

# APPLIED SCHOLASTICS INTERNATIONAL

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



# FOUR DECADES OF RESULTS

## 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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“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



Author and philosopher L. Ron Hubbard wrote to 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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## Commitment and

The story of Applied Scholastics is the story of the educators, parents, community leaders and 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.

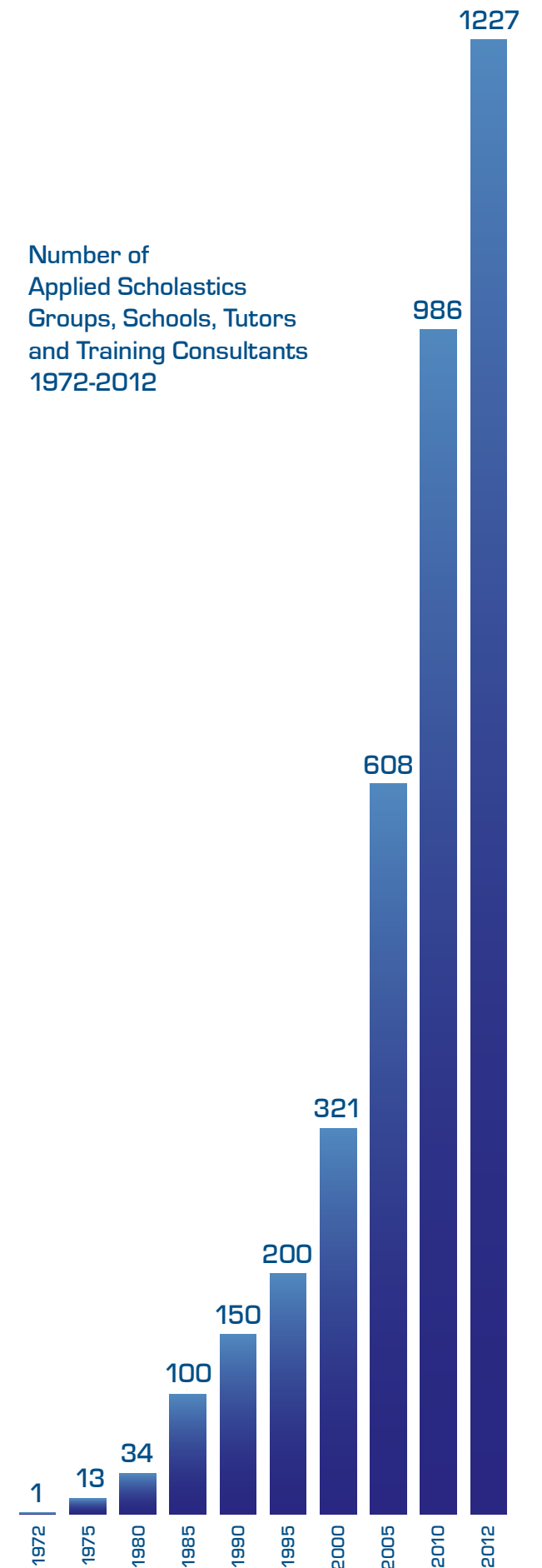
In October 1993 Applied Scholastics was granted the right to offer tax-exempt status to its licensees in the United States under group exemption policies of the Internal Revenue Service.

In 2003 Applied Scholastics established a campus training center at its international headquarters that is providing services to educators of all stripes—college professors, teachers, parents, community-based organizations, home schoolers and business trainers—as 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





## Breakthrough Discovery: The Means to

Study Technology is the fundamental element in Applied Scholastics training. Study Technology is designed to bring about mastery of the subject of study itself. It is not a memorization technique, phonetic reading program or other “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 experience as an educator. From these discoveries came actual technologies—procedures and methods that give one the means to grasp any subject.

Mr. Hubbard’s writings provide unique insights 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 they have learned at work or in life?

Mr. Hubbard’s research focused on basic laws and principles that could resolve any study difficulty, no matter how hopeless it might appear. These discoveries have enabled hundreds of thousands of 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

of a mislearned word on a life.” At that time, he was teaching English in a native school in Guam. He stressed two significant points: first, he wished his students to appreciate the scope of the world beyond their shores; and second, he wanted them to understand how literacy held the key to participation in that world.

To convey the foreign concept of a railroad train to children, who had no experience of mechanical transportation, he hitched three or four ox carts together. The theory underlying this successful experiment would prove vital to his later work. He had hit right at the heart of the learning process—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 followed in teaching a foreign language.

During World War II, he became involved in the direct instruction of military personnel as well as the redrafting of instructional materials. In a preliminary note on his navigational text, he advised, “Failure to learn definitions results in a later inability to understand explanations, which include those definitions. Easily the most important factor in any study is a comprehension of what is meant by certain words.”

## 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.





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Applied Scholastics books are published by Effective Education Publishing, a division of Applied Scholastics International.

They have been published in many countries and tens of thousands of copies have been sold. Just a few of our titles are shown here.





## 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.

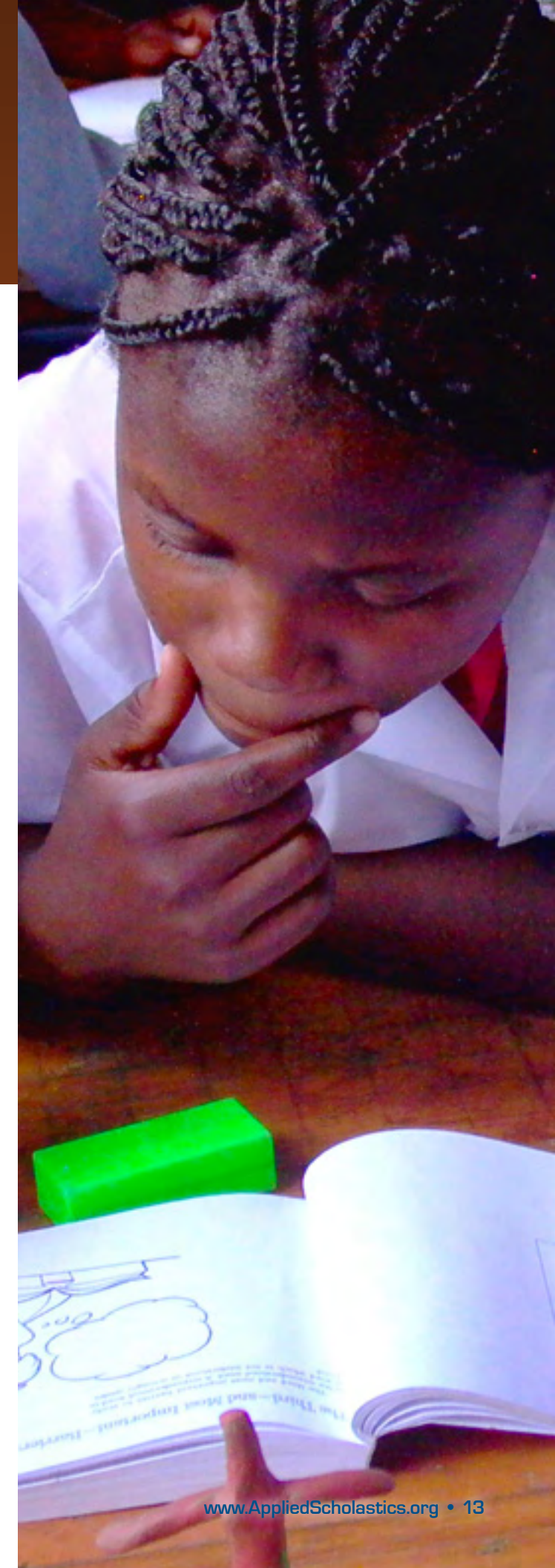
### Bulawayo, Zimbabwe

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







## 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
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





“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.”

## Statements by Dignitaries

**W**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

**I** personally think it is best really to pursue this teaching technology of L. Ron Hubbard. I don’t want really to 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

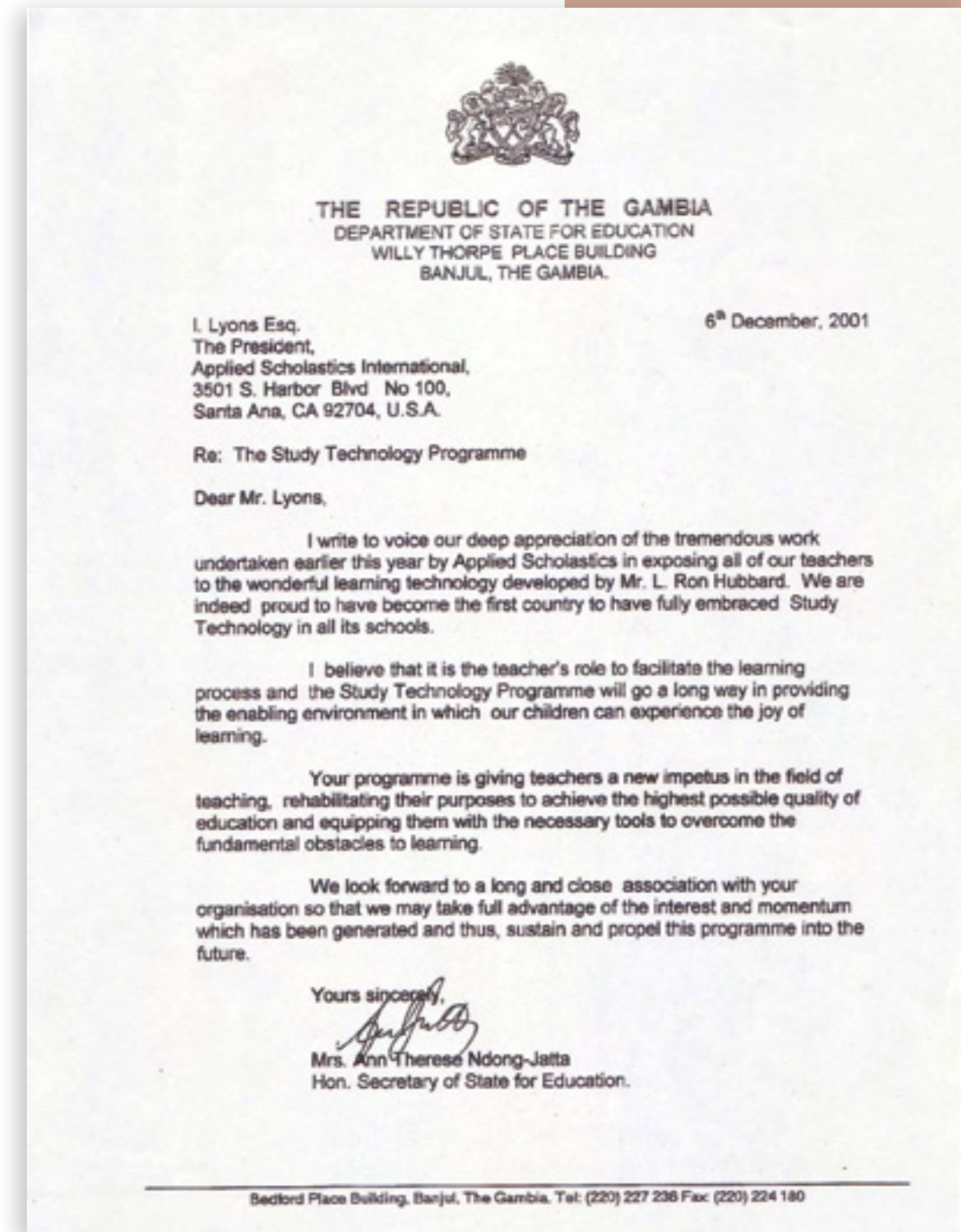
**A**nd everybody is now crying to be involved. So I see its growth going beyond the sky. People normally say the sky is the limit, but I see this thing going beyond that sky.”

**Secretary to the Vice President**  
Zimbabwe

**T**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**

## Endorsements





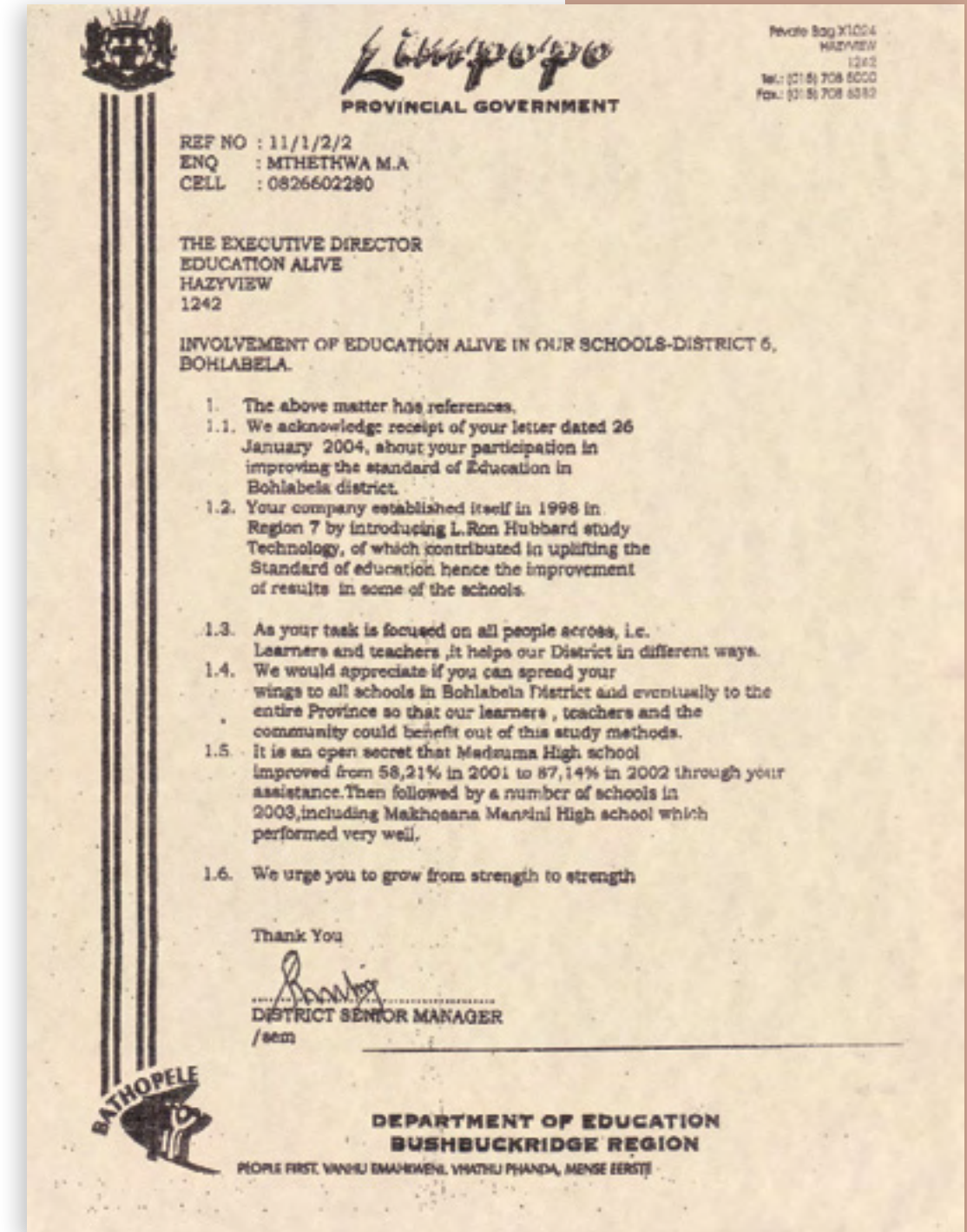
“It is an open secret that Medzuma High School improved from 58.21% in 2001 to 87.14% in 2002 through your assistance...”

## Endorsements

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



“Testimonies abound from 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.”







## Applied Scholastics Helping Educators Across a Vast Region

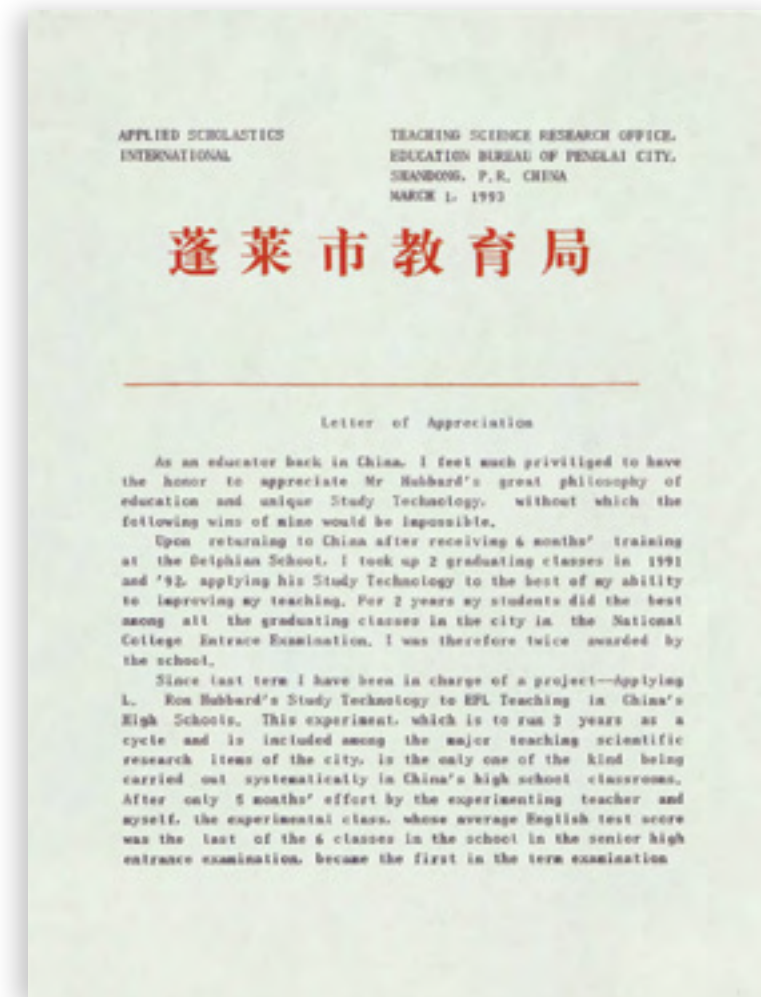
The Asia and Oceania region is one of the largest zones on the globe and covers such countries as: Malaysia, Thailand, Vietnam, Singapore, The Philippines, Indonesia, Korea, Nepal, Pakistan, Taiwan, China, Japan, New Zealand, The Pacific Islands and Australia—over 2.4 Billion people.

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



**“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.”**

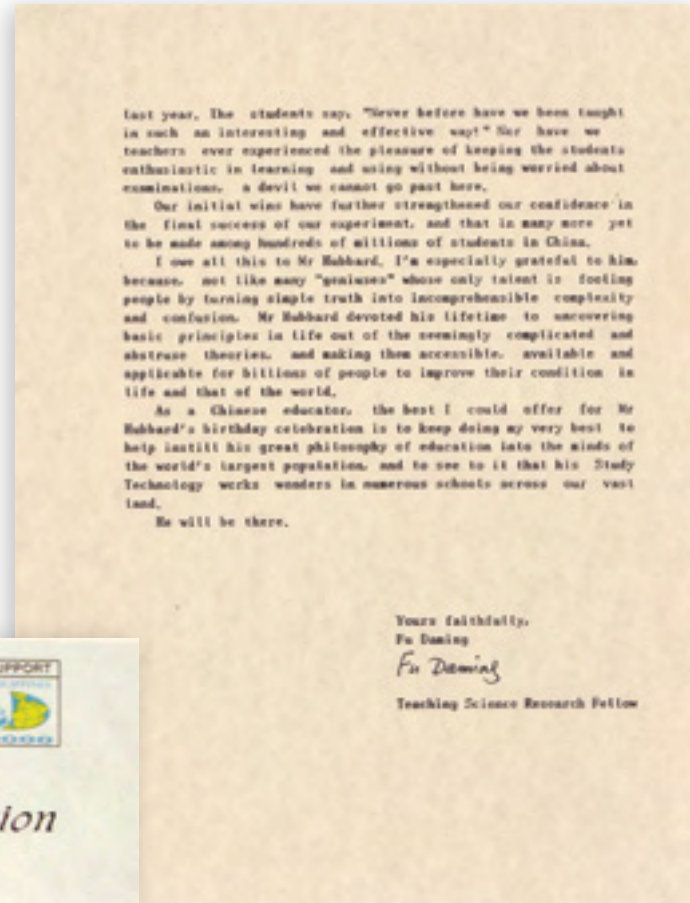




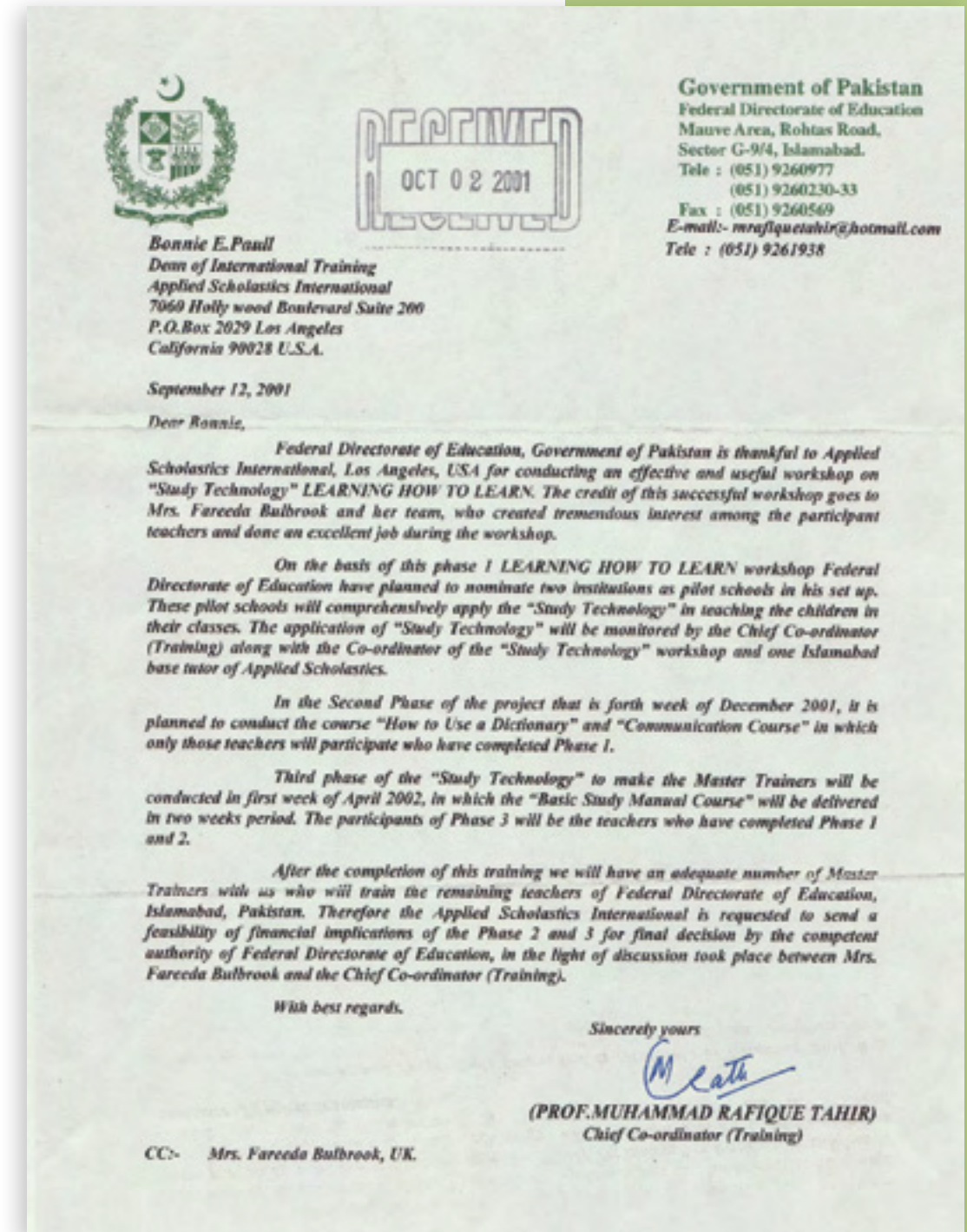
“Federal Directorate of Education, Government of Pakistan is thankful to Applied Scholastics... for conducting an effective and useful workshop on Study Technology...”

## Endorsements

“The students say:  
*‘Never before have we been taught in such an interesting and effective way!’*”



“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.”





“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.”

## Endorsements

“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

— Muhammad Anis —

ISLAMABAD: A number of steps taken by the Federal Directorate of Education (FDE) have started yielding results in terms of qualitative change in its educational institutions, Director General Brigadier (r) Maqsood Hasan has said.

“We are playing a pilot’s role in the country in implementation of Education Sector Reforms by utilising all possible resources,” he said in an interview with ‘The News.’

FDE is running 396 educational institutions having 175,000 students and no less than 9,000 teaching staff. It caters to educational needs of the federal capital, institutions in some cartoon areas besides supervising schools for Pakistanis based abroad.

Brigadier (r) Maqsood, who remained commandant of the Military College, Jhelum, for a record period, said a total of 121 federal government schools would be converted into model schools within a period of three years.

In this regard, he said, the government has approved a grant of Rs. 210 million out of which Rs. 90 million would be spent during the ongoing financial year. “This is aimed at bringing about a visible change in education sector in Islamabad Capital Territory,” he said.

The FDE director general said the uniqueness of these model schools would be that the junior trained teachers would be posted at these institutions.

Referring to another major step, he said, the Directorate has introduced technical education as the third stream after arts and science at the secondary level. For this purpose, he said, ten technical institutions, including five for males and five for females, are imparting technical education initially in trades of computer hardware, motor winding, wood work and dress making and designing.

“We have approved a total of 17 disciplines for inclusion in the syllabi of technical education keeping in view the country’s future requirements and development of a cadre of skilled people,” he said.

Brigadier (r) Maqsood pointed out that the main focus of the Directorate is training of teachers, as the in-service training is the paramount need of teachers particularly when the syllabi undergoes advanced changes. He said that realising the need of the hour, the Directorate decided to establish a teacher training cell to plan and implement all sort of training programmes for teaching staff of schools and colleges. Since start of the project in the year 2001-02, a total of 6,000 teachers have been trained through 85 workshops at 20 resource centres while another 2,500 would be trained this year. The government has allocated a grant of Rs. 15 million for training teachers, he added.

Another major project undertaken by FDE is up-gradation of science laboratories of the government colleges with provision of new equipment with a cost of Rs. 37 million, he said. Besides this, he added, the Directorate has also released Rs. 75,000 each to schools to improve their laboratories.

Brigadier Maqsood said that FDE has signed an agreement with the Children Resource International (CRI) on early childhood education. He said that 25 federal government schools and Islamabad Model Colleges have been declared partner schools to introduce child-centred classrooms for preparatory and class one. CRI’s mission is to foster democratic principles in young children, their families, their teachers, schools administrators and encourage children to make choices, take responsibility for their decision, express their ideas and respect different styles and abilities of their classmates. He said the teachers for this project have been imparted special training and ten new schools have been included in the project.

The FDE director general said the Directorate also plans to transform 100 schools into child friendly school under an agreement with Unicef. So far, a total of 30 schools have been declared child friendly. The idea of child friendly school is based on child rights agreement signed by 191 countries in September 1990, which is aimed at enabling children to face challenges of the century, enhance their health and well being and guarantee them safe and protective spaces for learning which is free from violence, abuse and raise teachers morale.

Brigadier Maqsood said that the teachers of preparatory class appointed by FDE under ESR got specific training of early childhood education imparted by locally and foreign trained master trainers. So far, two workshops have been organised at Training and Resource Centre. He said that all appointees along with their heads go through two-day orientation on the syllabi and teaching methodology of preparatory class.

The FDE director general said the Study Technology Project is being run with the cooperation of Applied Scholastics International, a non-profit organisation. It is aimed at gearing up the teaching-learning process by removing study barriers, which hinder the students’ reproductively and sense of achievement. So far, 123 teachers and heads of institutions have been trained under this project, he added.

Brigadier Maqsood said that these are the few projects launched with the sole purpose of giving the best possible education to students in a healthy environment. About merit, he said, the Directorate has been following a strict policy of merit for admissions in schools and colleges. In this regard, he particularly mentioned the process of universal test for admission in class one of Islamabad Model Colleges. Last year, he added, almost all the children appearing in the test got admission in different institutions in morning or evening shifts on merit.

As far admission in colleges is concerned, the FDE director general said, the Directorate has adopted a strategy, as such no could deviate from the admissions on merit. As far welfare of teachers is concerned, he said, a total of 181 teachers of Grade 16 to 19 have been promoted during the last month, and it would open way for promotion of lower grade teaching staff. He thanked Education Minister Zubaida Jalal for giving ideas and supporting projects of the Directorate.



विभुवन विश्वविद्यालय  
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**शिक्षा शास्त्र केन्द्रीय विभाग**  
TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION  
CENTRAL DEPT. OF EDUCATION

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मिति: \_\_\_\_\_  
Date: \_\_\_\_\_

**TO WHOM IT MAY CONCERN**

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.



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



## Applied Scholastics was Founded in Europe in 1974

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

Austria	Latvia
Belgium	Macedonia
Czech Republic	Moldova
Denmark	Netherlands
Finland	Norway
France	Qatar
Germany	Russia
Greece	Slovakia
Hungary	Spain
Israel	Sweden
Italy	Switzerland
Kazakhstan	Ukraine
Kyrgyzstan	

- 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 second-best 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, Norrköping, 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.

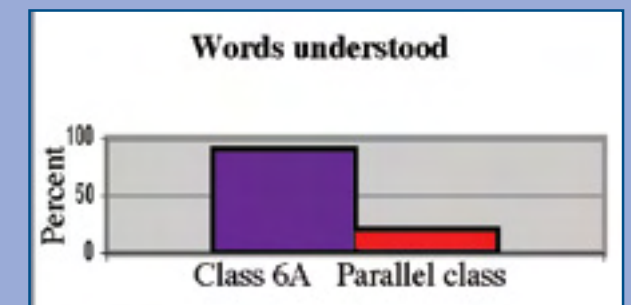
After class 6A had studied *Learning How to Learn*, a basic Study Technology text, the two groups then studied the same text on chemistry. During and after study of the Chemistry text students were observed and checked by two teachers. The findings were as follows:

#### 1. Words checked and found to be fully understood:

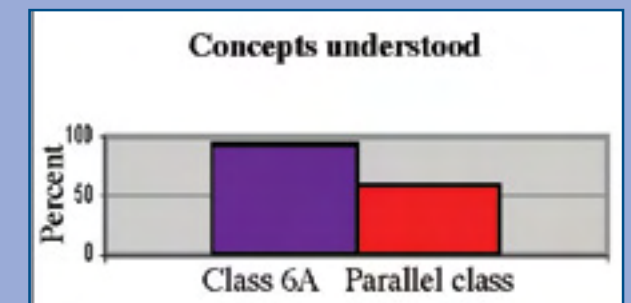
<b>Class 6A:</b>	91%
<b>Parallel class:</b>	20%

#### 2. Check of understanding of the text:

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



**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).



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



With 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.

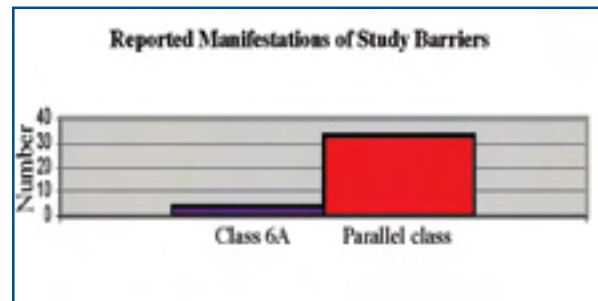
### 4. Manifestations of study barriers:

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

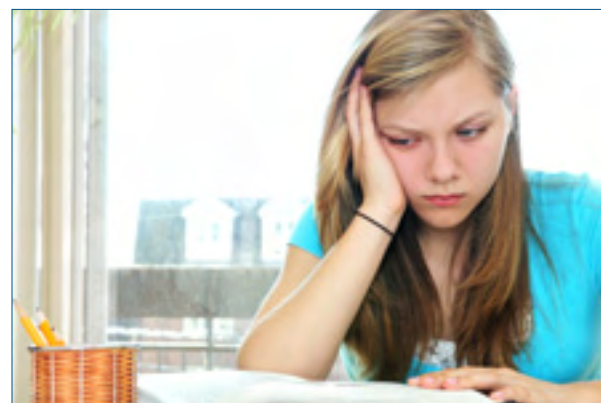
**Parallel class:** 33 instances of manifestations were reported.

**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.

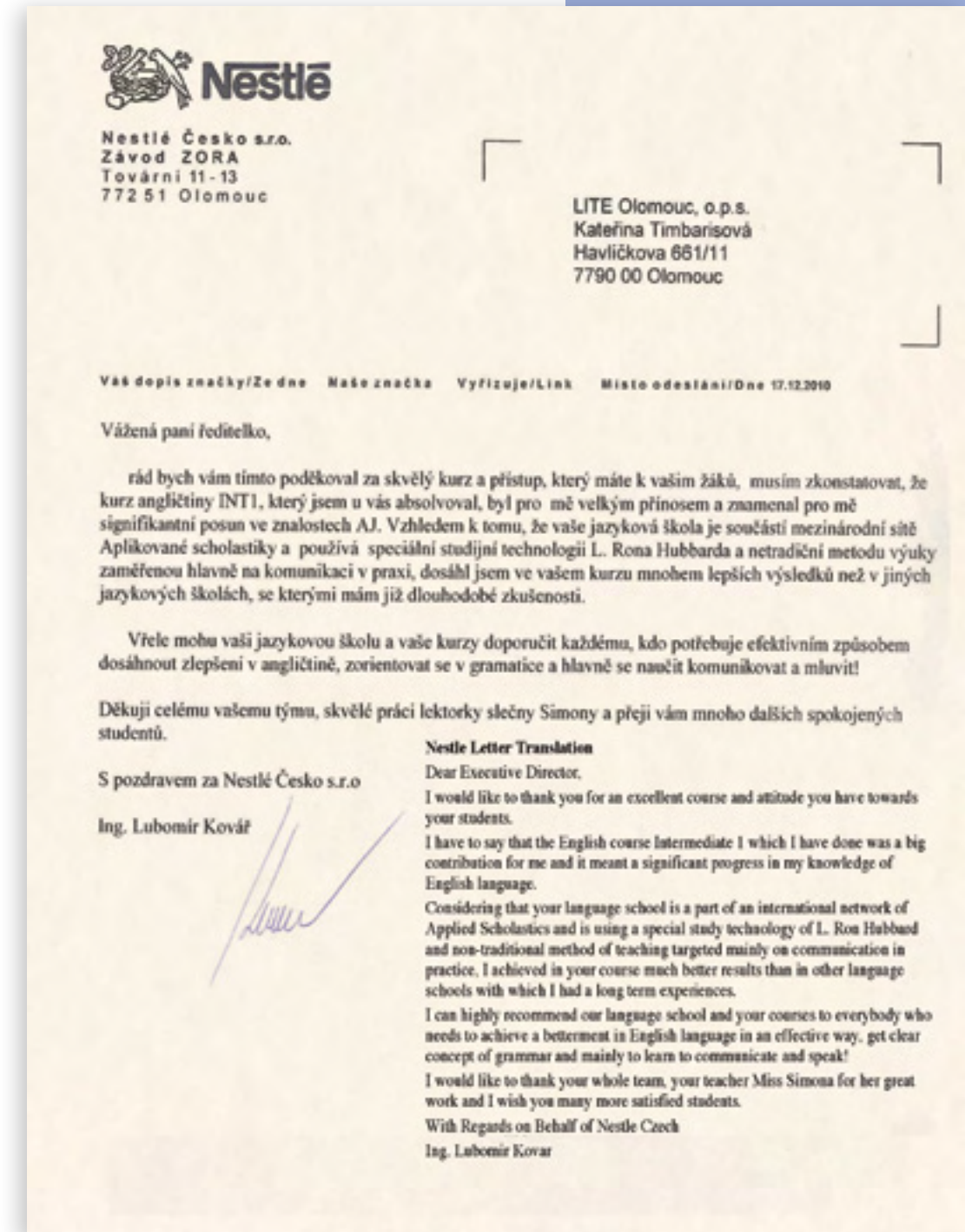
**Conclusion:** The two teachers, doing the tests, strongly recommend introduction of the Study Technology. (Resumé written by Jens Mortensen, based on the original reports in Swedish.)



Without Study Technology



## Endorsements

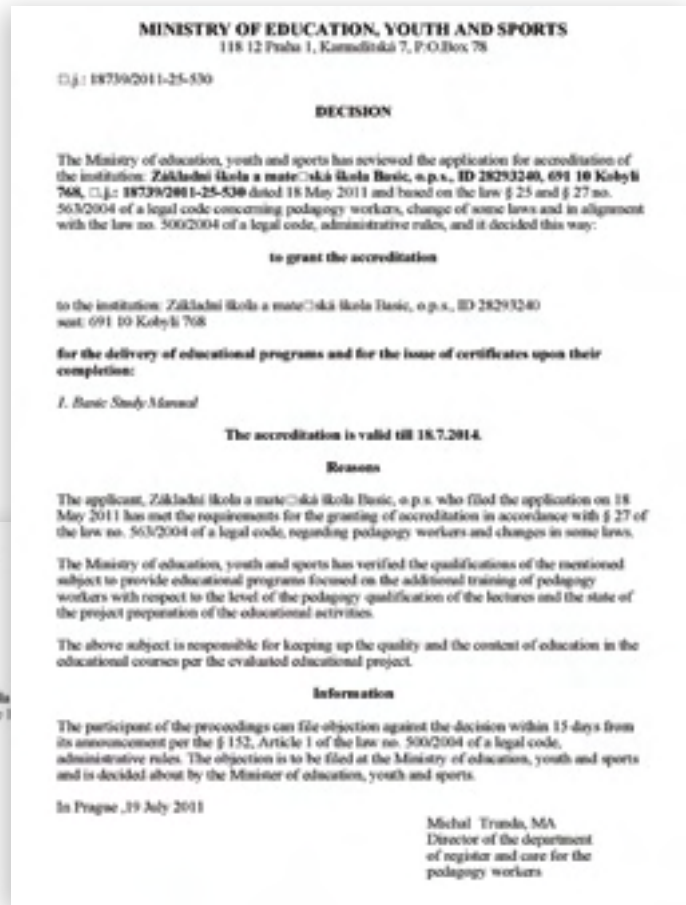




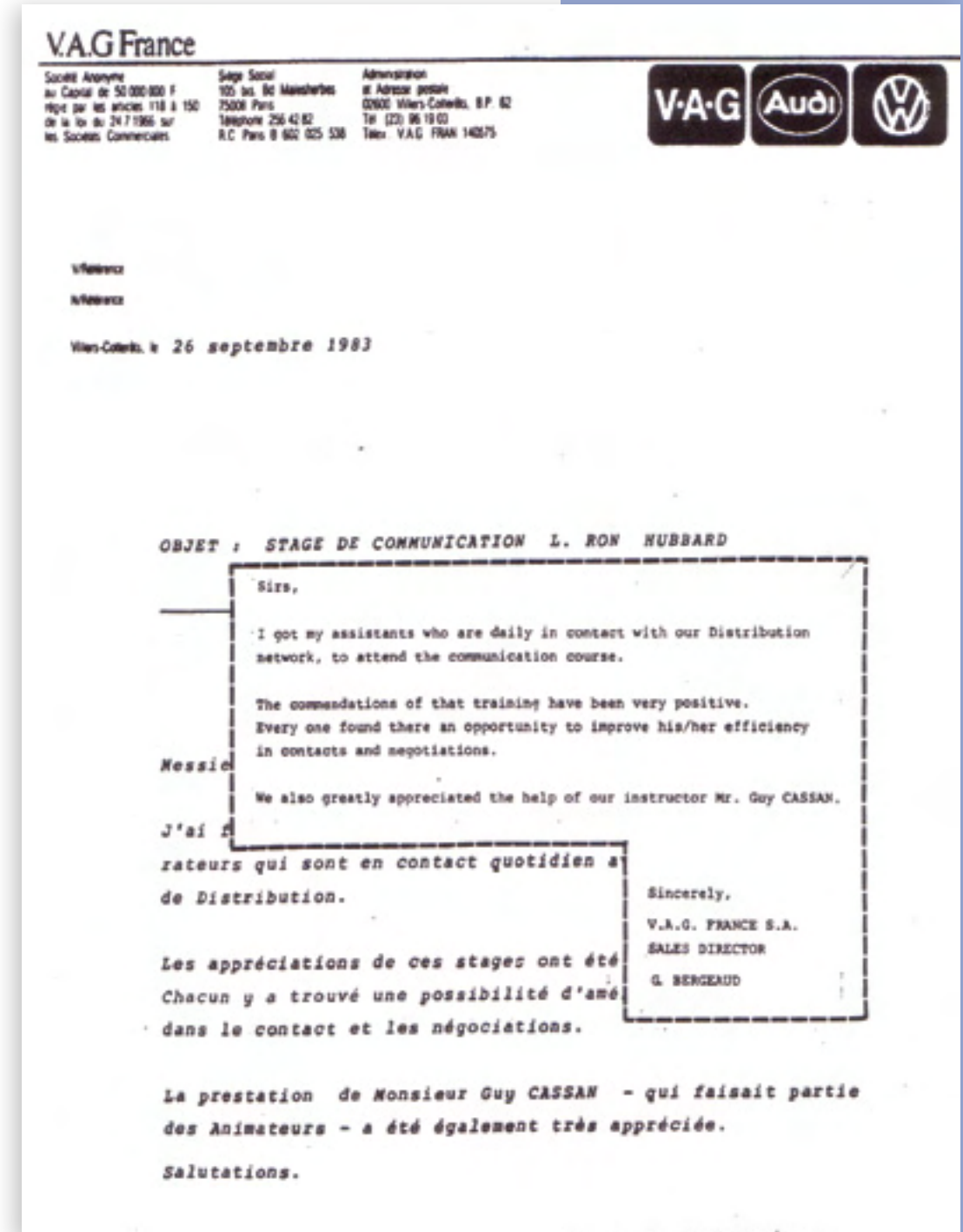
“The commendations of that training have been very positive. Every one found there an opportunity to improve his/her efficiency in contacts and negotiations.”

“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...”

## Endorsements



[Translation is above]



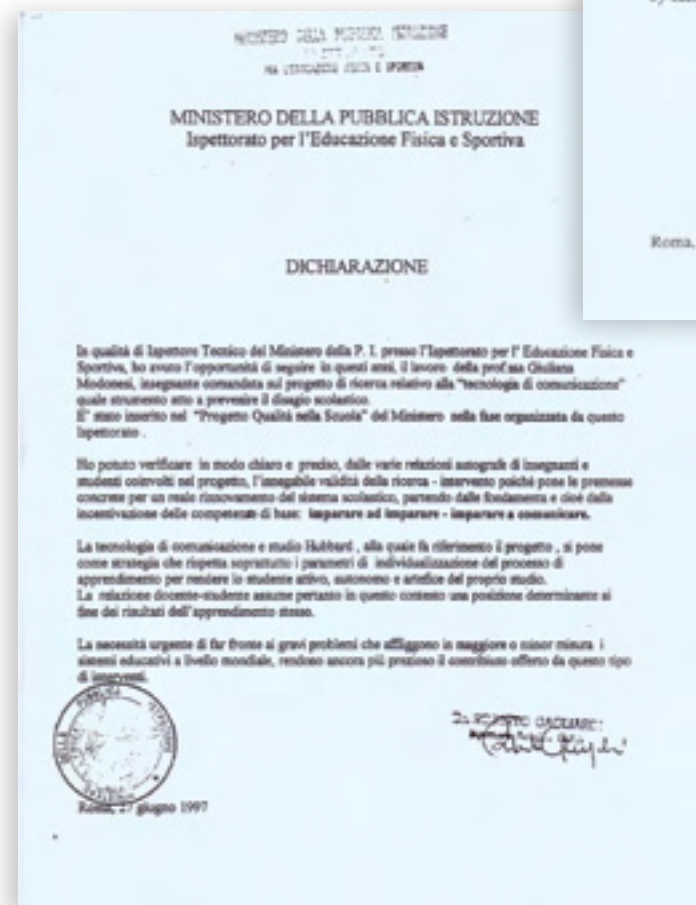
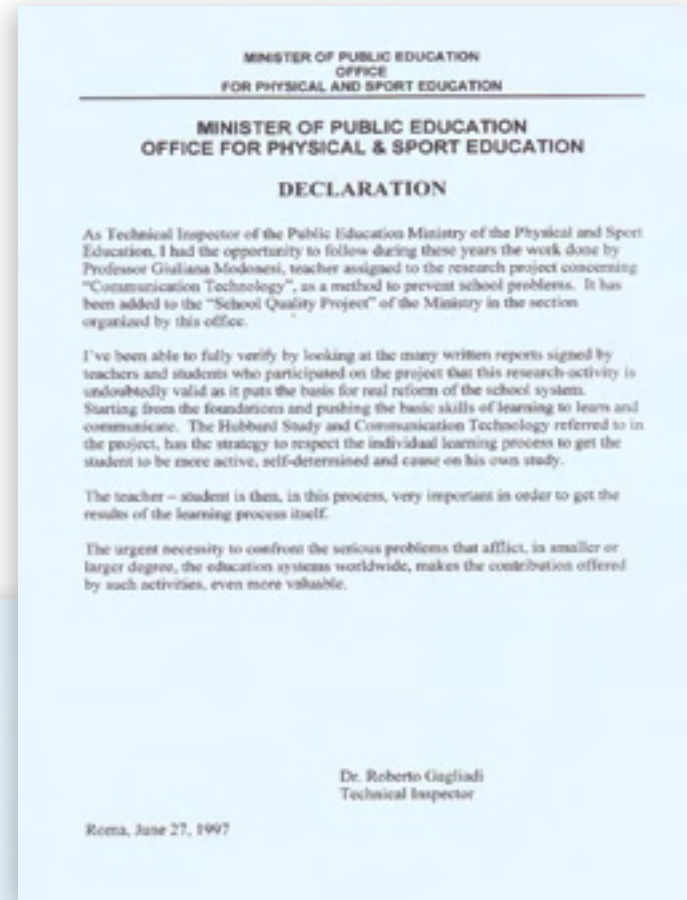


# EUROPE

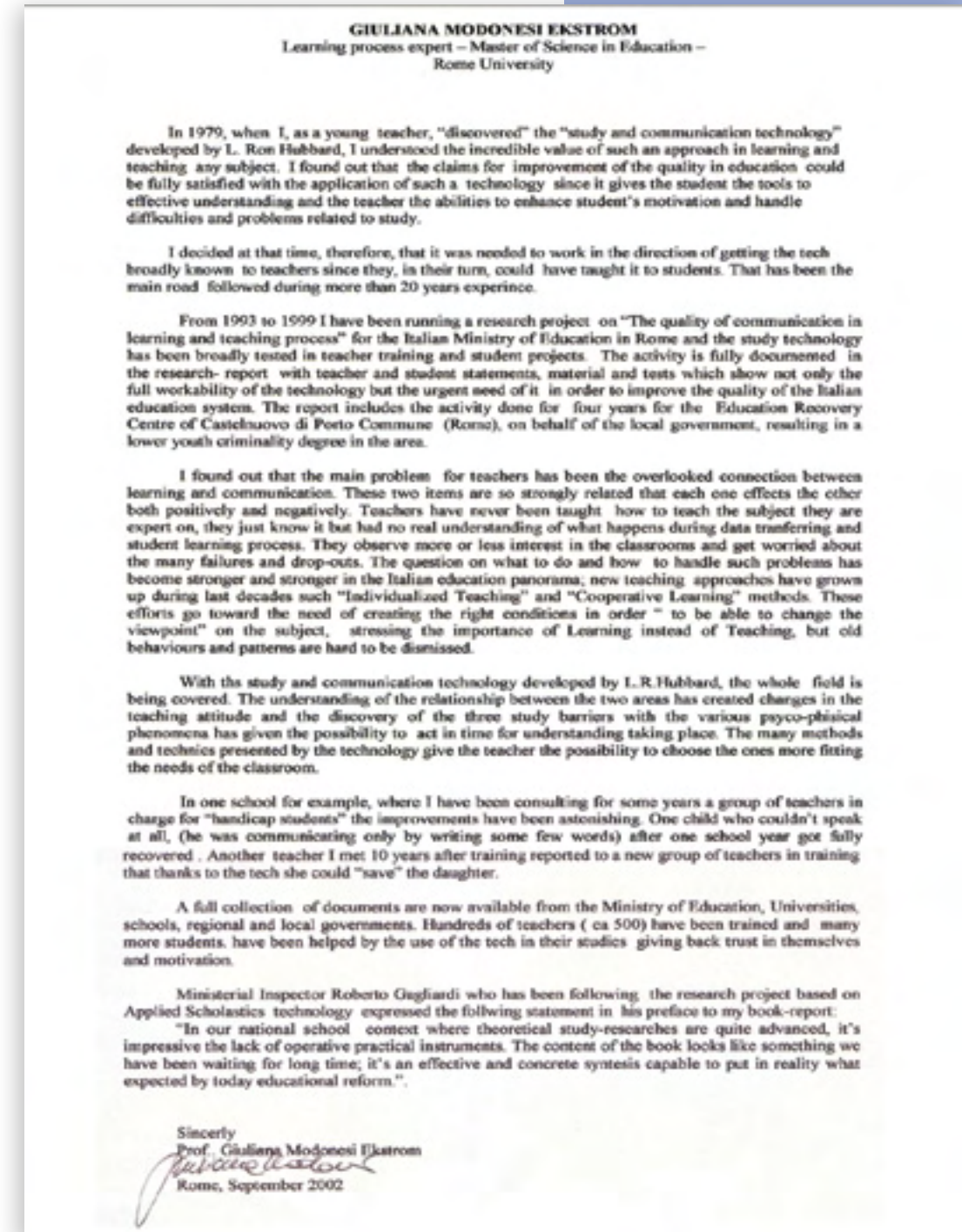
“The activity is fully documented in the research report with teacher and student statements, material and tests which show not only the full workability of the technology but the urgent need of it in order to improve the quality of the Italian education system.”

“The 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.”

## Endorsements



[Translation is above]







## 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.”



“Denmark: Reading Consultant, Jens Lundby, Speaks At Applied Scholastics Spanish Lake Grand Opening”



## Statement by Professional

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

I had never experienced such remarkable results,” he stated. After the next parent meeting, he exclaimed, “I 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 folkeskolelærer 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 havde fulgt med i de faglige diskussioner og læst og studeret flere ideer, men jeg fandt ingen, der afgørende brød med de eksisterende metoder - indtil jeg for ca. 4 år siden læste i Det Frie Akademi om Foreningen for Effektiv Grundskolelærere (FEGU).



“Jeg var begejstret og imponeret over de resultater, jeg så blev opnået.”

Jeg besluttede mig for at undersøge det nærmere og kontaktede FEGU og blev i de kommende måneder optaget i metoden dels hos Ole Henningsholt på Amager og dels hos Christian Aagaard i FEGU Brøndby, der har udarbejdet det undervisningsmateriale jeg og de fleste andre FEGU-undervisere anvender.

Hos Chr. Aagaard fik jeg en meget grundig indføring i materialet.

Den grundigste optræning i en læse-undervisningsmetode både i teori og især i praksis, jeg nogen sinde (inkl. min seminaristtid) har fået.

Jeg var begejstret og imponeret over de resultater, jeg så blev opnået. Det måtte jeg prøve. I en periode havde jeg selv en elev med til undervisningen hos Chr. Aagaard. Derefter fortsatte jeg undervisningen af elever privat. Billedet var det samme.

Alle fik en markant læsefremskridt efter få måneders undervisning.

I august 1990 skulle jeg i gang med en ny 1. klasse (jeg havde på det tidspunkt været lærer i ca. 13 år på Lang-

bjergskolen i Brøndby Strand) og var ikke i tvivl. Kanne jeg få overalt min inspektor, ville jeg afprøve metoden på denne klasse.

Han gav grønt lys, og jeg gik i gang med de praktiske forberedelser og var meget spændt. Ikke om det virkede. Det havde jeg jo til overflod set. Men kunne det rent faktisk lade sig gøre at implementere et system, der hidtil var praktiseret i en lille gruppe på maksimalt 3 elever, til en hel klasse med 20 livlige elever. Godt nok ville der være 2 lærere på i en del af timerne, men alligevel.

En af FEGU-metodens stærke sider er den individuelle fremskridtsmåling. Enhver elev går frem i sit eget arbejds-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](http://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 Technology—along 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!”

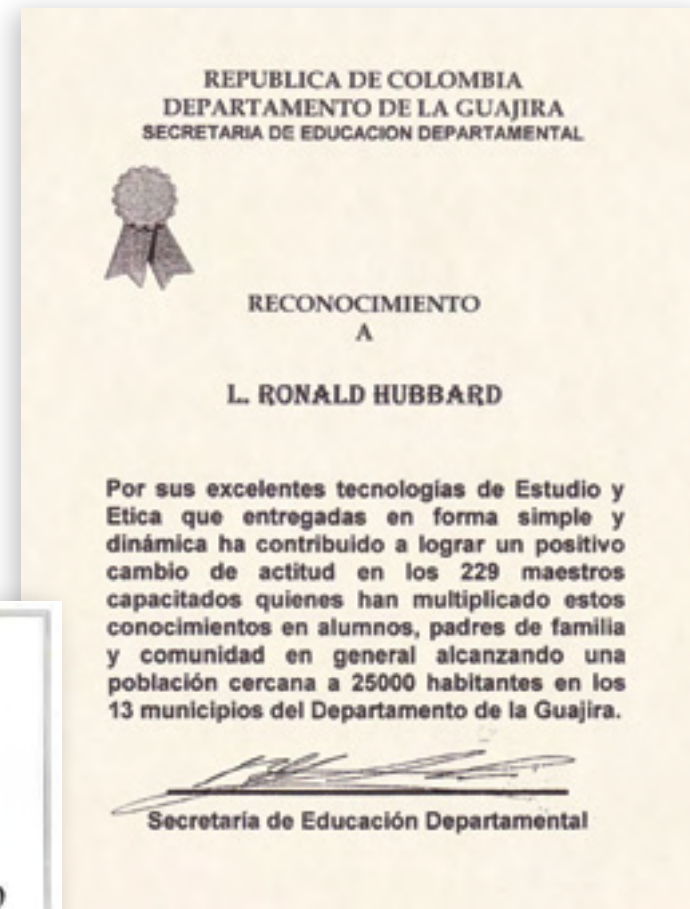




“Between 2009 & 2010 the percentage of Puebla students scoring at the Good & Excellent level on the standardized national mathematics test increased 23 times more than the national average increase.”

## Endorsements

Official government recognitions issued in gratitude to L. Ron Hubbard as the originator of Study Technology

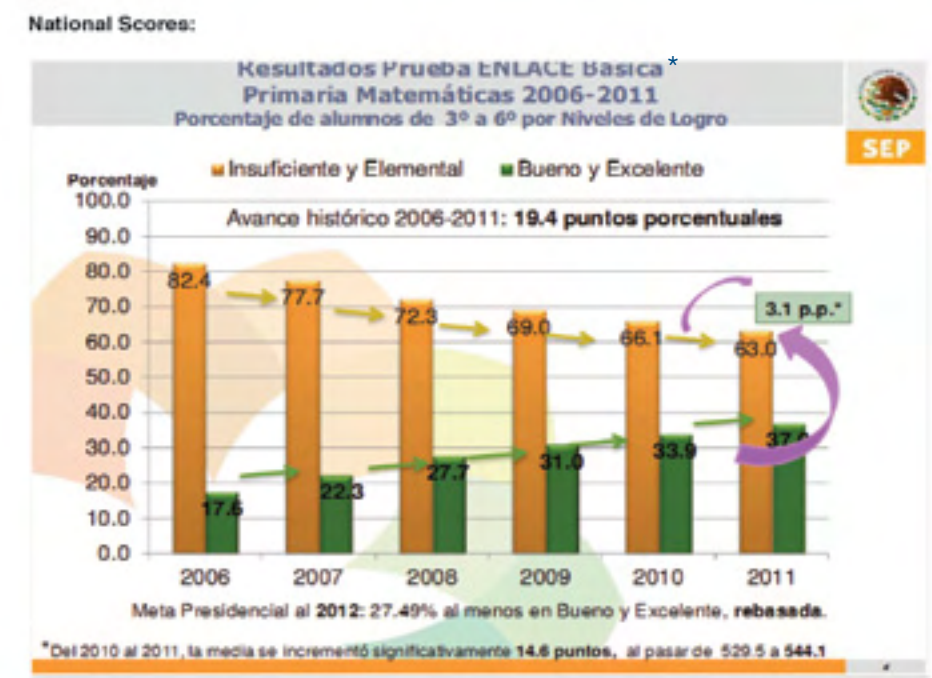


**Comparison of National and selected Puebla Test Scores on Mexico's Standardized Mathematics test for primary school students.**

Comparing the national and selected Puebla school scores we find:

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 average increase (66.65 difference vs. 2.9 difference).

Similarly the decrease of Puebla students scoring at the Inadequate & Basic levels (41.6) was 14.3 times the National decrease of students scoring at that level (2.9).



<http://www.scribd.com/doc/54423704/Resultados-Prueba-Enlace-2011>

Nationally, between 2009 and 2010 the percent of students scoring in the Good & Excellent levels on the ENLACE Basica Math test increased by 2.9% (from 31.0 to 33.9%). The percentage of students scoring in the Insufficient & Basic categories decreased by 2.9% (from 69.0 to 66.1%).

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



“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.”

## Endorsements

“In just one month fifth grade students improved the equivalent to an entire school year of mathematics.”



SEP Subsecretaría de Educación Básica Coordinación Estatal de Formación Continua

Entiende Más, Logra Más  
Miembros de la red internacional Applied Scholastics  
PRESENTE

Por medio de la presente queremos hacerles contar los resultados que experimentamos con el Piloto que realizaron por cinco semanas en la Escuela Primaria Aquiles Serdán.

En sólo un mes los alumnos de 5to. grado mejoraron el equivalente a todo un año escolar de matemáticas.

Examen aplicado a los alumnos de 5to grado para ubicar el nivel de matemáticas

Categoría	Antes	Después
Matemáticas	2	3

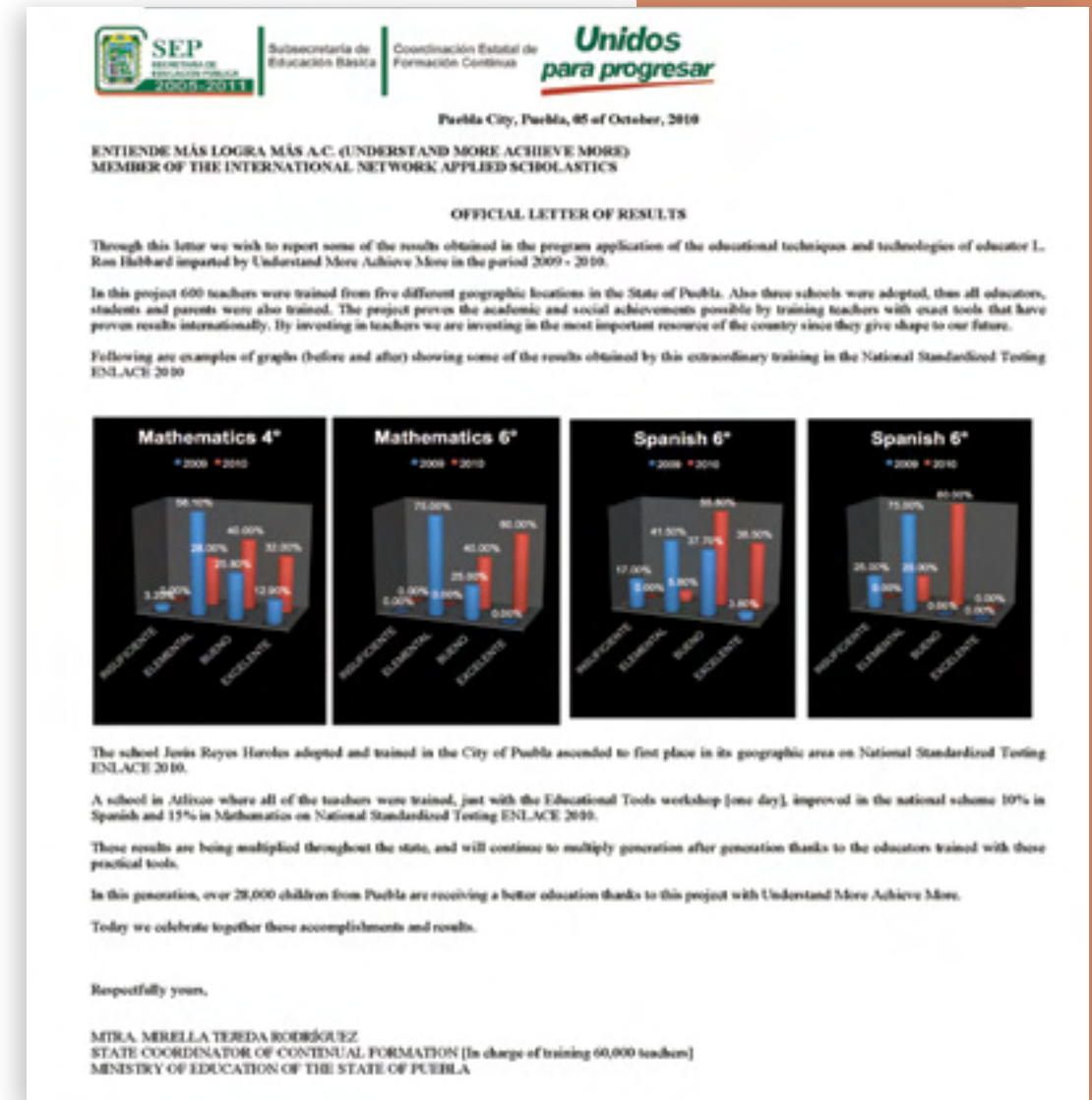
Los maestros enseñan temas que antes se les dificultaban más rápido y con mejores resultados, tales como fracciones, lectura y geometría, entre otros.

El autoestima de los estudiantes y los maestros se ha incrementado notablemente al tener herramientas que les permiten estudiar y/o enseñar efectivamente.

Queremos agradecerles el profesionalismo y cuidado que demostraron en este piloto.

MTRA. MIRELLA TEREDA RODRÍGUEZ  
COORDINADORA Estatal de Formación Continua

“The self-esteem of students and teachers has incremented notably by having tools that allow them to study and/or teach effectively.”



SEP Subsecretaría de Educación Básica Coordinación Estatal de Formación Continua Unidos para progresar

Puebla City, Puebla, 25 of October, 2010

ENTIENDE MÁS LOGRA MÁS A.C. (UNDERSTAND MORE ACHIEVE MORE)  
MEMBER OF THE INTERNATIONAL NETWORK APPLIED SCHOLASTICS

OFFICIAL LETTER OF RESULTS

Through this letter we wish to report some of the results obtained in the program application of the educational techniques and technologies of educator L. Ron Hubbard imparted by Understand More Achieve More in the period 2009 - 2010.

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

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

Subject	Year	Before	After
Mathematics 4 <sup>th</sup>	2009	3.24%	38.00%
	2010	12.90%	40.00%
Mathematics 6 <sup>th</sup>	2009	0.00%	25.00%
	2010	0.00%	40.00%
Spanish 6 <sup>th</sup>	2009	17.00%	41.00%
	2010	37.00%	48.00%
Spanish 5 <sup>th</sup>	2009	25.00%	38.00%
	2010	38.00%	40.00%

The school Jesús Reyes Heróles adopted and trained in the City of Puebla ascended to first place in its geographic area on National Standardized Testing ENLACE 2010.

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 ENLACE 2010.

These results are being multiplied throughout the state, and will continue to multiply generation after generation thanks to the educators trained with these practical tools.

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

Today we celebrate together these accomplishments and results.

Respectfully yours,

MTRA. MIRELLA TEREDA RODRÍGUEZ  
STATE COORDINATOR OF CONTINUOUS FORMATION [In charge of training 60,000 teachers]  
MINISTRY OF EDUCATION OF THE STATE OF PUEBLA

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

3 SEP FIFTH GRADE

HEADING - MINISTRY OF ED. OF PUEBLA LOGO STATE COORDINATION FOR TEACHER TRAINING

Understand More Achieve More

Member of the International Network Applied Scholastics

PRESENT

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 Serdán.

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

(GRAPH)

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 teachers 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

(Translation of the above document)



"...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."

## Media

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

Por **BLANCA CECILIA PUEBLA**

Se pronostica para 2004 que el incremento en el alarmante deterioro educativo 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



L. Ronald Hubbard

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

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

En 1950, L. Ronald Hubbard escribió: La meta final de toda sociedad, al encarar el problema de la educación, es elevar la habilidad. La capacidad de iniciativa y el nivel cultural y con todo ello el nivel de supervivencia de esa sociedad. Y cuando una sociedad olvida cualquiera de

estos aspectos, se destruye a sí misma con sus propios medios educativos. Hoy en día, la crisis educacional es mundialmente inevitable, más de 25% de los estudiantes que dejan o terminan la preparatoria carecen de las habilidades necesarias de lectura y escritura que se requieren mínimamente para la vida cotidiana.

Durante una encuesta patrocinada por el periódico británico The Sunday Times, se descubrió que 42 por ciento de los encuestados no fueron capaces de sumar los precios de un menú básico. Ade-

más uno de cada seis habitantes de las islas británicas ni siquiera puede localizar correctamente su país en un mapamundi. Considerando estas cifras se traducen en un escenario económico deprimente y con costos anuales para las empresas que llegan a rebasar los 300 mil millones de dólares en pérdidas de producción y costas de la reeducación del personal.

Y cuando se incluyen los inexorables lazos entre el analfabetismo y la criminalidad como factores, resulta demasiado sombrío enumerar los fra-

casos de la educación mundial. L. Ronald Hubbard ha señalado que en las últimas tres décadas se han combinado tres factores culturales que han hecho disminuir seriamente nuestra habilidad para comunicarnos y por lo tanto lograr una buena educación.

Los estándares generales de la educación bajaron cuando los nuevos sistemas ignoraron materias fundamentales como la lectura, la escritura y la gramática. La llegada de la televisión aceleró el deterioro en particular cuando las madres sentaron a sus hijos enfrente para que les sirviera de niñera. Lo cual se considera como la llegada de una droga para embotar aún más la mente.

Nuestra entrevistada aseveró: En consecuencia, generaciones enteras ya no son capaces de entender ni transmitir información. Fue 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 campo de la educación conocida como Tecnología de Estudio proporciona el primer enfoque plenamente funcional para enseñar a los estudiantes cómo ayudar a cualquiera a aprender cualquier tema. Y ha sido comprobado que con ella se pueden lograr resultados uniformes y consistentes superando las diferencias económicas, culturales y raciales sin importar edad.

Su investigación puso al descubierto la razón bá-

sica de los fracasos de un estudiante por entender cualquier materia. Descubriendo Básicamente que hay tres barreras al estudio, una de ellas, la palabra malentendida 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 siguiente: Nunca me he sentido tan bien respecto a mi trabajo y no he conseguido un éxito académico tan consistente como desde que incorporé la Tecnología 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 deberíamos saber desde hace mucho tiempo y no sabíamos. Gracias a su regalo a la humanidad.

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

"Saber estudiar, aprender y entender. Hoy tengo las herramientas necesarias para ponerlas en práctica, ya que tengo una labor muy importante de ser maestro de este centro escolar, como es la enseñanza que es la base de la formación del ser humano. Yo le doy las gracias a L. Ronald Hubbard por heredarnos sus herramientas de aprendizaje el estudio". Gracias a los esfuerzos

de Applied Scholastics Internacional una organización benéfica no lucrativa que se dedica a mejorar la educación en todo el mundo. "Me gusta ayudar a los demás y considero mi mayor placer en la vida ver a una persona liberarse de las sombras y que pueda ver y caminar a través de ellas, y volver al sol de nuevo se encuentra

enormemente complacida. Me temo que yo estoy tan complacida como ella", comentó en su momento el filántropo. Esta capacidad humanitaria es lo que le ha ganado un sinnúmero de reconocimientos en el campo de la educación.

Información, al teléfono 5511 05-41.

### Originales Suites Culturales con la Obra Escultórica de Sebastian

donde se podrán admirar 10 obras del artista sobresaliendo esculturas de sus obras más representativas, serigrafías, mixografías, carteles y muebles, que conviven de manera armónica y ecléctica, con la decoración de la suite, creando un ambiente, además de interesante, relajado.

La terraza de la suite, en la cual se ubican obras de gran formato del maestro, permite también al huésped observar uno de los lugares vitales más importantes de la ciudad.

Rodolfo Roth, director del Grand Mella México Reforma, comentó que la suite Sebastian forma parte de un proyecto integral, a través del cual, el hotel se involucra de manera directa con la promoción de la obra de artistas plásticos contemporáneos, que permitan a nuestros huéspedes y visitantes conocer su obra exhibida en diversos espacios especialmente destinados para ello.

A partir del 17 de diciembre, todos aquellos huéspedes que, además,

deseen la oportunidad de convivir con el arte, podrán reservar la suite.

La obra de este creador permanecerá por tiempo indefinido y respecto al proyecto afirmó que se ofrece al huésped la posibilidad de estar rodeado de Sebastianes, es decir cuadros, lámparas, muebles

de arte objeto, y muchas piezas de diseño industrial, pero que siguen siendo esculturas. La museografía estuvo a cargo del maestro Rodolfo Rivera, quien supervisó la correcta integración de la obra con los espacios y mobiliario de la suite presidencial.

Los Sueños Revelados especial a la velada en la que los anfitriones del festejo dieron la bienvenida a los invitados con quienes brindaron porque el próximo año sea más próspero.

Durante la animada reunión se hicieron reconocimientos a Irma Alicia Pérez y Género Trejo, quienes cumplieron 25 años de laborar en Young & Rubicam México, asimismo se proyectaron los anuncios comerciales que realizó la empresa este año.

Bebidas y bocadillos se ofrecieron, después se realizó una rifa con variedad de premios como televisores, teléfonos, estéreos y

otros electrodomésticos.

Al terminar el festejo todos los participantes recibieron un "atrapasueños", con la leyenda: si lo sueñas, lo puedes realizar.

Entre la concurrencia estuvieron Katyja Olguin, Carlos Cantú, Emilio Solís, Ivan Barreto, Alfonso Quezada, América Garfias, Javier Salicrup, Baldomero Pérez, Nayeli Argueyo, Elida Rivera, Mayra Oairis Vélez, Lino Espinoza, Graciela González, Rosa Méndez, Alfredo Ayala, Luis Guillén, Sergio Díaz, Blanca Castro, Miguel Barbeyto, Ivette Blanco, Samantha Jiménez, Adriana Ramírez y otras personas.

EXCLUSIVO Sábado 27 de Diciembre de 2003 3-B

## FIN DE AÑO

**PUEBLA**

**Best Western Real de Puebla**

\$ 500.00

GRAN CENA BAILE SHOW  
Con CARLOS CUEVAS  
31 de Diciembre

\$ 640.00  
POR PERSONA  
IVA y servicio incluidos

ADEMAS: Pase African Safari y entrada a Museo Amparo

**PATZCUARO**

**Best Western Posada de Don Vasco**

\$ 1,000.00

\$ 150.00  
PERSONA EXTRA

\$ 702.00

ADEMAS: Elija entre comida o cena  
(Cena baile 31-Dic.) propina en alimentos

**TAMPICO**

**Best Western Inglaterra**

\$ 335.00

\$ 150.00  
PERSONA EXTRA

ADEMAS:Transportación Grubita,  
Aeropuerto-Hotel-Aeropuerto

**PAQUETES INCLUYEN:**

- Precio por persona en base ocupación doble
- Desayuno Buffet
- Coctel de Bienvenida
- Impuestos
- 2 menores de 13 años compartiendo la habitación con sus padres
- 30% de descuento en alimentos a menores de 10 años

\*\* Vigente del 25 de Diciembre 2003 al 04 Enero 2004 \*\*

RESERVACIONES

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Tels: 5280-3718/5280-6490 hostame2@hostales.com.mx

BEST WESTERN TEL: 5286-7644/5286-7172





## 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 millennium.
- 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.



The Delphian School in Oregon, USA



Applied Scholastics International campus, Saint Louis MO

### PUBLIC SCHOOL PROGRAMS:

## ST. ANTOINE'S ELEMENTARY SCHOOL LAFAYETTE, LOUISIANA

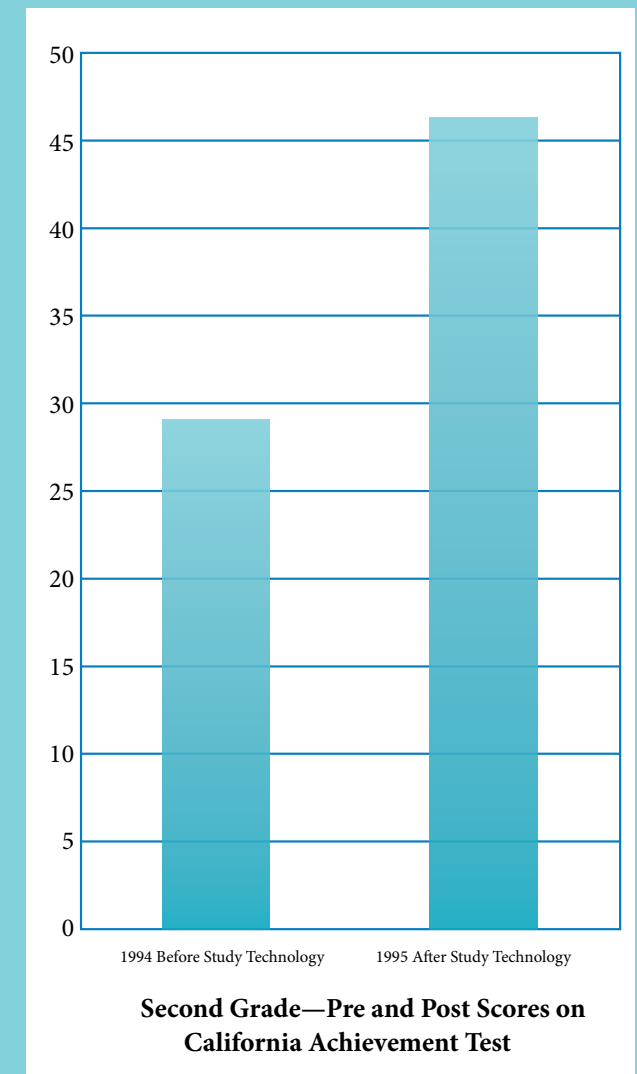
In September 1993, a School Board Member in Lafayette, Louisiana, learned about the Study Technology developed by L. Ron Hubbard. She was very impressed and wanted to bring it into the schools. She introduced Applied Scholastics to St. Antoine's Elementary School, a public school in Lafayette. The principal 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.







**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.

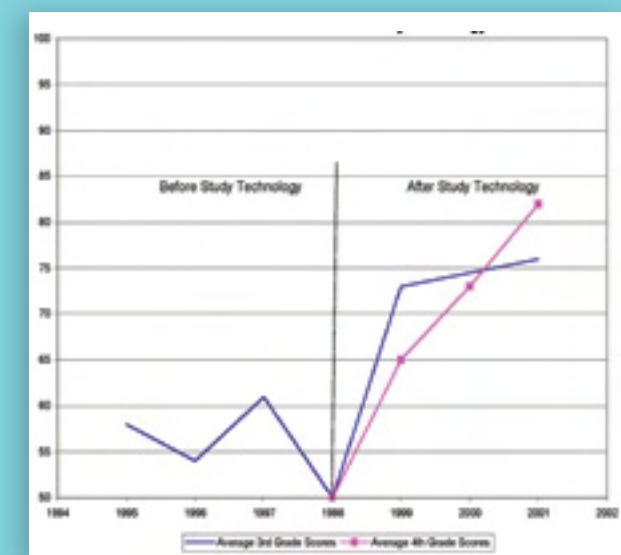
**RESULTS**

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 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	4 <sup>th</sup> Grade Hispanic Students
1995	58		
1996	54		
1997	61		
1998	50	50	35
1999	73 >+46	65 >+30%	59 >+69%
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**

\* 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 in years following the introduction of Study Technology.

Following Figure 1 is a graph of the math scores for 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>th</sup>	12	18
5 <sup>th</sup>	20	26
6 <sup>th</sup>	13	27

>+58

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

students. Table 2 shows the exact scores on the end of course exam.

### FOLLOW-UP

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 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Average Increase
2000	65	74	86	12.4%
2002	78	87	88	
2000	43	73	84	32.5%
2002	76	95	94	

**Table 3** - Average Reading and Math Scores

## 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%.

Composite Grade	Grade Point Average (GPA)
82	1.6
83	2.2
87	3.0
81	2.0
79	2.0
85	2.3
81	2.2
81	2.0
80	1.6
70	1.0
75	1.7
81	2.0
71	1.7
70	1.0
84	2.2
Average: 79.3	1.9

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

Composite Grade	Grade Point Average (GPA)
74	1.4
71	1.4
47	0.0
31	0.0
64	0.0
51	1.2
63	1.0
67	0.7
44	0.6
64	1.2
44	0.6
65	1.2
69	0.7
59	0.2
72	1.0
Average: 59	0.75

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

## 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





## SUPPLEMENTAL EDUCATION SERVICES CONTINUED

a list of potential SES providers. To get on this list, providers must apply and be approved by the state. States choose providers that can offer tutoring programs in line with state standards and that offer high-quality, research-based tutoring.

Since 2005, Applied Scholastics International has been an approved provider of Supplemental Educational Services (SES) under the No Child Left Behind Act and to date has delivered in a total of 16 of the US states.

The 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.

Overall a child who uses an Applied Scholastics tutor can progress at a rate of over one grade level improvement in Reading or Mathematics in just 30 hours of tutoring. These are well beyond typical results with other programs.

Applied Scholastics Effectiveness Data as a Supplemental Education Services Provider				
January 2012				
These data come from 2005 through 2010, and they are nationwide SES numbers. All of the scores shown are grade-level equivalents and come from the pre-and post-tests used by Applied Scholastics in the various states in which it is approved to offer SES.				
In these tables, an average change greater than .5 is considered to be significant.				
Grade Level	Sample Size	Pre-Math Average Score	Post-Math Average Score	Up/down Average Change
3rd	17	2.1	3.4	1.4
4th	15	2.9	4.1	1.2
5th	21	2.9	4.1	1.2
6th	11	3.2	4.7	1.6
7th	7	3.5	5.5	2.0
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	2.3	3.5	1.1
4th	38	2.6	4.0	1.4
5th	42	3.7	5.5	2.0
6th	21	4.4	6.3	2.0
7th	25	4.3	5.6	1.2
8th	12	5.4	6.6	1.2

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





## SUPPLEMENTAL EDUCATION SERVICES CONTINUED

## COMMUNITY COLLEGE PROGRAM: STUDY TOOLS FOR COLLEGE SUCCESS

“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.”

**BOYS & GIRLS CLUBS OF SOUTHWEST WASHINGTON**

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Dan Wyatt  
Sandra Young

**EXECUTIVE DIRECTOR**  
Steve Strachan

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

March 22, 2011

Dear Ms. Cockburn,

I am writing in regards to the Applied Scholastics tutoring program being run by Alma Pendergrass at the O.K. Clubhouse, part of the Boys & Girls Clubs of Southwest Washington. Alma and Applied Scholastics are able to tutor at our clubhouse as an approved Supplemental Educational Service. Three of the four largest schools (by club attendance) we serve qualify for this program.

We have greatly appreciated Applied Scholastics tutoring at our club. And all we did was provide space. As a Boys & Girls Club we strive "to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens." We purposely place our clubhouses in areas of greatest need. This program has helped our families by limiting the obstacles that may interfere with the tutoring process, for greater achievement. By having the program at club, a place that they already attend, it makes it easier for families to ensure attendance.

In addition, while not actively participating in the daily tutoring activities, my staff and I have noticed changes in the members who have participated in this program. Alma has taken on some of the most challenging club members and has been able to successfully interact with them, and we in turn have benefited from the behavioral changes. I believe because of the 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.

In February, Alma facilitated at one and one-half hour basic training for our staff. We were able to take some of the basic Applied Scholastics approach and apply it in our own interactions with members, and in our homework help program, Power Hour. It was a good reminder of the importance of finding the motivation to learn for individual learners, but also how one word can cause 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,

Elizabeth Tege  
Club Director, O.K. Clubhouse  
Boys & Girls Clubs of Southwest Washington

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DR. VERONICA C. GARCIA  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

August 10, 2009

Mary Cockburn  
Federal Programs Manager  
Applied Scholastics International  
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 2009-2010 school year.

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 Services application.

Sincerely,

Art Martinez  
SES Program Coordinator  
Title I Office

cc: Dr. Catherine Cross Maple, Deputy Director, Learning and Accountability  
Dr. Jim Holloway, Assistant Secretary, Rural Education Division  
Sam Ornelas, Director, Title I Bureau

“...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...”

### 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:

- 17 students
  - 2 African American
  - 1 Hispanic
  - 14 Caucasian
  - 9 females
  - 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 10<sup>th</sup> 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.<sup>2</sup> Most acknowledged they took the course because they felt they needed help making it in college after their experiences in high school. Most were advised by counselors to take the course and took it only for that reason. One or two say they took it because they figured it would be an easy "A." Interestingly, at the start of the semester, only 2 students owned their own dictionary, 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. No one used a dictionary regularly, and more than a few reported they had never used 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.<sup>3</sup>

<sup>1</sup> COL101 is a 3-hour elective course at Oakton Community College designed to meet the needs of freshman and sophomore students in adjusting and succeeding academically.  
<sup>2</sup> ASSIST is an acronym for Additional Student Services Instructional Support Team, which was created at Oakton to implement the policies for treating special needs students created by Title IX. It provides tutoring and counseling and other support services. All ASSIST students have been in special programs as part of their K-12 schooling, and many carry the labels "LD," "ADD/HD," "BI-POLAR," etc.  
<sup>3</sup> This tends to be especially true of the ASSIST students, considerably less true of the "regular" students.



“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 your class.”

## STUDY TOOLS FOR COLLEGE SUCCESS CONTINUED

“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.”

### 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.

<sup>4</sup>EGL094 is English Generic Course Syllabus # 094

- Students take one form of the test at the beginning of the semester, and a second 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"
  - 17 students were originally enrolled in the course
  - 4 no record – no placement tests taken
  - 13 (76%) completed the course -- an unusually high number for a daytime COL101 class where often as many as 50% drop out.
  - 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
    - 8 (61%) improved their raw scores on the test and, thus, their DRP scores.
    - 5 (38%) improved their reading course placement.

### FINAL GRADE BREAKDOWN:

A's = 2;      C's = 5;      F's = 2  
B's = 4;      D's = 1

### MISCELLANEOUS CONCLUSIONS/IMPRESSIONS:

- 13 students completed the course
- 1 student dropped the class because it was too difficult<sup>5</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 8<sup>th</sup> grade or below.

<sup>5</sup> This was student #14 on the "DRP OVERVIEW." Note that this student had the lowest of all scores, read below 6<sup>th</sup> grade, and was clearly retarded. The teacher encouraged her to drop the class well before midterm.

<sup>6</sup> Currently there is no data on why they stopped attending. The teacher has written all three and called but have not yet heard back. Interestingly, 1 of the 3 was among the weakest readers. . . .



"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."

## STUDY TOOLS FOR COLLEGE SUCCESS CONTINUED

"The class taught me several tools that I can take with me to be the best student that I can be."

- 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.

--JP

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.

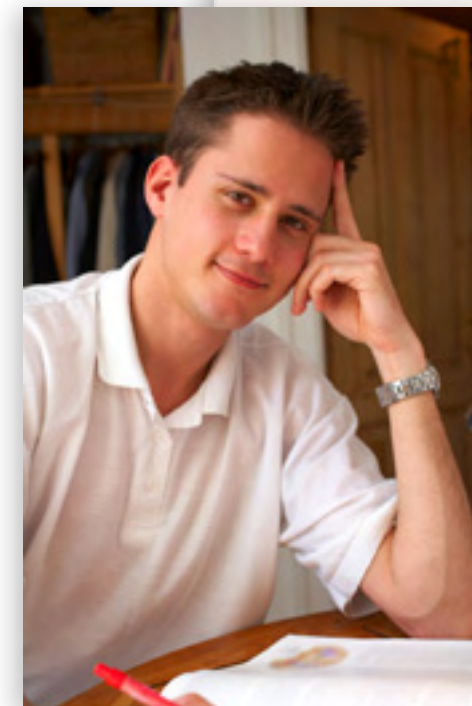
--SM

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.

--AB

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.

--TF





**PRIVATE SCHOOL PROGRAMS:**

## CALIFORNIA ACHIEVEMENT TEST THE DELPHI SCHOOLS

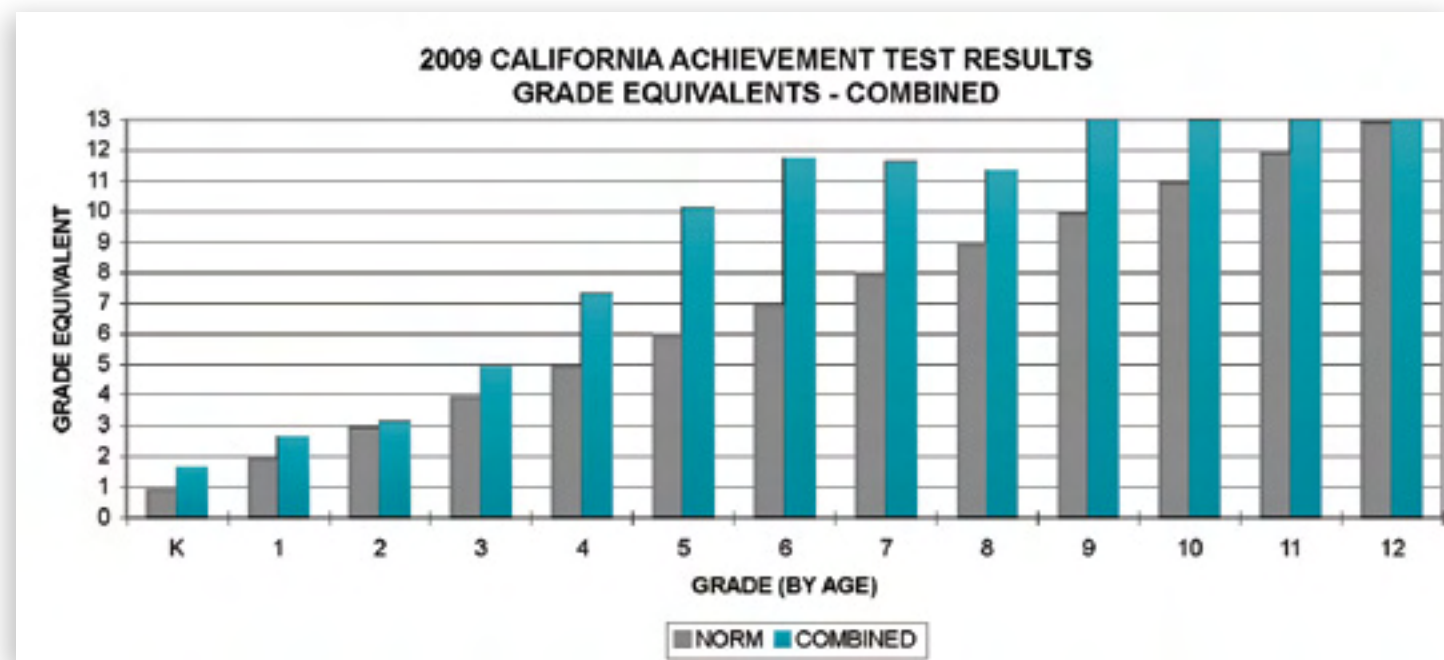
Thirty-three private schools in the United States use Study Technology throughout the curriculum. Many of these schools have chosen not to undertake the expense of standardized testing. However seven of the schools known as the Delphi schools administer the California Achievement Test annually.

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

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.”**





## 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.

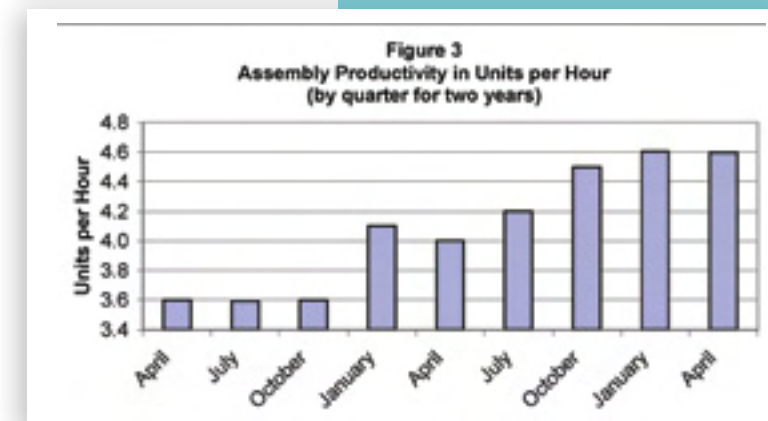
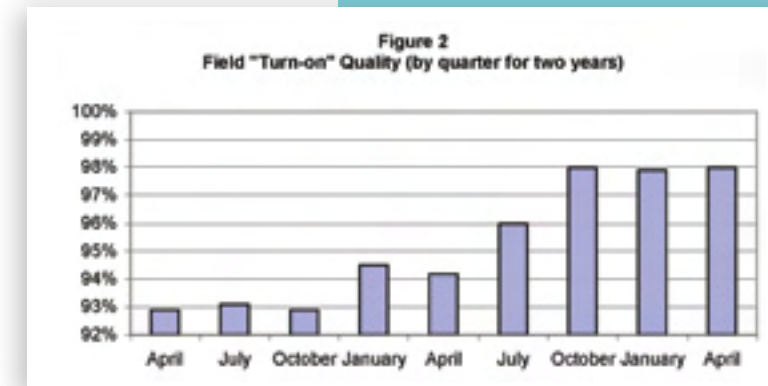
The following graphs in figures 1-4, show the gradual improvements over a two year period in quality, productivity and flexibility (cross-training).

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 self-paced 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.

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



“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.”

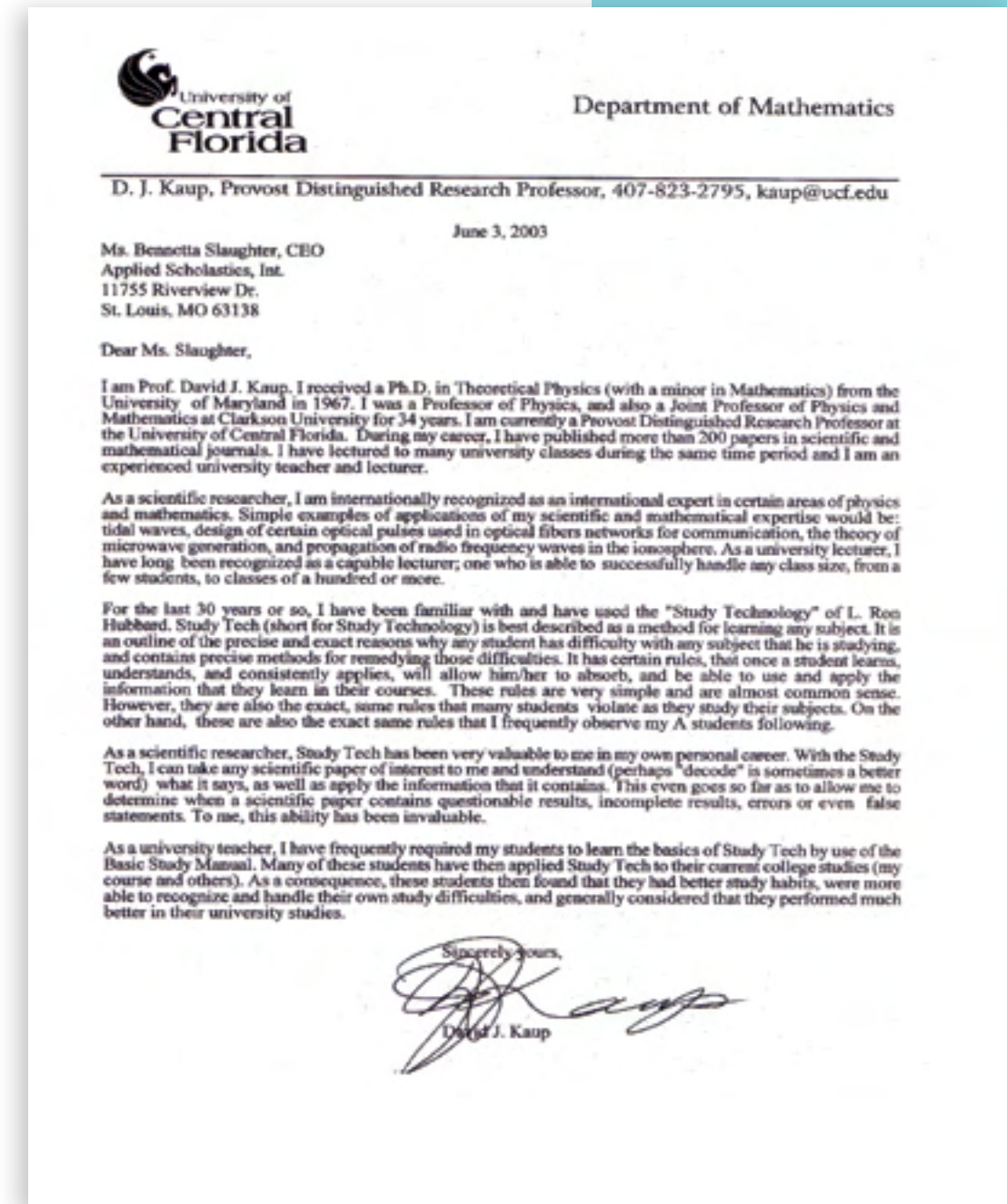
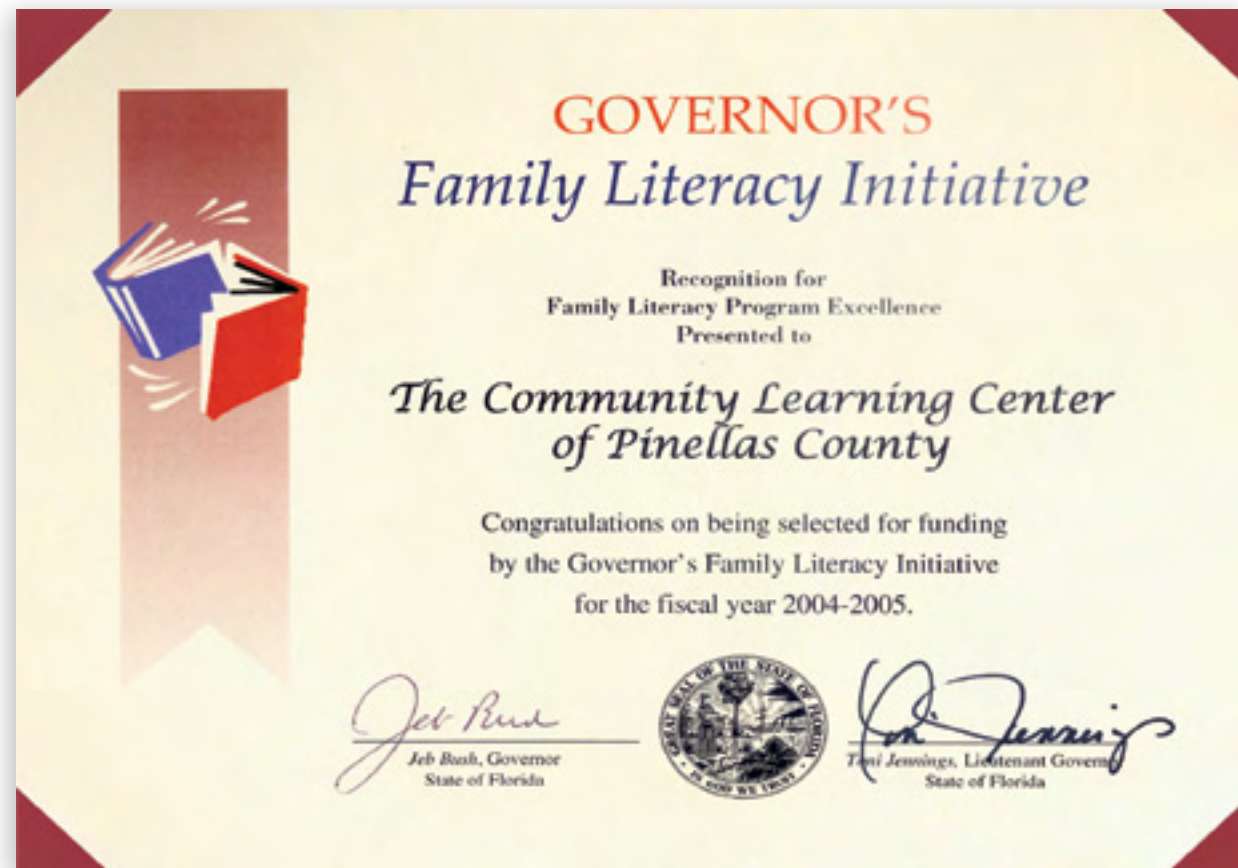




“As a university teacher, I have frequently required my students to learn the basics of Study Technology by use of the Basic Study Manual. Many of these students have then applied Study Technology... then found that they had better study habits, were more able to recognize and handle their own study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

## Endorsement

## Statements by Professionals





## Statements by Professionals

**I**n this increasingly technological and ever-changing society, it is paramount that all students learn how 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

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

**Winifred Deavens**  
Professor at a Teachers College

**N**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**

**W**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**

**I**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**

**H**aving something that gives us another level of communication with children and also benefiting them directly on their goals and aspirations, again ... it's priceless."

**City Councilman Missouri**

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

**Missouri Youth Organization  
Director**

**W**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 whole level of possibilities."

**National Education Consultant**

**I**t's really what impressed me the most, the applying the knowledge. Teaching kids how to think. And I think this facility is great because of all the resources. You come here and you do it. You do it and take it back."

**Missouri Alderwoman**

**I**f we can get more people trained, that's going to make a world of difference in the success of children, which is the most important thing."

**Texas Public School Teacher**



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

- England saw the first Applied Scholastics community-based 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.S.T. and an expert in the application of the Study Technology of L. Ron Hubbard, readily agreed to do so. It was





“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.”

## 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-1	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 age Test I Group E =			6.48	
Average reading age Test II Group E =			7.77	
Average change in reading age Group E =			+1.29	

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

Subject	Chronological Age	Test I Reading Age	Test II Reading Age	Change
C-1	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 reading age Test II Group = C			6.15	
Average change in reading age Group = C			-0.03	

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





## Effective Educational

Applied Scholastics International has as its mission the delivering of effective educational services and published materials based on the 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.

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 stripes—college professors, teachers, parents, community-based organizations, home schoolers and business trainers—as 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.

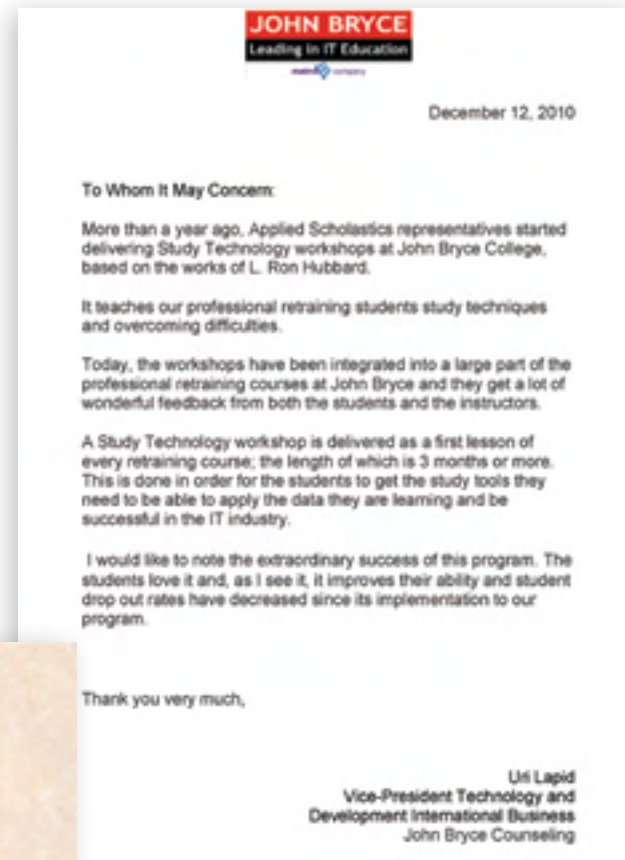




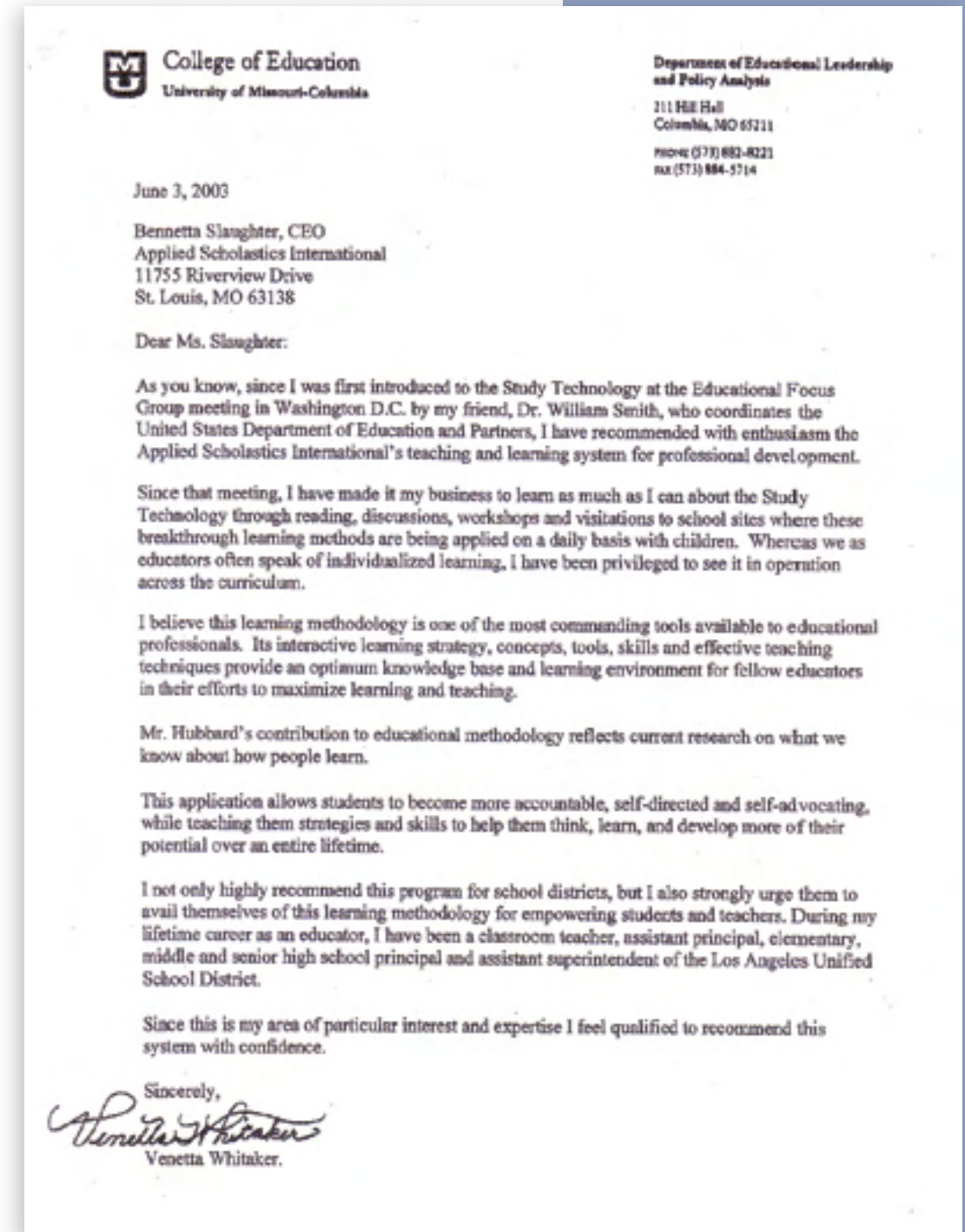
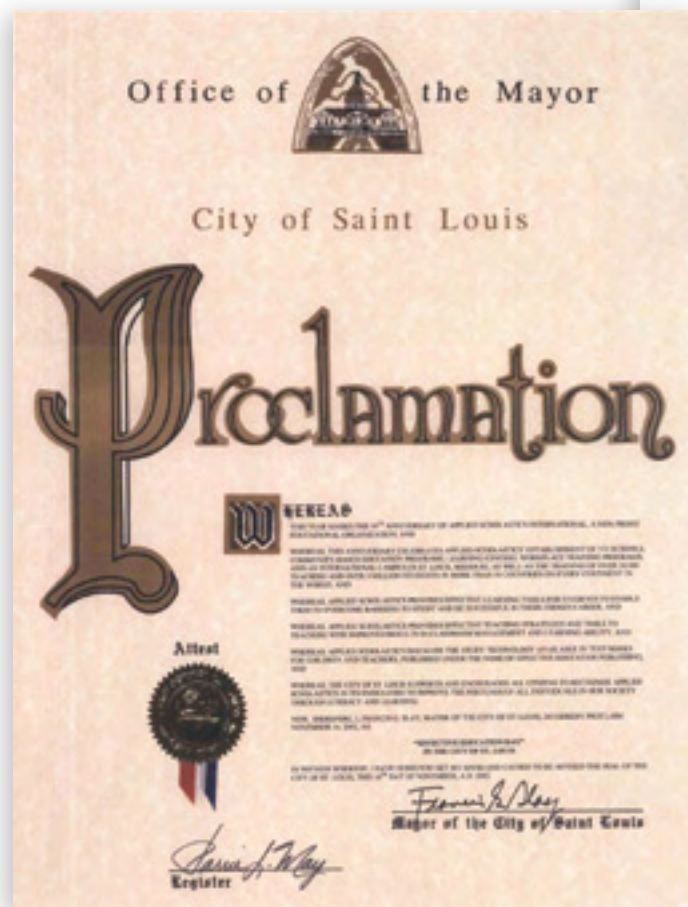
“I believe this learning methodology is one of the most commanding tools available to educational professionals.”

## Endorsements

“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.”



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





## Testimonials

I feel privileged to be given the opportunity to have taken this course. It is a good feeling to know there are 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**

Having 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**

Finishing 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**

During 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**

I really enjoyed my time here. It brought me a lot of the basic or fundamental things I had forgotten. I will be 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!”

**Sister Mary Chaudet - Catholic  
Nun/Educator**



## Testimonials

I feel I have gained a better understanding of how I will be able to help my children. I won't get so frustrated 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**

Now 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."

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

They 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**

First 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**

To 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**

I have a new perspective on how to study and how to learn. I will use this technology personally with 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 and learning."

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



## Testimonials

I have become more aware of the importances of the use of word clearing as a tool for gaining a better 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**

I have learned so many ways to recover knowledge that is lost now. I learned how this happens. I loved 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**

I believe a parent is a child’s God given teacher. And as a parent I was excited when I heard about Study 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**

I have gained very valuable tools to unlock blocks to learning. The tools I have gained will assist me in my 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**

This 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**



## Testimonials

I 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**

I 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."

**Anita Fisk – Middle School  
Principal**

Again 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**

It was great learning Teaching Modern Phonics and then doing the apprenticeship with my son. To see my 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**



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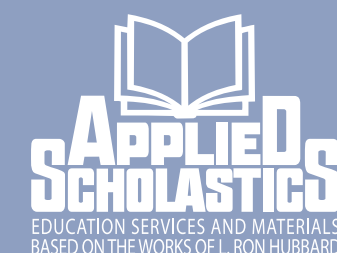
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Actor

“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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