

FUNDAMENTALS: A NEW APPROACH

Delphi uses those parts of the extensive writings of American author and educator L. Ron Hubbard that are applicable to the rearing, education, development of responsibility and ethical strength, and career preparation of an individual.

A central feature of the educational process is the study technology developed by Mr. Hubbard. This technology is based on the discoveries of some very simple educational phenomena or “barriers” that a student can encounter in his study, and some straightforward procedures an instructor (or indeed the student himself) can follow to keep the study proceeding well or to repair faltering study.

From a more general viewpoint of helping children grow up and become prepared for productive, satisfying lives, the following viewpoints are some of the vital elements in Hubbard’s writings as applied to a school situation:

1. **That an individual is *himself*, not his body.**
2. **That the individual himself is basically good.**
3. **That there are at least two different aspects of the individual’s mind, one of which he uses to help himself survive, and the other of which tends to hinder him.** The former, **the analytical mind**, is “the conscious aware mind which thinks, observes data, remembers it, and resolves problems. It would be essentially the conscious mind as opposed to the unconscious mind...the analytical mind is the one which is alert and aware...” L. Ron Hubbard, *Definition Notes*. The latter, **the reactive mind**, is “a portion of a person’s mind which works on a totally stimulus-response basis, which is not under his volitional control, and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions.” L. Ron Hubbard, *Book of Basics*.
4. **That it is the individual, not others, who is ultimately responsible for himself and his condition, and for his ethical level and his productivity.** Within this, it is fundamentally the responsibility of the individual himself to keep rein on the reactive aspect of his mind, and to develop and sharpen his analytical abilities.
5. **That an individual’s development of the ability to reason is dependent on his being able to use that reason in directing his life (“self-determinism”).** Thus it is a primary function of education to increase the student’s self-determinism.
6. **That a student’s ability to determine for himself the value of data he is acquiring is of primary importance, and that this ability is best developed through actual use of the data in realistic application.** Thus there is an emphasis on the use of data learned.

While the above principles are non-sectarian (they do not, for instance, require or urge any particular viewpoint about God or a person’s interaction with God), they do emphasize the person’s own role as an individual being. A Delphi education does not avoid matters of a spiritual nature when it would benefit a student to pursue or address them.

The Delphian School • 20950 SW Rock Creek Road • Sheridan, OR 97378 • 1-800-626-6610 • 503-843-3521 • www.delphian.org