

CONFLICT AND IDEAS

Based on the works of L. Ron Hubbard

NAME _____ SCHOOL _____

DATE STARTED _____ DATE COMPLETED _____

PREREQUISITE: A beginning study of ancient history (Hebrews, Greeks, Romans) and the Middle Ages.

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 to 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.

PURPOSE: Learn the source of conflicts and how to resolve them; learn the power an idea can have.

ESTIMATED TIME: 4–6 hours.

MATERIALS NEEDED FOR THIS COURSE _____

Study booklet, *Conflict and Ideas*, with these data sheets (DS):

5136 6826 1253 1252 6827 6804 6828

Exam: 6829, 8358 (answers)

Other texts/references:

References for ancient history and the Middle Ages at the student's level.

A. IDEAS

1. READ: DS #5136 People and Ideas. _____
2. DEMONSTRATE (with whatever objects you wish to use): An example of this quote: "Ideas and not battles mark the forward progress of mankind." L. Ron Hubbard, *Science of Survival* (quoted in Data Sheet #5136 People and Ideas) _____
- *3. READ: DS #6826 The Speed and Advance of Ideas. _____
4. DEMONSTRATE (with objects): An example of this quote: ". . . a new reality postulated by some individual becomes known in direct ratio to the velocity and magnitude of the idea." L. Ron Hubbard, *Science of Survival* (quoted in Data Sheet #6826 The Speed and Advance of Ideas) _____
5. PRACTICAL APPLICATION: Research two of these subjects and relate them to the data in the previous data sheet:
 - a) The ancient Hebrews were always small in number, yet eventually gained great importance throughout the Western world. What was one of their ideas that made them important to later civilizations? _____

- b) It took three hundred years for Christianity to become accepted in the Roman Empire. Why might it have taken so long? ____
- c) Modern Western civilization is dated from about 1450 forward, but it is said that Western civilization actually began with the Greeks and Romans. How might that be? The ancient Greco-Roman period ended about 450 AD. Give several reasons why the transition to modern times could have taken so long. ____
- d) During the Middle Ages the Catholic Church maintained a great deal of control of society in Europe, though the land was divided into many different kingdoms. How was this possible? ____
- e) Although the Crusades took place in the Middle East, they led to a change in the outlook of the people in Europe. How was that possible?

Supervisor pass. _____

- 6. ESSAY: Suppose you are going to study a history book or course. Discuss how you can use the data in the above two data sheets to guide your study. Explain it in practical terms—what would you actually do?

Supervisor pass. _____

B. CONFLICTS

- *1. READ: DS #1253 Conflicts and the Third Party, Part 1. _____

- 2. DEMONSTRATE USING CLAY: A third party. _____

- 3. READ: DS #1252 Ishad's Tale. _____

- 4. ESSAY:

- a) Who was the third party in Ishad's Tale?

- b) Specifically, what did he do to create and promote the conflict?

Supervisor pass. _____

- *5. READ: DS #1253, Conflicts and the Third Party, Part 2. _____

- 6. ESSAY:

- a) What must the parties in conflict do at a conference?

- b) In Ishad's Tale how was the conflict between the two kings resolved? _____

- 7. DEMONSTRATE (with objects): Show why conferences must deal with beings rather than conditions in order to succeed. _____

- 8. DEMONSTRATE (with objects): Show what has happened if a third party is spotted, but more quarrels occur afterwards. _____

9. ESSAY: Give an example (or make up one) of what it would be like to have an actual third party around or in your class. _____
10. ESSAY: Suppose a student in your class is always gossiping about other students in your class and saying critical things, but everyone knows it and more or less ignores her. Go through Parts 1 and 2 of DS #1253 and cover all the points about a third party. Then explain why this person is or isn't a third party. **Supervisor pass.** _____
- *11. READ: DS #6827 False Reports and Third Party. _____
12. DEMONSTRATE (with objects): Show why it is so destructive to accept false reports as true, or to act on them without confronting the accused and the accusers with the charges. _____
13. PRACTICAL APPLICATION: Read DS #6804 The Liberation of Haiti. Spot two instances where a specific third party can be identified from data in the article. Name the third party(s) and the parties in the conflict, and give your reasons for naming them. **Supervisor pass.** _____
14. READ: DS #6828 Third Party Investigations. _____
15. DRILL: The student does the investigation procedure with another student until he can ask the questions and write the answers smoothly, and then pick out the name that appears most often. The student uses the limiter, "At school . . ." (*have you been told you were in bad?, etc.*) The other student gets an imaginary situation in mind and then makes up answers from it. _____
16. PRACTICAL APPLICATION: The supervisor chooses five students to be interviewed, one of whom is secretly appointed to third party some other students in the class or in the group. Another student is also secretly appointed to make distractive comments (not intended to cause conflict) about some other students. The five students are sent to an area where they won't disturb the courseroom and are allowed to talk among themselves for up to five minutes. The two designated students make their comments to other members of the group as discretely as they can. These students then return to study until interviewed in the next part.
 The student doing the drill now carries out the third party procedure, interviewing each student alone and keeping notes. Everyone but the third party should answer truthfully. If the student fails to identify the pretended third party, the student restudies the material and repeats the investigation with a different group as before. The practical application is repeated until the student correctly identifies the third party. **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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