

How At-Risk Youth can Develop a Career and be Productive

By Captain Bob Webb

A high percent of today's professional blue-collar workers walked away from the education system, could not qualify for apprentice programs or technical schools, started their career as a helper, advanced until many now make \$70,000 per year. Blue-collar employers are not interested in applicants' academic ability, they want work ethic skills, the ability to get the job done and positive self-esteem. With healthy self-esteem, employers can teach necessary skills, even at the helper level.

This booklet is based on how I started my machinist career. I then advanced to hard-hat diver and retired as supervisor of the computer department. My ability to educate myself was the key to opportunity.

Motivation is education. Education without motivation kills ambition, the primary ingredient for a productive lifestyle.

When a person discovers their natural talent, they are like a fast moving freight train - there is no stopping them. They will find a way to develop their talent, with or without support from society.

Lectures provide knowledge. Hands-on projects build confidence.

"Give a person an idea and you enrich their life. Teach a person how to learn and they can enrich their own life" - Author Unknown

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This publication contains excerpts from the website
Motivation Tool Chest
motivation-tools.com

April 2007 Edition

The information at this booklet is based on my experience and research that agrees with my experience. There is a lot of garbage and wishful thinking floating around out there. Using my experience as a guide, I can sort out and focus on concepts that I found to work.



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How At-Risk Youth can Develop a Career and Be Productive

Every 12-year old has a vision of being a super achiever. For most, this vision is killed by friends and family during the teen years. They are coerced into believing they don't have the ability or they are pressured into accepting goals that are not suitable for them. For most, the dream is dead, and some rebel by adopting self-destructive attitudes. At-risk youth are prime targets because they do not conform to the established education system. This is why they are labeled "at-risk." These teens want to learn but the system labels them failures. This conflict forces many to believe and accept the negative labels placed on them.

Strong-willed youth will pursue their goals and ignore negative comments about their ambitions. They have a vision of the person they want to be and will move mountains to achieve it. Success will come later in life, because they have to overcome negative labels that were placed on them.

Fortunate teens have parents and friends that support their dreams and goals. Microsoft founder, Bill Gates is a prime example. When teens with a dream have parents support they can find success at an early age, they do not have to overcome negative labels.

The development of any career requires training and experience. For the at-risk youth, training is achieved with hands-on opportunity, sometimes through formal apprentice programs. Very often, the youth does not meet requirements for formal training, but he can support the people he wants to become. When in a position of support he has opportunity to learn the trade, in time, he will have the skills to apply for that position.

Youth can find support positions in companies that pay rock bottom wages. They have low quality leadership and they always have a turnover. This is opportunity for the inexperienced. Companies that pay top wages have quality leadership and only hire proven talent or experienced. There is very little turnover, which limits opportunity for outsiders or advancement inside.

Getting from the bottom to the top is by job-hopping through the middle levels. On the way up a wide range of experiences is acquired. Job-hopping is a bad word in the employment office, but they like people with a wide range of experiences. The decision has to be made – do they hire the limited experienced applicant with many years at one company or the applicant that has a wide variety of experiences at several companies? Aggressive companies go for the experience. Companies that pay top wages are not concerned with job-hoppers, they are at the end of the line.

The rest of this booklet goes into more detail about employment and outlines problems at-risk youth have in our society. There is opportunity in the blue-collar world for people without a high school diploma.

The At-Risk Student may be a Genius

America became an economic world leader because people at any social level with a vision could promote their ideas and profit from it. In other parts of the world, only upper class society could develop and profit from their ideas. In America, unschooled visionaries have equal opportunity with university-educated people. In fact, unschooled leaders like Abraham Lincoln, Thomas Edison, Henry Ford, and The Wright Brothers' developed ideas that changed the way we live. These people were technicians whose thinking processes are vary different from intellectuals. Visionaries look at problems and think of alternatives while classroom education focuses on academics that are based on proven results. For this reason, technical visionaries are in conflict in the typical classroom environments.

The above visionaries succeed at an early age because their parents recognized their unique talents and created opportunity so they could develop their natural skill. In the above cases, classroom environments were destroying their creative potential and that destruction was recognized by parents or themselves. Most visionaries are not so lucky.

- Classroom education is needed to meet employer's hiring qualifications. Classroom education is NOT needed to become a super achiever. Project base education is a natural builder of super achievers.
- A person, who depends on classrooms for education, depends on someone to promote them. People who educate themselves will promote themselves.

All youth enter the teen years with visions of doing great things. For at-risk students, these visions are out of step with the formal education system. Society pressures them to give up wild visions and accept the status quo, which includes goals achieved with a college education. As a result, student's natural talent, desires and social pressure are on a collision course. The teenager does not know how to cope and gives up all ambition.

The argument is that teens need to learn basic skills for the adult world. High schools are designed to prepare students for college, not the adult world most will enter. For blue-collar trades, high level of academics is not necessary. Pushing high academic achievement on blue-collar types produces negative results. Many academic subjects can be delayed to a later time in life when there is a need to know. This is the way the system works in the adult world, why not let teenagers join it instead of fight it? If there was less pressure on academics, at-risk students could pursue natural talents that would lead them to a productive lifestyle in the blue-collar world.

When Thomas Edison's schoolmaster labeled him as a boy with a disarranged mind, his mother pulled him out of school and gave him a workshop to develop his creative skills. She was not concerned about academics; she focused on his natural talent. At the age of fifteen, Edison sold his first patent.

What if Mr. Edison lived in a high-rise apartment? He would not have the opportunity to develop his creative skills. What if he was forced to stay in school? The

negative labels placed on him could kill his creative ambition. Being a frustrated young man, he would turn to drugs. Someone else would have to come up with the wild ridiculous idea that something could burn white hot and not burn up, referring to Edison's invention of the light bulb.

Today, pressure is on all students to stay in school no matter how strong the failure label becomes. Failing students are being told they are failures five times a day, five days a week. This persistent reminder of failure develops low self-esteem that does more harm than a diploma does good. Self-fulfilling prophecy will seal their fate. Dropouts who become achievers will spend ten to fifteen years of persistent effort to overcome their negative self-esteem. Most adults will never overcome negative self-esteem because they accepted the failure label that was placed on them as teenagers. What employer wants people with heads hanging low because of low self-esteem? The typical educator says a high school education is more important than positive self-esteem.

If the classroom is harmful to failing students, what are the options?

Man has a natural desire to learn through creativity and has the ability to learn without dependency on instructors. Successful visionaries learned how to educate themselves by starting and finishing projects. They learn how to tune in on intuitive forces, the information source that guides creativity. Some people call this concept "experiential education."

The military uses interactive team education with focus on sharing of knowledge. With team education, a man can learn a professional skill in weeks, compared to years in a civilian environment. The secret is motivation, using the natural desire to be a team player.

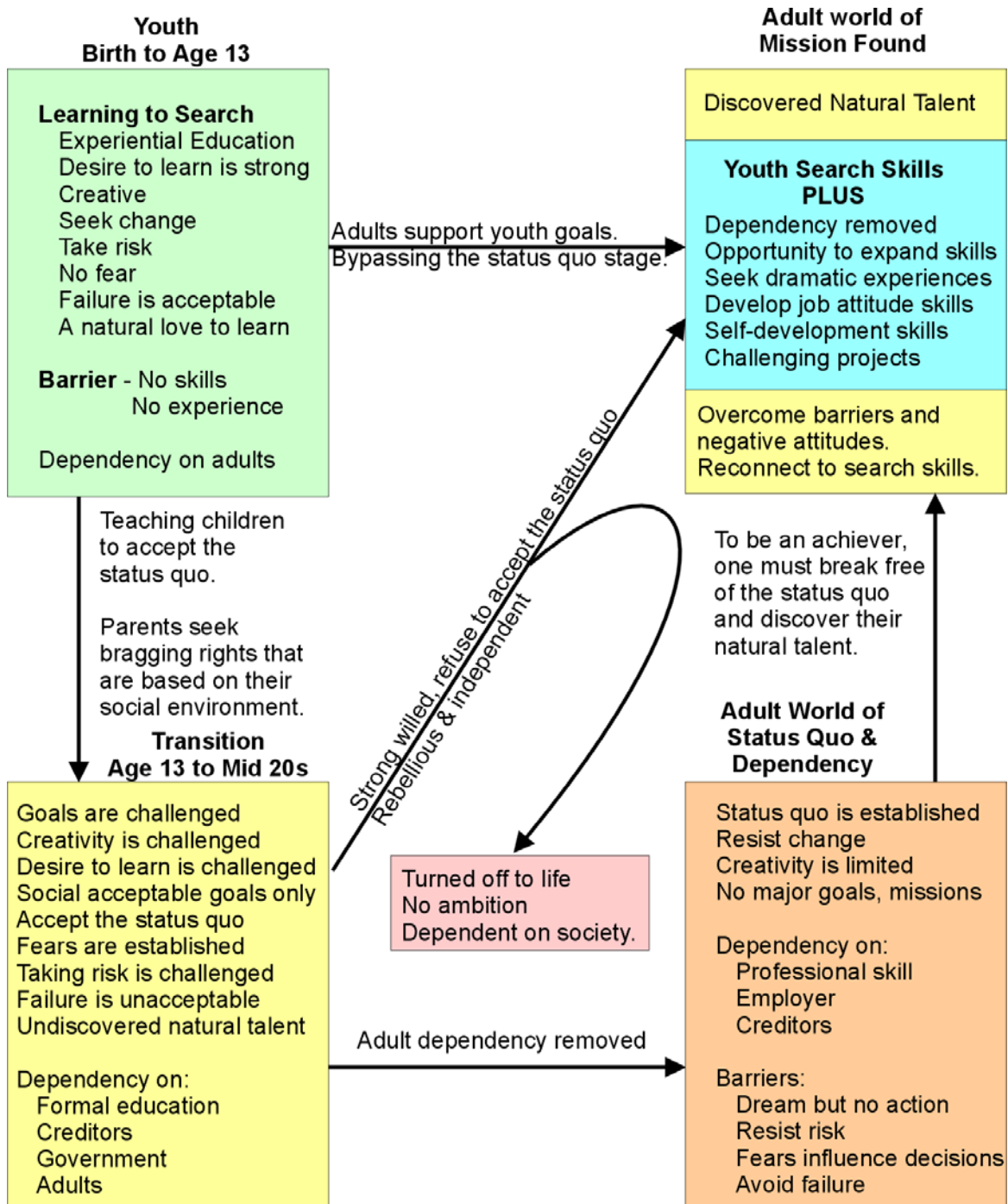
Develop what motivates. Clues can be found in early teen interest. When education is based on what motivates, the student develops a love-to-learn. A love-to-learn develops into progressive continuous learning habits. This habit is the source of motivation that seeks to learn new skills throughout lifetime. Education is not a one-time experience; neither does it have a sequential order.

Let the student experience opportunity, and then develop the skill. With opportunity first, students understand why associated subjects are important which inspires them to learn. It is not necessary that academic basics, in the teen years, be mastered before other skills. Academics can be a byproduct of opportunity.

The sharing of knowledge by team members of equal status is the most powerful education system in the world. Teams have a united goal that inspires and motivates individuals to continuously acquire knowledge and develop skills, because team success is related to individual input. Being a creative contributor enhances individual's image among team associates. Peer influence to be a team player is a powerful motivator. In the classroom, motivation is the result of the individual's ambitions. There is no common goal that benefits the class, as a result, students are not interested in classmates performance. In fact, there is a slight desire by top performing students to see classmates' performance drag so they don't have to work so hard to stay there.

The above learning environments are natural byproducts aboard 19th century sailing vessels. Nature is the instructor and motivator. Difficult personalities are humbled and inspired by the awesome forces of nature. Nature establishes a challenge that motivates one to learn more about the world they live in. Tall ships turn lives around by offering a challenging opportunity. Tall ship participants accept this challenge because man has a natural desire to learn and be productive. Failing students need a challenging environment to discover the genius hidden inside them.

The Search for Life's Mission



Natural Talent and Classroom Conflicts

Thomas Edison's short stay in the classroom was a disaster. His mother pulled him out and gave him a workshop so he could develop his natural talent at his own pace, she was not concerned about academics. You know the rest of the story. What if he lived in today's type of government subsidize housing unit? Being a frustrated young man he would turn to crime and drugs, then spend his life in prison, all because he could not find his true talent and/or an outlet to develop it, if found.

How many Thomas Edisons' are in jail because they were in conflict with classroom environments and lack opportunity to develop their natural talent?

People are in prison today because society says all teenagers must be intellectuals before they can develop their natural talent. They were labeled failures in the classroom and self-fulfilling prophecy proves everyone right.

The education system believes that adult productivity level is directly related to standardized test scores. This may be true for naturally talented intellectuals, what about non-intellectuals? Academics first policy is pressuring them to give up and walk away from the system – they can't compete with natural talented intellectuals.

Non-intellectual students have undiscovered and undeveloped talents – why not give them opportunity that is in harmony with their talents? Society does this for intellectuals. Education opportunity build around projects can achieve this goal. Discovering ones natural talent is highly motivating. Motivation inspires a desire to learn.

- Self-discovery is like a fast moving freight train, there is no stopping it. A way will be found to develop that talent with or without the help of society.

A high percent of today's professional blue-collar workers walked away from the education system, could not qualify for apprentice programs or technical schools, started their career as a helper, advanced until many now make \$70,000 per year. Blue-collar employers are not interested in applicants' academic ability, they want work ethic skills, the ability to get the job done and positive self-esteem. With healthy self-esteem, employers can teach necessary skills, even at the helper level. A person with negative self-esteem has no value to anyone, even with education achievement certificates. Standardized test builds positive self-esteem in the winners and negative self-esteem in the losers and does nothing for the development of self-discovery or natural talent.

Thomas Edison was lucky, his mother quickly recognized what the academic-first policy was doing to Thomas and removed him from that environment. Many of today's teenagers are not so lucky, they are removed from the education environment and sent to jail.

Starting a Career at the Bottom

High paying careers for high school dropouts - \$40,000 to \$70,000

A high percentage of well-paid blue-collar workers started their career at the bottom, they did not serve a formal apprenticeship. As teenagers, they were education rejects and did not know what their natural talent was. They searched for jobs in environments that appealed to them. Then suddenly, by accident, they were offered opportunity that was in harmony with their natural talent. Being motivated, they learned a professional skill fast and advanced.

- Many successful blue-collar professionals started at the bottom of the ladder and accidentally found opportunity. Instead of waiting for an accident to happen, why not train teenagers on how to start from the bottom?
- What is wrong with starting a career at the bottom of the ladder and working up? Many successful people started their career this way. Why not make it an element of career planning?
- People who have opportunity to start a few rungs up are given advice on how to advance. Why not do the same for people who don't have that opportunity and must start at the bottom?

Our society says no one should start at the bottom of the ladder. Get an education and start a few rungs up. This is fine for people with the resources to acquire the skill that puts them in the lead, but, people will always be needed at the bottom, there will always be people willing to fill those slots and there will always be people without the resources to start at a higher level. Society seems to think, anyone who starts at the bottom will stay there. There is no reason to stay at the starting position. With aggressive attitudes, individuals can move up, but they need to know how.

In the blue-collar world, a high percent of skilled craftsmen do not go through a formal apprentice program, they start as helpers or machine operators. At job interviews, interviewers are not interested in years attended school, they are interested in work ethics, level of ambition and the ability to follow instructions. In other words, they are looking for positive self-esteem. This type of person will adapt easily to the company's needs.

Once on the job, unskilled have opportunity to work with skilled craftsmen and gain experience. Opportunity for advancement is based on the desire to learn, which is based on knowing how to learn. There are always tasks between unskilled and skilled. The aggressive worker can fill that void and, in time, become a qualified craftsman.

How to Start at the Bottom

There are always companies, usually small, that pay rock bottom wages. They always have openings because of employee turnover. This is starting opportunity for the unskilled without a high school education. An aggressive person can learn a lot in a company like this. The work environment is not regimented and leadership will assign

advanced skilled jobs to anyone who they feel can handle it. One need not wait on assignment, knowing what needs to be done and taking on advance skilled jobs without permission can lead to fast advancement if done right OR... Get fired if done wrong. The point is, THERE IS OPPORTUNITY.

When the learning curve starts to flatten, do not seek or ask for a raise, find another company. As a rule, low wage companies do not base pay on employee quality or efficiency, they will let skilled employees go and hire new before increasing wages. At the next level, there are companies that pay average wages to those who have some experience.

In the blue-collar world, job-hopping is the way to advance until one is employed by a high wage company. Low wage companies are training grounds for high wage companies. High wage companies hire quality and experience, requirements that can be acquired by job-hopping from the bottom.

It is said that job-hopping is bad for your résumé. That is true in the white-collar world, not the blue-collar.

Points to consider about the blue-collar world

- An aggressive high school dropout with positive self-esteem and a love to learn can make \$40,000 to \$70,000 per year.
- Educators consider blue-collar skills as inferior or low ambition; therefore, they do not promote them. Remember, they got their start in the academic world.
- The blue-collar world is little understood because these people do not write books or have influence in the media, therefore, they do not influence society. There are opportunities, but they have to be discovered by going on site, not through the media.
Personal offices of some blue-collar companies are under the control of white-collar people. They evaluate applicants' academics before forwarding to supervisors. Those that don't pass the academic test are rejected.
- Personal offices of small blue-collar companies are under the control of front line supervisors. They evaluate applicants by experience and attitudes. Academics carries little weight. They have daily contact with the employees they hire and they want people who know how get the job done. Attitude has priority.
- In the construction industry, knowing how to work, knowing how to get jobs done has priority. Positive self-esteem has more value than a diploma.
- Some dexterity skilled blue-collar workers become millionaires. The formula: Aggressive attitude, positive self-esteem, a love to learn,

understanding your learning personality, a career that is in harmony with natural talent, and the ability to manage money.

Case Study

Wal-Mart stores managers, in the early years, were high school dropouts. Sam Walton was not concerned about education levels, in fact, college educated people did not look for jobs in small towns where he first established his stores. Needing talented employees, he judged a success personality by:

- Love for the retail business
- Natural talent
- Positive self-esteem
- Creative and intuitive skills
- Risk taker

By giving employees responsibility, Mr. Walton had opportunity to discover productive personalities and promote the best. These qualifications do not show up on employment application forms, in fact, applicants may not know they have them.

When Mr. Walton realized their distribution system needed to be computerized, he selected natural talented programmers from his workforce. As a result, he found quality and they developed a program that slashed distribution cost drastically. (Made in America by Sam Walton, page 54.)

When K-Mart realized they were being left in the dust, they developed their own computer distribution program. The problem was, leadership was by command-and-control, they could not identify natural talent and applicants were evaluated by number of years spent in classrooms. This environment did not produce the type of programmers needed to be competitive. In the early years, their computer program increased problems and cost rather than solve problems. Their distribution system never reached the efficiency of Wal-Mart. As I write this, K-Mart is closing stores while Wal-Mart is opening new stores.

Today, there are a growing number of highly profitable companies that resist college educated people. Social prejudice is one of the factors. In some types of businesses, social prejudice is highly destructive. Publix Supermarkets and South West Airlines are two companies that recognize this fact. Again, natural talent determines selection and advancement, which is recognized in worker responsibility environments.

- Positive self-esteem comes from knowing that we can do something others can't do.
- A love to learn comes from wanting to know more about the world we live in.
- Starting a career at the bottom may seem disorganized. For blue-collar types that are in conflict with classroom environments, this is their only option. Once a dropout leaves the education system, they receive no support, yet,

this is the type that make efficient construction workers, welders, machinist, and machine operators. These are the type of skills that are in short supply.

- The person who does not advance has no desire to learn and/or never learned how to learn. This is true for people who stay at the bottom, but it is also true for people who start a few rungs up and do not advance. After developing a skill, they quit the learning process and years later, they are still at the starting gate.
- Self-fulfilling prophecy prevents many people from advancing. All through their teenage years, they let other people tell them what their limits were and they believed it. Self-fulfilling prophecy did the rest.
- Society should recognize the fact that some people have no ambition. They are willing to stand at a machine and do nothing but fill a hopper all day and all year. It is a fact of life that some businesses need low ambition employees and there are people wanting this type of work. This option should be considered when working with rebellious teenagers or trying to make teenagers into something, they are not.

Dependency Zone to Success Zone



Employee Wealth and Leadership

Employee wealth is not based on education level, it is based on the leadership style they work under.

There are companies that pay rock bottom wages. These companies have low quality leadership that produces low efficiency employees. Low efficiency is the result of a few at the top making all the decisions and everyone else follows orders. This is a non-learning environment. Because employees only follow orders, they do not learn the skills it takes to accumulate wealth.

There are companies that pay top wages. These companies have high quality leadership that produces highly efficient employees. High efficiency is the result of responsibility at all levels. Responsibility requires continuous learning, developing skills that increase efficiency. This is a learning environment. Because all employees are searching for efficiency, they learn the skills it takes to accumulate personal wealth while increasing the wealth of their company.

During my career as a machinist, three of my shop foremen were millionaires. Three of my journeymen coworkers owned 2 or 4 seat airplanes. I had a 50-foot ketch that I designed, self-built and sailed half way around the world. None of my coworkers, that I am aware of, graduated from a technical college. They may or may not have finished high school. They may or may not have completed a formal apprentice program. I did not finish high school and I did not go through a formal apprentice program. I advanced to hardhat machinist diver making \$50 per hour. Craftsmen that I worked with achieved wealth because it was the company's policy that all employees be decision makers and assume responsibility. This success training spilled over into our personal lives.

Learning to accumulate wealth is not learned in the classroom, it is learned in the workplace, under high quality leadership. People working under low quality leadership may never earn above \$30,000 no matter what their education level.

- Everyone has a natural desire to learn, to excel and be somebody. Quality leadership recognizes this desire and bases policies on it.
- Leadership that motivates is in harmony with employees' ambitions, it inspires one to excel.
- The above may be over simplification of creating wealth, but the fact is, employees that work under low quality leadership do NOT accumulate wealth, they live from payday to payday.
- Low quality leadership kills ambitions. Subordinates, with limited know how, are considered job security for leadership. Subordinates, with superior skills, will not be given opportunity to be recognized.

At-risk Students Who Find Success! HOW & Why?

There is a small percentage of teenagers who dropout of high school and become self-made millionaires. HOW and WHY is the question many people ask. These achievers used self-motivated projects with interactive learning methods to develop valuable skills. Does it not make sense that these people hold the secret to achievement that other students could follow? Why does society keep pushing failed policies on failing students?

Education leaders' wants society to believe that students in passive learning environments are the only ones who find success. They want everyone to believe that success personalities are based on classroom compatibility. Super achievers are interactive learners who take on projects that are in harmony with their natural talent. Their projects are based on dreams, goals and/or creative ideas. Finding a way to develop self-inspired ideas, and get it right, is a powerful motivating drive. Interactive learning is the power behind people who have above average income. The sequence is as follows:

1. The first step is to have a burning idea/ goal that motivates. This will be based on natural talent, if free of outside pressure.
2. Develop a list of mini projects that will help achieve the grand goal. Develop the habit of finishing what you start. Starting and not finishing small projects leads to nowhere. One must learn to complete mini projects so as to have what it takes to complete large projects.
3. Research to acquire knowledge related to the selected projects. This will be in harmony with individual learning methods. If the classroom is a turnoff, then use other learning methods, self-education and team education for example.
4. Develop creative knowledge with the help of intuitive forces. The level of creative ability depends on one's ability to reject negative opinions and status quo pressures.
5. The ability to process known and with creative knowledge, and learn from it without dependency on instructors. The art of learning how to learn.
6. When resources are available, experiment, trying and failing are learning tools. No one has ever become an achiever without first experiencing failure.
7. The ability to bounce back from failure. Thomas Edison had a thousand failures while inventing the light bulb. What if he quit at 900?... That's not likely, because one is motivated to keep pushing when on the right track, even if it is failure number 900. One changes direction when it is obvious they are headed in the wrong direction.

8. Ability to be persistent. The winners are the one's who hang in there when everything goes wrong.

The above steps are based on interactive learning. Many failing students would find a productive lifestyle if they had interactive learning opportunity. Projects are inspiring and motivating. "Motivation is education."

The argument is that students must learn academics and communication skills first. It is obvious that dropouts, who found success, did not go that route. They first focused on what motivated them and then picked up academics and communication skills as needed. They depended on themselves to acquire the knowledge they needed. They rejected the people who wanted to control them.

Interactive learning in high school would have powerful benefits for all students. They not only learn the art of processing knowledge, they understand the need for skills through experience. This motivates them to learn and not be dependent on others or be limited by the opinions of others. Interactive learning is man's natural learning method and it is in harmony with the forces of nature.

This article talks about super achievers, I use this term because their method of learning is easy to understand. But, interactive learning skills would give the at-risk student the tools to pick themselves up should they leave the system. They might not become super achievers, but they would find ways to develop skills that would increase the value of their productivity. Our present system is to force all students to accept passive learning methods or get out of the way. Alternatives would be beneficial to students and society. People by nature have a desire to learn and be productive, they need opportunity that is in harmony with their learning personality. This approach is highly motivating and motivation is the first step to productive lifestyles.

Perceived Intelligence In Different Environments					
Learning Type/Talent	Social Environments				
	Academic	Arts	Mechanical	Physical	Other*
Intellectual	High	Moderate to Low	Moderate to Low	Low	Low
Artistic	Moderate to Low	High	Moderate to Low	Low	Low
Technical	Low	Moderate to Low	High	Moderate	Low
Dexterity	Low	Moderate to Low	Moderate	High	Low
Other*	Low	Low	Low	Low	High

What is Education?

Natural learning environments inspire a burning desire to learn, the key to a productive lifestyle.

What is education, knowledge in basic skills, academics, technical, discipline, citizenship or is it something else? Our society says only academic basics are important and that is based on collecting knowledge without understanding its value. How about the processing of knowledge, using inspiration, visionary ambitions, creativity, risk, ability to bounce back from failure, motivation? Most education institutions don't consider these skills. These skills are associated with understanding the value of knowledge. There is a huge disconnected gap and this is a problem for high school students in particular.

Thomas Edison, Henry Ford and many other super achievers never finished grade school. They succeeded because they knew how to research, collect information for a selected project and process knowledge. Classroom environment does not work that way, it focuses on the collection of knowledge without a clear purpose, other than grades. If the purpose does not motivate, other than to please the teacher, then there is nothing to process outside of memorizing answers for test. The typical student is academic challenged while being motivationally starved. Lack of motivation is lack of knowledge processing skills. The typical college graduate will have a professional skill that supplies life's basic needs, that's all.

What is education? The answer is, all elements in the opening paragraph and more relate to education and all should be considered. This would be ideal and sounds good, but "all" is not possible where performance must be measured. Only what can be measured will be selected and the measuring tool is the written test. Anyone who does not have the ability to put clear thoughts on paper is labeled a failure. All natural skills, including knowledge processing, does not count. The fact is, what is exercised grows stronger, what is ignored stays dormant. The classroom exercises the collection of academics, leaving all other natural skills in the closet.

Test does not measure intelligence or ability, it does not measure how the mind processes information, how motivating experiences develop persistence or how the mind sorts out instincts, opinions, evaluations, possibilities, alternatives. Knowledge by itself has no value, it is like a dictionary filled with words. Words by themselves have no value, it is the process of stringing them together that gives them value. How they are strung together determines the level of value. Now our education system is becoming a system that memorizes the dictionary. When students have memorized selected knowledge, then they will be given a one-day test, based on dictionary knowledge, which will influence employment opportunity for the rest of their life. Natural skills are not considered. Is this how America became the worlds' economic leader? NO! Knowledge only has value when used with a process and process in an artificial environment is not predictable or measurable.

Achievers in life use inspiration and motivation to overcome barriers. Teaching to the test does not inspire or motivate anyone, memorizing does not inspire a love to learn,

in fact, it does just the opposite, it turns off the desire to learn. Education's goal should be to develop a love to learn that stays with students throughout a lifetime. Education should be a lifetime experience, not limited to the youth years.

Educators are switching to test because there is a crisis in education of their own making and society wants measurable results. This pressure is passed on to political leaders who base political decisions on what is measurable, which is academic test and test are based on acceptance of the status quo. Every student must now accept the status quo and be an academic intellectual or be labeled a failure. Natural talent and knowledge processing skills does not count. Students receiving the failure label are growing in numbers and percent, all because the system measures selected knowledge on a one day standardized paper test.

Consider the parent who is having a problem with a word processor. On their own, they can't solve the problem. They have been collecting knowledge for years, but their knowledge processor is in hibernation. With any new gadget, someone has to teach them, they can't figure it out for themselves. Their thirteen-year-old boy comes to the rescue. He has limited knowledge, but he knows how to process available information. He explores the word process problem until he finds a solution. He is not unusually smart, this is a teenager's natural approach to finding solutions.

All young children have a natural talent for creative process of information. It's during the teen years that natural creative processing is replaced with the status quo. The status quo memorizes knowledge and forgets how to process it. In the classroom, memorizing is what counts. Standardized test reinforces the status quo. It kills creative processing ability. Status quo attitudes will follow them into adult life where they will have to ask their children for help.

Today, the education has a new tool on the market. Behavior control drugs. Any student who refuses to accept the status quo is labeled a troublemaker and will be drugged. The student now behaves in the classroom with glassy eyes and school officials receive high performance ratings. The student may get passing grades and land a job with a comfortable wage, but that will be all. Teenage dreams of great ambitions are gone.

Self-made millionaires are not "A" students in the classroom. The way they process knowledge is in conflict with classroom priorities. The self-made millionaire has a vision, then he researches specific knowledge, applies intuitive knowledge and process all the elements, searching for a workable solution. Finding alternative ways to do common tasks makes millionaires. The secret is vision, research and processing, not pre stored knowledge.

The typical employer wants employees with dictionary knowledge, not visionaries. They want employees who follow orders, are willing to do repetitive tasks, be happy with a limited role and accept the status quo. Repetitive tasks' is efficiency and this is where profits are made. Also, the status quo prevents the exposure of blunders by leaders. Too many blunders and profits disappear. In a status quo environment visionaries become bored quickly and soon receive the troublemaker label by offering alternatives or

exposing blunders, sometimes leading to dismissal, yet, their ideas increase efficiency and create new sources of profits for the company. In the long haul, visionaries are the ones who make above average wages no matter what their formal education level. The education system now has the tools to kill off this type of person, behavior control drugs! As these students move into the workforce, status quo and blunders will kill off the typical business.

What can be considered a quality education? A quality education is custom design that addresses the unique abilities of each student and has a positive emotional experience. Custom education evaluates natural talent and how the student learns. This is why home schooled students outperform classroom students. Parents learn what works and does not work, then focus on what works. With this method, students develop a love to learn and learning becomes a lifelong process.

What type of education environment, do you think, will produce consistent winners?

Products of Our Education System

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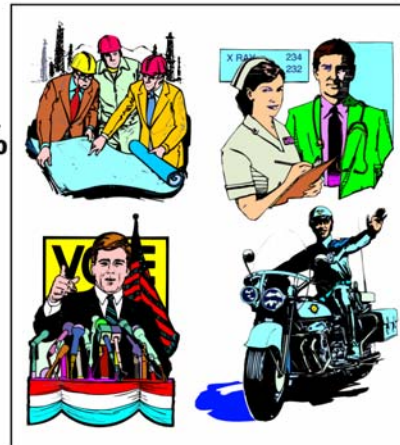
Recognized Achievers 30%



Rejects 30%

Many students accept and believe educator's opinion that they are failures.

Others find alternative education opportunity and find success.



Basic Job Skills 40%



Students excel with traditional education

Students excel with alternative education

Drugging Students to Accept the Status Quo

Society is now drugging our youth with behavior control pills, nulling the skill that makes them creative. They learn to accept the status quo. This new generation may make a comfortable living, but they will have lost the ability to be an innovator. Soon, America will have a generation of people who can earn "A's" in the classroom, but have no vision in the real world.

- Drugs do not address underlining problems, they change current behavior by controlling brain activity, while letting the original problem simmer. Somewhere in life, this suppression will explode with destructive results. In the adult world, dependency on drugs kills ambitions. There is no free ride to success.

Our society values academic achievement above all other skills. In the classroom, creativity, love-to-learn, accepting risk, learning from failures, motivation, and aggressiveness are replaced by dependency on authority, indifference, embracing the status quo, and accepting the follow-the-crowd mentality. Behavior control drugs are forcing students to accept the teachers' view of success while destroying the next generation of entrepreneurs.

The Roman Empire was built by very intelligent people. They developed technology that allowed them to control the known world. They were also wealthy, which led to their downfall. For example, they love to drink wine and wine for the wealthy was stored in lead bottles. Slowly, over generations, they were poisoned by lead in the wine. Their creativity was subdued, their desire-to-learn was turned off and finally they feared risk. When indifference replaced innovation, they were easily conquered by people using low technology weapons

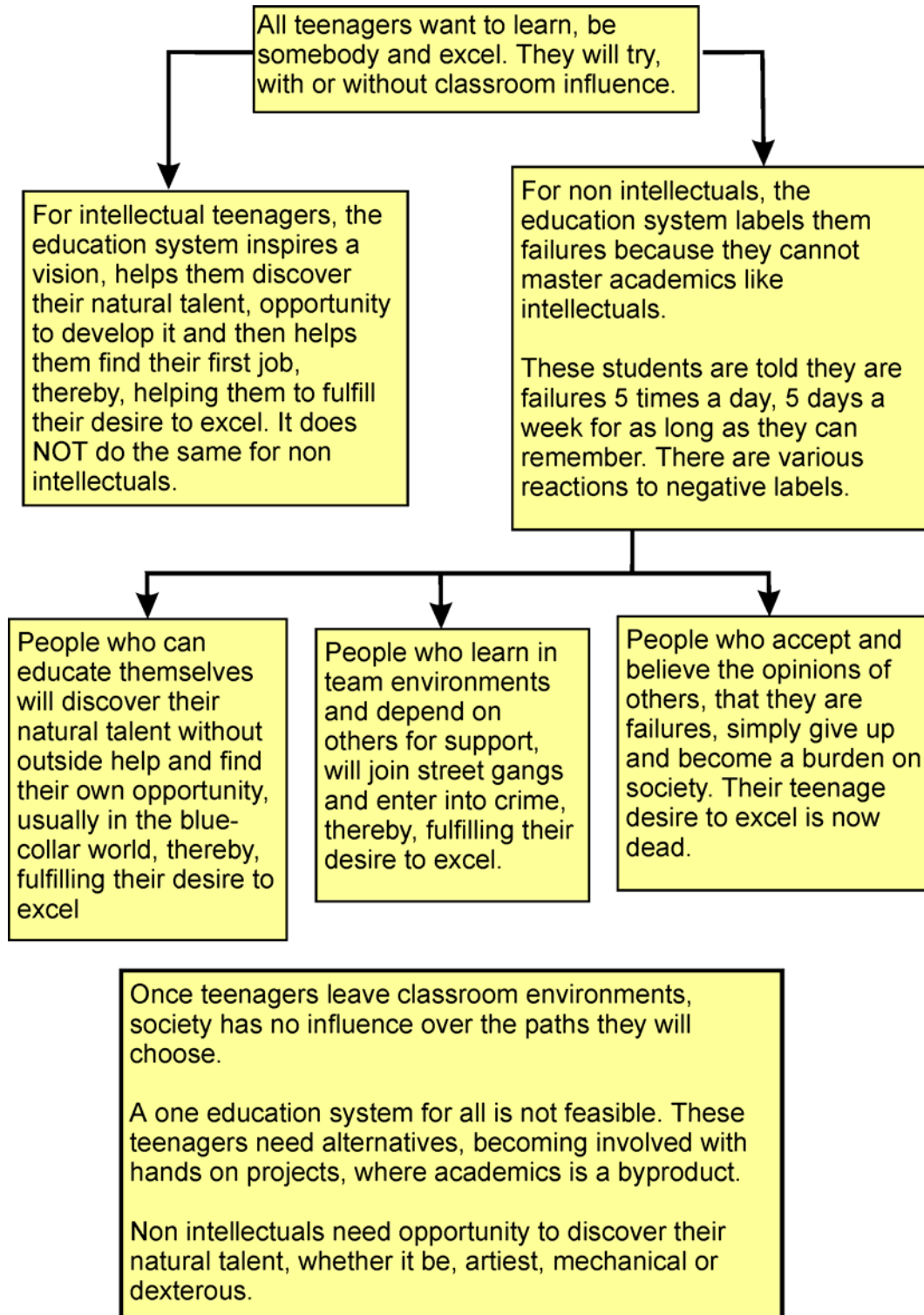
During the teen years, it is difficult to tell the difference between an achiever (like Thomas Edison, Henry Ford, Wright Brothers') and a non-achiever. Both types are bored in the classroom and refuse to participate in academic studies. Today's society believes, wrongly, that "only college educated people find success." Parents want their children to succeed. Now there are behavior control drugs to force students to act like the teacher wants them too.

Parents are pressured into drugging aggressive children. Aggressive students, who would have succeeded in the real world, are reduced to depend on drugs, depend on the system, be content with taking orders, accept indifference, and accept the status quo. Society is now increasing the flow of dependent people into the workforce when businesses need people that are free of dependency, can learn new skills without dependency on instructors, and are independent creative thinkers. Tomorrow's entrepreneurs are being drugged out of existence.

There is a fine line between legal drugs to control behavior, and illegal drugs that make people feel good. The users of illegal drugs are content to live in a world of artificial highs. Today's society is teaching children to live in a world of artificial highs

with legal drugs. They may get passing grades in school and land their first job. This may be the end of benefits and the beginning of destruction. In the real world, taking pills to solve problems does not solve anything; it delays them until they explode.

Teenagers Desire to Learn



Opportunity First versus Academics First

Society says education must come before experience. Students must learn about topics without understanding how they apply in the real world. For many careers, this is the best way. For others, especially blue-collar, motivation to learn and excel starts with hands on opportunity.

Qualifications before Experience

I am a captain of a tall ship and I want to take all of you sailing with me. You must first meet predefined qualifications before you are allowed aboard. They are as follows:

- Must know how to read a compass.
- Must know how to read a chart.
- Must know how to plot a course.
- Must know how to plot a position.
- Must know celestial navigation.

All of these subjects can be learned in classrooms. When you take these courses and receive a passing grade, then you can sail with me aboard a tall ship.

Do I hear complaints?

This is standard education procedures. All sailors must reach a predefined skill level before they are allowed to have real world experience.

Why are you walking away?

If you want to sail you must comply with the rules. The rules are for your benefit, they qualify you for the experience.

If they still keep walking away, try name-calling. You are a dummy!... You are a failure!... You will be sorry some day!...

If all else fails, try reasoning. If you play by the rules, we will give you a certificate showing you have met classroom standards and are qualified to step aboard a tall ship.

Observations

- Most teenagers conform to classroom environments, but a growing number are refusing and walking away from the system. These growing numbers are the result of an outdated system. Blaming students for not being interested in education methods and standards does not solve the problem.
- What percent would take the effort to learn navigation for the opportunity to go aboard a tall ship? Very few. What would be their attitude if they were forced to learn navigation? Classroom seat warmers.

- What percent would be motivated to learn navigation if they spent time aboard a tall ship first? YOU BET! Interest would explode. Would they have to be pressured to learn? You can guess.
- The above example does not tolerate casual interest. Very often, casual interest is the spark that produces fanatic interest. Fanatic interest is like a runaway freight train, there is no stopping it.
- If high schools and technical colleges offered hands-on opportunity FIRST, positive results would be dramatic.
- The expanding practice of teaching to the standardized test will increase the number of students who choose to walk away. Name-calling and self-fulfilling prophecy will prove everyone right.

The above illustration is an example of what teenagers have to endure.

Computer Crashers

As I write this, news headlines read, "Teenage boys in England breaks' into e-commerce computers and steal hundreds of credit card numbers, then post them on the Internet." Two week later, "A teenage boy in Canada writes a virus that crashes e-commerce sites causing millions of dollars in losses." Shortly after that, "A teenager in Asia writes a virus that crashes e-mail sites around the world in a matter of hours."

In every case, someone went on TV news and said these teenagers are not very bright. The footprints show a lack of programming and grammar skills. Therefore, it is assumed, these teenagers are high school dropouts. Because they did not play by the formal education rules they can't succeed, is the implication.

These teens committed a criminal act that requires a great deal analytical and technical intelligence. These are wiz kids. Society and the education system does not want to recognize their skills because they believe there is no achievement without academics FIRST!

Our society is depending heavily on technical ability and the system is rejecting those that are best qualified to meet the need. There is something wrong with the system when highly analytical and technical talented people are put in jail because society says they must follow traditional academic standards first.

- It isn't possible or desirable for everyone to be the ideal intellectual role model in a passive learning environment. Because these wiz kids did not accept society's academic standards, or play by the formal education rules, they turned to criminal acts to be recognized.
- All of us want to be recognized and be considered intelligent. This is human nature. If we are forced into an environment that labels us inferior and we don't have the skills to fight back, we will then join another environment that

fulfills that need. A growing number of teenagers are turning to crime for opportunity to fulfill basic needs.

- Rebellious teenagers are independent thinkers need education opportunity that channels independent thinking into constructive productivity. Project base education can do this.
- Why does society believe every teenager has to follow the formal education rules to be an achiever?
- Many students would be motivated to learn if they had opportunity first.

Weak Links

Students enter technical colleges because they want to develop a professional skill and they realize their academics are their weak link. When they apply, many do not know what their natural talent is and they are searching. Colleges may offer talent test, but test results does not convince students what motivates them, they need experience to discover that.

Because of traditional policies, the education system will not offer hands-on experience until students comply to academic standards first, their weak link. Trying to develop weak links without motivation is next to impossible. Many give up and walk away from the system. Many of these people would be super efficient technicians, if given motivating opportunity.

Weak links can be developed, but it takes powerful motivation. Hands-on experience first can supply that motivation.

Education policy is the reason why a high percent of today's blue-collar professionals started at the bottom as helpers. More information.

Alternatives Need to be Offered

The formal education requires all teenagers to embrace academics first. When they meet academic standards, then they are offered opportunity to learn technical skills. This is not workable for everyone. Society needs to realize that everyone's method of learning is different. Students will excel if teaching methods are in harmony with students natural talents and interest. This is why home schooling is so successful, a parent learns their child's interest, what works and does not work, then they focus on learning methods that motivate. As a result, home schooled students develop a love to learn. In the classroom, interest and learning methods are out of harmony, which creates a dislike to learning. A dislike to learning in the adult world limits capabilities, even with a college education.

People, whose ideas changed the way we live, have always been in conflict with classroom environments. Innovators are not "A" students, they do not accept the classroom formula for success. Nine American Presidents never went to college. How did they learn the skills needed to be President? They educated themselves! They were free

of status quo pressures! This is the secret behind Abraham Lincoln's success; he was not pre-programmed in classroom environments.

Team education is another powerful learning tool. Peer influence motivates team members to be the best they can. The military uses this method during wartime when there is little time for training. The military does not spend time measuring the results of each individual, they measure the results of the team. On the battlefield, teenagers can performed highly skilled tasks that take years of training in a civilian environment. On the Internet, teenagers are the leaders of e-commerce. Teenagers started Microsoft Corporation; they used the power of intuitive education to supply information where facts were missing.

Why is it perceived that college graduates assume responsibility and others don't? College employees are put in a team environment where that have opportunity to share knowledge. The sharing of knowledge increases knowledge for everyone in the team while developing responsibility skills with a commitment to reach a common goal. Motivation is high. Anyone at any education level who is in a team that shares knowledge and decisions will produce the same attitudes. The problem is, non-college employees are put in an environment where they only take orders. Taking orders without input produces the opposite effect, a lack of responsibility with a lack of motivation. Lack of opportunity to be a team player creates the impression that non-college people can't learn or assume responsibility.

Other motivation booklets from the [Motivation Tool Chest](#) website by [Bob Webb](#)

- **Super Achievers are Self-Educated with a Love to learn**
- **Elements of Motivation**
- **Motivation in the Workplace**
- **Tall Ship Motivation Programs**
- **How We Learn**

You will find them at motivation-tools.com/downloads.htm There is no charge.