

# EDUCATION

Based on the works of L. Ron Hubbard

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Basic Study Manual course (Effective Education Publishing, 11755 Riverview Dr., St. Louis, MO 63138, 800-424-5397).

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means get a pass (and an initial) from another student (or your academic supervisor if it says that). A \* means get a checkout. Essays are turned in to the academic supervisor. A number of technical terms are defined in the glossary. Refer to it as a first action when you encounter unfamiliar technical terms.

**PURPOSE:** Learn to (1) understand the current education scene from a historical context, and (2) design an educational program for yourself or another in a given subject, based on an understanding of children and educational methods.

**ESTIMATED TIME:** 45 hours.

## MATERIALS NEEDED FOR THIS COURSE

Study booklet, *Education*, with these data sheets (DS):

6999	3515	6673	7000	7001	7002	6685
6422	6693	6688	7003	7004	7005 (glossary)	

Exams: 4997, 8093 (answers), 7006 (review), 8094 (review answers)

Other texts/references:

Access to *McGuffey Eclectic Readers* (reprints of revised edition) set of seven books, found in many bookstores and libraries and available through several publishers.

(Optional: see step C. 33) *Study and Education* audio-tape from the Keys to Effective Learning series, Effective Education Publishing, 11755 Riverview Dr., St. Louis, MO 63138, 800-424-5397.

Other materials: Access to younger children for teaching practical applications. Optional: tape player.

## A. INTRODUCTION

1. DEFINE: educate \_\_\_\_ education \_\_\_\_ \_\_\_\_\_
2. READ: Data Sheet (DS) #6999 A Brief History of Education in America, down to heading "The Rockefeller Connection." \_\_\_\_\_
3. ESSAY: Explain what you consider to be the purpose of education. Then consider whether you feel stimulus-response is a valid method of education. Explain why or why not. \_\_\_\_\_
4. READ AND DEMONSTRATE: DS #6999, section "The Rockefeller Connection." Where the *McGuffey Readers* are mentioned, look over a set of them to get an idea of the standard of reading expected of American school children in the 19th century. \_\_\_\_\_

5. READ: DS #6999, section “The National Education Association Becomes Involved,” to end of data sheet. \_\_\_\_\_
6. DEMONSTRATE (with whatever objects you wish to use): How Progressive educators “modernized” education by changing the teaching method and the role of the teacher. \_\_\_\_\_
7. READ: DS #3515 Personal Integrity. \_\_\_\_\_
8. ESSAY: (a) How could one relate personal integrity to his own education? (b) Consider whether the idea of personal integrity might be consistent or inconsistent with a materialistic view of education. Explain and support your viewpoint. \_\_\_\_\_

## B. UNDERSTANDING CHILDREN

1. DEFINE (use glossary): self-determinism \_\_\_\_\_
2. READ: DS #6673 How to Live With Children, to the beginning of the second paragraph on page 15. \_\_\_\_\_
3. DEMONSTRATE USING CLAY: “Any law which applies to the behavior of men and women applies to children.” L. Ron Hubbard, *Children*, (quoted in DS #6673 How to Live With Children) \_\_\_\_\_
4. DEFINE (use glossary): selfish determination \_\_\_\_\_
5. DEMONSTRATE USING CLAY: Self-determinism vs. selfish determination. \_\_\_\_\_
6. READ: DS #6673, from the second paragraph on page 15 to heading “Contribution.” \_\_\_\_\_
7. DEMONSTRATE: The true “principles” given in the previous step (in italics) about man and children, the lower half of page 15. (4 demonstrations) \_\_\_\_\_
8. READ: DS #6673, section “Contribution” to heading “Data and Security.” \_\_\_\_\_
9. ESSAY: Why is it important to allow a child to contribute to his family? \_\_\_\_\_
10. READ: DS #6673, section “Data and Security” to end of data sheet. \_\_\_\_\_
11. ESSAY: Give five examples of how you could give a child the whole picture. \_\_\_\_\_
12. DEMONSTRATE: The benefits of a code of conduct for a child. \_\_\_\_\_

13. ESSAY: Give three examples of rights adults have that children don't have. \_\_\_\_\_
14. DEMONSTRATE USING CLAY: The goal of a child. \_\_\_\_\_
15. READ: DS #7000 Allowing Children to Work. \_\_\_\_\_
16. ESSAY: Per the last article, what is the source of juvenile delinquency? Give three things that could be done with children so that as teenagers they wouldn't be alienated from society. \_\_\_\_\_
17. ESSAY: Suppose you were responsible for a younger sibling (or your own child) and for some reason you had to select a child care facility to leave the child in five days a week. What would you look for in making the selection and why? \_\_\_\_\_
18. PRACTICAL APPLICATION: Start Practical Application #1 in section D. \_\_\_\_\_

### C. EDUCATING CHILDREN

1. READ: DS #7001 Some Points of Education, to heading "Staying in School Too Long." \_\_\_\_\_
2. DEMONSTRATE USING CLAY: How altitude teaching affects an individual's ability to reason. \_\_\_\_\_
3. DEFINE (use glossary): parity \_\_\_\_\_
4. DRILL: Deliver a fact or opinion to another student on an authoritative basis. Then find a way to present the same datum on a parity basis. Repeat this with five data or more until you can at will communicate the data on a parity basis rather than an authoritative basis. \_\_\_\_\_
5. READ: DS #7001, section "Staying in School Too Long." \_\_\_\_\_
6. DEMONSTRATE: Two liabilities of staying in school too long. \_\_\_\_\_
7. READ: DS #7001, section "Training the Analytical Mind." \_\_\_\_\_
8. DEMONSTRATE: "All training must have first a goal." L. Ron Hubbard, *Research and Discovery Series* Vol. 4 (quoted in DS #7001 Some Points of Education) \_\_\_\_\_
9. DEMONSTRATE: Learning by mimicry. \_\_\_\_\_
10. DEMONSTRATE: Why an individual might be unwilling to follow a vital course of study. \_\_\_\_\_

11. READ: DS #7001, section “Importance of Environment in Education,” to end of data sheet. \_\_\_\_\_
12. DEMONSTRATE: Demonstrate the following quote and the consequences of this for your education: “. . . environment is the one thing that can give data a proper weight.” L. Ron Hubbard, *Research and Discovery Series* Vol. 4 (quoted in DS #7001 Some Points of Education) \_\_\_\_\_
13. ESSAY: Explain what the following quote has to do with you, your family, your groups and your government: “Only highly rational individuals who are the product of excellent individual educations can stay a stampede.” L. Ron Hubbard, *Research and Discovery Series* Vol. 4 (quoted in DS #7001 Some Points of Education). \_\_\_\_\_
14. PRACTICAL APPLICATION: Start Practical Application #2 in section D.
15. READ: DS #7002 Educating for Application in the Real World, section “The Goal of Education.” \_\_\_\_\_
16. DEMONSTRATE USING CLAY: The goal of education. \_\_\_\_\_
17. READ: DS #7002, section “The Correct Approach,” through end of data sheet. \_\_\_\_\_
18. ESSAY:
  - a) Give an example of education not compared to the known world. \_\_\_\_\_
  - b) Give several examples where the data learned gets some comparison to the real world. \_\_\_\_\_
  - c) Explain what right a student should have in this regard. \_\_\_\_\_
19. ESSAY: Give an example of “knowledge” commonly taught which is inexactly known and should be labeled as such. \_\_\_\_\_
20. READ: DS #6685 Causation and Knowledge. \_\_\_\_\_
21. DEMONSTRATE:
  - a) knowledge \_\_\_\_\_
  - b) cause \_\_\_\_\_
  - c) effect \_\_\_\_\_
  - d) the relationship of a), b) and c). \_\_\_\_\_
22. ESSAY: Discuss how you could balance learning and self-created data in formal education and in life. \_\_\_\_\_
23. READ: DS #6422 Teacher’s Hat. \_\_\_\_\_
24. DEMONSTRATE: Demonstrate the main points of each subject spelled out under the heading “Subjects.” (6 demonstrations) \_\_\_\_\_

25. ESSAY:
  - a) Work out two research projects at a very simple, beginning level. \_\_\_\_
  - b) Work out three research projects at increasing levels of complexity. \_\_\_\_
  - c) Work out two examples of using suppositions. \_\_\_\_
26. PRACTICAL APPLICATION: Start Practical Application #3 in Section D.
27. READ: DS #6693 Teaching. \_\_\_\_\_
28. DEMONSTRATE: Demonstrate each of the ten points (and sub-steps) regarding teaching a subject. (17 demonstrations) \_\_\_\_\_
29. ESSAY: Choose an activity at which you have some degree of skill. Describe in detail how you would teach that activity to a younger student, based on data learned in the last article. \_\_\_\_\_
30. PRACTICAL APPLICATION: Observe at least two persons being taught a skill. Note application (or lack of it) of the ten steps. Write up your findings. \_\_\_\_\_
31. READ: DS #6688 The Importance of Drilling. \_\_\_\_\_
32. ESSAY: Consider a situation you have known about where a person is not getting good results with something he or she studied. Figure out a kind and amount of drilling that would have corrected this. \_\_\_\_\_
33. TAPED LECTURE: If available, listen to the audiotope *Study and Education* by L. Ron Hubbard (from the study series, *Keys to Effective Learning*). If the tape is not available, read DS #7003 *Keys to Effective Learning: Study and Education*. A transcript is available with the tape, but DS #7003 may also be substituted. \_\_\_\_\_
34. DEMONSTRATE: Show why “. . . education I would define as something that is for blood. . . .” L. Ron Hubbard, *Keys to Effective Learning Lectures* (quoted in DS #7003 Study and Education) \_\_\_\_\_
35. DEMONSTRATE: “Unrealities enter when an educational activity teaches solutions to problems which don’t exist or fails to solve problems that do exist.” L. Ron Hubbard, *Keys to Effective Learning Lectures* (quoted in DS #7003 Study and Education) \_\_\_\_\_
36. DEMONSTRATE: “. . . *all* subjects wind up in a finite doingness, a very specific doingness. . . . And if they do not wind up with a specific doingness, a person, no matter how long he studied them, couldn’t become educated in them.” L. Ron Hubbard, *Keys to Effective Learning Lectures* (quoted in DS #7003 Study and Education) \_\_\_\_\_

37. DEMONSTRATE: Demonstrate each of the three study barriers.  
(3 demonstrations) \_\_\_\_\_

38. PRACTICAL APPLICATION: Work out and write up how the basic principles of education presented in sections B and C contrast to principles of educational psychology presented in DS #6999 and DS #6673. **Supervisor pass.** \_\_\_\_\_

#### D. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: (Start any time after section B.) Do these actions with one or more children, making use of data learned in section B, and continue until you and the child have a win at doing them:

a) Train a child in an activity while allowing him to be self-determined.  
\_\_\_\_\_

b) Allow a child to contribute to you. \_\_\_\_\_

c) Give a child a whole picture of how something operates. \_\_\_\_\_

Write up what you did, including any wins, and give it to the supervisor. \_\_\_\_\_

2. PRACTICAL APPLICATION: (Start any time after studying DS #7001 Some Points of Education.) Teach one or more young students an activity, and include the following actions:

a) Start with purpose and use. \_\_\_\_\_

b) Teach it on a parity basis. \_\_\_\_\_

c) Include the use of mimicry. \_\_\_\_\_

Write up what you did, including any wins, and give it to the supervisor. \_\_\_\_\_

3. PRACTICAL APPLICATION: (Start any time after studying DS #6422 Teacher's Hat.) Lead one or more younger students in a session of research projects and suppositions. Before conducting the session, check with the student's supervisor to make sure the subjects you have chosen are appropriate for the person you will be working with. Write up what you did, including any wins, and give it to the supervisor. \_\_\_\_\_

\*4. READ AND PRACTICAL APPLICATION: (After section C)

a) Apply the principles you have studied on this course while you study DS #7004 Some Axioms of Education, and pass a checkout on the data sheet. \_\_\_\_\_

b) Write up which principles helped you the most in getting a full understanding of the axioms. **Supervisor pass** on the write-up. \_\_\_\_\_

5. PRACTICAL APPLICATION: (After section C) Using data you have learned in this course:

a) Design a study program for yourself to learn a new skill through research and practice. Then execute it. (Guideline: Choose something you could master and write up in one or two days—five to 10 hours).  
\_\_\_\_\_

b) Show your supervisor that you have gained competence in that skill. \_\_\_\_\_

c) Write a program of study for another to follow which would enable that person to learn the same skill. You may use textbooks for some lessons, but the organization of the program should be entirely your own. \_\_\_\_\_ Save your write-up for the examiner.

**Supervisor pass.** \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

The student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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