

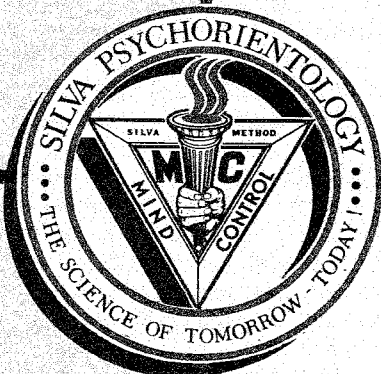
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# THE SILVA METHOD™

## HALLAHAN HIGH PRE AND POST TESTING

a report by

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# HALLAHAN HIGH PRE AND POST TESTING



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In September 1972 a contingent of Mind Control instructors and directors gathered in Philadelphia, City of Brotherly Love, to present Mind Control to 2,000 high school students to an 80 plus faculty. I had arrived "early" at the meeting room in a large mid-city hotel where the strategies and procedures were to be finalized for the week of classes that were to start the next day, Monday the 25th. I say "early" because it had slipped my mind about Silva Standard Time.

Arriving "early" allowed time to reflect on what was to take place and what my role seemed to be. My thoughts went back to August in Laredo where I was attending the Instructor's Course as a participant-observer. As a psychologist interested in parapsychology with a leaning toward research and education, the Instructor's Course seemed like the next logical step after having gone through the Silva Mind Control basic and graduate courses. I had previously made known to various individuals in Mind Control my interest in the possibilities of research involving Silva Mind Control. Having been schooled in the usual procedures for conducting research (i.e., the writing and re-writing of proposals, long delays in approval, direct or indirect control of research design, etc.), I was rather unprepared for events as they evolved. As I recall the sequence, Jim Needham

had broached the fact at a break period that Mind Control was to be taught in September to 2,000 high school students in Philadelphia. On the way to lunch that day with Jim, Harry McKnight and Nelda Sheets, Harry asked if I would be interested in doing objective testing of the students as to what changes result when one goes through the basic courses. That and not much more. Only the customary clearance from the Regional Director. No limitations, no delays, no attempt to insure optimal positive results. Only an indication of go ahead, it's your responsibility.

Mentally, I rejoined my physical body in Philadelphia. The instructors had begun to arrive. The statement had been made somewhere that instructors were being brought to Philadelphia from all areas of the country. They were to be some of the best and most experienced instructors in the Silva Mind Control program. The impressions I had were first of a family or old friends gathering, but even more, friends who moved and talked with an air of confidence in their own competence and the competence of the others as well. Names and faces began to fit together: Tim Harvey, Dottie Limont, Rich Herro, Lou Buchsbaum, Bob Vogel, Bob Hutchins, Chris Jensen, Father Riley (Principal of the school), Ron Williams, Andy Murphy and on and on.

The greetings settled into what might loosely be termed a meeting. Plans were made and locations of groups and instructors were discussed. I talked of the testing and the research design. We discussed the sample of 220 students who would be tested using the High School Personality Questionnaire, how the students had been tested the previous week and how they would be retested two weeks after the completion of the program they were to receive in "Subjective Communication" and then three months later. There was some further talk about metals and leaves and working cases, and the Happening was over. What follows is one part of the story. It is the objective evaluation of what happened to 2,000 people-students at Hallahan High School in Philadelphia in September 1972. Hallahan High School is a parochial

mid-city school of 2,000 female students in grade levels Freshman through Senior years. All of the students who had parental approval and who wished to participate were involved in five school days of instruction in "Subjective Communications and Creative Development". With minor modifications involving primarily time, this program was essentially the Silva Mind Control basic course 101 through 404. To the best of my knowledge, only 2 or 3 students did not participate either on their judgment or that of their parents. From the total population, 220 students were randomly selected for testing, 55 from each grade level.

In the week before the instruction the program was explained to the students. On September 21 and 22 the HSPQ was administered to the 220 students with the explanation that the results would be used to evaluate the effect, if any, of the instruction they were to receive. The instruction took place the week of September 25th. The two week follow-up testing was conducted on Friday, October 13, 1972.

The results reported here indicate the pre to post test changes in that period of time. The three month follow-up at Hallahan has been cancelled. Such a follow-up is presently being conducted at three other schools plus an adult population. The intent of the research was to measure change, if any, and to evaluate whether this change was consistent with the claims and concepts as they pertain to what is known as the Silva Mind Control Method.

The results of the testing are presented in the accompanying graphic presentation. The direction and length of the arrows indicate the change from pre to post-test, i.e. the change which may be attributed to the week of instructions in Mind Control. The stability of the test itself is used as the control.

To help utilize and understand the graph and the results it represents, the following information will prove helpful. Using the total testing group (214 of the 220 who took both pre and post-test) there were statistically significant changes in 8 factors. Six of the areas remained stable from pre-to-post test.

Of the 8 factors which changed, 5 of them had changes in magnitude which could happen by chance less than one time in a thousand. Three (3) of the factors changed to a lesser amount where the chance of such a change is only 5 times in a hundred. The longer arrows (C, Q<sub>4</sub> D, H & O), in that order with C the greatest, indicate the 5 areas of greatest change. The other directional arrows (A, B, & Q<sub>3</sub>) indicate the 3 areas of lesser change. The bidirectional arrows indicate those six (6) factors which remained relatively stable.

With the test used, Cattell's HSPQ, there are fourteen (14) factors, designated A through Q<sub>4</sub>. With each factor there are minus and plus poles or designations. For example, scores moving toward the A-side would indicate movement toward that factor describing the individual or groups as "detached, critical, aloof". Movement toward the A+ side would give a descriptive designation of "outgoing and participating". It is important, however, to note that a movement toward the minus side does not necessarily mean an undesirable characteristic. For example, in factor Q<sub>4</sub> a movement toward Q<sub>4-</sub> presents a picture of being "relaxed, tranquil and composed" as opposed to Q<sub>4+</sub> which would reflect "tense, driven and fretful". The data indicates that the Freshmen, Sophomores, Juniors and Seniors were very much alike in their pre-test to post-test directional change in factors and in the factors that changed.

The factor with greatest change was factor C (ego strength). "Ego strength is commonly regarded as a factor expressing the level of natural dynamic integration, emotional control and stability."<sup>1</sup> The directional change at Hallahan was toward the C+ pole. This would in effect be saying that those students after they went through the program in "Subjective Communication" as it was called, had responded to the items on the Questionnaire indicating an increased sense of direction using their own internal points of reference. All the points of reference were not now external. They were now increasingly indicating use of internal points of reference. A movement towards C+ indicates that they were moving away from statements indicating use of defense mechanisms and repression. This would seem to have some interesting correlates in relation to the conditioning and training processes in the Mind Control program-

ming. If one thinks in terms of health statements, these students were making less statements concerned with digestive and vague health failure. They were making more positive statements reflective of moving away from sleep disturbances and irrational fears. "Low factor C (C-) appears in a wide range of neuroses and some psychoses and character disorders." The movement by the students was toward C+ and away from this low factor C or C-. The factor with the next greatest change was factor Q<sub>4</sub>. The arrow indicates the direction of change was toward Q<sub>4-</sub>. Those of you who have gone through Mind Control will be especially cognizant of those statements associated with Q<sub>4-</sub>. The statements on the chart are "relaxed, tranquil and composed." This, in effect, is saying that these students were reporting on the post-test that they were seeing themselves as being more relaxed, more tranquil and more composed. The following statement concerning Q<sub>4</sub> is a direct quote from the test Handbook.

"Clinically it is noteworthy that Q<sub>4</sub> strongly shares with factor O the capacity to differentiate neurotics from normals, for it is one of the three highest loaded factors in general anxiety. It's abnormally high in character disorders, chronic physical disability and psychoses."

So the responses of these students at Hallahan indicate moving away from those characteristics which later or presently may lead or represent behavior listed as associated with high Q<sub>4</sub>. This now raises the interesting possibility that one can realistically talk about "programming" out behavior and perceptions that would lead or could lead later to the development of those characteristics associated with high Q<sub>4</sub>.

The factor with the next highest change was factor D. The post-test indicates the students moved toward D-. This is, they moved toward becoming more deliberate and perhaps even inactive. The students moved away from statements that would indicate excitability, impatience and demanding behavior. This D dimension is distinguishable by the more immediate and temperamental quality of the characteristics that comprise this factor. Some of the indications about the D+ individual would be "... a restless sleeper, easily distracted. ..." delinquency types of characteristics.

Factor H had the next highest change. The students moved toward the ad-

venturous, socially bold end of the scale. In this sense, they were moving away from the "shy, timid, threat-sensitive" pole. Those of you who know people who have gone through Mind Control would not take them for shy, timid, threat-sensitive types of people. The person who would have moved the other way - and this is what the students were moving away from - would be characterized as fearful of situations, easily resentful, distrustful and inconsiderate of others. The kinds of things that would describe withdrawal. The responses of the students would indicate they are moving out to interact with the world but with an internalized point of reference that is meaningful.

Factor O is the remaining factor involving a rather large shift from pre to post-test. The direction of the arrow would indicate that these students moved toward O. This indicates becoming more self-assured, secure, serene and, if they went too far, placid. This is as opposed to a person at the other pole who would have been characterized as apprehensive, self-reproaching and insecure. If individuals had indicated a significant shift the other way, toward O+, then they would have moved toward a high factor O which "... appears in every one of the forty profiles of clinical interest thus for analyzed including various forms of neurosis, psychosis, character disorder and physical disability." It is important to realize these students are moving away from that pole of the scale.

Factor A is what might be thought of as a second order factor relative to the amount of change, pre to post-test. The direction of change indicates that these individuals became more outgoing, more warm and they had positive feeling, with accessible emotions and interest in people. I think the psychological implications of that, as well as the social implications, should be rather obvious. We are now talking about people who are utilizing, if you will, the subjective element feeling. These students indicate they are involving more subjective feeling in their reaction and interaction.

The change relative to factor B is the one that probably will be most misunderstood because it has the name "Intelligence" associated with it. Cattell says that this particular scale is a very abbreviated scale of intelligence. While it correlates with other longer tests of intelligence, the results should

TABLE I

HSPQ - 14 Dimensions\*

(A-)	Reserved, detached, Critical, aloof		Warmhearted, outgoing Participating	(A+)
(B-)	Low intelligence, Dull		High Intelligence, Bright	(B+)
(C-)	Lower ego strength, Affected by feelings, Easily upset		Higher ego strength, Mature, faces reality, Calm	(C+)
(D-)	Undemonstrative, Deliberate, stodgy	←	Excitable, impatient, Demanding	(D+)
(E-)	Submissiveness, Obedient, easily lead	↔	Dominance, assertive, Aggressive, stubborn	(E+)
(F-)	Sober, taciturn	↔	Enthusiastic, heedless	(F+)
(G-)	Weaker superego strength, disregards rules	↔	Stronger superego strength, conscientious	(G+)
(H-)	Shy, timid, Threat sensitive		Adventurous, socially bold	(H+)
(I-)	Tough-minded, Rejects illusions	↔	Tender-minded, Dependent	(I+)
(J-)	Zestful, liking group action	↔	Circumspect individual- ism, internally restrained	(J+)
(O-)	Self-assured, placid, Secure, serene	←	Apprehensive, insecure, Worrying, troubled	(O+)
(Q <sub>2</sub> -)	Sociably group dependent, A sound follower	↔	Self-sufficient, prefers own decisions	(Q <sub>2</sub> +) )
(Q <sub>3</sub> -)	Uncontrolled, lax, Careless of social rules		Controlled, exacting will power, following self-image	(Q <sub>3</sub> +) )
(Q <sub>4</sub> -)	Relaxed, tranquil, Torpid, composed	←	Tense, driven, fretful	(Q <sub>4</sub> +) )

\* Extracted and edited from the Handbook for the Jr. - Sr. High School Personality Questionnaire (p. 7) published and copyrighted by the Institute for Personality and Ability Testing as prepared by Raymond B. Cattell.

by Harry McKnight

be most critically evaluated. Having said that, there are indications of increased scores on this factor. I would not want those indications to be overly interpreted and said that intelligence increases dramatically or drastically. The intelligence scores have gone up significantly in two weeks. I, personally, can't get too excited about this point at this time. Mr. Silva had indicated this was one of the things he was looking for when he originally started working with children, that is, increase in intelligence. I think, however, we can talk about intelligence in a broader sense. We've already seen that the factors that might be associated with social intelligence with these students changed considerably.

Factor Q<sub>3</sub> is another factor that changed and the changes are in the direction of Q<sub>3+</sub>. Interpretation of change in this direction would be that the individual is more able to subtly and internally control himself. Because of its role of control, Q<sub>3</sub> has been called the "gyroscopic factor", providing steadiness and purpose in personality. It would indicate these students were moving toward becoming more stable. The factor description indicates individuals with Q<sub>3+</sub> being able to raise questions and then offer problem solution. A very interesting kind of characteristic if you think of it in terms of Mind Control.

What I think this all indicates is the effect of a program than can talk about definite changes having taken place and individuals' responses as to how they perceive themselves and how they perceive their environment and even what they are doing about it. Whether you think about this in terms of Mind Control, or in terms of "Subjective Communication", or "Creative Development", what seems to be happening is people are programming themselves in a very positive way, and this holding up for at least two weeks.

Now, if we talk about the problems that are engendered by this, there are several. One is that after people go through such a program, the expectation is that you turn to pure light and you never make another mistake. I've personally been reminded of my shortcomings more than once by those who know I've gone through a program in Mind Control. I'm sure these students will be told that you've been through this program and you really shouldn't be making mistakes.

We have the additional problem that if the faculty doesn't accept and utilize

this program in a follow-up in the school with the students, there is the possibility the students may get the idea that there is something bad about all this, and for a time cycle out of it.

There are indications that a number of positive things have started to happen if one thinks in terms of what such a program might mean in education or what such a program might mean in living.

The responses of these students would indicate that they are moving away from patterns of thinking that would indicate delinquency behavior. They are moving away from thinking about disability and health problems. I would think the A.M.A. would be glad to know that 50 to 90% of their problems (if these figures are reflective of psychosomatic illness?) are capable of being aided in resolution in the classrooms of this country. That's the kind of thing I can perceive as the real meaning of education. The basis of education could then become that of leading out from within.

The results at Hallahan certainly justify positive relationships being drawn between the changes, Mind Control and helping people become better problem solvers. There are many questions to be investigated. Will the changes last? Will other students in other schools given the training show similar shifts? With some preliminary results in from testing at another school it appears that a number of the factors of greatest change at Hallahan are also showing significant change at this school. The possibilities growing out of similar programs in the educational system are truly mind expanding. If there ever was a time in the history of humanity, which is quickly losing its humanity, when such attributes of change as found at Hallahan were needed, it is now. It is understandable that there will be many who will approach something as different as "expanded awareness" with caution. The problems may be with these who withdraw out of timidity or ignorance or fear. It appears, however, that the time for indecision and fence straddling is passing. At this point in history the choices are becoming two. To be controlled by others or to be in control of one's self. If one waits too long to make the choice, it will be made for him. Inaction is a choice, too.

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<sup>1</sup> All quotations relating to interpretation of factors from this point are from the HSPQ Handbook.

There are a number of schools in which Mind Control classes are being taught and where we were able to arrange testing before and after. In some of those school settings we are also planning to test two to three months following the completion of Mind Control classes. Such longer-term follow up can help us determine many things concerning the changes as measured by Cattell's HSPQ. In addition, such testing will help us evaluate whether or not students are continuing to practice using Mind Control techniques in ways that are helpful to them. One such school, Lawrenceville Catholic High School in Lawrenceville, Penna., near Pittsburgh, has about 525 students who will be participating in the follow-up testing. Father Kurutz, the administrator, Sister Elise, the principal, and Walter Banasyac, the counselor, have all been very cooperative and as eager as the students to help determine the effectiveness of the Silva Method.

Another very interesting setting for sampling student's growth through Silva Mind Control courses is St. Fidelis High School Seminary in Herman, Penna. Father Lester Knoll is the principal who guides those 140 students in their studies for the Roman Catholic priesthood prior to their major seminary days. Almost all of the seminarians were tested prior to Mind Control classes there in December with final follow-up testing planned for March or April. All the trends thus far seem to be in the direction of the changes found in the Hallahan High School group. Part of the excitement of research is waiting for the data to settle so the results can be assessed and evaluated.

Richmond High School in Staten Island promises to be an interesting sampling for testing purposes, although the N is small when compared to the other schools already sampled. Because Richmond is an alternate school and experimental in nature, the testing is less rigorously scheduled. When the results are in, they will be pooled with other results already analyzed and with results from future testing planned in schools as far south as Beeville, Texas, and as far north as Chicago, Illinois. All of the testing is part of evaluating Mind Control in classrooms across the United States. As the results come in, it looks like all the pioneers who have spearheaded this research in their schools have laid a firm foundation on which others can build. Subjective education through the Silva Method is just beginning to spread to help make this a better world for all.

