

# Education

## FOSTERING REASON AND SELF-DETERMINISM IN STUDENTS (for independent study)

BASED ON THE WORKS OF L. RON HUBBARD

Name \_\_\_\_\_ Date \_\_\_\_\_

BOOK:

*Education: Fostering Reason and Self-Determinism in Students*, based on the works of L. Ron Hubbard

### A. ORIENTATION

1. READ: Some things to know:

This learning guide is like a checklist. Initial and date each step as you complete it. Unless otherwise specified, do steps in order.

For steps requiring you to write down your thoughts, answers, examples, etc., turn your work in (manually or digitally) to the faculty training supervisor, your mentor, or another faculty member designated for checking it. A second sign-off line is for this person's initials when they have passed your assignment.

Many writing assignments on this course will ask you to give examples of particular things from your experience. If you haven't experienced something asked for, you are expected to imagine (make up) the examples.

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## PART ONE

### Senior Data—Early Lectures and Essays

### B. SELF-DETERMINISM AND THE ABILITY TO REASON

1. READ: *Education: Fostering Reason and Self-Determinism in Students*, Chapter 1 Self-Determinism and the Ability to Reason, section "Introduction," pp. 3–4.  

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2. ASSIGNMENT: If someone were to find basic principles presented in this book hard to accept or understand, what might be the reasons, and what tests for the information are recommended?  

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3. ASSIGNMENT: Look through Part One of the book, locating and making a list of four or five examples of basic principles that might challenge present or past ideas about education, teaching, children or learning. \_\_\_\_\_
4. READ: Chapter 1, section “Teaching Students to Reason” through section “Adapting the Environment Versus Adapting to It,” pp. 4–6. \_\_\_\_\_
5. ASSIGNMENT: Explain, with examples, the two lines education can lie along and the results of each. \_\_\_\_\_
6. ASSIGNMENT: Explain, with examples, the difference between self-determinism and “selfish determination.” \_\_\_\_\_
7. ASSIGNMENT: How is the rehabilitation of a person’s self-determinism the rehabilitation of a person’s ability to reason? \_\_\_\_\_
8. READ: Chapter 1, section “Interruption of Self-Determinism” to the end of the chapter, pp. 7–9. \_\_\_\_\_
9. ASSIGNMENT: Pick a subject in which you were educated at a higher emotional tone and one in which you were educated at a lower tone. Contrast the two, describing the results of each. \_\_\_\_\_

## C. WHAT'S WRONG WITH MODERN EDUCATION?

1. READ: Chapter 2 What’s Wrong with Modern Education? through section “A Lifetime of Altitude Instruction,” pp. 11–15. \_\_\_\_\_
2. ASSIGNMENT: Explain this quote in your own words, including the meaning of *altitude instruction*: “All teaching of an academic character has a tendency to be altitude instruction.” \_\_\_\_\_
3. ASSIGNMENT: Explain this quote in your own words:  
 “[Education] is the science of how to learn and how to teach in such a way as to preserve the alertness of the individual’s mind and to make it possible for the individual to place into action a maximum of solutions based on a minimum of data.” \_\_\_\_\_
4. READ: Chapter 2, section “Precautions for the Student” to the end of the chapter, pp. 15–21. \_\_\_\_\_

5. ASSIGNMENT: Explain why a student's ability to get good grades or high exam scores is not a valid measure of intelligence or ability. \_\_\_\_\_
6. ASSIGNMENT: Explain what environment has to do with weighting data. Then discuss several challenges educators face in making this happen for students. Include ideas for overcoming these challenges. \_\_\_\_\_

## D. SOLUTIONS

1. READ: Chapter 3 Solutions, sections "Willingness to Learn" and "Exercising the Mind—The Importance of Goals," pp. 23–24. \_\_\_\_\_
2. ASSIGNMENT: Give examples illustrating this quote:  
 "The actual training of an individual is an automatic process so long as purpose and use precede information." \_\_\_\_\_
3. ASSIGNMENT: Explain the importance of a student's goals in education and how this would influence an educational program or approach. \_\_\_\_\_
4. READ: Chapter 3, section "Teaching the Student to Think With and Use the Information" through section "Don't Penalize Students—Help Them," pp. 24–28. \_\_\_\_\_
5. ASSIGNMENT:
  - a) Give several real examples of education that is not compared to the known world.
  - b) Then give several real examples of education where the data gets some comparison to the real world. \_\_\_\_\_
6. ASSIGNMENT: Give an example of teaching without parity and its possible effect. Then describe how that same subject could be taught with parity and how the effect would differ. \_\_\_\_\_
7. ASSIGNMENT: Give some examples of subjects taught in schools that are inexactly known and should be labeled as such. \_\_\_\_\_
8. READ: Chapter 3, section "Summary," pp. 28–29. \_\_\_\_\_

9. ASSIGNMENT: Write a summary of the key points covered in the first three chapters, emphasizing those aspects you feel are most important from your own perspective as an educator.

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## E. EDUCATIONAL AXIOMS

1. READ: Chapter 4 Educational Axioms, section “Data Evaluation,” p. 31.

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2. ASSIGNMENT: Give two realistic examples illustrating each of the six axioms of education in this section.

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3. READ: Chapter 4, section “Authoritarianism: Arbitrary vs. Natural Law,” pp. 31–32.

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4. ASSIGNMENT: Explain each of the following:

a) arbitrary law

b) natural law

c) authoritarianism

\_\_\_\_\_

5. ASSIGNMENT: Give some examples of properly labeling that which is arbitrary and that which is natural.

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6. READ: Chapter 4, section “Goals and Principles of Education,” pp. 32–33.

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7. ASSIGNMENT: Explain your understanding of the following axiom with a couple examples of how you would apply it:

“The maintenance of a high level of self-determinism is more important in educating than the maintenance of order.”

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8. READ: Chapter 4, section “Conclusion,” p. 33.

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9. ASSIGNMENT: Give a few examples you have experienced of gimmicks or gimcracks that have been added to the educational system, explaining how their removal would be of benefit to students.

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10. ASSIGNMENT: Give some examples of how a person might approach teaching a student “how to absorb, use and evolve knowledge.”

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## F. MORE FUNDAMENTALS ON KNOWLEDGE AND LEARNING

1. READ: Chapter 5 More Fundamentals on Knowledge and Learning, sections “The Value of Knowledge” and “Axioms on Knowledge,” pp. 35–37. \_\_\_\_\_
2. ASSIGNMENT: Give some examples of data of comparable magnitude. \_\_\_\_\_
3. READ: Chapter 5, section “Mimicry,” p. 38. \_\_\_\_\_
4. ASSIGNMENT: Give three examples of teaching or learning by mimicry. \_\_\_\_\_
5. READ: Chapter 5, section “Starting with the Purpose of a Subject” to the end of the chapter, pp. 38–41. \_\_\_\_\_
6. ASSIGNMENT: Give some examples of delineating the purpose of a subject against the real world of a student. \_\_\_\_\_
7. ASSIGNMENT: Give some examples of how you could avoid excessively leading a child in education. \_\_\_\_\_
8. ASSIGNMENT: Give an example you have experienced of a child being “oversold” on some course of study and the result. \_\_\_\_\_
9. ASSIGNMENT: Describe whether you think education has become more or less destructive of the initiative and abilities of students in grade school, high school and university in recent decades. Explain what you see as key factors in this change or lack of change. \_\_\_\_\_

## G. CAUSATION AND KNOWLEDGE

1. READ: Chapter 6 Causation and Knowledge, pp. 43–47. \_\_\_\_\_
2. ASSIGNMENT: Give examples of each of these abilities relative to information, data or knowledge:
  - a) creating
  - b) receiving
  - c) knowing
  - d) not-knowing\_\_\_\_\_

3. ASSIGNMENT: Make a sketch showing a balance of created and received data. \_\_\_\_\_
4. ASSIGNMENT: Explain why the abilities to create data and not-know data are more easily overlooked in education. Discuss ways you could personally help improve this in your approach to teaching. \_\_\_\_\_

## H. TEACHING: AN EDUCATIONAL ETHIC

1. READ: Chapter 7 Teaching: An Educational Ethic, pp. 49–51. \_\_\_\_\_
2. ASSIGNMENT: Select five of the points and give two realistic examples for each that illustrate their application. \_\_\_\_\_
3. ASSIGNMENT: List several reasons why the educational ethic described could be considered unachievable. For each, give one or more solutions that would improve their achievability. \_\_\_\_\_

## PART TWO Basic Principles

### I. INTEGRITY

1. READ: Chapter 8 Integrity, pp. 55–56. \_\_\_\_\_
2. ASSIGNMENT: Describe how this essay on integrity could be applied to:
  - a) yourself as a student of this course
  - b) your approach with your students
  - c) curriculum design and lesson planning\_\_\_\_\_

### J. ARC TRIANGLE

1. READ: Chapter 9 ARC Triangle, pp. 57–61. \_\_\_\_\_
2. ASSIGNMENT: Select three teachers you have had and describe the level of affinity each displayed in their teaching from among the ten listed in the section “Affinity.” Discuss how the emotional response

of each to the students or the subject (or both) impacted his or her success as a teacher. \_\_\_\_\_

3. ASSIGNMENT: Give an example of using each corner of the triangle to improve a student's understanding of a subject:

a) affinity

b) reality

c) communication \_\_\_\_\_

4. ASSIGNMENT: Describe a few ways you could further apply the information from this section in improving your success with students. \_\_\_\_\_

## K. DYNAMICS AND THE INDIVIDUAL

1. READ: Chapter 10 Dynamics and the Individual, section "Individuality and Intelligence," p. 63. \_\_\_\_\_

2. ASSIGNMENT: Discuss how the statement in the section you just read could be of use to you as an educator. \_\_\_\_\_

3. READ: Chapter 10, sections "The Eight Dynamics" and "Individuality and the Dynamics," pp. 63–65. \_\_\_\_\_

4. ASSIGNMENT: Discuss how understanding how individual students stress different aspects of life could be of use to you as an educator. \_\_\_\_\_

5. READ: Chapter 10, section "A Cautionary Note," p. 65. \_\_\_\_\_

6. ASSIGNMENT: Discuss how a child who initially seems rebellious could end up being of greatest value to society. Give an example. \_\_\_\_\_

## L. GAMES

1. READ: Chapter 11 Games, p. 67. \_\_\_\_\_

2. ASSIGNMENT: Explain how you might apply the principle of the games triangle with a student or group of students. \_\_\_\_\_

## M. IMAGINATION

1. READ: Chapter 12 Imagination, sections “A Higher Form of Reasoning” through “Mathematics and the Use of Imagination,” pp. 69–71. \_\_\_\_\_
2. ASSIGNMENT: Explain your understanding of this quote:  
“As precise a thing as mathematics yet requires in the good mathematician an enormous amount of imagination.” \_\_\_\_\_
3. READ: Chapter 12, section “The Discipline of Imagination,” p. 71. \_\_\_\_\_
4. ASSIGNMENT: Give your understanding of this statement:  
“A good instructor realizes that it is the discipline by the student of the student’s own mind which accrues to the student the benefits of education.” \_\_\_\_\_
5. READ: Chapter 12, section “The Creation and Control of Ideas” to the end of the chapter, pp. 71–72. \_\_\_\_\_
6. ASSIGNMENT: Discuss the relationship between a child’s ownership and imagination. \_\_\_\_\_

## N. VALIDATION

1. READ: Chapter 13 Validation, section “Recognizing Rightness,” p. 73. \_\_\_\_\_
2. ASSIGNMENT: Do a sketch or series of sketches that illustrate this concept:  
“The degree of ‘rightness’ you have present must *exceed* the ‘wrongness’ you are going to pick up. It’s a proportional thing. If you want to pick up this little area of wrongness, you have to have rightnesses present which are big enough to engulf it.” \_\_\_\_\_
3. ASSIGNMENT: Give two examples of someone trying to address a wrongness in another without adequate rightness present, and the results. Then give two examples of someone trying to address a wrongness with adequate rightness present, and the results. \_\_\_\_\_



4. READ: Chapter 13, sections “Right and Wrong” and “‘Being Right,’” pp. 73–75. \_\_\_\_\_
5. ASSIGNMENT: Give some examples of helping a student caught on one side of the right-wrong question by getting the student to explain how they are right, making them right enough to afford to change their minds. \_\_\_\_\_
6. READ: Chapter 13, section “It’s What You Validate that Counts” to the end of the chapter, pp. 75–77. \_\_\_\_\_
7. ASSIGNMENT: Discuss the use of validation, acknowledgment, invalidation (as nonattention), wins and interest in education. Give some examples to illustrate your points. \_\_\_\_\_

## 0. CONTROL, EXCHANGE AND DISCIPLINE

1. READ: Chapter 14 Control, Exchange and Discipline, section “Good Control and Bad Control,” pp. 79–80. \_\_\_\_\_
2. ASSIGNMENT: Discuss your own experience, with examples, of this statement:  
 “The word ‘control,’ and control itself, have so often been so badly done that ‘control’ is almost a curse word.” \_\_\_\_\_
3. ASSIGNMENT: Give examples you have observed of “children who have no one in their vicinity to control them as much as they are controlling things will experience an imbalance of control and will get upset.” \_\_\_\_\_
4. ASSIGNMENT: Detail in writing an answer to the question posed in this quote:  
 “What sort of control do *you*, as an adult, want to experience? That’s probably what good control looks like.” \_\_\_\_\_
5. READ: Chapter 14, section “Rewards and Penalties,” p. 80. \_\_\_\_\_
6. ASSIGNMENT: Discuss how the following applies to you in your work with students:  
 “WHEN YOU REWARD DOWN STATISTICS AND PENALIZE UP STATISTICS, YOU GET DOWN STATISTICS.” \_\_\_\_\_

7. READ: Chapter 14, sections “Exchange” and “Allowing Children to Work,” pp. 80–84. \_\_\_\_\_
  
8. ASSIGNMENT: Make a sketch illustrating the following:  
 “It is EXCHANGE which maintains a person’s inflow and outflow and keeps the person extroverted and rational.” \_\_\_\_\_
  
9. ASSIGNMENT: Give an example or two from your own experience that illustrate this point:  
 “Children who are permitted to contribute (not as a cute thing to do but actually) make noncontributing children of the same age look like raving maniacs!” \_\_\_\_\_
  
10. READ: Chapter 14, section “Discipline,” pp. 84–85. \_\_\_\_\_
  
11. ASSIGNMENT: Give two examples of discipline used to make a child less independent and self-determined. Then give two examples of discipline used to make a child more independent and self-determined. \_\_\_\_\_
  
12. ASSIGNMENT: Describe a situation in which a child would benefit from a penal code, then work out what that penal code might look like. \_\_\_\_\_

## P. WILLINGNESS

1. READ: Chapter 15 Willingness through section “Willingness and Control,” pp. 87–89. \_\_\_\_\_
  
2. ASSIGNMENT: Give an example from your experience that illustrates the following:  
 “...one doesn’t have to use force or persuasion. *Communicate with a child, and control tends to follow as an inevitability.*” \_\_\_\_\_
  
3. ASSIGNMENT: Give an example from your experience where a child’s willingness was not consulted and discuss how consulting the child’s willingness would have yielded a better result. \_\_\_\_\_
  
4. READ: Chapter 15, section “Willingness to Write,” pp. 89–90. \_\_\_\_\_

5. ASSIGNMENT: In your own words, discuss the two ways given for spoiling a child’s willingness to write and how you could avoid them as an educator. \_\_\_\_\_
6. READ: Chapter 15, section “Willingness to Demonstrate Ability,” pp. 90–91. \_\_\_\_\_
7. ASSIGNMENT: Discuss, with examples, your experience with the following statements. Include how you, as an educator, can increase a student’s willingness to demonstrate ability:  
“For a variety of reasons, a person is often gradually taught not to be superlative.”  
“Willingness to demonstrate ability always accompanies the ability.” \_\_\_\_\_

## Q. LOOK, LEARN, PRACTICE

1. READ: Chapter 16 Look, Learn, Practice, section “Competence,” pp. 93–94. \_\_\_\_\_
2. ASSIGNMENT: Discuss how the following can be applied to the role of any educator:  
“The test of true competence is the end result.” \_\_\_\_\_
3. READ: Chapter 16, section “Look,” p. 94. \_\_\_\_\_
4. ASSIGNMENT: Give three examples of different ways you could apply the information in this section to the education of children. \_\_\_\_\_
5. READ: Chapter 16, section “Learn,” pp. 95–98. \_\_\_\_\_
6. ASSIGNMENT: Give an example from your own experience of a person who possessed false data that was blocking the acceptance of true data. Assuming the true data was never accepted, describe how you think the false data could have been overcome and the true data learned. If the person was able to overcome the false data and learn the true data, describe what happened. \_\_\_\_\_

7. ASSIGNMENT: Discuss specifically how you think the following statement could apply to you:

“Those who get along in life never really stop studying and learning. The competent engineer keeps up with new ways; the good athlete continually reviews the progress of his sport; any professional keeps a stack of his texts to hand and consults them.”

\_\_\_\_\_

8. READ: Chapter 16, section “Practice,” pp. 98–99.

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9. ASSIGNMENT: Discuss, using examples to illustrate your points, how the information in this section applies to:

- a) your work with students
- b) your own skills as an educator.

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## PART THREE

### Observations, Comments and Advice

#### R. ON INTERACTING WITH STUDENTS

1. READ: Chapter 17 On Interacting with Students, section “Try to Treat Others as You Would Want Them to Treat You,” pp. 103–107.

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2. ASSIGNMENT: Using the list below, consider someone you admire, preferably a current or former teacher, and check off each of the virtues you feel they applied well.

justness ____	loyalty ____
good sportsmanship ____	fairness ____
honesty ____	kindness ____
consideration ____	compassion ____
self-control ____	tolerance ____
forgivingness ____	benevolence ____
belief ____	respect ____
politeness ____	dignity ____
admiration ____	appreciation ____
friendliness ____	love ____
integrity ____	

\_\_\_\_\_

3. ASSIGNMENT: Now repeat the exercise but this time consider yourself as an educator. Then pick two or three you would like to improve on and discuss briefly how you might go about doing it.

justness ____	loyalty ____
good sportsmanship ____	fairness ____
honesty ____	kindness ____
consideration ____	compassion ____
self-control ____	tolerance ____
forgivingness ____	benevolence ____
belief ____	respect ____
politeness ____	dignity ____
admiration ____	appreciation ____
friendliness ____	love ____
integrity ____	

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4. READ: Chapter 17, section “Department,” p. 107.

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5. ASSIGNMENT: Describe your own observations on this topic and compare them with the observations provided in this section.

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6. READ: Chapter 17, sections “Handling Communication” and “The Personal Touch,” pp. 107–108.

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7. ASSIGNMENT: As relates to the content of these two sections, give a few examples you have observed of the “good” and “bad” of these in educational settings and the results.

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8. READ: Chapter 17, section “Dependency Versus Self-Determinism,” pp. 108–109.

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9. ASSIGNMENT: Explain in your own words how the following could be true and how it might affect your approach to education:

“...the individual who hasn’t been corrected much will have a much higher level of self-determinism.”

\_\_\_\_\_

10. READ: Chapter 17, section “Making Education Pleasant, Unhurried and Casual,” p. 109. \_\_\_\_\_
11. ASSIGNMENT: Give an example you have observed where education in some subject was stressed as very important and the result. \_\_\_\_\_
12. READ: Chapter 17, section “The Discovery of the Missing Datum” to the end of the chapter, pp. 109–111. \_\_\_\_\_
13. ASSIGNMENT: Give some examples, real or imagined, of a child acting irrationally simply because of a missing datum. \_\_\_\_\_

## S. COMMENTS ON TEACHING DIFFERENT SUBJECTS

1. READ: Chapter 18 Comments on Teaching Different Subjects, pp. 113–118. \_\_\_\_\_
2. ASSIGNMENT: Make a sketch illustrating the following:  
 “Ability to read is directly proportional to the number of wins achieved and inversely proportional to the amount of correction.” \_\_\_\_\_
3. ASSIGNMENT: List 5-10 rules or guidelines one could use in reading instruction that would violate the following excerpt. Then list 5-10 rules or guidelines that would support it.  
 “A wide and varied ability to read, silently, aloud and accurately is most likely to produce an excellent command of grammar and spelling. It is quantity of easily read material which produces the result rather than minute perfection at the start. The keynote is familiarity gained by quantity rather than particular beginning accuracy.” \_\_\_\_\_
4. ASSIGNMENT: Give some examples of actions you can take as an educator to improve students’ ability to do quick studies of common subjects. \_\_\_\_\_
5. ASSIGNMENT: Discuss how you, as an educator, can enhance a student’s experience of a literature book, painting, song or poem by encouraging interpretation and contribution—and the importance of this to the educational experience. \_\_\_\_\_

## T. OBSERVATIONS AND ADVICE

1. READ: Chapter 19 Observations and Advice, sections “Three Objectives” through “Quantitative Approach,” pp. 119–120. \_\_\_\_\_
2. ASSIGNMENT: Choose an observation from those made in these four short sections and elaborate on its usefulness to you as an educator. \_\_\_\_\_
3. READ: Chapter 19, section “Extroversion and Learning” to the end of the chapter, pp. 120–121. \_\_\_\_\_
4. ASSIGNMENT: Consider the educational scene in which you are currently working (or will be working), including what you know of students’ activities outside of school. Evaluate it against the factors of a) extroversion, b) exercise and c) screen time. If you find the scene lacking or non-optimum in one or more of these areas, write up your thoughts for suggested improvements. \_\_\_\_\_

## U. PARENTS AND CHILDREN

1. READ: Chapter 20 Parents and Children, section “Love and Help Children,” pp. 123–124. \_\_\_\_\_
2. ASSIGNMENT: Though written for parents, discuss the workability of the following for anyone working with children, with examples to illustrate your points:  
“What does have a workability is simply to try to be the child’s friend. It is certainly true that a child needs friends. Try to find out what a child’s problem really is and, without crushing their own solutions, try to help solve them.” \_\_\_\_\_
3. READ: Chapter 20, sections “Honor and Help Your Parents” and “A Child’s Affinity for His or Her Parents,” pp. 125–126. \_\_\_\_\_
4. ASSIGNMENT: Discuss your role as educator in assisting a child without interrupting a child’s natural affinity for his or her parents or countermanding the parents’ authority in any way. Give examples. \_\_\_\_\_
5. READ: Chapter 20, section “The Big Goal,” pp. 126–127 \_\_\_\_\_

6. ASSIGNMENT: Make a sketch illustrating the following:  
 “In the case of a child, he or she already has a natural goal: the child wants to grow up. In fact, a child’s wish to acquire skills, manners or anything else is based principally upon the desire to grow up.” \_\_\_\_\_
  
7. ASSIGNMENT: Give several realistic examples of application of the following:  
 “Adults should enjoy themselves and their privileges in the sight of children.” \_\_\_\_\_
  
8. ASSIGNMENT: Give examples you have observed of the following:  
 “A society which makes the state of being a child a highly privileged one and demonstrates that growing up will result in a bad state of affairs is taking from the child the big goal, the natural goal, the one goal which would carry them forward.” \_\_\_\_\_
  
9. READ: Chapter 20, section “Mimicry and Manners,” p. 127. \_\_\_\_\_
  
10. ASSIGNMENT: List some things a child might learn by mimicry. Include activities in which the child could develop some skill or specialized ability. \_\_\_\_\_
  
11. READ: Chapter 20, sections “The Child’s Will” and “The Troublesome Child,” pp. 127–129. \_\_\_\_\_
  
12. ASSIGNMENT: Explain how a meeting with the parents might be necessary to address trouble a child is having in school, specifically when the parents appear to need help in some way. Give a couple realistic examples. \_\_\_\_\_
  
13. READ: Chapter 20, section “‘Spoiling’ the Child,” pp. 129–130. \_\_\_\_\_
  
14. ASSIGNMENT: Give an example of each of the four ways given that a child can be robbed of his or her independence. \_\_\_\_\_
  
15. READ: Chapter 20, section “Hobbies and the Development of Self-Discipline,” pp. 130–132. \_\_\_\_\_



16. ASSIGNMENT: Give a couple examples you have observed where a child selected a hobby that provided him or her with an opportunity to concentrate the mind on the handling of the body. Discuss how this helped the child learn self-discipline. \_\_\_\_\_
17. READ: Chapter 20, section “A Child’s Pride,” pp. 132–133. \_\_\_\_\_
18. ASSIGNMENT: Give an example you’ve observed of a child abandoning an activity he or she wanted to do after being interfered with. Then give an example of a child having an independent sphere of action—something in which he or she had the only say-so. Describe the effect of each of these scenarios on the child’s pride, sense of independence and self-importance. \_\_\_\_\_
19. READ: Chapter 20, sections “Value of a Sane Home Environment” and “Giving a Child ‘Wins,’” pp. 133–135. \_\_\_\_\_
20. ASSIGNMENT: Explain how children can get somewhat disabused of the idea of working. \_\_\_\_\_
21. ASSIGNMENT: Give several examples, real or made-up (or both), of the effect on a child of never being able to do anything to please a parent. Then give some examples of the effect when a parent applies, “*Give a child a win once in a while.*” \_\_\_\_\_
22. READ: Chapter 20, section “Interruptions” to the end of the chapter, pp. 135–136. \_\_\_\_\_

## V. FOR PARENTS

1. READ: Chapter 21 For Parents, section “The Child’s Point of View,” p. 137. \_\_\_\_\_
2. ASSIGNMENT: Take the following statement and give some specific examples that help illustrate the value of seeing things from the child’s point of view:  

*“Any law which applies to the behavior of men and women applies to children.”*

\_\_\_\_\_
3. READ: Chapter 21, section “The Child’s Self-Determinism” through section “Trying to Mold, Train or Control the Child,” pp. 137–139. \_\_\_\_\_

4. ASSIGNMENT: Outline a parent conference (real or imagined) that addresses concerns or difficulties covered in one or more of the previous sections. Note the steps you would take to help the parents. \_\_\_\_\_
5. READ: Chapter 21, section “Contribution,” pp. 139–140. \_\_\_\_\_
6. ASSIGNMENT: Discuss the importance of the following statement in the context of the child’s growth and learning:  
*“People feel able and competent only so long as they are permitted to contribute as much or more than they have contributed to them.”* \_\_\_\_\_
7. READ: Chapter 21, section “Data and Security,” pp. 140–142. \_\_\_\_\_
8. ASSIGNMENT: Summarize your main take-aways from section “Data and Security.” \_\_\_\_\_

## W. SCALES

1. READ: Chapter 22 Scales, pp. 143–145. \_\_\_\_\_
2. ASSIGNMENT: Give some examples of how knowledge of one or more of the scales covered in this chapter could assist you as an educator. \_\_\_\_\_

## X. WRAP-UP

1. REREAD: Chapter 1 Self-Determinism and the Ability to Reason, pp. 3–9. \_\_\_\_\_
2. ASSIGNMENT: In any essay, discuss fostering reason and self-determinism in your students. \_\_\_\_\_
3. ASSIGNMENT: If you haven’t already done so, take a little time to look over the Table of Contents in the front of the book and the Index in the back of the book to become familiar with how they are organized and how they can be useful to you in finding things. \_\_\_\_\_
4. ASSIGNMENT: In an essay, evaluate your own prior education on the basis of what you have learned in this course. Discuss both the good and bad points. Then explain in some detail what could have

been done differently that would have yielded even better results than those you obtained. \_\_\_\_\_

5. ASSIGNMENT: Put in writing your highest goals in the field of education as follows:

- a) for you
- b) for current and future students
- c) for your school or educational group
- d) for the field of education generally \_\_\_\_\_

6. ASSIGNMENT: Summarize any wins, insights or positive changes you experienced while doing this course. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Trainee \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Training supervisor or mentor \_\_\_\_\_ Date \_\_\_\_\_



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16 October 2019