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A THEORETICAL EXAMINATION OF THE POSSIBILITY OF IMPROVING THE EDUCATIONAL PROCESS AND SYSTEM BASED ON AN UNDERSTANDING OF THE ENERGETIC STRUCTURE OF THE HUMAN BEING

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Article

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Abstract

This article examines how an understanding of the energetic structure of the human being may add value to the educational process, as well as the educational system, for example by providing assessments of the candidates (students) which go to an even deeper level than what is possible today. In this way the energetic measurements may supplement the present performance prediction factors, and thus make the educational process generate better outcomes, financial savings for society, and ultimately, increased job fit, happiness and well-being for the individual.

Introduction

Before we begin to discuss the future of education it may be highly relevant to discuss what “education” in itself actually means, and even more important, what its purpose is. According to the *Oxford Dictionary of English* the word “education” comes from the Latin word “educare”, which means “give intellectual, moral, and social instruction to (someone), typically at a school or university”.

At the beginning of our education in Philosophy & Business Administration (FLØK) at Copenhagen Business School back in 1999, Dr. Martin Fuglsang, who is now Honorary Professor in Philosophy at the University of Leicester, wrote the Danish word for education “ud-dannelse”, which in principle is exactly the same as the German word “Aus-bildung”, and in English, directly translated, would be something like “out-formation”, on the blackboard, and said that he hoped that this would be the final outcome of our degree, that the “formation” process would constitute 80%, and that the actual formal learning/education would only constitute around 20%. He continued that he didn’t want our study to “spit out a series of homogenous products”, and that we should only read what we found interesting, and generally create our own education, as long as we passed the exams. Judging by the high levels of success my fellow students have had in their professional career, there is a certain possibility that he succeeded with his advice.

The reason for mentioning this story is to reflect (or Rethink & Disrupt, as is the theme of this conference) - from a moral point of view - upon what the purpose of education is. Is it just to train young people to perform tasks, which may generate financial value to the company they work for, and hopefully society, as well, (if this is the case then we might as well focus our attention on robots, or monkeys. It might be more cost efficient) or is it to form people to reflect for themselves and thus take the decisions which generate the greatest happiness in their lives; in other words, to form them as human beings.

This being said this paper discusses how the energetic structure of the universe, which logically must be reflected in the human being, as we are part of this universe, may help to add value to the educational process and system. It does so first by explaining - briefly - the energetic structure which constitutes everything in this universe, and then the scientific findings of two of the most famous scientists who have dealt with this topic in relation with human beings and the interaction between human beings; Professor Emeritus at UCLA, Dr. Valerie V. Hunt, and Dr. Motoyama. Finally it includes the work of Professor Dr.Korotkov, who has developed the ElectroPhotonic Imaging Device, which seems to generate statistically valid

measurements of the energetic structure of the human being, and thus possibly may generate insights into the nature, and potential, of the individual human being, which possibly can be used to optimize both the educational process as well as the educational system. As part of this a pilot study has been conducted in order to examine if there seems to be a difference in the bioenergetics fields of students in different domains.

In the end these findings are discussed in relation to their possible relevance for the future of education.

Methodology

$E=mc^2$ is probably the most famous mathematical equation on the planet. If we start analysing it, it opens a new dimension to our understanding of the universe. E means Energy; M is Mass; C is the speed of light. So, Energy equals Mass multiplied with the speed of light uplifted in second; in other words, all mass in this universe consists of energy, and viceverse. That must logically apply to everything in this universe, including us human beings.

According to Quantum Physics there are four universal principles, which govern this energy; Gravity, The Strong Nuclear Attraction, The Weak Nuclear Attraction, as well as Electromagnetism. Stephen Hawking writes that “*Electromagnetism is the foundation of chemistry and biology.*” (Hawking, 2010: 133) Thus it seems relevant, based on the fact that we human beings are biological beings, to understand the human being based on the principle of electromagnetism; something which both Hunt as well as Motoyama has been doing scientific research on for years.

The scientific work of Hunt

Hunt’s (1996) scientific work consists of measuring the electromagnetic field of the human being in order to examine, amongst others, the state of health of the human being. However, her findings also include certain aspects, which may find use within intra-, as well as inter-personal relations. For example did she find a connection between the electromagnetic field of a person, and that person’s profession. (Hunt, 1996: 23) She also found that some people have a more contracted electromagnetic field, whereas others have a more expanded electromagnetic field. (Ibid: 23) Finally she writes that her scientific work shows that different things happen with the electromagnetic field of a human being in the interaction with another human being. She concluded in studies she did at UCLA where she would put two people, who didn’t know who the other person was, together in a dark room, sitting on two chairs without physically touching each other, yet close enough that their electromagnetic field would touch, one out of three things would happen.

1. Either the electromagnetic fields of the two people would completely refuse each other.
 2. One of the electromagnetic fields would overtake and dominate the other field.
 3. The two fields would merge, yet at a much higher level of vibration than before the interaction.
- Hunt describes many more findings in her works, yet these three may be the ones, which constitutes the more straightforward application within the educational system (as well as in many other social systems). These are those of Hunt's findings, which may, most directly, find application in the educational process and system, and will be discussed in the following lines.

Discussion of Hunt's findings in relation with the educational process

Hunt's finding, that there, as she writes, is a connection between a person's electromagnetic field, and that person's profession may generate huge ROI if it is clarified further and integrated into the educational system. If different people can be measured before they choose which education to take, they can be guided to choose the profession, which fits them, and their qualities, best. In this way they will feel fulfilled, probably have less chance of dropping out of the education, and thus society as a whole may end up with a more cost efficient educational system.

Hunt's finding, that some people have a more contracted electromagnetic field than others, may, if it is explored and understood further, also help in the previously mentioned selection process. It could be hypothesised that a contracted electromagnetic field, for example, indicated that the person was introvert, and thus may have a better fit with certain educations, and consequently, professions, whereas it could be hypothesised that a person with a more expanded electromagnetic field would be an extrovert, which they could be guided in the educational direction best fit for that personality type.

Finally may Hunt's finding regarding the interaction between the electromagnetic fields of different people open up for a deeper scientific understanding of how to put people together, for example in groups. However, also the student/teacher interaction, which may be an important element in the educational process, could be optimised. If we make the hypothesis that two people whose electromagnetic field merge, yet at a much higher level of frequency than each of the fields individually, work very well together, and have certain synergies in their interaction, then the student/teacher interaction could, amongst other criteria, be based on this knowledge. In other words should it, based on this knowledge, be able to put students together with the teacher who naturally fits exactly them whereby it can be assumed that the

educational process may be more efficient, and possibly also generate a better outcome.

Of course many more practical applications of Hunt's scientific findings are available.

The scientific work of Motoyama

Dr. Motoyama, who by UNESCO is declared one of the world ten foremost scientists within his field, has, like Hunt, also examined the electromagnetic structure of the human being. His work differs from that of Hunt as he has focussed on scientifically proving the existence of seven different electromagnetic frequency domains in the human being, whereas Hunt, as previously mentioned, has focused on the general electromagnetic field of the human being.

Motoyama states, that he has scientifically proven the existence of these seven different electromagnetic frequency domains (Motoyama 1978) yet it seems that he then changed the direction of his scientific work. However, through his scientific work he has opened up for the next generation of scientists who continue to explore this scientific area.

Besides stating that each of these seven electromagnetic frequency domains exist, Motoyama also states that they have a certain polarity (+/-) which may indicate their manifestation; one polarity being proactive, the other being reactive. He also states that each of these seven different electromagnetic frequency domains have a different activation in different people, thus some people have more energy on different levels than others. (Motoyama, 1978)

It is hypothesized that each of these seven different electromagnetic frequency domains is connected with a specific cluster of Knowledge, Skills, and Abilities (KSA), for example may one domain be connected with elements like charisma, social interaction, creativity, spontaneity, whereas another domain may include elements like will-power, drive, ambition, logical intelligence, etc. Yet another domain may be connected with elements like love, empathy, compassion, emotional intelligence, etc.

Discussion of Motoyama's findings in relation with the educational process

Assuming that Motoyama's findings are correct, there seems to be a possibility that the knowledge of the seven different electromagnetic frequency domains, together with that of their polarity, could be used to predict the potential of a student. If the student has a predominant activation of let's say two of the electromagnetic frequency domains, one related with creativity, and social interaction, the other related with empathy and emotional intelligence, that student may with advantage choose a profession which requires these qualities; such as a sales person, call-centre employee, or

kindergarten teacher. Whereas a person with a strong activation of the electromagnetic frequency domains hypothesized to be connected with will-power, ambition, and logical intelligence, may not fit very well into the previously mentioned job roles, and could instead succeed as for example an engineer, or a scientist, etc.

Thus, Motoyama's findings open up for the possibility, if they are examined further, of measuring in advance the energetic potential of a person, in order for that person to choose the job-role and education most adequate for his/her skills, competences, and qualities.

The question then becomes how to perform these measurements.

ElectroPhotonic Imaging

Apparently there exist different methods for measuring these seven different electromagnetic frequency domains, one of them being the ElectroPhotonic Imaging, developed by Professor, Dr.Korotkov, from Sct. Petersburg University.

It seems to be a reliable way of obtaining statistically valid results about the energetic structure of a person which has found practical use in other domains, amongst others in the prediction of athletic performance (Bundtzen, 2005), as well as in a preliminary study regarding the ability to predict academic performance, measured as grades obtained at a university exam (Torp, Mandrea & Cipu).

ElectroPhotonic Imaging is, accordingly to Prof.Dr.Korotkov "... based on the stimulation of proton and electron emissions from the surface of the object. The stimulation is provided by transmitting short electrical pulses." (Korotkov, 2014: 35) He then continues writing that "*The emitted particles accelerate in the electromagnetic field, generating electronic avalanches on the surface of the dielectric (glass) plate. ... The discharge causes glow from the excitement of molecules in the surrounding gas, and this glow is what are being measured by the EPI method.*" (Ibid: 36)

The ElectroPhotonic Imaging technique may offer a measurement of the seven different electromagnetic frequency domains which Motoyama states that he has confirmed scientifically, as well as an image of an electromagnetic field which surrounds the human body, and which may be what Prof.Dr. Hunt has examined. It furthermore also reports a measurement regarding the state of stress and energetic level of the human being.

The challenge and where further scientific work is needed, however, is to make scientific studies regarding the different skills, competences, and qualities which are assumed to be connected with each of the seven different electromagnetic fields, and thus obtain scientific knowledge regarding

what seems to be a deeper layer of the human being.

In regard to this we have made a pilot study, whose purpose was to investigate the – possible – difference in the energetic structure between students in two different faculties.

Pilot study conducted with university students

Using the method developed by Korotkov it is possible to draw correlations between the EPI measurements and for example a group of students. This is based on the theory that every human being has a bioelectric field, which can be measured and correlated with data obtained from other people.

In accordance with the theme of this article it is possible to create a protocol through which different characteristics of, in this case, students from different domains can be measured and compared.

For this a comparative study has been conducted amongst students at two different faculties at the Ecological University of Bucharest:

1. The Faculty of Communication
2. The Faculty of Engineering

The purpose of the study was to investigate the different characteristics between two groups of students – a social / humanist group (Communication) and a natural domain (Engineering).

Amongst each group six students were selected and measured, and the empirical data is based on these measurements.

Two parameters were compared:

1. the level of bioelectric energy
2. the entropy of the bioelectric field

These two parameters are important in this study because they represent the quantity and the quality of the bioelectric energy of the students who have been measured.

The bioelectric energy is a parameter, which can be measured directly by the use of the EPI device and can be an indicator of the inner dynamics in the respective group of students.

Entropy represents the degree of dispersion of the energy, which in the present case, represents the students level of agitation.

According to the study protocol the bioelectric field of each person has been measured by the use of the EPI device and based on this two comparative graphics amongst the two different groups of students have been produced. Each graphic relating to each of the parameters previously discussed.

Fig. 1 represents the comparison of the bioelectric energy between the two groups of students. As it can be seen there is an obvious difference between the values which have been measured in the different groups, thus we may assume that there

could be an underlying pattern here which is worth to be investigated further.

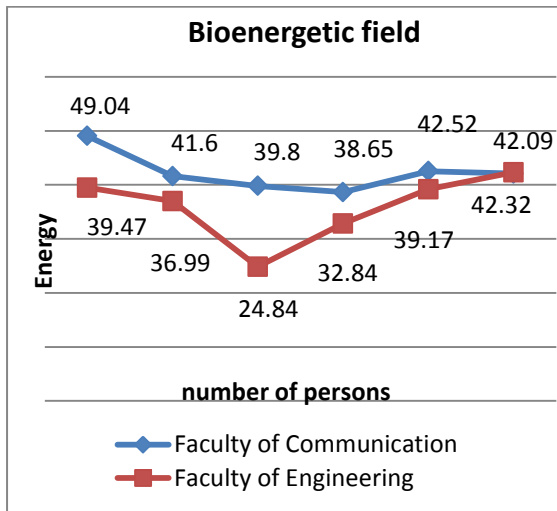


Fig. 1. The graphical representation of the bioelectric field of each of the students in the two groups.

Figure 2 represents the degree of entropy in the bioelectric field of the students. It can be seen that the entropy of the bioelectric field of the two groups does not reveal any significant difference. An analysis of these two graphs show that the students from the Faculty of Communication have a tendency to create a group which is more active and more energized than the group of students from the Faculty of Engineering, even if their level of entropy is similar.

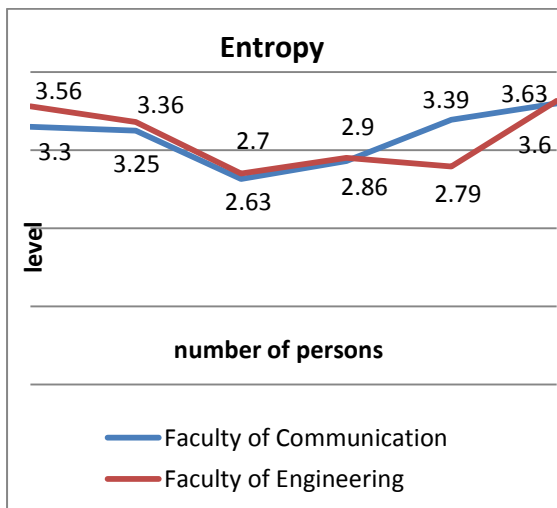


Fig. 2. A comparison between the degree of entropy in the bioelectric field of the two groups.

Even though the number of students which have participated in this pilot study isn't representative for a clear statistic we can observe that there seems to be an important potential in this study.

From the electrodynamic point of view, when a ionized solution has a higher energy level than another solution, even if they have the same degree of entropy, it means that the ions in the first solution are smaller and more dynamic, compared with the second solution where the ions are bigger and slower.

Through this kind of comparison we can also observe this kind of dynamics in a group, as well as each individual's tendencies.

A suggestion for a practical application of this study would be to apply it at Centres for Councelling and Career Guidance where for example double blind tests can help to generate an understanding of the elements which make some people attracted to, and successful in, one profession or another, and thus help people to choose the career path which fits them the best.

Conclusions

In this article we have examined the possibility of improving both education, as well as the educational system, based on a deeper understanding of the energetic structure of the human being. We conclude that there both seems to be scientific work indicating that this should be possible, as well as that a possible way of doing so would be by the use of the ElectroPhotonic Imaging Device, developed by Prof.Dr.Korotkov.

Further scientific work

The proposed improvement of the educational process, and system, is and remains theoretical until significant scientific work regarding the understanding of the possible skills, competences, and qualities which are presumed connected with each of the seven different electromagnetic frequency domains which Motoyama states that he has scientifically confirmed.

Also the work of Prof.Dr. Hunt requires further scientific analysis before it can find practical application, for example in the educational process, and system, as it needs to be clarified scientifically for example what exactly each of the different reactions of the electromagnetic field in the interaction between people indicates about that interaction. So far there seems to be empirical studies indicating that something may be predicted based on the energetic structure of the human being, now it needs scientific examination what exactly can be predicted, and how these predictions can help to improve both the educational system, as well as the educational process.

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