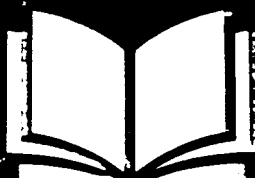


E



WORLD
WIDE
TELEVISION
NETWORK

ACHIEVING QUALITY EDUCATION
IN COMMUNITIES AROUND THE WORLD

"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 of that
the survival level
of that society.
And when a society forgets
any one of these things
it is destroying itself
by its own
educational mediums."

—H. Ross Hubbard

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Applied Scholastics International

A WORLD AT RISK

The future of this planet will one day rest in the hands of our children.

Whether tomorrow's leaders, corporate executives and work force can flourish and prosper depends largely on the education we provide today. Moreover, what we will leave behind for our children is now being shaped, in no small part, by current efforts to increase the literacy and capabilities of large numbers of men and women already long past traditional school age.

At a time when quality universal education is more important than in any period in history, at a time when Third World countries struggle to provide a modern education to their populations, modern education is failing alarmingly.

America once had one of the finest educational systems in the world. Today that system continues to face an unprecedented crisis. And what is happening in America is representative of serious educational problems in most Western countries.

"Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science and

exists today, we might well have viewed it as an act of war."

These words prefaced the U.S. National Commission on Excellence in Education's report, "A Nation At Risk," and sent shock-waves throughout the country in the early 1980s.

A well-founded, wide-scale panic followed. America's educational decline, evident in falling SAT (Scholastic Aptitude Test) scores and high functional illiteracy rates, forewarned of America's demise as an industrial nation. Unless educational excellence were rapidly restored — and then driven to even higher levels — America's future would be bleak.

The rest of the decade saw what was probably the most extensive drive in history to immediately improve the quality of education in a nation. Roughly 40 states raised high school graduation requirements. In 19 states, students now have to pass a test to receive diplomas.

To improve on the caliber of the country's teachers,

46 states mandated competency tests for new teachers while 23 created alternate routes to teacher certification. Teacher salaries increased an average of more than twice the rate of inflation.

The result was that for three years, American SAT scores only increased slightly. But then they leveled off again, still very far from a return to 1950 and 1960 levels.

Former American Education Secretary William Bennett stated after five years of extensive reform efforts,

"We're not where we should be... We are still at risk."

Added to these discouraging findings, America's educational crisis actually extended far beyond the obvious declines of the last few decades.

In many ways, the quality of American education last century, at least in industrial regions, far exceeded modern scholastic results.

"One has only to read old debates in the Congressional Record or scan the books published in the 1800s to realize that our ancestors of a century ago commanded a use of the language far superior to our own," wrote educational author Paolo Lionni. "The high school graduate of 1890 was an educated person, fluent in his language, history and culture, possessing the skills he needed in order to succeed."

It is doubtful if more than a very small minority of today's high school graduates could even pass the elementary school exams of a century ago.

Today, the American high school drop out rate continues to hover at around 30% to 50% in inner-city areas.

"Up to 50% of all new teachers quit within the first five years of teaching," says Wayne Johnson, President of United Teachers in Los Angeles.

U.S. students still rank far below those in many other countries — particularly

in math and science — and books charting the appalling lack of knowledge on the part of American youth have become fixtures on bestseller lists.



"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

—U.S. National Commission on Excellence in Education

technological innovation is being overtaken by competitors throughout the world... If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that

"Unless Americans find better ways to educate themselves... the nation runs the risk of drifting unwittingly into a 'new kind of dark age' — a time when small cadres of specialists will control knowledge and thus control the decision-making process."

—U.S. News and World Report

Educational experts agree that there has been the least progress at the lower levels of educational achievement. "I was one of those naive thinkers who thought the 'Nation at Risk' report would do more for those that desperately need education, and they are the ones that we have not touched," lamented former U.S. Educational Secretary, Terrel Bell.

The close connection between poor educational performance and the epidemic of drugs and crime that has seized America and much of the Western world cannot be overlooked.

"Most people don't know we spend \$6.6 billion a year to keep 750,000 illiterates in jail," said Barbara Bush, wife of President George Bush and a long-time crusader against illiteracy. "I'm trying to remind people that there is a direct correlation between crime and illiteracy; between illiteracy and unemployment."

The issue of functional illiteracy lies coiled at the center of the problems of crime, unemployment and the homeless. It is illiteracy and poor education

that most threaten America's prosperity as a technological innovator and as a stable force in the world's global economy.

And the problem continues to worsen. In America, it is estimated that 2.3 million people are added each year to the ranks of the functionally illiterate, including over a million teenagers who leave school without elementary skills.

Technologically, modern society is an increasingly complex place. More and more, far too many people are unable to participate productively. That is a tragedy which is already recoiling in frightening ways in communities and countries around the world.

Most efforts to repair failing educational systems in other Western countries have run aground in much the same way as they have in America.

A British survey sponsored by The Sunday Times of London, for instance, found 42% of those surveyed were unable to add the menu prices of a hamburger, french fries, apple pie and coffee. And one out of six people could not correctly find Great Britain on

a map of the world.

A report by the European Parliament in 1982 estimated that 15 million people in Europe were illiterate and today many experts say the situation continues to worsen each year.

A UNESCO report estimated in 1986 that 889 million people worldwide are illiterate, that 60% of these are women, and that illiteracy is not just a Third World problem.

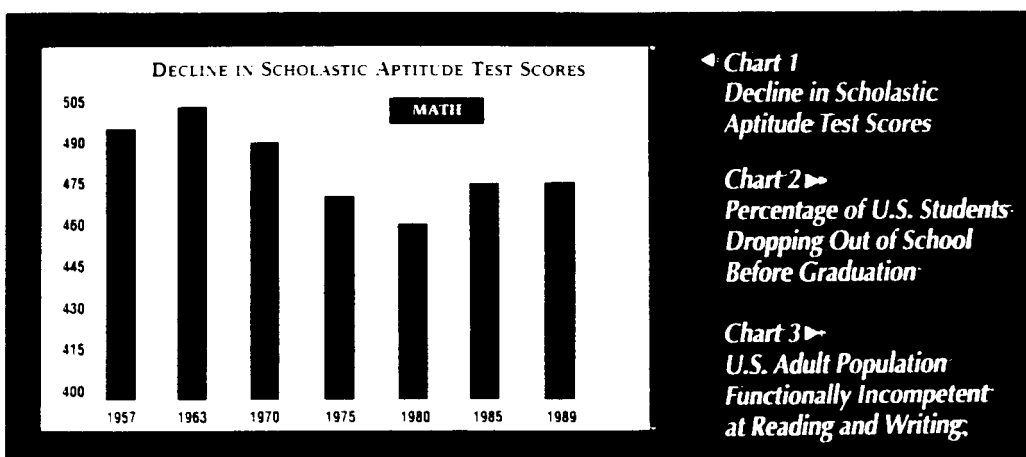
From both official and media reports, the pattern of educational decline is evident in almost every Western country — places where excellence in public education was once taken for granted.

How does the poor quality of education affect corporate business costs?

Xerox Corporation CEO, David Kearns, warns that "the U.S. can't have a world-class economy without a world-class work force."

This is increasingly true for any nation seeking to compete and prosper in the global community.

Yet in country after country, businesses are now confronted with a horrifying social picture.



There are ever increasing difficulties in finding enough qualified staff and in maintaining high levels of productivity.

One New York based insurance company, for example, estimates that 70% of dictated correspondence must be retyped at least once because of human errors.

Of 57,000 applicants who recently took the New York Telephone Company's entry-level exam — a simple test in math, reading and reasoning — 54,000 failed.

Because of educational system deficiencies, business and military leaders around the world are spending billions of dollars — \$25 billion in the U.S. alone — for remedial education and training programs in such basic skills as reading, writing, spelling and computation.

Internationally, it is estimated that adult illiteracy is costing over \$300 billion annually through non-production, unemployment and crime.

Illiteracy and ineffective education are situations that no business, large or small, can afford to tolerate.

Greatly improving the quality of education is a priority in

virtually every country in the world. Most politicians, educational professionals, business leaders and people at almost every level of society are now deeply worried about educational declines.

There is no shortage of ideas or theories on how this reform can be accomplished. We are often led to believe that all it will take is money.

However, when many of these theories and ideas are put into practice, sometimes at the cost of many millions of dollars, they seem to create as many new problems as they solve old ones. Or worse, they solve nothing.

In America, for instance, get-tough retention policies and added graduation requirements appear to have raised, rather than lowered, the school drop out rate in a number of cities. Albert Shanker, president of the American Federation of Teachers, among others, argues that such recent reforms have failed to help struggling students. "It's ridiculous to raise the hurdle for kids who are unable to jump in the first place," he said.

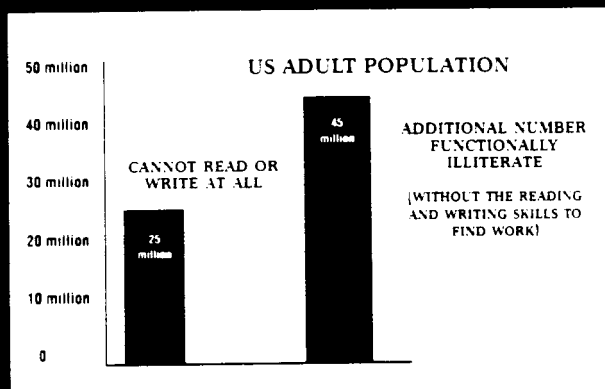
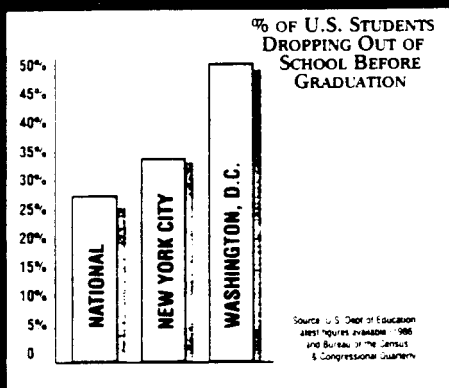
Even in many professionally run illiteracy programs — those attended by semi-literate adults actively seeking help — roughly half drop out before completing a program. And of the people who do manage to finish such literacy courses, according to David Harman of the Institute for Corporate Education in New York, about half "lapse back into illiteracy soon after their graduation." In other words, many of these programs do not work.

A sincere desire for educational improvement is not enough. Bigger educational budgets are not necessarily the answer. And simply raising graduation requirements or seeking to attract more qualified teachers have not restored educational effectiveness.

To truly make quality education a reality for all, to genuinely provide schooling that meets the demands of our fast-paced, rapidly changing world, we desperately need a new cost-effective solution to the educational crisis — a new solution that actually works.



We desperately need a new cost-effective solution to the educational crisis — a new solution that actually works.



4 **A**ll is not bleak. The failing attempts to reform and improve education in the last decade highlighted one vital question that lies at the heart of any honest evaluation of the educational crisis. With so much attention on improving the quality of education, with so many billions of dollars spent each year to remedy educational failures, just why has there been so little improvement?

There is an answer.

Quite simply, most of these efforts have been directed at solving the wrong problems.

At the root of educational failures lies a fundamental situation that has been almost universally overlooked.

Students have never learned how to learn.

Children are launched into basic subjects without first being taught how to go about learning these subjects. And as they get older, they embark upon ever more complex areas of study, still without ever being taught how to effectively learn.

Learning how to learn has been the vital, missing part of all school curriculums and of all teacher training. It has also been the missing ingredient from business training programs, with the result that these are never as effective

as they could be.

We are not talking about gimmicks or memory methods, cribbing techniques or note-taking systems. What we are talking about here is an exact, precise way to go about learning any and every subject, one that ensures each student fully grasps what he or she is studying and can proficiently apply this knowledge or skill in work and in life.

Without knowing exactly how to learn a subject, some students obviously still manage to cope. But others — by far the large majority — find any

learning a trying and difficult process. They never master the ability to rapidly learn with certainty and ease.

It is a reality of the modern world that anyone in the work force, whether on a factory floor or in the executive suite, must have an ability to rapidly assimilate important information, retain it and then be able to apply it. This process, whether formal or informal, is really what we mean by "study."

L. Ron Hubbard, American author, educator and humanitarian, recognized the failings of modern education and training many years before education horror stories began to make newspaper headlines around the world. "As Man is as able as he can learn and know, it is URGENT that a workable technology is available to him," he wrote.

In the last four decades, he devoted considerable time to researching why some people seem unable to learn and why others, apparently bright, did not

At the root of all educational failures lies a fundamental situation that has been almost universally overlooked. Students have never learned how to learn.



THE STUDY TECHNOLOGY

What we are talking about here is an exact, precise way to go about learning any and every subject, one that ensures each student fully grasps what he or she is studying and can proficiently apply this knowledge or skill in work and in life.

apply what they learned to life.

This extensive investigation led to an educational breakthrough — the first comprehensive understanding of the real barriers to effective learning.

L. Ron Hubbard used these discoveries to develop the first fully workable approach to teach both children and adults alike exactly *how to learn*.

Powerful, effective and complete in itself, this new approach opened the door not only to restoring educational systems to their former effectiveness, but also to then raising the quality of education to new heights.

Far from just another method, this breakthrough has been extensively tested and

has proven to uniformly achieve consistent, standard results. It can be used by fast, slow or bilingual students of all ages, backgrounds and races. And it can be applied to any and all subjects.

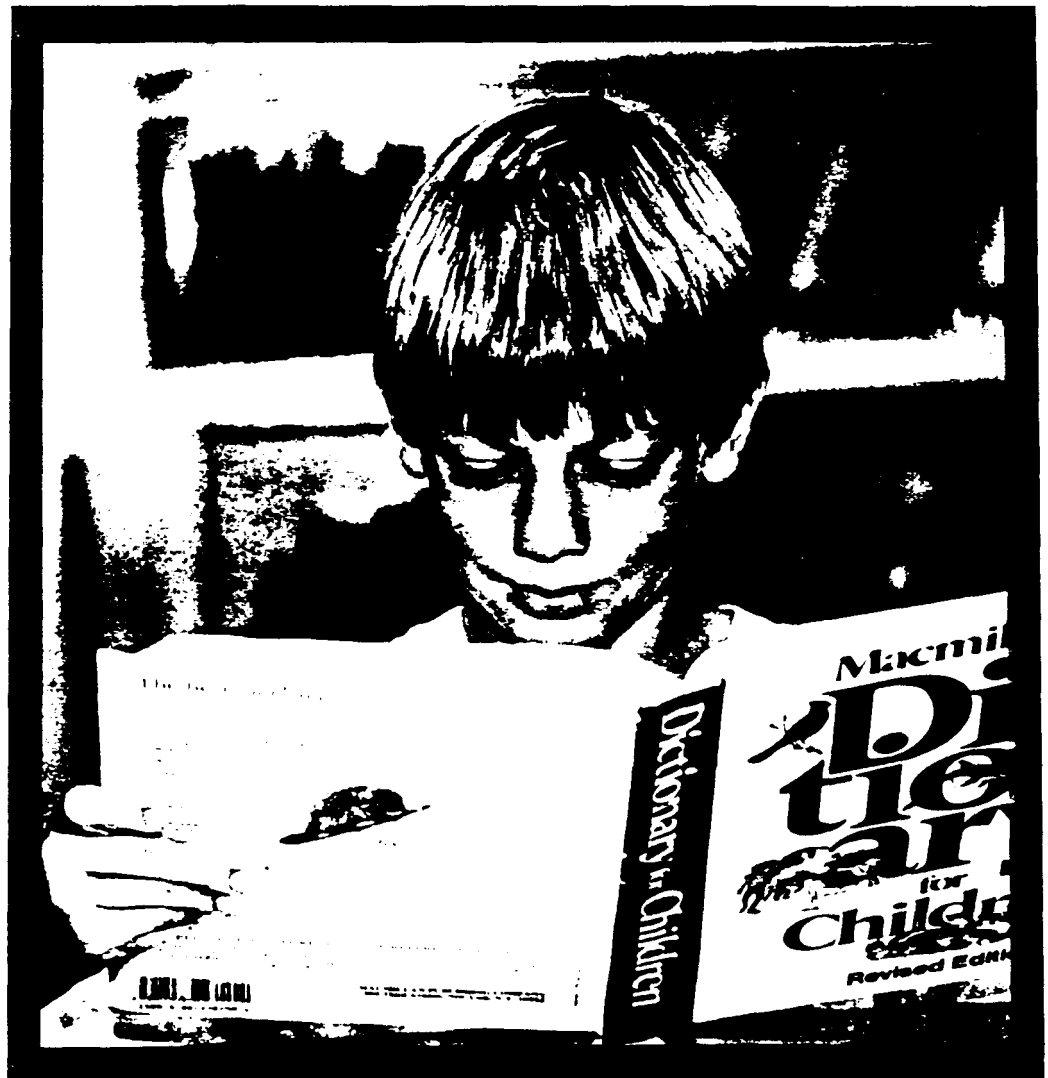
These developments which allow *anyone* to effectively learn *anything*, Mr. Hubbard called simply "Study Technology."

Technology here refers to methods of application of an art or science. It is something that can be used *exactly* to consistently achieve the desired results.

The results using L. Ron Hubbard's Study Technology, with children and adults alike, are nothing short of spectacular. For the first time ever, quality education is now well



within the reach of every school, community and nation in the world.



APPLIED SCHOLASTICS INTERNATIONAL

Apart from his many other stellar accomplishments, L. Ron Hubbard is one of the most acclaimed and widely read authors of all time.

In the last five years alone, he had 16 national bestsellers, 14 of these consecutively on the New York Times bestseller list.

Whether writing fiction or non-fiction, a common theme ran through all his works. He concentrated on the human condition and on raising the awareness of his readers about themselves, always inviting them to take more responsibility for their own lives. He stressed that being in control of oneself and one's environment, and actively working toward the realization of one's goals, were the only way to achieve


success and happiness.

The extensive research and travel he did for his literary work led Mr. Hubbard into many diverse fields. Many years before it was widely recognized that educational decline would threaten the well-being of society at large, he realized that something was missing in the modern approach to education.

"As a society declines," he noted, "it more and more resorts to authoritarian teaching and attempts increasingly to impress upon the individual that he must adjust to his environment and that he cannot adjust his environment to him. The educational process becomes one of semi-hypnotically receiving doughy masses of data and regurgitating them

on examination papers. Reason and self-determinism are all but forbidden."

Mr. Hubbard extensively researched the subject of education and discovered what the real barriers were to effective learning. And he developed the first truly workable system of learning — a major breakthrough in the field that allows a student to fully grasp any subject, simple or complex, and to apply it on the job and in life.

This breakthrough is already used by millions in schools, universities and businesses around the world. For the first time in history, due to Mr. Hubbard's work, quality education is now within reach of every man, woman and child, no matter their age, nationality or ethnic background. 

"As man is as able as he can learn and know, it is URGENT that a workable technology is available to him."

— L. Ron Hubbard



APPLIED SCHOLASTIC INTERNATIONAL

Unfortunately, a breakthrough as revolutionary as L. Ron Hubbard's discoveries in the field of education and learning cannot be implemented everywhere overnight. It takes a great deal of dedication and work to promote and demonstrate the effectiveness of Study Technology. And it requires the training of multitudes of teachers and educators, who in turn can then teach their students how to learn.

Applied Scholastics International, headquartered in Los Angeles, is the organization promoting and utilizing Study Technology with the aim of restoring educational quality and effectiveness around the world.

Applied Scholastics was formed in 1971 by educators from a number of American universities and schools. Since its inception, the organization has steadily grown year after year. It now licenses and coordinates over 150 educational centers and schools on five continents — North and South America, Europe, Africa, Australia and Asia — all of which use and teach L. Ron Hubbard's Study Technology.

Working both at the grass roots community level as well as with many educational authorities, Applied Scholastics trains teachers, students and parents — as well as managers and personnel in the business world — in L. Ron Hubbard's precise technology of learning how to learn.

The organization is a non-profit, tax exempt, public benefit corporation which has the sole purpose of improving the quality of education worldwide.

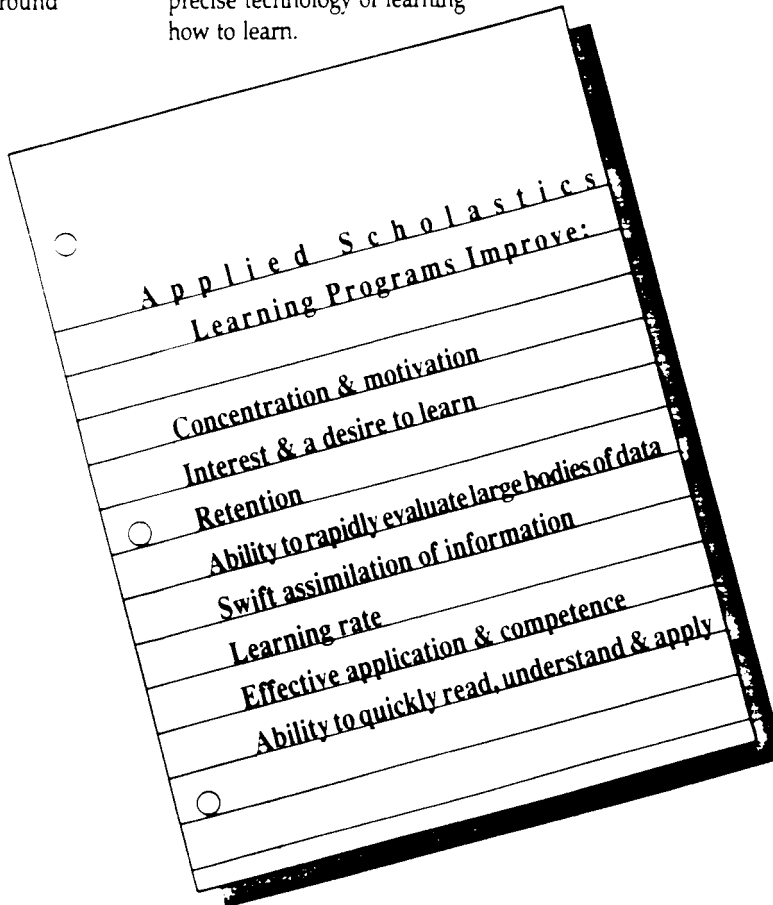
Applied Scholastics and its affiliates offer a wide variety of community programs.

In developing such programs, Applied Scholastics works closely with individual communities to assess their needs and to then provide the most suitable community services.

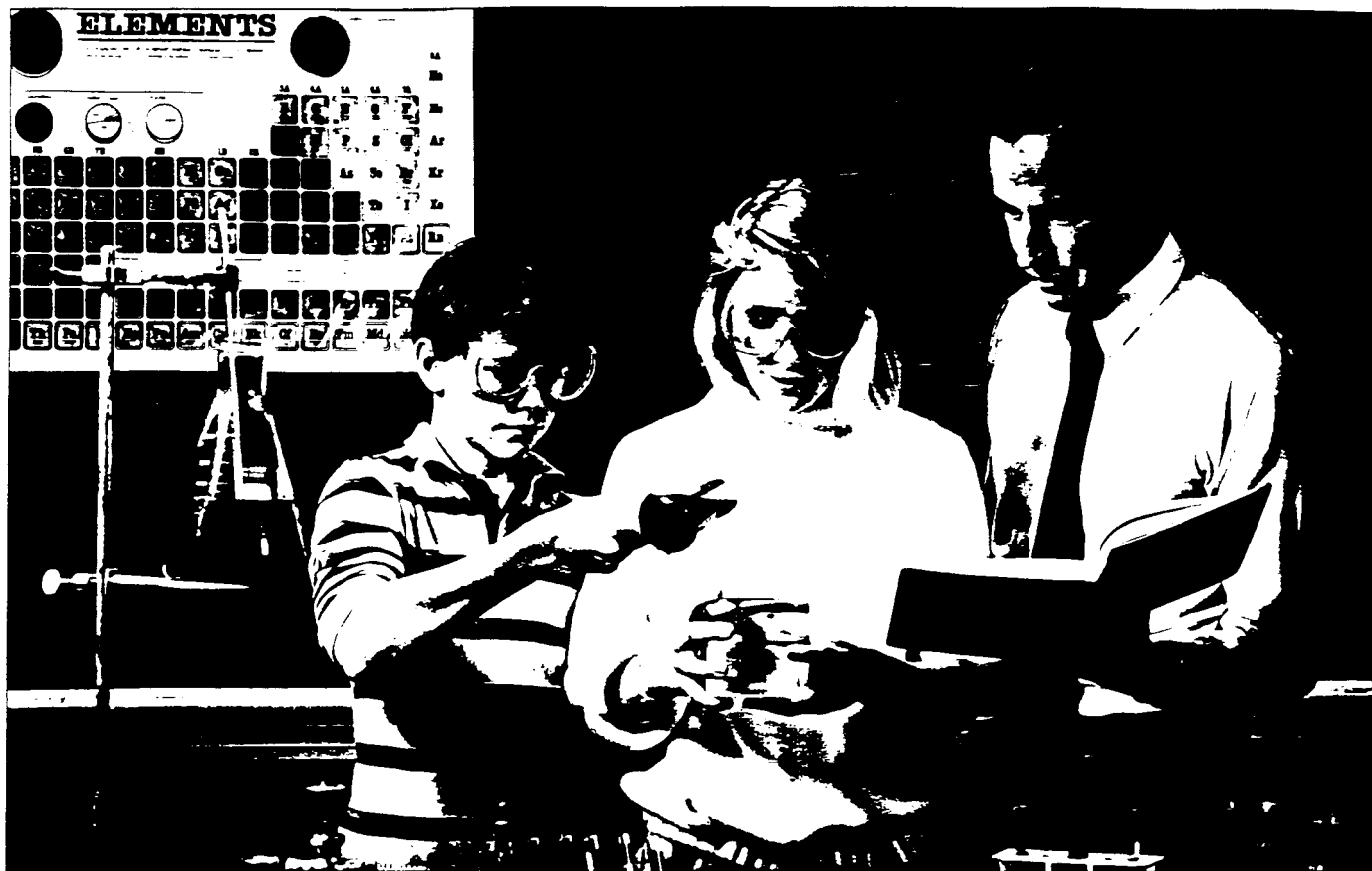
Supplementary Teacher Training, Parent Participation, Family Literacy, Tutoring and Volunteer Training are just some of the community service programs available for business sponsorship in local areas.



Applied Scholastics International is the organization promoting and utilizing Study Technology with the aim of restoring educational quality and effectiveness around the world.



APPLIED SCHOLASTICS INTERNATIONAL



The breakthrough of Study Technology applies to all learning situations, formal or informal – a clear indication of its truly revolutionary nature.

Without this precise knowledge of how to learn, anyone seeking to study or learn anything is very likely to have difficulties of one sort or another.

Study Technology is universal in application because it directly handles actual barriers that exist when anyone seeks to learn anything. Without an understanding of these, the student – whether a child, a university student, or a corporate executive – does not even realize what is hindering his or her efforts to learn. The real area of difficulty, by actual test, is not the one he or she thinks it is.

Because of the universal

applications of Study Technology, Applied Scholastics and its affiliates around the world are involved in virtually every form of education, simply as a result of trying to keep up with and satisfy the ever growing demand.

In businesses themselves, the ability to evaluate, assimilate and retain large amounts of information is an important skill. As well, training employees is vital for many businesses. The competence, initiative and performance of all staff are heavily influenced by their capacity to learn.

Applied Scholastics or one of its licensed affiliates has delivered its services in almost every size and type of business, from the automotive industry to the U.S. Navy.

Some of the most sought after programs by businesses include a course on Study Technology called The Key to Effective Comprehension and The Communications Course which gives executives and staff an improved ability to guide and control communication for a more efficient work environment.

Business success stories following such courses and seminars abound. For example, the chairman of the Northern Group Training Centers in Pretoria, South Africa wrote: "We were, to put it mildly, in a severe embarrassing financial position. This we attributed to the downturn of the economy and seriously considered closing down all our training centers. As a last resort, however, we decided to give Mr. Hubbard's system a try. The rest of this letter may

APPLIED SCHOLASTICS INTERNATIONAL

undoubtedly sound like a fairy tale. From January to July (six months only), we managed to pay all our debts as well as being able to build up a fairly comfortable reserve. Our staff is smiling and beaming, things just keep on going well. This is all due to implementing the incredible, simple techniques of Mr. Hubbard's system."

In the more traditional educational setting, without a knowledge of Study Technology, many teachers face frustration and failure. Teaching is perhaps one of the few professions where the primary motivation is a sincere desire to help others. But far too often, a young teacher's high aspirations are quickly dashed after attempts to help students fall short.

To date, Applied Scholastics affiliates internationally have trained tens of thousands of teachers in L. Ron Hubbard's Study Technology. This not only provides them with the needed skills they have been missing, but also in the process, frequently restores a fresh enthusiasm for the very job of teaching itself.

"During the several weeks I've been on the 'Effective Teaching Course' at Applied Scholastics, I have noticed an increased desire to be a more effective, efficient teacher," one educator wrote. "My behavior in the classroom has actually changed, making my teaching more relevant, more direct, more satisfactory for both my students and for me. My only regret is that I had to waste 12 years of teaching before coming to Applied Scholastics."

In Applied Scholastics training programs, teachers are taught effective control of a classroom, the correct degree

of student discipline, how to give individual help without slowing down the entire class and how to help students become active learners, interested and responsible for their own education.

In the growing number of schools and colleges affiliated with Applied Scholastics, the full impact of Study Technology is nothing short of phenomenal.

Students taught how to learn from an early age are routinely eager, bright and interested in life around them. Problems such as drugs, teenage drinking and juvenile delinquency that plague so many modern schools are virtually nonexistent. In fact, students in Applied Scholastics affiliated schools frequently become active in trying to handle these problems in the community at large.

Remedial education, which seeks to help the individual failing student, becomes many times more effective with

Study Technology. A tutor trained by Applied Scholastics can quickly locate the real area of study difficulty and can handle this rapidly. Then the student can be taught how to use Study Technology so that the problem does not recur and so he or she no longer continues to run into other study problems.

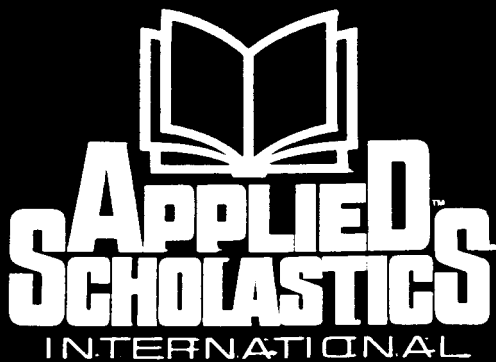
Based on school, community, or business needs, Applied Scholastics also frequently develops tailor-made programs that utilize Study Technology to address specific situations. English as a Second Language is one type of special project the organization regularly undertakes in some countries.

Applied Scholastics staff are there to help, whenever and wherever possible. Resources are continuously stretched to the limit and beyond. Restoring quality education across the globe is a huge job. But Applied Scholastics team members, each and every one, understand the desperate urgency of vastly improving education in all areas of society.

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APPLIED SCHOLASTICS INTERNATIONAL



• *TRAIN THE TRAINER
PROGRAMS IN BUSINESS*

FIELDS OF APPLICATION

• *AFFILIATED SCHOOLS AND COLLEGES*

• *REMEDIAL EDUCATION*

• *SUPPLEMENTARY TEACHER TRAINING*



• BUSINESS PERSONNEL
ENHANCEMENT TRAINING

• ENGLISH AS A SECOND
LANGUAGE

er 150 Schools and Centers Throughout the World





FOCUS ON THE U. S.

In the United States, Applied Scholastics International has licensed and continues to coordinate tutoring centers, business training programs, and a network of 35 schools, most of which take students from kindergarten through to high school graduation.

It is difficult to describe the profound differences in the very atmosphere of these Applied Scholastics affiliated schools. Each has its own character and there are differences in what each stresses in its curriculum beyond sound educational basics. But the common denominator is the exact use of L. Ron Hubbard's Study Technology. The result is that students become active, eager learners and they do learn. Compared to the student populations in most institutions of modern education, students trained in Study Technology are miles ahead on the road to success, now and for the future.

The Delphian School in Oregon is one example of the high standards Applied Scholastics affiliated schools routinely achieve. This school has an international reputation for delivering an education of exceptional quality — possible only because of Study Technology. With a spacious campus of over 800 acres, The Delphian School enrolls students from all over the world in full time academic programs or in the school's exciting summer programs. In addition, The Delphian School operates training and apprenticeship programs for teachers, educators, school administrators and even parents.

Ability Plus School, located on a 24 acre campus in Orange

County, California, teaches students of all ages from toddlers to high school seniors. The school also offers apprenticeships for teacher trainees in their state licensed preschool and supplementary teacher training based on the Study Technology.

True School in Florida, with 120 students enrolled on a full curriculum of subjects, is also noted for its community outreach program dubbed "Operation: Educate America." The school provides speakers to other community groups to

that led to the removal of drug dealers from a local park.

Applied Scholastics Los Angeles' remedial education center is one example of the many tutoring programs across the country that use Study Technology. This center has been serving the communities of Southern California for 21 years and has been endorsed, year after year, by school officials and teachers due to its spectacular results.

"Like it or not, our houses of education have become some of the most dangerous areas of

"Business people and executives need learning and communication skills that apply directly to the work place. There is nothing in the training field that comes close to the effectiveness of Study Technology."

*—Ingrid Gudenas,
executive trainer*



publicize the urgency of improving American education. And students from other schools come to True School for courses in Study Technology.

Mace-Kingsley Preparatory Academy in Los Angeles, another of the many schools using Study Technology, was the 1989 winner of the national "Set A Good Example Contest." This annual contest involves 5,000 schools across the country and is sponsored by the Concerned Businessmen's Association of America. Students from Mace-Kingsley earned this national recognition after they organized a community anti-drug campaign, collecting pledges from children in other schools to lead drug-free lives and then mustering anti-drug marches

the environment," stated one newspaper article on the center's work. "It is a grim picture. It is heartening to discover that there are dedicated groups working on the problem with some success. One such group is Applied Scholastics."

Applied Scholastics remedial programs, such as one at Los Angeles Centennial High School, often increase the average reading age of students by two years in just 40 hours of classroom instruction.

Within business training programs in America, trainers who use Study Technology often become some of the most sought after in the profession. "Business people and executives need learning and communication skills that apply directly and instantly to the work

place," says Ingrid Gudenas, who trains executives, managers and other trainers in key industries, the government and the military in Northern California. "There is nothing in the training field that comes close to the effectiveness of Study Technology."

John Green, director of another business training institute utilizing L. Ron Hubbard's educational discoveries in Detroit's automotive industries, says, "Study Technology can have surprising and unexpected ramifications. In one case, after learning this technology in one of my programs, two automotive employees went on to solve a problem with bearings that had eluded vibration experts for years. They attributed the breakthrough entirely to Study Technology."

FOCUS ON EUROPE

Applied Scholastics International has offices or affiliates throughout most of Europe. In the United Kingdom, there is the Effective Education Association and the Basic Education and Supplementary Teaching Association; in Denmark, the Association for Effective Basic Education; in Switzerland and Germany are Centers for Individual and Effective Learning; in Italy, Modern Instruction Centers; in Sweden, Studema. Throughout France, there are no less than eight different organizations offering Study Technology. Holland, Belgium, Austria... the list goes on. And each year, new organizations and affiliates are licensed. (Applied Scholastics International, reachable at the address

in the back of this booklet, can always provide information on the nearest center teaching and utilizing Study Technology.)

Educational problems facing European businesses and schools are much like those in America. Denmark, for instance, reports one of the higher literacy rates in the Western world. But of 600,000 students, 80,000 desperately need workable remedial education programs. To meet this crisis using Study Technology, there are now 17 tutoring centers throughout Denmark, all widely endorsed by educators, parents and the media.

In France, the academic pressure placed on students is very high. A great many youngsters simply cannot cope. More and more, parents turn to one of the ten educational centers in this country that offer Study Technology.

One mother, for instance, brought her 6-1/2 year old daughter to an affiliated educational group. The girl had been receiving psychiatric therapy because she did not



want to learn to read and write. Such approaches are routinely unsuccessful. However, after only two hours using Study Technology, the young girl suddenly got interested in learning to read and write and even began reading at home. The mother, a literature teacher herself, was so impressed, she immediately sent nine more students to the center.

In Italy, failing students are given the opportunity during the summer to improve in subjects in which they have received poor marks. Despite extra time given to these subjects, only 60% to 70% manage to do better. However,



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with the use of Study Technology, the Modern Education Center has been able to improve the pass rate of these failing students to 100%.

In Austria, Study Technology is now being used to tackle the problem of unemployment. One unemployment office, for instance, ran a short course for 28 people who couldn't find work. Three weeks later, 24 of the 28 were employed.

In Europe, as in every continent where the results of Study Technology have been observed firsthand, almost overwhelming demand for Applied Scholastics educational courses soon follows. The biggest problem is simply lack of trained resources to even begin to fulfill the needs of each country.



Education Alive in action in rural areas of South Africa.

FOCUS ON AFRICA

Education Alive, the Applied Scholastics affiliate which delivers L. Ron Hubbard's Study Technology in South Africa and other parts of the continent, was established in 1975.

Because of the social ramifications of its programs, Education Alive has to meet the tremendous obstacles presented here with resounding dedication and drive.

In an area where only 10 out of 100 students who start school graduate and only one of those has a chance to enter the university, mastering the task of uplifting the whole civilization and bringing about greater understanding depends on quality education and basic learning skills.

In little more than a decade, sometimes under conditions beyond anything most teachers in the Western world can imagine, Education Alive has trained 22,000 black teachers and approximately 1.5 million students in Study Technology.

Encouraged by the results, corporations such as Mobil Oil and Xerox have provided financial support for this vital work.

In one teachers' college for instance, the drop out rate for teacher trainees fell from 15% to only 2% after services from Education Alive.

As one teacher wrote, "Education Alive has rescued me, and saved the lives of many pupils, students and teachers, as well as employees. I honor L. Ron Hubbard and his successors for the work they have done for the African child. Everybody who has heard these lectures is thirsty for further lessons and, at the same time, in a hurry to go out and experiment with these wonderful methods of teaching."

The campus director of a university wrote, "Close to 200 students attended the lectures on Study Technology and Communication mounted by... Education Alive, voluntarily and regularly. Their thinking patterns were stimulated; their understanding was sharpened; and their communication has become freer and easy-going. These traits have become apparent in their lecture rooms, in the campus meetings held with students from time to time, and in their interaction with their lecturers and amongst themselves..."

Education Alive, day by day, is making a brighter future a reality for all South Africans.





Chinese translation of *The Learning Book* based on the works of L. Ron Hubbard.

SPOTLIGHT ON CHINA

The People's Republic of China, with a population of 1.2 billion, has the goal of becoming a modernized industrial nation by the year 2000. To achieve this target, the Chinese people urgently need skills to compete in global markets.

Applied Scholastics International has been active in The People's Republic of China since 1984. In a few short years, 5,000 teachers and 600 industrial


managers have been trained in Study Technology.

One teacher wrote after an Applied Scholastics training program, "Most of us have taught English for over 15 years, but we all have had trouble in improving the students' ability to communicate. And for years we have been trying our best to find ways to solve these problems, but have failed. Luckily enough, we have found it (through Applied Scholastics). We have found new ideas and a new teaching method that we have long dreamed for."

English as a Second Language courses in China have taken on a whole new dimension with the utilization of Study Technology and these are now being described by many educators and officials as a major breakthrough in rapidly modernizing the educational system of this vast country.

The Shandong Provincial Education Commission has now co-sponsored a correspondence course for 1500 teachers to allow Study Technology to reach the population more quickly. And similar programs are expected to follow in other provinces.

The major school textbook publisher in China, in preparation for more extensive use of Study Technology throughout the country, has had 50 of its editorial staff trained in Applied Scholastics courses.

Ironically, in its drive to modernize and utilize Study Technology, China may well move ahead of many other industrial nations where education has deteriorated alarmingly and where educational reform is lagging behind. 



APPLIED SCHOLASTICS INTERNATIONAL



"My experience as a teacher in the Manpower Development Training program at Watts Skill Center, Watts, California, a student in the Educational Opportunity Program at UCLA, a counselor and tutor in UCLA's New Careers Program, and my present experience as a director and counselor in the E.O.P. (Educational Opportunities Program) Academic Supportive Services Program at California State University, attest to the tremendous need for revolutionary, innovative change in the present methodology of the educational process... I have experienced the Communications Course and the Study Technology of Applied Scholastics, and there is no doubt in my mind that it works. Applied Scholastics should be implemented immediately if the interest is truly in educating the students."

W.M.

California State University

"Thank you for an outstanding job! Throughout the almost one-and-a-half-year association I've had with your organization, I've found top-notch professionalism and superlative results. The training curriculum you

helped us develop will not only be used county-wide but will likely be adopted throughout California as state-of-the-art training for hazardous materials response... I wanted you to know your materials by L. Ron Hubbard are the most effective training and communication materials I have studied."

J.S.T.

Education & Training Mgr.,
County Office of Emergency
Services in California

"I am a teacher at the Ohio Institute of Technology, which is a school owned and run by Bell and Howell Corporation. This is an electronics technical school and we have students from all social backgrounds and educational levels. I used the methodology as laid out in your Applied Scholastics Basic Study Manual for two quarters at the Institute and met with tremendous success. The school administration was so impressed with my results that they have given me three months leave of absence and some money to get more training in the technology developed by Mr. Hubbard."

C.K.

Professor,
Ohio Institute of Technology

"At the time I was first introduced to Hubbard's theories and methods, I was very discouraged about what was happening to student literacy and motivation. I was even considering tendering my resignation. However, after learning about the basic barriers to study and what could be done about them, I began using more and more of the data with students. Eventually, I created an entire Study Skills

course and also taught my grammar and writing courses fully utilizing the Study Technology. The result has been one rehabilitated English teacher and hundreds of enthusiastic, rejuvenated students."

B.E.P.

Professor of English,
College of Alameda

"Using L. Ron Hubbard's Study Technology in my teaching produces amazing results. My students learn more quickly and retain instead of memorize. The level of interest on the students' part has risen to enthusiasm; and that in itself is quite remarkable considering I teach accounting, the school's most dreaded subject."

J.A.

Instructor of Accounting,
University of South Florida

"I can think of no more valuable and necessary element of any course of study, practical or theoretic, than Education Alive (Study Technology) courses."

R.V.D.

Senior Lecturer,
Department of English,
University of Durban-
Westville, South Africa

"Dr. Smith initiated a series of courses in the materials you use (Study Technology). One of these dealt with the study of chemistry, with the emphasis on study. I was fortunate enough to take this course. Not only did chemistry become an exciting learning experience for me, but then physics, mathematics, biology, engineering and thermodynamics began to fall into place."

J.K.

California Institute of
Technology

"After ten days training of 'English Fluency,' held by Professor Gum in August 1987, a teacher of English in our school, Miss Yang Wei Hong, put the L. Ron Hubbard Method into practice.

It is true that the method is a good way for our students to study English. 'Study Actively' replaces 'Be Taught.' The final examination mark of Miss Yang's class, Junior 2, is about 15% higher on the city test than those with the regular method.

Thanks a lot to Applied Scholastics and we hope for further cooperation in the future."

Xu Guo Yang
Headmaster,
No. 21 Middle School
Chongqin,
Sichuan, China





"Thank you for your help and coordination in providing L. Ron Hubbard's Teacher Training Program for High School Teachers of English from 12 provinces and regions of China... We welcome further cooperation and look forward to working with you again."

C.Z.
Dean of Studies,
Beijing
Foreign Studies University,
China

"Using Hubbard's Basic Study techniques, we found profound jumps in productivity among staff... Employees stopped making costly mistakes..."

R.H.
Northland Environmental
U.S.A.

"Skills of studying can lead man to a journey of no barriers or roadblocks right into the land of knowing all things. This is what EDUCATION ALIVE does to all who (walk) on this road."

D.L.B.
College Student

"Some people try to say common things with uncommon words instead of saying uncommon things with common words. But this course taught me to take good care of simple words which turn out to be what we really don't understand. I even have changed a great deal in just two days of this course. Yesterday I spent my day practicing what I have learned and it became a great fun. I no more worry about how am I going to study today. L. Ron Hubbard's Study Technology is amazing."

P.R.N.
College Student,
South Africa

"I am very glad to be one of those which have been attending these lessons. What I have gained is more than I can say. I have learned the easy way of studying for my future."

I know there are many students who do not know anything about this study

method. They need this easy method in order to succeed in their studies. That will be joyful to them. Long live Education Alive method the way you have come to us. Mr. L. Ron Hubbard we thank you for what you have thought and have given to us. This study method really comes with light to darkness. This study method is the shield in front of any person who is willing to fight. I mean we are protected."

L.M.
First Year Education Student,
South Africa

"I just completed the (Study Technology Course) and I got many important things from it. I learned the purpose and the methods of study. Yesterday, I began my actual English study. The methods of the (Study Technology) were put to practice so I could understand

competitive, high technology business and demands top standards of excellence in communication and education...

All of our executives and staff apply the Study Technology developed by L. Ron Hubbard and this fact has been very instrumental in our success... This technology is fundamental not only to our high technology business but any activity where individuals must learn skills in order to survive — in other words, all of life..."

L.B.
Vice President
MicroBusiness Software, Inc.

"Before I started the study course, every day at school I would fall asleep or really get sleepy. But as I got through the study course it did not happen anymore."

D.Y.
Student



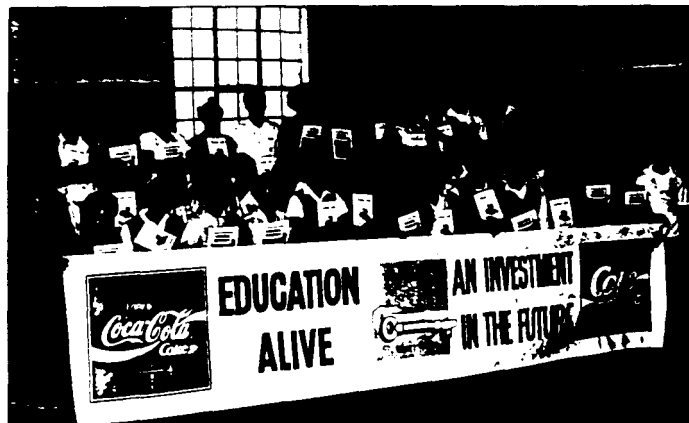
the sentences and the meaning of new words very well by demonstrating practically. Now I feel very satisfied."

K.K.
English as a Second
Language Student

"Our company is one of the leading software manufacturers for Micro and Personal computers. This is a highly

"It helped me on my report card. It helped me in math, social studies, science, health, listening and following directions, finishing work on time, keeping materials in order and it helped me be more dependable. It helped me so I wouldn't be held back. I improved in eight different subjects."

CA
Student



APPLIED SCHOLASTICS INTERNATIONAL

THE ALABAMA PROJECT

Over seven weeks, 13 boys and girls received a course to increase reading vocabulary and reading comprehension, both of which increased an average of one year, one month per student. Note: 2.5 means 2nd grade, 5th month. Similarly, 6.7 would equal 6th grade, 7th month. (One year has 10 months.)

STUDENT	PRE-TEST READING AGE	POST-TEST READING AGE	READING AGE IMPROVEMENT
A-1	2.5	6.7	+4.2
A-2	2.5	6.1	+3.6
A-3	2.7	3.9	+1.2
A-4	8.9	10.0	+1.1
A-5	3.5	4.4	+ .9
A-6	4.7	5.6	+ .9
A-7	3.7	4.4	+ .7
A-8	6.4	7.1	+ .7
A-9	3.0	3.7	+ .7
A-10	5.7	6.0	+ .3
A-11	4.9	5.2	+ .3
A-12	2.5	2.8	+ .3
A-13	3.0	3.1	+ .1

Average change in reading age = 1.15

THE LOS ANGELES PROJECT

This chart shows the breakdown of the results of before and after tests given to students at Centennial High School using the Standard California Achievement Test. The program results show a remarkable average gain of over two years per student after a 40 hour period of classroom instruction.

STUDENT	PRE-TEST READING AGE	POST-TEST READING AGE	READING AGE IMPROVEMENT
LA-1	6.4	11.1	+4.7
LA-2	3.3	8.0	+4.7
LA-3	4.8	9.3	+4.5
LA-4	8.8	12.9	+4.1
LA-5	4.7	8.0	+3.3
LA-6	5.6	8.9	+3.3
LA-7	9.1	11.7	+2.6
LA-8	6.5	8.9	+2.4
LA-9	6.3	8.7	+2.4
LA-10	4.0	6.3	+2.3
LA-11	4.0	6.3	+2.3
LA-12	7.4	9.6	+2.2
LA-13	8.0	10.1	+2.1
LA-14	4.0	6.0	+2.0
LA-15	7.0	8.9	+1.9
LA-16	5.0	6.6	+1.6
LA-17	11.6	12.9	+1.3
LA-18	10.3	11.4	+1.1
LA-19	3.8	4.7	+ .9
LA-20	7.9	8.7	+ .8
LA-21	4.3	5.0	+ .7
LA-22	5.5	6.0	+ .5

THE SOUTH AFRICA PROJECT

This shows the before and after test scores of students who received the Applied Scholastics Reading Course over a four to five week period. Average improved reading age was two years and three months.

STUDENT	PRE-TEST READING AGE	POST-TEST READING AGE	READING AGE IMPROVEMENT
SA-1	9.0	10.1	+1.1
SA-2	9.0	12.5	+3.5
SA-3	9.7	10.3	+ .6
SA-4	8.7	11.4	+2.7
SA-5	9.6	10.8	+1.2
SA-6	9.0	12.0	+3.0
SA-7	8.8	10.9	+2.1
SA-8	8.7	10.1	+1.4
SA-9	8.0	11.0	+3.0
SA-10	9.3	12.5	+3.2
SA-11	8.1	11.3	+3.2

Average change in reading age = 2.3

LOS ANGELES MATH PROJECT

Students of different ages received tutoring in math from tutors trained in Study Technology by Applied Scholastics Los Angeles. The students took the California Achievement Test before and after their tutoring.

STUDENT	PRE-TEST	POST-TEST	MATH AGE IMPROVEMENT
LA-1	2.6	2.8	+0.2
LA-2	4.8	6.5	+1.7
LA-3	6.6	7.6	+1.0
LA-4	3.2	5.4	+2.2
LA-5	5.5	6.3	+0.8
LA-6	4.7	7.9	+3.2
LA-7	3.5	5.4	+1.9
LA-8	8.7	10.4	+1.7
LA-9	3.9	6.5	+2.6
LA-10	4.9	6.1	+1.2
LA-11	8.5	9.2	+0.7

THE FUTURE

The future is the only frontier without limit and the frontier that we all enter and cross no matter what we do," L. Ron Hubbard commented in a newspaper interview. Reading newspaper headlines is enough to tell anyone

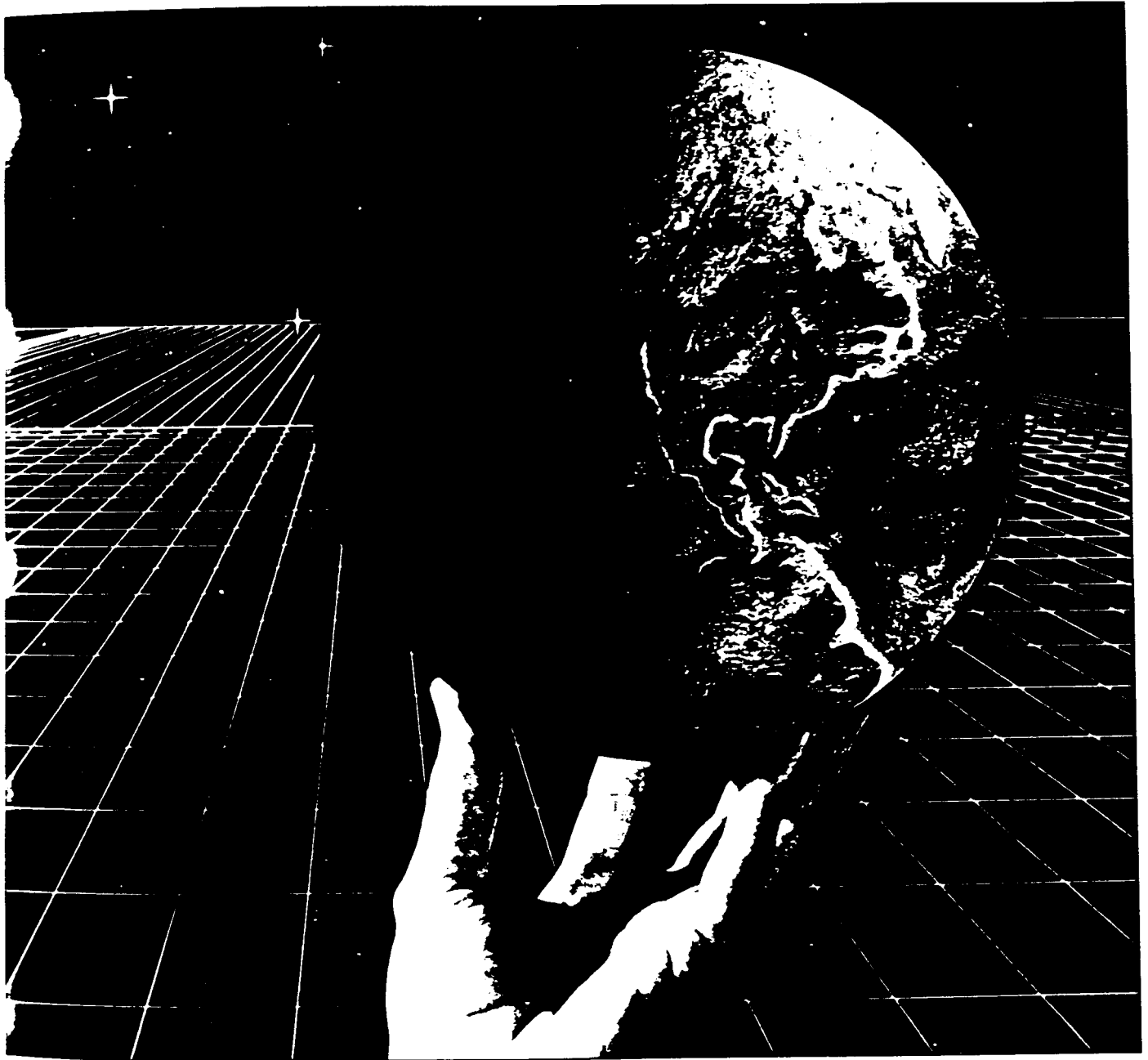
that social problems are escalating in virtually every community and that these threaten a very bleak future. Drugs, crime, unemployment, poverty and senseless violence are all indicators of how extensive educational failures really are. A great many of those embroiled in these problems could

have been happier, productive individuals if they had simply learned how to learn.

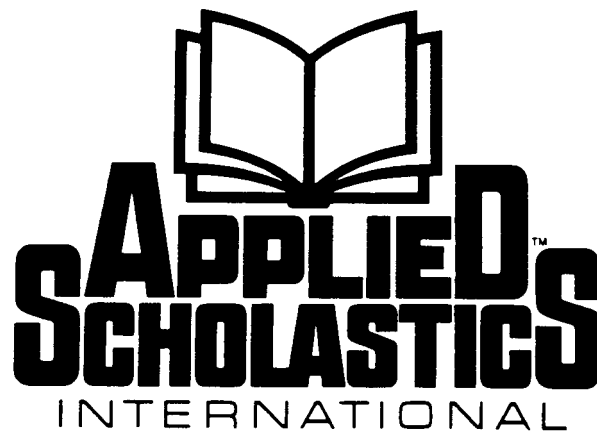
Applied Scholastics International and its affiliated groups are changing this gloomy picture. Only insufficient resources could slow the drive to return quality and excellence to education and training in

communities, schools and businesses around the world.

Tomorrow's future is already being written. Your support for Applied Scholastics community programs will make a difference.



APPLIED SCHOLASTICS INTERNATIONAL™



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