



The Key to Efficient Education

**by
Bertil Persson**

ABSTRACT

During his 40-year career as an educator in Sweden, Dr. Bertil Persson has practiced a student-centered (also known as “inductive-integrative”) approach to teaching. Speaking from his own experience, he states the student-centered approach to be the most effective method of education for any student and especially in a world of increasing diversity among students. The purpose of this paper is to acknowledge the major contributions of L. Ron Hubbard, his educational philosophy and pedagogy known as “Study Technology” and Applied Scholastics in advancing the development of student-centered teaching and leading the way toward its adoption in educational systems worldwide.

The paper begins by showing with historical examples the need for a “culture of learning” that takes into account the personality and individuality of the student. It then gives a perspective of history that shows the emergence of democratic ideals and their influence on the development of a student-centered philosophy early in the history of education. The paper states that while the inductive tradition was carried forward in the works of individual

philosophers like Johan Amos Comenius, John Dewey and Maria Montessori, the more traditional philosophies have been predominate in education. A point-by-point comparison of inductive-integrative perspectives with traditional perspectives is utilized to define and differentiate the two philosophical traditions.

The paper describes Mr. Hubbard’s educational philosophy and technology in detail and analyzes the writings of the historical proponents of student-centered education. Comparing the latter to his educational philosophy and technology, the paper concludes that Mr. Hubbard and Applied Scholastics are the contemporary embodiment of democratic, student-centered education.

In the final pages of the paper, the worldwide need for educational methods to handle students with a vast array of ethnic and cultural differences is discussed. Applied Scholastics is given credit for pioneering around the world and for becoming an international movement in a very short amount of time. The author speculates about the qualities and influences, including humanitarianism, that led Mr. Hubbard to the development of his educational philosophy.

At the end of the paper there is an extensive list of Applied Scholastics publications and training programs for educators, students and parents. Throughout the paper are notes and citations and many references that enable the reader to trace for himself the historical trends observed by the author.

EXCERPT FROM THE ORIGINAL PAPER “THE KEY TO EFFICIENT EDUCATION” BY DR. BERTIL PERSSON

One of the most influential pioneers of inductive (student-centered) education, is the educational reformer Johann Amos Comenius (1592-1670). Comenius’ basic outline is stated by him in *Didactica Magna*; a handbook, which to a large extent has become the foundation of the first arrangement of the school system in Europe and Northern America.

Hubbard’s educational philosophy and technology is in many ways a contemporary heir to the didactics [*di-dac-tics n the science or profession of teaching*] of Comenius, which can be illustrated with the below comparison.

Editors Note: This table has been modified from the original for this excerpt.

COMENIUS

- * School must be a school for everybody.
- * The content of teaching should be adjusted according to the mental matureness of the pupil, since man is a substantial entity of body, soul and spirit (life) and a part of the universal life. Life's innate gradient progression is shown in a similar way in plants, animals and man, and this gradient must be a determining factor for the choice of content and methods. No assignment must be above the pupil's ability to grasp.
- * The teaching should start out with the familiar and gradually go nearer to the unknown, through which the familiar is strengthened. The teaching should start out with the simple and progress towards the complex.
- * The teaching should start with the determination of the dictionary meaning of the key words, otherwise the pupil gets "confused" and at worst indifferent.
- * The teaching should start out with the clear and gradually move on to the abstract. Demonstrations, reading aloud, observations, experiments, drills in application and conversations (dialogues) are multi-sensor working methods, which forward the learning.
- * The teaching should start with a general orientation about the fundamentals of or purpose with the content to ensure that the pupil starts with a whole view of the content. In other words, the education should be motivating, structured and purposeful and catches up the everyday knowledge of the pupil. "If one does not set targets, points out means to reach them and arranges the means among themselves, then easily this or that is bypassed, done backwards or lead astray."
- * The highest goal of the teaching is the pupil's personal abilities.

HUBBARD

- * School must be a school for everybody.
- * The content of teaching should be adjusted according to the mental matureness of the pupil, since man is a substantial entity of body, soul/ life and sense (visual pictures) and a part of the universal life. Life's innate gradient progression is shown in a similar way in plants, animals and man, and this gradient must be a determining factor for the choice of content and methods. No assignment must be above the pupil's ability to grasp.
- * The teaching should start with the familiar and gradually go nearer the unknown and complex.
- * The teaching should start with the determination of the dictionary meaning of the key words, otherwise the pupil is paralyzed concerning action, stressed and at worst indifferent.
- * The teaching should start out with the clear and gradually move on to the abstract. Demonstrations, reading aloud, observations, experiments, "learning by doing" and conversations (dialogues) are multi-sensorial working methods, which forward the learning.
- * The teaching should start with a general orientation about the fundamentals of or purpose with the content to ensure that the pupil starts with a whole view of the content. In other words, the education should be motivating, structured and purposeful and catch up the everyday knowledge of the pupil.
- * The highest goal of the teaching is the pupil's personal abilities.

THE AUTHOR

Bertil Persson is a retired principal. His list of merits spans across several fields. Besides being a principal during approximately 30 years, it includes pedagogue of dyslexia, Ambassador of Peace connected to the UNESCO (International Association of Educators for World Peace; University for Peace) and ECOSOC (Universal Peace Federation), hymnologist, historian of Churches and Ideas, introducing in Sweden the language of Jesus — Aramaic, consultant for Scandinavia for Near Eastern Churches, author of text books in religion, ordained minister in

The Anglican Communion, expert of religions in the Swedish Government and in Swedish and Foreign organizations, Dr. of Theology. Since the 1980's he has applied the Study Technology of L. Ron Hubbard, amongst other cases in the execution of breakthrough pedagogic projects. For his works of humanitarian, pedagogical and religious-historical achievement and for his works as scientific author he has been awarded a number of honorable doctorates and distinctions, one of them *Top 100 Educators 2005 & 2006* awarded by Cambridge Biographical Centre, England.



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