

## 1. Jobs Today

Question. Can young people these days *live* their commitments for a **better world** in paid jobs? Follow-up question. Do companies exist that want or can improve current states of the world? If so - how are they positioned? What do they produce, mediate and or provide, for which paying customers? Can Youngster - still or finally - be citizens? Actively responsible beyond consumerism?

*What do young, committed people have to know and be enabled to do to qualify for a job in mentioned companies? What training do they have to undergo to contribute in the spirit of their ideals? Does **university** or **practical** training hold greater promise? Or combinations? Hands-on first and then theory.*

*A triangle exist between a **young person's ideals (1)**, his/her suitable **education (2)** and **job market realities (3)**. If we exclude the elite from these considerations, question of **alternatives** to paid jobs soon arise.*

*Is paid work automatically meaningful? How much knowledge does a standard paid employee have of **effects of the work** he or she helps to provide? Or, asked the other way round. If informed, would not many an employee reject the results of his work. And - in this context - unfortunately, a job well done, even simply for its own sake, does not better the situation. Environmental damages cannot be mitigated.*

*The conclusion? Above all **information seems to be lacking in today's work world**. Hands-on employees seem neither informed nor aware of the effects of their work on climate and society. Administration is engaged in management. Upper level staff and owners are concerned with market positioning.*

*And who asks the **real questions, the ones that matter**? It could be the above-mentioned companies and employees of a new type. For both the following question arises. Which standards and which ideals does habitation of planet earth call for?*

## 2. Schooling the Young

*The conversation with a 14 year-old, with not much more than mountain bikes and related equipment in the forefront of his mind, yielded the following information.*

*What might result from a **distinct change of schooling at the point of physical maturity, i.e. age fourteen**? Spend childhood years playing, getting to know basics. Learn to read and write, do*

math, get an idea of geography. Be able to distinguish geology, biology, physics and chemistry. Have a sense of history and philosophy. But then, with physical maturity and growing strength, go practical.

What if the next **five years** are spent to earn a **high school diploma in practical arts** (so to speak a German Handwerker-Abitur). That is, **learn all that is needed to get about in the material world.** From fixing a toilet to improving a mountain bike. From writing a report to creating a video. Feeding a baby, wash and bed it. Help an elderly. Create and finish a piece of furniture, or repair one. Prepare meals, **planting a garden included.** Learn to program. Book a train ticket. Fix a car, a washing machine, a computer. Design a vibration harvester, do earth tiles, sew a garment, process herbes. Play an instrument, train a horse... **and... and... and...**

In the process **consciously avoid specialisation.** Seek answers to practical questions, leave theory for later studies. Learn to solve practical issues. Understand where to get information, how to look for inspiration, who to ask. Learn to lay hands on whatever is at hand.

It is not difficult to think of **structures to facilitate, accompany and guide such schooling.** Not the least by demanding **regular written and illustrated reports.** By providing a structural context of council and encouragement as needed, from fellow students, teachers, specialists and last not least parents. By coming up with appropriate final exams, most likely best based on mentioned regular reports. **The idea is doable. Why not give it, and with it, youngsters a chance?**

### **3. Which Jobs?**

**Are paid jobs available, which young people today can fulfil without further compromising the planet and/or their ideals?**

**Service oriented jobs** come to mind, caring for people and or for nature in all areas of human need and coloboration. Transfer of **environmentally friendly knowledge and know-how** in business, public and private life. Question. **Who will demand these services and who will be able to pay for them?**

**Which paid jobs do not fit the ticket? Because they produce environmentally harmful products and/or services (1). Because they are socially unjust (2). Or because they simply make no sense (3)?**

Let's name them.

(1) **Harmful.** Every work activity directly or indirectly promoting air pollution, contamination of the soil and or pollution of water. These are: Industrial agriculture, automotive industry, the use of fossil, toxic and or environmentally harmful raw materials, chemicals, nanotechnological products, medicines and vaccines.

(2) **Unjust.** Assembly line and or any other repetitive production processes, low wages, health-endangering circumstances.

(3) **Non-sensical.** Avoidable administrative work, waste of resources, advertising and lobbying expenses beyond factual information. Excessive marketing practices. Superfluous transport.

This brief (by all means incomplete) overview may serve to **recognise** an unnamed and yet perceptible reality. Is there a market for environmentally friendly jobs? Do environmentally friendly jobs exist in industry and business today? If so, let's name them as well?

If the answer to both questions is no, the thought arises: What will young people do? **Will they compromise?**

#### 4. School Books and Curricula

What do students know about **the world they live in**? Are they aware of environmental damages? Do they know what motivated and caused them, what are their effects, how to mitigate and how to end them?

Which sources of information do they have? Who in school prepares their curriculum? What does he or she (the **teacher**) know? Which sources of information can he/she draw from? How much time does he/she have to research, come to conclusion and prepare the transfer of information to students.

School book **authors**, who are they, what do they know? Are they qualified to speak realistically of the history, evolution and present state of our world? Do they consult science and economy? Do they quote latest publications. Do they follow current debates among scientists, institutions and law-giving bodies?

Teachers, lecturers and textbook authors, are they servants of the state, the economy or the truth? Who supports them in their work? How?

#### 5. Key Knowledge

*Both, humans and animals, eat. Both get rid of useless components of their food. Excretions, well enriched by intestinal activity, when spread on the ground, return to it what was needed to produce the food. Speaking of a balanced household, of giving and taking, complementing each other. Air and sunlight, microbiology and water maintaining a **dynamic balance**.*

*Thinking further. If every human - by means of a sawdust toilet - did **return his excrements to the ground**, could society do without a public sewage system? In the city and on the land? Are lively rural regions and green cities imaginable, if this concept was put in effect? And in addition, animals - not on grids (which produces slurry), but on straw (which produces manure) - and grazing in green nature.*

***What about water?** People and animals, soil and plants need water. Where does the water come from? It falls from the sky, drains into the ground and in due time springs back to the planet's surface. **Useful only if pure.** Conclusion. Contamination of land and air must be avoided. Non-bio-degradable materials have no place in the household of our planet. No chemicals nor nano-particles must be in the air, in the soil, in food, garments and objects of any kind.*

*A chemical free world may well be able to do **without a public sewage system**, because no contamination threatens. Wastewater free of chemicals, nano-particles and other pollutants may be distributed on the land and used in gardens. Renewable public water distribution system may still be used as needed. But, how about rain water collection from the roofs and rain water storage in cellars turned basins (forget about loss of fresh water from leaky water supply system that no one has the time or money to renew). How about wind turbines, energy harvesters and solar panels on the roofs, solar windows? **Energy home-made.** It needs no mention that with overhead or underground power lines would no longer be needed. And, what would be to more obvious than once more **merge residence and food production**, on the land and in the city. Taking an age-old, time-tested concept one step further.*

## **6. Vested Interest**

*What in fact is a vested interest? Duden and Webster define it as self-interest. A form of giving, from which - in due time and within a previously formalised framework - a personal advantage is generated. Give not to help, but give to get more.*

*From where came the means, which - at the beginning of today's economic system - made giving to get more possible. The 2020 "black lives matter" movement re-initiated investigations of this question. Yes, the government supported trade of humans and the exploitation of their labor did play a role. And robbery of the colonies themselves.*

*Mid-19th century a change was imminent. The driving force of colonisation shifted and passed on to industrialisation. Monarchies gave way to democracies. Business and science allied. Vested interest became the key for economy and society. Fired by the riches available from robbing the colonies. Ever since self-interest is society's driving force. Regulated by markets, people today work jobs for pay to buy largely industrially produced goods.*

*There is no going back once investments are made. Only return counts. Huge numbers of the world's population - in the interest of their own returns - are dedicated to ensure this system. The true cost of profit-orientation, however, does not enter the calculation. Investments are made in whatever promises profit. No matter what, no matter how nonsensical, environmentally harmful, ugly and/or malicious.*

*Hence my question. After 200 years, how can such self-interest be turned into a just economy that serves people, helps animals and conserves the planet? Into a household worthy of the Creator?*

## **7. Life time**

*Humans live on earth for an average of 80 years, to qualify for childhood of God in heaven. Spoken of is the Lord, who is known by the name Jesus Christ. As God in human form, who loves and seeks love, who knows everything, maintains everything and has created the self-generating universe, which calls for a spatially and temporally limitless eternity. We hence speak of God, who is both, man and marked by the very characteristics which qualify him as God. Without which he could and would not be the sole ruler of heaven and the earth. The creator, to whom not one atom is lost, who guides and directs his creation to perfection.*

*By this God each individual human being is given a life span of about 80 years on earth. Statistically speaking, about one percent of human world population dies per year. The same mortality rate is generated by the current Covid-19 pandemic. In other words, with the new virus worldwide death rates double.*

*Life thus lost would better have been spent on planet earth than in the twilight zone hereafter. Because only on earth is direct access to God possible at any time. Only here forgiveness and spiritual rebirth are readily available. Life in the hereafter is regulated differently. There everyone shapes his/her own circumstances by his will and imagination. If he does not want to know Christ there, he will soon find himself among his own kind, in search for triviality or creating hell. A successful long life in the presence of the Lord on earth therefore remains a worthy and meaningful goal.*

## **8. The Internet**

*While Germany was showing off the slogan "Geiz is geil (greed is cool)", the arrival of the Internet (which appeared in the 1990s - suddenly and quite unexpectedly) introduced a friendlier term. Apparently requirements of this new technology and changed forms of communication led to new, no profit promising co-operations. "Win-win" became (and is) the new word for a new day.*

*The Internet is also spoken of in heaven. People on earth regard it as their very own invention. Actually, however, it is a gift from above, which - with the Lord's help - also materialises on earth. And this applies to everything man does. Humanity is in the Lord's hand, or so it seems. Only man's free will suggests otherwise.*

*God can do what he wants. Why then can he not simply determine what man should do? That he can, only what would he then have. A robot being, no longer able to happily and independently do what he/she wants. Able to do, like an animal, only that, which it must do. But, the whole purpose of this creation was His longing for love and a counterpart at eye level.*

*So how will things continue? With the Internet and with information of that which man should, but is not obliged to do. How many people will seek God and cheerfully do His will of their own free will? How many will continue to adhere to "self-interest" and prefer factories, weapons and container shipping, chemtrails and chemistry on land and food?*

*The Internet (and all it requires) at this point functions in international cooperation. Will we hence continue to need an international money market? Or can a new type of customer-oriented banks take on this task? How will the money be generated and flow, which will keep the Internet and a gentle supra-regional traffic system for passengers and goods going? Is a monetary system without private investment (and gain) conceivable, possible?*

*Homeoffice has made it clear. Administrative tasks and serving customers can be done online. Earning money in home office is possible. At a big table in a small house. The door to the garden and its products wide open. Fresh air flowing in. The virtual bank account stocked. Money available for all that can not be produced in the tiny house garden, in work local shops and/or traded with neighbours.*

## **9. Traffic**

*From the earliest times of our creation man has walked the earth. Animals, as they move about, to this day create narrow paths, which men - in the old days - most likely have followed to negotiate*

*plants, trees, elevations and valleys. Paths became lanes, streets and with the advent of cars eventually highways. Railroads, beginning in the 1800s, demand tracks. Birds, however, travers and travel in the air. In the late 1800s, they were emulated by airplanes, controlled by man on board.*

*With the advent of the Internet, of digitally controlled robots and of electronic control systems we now speak of remote controlled cars, trains and airplanes. Man flies to the moon and beyond. And a new technology has evolved. The remotely controlled multi-blade drone, which lifts vertically like a helicopter without creating loud noises or strong drafts. Putting all this together, why not go for a new distribution of traffic on planet earth.*

*Why not leave the earth's surface to animals, plants, trees, wild and cultivated vegetation. In addition to man (and all he needs: housing, workshops and places to meet and communicate). Provide drones for local transport for a passenger services. Provide railroad tracks between larger cities. They will divide the land like rivers, which also can be used for traffic.*

*Fish swim, ducks paddle the water. Ships sail. With the advance of electronic communication and the return to local economies, why not bank on sail driven transport across the oceans, supported by solar or wind generated motors, if needed. A world powered by the sun and by the movement of the air will evolve. Land will belong to people, plants and animals, not to fast going, noise and pollution producing big and small vehicles. In the air a well regulated locally owned public drone system will serve the needs for displacement. In addition to sun and wind powered trains and ships.*

## **10. Conclusion**

*Let's return to the question above of jobs and training. It shows, that in a new, environmentally sound world, in addition to work in gardens, fields and forests, in workshops and businesses, paid jobs will continue to be needed in many areas of expertise. Only thus can a new world get and keep going.*

*Financing for large projects will be needed. Drones and computers, cell phones and transmission masts will have to be manufactured, placed and serviced. Railroads, ships and a new public transport system built. Stations and ports maintained. Also public buildings and shelters of various sizes, where solar systems, solar windows and wind turbines are produced. There they are packed and from there they are shipped. Raw materials must be extracted, processed and delivered to where they are needed and processed.*

*Humans will continue to need homes and equipment of sorts. In addition to the elimination of public water and energy systems, one way packaging of food and clothing, personal care items and medicine will have to be made illegal. Advertising will be a thing of the past, replaced by complete information per product. The construction of cars and other road vehicles will end, replaced small vehicles, useful for production and work on the land. For transport of people who cannot walk.*

*It hence looks like a cleaner, more peaceful world is possible. The question remains, is it desired? With it planet earth may not be suitable as a probationary ground for other tasks, after death and beyond departure from this planet. The prevailing confusion of motivations, goals and intentions fosters forgiving and self control. Here man learns to give humility priority over arrogance. Here, on earth, in the face of seemingly insurmountable conflicts, man learns to call on the Lord, to trust and to walk with him.*

*In other words, things may remain as they are. Polar caps will melt. Primeval forests will burn to the ground. The surface of the earth will be agitated by earthquakes, volcanic eruptions and floods. The air - permeated by exhaust gases and pollutions - will ignite and destroy the world as we know it today. All of this has begun. It evolves before our very eyes. And only then will a wiser, kinder humanity build a new civilisation. Full of song, art, culture and joy in the Lord.*