# SCHOLASTICS

EDUCATION SERVICES AND MATERIALS BASED ON THE WORKS OF L. RON HUBBARD















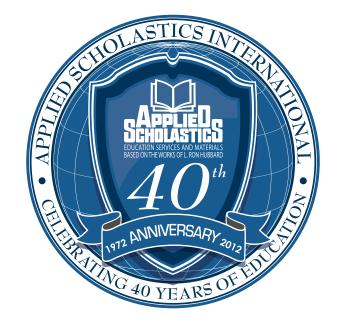
# MISSION STATEMENT

The mission of Applied Scholastics is to provide educational services and materials based on the breakthrough Study Technology developed by L. Ron Hubbard.

Study Technology teaches individuals how to learn and thereby master any subject with full comprehension and application enabling them to achieve their full potential.

Applied Scholastics trains teachers and students at all levels, and works with and through community leaders, governments and like-minded institutions to bring about a revitalization in the field of education.

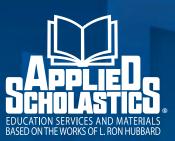
# APPLIED SCHOLASTICS INTERNATIONAL



# FOUR DECADES OF **RESULTS**

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## WELCOME NG THE DOORS OF OPPORTUNITY FOR **CHILDREN AND ADULTS SINCE 1972**

"The end and goal of any society as it addresses the problem of education, is to raise the ability, the initiative and the cultural level, and with all these the survival level of that society."

L. Ron Hubbard "Axioms and Fundamentals About Data"

Lecture of 11 November 1950



uthor and philosopher L. Ron Hubbard wrote Lto Applied Scholastics in its formative stages, "It is of vital importance that the quality of education be revitalized and improved. As Man is as able as he can learn and know, it is urgent that a workable learning technology is available to him."

Since its inception in 1972, Applied Scholastics International has opened the doors of opportunity for millions of children and adults by implementing effective educational programs in a vast array of settings. This effectiveness is based upon our use of the advanced educational tools and methods developed by L. Ron Hubbard.

Fundamental to Applied Scholastics programs is the premise that a successful education is far more than just being able to read with the end result of passing an examination. It includes the ability to understand and utilize the information that one studies. To this end, one gains the skill to reason with and analyze the data in order to use it to better one's life.

Owing to Mr. Hubbard's educational breakthroughs in isolating and overcoming the barriers to study, Applied Scholastics is able to provide university, public and private school teachers, community tutors and parents involved in home schooling with new and fundamental skills that will dramatically increase their effectiveness.

In this publication are an array of results, endorsements and testimonials that demonstrate the applicability of the Study Technology in a variety of educational settings and show the potential of Mr. Hubbard's learning technology. We invite you to learn and apply Applied Scholastics' programs on your own studies as well as helping others achieve their academic goals.

> **Applied Scholastics International Executives and Staff**









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# THE STORY OF APPLIED SCHOLASTICS





# **Commitment** and

The story of Applied Scholastics is the story of the educators, parents, community leaders and L volunteers who have cared enough about the condition of education to actually "do something about it."

Applied Scholastics was formed by five educators who found that the educational technology developed by L. Ron Hubbard worked well in their classrooms and could easily be learned and applied by others. Study Technology, as it came to be known, became the basis of success for all Applied Scholastics educational programs.

Applied Scholastics provided consultancy and materials to centers and schools wishing to implement Study Technology in various educational programs. The organization obtained its non-profit status in 1972. By the end of the 1970's there were 34 Applied Scholastics affiliated groups and schools in the United States, Great Britain, Africa, Europe, Australia, Mexico and Canada.

The decade of the 1980's was a period of rapid expansion. Applied Scholastics representatives trained hundreds of teacher trainers in the People's Republic of China. In Southern Africa, Study Technology seminars and courses for teachers and children reached over one million people.

In the 1990's Applied Scholastics continued to expand in size and scope. 1992 saw the 20th anniversary of Applied Scholastics, with top celebrities joining in to further spread the news of its achievements and aims. The number of affiliated organizations had grown to 150.

# Effectiveness

The Applied Scholastics World Literacy Crusade, a community-based education program, began in 1992 after the civil unrest in Los Angeles. It has grown from the initial project in Compton to multiple projects in inner cities as well as programs in rural areas including Ada in Ghana, bringing basic skills, job preparedness and self-worth to hundreds of youths and adults.

In October 1993 Applied Scholastics was granted the right to offer tax-exempt status to its licensees in the United States under group exemption policies of the Internal Revenue Service.

In 2003 Applied Scholastics established a campus training center at its international headquarters that is providing services to educators of all stripescollege professors, teachers, parents, community-based organizations, home schoolers and business trainersas well as students themselves. Applied Scholastics continues to uphold the tradition of effective response to the educational challenges of the day.

Today there are over 1200 Applied Scholastics groups, schools, community centers, English language schools and business training consultants around the world. The growth of Applied Scholastics can be seen in the graph to the right.

As of today, 132,966 educators have been trained on Study Technology and they have helped over 37.5 million people to overcome their barriers to study, enabling them to become successful, independent learners.



Number of **Applied Scholastics** Groups, Schools, Tutors and Training Consultants 1972-2012

1227

986

608

www.AppliedScholastics.org • 7

1995



# L. RON HUBBARD AND STUDY TECHNOLOGY

# Breakthrough Discovery: The Means to

Technology is designed to bring about mastery He stressed two significant points: first, he wished of the subject of study itself. It is not a memorization his students to appreciate the scope of the world technique, phonetic reading program or other beyond their shores; and second, he wanted them to "study aid."

It encompasses a wide range of discoveries by L. Ron Hubbard on the subject of how individuals learn, made over the course of some four decades of to children, who had no experience of mechanical experience as an educator. From these discoveries came actual technologies-procedures and methods together. The theory underlying this successful that give one the means to grasp any subject.

into the underlying causes of student behavior. Why do students drop out? Why do so many students say without hesitation that they "hate school?" What causes a student to lose interest in a subject, to become frustrated and unable to concentrate, to go blank? Why are students unable to apply the things followed in teaching a foreign language. they have learned at work or in life?

principles that could resolve any study difficulty, no matter how hopeless it might appear. These In a preliminary note on his navigational text, he discoveries have enabled hundreds of thousands of advised, "Failure to learn definitions results in a students to gain control of their education.

L. Ron Hubbard's concern for education began in the 1920s, when he began to realize, "the influence meant by certain words."

tudy Technology is the fundamental element of a mislearned word on a life." At that time, he in Applied Scholastics training. Study was teaching English in a native school in Guam. understand how literacy held the key to participation in that world.

To convey the foreign concept of a railroad train transportation, he hitched three or four ox carts experiment would prove vital to his later work. He had hit right at the heart of the learning process-Mr. Hubbard's writings provide unique insights how information is best assimilated-and what accounts for the bored and exasperated student.

> In 1938, Mr. Hubbard outlined fundamental principles of education, from his views on the examination system to practical procedures to be

During World War II, he became involved in Mr. Hubbard's research focused on basic laws and the direct instruction of military personnel as well as the redrafting of instructional materials. later inability to understand explanations, which include those definitions. Easily the most important factor in any study is a comprehension of what is

# Grasp Any Subject

In 1950, he lectured further on effective approaches to education, clarifying the goal and purpose of education as well as basic axioms for the subject. "The maintenance of a high level of self-determinism is more important in educating than the maintenance of order," he stated. This prescient observation predated modern education reform efforts, and the emerging emphasis on teaching students to reason with the concepts they are taught, by more than four decades.

In fact, by the early 1960s, Mr. Hubbard saw fully that declining educational standards were having a profound effect on the learning abilities of the people he was attempting to instruct. His investigation of this decline, and research regarding the basic laws of education led to a revolutionary development in the field—a technology of study. His lectures on this work were recorded, and they formed the basis for a whole approach to teaching and learning.

As educators throughout the world learned of Mr. Hubbard's breakthroughs, they began to utilize them in their own work. Thus were formed the roots of a new worldwide social betterment movement-Applied Scholastics.

Due to Mr. Hubbard's discoveries and developments, quality education is now within the reach of every person who wants it. Applied Scholastics is the organization that makes available L. Ron Hubbard's educational methods to the world.







# APPLIED SCHOLASTICS **PUBLISHED MATERIALS**

✓ ▲ of Applied Scholastics International.

pplied Scholastics books are published by They have been published in many countries and Effective Education Publishing, a division tens of thousands of copies have been sold. Just a few of our titles are shown here.



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#### Published in:

🏝 Australasia 🔶 Canada China Czech Republic Denmark France Germany 📩 Ghana Greece Hungary India . Indonesia 💿 Israel ltaly Japan Lithuania Mexico Middle East **Netherlands** Nigeria **Norway** C Pakistan Philippines Portugal Romania Russia Slovenia Slovakia South Africa Spain 6 -----Sweden Taiwan Thailand Vietnam United Kingdom **United States** 











### **Applied Scholastics Began In** Africa In 1975

- In South Africa, over 30,000 teachers and 1.5 million students have been trained in Study Technology.
- Applied Scholastics programs have been funded by corporations and the Department of Education.
- Ministerial endorsement has been received in Zimbabwe.
- An impact evaluation carried out in Zimbabwe to show the effects of Study Technology indicates that over 90% of teachers see an improvement in literacy, comprehension and application.
- 5,500 Public School Teachers trained in 2001 at the request of the Secretary of State for Education, The Gambia.
- Applied Scholastics has been invited to implement Study Technology by Ministers of Education of Sierra Leone and Liberia.
- Applied Scholastics has been providing professional development courses to teachers to upgrade their skills and teaching study skills to children in the following African countries:

South Africa	Burkina Faso
Egypt	Congo
Gambia	Kenya
Ghana	Mali
Nigeria	Namibia
Zimbabwe	Zambia
Sudan	Togo

#### **AFRICAN PROGRAMS:**

### **EDUCATION ALIVE READING GAINS MEASURED FOLLOWING USE** OF STUDY TECHNOLOGY

Education Alive is an education group using Study Technology in South Africa and Zimbabwe. Besides offering courses employing Study Technology, Education Alive is working actively to make Mr. Hubbard's methods known and available to educators and students in public and private schools.

#### Bulawayo, Zimbabwe

The following table gives the Schonell Reading Test results obtained with the children before and after they did the Education Alive Reading Course in Bulawayo in May 1980. The average time taken to complete was 3 weeks.

The first column gives the child's actual age. The second column indicates his or her reading ability before the course - for instance, a 15-year-old child reading like a 12-year-old child. The third column indicates his reading ability after the course. The last column indicates the improvement in reading ability.

Case Studies	Chronological Age	Pretest Reading Age	Post Test Reading Age	Reading Age Improvement
CS-1	13.1	10.1	10.3	0.2
CS-2	12.1	10.0	12.0	2.0
CS-3	12.6	9.0	11.4	2.4
CS-4	10.5	9.6	10.0	0.4
CS-5	18.4	9.8	11.6	1.8
CS-6	13.8	10.1	10.7	0.6
Average	13.4	9.8	11.0	1.2

TABLE 1 Schonell Reading Test Results and Reading Improvement for Six Children Receiving Study Technology Instruction for Three Weeks





# AFRICA



### **EDUCATION ALIVE** CONTINUED

#### Transvaal, South Africa

In April 1977, Schonell Reading Tests were done on slow pupils at the Hofmeyr High School in Attridgeville before and after doing the Education Alive Reading Course. The course was given over a 4 to 5 week period. Table 2 gives the results.

Case Studies	Chronological Age	Pretest Reading Age	Post Test Reading Age	Reading Age Improvement
CS-1	15.1	12.6	14.8	2.2
CS-2	15.1	11.4	14.8	3.4
CS-3	14.6	13.1	14.8	1.7
CS-4	14.1	14.0	14.8	0.8
CS-5	16.0	11.8	13.9	2.1
CS-6	15.4	13.8	14.4	0.6
CS-7	15.9	13.8	14.3	0.5
CS-8	15.4	13.5	13.9	0.4
CS-9	15.9	13.8	14.8	1.0
CS-10	14.1	11.6	14.6	3.0
CS-11	14.4	12.3	14.4	2.1
CS-12	15.9	11.5	14.6	3.1
CS-13	15.7	12.0	14.0	2.0
CS-14	16.6	11.8	14.2	2.4
CS-15	14.1	12.5	14.6	2.1
CS-16	14.8	13.4	14.8	1.4
Average:	15.2	12.7	14.5	1.8

TABLE 2

Schonell Reading Test Results and Reading Improvement for Sixteen Children Receiving Study Technology Instruction for Five Weeks

#### Transkei, South Africa

Schonell Reading Tests were also done on children before and after they did the Education Alive Reading Course at Ross Junior Secondary School, Umata, Transkei in April 1977. The average time taken to complete the course was three weeks.

Table 3 shows the results.

Case Studies	Chronological Age	Pretest Reading Age	Post Test Reading Age	Reading Age Improvement
			10.1	
CS-1	17	9.0	10.1	1.1
CS-2	15	9.0	12.5	3.5
CS-3	18	9.7	10.3	0.6
CS-4	14	8.7	11.4	2.7
CS-5	17	9.6	10.8	1.2
CS-6	14	9.0	12.0	3.0
CS-7	16	8.8	10.9	2.1
CS-8	17	8.7	10.1	1.4
CS-9	16	8.0	11.0	3.0
CS-10	15	9.3	12.5	3.2
CS-11	16	8.1	11.3	3.2
Average:	16	8.9	11.2	2.3

TABLE 3

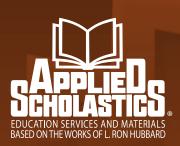
Schonell Reading Test Results and Reading Improvement for Eleven Children Receiving Study Technology Instruction for Three Weeks











# **Statements by Dignitaries**

hen I first encountered this Technology my mind went wild with possibilities. I started dreaming dreams. Seeing that with just the 'touch of a button', just by bringing this Technology to my Country, I could change things not just for the better but for the BEST."

> Mrs. Ann Therese Ndong Jatta Secretary of State for Education The Gambia

personally think it is best really to pursue this teaching technology of L. Ron Hubbard. I don't want really to 上 call it teaching technology myself. I think I give it a "life-giver" technology. "Life-giving" technology. And I believe that with the introduction of this L. Ron Hubbard teaching, learning, "life-giving" technology, the Gambia will be a better place to posterity."

> His Excellency Mr. John Bajong Gambian Ambassador to the **United States**

> > nd everybody is now crying to be involved. So I see its growth going beyond the sky. People normally say the sky is the limit, but I see this thing going beyond that sky."

> > > Secretary to the Vice President Zimbabwe

his is what we need in Ghana. Because we want to educate people who can apply their knowledge, to the realities we have at home."

Deputy High Commissioner, Ghana

# AFRICA

# **Endorsements**

I. Lyons Esq. The President, Applied Scholastics International 3501 S. Harbor Blvd No 100, Santa Ana, CA 92704, U.S.A.

Re: The Study Technology Programme

Dear Mr. Lyons,

I write to voice our deep appreciation of the tremendous work undertaken earlier this year by Applied Scholastics in exposing all of our teachers to the wonderful learning technology developed by Mr. L. Ron Hubbard. We are indeed proud to have become the first country to have fully embraced Study Technology in all its schools.

I believe that it is the teacher's role to facilitate the learning process and the Study Technology Programme will go a long way in providing the enabling environment in which our children can experience the joy of learning.

Your programme is giving teachers a new impetus in the field of teaching, rehabilitating their purposes to achieve the highest possible quality of education and equipping them with the necessary tools to overcome the fundamental obstacles to learning.

We look forward to a long and close association with your organisation so that we may take full advantage of the interest and momentum which has been generated and thus, sustain and propel this programme into the future.

Mrs. Ann Therese Ndong-Jatta



"Your programme is giving teachers a new impetus in the field of teaching, rehabilitating their purposes to achieve the highest possible quality of education and equipping them with the necessary tools to overcome the fundamental obstacles to learning."



THE REPUBLIC OF THE GAMBIA DEPARTMENT OF STATE FOR EDUCATION WILLY THORPE PLACE BUILDING BANJUL, THE GAMBIA.

6<sup>th</sup> December, 2001

Hon. Secretary of State for Education.

Bedford Place Building, Banjul, The Gambia, Tel: (220) 227 238 Fax: (220) 224 180



# Endorsements

Name and

The CEO

Applied Sc

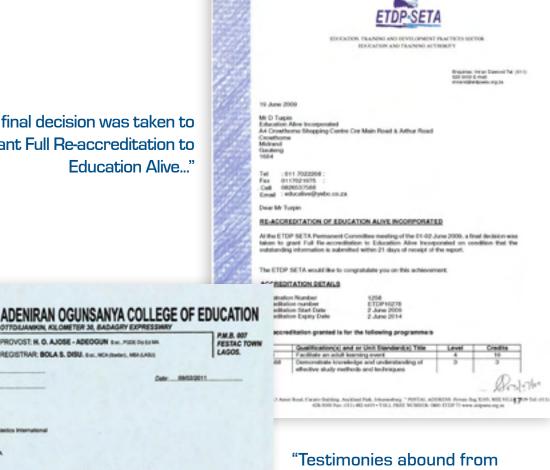
Riverview St. Linzis, USA

"A final decision was taken to grant Full Re-accreditation to Education Alive..."

KIN, KILOMETER 38, BADAGRY EXPRESS

PROVOST: H. O. AJOSE - ADEOGUN Bas. PICE Do LEN

RECISTRAR BOLAS, DISU, San Minimum Ministran



#### IN HONOUR OF L. RON HUBBARD

On behalf of the College and the College community and the beneficiaries of the training programs of Applied axios of AOCOED. Lagos. Nigeria. I hereby acknowledge the immense contribution to the field of Education of our belowed great author, and humanitarian; great Educator and philosopher - L. Ron Hubbard.

His works on leading and learning referred to as "Study Technology' represent our first comprehensiindenstanding of what the barriers to effective teaching/learning are in this country. Things that were hitherto on for granted in most of our classroom settings have been brought to focus. These ideas are already preading rapidly in our education community in Nigeria. It has changed many lives since a centre was augurated in our College of Education in Nigeria.

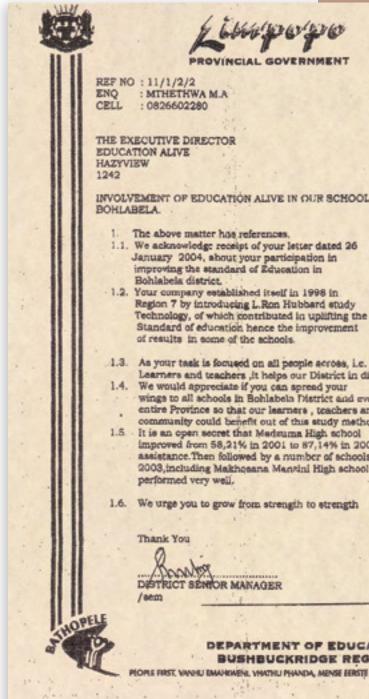
dimories abound from our academic staff members who have benefited from the APS training for education Our administrative staff members are forever grateful for the opportunity to have undergone the course on communication skills". I am pretty sure that the over 6,000 primary and secondary schools that have been trained in APS study technology would be eternally grateful. I have personally received some of their success startes. These leachers have testified to the fact that they, not only find their teaching much easier, but also that their pupils have developed greater interest in learning and are doing much befor an examinations. We in this part of the world owe our current moderate successes to this great man L. Ron Hubbard. The potential for a rapid growth of study technology in this community is guite apparent.

We will continue to express our gratitude and appreciation for the contribution of this great Educator, author sumantiarian and philanthropist, particularly as we all remember turn on his gracious brithday this year. We are eternally grateful to him. May his life continue to be the treasure of all generations.

an and Sun
Registrar Adunitan Opunsarya College
Education (ROCOED), Lapon.

our academic staff members who have benefited from the Applied Scholastics training for educators.... I have personally received some of their success stories. These teachers have testified to the fact that they, not only find their teaching much easier, but also that their pupils have developed greater interest and are doing much better in examinations."

# AFRICA





"It is an open secret that Medzuma High School improved from 58.21% in 2001 to 87.14% in 2002 through your assistance...

Percele Bog X1024 HAZVIEN 1242 Net.: (016) 708 5000 Fex.: (015) 708 6382

INVOLVEMENT OF EDUCATION ALIVE IN OUR SCHOOLS-DISTRICT 6.

Technology, of which contributed in uplifting the

Learners and teachers ,it helps our District in different ways. wings to all schools in Bohlabela District and eventually to the entire Province so that our learners , teachers and the community could benefit out of this study methods. improved from 58,21% in 2001 to 87,14% in 2002 through your assistance. Then followed by a number of schools in 2003, including Makhosana Manzini High school which

DEPARTMENT OF EDUCATION BUSHBUCKRIDGE REGION PEOPLE FIRST, VANHU EMANEMENI, VHATHU PHANDA, MENSE EERSTE



# ASIA & OCEANIA







### **Applied Scholastics Helping Educators Across a Vast Region**

The Asia and Oceania region is one of the largest zones on the globe and covers such countries as: Malaysia, Thailand, Vietnam, Singapore, The Philippines, Indonesia, Korea, Nepal, Pakistan, Taiwan, China, Japan, New Zealand, The Pacific Islands and Australia—over 2.4 Billion people.

Here is a sampling of our accomplishments in this part of the world:

- Applied Scholastics provided English as Second Language training to over 2000 students weekly in China.
- Trained over 5000 teachers in China.
- Trained thousands of teachers in Malaysia, India, Pakistan, Philippines, Thailand and Taiwan.
- Applied Scholastics books approved by the Ministry of Education of the Philippines.
- Government approved English as a Second Language center in Sydney, Australia.
- The Mayor of Setabganj, Bangladesh, requested the implementation of Study Technology in every school in his municipality.
- Applied Scholastics materials were accredited by the Ministry of Human Resources Malaysia as an approved federally-funded training program.
- The Ministry of Education in Nepal requested implementation of Applied Scholastics programs into every government and private school in Nepal.

# **Endorsements**

APPLIED SCHOLASTICS **ENTERNATIONAL** 

TEACHING SCIENCE RESEARCH OFFICE. EDUCATION BUREAU OF PENGLAI CITY. SHANDONG, P.R. CHENA MARCH L. 1993

蓬莱市教育局

#### Letter of Appreciation

As an educator back in China. I feel much priviliged to have e honor to appreciate Mr Hubbard's great philosophy of acation and unique Study Technology, without which the citowing wins of mine would be impossible.

on returning to China after receiving 6 months' training the Delphian School. I took up 2 graduating classes in 1991 and '92, applying his Study Technology to the best of my shillty to improving my teaching. For 2 years my students did the best among all the graduating classes in the city in the National College Entrace Examination, I was therefore twice awarded by the school.

Since tast term I have been in charge of a project-Applying L. Ros Hubbard's Study Technology to EFL Teaching in China's High Schools. This experiment, which is to run 2 years as a cycle and is included among the anjor teaching scientific research items of the city, is the only one of the kind being carried out systematically in China's high school classrooms. After only 5 months' effort by the experimenting teacher and syself, the experimental class, whose average English test score was the last of the 6 classes in the school in the senior high entrance examination, became the first in the term examination

"Upon returning to China after receiving 6 months training at the Delphian School, I took up 2 graduating classes... For 2 years my students did the best among all the graduating classes in the city in the National Entrance Examination."









# ASIA & OCEANIA

#### "The students say: 'Never before have we been taught in such an interesting and effective way!"

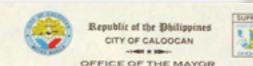
last year. The students say. "Never before have we been taught in such an interesting and effective way?" Nor have we teachers ever experienced the pleasure of keeping the students enthusiastic in tearning and using without being werried about examinations, a devil we cannot go past here. Our initial wine have further strengthened our confidence in

the final success of our experiment, and that in many more yet to be made among hundreds of mittions of students in China.

I owe all this to Mr Habbard, I'm especially grateful to him. because, not like many "geniuses" whose only talent is feeling people by turning simple truth into incomprehensible complexity and confusion. Mr Hubbard devoted his lifetime to uncovering basic principles in life out of the seemingly complicated and shatrupe theories, and making them accessible, available and applicable for billions of people to improve their condition in tife and that of the world, As a Chinese educator, the best I could offer for Mr

Hubbard's hirthday colebration is to keep doing my very best to help institt his great philosophy of education into the minds of the world's targent population, and to see to it that his Study Technology works wonders in numerous schools across our vast Land.

He will be there.



Certificate of Recognition

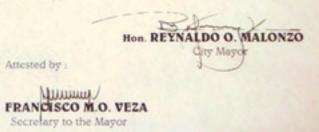
ts hereby atven to

#### L. RON HUBBARD

#### **Applied Scholastics International**

For his invaluable contribution to the field of Education. whereby his Study Technology helped provide teachers with effective teaching methods, for the benefit of thousands of school children in the Philippines.

Awarded during the 40th Founding Anniversary Celebration of the City of Caloocan, this 16th day of February in the Year of our Cord Two Thousand and Two. Caloocan City, Philippines.



For Demine Teaching Science Research Fellow

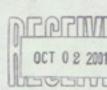
Yours faithfully.

Fu Daming

"For his invaluable contribution to the field of Education, whereby his Study Technology helped provide teachers with effective teaching methods for the benefit of thousands of school children in the Philippines."

## **Endorsements**





Bonnie F. Paull Dean of International Training Applied Scholastics International 7069 Holly wood Boulevard Suite 200 P.O.Box 2029 Los Angeles California 90028 U.S.A.

#### September 12, 2001

Dear Ronnie.

Federal Directorate of Education, Government of Pakistan is thankful to Applied Scholastics International, Los Angeles, USA for conducting an effective and useful workshop on "Study Technology" LEARNING HOW TO LEARN. The credit of this successful workshop goes to Mrs. Fareeda Bulbrook and her team, who created tremendous interest among the participant teachers and done an excellent job during the workshop.

On the basis of this phase I LEARNING HOW TO LEARN workshop Federal Directorate of Education have planned to nominate two institutions as pilot schools in his set up. These pilot schools will comprehensively apply the "Study Technology" in teaching the children in their classes. The application of "Study Technology" will be monitored by the Chief Co-ordinator (Training) along with the Co-ordinator of the "Study Technology" workshop and one Islamabad base tutor of Applied Scholastics.

In the Second Phase of the project that is forth week of December 2001, it is planned to conduct the course "How to Use a Dictionary" and "Communication Course" in which only those teachers will participate who have completed Phase 1.

Third phase of the "Study Technology" to make the Master Trainers will be conducted in first week of April 2002, in which the "Basic Study Manual Course" will be delivered in two weeks period. The participants of Phase 3 will be the teachers who have completed Phase 1 and 2.

After the completion of this training we will have an adequate number of Master Trainers with us who will train the remaining teachers of Federal Directorate of Education, Islamabad, Pakistan. Therefore the Applied Scholastics International is requested to send a feasibility of financial implications of the Phase 2 and 3 for final decision by the competent authority of Federal Directorate of Education, in the light of discussion took place between Mrs. Fareeda Bulbrook and the Chief Co-ordinator (Training).

With best regards.

CC:- Mrs. Fareeda Bulbrook, UK.



"Federal Directorate of Education. Government of Pakistan is thankful to Applied Scholastics... for conducting an effective and useful workshop on Study Technology...'

> **Government of Pakistan** Federal Directorate of Education Mauve Area, Rohtas Road, Sector G-9/4, Islamabad. Tele : (051) 9260977 (051) 9260230-33 Fax : (051) 9260569 E-mail:- mrafiquetahir@hotmail.com Tele : (051) 9261938

(PROF.MUHAMMAD RAFIOUE TAHIR) Chief Co-ordinator (Training)



# ASIA & OCEANIA

# Endorsements



त्रिभवन विश्वविद्यालय शिक्षा-शास्त्र संकाय शिक्षा शस्त्र केन्द्रीय विभाग TRIBHUVAN UNIVERSITY FACULTY-OF-EDUCATION CENTRAL DEPT. OF EDUCATION

Mr. Bijay Sharma (koirala) and Applied Scholastics Nepal have brought L. Ron Hubbard's Study Technology to many teachers and students of Nepal, a priceless gift. This is the most powerful and workable educational technology that we have ever come across. It enables people to really learn and make study a purposeful and productive activity.

Illiteracy has been a serious problem in our country Nepal. Through L. Ron Hubbard's technology, we see a permanent solution to this problem. Education is essential to the creation of a bright and prosperous future for our country.

We therefore request to have L. Ron Hubbard's Study Technology implemented in every government and private school in Nepal.

#### "The FDE [Federal **Directorate of** Education] director general [DG] said the Study Technology Project is being run with the cooperation of Applied Scholastics International... It is aimed at gearing up the teaching-learning process by removing study barriers..."

# METROPOLITAN 3 FDE bringing qualitative change in educational institutions: DG

ISLAMABAD: A number of steps institutions, including five for government schools and Islamabad preparatory class taken by the Federal Directorate of males and five for females, are im- Model Colleges have been declared Education (FDE) have started parting technical education initially partner schools to introduce child- the Study Technology Project is yielding results in terms of qualita- in trades of computer hardware, centred classrooms for prepara- being run with the cooperation of tive change in its educational instimotor winding, wood work and tory and class one. CRT's mission is Applied Scholastics International, a tutions, Director General Brigadier dress making and designing. (r) Maqsudul Hasan has said.

'We are playing a pilot's role in disciplines for inclusion in the syl- teachers, schools administrators process by removing study barriers, the country in implementation of labi of technical education keeping, and encourage children to make which hinder the students' repro-Education Sector Reforms by utilis- in view the country's future re- choices, take responsibility for ductively and sense of achievement. ing all possible resources," he said quivements and development of a., their decision, express their ideas. So far, 123 teachers and heads of in-

institutions having 175,000 stu-dents and no less than 9,000 teach-torate is training of teachers, as the have been imparted special train-are the few projects launched with ing staff. It caters to educational in-service training is the paramount ing and ten new schools have been the sole purpose of giving the best needs of the federal capital, insti- need of teachers particularly when "included in the project. tutions in some cantonment areas the syllabi undergoes advanced ] The FDE director general said healthy environment. About merit, besides supervising schools for changes. He said that realising the "the Directorate also plans to trans- he said, the Directorate has been Pakistanis based abroad.

Brigadier (r) Maqsad, who re- cided to establish a teacher training friendly school under an agree- admissions in schools and colleges. mained commandant of the Mili- cell to plan and implement all sort of ement with Unicef. So far, a total of In this regard, he particularly mentary College, Jhelum, for a record training programmes for teaching 30 schools have been declared tioned the process of universal test. period, said a total of 121 federal staff of schools and colleges. Since child friendly. The idea of child for admission in class one of Islamgovernment schools would be constant of the project in the year 2001 -> friendly school is based on child abad Model Colleges. Last year, he verted into model schools within a 02, a total of 5,000 teachers have rights agreement signed by 191 added, almost all the children apperiod of three years. In this regard, he said, the gov- at 30 resource centres while another | which is aimed at enabling children different institutions in morning or

ermient has approved a grant of 2,500 would be trained this year. to face challenges of the century, evening shifts on merit. Rs. 210 million out of which Ex. 90 The government has allocated a 'enhance their health and well being As far admission in colleges is million would be spent during the grant of liss. 15 million for training and guarantee them safe and pro- concerned, the FDE director genorgoing financial year. "This is teachers, he added. almed at bringing about a visible Another major project under. free from violence, abuse and raise adopted a strategy, as such no change in education sector in Is- taken by FDE is up-gradation of teachers morale. lamabad Capital Territory," he said. science laboratories of the govern-

the uniqueness of these model new equipment with a cost of Rs. pointed by FDE under ESR got 181 teachers of Grade 16 to 19 schools would be that the junior 37 million, he said. Besides this, he specific training of early childhood have been promoted during the trained teachers would be posted added, the Directorate has also re-education imparted by locally and last month, and it would open way at these institutions.

step, he said, the Directorate has Brigadier Maqsud said that ganised at Training and Resource tion Minister Zubnida Jalal for givintroduced technical education as FDE has signed an agreement with Centre. He said that all appointees ing ideas and supporting projects the third stream after arts and sci- the Children Resource Interna- along with their heads go through of the Directorate.

ence at the secondary level. For tional (CRI) on early childhood ed- two-day orientation on the syllabit this purpose, he said, ten technical ucation. He said that 25 federal and teaching methodology of

The FDE director general said ment colleges with provision of teachers of preparatory class ap- is concerned, he said, a total of

leased Rs. 75,000 each to schools foreign trained master trainers. So for promotion of lower grade Referring to another major to improve their laboratories. far, two workshops have been or- teaching staff. He thanked Educa-

The FDE director general said to foster democratic principles in non-profit organisation. It is aimed "We have approved a total of 17 young children, their families, their at gearing up the teaching-learning in an interview with The News.' cadre of skilled people, 'he said. , and respect different styles and stitutions have been trained under FDE is running 306 educational Brigadier (r) Magsad pointed out, abilities of their classmates. He this project, he added.

> possible education to students in a need of the hour, the Directorate de- form 100 schools into child following a strict policy of merit for been trained through 85 workshops | countries in September 1990, pearing in the test got admission in

tective spaces for learning which is eral said, the Directorate has could deviate from the admissions-Brigadier Maqsad said that the on merit. As far welfare of teachers

24 • Applied Scholastics: Four Decades of Results



"This is the most powerful and workable educational technology that we have ever come across. It enables people to really learn and make study a purposeful and productive activity.

> वित्रवविद्यालय क्याम्पस कीतिंपुर, काठमाडौं, नेपाल टेसिफोन नं.: ४३३९०३२ UNIVERSITY CAMPUS Kirtipur, Kathmandu, Nepal Phone No.: 4331032

25TH OCT.2011 Date:

#### TO WHOM IT MAY CONCERN

- Curchshir TCrul:

Prof. Dr. Chandreshwor Mishra Dean and Chairperson Faculty of Education



# EUROPE







### **Applied Scholastics was** Founded in Europe in 1974

Applied Scholastics has over 470 licensed centers and schools in the following European Countries:

Austria Belgium Czech Republic Denmark Finland France Germany Greece Hungary Israel Italy Kazakhstan Kyrgyzstan

Latvia Macedonia Moldova Netherlands Norway Qatar Russia Slovakia Spain Sweden Switzerland Ukraine

- From a single tutoring center called FEGU (a Danish acronym meaning Association for Effective Education) established in 1974 to address education with the use of Study Technology, it has now grown to a national chain of over 20 centers across the whole of Denmark.
- English Language Schools across Eastern Europe use the successful Applied Scholastics program in teaching English, servicing hundreds of people every week.
- Study Technology materials were accredited in 2011 through the Ministry of Education in the Czech Republic for use in teacher training.
- Studemaskolen is an Applied Scholastics licensed and state-funded school in Sweden. It was rated in 2010 by the Swedish School Board as the secondbest school in Sweden, with results reported in Expressen, a national newspaper.

### **EUROPEAN PROGRAMS: RÄSSLAS SCHOOL SWEDEN** SUMMARY - TESTING STUDY TECHNOLOGY

In Sweden a project was done in 1986-87 testing the effects of the Study Technology compared to a group not using the Study Technology. Teacher Ann Swenne-Johanson, Rässlas School, Norrköking, Sweden, together with a special teacher carried out the project.

The test was done on two standard classes at 6th grade level. Before introducing the Study Technology tests were done by the two groups showing they compared in ability. Study Technology was then introduced to the class 6 A, but not to the parallel class.

After class 6A had studied Learning How to Learn, a basic Study Technology text, the two groups then studied the same text on chemistry. During and after study of the Chemistry text students were observed and checked by two teachers. The findings were as follows:

1. Words checked an	nd found to be fully unde
Class 6A:	91%
Parallel class:	20%

2. Check of understanding of the text:

% of questions answered, showing understanding of the text/subject: Class 6A: 94% Parallel class: 58%

26 •		Applied	Scholastics:	Four	Decades of	f Results
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erstood:

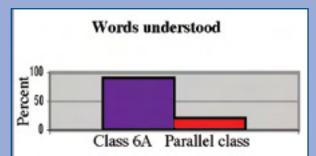


Figure 1 shows the percentage of words understood by each of the two groups-the Study Technology group (purple) and the parallel group (red).

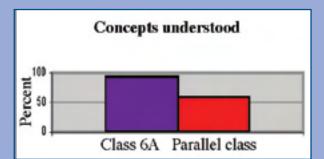


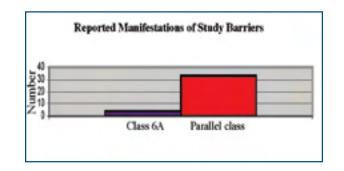
Figure 2 shows the percentage of questions answered that showed understanding of Concepts by each of the two groups—the Study Technology group (purple) and the parallel group (red).



# EUROPE



With Study Technology



Without Study Technology



### **RÄSSLAS SCHOOL** CONTINUED

#### 3. Evaluation of importances and usage:

Class 6A: 16 students found areas where they could apply the subject Parallel: 3 students found areas where they could apply the subject (in both cases out of approx. 20 students)

3a. Students in class 6 A had a higher score in dividing the text into grades of relative importances, whereas the parallel class mostly found the entire text either important or not important.

#### **3b.** Relaying the text to others:

Class 6A was much more able to pass on the knowledge in their own words and examples; Parallel: The majority of the parallel class quoted the text itself.

#### 4. Manifestations of study barriers:

**Class 6 A:** 4 instances of manifestations were reported. Parallel class: 33 instances of manifestations were reported.

**5.** Activity in class: It was found that the students in Class 6 A, using the Study Technology, were working much more actively and under own control, using dictionaries, making demos and checking each other out.

**Conclusion:** The two teachers, doing the tests, strongly recommend introduction of the Study Technology. (Resumé written by Jens Mortensen, based on the original reports in Swedish.)

# **Endorsements**



Nestlé Česko s.r.o. Závod ZORA Továrni 11 - 13 772 51 Olomouc

#### Váš dopis značky/Ze dne Maše značka Vyřizuje/Link Miste odesláni/Dne 17.12.2010

#### Vážená paní ředitelko,

rád bych vám tímto poděkoval za skvělý kurz a přístup, který máte k vaším žáků, musím zkonstatovat, že kurz angličtiny INT1, který jsem u vás absolvoval, byl pro mě velkým přinosem a znamenal pro mě signifikantní posun ve znalostech AJ. Vzhledem k tomu, že vaše jazyková škola je součástí mezinárodní sítě Aplikované scholastiky a používá speciální studijní technologii L. Rona Hubbarda a netradiční metodu výuky zaměřenou hlavně na komunikaci v praxi, dosáhl jsem ve vašem kurzu mnohem lepších výsledků než v jiných jazykových školách, se kterými mám již dlouhodobé zkušenosti.

Vřele mohu vaši jazykovou školu a vaše kurzy doporučit každému, kdo potřebuje efektivním způsobem dosáhnout zlepšení v angličtině, zorientovat se v gramatice a hlavně se naučit komunikovat a mluvit!

Děkují celému vašemu týmu, skvělé práci lektorky slečny Simony a přeji vám mnoho dalších spokojených studentů

S pozdravem za Nestlé Česko s.r.o

Ing. Lubomír Kovář

your students. English language Ing. Lubomir Kovar



"...I achieved in your course much better results than in other language schools with which I had long term experiences."

LITE Olomouc, o.p.s. Katerina Timbarisová Havličkova 661/11 7790 00 Olomouc

#### Nestle Letter Translation

Dear Executive Director,

I would like to thank you for an excellent course and attitude you have towards

I have to say that the English course Intermediate I which I have done was a big contribution for me and it meant a significant progress in my knowledge of

Considering that your language school is a part of an international network of Applied Scholastics and is using a special study technology of L. Ron Hubbard and non-traditional method of teaching targeted mainly on communication in practice. I achieved in your course much better results than in other language schools with which I had a long term experiences.

I can highly recommend our language school and your courses to everybody who needs to achieve a betterment in English language in an effective way, get clear concept of grammar and mainly to learn to communicate and speak!

I would like to thank your whole team, your teacher Miss Simona for her great. work and I wish you many more satisfied students.

With Regards on Behalf of Nestle Czech



#### MINISTRY OF EDUCATION, YOUTH AND SPORTS 118 12 Praha 1, Karmelitski 7, P.O.Box 78

D.j.: 18739/2011-25-530

DECISION

youth and sports has verified the qualifications The Ministry of education, youth and sports has reviewed the application for accreditation of the institution: ZiAhadai (Kola a mate:::ski (Kola Basic, e.g.s., ID 28293240, 691 10 Kolayli 768, C.j.: 18739/2011-25-530 dated 18 May 2011 and based on the law § 25 and § 27 ps. of the mentioned subject 563/2004 of a legal code concerning pedagogy workers, change of some laws and in alignment with the law no. 500/2004 of a legal code, administrative rules, and it decided this way: to provide educational programs focused on

to grant the accreditation

to the institution: Zakladni ikola a mate⊡skä ikola Basic, o.p.s., ID 28293240 seat: 091 10 Kols/li 708

for the delivery of educational programs and for the issue of certificates upon their completion

1. Banic Study Manual

In Prague .19 July 2011

#### The accreditation is valid till 18.7,2014.

The applicant, Zikladni ikola a mate⇔skä ikola Busic, o p.s. who filed the application on 18 May 2011 has met the requirements for the granting of accreditation in accordance with § 27 of the law no. 563/2004 of a legal code, regarding pedapogy workers and changes in some laws.

The Ministry of education, youth and sports has verified the qualifications of the mentioned subject to provide educational programs focused on the additional training of pedagogy workers with respect to the level of the pedagogy qualification of the lectures and the state of the project preparation of the educational settivities.

The above subject is responsible for keeping up the quality and the content of education in the educational courses per the evaluated educational project.

The participant of the proceedings can file objection against the decision within 15 days from its announcement per the § 152, Article 1 of the law no. 500/2004 of a legal code,

administrative rules. The objection is to be filed at the Ministry of education, youth and sports

Michal Tranda MA

Director of the department of register and care for the polagogy workers

and is decided about by the Minister of education, youth and sports

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY 118 12 Praha 1, Karmelitski 7, P.O.Box 78 Č.j.: 18799/2011-25-530

"The Ministry of education,

#### ROZHODNUTÍ

the additional training of

pedagogy workers..."

Masistentro Holstvi, mládeže a télovýchovy posoudile žádost instituce: Zádastni Hola Hola Basie, o.p.s., bČ 28293240, 491 10 Kolyli 768, Č.j.: 18739/2011-25-530 zr dne 1 o saktení akreditace na základě § 25 a § 27 zákona č. 543/2004 Sb., o podagogických pracovnících a o změné některých zákoná, a v soulade se zákonem č. 560/2004 Sb., sprásní řád, rezhodlo takte:

#### udéluje akreditae

instituci: Zikladní tánia a mateřská tánia Basic, o.p.s., IČ: 28293240 sidlem: 691 10 Kobyli 768

k prevádění vzdělávacích programů a vydávání osvědčení o jejich absolvováni:

1. Základní studýní přiručka

#### Platnost akreditace se stanovi do 18, 7, 2014.

Odivodnini Zadarel, Základní škola a mateřská škola Basic, op.s., který podal žádost dne 18.5.2011, spinil podmínky pro-udžiení akreditace v souladu s § 27 zákona č. 563/2004 Sh., o podagogických pracovnících a o zmíně některých zákoná.

Ministentvo ikolství, mládeže a télovýchovy ověřilo zpisobilost uvodeného subjekta k provádění vadělitvacích programů zaměřených na dabí vadělitvání pedagogických pracosniků s přihlédnatím k inovní odborné a pedagogické kvalifikace ledorik a stava projektové přípravy verfélávacich aktivit.

Za dodržování árovné a obsahu vzdělávání ve vzdělávacích katrach podle posouzeného vzdělávacího projektu odpovidá výše uvedený subjekt.

Proti rozhodnuti miáte účastnik řísení podat podře § 152 odst. 1 zákona č. 500/2004 Sb., sprásní tád, rozklad ve ľtúte 15 dnú ode dne jeho erosimenní. Rozklad se podású u Ministerstva ikolství, mládeže u tělovýchosy a rozhoduje o něm ministe ikohrst, mládeže a tillowjehowy.

V Praze dne 19.7.2011

Mgr. Michal Trunda Feditel odboru rejstříku a piże o podagogicki pracovniky

**Učastnik říreni**: Zikladni ikola a mateřská ikola Bavic, o p.s., IČ: 28293240 691 10 Kobyli 768

(Translation is above)

# EUROPE

# **Endorsements**

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	acette Anonyme o Caprus de Sil 000 gre par les articles n la lor du 24.7.196 s Sacetas Cammerc	118 A 150 6 SV	Sege Social 105 tot. Bit Maesterbes 13000 Paris 18eptone 256 4182 R.C. Paris 8 602 625 538	Administration at Administration 02500 Wilers-Co Tel (20) 96 19 Tallen: V.A.C Fi Tallen: V.A.C Fi
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"The commendations of that training have been very positive. Every one found there an opportunity to improve his/her efficiency in contacts and negotiations."

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VICATION L. RO	N HUBBARD	
that training have be an opportunity to im lations.		
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négociations. eur Guy CASSAN également très	- qui faisait par appréciée.	tie



"The Hubbard Study and Communication Technology referred to in the project has the strategy to respect the individual learning process to get the student to be more active, selfdetermined and cause on his own study."

MINISTER OF PUBLIC EDUCATION OFFICE FOR PHYSICAL AND SPORT EDUCATION

MINISTER OF PUBLIC EDUCATION OFFICE FOR PHYSICAL & SPORT EDUCATION

DECLARATION

As Technical Inspector of the Public Education Ministry of the Physical and Sport Education, I had the opportunity to follow during these years the work done by Professor Gialiana Modonesi, teacher assigned to the research project concerning "Communication Technology", as a method to prevent school problems. It has been added to the "School Quality Project" of the Manistry in the section organized by this office

I've been able to fully verify by looking at the many written reports signed by teachers and students who participated on the project that this research-activity is undoubtedly valid as it puts the basis for real reform of the school system. Starting from the foundations and pushing the basic skills of learning to learn and communicate. The Hubbard Study and Communication Technology referred to in the project, has the strategy to respect the individual learning process to get the student to be more active, self-determined and cause on his own study.

The teacher - student is then, in this process, very important in order to get the results of the learning process itself.

The urgent necessity to confront the serious problems that afflict, in smaller or larger degree, the education systems worldwide, makes the contribution offered by such activities, even more valuable.

Roma, June 27, 1997

Dr. Roberto Gagliadi **Technical Inspector** 

NOTED INC. MICH. NA UTICAZZA ANDA A MONTA

MINISTERO DELLA PUBBLICA ISTRUZIONE Ispettorato per l'Educazione Fisica e Sportiva

DICHIARAZIONE

In qualità di Iapettere Tecnico del Minimero della P. L presso l'Iapetterato per l'Educazione Finica e Sportiva, ho avuno l'opportanità di seguire in questi anzi, il invoro della profasa Giuliana Modoresi, inseguante comandata nal progetto di forra relativo alla "tecnologia di comunicazione" quale strumento atto a provenite il disaggio scolatico. El stato inserito nel "Progetto Qualità nella Scotta" del Minimero sella fase organizzata da questo

No potuto verificare in modo chiaro e preziso, dalle varie relazioni autografe di insegnanti e studenti coirvolti nel propetto, l'anegable validità della ricorca - intervento poiché pose le premesse concrete per un reale rinzovamento del sinema scolustico, partendo dalle findamenta e cioè dalla incentivazione delle competenze di base: impartare ad impartare - impartare a somunicare.

La tecnología di comunicazione e studio Habbard , alla quale fà riferimento il progetto , si pone come stranegia die rispetta sopramatto i parametri di individualizzazione del processo di apprendimento per rendere lo studente attivo, succomo e artefice del proprio mudio. La relacione docente-studente assume pertatto in questo contesto una posizione deterri fine dei risultati dell'approvdimento stesso.

La necessità urgente di far fronte ai gravi problemi che affliggono in maggiore o minor minura i simemi educativi a livello mondiale, rendono ancora più preziono il contributo offerto da questo tipo

21 ROMATO CADEMAN at the

(Translation is above)

# EUROPE

## **Endorsements**

In 1979, when I, as a young teacher, "discovered" the "study and communication technology" developed by L. Ron Hubbard, I understood the incredible value of such an approach in learning and teaching any subject. I found out that the claims for improvement of the quality in education could be fully satisfied with the application of such a technology since it gives the student the tools to effective understanding and the teacher the abilities to enhance student's motivation and handle difficulties and problems related to study.

I decided at that time, therefore, that it was needed to work in the direction of getting the tech broadly known to teachers since they, in their turn, could have taught it to students. That has been the main road followed during more than 20 years experince.

From 1993 to 1999 I have been running a research project on "The quality of communication in learning and teaching process" for the Italian Ministry of Education in Rome and the study technology has been breadly tested in teacher training and student projects. The activity is fully documented in the research- report with teacher and student statements, material and tests which show not only the full workability of the technology but the urgent need of it in order to improve the quality of the Italian education system. The report includes the activity done for four years for the Education Recovery Centre of Castelnuovo di Porto Commune (Rome), on behalf of the local government, resulting in a lower youth criminality degree in the area.

I found out that the main problem for teachers has been the overlooked connection between learning and communication. These two items are so strongly related that each one effects the other both positively and negatively. Teachers have never been taught how to teach the subject they are expert on, they just know it but had no real understanding of what happens during data tranferring and student learning process. They observe more or less interest in the classrooms and get worried about the many failures and drop-outs. The question on what to do and how to handle such problems has become stronger and stronger in the Italian education panorama; new teaching approaches have grown up during last decades such "Individualized Teaching" and "Cooperative Learning" methods. These efforts go toward the need of creating the right conditions in order " to be able to change the viewpoint" on the subject, stressing the importance of Learning instead of Teaching, but old behaviours and patterns are hard to be dismissed.

With the study and communication technology developed by L.R.Hubbard, the whole field is being covered. The understanding of the relationship between the two areas has created charges in the teaching attitude and the discovery of the three study barriers with the various psyco-phisical phenomena has given the possibility to act in time for understanding taking place. The many methods and technics presented by the technology give the teacher the possibility to choose the ones more fitting the needs of the classroom

In one school for example, where I have been consulting for some years a group of teachers in charge for "handicap students" the improvements have been astenishing. One child who couldn't speak at all, (he was communicating only by writing some few words) after one school year got fully recovered . Another teacher I met 10 years after training reported to a new group of teachers in training that thanks to the tech she could "save" the daughter.

A full collection of documents are now available from the Ministry of Education, Universities, schools, regional and local governments. Handreds of teachers ( ca 500) have been trained and many more students. have been helped by the use of the tech in their studies giving back trust in themselves and motivation.

Ministerial Inspector Roberto Gagliardi who has been following the research project based on Applied Scholastics technology expressed the follwing statement in his preface to my book-report: "In our national school context where theoretical study-researches are quite advanced, it's impressive the lack of operative practical instruments. The content of the book looks like something we have been waiting for long time; it's an effective and concrete syntesis capable to put in reality what expected by today educational reform."

Sincerly Prof. Giuliana Modonesi Ekstrom Rome, September 2002



"The activity is fully documented in the research report with teacher and student statements. material and tests which show not only the full workability of the technology but the urgent need of it in order to improve the quality of the Italian education system."

#### GIULIANA MODONESI EKSTROM Learning process expert - Master of Science in Education -Rome University

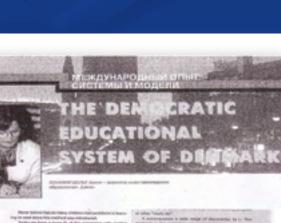


# **Media**

"For the first time we had in this country an educational system which truly respected the individual pupil. With this method nobody was forced to learn at the same speed—a condition which actually is impossible to be successful at, as in one class you have the fast learners and the slow learners."

## Ghettoblasteren fra Århus møder Tom Cruise

REJSE: Lasekonsulent Jens Lundby med til indvielsen af kuntuscenter i USA





"Denmark: Reading Consultant, Jens Lundby, Speaks At Applied **Scholastics Spanish Lake** Grand Opening"

# EUROPE

# Statement by **Professional**

### VIGGO HALLING DANISH PUBLIC SCHOOL TEACHER, LEARNED STUDY TECHNOLOGY

T had never experienced such remarkable results," he stated. After the next parent meeting, he exclaimed, "I L can hardly carry the load of verbal 'roses' back home!"

By the second grade, all of his students were one year ahead of their grade, some two to three years ahead.

Test results showed that 100 percent of his pupils were "confident readers," the term applied to those in the highest reading level for their grade. (The national average in this category is 47 percent.)





#### Kan Hubbard-metoden bruges i et almindeligt klasseforløb?

#### Af Viggo Halling

Som folkeskelelærer havde jeg i flere år ment, at den måde både jeg og mange kolleger underviste på, når vi skulle lære børn at læse, var utilstrækkelig. Jeg hav de fulgt med i de faglige diskussioner og læst og studeret flere ideer, men jeg fandt ingen, der afgørende brod med de eksisterende metoder - indtil jeg for ca. 4 år siden læste i Det Frie Aknelt om Foreningen for Effektiv Grunduddan-nelse (FEGU).

Jeg besluttede mig for at underse det nærmere og kontaktede FEGU o blev i de kommende måneder oplært i metoden dels hos Ole Hemmingsholt på Amager og dels hos Christian Aagaard FEGU Bronshøj, der har udarbejdet det undervisningsmateriale jeg og de fleste andre FEGU-undervisere anven-

Hos Chr. Augsard fik jeg en meget grundig indforing i materialet.

Den grandigste optræning i en læse-undervisningsmetode både i teori og isar i praksis, jeg nogen sinde (inkl. mir. seminarietid) har flet.

Jog var begejstret og imponeret over de resultator, jeg så blev oprået. Det måtte jeg prøve. I en periode havde jeg selv en elev med til undervisningen hos Chr. Auguard. Derefter fortsatte jeg un-dervisningen af elever privat. Billedet var det samme.

Alle fik en markant læsefremgang efter få måneders undervisning.



"Jeg var begejstret og engluter, jeg of blev confect

bjergskolen i Brøndby Strand) og var ikke i tvivl. Kanne jeg få overtalt min inspekter, ville jeg afprøve metoden på donno klasso.

Han gav grant lys, og jeg gik i gang med de praktiske forberedelser og var meget spacadt. Ikke om det virkede. Det havde jeg jo til overflod set. Men kanne det rimt praktisk lade sig gøre at omplante et system, der hidtil var praktise ret i en lille gruppe på maximalt 3 elever, til en hel klasse med 20 livlige unger Godt nek ville der være 2 kerere på i en del af timerne; men alligevel.

En af FEGU-metodens stærke sider angust 1990 skalle jeg i gang med en ny l. klasse (jeg hvode på det tids-punkt været lærer i ca. 13 år på Lang-tempo. Kun derved kan man sikre opti-











### Applied Scholastics Started in Latin America in 1976

- Over 9,500 teachers and 120,500 students trained in Mexico since 1995.
- Thousands of teachers trained in Venezuela, Colombia, Costa Rica and Dominican Republic.
- Over 1,300 teachers trained as part of a contract with the Ministry of Education, Puebla State, Mexico.
- Study Technology has been approved for use in schools by the National Curriculum Board of the Dominican Republic.



("Understand More, Achieve More" • entiendemaslogramas.org)

#### **RESULTS:**

### **Applied Scholastics Results** In Latin America

#### **VENEZUELA**

Nearly 1,500 teachers in the Venezuelan states of Aragua and Lara have been trained in Study Technologyalong with nearly 40,000 students.

In schools in which the Study Technology has been introduced, results include a 75 percent drop in student failure rates, a 90 percent drop in student violence and a 30 percent increase in the number of students considered to be performing at an "outstanding" level. As a result, the Minister of Education of Venezuela had approved a Study Technology training program for teachers and students.

#### MEXICO CITY

In Mexico City, Study Technology was introduced into a private school. High-school students in one class had failed 95 percent of their materials. After application of Study Technology, the class passed 90 percent of the materials the following year.

#### PUEBLA, MEXICO

From 2009-2011 in Puebla, Mexico 1300 teachers were trained and 3 public schools were adopted for full implementation of Study Technology, impacting 30,240 students reached by trained teachers. National Test scores by students of these schools revealed improvements of up to 12 times higher than the national average and one of the schools jumped to the highest rated school in its zone. The Minister of Education Puebla personally approved this project and publicly stated to the media, "This is the solution that Mexico needs!"





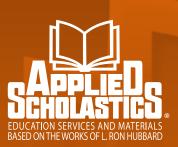


#### 38 • Applied Scholastics: Four Decades of Results



"Between 2009 & 2010 the percentage of Puebla students scoring at the Good & Excellent level on the standardized national mathematics test increased 23 times more than the national

\* ENLACE is the abbreviation for the standardized testing used in Mexico



SEPTENCACE	<page-header><page-header><text><text><text><text><text><text><text></text></text></text></text></text></text></text></page-header></page-header>	
Understand More Achieve More Member of the International Network Applied Scholastics		
PRESINT By means of the present writing we want to validate the results we experimented with the pilot realized for five weeks in the Primary School Aquiles Serdan. In just one month fifth grade students improved the equivalent to an entire school year of mathematics. Exam applied to fifth grade students to locate the level of mathematics (GRA/H) Teachers are teaching subjects which before caused them trouble faster and with better results, such as fractions, reading and geometry, and others. The self-esteem of students and toachers has incremented notably by having tools that allow them to study and/or teach effectively. We thank you for the professionalism and care you showed in this project. Signed and with official stamp	"The self-esteem of students and teachers has incremented notably by having tools that allow them to study and/or teach effectively."	

SED SED

LATIN AMERICA

# **Endorsements**

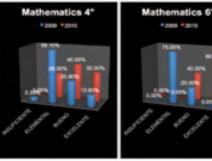


TIENDE MÅS LOGRA MÅS A.C. (UNDERSTAND MORE ACHIEVE MORE) MBER OF THE INTERNATIONAL NETWORK APPLIED SCHOLASTICS

weigh this letter we wish to report some of the results obtained in the program application of the educational techniques and technologies of educator L. a Habbard imparted by Understand More Achieve More in the pariod 2009 - 2010.

his project 600 teachers were trained from five different geographic locations in the State of Puobla. Also three schools were adopted, thus all educators, dents and parents were also trained. The project proves the academic and social achievements possible by training teachers with exact tools that have ven results internationally. By investing in teachers we are investing in the most important resource of the country since they give shape to our future.

owing are examples of graphs (before and after) showing some of the results obtained by this extraordinary training in the National Standardized Testing ACE 2010



school Javis Rayos Haroles adapted and trained in the City of Puebla ascended to first place in its geographic area on National Standardized Testing ACE 200.

cheol in Atlicco where all of the teachers were trained, just with the Educational Tools workshop (one day), improved in the national scheme 10% in nish and 15% in Mathematics on National Standardized Torting ENLACE 2010.

ne results are being multiplied throughout the state, and will continue to multiply generation after generation thanks to the educators trained with these dical loofs.

in generation, over 28,000 children from Pachla are receiving a better education thanks to this project with Understand More Achieve More.

ay we celebrate together these accomplishments and results

#### poetfully yours,

RA. MIRELLA TEREDA ROBRÍCI EZ ATE COORDINATOR OF CONTINUAL FORMATION [In charge of training 60,000 teachers] NISTRY OF EDUCATION OF THE STATE OF PUEBLA

#### (Translation of the above document)

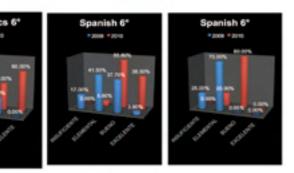


"A school in Atlixco where all of the teachers were trained, just with the Educational Tools workshop [one day], improved in the national scheme 10% in Spanish and 15% in Mathematics on National Standardized Testing."

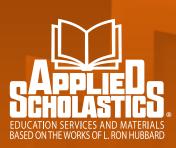


Paebla City, Paebla, 65 of October, 2010

OFFICIAL LETTER OF RESULTS



"In this generation, over 28,000 children from Puebla are receiving a better education thanks to this project with Understand More Achieve More."



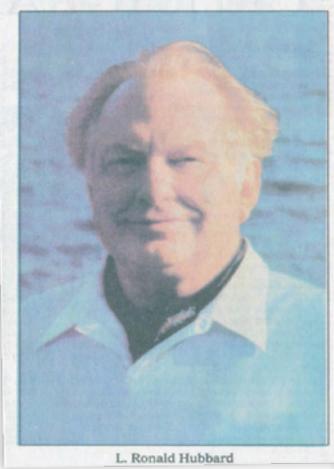
# LATIN AMERICA

# **Media**

# Alarmante Incremento en **Deterioro** Educacional es Previsto Para el año 2004

#### Por BLANCA CECILIA PUEBLA

Se pronostica para 2004 que el incremento en el alarmante deterioro educacional bajará sus niveles de calidad. Ruth Maya, presidenta de la Campaña Mexicana para la Mejora en la Educación, asociación no lucrativa dedicada por más de ocho años a labores SIGUE EN LA PAGINA TRES



Article on the Applied Scholastics program known as Campaña Mexicana Para Mejorar el Estudio (Mexican Campaign to Improve Study).

## Alarmante Incremento en Deterioro Educacional es Previsto Para el año 2004

ruistas en el campo de educación; así lo señaló bace un llamado a los

educacional es mundialtemas educacionales en risis a conocer y aplicar mente inevitable, más de 25% de los estudiantes que ma revolucionaria tecnoogia de estudio basada en dejan o terminan la preos descubrimientos del paratoria carecen de las iabilidades necesarias de ducador. En 1950, L. Ronald lectura y escritura que se subbard escribió: La meta requieren minimamente

inal de toda sociedad, al para la vida cotidiana. incarar el problema de la sducación, es elevar la hapatrocinada por el periósilidad. La capacidad de dico británico The Sunday niciativa y el nivel cultu-Times, se descubrió cue nl v con todo ello el nivel 42 por ciento de los ene supervivencia de esa socuestados no fueron cana-

La terraza de la suite, en

cual se ubican obras de ran formato del maestro,

estos aspectos, se destruve más uno de cada seis ha- casos de la educación a sí misma con sus propios medios educativos. Hoy en día, la crisis

costos de la reeducción del personal. Y cuando se incluyen los inexorables lazos en-

tre el analfabetismo y la criminalidad como factoiedad. Y cuando una so- ces de sumar los precios res, resulta demasiado iedad olvida cualquiera de de un menú básico. Ade- sombrio enumerar los fra-

do esculturas.

a cargo del maestro Rodolfo Rivera, quien su-

pervisó la correcta integra-

ción de la obra con los es-

pacios y mobiliario de la

Al terminar el festejo to

dos los participantes reci-

bieron un "atrapasueños",

con la leyenda: si lo sue-

estuvieron Kattya Olguin.

Solis, Ivan Barreto, Alfon-

Baldomero Pérez, Nayeli

Argueyo, Elida Rivera,

Espinoza, Graciela Gon-

zález, Rosa Méndez, Alfre-

do Ayala, Luis Guillén,

nas, lo puedes realizar.

suite presidencial.

Originales Suites Culturales con la Obra Escultórica de Sebastian

Durante una encuesta

deseen la oportunidad de onde se podrán admirar convivir con el arte, po-10 obras del artista sobredrán reservar la suite. aliendo esculturas de sus

La obra de este creador bras más representati permanecerá por tiempo as, serigrafías, mixograndefinido y respecto al as, carteles y muebles, provecto afirmó que se ue conviven de manera ofrece al huésped la posirmónica y eclética, con bilidad de estar rodeado de a decoración de la suite. Sebastianes, es decir cuaercando un ambiente. dros, lámparas, muebles demás de interesante.

#### Los Sueños Revelados Elgue de la primero plane otros electrodomésticos.

ermite también al huésespecial a la velada en la ed observar uno de los que los anfitriones del fesruces viales más importejo dieron la bienvenida Rodolfo Roth, director a los invitados con quicel Grand Meliń México nes brindaron porque el eforma, comentó que la próximo año sea más róspero. uite Sebastian forma par-

Durante la animada rede un proyecto integral, inión se hicieron reconotravés del cual, el hotel cimientos a Irma Alicia e involucra de manera Pérez y Género Trejo, quindirecta con la promoción nes cumplieron 25 años de de la obra de artistas pláslaborar en Young & Rubiticos contemporáneos. que permitan a nuestros carm México, asimismo se huéspedes y visitantes co- proyectaron los anuncios nocer su obra exhibida en comerciales que realizó la diversos espacios espe- empresa este año, Bebidas y bocadillos se

cialmente destinados para ofrecieron, después se rea-A partir del 17 de dilizó una rifa con variedad iembre, todos aquellos de premios como televisohuéspedes que, además, res, teléfonos, estéreos y otras personas.

bitantes de las islas britá- mundial. L. Ronald Hubnicas ni siguiera puede bard ha señalado que en localizar correctamente las últimas tres décadas se han combinado tres facsu país en un mapamundi. Considerando estas citores culturales que han fras se traducen en un eshecho disminuir seriacenario económico deprimente nuestra habilidad mente y con costos anuapara comunicarnos y por les para las empresas que lo tanto lograr una buena llegan a rebasar los 300 educación. mil millones de délares en Los estándares generapérdidas de producción y les de la educación bajaron

cuando los nuevos sistemas ignoraron materias fundamentales como la lectura, la escritura y la gramitica

La llegada de la televisión celeró el deterioro en particular cuando las madres sentaron a sus hijos enfrene para que les sirviera de

nera. Lo cual se conside ra como la llegada de una droga para embotar aún más la mente. Nuestra entrevistada de arte obieto, y muchas piezas de diseño indus-

aseveró: En consecuencia, generaciones enteras ya no trial, pero que siguen sienson capaces de entender ni transmitir información. La museografia estuvo

Pue ante esta crisis académica que L. Ronald Hubbard presentará sus métodos educativos. Fruto de cuatro décadas de experiencia como educador, estos métodos representan la primera comprensión plena de las verdaderas barreras al aprendizaje eficaz y la tecnología precisa para superarlas obteniendo como resultado aprender y aplicar cualquier cuerpo de conocimiento.

Su contribución al cam-Entre la concurrencia po de la educación conocida como Tecnologia de Carlos Cantú, Emilio Estudio proporciona el primer enfoque plenaso Quezada, América mente funcional para en-Garfias, Javier Salicrup. señar a los estudiantes cómo avudar a cualquiera a aprender cualquier tema. Mayra Osiris Vélez, Lino Y ha sido comprobado que con ella se pueden lograr resultados uniformes y consistentes superando Sergio Diaz, Blanca Caslas diferencias económitro, Miguel Barbeyto, Ivette cas, culturales y raciales Blanco, Samantha Jimésin importar edad. nez, Adriana Ramírez y

Su investigación puso al descubierto la razón bási-

ca de los fracasos de un estudiante por entender cualquier materia. Descubriendo Básicamente que hay tres barreras al estudio, una de ellas, la palabra intendida es aplicable en todos los niveles de educación. Al pasar por alto una palabra, ese estudiante no retendrá o comprenderá el material siguiente, conduciendo así a confusiones y dificultades en el estudio posterior.

Un veterano profesor de inglés en una Universidad de California relató lo siente: Nunca me he sentido tan bien respecto a mi trabajo y no he conseguido un éxito académico tan consistente como desde que incorporé la Tecnologia de Estudio de Ronald Hubbard en mis clases. Ningún maestro debería entrar a un salón de curso sin este conocimiento.

Esto es lo que todos deberiamos saber desde. hace mucho tiempo y no sabiamos. Gracias a su regalo a la humanidad.

Finalmente la especia lista expresó: Para no irnos muy lejos de nuestra propia comunidad, co enta el profesor Rafael Bárcenas Rivero de México. "Yo quiero mencionar que este curso me deja una gama de conocimientos me vo desconocía en mi vida, como persona y como maestro. Al estar en este curso me dov cuenta de la gran importancia que

"Saber estudiar, aprender y entender. Hoy tengo las herramientas necesarias para ponerías en práctica, ya que tengo una labor muy importante de ser estro de este centro es colar, como es la enseñar za que es la base de la fortión del ser humano. Yo le doy las gracias a L. Ronald Hubbard por heredarnos sus herramientas de aprendizaie el estudio Gracias a los esfuerzos



"...these methods represent the first full understanding of the real barriers to effective learning and technology needed to overcome them, which results in learning and applying any body of knowledge."

EXCELSIOR Sóbado 27 de Diciembre de 2003 3-B

ternacional una organiza- 215 proyectos de alfabeti- da. Me temo que yo estoy ción benéfica no lucrativa zación de Applied Scho- tan complacida como que se dedica a mejorar la lastics en todo el mundo. educación en todo el munaplica la Tecnología de todos los continentes. Hasta la fecha en más de

do, en la actualidad se demás y considero mi capacidad humanitaria e mayor placer en la vida Estudio de L. Ronald ver a una persona liberar-Hubbard en 36 países de se de las sombras y que pueda ver y camionar a educación. través de ellas, y volver al tres millones de personas sol de nuevo se encuentra

ella", comentó en su mo "Me gusta ayudar a los mento el filántropo. Esta lo que le ha ganado un sinnúmero de reconoci mientos en el campo de l

Información, al teléfo no 5511 05-41.











The Delphian School in Oregon, USA

### **Applied Scholastics Began in** North America in 1972

- Over 26,000 educators have been trained in the Study Technology in the continental United States in the new millenium.
- There are over 460 Applied Scholastics affiliate organizations across the United States and Canada including 33 private schools.
- The new Applied Scholastics International campus opened in Saint Louis, Missouri in 2003 to provide professional development for educators and trainers from around the globe. They have already trained educators on more than 4,600 courses.
- Over 3,800 teachers, students and parents have been trained in the Study Technology in Puerto Rico.



Applied Scholastics International campus, Saint Louis MO

## PUBLIC SCHOOL PROGRAMS: ST. ANTOINE'S ELEMENTARY **SCHOOL** LAFAYETTE, LOUISIANA

In September 1993, a School Board Member in Lafayette, Louisiana, learned about the Study Technology developed by L. Ron Hubbard. She was very impressed and wanted to bring it into the schools. She introduced Applied Scholastics to St. Antoine's Elementary School, a public school in Lafayette. The principal arranged for one of the teachers to be trained in how to use the Study Technology. The teacher did the Applied Scholastics Basic Study Manual Course and she immediately started applying Study Technology in teaching reading to her second graders.

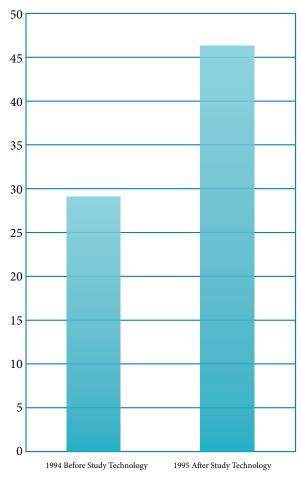
#### PRELIMINARY RESULTS

Testing was done by the teacher at St. Antoine's. In a prior six week test carried out by the teacher in Reading, Language, Science and Math, there were seven "F's" and 47 "A's" and "B's". On the second six week test, after the teacher began applying Study Technology, results improved to one "F" and 55 "A's" and "B's".

#### ALL SECOND GRADE CLASSES

As a result of the success of one second-grade teacher, the principal invited Applied Scholastics back to train all the 2nd grade teachers on the Applied Scholastics Basic Study Manual Course. The graph below shows the California Achievement Test results for 2nd Grade Classes before and after Study Technology. The school had not before scored higher than the 30th percentile.





Second Grade—Pre and Post Scores on California Achievement Test





# NORTH AMERICA

**PUBLIC SCHOOL PROGRAMS: TEXAS SCHOOL** DISTRICT CAROLINE KYHL PH.D. **ASSISTANT PROFESSOR OF EDUCATION TEXAS LUTHERAN UNIVERSITY** 

#### BACKGROUND

In 1999 a first year teacher was hired for 1st grade in a "low performing" elementary school in Texas. The school had a large percentage of minority students, particularly Hispanic, English as a Second Language (ESL) students, and a very high percentage of students on free and reduced lunches.

The teacher had been trained in Study Technology. Her immediate success gained her a great deal of attention from the principal, who then asked the teacher's university professor to help his faculty to apply Study Technology in math instruction. The teachers had been to many workshops before, including math workshops. The school had been working on its problems for years. But it was not until 1999 that teachers were trained in Study Technology. The results of this change were seen in greatly increased 3rd and 4th grade scores on the Texas TAAS\* test in 1999.

#### RESULTS

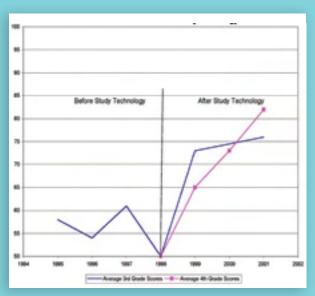
Table 1 shows the school's average 3rd and 4th grade and 4th grade Hispanic math scores on the TAAS for 1995 through 2001. Note the sharp rise in scores in 1999 for all three groups. The gain in third grade was 23 points, an increase of 46%. The gain in fourth grade for all students was 15 points, an increase of 30 %. Fourth grade Hispanic students gained by 24 points, an increase of 69%. Note also that math scores were



"That Study Technology unlocks the potential of ESL (English as a Second Language) students can be seen in the results of a Summer School Math Program."

Year	3" Grade	4ª Grade	4 <sup>th</sup> Grade Hispanic Students
1995	58		
1996	54		
1997	61		
1998	50 >+46	50	35 >+699
1999	73 +40	65 >+309	59 -+0974
2000		73	
2001	76	82	

Table 1 - Average Math Scores on TAAS Test Before and After the Intervention of Study Technology



Graph - Scores on TAAS Test Before and After the Intervention of Study Technology

<sup>\*</sup> Texas Assessment of Academic Skills (TAAS) - The TAAS measures the statewide curriculum in reading, mathematics and writing at the exit level. TAAS will remain the graduation requirement for students who were enrolled in Grade 9 or higher on January 1, 2001.



### **TEXAS SCHOOL DISTRICT** CONTINUED

maintained at the higher level and even continued to rise students. Table 2 shows the exact scores on the end of in years following the introduction of Study Technology.

Following Figure 1 is a graph of the math scores for **FOLLOW-UP** 3rd and 4th grades that shows the dramatic increase that occurred in 1999.

#### **ESL STUDENTS**

The tools for vocabulary building that Study Technology provides were seen by this school district as valuable for educating ESL students. Thus the district decided to train ESL teachers and their classroom aides in Study Technology.

That Study Technology unlocks the potential of ESL students can be seen in the results of a Summer School Math Program. For 4th, 5th and 6th grade ESL students scores on the end exam were greater than for all other students in those grades. On the average for all three grades, ESL students scored 58% higher than all

Grade	All Students	ESL Students
4 <sup>6</sup>	12	18
5 <sup>th</sup>	20	26 >+9
6 <sup>n</sup>	13	27

 
 Table 2 - Summer School Math Program, Average
 Points on End Exam

course exam.

Pleased that teachers can learn and apply Study Technology easily and get results, the school district decided to implement Study Technology throughout the curriculum, K-8, and began a district-wide program of training. Achievement scores have been on the rise in the district since then.

Reliable achievement data is available for one low performing school in the district with a high percentage of Hispanic and ESL students (not the same school as reported above). Third, fourth and fifth grade reading and math scores rose between 2000 and 2002, as shown in Table 3 below. On the average for all three grades, reading scores rose 12% and math scores rose 33% in that one school.

Year	3" Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Average
		Reading		
2000	65	74	86	
2002	78	87	88	12.4%
		Math		
2000	43	73	84	
2002	76	95	94	32.5%

Table 3 - Average Reading and Math Scores

# NORTH AMERICA

### **PUBLIC SCHOOL PROGRAMS: RALEIGH-EGYPT** HIGH SCHOOL MEMPHIS, TENNESSEE

#### BACKGROUND

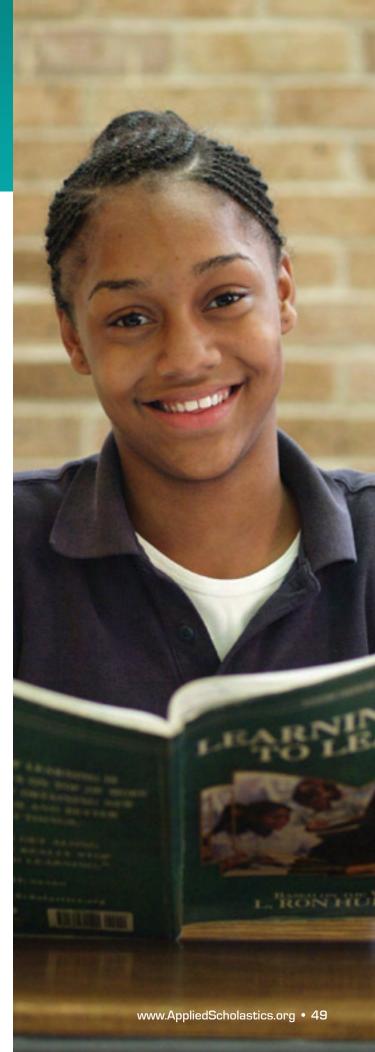
In 2001 a grant was obtained from Memphis City School Board for a pilot program to introduce Study Technology to the Memphis Schools. Additional funding from local businessmen and community leaders was used to purchase a set of *Study Skills for Life* books and workbooks. The subjects were ninth grade students in a remedial English class. Many had a continuous history of discipline problems, juvenile delinquency and school failure. Approximately 80% fell at or near the poverty level. As Raleigh-Egypt High School was not achieving mandated State testing levels, the school was under scrutiny by the State of Tennessee Education Department as well as the Memphis Board of Education. The school had increased testing scores over the prior three years, but still remained below the required testing levels. Academic failure was commonplace. Teacher and parent frustrations were evident.

#### STUDY SKILLS FOR LIFE PROJECT

Parents were notified by letter that Study Skills for Life based on L. Ron Hubbard's work was to be introduced to students. The Study Technology concept was introduced to the faculty at a faculty meeting. Three teachers were recruited and trained in Study Technology.

All students in ninth grade remedial English classes were invited to participate. Fifteen students (approximately one half) participated and completed the Study Skills for Life course as part of their in-class activity. All students started during the second 6 weeks in the first semester. Fourteen of the 15 students completed the course in six weeks. The final







### **RALEIGH-EGYPT HIGH SCHOOL** CONTINUED

student completed a few weeks later. Several of the students attended an after-school study period as well as the in-class training.

#### ACADEMIC RESULTS

Tables I and II show first semester composite grades and grade point averages for both the students who did the study skills training and those who did not. Grade point averages (GPA) do not include the remedial English class itself, for which no grade was given.

The GPA range for the students who completed Study Skills for Life was 1.0 to 3.0. The average GPA was 1.9. The GPA range for the students who did not complete Study *Skills for Life* was 0.0 to 1.4. The average GPA was 0.7.

The average composite score of 79.3 for the experimental groups was 34.4% higher than the composite score of 59 for the control group.

#### **REDUCTION IN DISCIPLINARY ACTIONS**

It appears that the Study Technology training produced a sharp reduction in disciplinary problems among students who received the training. For example, during the 12 weeks before Study Technology training there were 47 disciplinary actions on file for those students. During the 12 weeks after, there were 27 disciplinary actions on file, a 43% reduction.

The improvement for the 15 trained students had a positive effect on the entire class. In the same period of time disciplinary actions were reduced for the control students by 34%.

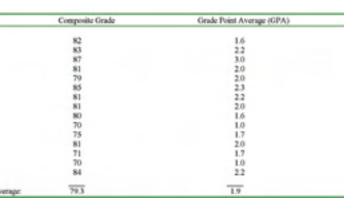


Table 1 - First Semester Composite Grades and Grade Point Averages for Experimental Group

c	omposite Grade	Grade Point Average (GPA)
	74	14
	74 47 31 64 51 63	1.4 1.4 0.0 0.0 0.0 1.2
	47	0.0
	31	0.0
	64	0.0
	51	1.2
	63	1.0
		0.7
	44	0.6
	67 44 64 65 69 99 72	1.2
	44	0.6
	65	1.2
	69	0.7
	59	0.2
	72	1.2 0.7 0.2 1.0
verage:	59	0.75

Table 2 - First Semester Composite Grades and Grade Point Averages for Control Group

# NORTH AMERICA

COMMUNITY BASED INNER CITY PROGRAMS: SUPPLEMENTAL **EDUCATIONAL** SERVICES

The Supplemental Educational Services (SES) program has allowed Applied Scholastics to demonstrate the effectiveness of Study Technology and promote its use within the mainstream educational establishment and all paid for with federal funds.

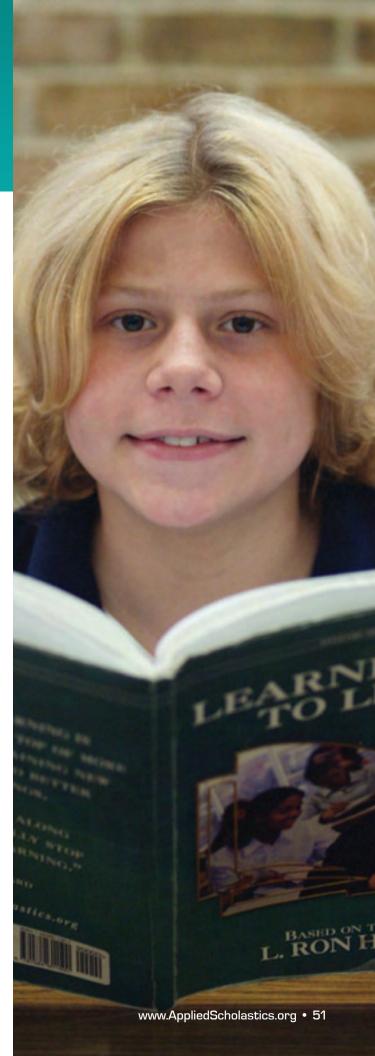
SES is a United States federally funded program that must offer free tutoring services to students who attend specific schools covered under US Education Code Title I, that have not made adequate yearly progress in student academic achievement test scores for at least three years.

These services offer students extra help in academic subjects such as reading, language arts, and mathematics. SES services are provided outside the regular school day—before or after school, or on weekends.

As part of this program states are required to set definitions of adequate yearly progress (AYP), the minimum performance that districts and schools must reach every year on state achievement tests. Schools must continue to offer SES to their students until the school shows adequate yearly progress for two years in a row. Often the demand for SES exceeds available funds and districts may give priority to the lowest achieving eligible students.

Once a state has identified a school as "in need of improvement" for two or more years, the school district determines which students in that school are eligible for services. At that point, the district notifies families of eligible students about their right to free tutoring. Each state develops







# NORTH AMERICA

### SUPPLEMENTAL EDUCATION SERVICES CONTINUED

a list of potential SES providers. To get on this list, The SES program has allowed Applied Scholastics to providers must apply and be approved by the state. demonstrate the effectiveness of Study Technology and States choose providers that can offer tutoring programs in line with state standards and that offer high-quality, establishment and all paid for with federal funds. research-based tutoring.

been an approved provider of Supplemental Educational improvement in Reading or Mathematics in just 30 Services (SES) under the No Child Left Behind Act and hours of tutoring. These are well beyond typical results to date has delivered in a total of 16 of the US states. with other programs.

promote its use within the mainstream educational

Overall a child who uses an Applied Scholastics Since 2005, Applied Scholastics International has tutor can progress at a rate of over one grade level

		Applied Scholastics Eff	ectiveness Data	
		as a Supplemental Educatio		
		January 201	2	
		and they are nationwide SES numbers. All o various states in which it is approved to off		uivalents and come from the pre-and
In these tables, an	average change greater	han .5 is considered to be significant.		
Grade Level	Sample Size	Pre-Math Average Score	Post-Math Average Score	Up/down Average Change
3rd	17	21		1.4
4th	15	29	4.1	1.2
5th	21	29	4.1	1.2
6th	11	32	4.7	1.6
7th	7	3.5	5.5	
8th	6	4.8	5.6	0.75
Grade Level	Sample Size	Pre-Reading Average Score	Post-Reading Average Score	UP/down Average Change
1st	25	0.5	1.7	1.2
2nd	46	1.4	2.5	1.1
3rd	52	23	3.5	1.1
4th	38	26	4.0	1.4
5th	42	3.7	5.5	2.0
6th	21	44	6.3	
7th	25	43	5.6	1.2
8th	12	5.4	6.6	

"Congratulations! Applied Scholastics International is approved as a Kansas **Title I Supplemental Educational Services** (SES) Provider..."

or to meet the contractual agreements may result in immediate removal from t approved providers or being placed on a probationary status.

The list of 2011-2012 approved Title / SES Providers in Kansas will be posted of KSDE website within the next month. You will also be asked to provide an elect copy of your approved application (without any financial information, social sets. numbers, resumes, or other personal information attached) which will be poster for the public. You may view the Kansas SES website at: http://www.kode.org/Default.aspx?tabid=3567

If your organization no longer wishes to be a provider in Kansas, please notify n writing or via email as soon as possible. If you have any questions, please cont at 785-296-8965 or via email at Louess Rhode ora

Sincerely,

LaNetra Guess

LaNetra Guess Title I SES State Coordinator





**Title Programs and Services** 

June 30, 2011

Mary Cockburn Applied Scholastics International 11755 Riverview Drive St. Louis, MO 63138

Dear Applied Scholastics International Provider.

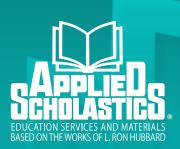
Congratulations: Applied Scholastics International is approved as a Kansas Title / Supplemental Educational Services (SES) Provider for two years (2011-2012 and 2012-2013). There will be <u>mandationy</u> approved provider webinars scheduled in July. I will provide dates of the webinars next week and you will need to pick one to attend.

Title I schools that have been in improvement for two or more years are to notify parents of the availability of supplemental educational services. These schools will receive the Kansas list of approved SES Providers in July. <u>Only</u> public school students from low-income families are eligible for these services. Low-income students may include students with disabilities or those covered under Section 504. Students with disabilities may not be excluded unless more than minor adjustments would be necessary in orde to serve them.

If the parents decide their child should receive supplemental services, they will select the provider from the State's list of approved providers between August and September Once the parents select a provider for their child, the provider must enter into an agreement with the child's school district regarding the services. The school district will notify the provider when it has been selected.

The law establishes limitations as to how much funding a district must spend on school choice and supplemental services. The district is only required to spend an amount that equals 5-20% of its Title I allocation for supplemental services and choice for all eligible students. From that amount, the district pays the SES provider an amount equal to the cost of the service or the district's Title I per pupil amount-whichever is less. The Kansas State Department of Education (KSDE) will notify the districts with schools on improvement and approved providers the amount of funding that must be available pe child for supplemental services.

KSDE has the responsibility to ensure that high quality services are delivered. KSDE will monitor annually the quality, performance, and effectiveness of the services. This information and other measures will be used to determine whether or not providers will continue to be approved in Kansas. Failure to meet the requirements of SES providers



### SUPPLEMENTAL EDUCATION SERVICES CONTINUED



Mary Cockburn Federal Programs Manager 11715 Riverview Drive

51 Louis, MO 63138

March 22, 2011

Dear Ms. Cockburn.

BOARD OF DIRECTORS

PRESCRIMT Carlot Coultry INCOMPASSION INCOMPASSION BUD Canala SECRETARUTELA arie Kleve PAST PRESIDENT Also Pall PRESIDENT EM

Paul Ovinteraw A'8400 Mark Dawkins

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EXECUTIVE BIRECTOR

In February, Alma facilitated at one and one half hour basis training for our staff. We were able to take some of this basis Applied Scholadtes approach and apply it is our own interactions able members, and in our homework help grogram. Power Hour, it was a good reminder of the importance of finding the motivation to beam for individual learners, but also how one word can oause such a huge obstacle in learning.

I want to share my appreciation for this program and the success that Alma has had with our members. I know that we and those learners will continue to reap the benefits of this program long after it is done. Sincerely.

I am writing in regards to the Applied Scholastics futuring program being nur by Alma Pendergrass at the O.K. Clubhouse, part of the Boys & Girls Clubs of Southwest thisatington. Alma and Applied Scholastics are able to hator at our clubhouse as an approval Supplemental Educational Service the four largest schools (by club attendance) we serve quality for this revocam.

We have greatly appreciated Applied Scholastics tutoring at our club. And all set did axes provide space. As a Boys & Gits Club we strive "to enable all young people, especially those who need us most, to reach their tut potential as protective, caring, responsible others." We purposely place our clubhouses in areas of greatest need. This program has helped our families by limiting the obtaines that may interfere with the haring proceed or greater achievement. Or parking needs to endure with the haring proceed planetary alternal, it maters it easier for families to ensure attendance.

In addition, while not actively participating in the daily tutoring activities, my

In addition, there noticed changes in the members who have participated in this program. Ama has taken on some of the most challenging club members and has been able to successfully interact with them, and we in sum have benefited from the behaviors changes. I believe because of the sum have benefited from the behaviors changes.

focus on understanding the learning process and their individual motivation behind it, the members have gained confidence in their abilities as a learner and in themselves.

Elizabeth Tiegs Club Oirector, O.K. Clubhouse Boys & Gats Clubs of Southwest Washington

TE OF NEW MEXIC MANUA FE, NEW MEXICO #760-276

BLL RICHARDSON

August 10, 2009

DR. VERONICA C. GARCIA ISOMETARII OF EBIOLATION

Mary Cockburn Federal Programs Manager Applied Scholastics Intern 11755 Riverview Drive St. Louis, MO 63138

Dear Ms. Cockburn

Congratulations? This letter is notification that your company's proposal in response to the Title I Supplemental Educational Services Provider application has been reviewed and your company will be placed on the New Mexico Supplemental Educational Services Provider list for the 2009-view.

Be advised that in order for you to market your services on any school campus, you must contact the district Title I director and follow district and school protocol for being on campus.

The New Mexico Public Education Department would like to express its sincere appreciation for the time and effort you and your staff have taken to respond to our Supplemental Educational

AJA Maty et Martinez

SES Program Coordinator Title I Office

Dr. Catherine Cross Maple, Deputy Director, Learning and Accountability Dr. Jan Holloway, Assistant Secretary, Rural Education Division Sam Ornelas, Director, Title I Bareau

"...I have noticed changes in the members who have participated in the program. Alma has taken on some of the most challenging club members and has been able to successfully interact with them... I believe because of the focus on understanding the learning process and their individual motivation behind it..."

# NORTH AMERICA

### COMMUNITY COLLEGE PROGRAM: **STUDY TOOLS FOR** COLLEGE SUCCESS

> 17 students

- o 2 African American
- o 1 Hispanic
- o 14 Caucasian
- o 9 females
- o 8 males
- **Reading Placements**
- 3 at 6<sup>th</sup> grade or lower
- ➤ 4 at 8<sup>th</sup> 9<sup>th</sup> grade
- ➤ 4 at 10<sup>th</sup> grade
- > 3 above 10th grade

3 no record – no placement tests taken

Thus, 41% of the students had a reading level below 10<sup>th</sup> grade. 5 arrived with paperwork identifying them as ASSIST students.2 in college after their experiences in high school. One or two say they took it because they figured it would be an easy "A" although 3-4 others were pretty sure there was one somewhere at home. Well over 3/4 of the students had no dictionary of their own, none at home. one in their life.

In general, the students were young 19 year olds; that is, they often acted younger than 19, in some cases were surprisingly immature.3





"Well over 3/4 of the students had no dictionary of their own, none at home. No one used a dictionary regularly, and more than a few reported they had never used one in their life."

#### STUDY TOOLS FOR COLLEGE SUCCESS REPORT—MAY 2004

STFCS in COL101' - OAKTON COMMUNITY COLLEGE Spring Semester 2004

#### OVERVIEW

At the beginning of the semester the profile of the class was as follows:

- Most acknowledged they took the course because they felt they needed help making it
- Most were advised by counselors to take the course and took it only for that reason.
- Interestingly, at the start of the semester, only 2 students owned their own dictionary,
- No one used a dictionary regularly, and more than a few reported they had never used
- 1 COL101 is a 3-hour elective course at Oakton Community College designed to meet the needs of
- ASSIST is an acronym for Additional Student Services Instructional Support Team, which was created at
- tutoring and counseling and other support services. All ASSIST students have been in special programs as

freshman and sophomore students in adjusting and succeeding academically. Oakton to implement the policies for treating special needs students created by Title IX. It provides part of there K-12 schooling, and many carry the labels "LD," "ADDHD," "BI-POLAR," etc. "This tends to be especially true of the ASSIST students, considerably less true of the "regular" students.



"I really liked this

what to do in my

course a lot. I know

other classes. [In the

past] I would always

skip the word and

move on and then

story. Now I am

all my classes."

not understand the

going to do better in

# NORTH AMERICA

### STUDY TOOLS FOR COLLEGE SUCCESS CONTINUED

#### SOME LOGISTICS:

- Class met twice a week for 16 weeks
- Each class met for 75 minutes, 11:00-12:15pm
- >It's a 3-credit course
- The class met in a standard classroom used by other teachers all day and night, every day and night. Thus, the college and teacher couldn't establish a kind of permanent classroom with his materials, books, desk set-up, etc. and have it stay that way.
- >Fortunately, the room had tables, not desks.
- >Until every student had his her own dictionary and was bringing it to class everyday, the teacher came to class with a suitcase of dictionaries, an encyclopedia, and other reference materials I can anticipate students might need.

#### EXPLANATION & INTERPRETATION OF THE DEGREES OF READING POWER (DRP) DATA - SPRING 2004

> The Degrees of Reading Power (DRP) is a Cloze-type reading assessment instrument

A Cloze test is "a test of reading comprehension in which the test taker is asked to supply words that have been systematically deleted from a text." Most reading tests ask students to read a passage and then answer multiple choice questions about the text. A cloze test asks students to read a passage in which a blank space is substituted for one or more key, selected words in each sentence. The student is given a multiple choice list of words s/he must choose from to put in the blank space. It is a standard reading test format, has its admirers/advocates and its detractors.

The DRP produces a "raw score" which is then, following a formula established by the DRP designers, translated into a "DRP score." The "DRP score" can then be correlated to a reading level or, as it is at Oakton, it can be correlated to a specific course. The course is designed to address the reading level of the student who places into it.

Thus, for example, a "raw score" of 46 translates to a "DRP score" of 58, which translates to an EGL094 reading course.

4EGC094 is English Generic Course Syllabus #094

- form of the test during the last week.
- > The following breakdown should be helpful:
  - 092 is below 6<sup>th</sup> grade reading level
  - 094 is between 8<sup>th</sup> and 9<sup>th</sup> grade
  - 110 is 10<sup>th</sup> grade
  - · "none" means the student has a high DRP score and is not being advised to take a reading course.
- > The following can be extrapolated from the "DRP Overview"
  - o 17 students were originally enrolled in the course
  - 4 no record no placement tests taken

  - o 13 students took the test, both the pre and post tests.
    - 3 began the course reading at 6<sup>th</sup> grade or lower
    - 4 began reading at 8<sup>th</sup> 9<sup>th</sup> grade
    - 4 began at 10<sup>th</sup> grade
    - 3 at above 10<sup>th</sup> grade

    - scores.

#### FINAL GRADE BREAKDOWN:

A's = 2: C's = 5;  $\mathbf{R's} = 4$ D's = 1

#### MISCELLANEOUS CONCLUSIONS/IMPRESSIONS:

- 13 students completed the course
- I student dropped the class because it was too difficult<sup>6</sup>
- 3 others stopped coming to class between midterm and the end of the semester.<sup>6</sup>
- > 7 (41%) began the class reading at 8th grade or below.

midterm.

have not yet heard back. Interestingly, 1 of the 3 was among the weakest readers. .



"This course has been a great tool for me as well as for my academic skills... I just want to thank you for teaching me the right tools to succeed as well as having fun in

> Students take one form of the test at the beginning of the semester, and a second

- o 13 (76%) completed the course -- an unusually high number for a daytime
  - COL101 class where often as many as 50% drop out.

    - · 8 (61%) improved their raw scores on the test and, thus, their DRP
    - 5 (38%) improved their reading course placement.

F's = 2

- 5 This was student #14 on the "DRP OVERVIEW." Note that this student had the lowest of all scores, read below 6th grade, and was clearly retarded. The teacher encouraged her to drop the class well before
- 6 Currently there is no data on why they stopped attending. The teacher has written all three and called but





# STUDY TOOLS FOR COLLEGE SUCCESS

- > Almost none of the text in STFCS is written at that level.
- Yet 5 (83%) of the students with a below 8<sup>th</sup> grade reading level earned a passing grade.
- > 12 (92%) of all students who completed the course "passed" with a "C" or better.
- 5 of the students who began the course were ASSIST students
- 4 (80%) of the ASSIST students earned passing grades.
- "Passing" necessitated doing well on a written exam and a practical.

#### WHAT WAS ACCOMPLISHED?

- All now own a dictionary (at the beginning of the semester only 4 did)
- The dictionaries they own and use are at the right level for them (at the beginning of the semester none were).
- Everyone now knows how to use a dictionary -- and admits to using it while studying materials in other classes.
- Almost all students indicate their confidence in their ability to do the work of a student is "much greater" than it was at the beginning of the semester
- Almost every student acknowledges that the course was of significant value.

#### STUDY TOOLS FOR COLLEGE SUCCESS SUCCESS STORIES

#### COL101 - What did I learn?

Truthfully I learned a lot more than I thought I would. When I first came to this class, I thought this class was stupid and boring, an old man trying to be hip, but little did I know I was going to be challenged in many ways. This class taught me several tools that I can take with me to be the best student that I can be. Mr. Boehm, Misunderstood words won't be a problem, and I finally understand [the use of] demos and how important they are. What more can I say? The class was fun, I learned a lot, I was challenged and overall I learned the meaning of "a good student."

--JB

This course has been a great tool for me as well as for my academic skills. I have learned a lot from this class and you, Mr. Boehm. Your techniques of learning were pretty interesting, esp. demo kits, sketches, and of course dictionaries. I just want to thank you for teaching me the right tools to succeed as well as having fun in your class.

This class taught me how to control my laziness and understand how important it is to really LEARN a subject. You're a cool teacher and know how to help students. --SM

I really liked this course a lot. I know what to do in my other classes. [In the past] I would always skip the word and move on and then not understand the story. Now I am going to do better in all my classes. That was the problem, and now I know to use the dictionary. Thank you! I had a lot of fun being in this class.

I think that this class has made me a better student, better learner, and a better person all together. It has taught me to take a step by step process in overcoming anything I am working on. You taught me many things that I will take with me.



"The class taught me several tools that I can take with me to be the best student that I can be." "I think that this class has made me a better student, better learner, and a better person all together. It has taught me to take a step by step process in overcoming anything I am working on."

--JP

--AB



# NORTH AMERICA

#### **PRIVATE SCHOOL PROGRAMS:**

## CALIFORNIA ACHIEVEMENT TEST THE DELPHI SCHOOLS

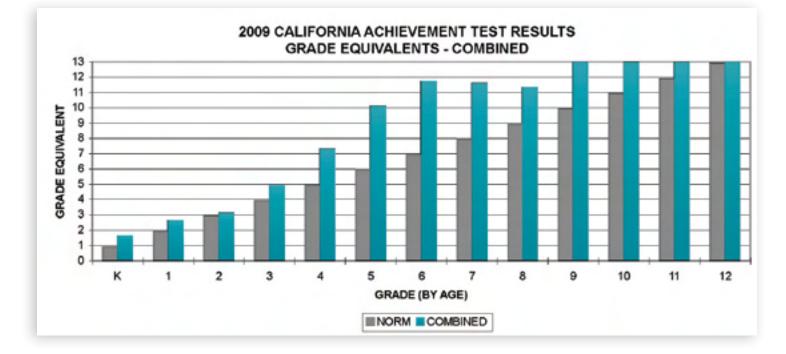
Study Technology throughout the curriculum. Many of these schools have chosen not to undertake the expense of standardized testing. However seven of the schools known as the Delphi schools administer the California Achievement Test annually.

Delphi schools use a common Study Technology imbedded curriculum. Students receive individualized study programs and follow carefully laid out study guides called checksheets. A student must demonstrate competence at each major step before continuing on to the next. Delphi students become self-directed learners by the age of 12 and thereafter proceed on supervised

Thirty-three private schools in the United States use independent study and projects that involve the application of their learning.

> The seven Delphi schools are located in Clearwater, Florida, Boston, Chicago, Los Angeles, San Francisco, Santa Monica and Sheridan, Oregon. Year after year these schools report achievement scores that far exceed national norms.

> The graph below shows the combined California Achievement Test scores for all seven schools for the most recent year, 2009. By 9th grade students are achieving at the highest level attainable on the test, a 13.0 grade equivalent.



#### **PRIVATE SCHOOL ACCREDITATION:**

"Please accept our congratulations on the quality of instruction being offered in your school."





10.000

Table States

#### Accrediting Commission for Schools

July 7, 2011

Mrs. Sandra Staffer ance Academ 4490 Cornishon Avv La Canada, CA 9301

#### Dear Mrs. Staffer

The Western Association of Schools and Colleges is pleased to announce th action taken by the Accrediting Commission for Schools granting Ren Academy a six-year term of accreditation with a midtern review, expl June 30, 2017. axion for Schools granting Rena

This action was taken after a careful study of the Visiting Com which noted many laudable aspects of the school. The Conoutfident that your continuing efforts to improve the school will be reinforce to prompt attention to the critical areas for follow-up integrated into the action plan

The midtern review consists of a written report from the school outlining regress made in implementing the schoolwide action plan and a one day visity a two member team. This review must be completed by the end of the third year of the six-year term.



# NORTH AMERICA

#### **CORPORATE PROGRAMS:**

### A HIGH END COMPUTER CORPORATION APPLIES STUDY TECHNOLOGY IN WORKFORCE TRAINING

A high-end Computer Manufacturing Corporation changed its operating basis from build to stock of its product line to build to customer order. Manufacturing employees were soon struggling under the new system. It was evident that an extensive training program would be required and should include manufacturing employees as well as those who would organize and supervise their work.

Training plan objectives were drawn up and it became apparent that a self-paced program would be required to accommodate the wide range of learner differences of style and speed. Education levels ranged from high school drop-out to graduate engineer. A significant percentage of the labor force spoke English as a second language.

The training approach selected was one called 100% Proficiency, developed by Effective Training Solutions (ETS) of Fremont, California. ETS is a licensee of Applied Scholastics International and uses training methods developed by L. Ron Hubbard known as Study Technology.

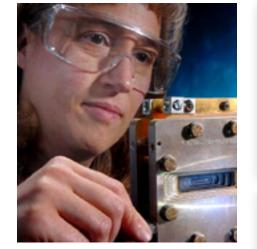
Simple and easy to understand metrics were devised to measure the effectiveness of the training program. These were based on the objectives of the training program: quality, productivity and flexibility (cross-training). Results exceeded expectations in every category:

- In the factory, quality rose from 94 percent to 99.5 percent, higher than the 98 percent targeted.
- Productivity rose by 28 percent in assembly, which had been given a 20 percent target.

- Other areas which had been given a 10 percent improvement target experienced a productivity increase of 15 percent.
- The return on investment of 310 percent far exceeded the 100 percent requirement set by top management.

The following graphs in figures 1-4, show the gradual improvements over a two year period in quality, productivity and flexibility (cross-training).

Many benefits have occurred with the implementation of this training system. Work cell assemblers achieve a higher level of quality and productivity on new products at a much faster rate than before. The employee feels more comfortable and less frustrated with the selfpaced learning. Less trainer time is required to reach the same level of proficiency. The cross training is allowing production to become more flexible in handling the daily product mix variations. With this is the involvement of the production workers in improving production processes. The company has tried work groups and quality groups in the past with very little success and abandoned them. Study Technology made the employees confident in their skills and eager to participate in production process improvement.



100% 99% 98% 97% 96% 95% 94% 93%

p

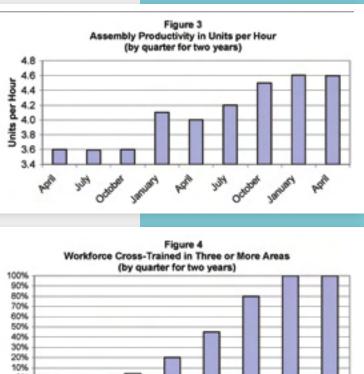
abandoned them. Study Technology made the employees confident in their skills and eager to participate in production process improvement."

"The company has tried

work groups and quality

groups in the past with

very little success and



October January

April

July

October January

July

1	0	01	6.7	_	
	9	0%	64	-	
	8	0%	64	-	
	7	0%	64	-	
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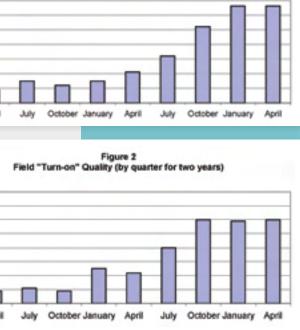


Figure 1 Workers' Quality in the Factory (by quarter for two years)

A more detailed report is available in a publication distributed by the American Society for Training and Development called Measuring Return on Investment.



# Endorsement

# NORTH AMERICA

# Statements by **Professionals**





D. J. Kaup, Provost Distinguished Research Professor, 407-823-2795, kaup@ucf.edu

Ms. Bennetta Slaughter, CEO Applied Scholastics, Int. 11755 Riverview Dr. St. Louis, MO 63138

Dear Ms. Slaughter,

I am Prof. David J. Knup, I received a Ph.D. in Theoretical Physics (with a minor in Mathematics) from the University of Maryland in 1967. I was a Professor of Physics, and also a Joint Professor of Physics and Mathematics at Clarkson University for 34 years. I am currently a Provost Distinguished Research Professor at the University of Central Florida. During my career, I have published more than 200 papers in scientific and mathematical journals. I have lectured to many university classes during the same time period and I am an erroring university to charter. experienced university teacher and lecturer.

As a scientific researcher, I am internationally recognized as an international expert in certain areas of physics and mathematics. Simple examples of applications of my scientific and mathematical expertise would be: tidal waves, design of certain optical pulses used in optical fibers networks for communication, the theory of microwave generation, and propagation of radio frequency waves in the ionosphere. As a university lecturer, I have long been recognized as a capable lecturer; one who is able to successfully handle any class size, from a few students, to classes of a hundred or more.

For the last 30 years or so, I have been familiar with and have used the "Study Technology" of L. Ron Hubberd. Study Tech (short for Study Technology) is best described as a method for learning any subject. It is an outline of the precise and exact reasons why any student has difficulty with any subject that he is studying, and contains precise methods for remedying those difficulties. It has certain rules, that once a student learns, understands, and consistently applies, will allow him/her to absorb, and be able to use and apply the information that they learn in their courses. These rules are very simple and are almost common sense. However, they are also the exact, same rules that many students violate as they study their subjects. On the other hand, these are also the exact same rules that I frequently observe my A students following.

As a scientific researcher, Study Tech has been very valuable to me in my own personal career. With the Study Tech, I can take any scientific paper of interest to me and understand (perhaps "decode" is sometimes a better word) what it says, as well as apply the information that it contains. This even goes so far as to allow me to determine when a scientific paper contains questionable results, incomplete results, errors or even false statements. To me, this ability has been invaluable.

As a university teacher, I have frequently required my students to learn the basics of Study Tech by use of the Basic Study Manual. Many of these students have then applied Study Tech to their current college studies (my course and others). As a consequence, these students then found that they had better study habits, were more able to recognize and handle their own study difficulties, and generally considered that they performed much better in their university studies.



"As a university teacher, I have by use of the Basic Study Manual. Many of these students have then applied Study Technology... then found that they had better study and handle their own study difficulties, and generally considered that they performed much better in their university studies."

#### Department of Mathematics

June 3, 2003

Dent J. Kaup



# NORTH AMERICA

# Statements by **Professionals**

T n this increasingly technological and ever-changing society, it is paramount that all students learn how L to learn. Applied Scholastics' programs accomplish this. Furthermore, the most salient feature of Applied Scholastics' materials is that they promote self-regulated learning by allowing students to successfully overcome barriers to learning with little or no assistance from another person."

Caroline Kyhl Ph.D. **Assistant Professor of Education Texas Lutheran University** 

'm going to embed, if you will, the Study Technology in my syllabus (curriculum), in my delivery - and I L don't know yet how I'm going to do that, but I'll do it."

> Winifred Deavens **Professor at a Teachers College**

> > o teacher will be left behind. Because anyone who comes through the doors here will certainly go out a more effective, better teacher."

> > > U.S. Presidential Award Winning Teacher

hat it has given the 21st century teacher is the tool to succeed. What it has given the 21st century student is to know what success is."

**Missouri Public School Teacher** 

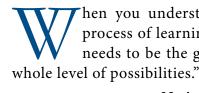
t's really the missing link, that we've all been looking for, and I didn't realize that 'til I came to this event."

> Consultant to the U.S. Dept. Of Education



think its going to make St. Louis a center, right the middle of the United States, for education L people will come, educators will come from the world, to acquire this fantastic technology."

> **Missouri Youth Organization** Director



t's really what impressed me the most, the a the knowledge. Teaching kids how to think. L think this facility is great because of all the res You come here and you do it. You do it and take i

Missouri Alderwoman





aving something that gives us another level of communication with children and also benefiting  $\bot$  them directly on their goals and aspirations,

#### City Councilman Missouri

t here in . I think around	
n	

hen you understand how you learn and the process of learning then the teacher no longer needs to be the gatekeeper, then it opens up a

#### **National Education Consultant**

applying And I	
sources. it back."	

**T** f we can get more people trained, that's going to make a world of difference in the success of children, which **I** is the most important thing."

#### **Texas Public School Teacher**



# UNITED KINGDOM







### **Applied Scholastics: A Tradition** of Excellence in the UK

- England saw the first Applied Scholastics communitybased program starting in Brixton England.
- In the 1980's a private school was established in Sussex, England devoted to the application of Study Technology throughout its curriculum servicing students from England, Europe and the Far East.
- A network has grown of over 40 Applied Scholastics tutors across England and Scotland.
- England has become a springboard for experienced educators introducing Applied Scholastics to government school systems including The Gambia, India, Mongolia, Pakistan, Sierra Leone, Sudan and Zimbabwe.



Greenfields School in East Sussex, England

#### **PROGRAMS**:

### THE BRIXTON, **ENGLAND PROJECT** RAPID INCREASES IN READING ABILITY

The purpose of the investigation reported here was to check the claim that rapid increases in reading ability can be brought about by the application of the Study Technology of educator L. Ron Hubbard to the teaching of reading skills.

#### **SUMMARY**

Two groups of 12 pupils each were given initial and terminal reading tests using the Daniels and Diack standard reading tests. One group was then given a very short course (totaling only 8 to 10 hours over 12 days) in reading skills based on the Study Technology. The other group continued their normal studies. Increases in reading ability (1.29 years average gain) occurred in pupils who were given the Reading Course while no change in reading ability (0.03 loss) occurred in those who did not do the course.

#### **PROJECT DESCRIPTION**

The Basic Education and Supplementary Teaching Association (B.E.S.T.) began conducting classes after school hours for children in the Brixton area of London during 1973. The classes were conducted in the Ferndale Sports Centre by kind permission of the local authority.

Parents of the children and other parents were so impressed with the work of B.E.S.T. that they insisted B.E.S.T. conduct a reading class. Mrs. Ann Roberts, a founding member of B.E.ST. and an expert in the application of the Study Technology of L. Ron Hubbard, readily agreed to do so. It was





# UNITED KINGDOM

### THE BRIXTON, ENGLAND PROJECT CONTINUED

at this point that it was decided to have "before and after" professional testing done. Twenty-four children were selected at random from among those whose parents wished them to attend. All were British; either of West Indian, Irish or English parentage, aged between 7 and 13 years. The reading ability of each of the 24 children was measured using The Standard Reading Tests by J.C. Daniels and Hunter Diack. The tests were administered in the standard manner.

The 24 children who did the pretest were separated at random into two groups. Twelve pupils formed the experimental group (designated "E") who attended the Reading Course which employed Study Technology and which was held for 2 hours (4:00 to 6:00 p.m.) on set days between 10 June 1975 and 27 June 1975. The total hours of attendance of each child during this period ranged between 8 and 10 hours. In order to check the results of those pupils who were given the Reading Course, 12 of the 24 tested did not attend the Reading Course and formed the control group (designated "C"). Both the experimental and the control groups continued to attend their normal schools and receive their usual class instruction for the duration of the period the reading classes were held.

On 27 June 1975 both the experimental and control groups were administered the post-test. The experimental group, whose average reading age on the first test was 6.48 years, rose steeply to 7.77 years on the second test an average of 1.29 years after 8-10 hours of instruction using the Study Technology. The control group, whose average age on the first test was 6.18

years, fell slightly to 6.15 on the second test an average decrease of 0.03 years.

In terms of reading quotient, the experimental group's average reading quotient rose from 73.08 at the first test to 87.33 at the second test an average increase of 14.25. The control group's average reading quotient on the first test was exactly the same on the second test. The results show a rapid increase in the reading ages and reading quotients of those pupils who attended the Reading Course which employed the Study Technology, whereas no change occurred on those who did not attend.

Tables 1 and 2 show that the experimental group's average reading age on first testing was 6.48 years and increased to 7.77 years on second testing an average increase of 1.29 years after 8 to 10 hours of instruction using L. Ron Hubbard's Study Technology.

The control group's average reading age on first testing was 6.18, which fell slightly to 6.15 on second testing an average decrease of 0.03 years.



Subject	Chronological Age	Test I Reading Age	Test II Reading Age	Change
E-I	8.6	6.7	7.3	+0.6
E-2	8.5	8.4	8.8	+0.4
E-3	8.0	7.4	8.6	+1.2
E-4	11.1	5.3	6.6	+1.3
E-5	8.6	5.3	6.2	+0.9
E-6	9.5	6.0	6.9	+0.9
E-7	8.1	6.3	7.5	+1.2
E-8	7.8	6.7	8.2	+1.5
E-9	9.3	7.8	8.9	+1.1
E-10	7.5	6.1	8.1	+2.0
E-11	10.6	5.8	7.7	+1.9
E-12	11.9	6.0	8.4	+2.4
	Average reading a	ge Test I Group E =	6.48	
		ge Test II Group E =	7.77	
	Average change in rea		+1.29	

Figure 1 - Pre and Post Test Results and Amount of Change for the Experimental Group

	Chronological	Test I	Test II	
Subject	Age	Reading Age	Reading Age	Change
C-I	8.5	5.6	5.8	+0.2
C-2	12.3	7.9	7.6	-0.3
C-3	7.8	5.2	5.2	0.0
C-4	8.8	5.7	5.6	-0.1
C-5	11.3	8.4	8.4	0.0
C-6	13.3	6.4	6.1	-0.3
C-7	8.8	6.9	6.9	0.0
C-8	9.7	6.1	6.1	0.0
C-9	8.8	5.4	5.4	0.0
C-10	8.1	5.4	5.4	0.0
C-11	7.3	5.7	5.9	+0.2
C-12	9.1	5.4	5.4	0.0
	Average reading age Test I Group		=C 6.18	
	Average readin	g age Test II Group	=C 6.15	
		reading age Group	= C -0.03	

Figure 2 - Pre and Post Test Results and Amount of Change for the Control Group

"The results show a rapid increase in the reading ages and reading quotients of those pupils who attended the Reading Course which employed the Study Technology, whereas no change occurred on those who did not attend."







## educational breakthroughs of author and humanitarian L. Ron Hubbard.

These teaching and learning methods and strategies, collectively known as Study Technology, include the first comprehensive understanding of the actual barriers to effective learning and a precise technology to overcome them.

**Effective Educational** 

L services and published materials based on the

pplied Scholastics International has as its mission the delivering of effective educational

Study Technology is employed throughout the world in teacher training and professional development, early childhood development and community literacy as well as job readiness and workforce development.

The expansion of the Applied Scholastics International network of more than 1200 licensed schools and community-based programs has been such that in order to meet the growing demand for services.



The purpose of this campus is the training of public and private school educators to implement Study Technology in their schools and universities. Programs are also offered which are uniquely suited to corporate trainers, tutors and educational consultants.

Because Study Technology allows for the total comprehension of any subject by any student, the mission of Applied Scholastics encompasses making these vital tools available to all who wish to learn and

# **Solutions Delivered**

to teach effectively. The Applied Scholastics World Literacy Crusade, a community-based education program, began in 1992 after the civil unrest in Los Angeles. It has grown from the initial project in Compton to multiple projects in inner cities as well as programs in rural areas including Ada in Ghana, bringing basic skills, job preparedness and self-worth to hundreds of youths and adults.

In October 1993 Applied Scholastics was granted the right to offer tax-exempt status to its licensees in the United States under group exemption policies of the Internal Revenue Service.

In 2003 Applied Scholastics established a campus training center at its international headquarters that is providing services to educators of all stripescollege professors, teachers, parents, community-based organizations, home schoolers and business trainersas well as students themselves. Applied Scholastics continues to uphold the tradition of effective response to the educational challenges of the day.

Today there are over 1200 Applied Scholastics groups, schools, community centers, English language schools and business training consultants around the world.

As of today, 132,966 educators have been trained on Study Technology and they have helped over 37.5 million people to overcome their barriers to study, enabling them to become successful, independent learners.





"I would like to note the extraordinary success of this program. The students love it and, as I see it, it improves their ability and student dropout rates have decreased since its implementation to our program."

the Mayor

Fromin & May

Rager of the Gity of Buint Couls

Office of

City of Saint Louis

STREAM



December 12, 2010

To Whom It May Concern:

More than a year ago, Applied Scholastics representatives started delivering Study Technology workshops at John Bryce College, based on the works of L. Ron Hubbard.

It teaches our professional retraining students study techniques and overcoming difficulties.

Today, the workshops have been integrated into a large part of the professional retraining courses at John Bryce and they get a lot of wonderful feedback from both the students and the instructors.

A Study Technology workshop is delivered as a first lesson of every retraining course; the length of which is 3 months or more. This is done in order for the students to get the study tools they need to be able to apply the data they are learning and be successful in the IT industry

I would like to note the extraordinary success of this program. The students love it and, as I see it, it improves their ability and student drop out rates have decreased since its implementation to our program

Thank you very much.

Uri Lapid Vice-President Technology and **Development International Business** John Bryce Counseling

"Whereas, Applied Scholastics provides effective learning tools for students to enable them to overcome barriers to study and be successful in their chosen career..."

# APPLIED SCHOLASTICS INTERNATIONAL

# **Endorsements**

College of Education University of Missouri-Columbi

June 3, 2003

Bennetta Slaughter, CEO Applied Scholastics International 11755 Riverview Drive St. Louis, MO 63138

Dear Ms. Slaughter:

As you know, since I was first introduced to the Study Technology at the Educational Focus Group meeting in Washington D.C. by my friend, Dr. William Smith, who coordinates the United States Department of Education and Partners, I have recommended with enthusiasm the Applied Scholastics International's teaching and learning system for professional development.

Since that meeting, I have made it my business to learn as much as I can about the Study Technology through reading, discussions, workshops and visitations to school sites where these breakthrough learning methods are being applied on a daily basis with children. Whereas we as educators often speak of individualized learning, I have been privileged to see it in operation across the curriculum.

I believe this learning methodology is one of the most commanding tools available to educational professionals. Its interactive learning strategy, concepts, tools, skills and effective teaching techniques provide an optimum knowledge base and learning environment for fellow educators in their efforts to maximize learning and teaching.

Mr. Hubbard's contribution to educational methodology reflects current research on what we know about how people learn.

This application allows students to become more accountable, self-directed and self-advocating, while teaching them strategies and skills to help them think, learn, and develop more of their potential over an entire lifetime.

School District.

Since this is my area of particular interest and expertise I feel qualified to recommend this system with confidence.

Tenelle Sthe Venetta Whitaker.

"I believe this learning methodology is one of the most commanding tools available to educational professionals."

Department of Educational Lesdership and Policy Analysis

211 HE Hall Columbia, MO 65211 PROVER (573) 882-8021 RAX (573) 884-5714

I not only highly recommend this program for school districts, but I also strongly urge them to avail themselves of this learning methodology for empowering students and teachers. During my lifetime career as an educator, I have been a classroom teacher, assistant principal, elementary, middle and senior high school principal and assistant superintendent of the Los Angeles Unified



# **Testimonials**

T feel privileged to be given the opportunity to have taken this course. It is a good feeling to know there are L others that think along the same lines of thought when it comes to education. I have gained useful terminology, which enables me to understand why a student might be having trouble with a subject. I have also gained useful tools to help him/her to break past barriers of learning so that he/she could love to learn not only in a classroom setting but for life outside the classroom also."

Teressa Mehlberg - Educator

🕇 inishing the Basic Study Manual has brought a - powerful understanding to me in regards to how I can help others. By identifying certain reactions in individuals and cleaning up their understanding, lives can be changed for the good. I want to go and implement this Study Technology to my students, my family and my friends. I think it is a great success that needs to be spread around. Thank you for sharing it with me - I promise I will share it to others and others will eventually share it with the world. What a difference we can make!"

Becky Newman - Teacher

uring this course, I've learned why school children have learning difficulties in whatever they learn. Not only in learning languages, but also in learning math and sciences. This course will help me draw the attention of school supervisors to pass the important ideas to the teachers so as to help their students learn effectively."

Zenab Habash - Former General Secretary for Department of **Education for Palestine** 

really enjoyed my time here. It brought me a lot of the basic or fundamental things I had forgotten. I will be L able to take this information back and really make a difference in the lives of the young men at Father Dunne's Boys Home. All that I have gained can really help them on their journey."

**Ola Robinson – Boy's Home Director** 

the gift of your tutoring course has been an opportunity to see "fresh" what learning is all about. Each of us has much to offer others in a more effective and respectful manner. Despite my masters in nursing, I was never quite comfortable in my learning experiences. As I taught families I serve, I was always aware of a lack of something missing. With the tools and understanding I have gained, I feel I can better communicate! THANKS!"

aving undergone this course, it has enabled me to understand that most glossed over words in our . day-to-day lives have far more meaning than we normally assume. This course, if undertaken, increases one's vocabulary and command of English. It is really a very basic tool for education. I commend it to both old and young in the development of human knowledge."

> Engr S. O. Agunbiade **Director of Operations for** The Educational Tax Fund For Nigeria

Sister Mary Chaudet - Catholic Nun/Educator



# **Testimonials**

T feel I have gained a better understanding of how I will be able to help my children. I won't get so frustrated L because they didn't get something in their homework. I will stop and help them to find the word they didn't understand. I am very excited to share this new way (approach) with them and others. I believe it is going to make our home life so much happier now that I have the tools to help us all out. I am very thankful to all those that helped me to figure this out."

**Ria Benedict - Parent** 

hey have provided me the opportunity to go back and pay closer attention to students and teachers who overlook or skip words that they do not understand. If children are to learn, we must give them the wings to fly. Study Skills will prepare them to soar to heights they have never imagined. It's time to take all the gimcrack and gimmicks out of education and teach children how to learn. There is no "one piece fits all". Our students can be independent learners. It's time for education to evolve. It's time to execute and expedite learning for all students."

#### **Bobby Shields – Elementary School Principal**

o have taught for 44 years and to feel "new" is a most delightful feeling. To have come to appreciate more thoroughly than I could ever anticipate how important the "misunderstood" word is to every aspect of learning is indeed a revelation - I thought I fully understood until I actually was taken through the process of clearing my "misunderstoods" within this course of study. This course has made so very real the datum in the Basic Study Manual and it is with honor that I look to its continued application."

Rose Marie Raccioppi – Educator

ow I do realize how far we have been unhelpful to students who need attention and solutions to their problems, which we couldn't diagnose. Well, only until we learned about Study Technology. Now we know how to give the right treatment to the right illness. I now find myself able to help students learn how to learn and to teachers how to teach. Thanks to all who helped to make this beneficial dream come true."

irst of all I would like to thank all the instructors in this esteemed institute in particular those who helped me to complete this course successfully. It was a new experience for me as a non-native speaker of English language. Through this course, I have gained many new interesting methods and tools. In short, this course will enable me to help all my students to learn what they need to learn or know to become responsible for their own education to feel the great success."

> Mohammed Farroukh -A Director of the Palestinian **Ministry of Education**

> > and learning."

Majed Darraes - A Director of the **Palestinian Ministry of Education** 

 $\mathbf{T}$  have a new perspective on how to study and how to learn. I will use this technology personally with L my own children and professionally with our City of St. Louis after school programs. Our children, our future must be thoughtfully guided toward their own excellence. This is an incredibly do-able way of teaching

> **Evelyn Rice-Peebles - Parks and Recreation Commissioner for** the City of St. Louis



# **Testimonials**

have become more aware of the importances of the use of word clearing as a tool for gaining a better L understanding of simple and complicated material. It is important that all teachers, students and other educators take this course because it facilitates the learning process."

Rance Thomas, Ph.D. - Educator

have learned so many ways to recover knowledge that is lost now. I learned how this happens. I loved L working with others to demonstrate how to apply tools to remove barriers to study and how to help others to understand a task through key word clearing as an example. I believe studying to fulfill one's human potential will be fun now that I know how to study effectively."

Lanniko Lee - College Professor

T believe a parent is a child's God given teacher. And as a parent I was excited when I heard about Study L Technology and wanted my son to experience this method of study. After taking the course 'Study Tools for Educators' I believe this study will be a great addition to my life. I cannot wait to apply it to my own life and to share it with others."

Helen Forehand - Parent

his course Study Tools for Educators has opened a new window of opportunity of learning for me. I am eager to put the new skills into use in my professional life with co-workers and the families I see on home visits."

> Barbara Johnson – **Court Appointed Educator**

T have gained very valuable tools to unlock blocks to learning. The tools I have gained will assist me in my L professional as well as my personal life. I am truly excited about being able to apply all that I have gained during the 'Applied Scholastics Study Tools for Educators' course. My appetite has only been whetted."

#### Cynthia McCarthy - Educator



# Testimonials

have never had a course help me in my teaching as much as I have the Fundamentals of Instruction. As an instructor I have a desire to go back home and put my classroom in-ethics. I have seen Study Technology not only work for me, but for others. It is amazing the effectiveness Study Technology has in identifying my students problems and how quickly they can be resolved when you know what they are just from what you observe. Obnosis, what a wonderful concept to observe the obvious and learn so much. Thanks Applied Scholastics International for making a difference for so many!"

**Becky Newman - Teacher** 

gain I would like to thank all the staff in this college in particularly my instructors who helped me very much. The data in this course provided me with the necessary tools, which enables me to handle any educational problem that I may face in the future. Having such tools in one's hands can help create more control of life. If we apply such tools inside our schools we can resolve the problems we are faced with. In other words education will become more livable. Through this course I have gained different new methods in dealing with our students. Finally, I'll do my best to apply such tools inside our schools since they are very interesting and beneficial concepts."

Mohammed Jdai Manson Fourrouhh - A Director of the Palestinian Ministry of Education

feel as though the Fundamentals of Instruction course has more deeply solidified my understanding of the learning process. I feel much more confident about implementing the technology as well as imparting this technology to others. I came to the realization that when punitive reactions are given, learning is stifled. However, when real learning is taking place, no correction is punitive. A student comes to realize that all components are in place to lead him to success – understanding with the ability and confidence to apply his understanding. These are important realizations for me."

t was great learning Teaching Modern Phonics and then doing the apprenticeship with my son. To see my L son begin to read was exciting as well as breathtaking. To take a course and see immediate results was fantastic. It does my heart well to see an immediate increase in children's ability to read, and to know that I can do it is a proud moment. I truly feel that this was a video taping moment in my mind. I have always wanted learn how to teach children to read. I took this course and had the pleasure of teaching my son to read. That is a memory that I will treasure forever. Not only am I prepared to continue working with my son, but I also have the knowledge to assist other students, building their reading skills. WOW! I have the power to teach children to read and increase remedial students' reading abilities. All I can say is thank you."

Bobby Shields – Elementary School Principal

#### Anita Fisk – Middle School Principal



# FOR MORE INFORMATION

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#### "A civilization, to survive, must nurture the habits and abilities to study in its schools."

– L. Ron Hubbard The Way to Happiness







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