

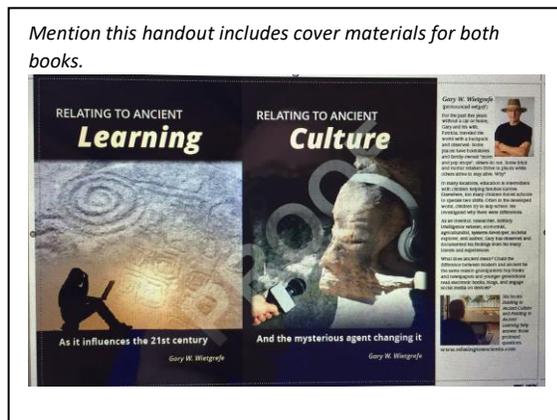
21st Century Technophobia & Busiphobia

(2018 book tour: Gary Wietgreffe delivered this presentation at books kickoff Holiday Inn Sioux Falls, SD (Feb. 26), Tucson Festival of Books (Mar. 10-11), and Los Compadres Resort La Penita de Jaltemba Mexico (Mar. 20, 2018). Mention my website for schedule: <https://www.RelatingtoAncients.com/>)

Introduction:

- For the past six years, my wife and I have no home or apartment. Since retiring early and traveling, only traveling the world, since 2012, we found each society somewhat different and found shocking changes to family culture and learning systems.
- My latest two books developed from our experiences.

Hold up brochure:



This is a presentation on 21st century fear of business and technology

- Change involves many contributing factors. Teens legally reach adulthood in high school, yet many are unprepared to sustain themselves. Age of teaching essential life skills has changed—it is delayed. Why are some young adults not inclined to work until formally educated for fifteen to twenty years?

- We have established a system to block young adults from industry and business where

their inquisitive nature is needed for cultural survival in the 21st century and beyond. Fears are often hidden. I will expose some today.

Before I get too far, let me give you hints of my background.

Brief background: *(shorten if majority in previous session on another book topic)* My book cover bio states:

- “As an inventor, researcher, military intelligence veteran, economist, agriculturalist, systems developer, societal explorer, and author, Gary has observed and documented his findings from his many travels and experiences.”

My earlier books were initially for South Dakota state government where I developed marketing, export, and organizational directories. After I joined private industry, I kept getting requests for information. My two books published in 1989 and 1990 on the ancient crop millet

satisfied a niche in a world-wide vacuum for information of a dominant crop in some places of the world.

International research started when my books were sourced in the mid-1990s by an international aid organization to support subsistence farmers in Mongolia.

- That led to a student getting her Master's degree from the University of Mongolia after the former Soviet Union collapsed. I offered my first two books on the ancient crop millet, advice, and sent her research seed. A seminar I presented at Uludag University in Bursa, Turkey in 1997 resulted in numerous published research papers--many of which are available on ResearchGate.

My initial design and utility patents were developed to improve a bulk seed handling process which I helped initiate in 1998.

This presentation is about societal impact when technology and business is feared, but I will speak from experience in the military, an employee of state government, as an entrepreneur, in business and as an inventor.

Business and technology varies by culture. As my wife and I traveled the last six years, we noticed some countries, like the U.S., Canada, Australia, New Zealand, Western Europe, and the Canary Islands off the west African coast, I would define as fully developed. Artificial electronic memory, transportation, and other communications systems are widely utilized. Croatia, Mexico, Belize, and the Caribbean are certainly developing fast, but Fiji, Guatemala, and Honduras, for example, have undeveloped, developing, and developed areas in the same country where ancient business systems operate simultaneously, in the same community, sometimes in the same family, as those relying on technology.

- We found each society somewhat different and found shocking changes to family culture and learning systems.
- Historically, diversity was the norm. Learning was a family responsibility. In the last half of the 20th century and certainly in the 21st century, the world is developing around government oversight and technology.

Bio ends. Begin here.

Business and technology is all around us. It seems all of us are using more and different business systems from local stores to on-line retailers. Changes in technology seem to happen

every month in our homes, in the foods we eat, in our cars, and on our phones. Likewise, new businesses are constantly popping up with an ever-expanding market of new gadgets. However, there is a phobia developing—a fear of technology and business. Multiple surveys have documented the demographics of those with 21st century Technophobia and Busiphobia. Data of those fears are disguised in various surveys.

Define: Phobia—an irrational fear or aversion of something.

- Technophobia—a person who fears, dislikes and avoids technology.
- Busiphobia—someone who fears, dislikes, or discredits businesses.

Questions:

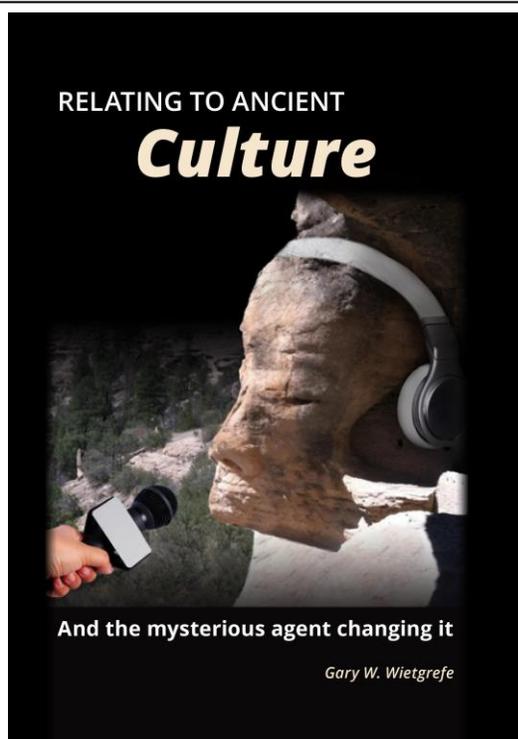
- Please give me an example of technophobia. Without giving names—someone who fears a type of technology?

(Likely someone will mention a senior citizen's fear of computers, smart phones & texting.)

We need to think beyond micro-fears of gadgets. They are what I'll call macro-fears.

- Currently the world's population is about 7.4 billion with the United Nations expecting 11.2 billion people on earth by 2100—the end of the 21st century.
- My hope is that these books will be passed on from parent, to children, to grandchildren as they try to understand and sustain each other. We have to understand resistance to technology and business in order to progress.
- Can we continue to feed, cloth, and educate the world's growing population without technology? *(Unless someone answers, consider this a rhetorical question.)*
- Likewise, can we continue to feed, cloth, and educate the world's growing population without business? No. The former Soviet Union and China under Mao Zedong starved millions of people under government run systems. Such a collapse occurred in Mongolia in the early 1990s when Soviet state mega-farms ceased to exist.

Who has technophobia? It is often deep rooted and not readily apparent. Technology or business someone grew up with is accepted. Young adults are often more willing to bring new ideas and technology into homes or businesses.



Mention: Both my new books in "Relating to Ancient" series are 2018 copyright. I received them February 19 to start a book tour.

Show book. (Read highlighted areas from book except very short quotes.)

- **Culture pg. 19:** "Disease, accidents, sustained nutritional deficiencies, and dementia are examples of how age increases the chances of losing mental skills. Communication and transportation technology has also segregated generations. Without intimate progression through mental and physical contact, future generations are losing the ability to pick up cognitive skills of their living ancestors..."

- **Culture pg. 77:** "Often, I hear people talking about how much things are changing. "I am unable to keep up with all the changes" is a favorite saying of senior citizens. In reality, learning has slowed. Technological gadgets have replaced intellect, and senior citizens are referencing their inability to operate gadgets. Gadgets and intellect

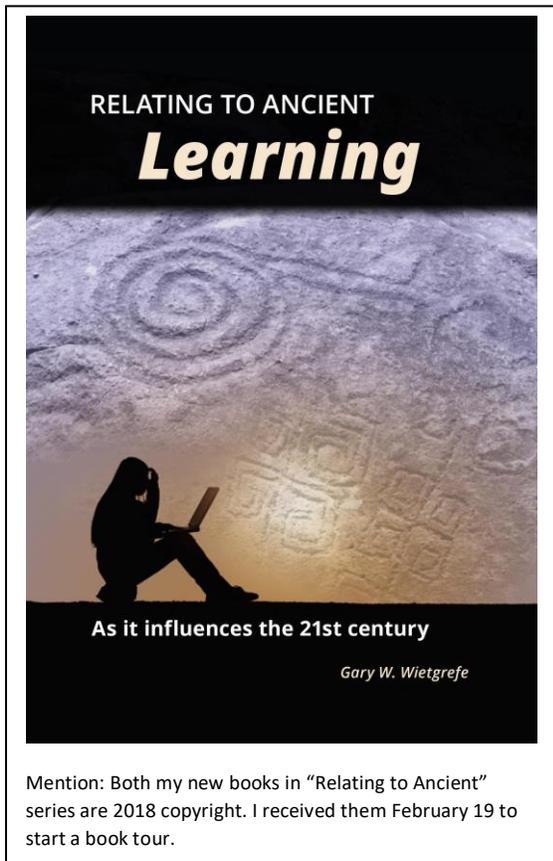
are not interchangeable. A well-designed app cannot replace a well-educated brain. Students want to use gadgets to look up an answer so they do not have to remember and thereby learn."

- **Luddites:** What's a Luddite?
Some say the term was named after Ned Ludd. In 1779 he supposedly destroyed automated stocking frames that were brought into his mill to replace jobs with lower skilled workers. For 30 years, weavers feared their jobs were going to be replaced through mechanization.
- We must rely on innovation to produce more products, that are safer, better and healthier. It takes innovation and risks.
- Risks are minimized when youth and young adults are kept in risk-aversion school systems.

- Likewise, innovation within business is stymied when initial corporate hiring is delayed until new employees are four to six years into adulthood.

Innovation:

My desire is to present something new. These books are a combination of ideas developed over many years and reinforced as my wife and I traveled the past 6 years since retirement.



Show book. (Read highlighted areas from book except very short quotes.)

1. **Learning – pg. 70-72:** “Attention span matters. The longer an idea or project is metabolized in the brain, the longer the brain has to develop multiple solutions. Albert Einstein, for example, contemplated his theory of gravitation from 1907 to 1915 and published a paper on it June 1916. However, it took scientists a century (February 11, 2016) to confirm Einstein’s gravitational wave theory thereby taking over three hundred years to debunk Isaac Newton’s theory of gravitation published in 1687.

“Likewise, many of the ideas presented in this book were researched and developed over several years.

“The old axiom ‘sleep on it’ allows at least a day of contemplation, whereas today’s electronic flash

media of emails, cellphone texts, video games, and social media elicit immediate thoughts, if not responses. Long-term attention to matters is waning.

“Attention span is expressed physically with obvious signs of electronic signal overload.

“Attention span of children, expressed mentally, may exhibit symptoms over decades. Writing in *Psychology Today*, Dr. Jim Taylor summarized his concerns with twenty-first-century children.

‘You can think of attention as the gateway to thinking. Without it, other aspects of thinking, namely, perception, memory, language, learning, creativity, reasoning, problem solving, and decision making are greatly diminished or can’t occur at all. The ability of your children to learn to focus effectively and consistently lays the foundation for almost all aspects of their growth and is fundamental to their development into successful and happy people.’

“It is likely children that read books develop a different process to metabolize information and hypothesize differently compared to those primarily trained on flickering screens of electronic media.

“Nationwide standardization of electronic learning can have unforeseen consequences since governments have monopolized formal education. Consider learning as a long-term process. Example: An abbreviated cellular text message cannot explain Einstein’s theory of gravitational waves. Efficiency is often equated to immediate response. However, immediate responses from individuals may not make the best long-term employee or citizens.”

Jumping about 300 pages in the same book, I continue the impact on innovation:

2. **Learning—pg. 356:** “Einstein was considered a kook by many of his educated peers who blindly accepted Isaac Newton’s 1687 laws of gravity.

“Innovation starts by questioning established theories. The young and untrained are the most likely to do so.

“Frustrated as a teenager, Albert Einstein later said, “It’s a true miracle that modern education hasn’t yet completely smothered the curiosity necessary for scientific study.”

3. **Learning – pg. 124:** “In the history of the world, technology advancement has been in a constant battle against labor unwilling to change to more efficient systems. Into the twenty-first century, those with the most education are the most likely to resist technology.”

School systems and businesses will struggle to survive without adoption of technology to decrease labor, decrease waste, and increase output.

It should be no surprise when labor in school or business go on strike to protest wages, benefits, work hours, and working conditions. While demanding worker’s rights, they intuitively fear being replaced by technology. Schools are wired operating in a wireless world.

Elimination of the train caboose. Example:

Twenty-one days before his reelection loss, President Carter on October 14, 1980 signed the Staggers Act which deregulated the railroad industry. Railroad regulation increased from the original 1887 Interstate Commerce Act into President Carter's late 1970s recession. Deregulation allowed railroads to phase out the last car of trains—the caboose.

The caboose was originally the last car of a train to handle paperwork, act as the train's communications center, to switch rails to divert incoming trains, act as the train's kitchen, bunkhouse, and notify the engineer when overheating wheels were detected.

Technology from 1887 to 1980 allowed trains to travel faster decreasing the need for worker kitchens and bunkhouses. Technology improved equipment through engineering and lubricants. When there was a problem, heat detectors notified engineers of overheating wheels. Another duty conducted in the caboose was communications. Telephone technology eliminated conductor's paperwork. Automated rail switching was one of the final technologies that railroad employee unions found hard to justify keeping caboose conductors.

In the 1980s while I was a marketing manager of a grain terminal located on the Burlington Northern rail line, I observed technological conflict between a company and its unionized workers. In August of 1983, an automated switch was installed to connect our unit train loadout tracks with the mainline. During that time, railroad's United Transportation Union was protesting Burlington Northern's plans to eliminate the caboose. A legal public notice was issued:

“Notice of February 16, 1984 but were unable to reach a bilaterally negotiated system-wide agreement” leading to an Arbitration Board Number 419 hearing on February 7-8, 1985. ([http://0818.utu.org/Files/\[169\]419%20board%20award.htm](http://0818.utu.org/Files/[169]419%20board%20award.htm)).

Examples from book fearing technology:

1. **Immunizing children:** **Learning – pg. 128:** “Historically, the young and the aged have always expected teenagers and young adults to be society's source of muscle and innovation.

“Those suffering technophobia have irrational fears that may not be apparent, but symptoms appear in daily activities. Fear of immunizing children can be tracked back to Louis Pasteur (1822-1895).

“Today, the higher educated have the most fear of immunizing their children as studied by Murdoch Childrens Research Institute, Melbourne, Australia and reported by pediatrician, Dr. Margie Danchin:

‘Parents with high levels of education actually have more concerns about the safety of and necessity of vaccines than parents with lower levels of education.’”

2. **Fear of iodine: Learning – pg. 130:** “Those with higher education, even when supplied with respected literature are resistant to use, or ignore the benefits, of iodized salt. Technology supplied to the general public seems to be ignored by those considered highly educated. As an example, in a study of highly educated German students, it appears they either resist even low-tech insertion of iodine into salt, or prefer to ignore health recommendations.

‘The study aimed to clarify the relationship between personal knowledge on iodine...although our study population was highly educated (81.8% students) and the subjects were provided with educational brochures, immediately prior to the study, knowledge about iodine content of food was poor. We concluded that despite a high degree of voluntary iodine prophylaxis and educational programs intake is insufficient.’”

3. There is also fear of conventional foods and medicine. The highly educated are the most likely to consume organic foods and seek alternative medicines.

Examples of fearing business: Busiphobia.

4. **Learning – pg. 383:** “Innovation from previous generations is also why we can pamper young adults rather than have them be productive individuals in an innovative workforce. Unfortunately, one way to occupy the unemployed youth is to keep them in school.

“Technology, when out in the world, cannot be bottled and discarded. Yet, we are sending children through young adults to a school system that has bred resistance to accepted technology (advanced genetics, medicines, nuclear power, and the like).”

Fear of business compared to fear of technology:

- **Learning – pg. 159:** “When is the mind mature enough to understand basic economic functions? Toddler stage. Toddlers exchange toys with others. If the other toy is not up

to their standards, they keep what that have. It is a toddler's way of transferring wealth."

- Fear is natural when something, like technology, is not understood. Fear of business is not natural. It is learned. Watch toddlers exchange toys. They may share their toy business; keep others from using their toys; or exchange toys with someone for a more interesting toy. That is toddler's form of toy business.

Those that fear business are those that have limited or no experience in business. Many who work for government, for example, have limited, and sometimes no business experience. Therefore, they are more likely to fear and regulate business. There's more! It starts with teachers.

- **Learning –pg. 160:** "Because teacher pay comes without selling a service or finishing a product, as they go through life, teachers develop a fear of the unknown, or a fear of business. Jealous of profits and envious of bonuses, teachers feel left out. Businesses must complete a product or service to be paid. Teaching is never completed. Learning is lifelong. Lifelong acceptance of not completing anything develops into an innate fear of those who do complete a product or service daily.

"Over time, youth approaching adulthood develop a fear of business. Their 'acquired business immunity' is contagious. I term it 'busiphobia'."

- **Learning – pg. 168:** "Neither government, universities, corporations, nor organizations come up with new ideas, concepts, or inventions. Individuals conceive them all.

"The world needs ideas. Businesses large and small will develop and implement them. We cannot keep living on past inventions. Our hope lies with our youth.

"Young individuals need training before they are eventually booted into the world."

What's the lesson? We cannot keep children in a school system that fears business. Innovation and implementation requires a society that insures improved product quality, minimizing waste, and new forms and sources of production.

Businesses are in business to take risks.

5. **Learning – pg. 385-386:** “Children given everything, including free or subsidized formal education into their twenties, have no basic needs for shelter, food, and water. Consequently, their minds have not developed an ability to satisfy a need. Hence, when they finally do get a job, they look for one that minimizes risks because they have never been trained to deal with it. Today’s teachers are a product of that risk minimizing system; hence they teach it.

“It takes time, sometimes years, to fully understand and develop a new concept. Today’s instantaneous communications has lessened mental capacity of long-term thought.

“A society does not develop if it is not willing to change. Resources are used up because too few people have developed alternatives.

“Archeological sites scattered around the world are evidence societies developed from food and shelter and collapsed from scarcity.

“It is a myth that remaining in a school system fifteen, twenty, or twenty-five years produces more brilliant inventions.

“The world does not survive on the smart girls or guys, or those who spent the most time in school. It survives and changes when people act, work, think, are responsible, and take risks.”

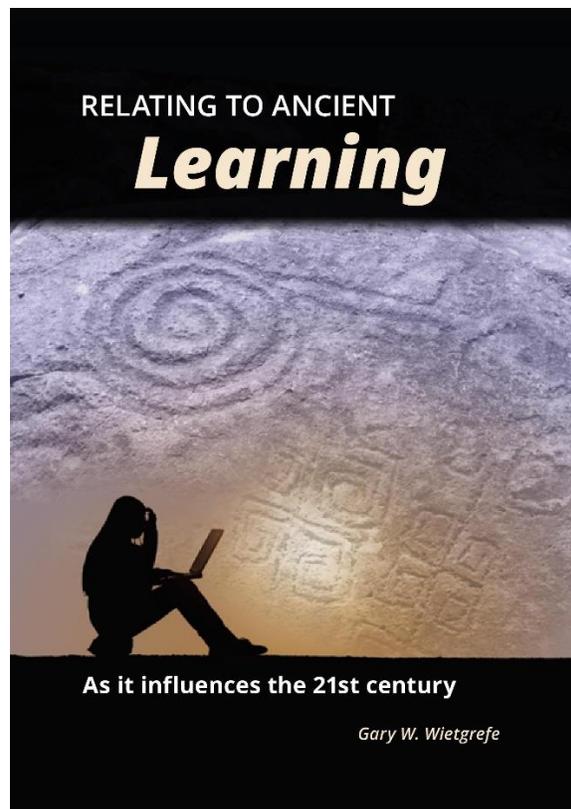
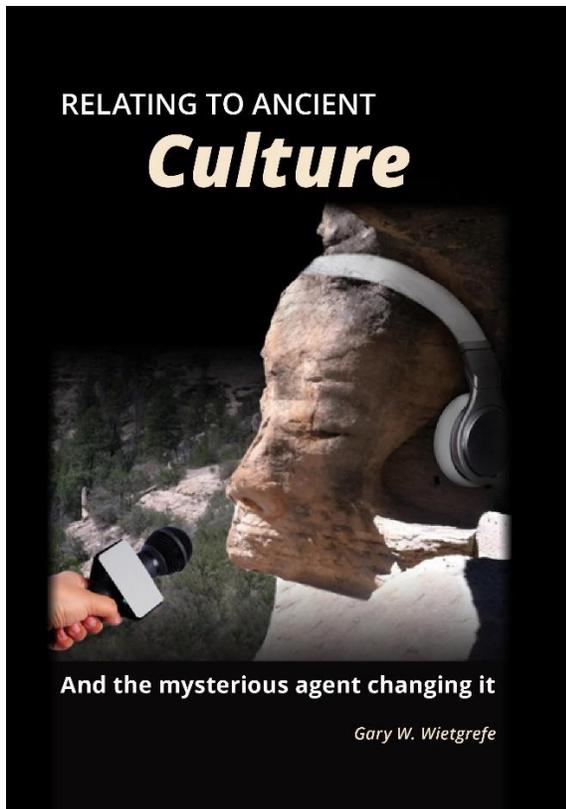
We are educating to avoid risk.

Fortunately, there is a high-tech system developing that will maximize efficiencies, maximize communications, minimize transportation, and enhance family and ancient social systems.

You can find out more by reading my “**Relating to Ancient**” series of books:

- “**Culture and the mysterious agent changing it,**” and
- “**Learning as it influences the 21st century**”.

Hold up both books



Where can you get my books?

- My website: www.RelatingtoAncients.com has a list of worldwide suppliers of hardcover & e-books. My New York hardcover distributor will supply all channels; as well, my e-book distributor has downloadable versions for mobile readers.