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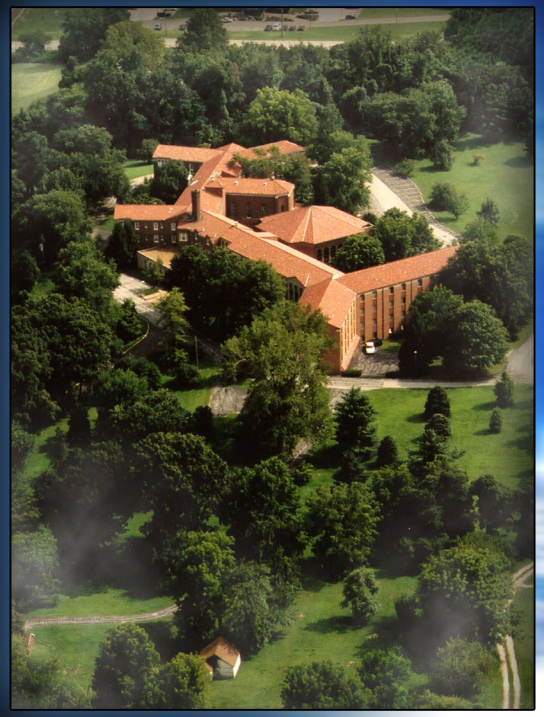

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APPLIED SCHOLASTICS INTERNATIONAL

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

Barriers to Study

Based on the Works of

L. Ron Hubbard

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Introduction

It has been discovered that there are three definite barriers which can block a person's ability to study and thus his ability to be educated. These barriers actually produce physical and mental reactions.

If one knows and understands what these barriers are and how to handle them, his ability to study and learn will be greatly increased.

The First Barrier: Absence of Mass

Education in the absence of the *mass* in which the technology will be involved is very hard on the student.

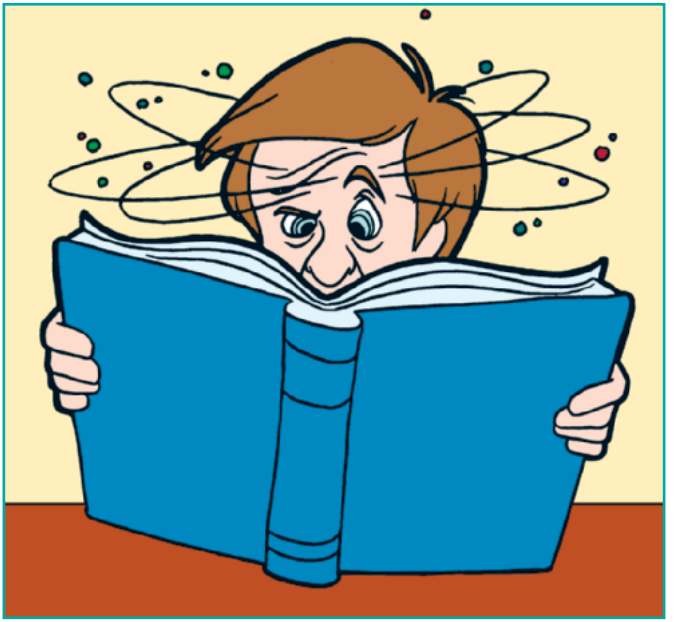
In this context "mass" refers to the actual physical objects of a subject; the things of life; as opposed to significance.[1]

Absence of mass actually makes a student feel squashed,

1. **significance:** any thought, decision, concept, idea, purpose or meaning connected with something, as opposed to its mass.

makes him feel bent,

sort of spinny,



sort of dead,

bored,

exasperated.

If he is studying how to do something with the mass absent, this will be the result.

Photographs help and motion pictures would do pretty good, as they are a sort of promise or hope of the mass, but the printed page and the spoken word are not a substitute for a tractor if he's studying about tractors.

You have to understand this data in its purity—and that is that educating a person in a mass that they don't have and which isn't available produces physiological[2] reactions.

2. **physiological:** having to do with living things and the ways their parts and organs work.

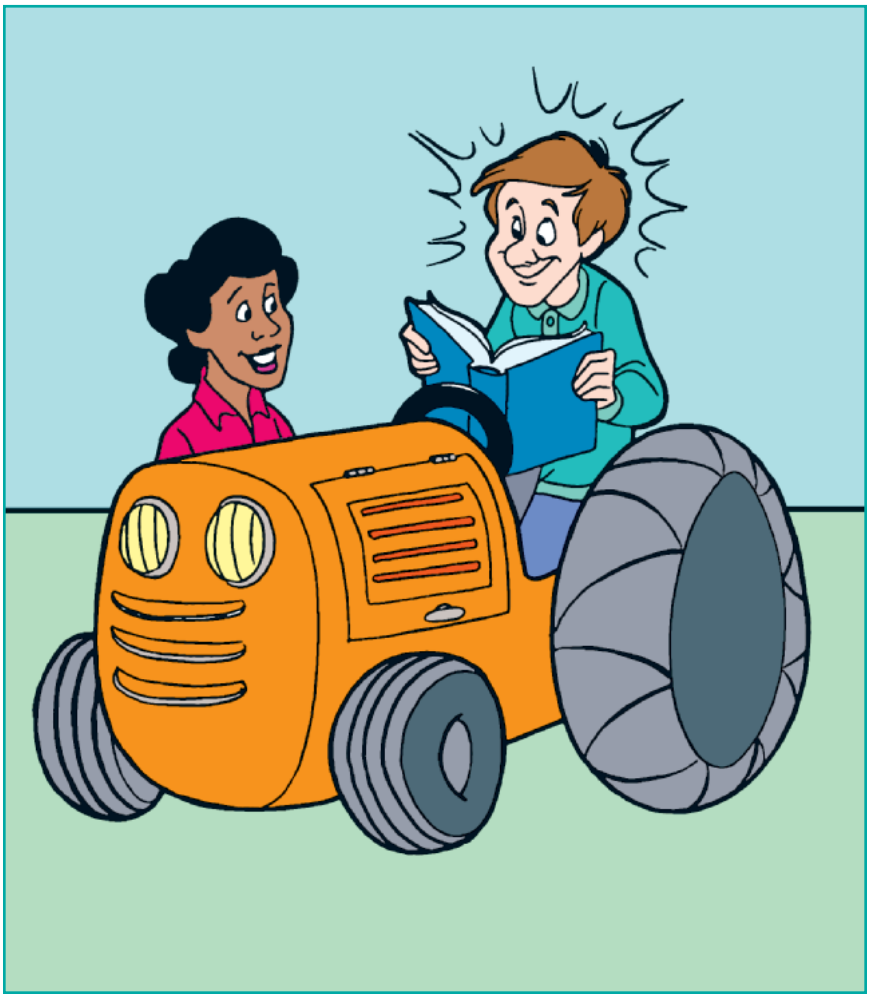
It's just a fact.

You're trying to teach this fellow all about tractors and you're not giving him any tractors. Well, he's going to wind up with a face that feels squashed, with headaches and with his stomach feeling funny. He's going to feel dizzy from time to time and very often his eyes are going to hurt.

You could therefore expect the greatest incidence of suicide or illness in that field of education most devoted to studying absent masses.

This one of studying the something without its mass ever being around produces the most distinctly recognizable reactions.

If a child felt sick in the field of study and it were traced back to this one, the positive remedy would be to supply the mass—the object or a reasonable substitute—and it would clear it up.



The Second Barrier: Too Steep a Gradient

There is another series of physiological reactions that exist which is based on the fact of too steep a study gradient.

By "gradient" we mean a gradual approach to something, taken step by step, level by level, each step or level being, of itself, easily attainable—so that, finally, quite complicated and difficult activities can be achieved with relative ease. The term *gradient* also applies to each of the steps taken on such an approach.

That's another source of physiological study reaction because of too steep a gradient.

It is a sort of a confusion or a reelingness that goes with this one.

You've hit too steep a gradient.

There was too much of a jump because he didn't understand what he was doing, and he jumped to the next thing and that was too steep, and he went too fast and he will *assign* all of his difficulties to this new thing.

Now differentiate here—because gradients sounds terribly like the third one of these study hang-ups (words a person has gone past without understanding)—but remember that they are quite distinctly different.

Gradients are more pronounced in the field of *action*, but they still hang over into the field of understanding. In gradients, however, it is the *actions* we are interested in. We have a plotted course of forward motion of actions. We find he was terribly confused on the second action he was supposed to do. We must assume then that he never really got out of the first one.

The remedy for this one of too steep a gradient is cutting back. Find out when he was not confused on the gradient, then what new action he undertook to do. Find what action he understood well. Just before he was all confused,

what did he understand well—and then we find out that he didn't understand it well.

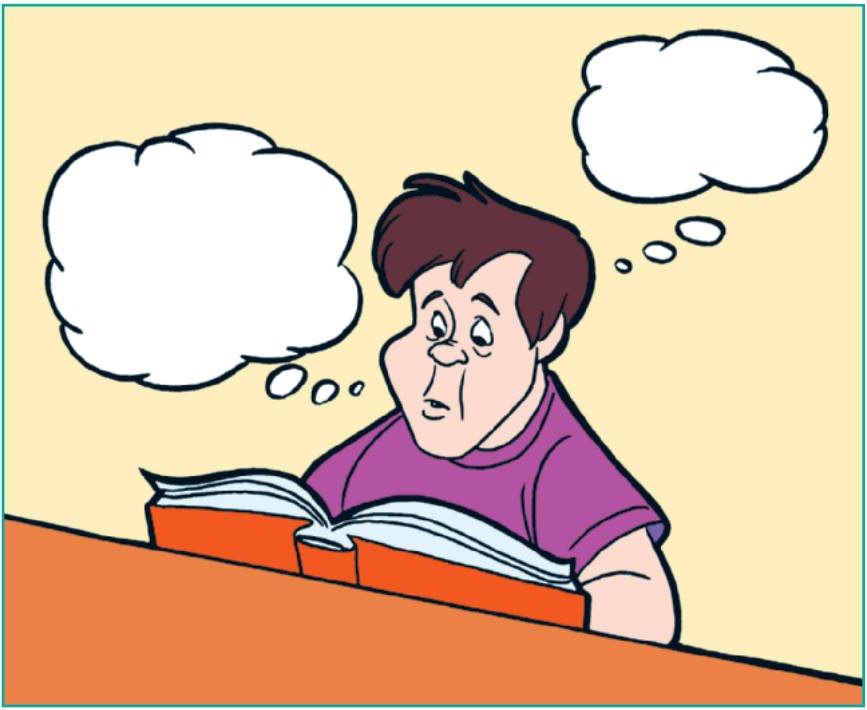
It's really at the tail end of what he understood and then he went over the gradient, you see.

It is most recognizable and most applicable in the field of *action*.

That's the gradient barrier and one full set of reactions accompanies that.

The Third – and Most Important – Barrier: The Misunderstood Word

There is this third one. An entirely different set of physiological reactions brought about through a bypassed definition. A bypassed definition gives one a distinctly blank feeling



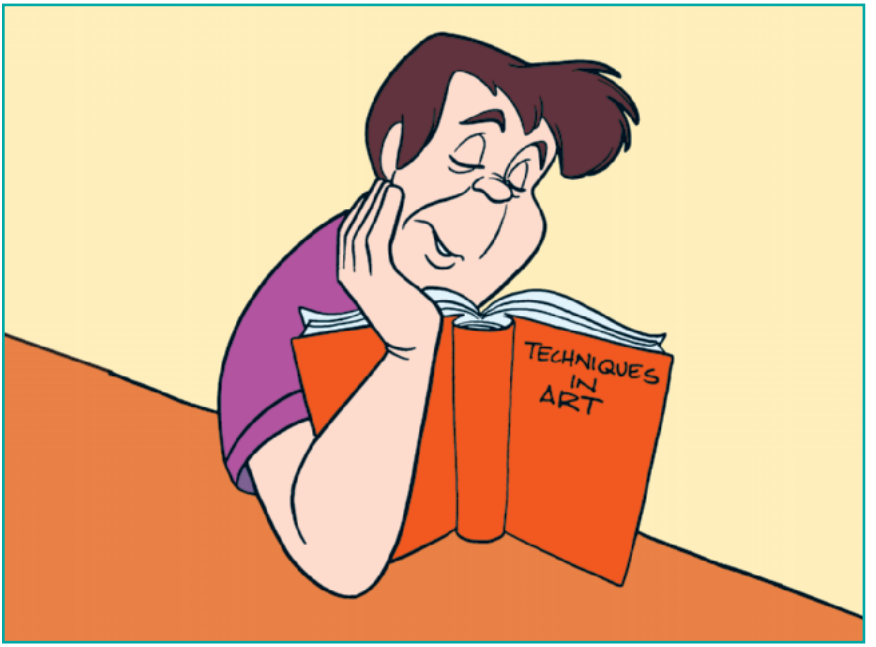
or a washed-out feeling.

A not-there feeling

and a sort of nervous hysteria will follow in the back of that.


TECHNIQUES
IN
ART


Art?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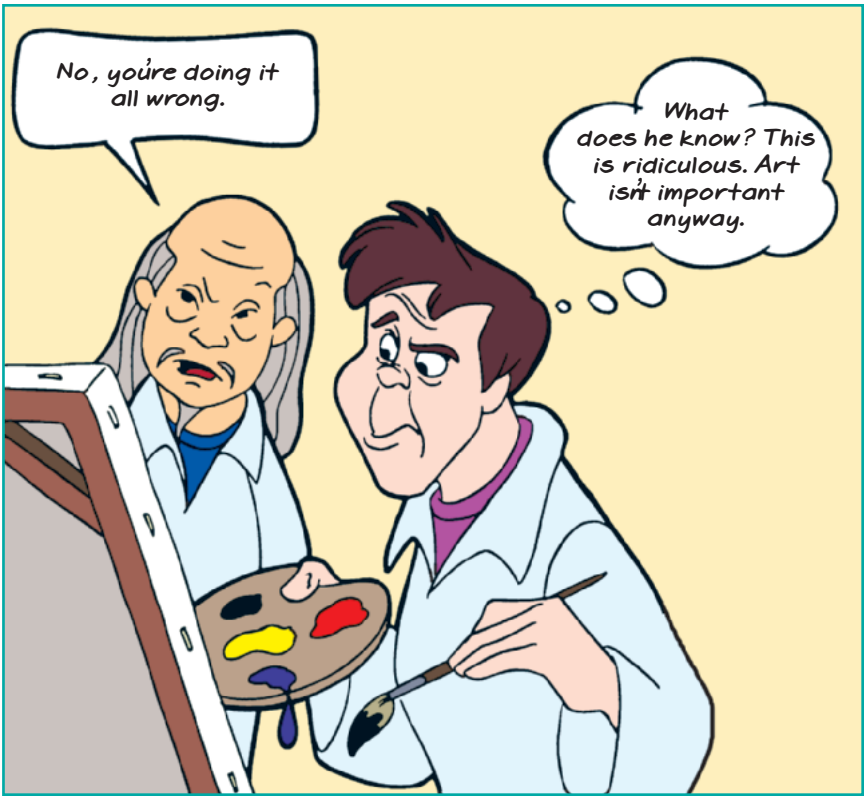

The manifestation of "blow"[3] (quitting and leaving the course or class incomplete) stems from this third aspect of study which is the misunderstood definition or the not-comprehended definition, *the undefined word*.

That's the one that produces the blow.

3. **blow:** unauthorized departure from an area, usually caused by misunderstood data or destructive acts.

The person doesn't necessarily blow on these other two—they are not pronouncedly blow phenomena. They are simply physiological phenomena.


What does the word "art" mean?


"Painting, poetry, music or any other activity in which a person makes or does something that is beautiful."
DICTIONARY


ART!


Wow! I'm going back to that art class!

This one of the misunderstood definition is so much more important. It's the make-up of human relations, the mind and subjects. It establishes aptitude and lack of aptitude, and it's what psychologists have been trying to test for years without recognizing what it was.

It's the definitions of words.

The misunderstood word.

That's all it goes back to and that produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and the prime factor involved with many other things.

If a person didn't have misunderstood words, his *talent* might or might not be present, but his ability to *act* in that field would be present.

We can't say that Joe would paint as *well* as Bill if both were unaberrated[4] in the field of art, but we can say that the *inability* of Joe to paint compared with the *ability* of Joe to do the motions of painting is dependent exclusively and only upon definitions—exclusively and only upon definitions.

4. **unaberrated:** without or freed from irrationality. In contrast, *aberrated* conduct would be wrong conduct, or conduct not supported by reason. It means basically to err, to make mistakes, or more specifically to have fixed ideas which are not true. Example: a man sees a horse but thinks he sees an elephant (from the Latin *aberrare*, to wander from). *Unaberrated* means the opposite: correct, not making mistakes, etc.

There is some word in the field of art that the person who is inept didn't define or understand and that is followed by an inability to act in the field of the arts.

That's very important because it tells you what happens to one's ability to take action and that the restoration of activity depends only upon the restoration of understanding of the misunderstood word—misunderstood definition.

There is a very swift, wide, big result obtainable in this.

It has a technology which is a very simple technology.

It is a sweepingly fantastic discovery in the field of education and don't neglect it.

You can trace back the subject a person is dumb in or any allied subject that got mixed up with it.

This discovery of the importance of the misunderstood definition actually opens the gate to education. Although this one has been given last, it is the most important of the three barriers to study.


GREAT!

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