issue 30

the scientology of education

by John Sanborn

i what is education?

The subject of education is an old enough one that we are not entirely sure today where it began. We could probably back-track successfully to the point in history where it began to be called education. But it has been going on much, much longer than that. Let us take one issue of ABILITY here to survey and note some of this history and some of the present time of this subject.

It is very important to us. We do it. It is done to us. We cause it to be done to our children in schools. At that point it comes to the attention of mankind as a continuing present time problem.

Unfortunately for the world community education was not begun as a public service, it was not begun as an idealism. There is enough confusion and conflict concerning the origins and first postulates and directions envisioned in early and present day education to make it very difficult to track down to its basic agreements. Lacking this clear view of its beginnings and basic agreements we find that the world is not very "real" at present on the whole matter of teaching, learning, instruction, indoctrination, training, coaching, dissemination of information, counseling, guidance and all the various subheadings which fall under the educational category. We could devote much discussion to whether-or-not our federal government should give broad finan-

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cial aid to the schools. Yet, without undercutting that discussion with a definite and clear understanding of what it is that we are trying to educate, and what it is that we are trying to educate toward, there would be much talk, but leading nowhere.

The Scientology of education, which is what one would have to have in order to handle this whole topic satisfactorily, is in fact, oddly enough, a more important subject than education itself as it is understood today.

The reason for this is that education is only a specialized form of communication, and is in fact begun and attempted only where there has been a break-down in communication. If this were not true there would be no such word in our languages as education, there would simply be a word for communication. Being as it is actually a kind of attempt to remedy a failure in communication, education then fails wherever it is not conducted with a thorough knowledge of the parts of and formula of and anatomy of communication.

We are not concerned here with changes in the school systems. Schools will always change in some degree, but the changes have always been very slight, usually mere shifts of emphasis.

The blunt fact of the matter is that the educational systems of the world today are themselves a large part of the difficulty which faces the human race. Thus we see that organized education is not the cure, but the symptom of a greater ailment. That is why we are not concerned with changing the schools. It is much more of a problem than that.

The Scientology of Education must be more direct. It is a Scientology only if it is precise and workable, and deals with a predictable and desirable result. Furthermore, it must be carried forward along the lines of (1.) an understanding of what it is we are trying to educate (man), (2.) a sure knowledge of what it is we are trying to educate toward.

It might be commented that you cannot choose a goal for all men toward which they will agree to travel. Nevertheless, it is true that while we can find the common denominator of the dy-

namic urge of life, that we can then also find many who are willing to work and study and search to enhance the chances of man achieving his actual desire.

What are our chances, with the use and workability of present day Scientology? They are very good. Though we could not of course choose a goal for all men toward which they would work, there is something we can do, and it is a better thing to do by far.

We can discover what it is that Man is trying to do, and that all life is trying to do. We can increase that life, and the ability to do it better and to live it better and to have it better.

ii what education is

It is almost the whole story of education to say that education is a process of moving someone out of a subject to a vantage point from which he can view it as it is, possess it, and dispose of it as he chooses. When we add to this the ability to immerse one's self into something, and become involved with it at will, while retaining the ability to assume an exterior location from it also, we have the whole story.

The goal of any education would then be the ability to reach and withdraw from, to participate and to separate one's self from the thing, activity or idea being taught.

More precisely this would be the ability to be or not be something, do or not do something and have or not have something.

The word EDUCATION is compounded from two words in the Latin: E (meaning-out) and DUCERE (to lead, draw, bring), which makes education an "out-bringing", or a leading out.

Perhaps it was first used in connection with farming. The boy is old enough this year, so we will take him out to the harvest. He has now been taken out, or educated, on the business of farming. Then after long usage, farmers would say simply, I'm going to take the boy out this year.

But as the words get cut down they also become very general. The word which once meant something specific now means almost everything.

Such a word is education, which today means the going out upon all subjects. Let us therefore consider education in its broadest sense. The fullest sense of the word would be, education in the elements, factors and conditions of existence and life itself. This would be a Scientology of Education.

The goal of life in this universe is full participation.

The outline and description of what there is in this universe to participate in is found in the Eight Dynamics. (The Eight Dynamics are the eight parts of the total Dynamic, or urge (drive) to existence which is common to

life. They are: 1. self as individual identity. 2. sex, procreation, family. 3. groups of individuals - clubs, companies, nations. 4. all mankind - a whole species. 5. all life forms - people, animals, trees, insects etc. 6. the physical universe - matter, energy, space, time - objects, cities, planets, and the mechanics of distances and densities. 7. thought, spirit, understanding. 8. Supreme Being - the prime creator.

The urge to exist as and through each of these is the Central Dynamic of Life. The goal of life in this universe, which is full participation, is the dynamic urge toward every one of the Eight Dynamics.

We can see from this that education, where it becomes greatly specialized, does not serve the goal of the life to which it is addressed. Education throughout written history has become at certain periods more and at certain periods less specialized and throughout the whole period has tended further and further to specialize. In the past hundred years this has been a rapidly compounded trend, and has reached now the point of presenting a threat to the survival of man.

Example: specialization did not produce engineers, as it was expected to do, but produced a serious shortage of engineers.

Example: specialization in the Sixth Dynamic produced the fission bomb, which threatens the other Dynamics and threatens also the Sixth Dynamic. The Atomic Energy Commission, a multibillion dollar research project run by the best willing scientists, now calls itself a factory, and fills orders for the bombs which are contracted with the military. (Con't.)

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Example: Medical schools are now faced with such a vast variety of drugs (12,000 to be learned by the student), that it is now difficult for them to schedule enough hours to the study of basic medical subjects to produce doctors of medecine. This is a result of the specialization in the study of illness and uncertain "cures" (the quotes are the medical profession's) to the point of neglect in the study of health and function.

Example: Lacking a subject to teach, the art schools teach the opposite of the subject of the arts - namely art criticism. Thus art schools do not produce artists. This is a result of neglecting the basic fact of life that man is an artist, in other words creative, and engaged in the creation of aesthetics anyway.

However, we are not going to be quite correct if we simply erradicate all specialization. There is in fact no desire on anyone's part to do that. But we are reviewing the situation here, and we do find sitting there in the middle of the subject of education the factor of specialization. There is not something BAD that must be ceased and desisted before everything can be GOOD again. Note this factor of specialization in relation to the goal of life in this universe (full participation) in relation to the Eight Dynamics (the parts of existence). Look and see whether this datum can be of use to you in your life. If you feel it can you will use it.

Then note these factors together in relation to the subject of education.

When there is a great volume of confusion (chaos, lack of alignment) in a society on a basic consideration or field of activity an interesting phenomenon occurs which is also sometimes extremely uncomfortable to the members of that society. An individual in the midst of great confusion in his society

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on a certain subject will become, when there is not sufficient communication on the subject, doubtful of his own reality and even his sanity. He is rather private about this, and does not talk of it to for instance the foreman at his plant or to his secretary.

He begins to get the vague suspicion that the confusion is his only. In other words, he thinks everyone else is clear on the world financial system, or the income tax. He thinks it must seem screwy to him because he's screwy himself. This is technically known as the "it must be me" state of mind.

The world is going wild in ten directions at once, then the individual or, also the group, decides that there could-not be that much confusion, and that he must himself be crazy or stupid.

The basic on this is on the thing called REALITY. A future issue of ABILITY will be devoted to the "A-R-C Triangle" - Affinity, Reality, Communication. Reality is defined briefly, however, as AGREEMENT. That is what reality basically is. We will have to go through this very thoroughly to get all the points, but it is easily seen with this brief note, that reality could perhaps be less than absolute, and that it must depend in fact upon a DEGREE OF CERTAINTY OF AGREEMENTS.

One begins to suspect his own ability and his rightness when he finds a scarcity of agreement. When there is a scarcity of COMMUNICATION there is as a result a lessened certainty about AGREEMENT (reality), and without agreement there comes a lessening of AFFINITY, which results in a neglect of communication.

All of these factors are extremely important to the Scientology of Education. Education is the attainment or rehabilitation of certainty. Certainty is had by either of two ways: creation and communication. The two ways are not completely separate. But our answer here is COMMUNICATION.

The totality of the subject of education lies within the subject of communication. Communication is senior to education.

I think you would agree that if some of our schools were to orient their activities and studies at the level of, What is man trying to do in this universe, we would have a new look in education. We would have people looking at the world with interest and communicating with it. The goal: full participation. The method: communication. The result: tenacity to life and stability of existence on Eight Dynamics.

iii processing and education

Processing and training in Scientology are not separate and unrelated things. Neither are these things unrelated to education. Either of them can be adequately defined in terms of education, at least for all practical purposes to Man.

Processing is the precise and exact use of Scientology as a set of drills and exercises in the basic activities of life and intelligence in order to increase ability of the individual or group. Several of the Eight Dynamics at least can be processed. The individual man or woman; a family, a wife, a husband, a child, a parent; a group; and one could say that as these Dynamics are processed (made more able), the Fourth Dynamic is also processed - mankind.

Processing, in terms of education, is the employment of Scientology in the basic activities and conditions of life toward a rising scale of ability, alertness, intelligence and the liking for life. Gaining higher levels of ability and well-being, a person or group is more sane (participates more). Being more sane and more in participation the person has greater affinity, reality and communication. Having greater affinity, reality and communication with life and the physical universe, the person would grasp very swiftly any facet of existence. He would be able to learn. His A-R-C (Affinity-Reality-Communication) could become so high that the single block to education that staggers most humans fairly early in the adventure would not even exist for him - the block of TRYING to learn something without actually having a tolerance or liking for that thing.

An example of the important factor of tolerance in education would be: A man is learning the ropes on a new job as sales executive. He has always had a great distrust and dislike of salesmen. He cannot tolerate salesmen. The executive training him for the job is a salesman and likes salesmen. The new man therefore does not trust and has difficulty in tolerating the executive; what the executive tells him is not real to him; he does not receive it, and therefore he does not learn. He is then demoted from his new job of sales executive to the job of salesman.

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The tolerance factor goes into every area of existence. It makes or breaks the survival potential of a human being, a marriage, a family, a group, a government, a species.

A government which is high on force and control by force of the populace (fascism, communism) is low on the ability to tolerate the existence and livingness of people. That is the blunt and total critique of totalitarian administration. They can force, but they cannot like, people. To look at what this might be doing to education - how much do the Russian people know about America or Great Britain? They know very, very little. This is an example of a group's level of A-R-C as it might relate to education. Imagine setting out right now to teach the people of Russia some Americana. You might charm them, but they would keep snapping back to whatever it was they believed before you taught them. A belief only in force creates inability in education.

A person's or a group's educatableness can drift downward very easily to a level where you should not attempt to teach without first processing them.

This is not the major role of processing - it is a very minor role - but if we are going to have education in a world which gives apathy back in answer to atomic attack and gives votes to men without taking any responsibility for what these men do or do not do, then we are going to have to have processing, and it looks like quite a lot of processing, if not in hours then in effectiveness.

An example of the role of Scientology processing in education would be: thousands of people who have volunteered, after processing at the Hubbard Guidance Center in Washington or the HASI Clinic in London or at one of the many offices and centers of Scientology around the world, the statements that they have found subject after subject and task after task comprehensible and fully possible to them following processing, which subject and tasks they would not have dreamed of tackling previously.

We are continually hearing from someone who has just gotten a raise or a double promotion in his business after a <u>few hours</u> of processing.

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We say that something can be done about it. Then we do something about it. Then the person who has been processed tells us unasked that we have in fact done something and that it is very good. I hope this sounds very routine to you. It <u>should</u> be routine in any civilization.

Processing in education is a very large and a very fascinating field. I suggest that you read, if you have not already, Silcox and Maynard's excellent book, <u>Creative Learning</u>, in which they report thoroughly on the first use of Scientology in the British school system. The total text

used by them for their experiment was Self Analysis in Scientology by L. Ron Hubbard, available from the HASI, Box 242, Silver Spring, Md., USA, or from the HASI, #1 Brunswick House, 83 Palace Gardens Terrace, London W. 8, England.

Scientology does things for people that have not been done before. They are being done for more people daily. We want to see things go well for man, and in order for things to go well for man, man has to go well himself. That is where processing comes in, and its companion activity, training, which we will take up in the following article.

iv *the education of a scientologist*

The education of a Scientologist always must do two things. It must give the student a vantage point from which to look at the great variety and mass of conditions with which he is faced in the world and in the society. This is done by giving the student good data, and data which is at once precise, basic and workable. The other thing that his training must do is to give him, along with understanding, immediate participation in the actual use of Scientology. This includes auditing and being audited. Dust is not allowed to collect on the materials of Scientology when you go to the Academy or HASI London for training.

Here is a description of how one can be "brought out" or educated, in Scientology. It comes from the new book by L. Ron Hubbard: "SCIENTOLOGY - Translator's Edition."

"To study Scientology one should scan quickly through the basics and find something with which one can agree. Having found ONE THING with which he can agree, he should then scan through again and find another fact with which he can agree. He should do this until he feels some friendliness to the subject.

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When he has achieved this, and only when he has achieved this, he should then study all the basic principles..."

Whenever you see someone having difficulty getting a subject in school somewhere, you can guess something right away - he wasn't told the subject existed and was real. He wasn't introduced to it and given a chance to like it. His power of choice was overridden. He wasn't communicated with on a par with his instructor, he was heeled under by authoritarianism.

The Auditor's Code translates very well into a Code of Instruction, and IS the code for instruction in Scientology. Nobody ever evaluated and invalidated anyone into being able and wise.

If the school systems would like to survive and continue as a service to Man then let them find this code and LET THEM ACTUALLY USE IT. It is available and it is public. And with it we would build a civilization on Earth worthy of Man and his planet.

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* * * *

THE MEMBERS PAGE

ABILITY Magazine is now launched in its new program of issues designed to be reachable to the general public as well as useful to the member. Let's see how you like them.

Summer is starting out cooler in Washington than last year, and the Academy now has its air conditioning units in, covering the entire building. So everything's quite comfortable.

The Hubbard Guidance Center has always had air conditioning.

Nibs (L. Ron Hubbard, Jr.) has been lecturing regularly to Academy classes for several months - now he's auditing full time with the staff at H.G.C. and of course sitting in on all the Staff Auditor Conferences under Director Julia Lewis. Communi tor Bob Nichols is on the H.G.C. Staff too, doing auditing.

Your editor John Sanborn, with the NEW FORMAT coming up two or three issues away from this one, is now writing and not teaching Indoctrination. The issues are going to be about double in text and each one covers in several articles a specific Scientology, Dianetic word or idea or phenomena.

D.Scn. (congratulations, Dick) Richard Morley, veteran Staff Auditor, is teaching Indoctrination at the Academy and doing a great job. He has longer Staff Auditing and Indoctrination experience than almost any auditor.

Please note: General, Special and Professional Members - ALL can sell Associate Memberships in Scientology. They can be had in lots of 25 (pin plus card $.50 apiece to be sold for $1.00) from either Box 242 or from the London HASI.

Ron has just about finished a very important book, which will be the next Ability Book. It is "Scientology: The Translator's Edition" and is appearing serially right now in the weekly PABs. It's the basics. It will be the standard text for Scientology Basic Courses taught by you auditors everywhere. It is scheduled for translation into all the major languages as an elementary text in Scientology.

But - you'll find it completely new.

The printer's strike is over in England, and we are now expecting at last a shipment of "Scientology: 8-8008". Huge stack of back orders on that. Sure oughtn't to happen, but it did. Have hope.

Nile and Mary Adams, Kay See Scientology leaders, had a psychological testing firm do a run of tests for them on a group intensive. The testirgman from the agency was be-swaggled, dumb-foundered and be-whiched. He liked the results fine, but it almost spun him, becuase he didn't know results existed.

HAA Linc Burstein, up in Philadelphia, a similar story with a testing agency. They are all sign d up for his Basic Course.

If you don't see a ertain item mentioned in any issue of ABILITY - ask about it - we just don't get everything in every time. Write Box 242, Silver Spring, Maryland.

Here's a little process that you can use for an assist, especially with someone who sadly tells you he's going away, he's going to leave town. You ask him what he's going to do and he even more sadly tells you - something or other. This guy is feeling sadness because he's feeling some loss. He's feeling some loss because he's lost some havingness.

The process is: Have the fellow sit down and close his eyes. Then have him open his eyes and find a new world before him. Then close his eyes. Then open them and discover a new world....etc...That's the whole process. JS

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