is not Christian charity or anything like such modernly frowned-upon stuff. No, this is tangible "philanthropy" as presented in the series "Faces of America" to the Swiss audience on Radio DRS, 30 July 2012: The social sector may be for sale. Money is available. "Social impact bonds have potential upside for investors," says New York Mayor Michael R. Bloomberg. "But citizens and taxpayers stand to be the biggest beneficiaries," he adds, and sounds quite enthusiastic. Money squeezed from the people in the world will not be returned to countries and states (for instance to pay back the state debts), but flows directly into the social sector: In the US, youth prisons and private schools are presented as model projects, but the thing is expandable.

In Switzerland, for example, it takes only a decision of a school community and their signature of a contract by which the students of the community will be sold as raw material or hired out and the obligation of perpetual interest payment will be accepted. The entrepreneur-

ial "pusher" is a Mr Fratton with his company "Haus des Lernens" ("house of learning) in Romanshorn. Since Mr Fratton releases almost identical statements on the subject of education as Gabriel Cohn-Bendit, the brother of Daniel Cohn-Bendit does, he may well be called their younger brother. His wife is an interior designer who, if desired, not only creates new facilities for 30–50 million francs and sets up – electronically wired – chic open-plan offices with deep ecological pot plants for recovery of the soul. She also carves out existing school buildings and turns them into the most advanced computer-crypts. On offer: 1st "Learning landscapes", 2nd Time-out schools (especially for those with disturbed drives who can no longer bear any bourgeois superstructures and must be "liberated" this way), 3rd "Mosaic School" for entities that want to have a segmentation according to ethnic, religious, special IQ or any other criteria within the overall complex.

Teachers? No longer needed. According to Marcuse liberation only works through "self-discovery learning." And let's not forget: through the debt trap and by selling our children to big capital. Instead of teachers, there is a bartender at the computer bar that creates the electronic connection service. Do you as citizens of a Swiss municipality want to walk into this trap? Read current economic state-

ments in newspapers closely. They promise to prepare children to be players in an Americanized global economy in the fastest and most efficient way. Life? Only a "performance" for the Empire! Take it or leave it. Great Britain and Australia are in the process of trying the case. Goldman Sachs oversees the projects and gives the okay for the world of investors ("Herald Tribune" 3 August 2012, page 18).

Before that take-off to educational Mars, democracies – the Swiss direct-democratic form in particular – should consider some basic principles. Our school is part of the fundament for democracy. During the Regeneration after 1830, the right to equal education was won:

For country and city

For rich and poor

For girls and boys

The school-year groups of our children in our communes are a learning- and living-community across social barriers, across differences of language and religion. In the direct-democratic state this sense of shared responsibility must have been established by the end of the 3rd grade, says civics teacher Ratti from the Ticino. Everything else will build on that later on. Protecting and shaping the bonum commune for the next generation as well and providing the present generation of pupils with the necessary pre-conditions, requires considerations from us, the adults that reach beyond US stock market euphoria. Such reflection must take place across party boundaries – this is the only way democracy can be preserved and the step towards a new financial fascism can be avoided. Moreover, the Swiss Federal Court in its judgment of 31 May 2012 strengthened the rights of personality again and prohibited Google to save citizens' faces and license numbers on the great American data collectors.

What does this mean for school? For some time, computer scientists have been pointing to the fact that the new technologies allow the installation of visual and acoustic spies on private devices without the owner's knowledge. This will certainly be the case in all the devices of "learning landscapes", "mosaic schools" and

"We are very good friends now"

"We used to have great competition between the two institutions [OECD and the European Commission] which was that they were research-based, we were policy-based. And we needed that. They needed the policy aspect to mobilise the European consciousness ... it was in their interest working with us ... We had some differences but we are working closer and closer together, we are very good friends now, there is no conflict.

"Europe represents a substantial part of the OECD world"

"However, it is important to recognize that the European Union is an agent as well as a conduit of Europeanization; it is an actor in a new policy area that is also populated by other international organizations and agencies. Indeed, one of the most powerful of institutional actors in the momentum for Europeanization is not a European agency but a global one, the OECD. As data has become crucial to governing, the growing expertise and policy influence of the OECD has changed its relation to the European Commission."

Interview with Commission staff member, June 2009

quoted in: Martin Law and Sotiria Grek. *Europeanizing Education: governing a new policy space*. Southampton, 2012. p. 117f.

"Dept trap for school ..."

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"time-out schools": all included in the debt trap and interest obligations! If this verdict for Google applies to adults, then

increased data protection and privacy protection should apply to our wards, our children.

The attempt to buy Switzerland is taking place on many levels. The "Inter-reg-agents" are highly active and keep

a low profile. Defence requires powerful forces. The attempt to buy our children and trade them as a commodity at the stock market unmasks the promoters. They must be well-remembered. Every-one of them!

OECD reforms, enforcement strategies and impact

rh. The Organization for Economic Cooperation and Development, OECD, wants to change the education systems of its member states. To that end it has been recommending those states the implementation of certain reforms during the last ten years. The goal which the OECD's Centre for Educational Research and Innovation (CERI) is working on is called "Innovative Learning Environments" and the rationale is a wholly economic one: Highest achievements for "21st century competences" are to be produced which are required for the OECD's new "knowledge-based" societies and economies. "Traditional educational approaches are insufficient" to achieve that goal. The following key principles have to be acknowledged instead:

- One must put a "strong focus on measuring learning outcomes (including the Programme for International Student Assessment (PISA))."
- It is desirable that ICT and "significant investments in digital resources" might revolutionize learning environments.
- "We need new ways to influence the very interface of learning and teaching."
- The OECD wants to change to the better "how inadequately schools tend to exemplify the conclusions of learning sciences".

(Source: *Executive Summary* of "The Nature of Learning – Using research to inspire practice", ed. by Hanna Dumont et al. Centre for Educational Research and Innovation (CERI), p. 13.)

Reform objectives

The reform objectives which the OECD has (allegedly) derived from the PISA results ("best practice models") and which it has been recommending its member states for a number of years now, are the following (Note that the focus is on the rejection of structured – "selective and tracked" – school systems, which the OECD equals with "exclusion"):

- Social and gender equity, for that aim the OECD furthers
- "reforms of school structures that turn selective models into integrated ones";
- "Specifying educational standards of quality" and "monitoring student and system performance standards";

- Putting "special attention" on "teacher training, because an integrated school structure requires teachers to individually promote students."

- School autonomy will "improve school systems by delegating responsibilities to schools and local authorities... This includes the liberty to choose course content, allocate budgets and admit students"(!).

- Research and statistics should be improved to allow policy making and practice "to draw on a broad knowledge data-base".

Enforcement strategies

By the permanent comparative international measuring of school achievements and the publishing of the results (PISA) the OECD put pressure on the member states to converge ("soft power"). Governments of national states came under pressure by their perhaps low rank on the assessment lists in international assessment tests ("problem and peer pressure"), and felt compelled to reform their education systems and follow the recommended models. This resulted in a high "pressure for conformity", for countries came under "normative pressure to either legitimate their domestic model or adapt to these models." All this led countries to "copying widely used models" and to "adopting a recommended model". The result was an actual uniformization of

the OECD member states with respect to their education systems.

Impact and implementation – comparison Switzerland and USA

Comparing the impact of PISA and OECD reform suggestions on Switzerland and the USA a striking oddity comes into view: Whereas Switzerland rapidly implemented many of the reform recommendations accompanied by a huge media hullabaloo, although it scored very well in PISA ("well-scoring Switzerland"), the USA who scored extremely badly in all three PISA assessments ("under-achieving USA") didn't pay any attention to their disastrous results and the media kept completely silent. No efforts to reform occurred. What was the reason for that? Answer: In US-schools everything was and still is just like PISA recommends. (Source: Tonia Bieber and Kerstin Martens: *The OECD PISA Study as a Soft Power in Education? Lessons from Switzerland and the US*. In: *European Journal of Education*, Vol. 46, No 1, 2011, Part I, p.101–105.

Conclusion

In 1981 the "National Commission on Excellence in Education" denounced the very bad US education system in its report entitled "A Nation at Risk" and stated:

[...] if such a system had been foisted on the nation by a foreign power, it would be considered an act of war" (quoted by Langer, Roman, p. 54, reference see page 4 in this paper).

An informal empire, the force field of which however emanates solely from Washington

In his study "American Hegemony and the Postwar Reconstruction of Science in Europe" the American Professor for History, Technology, and Society at the *Georgia Institute of Technology*, John Krige, refers to a fundamental factor in the US-foreign policy towards Europe: It went about establishing a new kind of hegemonial regime, an informal empire, based on consensus and being formed in «co-production», the force field of which however emanates solely from Washington. This "required not only the active collab-

oration of national elites who shared the economic, political, and ideological ambitions of the United States – and had sufficient legitimacy and power to impose their conception of the path that Europe should take on those who thought otherwise; it also required a subtle refashioning of European identity, a gradual implantation of American norms and practices".

John Krige. American Hegemony and the Postwar Reconstruction of Science in Europe, The MIT Press, Cambridge 2006, p. 255.

Find more about this topic on our homepage (www.zeit-fragen.ch); see documentation: "Schule und Bildung Schweiz"

Interreg IV – EU regional policy and Switzerland

Have we missed to keep a sharp eye on our Federal Government?

mw.km.thk. Between 2007 and 2013 the EU will have spent 8.7 billion euro for a program aimed at supporting cross-border, transnational and interregional projects. The EU program is called *Interreg IV*. It has been preceded by three previous programs since 1990. *Interreg IV* serves the object of dissolving national states. Originally the concept of a “Europe of regions” developed from a green ideology.¹ *On corresponding maps, Switzerland is no longer existing as a state but is divided into language areas and connected to France, Italy and Germany in particular.*

Switzerland is fully integrated in the EU *Interreg IV* programs. An official statement says that “In Switzerland *Interreg IV* has been continued since 1 January 2008 as part of the *New Regional Policy (NRP)*.”²

The *Interreg IV* program has three levels:

1. The cooperation between neighboring border regions (Switzerland is participating here, among others, in the programs “Interreg Upper Rhine” and “Interreg Alpenrhein-Bodensee-Hochrhein”).
2. The transnational cooperation “with larger coherent areas” (Switzerland is participating along with Germany, France, Italy, Slovenia, Austria and Liechtenstein in the project “Alpenraum” (Alpine Space), and together with Germany, Belgium, France, Ireland, Luxembourg, the Netherlands

“The *Interreg*-Initiative is even more significant because it introduces something completely new: transnational ‘governance’. A new form of political control, which might foreshadow what European policies might look like that actually transcend national borders.”

Michel Barnier, then (1999-2004) EU-commissioner for regional policies and institutional reforms (since 2010 again EU-Commissioner for interior policies and services).

In: European Commission. The policies of the Union and the mountain regions. Contributions to the conference, Brussels, 17-18 October 2002, p. 46.

and the UK in the project “North West Europe”).

3. Interregional cooperation between non-adjacent regions.

Switzerland participates in all three programs.³ The legal basis is the Law on Regional Policy of 6 October 2006.⁴

First example: Regio Bodensee (Lake Constance)

The official *Interreg* programs of the EU for “Alpenrhein-Bodensee-Hochrhein” comprises 108 pages.⁵ *Regio Bodensee* includes the non-EU Swiss cantons of Aargau, Schaffhausen, Zurich, Thurgau, St. Gallen, Appenzell-Ausserrhoden, Appenzell-Innerrhoden, Glarus and Graubünden. The Swiss Cantons along Lake Constance (Bodensee) have always cooperated with neighboring countries, *so far always respecting national sovereignty*. The EU program however now speaks of the “great weakness and obstacles to development” represented by the “dividing national borders”. The EU program would “make a sustainable contribution to over-

coming the borders within the region”. It continues, “The program aims at the development and expansion of networks in different areas” and is an “important step toward a united Europe”. EU contribution to the program’s projects is at 23.7 million euro with Swiss *Interreg* funding added.

Figment of the imagination “Educational space Bodensee”

Among others, the *Interreg* program for the *Regio Bodensee* wants to *revolutionize the education sector in disregard of the education sovereignty assigned to the cantons and the German federal states*. According to the program, the EU is funding “projects that contribute to the promotion of human capital in terms of the emergence of a knowledge-based society”. Existing structures are “to be used across national borders even better than before”. This applies “in particular to the area of education and training”. *The EU is aiming at an “educational space Bodensee”*. Since 2010, the EU and *Interreg IV* together with the Swiss Confederation, 10 Swiss cantons and the province of Vorarlberg have been promoting the research project “Alpine School” which includes the direct intervention in school structures and classroom activities.

Everything without legitimacy

To carry out the entire *Interreg* programs in the *Regio Bodensee* a huge apparatus was constructed with administrative authority, certifying authority, technical secretariat, various network locations, auditing body, monitoring committee, steering committee, support and monitoring, etc. In all these “bodies” of a “state within the states” we find German, Austrian, Liechtenstein and Swiss officials – for all countries without any mandate given the respective sovereign, and solely on the basis of “regulations” edited by the European Union.

Second example: The Swiss Regio Basiliensis in the EU-region Upper Rhine

The official program of the EU comprises 100 pages.⁶ The area of the “Regio Basili-



The map shows the regions of the EU-program INTERREG. The borders of the national states are ignored. (Graphics roho according to www.regiosuisse.ch/etz/interreg)

"Interreg IV ..."

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ensis" extends from northern Switzerland to the Southern Palatinate. The "Regio Basiliensis" includes the non-EU Swiss cantons of Basel-Stadt, Basel-Land, Jura, Solothurn and also the Canton of Aargau. Basel, situated in the border triangle between Switzerland, Germany and France, has always cooperated with the neighboring countries on a voluntary basis and with respect for state sovereignty. However, the national borders again annoy the EU. To justify their plans, the program says that for the EU "the boundaries of the Upper Rhine are still an obstacle for realizing the potential of regional development".

The programs for the Swiss side are realized by an association, the "Association Regio Basiliensis". The association has 400 individual members and 200 corporate members. The association coordinates the "Cooperation" for *Interreg* and NRP across borders on behalf of the participating North Swiss cantons. With the close link between *Interreg* and NRP the New Regional Policy is aligned with the requirements of the EU. "NRP projects" are "awarded a federal or a cantonal promotion only, [...] if the projects meet the framework conditions of the corresponding *Interreg* program and are directly aimed at the regional policy objectives of the Confederation or the cantons at the same time."

Objectives of the *Upper Rhine Region* (with the Swiss *Regio Basiliensis*) are

- sharing the economic potential of the Upper Rhine area;
- developing the Upper Rhine area as an integrated educational, working and living area;
- sustainably designing the development of the Upper Rhine area.

"Emphasis is placed particularly on the cross-border added value and the innovative nature of the funded cooperation projects."

Bypassing the sovereign

One might imagine what the consequences of this "integrated educational region" are for Switzerland, when regarding the educational landscape in Baden-Wuerttemberg after the change of government towards Red-Green. The "Gemeinschaftsschule" is to be established nation-wide, which equals the destruction of the existing education system and which means the destruction of democracy in the long run.

The association *Regio Basiliensis* takes on tasks of the public federal and cantonal authorities, bypassing the sovereign. "This way, the *IKRB (Regio Basiliensis)* fulfills state functions for the cantons in the sense of 'small foreign policy'. The funding of the *IKRB* will be done by the five North-West-Swiss cantons in the framework of multi-annual subsidy contracts.

¹ Pierre Hillard, *La décomposition des nations Européennes de l'union euroatlantique à l'Etat mondial*, 2è Edition, François-Xavier de Guibert, 2010; Pierre Hillard, *Les Verts, partisans d'une Europe des ethnies*

² <http://www.regiosuisse.ch/etz/interreg>

³ <http://www.regiosuisse.ch/etz/interreg>

⁴ <http://www.regiosuisse.ch/etz/interreg>

⁵ www.interreg.org (all quotations translated by Current Concerns; for an English version see http://ec.europa.eu/regional_policy/country/prordn/details_new.cfm?gv_PAY=DE&gv_reg=ALL&gv_PGM=1260&LAN=7&gv_per=2&gv_defL=7)

⁶ www.interreg-oberrhein.eu/dokumente,10286,de.html (all quotations translated by Current Concerns; for an English version see http://ec.europa.eu/regional_policy/country/prordn/details_new.cfm?gv_PAY=DE&gv_reg=1061&gv_PGM=1261&LAN=7&gv_per=2&gv_defL=7)

"To Gaby Cohn-Bendit school is 'de la merde' (shit)!"²⁷

"Gaby, the mouthpiece of the Cohn-Bendits, is making no secret of it: „I'm not one of those who say that teachers are great people. I don't love my country! Nor its school, which creates nationalisms! I don't love school because there is nothing to appreciate about it! Teachers are paid premium rates – just imagine that! – to make them willing to teach in the ZEP-schools. [The ZEP (*zones d'éducation prioritaire*) are schools in neighbourhoods with social and educational problems.] At the most only 15 % of all teachers are dedicated to their pupils ..."²⁷

²⁷ Soubrouillard (Régis), [*"Pour Gaby Cohn-Bendit, l'école c'est de la merde!" (To Gaby Cohn-Bendit school is "shit"!)*] *Marianne* 2, 10 January 2010.

Source: Paul Ariès and Florence Leray: *Cohn-Bendit, l'imposture. Paris 2010, p. 46f. ISBN 978-2-35341-086-6*
(Translation Current Concerns)

**Which hidden agenda serves the euro region
Lake of Constance/Basiliensis/Geneva?**

cc. The French historian *Pierre Hillard* has examined the EU's regionalisation policy, which serves "as a means to break up the nation states." Hillard says:

"The principle of regionalisation in Europe goes far beyond a simple reorganisation of the old continent. In actual fact its goal is to pass on political, economic financial power to the regions to enable them to negotiate directly with the authorities in Brussels. This phenomenon is based on the will of the German politics, which succeeded in slipping these measures into politics within context of the European construction", as Prof Dr *Rudolf Hrbek*, Professor for political sciences, writes in the magazine *Documents, Revue des questions allemandes* (documents, review of German issues): "The starting point of this new series of initiatives was the resolution of the conference of prime

ministers in October 1987 in Munich, where a Europe with federal structures had been fixed as their goal. Two years later the prime ministers of the Länder established a working group for their state chancelleries and ordered a report about the position of the countries and regions with regard to their prospective development in the European Union."

All these studies have been accelerated by the government of Lower Saxony in 1996, governed by federal minister *Gerhard Schröder*. The social deputy of Niedersachsen, *Peter Rabe*, initiated the draft of *recommendation 34* (1997) of the "Congress of the Local and Regional Authorities of Europe" [*CPLRE: Congrès des Pouvoirs locaux et régionaux d'Europe*]. This document allows for the political reshaping of Europe. The principle itself is simple. It grants a maximum

of power to the regions so that they will negotiate more and more directly with the European Union, to the disadvantage of the nation states. With this procedure the intermediary body, in this case the national authorities, are completely bypassed. The method pursues the goal to dissolve the nation states in favour of a Europe of regions, more precisely a Europe of euro regions. Territorial unities are being formed in which several regions from different states are interconnected across state-borders, for example the euro region Alsace-Baden-Wuerttemberg, or the Pyrenees-Mediterranean region. It is a policy that leads to the dissolution of the European nation states.¹

¹ Pierre Hillard, Transatlantic concepts of power and the attacks on Switzerland, regionalisation as a means to destroy the national states, in: *Current Concerns* Nr. 12, July 2009.

Schools and education in the stranglehold of power politics

ab.ef.ev. OECD and EU, “love each other” – for good reasons – in this field: according to American premises. The more you read about the current debates on schools and education, the more it becomes obvious that small-scale thinking is misplaced here. An English-language literature is coming to light, which for the most part starts only after the Kosovo war and gathers speed after *Lehman Brothers 2008/9*. In the most part, however, it is no research literature, but rather gives the impression of a descriptive documentation accompanying a large-scale implementation process in all European countries, including Switzerland. One of its most striking features is the breach with and even negation of all educational research and improvements of schools that have been based on the “personales Menschenbild” (personal concept of man) and that was independently carried out by European countries and language areas up to now. Some of the young writers of this new literature even refuse permission of their English texts’ translation into German!

The breach in theory and culture is similarly radical as after World War II with the Liberation Theology and the group around *Levinas*. This group of young philosophers however, were so *honest as to openly declare and justify* the breaking off with any European tradition of thought. Today’s young generation in the escort-service of pedagogy does nothing of the kind. *Tonia Bieber*, for example, in her paper dealing with implementation in Switzerland, is triumphant in view of the fact that not even the most important veto players, namely the cantons, put up the anticipated resistance and that thus the OECD-EU measures could be implemented much faster than expected and that they went down like oil.¹

It is encouraging, to find an author in all, who broadens the mind and who seems to realize that this top-down process induced by the US is indeed damaging the European countries’ democratic essence. *Roman Langer*, editor of “Pisa – why are they doing that?”, does not just approach the issue only from the turn of the millennium on, but he reviews the American commission for educational hegemony over the European countries beginning with the Sputnik shock. You might remember: The fact, that in 1957 the Russians were the first to send a space probe into an earth orbit, was an almost unbearable narcissistic injury to Western self-esteem. But rather than seriously whipping their schools and educational institutions

into shape, the Americans, who after all did not have to rebuild ruined towns after the Second World War and did not need to get by with a most severely weakened and depleted population, went the opposite way. By reasonably moving forward they could have been able to catch up the Russians and to substantially improve the world by means of a peaceful race of research. To bring that about however, would have required a debate on how to develop and strengthen the child’s personality development, to which other countries and cultures as well, not least the UNESCO would have had much to contribute.

Instead, they played the card of advancing their own power and in 1958 they decided on a national emergency program, the “National Defense Education Act” (NDEA), subordinating schools and education to the utilitarian view, and thus to the interests of imperial domination. When in 1961 the OECD was founded, that order was placed with this influential authority, primarily aiming at the countries of the Western bloc.

Obviously, neither were schools and education improved through all these measures, nor was the economic advantage increased, so that in the mid-1970s a crisis was looming again. Whoever went to the U.S. as a European with school-aged children, thought twice whether to take the children with them or to leave them in the care of relatives here.

Over there, it was said, there were extremely expensive elite schools or alternatively state schools that were in a desolate condition. Otherwise, there was the option that the mother herself taught the children at home, “home schooling”, as it could be observed among American colleagues in the academic field, whose living-conditions were very modest.

And another step was taken in the wrong direction: In 1984 the US pulled out of the UNESCO, abandoned their solidarity with it and increased their pressure on the OECD to make it an instrument for their particulate power politics.

In the mid-90s, *Langer* notes, the OECD had taken the issue completely out of UNESCO’s hand. At this point the American mandate for the transformation of schools and education also came to Switzerland; the Trojan horse was welcomed. *Buschor* was probably only a superficial actor. How did the German-speaking states as a whole react to the order from the skies of the business world? “The literature suggests: By thoughtless, rapid adoption of pre-

pared concepts of solutions without sufficient scientific and public debate. [...] In Switzerland and Germany ‘without critical analysis a rapid acceptance of the communicated findings and a vehement activism took place on the part of educational policy’.”²

And what is all this heading for? That’s the question now in view of a competition that is evolving into a world economic crisis. Our children, the youth of our countries as human guinea pigs for the international high finance? Is that apt to give “sustainable” and viable foundations for the future?

Since the Orange-Greens have been in power in Baden-Wuerttemberg, the next wave of educational rush and nonsense has started. A Swiss named *Fratton* has already been doing “business” “over there” for 18 years. Currently the vendor is touring in eastern Switzerland and coaxing one school community after the other, praising the products from his lucky bag. Does that annoy you as a citizen of a school community? Hopefully so! Above all, money wouldn’t be a problem. It just requires the signature of your school community (better not ask where the money is coming from ...). In *John Perkins* book “Economic Hitman” you can read how he lured entire countries into the debt trap with these methods. •

¹ See: *Bieber, Tonia*. “Soft Governance in Education. The PISA study and the Bologna Process in Switzerland”. *TransState Working Paper* No.117. Bremen, 2010. Set of arguments to that on www.zeit-fragen.ch at-Dokumentation (documentation): Schule und Bildung Schweiz: “Die Vermittlung von Schule und Bildung als Bürgerrecht und die Heranbildung verantwortungsbewusster Staatsbürger”. (“School and education in Switzerland:” The provision of schools and education as a civil right and the development of responsible citizens”).

² *Langer, Roman*. Warum haben die PISA gemacht? Ein Bericht über einen emergenten Effekt internationaler politischer Auseinandersetzungen. (Why have they made PISA? A report on an emergent effect of international political discourses.) p.61 In: *Langer, Roman* (ed.). “Warum tun die das?” *Governanceanalysen zum Steuerungshandeln in der Schulentwicklung*. (“Why do they do that?” Governance analysis to the modes of regulation in the school’s development.) Educational Governance volume 6. Verlag für Sozialwissenschaften (Publisher of Social Sciences), Wiesbaden 2008. Pp. 49–72. Cited therein: *Becker, Rolf*. Lassen sich aus den Ergebnissen von PISA Reformperspektiven für die Bildungssysteme ableiten? (Can prospects for reforming educational systems be deduced from the results of PISA?) In: *Schweizerische Zeitschrift für Bildungswissenschaften* (In: Swiss Journal for Education), Vol 29, H.1, pp. 13–31. Quoted in *Langer*, p. 61 (Emphasis in original)

From the lucky bag of the education dealers

Peter Fratton's "House of Learning"

ef. The first "house of learning" was founded in 1980 by Peter Fratton as a private school in Romanshorn. The present company, "SBW House of Learning Holding Group" – Fratton himself opted out in 2006 – regards itself as a "Swiss training provider for education throughout the complete educational training field for children and youngsters" with offices in the Cantons Thurgau, St. Gall and Appenzell Outer-Rhodes. The schools are called: *International School, Primaria, Secundaria, Futura, Futura Career, Futura Studying, Futura Art, Euregio Gymnasium, New Media AG/private limited company, Bridging Program, Idea* (Development Department). There are "International Schools" in regions "which have become more attractive for international companies and employers with increasing globalization." Only recently SBW has become the or-

ganizer of the *Entrepreneur of the Year Junior Academy*, inter alia in collaboration with the management consultancy *Ernst & Young*.

The "house of learning" has the following concept:

- "Mutation [of the teacher] to a learning facilitator
- "Learning facilitators" meet the student's pleadings": "Do not teach me. Do not explain anything to me. Do not educate me. Do not motivate me"
- "Paradigm shift", i.e. "just put the usual ways of thinking [...] somehow aside" and "pretend to reinvent everything, on one field."
- "In many ways, with many people, in many places, at diverse times, with various materials, in a variety of steps and ideas, in a variety of diverse rhythms to common goals." Instead of: "All students of the same age must reach the

same goal with the same teacher, at the same time, in the same room, with the same teaching materials equally well.

- "Fractal leadership", i.e. "Facilitators" and "learning partners" (students) should learn by/through "autonomous forms of learning" (via *iPad* and *edu-Profiler* to the "learning track").
- Confidence in success" ("Yes, we can!")
- Acquisition of "key skills"
- "Designed environments" ("a lot of time and energy to design the environments of learning")
- Acquisition of the ability to "lifelong learning"
- "Coaching", "competency-based learning," "individualized learning"
- "Age-mixed learning units."

(All quotes are taken from self-concepts out of SBW and Peter Fratton's lectures.)
(Translation *Current Concerns*)

Learning environments

tsp./hwi. *Self-organized learning* in mixed-aged groups wherever possible takes place in specially designed rooms with short, targeted inputs by the learning coaches. Every student and each accompanying person sit at a work-station. Red or green lights show the students when they can address their coach. Goal: Acquisition of knowledge in a self-directed way to become independent.

Principles

Instruction in the learning environment is based on two basic principles:

1. Pedagogy: learning environment requires individualized instruction. After a 10-minute input by the coach, the students work alone with a given material.
2. Infrastructure: classrooms must be rebuilt to meet the goals of the learning environment. Each work station is separated on three sides against the others by slot-in partition walls. The place must be kept orderly, one is to talk only in whispers to promote concentration. A classroom converted to a learning environment is no longer suitable for classroom instruction. Additional

rooms with white boards, projectors and beamers are needed for inputs.

New culture of learning requires a new architecture of school building: a hard case with a flexible interior space programme: It should include large rooms, where 60-100 students can set up their work stations. Outdoor spaces and corridors should be designed as study rooms and spread a homely atmosphere. A computer network that can be tapped through bottom outlets at any point, is part of the concept.

In many communities, requests for funding amounting to millions are currently processed for these special buildings.

Rationale

The children of today can no longer be taught together, as each student studies at his own pace and his own interests. Everyone should decide for himself what, when, where and how much he wants to learn. Students learn in groups rather than in classes: learning in mixed-age groups.

Origin

Schoolhouse architecture in California in the 60s: flexible walls to set up large classrooms in a short time. Open classrooms, so that every student can independently choose the topics and the teaching level.

Open-plan offices in the United States, that are by now being set up in business enterprises in Switzerland, too.

Criticism

- The student will not be encouraged to keep pace with the age-appropri-

my four pedagogical pleadings

The 4 pedagogical pleadings

Do not teach me

Do not explain anything to me

Do not educate me

Do not motivate me



Lecture of Peter Fratton on the occasion of the hearing of the Green Party in the Landtag of Baden-Wuerttemberg
(Translation *Current Concerns*)

ate speed of learning and the average level of the class; thereby the gap in student achievement will steadily increase.

- Learning environments promote the separation, prevent the formation of community, and lack an orientation towards the common good. These are indispensable conditions for the fu-

ture citizen if he or she is to make a constructive contribution to direct democracy. Very important values, which are necessary to maintain our established political system are not taught. This is contrary to the education legislation.

- Data protection: Student profiles are stored online and are accessible with a

photo at any time; this is not compatible with the Federal Supreme Court's ruling in the case of Google.

- Learning environments with 60 work stations remind of open-plan offices in the USA, that are by now being set up in business enterprises in Switzerland, as well. (Sign above the entrance: whisper!)

Mosaic-Secondary School Alterswilten – another model for green “Gemeinschaftsschulen”¹ in Baden-Württemberg

The pilot project Mosaic Secondary School Alterswilten seems to have served as a model for the Green Kretschmann Government's comprehensive school in Baden-Wuerttemberg. Thus in the spring of 2010 at a hearing of the Greens/Alliance 90 in the State Parliament of Baden-

Wuerttemberg, the Mosaic Secondary School Alterswilten was presented in full detail as the newest fix-star in the green heavens of education (neoliberal provenance) under the motto: “Every Child his own educational goal! That's how school works, every child a winner”

In the Parliament of Baden-Wuerttemberg. The Greens/Alliance 90. “Every Child his own educational goal! That's how school works, every child a winner” *Documentation of the hearing, 07/05/2010, State Parliament of Baden-Wuerttemberg*

¹ A type of school where ability-mixed and age-mixed groups of pupils learn together, however in an individualized manner, i.e. every one with his own special teaching aids.

“Time-out”-school

cc. In the imperial offer of schools and education for sale there are about three trends concerning the concept of man:

- a) The human being is a being determined by its drives and therefore does not tolerate a bourgeois superstructure formation.
- b) The Hegelian “Weltgeist”, varied in USA, determines the current economic necessity of history. Everybody who

does not understand this, belongs to an anti-thesis of the third-to-last century.

- c) According to *Marx*, the (economic) existence determines man's consciousness. Therefore a cervelat – namely the pursuit of wealth – must be hung down in front of every student's nose. Then he will learn!

For those pre-schoolers or students of any grade with rather strong or even completely disturbed drives the empire

sets up “Time-out”-schools, where these students are liberated from any learning pressure. If this expectation of the bourgeois national state is completely out and the students may paint, play or dream as long as they want to, they will become liberated individuals. You do not believe that? Everything has already been tried out in the anti-authoritarian kindergardens. Just add *Dani Cohn-Bendit* as caretaker ...

“Social impact bonds” – commercialisation and privatisation of government tasks

ts. The USA, for a long time a stronghold of neoliberalism, deregulation and privatisation, go one step further in their casino capitalism as if there had not been Lehman Brother's disaster. Very recently banks have invested in the core area of government tasks and undermine therefore the sovereign rights of the state as a representative of the bonum commune. These are dangerous steps towards a corporate citizenship and the conversion of the democratically legitimised state administration into a public limited company. We are talking about “social impact bonds”, a new invention of Wall Street giant Goldman Sachs.

Citigroup, however, the competitor on the financial place New York, also hits the headlines in the USA. Like all Wall Street bankers the people of Citigroup and in particular their boss are true tumblers who – instead of sitting in jail and atoning – pretend to have always said so and have always wanted to break the banks' power.

David W. Chen reports in the “Herald Tribune” (August 3, 2012, *Goldman to*

Invest in City Jail Program, Profiting if Recidivism Falls Sharply) that New York City is breaking new grounds for financing true government tasks: Thus the *Goldman Sachs* bank will be allowed to invest 10 million dollar in a jail programme, with the city's pledge, that the financial services giant would profit if the program succeeded in significantly reducing recidivism rates of the youthful inmates. Thus New York will be the first city in the USA to test “social impact bonds”, which can probably be translated by “loans for effects on the social area”, also called “pay-for-success” bonds. This is part of an effort to find new ways to finance initiatives that might save government money over the long term. These bonds were invented in Great Britain and now being explored in Australia. And Massachusetts has already announced that it completed negotiations with two nonprofit groups which are to finance youth justice and homeless programmes with the promise of repayment only in case the program works.

In New York *Goldman Sachs* will give Rikers Island prison complex a credit for a 4-year program. With insufficient suc-

cess the bank could lose 2.4 million dollar. 9.6 million is no big amount for *Goldman Sachs*, given the last quarter profit of 900 million dollar. However, the investment serves as a good advertising for the Wall Street bank. The New York City administration under mayor *Bloomberg* can enlist the private sector to help financing public needs and at the same time carry out a comprehensive cost-benefit analysis of state expenses. The money of *Goldman Sachs* will be used to pay a social services provider that designs and oversees the program. If the program reduces recidivism by 10 percent, *Goldman* would be repaid the full 9.6 million. With even better result *Goldman* could make 2.1 million dollar of profit. With less than 10 percent *Goldman* would lose as much as 2.4 million. *Bloomberg* stressed that “social impact bonds” had potential upside for investors, but citizens and tax payers stood to be the biggest beneficiaries. Harvard professors speak of the most interesting government contract written anywhere in the world this year.

However, criticism has been expressed as well. Thus without wanting to question

continued on page 8

“Social impact bonds” – ...”

continued from page 7

basically the market *Mark Rosenman*, professor in Cincinnati said, “[...] when we get into a situation where we are encouraging investment in order to generate private profit as a substitute for government responsibility, we’re making a big mistake.”

The city administration of New York hopes that the concept “social impact bonds” could be used for other areas: for homeless programs, nursing accommodation, special school and health care.

Or as the secretary of administration and finance *Jay Gonzalez* from Massachusetts said, “We’ve got to change from the idea of, ‘We just pay for stuff and hopefully get the results’. The beauty of this [the social impact bonds] is if they perform to get the results, then we pay. If they don’t, we don’t pay.”

In the 30s the top bankers served time in prison – and today?

Jesse Eisinger, who writes as a journalist for *ProPublica*, an independent, non-profit newsroom that produces investigative journalism in the public interest, reports about the tumblers of Wall Street and their incredible chutzpah in the same edition of the “International Herald Tribune”. *Even Sanford Weill*, the founder of the *Citigroup* bank, suddenly believes that the giant banks, such as his own creation, should be broken up. He is not a lone voice; more and more top Wall Street bankers who had campaigned before for deregulation and mergers, claim that the stockholders should break up the banks, and express sharp criticism on the present financial system. They do so now,

but they failed to say something when it would have mattered. And: Every frustrated American knows, according to *Eisinger*, no major banking executive has gone to prison or has been fined any significant amount. Also they also seem not to have paid any social cost either; on the contrary, they are flattered by the media and sit on corporate and nonprofit organizations’ boards. “If you are rich, you must be intelligent”, is the ironic conclusion of the US journalist.

The appeal of Mr Weill sets a new standard for reputation rehabilitation. His role in creating the modern financial system, which blew up the world economy, is controversial. His vision was to create a financial supermarket; hence, he founded *Citigroup*. The plan failed, but Mr Weill became enormously rich. In 2007, investors and analysts called for the very sort of breakup that Mr Weill now endorses. After 2007 the financial crisis hit, and the government had to support the banks. *Citigroup* was among them, although the bank had been riddled with scandal since 2000. But obviously this has not done any harm to Mr Weill’s credibility.

However, *Eisinger* points out, the American society has not always been like that: After the crash of 1929 and the Great Depression, major Wall Street figures populated prisons, not presidential advisory panels. The head of the New York Stock Exchange, *Richard Whitney*, who hailed from one of the most patrician families in America, went to Sing Sing. And in 1936, *Franklin D. Roosevelt* listed reckless banking and speculation among the “enemies of peace.”

The Roosevelt administration even considered nationalising the stock exchange.

“No such situation for us today. Our meager lot is to celebrate when these guys change their minds”, *Eisinger* writes at the end of his text.

Against financial fascism

There are two voices from the USA, which should chasten people in Europe with their clear criticism: The commercialisation of life is neither a natural law nor has it been successful in history. This is the case because it follows the principle of domination. However, we should oppose the co-operative principle, which protects the dignity of man and would never make people an object of speculation and an article of merchandise for profit maximisation; on the contrary. And quite a different understanding of the state emanates from the idea of a co-operative compared to the idea of domination. On one side there is the building up from the bottom up, the equal value of all members; on the other side the command from top down, the development of feudalism and today’s casino capitalisation of all spheres of life. Europe is familiar with other traditions which can refer to. Speculating with human life, making human living together an affair of “escalating bonds”, knows no limits in its greed for profit and opens the door to a new fascism: financial fascism. Therefore, it is the first civic duty to nip things in the bud – and even more when they have already reached an advanced level. •

Source:

David W. Chen. Goldman Sachs buys stake in New York youth. In: *Herald Tribune*, 3.8.2012

Jesse Eisinger. Bank titans’s conversion: It doesn’t matter. In: *International Herald Tribune*, 3.8.2012

How do our children become citizens in a direct-democratic state?

mw. “If you ask an adolescent: ‘What would you like to be when you are grown up?’ the spontaneous answer will be: ‘I want to be a mechanic, or a banker, or a pilot ...’, however, the answer: ‘I want to become a citizen!’ [...] is unlikely.”¹

“The idea of writing a book for our country’s adolescents about ‘being a citizen’ originated in the second half of the 90s, when I discussed the matter with the then directors of the primary and secondary schools. In 1996, I partially realized this idea by publishing ‘Il mio Comune’ (My commune) – first encounter of being a citizen – for third, fourth and fifth graders of primary school. [...]

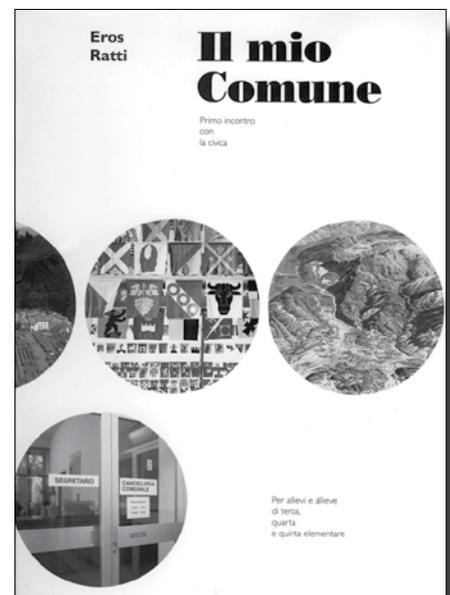
Today, without much fuss or quibble, I seize on the postponed idea and publish a book for higher grades, paying special attention on the 18-year-old.”²

“Il mio Comune” (My commune) is a teaching material for primary schools, which intends open the door for pupils to become citizens. The pupils’ sense of

commitment to their commune will develop and grow by learning about the smaller and larger characteristics of their commune. First of all in five teaching units, the pupils are instructed to learn about their church – looking different in each village – as a characteristic feature and central point of their commune. They get to know that the name of the village and its communal coat of arms refers to its history and embedding in the region. This is how the foundations of civic education is being laid which is the ‘sine qua non’ for the later adult’s active participation in the direct democracy. *Eros Ratti* wrote his booklet, knowing, that the sense of common responsibility in the direct democratic body politic – no matter whether commune, canton or confederation – must be laid as early as in primary school. •

² Introduction to “Voglio fare il cittadino” by *Eros Ratti*, May 2009

¹ Preface to the book by *Eros Ratti* “Voglio fare il cittadino”, by Prof *Carlo Clementi* and *Aurelio Sargenti*, lecturer of civic education at Liceo cantonale in Lugano 2



“Why Europe should give up its desire for world power status and emulate the example of Switzerland”

Peter Gauweiler’s contribution to the discussion

km. Captioned “What kind of Europe do we want?” the “Frankfurter Allgemeine Zeitung” has been publishing in its feature since 7 July extensive contributions of renowned German personalities from politics, law, philosophy and other disciplines. These contributions are trying to investigate the current situation of the European Union and to make suggestions on how the problems that have become obvious could be solved.

Among the authors, there are voices that advocate relocating the political power within Europe more or less completely on the institutions of the European Union, but also those who see the course of the past 60 years in a very critical light. One of these critical voices is that of the CSU Member of the German Bundestag and Munich lawyer *Peter Gauweiler*. His contribution, published on the August 2, bears the general title “Everything so ostentatious, so callous and empty!” and is provided with the long subtitle: “The expropriation of the democratic sovereign must become the central topic of the debate: Why Europe should give up its desire for world power status and emulate the model of Switzerland”. Both top title and subtitle refer to formulations within the contribution.

Bismarck’s German Empire and the present EU

The top title is taken from a statement by *Otto*, a member of the House of Wittelsbach. *Otto* was the brother of the Bavarian King *Ludwig II* of Bavaria and Bavarian representative at the German Emperor’s proclamation in the Hall of Mirrors at Versailles on 18 January 1871. *Otto* did not feel comfortable in Versailles, and *Peter Gauweiler* refers to this discomfort of Bavaria in view of the foundation of an empire emanating from Prussia. He compares the development and the state of today’s EU with the policy of *Otto von Bismarck*, the Prussian prime minister and first Chancellor, who intended to found a German Empire under Prussian leadership and dominate Europe with such an empire and gain world power prestige.

At that time, Bavaria lost its independence and had turned from “the independent state into the ‘royal Bavarian part of the empire’”. And in the following decades so-called Bismarck towers were built everywhere in Bavaria, symbols of deference to the founder of the empire – but also a kind of gesture of humility towards a new form of Gessler hat.

Gauweiler quotes the well-known journalist and historian *Sebastian Haffner*, who

called Prussia a state formation that “possessed no national, ethnic, religious identity [...] could be carried back and forth like a tent and could be imposed on different tribes, even on different peoples”. This is just like the European Union, *Gauweiler* says. The losers were the countries of the new empire. And again *Gauweiler* draws parallels, “Today the German states are considered to be the ‘losers of the European Union’. On their political fields – domestic policy, public security, education, culture, media, public services – Berlin and Brussels have built their Bismarck towers in dozens”.

“When new large empires rise, it’s always about war and peace”

What other price must be paid? *Gauweiler* writes, “When new large empires rise, it’s always about war and peace”. *Bismarck* had provoked three wars to establish Prussia’s supremacy in Germany and Europe. For *Gauweiler*, the *Bismarck* monuments represent the portents for the First and Second World War. He quotes the Bavarian Land parliament member *Krätzer* in the debate on the membership of Bavaria in the new German Reich. *Krätzer* was against a Bavarian membership in the Reich, saw a major state approaching in which “all parliamentary life, all freedom was abolished” and then he continued by saying, “Where does the establishment of such a state lead us? The addiction to get hold of the domination of Europe is underlying, and this tension between the forces will lead to war in the near future.” And which way is the EU taking?

The vast majority in parliament gave no attention to *Krätzer*’s remarks at the time – for *Gauweiler* a parallel to the behavior towards critical voices in the current EU debate in the German Bundestag.

Turning a deaf ear to the people

According to *Gauweiler*, this new German Reich also turned a deaf ear to the people. The language was High German; the people behaved in an educated manner and made fun of people like Bavarian King *Ludwig II*. He did not expressly aspire to ever more power and was not willing to shed his countrymen’s blood. A medical doctor even diagnosed paranoia. *Gauweiler* writes, “Considering the dominance over another country no value seemed ridiculous to him and his fellow experts”.

De Gaulle’s alternative: “Renunciation of the dominance over others”

Renowned post-war politicians like French President *De Gaulle*, to whom

Gauweiler refers later on, nonetheless rather followed in the footsteps of King *Ludwig II* than in those of the old empire. *De Gaulle*’s remarks, which *Gauweiler* cites, are indeed remarkable. *De Gaulle* spoke of the “uselessness of such fights» for the domination over other states and peoples and of “considering the renunciation of the dominance over others a particular value”. *De Gaulle* warned of “aspiring an artificial fatherland in Europe” and, with a view to the bodies of a supranational Europe, he warned of the “ambiguity of the institution as a whole”, while considering the striving for a complete affiliation of national economies and politics in Europe an “illusion of the supranational school”. His goal for Europe was the “mutual coordination of international action”, a “Europe of nations”.

The way the EU took: “Undermining freedom and democracy”

Here, *Gauweiler* comes back to today’s EU, “Today, the people of the EU regard themselves as global power players. [...] This, too, reminds of the lofty standpoint in 1871. As the current ‘world power status’ mainly relies on the euro, they are regarded as the problem children of world economy. The extent of damage that this superior choir of experts [...] has economically done to their subject countries has still to be estimated. The awareness has increasingly grown that it was not only about the currency, but rather about undermining freedom and democracy.”

With that *Gauweiler* is at the core of his article as is expressed in its subtitle. “This expropriation of the democratic sovereign shall and must be the central subject of the upcoming debate on the future of the Brussels institution. It is not to be a thinking barrier, but rather a prerequisite of any civic solidarity, in which field ever.”

Who opposes this? According to *Gauweiler*, there is a coalition of the most negative figures from left and right: *Marx* and *Lenin* on one side and *Goldman Sachs* on the other.

“Abstention from political power is a promising chance”

What can be done? Once again, *Gauweiler* refers to *Sebastian Haffner*. *Haffner* had made the Germans aware of the fact “that abstention from political power may imply a promising chance”. Why not stay out of the unfortunate and old-fashioned competition of the world of states? “Enviably

“Why Europe should give up...”

continued from page 9

Europe!” Haffner had written, “it does neither have to suffer from hunger nor demystify stars”. According to Haffner, Europe could become a “Switzerland of the world” and start the humanitarian task of providing a “balance between technology and humanity”.

Gauweiler writes, “Europe – Switzerland of the world? At any rate, the megapolitical and unpleasant feature of the EU would be dissolved almost instantly by such a proposal; just as the idea of Europe as confederation. Brussels could learn from Bern how to care for multilingualism. Just as well they could learn the re-

spect for cantonal self-determination and civic position. Above all, the unconditional respect of the will of the people and the balance of global integration and local autonomy could be learned as well. Not the size of the territory matters – but what you do with it.”

Will Bavaria go its own way?

After the Second World War, Switzerland was a forthright model of democracy to the Bavarians. Yet another Bavarian, professor *Hans Maier*, former Bavarian State Minister for Education and Culture, recently reminded thereof as well (“Neue Zürcher Zeitung” of 25 July): Political and economic success in Bavaria also had to do with its people’s rights. He continues,

“Bavaria owes its plebiscitary elements to two connoisseurs and admirers of Swiss democracy, *Wilhelm Hoegner*, and *Hans Nawiasky*, who had been living as emigrants in Switzerland during the Nazi time. This proves that new democracies can learn from old ones.”

Gauweiler himself does not quite believe that the EU is quickly to learn from history. In this respect, he refers to a book to be published by 30 August of yet another Bavarian, *Wilfried Schamagl*, CSU politician and long-term executive editor of the party organ “Bayernkurier”. Its title will be “Bayern kann es auch allein: Plädoyer für den eigenen Staat” (Bavaria can do by itself: A plea for achieving statehood).

Students in the East know more about contemporary history

by Heike Schmoll

Students in the eastern federal states know more about history than West German Pupils. The results in North Rhine-Westphalia were particularly bad in a new long-term study.

In the new federal states of Germany pupils know more about history than pupils in the old federal states. This was revealed by a long-term study of the *Research Association SED-State* at the Free University of Berlin. In the study pupils in North Rhine-Westphalia came off worst. Already in June, the researchers presented the general results of their study. Now detailed analyses are available for the states of Baden-Wuerttemberg, Bavaria, North Rhine-Westphalia, Saxony-Anhalt and Thuringia.

In Thuringia, the students’ knowledge about contemporary German history is above average, in history lessons they also achieved a significant increase of knowledge. With an increase of 11.5 percentage points of correctly answered questions the students here learn almost twice as much as in North Rhine-Westphalia (plus 5.9 percentage points). With the exception of the former GDR (German Democratic Republic), which the students feel positive about despite of the school education, the students from Thuringia reach a reasonable judgment about the contemporary political systems.

Odd ideas about National Socialism

The contemporary historical knowledge of the students in Saxony-Anhalt was the best. In addition, the adolescents were able to expand their knowledge clearly by the school education during the investigation period. However, they often failed to transfer their preference for liberal democracies to reality. Thus, 25 percent of the surveyed students believe that

Adolf Hitler’s policy would have been right without the Second World War and the extermination of the Jews.

In North Rhine-Westphalia the historical knowledge is not only the poorest, but the students also profit the least from their school education. These gaps in knowledge have consequences: the percentage of students who evaluate National Socialism positively is the highest among all participating countries. Bavarian students often have difficulties, however, to realize the political and institutional continuity of the Federal Republic before and after the reunification. So sixty percent of them believed that there were no legal means to defend oneself against state despotism in the Federal Republic of Germany before the reunification. Only twenty percent believed that about reunified Germany.

Bavarian results without high schools

Overall, Bavarian students profited from their history lessons, so that their knowledge is slightly above average in comparison to other States. Considering the fact, that unlike the other States, no high schools could be included in the investigation, that is a gratifying result according to the study.

The historical knowledge of students in Baden-Wuerttemberg is just average. Here however instruction was more successful than in other states in imparting young people an awareness of the differences between democracy and dictatorship. One possible cause may be the Baden-Württemberg curricula that provided an excellent basis for a “value-based knowledge” with their reference to liberal democratic values.

Source: F.A.Z. 07.08.12 <http://www.faz.net/aktuell/politik/inland/studie-schueler-im-oste>

(Translation *Current Concerns*)

Back to dukes and earls?

Interregionalism – an example

rg. Sensational surveys in the media invited the people of Geneva people to participate in the naming of the Greater Geneva Region. Le “Grand Genève” won the race, but the people shook their heads: What is this about? The Vaud will certainly not merge with us anyway.

Hence the anti-democratic virus settles in people’s brains and they get used to it: The Greater Geneva Region with its chief city place is defined three times in different ways: Twice on the French side: “l’aire métropolitaine lyonnaise” and “le Sillon alpin” with the axis Valance Geneva; once on the Helvetic side together with the Lausanne metropolitan area (Métropole lémanique). Thus, the two Swiss cities are skillfully bound to the European sys-

tem of ‘coopération métropolitaine’ of France, without the people realizing it. (Pour une maîtrise foncière dans les Alpes-de territoire de Rhône Métropolisation, Région Rhône-Alpes, Conseil économique et social régional, 24 november 2009. Gouvernance à géométrie variable, Perspective lémanique, Xavier Comtesse, éd. Avenir-suisse, 2012)

It remains to be said that the French idea is corresponding with the ancient and almost 500-year-old idea of a Greater Savoy. There, Geneva would have played the role of the northern capital for the Savoy dukes and earls. At that time, Geneva knew how to fight off this monopolizing, it wanted to remain independent.

Is Germany still a state under the rule of law?

The principal judicial organ of the United Nations, the International Court of Justice (ICJ), is to decide Merkel's Germany, quo vadis?

cc. With the Americans the world has got accustomed to be baited by one hand and beaten by the other. It is a rather new phenomenon, however, that Germany lets itself be "advised" to act in the same manner. If two German States operate their own "foreign policy" against Switzerland and do not care about the parallel negotiations between Switzerland and the German Government "something is rotten in the state of Denmark". And if the "Tagesthemen" (evening news) at 10.15 pm of 9 August take the same line and think they may "teach" the Swiss people, they are mistaken and misjudge the situation.

Explaining the special way of North Rhine-Westphalia's Minister of Finance, Norbert Walter-Borjans, as a "craving to distinguish himself" certainly falls short, as he is a member of Stein-

brück's cavalry. "Walter-Borjans is a political professional. In the nineties, the father of four children was the spokesman of Johannes Rau's administration. Later he held the post of the Secretary for Economy and Labor in the red-green coalition government run by Peer Steinbrück. Remember, it was Steinbrück as federal minister of finance, who later wanted to send the famous cavalry against the tax haven Switzerland." ("Frankfurter Allgemeine Zeitung" of 11 August)

Merkel's Germany is not a schizophrenic personality: The left hand knows exactly what the right hand is doing – and the head knows both. Claiming a leading role among the countries in crisis-ridden Europe requires behaving as a state under the rule of law. Otherwise, the ICJ in The Hague has to clarify the matter.

Open letter

To Ms National Councilor Doris Fiala
Stockerhof Dreikönigstrasse 31
8002 Zurich
Switzerland

René Schneider
Seminare Breul 16
48143 Münster

19 July 2012 – File no. 25386
OPEN LETTER

Concerning the proceedings submitted by the state "Switzerland vs. Germany" before the ICJ in The Hague

Dear Ms National Councilor Fiala!

I deem it an honor to inform you about the following:

As early as in 2010, when Switzerland was the victim of a felonious pact between criminal data thieves and the no less criminal governments of the Federal Republic of Germany and North Rhine-Westphalia for the first time, you submitted an interpellation to the Swiss Parliament suggesting proceedings submitted by the state of Switzerland against Germany before the International Court of Justice (ICJ) at the United Nations in The Hague:

"Is the Federal Council willing to file a lawsuit against Germany at the International Court of Justice (ICJ) within three months for the acquisition and exploitation of illegally acquired data of Swiss bank clients? Is it willing to make an important contribution to ensure that conflicts of interests in the 21st century will be settled by means of international law instead of state adopted jungle law?"

URL: http://www.parlament.ch/d/suche/seiten/geschaefte.aspx?gesch_id=20103023

At that time in Germany, the Dortmund lawyer and notary Dr Gerd Niebaum and I supported your attempt to achieve a binding and impartial judgment of the ICJ, because the honest and decent people in Germany, who detest the cooperation of the German government at the federal and provincial level with foreign criminals as a national crime violating international law, have a legitimate interest in ensuring that Germany is and remains a state under the rule of law not only in theory but also in practice. I would like to kindly remind you of my complaint against Federal Chancellor Merkel and Federal Minister Schäuble at the Office of the Attorney General in Bern [...]

URL: http://seniora.org/index.php?option=com_content&task=view&id=461&Itemid=87 URL: <http://www.horizons-et-debats.ch/index.php?id=2020>

... and further complaints against German politicians and ministers in Berlin and Düsseldorf.

URL: <http://www.20min.ch/finance/dossier/bankgeheimnis/story/Merkel-hat-Anzeige-am-Hals-28952797>

URL: <http://www.muenster-seminare.de/Sonntag-180710.pdf>

URL: <http://www.muenster-seminare.de/24656.pdf>

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Open letter – Part two

To Ms National Councilor Doris Fiala
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René Schneider
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26 July 2012 – File no. 25401

OPEN LETTER– part two –

New reasons for the proceedings submitted by the state of Switzerland against Germany before the ICJ in The Hague

Dear Ms National Councilor Fiala!

Please allow me to refer to my “open letter” of 19 July 2012 – File No. 25 386 and present some totally new considerations on the proceedings submitted by the state of Switzerland against Germany:

A.

In March 2010, the German State North Rhine-Westphalia (NRW) bought a CD containing illegally obtained information of Swiss bank clients from “Credit Suisse”. At that time – i.e. from June 2005 to June 2010 – a CDU-FDP coalition under prime minister Rüttgers (CDU) and minister of finance Linssen (CDU) governed in North Rhine-Westphalia.

In October 2010, NRW bought further illegally procured data from the Swiss bank “Julius Bär”. By then, the SPD-Green minority government ruled with prime minister Ms Kraft (SPD) and finance minister Walter-Borjans (SPD).

Simultaneously, the Federal Republic of Germany (since 28 October 2009) has been governed by Federal Chancellor Angela Merkel (CDU) in a CDU-FDP coalition.

Previously (from 22 November 2005 to 28 October 2009), when the first data were obtained illegally from Liechtenstein, Chancellor Merkel with her CDU-SPD coalition had been ruling in Berlin. The then federal minister of finance was Peer Steinbrück (SPD). Today’s Minister of Finance Wolfgang Schäuble (CDU) was then minister of the interior of the Federal Republic of Germany.

This overview shows two things: first, there was and is the common belief across all party lines that illegally obtained data from abroad may be acquired by the Federal Republic of Germany or a State as long as the above mentioned parties (CDU, FDP, SPD and the “Greens”) had or still have a pact with each other. Second, this common interest ended when the party political interests of the governments in Berlin and Düsseldorf did no longer coincide. *Nota bene*: Ms Kraft allegedly toys with the idea of becoming the SPD chancellor candidate for the next federal election campaign and replacing Ms Merkel.

B.

In an interview with “Bild Zeitung” of 23 July 2012 Mr Schäuble replied to the question “*Why are you as Minister of Finance so opposed to NRW buying the data of German tax evaders?*” that it was “*hypocritical, when a social democratic minister of Finance [...] cooperates nationwide with criminals.*”

Quelle/URL: <http://www.bild.de/politik/inland/wolfgang-schaeuble/warum-muessen-wir-fuer-spaniens-banken-blechen-25284794.bild.html>

In 2008, when Heinrich Kieber was the data thief in Liechtenstein and Peer Steinbrück minister of finance in Berlin, Mr Schäuble spoke quite differently and defended the data purchase across party lines as a “legally acceptable and objectively necessary” (“Financial Times Germany” on 18 February 2008), whereas today he calls the same purchase transaction a collaboration with “criminals”!

What do we learn from this? Daily politics is a dirty business and what was still “*legally acceptable and objectively necessary*” across all party lines for Mr Schäuble in 2008 and 2010, has become a cooperation with “criminals” in 2012! Has Mr Schäuble forgotten that he himself has been cooperating with these criminals for years?

C.

Conclusion: The question of how far a state under the rule of law can go concerning constitutional and international law is far too important to leave this issue to the rapidly changing coalitions of political parties or to the short-term political will of governments.

Issues of such importance, which affect the neighborly relationship of sovereign states, must be settled or decided upon by peaceful means, which is a custom in international law.

This regulation could be an international treaty; but it is already apparent that the proposed agreement which should settle the “tax controversy” between Switzerland and Germany, will establish no legal peace. Consequently, there is no other way left but a decision by the main judicial organ of the United Nations, the International Court of Justice (ICJ) in The Hague, which is provided and responsible for deciding such cases in the international community.

Switzerland has so far been sued twice before the ICJ (2006 by Dominica for an alleged breach of the Convention on the Rights of Diplomats and in 2009 by Belgium for an alleged breach of the Lugano Convention). In either case, Switzerland won the litigation! Only once Switzerland appeared as plaintiff before the ICJ, namely in 1957, in the so-called “Interhandel Case”. The Swiss lawsuit against the United States involved a considerable amount of money of the Basel company *Interhandel* and surprisingly failed [sic] because of a dishonest defense of the United States.

Interhandel Case, Judgment of 21st March, 1959: ICJ Reports, 1959, p. 6 (pp. 24–28)

The so-called Interhandel judgment of the ICJ was passed by ten to five judges’ votes, the divergent votes being reprinted in the Annex to Decision (ibid., p. 28–30).

Therefore there is no reasonable doubt that the “tax controversy” between Switzerland and Germany can neither objectively and clearly be settled by politics or diplomacy or an agreement, but only by a ruling of the ICJ. I hope that Switzerland will follow that path.

Yours sincerely,
René Schneider

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Open letter– Part three

To Ms National Councilor Doris Fiala
 Stockerhof Dreikönigstrasse 31
 8002 Zurich
 Switzerland

René Schneider
 Seminare Breul 16
 48143 Münster

8 August 2012 – File no. 25433

OPEN LETTER – part three –

“For you will be speaking into the air!” (1 Corinthians 14: 9)

Dear Ms National Councilor Fiala!

One week after your National Holiday you are spending your well-deserved vacation with your family, and again the media report the purchase of illegally acquired database volumes by the State of North Rhine-Westphalia (NRW), today.

You opened the National Day celebrations on 1 August with an entertaining and compelling speech on 31 July 2012 in Hittnau and Hinwil. You held a plea for a proud, yet open Switzerland, which looks positively ahead. “I am a confessed patriot”, you said, and “We may be proud of our country, we should rejoice in Switzerland – but always in a cosmopolitan spirit.” Next you stressed that Switzerland does not need any arrogant politicians, but neither does it need any cowards; one ought to have the courage to say stop when the rule of law and Switzerland as a country are not being respected. Suitable for the high temperature in the marquee at Greifensee on the morning of 1 August, you held a heated but entertaining speech on the National Holiday. The “Sonntags-Blick” of 5 August 2012 summarized your opinion as follows:

“Doris Fiala does not mince her words. Three weeks ago she unpacked the rhetorical two-handed sword, and called on the Federal Council to file a lawsuit against Germany for the purchase of stolen bank data. As a four times 1st of August keynote speaker on Wednesday she swung a hardly smaller verbal club, this time towards the people. Without regard for losses, with a beaming smile, the Zurich FDP National Councilor appealed to the celebrators [...].

The patriotic people rarely hear so much criticism and lecture on 1 August. Why, Ms Fiala do you criticize the people so mercilessly? “The time for holding hands is over. I want to arouse you to reject the image of ‘stuffy’ Switzerland!” [...]

“We have to confront the German politicians much harder”, she demanded. “I would like us to have the courage not to go ahead with the cheapest compromise ever. We must advocate our international interests persistently.”

And another less flattering comparison, this time addressing the official Switzerland: Cowards were ruling the country, she insinuated. “Concerning the tax dispute we are mesmerized like rabbits before the snake instead of defending ourselves. Some more civil courage and less false modesty is the order of the day”, the National Councilor was annoyed. [...]

URL: <http://www.muenster-seminare.de/25433.pdf>

Are your words spoken in vain?

Two years ago, after the first scandalous purchase of bank data, you said that this behavior was unworthy of a constitutional state. At the time you submitted an interpellation to the Federal Assembly aiming toward a Swiss case before the ICJ. Virtually all bourgeois parties, FDP, SVP and representatives of centrist parties signed. “The idea is to have an independent body clarify what is right and what is unworthy of a constitutional state. If Germany still tolerates data purchases today, it does no longer know what the rule of law means”, you told the “Basler Zeitung” of 15 July 2012 under the motto, “The time for holding hands is over”, and the “SonntagsZeitung” of 22 July 2012 headlined with your statement, “Switzerland is treated disrespectfully”.

You – thankfully – make a difference between “the Germans” and “German politics”.

Please allow me, Ms Fiala, that due to the timely proximity to the Confederation’s National Holiday I may politely add two more questions: Why does Switzerland not close ranks against the criminal attacks on its sovereignty? Is the motto “*Unus pro omnibus, omnes pro uno*” no longer valid in Switzerland?

In an interview with the “Bild Zeitung” of 23 July 2012 Mr Schäuble replied to the question “*Why are you as Minister of Finance so opposed to NRW buying the data of German tax evaders?*” that it was “*hypocritical, when a Social Democratic Minister of Finance [...] cooperates nation-wide with criminals.*”

In 2008, when Heinrich Kieber was the data thief in Liechtenstein and Peer Steinbrück minister of finance in Berlin, Mr Schäuble spoke quite differently and defended the data purchase across party lines as a “*legally acceptable and objectively necessary*”, whereas today he calls the same purchase transaction a collaboration with “*criminals*”!

Criminals ought to be taken to court and then put behind bars!

Criminal states, which violate international law, ought to be brought to the International Court of Justice (ICJ), where they are not threatened by a prison sentence, but by a sentence telling them to refrain from any neglect of international law, or, if necessary, by a sentence for financial reparation of the damage.

That is what I wish for as a German citizen, who sharply condemns the policy of the leaders of Merkel, Steinbrück and Schäuble down to the State government of North Rhine-Westphalia; and I wish so for my neighbors in sovereign Switzerland, where you, dear Ms Fiala, have been tirelessly showing the practicable way to the ICJ for more than two years.

I thank you with all my heart for your efforts concerning the rule of law, which do not separate but unify us in law.

Yours sincereley, René Schneider

URL: http://seniora.org/index.php?option=com_content&task=view&id=461&Itemid=87 URL: <http://www.horizons-et-debats.ch/index.php?id=2020>

... and I may politely remind you of my other charges against German politicians and ministers in Berlin and Düsseldorf.

URL: <http://www.20min.ch/finance/dossier/bankgeheimnis/story/Merkel-hat-Anzeige-am-Hals-28952797> URL: <http://www.muenster-seminare.de/Sonntag-180710.pdf> URL: <http://www.muenster-seminare.de/24656.pdf>

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TRANSCRIPT:
 Press release
 OF THE GERMAN FEDERAL GOVERNMENT
 Friday, 10 August 2012

Rule of law instead of receiving stolen data

"Tax policy that is based on the receiving of stolen data cannot ensure fiscal justice." Parliamentary State Secretary in the Federal Ministry of Finance *Steffen Kampeter* calls a spade a spade. The Federal Government is committed to the rule of law. North Rhine-Westphalia that again bought data about alleged tax evaders would act on its own behalf. [...]

URL: <http://www.bundesregierung.de/Content/DE/Artikel/2012/08/2012-08-10-steuerabkommen-schweiz.html>

* * *

An annotation by René Schneider:

"A liar is not believed even when he speaks the truth!"

The horsetrading about the stolen banking data (Liechtenstein 2008, Switzerland 2010 und 2012) debunks culprits and accomplices as notorious liars and opportunists of every-day politics.

In 2008, *Angela Merkel* (CDU) was Federal Chancellor and *Peer Steinbrück* (SPD) minister of finance in Berlin and *Wolfgang Schäuble* (CDU) minister of the interior of the Federal Republic of Germany. Mr Schäuble defended the data purchase from *Heinrich Kieber* across party lines as "legally acceptable and objectively necessary" ("Financial Times Germany" (FTG) on 18 February 2008), whereas today he calls the same purchase transaction a collaboration with "criminals"!

In 2009 Angela Merkel was reelected, Wolfgang Schäuble became her new Minister of Finance. In an interview with "Bild Zeitung" of 23 July 2012 Mr Schäuble said it was "hypocritical, when a Social Democratic Minister of Finance [...] cooperates nationwide with criminals." "However, it is a crazy idea to expect, that the Federation would participate in payments, which it considers legally questionable", said the Parliamentary State Secretary in the Federal Ministry of Finance, *Steffen Kampeter* (CDU), to the FTG of 10/08/2012, and he added: "Making use of receiving stolen data means acting in a politically and legally grey area." URL: <http://www.muenster-seminare.de/25437.pdf>

URL: <http://www.Staatsklage.de/>

Kind regards!
 René Schneider Seminars

Letter to the Editor

UBS – a mixture of stupidity and criminal power?

Concerning the executive committee of UBS we may not be surprised that behind closed doors the question is asked on the quiet but becomes increasingly audible, whether stupidity and criminal power are relevant to career conditions? Facebook is more bubble than matter, which should have been known and which made the great engagement of UBS simply a

culpable negligence. The employees (job cuts) and small shareholders have to pay for the damage once again. The UBS was said to have performed at the forefront in the Libor fraud. Again!

Does this bank actually deserve to be rescued by the taxpayers? And despite any Décharge-denial the Board of Directors should be spared from liability suits?

The UBS damages with constant malice the reputation of the banking and business center Switzerland.

We must finally put an effective stop to this behavior.

Hans-Jacob Heitz, Männedorf

(Translation *Current Concerns*)

"Psychological warfare"

Patrick Odier, President of Swiss Bankers' Association, told the magazine *Der Spiegel*: "Since the signing of the Swiss-German Tax Convention, in last September, there weren't any considerable runoffs of German fortunes from Switzerland."

Peter V. Kunz, Professor for Economic Law at the University of Bern, has general doubts about the Germans' claim: "This is about psychological warfare. The German side is building up a scenario of intimidation," the Swiss newspaper "*Blick*" cites him. With respect to the alleged trace leading to Singapore, Kunz said: "This is but a mere allegation. Why does the German side not present any proof?" As he

said, there had been instructions circulating in bankers' circles about how to place money abroad six years ago. Today that was no longer the case, he said.

18 months ago, the Swiss Bankers' Association recommended the banks not to give clients any consultation about tax issues. Moreover they should not transfer any fortunes to branches (sub-offices) abroad. The bank supervision Finma controls whether the instructions are being observed.

[...]

From the viewpoint of scientist *Wolfgang Seibel* German authorities are liable to prosecution if they buy CDs containing details about tax evaders. This

was the same offence as dealing in stolen goods and incitement to criminal acts. "You can not wish to fight unlawful behavior by unlawful behavior", the political scientist from Konstanz said. "We are not a banana republic joining in the criminal activities of offenders – we have a reputation to lose."

Source: *Streit um Vorgehen gegen Steuerhinterzieher: Schweizer tun Steuer-CD-Ankauf als Drohkulisse ab.*

In: *FOCUS Online: http://www.focus.de/finanzen/stuern/steuerfahndung/streit-um-vorgehen-gegen-steuerhinterzieher-schweizer-tun-steuer-cd-kauf-als-drohkulisse-ab_aid_798534.html*

(Translation *Current Concerns*)

Climate Change – still an unverified hypothesis!

by Dr Wolfgang Thüne

The history of Earth and all geological or climatic records tell us that 'change' happens all the time. Especially time and weather are changing permanently and nobody can stop it. The adaptation to the very different weather regimes and therefore climates on Earth and climate changes is of outstanding importance for the health and well-being of mankind.

Regardless of what happened in the past or will happen today or in future, we know we will never be free of weather and weather-related disasters. We know that we can't alter the General Circulation. The take-away lesson from this situation should be that our society must continue to become more weather-ready. First of all we need better and longer ranging weather forecasts. All numerical weather forecasts are initially based on 'good data'. Nevertheless the margin of error increases from day to day, the further out we project. Our ability to create even five-day forecasts is relatively limited and ranges between 60 and 80 percent, dependant of the four seasons and the region on Earth. Only if we improve the weather forecasts drastically can we better protect us against truly disastrous weather events. It's not climate, it's the weather which affects directly agriculture and the value chain deriving from it!

The Sun,

its radiation energy and the weather

The Sun is the single noteworthy source of heat for the Earth's atmosphere. Solar energy is the great engine that drives the winds and the ocean currents, generates the weather, and makes the Earth a livable place for human beings.

Since solar radiation is the single important source of atmospheric heat, its distribution over the Earth is of outstanding significance in understanding weather and climatic phenomena, more especially those associated with temperature. The solar energy is the ultimate cause of all changes and motions of the atmosphere. Certainly the Sun and the radiation influx is the single most important control of climate.

In order for a better understanding of the problem of insolation distribution, imagine for the moment that the absorbing, scattering and reflecting effects of the Earth's atmospheric layers do not exist. Under that condition the amount of solar energy that any portion of the Earth's surface received would depend primarily upon two factors: 1. the intensity of solar radiation, or the angle at which the rays of sunlight reach the Earth. 2. the duration of solar radiation, or length of day. Because an oblique solar ray is spread out over a

larger surface than a vertical one, it delivers less energy per unit area.

Other than length of day and angle of the Sun's rays, the less important factors determining the amount and distribution of solar energy at the Earth's surface are: a) the fluctuations in solar output of radiation and b) the varying distances of the Earth from the Sun at the several positions in its orbit. Thus in January the Earth is only 147 million kilometers from the Sun and receives 1416 W/m², while in July the distance is 152 million kilometers and the insolation 1320 W/m². Compared with the theoretical mean value, the 'solar constant' of 1368 W/m², only the changing distance provokes a 'radiation forcing' of 0.53 W/m² per day. The 'solar constant' is not constant and changes day by day because of the elliptical way of the Earth around the Sun.

In addition I will mention that the Intergovernmental Panel on Climate Change (IPCC) says in the 1995-Report "Climate Change 1995 – The Science of Climate Change" that the CO₂ concentrations have increased from about 280 ppm in pre-industrial times to 358 ppm in 1994. This ascent has led to a 'radiation forcing' of nearly 1.6 W/m² in 150 years. This is a rise of 0.0106667 W/m² per year or 0.0000292 W/m². What does it mean? The degree of inclination of the Earth's axis and its parallelism, together with the Earth's shape, its rotation on its axis and its revolution around the Sun are the primary factors for the different distribution of the solar energy over the Earth with its attendant change of seasons.

The solar energy and its absorption at the Earth's surface

It is at the Earth's surface where the solar energy is absorbed and then heats the ground. Therefore the Earth itself becomes a radiating body, but at very much lower temperature than the Sun, so that the wavelengths of radiation are longer. The radiation of the Earth with its temperatures between -50 and +50 degrees Celsius remain invisible. The Sun is the source of all energy for Life on Earth but the atmosphere is warmed by its heated surface. Important is the fact that the atmosphere doesn't receive its heat by the invisible long wave radiation but through conduction and convection.

It is obvious, therefore, that preliminary to a discussion of heating and cooling of the atmosphere, it is necessary to understand the comparative reactions of solar energy of the various kinds of terrestrial surfaces, and consequently their heating properties. It is clear that those surfaces which absorb greater amounts of

the solar energy are the ones which will heat most quickly, and cool most quickly because of the *Stefan Law*. Absorption and emission of heat depend on the fourth order of the absolute temperature, $S = T^4$. A body which will heat most quickly will cool most quickly.

Of fundamental importance in understanding the differential heating and cooling of land and water is the fact that solid ground heat exchange depends upon molecular heat conduction, while the heat exchange in 'fluids' such as water and air is largely the result of dynamic convection or vertical turbulence and the horizontal air mass transport by advection, by the winds. A great influence on the ground temperatures has the evaporation and therefore the humidity. Moreover, in the case of a vegetation surface a considerable proportion of the insolation is consumed in evaporating water transpired by the plants, which process prevents an excessive heating of the vegetation surfaces.

When IPCC declares, "on average, for the Earth as a whole, the incoming solar energy is balanced by outgoing terrestrial radiation", IPCC is wrong. The theoretically postulated radiation equilibrium between Sun and Earth doesn't exist practically. Worse, it is physically impossible. Nearly 30 percent of the Sun's energy is 'lost' by the evaporation and transpiration of water by the oceans and plants. The evaporation of water cools the surface, but the energy isn't lost. The energy is stored as latent energy in the water vapour and will be released when rising air cools and condensation occurs with the building of clouds.

There is no 'balance' between solar radiation and terrestrial radiation

The primitive and oversimplified climate models neglect not only the nearly 30 percent of the solar energy which is invested in the maintenance of the global water cycle. The climate experts neglect also the fact that a great part of the shortwave solar energy is converted by plants in chemical energy and is stored up in biomass. The amount of energy is calculated to be nearly 10²² Joule which is 40 times greater than the need of mankind on primary energy. The so-called 'balance' between incoming solar energy and outgoing terrestrial radiation doesn't exist.

All physical events can be regarded as transformations of energy from one form to another, or as transferences of energy from one body or system to another. For example, if you do work in raising

"Climate Change ..."

continued from page 15

a weight, this is attributable to the consumption of chemical energy stored in your muscles, which was derived by a series of chemical changes from vegetable food, either directly or via the flesh of a herbivorous animal. The vegetables built up their store of energy from that radiated by the sun via photosynthesis. The continuous supply of solar radiation is furnished by the destruction (or conversion) of mass as protons and neutrons combine to form helium nuclei.

Remember, the electric lighting of a factory may be supplied by a dynamo driven by a river, the source of which a few miles away is several hundred feet higher than the factory. It is fed by the generous rainfall of the surrounding hills, and the chain of energy conversions is starting again with the Sun. Similarly, all other physical changes can be traced back to the same prime source, the Sun.

It is more than astonishing or surprising, that despite the 'Age of Enlightenment' in the scientific community of climate experts the traditional belief in a benign 'Balance of Nature' is still widely held. The politicians too believe in that principle which *Gottfried Wilhelm Leibniz* (1646-1716) as the last 'universal genius' (*Denis Diderot*) called the "Prästabilisierte Harmonie", the 'Pre-established Harmony'. Neither the weather nor the climate as a set of weather data averaged over temporary ups and downs are stable by definition.

In his book "The discovery of global warming" (2008) *Spencer R. Weart* writes concerning the 'Balance of Nature': "This view of Nature – suprahuman, benevolent, and inherently stable – lies deep in most human cultures. It was traditionally tied up with religious faith in the Godgiven order of the universe, a flawless and imperturbable harmony. Such was the public belief, and scientists are members of the public, sharing most of the assumptions of their culture. Once scientist found plausible arguments explaining how the atmosphere and climate would remain unchanged within a human timescale – just as everyone expected – they stopped looking for possible counterarguments."

The Earth's weather system is so irreducibly complicated that we will never grasp it completely, in the way that one might grasp a law of physics. Therefore debates about climate change are normally very confusing. In order to hide their ignorance and inability to resolve a complex question, scientists tend to oversimplify the problem. They work with inadmissible models which falsify the reality. This made *Svante Arrhenius* 1896 with his hypothesis that the changing CO₂ con-

tent of the atmosphere made the ice ages come and go. He tried to explain this by comparing the Earth with its covering of air to a box covered with a plane of glass. He postulated that for heat rays, the gas was as opaque as a plank of wood. The heat energy is transferred into the air itself rather than escaping into space. Arrhenius defended this hypothesis although he knew that CO₂ absorbs radiation only in specific bands of the spectrum. By 1910 the scientific community knew by experience Arrhenius' speculation was altogether wrong.

Some well known physical laws

In the year 1609 *Johannes Kepler* (1571-1630) stated three laws concerning the motions of the planets round the Sun. The first was: Each planet describes an ellipse, with the Sun in one of its foci. Later 1668 *Isaac Newton* (1642-1726) formulated the Law of Universal Gravitation. It says that spheres are attracted by a force inversely proportional to the square of the distance. Analogous laws of force are found in electrostatics and in magnetism. There is no doubt: All bodies attract each other with a force proportional to the product of their masses and inversely proportional to the square of the distance between them.

The same rule is valid for the intensity of radiation. This intensity is inversely proportional to the square of the distance to a point-source of the radiation. This means that the intensity of radiation is changing with the distance between Earth and Sun. Therefore the 'solar constant' cannot be constant. This is a physically inadmissible model simplification. The intensity of radiation received on an oblique surface is proportional to the cosine of the angle which the ray makes with the normal to the illuminated surface. This means that the Earth as a rotating globe is stronger warmed in the hot equatorial regions than in the frigid polar zones. Temperature differences create pressure gradients and these generate air movements.

The driving force for the atmosphere is the unequal absorption of solar energy at the real Earth's surface and the differential warming. But what is happening now? First there is the simple model assumption, that there is a thermal equilibrium between the shortwave solar and the long wave terrestrial radiation. *Murray S. Salby* in his book "Fundamentals of Atmospheric Physics" (1996): "This basic principle leads to a simple estimate of the mean temperature of the planet." But this "basic principle" does not exist in reality!

Salby: "The Earth intercepts a beam of shortwave radiation of cross-sectional area πr^2 " and then the shortwave flux is "distributed across the globe as it spins in the

line of the beam". Since the surface area of a globe is four times greater than a circular area with the same radius, the energy flux of the Sun is divided by four. This means that by simple calculation with the aid of the *Stefan-Boltzmann* law $S = T^4$ the solar energy is uniformly distributed over the Earth. There is no day no night no season on Earth. The Earth is a disk, like the disk of the moon or the sun. Each point receives exactly the same amount of solar energy. With a flux of 1372 W/m², reduced by an albedo of 0,30 or 412 W/m² the remaining radiation of 960 W/m² is divided by 4 and the equivalent black body temperature for the Earth will be 255 K or -18° Celsius.

On this very simple calculation is based the 'greenhouse effect'. The trick with the fluctuation between disk and globe is accepted by the IPCC and only some scientists have the courage to swim against the scientific mainstream. The calculation is bare of all geometrical and physical laws. Who on Earth can divide the globe like an apple in two parts for that the sun can shine on the "cross-sectional area". Each photo of a satellite demonstrates that the sun illuminates always a hemisphere and not a disk. At the equator we have 12 hours day and 12 hours night.

Richard Kerr wrote in *Science* 265 (1994) in an article "Climate Modeling's Fudge Factor comes under Fire": "in climate modeling, nearly everybody cheats a little." But the biggest and most impudent tissues of lies remain overlooked and unnoticed. But sometimes a little impulse is sufficient to induce an avalanche. The 'greenhouse effect' is not at all an scientific error, it's a planned well sophisticated lie!

“Grandpa’s computer secret”

A recommendation for a precious children’s book



db. The problem of a meaningful spare time activity for our children has always preyed upon parents’ minds. Not least because leisure time activities are meant to anticipate adult life in a playful way, and, more specific, to prepare the child for an adult life in which he or she can make a useful contribution to the common good by dedicating himself to peace based on equality and liberty.

Strolling along the shopping streets of our town, we will find toys equipped with the latest war technology and martial computer games in abundance in the windows of the toy shops. Consulting the specific literature on the research of the effect of such war toys on our children’s minds, we are faced with highly alarming results. We can read that these computer games had been developed after the Korean War, when the American soldiers had “too strong a barrier for killing”. With the development of such computer games the inborn human inhibition against killing was to be trained away. These games appeared some years later on the toy market. The atrocious impact of these games has become obvious. A shaken and appalled public had to come to terms with the fact that young people running amok, so far known as quiet and unobtrusive students, were able to carry out monstrous massacres on their fellow students and teachers. Inquiries of offenders made it clear that

“Uli is a computer literate. When he visited his grandpa during the vacation, he remarked that grandpa has no notion about computers. After all he could actually need one, as he is very forgettable ... But how amazed is Uli when his grandpa is declaring to him that there was lying around a small computer somewhere. Does his grandpa want to kid him or what is hidden behind grandpa’s computer secret? And what do sunflower seeds have to do with computers?”

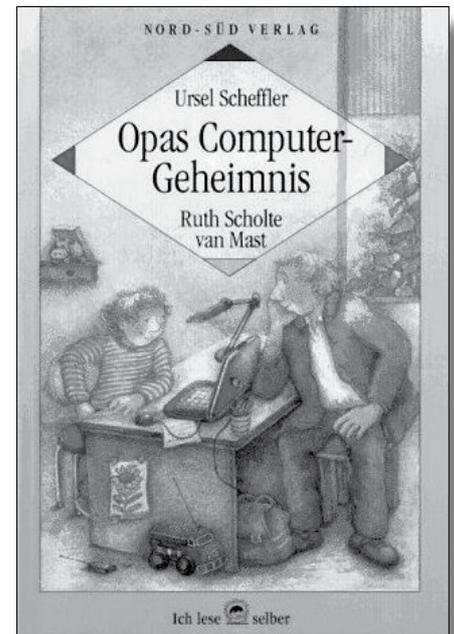
(blurb of the book)

these persons had been training away their inhibition against killing by daily practicing computer games, thus training themselves to kill. These findings are still not widely known. The results of the studies are at hand, yet a powerful war industry does everything to keep them under lock and key. This should be one more reason for all parents to study this research in depth and to draw the necessary consequences.

Continuing the shopping tour on our search for meaningful spare time activities for our children, we spot Barbie dolls, which are supposed to be role models demonstrating by means of saucy and expensive dresses how “to sleep your way up to the top”, according to the motto of *Christine Lagarde*. Heading for the book department, we can find a strange compilation of books dealing solely with fantasy, that is witches, wizards and vampires – either in the role of a hero or a villain or a mixture of both – creating confusion in the children’s minds by leading them away from reality and confronting them with a completely unrealistic image of man and human life. The misguidance is following an agenda. Why else would wizards like *Harry Potter*, monsters and enticing sorcerers like *Mary Poppins* – a charming nanny, who kidnaps the children in her care and takes them to a magical world to sweeten their unbearable existence with their materialistic, rigid and distant parents and who finally even enchants the parents, leading them off their path of life in society into the irrationality of a sugar candy life, in sugar-sweet agreement with their sugar-sweet children – be pompously celebrated at the opening of the Olympic Games in London?

So what should we give our children to read? What should they deal with in their spare time? Certainly not with unreal and absurd fantasy stories, certainly not with nonsensical characters who bypass adults unscrupulously, who steal, kill and annoy others whenever they can; and certainly not with all the glorification of these atrocious deeds.

I remembered a booklet which I had read with my first graders at the end of term many years ago. In this booklet *Ursel Scheffler* tells the story of *Uli*, the second-grader, who visits his grandpa in the autumn break because his parents want to go to a computer fair. Uli’s head is full of computer-thoughts and as he arrives at his granddad he thinks it is necessary to state that the grandpa is not up to date with the latest technology. Uli feels wiser and bet-



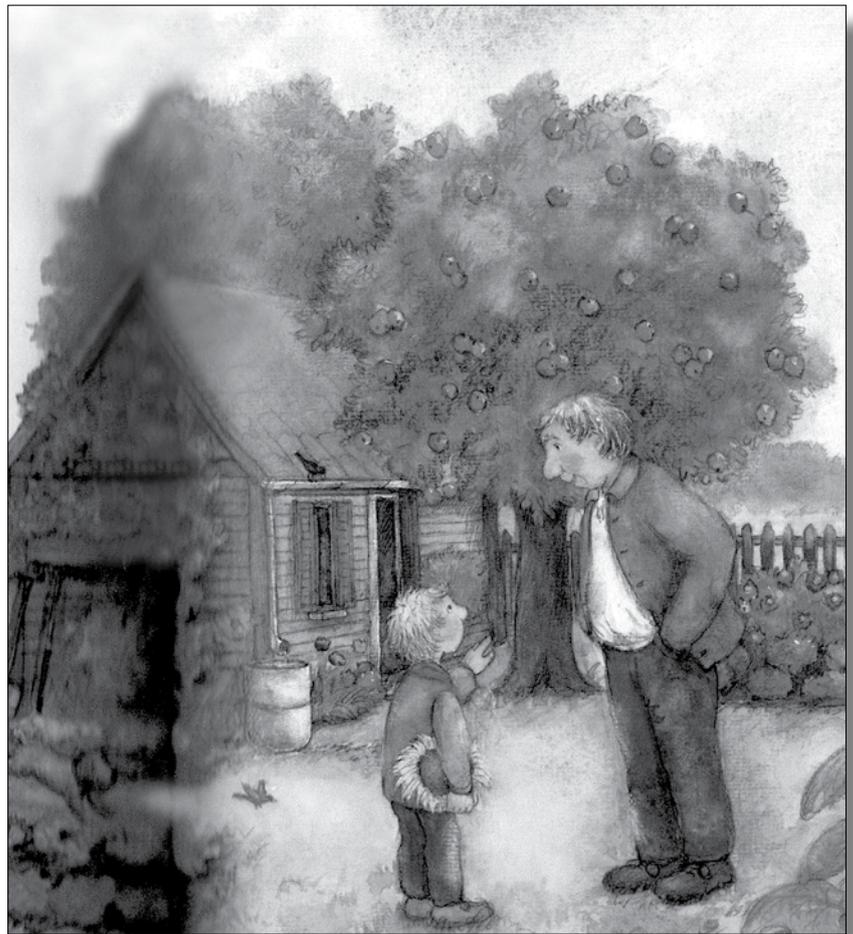
Ursel Scheffler (illustrated by Ruth Scholte van Mast). «Opas Computer-Geheimnis», ISBN 3-314-00807-4

ter than his experienced, down to earth grandpa. Ursel Scheffler shows how Uli’s grandpa carefully and with great educational skill – some could learn a thing or two from him – first wins back his grandson’s respect because he obviously understands something of computers. Then he guides Uli’s thoughts step by step away from the computer back to nature and finally awakens a genuine interest in nature.

The grandfather tells Uli about a computer located somewhere in his greenhouse that was built by someone who is much taller than him. “Uli looks up to his grandfather. He is 1.86 meters tall. With beanie he is 1.90 meters. One who is even taller? Gosh!” Uli is excited and can hardly wait until Grandpa shows him this computer. Uli loses his childish arrogance for the first time then; he definitely wants to get to know this strange computer. But the educational work has not yet been completed. When the grandfather lifts an flower pot and looks for the key to the garden house, where the computer is supposed to be, Uli thinks that the grandfather is pretty reckless, as a computer is in there. Uli is very impressed when the grandfather opens the shutters in order to let the sunlight into the garden house and when he tells his grandson that his computer runs with solar energy. “Grandpa is really up to date with technology”.

Uli is silent. He is thinking hard. "Is it the same with all flowers?" "Something like that", says his grandpa. "Tulips have got an onion computer, and asters grow from tiny seeds. Cherries, peaches and nuts have a kernel computer..." Uli is pointing at the apple tree and says: "That means that in any tiny apple seed there is the program for a big apple tree? With blossoms, fruit and with all the little things that go with it?" "Exactly!" "Gosh! That is really brilliant!" Uli is enthusiastic. Now he has understood what his grandpa wanted to tell him.

(Translation *Current Concerns*)



“Grandpa’s computer secret”
continued from page 17

The author describes the grandson’s emotional up and down until he finally finds out that Grandpa’s computer secret is rooted in a sunflower seed. “You’ll be amazed how much information is stored in the small seed,” he tells his grandson and starts off a sound conversation between grandpa and grandson. He uses his grandson’s technological vocabulary. Then Uli realizes that his grandpa’s computer is definitely more valuable than the most sophisticated computer in the world. Which computer can replicate itself? And “after a few years the other computers are useless and are even not tasty to the sparrows!” Now Uli is silent and reflects. Finally, he bends down, picks up an empty nutshell, fills it with soil and puts in a sunflower seed. “Now I know what I can bring mom and dad from the trip”.

This valuable children’s book is carefully illustrated. The artist managed to express the development of above-mentioned process in the faces of the grandfather and his grandson. Unfortunately the booklet is out of print. Perhaps there is a publisher who makes it his mission to reopen this treasure for our children. •

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