

**The
Technical
Bulletins
of
Dianetics and Scientology**

Subject Volume 2

Keeping Scientology Working Series

Co-audit Series

Word Clearing Series

Study Series

Tape Course Series

Product Debug Series

Cramming Series

Art Series

by

L. Ron Hubbard

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Subject Volume 2

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**THE KEEPING SCIENTOLOGY
WORKING SERIES**

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965

Remimeo
Sthil Students
Assoc/Org Sec
Hat
HCO Sec Hat
Case Sup Hat
Ds of P Hat
Ds of T Hat
Staff Member
Hat
Missions

Keeping Scientology Working Series 1

Note: Neglect of this PL has caused great hardship on staffs, has cost countless millions and made it necessary in 1970 to engage in an all-out, international effort to restore basic Scientology over the world. Within 5 years after the issue of this PL, with me off the lines, violation had almost destroyed orgs. "Quickie grades" entered in and denied gain to tens of thousands of cases. Therefore actions which neglect or violate this policy letter are HIGH CRIMES resulting in Comm Evs on ADMINISTRATORS and EXECUTIVES. It is not "entirely a tech matter," as its neglect destroys orgs and caused a 2-year slump. IT IS THE BUSINESS OF EVERY STAFF MEMBER to enforce it.

SPECIAL MESSAGE

THE FOLLOWING POLICY LETTER MEANS WHAT IT SAYS.

IT WAS TRUE IN 1965 WHEN I WROTE IT. IT WAS TRUE IN 1970 WHEN I HAD IT REISSUED. I AM REISSUING IT NOW, IN 1980, TO AVOID AGAIN SLIPPING BACK INTO A PERIOD OF OMITTED AND QUICKIED FUNDAMENTAL GRADE CHART ACTIONS ON CASES, THEREBY DENYING GAINS AND THREATENING THE VIABILITY OF SCIENTOLOGY AND OF ORGS. SCIENTOLOGY WILL KEEP WORKING ONLY AS LONG AS YOU DO YOUR PART TO KEEP IT WORKING BY APPLYING THIS POLICY LETTER.

WHAT I SAY IN THESE PAGES HAS ALWAYS BEEN TRUE, IT HOLDS TRUE TODAY, IT WILL STILL HOLD TRUE IN THE YEAR 2000 AND IT WILL CONTINUE TO HOLD TRUE FROM THERE ON OUT.

NO MATTER WHERE YOU ARE IN SCIENTOLOGY, ON STAFF OR NOT, THIS POLICY LETTER HAS SOMETHING TO DO WITH YOU.

ALL LEVELS

KEEPING SCIENTOLOGY WORKING

HCO Sec or Communicator hat check
on all personnel and all new personnel
as taken on.

We have some time since passed the point of achieving uniformly workable technology.

The only thing now is getting the technology applied.

If you can't get the technology applied, then you can't deliver what's promised. It's as simple as that. If you can get the technology applied, you *can* deliver what's promised.

The only thing you can be upbraided for by students or pcs is "no results." Trouble spots occur only where there are "no results." Attacks from governments or monopolies occur only where there are "no results" or "bad results."

Therefore the road before Scientology is clear and its ultimate success is assured *if* the technology is applied.

So it is the task of the Assoc or Org Sec, the HCO Sec, the Case Supervisor, the D of P, the D of T and all staff members to get the correct technology applied.

Getting the correct technology applied consists of:

One: Having the correct technology.

Two: Knowing the technology.

Three: Knowing it is correct.

Four: Teaching correctly the correct technology.

Five: Applying the technology.

Six: Seeing that the technology is correctly applied.

Seven: Hammering out of existence incorrect technology.

Eight: Knocking out incorrect applications.

Nine: Closing the door on any possibility of incorrect technology.

Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

Three is achieved by the individual applying the correct technology in a proper manner and observing that it works that way.

Four is being done daily successfully in most parts of the world.

Five is consistently accomplished daily.

Six is achieved by Instructors and Supervisors consistently.

Seven is done by a few but is a weak point.

Eight is not worked on hard enough.

Nine is impeded by the “reasonable” attitude of the not-quite-bright.

Ten is seldom done with enough ferocity.

Seven, Eight, Nine and Ten are the only places Scientology can bog down in any area.

The reasons for this are not hard to find. (a) A weak certainty that it works in Three above can lead to weakness in Seven, Eight, Nine and Ten. (b) Further, the not-too-bright have a bad point on the button Self-Importance. (c) The lower the IQ, the more the individual is shut off from the fruits of observation. (d) The service faces of people make them defend themselves against anything they confront, good or bad, and seek to make it wrong. (e) The bank seeks to knock out the good and perpetuate the bad.

Thus, we as Scientologists and as an organization must be very alert to Seven, Eight, Nine and Ten.

In all the years I have been engaged in research I have kept my comm lines wide open for research data. I once had the idea that a group could evolve truth. A third of a century has thoroughly disabused me of that idea. Willing as I was to accept suggestions and data, only a handful of suggestions (less than twenty) had long-run value and *none* were major or basic; and when I did accept major or basic suggestions and used them, we went astray and I repented and eventually had to “eat crow.”

On the other hand there have been thousands and thousands of suggestions and writings which, if accepted and acted upon, would have resulted in the complete destruction of all our work as well as the sanity of pcs. So I know what a group of people will do and how insane they will go in accepting unworkable “technology.” By actual record the percentages are about twenty to 100,000 that a group of human beings will dream up bad technology to destroy good technology. As we could have gotten along without suggestions, then, we had better steel ourselves to continue to do so now that we have made it. This point will, of course, be attacked as “unpopular,” “egotistical” and “undemocratic.” It very well may be. But it is also a survival point. And I don’t see that popular measures, self-abnegation and democracy have done anything for man but push him further into the mud. Currently, popularity endorses degraded novels, self-abnegation has filled the Southeast Asian jungles with stone idols and corpses, and democracy has given us inflation and income tax.

Our technology has not been discovered by a group. True, if the group had not supported me in many ways, I could not have discovered it either. But it remains that if in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or coordination of what has been done, which will be valuable—only so long as it does not seek to alter basic principles and successful applications.

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defense, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions

and were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

We will not speculate here on why this was so or how I came to rise above the bank. We are dealing only in facts and the above is a fact—the group left to its own devices would not have evolved Scientology but with wild dramatizations of the bank called “new ideas” would have wiped it out. Supporting this is the fact that man has never before evolved workable mental technology and emphasizing it is the vicious technology he *did* evolve—psychiatry, psychology, surgery, shock treatment, whips, duress, punishment, etc., ad infinitum.

So realize that we have climbed out of the mud by whatever good luck and good sense, and *refuse* to sink back into it again. See that Seven, Eight, Nine and Ten above are ruthlessly followed and we will never be stopped. Relax them, get reasonable about it and we will perish.

So far, while keeping myself in complete communication with all suggestions, I have not failed on Seven, Eight, Nine and Ten in areas I could supervise closely. But it's not good enough for just myself and a few others to work at this.

Whenever this control as per Seven, Eight, Nine and Ten has been relaxed, the whole organizational area has failed. Witness Elizabeth, NJ; Wichita; the early organizations and groups. They crashed only because I no longer did Seven, Eight, Nine and Ten. Then, when they were all messed up, you saw the obvious “reasons” for failure. But ahead of that they ceased to deliver and *that* involved them in other reasons.

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are *individual* and seldom get broad agreement in a human group. An individual must rise *above* an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a hell—and if you were looking for hell and found Earth, it would certainly serve. War, famine, agony and disease has been the lot of man. Right now the great governments of Earth have developed the means of frying every man, woman and child on the planet. That is bank. That is the result of Collective-Thought Agreement. The decent, pleasant things on this planet come from *individual* actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are attacked by “public opinion” media. Yet there is no more ethical group on this planet than ourselves.

Thus each one of us can rise above the domination of the bank and then, as a group of freed beings, achieve freedom and reason. It is only the aberrated group, the mob, that is destructive.

When you don't do Seven, Eight, Nine and Ten actively, you are working for the bank-dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application.

It's the bank that says the group is all and the individual nothing. It's the bank that says we must fail.

So just don't play that game. Do Seven, Eight, Nine and Ten and you will knock out of your road all the future thorns.

Here's an actual example in which a senior executive had to interfere because of a pc spin: A Case Supervisor told Instructor A to have Auditor B run Process X on Preclear C. Auditor B afterwards told Instructor A that "It didn't work." Instructor A was weak on Three above and didn't really believe in Seven, Eight, Nine and Ten. So Instructor A told the Case Supervisor, "Process X didn't work on Preclear C." Now *this* strikes directly at each of One to Six above in Preclear C, Auditor B, Instructor A *and* the Case Supervisor. It opens the door to the introduction of "new technology" and to failure.

What happened here? Instructor A didn't jump down Auditor B's throat, that's all that happened. This is what he *should* have done: Grabbed the auditor's report and looked it over. When a higher executive on this case did so, she found what the Case Supervisor and the rest missed: that Process X *increased* Preclear C's TA to 25 TA divisions for the session but that near session end Auditor B Q-and-Aed with a cognition and abandoned Process X while it still gave high TA and went off running one of Auditor B's own manufacture, which nearly spun Preclear C. Auditor B's IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be "too busy with admin to have any time for actual cases."

All right, there's an all-too-typical example. The *Instructor* should have done Seven, Eight, Nine and Ten. This would have begun this way. Auditor B: "That Process X didn't work." Instructor A: "What exactly did *you* do wrong?" Instant attack. "Where's your auditor's report for the session? Good. Look here, you were getting a lot of TA when you stopped Process X. What did you do?" Then the pc wouldn't have come close to a spin and all four of these would have retained their certainty.

In a year, I had four instances in *one* small group where the correct process recommended was reported not to have worked. But on review found that each one had (a) increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as *not having worked!*

Similar examples exist in instruction and these are all the more deadly as every time instruction in correct technology is flubbed, then the resulting error, uncorrected in the auditor, is perpetuated on every pc that auditor audits thereafter. So Seven, Eight, Nine and Ten are even more important in a course than in supervision of cases.

Here's an example: A rave recommendation is given a graduating student "because he gets more TA on pcs than any other student on the course!" Figures of 435 TA divisions a session are reported. "Of course his Model Session is poor but it's just a knack he has" is also included in the recommendation. A careful review is undertaken because *nobody* at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no Instructor observed his handling of a meter and it was not discovered that he "overcompensated" nervously, swinging the TA 2 or 3 divisions beyond

where it needed to go to place the needle at “set.” So everyone was about to throw away standard processes and Model Session because this one student “got such remarkable TA.” They only read the reports and listened to the brags and never *looked* at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough Model Session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of offbeat whole track on other students after course hours. The Academy students were in a state of electrification on all these new experiences and weren’t quickly brought under control, and the student himself never was given the works on Seven, Eight, Nine and Ten so they stuck. Subsequently, this student prevented another squirrel from being straightened out and his wife died of cancer resulting from physical abuse. A hard, tough instructor at that moment could have salvaged two squirrels and saved the life of a girl. But no, students had a right to do whatever they pleased.

Squirreling (going off into weird practices or altering Scientology) only comes about from noncomprehension. Usually the noncomprehension is not of Scientology but some earlier contact with an offbeat humanoid practice which in its turn was not understood.

When people can’t get results from *what they think* is standard practice, they can be counted upon to squirrel to some degree. The most trouble in the past two years came from orgs where an executive in each *could not* assimilate straight Scientology. Under instruction in Scientology, they were unable to define terms or demonstrate examples of principles. And the orgs where they were got into plenty of trouble. And worse, it could not be straightened out easily because neither one of these people could or would duplicate instructions. Hence, a debacle resulted in two places, directly traced to failures of instruction earlier. So proper instruction is vital. The D of T and his Instructors and all Scientology Instructors must be merciless in getting Four, Seven, Eight, Nine and Ten into effective action. That one student, dumb and impossible though he may seem and of no use to anyone, may yet someday be the cause of untold upset because nobody was interested enough to make *sure* Scientology got home to him.

With what we know now, there is no student we enroll who cannot be properly trained. As an Instructor, one should be very alert to slow progress and should turn the sluggards inside out personally. No *system* will do it, only you or me with our sleeves rolled up can crack the back of bad studenting and we can only do it on an individual student, never on a whole class only. He’s slow = something is awful wrong. Take *fast* action to correct it. Don’t wait until next week. By then he’s got other messes stuck to him. If you can’t graduate them with their good sense appealed to and wisdom shining, graduate them in such a state of shock they’ll have nightmares if they contemplate squirreling. Then experience will gradually bring about Three in them and they’ll *know* better than to chase butterflies when they should be auditing.

When somebody enrolls, consider he or she has joined up for the duration of the universe—never permit an “open-minded” approach. If they’re going to quit let them quit fast. If they enrolled, they’re aboard; and if they’re aboard, they’re here on the same terms as the rest of us—win or die in the attempt. Never let



them be half-minded about being Scientologists. The finest organizations in history have been tough, dedicated organizations. Not one namby-pamby bunch of pantywaist dilettantes have ever made anything. It's a tough universe. The social veneer makes it seem mild. But only the tigers survive—and even *they* have a hard time. We'll survive because we are tough and are dedicated. When we *do* instruct somebody properly, he becomes more and more tiger. When we instruct half-mindedly and are afraid to offend, scared to enforce, we don't make students into good Scientologists and that lets everybody down. When Mrs. Pattycake comes to us to be taught, turn that wandering doubt in her eye into a fixed, dedicated glare and she'll win and we'll all win. Humor her and we all die a little. The proper instruction attitude is, "You're here so you're a Scientologist. Now we're going to make you into an expert auditor no matter what happens. We'd rather have you dead than incapable."

Fit that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

But we won't have to bear it forever. The bigger we get, the more economics and time we will have to do our job. And the only things which can prevent us from getting that big fast are areas in from One to Ten. Keep those in mind and we'll be able to grow. Fast. And as we grow, our shackles will be less and less. Failing to keep One to Ten will make *us* grow less.

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and practice our technology.

An Instructor or Supervisor or Executive *must* challenge with ferocity instances of "unworkability." They must uncover what *did* happen, what *was* run and what *was* done or not done.

If you have One and Two, you can only acquire Three for all by making sure of all the rest.

We're not playing some minor game in Scientology. It isn't cute or something to do for lack of something better.

The whole agonized future of this planet, every man, woman and child on it, and your own destiny for the next endless trillions of years depend on what you do here and now with and in Scientology.

This is a deadly serious activity. And if we miss getting out of the trap now, we may never again have another chance.

Remember, this is our first chance to do so in all the endless trillions of years of the past. Don't muff it now because it seems unpleasant or unsocial to do Seven, Eight, Nine and Ten.

Do them and we'll win.

L. RON HUBBARD
Founder

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All Staff
Tech Hats
Qual Hats

*A Message to the Executive Secretaries
and All Org Staff*

Keeping Scientology Working Series 2

QUALITY COUNTS

Clearing is now in the reach of every Scientologist.

Excellent auditor training is now in the reach of every Academy.

And these are the only things in the long run that will count.

When I see an organization staff panting after newspaper publicity or going mad on the subject of dissemination, and at the same time turning in to me bad results and poor student quality, I know somebody has their targets mixed up.

Quality is the *only* thing that counts. If quality in training and processing is not given first rank and constant priority by secretaries or Executive Secretaries, then all the administration in the world will not make the grade for any Central Org.

Deliver the goods. That's a crude way to put it. But if you want a new and better civilization, you won't get it by advertising or worrying what people think of you. You will get it only by releasing and clearing people and sending them out into the society to get the show on the road in all branches of human activity, including Scientology.

I know we have been a long time without clearing people. But we're clearing them now. What does it take to clear people? It takes highly skilled and tightly supervised auditing. It takes good technology. It takes good technical application.

If you'll forget about how easy it is to mob students all up in a class and actually confront each student as an individual, make sure he knows every essential step he has to know, make sure *all* his questions get answered, you'll have auditors that can audit.

Will you *please* put attention on raising technical skill in the HGC, releasing people, clearing people, and on the quality of training in the Academy to the end of getting every student capable of all the steps necessary to release people.

I have made the grade technically in the field of research. Now it's time to drop all the booboos and nonsense. All you have to do in an org is release and clear people and turn out auditors who can release people and keep in contact with the public and treat them well and you're over the top.

This morning I received a cable from an org. An urgent cable. Did it say, "How do you assess for a Prehav level" or something sensible? No, it didn't. It said, "Send us some biographical data for a newspaper article." I spit. That org is doing the lousiest job possible in Technical and is all worked up to get publicity. What's this? *Do* they think a society in this shape will approve Scientology into power? Hell no! And to hell with this society. We're making a new one. So let's skip the approval button from a lot of wogs and settle down to work to make new people and better people. *Then* maybe you'll have a society.

Right here and right now this policy is laid down in concrete with an atomic branding iron: **THE FIRST AND PRIMARY GOAL OF AN ORGANIZATION IS DELIVERING THE FOREMOST TECHNICAL QUALITY THAT CAN BE DELIVERED IN ITS AREA.**

All right. I've made my technical target bang in the bull's-eye. You can release and clear. You can train auditors well. Well, Christ! Let's do it, do it, do it!

L. RON HUBBARD
Founder



Keeping Scientology Working Series 3

QUALITY AND ADMIN IN CENTRAL ORGS

The function of the administrative personnel in a Central Organization is to make technical quality possible and get it delivered to Scientologists and the public.

Administration is no unimportant function. On the contrary, I had to work in Scientology a long time before I found out that in the absence of good administration, technical quality is impossible. At first I counted on high-caliber businessmen to do it. Then I found, after 1954, that they didn't have a clue and that their use had led us on a bad course. So we had to develop and learn administration and we are winning on it.

An administrative personnel is there to keep the lines moving and the function of his post operating.

Administrative personnel get Scientology to the public, keep the public happy and the organization solvent.

Administrative personnel are there to keep administration out of technical hands and let technical work.

Administration gets the public in and out, keeps communication going, gets the data to tech and keeps the org from going broke.

Administration is, however, owed something by technical. If administration gets people in for service, it is only right that that service, when rendered by technical, be the highest possible quality.

For if administration in all departments is not backed up by quality technical achievements, then administration is betrayed.

If one keeps, as in Accounts, collecting money for service rendered by technical, then Accounts has a right to demand that it was good service or else the accountant, in collecting, betrays.

Therefore, administration may at any time, just as technical may demand good admin, demand of technical that it produce and hold its own.

As of this moment there is no excuse of any kind for any technical failure in any Central Org.

The moment we got all the tools, it showed up that technical often had not understood any of the tools it already had. A clear-cut, simple routine as it now exists makes auditing and training a problem in black and white. Either it is done or it isn't.

If results are not forthcoming for any person as of now, then somebody is goofing. And it won't be any small goof.

It is working out that goofs are of this magnitude:

Auditor does not know anything about reading a meter but has been kidding us one and all that he or she knew;

Auditor has not the vaguest on how to handle rudiments;

Auditor couldn't security check Khrushchev and find a crime;

Auditor has no clue about assessment;

Auditor just doesn't even report to session.

That would be the sort of thing it would take to keep Scientology from working on every case. The errors are *gross*, never slight, if a case doesn't move.

All right. Admin personnel do their job. Therefore they have a right to expect tech will do its job.

The whole source of low units is tech failure. Bad tech makes it almost impossible to get pcs or students in. Therefore admin has a right to raise hell over bad tech. A graph drops. ARC breaks gleam clear to anyone. Admin, working at a less interesting job, has the right to scream loud enough to be heard on Arcturus. Because *that* took a fantastic, large technical goof to achieve.

None can now say all is changing in tech. The only thing that's changing is the communication and information to get tech to do its job.

Low units, lack of enough personnel, lack of new executive personnel, all trace to tech failure in the past.

Now is the time to make good. We *can* release people *easily*. Why not do it? We can clear people. Why not do it?

A high executive in a Central Org who had had a tech department that was failing, failing, failing owned up the other day to "having all the data but being too busy to study it." He meant, obviously, he was too busy to do his job. And a Joburg Security Check found out why.

All staff members, tech and admin, of a Central Org, each one or all together, have a right to demand that every tech person knows his business and does the job.

All staff personnel, in a meeting or by petition, have a right to demand certain personnel be sent to Saint Hill to be trained.

All staff personnel have a right to demand that any or all staff personnel be given a *Joburg* Security Check, WW Sec Form 3, by somebody who knows how to give one.

All staff personnel have a right to demand practical and functional releasing and clearing (1) of staff, (2) of executives and (3) of the public who buy our service.

If we're going to put a new world here, we better get going on the project. It isn't as if we could fool people forever.

L. RON HUBBARD
Founder



HCO POLICY LETTER OF 14 FEBRUARY 1965

Remimeo
All Hats
BPI

Keeping Scientology Working Series 4

SAFEGUARDING TECHNOLOGY

For some years we have had a word “squirreling.” It means altering Scientology, offbeat practices. It is a bad thing. I have found a way to explain why.

Scientology is a *workable system*. This does not mean it is the best possible system or a perfect system. Remember and use that definition. Scientology is a *workable system*.

In fifty thousand years of history on this planet alone, man never evolved a workable system. It is doubtful if, in foreseeable history, he will ever evolve another.

Man is caught in a huge and complex labyrinth. To get out of it requires that he follow the closely-taped path of Scientology.

Scientology will take him out of the labyrinth. But only if he follows the exact markings in the tunnels.

It has taken me a third of a century in this lifetime to tape this route out.

It has been proven that efforts by man to find different routes came to nothing. It is also a clear fact that the route called Scientology *does* lead out of the labyrinth. Therefore it is a workable system, a route that can be traveled.

What would you think of a guide who, because his party said it was dark and the road rough and who said another tunnel looked better, abandoned the route he knew would lead out and led his party to a lost nowhere in the dark. You'd think he was a pretty wishy-washy guide.

What would you think of a Supervisor who let a student depart from procedure the Supervisor knew worked? You'd think he was a pretty wishy-washy Supervisor.

What would happen in a labyrinth if the guide let some girl stop in a pretty canyon and left her there forever to contemplate the rocks? You'd think he was a pretty heartless guide. You'd expect him to say at least, “Miss, those rocks may be pretty, but the road out doesn't go that way.”

All right, how about an auditor who abandons the procedure which will make his preclear eventually Clear just because the preclear had a cognition?



People have following the route mixed up with “the right to have their own ideas.” Anyone is certainly entitled to have opinions and ideas and cognitions—so long as these do not bar the route out for self and others.

Scientology is a workable system. It white-tapes the road out of the labyrinth. If there were no white tapes marking the right tunnels, man would just go on wandering around and around the way he has for eons, darting off on wrong roads, going in circles, ending up in the sticky dark, alone.

Scientology, exactly and correctly followed, takes the person up and out of the mess.

So when you see somebody having a ball getting everyone to take peyote because it restimulates prenatales, know he is pulling people off the route. Realize he is squirreling. He isn't following the route.

Scientology is a new thing—it *is* a road out. There has not been one. Not all the salesmanship in the world can make a bad route a proper route. And an awful lot of bad routes are being sold. Their end product is further slavery, more darkness, more misery.

Scientology is the only workable system man has. It has already taken people toward higher IQ, better lives and all that. No other system has. So realize that it has no competitor.

Scientology is a workable system. It has the route taped. The search is done. Now the route only needs to be walked.

So put the feet of students and preclears on that route. Don't let them off of it no matter how fascinating the side roads seem to them. And move them on up and out.

Squirreling is today destructive of a workable system.

Don't let your party down. By whatever means, keep them on the route. And they'll be free. If you don't, they won't.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970RB

Issue I

REVISED 25 OCTOBER 1983

Remimeo
Applies to all
SHs and
Academies
HGCs
Missions

URGENT AND IMPORTANT

Keeping Scientology Working Series 5R

TECHNICAL DEGRADES

(This PL and HCO PL 7 Feb. 65
must be made part of every study pack as
the first items and must be listed on checksheets.)

Any checksheet in use or in stock which carries on it any degrading statement must be destroyed and issued without qualifying statements.

Example: Level 0 to IV checksheets SH carry "A. Background Material— This section is included as an historical background but has much interest and value to the student. Most of the processes are no longer used, having been replaced by more modern technology. The student is only required to read this material and ensure he leaves no misunderstood." This heading covers such vital things as TRs, Op Pro by Dup! The statement is a falsehood.

These checksheets were not approved by myself; all the material of the Academy and SH courses IS in use.

Such actions as this gave us "quickie grades," ARC broke the field and downgraded the Academy and SH courses.

A condition of TREASON or cancellation of certificates or dismissal and a full investigation of the background of any person found guilty will be activated in the case of anyone committing the following HIGH CRIMES:

1. Abbreviating an official course in Dianetics and Scientology so as to lose the full theory, processes and effectiveness of the subjects.
2. Adding comments to checksheets or instructions labeling any material "background" or "not used now" or "old" or any similar action which will result in the student not knowing, using and applying the data in which he is being trained.
3. Employing after 1 Sept. 1970 any checksheet for any course not authorized by myself or the Authority, Verification and Correction Unit International (AVC Int).

(Hat checksheets may be authorized locally per HCO PL 30 Sept. 70, CHECKSHEET FORMAT.)

4. Failing to strike from any checksheet remaining in use meanwhile any such comments as “historical,” “background,” “not used,” “old,” etc., or VERBALLY STATING IT TO STUDENTS.
5. Permitting a pc to attest to more than one grade at a time on the pc’s own determinism without hint or evaluation.
6. Running only one process for a lower grade between 0 to IV, where the grade EP has not been attained.
7. Failing to use all processes for a level where the EP has not been attained.
8. Boasting as to speed of delivery in a session, such as “I put in Grade Zero in 3 minutes.” Etc.
9. Shortening time of application of auditing for financial or labor-saving considerations.
10. Acting in any way calculated to lose the technology of Dianetics and Scientology to use or impede its use or shorten its materials or its application.

REASON: The effort to get students through courses and get pcs processed in orgs was considered best handled by reducing materials or deleting processes from grades. The pressure exerted to speed up student completions and auditing completions was mistakenly answered by just not delivering.

The correct way to speed up a student’s progress is by using two-way comm and applying the study materials to students.

The best way to really handle pcs is to ensure they make each level fully before going on to the next and repairing them when they do not.

The puzzle of the decline of the entire Scientology network in the late 60s is entirely answered by the actions taken to shorten time in study and in processing by deleting materials and actions.

Reinstituting full use and delivery of Dianetics and Scientology is the answer to any recovery.

The product of an org is well-taught students and thoroughly audited pcs. When the product vanishes, so does the org. The orgs must survive for the sake of this planet.

L. RON HUBBARD
Founder



HCO POLICY LETTER OF 26 OCTOBER 1971

Remimeo
D of P Hat
Tech Sec Hat
Qual Sec Hat
Registrar Hat

Keeping Scientology Working Series 6

TECH DOWNGRADES

A constant alertness must be maintained in the Tech and Qual Divisions and especially by a C/S and *D of P* for technical downgrades.

To people who have no personal reality on the results of processing, it is especially easy to be “reasonable” about no results.

The public is not result conscious. This is proven by a century of botched up psychiatry and psychology. At no time in that century has a government or a society recognized or demanded *results*. The evidence that this is a *fact* is very plain. Psychiatry and psychology have *never* achieved a positive lasting result of any benefit but, on the contrary, downgrade, injure and kill. Yet they are still functioning as professions.

Now, this seems to be an invitation or justification for an org not to try for any results.

But the *truth* is that the public is with you just so long as results *are* achieved. As soon as they aren't achieved, areas become upset.

And as for psychiatry and psychology, they are functioning but resultless, are in serious trouble and are despised.

So there is no tradition of or any general belief in results in the society or its governments.

Thus, an org can become sloppy as there is no *visible* demand for results. There is only an invisible hope. And a definite reaction when they don't occur.

We CAN and DO achieve results beyond anyone's hopes.

So long as we continue to do this, our area control will expand. When we don't, it will contract.

In view of the above lack of demand, it is up to us to hold up our own standards. Quality is a matter we must give constant attention.

We must produce:

1. Students who CAN audit.

2. Pcs who HAVE ACHIEVED gains in auditing.

A very high-handed attitude, based on truth, is what is required of us.

Example: Pc has had Triple Grades but can't talk.

All right, so we don't let him go.

We say, "We're sorry but you must redo your Grade Zero."

We get a Folder Error Summary, repair it, really set him up, get him through a Comm Course and redo Zero with further processes.

Example: The OCA graph of a pc "completing" his Dianetics is all below the line—unacceptable.

We don't kid ourselves, pay a completion bonus to the auditor and let the pc go.

We say, "Sorry. You haven't made it. This takes more auditing."

Example: A student "graduates" from the Academy yet doesn't audit.

We call him back, find out why, word clear him, drill him, demand he intern.

AS LONG AS A STUDENT OR PC THINKS HIS FAILURE TO MAKE IT IS ALL RIGHT WITH YOU, YOU WILL HAVE A BAD REPUTE IN HIS AREA. PRIVATELY HE WILL THINK THE SUBJECT DOESN'T WORK AND THAT YOU ARE FRAUDS.

The moment you say to somebody who hasn't made it, "You have not met our standards," truth and respect go in.

Reversely, the moment you say to somebody who *has* made it that he has, the truth of your skill is apparent to him.

To tell people that haven't made it that they have is to establish a lie and earn contempt.

To tell people they haven't made it **WHEN THEY HAVE** is to get back hostility and a bad repute.

THE GRADE CHART

When the pc has honestly achieved the auditing skills or pc grades of the Gradation Chart, you are satisfied.

If the pc hasn't, you are *not* satisfied.

This technical honesty is your winning card.

Even if he buys no more training or auditing, he will respect you and have confidence in you.

LOTS OF AUDITING

Real gains for pcs are attained with lots of auditing closely spaced as in intensives.

Failure to receive *enough* auditing is the primary reason for case failures.

LOTS OF COACHING

The real gains of a student come from lots of coaching, lots of tough, unswerving demands that he know his business.

CONCLUSION

You don't just sit back and say, "We did all we could so we'll let it go."

You deal in truth. Students or pcs make it or they don't.

Whichever way it is, you say so.

You *demand* they do make it.

Never permit a downgrade of a training or processing result.

Even if the person buys no more auditing, you still tell him.

Get off the dishonest false public relations morals of this planet.

Just be honest about results.

You will be startled how well it works and how right it is.

L. RON HUBBARD
Founder

Remimeo

IMPORTANT

Keeping Scientology Working Series 7

CUTATIVES

In the period up to 1966 we were plagued by an occasional obsessiveness to ADD to any process or policy. Additives made things unworkable.

After 1966 when I left the post of Executive Director WW, a new condition set in. Checksheets, processes, intensives, grades began to be CUT DOWN.

This we can dub a CUTATIVE impulse to coin a word.

So persuasive were its advocates that even I was persuaded to agree to some points of it so you need not feel bad if you were gulled into buying the idea of shortening things in order to produce a quicker result.

No one really saw where the trend was going.

In 1970 a survey I have just completed has shown that this effort was so complete that the following had been broadly accomplished:

- A. Training no longer included enough Scientology materials to make an effective Scientology auditor in many places.
- B. Grades had been shortened from 50 hours 0 to IV, to 2½ minutes.
- C. The end phenomena of grades and processes were discarded.

The end result has been:

- 1. Few skilled auditors.
- 2. Shrunken and struggling Scientology orgs.
- 3. A field that is disappointed in results—for they think they have had grades and haven't.
- 4. People coming into Advanced Orgs to be cleared who have NO lower grades actually run and so they can't make any upper grades.

In effect Scientology was thrown away. From total workability it was cut down to occasional result.

I saw the first impulse of this in an executive long since dismissed from Saint Hill as a constant overt, no-case-gain case who agitated constantly to remove tapes from the Saint Hill Course. As 90% of the data on the SHSBC is on tape, I merely thought he had gone over to the enemy and ignored him. Some others, however, had the same idea and started labeling basic books and bulletins “mere background data” or saying “We don’t use that now” or “That’s old and you only look at it for interest.” Thus, the laws of listing and other phenomena were thrown away.

Recently I found the reason Case Supervisors failed is that they just don’t know *Dianetics: The Original Thesis* and *Dianetics: The Evolution of a Science* or *Scientology 8-80* or *Scientology 8-8008*. WHEN I DEMANDED THEY STUDY THESE BOOKS THEY BECAME CAPABLE OF HANDLING CASES. They did not know what they were handling—the mind—and so how could they be sensible in ordering what was to be run on a case?

Back in 1950 we used to have a small bunch of goony birds, ex-psychologists, ex-lunatics. They were constantly demanding a two second action that totally cleared someone. Behind this was an inability to concentrate attention or even to work. These were people striving for total effect instantly. Yet they couldn’t run with reality on any process heavier than “How are you?” and they never saw a wall—they saw a mock-up of it!

So the impulse of DO IT ALL NOW NOW that destroyed any sanity of psychiatry is always around.

A student with a one item checksheet who does it in one minute is the ideal course to such.

A preclear run for 2½ minutes to total top grade becomes an ideal auditing session to such.

Such things just aren’t real. And such unreality got into the lines too hard and is being escorted right back out right now.

The following policies are in full force and are to be backed up fully.

1. Course checksheets may not be cut, edited or reduced after a fully approved checksheet is issued for use on any course.
2. No grade may be awarded for which all processes of that grade have not been run and where the end phenomena of that grade is not attested to singly and fully by the preclear before an Examiner.
3. Anyone found relegating basic materials to unimportance by reason of its age or volume is to lose his post and certificates.
4. Any statistic claimed which is achieved by downgrading materials or grades or falsely pretending an end phenomena has been achieved for pcs or skill by auditors shall result in the dismissal of the division head presenting it.

5. No suppressive person with a fat ethics file and no case gain may hold any executive position in a Scientology org.

If you in any org or mission are having any field or financial trouble, you need not look further than errors pointed out in this policy letter.

“Dianetic Triples” awarded after 1½ hours of processing, “multiple declares” after 10 minutes from 0 to IV, using checksheets from which all basic material has been cut, the failure to realize gains and abilities and success have to be worked for to be true, are at the bottom of any trouble any org or mission is having.

Beginning with the PL of 10 May 1970, SINGLE DECLARE, a more honest era has begun.

Scramble around and put it right.

Deliver Scientology not a cutative.

L. RON HUBBARD
Founder



HCO BULLETIN OF 19 APRIL 1972

Remimeo

Keeping Scientology Working Series 8
C/S Series 77

“QUICKIE” DEFINED

The reason an auditor can say he doesn't “quickie a rundown” (and none ever say they do) is because he has no definition for the word *QUICKIE*.

The word has been used to designate rundowns that were not completely and fully done.

It is not a slang word.

In the dictionary you will find “*quickie* also *quicky*: something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies).”

What happens in auditing, for instance, is a “Grade Zero Expanded” is “done” by just doing a single flow to its first F/N.

That is obviously “quickie.”

A more subtle one is to do a “PTS Rundown” with no ethics action to begin and no check for stability, holding gain and not ill a week or two after the RD. Only if both these actions were done would one have a “Complete PTS Rundown,” as it would give a PRODUCT = a pc no longer PTS.

So what makes a quickie “completion” quickie?

Is it length of time? Not necessarily.

Is it fewness of processes? Not necessarily, as Power can be done quickie simply by not hanging on for the EP and only going to F/N.

To define *COMPLETE* gives us the reverse of *quickie*.

“*COMPLETE*: To make whole, entire or perfect; end after satisfying all demands or requirements.” A completion is “the act or action of completing, becoming complete or making complete.”

So “completing” something is not a loose term. It means an exact thing. “End after satisfying all demands or requirements” does not mean “doing as little as possible” or “doing what one can call complete without being detected.”

Anything that does not fully satisfy all requirements is *QUICKIE*.

So “*quickie*” really means “omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved.”

In short, a quickie is not doing all the steps and actions that could be done to make a perfect whole.

Standard auditing actions required for ages that auditors cleared each word of each command. Yet when they went quickie they dropped this. When this was dropped, GAINS ON 75% OF ALL PCs LESSENERD OR VANISHED. We are right now achieving spectacular wins on pcs just by clearing up commands and words on all lists. We are finding that these pcs did not recover and NEVER BEFORE HAD BEEN IN SESSION even though previously “audited” hundreds of hours.

By omitting an essential action of clearing commands, processing did not work because the pc never understood the auditing commands!

So quickie action did not save any time, did it? It wasted hundreds of hours!

Quickie programs are those which omit essential steps like vital lists or 2WCs to get data. FESes for past errors are often omitted.

To slow down the torrent of quickie actions on clearing commands, HCO PL 4 Apr. 72 III, ETHICS AND STUDY TECH, has clause 4, “An auditor failing to clear each and every word of every command or list used may be summoned before a Court of Ethics. The charge is OUT-TECH.”

Ethics has to enter in after quickie tech has gotten in. Because quickie tech is a symptom of out-ethics. HCO PL 3 Apr. 72, Esto Series 13, DOING WORK, and HCO PL 4 Apr. 72, Esto Series 14, ETHICS, are vital know-how where a C/S is faced with quickie actions—or flubby ones that will not cure.

Essentially, quickie tech is simply *dishonest*. Auditors who do it have their own ethics out in some way.

To be sure, their confront is down.

There are numerous remedies for the quickie impulse. The above-mentioned policy letters and plain, simple TR 0 are standard remedies. TR 0 properly done and completed itself usually cures it.

Quickie study in 67 and 68 almost destroyed auditing quality. LRH ED 174 Int, STUDY AND TECH BREAKTHROUGH, which really pushes in study tech, will achieve the primary reason for quickie—the auditor didn’t understand the words himself.

Wherever quickie tendencies or false stats (the quickest quickie possible) show up, the above PLs had better be gotten into full use fast.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JUNE 1970RC

Issue II

REVISED 16 AUGUST 1989

Remimeo
C/Ses
Tech/Qual

C/S Series 12RC

Keeping Scientology Working Series 9R

GLOSSARY OF C/S TERMS

Refs:

HCOB	5 Apr. 77	EXPANDED GRADES
HCOB	24 Sept. 78RC III	CCRD Series 1R
	Rev. 18.12.88	DIANETIC CLEAR
HCOB	22 June 78RA	NED Series 2RA
	Rev. 8.4.88	NEW ERA DIANETICS FULL PC PROGRAM OUTLINE
HCOB	12 June 70	C/S Series 2 PROGRAMING OF CASES
HCOB	19 Apr. 72	C/S Series 77 "QUICKIE" DEFINED
HCOB	12 Nov. 81RC	GRADE CHART STREAMLINED FOR LOWER GRADES
	Rev. 1.7.85	
HCOB	12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
HCOB	14 Dec. 81	THE STATE OF CLEAR
HCOB	12 Sept. 78R	DIANETICS FORBIDDEN ON CLEARS AND OTs
	Rev. 2.12.85	
HCOB	1 Dec. 78RB	C/S Series 113RA
	Rev. 18.12.88	PROGRAMING OF CLEARS THE CLASSIFICATION, GRADATION AND AWARENESS CHART

RECOVERY PROGRAM:

When this bulletin was first issued in 1970, the RECOVERY PROGRAM included:

LRH EDs	100 Int 10 May 70	LOWER GRADES UPGRADED
	102 Int 20 May 70	THE IDEAL ORG
	103 Int 21 May 70	FAST FLOW GRADES CANCELLED
	104 Int 2 June 70	AUDITING SALES AND DELIVERY PGM NO. 1
	106 Int 3 June 70	WHAT WAS WRONG
	107 Int 3 June 70	ORDERS TO DIVISIONS FOR IMMEDIATE COMPLIANCE
	10 SH 6 June 70	SH PCs
	108 Int 11 June 70	AUDITING MYSTERY SOLVED
	101 Int 21 June 70	POPULAR NAMES OF DEVELOPMENTS

which comprised the program to recover full use and results of EXPANDED LOWER GRADES.

PROGRESS PROGRAM:

What was called a “Repair Program” on the first issue of the C/S Series (HCOB 24 May 70, now HCOB 23 Aug. 71, C/S Series 1, AUDITOR’S RIGHTS) has since been renamed a PROGRESS PROGRAM. It has been found that case gain which has not been earlier achieved can be consolidated by a PROGRESS PROGRAM. It can take 25 hours or more, and can be done by any classed auditor who is qualified to run the needed processes, as long as it is C/Sed by a qualified C/S who has star-rated on the new C/S Series. The PROGRESS PROGRAM is quite a technical development in itself. It is the answer to a pc who had “quickie grades” and didn’t actually reach full abilities in earlier Scientology auditing. It is followed by an Advance Program which follows below.

ADVANCE PROGRAM:

This is what was called a “Return Program” in the first issue of C/S Series 1. The name has since been changed from “Return” to “Advance” as more appropriate. It gets the pc really up to where he should be. It may take 50 hours or more.

EXPANDED LOWER GRADES:

Pcs won’t like being told they “have to have their lower grades rerun.” Actually that’s not a factual statement anyway. The lower grades harmonic into the OT levels. They can be run again with full 1950–60 to 1970 processes as given on the Saint Hill courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. See also HCOB 5 Apr. 77, EXPANDED GRADES, and HCOB 22 June 78RA, NED Series 2RA, NED FULL PC PROGRAM OUTLINE. There are no Dianetic or Scientology single or “quickie” lower grades anymore.

DIANETIC CLEAR:

The state of Clear can be achieved on New Era Dianetics.

It is not however attained by feeding people cognitions; Clears are made through auditing.

For those persons who do not go Clear on NED, there is the alternate route to Clear which consists of doing Power, Solo auditor training, R6EW and then the Clearing Course at an Advanced Org.

CLASSIFICATION CHART:

This chart, the Classification, Gradation and Awareness Chart, has been reissued many times. All issues are more or less valid. Earlier versions of the chart (in the 60s and 70s) listed processes either in the “Processes Taught” column on the training side of the chart or in the “Processes Run” column on the auditing side. All those processes and more are listed in the Expanded Grades Process Checklists, HCOB 14 Nov. 87, issues I–VI, and are used in Expanded Lower Grades.

The chart is *valid*.

QUICKIE GRADES:

Persons were too demanding to be done quickly. On many cases the grades as given were valid but a large number of cases needed Expanded Lower Grades. Twenty minutes from Grade 0 to IV and five minutes Power was far more than many could stand up to. These and all others who haven't fully made it need a PROGRESS PROGRAM and an ADVANCE PROGRAM to "pick up all the latent gain they missed."

DIANETIC PCs:

Dianetic pcs should be audited on New Era Dianetics to full NED case completion or, should it occur on NED, the state of Clear.

TRAINING:

Any pc who has trouble needs training, and the amount of time required in Expanded Lower Grades and so on makes it cheaper to be trained.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 21 JUNE 1970

Remimeo

C/S Series 9

Keeping Scientology Working Series 10

SUPERFICIAL ACTIONS

One of the reasons Scientology tended toward disuse in the late 1960s was not its workability. It was a growing cultural disinclination to do things thoroughly.

“Fast, quick results” was interpreted as seconds or minutes. In old psychotherapy as practiced in the nineteenth century, it required ONE YEAR of weekly consultation to see if anything could be done about a case and FOUR MORE YEARS to produce a meager superficial result. Compared to that, two or three hundred hours of processing was nothing.

As we began to dominate this field in terms of persons handled and results obtained, psychiatry invented “instant psychiatry” by which no result was gotten in no time.

SPEED became the primary consideration of the culture. Jet planes, fast cars “saved time.” But an old Chinese, when told by a driver that he had saved four minutes in speeding back from town, asked, “What are you going to do with the four minutes?”

Time itself is a basis of aberration. Dropping time out is the consideration of factory managers of production lines as “the faster something can be made the more you have of it.” But look at this again. Something can be done so fast it isn’t done at all! The difference between a very fine camera and a cheap one is speed of manufacture. Cheap cameras don’t get their parts carefully machined or matched—they don’t fit together—they break, cease to work. A fine gun can be told by the lack of tool marks on the hidden places. A cheap gun’s inner bolt is a mess of scars. It isn’t smooth in operation. It didn’t take much time to make but it also jams and freezes up when you try to use it. Maybe you’ve heard of “hotter than a two-dollar pistol.” A two-dollar pistol is “hot” because it’s so quickie made, it usually blows up and blows off a hand.

There is a point where SPEED is simply a cover for a cheap, worthless product.

Let us take a filthy room. A lazy housekeeper comes in and sweeps a few bits of dust under the carpet, leaves soot all over the windows and garbage on the mantle and says it’s clean. Somebody else not afraid of work spends an hour at it and leaves a really clean room.

SHORT PROGRAMS

A short pc program is economically and efficiently for the birds.

In the first place, a C/S has to know the extent of his tech well to be able to think up light processes in quantity.

If one heard a C/S say, “But I don’t have time to spend an hour doing a long program for the pc,” one is listening to something peculiar. If one spent an hour or two doing up a real long, twenty-action program to repair the pc, then for the next twenty C/Ses it takes only a few minutes to look over the session and order the next action on the list. If one had no program, one would have to study the *folder* each time. One actually saves C/S time by doing *long* programs both to repair and to get the pc back on the Class Chart where he’d gotten to.

Further, auditing is sold by the hour and it WASTES money and income and pcs to short-program them.

“Yes, but we sell result! If we can get two hundred pcs done in one hundred auditing minutes, we would make £18,233 clear profit. . . .”

Well, the cruel answer to that was, when orgs began to do that on lower grades, they didn’t attain the result on the pc and stats went DOWN!

Power was once priced against the fact of fifty to one hundred hours of auditing. It retained the price, and by cutting out all end phenomena or real gain, it was at last being given in twenty minutes. And after just so many years of this economic dishonesty, SHs crashed! They had sold out the real value of the product for a quick buck. The “field” became “ARC broken” and few takers came to an SH. It is a very long, hard road back. And it is a very costly one.

“Quickie grades,” instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

Let’s just face up to the facts of life!

Selling out the integrity of the subject for a buck wrecks the subject.

SUCCESS

The real stat of an org is success stories.

Honest grades and time spent in C/Sing and in auditing to obtain them add up to success for the individual, the org, its field, the country and the planet.

The *time* it takes to process somebody is how long it takes to get *each* single result available. It is not how slowly or quickly it is done. A book is not a good book if it takes seven years to write. And a bad book isn’t always written in two weeks. It takes as long to write a good book as you get a good book. The *result* is the result and TIME IS JUST AN ENTERED ARBITRARY.

A person who overwhelms at Grade IV is an easily overwhelmed person. It might take fifty hours just to repair the case and the person's life. That might be twenty or thirty steps on the program.

If the C/S can't dream up eight or nine ways to repair past auditing and fifteen or twenty ways to repair a life, then it's time to go back and read *Dianetics: The Original Thesis*; *Dianetics: The Evolution of a Science*; *Dianetics: The Modern Science of Mental Health*; *Scientology 8-80*; *Scientology 8-8008* and listen to a hundred or so SHSBC tapes.

"Yes, but I have no time to _____." Well, that's also saying "It can't be done well."

But there *is* time. If anyone looked over his area, he would be able to throw out the time-wasting actions if it comes to that.

"Look. I'm the C/S, the D of P and have to audit three _____."

That's a statement that the job has already been done so badly that no persons show up to take over the extra hats! And the no-result programs cripple the economics and that becomes no help.

I have seen Mary Sue take over an HGC that had tons of unsolved cases and too few auditors and have watched her solve one case at a time and within two weeks have thirty-five auditors and no backlogs and in six weeks no unsolved cases! She was using the "old," "historical," "background," "we don't use them anymore" processes!

So it not only can be done, it is the thing to do.

That org's stats soared. It became solvent. It ran at a high run and was a happy org.

SICK PCs

When there are sick people on a list, one doesn't just "give a Dianetic Assist" and send to a doctor and write them off.

If one knows his tech, there was a *reason* the person got sick. One also knows a sick person goes into overwhelm easily.

One can do a Touch Assist, a Contact Assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCOB 24 July 69, two-way comm on suppression, 3 S&Ds, assessment for area of illness, Prepcheck on area, ruds on area, Hello and Okay with the affected area, Reach and Withdraw from area, two-way comm, Recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, Prepcheck on the body or its part, more HCOB 24 July 69, more ruds, assessment of failed purposes, two-way comm on the sickness.

That's not a program. It's just a helter-skelter list of a *lot* of things to do. It would not greatly matter what order they were done in but lighter actions should be the earlier. And in a program, auditing repair comes before life repair.

EXPECTANCY

Now, if a C/S or an auditor has a magical complex, he expects ONE process to run a person from wog to OT VI and in ONE minute.

The missing knowledge is “gradient scales.” Stairs and ladders have steps and rungs. It takes TIME to climb a tower.

The magical complex thinks of processes as incantations or charms. A person C/Sing would always be trying to find THE process the pc should be run on. The think is that THE process, once discovered, would take no time at all and the pc would magically become well!

Pardon me, but that’s pure goofiness.

And it would set the C/S up for constant FAILURE.

One sees such a person scrambling through processes, trying to guess “which one which one which one. Oh, there’s one! Now we run it for three minutes on the pc. Oh dear, it didn’t work. He isn’t well. Let’s see what’s here still. Scramble scramble. Oh, here’s one. This green paper is probably the right color. Auditor! Run this on the pc. Oh dear, it didn’t work. He isn’t well yet. So! We will take these five major processes and run them all in one session and add six grades. Do that! Do it! It’s a desperate situation. Oh dear, the pc blew. Well, I guess the subject doesn’t work or I’m a failure. . . .”

That is NOT how one should C/S.

If a workman was supposed to cure an oxhide and was told salt would do it and he had a magical complex, what would he do? Well, he might take a small salt shaker and sprinkle the corner of the hide (thinking the right thought) and find that the hide rotted in a few days. He could then conclude salt didn’t cure oxhides. If someone kept hammering at him to cure oxhides with salt and he kept sprinkling the corner (knowing it wouldn’t work), he’d get a very odd idea about his orders! But who would suspect that this workman thought it was magic! An honest rubbing of salt all over and into the oxhide is the meaning of “salt will cure oxhides”!

But that would take work. It would take TIME! It would have to be honestly and thoroughly done. But one would have cured oxhides and gotten shoes and a profit and pay and everything, for one had a *product*.

Magical thought in auditing isn’t likely to give anyone a product of really able people!

SHORT-CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale. There are eighteen pairs. Each *pair* should be run to F/N Cog VGIs.

An auditor told to run Rising Scale can run along the eighteen pairs until one F/Ns. And leave it.

The process has been short-cut. And with that shortcut went its ability to restore fertility!

So one hears Rising Scale will sometimes restore fertility or change eyesight. Orders it done. It is done to one F/N. No real result occurs.

Or take Dianetics. Dianetics can be chopped "to save TIME." First feeble flutter of an F/N, no cog, no VGIs, auditor barking "Did it erase? Did it erase?" Final result, no real gain. There goes the subject. Half an hour to run the chain, no extra thirty seconds for the real F/N, the cog, the VGIs.

SO ONE WASTES A RESULT FOR THE SAKE OF SAVED TIME.

THE AGE

It is a symptom of the age that there is no time. But in the Data Series PLs one finds that "omitted time" is a basic insanity.

That a body lives only about seventy years puts an awful limit on man.

Man's empires endure at most only about three hundred years if that.

Seventy years is not enough time to make a real career and three hundred years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take seventy years or three hundred years to process a pc. A year maybe up to *Homo novis*. A few years to OT. Even traveling it casually slow.

Twenty-five hours to repair someone's life and fifty to one hundred hours to get him up to no somatics with Dianetics is pretty satisfactorily fast. What's this take? A week to repair. Two to four weeks for full Dianetics. At twenty-five hours a week. That's very little.

And it's enough to tell him to get trained so he can have all he wants.

SPEED LIABILITY

When speed is the consideration, not results, you get a very cheap camera or car. And you can expect it to fall apart very soon. You also get a cheap reputation.

We are in the Leica and Cadillac and Rolls Royce product class without trying.

Why settle for "quickie grades"?

You get no students that way and *that's* the heavy org income. You get no expanding field. And you won't ever get a cleared planet.

We've learned all this the hard way. So let's not let it go unheeded.

The place to handle the situation is with C/Sing.

And to gain the cooperation of C/Ses to make results real results by insisting that speed is the fast road to poverty in the long run.

If the C/S burden is too heavy, start pushing training. Then you'll get help.

Honest C/Sing gives an honest result.

It takes as long to correct a case as it takes. It takes as long to make a person well as it takes. It takes as long to get a real lasting grade result as it takes.

And that's a lot longer than the time spent on it in the late 60s.

ALL pcs "have to be OT tomorrow." Why let them C/S their case by demanding it only take two minutes?

Self-C/Sing is no more effective than self-auditing.

Registrars as well as pcs try to grab the C/S hat. "I will sell you a marital intensive because you have such a bad cold." And execs, "Run this staff member on money. . . ."

Well, a C/S's hat is the C/S's. And he should wear it for honest results. And damn others trying to C/S and wreck his job.

THERE ARE NO CONSIDERATIONS WHICH FORGIVE ANY RESULT THAT IS NOT THOROUGH AND HONEST FOR EVERY PROGRAM OR GRADE.

L. RON HUBBARD
Founder



HCO POLICY LETTER OF 25 JANUARY 1980

Remimeo
All Execs' Hats
Tech Hats
Qual Hats

Keeping Scientology Working Series 11

**EXECUTIVE RESPONSIBILITY FOR
TECHNICAL EXCELLENCE**

Refs:

HCO PL 7 Feb. 65	KSW Series 1 KEEPING SCIENTOLOGY WORKING
HCO PL 4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCO PL 16 Nov. 73	STUDY TECH AND POST

Technical excellence is not just the concern of technical personnel. Administrators and executives alike in all orgs and internationally are responsible for seeing that Scientology is kept working.

Having crashing misunderstood words or no technical training does not excuse any lack of responsibility for ensuring the quality of the technology and may not be used as a justification in any Committee of Evidence that results from out-tech having been found in an area.

HOW TO ENSURE TECHNICAL EXCELLENCE

Whether trained or not, there are many ways in which incorrect application can be detected. Here are just a few ways it can be done, and this is by no means a complete list:

1. Stamp out all instances of verbal tech.

Refs: HCOB 9 Feb. 79	HOW TO DEFEAT VERBAL TECH
HCOB 15 Feb. 79	VERBAL TECH: PENALTIES

2. Make sure you have an established and efficient Qualifications Division.

Ref: HCO PL 31 July 65	PURPOSES OF THE QUALIFICATIONS DIVISION
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3. Ensure that high-crime checkouts are done and that the log is kept in PT for inspection by the executives.

Ref: HCO PL 8 Mar. 66	HIGH CRIME
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4. Ensure that HCO PL 16 Mar. 71R, Rev. 29.1.75, WHAT IS A COURSE? and HCO PL 30 Oct. 78, COURSES—THEIR IDEAL SCENE, are in in, in the Academy.

5. Make sure that sufficient Word Clearers are trained and posted to pick up the misunderstood words of students, staff and other publics.

Ref: HCO PL 30 Aug. 74R II QUAL STAT CHANGE, A NEW ONE
Rev. 31.12.75

6. Verify that the worksheets in the pc folders are legible.

Ref: HCOB 25 Sept. 74 C/S Series 94
 REDUCTION OF REFUNDS
 C/Ses AND OVERLOAD

7. Check the % of F/N VGIs at Examiner.

Ref: HCOB 25 Aug. 71 C/S Series 56
 Auditor Admin Series 2
 HOW TO GET RESULTS IN AN HGC

8. Check the success stories stat and the actual success stories for their quality.

Ref: HCOB 21 June 70 C/S Series 9
 SUPERFICIAL ACTIONS
 (paragraph on "Success")

9. Make sure that HCO PL 4 Apr. 72R III, Rev. 21.6.75, ETHICS AND STUDY TECH, and HCO PL 16 Nov. 73, STUDY TECH AND POST, are fully applied in the org.

10. Observe the auditors; do they have a high professional conscience and are they willing to study, drill and do everything possible to perfect their tech?

Ref: HCOB 22 Jan. 77 IN-TECH, THE ONLY WAY TO
 ACHIEVE IT

An executive or administrator can get all these things checked and handled. If he does, he will have an org known for its standard application of the technology.

I am asking you to get this policy applied.

Do this for me and you, your staff and your org will flourish and prosper.

L. RON HUBBARD
Founder

Assisted by
CS-5



Remimeo
All Qual Hats

QUAL DIVISION

Keeping Scientology Working Series 12

PURPOSES OF THE QUALIFICATIONS DIVISION

(Star-rated on all checkouts)

The Qualifications Division is division number 5 of the organization.

This division is headed by the Qualifications Secretary.

It consists of three departments:

The Department of Examinations, department number 13, is headed by the Director of Examinations.

The Department of Review, department number 14, is headed by the Director of Review.

The Department of Certifications and Awards, department number 15, is headed by the Director of Certifications.

The departments have various sections and units.

THE QUALIFICATIONS DIVISION

The prime purpose of the Qualifications Division is:

“TO ENSURE THE RESULTS OF SCIENTOLOGY, CORRECT THEM WHEN NEEDFUL AND ATTEST TO THEM WHEN ATTAINED.”

The activities of the division are covered by the prime purpose of the division, and all rules, regulations, policies and routes relating to that division are for the purpose of assisting it to carry out its purpose, and no order, rule, regulation, policy or route may swerve it or its departments, sections or units or its executives or personnel from carrying out the purposes outlined herein.

DEPARTMENT OF EXAMINATIONS

The prime purpose of the Department of Examinations and all its sections and units is:

“TO HELP RON ENSURE THAT THE TECHNICAL RESULTS OF THE ORGANIZATION ARE EXCELLENT AND CONSISTENT, THAT STUDENTS AND PRECLEARS ARE WITHOUT FLAW FOR THEIR SKILL OR

STATE WHEN PASSED AND THAT ANY TECHNICAL DEFICIENCY OF ORG PERSONNEL IS REPORTED AND HANDLED SO THAT THE TECHNICAL RESULTS OF THE ORGANIZATION CONTINUE TO BE EXCELLENT AND CONSISTENT.”

IT MUST BE KEPT IN MIND THAT THE PRODUCT OF THE ORGANIZATION IS NOT SCIENTOLOGISTS, BUT CONDITIONS CHANGED BY SCIENTOLOGY. THEREFORE, THE *ABILITY* OF THE AUDITOR TO CHANGE CONDITIONS IN PRECLEARS AND THE ABILITY OF THE PRECLEAR OR CLEAR TO CHANGE CONDITIONS ALONG THE DYNAMICS ARE THE ONLY CONCERN OF THE DEPARTMENT OF EXAMINATIONS.

The orders, rules, regulations, policies and routes relating to this department were intended to assist it and expedite the carrying out of its purpose.

Therefore, no order, rule, regulation, policy or route may be interpreted to swerve the Department of Examinations from its prime purpose, which is paramount in all its activities. Its policies and routes exist to carry out its prime purpose and for no other reason.

The integrity of Scientology and its hope for beings in this universe are entrusted to the Department of Examinations.

THE DEPARTMENT OF REVIEW

The prime purpose of the Department of Review and all its sections and units is:

“TO HELP RON CORRECT ANY NONOPTIMUM RESULT OF THE ORGANIZATION AND ALSO TO ADVISE WAYS AND MEANS BASED ON ACTUAL EXPERIENCE IN THE DEPARTMENT TO SAFEGUARD AGAINST ANY CONTINUED POOR RESULT FROM ANY TECHNICAL PERSONNEL OR THE FUNCTION OF THE ORGANIZATION.”

The Department of Review must take over any nonoptimum product of the organization, whether a technical project, an activity, a student or a preclear and bring about an attainment of the expected result regardless of obstacles.

The orders, rules, regulations, policies and routes relating to this department were intended to assist it and expedite the carrying out of its purpose.

Therefore, no order, rule, regulation, policy or route may be used to swerve the Department of Review from its prime purpose of ensuring that the results of Scientology are excellent and consistent.

THE DEPARTMENT OF CERTIFICATIONS AND AWARDS

The Department of Certifications and Awards has the prime purpose in all its functions:

“TO HELP RON ISSUE AND RECORD VALID ATTESTATIONS OF SKILL, STATE AND MERIT HONESTLY DESERVED, ATTAINED OR EARNED BY BEINGS, ACTIVITIES OR AREAS.”

The validity of issue and decrying any false issue are the concerns of the Department of Certifications and Awards.

The department is fully within its rights to recommend issue when it is unjustly denied or to refuse issue when it is obviously not in keeping with its prime purpose.

The orders, rules, regulations, policies and routes were intended to assist it and expedite the carrying out of its purpose.

Therefore, no order, rule, regulation, policy or route may deny the personnel of the department the right to carry out its prime purpose as above.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 8 MARCH 1966

Remimeo
Exec Sec Hats
ES Comm Qual Hat
HCO Sec Hat
Dir I&R Hat
Ethics Hat
Tech/Qual Hats
LRH Comm Hat

Exec—HCO—Tech—Qual

Ethics

Urgent

Keeping Scientology Working Series 13

HIGH CRIME

(Effective 1 June 66)

In any instance of a heavily falling statistic in Tech or Qual or a chronically low statistic in Tech or Qual in an org or in any org which has chronically low statistics in all divisions:

The Ethics Officer must look for this policy violation which is the highest crime in Tech and Qual:

TOLERATING THE ABSENCE OF OR NOT INSISTING UPON STAR-RATED CHECKOUTS ON ALL PROCESSES AND THEIR IMMEDIATE TECHNOLOGY AND ON RELEVANT POLICY LETTERS ON HGC INTERNS OR STAFF AUDITORS IN THE TECH DIV OR STAFF AUDITORS OR INTERNS IN THE QUAL DIV FOR THE LEVELS AND ACTIONS THEY WILL USE, BEFORE PERMITTING THEM TO AUDIT ORG PCs, AND ON SUPERVISORS IN TECH AND QUAL WHO INSTRUCT OR EXAMINE, OR FAILING TO INSIST UPON THIS POLICY OR PREVENTING THIS POLICY FROM GOING INTO EFFECT OR MINIMIZING THE CHECKOUTS OR LISTS.

If an Ethics Officer or any person in HCO Dept 3 discovers this high crime to exist, he must report it at once to the HCO Area Secretary.

The HCO Area Secretary must at once order a thorough investigation into any and all persons who might have instigated this high crime and report the matter to the HCO Exec Sec.

The HCO Exec Sec must then convene a Committee of Evidence with the persons accused as interested parties and must locate amongst them the suppressive or suppressives by the “reasonableness” of their defense, state of case and other signs.

The Committee of Evidence must declare the located SP suppressive by HCO Ethics Order and dismiss.

If any Ethics Officer, Director of I&R or HCO Area Secretary fails to obtain cooperation by superiors in carrying out this policy letter quickly, then he or she must inform the LRH Communicator.

The LRH Communicator must then cable full particulars to Worldwide.

The Worldwide Ad Council must then carry out this policy letter expeditiously and at any cost.

If the HCO personnel making this discovery cannot obtain action in any other way, he or she must go outside the org and cable LRH Comm WW, and his actions and costs in so cabling will be reimbursed on claim to WW and his post will be fully protected.

If the Ad Council WW suspects this policy not to be in full force in any org despite assurances, an HCO WW personnel must be sent to that org to investigate and may be deputized to remove either or both Exec Secs of that org by Comm Ev on the spot or at WW.

It has been discovered that failure to check out, star-rated, the Tech and Qual HCOBs applying to levels being audited or taught or examined and their processes and the data used in Review and relevant policy on those using the material in orgs results in a crashed Division 4 completion statistic, crashed income and low statistics throughout and a failing org and was the reason through 1965 for struggling orgs—the public would not pay more for service than it was worth to them and, with this policy out, the service was not worth very much.

It has been found that a suppressive person will discourage this checkout policy as one of his first actions.

This policy applies whether an auditor has been trained or not with star-rated checkouts. Staff and Review Auditor and Supervisor are special technical status grades and one cannot consider this double training.

“Star-rated” means = 100 percent letter-perfect in knowing and understanding, demonstrating and being able to repeat back the material with no comm lag.

Org Exec Sec Communicator for Qual WW is the final authority for any check-sheets on this matter and is responsible for preparing and standardizing them from time to time. But the lack of a checksheet from ES Comm Qual WW does not set aside any provision or penalty of this policy letter.

This policy letter is issued in the complete knowledge that the absence of this policy in full effect is the primary reason for orgs not growing and is based on actual experience.

The only higher crime I could think of would be to pretend to have an org but have no technical personnel on staff in Tech or Qual. That is suppressive also and will crash an org. Handle it similarly to the above.

L. RON HUBBARD
Founder

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HCO POLICY LETTER OF 10 MAY 1970

Remimeo
All Tech
and Qual
Hats

Urgent
Important

Keeping Scientology Working Series 14

SINGLE DECLARE

(Multiple declare cancelled)

(This cancels HCO PL 6 Aug. 66, DECLARE,
MULTIPLE, which permitted a pc to be run from
Grade 0 to IV and declare them all at once.)

Policy: Only one grade of auditing may be declared or attested to at one time.

Many pcs have been found not to have attained the end phenomena of each lower grade as per both the 1966 and 1968 Classification Charts.

Unless a pc directly attests the end phenomena to an Examiner, the grade cannot be awarded and the pc may not proceed.

The Examiner is permitted to ask the end phenomena question for that grade. If the pc cannot attest he has attained it, he must be returned to session to have the process completed, additional processes of that grade run.

The Triple Grade and its havingness is run.

There are many other processes for each grade which help attain that end phenomena.

The condition has arisen where the lower grades have become slighted in orgs and the pc is not being set up well for a stable gain.

For instance Grade III can be repeated a dozen times.

The CCHs and others listed on the "Processes Taught" training column of the 1966 and 1968 Classification Chart have become neglected YET ARE ALL VALID FOR THAT GRADE AND SHOULD ALL BE RUN FOR A GRADE.

The abilities attained column, processing section of the 1966 and 1968 Classification Chart, gives the question that must be answered positively before the pc is let have the grade or to have further grades.

The huge version of the Classification Chart should be republished in a huge format modified in text only as it extends upwards into OT grades.

These Classification Charts, particularly the column under training “Processes Taught” and under processing “Abilities Attained” are valid. “Processes Taught” should also appear as “Processes Used” under the processing side. Other Class VI processes may also be used to attain these abilities.

IT IS POSSIBLE TO HAVE SEVERAL F/Ns PER GRADE.

It is policy NOT to downgrade Scientology lower grades just for the sake of speed and admin flows.

TRs (0 to 9) are curing some drug addicts. They belong *before* Dianetics.

Probably the main trouble orgs have had recently has come from tossing aside all lower grades. Thus, the route to total freedom became impeded.

The multiple declare PL and any other advice from anyone permitting pcs to escape direct attestation of lower grades and Power are NOT VALID AND ARE CANCELLED.

You will note that even the multiple declare PL (6 Aug. 66, DECLARE MULTIPLE) was Saint Hill only and was intended only for rehabilitation of already run grades so Power could be run.

DON'T DOWNGRADE LOWER GRADES.

L. RON HUBBARD
Founder



Remimeo
Tech/Qual
C/Ses
Class VIII
Checksheet
Class VIII

C/S Series 17R
Keeping Scientology Working Series 15

INCOMPLETE CASES

OVERSHOOTING and UNDERSHOOTING are two very defeating errors in C/Sing.

OVERSHOOTING would be defined as going beyond a completion or completing a completion.

In such a circumstance the pc, for instance, reaches an F/N VGI point in Review and *then* the C/S decides to handle the case in Review.

Example: Two or three sessions have been goofed. Review patches them all up to F/N VGIs all okay. Then a C/S C/Ses to review the case to repair the errors. The case feels invalidated, caves in, needs further repair.

I have seen more than one folder where this cycle has been done three times! In one of these an action had to be taken to patch up a goof so the pc could go back onto a grade. The goof was patched up to F/N VGIs. The correct action would have been to put the pc back on the incomplete grade. But no, a *new* review cycle was laid out, audited, pc caved in. A *new* cycle to repair this was entered in upon. It was successful. The pc got F/N VGIs at Exam. The C/S ordered a *new* review of the case, the case caved in, was then patched up and finally got an F/N VGIs. And was ordered to be reviewed. . . .

Studying what was wrong with the cases, I found the above. I ordered an assessment of a list, got "unnecessary actions" and *got the cases* back onto *the incomplete cycle of the grade* and they did fine.

This can be done with a grade. It was the fault of early Power.

UNDERSHOOTING would be to leave a cycle incomplete and go off to something else.

Example: Case sent to Review or given a review session to repair goofs. One goof is handled but there are three to handle. Case returned to the grade before being set up.

This can be so bad that the case never made *any* grade at all.

The modern Repair (Progress) Program as outlined in this C/S Series takes care of this.

QUICKIE GRADES AND ACTIONS

Quickie grades left us with a totality of incomplete cases.

You look over a folder and you see the pc at “Grade IV.” The folder is *thick*. He has had lots of auditing. He has aches and pains, problems, makes people wrong.

Probably he could be audited for another thousand hours without ever coming right! Unless there was an orderly program to complete his case level by level on the Class and Grade Chart.

It would take a Repair (Progress) Program and then an Advance Program that included each grade to completion.

He would have to have his ruds put in, any flubs at once handled session to session, just to complete Dianetics. Finally, his chronic somatics gone, he would simply F/N on the Health Form (now the Original Assessment Sheet) and you would have a well and happy pc who remained that way. That would complete his Dianetics with his attestation.

And so on right on up the Grades, each one done fully to the voluntary declare for that grade as per the Grade and Class Chart.

In doing Dianetics, Grades, etc., you still have to get in ruds and handle the case so it is set up for each major action and repair the flubs at once when they occur.

While completing an action, you have to keep the case running, not audit over ARC breaks, PTPs, W/Hs and flubs.

The best answer is NO FLUBS. But when they occur, they must be repaired in twenty-four hours.

When repaired (and not rerepaired and re-rerepaired with overshoots) you get the case back on the same cycle that was incomplete.

COMPLETE CASES

A case is not complete unless the lowest incomplete Grade Chart action is complete and then each completed in turn on up.

As you look over current folders who have had years of auditing, some of them you generally don't find *any* completed actions and you do find overshoots on reviews.

It is not the least bit hard to handle these cases. This C/S Series shows you how: Auditing and Life Repairs (Progress), Advance Program (completing fully each incomplete grade).

The C/S is blessed who follows these two rules:

RECOGNIZE A COMPLETION OF AN ACTION AND END IT OFF.

RECOGNIZE AN INCOMPLETE ACTION AND COMPLETE IT.

Don't overshoot, don't undershoot.

Follow the rules.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 NOVEMBER 1961
Issue II

Assoc Secs
Remimeo
Tech Hats
Qual Hats
LRH Comms

(Also issued as an HCO PL, same date and title)

Keeping Scientology Working Series 16

TRAINING QUALITY

It becomes fantastically, screamingly apparent that we *must not ever* turn out or let go a bad auditor, poorly trained.

Accordingly put a permanent sign where D of T can see it in his office as follows:

EVERY TIME YOU TURN OUT A BAD AUDITOR YOU
MAKE ENEMIES FOR SCIENTOLOGY.

INCOMPETENT AUDITORS ARE THE ONLY SOURCE OF
OUR TROUBLES.

L. RON HUBBARD
Founder



Remimeo
Registrar's Hat
Letter Reg Hat
OES Hat
Tech Sec Hat
Qual Sec Hat
Dir Success Hat
Dn C/S Checksheet

Keeping Scientology Working Series 17

HANDLING WITH AUDITING

There is no reason or excuse not to actually HANDLE a pc's desire or complaint with auditing.

By *handle* is meant finish off, complete, end cycle on.

To give you an idea of the reverse—in admin we sometimes find terminals that refer despatches to others, let them drift, give excuses why not. This all adds up to NOT HANDLING. This is the basic reason for dev-t (developed, meaning excessive, traffic). Like the stationery company writes somebody in the org to please specify the number of sheets wanted. So whoever's hat it is refers it to somebody else who refers it to another who fails to answer. In this way, the org can look industrious while accomplishing nothing. Nobody HANDLES it.

You can get a similar situation going with pcs. Nobody HANDLES the pc. And if you keep this up, your whole area fills up with unhandled pcs, the org's repute goes down and stats eventually crash.

The org is being paid to HANDLE pcs. It is not being paid to put them off or explain or let them drift away.

Here is an example from the early 1960s. An org had it going that anybody who was feeling bad and demanding help got a review. The review consisted of a Green Form to F/N. While this would clean up an ARC break or PTP or a poor prior session, it sure wasn't about to remedy a feeling of nausea. So a pc would come in with a feeling of nausea. He would be sent to Review, get a Green Form and F/N on an ARC break. Then Review would shrug off the fact that the pc was still nauseated by saying all it could do was a Green Form! In short, it wouldn't *handle* the pc.

Another recent case—pc with migraine headaches. Got some (evidently poor) Dianetic auditing. No change. When the pc's friend complained he was told it was "the illegal life she was living" and no action was taken. So the pc went to another org and *there* they refused auditing due to painkillers (instead of waiting two or three days until it wore off).

These are cases of NOT HANDLING.

The idea of nonhandling can also go into fees. A pc once paid a mission for auditing to be done in an org. The mission did not forward the fee so the org sent the pc back home.

Service and HANDLING are the same thing. When you give service you handle.

There are thousands of ways of not handling. Letting backlogs occur in Tech and Qual is probably the most serious to org income and to field repute. Also, if a person is goofed up in Tech, he probably is suffering and to be put off in Qual for any reason at all is a severe blow to the org. A three-hour Qual backlog is too long.

So, part of HANDLING cases is HANDLE N-O-W!

I recall a Qual backlog I once found of ten pcs. They were of all varieties—but the main fault was just nobody had the idea except the pcs that they should be handled NOW. And HANDLED. I sat down and did four of them in the next four hours and grabbed off auditors from admin and exec areas and handled the rest. Within six hours of finding this backlog, they were all HANDLED, happily, finally and wholly satisfied.

What was required was (a) a determination to handle cases, (b) a surety they could be handled and (c) the actual handling. All three points are needful.

Only two things prevent the above. When the help factor is low in the org or its auditors, there is no real determination to *handle* cases. A commercialism enters where the payment of the money is more interesting than the delivery of the service. This is self-defeating. One has to have the money but one won't continue to get money unless one is vitally interested in actually delivering service—which means actually handling the cases.

The certainty that one *can* handle cases depends in the main upon good training and exact application of the technology. There can be an awful lot of tech to apply but the point is to apply the tech that *is* applied with exactness. “Squirreling” is not really different processes—it is careless, incomplete, messed up auditing procedure. An auditor auditing a process that reads with excellent TRs to an F/N with good indicators seldom has any loses. But even given good procedure, one occasionally gets a lose. This tends to reduce one's certainty that he can get a result on a pc. Usually, it isn't one's own pcs that cause this—it's hearing about some pc who didn't get a result, but not hearing the whole story.

If one's command of the subject of auditing is poor, he doesn't recognize why there was a lose. A pc lies about having eaten or slept or is being audited on someone else's determination or some such thing, and because of these, the pc gets a lose. This causes the auditor to have a lose.

Some auditors can get twenty wins and one lose and then mourn only about the one lose.

What is missed here—with pc loses—is that it is almost always a short-term lose. They lost on this one but nobody thinks to KEEP AT IT WITH DIANETICS AND SCIENTOLOGY UNTIL IT'S A WIN.

I've seen somebody audited for years before he finally and forever lost his chronic trouble. He would get better and then relapse, never quite so bad. And finally he recovered totally.

So there must be some idea extant amongst auditors that all "wins" in auditing must be fast, total and appreciated volubly. This isn't always the case. In fact, it is in the minority.

So an auditor's and an org's certainty should depend only on being certain of eventual permanent result and to be very extra happy when it is fast, total and appreciated.

To *handle* a case one keeps at it. So the pc got an intensive. So the pc wasn't handled *in that* intensive. Well, one doesn't just dust it off and say that's it forever. The Case Supervisor looks harder and gets the Registrar to get more auditing bought.

If Dianetics didn't handle, Scientology will. If this process didn't handle completely, that process may.

This is the winning attitude. I know one case that's still goofed up after a decade. The medics put a steel pipe in his leg bone. He won't get it taken out and insists on auditing only. So every few months somebody tries again. Sooner or later this case will be handled. The point is to keep trying to handle, not dream up reasons it can't be.

Auditors brought up with the idea that five hours of auditing should always resurrect a decayed corpse haven't been brought up right. Some SP around them has been making demands of the subject and auditing that BUILD IN LOSES.

Girl with migraine, fifteen hours of Dianetics, still has migraine. Okay. So we don't brush her off. We get her to buy a good, long Scientology intensive and do a full "GF 40." Still has migraine. So we now do another Dianetic intensive.

We don't mislead her. We say, "Okay, you want to get rid of your migraine. So we'll stay with you if you'll work along with us as long as it takes. It might happen fast, it might happen slow. You might have to go all the way to OT grades. But we'll try all the way."

A Registrar that promises instant miracles is cutting the Tech Sec's throat and the GI as well!

The condition *can* be handled. The whole point is, for the good of the pc and the org, it eventually *must* be handled.

There are literally thousands of processes and approaches available for use.

The pc expects the condition to be handled. So one way or another one gets the pc handled. To do otherwise is to court disaster for the org.

Now and then a pc gets away, nearly always because of errors that get the pc upset with the subject of auditing, never when the org wasn't still trying to handle. A session was goofed and not repaired, somebody in the org inferred the condition couldn't be handled, that's the sort of thing that loses pcs.

Keep on trying to handle and you will succeed.

Auditing is remarkable enough already not to cripple it by leading pcs to expect instant results every time.

But the main point is, you audit a pc with Dianetics and Scientology until the pc's case is handled.

And sooner or later it will be.

L. RON HUBBARD
Founder

C/S Series 46
Keeping Scientology Working Series 18

DECLARES

It is the C/S's responsibility that a pc or pre-OT is sent to Declare?

This is *not* an admin point I'm making. It is a technical point.

Every so often a pc is found hung up in not having declared and attested the state attained.

A declare completes his cycle of action and is a *vital* part of the action.

One never forces or feeds one to the pc. I recall one org where the entire tech and income structure crashed, the C/O and several personnel had to be removed because they were forcing "Clear cogs" on their Dianetic pcs who hadn't had them (and then telling them they couldn't be audited further on Scientology) (Connie Broadbent, ASHO, March '70).

So this goes two ways:

THE PC OR PRE-OT WHO KNOWS HE MADE IT MUST BE SENT TO EXAMS AND C&A TO ATTEST.

THE PC OR PRE-OT WHO HASN'T MADE IT MUST NEVER BE SENT TO EXAMS TO DECLARE AND ATTEST.

This gives us a third:

PCs AND PRE-OTs WHO HAVEN'T MADE IT MUST BE HANDLED UNTIL THEY HAVE MADE THAT SPECIFIC DECLARE, EVEN THOUGH IT MEANS SIGNING UP FOR MORE AUDITING.

TRUTH is the keynote, the essence, the point here.

All the "PR" (slang for promotional talk) in the world will not supplant truth.

The pc KNOWS he made something. Therefore, he must be sent to declare it whether it's a standard grade or not!

The pc who hasn't made it KNOWS he hasn't and so when forced to declare or ordered to attest tends to cave in.

His concept of the validity of the org and honesty of Scientology depends on this, and really on this alone.

The correct declare or not-declare decision of the C/S is a vital C/S action.

L. RON HUBBARD
Founder

HCO BULLETIN OF 8 OCTOBER 1970

Remimeo
C/Ses
All Auditors
Level 0
HGC Checksheet

C/S Series 20

Keeping Scientology Working Series 19

PERSISTENT F/N

A FLOATING NEEDLE can *persist*.

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind “quickie grades” (0 to IV in one session. This also occurred in Power when it was run all in one day). The auditor would attain a bona fide full-dial F/N. The pc was still cogning, still in a big win. The auditor would “clear the next process command”; he would see an F/N. He would “clear the next process command” and see an F/N.

BUT IT WAS THE SAME F/N!

Result was that processes two and three WERE NEVER RUN ON THE CASE.

This is really what is meant by “quickie grades.”

In 1958 we got real Releases. You could not kill the F/N for *days*, weeks.

Several processes had this effect. Today’s real Clear also goes this way. You couldn’t kill the F/N with an axe.

By running a lot of Level Zero processes, for instance, you can get a real, swinging, unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day’s session!

Now, if in one session you ran all of Level Zero and went on up to Level One, you would just be *auditing a persistent F/N*. The pc would get no benefit at all from Level One. He’s still going “Wow” on Level Zero.

If you ran Level Zero with one process that got a big, wide, floating F/N and then “ran” Level I, II, III and IV, you would have just a Level Zero Release. The pc’s bank was nowhere to be found. So next week he has problems (Level I) or a service fac (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he’s a Grade IV. So now we have a “Grade IV” who has Level I, II, III and IV troubles!

A session that tries to go beyond a big, dial-wide, drifting, floating F/N only distracts the pc from his win.

BIG WIN

Any *big win* (F/N dial-wide, Cog, VGIs) gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc *have* his win. When you get one of these dial-wide F/Ns Cog VGIs WOW, you may as well pack it up for the day.

GRADUAL WIDENING

In running a Dianetic chain to basic in Triple, you will sometimes see in one session a half-dial on Flow 1, three-quarters of a dial on Flow 2, a full-dial on Flow 3.

Or you may have four subjects to two-way comm or prepcheck in one session. First action one-third-dial F/N. Then no F/N, TA up. Second action one-half-dial F/N. Then no F/N. Third action three-quarters-dial F/N. Fourth action full, dial-wide, floating, swinging, idling F/N.

You will also notice in the same session—long time for first action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that, you are wasting your time and processes.

You have hit an “unkillable F/N,” properly called a persistent F/N. It’s persistent at least for that day. Do any more and it’s wasted.

If an auditor has never seen this, he had better get his TR 0 Bullbait flat for two hours at one unflunked go and his other TRs in and drill out his flubs. For that’s what’s supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get to the Examiner.

If you only have a “small F/N,” it won’t get to the Examiner. However, on some pcs maybe that’s good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, well audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comes into session with a dial-wide, floating, swinging F/N and anything you say or do does nothing whatever to disturb that F/N.

It’s a real Release, man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent, he will have no objections. If it isn't, he *will* object. So have him come back tomorrow and carry on whatever you were doing.

SUMMARY

The technical bug back of quickie grades or quickie Power was the persistent F/N.

This is not to be confused with a stage 4 (sweep, stick, sweep, stick) or an ARC break needle (pc bad indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

L. RON HUBBARD
Founder

C/S Series 6
Keeping Scientology Working Series 20

WHAT THE C/S IS DOING

In *Dianetics: The Modern Science of Mental Health* considerable stress is placed on the words and phrases in engrams. This is still functional. However, as I did further research I found that (a) many pcs were unable to get the words in the engram and (b) the apparent force of the words was derived wholly from the pain, emotion, effort, contained in the engram. In Standard Dianetics the words in an engram play no major role in the auditing.

The use of the words to de-aberrate and concentration on phrases in engrams is valid but *junior* in force to the pain, misemotion, etc., in the engram. Thus, if you run out the *force*, the words drop into insignificance. This is often how the pc gets cognitions: The words and meaning concealed in the engram are changing value and devaluating. The pc can then think clearly again on a subject previously pinned down by the *force*. Get the *force* out and the words take care of themselves and need no special handling.

The *meaning* of things plays a secondary role in processing to forces.

Thetans find counter-forces objectionable. Almost all chronic (continual) somatics have their root in force of one kind or another.

In that the handling of things with bodies involves force to greater or lesser degree, incapability and derangement of mental values is proportional to the thetan's objection to force.

This objection descends down to a wish to stop things. It goes below that into overwhelmedness in which propitiation and obsessive agreement manifest themselves.

LOW TAs

The low TA is a symptom of an overwhelmed being.

When a pc's TA goes low, he is being overwhelmed by too heavy a process, too steep a gradient in applying processes or by rough TRs or invalidative auditing or auditing errors.

A low TA means that the thetan has gone past a desire to stop things and is likely to behave in life as though unable to resist real or imaginary forces.

HIGH TA

Chronically high TAs mean the person can still stop things and is trying to do so.

However, all one has to do is restimulate and leave unflat an engram chain to have a high TA. High TA is reflecting the force contained in the chain.

An “overrun” means doing something too long that has engrams connected with it, which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence overrun.

If this overrun persisted unhandled, eventually the pc would be overwhelmed and one, in theory, would have a low TA.

MENTAL MASSES

Mental masses, forces, energy, are the items being handled by the C/S on any pc.

If the C/S loses sight of this, he can wander off the road and go into the thickets of significance.

Engrams, secondaries, locks, all add up to mental masses, forces, energies, time, which express themselves in countless different ways, such as pain, misemotion, feelings, old perceptions and a billion billion thought combinations buried in the masses as significances.

A thetan can postulate or say or reason anything. Thus, there is an infinity of significances.

A thetan is natively capable of logical thought. This becomes muddled by outpoints held in by mental forces such as pictures of heavy experiences.

As the masses and forces accumulated and copied from living build up, the logic potential becomes reduced and illogical results occur.

PC SEARCH

The *pc* is continually searching for the *significance* of a mass or force—what is it, why is it.

The C/S is easily led astray by this.

All forces in the bank contain significances.

All forces can be unburdened and lightened up by the various procedures of auditing.

The search of the pc is for significance.

The action of the C/S is reduction of forces.

THE E-METER

The E-Meter records what force is being discharged in every slash, fall and blowdown. The amount of TA per session is the C/S's index of gain.

Note that a discharged process no longer gives TA and gives case gain.

The amount of significance recovered or realized by the pc only shows up as cognitions.

As the TA works off the case, then one has two indicators:

1. There is needle and TA action.
2. The pc cognites.

One shows that force is coming off. Two shows that thought is releasing from force.

BACKWARDS C/Sing

If a C/S processes toward significance only, he will get cases that do not progress.

The needle action detects not so much significance as where the force is.

Diving toward significance, the C/S winds up shortening grades, looking for "magic one-shot buttons" and overwhelming cases by shooting them on up the grades while levels remain *loaded* with force.

RELIABLE INDICATORS

When a pc gets no more TA action on Level I, he will have made Level I and will *know* it. He will therefore attest to "No problems."

The reliable indicators are TA action and cognitions while a level is still charged.

Diminished TA action and cognitions mean the purpose of the level has been reached.

A feeling of freedom and expansion on a subject is expressed in a normal TA and a loose needle.

The pc will now attest to an ability regained.

F/N ABUSE

To process only to F/N and even chop off the cognitions on a process abuses the indicator of the F/N.

You can find many pcs who bitterly resent F/N indications. They have been:

- A. Not run on all the processes of a level;
- B. Still have force on the subject;
- C. Were chopped off before they could cognite.

The ARC break in this is UNFINISHED CYCLE OF ACTION.

The proper end phenomena for a process is F/N Cognition VGIs. Now look at that carefully. That is the proper end phenomena of a PROCESS. It is not the end phenomena of a LEVEL or even of a TYPE of process.

Let us say there are fifteen possible Scientology processes for orienting a pc in his present location.

To run *one* of these fifteen and say “F/N, that’s it. You’re complete” is a quickie, impatient action that rebounds on the pc eventually. If there are fifteen, run fifteen!

Possibly, the pc on number twelve will cognite he’s really right where he is. Only then could you cease to work at it.

An F/N Cog VGIs tells you a *process* is finished, not a whole class of actions!

Thus, two and a half minutes from 0 to IV is not only impossible, it is murderous. It will result in an overwhelm, a low TA or a high TA eventually.

Level I says, amongst other things, “Problems Processes.” There are certainly half a dozen. Each would be run to F/N Cog VGIs. When these and the *other* processes of the level are run, the pc will come to have no further reaction to problems and will be able to handle them.

A cognition in lower levels is not necessarily an ability regained. Thirty or forty cognitions on one lower level might add up to (and probably would) the realization that one is free of the whole subject of the level.

It is safe to run more processes. It is unsafe to run too few.

PC ABILITIES

It is not enough for the pc to have only negative gains of deleting force. Sooner or later he will have to begin to confront force.

This comes along naturally and is sometimes aided by processes directly aimed at further confront. “What problem *could* you have?” sooner or later is needed in one form or another.

What force can the pc now handle?

All auditing in a body—and any living in a body—makes a being vulnerable. Bodies break, suffer, intensify pain.



Sooner or later a pc will go exterior. The Interiorization Rundown must be ordered as the next action or you will have a pc with a high TA. Two-way comm Ext-Int must be given in a following session (not the same one) so the full cognitions will occur.

After this the pc is less subject to the body and his ability to confront force will improve.

Do not be too worried or surprised if after this the pc has some minor accident with the body. Exterior, he forgets its frailty. However, such things are minor. He is "learning how to walk" a new way and *will* run into chairs! He gets this figured out after a while.

Pcs sometimes improve their ability to handle force while interior so as to have mysterious headaches or new body pressures. Inevitably, they *have* been *exterior* and need Interiorization run. They were just using too much force while still inside!

Thus, force is the thing, significance very secondary.

Force of course is made up of time, matter, energy, flows, particles, masses, solids, liquids, gases, space and locations. All this gets inherently handled in processes published long since.

The pc tends to dive for the *thought* imbedded in the force. He will tell you he's being processed to find out who his parents were or why he is sterile or who did him in, etc., etc. The C/S who chases after this is a deerhound illegally chasing mice!

C/S PURPOSE

The C/S is there to make certain that the pc makes gains and attains the actual abilities of the level.

The C/S is for the pc.

C/S auditor-control exists only to keep the auditing standard, the TRs good, the processes ordered done and to end phenomena each one.

No other reasons for C/Sing exist.

L. RON HUBBARD
Founder



Remimeo
All Course
Supervisors
All Ds of P
All C/Ses
All Qual
Cramming
Terminals

Cramming Series 13
Keeping Scientology Working Series 21

**IN-TECH, THE ONLY WAY
TO ACHIEVE IT**

The dominating factor of tech being in, is whether the auditor really wants to do a good job and help the pc. It is a matter of professional competence and pride.

If the auditor does not have this, there is no amount of rules, reading or supervision that will bring about technical successes.

Fortunately, the vast majority of auditors have a high professional conscience and are willing to study, drill and do everything possible to perfect their tech. The Course Supervisor, the D of P, the C/S and Qual Cramming terminals must realize this and must do all possible to fortify it and must abstain from invalidations and accusations and injustices which tend to nullify it.

From this springboard of belief in the auditor and a willingness on the part of those training and handling him to strengthen the auditor's determination to be professionally competent, in-tech will only then blossom in an org.

L. RON HUBBARD
Founder

Keeping Scientology Working Series 22

THE “HIDDEN DATA LINE”

Some students have believed there was a “hidden data line” of tech in Scientology, a line on which Scientology tech was given out by me but not made known to students.

This started me looking. For *there is no such line.*

I wondered if it was a “missed withhold of nothing.” There can be one of these, you know. There is nothing there, yet the auditor tries to get it and the pc ARC breaks. This is “cleaning a clean” with an E-Meter.

One pc I cleaned up very nicely had been harassed for years about “an incident that happened when she was five.” A lot of people had tried to “get it.” The pc was in pitiful condition. I found there was nothing there. No incident at all! The meter read came from charge on previous auditing. I think probably she must have sneezed or her finger slipped on the cans when first asked about “an incident when you were five.”

An auditor who “sees a read” when there is no charge makes a “missed withhold of nothing.”

This is the *other* side of the ARC break—the *gone* something, the nonexistence of something. No food. No money. These things ARC break people.

So it is with a “missed withhold of nothing.”

Take Johannesburg. Some years ago the field there was upset by three rabble-rousers who alleged all manner of wild things about the Scientology org there. They held wild field meetings and all that. Truth was these three people had done a vicious thing and screamed to high heaven when I sought to query them.

They made a “missed withhold of nothing” in the field in that area! There was exactly nothing wrong with Scientology there or us. There was something wrong with those three people. They had been stealing from the org.

The field kept looking for what was wrong with the org or us. Nothing was. So it couldn't be cleaned up because there was nothing to clean up. There were three thieves who had run off with org property and defied orders to give it back.

How this made something wrong with us is quite a puzzle. They are still “cleaning up this ARC break” in Johannesburg! For it is not cleanable, not being there to be cleaned! Unless you realize there was nothing there at all! It’s a missed withhold of nothing. The basic org and staff and we at Saint Hill were just doing our jobs in ordinary routine!

Governments looking for evil in Scientology orgs will go mad (I trust), as they are seeking a nonexistent thing. They are easily defeated because their statements are so crazy even their own legal systems can’t help but see it. So it’s easily won.

The only person who goes mad on a missed withhold of nothing is the person who thinks there is something there that isn’t.

So it is with the “hidden data line” students sometimes feel must exist on courses.

There is no line.

But in this case there is an *apparency* of a line.

When Instructors or seniors give out alter-ised technology or unusual solutions, the student feels they must have some inside track, some data line the student doesn’t have.

The student looks for it and starts alter-ising in his turn pretending to have it when *they* become Instructors.

It’s a missed withhold of nothing.

The *whole* of technology is released in HCO Bulletins and HCO Policy Letters and tapes I do and release.

I don’t tell people anything in some private way, not even Instructors.

For instance, all the Instructors I taught to handle R6 we taught by my lecturing or writing bulletins for them. *Every one* of these tapes is used to teach GPM data and handling to students on the Saint Hill Course.

Any new data I have given on it has been given to all these people.

The Instructor then knows only to the degree he has studied and used the very same HCOBs and HCO PLs and tapes the student is now using.

There is no “hidden data line.” To believe there is makes an ARC break.

The *apparency* is somebody’s pretense to know from me more than is on the tapes and in books and mimeos, or, brutally, somebody’s alter-is of materials. This *looks* like a “hidden data line.” It surely isn’t.

All the lower-level materials are in the HCOBs, PLs or on tapes.

All the GPM materials released are here waiting for the student when he reaches that level.

One could say there was one if one was way off the main data line. But it sure isn't hidden. It's on courses and in orgs.

I laughed one time at *the* top-flight US government, White House–entrusted psychologist. He looked over some startling IQ changes, said such a thing would revolutionize psychology overnight if known, and added “No wonder you keep your technology secret!”

That is *very* funny when you look at how hard you and I work to make it known to all!

The data line isn't hidden. It's there for anyone to have. That there's lots of it is possibly a source of trouble in releasing it. But it's *all* on courses in Academies or Saint Hill. You could have a copy of everything in the tape library if you wanted. It might cost a lot, but you could have it.

There is no hidden data *line*.

There's a lot of data *I* haven't had time to write down and put on a line for sheer press of time. But I work hard to do it.

But even my closest staff and communicators when it hears of a new process or plan from me verbally, sees it in an HCOB or HCO PL a few days later.

Don't for heaven's sake mistake alter-is by somebody as evidence of a hidden line.

In Scientology we say “If it isn't written, it isn't true.” That applies to orders. Somebody says “Ron said to—— ” and on a veteran staff you hear the rejoinder “Let's see it.” I've had raw meat walk into an org and say “Ron said I was to have 25 hours of auditing.” And in the raw meat days of orgs, they sometimes were given it. So we have learned the hard way—“If it isn't written, it wasn't said.”

And that applies to anybody's orders, not just mine.

And on tech and policy, it's equally true. If it isn't in an HCOB or an HCO PL or recorded on a tape in my voice, it isn't tech or policy.

Next time you hear a pretended order or a squirrel process attributed to me, say “If it isn't written or recorded, it isn't true.”

And watch how tech results soar then in that area.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1979R
Issue II
REVISED 23 AUGUST 1984

Remimeo

(Also issued as HCO PL 9 Feb. 1979R II,
same title)

Keeping Scientology Working Series 23R

**HOW TO DEFEAT VERBAL TECH
CHECKLIST**

1. If it isn't written it isn't true.
2. If it's written, read it.
3. Did the person who wrote it have the authority or know-how to order it?
4. If you can't understand it, clarify it.
5. If you can't clarify it, clear the Mis-U.s.
6. If the Mis-U.s won't clear, query it.
7. Has it been altered from the original?
8. Get it validated as a correct, on-channel, on-policy, in-tech order.
9. IF IT CAN'T BE RUN THROUGH AS ABOVE *IT'S FALSE!* CANCEL IT!
And use HCOB 7 Aug. 79, FALSE DATA STRIPPING, as needed.
10. Only if it holds up this far, force others to read it and follow it.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 15 FEBRUARY 1979

Remimeo
Tech/Qual
HCO

(Also issued as HCO PL 15 Feb. 79, same title)

Keeping Scientology Working Series 24

VERBAL TECH: PENALTIES

Ref:

HCOB/PL 9 Feb. 79

KSW Series 23

HOW TO DEFEAT VERBAL TECH

ANY PERSON FOUND TO BE USING VERBAL TECH SHALL BE SUBJECT TO A COURT OF ETHICS.

THE CHARGES ARE GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

ANY ONE OF THESE CATEGORIES CONSTITUTES VERBAL TECH AND IS ACTIONABLE PER THE ABOVE.

L. RON HUBBARD
Founder



All Students
All Courses

Keeping Scientology Working Series 25

OUT-TECH

If at any time a Supervisor or other person in an org gives you interpretations of HCOBs, policy letters or tells you "That's old. Read it but disregard it; that's just background data" or gives you a chit for following HCOBs or tapes or alters tech on you or personally cancels HCOBs or policy letters without being able to show you an *HCOB* or policy letter that cancels it, **YOU MUST REPORT THE MATTER COMPLETE WITH NAMES AND ANY WITNESSES ON DIRECT LINES TO THE INTERNATIONAL JUSTICE CHIEF AT FLAG. IF THIS IS NOT IMMEDIATELY HANDLED, REPORT IN THE SAME WAY TO SENIOR C/S INTERNATIONAL AND THE INSPECTOR GENERAL NETWORK VIA FLAG.**

The only ways you can fail to get results on a pc are:

1. Not study your HCOBs and my books and tapes.
2. Not apply what you studied.
3. Follow "advice" contrary to what you find on HCOBs and tapes.
4. Fail to obtain the HCOBs, books and tapes needed.

There is no hidden data line.

All of Dianetics and Scientology works. Some of it works faster.

The only real error auditors made over the years was to fail to stop a process the moment they saw a floating needle.

Recently, the felony has been compounded by disclosure of the facts that data and tapes have been deleted from checksheets, data has been "relegated to background" and grades have not been in use fully to complete end phenomena as per the processes column on the Classification and Gradation Chart. This caused an almost complete unmock of the subject and its use. I am counting on you to see it is not allowed to happen EVER AGAIN.

Any Supervisor or executive who interprets, alters or cancels tech is liable to the assignment of a condition of Enemy. *All* the data is in HCOBs or policy letters or on tape.

Failure to make this mimeo known to every student carries a \$10 fine for every student from which it is withheld.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 SEPTEMBER 1965R
REVISED 16 FEBRUARY 1981

Remimeo
Vital Data for
Tech Secs
Ds of P
HGC Training Officers
Ds of T
Course Supervisors
All Students
Tech/Qual

(Also issued as HCO PL,
same date, same title)

Keeping Scientology Working Series 26

**OUT-TECH
AND HOW TO GET IT IN**

The term “OUT-TECH” means that Scientology is not being applied or is not being correctly applied. When tech is IN, we mean that Scientology is being applied and is being correctly applied. By TECH is meant *technology*, referring of course to the application of the precise scientific drills and processes of Scientology. *Technology* means the methods of application of an art or science as opposed to mere knowledge of the science or art itself. One could know all about the theory of motor cars and the science of building them and the art of designing them and still not be able to build, plan or drive one. The *practices* of building, planning or driving a motor car are quite distinct from the theory, science and art of motor cars.

An auditor is not just a Scientologist. He or she is one who *can apply* it. Thus, the technology of Scientology is its actual application to oneself, a preclear or the situations one encounters in life.

Tech implies USE. There is a wide gap between mere knowledge and the application of that knowledge.

When we say tech is out, we might also say, “While that unit or person may *know* all about Scientology, that person does not actually apply it.”

A skilled auditor knows not only Scientology but how to *apply* the technology to self, pcs and life.

Many persons auditing have not yet crossed over from “knowing about” to “applying.” Thus, you see them fooling about with pcs. When a *skilled* auditor sees a critical pc, he knows BANG—pc has a withhold and pulls it. That’s because this auditor’s tech is *in*. Meaning he knows what to do with his data.

Some other person, who *knows* a lot of Scientology, has had courses and all that, yet sees a critical pc and then tries to add up everything he knows about pcs and stumbles about and then decides, on a Zero pc, it’s a new thing that’s wrong that’s never been seen before.

What’s the difference here? It’s the difference between a person who knows but cannot apply and a skilled technician who can apply the knowledge.

Most golfers know that you have to keep your eye on the ball just before, during and after you hit it. That's the basic datum of powerful, long drives down the fairway. So if this is so well known, then why do so few golfers do it? They have arrived at a point of *knowing* they must. They have not yet arrived at a point of being able to. Then their heads get so scrambled, seeing all their bad drives which *didn't* go down the fairway, that they buy rabbits' feet or new clubs or study ballistics. In short, not being able to *do* it, they disperse and do something else.

All auditors go through this. All of them, once trained, *know* the right processes. Then they have to graduate up to *doing* the right processes.

Observation plays an enormous role in this. The auditor is so all thumbs with his meter and unfamiliar tools he has no time or attention to see what goes on with the pc. So for fifteen years lots of auditors made releases *without ever noticing it*. They were so involved in knowing and so unskilled in applying, they never saw the ball go down the fairway for a 200-yard drive!

So they began to do something else and squirrel. There was the pc going release, but the auditor, unskilled as a technician for all his knowledge of the science, never saw the auditing work even though even the auditing done that badly *did* work.

Do you get the point?

You have to know your tools *very, very* well to see past them! An auditor who squirrels, who fools about with a pc, who fumbles around and seldom gets results, just isn't sufficiently familiar with a session, its patter, his meter and the mind to see *past* them to the pc.

Drill overcomes this. The keynote of the skilled technician is that he is a product of practice. He has to know what he is trying to do and what elements he is handling. *Then* he can produce a result.

I'll give you an example: I told an auditor to look over a past session of known date on a pc and find what was *missed in that session*. Something *must* have been missed as the pc's tone arm action collapsed in that session and ever afterwards was nil. So this auditor looked for a "missed withhold from the auditor in that session." The ordered repair was a complete dud. Why? This auditor did not know that anything could be missed except a withhold of the hidden-overt type. He didn't know there could be an inadvertent withhold wherein the pc thinks he is withholding because the auditor didn't hear or acknowledge. This auditor didn't know that an item on a list could be missed and tie up TA. But if he did know these things, he didn't *know* them well enough to *do* them. A second more-skilled auditor took over and bang! the missed item on the list was quickly found. The more-skilled auditor simply asked, "In that session what was missed?" and promptly got it. The former auditor had taken a simple order, "Find what was missed in that session," and turned it into something else: "What withhold was missed in that session?" His *skill* did not include applying a simple direct order, as auditing looked *very* complex to him as he had so much trouble with doing it.

You can train somebody in all the data and not have an auditor. A real auditor has to be able to *apply* the data to the pc.

Importances play a huge part in this. I had a newly graduated darkroom photographic technician at work. It was pathetic to see the inability to apply important data. The virtues of ancient equipment and strange tricks to get seldom-required effects were all at his fingertips. *But* he did not know that you wiped developer off your hands before loading fresh film. Consequently, he ruined every picture taken with any film he loaded. He did not know you washed chemicals out of bottles before you put different chemicals in them. Yet he could quote by the yard formulas not in use for fifty years! He *knew* photography. He could not apply what he knew. Soon he was straying all over the place trying to find new developers and papers and new methods. Whereas all he had to do was learn how to wash his hands and dry them before handling new film.

I also recall a ninety-day wonder in World War II who came aboard in fresh new gold braid and with popped eyes stared at the wheel and compass. He said he'd studied all about them but had never seen any before and had often wondered if they really were used. How he imagined ships were steered and guided beyond the sight of land is a mystery. Maybe he thought it was all done by telepathy or an order from the Bureau of Navigation!

Alter-is and poor results do not really come from not-know. They come from can't-apply.

Drills, drills, drills and the continual repetition of the *important* data handle this condition of can't-apply. If you drill auditors hard and repeat often enough basic auditing facts, they eventually disentangle themselves and begin to do a job of application.

IMPORTANT DATA

The truly important data in an auditing session are so few that one could easily memorize them in a few minutes.

From Case Supervisor or auditor viewpoint:

1. If an auditor isn't getting results, either he or the pc is doing something else.
2. There is no substitute for knowing how to run and read a meter perfectly.
3. An auditor must be able to read, comprehend and apply HCOBs and instructions.
4. An auditor must be familiar enough with what he's doing and the mechanics of the mind to be able to observe what is happening with the pc.
5. There is no substitute for perfect TRs.
6. An auditor must be able to duplicate the auditing command and observe what is happening and continue or end processes according to their results on the pc.
7. An auditor must be able to see when he's released the pc and end off quickly and easily with no shock or overrun.

8. An auditor must have observed results of his standard auditing and have confidence in it.

CASE REACTION

The auditor and the Case Supervisor must know the *only* six reasons a case does not advance. They are:

1. Pc is suppressive.
2. Pc is ALWAYS a potential trouble source if he roller-coasters and only finding the RIGHT suppressive will clean it up. No other action will. There are *no* other reasons for a roller coaster (loss of gain obtained in auditing).
3. One must *never* audit an ARC broken pc for a minute even but must locate and indicate the bypassed charge *at once*. To do otherwise will injure the pc's case.
4. A present time problem of long duration prevents good gain and sends the pc into the backtrack.
5. The *only* reasons a pc is critical are a withhold or a misunderstood word and there is NO reason other than those. And in trying to locate a withhold it is not a motivator done to the pc but something the pc has done.
6. Continuing overts hidden from view are the cause of no case gain (see number 1, suppressive).

The *only* other possible reason a pc does not gain on standard processing is the pc or the auditor failed to appear for the session.

Now honestly, aren't those easy?

But a trainee fumbling about with meter and what he learned in a bog of unfamiliarity will *always* tell you it is something else than the above. Such pull motivators, audit ARC broken pcs who won't even look at them, think roller coaster is caused by eating the wrong cereal and remedy it all with some new wonderful action that collapses the lot.

ASSESSMENT

You could meter assess the first group (1) to (8) on an auditor and the right one would fall and you could fix it up.

You could meter assess the second group (1) to (6) on a pc and get the right answer every time that would remedy the case.

You have a C/S Series 53 which lists any general thing that can be aberrated in a thetan and you have a Green Form which covers the things bugging a case. Plus there are dozens of other prepared lists which are designed to handle various things that can be wrong in a case, an auditing action or a session. HCOB 29 Apr. 80, PREPARED LISTS, THEIR VALUE AND PURPOSE, summarizes the various types of prepared lists and their use.

When I tell you these *are* the answers, I mean it. I don't use anything else. And I catch my sinning auditor or bogged-down pc every time.

To give you an idea of the simplicity of it, a pc says she is "tired" and therefore has a somatic. Well, that can't be it because it's still there. So I ask for a problem and after a few given the pc hasn't changed so it's not a problem. I ask for an ARC break and bang! I find one. Knowing the principles of the mind, and as I observe pcs, I see it's better but not gone and ask for a previous one like it. Bang! That's the one and it blows completely. I know that if the pc says it's A and it doesn't blow, it must be something else. I know that it's one of six things. I assess by starting down the list. I know when I've got it by looking at the pc's reactions (or the meter's). And I handle it accordingly.

Also, quite vitally, I know it's a limited number of things. And even more vitally I know by long experience as a technician that I can handle it fully and proceed to do so.

There is no "magic" touch in auditing like the psychiatrist believes. There is only skilled touch, using known data and applying it.

Until you have an auditor familiar with his tools, cases and results, you don't have an auditor. You have a collected confusion of hope and despair rampant amongst nonstable data.

Study, drill and familiarity overcome these things. A skilled technician knows what gets results and gets them.

So drill them. Drill into them the above data until they chant them in their sleep. And finally comes the dawn. They observe the pc before them, they apply standard tech. And wonderful to behold, *there* are the results of Scientology, complete. Tech is IN.

L. RON HUBBARD
Founder

Keeping Scientology Working Series 27

WHAT IS A COURSE?

In Scientology a course consists of a *checksheet* with *all* the actions and material listed on it and *all* the materials on the checksheet available in the same order.

“Checksheet Material” means the policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned.

“Materials” also include clay, furniture, tape players, bulletin boards, routing forms, supplies of pink sheets, roll book, student files, file cabinets and any other items that will be needed.

If you look this over carefully, it does not say, “materials on order” or “except for those we haven’t got” or “in different order.” It means what it says exactly.

If a student is to have auditing or Word Clearing rundowns or must do auditing, those are under ACTIONS and appear on the checksheet.

A course must have a Supervisor. He may or may not be a graduate and experienced practitioner of the course he is supervising but HE MUST BE A TRAINED COURSE SUPERVISOR.

He is not expected to *teach*. He is expected to get the students there, rolls called, checkouts properly done, misunderstands handled by finding what the student doesn’t dig and getting the student to dig it. The Supervisor who tells students answers is a waste of time and a course destroyer as he enters out-data into the scene even if trained and actually especially if trained in the subject. The Supervisor is NOT an “instructor”; that’s why he’s called a “Supervisor.”

A Supervisor’s skill is in spotting dope-off, glee and other manifestations of misunderstands, and getting it cleaned up, not in knowing the data so he can tell the student.

A Supervisor should have an idea of what questions he will be asked and know where to direct the student for the answer.

Student blows follow misunderstands. A Supervisor who is on the ball, never has blows as he caught them before they happened by observing the student’s misunderstanding before the student does and getting it tracked down by the student.

It is the Supervisor's job to get the student through the checksheet fully and swiftly with minimum lost time.

The successful Supervisor is tough. He is not a kindly old fumbler. He sets high checksheet targets for each student for the day and forces it to be met or else.

The Supervisor is spending Supervisor Minutes. He has just so many to spend. He is spending Student Hours. He has just so many of these to spend so he gets them spent wisely and saves any waste of them.

A Supervisor in a course of any size has a Course Administrator who has very exact duties in keeping up course admin and handing out and getting back materials and not losing any to damage or carelessness.

If paragraphs one to three above are violated it is the Course Administrator who is at fault. He must have checksheets and the matching material in adequate quantity to serve the course. If he doesn't, he has telexes flying and Mimeo sweating. The Course Admin is in charge of routing lines and proper send-off and return of students to Cramming or auditing or Ethics.

The final and essential part of a course is students.

If a course conforms with this PL exactly with no quibbles, is tough, precisely time scheduled and run hard, it will be a full, expanding course and very successful. If it varies from this PL, it will stack up bodies in the shop, get blows and incompetent graduates.

The final valuable product of any course is graduates who can apply successfully the material they studied and be successful in the subject.

This answers the question What Is a Course? If any of these points are out, it is NOT a Scientology course and it will not be successful.

Thus, the order "Put a course there!" means *this PL in full force*.

So here's the order, WHEN OFFERING TRAINING PUT A COURSE THERE.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 30 JANUARY 1983

Remimeo

Keeping Scientology Working Series 28
Establishment Officer Series 46

YOUR POST AND LIFE

A vital datum has emerged in my recent whole-track research.

IF ONE KNOWS THE TECH OF HOW TO DO SOMETHING AND CAN DO IT, AND USES IT, HE *CANNOT* BE THE ADVERSE EFFECT OF IT.

This applies in many, many ways and is in fact a key point of life—a fundamental that may underlie all others.

And it applies to you directly on a post and in life.

If you know the tech—and that includes policy—of your post and apply it, you cannot be the adverse effect of it. **FACT!**

This has many ramifications:

1. A hatted staff member is not only at cause over his post, he is safe.
2. A well-trained auditor gets no adverse reaction from auditing others.
3. A well-trained Supervisor has no adverse reaction from students.
4. A fully-trained and functioning staff can get no real adverse reaction from superiors or even an enemy.
5. An SP confronted by someone who knows and can use all the tech concerning SPs would shatter.

The list could go on and on since the datum pervades all sectors of life itself. In fact, it is almost mystical!

There is a corollary: If one is experiencing an adverse effect on a post or in life, then he does not know or has not applied the tech or policy covering it.

There is also a limiting factor: The full benefit of the datum is not sweepingly realized in all sectors until one is all the way up the Bridge. *BUT* the datum is so powerful that it can be applied and will manifest itself even in small things like opening cans, much less doing a post.

And knowing that one datum can save you enormous trouble and grief and put you on the road to OT doing what you're doing and right where you are!

Nice, eh?

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 31 MAY 1968
Issue I

Remimeo

(Reissued from Flag Order 800)

Keeping Scientology Working Series 29

SCIENTOLOGY TECHNOLOGY

There is one Tech and that is Standard Tech.

Unfortunately there is other tech around. This other tech is a liability. Other tech is defined as any tech which is not Standard Tech.

Let's start punching this hard.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 29 SEPTEMBER 1982

Remimeo

Keeping Scientology Working Series 30

**MISREPRESENTATION OF
DIANETICS AND SCIENTOLOGY**

There is a vital legal and PR point which should be broadly known.

“Standard Tech” is contained in the official volumes of the technical services and in HCO Bulletins and charts within them and in textbooks on the subject.

These are, none of them, vague. They are very explicit.

The data is thus not only available but taught in courses.

Now and then we hear of “somebody’s case messed up.” Or that someone was complaining or dissatisfied with results. Research into such cases uniformly shows that STANDARD TECH was not applied.

Thus one arrives at an interesting point: *Standard* tech has never harmed anybody.

Recently there was a spate of “out-tech” on some executives that “messed up their cases.” (This of course impaired their effectiveness and made them feel “Dianetics and Scientology did not work and so was not worth defending.”)

A careful review of these cases showed that the “Case Supervisor” and a small clique of “auditors” (all of whom knew better but who were serving their own ends) were NOT applying Dianetics and Scientology but were only *pretending* to. (The clique has been detected and thoroughly handled and so are the “messed-up cases”—by standard tech of course and so successfully.)

But this brings up an interesting and useful legal and public relations point:

When people complain and are “dissatisfied with results,” it will be found that Dianetics and Scientology were NOT being used on them.

Someone was doing something else and calling it Dianetics and Scientology.

This is, of course, misrepresentation and a violation of trademark and copyright law.

A similar circumstance would occur if someone put transmission oil in a package marked “Green Meadow Butter” and sold it and advised its use as “Green Meadow Butter” when it isn’t.

Legal and PR situations from people who have complaints stem from two reasons:

- A. They are themselves engaged for whatever reason in some self-serving end by complaining or
- B. They did *not* receive Dianetics and Scientology.

A review of any such cases will bear this out. It is not a matter of making minor errors with the tech. It is not a matter of poor C/S judgment in applying it. The situation will be found to be flagrant.

Someone was only pretending it was Dianetics and Scientology and doing something else and for some other reason.

Here we have a problem in labels. The labels “Dianetics” and “Scientology” could illegally be placed on anything and that anything might be quite bad.

Thus it is the person misrepresenting who is actionable, not the originator or the properly licensed and supervised entities.

The operating question is “What did he or they do that they were calling Dianetics and Scientology standard tech?” And “Let me have their names so the misrepresentation can be stopped.”

Don’t let yourself be conned by an old legal or PR trick of switching labels!

Dianetics and Scientology are a precise system that works.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 MAY 1965

Remimeo
Sthil Class VII
Course Students
Sthil Staff
Ethics Hats
Star-rated Check

Qual & Tech Divs, All Hats

HCO Div, All Hats

Keeping Scientology Working Series 31

PROCESSING

Since 1950 we have had an ironbound rule that we didn't leave pcs in trouble just to end a session.

For fifteen years we have always continued a session that found the pc in trouble, and I myself have audited a pc for nine *additional hours*, all night long in fact, just to get the pc through.

Newer auditors, not trained in the stern school of running engrams, must learn this all over again.

It doesn't matter whether the auditor has had a policy on this or not—one would think that common decency would be enough, as to leave a pc in the middle of a secondary or an engram and just coolly end the session is pretty cruel. Some do it because they are startled or afraid and “rabbit” (run away by ending the session).

Auditors who end a process or change it when it has turned on a heavy somatic are likewise ignorant.

WHAT TURNS IT ON WILL TURN IT OFF.

This is the oldest rule in auditing.

Of course people get into secondaries and engrams, go through misemotion and heavy somatics. This happens because things are running *out*. To end off a process or a session because of the clock is to ignore the real purpose of auditing.

The oldest rules we have are:

- a. GET THE PC THROUGH IT.
- b. WHAT TURNS IT ON WILL TURN IT OFF.
- c. THE WAY OUT IS THE WAY THROUGH.

These now are expressed as POLICY.

A falsified auditor's report is also subject to a Court of Ethics.

Any auditor violating this policy letter is liable to an immediate Court of Ethics convened within 24 hours of the offense or as soon as is urgently possible.

Auditing at all levels works *well* when it is done by the book.

The purpose of ethics is to open the way for and get in tech.

Then we can do our job.

THERE IS NO MODERN PROCESS THAT WILL NOT WORK WHEN EXACTLY APPLIED.

Therefore, in the eyes of Ethics all auditing failures are ethics failures—PTS, suppressive persons as pcs or noncompliance with tech for auditors.

And the first offense an auditor can commit is ceasing to audit when he is most needed by his pc.

Hence, it is the first, most important consideration of Ethics to prevent such occurrences.

Then we'll make happy pcs, Releases and Clears.

L. RON HUBBARD
Founder



HCO BULLETIN OF 3 MARCH 1969

Remimeo
Class VIII
Level IV
Tech Secs
Qual Secs
Staff Auditor's
Hat

Keeping Scientology Working Series 32

**CASE GAIN
COMPLETING LEVELS**

Anyone who interprets "the real gains of a case consist of going up the levels" (which is true and was stated in order to prevent overreview) as meaning that the level a case is on is not to be conclusive or put the pc into good case condition has a tech alter-is going.

The Registrar can use "You need the next level," but when Tech or Qual buy this as an excuse not to run levels right or to get gains on any given level, it's time to look this fact over HARD.

ANY LEVEL IS ITSELF CAPABLE OF STABLE CASE GAIN. If a level does not, THEN THE CASE IS LOUSED UP ON EARLIER LEVELS and is a standard case of someone with a lower level out! This is all covered in Class VIII.

This is true of ARC Straightwire and OT VI alike.

The rule holds. Any level is capable of giving a stable case gain, and if it does not THERE IS SOMETHING VERY WRONG with the way it or an earlier level was run.

To chase a pc on up the levels to cure an outness on earlier levels is idiocy. It is WASTING AUDITING. It is a shabby excuse for not setting a case up to be audited or auditing badly.

To solve an earlier out-tech situation one does *not* "give the next level."

If a pc ends up at Level II (or OT II) without a stable gain attained, then the setup of the case or the handling of it is SOUR.

This is the most elementary situation in case repair.

ANY LEVEL is capable of case gain and of being stable, the pc feeling good, etc. The drive to get the next level is very natural, but when it becomes obsessive to get a case gain then it isn't the next level that's needed.

ARC Straightwire is more tech than man ever had before. It produces a stable gain. This is true of every level on up.

We have just had a pre-OT whose case at every level “was going to be solved by the next level.” People kept saying he “needed the next level” to solve his case. Bull. He got all the way to OT II before I caught wind of it. He “had to have OT III” to solve his case according to the Qual Sec.

That case probably never made ARC Straightwire! One or more earlier levels or ruds or seven cases are out. *That’s* the trouble with that case.

If you now let him go on to OT III he’d cop it.

The tech you are handling is capable of giving spectacular gains at *every level*. If it does not, then the case has missed somewhere, comes under seven resistive cases or out-ruds or one or more missed or overrun levels.

This is one of those things which seems to have been going around (“needs the next level to solve his case”) for some time without my finding out about it. Sure they need their next level. But do they have their levels up to where they are? If they aren’t in good shape at the end of any one level, then there’s a miss on the case and it must be repaired by standard tech.

L. RON HUBBARD
Founder



Keeping Scientology Working Series 33

WHAT WE EXPECT OF A SCIENTOLOGIST

We inherited, when we began, a great many hidden errors in the society, so deeply laid they seemed right. "Everybody knows that . . ." is a tombstone of progress for it contains uninspected lies that bring the wittiest of us to grief. "Everybody knows that man is evil" was only one of the many things we found wrong, exposed and dropped from our own knowledge.

However, in the field of what is expected of a Scientologist, we have for ten years carried along an inherited error. It is this: "Everybody knows that a specialist in a science hangs out a shingle and, if a professional, becomes a private practitioner."

Now listen. Psychoanalysis was developed in 1894 by Sigmund Freud. Everybody who studied it was expected to hang out a shingle and start practicing. It took half a century for psychoanalysis to become generally known by the people. Yet how could it miss? Its tenet was that if you were sexually uninhibited you would be happy.

The psychoanalyst took his cue from the medico of his day. If you could heal, you were a healer with a shingle.

Well, I'm afraid a lot of us have bought this too. If we were trained in Scientology as a professional, we should hang out our shingle as a practitioner. With all due respect to the Scientologists in professional practice (where they have every right to be) this is not a true idea. It is a borrowed idea. It's as old as the witch doctor.

A Scientologist is the being three feet behind society's head. And society runs on eight dynamics, not in a sick room. Some of us, of course, would become professional practitioners. But a professional Scientologist is one who expertly uses Scientology on any area or level of the society.

A housewife who does not have professional level skill in Scientology could not expect to run a wholly successful family or keep order in her neighborhood and keep her family well. A factory foreman could not possibly handle his crews with full effectiveness without professional Scientology skill. The personal assistant to a corporation executive could not do a fully effective job without being a professional Scientologist. A corporation president without a certificate will someday fail. And the head of a country would go to pieces if he didn't know Scientology from a professional angle.

How can these people handle life if they have no expert knowledge of how to handle life?



Now, we don't expect everyone in the world to become a trained auditor. But we expect the people who are making the world go to have a knowledge of how to make it go.

A *trained* Scientologist is not a doctor. He is someone with special knowledge in the handling of life.

We have many, many personal success stories in Scientology. They begin with a book acquaintance and bloom when professional skill enters the background. These people, small people, big people, drove a wedge for themselves into companies, societies, with Scientology and then took over control of the area. They succeeded where they never would have dreamed they could. And every time one of us drives in such a wedge, we all win because the world is brought nearer to a sane and decent world.

The factories, the marts of trade, the homes, the neighborhoods, these are the places we want *trained* Scientologists. In that way alone, we're on the busy, still healthy communication lines of the world.

Some of us need to run centers and schools just to give the rest of us service when required. Training at a pro level must continue and *must* be kept good. And service and communication must be given. Hence, we have Central Organizations on every continent and HCOs. But if we avoid the throbbing comm lines of the world and act like doctors, we will not win soon enough as a group.

Any trained Scientologist can win to success in society. Heightened IQ, a knowledge of life, a forthright attitude—with these things it is easy for him or her to improve a social or business position, to get higher pay, to exert wider personal influence. This we know we can do, we have done it so often, so let's improve the ability.

Process people weekends, run a co-audit some evenings of the week at home, but get on the active lines of the world and make your presence felt.

It takes full training to do it. It's been done from our books alone but not always well. It takes tough Academy training to make a Scientologist, so don't go at it half armed.

And stop feeling apologetic because you are not a "full-time auditor." We are the auditors to the world, not to a handful of the sick.

We are not doctors. We are the world's trouble-shooters. When we make a company win, the whole world wins. When we make a neighborhood win, we all win.

A full-time Scientologist makes life better wherever he is. And that is enough pro activity for anyone.

What do we expect of *you*? To become the best Scientologist that can be and to get on the comm lines of the world and bring a big win where it counts. We don't expect you to hang up a shingle as a doctor and have a private practice. We'll respect you if you do. But we'll respect you just as much and even more if you get trained as a pro and go out and up in the world of action and of life.

Hit for the key spots by whatever means—the head of the women's club, the personnel director of a company, the leader of a good orchestra, the president's

secretary, the advisor of the trade union—any key spot. Make a good sound living at it, drive a good car, but get your job done, handle and better the people you meet and bring about a better Earth.

And stop feeling hangdog because you “aren’t auditing full time.” Nobody expects you to.

We’ll keep centers going to service your needs, some of us; we’ll provide ammunition and books. And the rest of us had better invade every activity there is on a high level of success and make our influence felt on the comm lines of the world.

Scientology is the only game on Earth where everybody wins.

So let’s help the world win.

L. RON HUBBARD
Founder



THE CO-AUDIT SERIES

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 28 MAY 1980RA
REVISED 20 APRIL 1990

Remimeo
All Orgs
All Divisions
C/Ses
Co-audit Supervisor's
Course
Co-auditors

Co-audit Series 1RA

CO-AUDIT DEFINED

Refs:

HCOB 29 May 80RA	Co-audit Series 2RA
Rev. 20.4.90	CO-AUDITS: HOW TO RUN THEM
HCOB 30 May 80RA	Co-audit Series 3RA
Rev. 21.4.90	SUPERVISING CO-AUDIT TRs
HCOB 31 May 80RA	Co-audit Series 4RA
Rev. 21.4.90	STAFF CO-AUDITS

The term "co-auditing" is an abbreviation for "cooperative auditing."

A CO-AUDIT IS: A TEAM OF ANY TWO PEOPLE WHO ARE HELPING EACH OTHER REACH A BETTER LIFE WITH SCIENTOLOGY OR DIANETICS PROCESSING.

It is a cooperative action toward a very worthwhile goal.

The co-audit is an early Scientology and Dianetics innovation.

It was the bright idea used in the early days to get auditing done in more volume and on a broader scale than would ever have been possible on a one-for-one basis at that time. It was also a means of training the many who were demanding training in this new technology, and providing them with the opportunity to get their own cases handled while at the same time giving them a subjective reality on the processes they were delivering to others.

It was then and is today a very valuable tool.

Co-audits are our quickest and most economical way of restoring vitality and purpose to the society, something I know all Scientologists are working with me to achieve.

Co-audits can handle the many, staff and public alike, who are reaching for those auditing actions meant to bring them up through the next levels toward Clearing and who are willing to bootstrap their way up through these levels.

THE PURPOSE OF A CO-AUDIT IS TO GET CO-AUDITORS UP THE GRADE CHART.

Co-auditing is not a limited activity. Any pair of Scientologists who have the interest and desire to help each other up the Grade Chart can co-audit.

CO-AUDITING OF SPECIFIC RUNDOWNS

Rundown co-audits are especially designed co-audit packages set up to permit co-audit team members, regardless of their training or lack of it, to audit each other through the full steps of a specific rundown.

Included in a rundown co-audit would be any and all study and training steps needed to prepare co-auditors to successfully audit each other to the full EP of that specific rundown.

The Method One Co-audit is one example of a specific rundown co-audit. The checksheet for this co-audit (HCO PL 25 Sept. 79R III) provides the technical theory and practical steps necessary to enable two co-auditors to take each other through Method One Word Clearing to full completion and EP of the action. It is a very popular action, easy to do, and gives tremendous case wins. It does not require professional auditor or word clearer training; one can simply do the Hubbard Method One Co-audit Course Checksheet with a twin.

Other co-audit packages on specific rundowns may be released from time to time. These rundown co-audit packages would be carefully planned and tailored to include the minimal but correct and necessary training gradients for delivery to public as well as staff.

This does not mean that, in the absence of such a package for a specific rundown, co-auditing could not be done. Auditors trained in the skills of a level or a particular rundown could co-audit that rundown, provided they are at that level pc-wise and training-wise. The co-audit would need to be organized and be properly supervised and C/Sed throughout, but the organization could be as minimal as providing a set-up for one such co-audit team.

PROFESSIONAL CO-AUDITS

A professional co-audit is a co-audit between auditors trained on the skills of a level who are auditing each other on that level. (A *nonprofessional* co-audit is one designed for co-auditors who have *not* had professional auditor training.)

Professional co-audits have long been a favored and highly successful method whereby Scientologists can move up the auditing and training sides of the Bridge.

Professional co-audits are for auditors who are doing the Professional Training Route and for auditors who have completed their training but haven't themselves moved up the Grades.

Academy and Saint Hill Special Briefing Course students could and should co-audit and get themselves up the Grade Chart as they go, in pace with their training.

Professional co-auditing can be done following each auditor training course. It can also be done on special co-audits set up by orgs so that these auditors can continue to co-audit under the supervision of org tech terminals and use org facilities.

Such co-audits for public students would be charged for at a nominal rate and would include C/Sing, etc.

A student can get all of his Grades and New Era Dianetics auditing on these co-audits.

NOTE

Orgs do not have the license to offer public *nonprofessional* co-audits on Grade 0-IV processing or on NED (New Era Dianetics).

Training courses are already very much streamlined.

Any public interested in co-auditing the Grades and New Era Dianetics should be routed onto the Academy Levels and the NED Course where they can rapidly complete their study and get onto the professional co-audits.

Thus an org's concentration as far as public co-audits go would be on Div 6 co-audits, any specific rundown co-audit packages and professional co-audits on the Grades and New Era Dianetics.

STAFF CO-AUDITS

Staff co-audits are by far the most advantageous method for an org to ensure its staff get and stay in good case shape and move on up the Bridge.

A well-run staff co-audit is the answer to the problem of how an org gets all its staff audited.

The staff co-audit can be arranged to be done by trained staff auditors (teamed with each other) and/or untrained staff (teamed with each other).

It can include any processing from the beginning of the Grade Chart up through New Era Dianetics as well as processing on special rundowns designed for co-audit purposes.

In the case of untrained staff co-auditing, this would ideally begin with the TRs and Objectives Co-audit Course. As part of the co-audit, the staff member would first be trained on TRs for co-audit level and Upper Indocs and then co-audit with his twin on a full battery of Objectives, as directed by the C/S.

Following this, the untrained staff co-auditors would need to be gradually programmed and C/Sed and taken step-by-step through the next Grade Chart action on a "read-it, drill-it, do-it" basis.

"Read-it, drill-it, do-it" means:

1. The co-auditors twin up and study and check each other out on the basic issues and skills for the process or Grade to be audited.

2. They drill the actual actions involved in running the process, under tight supervision of a trained Co-audit Supervisor.
3. They then audit each other on the process to EP, under the tight guidance of a trained Co-audit Supervisor.

Do you want to see an immediate upsurge in staff morale, activity level and enthusiasm? Establish a staff co-audit!

GUIDING FACTOR

The Grade Chart is the guiding factor in any co-audit. One doesn't audit a pc on processes or rundowns above his Grade in violation of the Grade Chart, regardless of where the auditing is done or whether it is an HGC type of action or a co-audit action. On any co-audit, the process to be run is determined by the C/S and he uses the Grade Chart as the basic pc program in each individual case.

HCO PL 23 July 69, AUDITOR ASSIGNMENT POLICIES, and HCOB 21 Dec. 79, AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES, provide the guidelines for pairing up co-auditors of comparable case level and training level.

SUMMARY

Co-audits are for use. They spark immediate interest. They quickly bring people up to doingness. There is no better exchange for the auditing one gets than to deliver it to another and that in itself produces gain. They are the fastest, most satisfying method of getting lots of auditing delivered, of making lots of Releases and providing actual auditing experience.

If you want to turn your org scene into one of a bustling beehive of activity, get your co-audits established and running. It is within the means of any org to do so.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 MAY 1980RA
REVISED 20 APRIL 1990

Remimeo
All Orgs
Tech/Qual
Co-audit Supervisor
Courses
Supervisors
C/Ses

Co-audit Series 2RA

CO-AUDITS: HOW TO RUN THEM

One of the simple secrets of a successful co-audit is administration.

Without smooth workable lines and hatted terminals on those lines who really know their business and run a snap and pop operation no org or mission can expect to succeed with its co-audits.

However, where lines and terminals are in and functioning smoothly, rapidly, routinely, you'll have a high volume of co-auditors, many released pcs routing on to their next services, an active, uptone course room and new public banging on the door demanding co-audit courses.

It's a very simple matter to run a highly successful co-audit. The key to that success is standard administration.

Any co-audit course, whether it is a specific rundown co-audit package, a professional co-audit on the Grades or NED or other type of co-audit, follows the principles and guidelines laid out in this issue.

CO-AUDIT REQUIREMENTS

Any fair-sized co-audit course, if one is to set it up to succeed, will require at least:

A Co-audit Supervisor—to supervise co-auditing actions. The Co-audit Supervisor must be tech trained to a level which enables him to handle the materials being co-audited.

Course Supervisors—for the theory and practical sections of co-audits where some preparatory training is done.

In a small org or mission these posts might be covered by one person, but it is not optimum.

Add to this: (a) a C/S to case supervise the co-auditing sessions and (b) a Course Admin (who might be able to service more than one co-audit), and one would have an ideal scene, personnelwise, for a co-audit set up to deliver in volume and expand.

CO-AUDIT THEORY

Refs:

HCO PL	2 Dec.	62	SUPERVISOR'S STABLE DATA
HCO PL	24 Oct.	68	SUPERVISOR KNOW-HOW RUNNING THE CLASS
HCOB	25 June	71R	Word Clearing Series 3R
	Rev. 25.11.74		BARRIERS TO STUDY

Anyone dealing with the administration and supervision of a co-audit course must realize first and foremost that it is not a study course. It is not a study activity. It is a *doingness* activity. Students are there to *do* the actions of auditing, not to learn theory. This must be the Supervisors' orientation toward the course.

The students enrolling on the course are going to be eager beavers and the Course Supervisors must have the attitude of contributing to the enthusiasm the students will bring to the course. The students will be there to move further along the Bridge and this is what the Supervisors must make sure happens.

Auditing, auditing, auditing is what is stressed and that is what is delivered.

On a professional co-audit, the co-auditors will already have been trained in the theory and skills of the level they are auditing.

On a rundown co-audit package, co-auditors will often have no previous technical training. New co-auditors do have to learn what they will be applying but this has been cut down to the bare bones essentials. They are given mainly the "How" and only enough of the "Why" to make their co-audit actions meaningful.

The student is not being trained here to think with his materials. He is being trained to exactly apply the auditing procedure rat-tat-tat. If the pc does "A," the auditor is trained to respond with "B." And auditor and pc alike soon learn that this produces results.

Also, for all their eagerness these students will not necessarily have done a Student Hat so they will be operating without the benefit of a command of study tech.

For these reasons, the Supervisors must be particularly good at spotting and handling the manifestations of misunderstood words and manifestations of skipped gradients. The third barrier to study, lack of mass, probably won't be as prevalent on a co-audit as on a straight study course, but might possibly occur on any of the co-audit's theory sections. Not being trained in study tech, the students will not necessarily be able to spot these things. The Supervisors must be alert for them and handle them when they occur.

TWINNING AND COURSE ATTITUDE

Ref:

HCOB	21 Aug.	79	TWINNING
HCO PL	23 July	69	AUDITOR ASSIGNMENT POLICIES

HCOB 21 Aug. 79, TWINNING, is applied to the letter on co-audits. Nowhere is this tech more applicable than on a co-audit course.

Twinning also enhances the atmosphere the Supervisors must establish on the course.

CO-AUDITORS ARE TWINNED ACCORDING TO COMPARABLE CASE AND TRAINING LEVEL. People who intend to co-audit and Co-audit Supervisors *must* be alerted to the fact that you don't twin up mis-matched co-audit teams—e.g., a lower level pc with a NOTs pc, etc. This is fully covered in the above references.

Once twinned, co-auditors should not be musical chaired.

It is important that the Co-audit Supervisor twin students correctly. Properly twinned co-auditors will fly along while poorly twinned ones will generate problems, and where there is a big difference in ability, create an out-exchange situation in which the faster twin is always coaching the slower one to get him to catch up.

A co-audit course is a team activity. It is a jump-in-and-do-it activity and the Supervisors establish this as the operating tone of the course from the first day. The activity level of the course is very high.

The Co-audit Course Supervisors would exemplify this attitude by being human dynamos in the course room and this would rub off on the students.

The Co-audit Supervisor's activity level must be high because he deals heavily in individual attention to each student, co-auditor and pc. He must maintain a high level of ARC with each student. He must always be approachable by the students and stay in good comm with them.

The students will not be perfect students and this makes individual attention for students a prime Supervisor duty.

THE COURSE ROOM/THE CO-AUDITING ROOM

The *Course* Supervisor(s) and the *Co-audit* Supervisor(s) have different and distinct zones of operation on a co-audit course.

Ideally, the course is divided into a study section, a practical section and a co-audit section. These would exist in separate rooms, each with its own Supervisor(s) in order to provide the best possible study and auditing environments.

Where the above is not possible, the theory part of the co-audit course would be done in one room with the Theory Supervisor and the practical and co-auditing part of the course would be done in another room, with the Co-audit Supervisor.

The theory and practical sections are not put together in the same room.

The theory course room, practical course room and co-audit course room would be as near as possible to one another in the org. It is, after all, one course!

In the co-audit room, the auditing tables would be set up with the auditors sitting with their backs toward the center of the room and the pcs facing inwards



toward the center. In this way, the Co-audit Supervisor can monitor each session from the center with a minimum of walking about.

NEW STUDENTS

When a new student enrolls he is greeted and welcomed by the Course Supervisor (and the Co-audit Supervisor if available). Right then and there the student gets indoctrinated with the idea that this is a gung-ho activity, that the students help each other out and take responsibility for one another. He is also informed about twinning and given the datum that the better the auditing he delivers the better will be the auditing he receives. This is factually true and has been proven over the years. He is informed that it is to his advantage and best interests to become as competent an auditor as possible.

BEGINNING MUSTER

The co-audit course begins on schedule with a roll call of both the students on theory and the co-auditor teams (who are mustered in the study room). Roll call is done this way so that there is only one roll book and accurate 8-C can be run.

Tight scheduling must be maintained in both theory and co-audit room. Every minute counts if these students and co-auditors are to get the most out of their scheduled periods.

Immediately after the initial muster the two teams split up—students on theory sections to their seats in the study area; co-auditors to their sessions in the co-audit room.

RUNNING THE COURSE

All points of HCO PL 16 Mar. 71R, WHAT IS A COURSE? must be in on any co-audit course. HCOB/PL 30 Oct. 78R, COURSES—THEIR IDEAL SCENE, must also be in.

A standard roll book, routine roll call each period, student graphs, a Progress Board, are all used. The materials that will be needed on the course must be readily available. (This includes auditor admin materials.)

The course and the co-audit are both run with good stiff control and ARC.

The Supervisor gets right onto targeting students for the period after the beginning muster. He then works to ensure every pair of students makes or surpasses their targets.

If there are a lot of checkouts for him to do, it is best to have a sign-up sheet at the front of the room. This puts order into the activity and makes it predictable for the students. On a course of any size at all, a sign-up sheet is a necessity to keep things from falling into chaos.

Heaven forbid that the Course Supervisor would ever be caught at his desk during course hours! No! He would be out moving about the course room, ensuring the students studying their course packs were learning the data and that the students drilling had their drills down cold. He'd be watching for students manifesting MUs and jumping in to handle when he spotted one.

He gives students studying their packs spot checks to ensure they are getting what they are studying. If they aren't, he gets the MU found. If he can't get it

located quickly, he sends the student to the course Word Clearer or, lacking one or when extensive word clearing is needed, to Qual for word clearing.

On practical checkouts the Supervisor cannot really afford to turn it into a coaching session and get stuck with one pair of students at the expense of everyone else in the class. Either the student being checked out has the drill down or he doesn't. If he does, great; pass. If he doesn't, the Supervisor issues the student a pink sheet with the error(s) noted and what he has to do to correct it so the student will pass on the next checkout.

Pink sheets are handled in the course/co-audit room, by the student co-auditor's twin or the Supervisor. Only if the student became hopelessly bogged would he be sent to Cramming.

The Supervisor would give every student individual attention and wouldn't get stuck with any one pair of students for too long a period.

He would be moving from team to team, seeing how they were doing, checking out their drilling, correcting outnesses when he saw them, always encouraging them and establishing the reality that they can audit successfully.

He would use every bit of supervisor tech at his disposal to get students through their drilling and onto the co-audit. And quickly. The student reads the material, drills it and he *does* it. One, two, three.

HANDLING TRs AND OBJECTIVES CO-AUDIT STUDENTS

Many students on the TRs and Objectives Co-audit Course will be fresh off the Purification Rundown, without having done a Student Hat or any other Scientology course. But putting someone through an Objectives co-audit does not require any education to speak of; the Supervisor simply demands that the student reads his course materials, drills the exact actions and then does them on his twin.

For example, I have done this at as shallow a level of getting two staff members and making them run Op Pro by Dup on each other, 35 hours given and received. They didn't have any coaching to amount to a hill of beans, but they did it with excellent results.

A Supervisor would not allow a TRs and Objectives Co-audit student to spend time clearing words within definitions of words. The Course Supervisor would rapidly get the misunderstood word handled, the student through the materials and onto *doing* the TR or action.

There may also be circumstances where the co-auditor may need to refer back to his materials during a session to get the process commands straight. This does not mean the session is bogged requiring Supervisor intervention. A co-auditor is free to look at the commands if he needs to while running a process, and that he does so does not imply that the session needs to be stopped so he can drill the process further before continuing.

The Co-audit Supervisor must keep in mind that he is not trying to get the student to do anything by study; he's trying to get him to do something by actual action in the auditing chair.

RUNNING THE CO-AUDIT

The Co-audit Supervisor's job is to ensure that auditing occurs and that it is successful auditing and that the pcs make the expected gains on their auditing.

Before the co-audit class starts, when the folders have come out from the C/S, the Co-audit Sup checks each one, notes what the pc needs and puts the folder in its proper stack (to Co-auditor, D of P, Declare, Co-audit Sup handling, Ethics, MO, Review, etc.). He then battle plans his day to get all the actions done in the proper sequence. For example, he would plan to do pc A's D of P interview, get pc B to the MO, get pc C into session with his co-auditor, make sure pc D's MAA interview gets done by the MAA, etc. In this way he assures that the pcs make the fastest progress possible.

He doesn't want to spend time on these administrative cycles once there are sessions going, so he gets them planned out before course.

After roll call and muster at the start of class the Co-audit Supervisor gets right down to 8-Cing co-audit teams into session. He passes out the folders from the C/S and handles any questions or uncertainties the auditor may have about the C/S instructions. He does this by reference to course materials and *not* by verbal tech. He then arranges the co-audit teams in the auditing area and gets the sessions going.

The Co-audit Sup must budget his time wisely so that maximum co-audit production can occur. If one twin needed ruds to start a session and another twin needed a D of P interview but would not be going right into session after it, the Sup would do the ruds first and get those twins into session. Then he would do the D of P interview.

Once the sessions have started, he is there observing the sessions.

He acts as a monitor for each co-audit session.

He ensures that if it's muzzled co-auditing that is to be done, the co-auditor remains muzzled giving only command and acknowledgment.

He is there to help out if a co-auditor gets into something he can't handle. If a co-auditor gets into trouble, he alerts the Co-audit Supervisor by putting his hand out behind him. The Co-audit Supervisor comes over and, getting in comm with both the auditor and pc, finds out what is happening. This is done with good TRs and all points of the Auditor's Code in. The Co-audit Supervisor would put in a good R-factor to the pc about what was going on and include the pc in any discussion. The pc may say he spotted why he had done something and that he felt really good at that point and that would be the bug right there—overrun. In a metered session the Co-audit Supervisor might have to look over the worksheets to find out where the session went amiss. Once he finds the goof, he shows the auditor what to do to remedy it per source references, and gives the pc another R-factor about what the auditor will do.

The Co-audit Supervisor has to know his tech cold and be able to figure out at a glance what is wrong with a session and instruct the co-auditor (with the proper source reference) what to do to put it right.

At no time does he criticize or belittle the auditor, or in any way lower the auditor's altitude in the session. The Co-audit Supervisor doesn't violate Auditor's Code clause 20 by explaining or justifying any auditor mistakes to the pc. Nor does he invalidate the pc or evaluate for the pc and tell him what is going on with his case. The Supervisor steps in only to isolate the bug, get any BPC found and indicated and get the auditor to resume the session.

If the cause of the session difficulty isn't apparent, the Co-audit Supervisor would R-factor both pc and auditor that he is going to put the pc on the meter (if he isn't already) and find what's bugging the session. (The Co-audit Supervisor would keep copies of the appropriate correction lists on his clipboard and readily available.) He makes it clear that he is not taking over auditing the pc; he is simply finding the session bug. He takes the auditor's chair and, using the prepared correction list for the co-audit materials, he assesses the list by the appropriate method. If the co-auditor is trained to handle the read (or reads), the Supervisor instructs the co-auditor on what to do to handle it (according to the list instructions) and gets the co-auditor back in the chair and running the session.

Should the Co-audit Supervisor find that what reads on the list is something that the co-auditor is not trained to handle but which the Supervisor *is* qualified to handle (such as an out-rud, overrun, etc.), the Supervisor may handle it then and there providing it would not keep him away from supervising his other co-auditors for too long a period of time. As soon as the pc's BPC is handled to F/N and VGIs the Supervisor turns the session back over to the co-auditor.

If the trouble is something which would require more extensive handling, such as an Int Rundown or review auditing of some sort or if the Co-audit Supervisor is not qualified to handle the charge found on the prepared list, he would indicate the charge found to the pc and R-factor him that the folder must go back to the C/S for instructions. He would then turn the session back over to the auditor to end it.

Needless to say, the Co-audit Supervisor must guard against:

1. Verbal tech, and
2. Any kind of case evaluation or invalidation going on on a co-audit course. He must come down hard especially on any person who is trying to belittle pcs or co-auditors or invalidate the case wins or case problems or case oddities of any pc. Such offenders must be gotten out of the space and sent straight to Ethics. (Ref: HCO PL 1 July 65, ETHICS CHITS)

INTERRUPTING SESSIONS

The Supervisor must be able to quickly recognize any bad indicator and must stay on the alert for them. If he notices something going wrong in a session he doesn't have to wait until the auditor puts out his hand for help but *can* gently step in and handle.

The Co-audit Supervisor must, however, give the auditor sufficient opportunity to spot that something is wrong with the session. If the Supervisor interrupts sessions all the time and bypasses the auditor, the auditor may stop taking responsibility for the pc and the session because "if anything was wrong with the session the Supervisor would jump in and take over." The auditor might decide he doesn't have to concern himself with how his pc is doing because "the Supervisor will do all of that."

The goal in all of this is to get a win for the co-audit team and get the pc through his auditing.

RULE

The rule to follow in handling session difficulties is:

IF THE CO-AUDITOR CAN HANDLE IT, *HE HANDLES IT.*

The Co-audit Supervisor always maintains an encouraging attitude, good TRs and the certainty that the auditor will pull off the session. He never expects the auditor to do *anything* above his training level, but he does expect him to successfully audit what he has been trained to do.

The Co-audit Supervisor never steals the co-auditor's hat but only borrows it for very short periods of time and even then doesn't exclude the co-auditor from the proceedings. He doesn't allow himself to become the auditor no matter how much the pc may seem to demand it or how rattled the auditor may appear at having made some goof. With ARC and certainty he isolates the bug in the session, gets the co-auditor to straighten it out or straightens it out himself and gets the co-auditor to continue the session.

CAUTION

The Co-audit Supervisor must be *sure* not to become the pc's auditor completely because then the pc is likely to reactively create more trouble in order to get further attention.

If at all possible, the co-auditor must handle the session and bring his pc through it. Coming through a rough session to a win is a tremendous morale booster and nothing will more raise an auditor's confidence in the tech and his ability to apply it.

AUDITORS DO NOT LEAVE THEIR PCS

The Co-audit Supervisor never assists an auditor who has left the auditing chair or walked off from his pc to get the Co-audit Supervisor to help. Should an auditor leave his pc to seek assistance, the Co-audit Supervisor firmly, but with ARC, tells the auditor to go back to his pc and put his hand out behind him. The Supervisor *then* assists that auditor as soon as he possibly can.

Permitting a co-auditor to leave his pc violates the Auditor's Code clause 10, "I promise never to walk off from a preclear in session," is bad form and adds unnecessary randomness to the co-audit room. Co-auditors must be R-factored about this procedure before they begin auditing.

SESSION ADMIN

The Co-audit Supervisor monitors the sessions until the last one is finished. He gets the auditors to write up their sessions correctly and legibly for their pcs' folders. The Supervisor is responsible for the quality of the co-auditors' admin and must see that the folder admin is correctly done.

The Co-audit Supervisor also keeps a logbook in which each co-auditor logs the number of hours he audits daily. In this way both the co-auditors and the Co-audit Supervisor have a ready record of the total number of hours co-audited for the week.

Any co-auditors who finish their sessions early and have their admin done and folders turned in before the end of the class period can spend the remaining course time helping out by drilling with other students or drill themselves, etc.

When the last session is over for the course period and the co-auditors have written up their sessions, the Co-audit Supervisor ensures the Course Admin gets the folders over to the C/S office. The Co-audit Sup should make it a point to attend the end-of-class muster and should ensure that his co-auditors are also there.

However, sessions that were still in progress at the end of the course period

would not be ended for these musters, nor would the Co-audit Supervisor leave any sessions in progress to attend the musters.

MUTUAL OUT-RUDS

The theory of mutual out-ruds is covered in HCOB 17 Feb. 74, C/S Series 91, **MUTUAL OUT-RUDS**. Mutual out-ruds can stack up on courses and the Supervisors must be sharp in recognizing indicators in a pair of students with out-ruds on the rest of the group, and get them handled.

A co-audit team withdrawn or out of comm with the rest of the class could be a mutual ARC break or withholds. A pair going around looking overly concerned or hunted likely have a mutual problem. Two students joking or being snide obviously have withholds from the group.

Now these things could also stem from something misunderstood in their training and the Supervisor must detect this and handle by finding the MUs and straightening out the student's drilling and procedure. Whatever the cause, the Supervisor must not let mutual out-ruds go unhandled and the C/S must order checks for mutual out-ruds when necessary to keep a co-audit team's ruds in on each other and on the group. Failing to do this can cost dearly in terms of lost gains for pcs.

Mutual out-ethics must be spotted and handled as well. (Ref: HCOB 13 Oct. 82, C/S Series 116, **ETHICS AND THE C/S**)

BLOWY STUDENTS

Students who are blowy or who have blown must be recovered and handled. They must first be checked for BPC in their sessions and out-tech on their cases and then checked over for MUs and overts and withholds as co-auditors.

Since they are engaged in both receiving and giving auditing, both aspects must be thoroughly checked. When the session BPC is found or the out-Int handled or the O/Ws pulled such blowy feelings will cease.

The blown student's twin is responsible for recovering his course partner per HCOB 21 Aug. 79, **TWINNING**.

REMEDIES

As mentioned before, students on the co-audit will be eager beavers but may be unhatted on study tech and will need help over any rough spots they may encounter.

The Supervisors have to know and use their available tools to guide the student through such impasses.

On the study portion of the course, the Course Supervisor has to be able to spot a student with an MU a mile off and handle it rapidly and with ARC. If he cannot locate the MU or bug easily he utilizes the course Word Clearer. If the student is really plowed in, it is a job for Qual. Don't let the bogged student stagnate on course and don't ever buy any confused "it-can't-be-dones." We've had co-audits for over 30 years in Dianetics and Scientology and the co-audit courses have always been very, very successful.

The lack of mass phenomena won't be as likely to occur here as on a theory course because of the amount of practical prior to the auditing section but it must be handled and remedied quickly if it does occur.

The most frequently observed manifestation on the drills section will very likely be the skipped gradient. (Ref: HCOB 25 June 71R, **BARRIERS TO STUDY**) If the

student is having trouble with a drill he's come up on too steep a gradient. The remedy is to cut back to the action or drill where he was doing well, where he understood it and was not confused. Find out what he missed right at the tail end of that action or drill, because that's where he *thought* he had it down pat and went on and right there he skipped a gradient. Clear up what he missed at that point and bring him forward again, on the right gradient, to where he was having trouble. Now he will be able to do the drill because he truly understands the earlier gradient.

The badly bogged student probably needs a trip to Qual for handling. In such cases the bogged student's twin goes too. For one half of a co-audit team to get so plowed under means it is very likely that something is awry with the other half of the team. Qual would check both students and probably have to straighten both out.

The Co-audit Supervisor would mainly be remedying bogged sessions. It may sometimes occur that the Co-audit Supervisor notices something out with a session while watching, before the auditor puts out his hand or is even aware something is wrong. The Supervisor wouldn't let the session fall completely to pieces even though the co-auditor hadn't asked for help. Neither would he just jump in without giving the co-auditor ample opportunity to handle the session difficulties himself.

After determining what was wrong, the Supervisor would place his hand gently on the auditor's shoulder and get in comm with the pc and auditor. Without eval or inval he would instruct the auditor with the appropriate source reference on how to correct the situation.

For example, in a Dianetics co-audit the Supervisor notices that the pc's TA has been going up and up while being run on a somatic chain, but the auditor isn't checking for an earlier incident. The Supervisor would place his hand on the auditor's shoulder gently, R-factor the pc that he wanted to interject something into the session and then suggest to the auditor that he try checking for an earlier incident or earlier beginning. Then he sees to it the auditor does so and gets on with the session.

It is important to let the co-audit teams know what the Co-audit Supervisor's purpose is. He is there to run the class, oversee the sessions and ensure that the pcs achieve the greatest gains possible from their auditing. He is not there to run the session or audit the pc. The *co-auditors* do the auditing.

RED TAG SESSIONS

In the event of a session that red tags at exams it must be repaired within 24 hours per C/S Series 86RE, THE RED TAG LINE.

Occasionally a pc will red tag at exams after the session. When this happens, the Supervisor does not take a condemnatory attitude towards the auditor. And he certainly does not let the auditor rabbit from further auditing even if the pc must go to Qual for a review session.

Normally, the co-audit team will audit on a turnabout basis. On Monday Joe audits Bill for the first part of the class time and then Bill audits Joe for the second part of the class period, etc. Or on Monday Joe audits Bill, on Tuesday Bill audits Joe and so on. In the event of a red-tagged session the pc would need to be handled until repaired and the red tag removed. It is optimum for all concerned that the co-auditor be instructed on how to handle the goofed session and repair it himself if this is feasible. However a review session in Qual may be needed. That is up to the C/S who should keep in mind that this is not an HGC operation and that the co-auditor handles his pc except in dire circumstances.

Sending the pc to Review would only be done if the session bug couldn't be spotted in the worksheets or by observation or if a Scientology auditor was needed to fly the ruds or do a Date/Locate, handle Int, etc.

If the co-auditor can handle it and it is within the scope of the co-audit materials, he would take the pc right in the next day and handle it. He may need to do a bit of drilling on his procedure first but would still go back in there and handle his pc. This keeps the members of the co-audit team taking responsibility for each other. Of course, the red tag session must be repaired in 24 hours no matter who does it. This rule is invariable.

STATS

The Course Supervisor's stats are:

1. Student Points.
2. Number of students moved through the theory and onto the auditing portion of the course that week.

The Co-audit Supervisor has the stats of:

1. Co-audited WDAH.
2. Co-audit course completions.

The Co-audit student/auditor has the stats of:

1. Student Points.
2. Number of co-audited WDAHs.

(Note: The 24-hour rule for repair of any flubbed/red-tagged session applies. The penalty for violation of the 24-hour rule is loss of a day's stats for the division. [Ref: HCO PL 8 Sept. 70RA, EXAMINER'S 24-HOUR RULE])

I have given you the essentials for a successful co-audit.

For any co-audit, following the instructions in this issue will give you a bustling, high morale co-audit course with shiny completions rolling out the other side and further up the Bridge.

Co-audits throw the gates to the Bridge wide, wide open. They enable orgs to deliver far more auditing hours to more public and staff than anyone ever dreamed possible. And it's economical for the orgs and public, too.

Scientology is in an international boom, Supervisor, and I am counting on you to do your part in keeping the boom going.

While we now have thousands making daily progress up the Bridge, we have the line-up to handle millions. Millions of Clears and OTs.

Do your job well and we'll have wins all around.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Co-audit Series 3RA

SUPERVISING CO-AUDIT TRs

Ref:

LRH Technical Training Film number TR Fifteen, "The Different TR Courses and Their Criticism"

Between Dept 17 TRs courses for brand-new people, which are fairly permissive, and professional auditor TRs, which result in the smooth, flawless comm cycle required of a professional auditor, we have Co-audit TRs.

These are the TRs given to those who are not yet on the professional training route but who are training to give and receive auditing on a co-audit basis on rundowns and other co-audits designed for the nonprofessional.

They are the same drills, TRs 0-4, that are done on the Professional TR Course. But on Co-audit TRs you are not trying to make a professional auditor.

You give the co-auditor a chance to get his feet wet, to get a taste of what's expected of him on TR drills and to get some experience with them. You coach and supervise him to some good wins, to where he gets the hang of it, and you leave it at that.

The way to accomplish this is to start him on an easy gradient and have him cycle through the TRs, getting a bit stiffer each time he cycles through.

He would cycle through TRs 0-4 first, until he had achieved some confidence with those TRs.

He would then go onto Upper Indoc TRs 6-9, cycling through them and getting a bit stiffer each time through, until he had achieved some confidence with TRs 6-9.

Thus, the steps in training a person on Co-audit TRs would include, as a minimum:

1. Drilling TRs 0-4 (as listed in HCOB 16 Aug. 71R II, TRAINING DRILLS REMODERNIZED) by cycling through these on a gradient and stiffening the gradient each time through, until the person has achieved confidence in his ability to use them:

OT TR 0

TR 0

TR 0 BB

TR 1

TR 2

TR 2½

TR 3

TR 4

2. Drilling Upper Indoc TRs (per HCOB 7 May 68R, UPPER INDOC TRs), again cycling through these on an increasing gradient until the person has achieved confidence in his ability to use them:

TR 6

TR 7

TR 8

TR 9

If the student is having trouble and really flubbing on a certain TR, he might want to spend a bit more time on that one. But do not let him get stuck on trying to master one TR. The fault will be in an earlier TR or in the theory study of his course materials where something was not grasped or learned fully enough.

You want him up to being able to apply his TRs passably in a co-audit session with a terminal of comparable case level and training to his own. That doesn't mean your coaching or supervision is any less spot on. It doesn't mean the co-auditor doesn't give it the best he's got or that he's permitted to be sloppy or chop up pcs. It does mean that you don't demand of a person on a nonprofessional co-audit the same polish, the same expertise you're going to demand of a student on an auditor training course who will need to perfect his comm cycle to the point where he can handle any case, any pc, any situation confidently and with ease.

Don't confuse these two levels of TRs.

Don't let your professional auditors-in-training get by with anything less than perfect TRs. But with the person who's there to bootstrap his way through, giving and getting some auditing any way he can, realize you're not out to make a professional auditor of him—yet.

Get him to the point where he can handle a session as a co-auditor. When he's had some wins at that, when he's discovered just what can be accomplished in auditing sessions, he'll probably be reaching for professional auditor training. And that's when you give him professional auditor TRs, done the hard way.

Meantime, for beginning co-auditors, keep Co-audit TRs in their own sphere.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MAY 1980RA
REVISED 21 APRIL 1990

All Orgs
All Staff
and Execs
Qual Sec
SSO
Co-audits

Co-audit Series 4RA

STAFF CO-AUDITS

Refs:

HCO PL	20 July	70	CASES AND MORALE OF STAFF
HCO PL	14 Dec.	70	Personnel Series 14
			Org Series 19
			GROUP SANITY
HCO PL	17 June	63	STAFF CLEARING PROGRAM
HCO PL	21 Oct.	62	AUDITING SUPERVISOR AND AUDITING
			INSTRUCTORS, DUTIES OF
HCOB	7 Apr.	60	A NEW SUMMARY OF AUDITING
HCOB	21 Aug.	79	TWINNING
HCO PL	22 May	76	STAFF SECTION OFFICER HAT
HCO PL	30 Nov.	76R	ONLY SSO CAN TIP
	Rev. 25.4.79		
HCO PL	29 Oct.	79	SSO RESPONSIBILITY FOR
			STANDARD STAFF COURSES
HCO PL	23 July	69	AUDITOR ASSIGNMENT POLICIES
	Tape: 7109C05		"A Talk on a Basic Qual"
	Co-audit Series HCOBs		

Org staffs are made up of individuals. The better the case shape of each individual staff member, the more viable the org.

If an org is going to prosper, its staff must be getting audited, making case gain and actively progressing on the Grade Chart. Failure to use the tech on one's own staff is one of the fastest ways to allow the tech to go out or slip into disuse or become alter-ised.

Staff need a reality on the tech they deliver—not just those technically trained who do the actual delivery but those working in admin capacities as well.

And quite apart from the fact that inattention to staff cases will result in a failing org and dwindling viability and potential, is the fact that staff members should have the benefit of the tech they are handling and making available to others.

How does an org get all its staff audited? Every org should have Staff Staff Auditors as provided on the org board. Not all orgs do have them, but where they do, these auditors serve a needed function and are valuable.

So how does an org get all its staff audited? The answer of course is STAFF CO-AUDITS.

We have had co-audit tech since the early days and it's high time we revitalized it and put it into active *use* as one of an org's standard functions.

To create an immediate upsurge in staff morale, activity level and enthusiasm all you have to do is establish a going staff co-audit. It takes only some good planning and a bit of determination. Among staff, the need and the want and the interest are there. If you want to prove it, just fan that interest a bit and watch what happens!

HOW TO ORGANIZE A STAFF CO-AUDIT

Qual is responsible for staff cases. A staff co-audit would be organized and set up in Qual, in the Department of Personnel Enhancement under the SSO.

The first actions of the Qual Sec and SSO would be to work out the bare-bones essentials for a co-audit and get a Supervisor selected.

An org of any size will require a single-hatted Co-audit Supervisor and this had better be someone who knows how to audit and can run good 8-C or he won't be able to handle the entire scene or individual co-audit teams when they run into trouble.

In a small org where there's no one available to be the Co-audit Supervisor, the SSO holds the hat from above. And if there's no SSO posted, it's the responsibility of the Qual Sec to get a staff co-audit set up and running.

But regardless of who does the initial planning and setup, there's got to be a trained Co-audit Supervisor in attendance at *all* scheduled co-audit times who is actively running the show. And he will need at least some part-time help.

A staff co-audit doesn't eliminate the need for Staff Staff Auditors. Staff Staff Auditors are very much a part of the Qual org board, and even with a staff co-audit running they would still need to handle individual cases and would also be used as Review Auditors for the co-audit.

If the org has no Staff C/S, C/Ses will need to be set up. These can be assigned from trained staff who volunteer or are selected to help out on this basis after production hours.

Get some space allocated, arrange for any needed furniture, chairs, tables, adequate paper, etc., and most important of all—the needed tech materials. Don't let lack of equipment be a bug. In one successful co-audit a couple of years ago and in early co-audits as well, staff audited with a meter on one knee and a clipboard on the other! Not ideal but where it's necessary it can be done and can even add to the esprit de corps. It's a matter of what it takes to get the job done.

Set up a schedule that will accommodate the majority of staff. Two scheduled co-audit periods may have to be arranged so as not to disrupt regular production. This would be done in liaison with other execs.

As soon as the general plan is established, hold a rousing good staff muster and let the entire staff know what's going to be done. The staff co-audit is for everyone—the trained and the untrained. The original maxim holds true: any two

people can do it. The untrained will simply need tighter guidance in order to carry it off. Get some real enthusiasm generated and you'll find you have no shortage of volunteers to help with the initial setup. The way to get a staff co-audit rolling is to make it an all-hands action.

The rest of the planning and execution takes shape from there. It includes:

1. Review of all staff cases and staff folders made ready for C/Sing. Get the staff cases sorted out as to category, as covered in HCO PL 20 July 70, CASES AND MORALE OF STAFF. Where staff cases have been neglected you may need a corps of FESers to begin with to get all the folders FESed so the C/S can operate with full data.
2. Get the folders programed and C/Sed.
3. Arrange that any staff who need medical treatment, PTS handling or ethics handling *are* handled on a priority basis so they can get onto the co-audit as soon as possible. This gets done simultaneously with getting the co-audit into operation.
4. While all this is going on, the Co-audit Supervisor or the SSO, or both, get themselves trained up and boned up on all the tech on co-audits and how to run them.
5. Set up the necessary admin lines and lines for folders to and from the C/S.
6. Get the staff who can start immediately twinned up according to comparable training and case level per HCO PL 23 July 69, AUDITOR ASSIGNMENT POLICIES, and HCOB 21 Aug. 79, TWINNING. Note: It's not ideal to twin up family members or marital teams, if it can be arranged otherwise. There is a greater possibility of mutual out-ruds between such teams, as well as the possibility of overts or withholds from each other, which could result in unnecessary difficulty on the co-audit. Twin them up with other partners and it will very likely go more smoothly. Additionally, don't break up any successful existing co-audit teams when setting up the co-audit. Keep these maintained.
7. START the staff co-audit and keep it rolling.

WHAT IS RUN ON A STAFF CO-AUDIT

All programing and C/Sing of cases for a staff co-audit is done against the Grade Chart.

On a staff co-audit you have two main zones of activity—co-auditing for the trained and the untrained.

In the first group you'll have staff with different levels of training and in both groups you'll have different levels of cases.

Where twinning is concerned, the two groups are handled separately.

Those in the trained group are twinned with others in the trained group, taking training and processing levels into consideration.

Those in the untrained group are twinned with others in the untrained group, taking case levels and study speed into consideration.

From there it's a matter of what needs to be run to get the person on or up the Grade Chart.

While the co-auditing is all done in one room, it will save wear and tear on the Co-audit Sup to have the trained staff seated together in one section and the untrained staff together in another section nearby. This way he can more easily keep an eye on the new green auditors and pcs who will require the most attention. But he does not neglect one group for the other. (It is not mandatory for professionally trained co-auditors to be closely supervised *in* the classroom while they are in session. They normally can be trusted to audit in a separate auditing room if the pc prefers this to the classroom co-auditing setup.)

Ideally, all staff would do the following if they have not already completed these steps:

1. The Purification Rundown (not an audited action).
2. TRs and Objectives (as taught on the TRs and Objectives Co-audit Course).
3. A Scientology Drug Rundown (or a NED Drug Rundown, if the person has completed his Grades and is ready for NED.)
4. Method One Word Clearing (as taught on the Hubbard Method One Word Clearing Co-audit Checksheet).

This is a matter for the C/S to determine according to individual cases.

Those who are complete on the above opening steps for all cases would then be programed for their next Grade Chart action, whatever that might be.

TRAINED CO-AUDITORS: Trained personnel are expected to apply the skills of the highest level they were trained in if that is what is required for the pc. Some of them may need redrilling on certain actions or study of new bulletins that have come out since they were trained.

When a team of trained staff co-auditors have audited each other to release on a grade or grades up to the level of any formal training they've had, they can move onto auditing at the next higher level, either:

- A. on a nonprofessional co-audit by taking it on a read-it, drill-it, do-it basis, or
- B. on a professional co-audit by getting fully trained on that level before resuming their co-audit.

UNTRAINED CO-AUDITORS: The TRs and Objectives Co-audit Course provides an excellent starting point for new, beginning co-auditors.

Should you have an untrained staff member who has already had Objectives as a pc he could still get trained to audit Objectives on a read-it, drill-it, do-it basis, and deliver them to his twin. Meanwhile, the twin can get checked out on

any actions his co-auditor might need (Post Purpose Clearing, Word Clearing, etc.) and deliver any such actions, in order to keep his exchange in.

Untrained staff co-auditors will need some basic definitions to begin with—auditor, preclear, session, etc. Then teach them the comm cycle and get them through Co-audit TRs. Do not make it a long runway. You want them in there co-auditing and they can be polished up as they go.

Muzzled auditing is the keynote for the beginning co-auditor. It is simple enough for a co-auditor to do and it lends itself perfectly to the early Grade Chart processes as well.

If the untrained co-auditor remains muzzled there's very little trouble he can get into. But he will hit some trouble spots somewhere along the line and he'll need to be bailed out by the Co-audit Supervisor, set straight and given a boost to keep going. The attitude is always that he *can* do it.

Untrained staff co-audit teams who are kept at it can get each other through TRs and Objectives, a Scientology Drug Rundown, ARC Straightwire, Grades 0–IV processes and NED, training and auditing on a read-it, drill-it, do-it basis as they go. They won't be fully classed auditors but the experience will be invaluable, the gains can be tremendous and it shouldn't take much to get them classified after that.

RESPONSIBILITY OF CO-AUDITORS: The entirety of the Twinning HCOB (HCOB 21 Aug. 79) applies to co-audit teams. That and the Auditor's Code make up the co-auditor's bible. Co-auditors are responsible for getting each other through. They do twin checkouts, find and handle each other's misunderstands, drill their materials until they're confident, and deliver the tech to each other. For the untrained, it's a read-it, drill-it, do-it operation and it makes auditors. A co-auditor is responsible for the quality of the auditing he gives and receives. You'll find most staff eager to meet the challenge.

HOW A STAFF CO-AUDIT IS RUN

All the tech on how to run a co-audit in HCOB 29 May 80RA, Co-audit Series 2RA, and other co-audit HCOBs applies to a staff co-audit.

Any Staff Co-audit Supervisor must know this tech well and keep it fully applied.

Put a good auditor onto handling the staff co-audit because he'll need to be able to handle all levels of cases, bail any of them out at any time and run good 8-C on the entire room.

He's got to be able to jump in and handle ruds if needed, spot bad indicators, find and indicate bypassed charge, assess lists, give D of P interviews, correct co-auditors and keep all the sessions moving. He's alert and on the move, with an eye on every session in progress.

For a co-audit of any size (and most staff co-audits will be large) he'll need an assistant. The assistant can be assigned to the post or arranged for on a volunteer basis, but the Co-audit Supervisor should be given backup he can rely on.

Running a large co-audit in a common room can be a noisy business, and there will be distraction for pc and auditor alike. But it can be done, preclears become used to it, auditing does get delivered, and it makes a far better auditor when one learns his trade under co-audit circumstances.

Don't expect it all to go smoothly, because it won't. There's plenty of randomness on any co-audit but there's apt to be more of it on a staff co-audit because of the different case and training levels involved. The Co-audit Supervisor holds it all together and keeps the co-auditors *auditing*.

Staff co-audits are tightly scheduled and tightly controlled. There's a roll book kept, with a roll call for each scheduled period, graphs are kept and all points of WHAT IS A COURSE? PL must be well in.

Correction is done by pink sheets which are handled in the co-audit room. Should that not always be workable, the person could be sent to the Cramming Officer. But he must be handled swiftly so co-auditing is not held up.

If a staff member simply is not making gains on the co-audit, even with debugging from the Co-audit Supervisor, he would be turned over to a Staff Staff Auditor, an intern or a Review Auditor for auditing and returned to the co-audit when he can make it.

Red tags on a staff co-audit, as in any other auditing, must be handled within 24 hours.

The Co-audit Supervisor rolls up his sleeves and makes sure it all gets done. And his job is made easier as it goes along by an enthusiastic and winning staff.

Let's pump some new life into org staffs everywhere with staff co-audits that get people up the Grade Chart. You have all the tech you need to do it. Everybody wins, and the boost in staff morale, in staff spirit and staff effectiveness will be quite astounding.

It's the way to make fully qualified staff members. And you'll be making auditors at the same time!

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

THE WORD CLEARING SERIES



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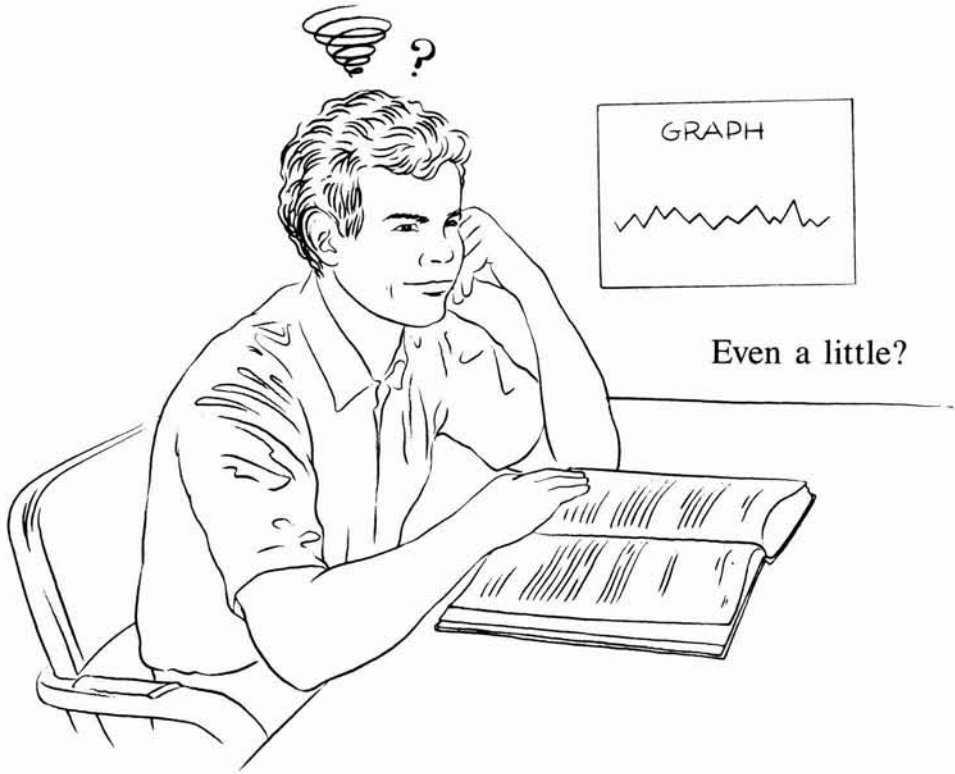
Word Clearing Series 1RA

THE SECRET OF FAST COURSES

BEFORE



Study trouble?



See the Word Clearer!



Don't suffer—see the Word Clearer.



He'll help you a little.



He'll help you a *lot!*

A sweepingly fantastic discovery in the field of education.

AFTER



“I’ve been to the Word Clearer!”

“And I use the ‘misunderstood word tech’ when studying too!”

WORD CLEARING!

If it is used, your courses start running fast, your students start learning quickly and it all starts going well.

L. RON HUBBARD
Founder

Revision assisted by
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HCO BULLETIN OF 24 JUNE 1971

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Word Clearing Series 2

WORD CLEARING

If anyone has “word cleared” you without these steps, it is incorrect.

1. By meter in session: A full assessment of many, many subjects is done. The *auditor* then takes each reading subject and clears the chain back to earlier words and/or words in earlier subjects until he gets an F/N VGIs.
2. By meter in classroom: The earlier passage is read by the student while on a meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the student’s own verbal composing. The misunderstood area is then reread until understood.
3. Verbal in classroom: The student says he does not understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.

If any other word clearing is going on, it is OUT-tech.

There is a C/S on HCOB 30 June 71RB II, STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE, to be followed exactly on word clearing in a session. Do not follow any other version or excerpt. There is NO other way to do it.

If you are not auditing this way or using word clearing this way or if words are not being cleared this way, report it to Ethics.

Once development and issue has occurred, the next step is to get it understood and applied EXACTLY.

Then in both tech and admin we have successes.

L. RON HUBBARD
Founder



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Word Clearing Series 3R

BARRIERS TO STUDY

(Taken from LRH lecture 6408C13,
Study Tape 6, "Study and Education")

There are three different sets of physiological and mental reactions that come from three different aspects of study. They are three different sets of symptoms.

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

It actually makes him feel squashed, makes him feel bent, sort of spinny, sort of dead, bored, exasperated.

If he is studying the doingness of something in which the mass is 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 reactions. That is what I am trying to teach you.

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.

It's a physiological datum that has to do with processing and the field of the mind.

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.

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

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, definitions—but remember that they are quite distinctly different.

Gradients are more pronounced in the field of doingness, 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 doingness.

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

3. 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.

The manifestation of “blow” 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.

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

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 misunderstands, his *talent* might or might not be present, but his *doingness* would be present.

We can't say that Joe would paint as *well* as Bill if both were unaberrated 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.

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 doingness and that the restoration of doingness depends only upon the restoration of understanding on the misunderstood word—misunderstood definition.

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

It has a technology which is a very simple technology.

It enters in at the lower levels because it has to. This doesn't mean it is unimportant; it means it has to be at the entrance gates of Scientology.

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. The psychologist doesn't understand Scientology. He never understood a word in psychology, so he doesn't understand Scientology.

Well, that opens the gate to education. Although I've given this one of the misunderstood definition last, it is the most important one.

L. RON HUBBARD
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Word Clearing Series 4RA

**SUPERVISOR TWO-WAY COMM
AND THE MISUNDERSTOOD WORD**

(From an LRH taped briefing of 14 June 1971 to a Sea Org missionary concerning the handling of a particular TRs course that was bugged at the time.)

Two-way comm, where it has been described, has been described for the use of an auditor, not a Supervisor of a course.

Supervisors, not knowing this, then run around itsaing students.

They let the student itsa and they think they are going to get someplace.

It's the most incredible scene you have ever heard of and a boom could go bust on only this one point. I've got it narrowed down to this.

Apparently, no matter how many times the Study Tapes have been played, nobody has ever heard them.

I watched a recent TRs course run to find out how deep they would let the students struggle—how long it would stay bogged—and I found it would have stayed bogged from here on out!

And do you know what's out?

It's the Study Tapes. That is all that's out on a course.

So when someone says, "Two-way comm the students," you'll find the Supervisors instantly start to itsa them using auditor two-way comm. *Auditor* two-way comm doesn't belong on courses.

I will give you the total dialogue of a Supervisor that will be effective:

The Supervisor shows interest. There can be a little bit of chatter, like: "I see you've just completed. Great!" Or, "How are you doing?"

Student: "Ah, well, I'm doing all right."

Supervisor: "Okay. Are there any words there that you have misunderstood?"

Student: (hesitant) "No . . . no. . . ."

Supervisor: “All right. What is the word that you didn’t quite understand?”

Student: “Ah well . . . ah . . . this one.”

Supervisor: “Good. Look that word up. . . . Now, what’s the word in the paragraph above that, what’s that word? . . . All right, let’s look that up. Use it in a sentence a couple of times and I’ll be back in a minute.”

The Supervisor comes back, the student gives him the sentences for it and he sees that the student has got it.

That is the two-way comm of a Supervisor.

If a Supervisor does *anything else*, you’ve got a wrecked course. I’ve got the proof of it.

The way you teach a TRs course is you give the student the bulletin and you have him read it. You don’t check him out on the bulletin, he just reads it.

When you come back you say, “All right, have you read it?”

“Yeah.”

“All right. What word don’t you understand on it?”

You will find words or abbreviations like “HCOB” and “TR,” and you get those cleared up.

I am having some roaring success stories from students who went through this.

One student had gone through the TRs bulletin 10 times and had found words he didn’t know all 10 times and he was all of a sudden finding new things on the bulletin that he’d never heard of before.

Another student had gone through the bulletin 20 times with the same result and these students were doing fine and getting down to TRs and passing them.

So on a TRs course, you give them the bulletin and let them read it and you find what word they didn’t understand. That’s the routine.

It sounds so impossible—it’s been on the Study Tapes for so long—you wouldn’t believe that this *is* the key.

There were students on course for 15 or 20 days until we started doing this and then, all of a sudden, there was a breakthrough and their enthusiasm started coming up.

They had been just going lose, lose, lose, out the bottom because Supervisors were letting them itsa.

Maybe Supervisors thought they were auditors.

They aren’t.

Supervisors are not supposed to give advice or tell students how to do a TR or ask them if they blinked or anything else.

The other thing they were doing was only emphasizing all the “can’ts.”

The students just went into despair.

This was because the Supervisors were inviting all kinds of itsa and criticizing and so forth.

You may say, “Gee! Everybody knows it’s a misunderstood word.”

Yes, but they don’t use it.

I’ll give you another one:

I set up a test so that each student was brought up to the D of T, who had a meter on his desk. He’d ask them if there was anything they misunderstood, and see if they got a read on the meter.

If it didn’t clear up at once he would send them back to get them to look up the word and use it in a couple of sentences. Then if *that* didn’t clear it up he’d send them to the Word Clearer and really let them get worked over, because it goes way back.

They even found a student who had a misunderstood word clear back into his last life.

There was no other two-way comm and no other interest and they just about blew the roof off with student points.

This is the action of a Supervisor and that’s ALL the action a Supervisor does. He doesn’t offer them data, he doesn’t offer them suggestions, he doesn’t offer them anything else.

The main point is, it *is* the misunderstood word. This has been proven again.

On a TRs course it’s the misunderstood word and the misunderstood action.

On other courses it’s just misunderstood words and misunderstood words and misunderstood words, one right after the other.

As fast as they clear this up, up the student’s production goes.

It’s painfully slow on some of them at first. I suppose the Supervisors have so many misunderstood words of their own that they just won’t key into doing this action and that can wreck courses.

It’s elementary! It’s the wildest discovery of all time.

If it is used, your courses start running fast, your students start learning quickly and all starts going well.

Other course outnesses, like Supervisors not giving the student a pack or not having anyone to give checkouts, are all administrative outnesses.

As far as actual supervision is concerned, the key is this other line of handling misunderstood words.

The second that line is in there are wins all over the place.

The second that line is out there is no delivery.

If auditors are goofing, then in their training they have not been made to look up the misunderstood word and a lot of itsa has gone on and people have evaluated for them. Then these auditors, having made mistakes which they never corrected with this tech, think they need something new. Yes, we can always get bright shiny new tech, but *it* can be wrecked. And the way it can be wrecked is it's out of sight of the C/S.

We are shooting for a target, using just this misunderstood word tech, of a reduction of time by about one-third on all major courses.

Just using this misunderstood word tech. That's all.

If some student is very slow you can get him back to the first bulletin or book he ever read and make him clear every word in it he didn't understand and it will go up in a chain.

People on courses were just being itsa'd to death. The *correct* tool to use is Supervisor two-way comm as described above.

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Word Clearing Series 5RA

SUPERVISOR TWO-WAY COMM EXPLAINED

(From LRH taped briefing of 16 June 1971)

Ref:

HCOB 26 June 71RA II Word Clearing Series 4RA
Rev. 20.12.88 SUPERVISOR TWO-WAY COMM AND
 THE MISUNDERSTOOD WORD

I don't think that from the day they were spoken until now, anybody has understood or used the Study Tapes.

This is the *only* piece of technology that you *use* on a course.

There is *no* other teaching technology used on a course of any kind whatsoever.

The two-way comm HCOBs are for *auditor* two-way comm.

The Supervisor has to know Supervisor two-way comm simply so that he can ask these burning questions:

“How are you doing?” (Not with a lot of student itsa.)

“Is there any word you haven't understood?”

“Look it up.”

“Use it in a sentence a couple of times.”

That is the TOTALITY. That is *all* there is to teaching a course.

The administrative functions, of course, have to be in. This includes the Supervisor being there and running the course on schedule, paying attention to his students and having the course materials and checksheets. But the *technology* of teaching a course is *totally* contained in the few words which I have just given you. There is *no* other technology.

The reason that this is all there is to teaching a course is because the misunderstood word is all that is wrong with students.

You can monitor this with students. You can watch a student's stats day to day. Let's say his stats are down today compared with yesterday's. The Supervisor goes over and talks to him. The student says, "Yes. I had a hard night last night, up all night arguing with my wife." The Supervisor could let him go on like this for hours and nothing would happen.

Instead, the Supervisor puts the student on the meter and says, "All right. Now, yesterday or today, was there a word you ran across that you didn't understand?" (Long Fall.)

The student says, "Ah, yes. Well, I didn't understand the word 'epizootics'."

The Supervisor says, "All right. Well, let's look it up" or "Let's get it defined."

The student says, "Well, it actually wasn't *that* word, it was the word before that."

The Supervisor says, "Good. Let's get this looked up and used a couple of times in a sentence."

The student does and he gets an F/N and it's all fine.

His study stats go back up.

That's *all* there is to it!

Auditing technology can fail when the communication of that technology is not delivered. There are many ways not to deliver it. One is to not read the HCOBs and another is to not use the misunderstood word technology. (Of course you could also have no course and nobody there even trying.)

But as long as the administration of the course is in, the sole course technology is misunderstood word tech.

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Revisions assisted by
LRH Technical Research
and Compilations

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HCO BULLETIN OF 8 OCTOBER 1981R

Issue III

REVISED 16 JANUARY 1989

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Word Clearing Series 6RB

Tape Course Series 9RA

WORD CLEARING METHOD 2

Method 2 utilizes the E-Meter to locate misunderstood words that may not be detectable otherwise. It is a very thorough form of Word Clearing.

Method 2 Word Clearing is only done on an individual who has received Method 1 Word Clearing to completion.

There are two ways in which Method 2 Word Clearing can be used:

1. As a routine method of Word Clearing in Qual or in the course room to handle bogs, confusions, misapplications, misunderstandings, etc., or as part of a cramming order or checksheet requirement. This does not require any C/S okay.
2. On a large body of data. This is often done after it has already been studied, to clean up any misunderstandings in that body of data. It can be done on such things as a staff member's hat, the materials of an auditor's level of training, the C/S Series, one's first Scientology materials, etc. This action is usually part of a program such as a retread program or part of someone's TIP. It does require C/S okay before the action can be begun.

The Word Clearer doing the Method 2 must be trained in the use of the E-Meter and instant reads.

Method 2 is not attempted if the student's TA is either high or low. The Word Clearer would ensure that there is no false TA, using the False TA Checklist. If the TA remains high or low and is not false, the student would be sent to Review for handling.

METHOD 2 PROCEDURE

a. On Written Materials

The student is put on the meter and the Word Clearer (or Supervisor) gives him the R-factor, "I am not auditing you."

The student is told that if he comes to a word or phrase he doesn't understand he should tell the Word Clearer so that the misunderstood can be cleared.

The student should be encouraged to find and clear misunderstood words himself and should not become dependent on the meter.

The Word Clearer has the student read aloud to him starting at the very top of the first page.

The Word Clearer watches the meter carefully. As soon as the needle reads (sF, F, LF, LFBD), the Word Clearer stops the student, asks, "What was the word you just read?" finds the word that read and gets it looked up in a good dictionary, whether the student says he knows the meaning or not. If it is a technical word or term in the subject being addressed, it is looked up in a glossary or technical dictionary. (Note: In using various glossaries and technical dictionaries, care must be taken to find a dictionary definition that is on the correct gradient for the student.)

The Word Clearer first clears the word for himself, then the word is cleared on the student per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. The dictionary is handled by the Word Clearer; the student does not let go of the cans.

Each word cleared is taken to F/N. The Word Clearer then has the student reread the sentence that contains the word that was misunderstood. The Word Clearer must ensure that the student understands the section of the text that contains the word. If the student does not originate this fact, the Word Clearer should ask the student what that part of the text means. He wouldn't let the student continue reading if the student did not comprehend what he just read.

If the student doesn't understand something about what he just read, then there will be another misunderstood word, probably earlier in the text, in which case the Word Clearer would have the student go to an earlier point in the text and start reading.

Only when he fully understands the section of the text that contains the word that was misunderstood does the student continue reading.

The student continues reading aloud to the end of the last page of the materials being covered. Any further reads of the meter are handled as above.

At the end of the Word Clearing session, send the student to the Examiner.

b. On Tapes

This is done exactly as in Method 2 on written materials except that the student listens to the tape with headphones on while the Word Clearer watches the meter for a read.

The Word Clearer operates the controls of the tape player while the student listens. The Word Clearer does not listen to the tape himself.

As soon as the needle reads, the Word Clearer stops the machine and asks the student, "What was the word you just heard?" (Note: It is important that the tape player is stopped at the exact moment that the meter reads, otherwise the Word Clearer may be asking the student for a word three or four words later than the reading word. On some machines it is fastest to rest the thumb or a finger on

the pause button while the tape is playing, using the pause button to immediately stop the machine when a read occurs. The most ideal setup for Method 2 on tapes is to have a foot pedal that the Word Clearer uses to operate the tape player with. This then frees up the Word Clearer's hands.)

If the student can't spot the word, the Word Clearer helps him find it by replaying the last short section of tape. If the student still can't tell him what the word is, the tape is replayed from an even earlier point.

As soon as the meter reads, the Word Clearer stops the machine and gets the word from the student. The word is then cleared as in Method 2 on written materials.

HANDLING THE BOGGED OR NON-F/Ning STUDENT

Method 2 can be done on a student in trouble to get him F/Ning again, to handle a bog, confusion, etc.

The student is put on the meter and is given the proper R-factors as covered in Method 2 on written materials, above.

He is asked at what point in his materials he started having difficulty.

The Word Clearer takes the student back to a point *earlier* than where the student started having trouble and has the student read aloud to him.

The Word Clearer watches the meter and handles all reads as described in Method 2 on written materials, above.

The materials are so covered up to the point where he was having trouble.

If the difficulty does not resolve, the Word Clearer has the student start reading from an even earlier point in the material. It may go back to an earlier issue, tape, earlier course or even an earlier subject. (Ref: Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE, and Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS)

End off when the difficulty has been resolved and the student is once again bright and F/Ning, and send the student to the Examiner.

METHOD 2 ON LARGE BODIES OF DATA

This requires C/S okay to ensure that the student is not in the middle of an auditing action or process or in the need of a repair, etc. (Note: Method 2 on just an issue or two, such as for a cramming order, would not need C/S okay, but any large amount of Method 2 work would.)

The Word Clearer starts the student at the very top of the first page of the materials and the whole of the materials are covered by Method 2. All reading words are cleared including any words originated by the student as misunderstood.

Done on one's first Scientology materials (first materials read or first tape heard), it uncovers basic misunderstands on Scientology. Done on one's hat or other material, it handles the basic reason behind post failures or difficulty with any material.

The EP is a continuous F/N on the materials being word cleared.

COMPREHENSION

Ref:

HCOB 30 Jan. 73RE
Rev. 16.5.84

Word Clearing Series 46RE
METHOD 9 WORD CLEARING
THE RIGHT WAY

Glibness is often trained into students by the current educational methods, as students are taught to read aloud without understanding what they are reading. Understanding is actually considered to be something separate from reading.

Therefore the Word Clearer must see that the student understands that he should be comprehending the materials as he reads them.

And if a student starts reading a section without comprehension (goes blank, robotic) or if any other manifestations of misunderstands appear, then the Word Clearer should have the student go back to the last point in the materials when he was doing well and reading with comprehension. The student would then come forward from there and the misunderstood word or symbol should be found and cleared.

After all, the reason Method 2 is being done is to bring about a comprehension of the materials.

CAUTIONS

The most common source of trouble in Method 2 Word Clearing is in the Word Clearer not knowing his meter reads and either missing actual reads or incorrectly calling reads, such as calling the right swing of an F/N a read. The remedy for this of course is for the Word Clearer to get his misunderstands off on the subject of the E-Meter and its needle manifestations and to redo the drills in *The Book of E-Meter Drills* until his metering is flawless.

Method 2 can fail if the Word Clearer does not locate the earlier material that contains the misunderstood word. This is remedied by word clearing the Word Clearer on the Study Tapes, especially Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE, and word clearing him on Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS.

A bog or the lack of a good result on Method 2 is handled by giving the student a Word Clearing Correction List (HCOB 27 Nov. 78RB, Word Clearing Series 35RI).

(Note: Just because a student has had a Word Clearing Correction List does not now mean that that's the end of the Method 2. The purpose of the Word Clearing Correction List is to pick up the errors made in Word Clearing. It in no

way replaces Method 2 and actually getting the misunderstands found and cleared. When the student has been cleaned up with the WCCL, he is returned to Method 2 Word Clearing so any remaining misunderstood words can be found and cleared.)

Method 2 is simple to do and will produce astonishing results, provided the Word Clearer knows his study tech and his metering well.

L. RON HUBBARD
Founder

Revision assisted by
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and Compilations

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Cramming Officers
Word Clearers

IMPORTANT

Word Clearing Series 7RB

STEPS TO SPEED STUDENT PRODUCT FLOW

(The following was taken from an LRH despatch
to the Flag Director of Training in June 1971,
concerning the FEBC course room.)

If you consider each student who is tearing along successfully as an F/Ning student, you would check anything that slowed the F/N.

Using dope-off as the detection of misunderstands is running at a below-F/N level.

So if you consider that each student who is not 5.0 during study *has* a misunderstood WORD (not phrase or idea or concept), you could drive up velocity. Like auditing by slowed F/N instead of TA rise.

An estimation of tone level of the current students shows them at about plus or minus 2.5.

A very tight meter.

This could be remedied.

If I had this problem and a group of students at 2.5, I might approach it this way:

Put a meter on my desk. Use "I am not auditing you" so not to in-session them and start with my *faster* students. I would check "In your study have you encountered any word you did not fully understand?" If I got a read, I'd send them to make up a list from the first PL or tape and LOOK THEM UP and USE THEM IN SENTENCES and take the next one. Any real BIs, I'd send directly to a Word Clearing session.

I'd work on them until all their language was ironed out. Then I'd push this back to a first-few-days action on the new ones—when I had the old ones handled.

Now, possibly this is in to some degree.

5,235 student points per week is of course high. There are, however, lows that take it down. By eliminating these as slows, the average would rise.

The above are organization steps to speed product flow—which can be done without shattering stops such as “all students to TRs.”

Quality would rise as well as speed.

L. RON HUBBARD
Founder

Revisions assisted by
LRH Technical Research
and Compilations



Word Clearing Series 8RC

**STANDARD C/S FOR WORD CLEARING IN SESSION
METHOD ONE**

The primary means of relay of ideas from one person to another in any developed culture is *words*. When words a person reads, hears or sees are misunderstood, his understanding or comprehension can be thoroughly blocked. Serious consequences can result from these misunderstandings, not the least of which are ignorance and illiteracy.

Method One Word Clearing is the audited action of locating and clearing out of the way the basic word and meaning errors of the past. The value of doing this can be appreciated when one realizes that with Method One Word Clearing whole subjects and even entire educations that were not understood at the time can be recovered. It is a vital action for any student or preclear.

HOW METHOD ONE WORKS

Simply stated, Method One Word Clearing picks up the places where a person is stuck on his time track due to misunderstandings.

When the procedure is run on a person, it pulls him up from other times and places and brings him forward.

Method One requires an Academy Class III Auditor to deliver the rundown professionally in HGCs, but it can be learned and done on a co-audit course which teaches unclassified students how to audit the procedure on each other.

Any preclear or pre-OT may receive Method One Word Clearing. The only exceptions are pre-OTs in the No-Interference Area or pcs or pre-OTs in the middle of another incomplete auditing action.

METHOD ONE WORD CLEARING PROCEDURE

The following steps constitute the procedure for doing Method One. The procedure is the same for all preclears and pre-OTs.

0. From study of the pc's folder and any other familiarity with the pc, add to the list of subjects below items which deal with this specific pc's life. For instance, if you know that the pc studied architecture in college add this to the list. Write any such additional subjects on the lines provided under step 3.

00. Set up the auditing session, following HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER. Ensure proper dictionaries are on hand.

1. Start the session and fly the rudiments if no F/N. If TA high or low do not try to fly ruds. Do a C/S 53RM instead or get another auditor to do one if you are not qualified. (See HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, if any trouble with this pc. If there are errors from previous Word Clearing sessions, use HCOB 27 Nov. 78RB, Word Clearing Series 35RI, WORD CLEARING CORRECTION LIST, to handle Word Clearing corrections needed.)
2. Clear the words in the Word Clearing Correction List so as to have it ready for use in case of bog if these have not been cleared on the pc before.
3. R-factor the pc: **“WE ARE GOING TO GO OVER A LIST OF SUBJECTS TO SEE IF THERE IS ANY WORD YOU DIDN'T UNDERSTAND WHILE STUDYING THESE SUBJECTS.”**

Do not clear these words before assessment.

Assess the whole list (including items added at step 0) rapidly and clearly, with good TR 1, and note every instant read from the meter.

RELIGION	_____	THE MIND	_____
MINISTERS	_____	THE SPIRIT	_____
CHURCH	_____	BODIES	_____
COLLEGE	_____	SEX	_____
SCHOOLS	_____	THE INSANE	_____
SACRIFICES	_____	PSYCHIATRY	_____
SURGERY	_____	PSYCHOANALYSIS	_____
MEDICINE	_____	PSYCHOLOGY	_____
ELECTRONICS	_____	RITUALS	_____
PHYSICS	_____	RITES	_____
TECHNICAL SUBJECTS	_____	SHIPS	_____
DIANETICS	_____	THE SEA	_____
SCIENTOLOGY	_____	MILITARY	_____
THEOLOGY	_____	ARMIES	_____
THEOSOPHY	_____	NAVIES	_____
PHILOSOPHY	_____	STARS	_____
LAW	_____	HEAVENLY BODIES	_____
ORGANIZATION	_____	THE UNIVERSE	_____
GOVERNMENT	_____	PLANES	_____
WRITTEN MATERIALS	_____	VEHICLES	_____
TEXTBOOKS	_____	MACHINERY	_____
PRACTICE	_____	MOTORS	_____
SCIENCE	_____	ADMINISTRATION	_____
MUSIC	_____	HEALING	_____
ARITHMETIC	_____	ILLNESSES	_____
GRAMMAR	_____	SPOKEN WORDS	_____
THE HUMANITIES	_____	TAPES	_____



Add items from step 0 here:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Then ask the pc, **“IN THIS LIFETIME ARE THERE ANY OTHER COURSES OR SUBJECTS YOU HAVE STUDIED OR BEEN INVOLVED WITH?”** Write down the pc’s answers, noting any instant reads as the pc says them.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Ask the question, **“IS THERE ANY WORD ON THE LIST OF SUBJECTS YOU DIDN’T UNDERSTAND?”** If so, clear it to F/N. Then, using that word as the subject, do step 6 on it. This is done regardless of whether it read on assessment or not. (Do not reassess this list because there was a list word not understood.) If no misunderstood on the list, take the largest reading item and go right on to step 6.

(NOTE: All words are cleared following HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. Any misunderstood words in the definition should be cleared as well, taking each to F/N, and then going back to the initial word. Words may be used in sentences to ensure they are conceptually understood and to take them to F/N.

If the above has been correctly done, yet the word does not F/N, the word has to be earlier-similared. Find and clear the earlier-similar word and, if still no F/N, again ask for an earlier-similar word. When you get an earlier-similar word to F/N, check the words touched while going earlier-similar and F/N each,



including the initial word that would not F/N. Then continue on with the Method One procedure. This applies to any step of Method One Word Clearing where a word is being cleared.)

6. Ask the pc, **“IN THE SUBJECT OF _____ WHAT WORD HAS BEEN MISUNDERSTOOD?”**

The preclear **MUST** look it up, so have a good dictionary handy. Do not accept “I know the meaning” if the subject or word reads. Clear the word to F/N. If clearing the word does not result in a win on the subject, do step 7.

(NOTE: If the pc has a win on the subject at any time while doing steps 6, 7, 8 or 9, go right on to step 10.)

7. Ask, **“IS THERE AN EARLIER WORD IN (subject being handled) YOU DID NOT UNDERSTAND?”** If so, clear it to F/N. Repeat step 7 until pc runs out of answers. If still no win on the subject, do step 8.
8. Ask, **“IS THERE AN EARLIER–SIMILAR SUBJECT TO (subject being handled)?”** When pc gives it, do step 9.
9. Ask, **“IS THERE A MISUNDERSTOOD WORD IN THAT SUBJECT?”** If so, clear it to F/N. Then do step 7 repeatedly and, if necessary, do steps 8 and 9 again until pc has a win on the subject.
10. If there was any word on the list of subjects the pc did not understand from step 5, find out now if there is any other. If so, clear it to F/N. Then do steps 6, 7, 8 and 9 to take the subject to a win. If no other misunderstood from the list, go right on to step 12.
11. Repeat step 10 until there are no more words on the list of subjects the pc did not understand.
12. Take the reading subjects from the best read on down and pull each one to F/N and a win on the subject using steps 6, 7, 8 and 9 as needed. Get each word you find to F/N. There can be many F/Ns per subject. End off with a win on the subject.
13. When all reads on the assessment have been handled to a win on the subject, ask the pc if there are any other subjects that should be added to the list. Add any he gives on the lines provided at step 4, noting the read as each is given.
14. Reassess the whole list. Do not take off the list items already handled. Steps 5 and 10 (asking for words on the list of subjects that were misunderstood) are not repeated after this reassessment or any subsequent reassessment of the list.
15. Repeat steps 6, 7, 8 and 9 as needed on each reading item from the assessment starting with the largest reading item, being sure to F/N each word and taking each subject to a win.

16. Repeat steps 13, 14 and 15 until the entire list of subjects F/Ns on assessment. This is the EP of Method One Word Clearing.

ADDITIONAL POINTS

In clearing misunderstands using Method One, it isn't an earlier time he misunderstood a particular word. It's an earlier word in that subject and it can be an earlier subject.

Considerations about it and other questions are not touched.

Overts, W/Hs, etc., are *neglected*. They are not done on the subject of the word. They are done in the session ruds.

Just do the process and each chain will eventually go to a win on the subject.

Clear "grammar" or grammatical words out of a simple book of grammar, not a dictionary.

If you run into a backtrack word which you cannot find in any dictionary or glossary, you must get the earlier misunderstood word until you get the basic word that was misunderstood and clear that.

The auditor must ensure that he too understands any word looked up.

F/Ning EACH WORD

Always F/N each word taken up in Method One. Standard Word Clearing tech of having the pc use the word in sentences, clearing other misunderstands in the definition, etc., should be used to get the word to F/N. (Ref: HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS)

It may happen that the word has to be taken earlier-similar before you can get it to F/N. But even then, when the earlier-similar word is F/Ned, any words looked up that didn't F/N must be F/Ned.

IN CASE OF ANY BOG OR SOMATIC USE THE WORD CLEARING CORRECTION LIST TO CORRECT THE BOG.

END PHENOMENA

The EP of clearing any particular *word* on Method One is an F/N on that word.

The EP of a *subject* which may run back to earlier words in earlier-similar subjects is a WIN on the subject or earlier-similar subject. Many F/Ns can be obtained in the process of running back a chain of words on a subject.

The EP of Method One Word Clearing itself is an F/Ning assessment on the whole list of subjects. There can be many wins on many different subjects before an F/Ning assessment occurs.

EXAMPLE OF HANDLING A SUBJECT

The handling of a subject on Method One can go something like this:

Auditor (taking the next reading subject off the list): “In the subject of ‘planes’ what word has been misunderstood?”

Pc: “Fuselage.”

(Auditor and pc clear the word “fuselage” in the dictionary to F/N.)

Auditor (as there was no win on the subject): “Is there an earlier word in ‘planes’ you did not understand?”

Pc: “Propeller.”

(Auditor and pc clear the word “propeller” in the dictionary to F/N.)

Auditor (as there was no win on the subject): “Is there an earlier word in ‘planes’ you did not understand?”

Pc: “No, not that I can think of.”

Auditor: “All right. Is there an earlier-similar subject to ‘planes’?”

Pc: “Yes, ‘kiteflying.’ ”

Auditor: “Very good. Is there a misunderstood word in that subject?”

Pc: “Box kite.”

(Auditor and pc clear the word “box kite” in the dictionary to F/N.)

Auditor (as there was no win on the subject): “Is there an earlier word in ‘kiteflying’ you did not understand?”

Pc: “Yes! ‘Wind.’ ”

(Auditor and pc clear the word “wind” in the dictionary to F/N.)

Pc: “No wonder I could never understand how things can fly! Now I see how something can be supported by air!” (F/N, VGIs.)

(Auditor indicates the F/N, ends off on that subject and continues Method One procedure with the next largest reading subject from the list.)

REDOING AN MI

If Method One Word Clearing has been quickied and actions or steps of the rundown have been omitted resulting in something less than could be achieved from the action, it must be redone. One way Method One could be quickied would be to clear each single word on the list of subjects before assessing it. This way one could get an F/Ning list at once without finding earlier words, thereby defeating the purpose of Method One. The list is not an auditing list. It is a word-finding list.

When an M1 is redone, the entire list is assessed and each reading subject handled per standard Method One procedure with all steps of the procedure as listed above fully done until the EP of Method One is validly attained.

This is not the same thing as handling a Method One Word Clearing session which has bogged. The correct action in that instance is a Word Clearing Correction List assessed and handled according to the instructions on the list.

A good job on Method One can give back a person's education and send his intelligence quotient up.

When completed on Method One, a person will be able to grasp and apply what he is studying much easier.

And that is something well worth attaining!

L. RON HUBBARD
Founder

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Word Clearers

Word Clearing Series 9R

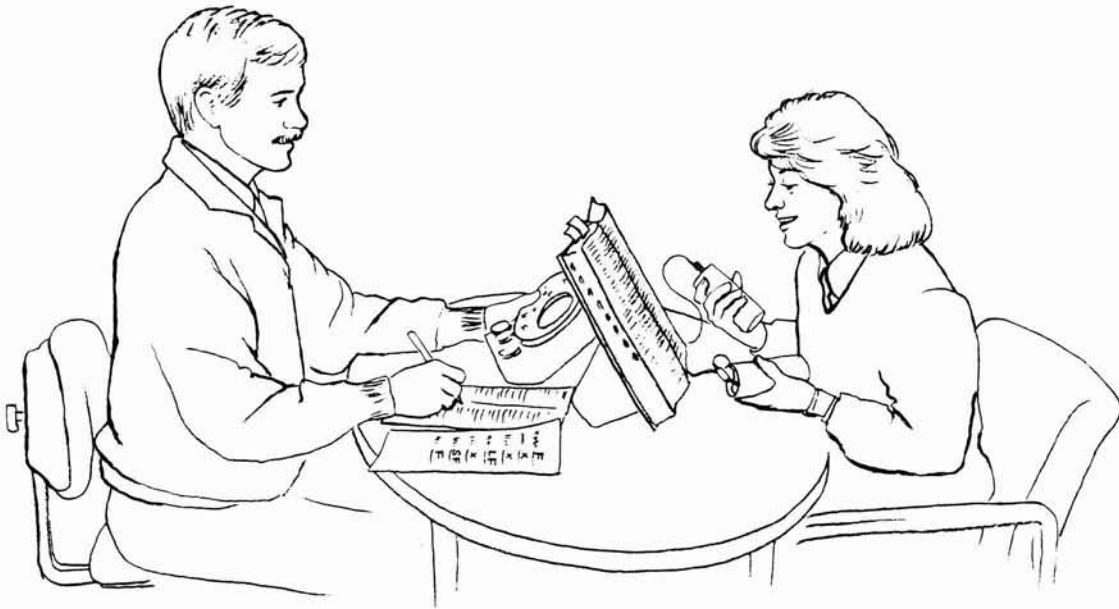
THE DIFFERENT TYPES OF WORD CLEARING

Refs:

The HCOBs of the Word Clearing Series

There are 9 distinct methods of Word Clearing.

METHOD 1



This is done by meter in session. A full assessment of many, many subjects is done. The auditor then takes each reading subject and clears a chain back to earlier words and/or words in earlier subjects until he gets an F/N, VGIs. The list of subjects is reassessed and handled until the entire list F/Ns on assessment.

METHOD 2



This is a metered action of clearing up words in specific materials. The materials are read by the student while on a meter and the misunderstood word is found by meter read. Then it is fully defined by dictionary. The word is then used several times in sentences of the student's own verbal composing. The misunderstood area is then reread until understood. When the person is constantly F/Ning on the materials being word cleared, the end phenomena has been reached.

METHOD 3



Method 3 Word Clearing is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand. When the student is not flying along or is not as "bright" as he was, he must look earlier in the text for a misunderstood word.

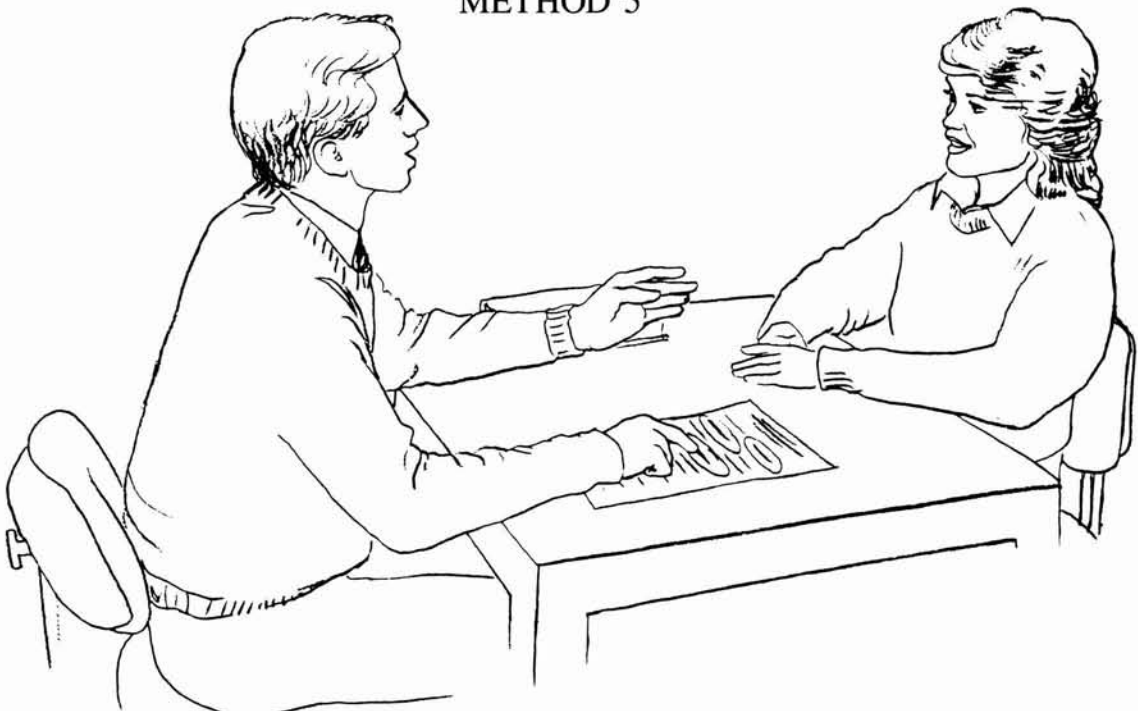
The word is found and then looked up and used verbally several times in sentences of his own composition until he has obviously demonstrated he understands the word. When any misunderstood words are cleared and the student is bright, uptone, etc., he is told to come forward, studying the text from where the misunderstood was to the area of the subject he did not understand.

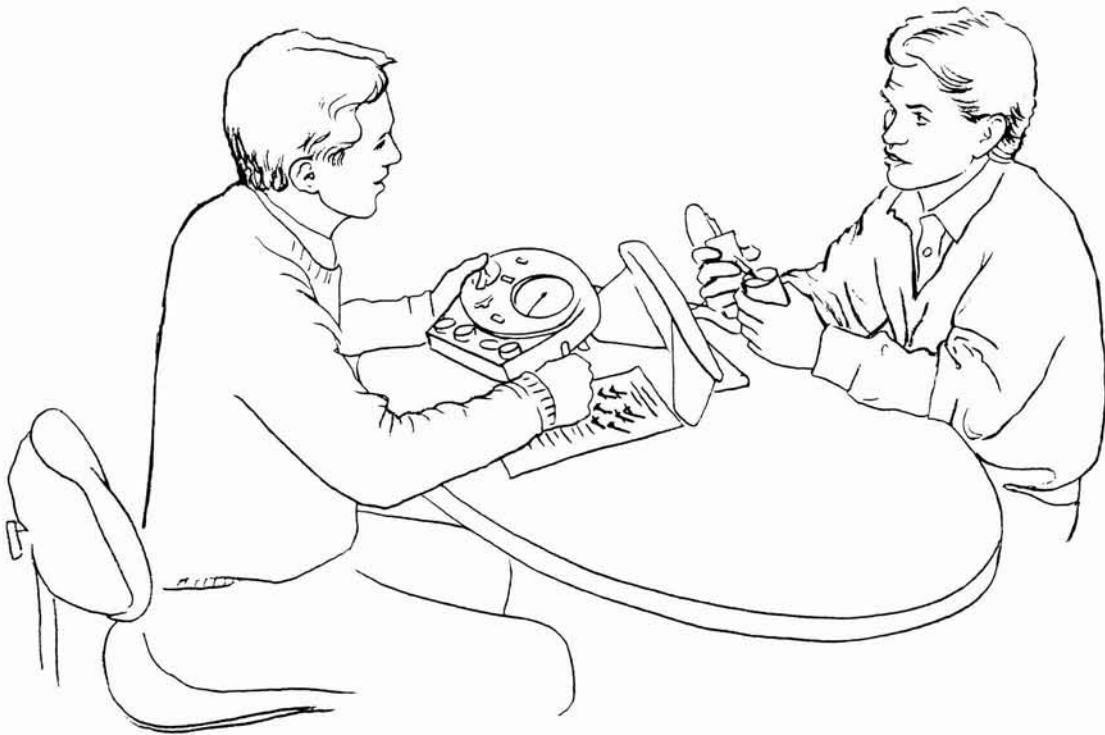
METHOD 4



Tech and Admin Cramming Officers, Word Clearers and Course Supervisors use Method 4 Word Clearing when fishing for a misunderstood word. Method 4 fishes for the misunderstood word, finds it, clears it to F/N, looks for another in the area until there are no more with an F/N, VGIs. The person doing the Word Clearing then moves to another area, handles that—eventually all misunderstands that resulted in the cramming order or non-F/N student are handled.

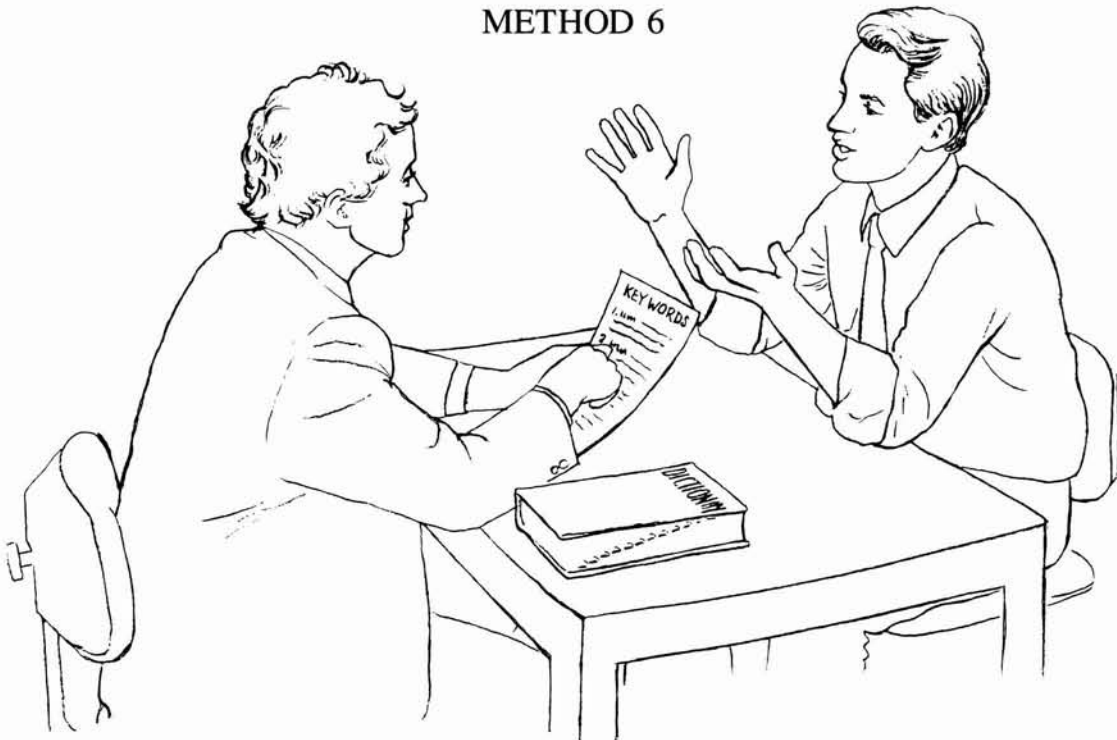
METHOD 5





This is a system wherein the Word Clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up. This method may be done without a meter. It can also be done with a meter. The Word Clearer asks, "What is the definition of ____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary. This method is the method used to clear words or auditing commands or auditing lists.

METHOD 6

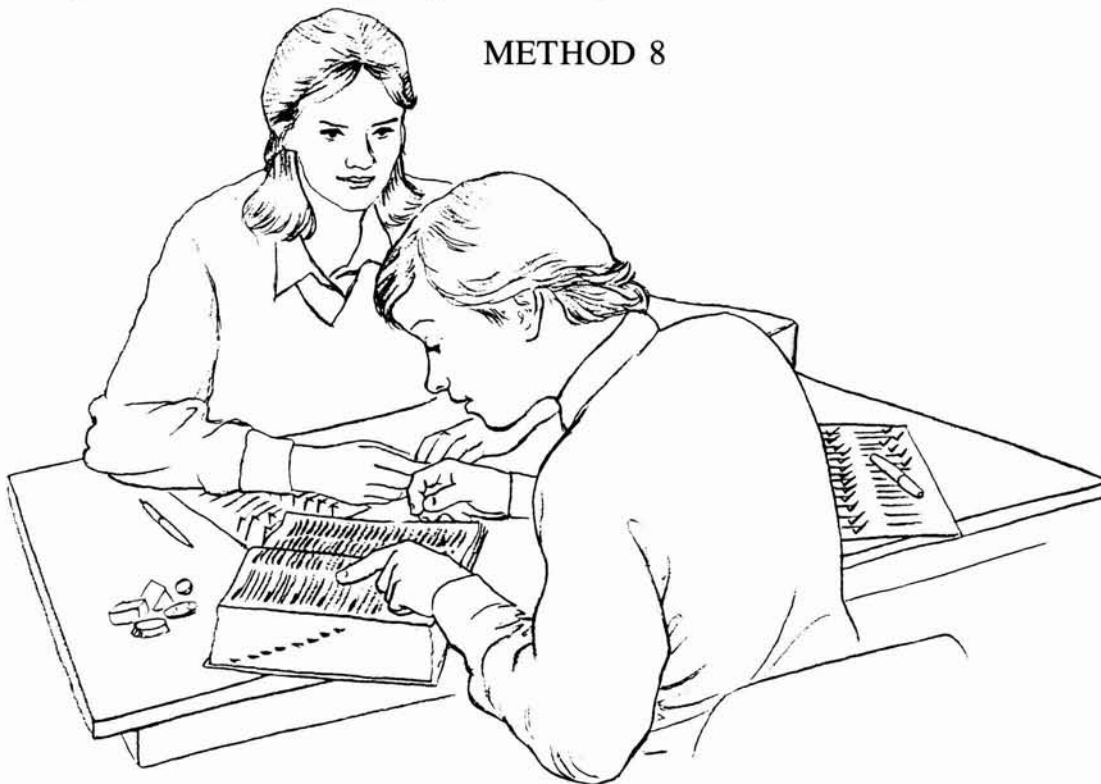


This is called Key Word Clearing. It is used on posts and specific subjects. The Word Clearer makes a list of the key (or most important) words relating to the person's duties or post or the new subject. He looks up each word in the

dictionary and writes down the definitions. The Word Clearer, without showing the person the definitions, asks him to define each word. The Word Clearer checks the definition on his list for *general* correctness—not word-for-word but meaning. Any slow or hesitancy or misdefinition is met with having the person look the word up and look up any word in the definition the person does not have a grasp of.



Whenever one is working with children or foreign-language persons or semi-literates, Method 7 Reading Aloud is used. In this method the person is made to read *aloud* to find out what he is doing. The procedure is: have him read aloud. Note each omission or word change or hesitation or frown as he reads and take it up at once. Correct it by looking it up for him or explaining it to him. By doing this a person can be brought up to literacy.



This is an action used in the Primary Rundown where one is studying study tech or where one is seeking a full grasp of a subject. Its end product is superliteracy. On courses such as the Primary Rundown, where Word Clearing is the essence of the course, Method 8 is always done with a twin. Usually an alphabetical list of every word or term in the text of a paper, a chapter or a recorded tape is available or provided. The person and his twin alternate looking up each word on the alphabetical list and using each in sentences until they have the meaning conceptually. They then read or listen to the paper, chapter or tape for its sense or general meaning. Method 4 Word Clearing is then done to find any misunderstandings. These are cleared up and the material is read or listened to again. When *all* the material has been done in this way, the students will be fully able to apply all the material.



Method 9 Word Clearing is an unmetred way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the Word Clearer who follows along in his own copy of the materials. Any time the person makes an error in his reading or reacts in some nonoptimum way (such as by changing a word, adding a word, leaving out a word, leaving off part of a word, stumbling on a word, hesitating or pausing or reading more slowly, frowning or looking stiff or uncertain, becoming tense, yawning or reading with effort), a misunderstood will *ALWAYS* be found *before* that point or sometimes *at* that point itself. When this happens, the Word Clearer stops the student and asks for the misunderstood. When the word that was misunderstood is located, it is cleared in a dictionary. The student will brighten up and will begin reading clearly and correctly once again. The end result of a well done Method 9 is a student who is certain he has no misunderstandings on the material so that he can easily study the material and apply it.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Tech/Qual
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Supervisor Courses
Cramming Officers
Word Clearers

Word Clearing Series 10RB

SPEEDING UP A SLOW COURSE

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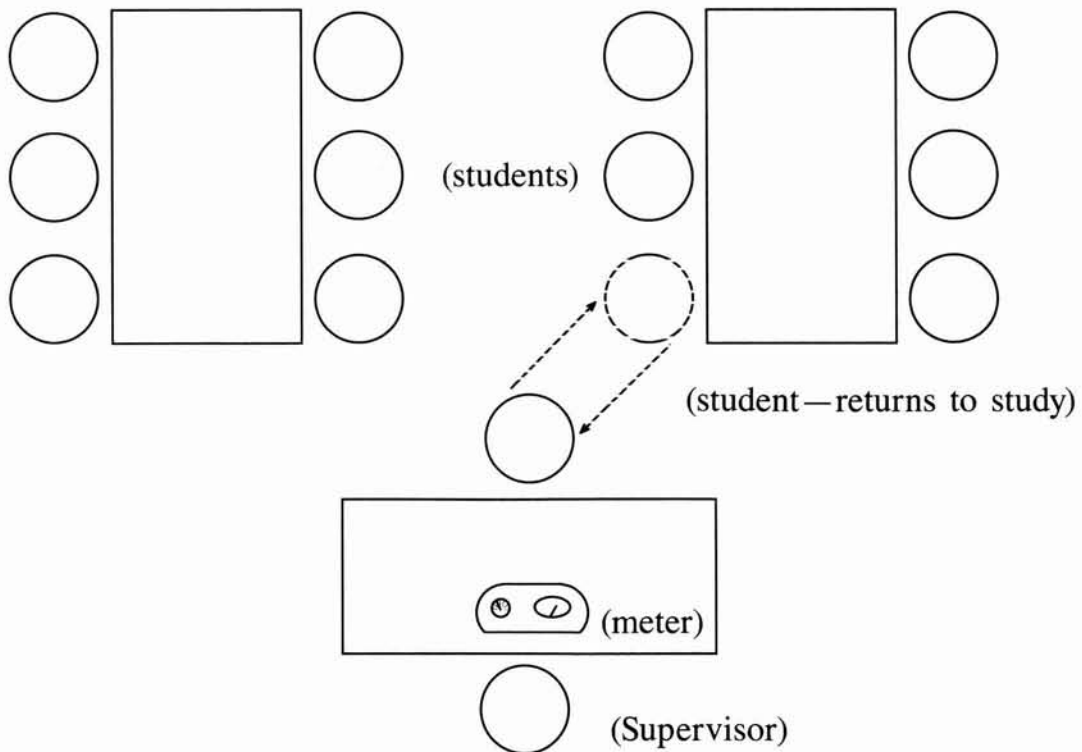
HCOB 29 June 71RB
Rev. 20.12.88

Word Clearing Series 7RB
STEPS TO SPEED STUDENT
PRODUCT FLOW

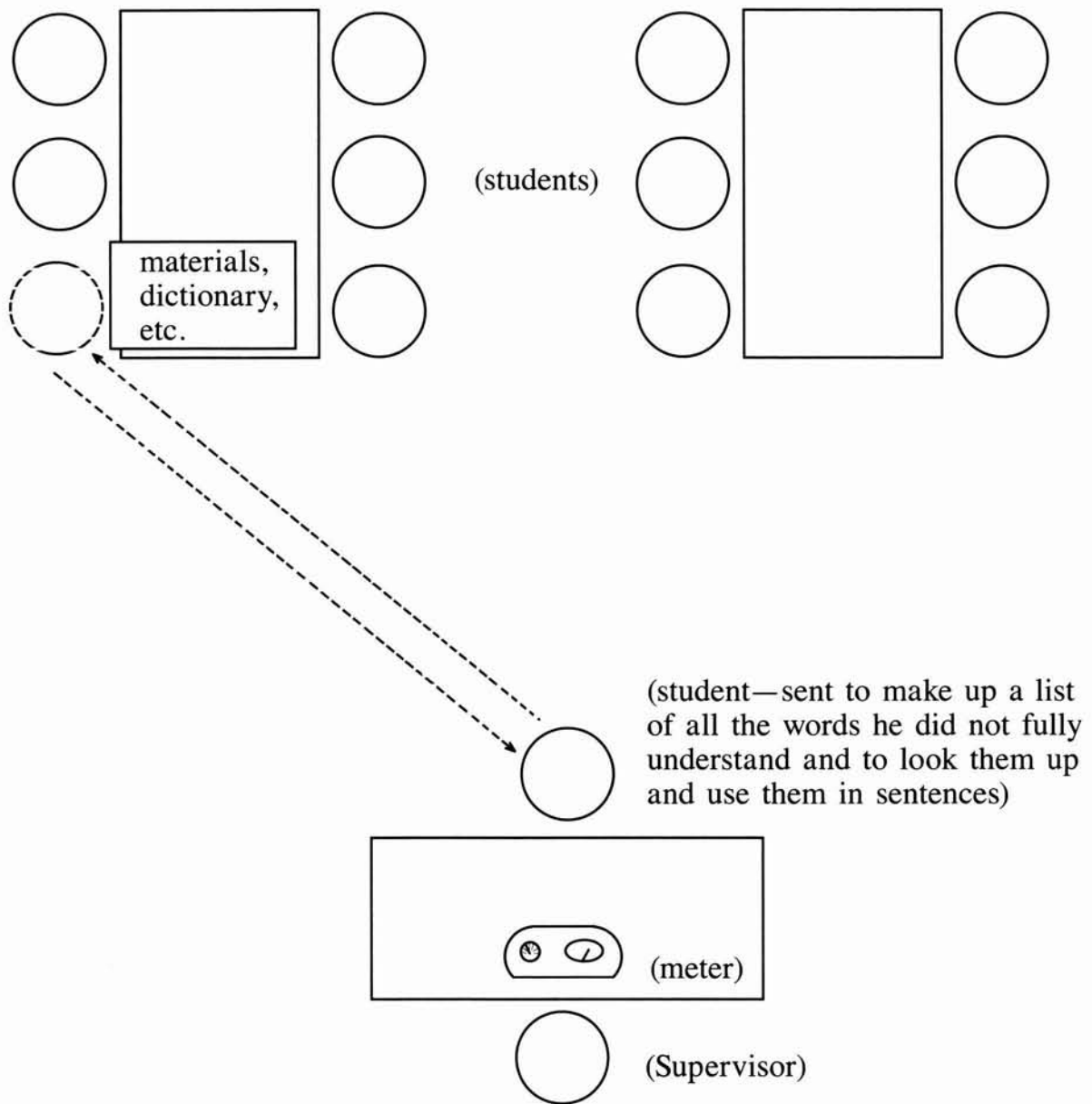
There is a sure-fire way to speed up any course that is slow and downtone and where students are not winning enough and are not F/Ning students.

Here is how it is done:

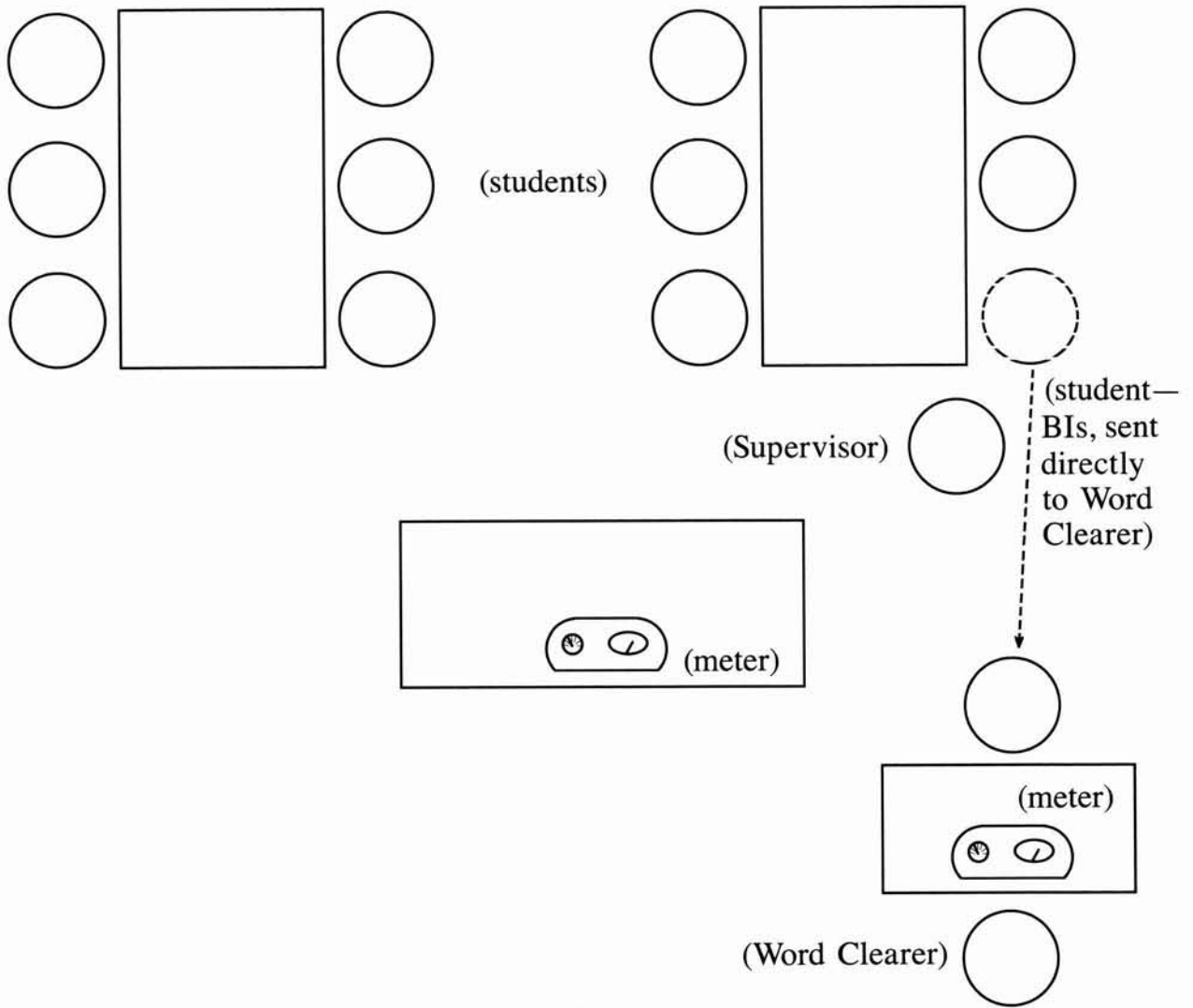
The Supervisor (or Word Clearer) puts a meter on his desk and calls the students up (starting with the faster students). He gives an R-factor "I am not auditing you" and meter checks "In your recent study have you encountered any word you did not fully understand?"



1. If there is no meter read, the Supervisor sends the student directly back to study.



2. If the meter reads, the Supervisor sends the student to make up a list of all the words he did not fully understand, starting from the first PL, HCOB or tape onwards and tells the student to:
 - A. Look them up, and
 - B. Use them in sentences.
 Student after that returns to study.



3. If the student has real bad indicators, the Supervisor sends him directly to the Word Clearer. (If the Word Clearer is doing the check, he handles the student then and there.)

The result of these combined actions is a rise in average student points and all students flying along. Quality will rise as well as speed.

L. RON HUBBARD
 Founder

Revision assisted by
 LRH Technical Research
 and Compilations



LEVELS II TO IV

Word Clearing Series 11

OVERTS, WHAT LIES BEHIND THEM?

I recently made a very basic discovery on the subject of overts and would like to rapidly make a note of it for the record.

You can call this the "Cycle of an Overt."

4. A being appears to have a motivator.
3. This is because of an overt the being has done.
2. The being committed an overt because he didn't understand something.
1. The being didn't understand something because a word or symbol was not understood.

Thus, all caved-in conditions, illness, etc., can be traced back to a misunderstood symbol, strange as that may seem.

It goes like this:

1. A being doesn't get the meaning of a word or symbol.
2. This causes the being to misunderstand the area of the symbol or word (who used it, whatever it applied to).
3. This causes the being to feel different from or antagonize toward the user or whatever of the symbol and so makes it all right to commit an overt.
4. Having committed the overt, the being now feels he has to have a motivator and so feels caved in.

This is the stuff of which Hades is made. This is the trap. This is why people get sick. This is stupidity and lack of ability.

This is why Clay Table auditing works.

Clearing a pc then consists only of locating the area of the motivator, finding what was misunderstood and getting the word made into clay and explained. The overts blow. Pure magic.

The trick is locating the area where the pc has one of these.

This is discussed further in Saint Hill lecture of 3 Sept. 64, but is too important a discovery to leave only in tape form.

The cycle is misunderstood word or symbol—separation from ARC with the things associated with the word or symbol—overt committed—motivator felt necessary to justify the overt = decline of freedom, activeness, intelligence, well-being and health.

Knowing this and the technology of auditing, one can then handle and clear these symbols and words and produce the gains we have described as being Clear, for the things causing the decline are cleared out of the being.

L. RON HUBBARD
Founder



Word Clearing Series 12

GLEE

When you see glee on some fellow on a post, realize it's because he doesn't understand what he's doing.

He's ignorant about something and *above* that is confusion and above the confusion you see glee.

People who make fun of a serious needful action or duty just don't dig it, that's all.

There are remedies. There's instruction or Remedy B. And these should be used.

But this glee is nevertheless a kind of insanity. Freud mentioned that people who couldn't understand something sometimes giggled in an embarrassed kind of way. I rarely take any data from him but in this case, he was right. It was a good observation.

However, he had no cure for it.

You can get a whole area into a kind of glee when they don't grasp what they are doing.

If you see somebody in glee, get a Remedy B run on them in Qual.

Glee is a special kind of embarrassed giggling. You'll know it when you see it.

L. RON HUBBARD
Founder

Remimeo
Tech/Qual
Students
Course Supervisors
Supervisor's Course
Cramming Off
Word Clearers

Word Clearing Series 13

WORD CLEARING CLARIFICATION

Ref:

HCOB 24 June 71

WORD CLEARING

Method No. 1 Word Clearing has yet to foul up any other auditing. When Method No. 2 is done, it is far more likely to foul up auditing.

Persons just reporting to courses are the first candidates for Word Clearing.

Qual usually gets itself across numerous lines when it begins to Word Clear. I don't know why it should. The most fantastic figure-figure occurs around this action.

It is wholly unlimited. If No. 1 Method is done on Monday, it can be done again, same actions, same list assessed, same items left on the list, on Tuesday—and Wednesday and Thursday!

It can even be done with no folder to hand.

The only change would be to *add* some subjects if one wishes. But even that isn't vital.

A pc has spoken millions of languages.

The EP is not "He was word cleared once." It would be a persistent F/N on the whole list.

Who knows what the Word Clearing will lay bare in other languages or when one will attain the EP forever.

But there are too many strings being put into it like needing a folder, using Tech Pages, etc., etc. The action is in 5. Well, why is Div 4 getting in on it unless Div 5 is pulling it in?

You frankly have no idea what it takes to get tech really applied. The simplicity of hats, lines and tech actions gets overlaid with complexities.

Probably misunderstands attract complexities.

L. RON HUBBARD
Founder

Scientology 0

Scientology VI

Word Clearing Series 14

WORDS, MISUNDERSTOOD GOOFS

It has come to my attention that words a student misunderstands and looks up can yet remain troublesome. And that R6 materials are suffering from the same fate when meter activity lessens.

It's this way: The student runs across a word he or she doesn't understand. He or she looks it up in a dictionary, finds a substitute word and uses that.

Of course, the first word is still misunderstood and remains a bother.

Example: (Line in text) "The size was Gargantuan." Student looks up Gargantuan, finds "Like Gargantua, huge." Student uses "huge" as a synonym and reads the text line "The size was 'huge.'" A short while later is found still incapable of understanding the paragraph below "Gargantuan" in the text. Conclusion the student makes—"Well, it doesn't work."

The principle is that one goes dull after passing over a word one does not understand and brightens up the moment he spots the word that wasn't grasped. In actual fact, the brightening up occurs whether one defines the word or not.

But to put *another* word in the place of the existing word, whether in Level 0 or Level VI, is to mess it all up.

Take the above example. "Huge" is not "Gargantuan." These are synonyms. The sentence is "The size was Gargantuan." The sentence was *not* "The size was huge." You can't really substitute one word for another at Level 0 *or* Level VI and get anything but an alteration. So something remains not understood at Level 0 and the meter stops at Level VI. It just isn't what was said or thought.

The *correct* procedure is to look over, get defined well and understand *the* word that was used.

In this case the word was "Gargantuan." Very well, what's that? It means "Like Gargantua" according to the dictionary.

Who or *what* was Gargantua? The dictionary says it was the name of a gigantic king in a book written by the author Rabelais. Cheers, the student

thinks, the sentence meant “The size was a gigantic king.” Oops! That’s the same goof again, like “huge.” But we’re nearer.

So what to do? Use Gargantuan in a few sentences you make up and bingo! You suddenly understand *the* word that was used.

Now you read it right. “The size was Gargantuan.” And what does that mean? It means “The size was Gargantuan.” And *nothing* else.

Get it?

There’s no hope for it, mate. You’ll have to learn real English, not the 600-word basic English of the college kid, in which a few synonyms are substituted for all the big words.

And as an “aside” (like they use on the stage), may I say that, golly, some people have to reach a long way to find goofs.

L. RON HUBBARD
Founder

Remimeo

Word Clearing Series 15R

Refs:

HCOB 19 Dec. 71	C/S Series 71
	D OF P OPERATES BY OCAs
HCOB 24 Feb. 72	C/S Series 71A
	WORD CLEARING OCAs

WORD CLEARING ANY WORDS ON ANY TEST AT ANY TIME IS A HIGH CRIME.

It suppresses tech results and obscures them.

The whole of HCOB 24 Feb. 72, C/S Series 71A, explains fully why one never word clears tests or even tells a person being tested to use a dictionary.

FOREIGN-LANGUAGE PERSONS

When testing persons who speak a different language than that in which the test is written, GET A TRANSLATED TEST INTO THEIR LANGUAGE OR TRANSLATE THE TEST WITHOUT ANY WORD CLEARING.

MIS-Us ON TESTS

Where a person has a misunderstood word on a test, it usually remains misunderstood on the second test. Thus the test remains VALID as nothing has changed in it.

If the person's IQ rises during processing, he may very well also figure out the misunderstood word now on the second test and improve the graph. But that is a valid PROCESSING result, not a false one introduced by clearing test words.

SUMMARY

Auditing works when properly done and it does not need a side action of word clearing a test to better the graph.

L. RON HUBBARD
Founder

Word Clearing Series 16R

CONFUSED IDEAS

Whenever a person has a confused idea of something or believes there is some conflict of ideas, **IT IS ALWAYS TRUE THAT A MISUNDERSTOOD WORD EXISTS AT THE BOTTOM OF THAT CONFUSION.**

Example: "I just don't understand this idea of opposing forces. I think it all ought to be rewritten and . . ."

Method 2 Word Clearer: "Is there any word there you don't understand?"
READ! Student: "Oh no, I understand all the words. It's . . ." "What word is this that's reading on the meter?" "Er . . . ah . . . Forces?" "Yes, that reads and blows down. Let's look it up." "Oh no, I know what it means. It's the idea that . . ." "Let's look it up!" "Well, all right. Let's see D . . . E . . . F . . . FO . . . FORCES. Here it is. 'That which changes the motion of a body on which it acts.' " Word Clearer: "Use it in a sentence several times." Student does. ". . . er . . . ah. I've got it. Hell, I thought it meant police brutality! Couldn't figure out why two police forces would fight!" Word Clearer: "Now how do you feel about this idea of opposing forces?" "Oh, let's see. Why, that's clear enough. Just like I'd never read it before!" Meter: F/N.

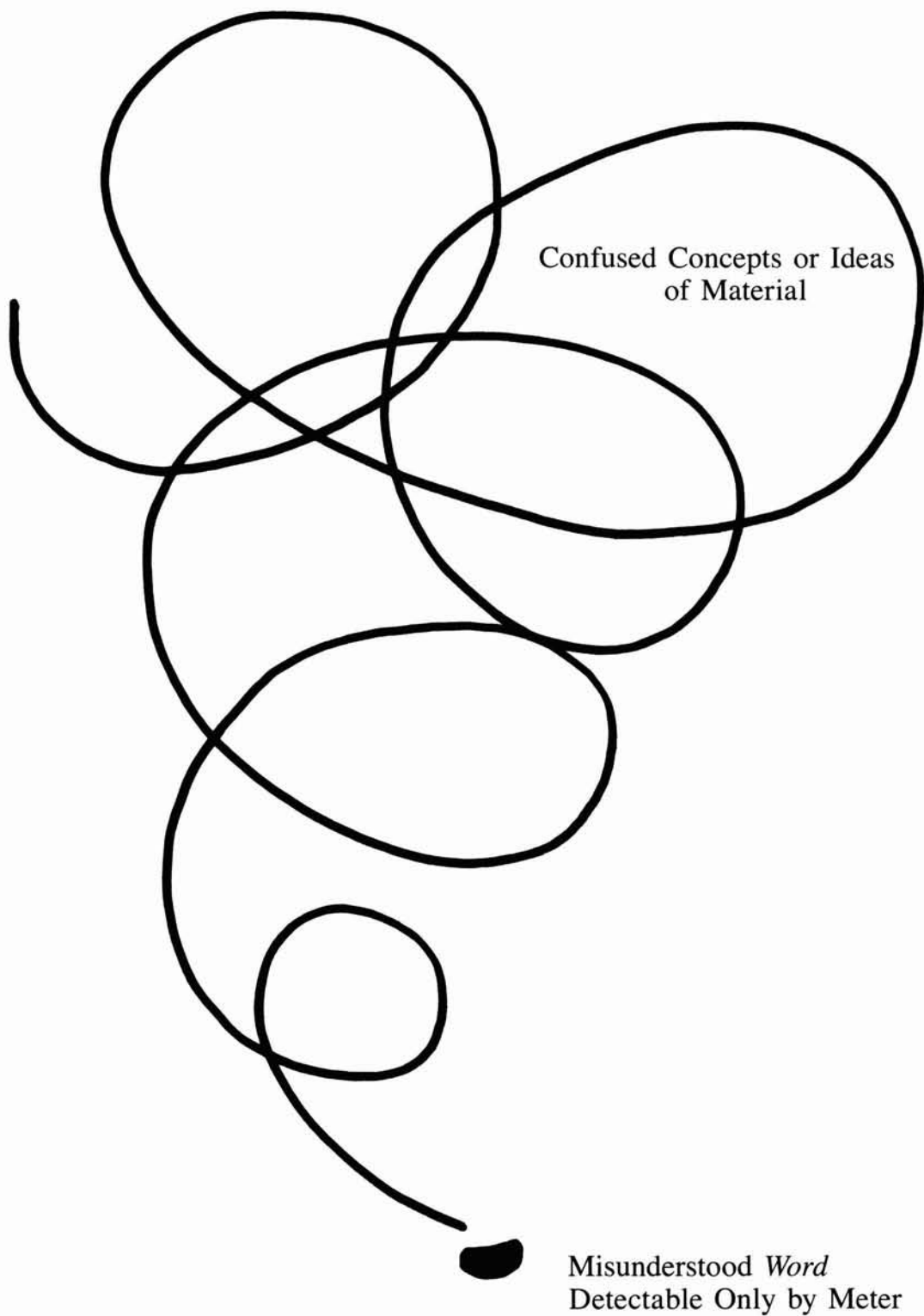
Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

They will generate weird ideas and erroneous concepts of what the text says. They do wrong things and say the text said to. They ask strange ideas of their Instructors. They clamor for "clarifications."

AND AT THE BOTTOM OF ALL THIS IS SIMPLY MISUNDERSTOOD WORDS.

There is not *also* misunderstood ideas. There is *only* the misunderstood *word* which breeds, then, huge towering wrong *ideas*.

A MISUNDERSTOOD WORD BREEDS STRANGE IDEAS.



Picture of a Student's Mind

L. RON HUBBARD
Founder

Word Clearing Series 17

WORDS AND POSTS

Those who do not want their posts generally do not know what their posts are.

The reason they do not know what their posts are is a host of misunderstood basic words connected with that post.

Put a person on a meter: Have the person read some of the material relating to his post or hat, beginning with the most basic material about it and starting at the very top of the first page, including even the heading and issue numbers.

Watch the meter carefully.

Halt the person at *each* read, and whether he says he knows the meaning or not, if it read, have him look it up in a good (big) dictionary.

Have him use the word in sentences of his own invention. Make him do this as long as it is bringing the TA down.

If you get into trouble with him, go back and find the misunderstood you missed.

Keep hunting and keep working at it and his misunderstood words will blow and his inability to understand the post will blow.

EXPLANATION

Failed posts and duties trace back to misunderstood words.

Until you see it you won't believe it.

One student who had studied his post for a third of a year was given Method 2 on its materials.

It took 15 hours of Method 2 work, protests, blows, upsets, to finally discover that he did not know what POST meant! OR what the words in the title meant.

Another person studied half a year to be an administrator. Yet when he was given his personnel orders appointing him, and Method 2 was done on them, in the first 50 words of the personnel order there were 13 individual misunderstood words each one of which related to the post and were simple English. A similar ratio continued throughout the personnel order.

He was about to fail with a fanfare.

Behind post failure the explanation IS misunderstood words.

Psychosis (evil intention) is the only other reason for failure but even this can be handled by auditing today. And even psychosis lessens when misunderstood words are handled.

SUCSESSES

It is not difficult to use Method 2 Word Clearing.

One must be able to handle ARC breaks, problems and withholds and read a meter.

One must have a very big dictionary available when little ones fail.

One must be persistent and not buy explanations or let the person run away.

And the successes one has are fantastic!

L. RON HUBBARD
Founder

Remimeo

(Also issued as an HCO PL,
same date and title)

Personnel Series 12

Org Series 15

Word Clearing Series 18

ORGANIZATION MISUNDERSTOODS

By Scientology study technology, understanding ceases on going past a misunderstood word or concept.

If a person reading a text comes to the words "Felis domesticus" and doesn't know it simply means HOUSE CAT, the words which appear thereafter may become "meaningless," "uninteresting" and he may even become slightly unconscious, his awareness shutting down.

Example: "Wind the clock and put out the Felis domesticus and then call Algernon and tell him to wake you at 10:00 A.M.," read as an order by a person who didn't bother to find out that "Felis domesticus" means "house cat" or "the variety of cat which has been domesticated" will not register that he is supposed to call Algernon, will feel dopey or annoyed and probably won't remember he's supposed to wake up at 10:00 A.M.

In other words, when the person hit a misunderstood word, he ceased to understand and did not fully grasp or become aware of what followed after.

All this applies to a sentence, a book, a post or a whole organization.

Along the time track a crashing misunderstood will block off further ability to study or apply data. It will also block further understanding of an organization, its org board, an individual post or duties, and such misunderstands can effectively prevent knowledge of or action on a post.

ALL THIS IS THE MOST COMMON CAUSE OF AN UNACCEPTABLE POST PRODUCT, OR NO PRODUCT AT ALL.

The difficulties of an organization in functioning or producing stem from this fact.

Personal aberration is the cause of products that are in fact overt acts.

Scientology technology today easily handles the personal aberration part of the problem, IF IT IS USED AND PROPERLY APPLIED. Leaving an org un-audited or being unable to figure out how to run a viable org so that it can afford to audit its staff members is asking for post or org products that are overt acts.

Employing persons of the Leipzig, Germany, death-camp school (psychologists, psychiatrists) to handle personal aberration is like throwing ink in water to clean it up. Governments stupidly do this and wonder why their final product as an organization is riot, war and a polluted planet. The point is not how bad psychology and psychiatry are, but that one does have to *handle* personal aberration in an organization, and these schools were too vicious and incompetent to do so.

Those who are personally very aberrated are not about to produce anything but an overt act. They are difficult to detect as they are being careful not to be detected. Things “just sort of go wrong” around them, resulting in a product that is in fact an overt act. But these constitute only about ten or twenty percent of the population.

The remaining eighty percent or ninety percent where they are nonfunctional or bungling are so because they do not understand what it’s all about. They have in effect gone on by a misunderstanding such as what the org is supposed to do or the admin tech they use on their posts or where they are or what their product is.

Earth organizations like governments or big monopolies get a very bad repute because of these factors:

1. Personal aberration of a few undetected and unhandled.
2. Inadequate or unreal basic education technology and facilities.
3. Inadequate or unknown organization technology.
4. Noncomprehension of the individual regarding the activities of which he is a part.
5. Noncomprehension of the basic words with which he is working.
6. Purposes of the post unclear.
7. Admin of the post not known or comprehended.
8. Technology in use not fully understood.
9. A lack of comprehension of products.

Out of these nine things one gets organizational troubles and the belief that it takes a genius to run one successfully. Yet all the genius in the world will fail eventually if the above nine things are not handled to some degree.

The common methods currently in use on the planet to handle these things are very crude and time-consuming, as the items themselves are either dimly comprehended or not known at all.

- 1A. Personal aberration is met by torture, drugs or death when it is detected. Yet only the very serious cases who are obviously screaming, muttering or unconscious are singled out, whereas the dangerous ones are neither detected nor handled at all and become with ease generals or presidents or dictators, to say nothing of lesser fry. Ten percent to twenty percent of any organization is stark, staring mad, doing the place in so adroitly that only their actual product betrays them.

- 2A. Basic education as well as higher general education has become a mass-produced area crawling with bad texts and noncomprehension and used mainly by hostile elements to overturn the state or pervert the race and its ideals.
- 3A. Organizational technology is so primitive as to change national maps and leading companies many times a century, an extremely unstable scene for a planet.
- 4A. Very few individuals on the planet have any concept of the structure of entities such as their country or state or company. Persons surveying the public in the US, pretending to advise acceptance of “new measures” already in the Constitution, were threatened for being revolutionaries. Hardly anyone knew the basic document of the nation’s organization much less its rambling structure.
- 5A. The basic words of organization are glibly used but not generally comprehended—words like “company,” “management,” “policy.” Vocabularies have to be increased before comprehension and communication occur and misunderstandings drop out.
- 6A. Post purposes are often glibly agreed with while something entirely different is done.
- 7A. Administrative actions involving posts are often only dimly comprehended and seldom well followed; but in this matter of communication, despatches, etc., the planet is not as deficient as in others except that these functions, being somewhat known, can become an end-all—tons of despatches, no actual product. In some areas it is an obsession, an endless paper chain, that is looked on as a legitimate product even when it leads to no production.
- 8A. The planet’s technology is on the surface very complex and sophisticated but is so bad in actual fact that experts do not give the planet and its populations thirty years before the smoke and fumes will have eaten up the air cover and left an oxygenless world. (The converters like trees and grass which change carbon dioxide to oxygen are inadequate to replace the oxygen and are additionally being killed by air impurities coming out of factories and cities.) If the technology destroys the base where it is done—in this case the planet—it is not adequate and may even be destructive technology.
- 9A. The whole idea of “product” is not in use except in commercial industry where one has to have a car that sells or a washing machine that actually washes.

THE HARD ROAD

It is against this primitive background that one is trying to run an organization.

If it were not for improvements made on each one of these points, the task could be hopeless.

I have gone to some length to outline the lacks in order to show the points where one must concentrate in (a) putting an org together and (b) keeping it viable.

In these nine areas we are dealing with the heart of it in running orgs.

Enthusiasm is a vital ingredient. It soon goes dull when insufficient attention is paid to resolving and getting in these nine points.

Bluntly, if they are not gotten in and handled, the task of living and running a post or an org will become so confused that little or no production will occur and disasters will be frequent.

THE WORDS

The by-no-means-complete list of words that have to be fully cleared and understood just to talk about organization as a subject, and to intelligently and happily work in an org EVEN AS ITS LOWEST EMPLOYEE is:

A company
A board of directors
Top management
Policy
Management
Programs
Targets
Orders
Technology
Know-how
Org bd
Post
Hat
Cope
Purposes
Organize
Duties
A checksheet
A checklist
A comm channel
A command channel
A relay point
A stable terminal
Double-hatted
A product
Aberration
VIABILITY

This is key vocabulary. One could draw up a whole dictionary for these things and no one studying it would be any wiser since it would become salted with other words of far less importance.

The way to do this list is sweat it out with a meter until one knows each can't mean anything else than what it does mean.



Out of a full understanding of what is implied by each, a brilliantly clean view is attained of the whole subject of organization, not as a fumble but as a crisp usable activity.

Unless one at least knows these words completely so that they can be used and applied, they will not buffer off confusions that enter into the activity.

Glibness won't do. For behind these words is the full structure of an activity that will survive and when the words aren't understood the rest can become foggy.

We *do* know all these needful things. We must communicate them and use them successfully.

L. RON HUBBARD
Founder



Word Clearing Series 19

ALTERATIONS

There is a basic law in Word Clearing:

**AT THE BOTTOM OF ALL ALTERATION OF MEANING
OR ACTION IS A MISUNDERSTOOD WORD.**

This law at once explains why communication, ideas or application become falsified, twisted and corrupted.

This law is of great use in Word Clearing:

- A. It indicates who has to be word cleared FAST, at once, NOW, before duties go off the rails any further.
- B. It detects the area just before which there is a misunderstood word.

A is useful to the administrator. Knowing it and knowing Word Clearing and being able to do it himself or get it done, he can avoid wholesale dismissals, frantic transfers, general inefficiency and organizational strain.

B is very useful to the Word Clearer.

Example of B: A person can do everything on an order except "File the folders" which he insists on delivering to a wrong room. Look over the order and find where in it it talks about filing folders. Just above or beside that will be a misunderstood word. Locate it, get it identified, defined and used in sentences. The person can suddenly file folders!

Just BEFORE or WITH the point a person begins to alter will be found a misunderstood word.

Thus:

1. Discover what a person alters.
2. Find what came just before that.
3. Find the misunderstood word.
4. Get it looked up.

5. Get it used in sentences as long as it moves a meter tone arm.

6. End off on F/N VGIs.

The ability to do it straight will have been returned.

It is very magical.

L. RON HUBBARD
Founder

Word Clearing Series 20

SIMPLE WORDS

You might suppose at once that it is the BIG words or the technical words which are most misunderstood.

This is NOT the case.

On actual test, it was English simple words and NOT Dianetics and Scientology words which prevented understanding.

For some reason Dianetics and Scientology words are more easily grasped than simple English.

Words like "a," "the," "exist," "such" and other "everybody knows" words show up with great frequency when doing a Method 2 Word Clearing. They read.

It takes a BIG dictionary to define these simple words fully. This is another oddity. The small dictionaries also suppose everybody knows.

It is almost incredible to see that a university graduate has gone through years and years of study of complex subjects and yet does not know what "or" or "by" or "an" means. It has to be seen to be believed. Yet when cleaned up his whole education turns from a solid mass of question marks to a clean useful view.

A test of schoolchildren in Johannesburg once showed that intelligence DECREASED with each new year of school!

The answer to the puzzle was simply that each year they added a few dozen more crushing misunderstood words onto an already confused vocabulary that no one ever got them to look up.

Stupidity *is* the effect of misunderstood words.

In those areas which give man the most trouble, you will find the most alteration of fact, the most confused and conflicting ideas and of course the greatest number of misunderstood words. Take "economics" for example.

The subject of psychology began its texts by saying they did not know what the word means. So the subject itself never arrived. Professor Wundt of Leipzig University in 1879 perverted the term. It really means just "a study (ology) of the

soul (psyche).” But Wundt, working under the eye of Bismarck, the greatest of German military fascists, at the height of German war ambitions, had to deny man had a soul. So there went the whole subject! Men were thereafter animals (it is all right to kill animals) and man had no soul, so the word psychology could no longer be defined.

THE EARLIEST MISUNDERSTOOD WORD IN A SUBJECT IS A KEY TO LATER MISUNDERSTOOD WORDS IN THAT SUBJECT.

“HCOB” (Hubbard Communications Office Bulletin), “Remimeo” (Orgs which receive this must mimeograph it again and distribute it to staff), “TR” (Training Drill), “Issue I” (first issue of that date), are the commonest misunderstandings. Because they occur at the beginning of an HCOB!

Then come words like “a,” “the” and other simple English as the next words that often read.

In studying a foreign language it is often found that the grammar words of one’s *own* language that tell about the grammar in the foreign language are basic to not being able to learn the foreign language.

The test of whether the person understands a word is “does it read on the meter as a fall when he reads the word in the material being cleared.”

That a person *says* he knows the meaning is *not* acceptable. Have him look it up no matter how simple the word is.

L. RON HUBBARD
Founder

Word Clearing Series 21

**CORRECT SEQUENCE
QUALIFICATIONS OF WORD CLEARERS**

The principal methods of Word Clearing are numbered No. 1 for the full in-session rundown, No. 2 for the metered action of clearing up words in specific materials and No. 3 for looking up words seen and not understood by the student or reader.

This is correct sequence for doing the three types of Word Clearing.

By doing No. 1 in full session, using the list for assessment, one obtains the basic word and meaning errors of the past. By getting these out of the way, it is now possible to clean up current materials much more rapidly with Method 2, where the person is put on a meter and reads the material to another who is watching the meter and catching each read.

With Method 1 out of the way, Method 2 becomes more rapid.

Method 3 will then be done by the person himself because he now knows better.

No. 2 and No. 3 can be used on and on, one or the other.

If you do it backwards, beginning with Method No. 3, much more time is consumed. If Method No. 2 is used without No. 1 being done, much more work has to be done to clean up an existing piece of study material or text.

So the correct sequence is No. 1, No. 2 and then No. 3.

This does not mean you cannot start with No. 3 or No. 2. It just means it is much faster to do them in correct sequence.

PURPOSE CLEARING

When purpose of the post is to be cleared, it is done *after* Method No. 1 in general and Method No. 2 has been done on the duties and texts of the post.

With all such material handled with Word Clearing, it is time then to do a Purpose Clearing of the person's job or situation in life.

PROGRAM

Thus, a general program could be laid down as:

1. Handle all ARC breaks, present time problems and withholds, or set up the case with a Progress Program.

2. Method No. 1 Word Clearing.
3. Method No. 2 Word Clearing on the materials or duties the person has.
4. Purpose Clearing of the purpose of the post.

(In choosing the materials to be cleared in No. 3 above, choose the texts, handbooks or materials most closely related to the post and most basic to the post.)

(In choosing the post, if the person is not employed remember that “student,” “housewife” and even “a human being” are posts.)

WORD CLEARING WORD CLEARERS

When there is no qualified Word Clearer to word clear others, the program is changed for the Word Clearer to:

1. Choose 2 Word Clearers who then work on each other.
2. Any Progress Program for each one.
3. Word clear the Word Clearing Series by Method 2.
4. Check out on the auditing required for Method 1.
5. Do Method No. 1 on each other.
6. Do Purpose Clearing on each other.

This greatly reduces any errors in application.

(Note: A “Progress Program” or a “Repair Program” is a Scientology auditing program to clean up upsets in life.)

(“ARC break” means A—Affinity, R—Reality, C—Communication, a break in any one of the three which has caused upset in the past.)

(A Class III Academy Auditor qualification is required to do Method No. 1, as the action requires assessing and the handling of ARC breaks, problems and withholds, for which a Class III is trained. Anyone who is able to handle a meter is qualified to do Method No. 2. Any person can do Method No. 3.)

(Purpose Clearing also requires a Class III Academy Auditor.)

(By “meter” throughout this series is meant an “E-Meter,” which means an “electropsychometer,” an instrument which measures emotional reaction by tiny electrical impulses generated by thought.)

L. RON HUBBARD
Founder



Word Clearing Series 22RA

HOW TO USE A DICTIONARY

Refs:

Hubbard Key to Life Course

HCOB 13 Feb. 81R Word Clearing Series 67R
Rev. 25.7.87 DICTIONARIES

HCOB 23 Mar. 78RB Word Clearing Series 59RB
Rev. 16.1.89 CLEARING WORDS

Diction comes from the Latin word meaning *a word* or *to say*; *ary* means *a collection of* or *a thing connected with*.

A dictionary tells a person how to say a word, what it means, how to spell it and how to use it. Dictionaries usually will tell you where a word comes from.

A dictionary is a word book.

Definitions in dictionaries are not always complete and in some cases are not totally correct. Remember that dictionaries are written by people who themselves might have misunderstands. So do not treat them as religious texts which must be believed. They are mostly correct but they are just tools.

THE ALPHABET

Knowledge of the alphabet is the key to finding words quickly. To use a dictionary rapidly, one has to be able to recite the alphabet rapidly and know the relations of letters in the alphabet one to the other instantly. Otherwise, one can get lost and it will take a long time to look up words. One literally has to know the alphabet backwards and forwards.

Words are arranged in alphabetical order in all dictionaries. A dictionary has a section for each letter of the alphabet. The first letter of the word one is looking up tells one which section of the dictionary to look in. Within any section, words are further arranged alphabetically by their second letters, then their third letters and so on. For instance, the word *cat* would be found after the word *castle* and before the word *catch*.

GUIDE WORDS

At the top of each page of the dictionary, there are words printed in black heavy type. They are called *guide words*. Guide words show the first and the last words printed on that page or in that column. The page of the dictionary one wants can be found by looking at the guide words on each page. Guide words help one find the word being looked for faster.

PRONUNCIATION AND PARTS OF SPEECH

Pronunciation means the way something is said. A dictionary tells one how to pronounce a word and this is given in the dictionary right after the word itself and is usually in parentheses.

Pronunciation is shown by:

- a. How the word is divided into syllables (a syllable is a word or a small part of a word which can be pronounced with a single, uninterrupted sounding of the voice)
- b. How the word, if it has two or more syllables, is accented (the emphasizing of one syllable of a word more than another)
- c. How the individual letters in a word sound through use of a pronunciation key.

For example, the word *elephant* contains three syllables: el' e phant.

The accent mark tells one that the first syllable of the word is the one that is said with emphasis when pronouncing it.

Dictionaries use letters and special marks to show how a word sounds. Generally, there are pronunciation keys at the bottom of each page or every other page which list out the most important letters and marks. There is also a complete listing near the front which gives the use of every letter or mark used in that dictionary to show how to pronounce a word. By looking at the letters and/or marks in parentheses and checking the pronunciation key at the bottom of the page (or near the front of the dictionary), one learns how the word is pronounced. For instance, to learn how the first *e* of *elephant* is pronounced, one looks at the key and sees that it is pronounced in the same way as the *e* in the words *met* and *rest*. Pronunciation keys differ a bit from dictionary to dictionary but they are all used as described here.

Following the pronunciation, the dictionary then designates what part of speech the word is and, when needed, the singular or plural forms of the word. For example, *mouse* is a thing, a noun, and its plural form is *mice*.

DEFINITIONS

Next comes the definition of the word. If it has more than one definition, most dictionaries number them.

Often dictionaries give examples showing the use of the word. But in clearing a word, it is not enough for the person simply to read these examples. He has to make up several of his own before he really knows the word.

Dictionaries also often give specialized definitions when the word has a special meaning in such subjects as law, sports, science, music and so on. They often give slang (words or phrases that are not considered to be "standard" in the language) definitions for words.

IDIOMS

An idiom is a phrase or expression that has a meaning different from what the words suggest in their usual meaning. For example, to catch one's eye is an idiom which means *to get one's attention*.



Most dictionaries include the idioms of a word after the definitions.

DERIVATION

A word's derivation (a statement of the origin of a word) is put in brackets. The derivation can be very important to one's full understanding of the word. Words get altered through the ages. By seeing the derivation one can find out what the word originally meant. The word's derivation is usually found at the beginning or the end of the definitions in the dictionary.

In the derivation certain signs and abbreviations are used.

The sign < means *derived from*.

The sign + means *and*.

The word or words it comes from are written in italics. Usually abbreviations are used to show the language the word comes from. For example, OE would mean *Old English*, which denotes the English spoken up to approximately the 12th century. These abbreviations are defined in the dictionary. Sometimes at the end of the derivation there is a word written in capital letters. This means that further data on the origin of the word can be found under the derivation of the word in capitals.

EXAMPLE OF A WORD ENTRY

	pronunciation	part of speech in italics
word	cool (kü), <i>adj.</i>	
definition	1. mildly cold; neither warm nor very cold; pleasantly cold: <i>a cool day.</i>	example in italics
definition	2. giving a feeling of coolness: <i>a cool dress.</i>	example in italics
definition	3. calm; not excited: <i>to remain cool in spite of trouble.</i>	example in italics
definition	4. <i>US Slang</i> first rate; superior; admirable: <i>He drew a cool cartoon.</i>	example in italics
idiom	cool off 1. to calm down. 2. to lose interest.	
derivation	[Old English <i>cōl</i> , Related to COLD]	
pronunciation key	ü as in rule .	

HOW TO BREAK UP A WORD

Occasionally, one cannot find a word in the dictionary but, by separating a word into its component parts, one can look up each part and gain its meaning. Take, for example, the word *antitax*. This word is not defined in most dictionaries, but one can still determine its meaning. One looks up the first part, *anti-*, and finds that it means *opposed to*. One then looks up the second part of the word, *tax*, and finds that it means *money regularly collected from citizens by their rulers*. When one combines the two parts, one gets the definition of *antitax* which means *opposed to collecting of money from citizens by their rulers*.

Dictionaries sometimes contain lists of such words which are not defined but which can be broken down into their component parts and the meaning determined.

TIPS IN USING THE DICTIONARY TO CLEAR WORDS

Words of a special tech require a dictionary composed of terms for that field, e.g., a photographic dictionary or a nautical dictionary.

To clear a foreign word, get a dictionary of that language. There are two kinds of foreign-language dictionaries. One is a dictionary entirely in the foreign language. The other is half in the language the person speaks and half in the foreign language. For instance, in an English/Swedish dictionary, half of the dictionary is English with Swedish words next to it, and the other half is Swedish with its English counterpart next to it. One would use the all-foreign dictionary only when the person being word cleared knew that language fluently.

Dictionaries contain a lot of information. This bulletin covers the basics of how to use one. The format of individual dictionaries varies one to the next but the above fundamentals apply to them all. Dictionaries contain sections in the front which explain how they are used. If one encounters a word, symbol or abbreviation in the entry of a word that he does not understand, he can always turn to this introductory section for help.

A dictionary is indispensable when clearing words. This makes a dictionary an extremely valuable tool for anyone seeking to learn any subject.

L. RON HUBBARD

Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

Word Clearing Series 23

TROUBLESHOOTING

In Word Clearing the troubles are actually very few.

However, there are a few.

It is possible for an auditor or student doing Word Clearing on another to get misunderstood words himself unless he also looks at the definitions and understands them at the same time he is clearing them on the other person. This requires no extra step. In fact, it would be rather hard not to also see the definition of the word.

A person trying to “blow” (leave) and refusing further Word Clearing almost always has a HUGE misunderstood on some word not yet located. The correct action is to get him back and FIND AND CLEAR THE WORD.

Not getting a good result using Methods 1, 2 or 3 is cured by using the Word Clearing Correction List, HCOB 21 July 71, Rev. 9.8.71.

This correction list applies to all methods of Word Clearing.

For instance, if Method 2 goes sour and the student “knew all the words anyway” or “doesn’t understand it any better” or is critical or demonstrates any other unfavorable reactions which do not win through, there is always Word Clearing Correction List.

This list is done by a Class III or above auditor. It is quite miraculous.

Example: Student badly bogged after Method 2 by his twin. Handling: A Class III Auditor does the Word Clearing Correction List on him.

The correction list is handled as per HCOB 14 Mar. 71, F/N EVERYTHING. In other words, one takes all reads on it to floating needle. Any other list called for by reads on the correction list is taken to F/N and when that called-for list F/Ns then one considers that the Word Clearing Correction List line has F/Ned. (Correction list reads on 4. List error. The auditor takes a list called L4B which corrects lists and makes every read on “L4B” F/N. Then “4. List error” is marked “F/N.”)

The technology of handling a Word Clearing Correction List is all covered in the general materials of auditing.

Not knowing how to use a meter can cause trouble.

A special course in using an E-Meter is available. The E-Meter Drill Book gives all the drills. It does not take long to learn. Also E-Meters are abundantly available today.

Learning to be a Class III or preferably a Class IV Academy Auditor is not difficult IF one uses Word Clearing!

All Word Clearing is done under the discipline of the Auditor's Code.

One's "TRs" (TR = training drills for auditing) can be straightened out on a TRs course on which one learns to confront, to speak so one can be heard, to acknowledge, to be able to repeat commands and to handle originations by the student.

Troubles in Word Clearing, then, can be listed as coming from lack of training. So anyone doing Word Clearing should organize himself to (1) do a TRs course, (2) learn to use and acquire an E-Meter, (3) learn the Auditor's Code and (4) if not one already, learn to be an Academy Class III Auditor.

Knowing how to do (1) to (3) above is essential to do Method 2 Word Clearing. And the skills under (1) to (3) are very easy to acquire. Further, it is not all that difficult to become a Class III Auditor.

People sometimes think only someone who wants to be a professional auditor studies in the Academy, a false impression. One can't imagine how a father or businessman or mother or clerk or official could succeed without knowing the basics of human reaction and how to handle them. Someone who is a Class III or Class IV knows how. The real professional usually becomes a Class VI and the real experts are the VIIIs, IXs and Xs. It's a matter of how expert you want to be. A Flag Ship Class XII could turn a severe mental case from raving lunacy to not only sane but bright and normal in about 8 or 9 hours and a normal person to a genius in 15 to 20 hours.

But here we are dealing with the whole range of the human mind.

In Word Clearing Method 2 one certainly should know his "TRs," his Auditor's Code and his meter. And for Method 1 it takes a Class III Academy Auditor.

Almost all troubles will be found to stem from an omission of these requirements AND not using Word Clearing on the materials one is studying to achieve these skills.

Very few troubles actually will be encountered if this HCOB is followed.

Word Clearing IS a precision technology and there IS something to know about it as it has never before been known.

L. RON HUBBARD
Founder

Word Clearing Series 24

LIBRARY

You will begin to get an idea of how much library you will need when you have done a large number of Word Clearings.

The important thing is to realize that a library is necessary.

In an org this will be in Department 14 under the Librarian.

The greatest demand will be for dictionaries of many kinds.

First there is the consideration of just English dictionaries. Several, including large ones, should be to hand. Those that use big words to define words keep a pc chasing around and around and are of course poor dictionaries. Often one dictionary gives a better definition than another. So an assortment of English dictionaries is a first requirement.

Then come technical dictionaries or texts like engineering, physics, medical, chemistry, mechanics, seamanship, aviation, astronomy, military, etc., etc.

Then come philosophical, psychiatric and religious dictionaries if they can be found.

Foreign language dictionaries, Latin, Greek, French, etc., are a must.

An auditor doing Word Clearing can come up with some remarkable demands.

Texts or dictionaries covering the subjects given on the assessment list (Word Clearing Series 8RA) are a basic starter.

I can see a Word Clearing auditor poking about in old moldy bookshops and coming up with triumph—“Ah, look! Priceless. A slang dictionary on oil fields published in 1932! Priceless!”

If you get too stopped and are in a major city, you *could* end the session and send the pc to the local library. But if so have him write the definition down. It is not recommended but can be done.

The best solution is to have a good library covering the assessed subjects.

L. RON HUBBARD
Founder

URGENT

Word Clearing Series 25R

Tape Course Series 6R

TAPES, HOW TO USE

FOREWORD

The most appalling ignorance has existed on the use of magnetic recording tapes.

It is therefore of the greatest possible importance that the subject of tape use be grasped and gotten rapidly into effect.

Probably half the technology of admin and tech exists only on tape.

Tapes, incorrectly used, can be the source of endless misunderstands. Because tapes have been almost uniformly misused in the past, these misunderstands have added up to a general misunderstood on the subject of tapes themselves.

Students have been known to copy down the whole tape so they could study it. This is a complete waste of time and misuse of student study hours.

Some orgs even played advanced study tapes to the public.

European orgs have even played translation quality tapes (usually not auditorium quality) of OEC Volumes as raw public lectures! (And lost their audience through lack of quality and inaudible and strange words.)

Casual staff briefing tapes, not okay for release, of very bad quality, have been played to staffs of other orgs and the public.

There is no end to the abuses.

Therefore, for the benefit of understanding words alone, it is VITAL that tapes be properly used and not abused.

TYPES OF TAPES

There are four classes of tapes. These are:

1. Course study tapes
2. Public lecture tapes
3. Briefing tapes

4. Model performance tapes.

COURSE STUDY TAPES

Tapes made for courses are of two varieties:

- a. English, usually by LRH
- b. Translations, done by translators.

They are FOR COURSE USE. This is what the org sells—training on tech or admin.

These tapes appear on checksheets and are done at the points of checksheets where they are called for, and are done by Method 2 for tapes or Method 3 for tapes as required.

The foreign language tape courses are done from a special tape checksheet and are done exactly as laid down by Method 2 or Method 3.

None of these tapes are all written out by the student and then studied. This is a waste of time.

Further, such tapes are NOT played straight through with the student making notes of any misunderstood words “to look up later.” This will blank out the tape content on the student’s mind and knock out the student.

So to play a course tape straight through to any student is to risk a stupidity and a blow. IT IS NOT DONE. It does not matter whether the student takes notes of misunderstands or not. A COURSE TAPE IS NOT PLAYED STRAIGHT THROUGH. Only the earphone, footpedal start-stop control procedures are used.

A course tape is NEVER PLAYED TO A GROUP OF STUDENTS. When played to more than one student, *some* student is going to get a misunderstood and there goes a blank student.

Two students don’t even listen to a tape even on Method 2 Tape Word Clearing! One has the meter and footpedal and the other the earphones. The Word Clearer stops at each read. He does not otherwise listen.

Course tape quality must be good. All the words must be hearable and not inaudible. They must not be slurred or hard to make out.

The earphones and tape player used must be high fidelity—just any old earphones won’t do.

The tape player “playing head” across which the tape passes must be clean—done by a cotton swab on a toothpick and cleaning fluid. The tape coating comes off on the playing head and after a time the sound is badly blurred.

Using a course tape any other way is now FORBIDDEN. Tests have shown that violations of this are the reason for student failures and blows and out-ethics.

It goes without saying that the general handling of tape players and tapes must be well learned and practiced by Course Supervisors and students.

PUBLIC LECTURE TAPES

The probable reason stats fall after tape congresses is the misunderstood word.

Congresses seldom use really high fidelity equipment. Further, tape copying is often done by outside firms and the tape copies themselves may be of poor quality. The combination is deadly.

We looked for the reason for stat drops after tape congresses and this is the only explanation which has come forth.

Doingness congresses that are mainly seminars have been very successful. (By doingness is meant TRs—training drills—and other ACTIONS.) The relay of data to a public whose vocabulary is usually inadequate is not likely to win, as it hits their faulty vocabulary for one thing and uses new words for another. You can *show* somebody how to do things far better than you can tell him.

This, then, extends into Div 6 Introductory Actions as well. The relay of data comes AFTER the demonstration in action terms.

The possibility of possible bad playing speakers, possible low tape copy quality, the barriers of language not learned in the first place and the introduction of new mental concepts combine into a hurdle that makes tape or film public presentation adventurous.

Listening to public-type tapes, by using footpedal start–stop tape players, is being put in a special public course category.

Raw public tape and film presentations are however a must to keep the flavor and meaning of Dianetics and Scientology. So ensure excellent quality tapes and equipment are used with correct tapes for that public and you will have success.

BRIEFING TAPES

These are not to be confused with Special Briefing Course tapes.

A briefing tape is done to brief or debrief missionaries or to record a conference or to record special instructions to a person or group. It can then be used for reference or to settle any dispute. It can also be used to inform a staff or several staffs.

A briefing tape is, then, a tape designed for a special and informed audience.

If the tape quality is good and the audience is already a familiar or trained audience, a briefing tape can be played **ONLY TO THE AUDIENCE FOR WHICH IT WAS INTENDED.**

To do otherwise is to risk misunderstood words and noncomprehension of what it is all about in general.

“Ron’s Journals” were *staff* briefing tapes. They began to be used for public. While they were not without success, one could no longer brief staffs on this line and the line was therefore cut. One could not make them with a security that they would be played to staffs.

An isolated briefing to a single executive on “these are our future hopes” has been thereafter used as a staff briefing of many orgs as “these are your orders.”

Any tape is designed for a specific public.

Briefing tapes are especially subject to abuse by being played to wrong publics.

Any briefing tape which contains specific orders and plans which could be misunderstood should be played only to the individuals concerned with a stop-start footpedal and Method 3 Word Clearing, not going past any misunderstood.

After a person has been briefed verbally, it is very revelatory to then Word Clear 2 the tape made at the same time. It will often be found that misunderstood words lead to potential alter-is in the actions required.

Tape in this instance is an enormous help in assisting and clarifying briefings.

A group can be briefed if thereafter each is word cleared Method 3 or 2 on the *tape* afterwards, using standard tape Word Clearing.

Needless to say, such tapes must be of good quality.

MODEL PERFORMANCE TAPES

Tapes exist which give a standard of performance.

In Dianetic and Scientology auditing, student auditors have never been known to achieve a high standard of session presence and communication (and accordingly high results) without the careful study of tapes made of similar sessions by high-level auditors.

A student musician is unlikely to achieve professional performance level unless he has heard a professional play.

It would take a film or live demonstration to communicate a high standard of performance in a purely action subject. For instance, for centuries no one believed that Robin Hood could split his first target arrow with a second until a new generation worked on it and a few painfully recovered the lost art of archery and then demonstrated how it was done for others to *see*.

Tapes and films serve a vital purpose in maintaining a performance standard.

As these tapes and films show HOW it is done and the ATMOSPHERE and RHYTHM of ACTION they are not subject to Word Clearing.

CONCLUSION

Tape and film training is vital, valuable and has its role.

But like showing a child how to open a book and read, there is exact technology in USING tapes and films.

The first thing one must realize is that the use of tape and film is itself a technical subject that must be studied and learned. One does not naturally know it.

The failures of universities to make educated and civilized men is because their own professors know nothing of misunderstood words and so lectured happily on and on to a snoring student body. One professor of physics used to open the classroom windows wide in freezing winter “to keep his students from going to sleep in HIS class.” And then stood on the platform and defined nothing as he rambled on. All it did for his class was give them coughs between snores!

The handling and use of tape and film in training and administration IS a subject.

By failing to know it and use that information, one can block the road for himself and all others to being learned and being free.

L. RON HUBBARD
Founder



Remimeo

Scientology II

Pc Level 0-IV

Word Clearing Series 26

DEFINITION PROCESSES

The first thing to know about DEFINITION PROCESSES is that they are separate and distinct and stand by themselves and are *not Clay Table processes*.

Because definitions are used in Clay Table work, in clearing and instruction, it is easy to make the colossal mistake of not realizing they are themselves a distinct type of process and that they can be run with no reference whatever to Clay Table or examinations.

In *The Book of Case Remedies* we find, on page 25, REMEDY A and REMEDY B.

These two remedies *are* A and B because they handle a primary source of worry to Instructors *and* auditors.

Because definitions are *also* in Clay Table clearing and are used in instruction one might overlook A and B as *processes*.

AUDITING STYLE

Each level has its own basic auditing style and its secondary style as will be found covered completely in publications after this date.

The auditing style of Level II is Guiding Style. The Secondary Style is Guiding Secondary Style or Guiding S Style.

ASSISTS

An assist is different from auditing as such in that it lacks any Model Session. Assists are normally short periods of auditing but not always. I have seen a Touch Assist go on for months at the rate of 15 minutes a day, two or three days a week. And it may take hours to do a Touch Assist on an accident victim. What characterizes an assist is that it is done rapidly and informally and anywhere.

“Coffee shop auditing” isn’t really an assist as it is usually done over coffee too casually to be dignified by the name of auditing. The pc is never informed at all of the existence of a session.

The pc, in an assist, is however informed of the fact and the assist is begun by “Start of Assist” and “End of Assist,” so an assist, like a session, has a beginning and an end.

The Auditor’s Code is observed in giving an assist and the auditing comm cycle is used.

As an auditor one sets out in an assist to accomplish a specific thing for the pc like relieve the snivels or make the ache in the leg better. So an assist also has a very finite purpose.

SECONDARY STYLES

Every level has a different primary STYLE of auditing. But sometimes in actual sessions or particularly in assists, this style is altered slightly for special purposes. The style altered for assists or for a particular process in a regular session, is called a SECONDARY STYLE. It doesn’t mean that the primary style of the level is merely loosely done. It means that it is done a precise but different way to accomplish assists or to assist the pc in a regular session. This variation is called the SECONDARY STYLE of that level.

REMEDIES

A remedy is not necessarily an assist and is often done in regular session. It is the remedy itself which determines what auditing style is used to administer it. Some remedies, as well as being used in regular sessions, can also be used as assists.

In short, that a process exists as a remedy has no bearing on whether it is used in an assist or a Model Session.

GUIDING STYLE

The essence of Guiding Style is:

1. Locate what’s awry with the pc,
2. Run a repetitive process to handle what’s found in (1).

In essence—steer the pc into disclosing something that needs auditing and then audit it.

GUIDING SECONDARY STYLE

Guiding Secondary Style differs from proper Guiding Style and is done by:

1. Steering the pc toward revealing something or something revealed;
2. Handling it with itsa.

Guiding Secondary Style differs from Guiding Style only in that Guiding Secondary Style handles the matter by steer plus itsa. Guiding Style proper handles the matter with steer plus repetitive process.

DEFINITIONS PROCESSING

Definitions Processes, when used as remedies, are normally processed by Guiding Secondary Style.

Both remedies of *The Book of Case Remedies* A and B are Guiding Secondary Style in their normal application.

One would expect them to be used by a Class II Auditor.

One would expect the assist to last 10 or 15 minutes, perhaps more, but less than a regular session would take.

One would expect that any case in a PE class, any student that was getting nowhere, would be handled by the Instructor with Guiding Secondary Style using Remedies A and B as precision processes.

REMEDY A PATTERN

One would *not* expect the person or student in trouble to be turned over to another student for handling. It's too fast, sharp and easy to handle that trouble oneself if one is Class II or above and far more certain. You can do it while you'd be finding another student to do the auditing. It would be uneconomical in terms of time not to just do it right then—no meter—leaning up against a desk.

The auditor's patter would be something like what follows. The pc's responses and itsa are omitted in this example.

"I am going to give you a short assist." "All right, what word haven't you understood in Scientology?" "Okay, it's *preclear*. Explain what it means." "Okay, I see you are having trouble, so what does *pre* mean?" "Fine. Now what does *clear* mean?" "Good. I'm glad you realize you had it mixed up with *patient* and see that they're different." "Thank you. End of Assist."

In between the above total of auditing patter, the student may have hemmed and hawed and argued and cognited. But one just steered the pc straight along the subject selected and got it audited and cleaned up. *If* the student gave a glib textbook definition after challenging the word *preclear*, we wouldn't buy it, but would give the student a piece of paper or a rubber band and say, "Demonstrate that." And then carry on as it developed.

And that would be Remedy A.

You see it *is* precision auditing and *is* a process and does have an auditing style. *And* it works like a dream.

You see this is steer plus itsa as to its style. And that it addressed the *immediate subject*.

What makes A Remedy A is not that it handles Scientology definitions but that it handles the immediate subject under discussion or study.

REMEDY B

What makes Remedy B Remedy B is that it seeks out and handles a *former* subject, conceived to be similar to the immediate subject or condition, in order to clear up misunderstandings in the immediate subject or condition.

Remedy B, run on some person or student, would simply be a bit more complex than Remedy A, as it looks into the past.

A person has a *continuous* confusion with policy or auditors, etc. So one runs B like this (the following is auditor patter only):

“I’m going to give you an assist. Okay?” “All right. What subject were you mixed up with before Scientology?” “I’m sure there is one.” “Okay. Spiritualism. Fine. What word in spiritualism didn’t you understand?” “You can think of it.” “Good. ‘Ectoplasm.’ Fine. What was the definition of that?” “All right, there’s a dictionary over there, look it up.” “I’m sorry it doesn’t give the spiritualist definition. But you say it says *ecto* means *outside*. What’s *plasm*?” “Well, look it up.” “All right. I see, *ecto* means *outside* and *plasm* means *mold* or *covering*.” (Note: You don’t always break up words into parts for definition in A and B Remedies.) “Yes, I’ve got that. Now, what do you think spiritualists meant by it?” “All right, I’m glad you realize that sheets over people make ghosts ghosts.” “Fine, glad you recalled being scared as a child.” “All right, what did the spiritualist mean then?” “Okay. Glad you see thetans don’t need to be cased in goo.” “All right. Fine. Good. You had ectoplasm mixed up with engrams and you now realize thetans don’t have to have a bank and can be naked. Fine. End of Assist.” (Note: You don’t always repeat after him what the pc said, but sometimes it helps.)

Student departs still cogniting. Enters Scientology now having left spiritualism on the backtrack. Doesn’t keep on trying to make every HCOB studied solve “ectoplasm,” the buried misunderstood word that kept him stuck in spiritualism.

DEFINITIONS PURPOSE

The purpose of Definitions Processing is fast clearing of “held down fives” (jammed thinking because of a misunderstood or misapplied datum) *preventing someone getting on with auditing or Scientology*.

Remedies A and B are not always used as assists. They are also used in regular sessions. But when so used they are always used with Guiding Secondary Style—steer plus itsa.

As a comment, people who seek to liken Scientology to something, “Oh, like Christian Science,” are stuck in Christian Science. Don’t say, “Oh no! It isn’t like Christian Science!” Just nod and mark them for a fast assist or a session the moment the chance offers *if they seem very disinterested or aloof* when asked to a PE Course.

There’s weapons in that arsenal, auditor. Use them.

As Remedies A and B stand as the first and second given in *The Book of Case Remedies*, so before a large number of *potential* Scientologists stands the confusion of definitions.

We are now working hard to make Scientology definitions easy for them by compiling a dictionary, using words new to people only when useful.

But those that don't come along at all are so wound up in some past subject they can't hear or think when that earlier subject is restimulated. And that earlier subject is held down *only* by some word or phrase they didn't grasp.

Some poor pawn howling for the blood of Scientologists isn't mad at Scientology at all. But at some earlier practice he got stuck in with misdefinition of *its* terms.

You see, we inherit some of the effects of the whole dullness of man when we seek to open the prison door and say, "Look. Sunshine in the fields. Walk out." Some, who need Remedy B, say, "Oh no! The last time somebody scratched the wall that way I got stupider." Why say, "Hey. I'm not scratching the wall. I'm opening the gate"? Why bother. He can't *hear* you. But he can hear Remedy B as an assist. *That's* the channel to his comprehension.

UNDERSTANDING

When a person can't understand something and yet goes on facing up to it, he gets into a "problems situation" with it. There it is over there, yet he can't make it out.

Infrequently (fortunately for us) the being halts time right there. Anything he conceives to be similar presented to his view is *the* puzzle itself ($A = A = A$). And he goes stupid. This happens rarely in the life of one being, but it happens to *many* people.

Thus, there aren't many such messes in one person in one lifetime that have to be cleaned up. But there are a few in many people.

The cycle of misdefinition is:

1. didn't grasp a word, then
2. didn't understand a principle or theory, then
3. became different from it, commits and committed overts against it, then
4. restrained himself or was restrained from committing those overts, then
5. being on a withhold (inflow) pulled in a motivator.

Not every word somebody didn't grasp was followed by a principle or theory. An overt was not committed every time this happened. Not every overt committed was restrained. So no motivator was pulled in.

But when it *did* happen, it raised havoc with the mentality of the being when trying to think about what seem to be *similar subjects*.

You see, you are looking at the basic incident plus its locks as in a chain of incidents. The charge that is apparently on the lock in present time is actually only in the basic incident. The locks borrow the charge of the basic incident and are not themselves causing anything. So you have a basic misunderstood word which then charges up the whole subject as a lock; then a subject charging up similar subjects as locks.

Every nattery or nonprogressing student or pc is hung up in above 1, 2, 3, 4, 5 cycle. And *every* such student or pc has a misdefined word at the bottom of that pile. If the condition is new and temporary, it's a Scientology word that's awry. If natter, no progress, etc., is *continuous* and doesn't cease when all is explained in Scientology or when attempts to straighten up Scientology words fail, then it's an earlier subject at fault. Hence, Remedies A and B. Hence, Guiding Secondary Style. Hence, the fact that Definitions Processes *are* processes. And VITAL processes they are if one wants a smooth organization, a smooth PE, a smooth record of wins on all pcs. And if one wants to bring people into Scientology who seem to want to stay out.

Of course, these Remedies A and B are early-on processes, to be audited by a Class II or above on a Level 0 or I pc or student. However, some in Scientology as of this date are studying slowly or progressing poorly because A and B haven't been applied.

One expects that very soon, now that auditors have this data, there will be nobody at upper levels with his definitions dangling.

L. RON HUBBARD
Founder

Remimeo
Class III or
Above Auditors
Interns

Word Clearing Series 27

REMEDY B

Remedy B in *The Book of Case Remedies* MUST NOT BE RUN TO LIMIT THE PC TO THIS LIFE.

The way to do this remedy is BY LISTING. It is a process of Level III.

One asks for *subjects or practices* similar to Scientology. He LISTS the answers. He makes a complete list, not too short, not too long, and the item on it. Usually the correct subject or practice gives a blowdown.

The pc sometimes cognites at this point and good indicators come in strongly.

If this does not spectacularly occur, one asks for the *misunderstoods* (not the misunderstood *words*) the pc might have on this subject. This probably cleans it all up IF YOU GOT THE RIGHT ITEM ON THE LIST.

Remedy B has been run lately in a manner to limit it to this life. That is an error. The pc never has done anything in this life that aberrated him. The subject on which Scientology is hanging up is almost always in a past life. Hence, it is reached only by generalized listing.

You don't ask, in Remedy B, for misunderstood WORDS in the found subject as these would be in Hottentot, Arabic, lingua spacia or some outlandish tongue the pc has no memory of.

As a comment, why can't people just understand a process and do it without goofing it. Remedy B has been rendered wholly ineffective by the misinterpretation it has received.

Remedy B is a vital process and if run and run *right* as above it cures the slow Academy student.

So let's do it, do it, do it and without goofs, huh?

L. RON HUBBARD
Founder

Review Auditors
Book of Case Remedies

Word Clearing Series 28

REVISION OF REMEDY A, REMEDY B, AND S AND Ds

(Note: To be reprinted for insertion in every copy of *The Book of Case Remedies*.)

This bulletin is to be inserted in and changes *The Book of Case Remedies* PROCEDURES for Remedy A, Remedy B and S and Ds (Search for and Discovery of suppressives).

Recent analyses made of Qualifications Division's Departments of Review and of the flow of students and pcs through the Saint Hill org show:

1. The KEY processes so far as orgs are concerned are Remedy A, Remedy B and S&Ds.
2. Auditors need direct mechanical technology to do these three processes effectively.

REMEDY A

Remedy A locates the MISUNDERSTOODS a person has in Scientology. Originally it read "Misunderstood words." Words, of course, will emerge in the general run of misunderstands.

REMEDY A is done *only* by *LISTING*. It must not be done verbally alone. It is a Level III process.

The listing question is:

"In the subjects of Dianetics or Scientology who or what has been misunderstood?"

The item is found on the list and given to the student. That is all. There is no other step.

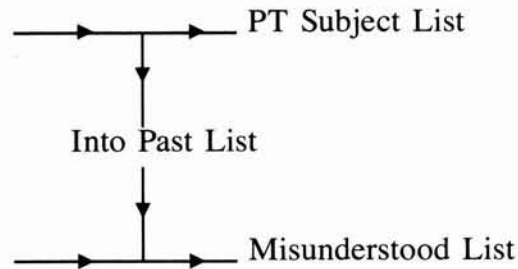
The rules of listing all apply.

If the student won't have the item, it is not correct and the list must be straightened up with the general auditing rules that govern listing.

REMEDY B

The form of this process is changed. It is done by *three* lists. These three may only be done by formal LISTING and the general tech of listing as governed by Level III tech.

The lists make the form of an I:



LIST 1B

This is done to locate what in the Scientology PT is giving trouble. It is done as a *list* and the item is found.

The listing question is:

“In your studies of Dianetics and Scientology who or what are you having trouble with?”

The item is found and given to the student.

This step is governed by all the tech of listing.

LIST 2B

The item found on List 1B is now listed in order to find the past-track subject similar to what is giving trouble in present time.

The listing question is:

“In your past, who or what was similar to _____ (item found in List 1B)?”

It is highly illegal to limit the question to this lifetime.

All the rules of listing apply.

The item is found and given to the student.

LIST 3B

The third list of the process is now done.

The listing question is:

“Who or what was misunderstood in _____ (the item found on list 2B)?”

The listing is covered by the general tech of listing as found in Level III.

The item is found and given to the student.

This completes the Remedy B.

If a floating needle occurs any time during the process with good indicators thoroughly visible in the student, the process is concluded at that point.

The process is used on anyone having trouble studying Dianetics or Scientology. The trouble, as it doesn't clear up with Remedy A, is coming from some prior subject.

More than one of these can be done if all steps are done for each one.

S&D

Search and Discovery of suppression is called an "S and D." It locates the suppressives on the case.

I have several times undercut (gotten processes that reach deeper) on S&Ds.

The earliest process asked merely who might have been suppressive to the pc. This is still valid but I have found two flaws in it.

1. The auditor does not do a listing-type S&D at all but just chattily brushes it off.
2. The list from this question contains an actual suppressive that is passed right over.

Therefore, I undercut the question and obtained much better results because the new question reached deeper.

The new question was "Who or *what* might have suppressed you?"

Then I recalled an even deeper question. This was "What purpose has been suppressed?" This was given to Qual Div SH some time ago. It would have two lists. The first is for the purpose as above and the second would be "Who or what suppressed _____ (purpose found)?"

For some reason, probably because no one did two lists, this undercut was neglected.

Therefore, I researched further and developed what we will now use as an S&D.

It is one of these killer processes. It is VERY strong. So it isn't to be carelessly done.

If you get a wrong item on an S&D, YOU CAN MAKE THE PC ILL. So one has to do an S&D right and follow all the rules of listing as given in Level III tech.

Also, I find now that when a list item found is a generality (multiple subject, not specific such as “dogs” or “the public”) the list is simply not complete. One does not have to settle for a generality and then list the generality. He will find that the pc will eventually list the specific, nongeneral item anyway. Of course, one can also do a represent list of a general item found if that seems best.

The real question for an S&D was established only when I found a purpose all suppressives have in common and is a very fundamental effort in suppressives. This effort by suppressives, when found, then permitted me to form the question.

The key S&D question is:

“Who or what has attempted to unmock you?”

Unmocking (an effort to reduce or make disappear) is the primary effort of suppressives.

Therefore, the listing question on test delivers up items totally overlooked by the earlier types of S&D.

The question needs to be cleared carefully for non-Scientology. If it has to be rephrased, watch out as the meaning may vanish. “Tried to make nothing of you” might substitute but at this writing only “unmock” has been tested and a question for others than educated Scientologists will be developed and issued and made part of the enclosure for the book.

This S&D question must be done by LISTING only and with great care to follow Level III listing tech as it, being powerful, will backfire on the pc if done carelessly and a wrong item found.

The item is found by listing and given to the pc, which is the end of the process. If a generality results, it may be represented. But listing continued will give the same result of a single item. A general item must not be given to the pc as the final result.

This process will now be standard review S&D.

L. RON HUBBARD
Founder

Word Clearing Series 29

**REMEDY B ENVIRONMENT
AND “NEW STYLE”**

Refs:

HCOB	13 Sept. 67	Word Clearing Series 27 REMEDY B
HCOB	9 Nov. 67	Word Clearing Series 28 REVISION OF REMEDY A, REMEDY B AND S AND Ds
HCOB	20 Sept. 68	Word Clearing Series 12 GLEE
HCOB	25 Nov. 71 II	RESISTIVE CASES FORMER THERAPY

The Remedy B Environment and “New Style” are both used for the purpose of handling difficulties which the preclear is currently having. These remedies when done properly have rapid and effective results. They are also used to handle glee, which is an extreme case of misunderstandings.

REMEDY B ENVIRONMENT

When a person is reading on having trouble with his environment (or when “ARC break with the environment” reads on a Green Form), Remedy B Environment should be done.

The questions for Remedy B Environment, listed and nulled by the Laws of L&N, are:

1b Listing Question

1b. **“IN YOUR ENVIRONMENT WHO OR WHAT ARE YOU HAVING TROUBLE WITH?”**

2b Listing Question

2b. **“IN YOUR PAST WHO OR WHAT WAS SIMILAR TO (1b item) ?”**

3b Listing Question

3b. **“WHO OR WHAT WAS MISUNDERSTOOD IN (2b item) ?”**

REMEDY B “NEW STYLE”

While Remedy B is done to handle difficulties a person may be having in studying Dianetics or Scientology, Remedy B “New Style” can be used when a person has difficulties with studying some other subject or performing a particular job or task.

Remedy B “New Style” is done the following way:

1. Select a few related subjects that the pc may have had difficulty with.
(Can include psychoanalysis, hypnotism, mathematics, navigation, etc.)
2. Assess what was sketched out in number 1 and do the standard actions of Remedy B above with each reading subject (in order of longest read), using the questions:

1b “New Style” Listing Question

1b. **“IN _____ WHO OR WHAT ARE YOU HAVING TROUBLE WITH?”**

2b “New Style” Listing Question

2b. **“IN YOUR PAST WHO OR WHAT WAS SIMILAR TO _____ (1b item) ?”**

3b “New Style” Listing Question

3b. **“WHO OR WHAT WAS MISUNDERSTOOD IN _____ (2b item) ?”**

L. RON HUBBARD
Founder



Word Clearing Series 30

WC1 COMES FIRST

Don't try to word clear materials by Word Clearing Method 2 before the person has had a Word Clear Method 1.

Actual experience shows that doing WC2 without WC1 restimulates earlier charge on words that have been misunderstood in the past.

When a person has not had Word Clear Method 1 and tries to do Word Clear Method 2 on materials, it can go very slowly, the student (due to earlier charge on words) can become quite misemotional.

Using Method 3 (going back to find the misunderstood word) is all right. And using common ordinary "Look up, don't go past a misunderstood word" is all right.

METHOD 2 EP

The end phenomena (what occurs at the end) of Word Clearing Method 2 is a continuing F/N on the materials.

When the person is constantly F/Ning on the materials being word cleared Method 2, that is the time to end off. The "EP" has been reached.

When the Word Clearer forces the student to go on beyond this, the reads gotten are often false or are from protest.

Reads that are false come from cognitions (realizations) on the material. Protest reads come from just plain annoyance with having to go on.

When the EP of 2 is reached on a specific set of materials, the student is then permitted to go on by himself, looking up words he doesn't know or going back to find one that was missed.

A person who enters a new subject or a new branch of a subject should be given WC2 on it. A person who begins a higher level of a subject should be given WC2 on it.

If thereafter there is any bog or failure to understand or apply or pass an exam on the subject, a Word Clearing Correction List can be done on it and the bog found and handled.

This EP is *only* valid if the person has had WC Method 1 before the WC Method 2 was begun.

The EP of Method 2 can be many times repeated on different subjects or branches of subjects.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 OCTOBER 1981R
REVISED 30 AUGUST 1983

Remimeo
All Students
All Supervisors
All Word Clearers
All Cramming
Officers
Tech/Qual

Word Clearing Series 31RD

METHOD 3 WORD CLEARING

Cancels:

BTB	7 Feb.	72 II	Word Clearing Series 31 METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN
BTB	7 Feb.	72R II	Word Clearing Series 31R
	Rev. 29.7.74		METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN
BTB	7 Feb.	72RA II	Word Clearing Series 31RA
	Rev. 19.12.74		METHOD 3 WORD CLEARING
BTB	7 Feb.	72RB II	Word Clearing Series 31RB
	Rev. 1.1.78		METHOD 3 WORD CLEARING
HCOB	7 Oct.	81	Word Clearing Series 31RC METHOD 3 WORD CLEARING

(This HCO Bulletin is based on my 1971 and 1972 technical notes on Word Clearing. It was originally compiled and released as an HCOB in 1972 with my approval. The original bulletin was later reissued as a BTB. Two subsequent revisions of the BTB and a later 1981 conversion of the issue to an HCOB were never approved or seen by me. Therefore, this HCOB, as revised in 1983, (a) incorporates all of the data in the original issue, (b) updates it to align with HCOB 21 Aug. 79, TWINNING, and to include additional data on Word Clearing tech and additional references.)

Refs:

Tape: 6407C09			Study Tape 2 "Studying—Data Assimilation"
Tape: 6408C06			Study Tape 4 "Study—Gradients and Nomenclature"
Tape: 6510C14			"Briefing of Review Auditors"
HCO PL	24 Oct.	68 IV	SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS
HCOB	26 June	71R II	Word Clearing Series 4R
	Rev. 30.11.74		SUPERVISOR TWO-WAY COMM AND THE MISUNDERSTOOD WORD
HCOB	27 June	71R	Word Clearing Series 5R
	Rev. 2.12.74		SUPERVISOR TWO-WAY COMM EXPLAINED
HCOB	31 Aug.	71R	Word Clearing Series 16R CONFUSED IDEAS

HCOB	4 Sept. 71 II	Word Clearing Series 19 ALTERATIONS
HCO PL	24 Sept. 64	INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF
HCOB	10 Mar. 65	WORDS, MISUNDERSTOOD GOOFS
HCOB	23 Mar. 78RA	Word Clearing Series 59RA
	Rev. 14.11.79	CLEARING WORDS

DEFINITION

Method 3 Word Clearing is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand.

An F/Ning student is one who is tearing along successfully in his studies. One must know how to keep a student F/Ning. This is the responsibility of the Supervisor and the student himself. On any course where students are twinned, it is also the responsibility of the twin.

A student who uses study tech will look up each word he comes to that he doesn't understand and will never leave a word behind him that he doesn't know the meaning of.

If he runs into trouble, the student himself, the Supervisor (or the twin) would handle anything that slowed or interfered with the student's F/N. This is often most simply done with Method 3 Word Clearing.

Students don't put themselves or each other on a meter to locate a misunderstood word. They use Method 3 procedure, as described below. It doesn't require a meter (though the Supervisor or Word Clearer may meter a student to find his misunderstood word should it become necessary). Method 3 does, however, require a good understanding of the following theory and procedure.

Using dope-off as the only detection of misunderstandings is operating at below F/N level. The F/N went off long before the student reached the point of dope-off, so waiting for dope-off to occur before handling is waiting too long. As soon as the student's study stats drop for half a day or he isn't quite so "bright" as he was fifteen minutes ago is the time to look for the misunderstood word. It's not a misunderstood phrase or idea or concept but a misunderstood WORD. This always occurs before the subject itself is not understood.

METHOD 3 STYLE WORD CLEARING PROCEDURE

1. The student is not flying along and is not so "bright" as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the checksheet or be yawning or disinterested or doodling or daydreaming, etc.
2. The student must then look earlier in the text for a misunderstood word. There is one always; there are no exceptions. It may be that the misunderstood word is two pages or more back, but it is always earlier in the text than where the student is now.

3. The word is found. The student recognizes it in looking back for it. Or, if the student can't find it, one can take words from the text that could be the misunderstood word and ask "What does _____ mean?" to see if the student gives the correct definition.
4. The student looks up the word found in a dictionary and clears it per HCOB 23 Mar. 78RA, W/C Series 59RA, CLEARING WORDS. He uses it verbally several times in sentences of his own composition until he has obviously demonstrated he understands the word by the composition of his sentences.
5. The student now reads the text that contained the misunderstood word. If he is not now "bright," eager to get on with it, back uptone, etc., then there is another misunderstood word earlier in the text. This is found by repeating steps 2–5.
6. When the student is bright, uptone, etc., (an F/Ning student), he is told to come forward, studying the text from where the misunderstood word was to the area of the subject he did not understand (where step 1 began).

The student will now be enthusiastic with his study of the subject, and that is the end result of Method 3. (The result won't be achieved if a misunderstood word was missed or if there is an earlier misunderstood word in the text. If so, repeat steps 2–5.) If the student is now enthusiastic, have him continue with studying.

Students do NOT have to be word cleared Method 2 on the total of any course. However, should it happen that the word cannot be found with Method 3, then it would be permissible to use one or more of the other methods of Word Clearing to get the word found.

Good Word Clearing is a system of backtracking. You have to look earlier than the point where the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. If he doesn't brighten up when the word is found and cleared, there will be a misunderstood word even before that one.

This will be very clear to you if you understand that IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH. Otherwise, it would resolve, wouldn't it? If he knew what he didn't understand, he could resolve it himself. So to talk to him about what he thinks he doesn't understand just gets nowhere. The trouble is earlier.

ZEROING IN ON THE WORD

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble. (See Tape 6408C06, Study Tape 4, "Study—Gradients and Nomenclature," and

Method 3 is tremendously effective when done as described herein. So get a good reality on it and become expert in its use. Use it to keep Scientology working.

L. RON HUBBARD
Founder

Original compilation assisted by
Training and Services Bureau Flag

Revision assisted by
LRH Technical Research
and Compilations



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HCO BULLETIN OF 22 FEBRUARY 1972RA
REVISED 8 JULY 1974

Remimeo
All Supervisors
Student Hat
HPCSC
Mini Course
Supervisor Course
Word Clearing Course
Esto Course
Dept 13 Personnel

URGENT – IMPORTANT – URGENT

Vital for all Supervisors,
Estos and Cramming Officers

Word Clearing Series 32RA

WORD CLEARING METHOD 4

Tech and Admin Cramming Officers, Word Clearers and Course Supervisors use Method 4 Word Clearing when fishing for a misunderstood word, e.g., Cramming Officers use it to fish for misunderstood words concerning what the person is being crammed on. Word Clearers use it on interns when the intern needs a retrain or retread or even if the intern is sent to Cramming. Course Supervisors use it in the classroom CONTINUOUSLY ON NON-F/N STUDENTS or queries.

The whole idea is the person requiring the Method 4 Word Clearing has a cramming order or is not an F/Ning student because of confusion as a result of a misunderstood word, as per Word Clearing Series 16R, or omitted materials.

Method 4 fishes for the misunderstood word, finds it, clears it to F/N, looks for another in the area until there are no more, with an F/N VGIs, then moves to another area, handles that—eventually all the misunderstands that resulted in the cramming order or non-F/N student are handled.

It requires no C/S okay for it to be done. Method 1 is not a prerequisite to Method 4.

E-Meter Drill 21 is the E-Meter drill to be drilled on Method 4. It's the method of fishing for a cognition.

Requires proper application of TRs and metering. All Supervisors, Estos and Dept 13 personnel to check out on, drill and *apply* this tech AS IT IS VITAL STUDY TECH.

METHOD 4 WORD CLEARING

1. Give person the cans, state, "I am not auditing you."
2. Ask while watching the meter:

"Is there any part of what you're studying you did not fully get?"

Trace the read. Use “fishing for a cog” drill (per E-Meter Drill 21, “E-Meter Steering”) if needed.

If no read the question may be varied, e.g.:

“Is there any part of the materials you’re studying you disagree with?” or
“Is there any part of what you’re studying you feel you could not apply?” or
“In (material being checked) is there anything you didn’t understand?”

Let the student tell you *briefly*. Do NOT tell him the data.

Verify that his study pack is complete as the data might have been omitted. Also he might never have read the pack at all.

If the data was missing, do not go on to step 3. See that he gets the complete pack and reads it. Then repeat Method 4.

If the person just has not read the materials, do not go on to (3) but get him to read the materials. Then repeat Method 4.

3. Get what it is, then ask:

“What *word* was misunderstood just before that?”

Meter reads, Word Clearer finds the word, never accepting a confusion but finds *the* word giving the read (sF, F, LF, BD), gets it looked up in a dictionary and used in sentences until it can be seen from the sentences that the student now understands the word and the word F/Ns. All the tools of study tech and Word Clearing are at the Word Clearer’s disposal to take the word to F/N. The Word Clearer does not stop at one misunderstood but makes sure all are cleared.

4. Repeat (2) and (3) until the materials are fully cleared up and any and all misunderstands or confusions handled.
5. If the action bogs when used in the classroom, the student must be sent to Qual for handling and Supervisor to Cramming on TRs and metering and drilling on this procedure. The correct action is a **WORD CLEARING CORRECTION LIST DONE ON THE STUDENT AND HANDLED**.

Of course, if the above question F/Ns on asking, there would be no misunderstands on the material being checked, but the person is in Cramming, not an F/Ning student or whatever, so there obviously are misunderstood words to be found and handled.

Look at HCO PL 16 Feb. 72, THE PURPOSE OF THE DEPT OF PERSONNEL ENHANCEMENT. It says this dept “reaches and looks for business all over the org and brings it in.” So someone with stats down—student or post stats, confusion about what to do, overloaded, can’t seem to handle it, how do you do this, etc., etc., are *all* indicators of misunderstood words as the person is saying confusion, confusion. Well, underneath the confusion is a misunderstood word just as Word Clearing Series 16R says.

Method 4 Word Clearing is what is used in doing and achieving the purpose of the Dept of Personnel Enhancement, HCO PL 16 Feb. 72.

One of the ways the Word Clearers in this dept do the job is using Method 4 Word Clearing.

METHOD 4 IS USED BY COURSE SUPERVISORS TO HANDLE ALL STUDENT QUERIES ABOUT CONTENTS OF COURSE MATERIALS.

The reason students ask questions about "What is meant" is because of omitted pack materials from their checksheet, failure to read what they have OR BECAUSE OF A MISUNDERSTOOD WORD JUST BEFORE THEY GOT CONFUSED.

The Supervisor has to know only where the materials are and BE SMART ENOUGH TO DO METHOD 4 INSTEAD OF GIVING THE STUDENT ALTER-ISED ANSWERS THAT STOP SCIENTOLOGY WORKING.

Word Clearing, especially Method 4, is how to get in high crime HCO PL 7 Feb. 65, KEEPING SCIENTOLOGY WORKING.

SUCCESSFUL COURSE SUPERVISION AND SUCCESSFUL CRAMMING REQUIRE THIS ACTION BE FULLY KNOWN AND U-S-E-D.

****K * E * E * P****

****S * C * I * E * N * T * O * L * O * G * Y****

****W * O * R * K * I * N * G****

L. RON HUBBARD
Founder

HCO BULLETIN OF 24 SEPTEMBER 1964

Remimeo
Sthil Instructors
HCO Hat Check on
all Academy
Instructors

(Modified by HCO PL 4 Oct. 1964,
THEORY CHECKOUT DATA)

(Also issued as an HCO PL,
same date and title)

Word Clearing Series 33

**INSTRUCTION AND EXAMINATION:
RAISING THE STANDARD OF**

The basic reason students remain long on courses stems from inept criticism by Instructors regarding what is required.

There is a technology of criticism of art, expressed beautifully in the encyclopedia published by Focal Press.

In this article it stresses that a critic who is also an expert artist tends to introduce unfairly his own perfectionism (and bias and frustrations) into his criticism.

We suffer amazingly from this in all our courses. I had not previously spotted it because I don't demand a student at lower levels produce results found only in higher levels.

You can carelessly sum this up by "letting the student have wins," but if you do you'll miss the whole point.

Example: A student up for a pass on his ita is flunked because he or she couldn't acknowledge.

But a student at the ita level hasn't been *taught* to acknowledge.

This student hasn't even read the data on acknowledgment.

So the student can't pass ita level and so never does get to the level where acknowledgment is taught—and if he does, really never passed, in his own mind, ita and so hasn't advanced.

And we catch all our students this way and they don't therefore learn.

How is this done? How could this be?

The Instructor is an expert auditor. That's as it should be. But as an expert auditor, bad execution of a level above where the student is studying, pains the Instructor. So he flunks the student because the auditing looks *bad*.

But look here. The student wasn't being checked out as an *auditor*. The student was only being checked out on *itsa*.

Further, the action of auditing as a whole is so easy to an Instructor who is an expert auditor that he fails to take it apart for instruction.

If I say the following, it will look ridiculous and you'll get the point better: The student is up to pass TR 0. The Instructor on checkout looks the student over and says, "You flunked the test." The student says, "Why?" The Instructor says, "You didn't take the Class VI actions to clear the pc of all his GPMs." All right, we can all see that that would be silly. But Instructors do just that daily, though on a narrower band.

The Instructor puts in additives. As an expert auditor it seems natural to him to say, "You flunked your test on *itsa* because you never acknowledged the pc." You get the point. This really is as crazy wide as the ridiculous example above. What does *ack* have to do with *itsa*? Nothing!

Because the Instructor is an expert auditor, auditing has ceased to have parts and is all one chunk. Okay. A good auditor regards it that way. But the poor student can't grasp any of the pieces because the whole chunk is being demanded.

What's *itsa*? It's listen. Can the student listen? Okay, he can listen but the expert says, "He didn't get fifteen divisions of TA per hour." On the what? "On the meter of course." What meter? That's Level II and *itsa* is Level 0. "Yes," the expert protests, "but the pc didn't get any better!" Okay, so what pc is supposed to get better at Level 0? If they do it's an accident, usually. Now does this student pass? "No! He can't even look at the pc!" Well, that's TR 0 of Level I. "But he's got to look like an auditor!" How can he? An auditor has to get through a comm course before you can really call him that. "Okay, I'll drop my standards . . ." the expert begins. Hell no, expert. You better pick up your standards *for each level* and for each small *part* of auditing.

What's it say at Level 0? "It says 'Listen.'" Okay, then, damn it, when the student is able to sit and listen and not shut a pc down with yak, the student passes. "And the meter?" You better not let me catch you teaching meters at Level 0.

And so it goes right on up through the levels and the bits within the levels.

By making *itsa* mysterious and tough, by adding big new standards to it like TA and *ack*, you only succeed in never teaching the student *itsa*! So he goes on up and at Level IV audits like a bum. Can't control a pc. Can't meter, nothing.

So the expert tries to make a student do Class VI auditing the first day and the *student is never trained to do any auditing* at Level 0.

This nonsense repeated at Level I (by adding a meter, by purist flunking "because the student couldn't handle an ARC break") and repeated again at Level II ("because the student couldn't assess") and at Level III . . . etc., etc.

Well, if you add things all the time out of sequence and demand things the student has not yet reached, the student winds up in a ball of confusion like the cat getting into the yarn.

So we're not instructing. We're preventing a clear view of the parts of auditing by adding higher-level standards and actions to lower-level activities.

This consumes time. It makes a mess.

The new HCA always tries to teach his group a whole HCA course his first evening home. Well, that's no reason seasoned veterans have to do it in our courses.

If you never let a student learn Level 0 because he's flunked unless he does Level VI first, people will stay on courses forever. And we'll have no auditors.

Instructors must teach not out of their own expertise but out of the textbook-expected actions in the level the student is being trained in. To go above that level, like assessment in Level II or ack and meters at Level 0, is to deny the student any clear view of what he's expected to do. And if he never learns the parts, he'll never do the whole.

And that's all that's wrong with our instruction or our Instructors. As expert auditors they cease to view the part the student must know as itself and do not train and pass the student upon it.

Instead they confuse the student by demanding more than the part being learned.

Instruction is done on a gradient scale. Learn each part *well* by itself. And only then can assembly of parts occur into what we want—a well-trained student.

This is *not* lowering any standards. It's raising them on all training.

BULLETIN CHECKOUTS

The other side of the picture, theory, suffers because of a habit. The habit is all one's years of formal schooling where this mistake is the whole way of life.

If the student knows the words, the Theory Instructor assumes he knows the tune.

It will never do a student any good at all to know some facts. The student is expected only to *use* facts.

It is so easy to confront thought and so hard to confront action that the Instructor often complacently lets the student mouth words and ideas that mean nothing to the student.

ALL THEORY CHECKOUTS MUST CONSULT THE STUDENT'S UNDERSTANDING.

If they don't, they're useless and will ARC break the student eventually.

Course natter stems entirely from the students' noncomprehension of words and data.

While this can be cured by auditing, why audit it all the time when you can prevent it in the first place by adequate theory checkout?

There are two phenomena here.

FIRST PHENOMENON

When a student misses understanding a word, the section right after that word is a blank in his memory. You can always trace back to the word just before the blank, get it understood and find miraculously that the former blank area is not now blank in the bulletin. The above is pure magic.

SECOND PHENOMENON

The second phenomenon is the overt cycle which follows a misunderstood word. When a word is not grasped, the student then goes into a noncomprehension (blankness) of things immediately after. This is followed by the student's solution for the blank condition which is to individuate from it—separate self from it. Now being something else than the blank area, the student commits overts against the more general area. These overts, of course, are followed by restraining himself from committing overts. This pulls flows toward the person and makes the person crave motivators. This is followed by various mental and physical conditions and by various complaints, faultfinding and look-what-you-did-to-me. This justifies a departure, a blow.

But the system of education, frowning on blows as it does, causes the student to really withdraw self from the study subject (whatever he was studying) and set up in its place a circuit which can receive and give back sentences and phrases.

We now have “the quick student who somehow never applies what he learns.”

The specific phenomenon then is that a student can study some words and give them back and yet be no participant to the action. The student gets A+ on exams but can't apply the data.

The thoroughly dull student is just stuck in the noncomprehend blankness following some misunderstood word.

The “very bright” student who yet can't use the data isn't there at all. He has long since ceased to confront the subject matter or the subject.

The cure for either of these conditions of “bright noncomprehension” or “dull” is to find the missing word.

But these conditions can be prevented by not letting the student go beyond the missed word without grasping its meaning. And that is the *duty* of the Theory Instructor.

DEMONSTRATION

Giving a bulletin or tape check by seeing if it can be quoted or paraphrased proves exactly nothing. This will not guarantee that the student knows the data or can use or apply it nor even guarantees that the student is there. Neither the “bright” student nor the “dull” student (both suffering from the same malady) will benefit from such an examination.

So examining by seeing if somebody “knows” the text and can quote or paraphrase it is completely false and *must not be done*.

Correct examination is done only by making the person being tested answer:

- a. The meanings of the words (redefining the words used in his own words and demonstrating their use in his own made-up sentences), and
- b. Demonstrating how the data is *used*.

The examiner need not do a clay table audit just to get a student to pass. But the examiner can ask what the words *mean*. And the examiner can ask for examples of action or application.

“What is this HCO Bulletin’s first section?” is about as dull as one can get. “What are the rules given about . . . ?” is a question I would never bother to ask. Neither of these tell the examiner whether he has the bright nonapplier or the dull student before him. Such questions just beg for natter and course blows.

I would go over the first paragraph of any material I was examining a student on and pick out some uncommon words. I’d ask the student to define each and demonstrate its use in a made-up sentence and flunk the first “Well . . . er . . . let me see . . .” and that would be the end of that checkout. I wouldn’t pick out only Scientologese. I’d pick out words that weren’t too ordinary such as “benefit,” “permissive,” “calculated,” as well as “engram.”

Students I was personally examining would begin to get a hunted look and carry dictionaries—**BUT THEY WOULDN’T BEGIN TO NATTER OR GET SICK OR BLOW. AND THEY’D USE WHAT THEY LEARNED.**

Above all, I myself would be sure I knew what the words meant before I started to examine.

Dealing with new technology and the necessity to have things named, we especially need to be alert.

Before you curse our terms, remember that a lack of terms to describe phenomena can be twice as incomprehensible as having involved terms that at least can be understood eventually.

We do awfully well, really, better than any other science or subject. We lack a dictionary but we can remedy that.

But to continue with how one should examine, when the student had the words, I’d demand the music. What tune do these words play?

I’d say, “All right, what use is this bulletin (or tape) to you?” Questions like, “Now this rule here about not letting pcs eat candy while being audited, how come there’d be such a rule?” And if the student couldn’t imagine why, I’d go back to the words just ahead of that rule and find the one he hadn’t grasped.

I’d ask, “What are the commands of 8-C?” And when the student gave them, I’d still have the task of satisfying myself that the student understood *why* those were the commands. I’d ask, “How come?” after he’d given me the commands. Or “What are you going to do with these?” “Audit a pc with them” he might say. I’d say, “Well, why these commands?”

But if the student wasn't up to the point of study where knowing *why* he used those commands was part of his materials, I wouldn't ask. For all the data about not examining above level applies very severely to theory checkout as well as to practical and general instruction.

I might also have a clay table beside my examiner's desk (and certainly would have if I were an HCO hat checker, to which all this data also applies) and use it to have students show me they knew the words and ideas.

Theory often says, "Well, they take care of all that in practical." Oh no, they don't. When you have a theory section that believes *that*, practical *can't function at all*.

Practical goes through the simple motions. Theory covers *why* one goes through the motions.

I don't think I have to beat this to death for you.

You've got it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1979RB

Remimeo
Tech/Qual
All Registrars
Course Supervisors
C/Ses
Ds of T
Ds of P

Issue II
REVISED 1 JULY 1985

(Also issued as an HCO PL
same date and title.)

Word Clearing Series 34

METHOD ONE WORD CLEARING

MODIFIES any issue or checksheet stating that Method One Word Clearing is a mandatory prerequisite to Academy training or admin courses.

Refs:

HCOB 30 June	71RC II	Word Clearing Series 8RC
Rev. 3.3.89		STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE
HCOB 12 Nov.	81RC	GRADE CHART STREAMLINED FOR LOWER GRADES
Rev. 1.7.85		
HCOB 23 Dec.	71RA	Solo C/S Series 10RA
Rev. 1.7.85		C/S Series 73RA
		THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED
HCOB 23 Aug.	71	C/S Series 1
		AUDITOR'S RIGHTS
HCOB 13 Aug.	72RA	FAST FLOW TRAINING
Rev. 30.8.83		

Method One Word Clearing is the action taken to clean up all misunderstands in every subject one has studied. It is done on a meter in session with a Word Clearing auditor.

When properly done and completed, the result of Method One Word Clearing is RECOVERY OF ONE'S EDUCATION.

That factor in itself can mean a tremendous gain for the person. The added dividend is that, with misunderstands in earlier subjects now cleaned up, the way is clear for the student to get the most out of his current training course or activity. He can now study and grasp the materials of any subject more easily, as he will no longer be bogged down by and stumbling over the earlier misunderstands.

**METHOD ONE A REQUIREMENT
FOR ACADEMY AND OEC TRAINING**

Method One has for years been a requirement for anyone doing Academy or OEC training, and rightfully so—it has been proven conclusively that those who've had M1 before embarking on these major training levels get through their checksheets faster and have a better grasp of what they studied, resulting in much more competent auditors and administrators. It was expected that if for some case reason the student could not be programed to receive M1 at that moment, he

would still be permitted to study but would need to star-rate all star-rated materials on the checksheet until such time as he did get M1.

However, a PL of 25 Sept. 79 was issued by another which entered an arbitrary on the line that if a student could not get his M1 then he could not do ANY further Academy training. Such a rule is completely against basic policy on training. The PL of 25 Sept. 79 II and also its revision of 3 Oct. 80 are both hereby CANCELLED and replaced by this HCOB/PL.

METHOD ONE WORD CLEARING IS VERY DEFINITELY A PRE-REQUISITE FOR ANY ACADEMY OR OEC/FEBC TRAINING. (And "Academy training," as used here, includes Levels 0–IV, NED and any higher-level auditor training; and Course Supervisor, C/S, Word Clearer or Cramming Officer training.) **BUT IF THE STUDENT DOES NOT HAVE A C/S OKAY TO RECEIVE METHOD ONE WORD CLEARING, HE IS NOT TO BE HELD UP OR DENIED ACADEMY OR OEC TRAINING. THE STUDENT IS ALLOWED TO DO THESE COURSES; HOWEVER, HE MUST STAR-RATE ALL THE STAR-RATED MATERIALS ON THE CHECKSHEET AND ADDITIONALLY MUST PASS AN EXAMINATION IN THE QUALIFICATIONS DIVISION BEFORE BEING PERMITTED TO GRADUATE THE COURSE.**

METHOD ONE A REQUIREMENT FOR FAST FLOW TRAINING

A fast flow student is one who may attest to the theory and practical items on his course when he has fully covered the materials and can apply them. There is no examination. This applies to any course checksheet, any training.

In order to qualify as a fast flow student, the person must have completed the Student Hat and Method One Word Clearing. (Completion of the full Primary Rundown also qualifies a student to fast flow his courses.)

ONE MUST HAVE RECEIVED METHOD ONE WORD CLEARING AND ALSO COMPLETED THE STUDENT HAT COURSE TO QUALIFY AS A FAST FLOW STUDENT.

Students who are not fast flow may still enroll on Academy and other courses. They study the course materials with full use of study tech and Word Clearing tech, as do fast flow students, but they additionally must star-rate check out on all star-rated materials and must pass an examination on the course before graduation.

WHEN METHOD ONE CAN BE DONE

Method One can be done at any point on the Grade Chart except in the No-Interference Area (the zone between the start of New OT I and the completion of OT III, for those who went Clear on NED, or from the beginning of R6EW to the completion of OT III, for those who did not go Clear on NED.) It may be done after completion of OT III or any higher OT level. Thus, with the exception of those in the No-Interference Area, it may be done on preclears, Clears and OTs. (Ref: HCOB 23 Dec. 71RA, Solo C/S Series 10RA, C/S Series 73RA, THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED)



Of course, it would not be done in the middle of another incomplete auditing action. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

Ideally one should get Method One early on in his auditing, before getting onto NED, whether the person is taking the training route (and co-auditing up the Bridge) or the pc route. M1 is not only valuable for those who plan to be professional auditors. It will stand one in good stead on Solo Auditor training, on the OT courses and on up the line.

CASE SETUP

As Method One is a major case action, the case must be set up with an F/N before the action is started, but this most often does not require a lengthy program. Usually all that's needed is flying the rudiments. (Refs: HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, and HCOB 30 June 71RC II, Word Clearing Series 8RC, STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE)

Some cases who have had heavy drugs may not be able to get through Method One or other Word Clearing until the drugs are handled. The handling is then to first get them through the Purification Rundown, Objectives and in some cases a Drug Rundown. (Refs: HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES, and HCOB 4 Apr. 72R II, PRIMARY RUNDOWN [REVISED])

HOW TO GET METHOD ONE

One can get Method One Word Clearing as a public pc in the HGC in any org, and it is also available in missions.

One can receive M1 as student auditing from another student, or it may be obtained by enrolling on the Method One Co-audit Course at an org and co-auditing M1 with another.

Method One can give a remarkable boost in the ability to study. It is a VITALLY important rundown for all students and preclears.

L. RON HUBBARD
Founder



Remimeo
Word Clearers
Class III
and above
Auditors
C/Ses

Word Clearing Series 35RI

WORD CLEARING CORRECTION LIST

The WCCL is the list to use when any form of Word Clearing bogs down. Any and all trouble with Word Clearing should be corrected by assessing and handling this list. The WCCL has been designed to parallel errors made in *Word Clearing*, not study, not the person's case, and it is to be used in Word Clearing sessions to correct Word Clearing errors.

If, after the Word Clearing Correction List has been fully handled, there seems to be other bypassed charge connected with the subject of study, a Study Green Form should be done.

This list can be assessed Method 3 or Method 5.

All Word Clearers are to check out on and use this list to correct Word Clearing errors.

1. **IS THERE SOMETHING WRONG WITH YOUR CASE?** _____
(If this list is being assessed during course room metered Word Clearing or if you are not trained to handle a C/S 53, end off for C/S instructions, otherwise assess and handle a C/S Series 53.)
2. **HAVE YOU BEEN WORD CLEARED OVER OUT-RUDS?** _____
(Find out which and handle to F/N and VGIs.)
3. **IS A WORD STILL MISUNDERSTOOD?** _____
(Pull any missed withhold of not using proper study tech to clear the word. Then get the word fully cleared to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]
4. **WAS A WORD IN A DEFINITION MISUNDERSTOOD?** _____
(Find out which word and get it cleared to F/N.)
5. **COULDN'T YOU FIND THE ACTUAL MISUNDERSTOOD?** _____
(Using your meter and 2WC, find the misunderstood word and clear to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]

6. **DID YOU NOT GET THE BASIC WORD?** _____
 (Find out which word or subject was not taken to EP, locate the misunderstood words and clear each to F/N, using Method 1 procedure to earlier words/subjects to full EP.)

7. **DID YOU FAIL TO USE THE WORD YOU WERE CLEARING IN ENOUGH SENTENCES?** _____
 (Get the word used in sentences until it is fully understood, to F/N and VGIs.)

8. **DID YOU NEED TO DEMO THE WORD YOU WERE CLEARING?** _____
 (Get the word demoed to full understanding, F/N and VGIs.)

9. **WERE YOU USING AN IMPROPER DICTIONARY?** _____
 (Find out what word and what dictionary. Get a proper dictionary and clear [the word found] to F/N and VGIs.)

10. **WAS THERE AN EARLIER-SIMILAR MISUNDERSTOOD WORD NOT CLEARED?** _____
 (Find out what it is and clear it to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]

11. **DID YOU NOT FEEL GOOD ABOUT A WORD WHEN IT WAS CLEARED?** _____
 (Find the word and reclear it to F/N.)

12. **DO YOU KEEP FORGETTING WORDS YOU HAVE ALREADY DEFINED?** _____
 (Locate the other or related word he didn't define and clear it to F/N.)

13. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** _____
 (Handle the missed withhold, E/S to F/N. Then locate the misunderstood words and clear each to F/N.)

14. **DID YOU HAVE TO CLEAR A WORD YOU ALREADY KNEW?** _____
 (Find out what the word was and indicate. If no F/N, get off any protest or inval and rehab to F/N.)

15. **WAS A WORD OVERRUN?** _____
 (Find out what word and rehab.)

16. **WAS A WORD READING ON PROTEST?** _____
 (Get which word, indicate. If no F/N, handle with itsa E/S itsa to F/N.)

17. **DID A WORD NOT REALLY READ?** _____
 (Get which word, indicate. If no F/N, handle with itsa E/S itsa to F/N.)
18. **COULDN'T YOU HEAR THE WORD CLEARER?** _____
 (Itsa E/S itsa to F/N.)
19. **DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?** _____
 (Itsa E/S itsa to F/N.)
20. **DIDN'T YOU UNDERSTAND THE ACTION BEING DONE?** _____
 (Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.)
21. **WERE YOU CONFUSED BY SOMETHING?** _____
 (Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.)
22. **WERE YOU PUZZLED WHY THE WORD CLEARER KEPT ON WORD CLEARING?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N or rehab the win.)
23. **ON WORD CLEARING DID YOU FEEL OVERWHELMED?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N.)
24. **ON WORD CLEARING DID YOU FEEL HOPELESS?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N.)
25. **ON WORD CLEARING DID YOU FEEL INVALIDATED?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N.)
26. **ON WORD CLEARING WAS THERE ANY EVALUATION?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N.)
27. **ON WORD CLEARING WERE YOU PROTESTING?** _____
 (Itsa E/S itsa to F/N.)
28. **DID YOU GET DISTRACTED DURING WORD CLEARING?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N.)
29. **WAS THERE SOMETHING WRONG WITH THE F/Ns INDICATED?** _____
 (Find out what happened and handle with itsa E/S itsa to F/N or clear to F/N any words not fully cleared.)



30. **DID YOU HAVE TO LOOK UP TECHNICAL OR SPECIALIZED DEFINITIONS OF WORDS THAT DIDN'T APPLY?** _____

(Find out what the word was. Indicate this was an unnecessary action. Correctly clear the word to F/N if it has not already been fully cleared. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]

31. **DID YOU TELL THE WORD CLEARER IT WAS UNDERSTOOD JUST TO GET RID OF HIM?** _____

(Handle as a missed withhold, E/S to F/N. Then get the word [plus any others] and clear each to F/N.)

32. **WAS IT NOT YOUR MISUNDERSTOOD?** _____

(Itsa E/S itsa to F/N.)

33. **WAS THERE INVALIDATION OF KNOWINGNESS?** _____

(Find out what it was and handle with itsa E/S itsa to F/N.)

34. **DID YOU USE THE WRONG-SIZED CANS?** _____

(False TA Checklist. Work out the right-sized cans with the pc. Then 2WC “using the wrong-sized cans” E/S to F/N.)

35. **DID YOUR HANDS GET TIRED IN WORD CLEARING?** _____

(False TA Checklist. Work out the right-sized cans with the pc. Then 2WC “your hands getting tired in Word Clearing” E/S to F/N.)

36. **WAS A WORD ON THE LIST OF SUBJECTS MISUNDERSTOOD?** _____

(Find out what it is and clear to F/N. [If Method 1 Word Clearing, clear it. Then ask:

IN THE SUBJECT OF (subject named) WHAT WORD HAS BEEN MISUNDERSTOOD? _____

Handle with Method 1 procedure to full EP.]

37. **IS A SUBJECT STILL MISUNDERSTOOD?** _____

(Get which subject, then locate the misunderstood words in it and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]

38. **DID YOU NOT GET THE BASIC SUBJECT?** _____

(Find out what subject is incomplete by 2WC, locate the misunderstood words in it and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]

39. **IN REGARD TO EARLIER SUBJECTS OR COURSES YOU STUDIED, DID YOU FIND ANY OF THEM DIFFICULT?** _____

(When this question has been answered, ask:

WAS THERE ANY WORD IN (subject or course named) YOU DIDN'T UNDERSTAND? _____

Get it fully defined to F/N and all such words cleared up for that subject or course. [If Method 1 Word Clearing, handle the subject or course with Method 1 procedure to full EP.] Handle all subjects and/or courses the person has named as above.)

40. **DO YOU STILL HAVE MISUNDERSTOODS ON EARLIER COURSES?** _____

(When this question has been answered, ask:

WAS THERE ANY WORD IN (course named) YOU DIDN'T UNDERSTAND? _____

Get it fully defined to F/N and all such words cleared up for that course. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.] Handle all courses the person has named as above.)

41. **DO YOU HAVE MISUNDERSTOODS ON YOUR EARLIER THAN SCIENTOLOGY SCHOOL OR FAMILY TRAINING?** _____

(When this question has been answered, ask:

WAS THERE ANY WORD IN (subject named) YOU DIDN'T UNDERSTAND? _____

Get it fully defined to F/N and all such words cleared up for that subject. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.] Handle all subjects the person has named as above.)

42. **WERE YOU BEING WORD CLEARED ON AN UNREADING SUBJECT?** _____

(Find out what. Indicate. If no F/N, rehab or Date/Locate.)

43. **WAS A SUBJECT OVERRUN?** _____

(Find out what and indicate. If no F/N, rehab.)

44. **WAS A MISUNDERSTOOD SUBJECT MISSED?** _____

(Find out which subject[s] and which words and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]

45. **DID YOU TRY TO MAKE THE LIST F/N?** _____

(Put in ruds on Word Clearing, including missed withholds, each to F/N, VGIs. Rehab any overruns.)

46. **IS THERE A SUBJECT WHICH SHOULD HAVE BEEN ON THE LIST BUT WASN'T?** _____

(Find out what the subject is and clear all misunderstood words to F/N, with Method 1 procedure to full EP.)



47. **HAS A WIN BEEN BYPASSED?** _____
(Find out what and rehab.)
48. **IS THERE SOMETHING ELSE WRONG?** _____
(Find out what and handle or return to the C/S.)
49. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
(Indicate. If no F/N, rehab or Date/Locate.)
50. **IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF STUDY?** _____

(If this list is being assessed during course room metered Word Clearing, or if the pc is in the middle of a major case action, 2WC to F/N, then program for a Study Green Form. Otherwise assess and handle a Study Green Form. A course student would be routed to Review to receive the action. He would not receive it in the course room.)

(Note to auditor and C/S: If this question is reading, the person either has more Mis-U words or the BPC has nothing to do with Mis-U words or the pc *considers* he has nothing on Mis-U words when he *does*.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



Word Clearing Series 36

GRAMMAR

In all word clearing all grammatical words and small words SHOULD BE LOOKED UP IN A SIMPLE GRAMMAR TEXTBOOK.

Very few dictionaries have full definitions for such words AND THEY HAVE NO EXAMPLES.

Words like “a,” “the,” “and” are really parts of language construction and are more complex than they at first appear.

A Word Clearing auditor should have a simple grammar book to hand as well as dictionaries.

The best grammar textbooks are those compiled for persons foreign to a language, like immigrants. These do not contain the supposition that the student is already an English professor.

Lots of EXAMPLES is the real test of a good grammar.

When doing the study tapes or Student Hat, lack of a simple grammar textbook can really throw the student off.

Those “simple” words can be the huge rocks that stand on the highway to becoming a WORD CLEAR.

So a grammar is needed.

If a student is VERY deficient (lacking) in grammar, it is best to make him do a whole simple grammar text first before he begins to get into just words. The words won't hang together for him.

It takes less time to do a short textbook in grammar than it does to struggle with grammar all the way through.

Grammar can look like a ghastly subject until one really looks at it. Then it's easy.

L. RON HUBBARD
Founder

Remimeo

Word Clearing Series 37

DINKY DICTIONARIES

(Dinky: Small, insignificant.)

Ref:

HCOB 13 Feb. 81

DICTIONARIES

In learning the meaning of words, small dictionaries are very often a greater liability than they are a help.

The meanings they give are often circular: Like "CAT: An animal." "ANIMAL: A cat." They do not give enough meaning to escape the circle.

The meanings given are often inadequate to get a real concept of the word.

The words are too few and even common words are often missing.

HUGE dictionaries can also be confusing as the words they use to define are often too big or too rare and make one chase through twenty new words to get the meaning of the original.

Little pocket-book dictionaries may have their uses for traveling and reading newspapers, but they *do* get people in trouble. I have seen people find a word in them and then look around in total confusion. For the dinky dictionary did not give the full meaning or the second meaning they really needed.

So the dinky dictionary may fit in your pocket but not in your mind.

L. RON HUBBARD
Founder

Word Clearing Series 38R

METHOD 5

Method 5 Word Clearing is a system wherein the Word Clearer feeds words to the person and has him define each. It is called material clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The actions are very precise.

The Word Clearer asks, "What is the definition of _____?" The person gives it. If there is any doubt whatever of it or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 39

METHOD 6

Method 6 Word Clearing is called KEY WORD CLEARING.

It is used on posts and specific subjects.

It is a heavier form than Method 5.

Method 6 is used without a meter.

Where a person is new on post or new to a subject or where there has just been a goof, an error or an ethics action, these steps are done in the following manner.

1. The Word Clearer makes a list of the KEY (or most important) words relating to the person's duties or post or the new subject.

This is made up as a list. The Word Clearer looks up each word in the dictionary and writes down the definitions.

The list may have as few as three words or as many as twenty or thirty.

(Example: A bank clerk's key words would be "bank," "clerk," "money," "cash," "drafts," "teller," "accounts," "customer," etc.)

(Example: There has just been a goof resulting in an upset. The goof centered around "radio," "repairs," "operation," "operator," "electronics," etc.)

2. The Word Clearer, without showing the person the definitions, asks him to define each word.
3. The Word Clearer checks the definition on his list for *general* correctness—not word for word but meaning.
4. Any slow or hesitancy or misdefinition is met with having the person look the word up and look up any word in the definition the person does not have a grasp of.
5. One completes his list.

6. By then the person has been jarred into looking further by the above actions. The Word Clearer asks, “What other word relating to your post (or subject or error) didn’t you understand?”
7. Each one mentioned is now defined by looking it up.
8. The person can now be Method 4ed relating to his post to be sure all is clean and there are no upsets.

Note: Where the person has just had an accident or ethics action, it may be necessary to delay the action until the person is calmer or not so upset, as the action can be a heavy distraction if the person is hurt or frightened and will not be successful.

IT WILL BE FOUND THAT LAZINESS, INACTIVITY, SLOWNESS AND ERRORS ON A POST OR IN USING A SUBJECT TRACE TO MIS-UNDERSTOOD KEY WORDS.

THE REMEDY IS WORD CLEARING METHOD 6.

L. RON HUBBARD
Founder

Word Clearing Series 40

METHOD 7

Whenever one is working with children or foreign language persons or semi-literates, Method 7 READING ALOUD is used.

In this method the person is made to read *aloud* to find out what he is doing.

It is a very simple method. It is done without a meter.

It is used on such persons before other methods in order to get the person untangled.

If a person does not seem to be progressing by studying silently, one has him read aloud.

Another copy of the same text must also be followed by the Word Clearer as the person reads.

Startling things can be observed.

The person may omit the word "is" whenever it occurs. The person doesn't read it. He may have some strange meaning for it like "Israel" (actual occurrence).

He may omit "didn't" each time it occurs and the reason traced to not knowing what the apostrophe is (actual occurrence).

He may call one word quite another word such as "stop" for "happen" or "green" for "mean."

He may hesitate over certain words.

The procedure is:

1. Have him read aloud.
2. Note each omission or word change or hesitation or frown as he reads and take it up at once.
3. Correct it by looking it up for him or explaining it to him.
4. Have him go on reading, noting the next omission, word change or hesitation or frown.
5. Repeat steps 2 to 4.

By doing this, a person can be brought up to literacy.

His next actions would be learning how to use a dictionary and look up words.

Then a simple grammar.

A very backward student can be boosted up to literacy by this method.

L. RON HUBBARD
Founder

Word Clearing Series 41R

METHOD 8

Refs:

Hubbard Key to Life Course

HCOB 23 Mar. 78RB Word Clearing Series 59RB

Rev. 16.1.89 CLEARING WORDS

HCOB 21 Aug. 79 TWINNING

(If a student has trouble with this Method he should do Method 7 first, Method 1 should also be done.)

Method 8 is an action used in the "Primary Rundown" where one is studying study tech or where one is seeking a full grasp of a subject. Its end product is SUPERLITERACY.

Method 8 Word Clearing is always a twinned activity when it is being done between students on a course and not by a Word Clearer.

On courses such as the Primary Rundown where Word Clearing is the essence of the course, twinning is mandatory.

The steps of Method 8 are these:

Usually an alphabetical list of every word or term in the text of a paper, a chapter or a recorded tape is available or provided.

1. The student and his twin look up each definition of each word on the alphabetical list and use each in sentences until they have the meaning conceptually.

It is done definition by definition on a turnabout basis. This is so one student does not constantly have the lead.

Each definition is cleared by the coach having the student (a) read the definition, (b) tell the coach in his own words what that definition means and (c) use that sense of the word in sentences until he fully understands it (this may require up to ten sentences or more).

The derivations are cleared by the coach having the student read and understand the derivation (clearing any words or terms or symbols in the derivation which the student misunderstands).

The procedure goes like this:

Joe (as coach) clears
the first definition
on Bill



Bill

Joe



Bill (as coach)
clears the first
definition on Joe

Joe



Bill (as coach)
clears the second
definition on Joe

Joe (as coach) clears
the second definition
on Bill



Bill

Joe (as coach) clears
the third definition
on Bill



Bill

Joe



Bill (as coach)
clears the third
definition on Joe

Joe



Bill (as coach)
clears the fourth
definition on Joe

Joe (as coach) clears
the fourth definition
on Bill



Bill

Joe (as coach) clears
the fifth definition
on Bill



Bill

Joe (hits an MU
within the fifth
definition)



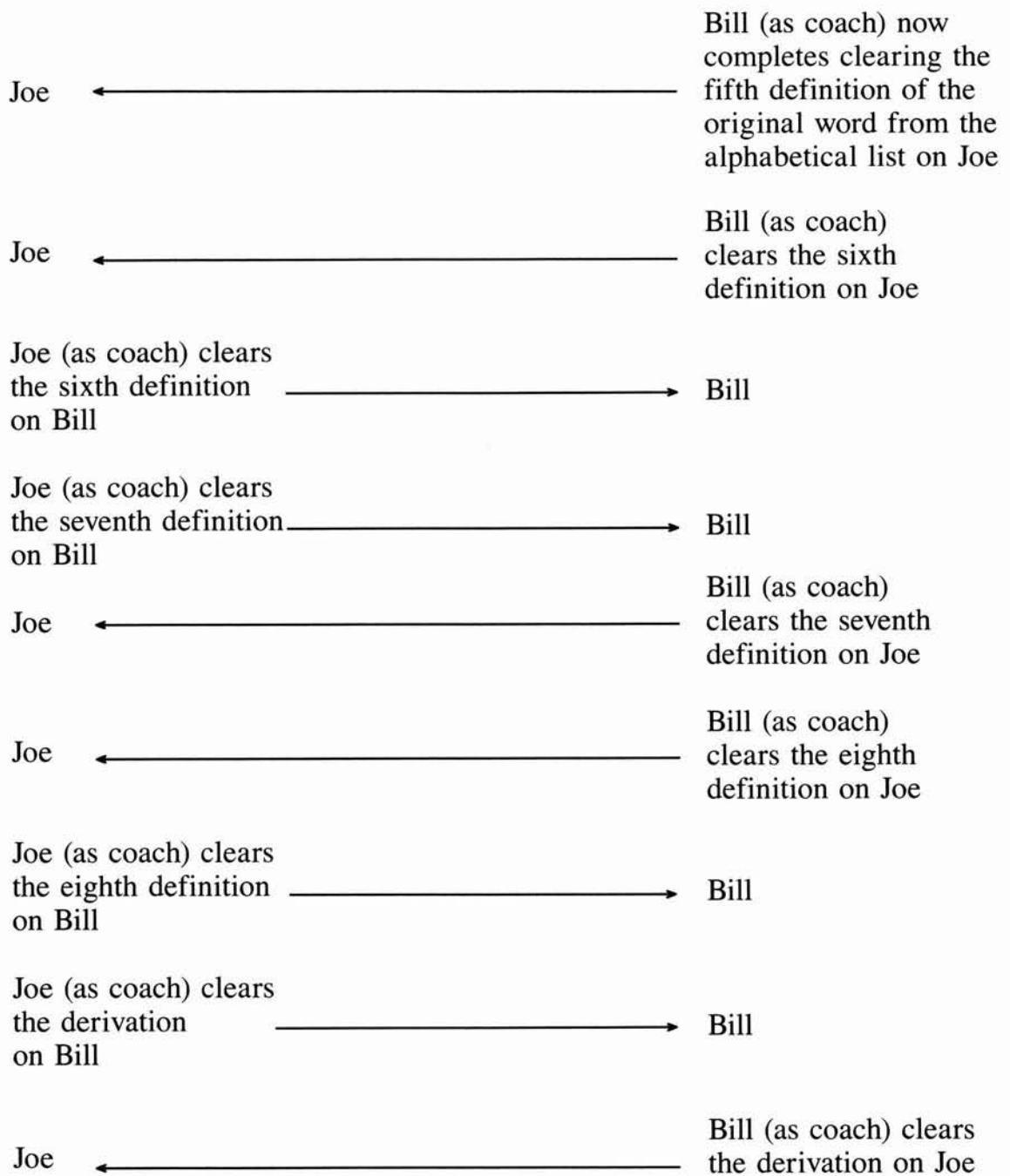
Bill (as coach)
clears the fifth
definition on Joe

Joe



Bill (as coach) clears
the MU in the definition
on Joe by clearing the
definition that applies
in the context first and
then clearing the rest of
the definitions and the
derivation, any idioms,
usage notes, etc.





Then Joe and Bill would clear any idioms, synonym studies, usage notes, etc., for the word, using the same turnabout procedure. That would complete the clearing of that word (the word being diagramed has eight definitions).

The next step would be:



And the twins continue on in this fashion, through each word on their alphabetical list.



The words are looked up in a good dictionary such as the ones recommended in HCOB 13 Feb. 81R, Word Clearing Series 67R, DICTIONARIES.

The grammatical words or small words are looked up in a simple grammar. If the person has too much trouble with grammar, he should do the whole simple-grammar text before going on.

Any technical terms not in the dictionary are looked up in a technical dictionary or glossary or in bulletins on the materials, i.e., a photographic dictionary.

This is not done for the whole subject, it is done for a paper or a chapter or one tape of a series.

2. Having cleared all the words on the alphabetical list, each twin then reads or listens to the paper, chapter or tape for its sense or general meaning.
3. Method 4 is then done separately on each twin to find any misunderstands.
4. These are cleared up per Method 4 procedure.
5. The person on whom misunderstands were found reads or listens to the material again.
6. The person is again checked for any misunderstands.
7. If there are any misunderstands, the person again does steps 4 and 5.
8. When the material is fully heard or understood as per above steps and checks, end off on that paper, chapter, tape and go on to the next one.
9. An alphabetical list is made or exists for the next paper, chapter or tape. Steps 1 to 8 are done on it.
10. Each succeeding paper or chapter or tape is done with steps 1 to 8.

When *all* the material has been done in this way, the person will be fully able to apply all the material.

Usually Method 8 is reserved for the Scientology Study Tapes, which contain how to study, and the Student Hat.

It can also be used to master a major subject.

IT WILL BE FOUND THAT METHOD 8 (or Method 2 or 3 or 4 or 6) ARE VERY LENGTHY AND HARD TO DO UNLESS ONE HAS FIRST HAD A METHOD ONE WORD CLEARING.

A Word Clearing Correction List is used on Method 8 whenever a student bogs heavily. This list will, when assessed on a meter properly, locate the errors and they can be corrected.

When used on the study tech itself and Student Hat, Method 8 HONESTLY DONE makes a person SUPERLITERATE. It is like hearing and seeing and reading for the first time!

Reading a text or instruction or book is comfortable. One has it in conceptual form. One can APPLY the material learned.

It is a new state.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



Word Clearing Series 42RA
Tape Course Series 10R

METHOD 4 NOTES

Too generalized a question in using Method 4 defeats its use and can restimulate a person badly.

Example: "Is there anything in *college* you didn't understand?" That of course is just plain ridiculous as a question. "Have you ever heard anything you didn't understand?" would be similarly silly.

BREAK DOWN THE MATERIALS

When doing Method 4, you have to break down the materials (put them into small separate units) in order to ask questions.

Example: We have papers 1 and 2, both on the same subject. The wrong question for Method 4 would be "Is there anything in papers 1 and 2 you didn't understand?" and not even give him the papers to see! The right way to do it would be to take paper 1 and break it down into its obvious sections, give the person paper 1 and let him look at it. Point to its first section and say, "Is there anything you didn't understand in this section?" while watching the meter. Then point to next section, do the same. Finish paper 1. Then go to paper 2 and do it the same.

A person has to know what he's being asked about and has to be thinking of it when asked the question.

TAPES

Just as it would be ridiculous to ask, "Have you ever misunderstood anything you ever read?" it would be silly to ask, "Did you ever have a misunderstood on tape?"

The right way is to take *the* tape and put it on a machine and play a bit of it. And ask, "Is there anything in the first section of this tape you didn't understand?" while watching the meter. Then high speed the tape forward to another area and do the same. Thus the tape is covered.

Method 4 Word Clearing may *not* be done using the student's tape notes, no matter how complete, nor another's tape notes. Whole sections of the tape might not be covered in the notes where the student went past a misunderstood and went blank. A Method 4 on such notes could miss completely.

Where an accurate, verified transcript of the tape exists, Method 4 may be done using the transcript, covering the entire lecture section by section.

But use of tape notes for Method 4 Word Clearing is forbidden.

BOOKS

Books are done chapter by chapter.

QUICKIE M4

Method 4 is defeated utterly by:

1. Bad metering
2. Too general a question
3. Not having the material to hand
4. Not getting the person's attention on parts of the material
5. Not taking each word found to F/N.

Quickie M4 misses. It sets the person up for a lose in his studying.

And we want him to actually succeed in his study, don't we?

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



Word Clearing Series 43

GRAMMAR DEFINITION

The following definition of grammar was taken from the *Dictionary of Contemporary American Usage* by Bergen and Cornelia Evans, published by Random House, New York, in 1957. (It is not a complete dictionary and would require another larger dictionary for full word clearing. But it gives American usages of words and phrases, which could be important as Dianetics and Scientology are written in American English.)

It was sent to me by an SHSBC student who found its definition of grammar was very helpful to other students.

This definition also tells you why some college or school texts are so ghastly hard to read—they are not in standard English. It also tells you why, in 1950, the head of the English department in an American university hailed *Dianetics: The Modern Science of Mental Health* as marking a new era of scientific writing. One reason is that it was written by a writer, not a professor. The other was that it was written in the English that was in use.

But read the definition:

GRAMMAR

Grammar is a systematic description of the ways in which words are used in a particular language. The grammarian groups words that behave similarly into classes and then draws up rules stating how each class of words behaves. What classes are set up and how the rules are phrased is a matter of convenience. A grammarian is free to classify his material in any way that seems reasonable to him. But he is never free to say that certain forms of speech are unacceptable merely because there is no place for them in the system he has designed.

THE CLASSES

Most grammarians are interested in a number of languages. As a rule they set up classes that are useful in handling many languages but that may have very little meaning for a particular language. For example, the distinction between the dative *him* and the accusative *him* is important in the Indo-European languages generally. But in a grammar designed solely to teach English, this distinction does not have to be made. Similarly, there is an etymological or historical difference between the English gerund in *-ing* and the participle in *-ing*. But it is



sometimes impossible to say whether a given word is a gerund or a participle; for example, in *journeys end in lovers meeting*. For this reason, some grammarians prefer to handle these forms together under one name, such as “participle” or “-ing.”

The familiar terms of classical grammar are defined in this dictionary for the convenience of persons who need to use these concepts. But a much simpler classification, based on the structure of present-day English, is employed in all the discussions of usage.

THE RULES

In order to say how words are used, the grammarian must examine large quantities of spoken and written English. He will find some constructions used so consistently that the exceptions have to be classed as errors. But he will also find competing, and even contradictory, constructions, which appear too often to be called mistakes. He must then see whether one of these expressions is used by one kind of person and not by another or in one kind of situation and not in another. If he can find no difference of this sort he accepts the two constructions as interchangeable. In this way he assembles a body of information on how English words are used that may also show differences, such as those between one locality and another, or between spoken and written English, or between literary and illiterate speech. Studies of this kind are called “scientific” or “descriptive” grammars. This is a relatively new approach to the problems of language and the information brought to light in this way is sometimes surprising.

The first English grammarians, writing in the seventeenth and eighteenth centuries, did not attempt to describe the English of their day. On the contrary, they were attempting to “improve” English and they demanded Latin constructions which were not characteristic of English. They objected to the expression *I am mistaken*, because if translated into Latin this would mean *I am misunderstood*. They claimed that *unloose* must mean *tie*, because *un* is a Latin negative. They objected to the “double negative” which was good Old English, and also good Greek, but not good Latin.

These eighteenth century rules of prescriptive grammar have been repeated in school books for two hundred years. They are the rules for a curious, Latinized English that has never been spoken and is seldom used in literature, but that is now highly respected in some places, principally in scientific writing. It should be recognized that these rules were not designed to “preserve” English, or keep it “pure.” They were designed to create a language which would be “better” simply because it was more like Latin. Dryden, writing in the seventeenth century, said: “I am often put to a stand in considering whether what I write be the idiom of the tongue or false grammar and nonsense, couched beneath that specious name of Anglicism, and have no other way to clear my doubts but by translating my English into Latin and thereby trying what sense the words will bear in a more stable language.” One result of this double translation was that Dryden went through his earlier works and rewrote all the sentences that had originally ended in a preposition or adverb. A generation later, Swift complained that the English of his day “offends against every part of grammar.” Certainly this is blaming the foot because it doesn’t fit the shoe!

Because some people would like to write the language of the textbooks, the entries in this dictionary not only tell what standing a given construction has in current English but also explain how the rules of the prescriptive grammarian would apply, wherever the rules and standard practice differ. But in such cases the rules are never simple, and the person who has to use this type of English may feel that it would be easier to follow Dryden's example and write in Latin first.

THIS BOOK

The grammar entries in this book are designed for persons who speak standard English but who may be confused about certain isolated points. The entries are arranged so that the answer to a particular problem can be found in the least possible time. But anyone who wishes to make a systematic study of English grammar, using this book, can do so by starting with the entry *parts of speech* and following the references to more and more detailed discussions of each concept.

L. RON HUBBARD
Founder

Word Clearing Series 44

ILLITERACY AND WORK

I have been engaged in a study of applications of tech to illiteracy and illiterate or semiliterate populations and found some simple levels of approach.

I investigated US AID educational efforts and data to find out why they failed. For instance, in one project the US spent over one million dollars to educate 105 persons from an “underdeveloped” country of low literacy and surveyed it later to find that none of the data taught was in use and that *no* progress had been made by the person or the country as a result.

Using their data and my own personal investigation in the same country, I evaluated the situation and found they had *not* consulted the existing scene before or during the program. Their training was for a sophisticated environment.

The country of the program is just emerging from a nomadic-level civilization into agricultural and the agriculture done is extremely primitive, erodes whole plains with noncontour plowing and doesn’t even know about irrigation.

To these people they taught the highly complex technology of the electronic age!

The people went back home, found no computers whatever, listened to the goats and sat down and did nothing.

US AID had no explanation for this. But give them credit—the students liked the US and US AID *did* honestly survey and admit the failure, a rare humility.

From this point I did a local study and found that instead of computers these people needed—guess what?

TR 2! Acknowledgment. (Training Drill No. 2, How to Acknowledge a Communication.)

This primitive area had never heard of TR 2!

“Good,” “fine,” “thank you” were unknown in all their work culture.

Before they saw *any* need of *any* technology, they had first to see that there was any reason to get any work done at all!

Further, their cultural pattern contained dishonesty as a virtue! This is anti-pathetic to basic morale no matter *what* the culture, and so they were in a cultural

attitude or pattern which kept them sad, depressed and miserable! So they *couldn't* work.

The program, then, had to (a) recover honesty to increase morale, (b) introduce acknowledgment for accomplishment, (c) establish the possibility that one *could* work, (d) introduce statistics so that something existed that could be acknowledged and (e) establish bonuses for statistics so that acknowledgment could be real and stay that way.

These items are all very elementary and simple portions of our basic technology: (a) Security Checking, (b) TRs, especially 2, (c) Problems of Work Course using tape and *Word Clearing*, (d) statistical policies and tech, (e) bonus policies.

So in US AID programs there was a skipped gradient *in culture* (nomad-agrarian skipped to electronic-nuclear) and a skipped gradient in training—Why learn when there is no reason to work? So why be literate? Or study?

Any sophisticated technical layout would break down in the hands of these people—and does.

But this program would lift them up. Then they would have some reason to study.

Factually, one cannot just sail into a culture blind and bash around with no data. It is *costly* and it accomplishes very little.

A basic knowledge of man is essential to any improvement in any area of the human race.

L. RON HUBBARD
Founder



HCO BULLETIN OF 8 MARCH 1989

Remimeo
Tech/Qual
Course Supervisors
Word Clearers
Cramming Officers
Review Auditors

Word Clearing Series 45

WORD CLEARING—KEY DATUM

(Edited for the Word Clearing Series from LRH tape of 14 Oct. 65, "Briefing of Review Auditors," for use by Supervisors, Word Clearers, Cramming Officers and anyone involved with handling students. This issue does not replace the full text of the lecture which contains much additional technology for use by Review auditors.)

There is one key datum with regards to straightening out a student's inability to understand something:

CONFUSION OR ARGUMENTATION, UPSET OR STUPIDITY, COMES FROM A MISUNDERSTOOD WORD WHICH IS *EARLIER* THAN THE ONE THE PERSON IS TALKING ABOUT. THE WORD THAT IS MISUNDERSTOOD IS ALWAYS EARLIER THAN THE ONE THE PERSON IS NATTERING ABOUT.

That is *always* the case. It is part of the original study materials. But it is just uniformly missed.

Example: A student is having a hard time on his course, arguing with the Supervisor—yip, yap, yap, yap, yap, yap, yap, yap, yap. The Supervisor will just stand there and argue about what the student is arguing about. They get brought over to Review and Cramming and they go on arguing and arguing and arguing. The Supervisor did not know this datum: It is always earlier than the one they are arguing about. If they are arguing about a point in paragraph 2 that the student cannot understand, then the missing point is in paragraph 1, always. The student will never argue about paragraph 1, he will always argue about paragraph 2. Yet the misunderstood word is in paragraph 1.

If halfway through a course a student is very upset and he cannot understand his material, and he is being very, very stupid, then there is something in the *very* early part of the course that he is not discussing at all. This is *always* the case. The person *never spots* what he has misunderstood. Any confusion, stupidity or upset from a level of training always comes from a word misunderstood, or a misunderstood thing, *prior to* the one the person insists on talking about. It is always *prior to* the one the person is talking about, and to talk to him about what *he* is talking about is just a *waste of time*.

Example of how to do this wrong:

Supervisor (to bogged student): "What didn't you understand?"

Student: “Oh, I just couldn’t understand about engrams, they just . . . oh, they’re very upsetting. I couldn’t understand anything about them.”

Supervisor: “Well, was there some word in connection with engrams that you didn’t know?”

Flunk! Flunk! Flunk! Flunk! The Supervisor is saying, “What word connected with engram didn’t you understand?” This is just flunk, flunk, flunk, flunk. The student does not know what he misunderstood. It is before he went into engrams.

The question, if you want to solve it immediately, is, “Just before you got into engrams, what was there that you collided with that you didn’t dig?”

Student: “Oh! Oh that. Locks. I just didn’t understand what a lock was, or what—what is this thing called a picture?”

The Supervisor gets these misunderstands cleared up on the student and all of a sudden, bing-bang, now he understands engrams, and that is all there is to it!

The magic in this is spotting the *earlier* misunderstood thing from the one the person is talking about. This datum is implicit in the study materials themselves. It is the key major point and is the solution to it. But it is consistently missed in tech. It is missed in ethics. It is missed all over the organization. It is missed in checkouts. It is just missed in a rash.

This datum is the one that regulates his comprehension, not only of Scientology but of existence. It is the key datum that regulates his IQ. It is the boss datum, the top-dog datum. Yet it is so easy to get it wrong.

For anyone to say, “The reason the guy is arguing with me is misunderstood words,” is wrong! That is a totally improper statement, and it won’t lead to a resolution of the problem. “There is a misunderstood word in what the guy is arguing with me about” is false. From the standpoint of a Review auditor or Supervisor, that does not have sufficient truth to resolve the situation. The correct datum is “There is something misunderstood just *before* what he is talking about.” That is the correct datum, and that is the one that leads to a resolution of the situation.

Example: You have an auditor saying, “I just don’t understand anything about ‘mind.’ Mind? Mind? Now what do you mean by mind?” His Supervisor could stand there and define “mind” for him, and go into all kinds of gesticulations and explanations and graphs on the board about minds, and he could do this probably for the next century without ever getting his point across. He could go on and on and on.

The right question is, “Just before you got upset about minds, what were you into?” or “What were you studying just before you got to that point about minds?”

The student would say something like, “I don’t remember. Oh, yes, I do! Yes, there is something there—religion!”

He will be hung up on a completely different subject. He has never spotted it, and you have got to actually take his wits and back him up on the time track. If there is *anything* wrong with a person’s study, then this is the thing that is wrong.

The student is arguing about bulletin 3, when it is bulletin 2 that contains the misunderstood. He is arguing about paragraph 7, when the solution to the argument lies in paragraph 6. He is arguing about the one *after*, when the fault is the one *before*. Any action you take then becomes unstabilized to the degree that you do not find a misdefinition in what he is studying. You do not find the misdefinition in what he is studying and therefore you think his stupidity comes from some end word or something. You can start thinking that the datum does not apply and can start looking elsewhere for the reason why. Well, the magic is all connected in: if it does not resolve on what you ask him, it is *before* what you asked him.

The absolutely fixed datum is **IT IS ALWAYS A MISUNDERSTOOD WORD, AND IT IS ALWAYS PRIOR TO THE ONE THE STUDENT IS ARGUING ABOUT.**

There isn't anything else wrong with a student. That is how senior this datum is. If you use this datum, you will find that other things wrong with a student just fall away; they are all apparencies, just locks on this other mechanism.

You can find a lot of things wrong with a student. You can find a lot of arguments he is having. You can find a lot of upsets he is having. You can find injustices. You can find all sorts of wild things. But if he isn't making progress in his studies, then the thing wrong is with his studies.

You do not handle his environment so that he can handle his studies better. That is another datum. You normally find in existence, the thing the person is having trouble with will resolve if you find out what caused it. If it doesn't resolve, then you have not found out what caused it. Don't buy any guff off the student. Don't buy any bunch of different solutions. By all means let the student get off some upsets. Acknowledge the student, get him into good communication and all that. But then you jolly well better find out what he misunderstood *before* what he said he misunderstood.

You say (to a student having problems about, say, cooking), "What have you misunderstood about all this?" The person says, "Well, I don't understand butter cakes." You say, "Well, that's good." Don't ever make the fatal mistake of saying, "What don't you understand about butter cakes?" If he has got butter cakes pinpointed that easy, he does not misunderstand butter cakes. It is "cooks" or something like that. It is something just ahead of butter cakes and your right question is, "All right, just before you got into the subject of butter cakes, what were you into?"

The person will say, "That's a new thought!" and he will give you the basic on the chain.

You are going to get some big cognitions and you will get some big results applying this datum:

CONFUSION OF ANY SORT COMES FROM A MISUNDERSTOOD WORD THAT GOES BEFORE THE WORD THE PERSON IS ARGUING ABOUT.

L. RON HUBBARD
Founder



Remimeo
All Supervisors
All Word Clearers

Word Clearing Series 46RE

METHOD 9 WORD CLEARING THE RIGHT WAY

(Cancels BTB 30 Jan. 73RA,
Word Clearing Series 46RA, METHOD 9)

Refs:

M9 PICTURE BOOK—which will be issued in due time as part
of a special course.

HCOB 23 Mar. 78RA Word Clearing Series 59RA
Rev. 14.11.79 CLEARING WORDS

Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It has been revised here to include developments on how one goes about clearing a word. This revision is on page 7, section 7, "CLEAR THE WORD." There are five other changes, all minor. Earlier write-ups on this subject, not by myself, stated that the person's Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood. Usually, as was covered long since in study tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.

HISTORICAL

Method 9 Word Clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technology nevertheless began to spread in use. It was found that not only non-English students didn't know what they were reading but, as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that thirty-one school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can't read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough Supervisors to personally M9 all the people on the planet, much less a medium-size class, it has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn't read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken-and-egg problem. Therefore, the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course. This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of Word Clearing today. You would be utterly amazed to find somebody who habitually reads western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)," and he understands from this, "He roamed around the mountains." He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus, M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points where a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of Word Clearing and should be learned very well.

HOW TO LEARN METHOD 9

Method 9 Word Clearing is a way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the Word Clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional Word Clearer. Method 9 does not require expertise and it does not require a meter as many other methods of Word Clearing do. Method 2 Word Clearing is very similar to Method 9 but it requires the use of a meter to pick up the misunderstands. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the Supervisor gets the student through the picture-book version of M9, which will be issued in due time as part of a special course, and drills him so that he can do Method 9 Word Clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.

MISUNDERSTOOD WORDS

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

A misunderstood word keeps a person from duplicating what the written materials actually say. It causes the communication formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstandings are known to the person doing Method 9. A word can be misunderstood because of a *false* (totally wrong) definition, an *incorrect* definition, an *incomplete* definition, an *unsuitable* definition, a *homonymic* (one word which has two or more distinctly separate meanings) definition, a *substitute* (synonym—a word which has a similar but not the same meaning) definition, a *no* (omitted) definition, a *rejected* (by the person himself, usually due to a false datum) definition or an *invented* (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB 17 July 79 I, THE MISUNDERSTOOD WORD DEFINED.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is "not understood" (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal idiot all of a sudden begins to look comparatively like a genius after he has been M9ed.

WHY METHOD 9 WORKS

A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or physical beingness. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a nonoptimum action of some kind which must be noted and handled at once by the Word Clearer.

A nonoptimum reaction is anything the student does besides read the page *easily, naturally, and perfectly*. Examples of *some* of the nonoptimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.
2. Student stumbling on a word or saying it incorrectly.
3. Student pausing or reading more slowly.

4. Student frowning or looking uncertain.
5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.
6. Student reading with effort.
7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read “correctly” by someone who doesn’t know anything about Mis-Us).

Other manifestations can occur.

Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or penciled corrections in the text are very hard to make out. Thus, it is necessary to do M9 Word Clearing only in bright light, and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and deletions itself. All possible reasons why he cannot *see* the text and unclear text must be removed. Otherwise, the student will simply say he couldn’t see it or the light was bad or some other wrong Why.

Anytime the person makes an error in his reading or reacts in some nonoptimum way, a misunderstood will ALWAYS be found *before* that point or sometimes *at* that point itself.

Example: The student is reading the page aloud. He reads, “Raymond walked home slowly and thoughtfully,” then he frowns. The other student, who is M9ing him, says, “That’s it. Is there some word or symbol there that you didn’t understand?” (*If the student wonders why he was stopped, the Word Clearer tells him what reaction he noticed.*)

The student looks over what he has read. He feels uncertain about the word “slowly.” He tells this to the Word Clearer and the word “slowly” is looked up in the dictionary and used in sentences until the student fully understands it.

When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.

THE GLIB STUDENT

Glibness is often trained into students by the current educational methods used in schools. The student is drilled to suppress or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a “good student” and a “good reader.”

With this method, a student’s understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

In today's schools, students are actually instructed to go right on past words they don't understand, to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words and omitting words. These reactions indicate misunderstands have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions and read on, leaving misunderstands piled up behind him. In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus, they invented various drills to force the student not to make these "comprehension errors." They did not have the tech or even know what caused these manifestations. You have the reasons for them in Method 9 and in study tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he read them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the Supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the suppression deepen when he hits the really big Mis-Us. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstands so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mistrained glib student is to get him to read a paragraph and then, employing a method known as "clay table," get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

METHOD 9 ON COMMON READING MATERIALS

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the Word Clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words.

But after he has found and cleared a number of them using Method 9, the student will realize that he *does* have misunderstood words and that his misunderstands are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and *able to find and handle his own misunderstands* and he is on his way toward reading naturally, correctly and *with understanding*.

HOW TO DO METHOD 9

1. STUDENT AND WORD CLEARER SIT ACROSS FROM EACH OTHER.

The student and the Word Clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The Word Clearer must be able to see the student *and* the page in front of him at the same time.

2. DICTIONARIES ARE AVAILABLE.

A good, simple English-language dictionary and any other dictionaries the student may need are available. (Above all things, do not use what is called a “dinky dictionary.” This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug-stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions. Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects known under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he reads anything he doesn't fully understand he should tell the Word Clearer, or if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstands in future. The Word Clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstands. (If you don't want to spend ten years M9ing one page, it is best to get him through Method 8 on simple English words. This will be part of a special course which will greatly improve someone's level of literacy.)

4. STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.

The student reads the text aloud to the Word Clearer. He is not on the meter. While the student reads, the Word Clearer follows his own copy of the same text, watches the student and listens to him.

The Word Clearer must be very alert and see or hear any nonoptimum reactions of the student while he is reading.

5. NONOPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A nonoptimum reaction by the student to what he is reading is the clue to the Word Clearer that the student has encountered a misunderstood word. The Word Clearer and student must now locate the exact misunderstood word or symbol. It will be found *before* or sometimes *at* the point the nonoptimum reaction occurred.

6. FIND THE MISUNDERSTOOD.

If it is not obvious to the student that he has reacted and he just continues reading, the Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the Word Clearer to steer the student to the misunderstood. It is either at the point of the nonoptimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The student may be able to spot his misunderstood word right away and tell the Word Clearer what it is. Or he may have difficulty finding it and the Word Clearer will have to help him find it.

The Word Clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The Word Clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

7. CLEAR THE WORD.

Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstands. Therefore, he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared.

This is how a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood.

The student reads the definition of the word aloud to the Word Clearer. (This is a wonderful place to catch some Mis-Us.) If there are any words in the definition that the student does not understand, they are first fully cleared. When

the student understands all the words in the definition and understands the definition itself, he tells the Word Clearer, **IN HIS OWN WORDS**, what the definition means.

The student makes up sentences using the word correctly until he is very comfortable using the word. The sentences must show he knows how to use the word in the sense of the definition he's just cleared.

It is important for the student to use each definition of the word in enough sentences. Usually, one sentence for each definition of the word is not enough. The student may need to make up ten sentences, or even more, before he really understands a word and how to use it.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, "give in" is an English idiom meaning "yield." Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc., so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

8. READ THE SENTENCE AGAIN.

The Word Clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so, and if he reads it correctly with understanding, he continues reading the text. Any further nonoptimum reactions are handled by finding the next misunderstood word and clearing it, as above.

9. METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.

Method 9 is continued until the text to be word cleared is completed.

10. STUDENT GOES TO EXAMINER AT THE END OF METHOD 9 WORD CLEARING.

The student is always sent to the Pc Examiner at the end of a Method 9 session.

And that's all there is to doing Method 9!

METHOD 9 CAUTION

When the Word Clearer has misunderstands of his own on the material being word cleared, he tends to go “wooden” and just sits and does nothing to handle the student. The Word Clearer must always clear his own misunderstood words, or else when the student stumbles on a word, the Word Clearer won't even *see* it or *hear* it because of his own misunderstands. He can miss the student's stumble and never get the student's misunderstood word.

The Word Clearer can also miss a student's reactions when he has so much attention on the page that he becomes unaware of the student or doesn't even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials, as this will only give them misunderstands. They take the materials being word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstands could be missed. The whole text would be covered in this way.

EXAMPLES OF STUDENT REACTIONS AND THEIR CORRECT HANDLING

There are many, many different kinds of reactions that can occur when a student passes a word he doesn't understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the Word Clearer to understand Method 9 and to apply it exactly according to this bulletin.

Given here are some examples of student reactions and correct handlings by the Word Clearer:

A. The student changes a word in the sentence.

Example:

The page says, “The boy then reached down and patted his dog.”

The student says, “The boy *than* reached down and patted his dog.”

The Word Clearer says, “That's it. Is there some word or symbol there that you didn't understand?”

The student looks at the words “then,” “boy” and “the.” He knows those words. So he looks in the sentence before that one. In that sentence he sees the word “collie.” He’s not sure what that is.

He tells the Word Clearer and they clear the word “collie.”

B. The student adds an extra word.

Example:

The page says, “The child went to school.”

The student says, “The child went to *the* school.”

The Word Clearer says, “That’s it. Is there some word or symbol there that you didn’t understand?”

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say “A child went to school” rather than “The child went to school.”

The Word Clearer says, “Okay, let’s spot-check some words. What does ‘the’ mean in this sentence?”

The student looks blank for a moment and doesn’t say anything. The Word Clearer says, “All right. We’re going to look up the definition of ‘the’.”

“The” is then looked up and cleared.

C. The student leaves out a word.

Example:

The page says, “Robert then visited the city.”

The student says, “Robert visited the city.”

The Word Clearer says, “That’s it. Is there some word or symbol there that you didn’t understand?”

The student reads over the sentence. He can’t find anything he doesn’t understand. The Word Clearer asks him to look over the next earlier sentence for a misunderstood word. The student can’t find any there, either. The Word Clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

D. The student leaves off a part of a word, such as an “s” or an “ed” at the end.

Example:

The page says, “There was a huge pile of assorted tools in the woodshed.”

The student says, “There was a huge pile of assorted tool in the woodshed.”

The Word Clearer says, “That’s it. You left the ‘s’ off ‘tools.’ Have a look over that sentence or page and tell me what word or symbol was misunderstood.”

The student says, “I don’t have any misunderstood words on this page.”

The Word Clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstands. So the Word Clearer starts spot-checking the student on the definitions of the words on the page.

The Word Clearer asks, “What’s the definition of ‘tools’?” The student says, “It means ‘implements of work’.” The Word Clearer says, “That’s fine. What’s the definition of ‘assorted’?” The student gives it to him correctly, so the Word Clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word “was.”

Student says, “It’s something you saw with.” The Word Clearer says, “Let’s have a look at ‘was’ in the dictionary.” Each definition of “was” is then cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb “to be.”

E. The student stumbles on a word or says it incorrectly.

Example:

The page says, “I think I’ll go shopping.”

The student says, “I th-think . . .”

The student stops after he stumbles. The Word Clearer says, “Is there some word or symbol there that you don’t understand?”

The student says, “Well, it just doesn’t make sense.”

The Word Clearer asks, “What doesn’t make sense?”

The student says, “I don’t see why it says ‘think’ here.”

The Word Clearer says, “All right. Let’s have a look at ‘think’ in the dictionary.”

“Think” is then looked up in the dictionary, but the student can’t seem to get it, even though he understands all the words in the definition.

The Word Clearer asks, “Tell me, what part of speech is ‘think’ in that sentence?”

The student says, “Uh, I don’t know.”

The Word Clearer says, “Okay. Well, right here in the dictionary, it says ‘verb.’ What does that mean to you?”

Student, “Mm . . .” (long pause)

The Word Clearer says, “All right.” He gets a grammar book and says, “Have a look at this definition of ‘verb’.”

“Verb” is then cleared but while clearing it the student says, “Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve.” And as he has cognited and has now got it straight, M9ing continues. He uses it in sentences until he’s really got it, then they go on to the next definition of “think” in the dictionary.

F. The student hesitates or pauses while he is reading or begins reading more slowly.

Example:

The page says, “The sun was shining on the flowers.”

The student says, “The sun—was shining on the flowers.”

The Word Clearer says, “That’s it. What word or symbol was misunderstood just before that point?”

The student very carefully looks back over the page, but he can’t find any words he doesn’t understand.

The Word Clearer says, “Okay. I’ll spot-check you.” He gives the student a thorough spot check, but no misunderstood words are found.

The Word Clearer then asks, “Show me where you were last doing really well on this text.”

The student shows him. It’s three paragraphs back.

The Word Clearer says, “Good. We’re going to check from this point back for any misunderstood words.”

He extensively spot-checks the student in that area, and the student’s misunderstood word is finally found and cleared.

G. The student frowns, looks uncertain, goes stiff, or in some way shows lack of comprehension.

Example:

The page says, “The family ate dinner together every night.”

The student says, “The family ate dinner together every night.”

While the student is reading, there is a slight look of uncertainty on his face.

The Word Clearer says, “That’s it. Look over this section you’ve just read and tell me what word or symbol has been misunderstood.”

The student says, “But why did you stop me?”

The Word Clearer says, “You were looking uncertain as you read that last sentence.”

The student says, “Well, actually, I did have some attention back on the sentence before last.”

The Word Clearer says, “Okay. Was there any misunderstood word or symbol there?”

The student says, “I have some attention on the word ‘for,’ but I’ve looked that up before.”

The Word Clearer says, “Well, let’s have another look at it.”

“For” is then cleared and the student realizes that he hadn’t fully cleared all of the definitions when he had previously looked it up.

H. The student tenses his body in some way. This could be tightening his grip, squinting, tensing his jaw, jerking his body, stiffening any body part, etc.

1. The page says, “The girls were delighted to see one another.”

The student says, “The girls (tightens the muscles in his jaw) were delighted to see one another.”

The Word Clearer says, “That’s it. Look back over this section you have just read. Was there a misunderstood word or symbol there?”

The student looks at the page a long time. The Word Clearer can see he is looking earlier and earlier on the page. Finally, the student says, “I can’t see any words I don’t understand, but this line seems a bit strange to me: ‘It was Christmas Eve. Alice was listening to “Silent Night” when Carol came into the room’.”

The Word Clearer says, “All right. Let’s do a spot check in that area. What does ‘Carol’ mean?”

The student says, “That’s a girl’s name.”

The Word Clearer says, “Good. What do the quotation marks show in that sentence?”

The student says, “Hm. Well, someone said ‘Silent Night’ to Alice.”

The Word Clearer says, “All right. I want you to read this section in the grammar book on quotation marks.”

The student reads the section aloud and says, “Oh, I see. ‘Silent Night’ is a song and you use quotation marks around the names of songs. I’ve got it now!”

The Word Clearer says, “Great,” and has the student give some examples of the use of quotation marks. They then return to the text.

2. The page says, “The men walked quietly through the dockyard.”

The student says, “The men walked quietly through the dockyard.” (Student leans forward and looks at the page more intently.)

The Word Clearer says, “That’s it. Is there some word or symbol there that you didn’t understand?”

The student looks over the sentence. “Well, I’ve never seen ‘dockyard’ used like that before. It doesn’t make sense.”

The Word Clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the Word Clearer and says, “And all this time I thought a dockyard was a place where you built docks, I never could understand why . . . ”

3. The page says, “The car drove off, leaving a trail of dust in the air.”

The student says, “The car drove off, leaving a trail (student squints his eyes at the page) of dust in the air.”

The Word Clearer says, “Is there some misunderstood word or symbol in that area?”

Student looks bewildered. “No, the sentence just doesn’t make sense.”

Word Clearer says, “All right. What is the definition of ‘trail’?”

“Oh, that’s the impression of a horse hoof where a horse has been.”

The Word Clearer says, “Okay, look up the word ‘trail’.” The word is cleared and the student sees that he had a totally wrong definition.

I. The student yawns, suppresses a yawn, gets watery eyes, etc.

The page says, “A bright red apple was on the table.”

The student says, “A bright red apple was (yawn) . . . ”

The Word Clearer says, “Okay. Let’s find the word or symbol that was misunderstood in this section.”

The student says, “I’m not sure I have the right definition for ‘bright.’ Could we look it up?”

The Word Clearer says, “Sure,” and they look up the word “bright.”

J. The student begins reading with more effort. This includes reading very carefully or unnaturally or robotically or reading in such a way as to show that the words have no meaning to him or that he doesn’t understand what he is reading.

The page says, “The families were having a picnic on the beach.”

The student says, “The families were having a picnic on the beach.”

The student reads the page correctly, but he is being *very* careful not to make any mistakes.

The Word Clearer says, “That’s it. Let’s find the misunderstood word or symbol that you didn’t understand before this sentence.”

The student says, “Yes, I started feeling uncomfortable while I was reading the sentence before last.”

The Word Clearer says, “Good. Let’s look just before that for the misunderstood word.”

The student finds his misunderstood and it is cleared.

The important point for the Word Clearer to remember is that **WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.**

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech, as given in this HCOB. If the student can’t easily achieve this, he must go to the Supervisor for help.

TRs AND M9

To be a very successful M9 Word Clearer, one’s TRs must be in. One has to be able to TR 3 the question and get the actual misunderstood, yet at the same time, one should never go robotic or rote on the Method 9 procedure. For example, it may happen that halfway through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn’t then ask him for his misunderstood. Just acknowledge his win and carry on with your word clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

QUARRELS OR UPSETS

It occasionally happens that the students doing the word clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. “Misunderstoods” that were really understood were forced off on the student, or
2. Actual misunderstoods were not detected and were passed by.

1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.

2. If the above doesn’t handle it, then one knows that misunderstoods have been missed. Have the twin who is doing the Word Clearing take him back to

when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstands. It will usually be found that several misunderstands have been missed, not just one.

WORKSHEETS

Worksheets are a written record of the Word Clearing session. They contain the student's name, the Word Clearer's name, the date and the name or title of what is being word cleared. The Word Clearer keeps worksheets during the Word Clearing session and writes down which words have been looked up and cleared and any other important information concerning the Word Clearing.

Worksheets are stapled to the student's exam form when Word Clearing is complete. They are filed in his pc folder.

TEACHING THE STUDENT TO DO METHOD 9

This is done using this HCOB or the M9 picture book (which will be issued in due time as part of a special course). This is a simple picture book which is handed to the student. He goes through the book and then does some M9 drilling as contained in the back of it. The Supervisor checks him out and corrects him if needed, using *only* the data in the M9 picture book and this HCOB. No verbal tech or opinions are thrown in.

The end result of a well-done Method 9 is a student who is certain he has no misunderstands on that material so that he can easily study the material and apply it.

Method 9 is a great civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that Method 9 is done correctly, exactly by the book. Otherwise, people will be denied the enormous wins that can be attained with it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 AUGUST 1979RA
REVISED 27 AUGUST 1984

Remimeo
Exec Hats
Tech/Qual Hats
HAS Hat
Dir I&R
LRH Comm Hats
Interns
KOTs
All Orgs
All Missions
All Auditors
All C/Ses
All Cramming
Officers

(Also issued as an HCO PL
of same date, same title.)

(In 1973, I advised that high-crime checkouts should include Method 4 Word Clearing. Over the years several issues were put out by others which, though they included the advised Word Clearing, altered the high-crime procedure by additives, complexities and little curves.

I have therefore rewritten this HCO PL to restore high-crime checkouts to basic, standard tech.

HCOB/PL 19 Aug. 79R, HIGH CRIME—ADDITION, HIGH-CRIME CHECKOUTS AND WORD CLEARING, revised 30 June 80, is hereby cancelled.

The following issues which have been cancelled remain cancelled:

BTB	12 Dec. 71R X	Cramming Series 4R CRAMMING EXPERTISE
BTB	8 Mar. 75 III	Cramming Series 4RB HIGH-CRIME CHECKOUTS AND TECHNICAL OKs
HCOB/PL 19 Aug. 79		HIGH CRIME—ADDITION HIGH-CRIME CHECKOUTS AND WORD CLEARING)

HIGH CRIME—ADDITION

Word Clearing Series 47

HIGH-CRIME CHECKOUTS AND WORD CLEARING

Refs:

HCOB	22 Feb. 72RA	Word Clearing Series 32RA
	Rev. 8.7.74	WORD CLEARING METHOD 4
HCOB	17 Aug. 72R	Word Clearing Series 42RA
	Rev. 13.1.89	Tape Course Series 10R METHOD 4 NOTES
HCOB	24 Oct. 76R	C/S Series 96R
	Rev. 10.2.77	DELIVERY REPAIR LISTS
HCOB	26 Mar. 79RB	Esto Series 35RB
	Rev. 2.9.79	Word Clearing Series 60RB MISUNDERSTOOD WORDS AND CYCLES OF ACTION

HCOB 16 July 79

Product Debug Series 5
Word Clearing Series 63
THE "ELUSIVE" MIS-U OR
CRASHING MIS-U

HCO PL 8 Mar. 66

HIGH CRIME

HCO PL 4 Apr. 72R III

Word Clearing Series 48

Rev. 21.6.75

ETHICS AND STUDY TECH

For many years top auditors, Case Supervisors and Supervisors have used Word Clearing in their high-crime checkouts, but until now there has not been an issue that makes this a mandatory action.

From now on, high-crime checkouts require Method 4 Word Clearing in addition to star-rates. The miracle results of Word Clearing make all the difference in the world to the quality of technical delivery.

CONSEQUENCES OF NO WORD CLEARING

Lack of Word Clearing has recently brought about some false declares and a return of quickie grades.

In many orgs it was found that new HCOBs were not being word cleared AT ALL.

The right thing to do is make full use of Word Clearing technology.

WORD CLEARING REQUIREMENTS

From the date of this issue, the Qualifications Division, when giving high-crime checkouts, must require *at least* Method 4 Word Clearing on the materials in addition to star-rates and drills. Qual should employ other methods of Word Clearing such as Methods 2, 3, 5, 6, 7, 8 or 9 when deemed necessary to ensure full understanding of the materials being high crimed.

Method 4 is stressed here because it is meter-check Word Clearing. After a person has done a page, you can meter check and find out if there is a Mis-U on it. Wherever you find a Mis-U on a page, the person has to clear the word and read again that page and any earlier page in which that word appeared. This way he can get through his high-crime checkouts fast.

Where False Data Stripping, Crashing Mis-U tech, O/W handling and service facsimile tech are available and in use, these must be employed where needed in checkouts.

The point is that Qual must make full use of Word Clearing in all high-crime checkouts and the student, intern or staff member must be word cleared to where he honestly has no misunderstood words on the materials.

CRAMMING

Where high-crime checkouts have been done and the person is later crammed on those materials, the cramming *MUST* include full Method 9 or Method 2 Word Clearing of the materials on which he goofed.

STAR-RATES

There is no place in our organizations for weak, namby-pamby checkouts.

“STAR-RATED” MEANS 100 PERCENT LETTER PERFECT IN KNOWING AND UNDERSTANDING, DEMONSTRATING AND BEING ABLE TO REPEAT BACK THE MATERIAL WITH NO COMM LAG.

A correct star-rate leaves no doubt that the person being checked out can *apply* the material standardly.

That is the standard that is required. Anything less is not a star-rate.

It is the duty of the Qual Sec, the Cramming Officer and the Intern Sup to ensure that the star-rate checkouts are tough and done exactly per the star-rate checkout PLs (HCO PL 24 Sept. 64, Word Clearing Series 33, INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF; HCO PL 4 Oct. 64, THEORY CHECKOUT DATA; HCO PL 26 Aug. 65, SCIENTOLOGY TRAINING TWIN CHECKOUTS; HCO PL 4 Mar. 71 II, HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS).

ETHICS PENALTY

Where high-crime checkouts have fallen out, HCO PL 8 Mar. 66, HIGH CRIME, must be enforced and justice actions taken as called for by that policy letter and the Ethics Codes.

Wherever a case is found to have been messed up by an auditor and it is found the auditor hasn't done his high crimes, the auditor and all others responsible for this omission are subject to an immediate Comm Ev per HCO PL 8 Mar. 66, HIGH CRIME, on the charge of:

TOLERATING THE ABSENCE OF OR NOT INSISTING UPON STAR-RATED CHECKOUTS ON ALL PROCESSES AND THEIR IMMEDIATE TECHNOLOGY AND ON RELEVANT POLICY LETTERS ON HGC INTERNS OR STAFF AUDITORS IN THE TECH DIV OR STAFF AUDITORS OR INTERNS IN THE QUAL DIV FOR THE LEVELS AND ACTIONS THEY WILL USE BEFORE PERMITTING THEM TO AUDIT ORG PCs AND ON SUPERVISORS IN TECH AND QUAL WHO INSTRUCT OR EXAMINE, OR FAILING TO INSIST UPON THIS POLICY OR PREVENTING THIS POLICY FROM GOING INTO EFFECT OR MINIMIZING THE CHECKOUTS OR LISTS.

TECHNICAL RESULTS

The technology works when applied exactly.

Exact application depends upon complete understanding.

Complete understanding depends upon freedom from misunderstood words.

L. RON HUBBARD
Founder



(Also issued as an HCO PL,
same date and title.)

IMPORTANT

Word Clearing Series 48

ETHICS AND STUDY TECH

The basic Why of the majority of cases of post nonperformance of a staff member and OUT-TECH in an org stems from misunderstood words.

The primary point that has to be gotten in is study tech.

This is also our bridge to society.

Yet study tech is the tech that includes misunderstood word tech.

Thus if study tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further, they often feel they do know words that they in fact do not know.

When this situation exists, it is next to impossible to get study tech and Word Clearing tech in. For the orders seeking to get in study tech may contain words the person does not understand. Thus he doesn't really comply with the orders, and study tech does not get *in*. Thus the ability to hear or read and understand continues to be missing.

Therefore, these ethics actions become part of standard ethics:

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCOB, POLICY LETTER OR TAPE, ANY AND ALL LRH WRITTEN OR PRINTED MATERIALS INCLUDING BOOKS, PABS, DESPATCHES, TELEXES AND MIMEO ISSUES WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST, WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS MISSING THEM OR NOT, AS THE SOURCE OF HIS INACTION OR DAMAGING ACTIONS.

The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER STUDY TECH.

4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is OUT-TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABILITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING EFFECTIVE MEASURES TO CLARIFY, OR RELEASING MATERIALS BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF ETHICS IF ANY FLAP OR UPSET RESULTS.

The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

SUPPRESSIVE

Furthermore, as study tech is our primary bridge to society and the basic prevention of out-tech and out-admin, if any offense as above found guilty in a Court of Ethics is REPEATED and the person has had two such courts on this offense, the person may be summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE SCIENTOLOGY OR SCIENTOLOGISTS, and if found guilty beyond reasonable doubt, may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

AXIOM 28

Failures to teach or use study tech or alterations of study tech are actually offenses against AXIOM 28 as it is applied internally in an org on admin and tech and from the org to society.

Study tech including its technology of Word Clearing is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28. COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A noncommunication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication, by definition, does not need to be two-way. When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

L. RON HUBBARD
Founder



HCO BULLETIN OF 16 NOVEMBER 1973

Remimeo

(Also issued as an HCO PL,
same date and title)

Word Clearing Series 49

STUDY TECH AND POST

Ref:

HCOB/PL 4 Apr. 72R III Word Clearing Series 48
Rev. 21.6.75 ETHICS AND STUDY TECH

It has just been found that certain staff could not perform their duties because they knowingly went by misunderstood words in despatches and telexes.

By this willful failure they had dumped their hats on seniors for two years.

They were wiped out on post, could not evaluate or find out what was going on. And spent a bulk of their time sleeping.

THEREFORE:

6. Any person who goes by misunderstood words or abbreviations in tel-exes or despatches or materials he handles on post without clarifying them **SHALL BE SUMMONSED TO A COURT OF ETHICS.**

The charge is **NEGLECT OF DUTY** and the minimum sentence is **TREASON.**

7. Any auditor failing to write clearly on worksheets or put down enough text to make the worksheet understandable shall be summonsed to a Court of Ethics.

The charge is **NO REPORT.**

8. Any Case Supervisor who permits an auditor to write incomprehensibly or omit data shall be summonsed to a Court of Ethics. The charge is **CONDONING NEGLECT OF DUTY.**

ADDITIONAL PENALTY

Whenever this policy letter or its references are found to be out in an area and not enforced, there can be no plea of ignorance and the seniors of the area are themselves liable to Comm Ev.

Violations of study tech and failures to use this technology are responsible for great losses and out-tech, out-admin and overwork of seniors.

The matter has been regarded too lightly and has caused great losses, blows and has impeded progress on this planet.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JANUARY 1977
Issue II

Remimeo

(Also issued as an HCO PL,
same date and title)

Word Clearing Series 50

ETHICS AND WORD CLEARING

Refs:

HCOB/PL 4 Apr. 72R III	Word Clearing Series 48
Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB/PL 16 Nov. 73	Word Clearing Series 49
	STUDY TECH AND POST

While it has been made a Court of Ethics offense to fail to clarify words not understood, no provision has been made for this failure stemming from faulty Word Clearing which does not locate the MUs.

THEREFORE:

9. Any Word Clearer who word cleared materials on which misunderstandings have been found at a later date SHALL BE SUMMONSED TO A COURT OF ETHICS.

The charge is OUT-TECH.

The references for this policy letter are still very much in force.

L. RON HUBBARD
Founder

Assisted by CS-4/5

C/S Series 92R

Word Clearing Series 51

WORD CLEARING ERRORS

(Applies to Methods 1, 2,
4 and 5 done on a meter.)

The attention of the C/S is called to the revised Word Clearing Series 32RA which requires words be F/Ned and to HCOB 8 July 74 of the Word Clearing Series which requires Word Clearing errors be RED TABBED and that all Word Clearing worksheets be placed in folders.

Case troubles have occasionally been traced to metered W/Cing over a high TA or failure to F/N words.

This is a hidden area from the C/S unless W/C worksheets are included in folders and the RED TAB system for non-F/N at conclusion is used. Only in this way is a C/S able to get all the data.

Correction of W/C errors is done by a Word Clearing Correction List.

High TA or low TA at start of a W/C session is usually handled by C/S 53RM.

All "nonsession" worksheets such as Why Finding, Contact or Touch Assists and Word Clearing should go into the pc's folder.

None of this can be used as an excuse not to word clear somebody. Make a C/S handle that TA fast and red tab the folder until handling occurs. Then do the Word Clearing.

L. RON HUBBARD
Founder

Word Clearing Series 52

CLEARING COMMANDS

Refs:

HCOB	14 Nov. 65	CLEARING COMMANDS
HCOB	9 Nov. 68	CLEARING COMMANDS, ALL LEVELS
HCO PL	4 Apr. 72R	Word Clearing Series 48
Rev.	21.6.75	ETHICS AND STUDY TECH

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear, using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus, this preliminary step to running a process or procedure for the first time is VITAL.

The rules of clearing commands are:

1. UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.
2. ALWAYS HAVE THE NECESSARY (AND *GOOD*) DICTIONARIES IN THE AUDITING ROOM WITH YOU.

This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary and a good nondinky dictionary in the pc's native language. For a foreign-language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

(*Example:* English word "apple" is looked up in English/French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme.")

So for the foreign-language case two dictionaries are needed: (1) English to foreign language, (2) foreign language itself.

3. HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND COMMANDS.

4. CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

(*Example:* To clear the command “Do fish swim?” clear “swim” first, then “fish,” then “do.”)

This prevents the pc starting to run the process by himself while you are still clearing the words.

- 4A. *NOTE:* F/Ns OBTAINED ON CLEARING THE WORDS DOES NOT MEAN THE *PROCESS* HAS BEEN RUN.

5. NEXT, CLEAR THE COMMAND ITSELF.

Auditor asks the pc, “What does this command mean to you?” If it is evident from the pc’s answer that he has misunderstood a word as it is used in the context of the command:

- a. Reclear the obvious word (or words) using the dictionary.
- b. Have him use each word in a sentence until he has it. (The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself. See HCOB 10 Mar. 65, Word Clearing Series 14, WORDS, MISUNDERSTOOD GOOFS.)
- c. Reclear the command.
- d. If necessary, repeat steps a, b and c above to make sure he understands the command.

- 5A. *NOTE:* THAT A *WORD* READS WHEN CLEARING A COMMAND, AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE *COMMAND* OR *QUESTION* ITSELF HAS READ NECESSARILY. MISUNDERSTOOD WORDS READ ON THE METER.

6. WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND. (Ref: HCOB 28 Feb. 71, C/S Series 24, METERING READING ITEMS)
7. DON’T CLEAR THE COMMANDS OF ALL RUDS AND RUN THEM, OR OF ALL PROCESSES AND RUN THEM. YOU’LL MISS F/Ns. THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE *THAT* PROCESS IS RUN.
8. ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC’S FOLDER ON A YELLOW SHEET AS CLEARED. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

As it is difficult to clear all the words of a correction list on a pc over heavy bypassed charge, it is standard to clear the words of an L1C and ruds very early in auditing and to clear an L4BRA *before* commencing listing processes or an L3RH *before* running R3RA. Then, when the need for these

correction lists arises, one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

9. IF, HOWEVER, YOUR PC IS SITTING IN THE MIDDLE OF AN ARC BREAK (OR OTHER HEAVY CHARGE) AND THE WORDS OF THE LIC (OR OTHER CORRECTION LIST) HAVE *NOT* BEEN CLEARED YET, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST TO HANDLE THE CHARGE. OTHERWISE, IT'S AUDITING OVER AN ARC BREAK.

In this case you just verify by asking afterwards if he had any misunderstandings on the list.

All the words of the LIC (or other correction list) would then be cleared thoroughly at the first opportunity—per your C/S's instructions.

10. DO NOT RECLEAR ALL THE WORDS OF ASSESSMENT LISTS EACH TIME THE LIST IS USED ON THE SAME PC. Do it once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the standard assessment lists have been cleared.
11. THESE RULES APPLY TO ALL PROCESSES, LISTING QUESTIONS AND ASSESSMENTS.
12. THE WORDS OF THE PLATENS OF ADVANCED COURSE MATERIALS ARE NOT SO CLEARED.

Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offense per HCO PL 4 Apr. 72R, Word Clearing Series 48, ETHICS AND STUDY TECH, section 4, which states:

“AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

“The charge is OUT-TECH.”

L. RON HUBBARD
Founder



Word Clearing Series 53R

CLEAR TO F/N

(Word Clearing Series 32R has been corrected
as 32RA to require the F/Ning of all words
and forbids W/Cing on a high TA.)

Do NOT try to word clear a person Method 1, 2 or 4 whose TA is high at session start. Use standard auditing procedures by an auditor of the required class to get the TA down to normal range. (Usually a C/S Series 53RG and handling.)

If the TA is high at start of session, one of course cannot F/N a TA on Word Clearing *when* it is high for some other reason.

ALWAYS F/N a word being cleared on the meter. It may happen there is a chain and the word has to be earlier-similar. But even then, when the *chain* is F/Ned, the words on the chain that didn't F/N must F/N.

Example: A chemical-type word reading. Doesn't F/N. E/S it on E/S words, comes down to a lecture in school. The Mis-U word there F/Ns. Now check the words touched while going E/S. Usually they just F/N.

Do NOT do a lot of words to "clean" and say the person has been "word cleared." Cases are messed up because the Word Clearing may be over out-rudiments or even out-lists or out-Int.

A Word Clearing worksheet must show truthfully all words F/Ned.

RED TAB

Where a pc has been word cleared on the meter without F/Ning or with or to a high or low TA, THE WHOLE FOLDER MUST BE RED TABBED.

Word Clearing worksheets must go into the pc's folder, just as Why Finding and Touch Assists and other auditing actions must be put in the folder.

A pc red tabbed because of Word Clearing must be repaired within 24 hours, as in the case of any other red tab.

Stalled cases have been traced to Word Clearing errors. Repair of these will get them going again.

L. RON HUBBARD
Founder

Remimeo
All Staff
All Auditors
All Students
All Scientologists
BPI

(Adapted from LRH ED 178 Int of 30 May 1972)

Word Clearing Series 54

SUPERLITERACY AND THE CLEARED WORD

SUPER—Superiority in size, quality, number or degree.

LITERACY—The ability to read and write.

Almost everyone these days is able to read and write. This was not true a century ago but, with modern stress on education, it is true today.

But is this enough today?

It is an instruction-book world. The civilization in which we live is highly technical.

Education today goes into the twenties.

That's a third of one's life.

And what happens when one leaves school?

Can he *do* what he studied?

Does he *have* all his education or did it get left behind?

Literacy is not enough.

Today's schools and today's world require a new ability—the ability to look at a page without any strain and absorb what it says and then apply it right now without any stress at all.

And is that possible?

Am I talking about speed reading?

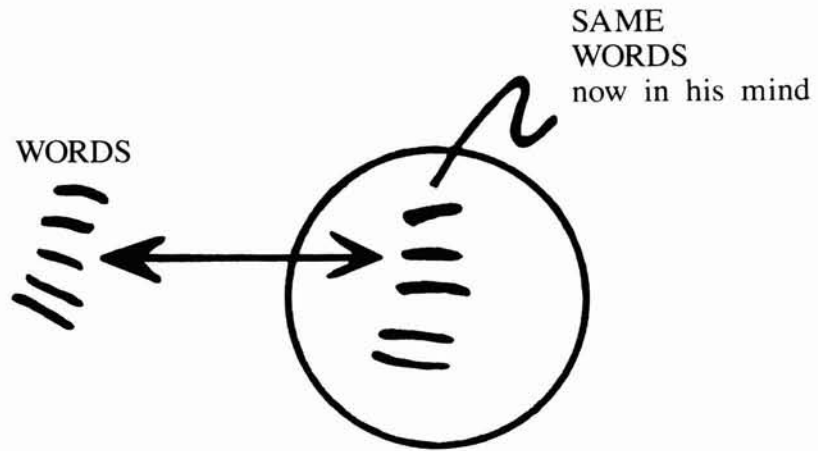
No. That is just being able to read rapidly. It does not improve the *comfort* of reading and it does not improve the ability to apply. What is really needed is the ability to COMFORTABLY and QUICKLY take data from a page and be able at once to APPLY it.

Anyone who could do *that* would be SUPERLITERATE.

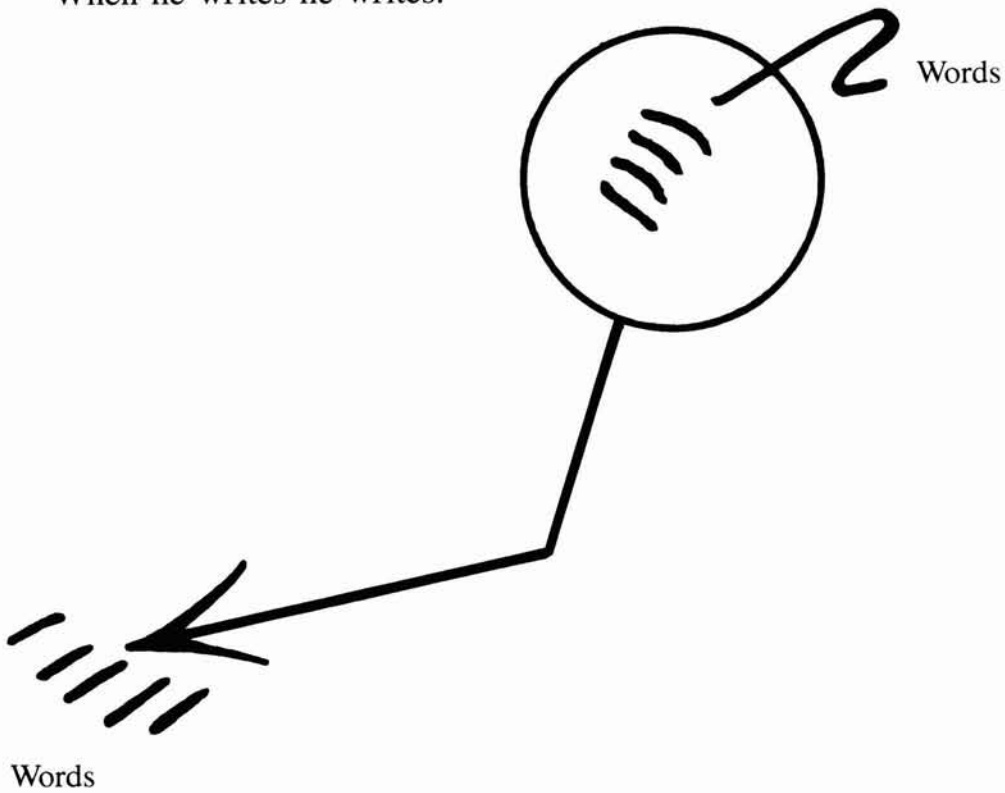
What happens?

The average person—literate—is able to read words and mentally record words.

Like this:



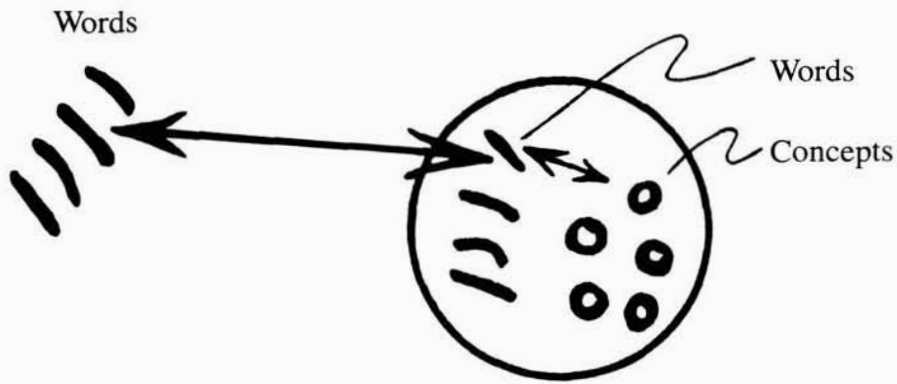
When he writes he writes:



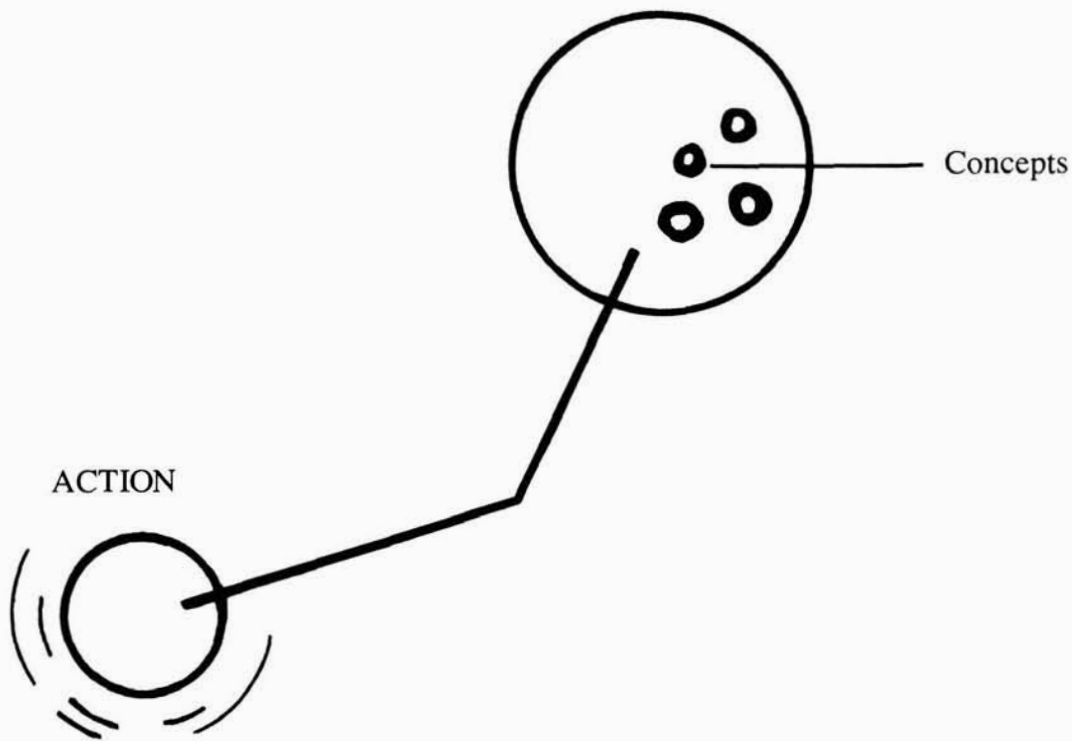
In his mind words are “understood” as other words like this:



When one is superliterate, this is what happens:



Therefore as he is dealing in *concepts* (ideas or understandings) this can happen:



And he thinks in concepts to which he can fit words easily and so can write clearly.

In other words, when one is superliterate, one reads not words but understandings. And so one can act.

CONCEPTS

The idea of grasping word meanings conceptually is something new to the field of linguistics. The endless semantic circles pursued by Korzybski and company (see Data Series 1, THE ANATOMY OF THOUGHT) never really led to the

realization that a word and its meanings are embodied in the basic *concept* or *idea* symbolized by that word.

That conceptualization of meanings is foreign to dictionary writers and “experts” is evidenced by the fact that definitions are so subject to alter-is and change with the passage of time.

For example, modern definitions of the word “understand” are found to be largely inadequate. A really full and meaningful definition of it could only be found in a first edition of *Webster’s Dictionary of Synonyms*, 1942.

Understand: To have a clear and true idea or conception, or full and exact knowledge, of something. In general it may be said that *understand* refers to the result of a mental process or processes (a clear and exact idea or notion, or full knowledge). *Understand* implies the power to receive and register a clear and true impression.

CLEARED WORDS

Operating within a society steeped in misunderstood words and misdefinitions, study tech is subject to arbitraries. Thus, a *CLEARED WORD* is defined as follows:

A WORD WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING.

In metered Word Clearing this translates as:

F/N, VGIs.

There are many ways and combinations to achieve this EP. Using the word in sentences until the meaning is grasped conceptually is the most common. Diagrams, demos, clay, in fact the entire body of study tech and its methods are applicable.

These are vital tools. For use. Protect them and KEEP SCIENTOLOGY WORKING.

L. RON HUBBARD
Founder



Word Clearing Series 55

HOW TO WIN WITH WORD CLEARING

By actual application of the tech Word Clearers can obtain much higher results and wins. Several recent examples have come up where some top tech and admin personnel were not duplicating issues and instructions, yet they had been word cleared on these materials with no MUs found. When word cleared again by someone who really knew his business, the MUs came off for hours with a resurgence of activity at the end. In a number of the cases success stories were written about never having found a misunderstood word before! All of the examples cited had the following common denominators:

1. The Word Clearer could really handle a meter and make a question read.
2. The Word Clearers had personal certainty on the workability of Word Clearing and could apply it exactly and find MUs to rave results.

TRs AND METERING

The fact that most Word Clearing starts off with the phrase "I am not auditing you" does not mean that TRs and metering do not apply. Quite the contrary, they are vital skills that need to be kept sharp by daily TRs just like any auditor and a weekly or monthly Qual check on TR 1 and the ability to make a question read. The reason is quite simple. A Word Clearer must grasp that all forms of Word Clearing that he can apply, either metered or unmetered, were developed to help the individual find the MUs he was unable to find himself. One must assume that the person has already looked up all the MUs he could find (it is after all an ethics offense to fail to clarify words not understood) and is now putting himself in the hands of the Word Clearer to find any MUs that may be just beyond his awareness. Any lack of impingement on metered Word Clearing or reasonableness about slips and slurs or missed definitions on nonmetered Word Clearing will leave a person "knowing" he has no MUs but wondering why he still has difficulty with the subject or post.

It may just be that people who find themselves resistive to Word Clearing have not grasped these points either, and wonder why they need Word Clearing when they don't "think" they have MUs.

PERSONAL CERTAINTY

Word Clearing works. There is no shortage of people who can attest to that. The only times Word Clearing would seem to fail would be if there were errors such as:

- a. No reads or missed reads
- b. Ignored slips and flubs in nonmetered Word Clearing
- c. Getting off into considerations or confusions without getting to the MUs that always exist at the bottom and then getting the MUs fully defined.

The remedy is simple. If one has been word cleared on an area without a resolution of the original difficulty, then MUs have been missed and one need only report right back to a Word Clearer and say, "I want my MUs found!" In some cases a WCCL may be required, but more often than not it's just find the missed MUs.

For anyone who has not yet experienced what it's like to find a real MU then just report to a Word Clearer and pick *any* subject or area of difficulty and start getting the MUs found until the subject or area now makes sense. Continue this on as many subjects as needed to leave no doubt as to the workability of Word Clearing. (The case gain from a real MU found can sometimes rival the biggest wins in auditing.) Any Word Clearer must have this certainty and pass it on to those he word clears.

The wins and gains are there for the taking. A better functioning org with highly productive staff and public is the reward. You deserve it. Just follow the tech as laid out in the Word Clearing Series and you will have it.

L. RON HUBBARD
Founder

Assisted by CS-4/5

HCO BULLETIN OF 23 OCTOBER 1975

Remimeo
All Flag
All FOLO Tech
Terminals
All Quality Control
Personnel
All Qual Personnel
All Tech Personnel

Word Clearing Series 56

TECHNICAL QUERIES

Over the years we have had a great deal of experience with “Technical Queries.”

Many new trainee auditors have come to Flag. A certain percentage of these were very happy to be there because now their “technical queries” could be “answered.” And so my lines would carry their queries and of course an investigation would ensue to find why an org Class IV or VII would have technical queries.

IT WAS FOUND IN ALL CASES THAT THE PERSON WITH THE TECHNICAL QUERY HAD MISUNDERSTOOD WORDS OR HAD NEVER READ THE MATERIALS OR LISTENED TO THE REQUIRED TAPES.

The misunderstood words were things like “Scientology,” “auditor,” “HCO,” “tone arm”—things the person was encountering continually in his work.

EVERY one of these “technical queries” was already fully covered in the materials but the person had never bothered to clean up his Mis-U words or, occasionally, read the basic materials available to him.

It was further found that IT WAS ABSOLUTELY FATAL TO TRY TO ANSWER THESE QUERIES OR EXPLAIN THEM. The explanation given would just dive in under the misunderstood words or absence of study and the person would just have more bewildered queries.

So it became the very firm rule on my lines that when technical queries were received the person was at once metered properly to locate the Mis-U words and get them defined or the false report that he or she had studied the materials at all.

When “technical queries” were handled this way and ONLY when they are handled this way, the result was F/N VVVVVGIs. Any explanation brought only BIs.

So the rule is very, very firm.

ALWAYS ANSWER A TECHNICAL QUERY BY REFERRAL TO MATERIALS AND A CRAMMING ORDER TO FIND THE MIS-U WORDS.

The auditor who is not handled this way will go on failing.

Further, VERBAL tech explanations or letters which explain things enter a false data line into the scene and drives tech further out. Such actions create a squirrel scene. So:

NEVER EXPLAIN VERBALLY OR ON PAPER IN ANSWERING A TECHNICAL QUERY. Only refer to materials and issue cramming orders to find the Mis-U's or the unstudied materials.

Probably the reason why Flag-trained auditors and auditors who have been working on my C/S lines produce such phenomenal results is that the above two rules are fully enforced wherever I am working.

And it is true—the best auditors in the world have been made by applying these rules.

And now that you have the Tech Dictionary it is especially easy.

So DON'T do an auditor or student in by explaining the answers to technical queries. Apply these rules and make them come through on the original materials.

To do anything else is a severe disservice.

These are the basic rules of keeping tech in.

L. RON HUBBARD
Founder

HCO BULLETIN OF 13 MAY 1971

Remimeo
Course Supervisor
Checksheet
Students

Word Clearing Series 57

STUDENT GRASP OF MATERIALS

When students are new to tech study (or have been badly trained elsewhere), they lay a trap for the unwary Supervisor who, if he falls for it, will thereafter turn out dud auditors.

In the beginning a new student will often ask lots of technical questions.

He hasn't read the material well, he doesn't know its scope, he is going through a maze of preconceptions and is often looking only for an answer to his own case or agreement with fixed ideas.

He often makes up for all this with an "I don't understand it. Would you please explain _____."

The Course Supervisor who hasn't caught on is sometimes foolish enough to "explain it." In that moment he may lay in an out-tech evaluation. He has also shifted source.

The student now doesn't have to study the materials as it's all being "explained."

Result. Flub-auditors who go out and butcher pcs and blow.

The top classic on this was a student who "couldn't understand the HCOB on TR 0!" After he'd done it, he found it was perfectly okay. "Ron's HCOB is not contradictory and does not need to be rewritten," was the real quote.

The Course Supervisor is there to get the student's confront up on the materials, not to lessen it by "explaining."

When I am teaching a group of students, I often catch some screwball out-tech datum going around. I run such down vigorously. What I find is that the student is so unable to confront HCOBs or data that some other student's comment or the Examiner or someone has messed it up with an "explanation" that was out-tech.

On Flag we get in students from all around. They have had courses. In the first few days we have asked for any questions. When these come up, we handle by handling the *study* ability of the student.

Students will ask questions that are answered right on the page in front of them.

It is no effort to make them guilty or wrong. It is an effort to correct their ability to confront, duplicate, absorb and *use* the data they are studying.

When there are errors in that student's ability, he will not use what he is given. He will not become an auditor.

The only reason we can do this is **THERE IS NO DATA OF IMPORTANCE ABOUT THE MIND THAT IS NOT FULLY COVERED IN THE MATERIALS OF DIANETICS AND SCIENTOLOGY.**

That is a very definite statement, isn't it? Well, 21 years and millions of cases have shown it to be true.

The important data the student is seeking at his course level is **IN** the materials.

The only way he will fail is by not confronting, duplicating, absorbing and using the materials before him exactly like it says.

The Supervisor who doesn't furnish the materials and then doesn't spend his time getting the student through those materials will, of course, fail his students totally. If he begins to "explain" data, he will mess it up and not make auditors.

In the current world scene, education is generally an interpretation and students are childhood trained to get marks, not learn. The Supervisor has to overcome this handicap of teaching people priorly "trained" in this age.

Beware the trap. "This HCOB seems contradictory _____." "Would you please explain _____."

The right action is to find the *word* he didn't understand. The error is usually his own vocabulary inadequacy. Get more and simpler dictionaries. Don't start explaining.

The materials are adequate. If confronted, duplicated and absorbed, they will be used.

L. RON HUBBARD
Founder

Word Clearing Series 58

ETHICS PENALTY FOR WORD CLEARERS

(Ref: HCOB 13 Sept. 71, Word Clearing Series 23,
TROUBLESHOOTING, Para 3)

It has been found that the reason Word Clearers cease to be Word Clearers and blow Word Clearing and the reason Word Clearing drops out in orgs, lies in the failure of the Word Clearer to clear the words on himself at the same time he was clearing them on the preclear. This is done without losing one's presence as an auditor or Word Clearer and without winding up with the student word clearing the Word Clearer.

Hereafter when it is found that a Word Clearer has been accumulating misunderstood words by failure to clear them on himself, he will be subject to a Court of Ethics with minimum penalty the loss of a week's pay or allowance and if the offense is repeated he will be subject to a Comm Ev.

The offenses on this are frequent and are a basic Why on Word Clearing dropping out in orgs.

L. RON HUBBARD
Founder

Word Clearing Series 59RB

CLEARING WORDS

Refs:

HCOB 7 Sept. 74	Word Clearing Series 54 SUPERLITERACY AND THE CLEARED WORD
HCOB 17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED
HCOB 13 Feb. 81R Rev. 25.7.87	Word Clearing Series 67R DICTIONARIES

In research concerning Word Clearing, study and training done with various groups over the recent past months, it has become all too obvious that a misunderstood word remains misunderstood and will later hang a person up unless he clears the meaning of the word in the context of the materials being read or studied *and also* clears it in all of its various uses in general communication.

When a word has several different definitions, one cannot limit his understanding of the word to one definition only and call the word "understood." One must be able to understand the word when, at a later date, it is used in a different way.

HOW TO CLEAR A WORD

To clear a word, one looks it up in a good dictionary. Dictionaries recommended are covered in HCOB 13 Feb. 81R, Rev. 25.7.87, Word Clearing Series 67R, DICTIONARIES.

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, “give in” is an English idiom meaning “yield.” Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc., so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

EXAMPLE

You are reading the sentence “He used to clean chimneys for a living” and you’re not sure what “chimneys” means.

You find it in the dictionary and look through the definitions for the one that applies. It says “A flue for the smoke or gases from a fire.”

You’re not sure what “flue” means so you look that up: It says “A channel or passage for smoke, air or gases of combustion.” That fits and makes sense, so you use it in some sentences until you have a clear concept of it.

“Flue” in this dictionary has other definitions, each of which you would clear and use in sentences.

Look up the derivation of the word “flue.”

Now go back to “chimney.” The definition, “A flue for the smoke or gases from a fire,” now makes sense, so you use it in sentences until you have a concept of it.

You then clear the other definitions. One dictionary has an obsolete definition and a geological definition. You would skip both of these, as they aren’t in common usage.

Now clear up the derivation of the word. One finds in the derivation that it originally came from the Greek word “kaminos,” which means “furnace.”

If the word had any synonym studies, usage notes or idioms, they would all be cleared too.

That would be the end of clearing “chimney.”

CONTEXT UNKNOWN

If you don’t know the context of the word, as in Word Clearing Methods 1, 5 (when done from a list), 6 or 8, you should start with the first definition and clear *all* definitions, derivation, idioms, etc., as covered above.

“WORD CHAINS”

If you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.

CLEARED WORDS

A CLEARED WORD IS ONE WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING BY CLEARING EACH OF THE COMMON MEANINGS OF THAT WORD PLUS ANY TECHNICAL OR SPECIALIZED MEANINGS OF THAT WORD THAT PERTAIN TO THE SUBJECT BEING HANDLED.

That's what a cleared word is. It is a word that is understood. In metered Word Clearing, this would be accompanied by a floating needle and very good indicators. There can be more than one F/N per word. Clearing a word must end in an F/N and VGIs. Off the meter this would be accompanied by very good indicators.

The above is the way a word should be cleared.

When words are understood, communication can take place, and with communication, any given subject can be understood.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MARCH 1979RB
REVISED 2 SEPTEMBER 1979

Remimeo

(Also issued as an HCO PL
of same date, same title)

Establishment Officer Series 35RB

Word Clearing Series 60RB

Product Debug Series 7R

MISUNDERSTOOD WORDS AND CYCLES OF ACTION

MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore, those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This, then, results in no-product situations.

Therefore, when you are getting no product, look for the misunderstood word on the subject, no matter how long and arduous it is. It's there. And when it's found, the person can go on and complete a cycle of action and get a product.

CAUTION: Make sure the person actually does have an inability to complete a cycle of action *before* you get into handling him. You don't handle somebody who *is* completing cycles of action that result in production.

MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-U's on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.

MISUNDERSTOODS AND COMPLEXITY

Misunderstood lead to complexity. People who have Mis-U's in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstands, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

MISUNDERSTOODS AND TOTAL ORGANIZE

When you see an area that is organizing only, you know that area is loaded with misunderstands.

When people have incomplete cycles due to Mis-U's, they get bogged down into organization.

You can tell when people have Mis-U's—they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this—they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-U's, overts and withholds and PTSness—and you'd have to go north through PTSness and overts and withholds to even get to the Mis-U's.

MISUNDERSTOODS AND NO ORGANIZE

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

HANDLING

The exact procedure for handling these Mis-U's is given in HCOB 17 June 79, CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U Finding is done as part of HCO PL 23 Aug. 79 I, DEBUG TECH. Additional data on the location of Crashing Mis-U's is found in HCOB 23 Aug. 79 I, CRASHING MIS-U's, BLOCKS TO FINDING THEM and HCOB 16 July 1979, THE "ELUSIVE" MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

L. RON HUBBARD
Founder



HCO BULLETIN OF 17 JUNE 1979

Remimeo
Execs
Estos
Cramming Officers
Course Sups
All Staff

URGENT—IMPORTANT

Word Clearing Series 61

Product Debug Series 3

**CRASHING MIS—Us: THE KEY TO COMPLETED
CYCLES OF ACTION AND PRODUCTS**

Refs:

HCOB/PL 26 Mar. 79R	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCO PL 26 Jan. 72 I	AKH Series 29 Exec Series 5 NOT—DONES, HALF—DONES AND BACKLOGS
HCO PL DEBUG TECH (LRH ED 302 Int Rewritten) THE STUDY TAPES	

INCOMPLETE CYCLES

A cycle of action is the sequence that an action goes through, wherein the action is started, is continued for as long as is required and then is completed as planned.

To produce products one has to also have completed cycles of action. A completed cycle of action normally results in a product.

Where steps A—I of HCO PL DEBUG TECH (LRH ED 302 Int Rewritten) have been done to no avail, meaning products are not yet rolling out of the area, then the tech herein is to be used as step J of debug tech to get the area producing.

Just as a misunderstood word can prevent a person from understanding the remainder of what is heard or written, a misunderstood can prevent a cycle of action from completing.

This is extremely valuable data as it gives us *the* major reason people don't complete cycles of action. It is utterly amazing and magical. An area is plagued with not-dones and half-dones and no products resulting and one would swear that the reasons were infiltration, sabotage, evil intentions, you name it. But in the majority of cases it will be found that the above discovery is operating. The person has a Mis-U on a key word involved in the cycle of action.

The person usually doesn't realize he has a misunderstood. It is revelatory to him when he finds it, so it isn't necessarily true that he will know. So he himself additionally has a number of wrong Whys and wrong reasons.

There is usually one principal misunderstood that is preventing the cycle of action from completing. This is called the “Crashing Mis-U.”

APPLICATION

While finding Crashing Mis-U's is not a substitute for full Word Clearing and while it is also true that the person can be PTS and be engaged in creating problems, it is nevertheless uniformly true that a Crashing Misunderstood lies somewhere in the subject matter of the cycle of action which is not being completed.

The tech given in this HCOB can be used by anyone who has checked out on it and drilled it. The steps given here cover metered and nonmetered Crashing Mis-U Finding. Using a Word Clearing meter will make the action faster and more accurate but it is not vital.

The whole action does not take long to do and will save hours of purple-faced desk pounding and frustrated attempts to get people to produce.

It is to be USED by execs, Supervisors, Cramming Officers, Estos, missionaires, etc., etc.—anyone who is responsible for seeing that products are gotten out.

Crashing Mis-U tech is used in debugging products. It comes as step J of HCO PL DEBUG TECH. If any of the earlier steps are out, then you can find all the Crashing Mis-U's you like and still not get one single product.

THEORY

A cycle of action is a parallel to a cycle of understanding or a cycle of communication. The cycle of action is the physical universe expression of a cycle of communication. The cycle of communication occurs in the physical universe! A misunderstood interrupts not only the cycle of communication or understanding, but also interrupts the motion or action. That is the discovery. A person is trying to get the product of a finished house. He doesn't understand the word “plumbing.” He may tell you that it is because of the price of materials, that nobody can dig in that kind of ground, that certain types of pipes aren't available, that he is having trouble with his wife—and his supervisors and bosses will tell you that he is just plain lazy, that he has been bribed not to, that he is a secret drinker maybe, and even less printable “whys.” But when you get right down to it and use the tech, you find that he has a Crashing Mis-U on the word “plumbing.” He thinks it is defined as “drilling holes.” Mentally, this interrupts his ability to think any thoughts through on the subject. His cycle of understanding is being interrupted by the Crashing Mis-U. This then has a parallel cycle, the cycle of action of trying to get the finished house. Thus, for want of understanding of a word, we get the actual physical inability to finish a cycle of action on a connected subject. I can assure you that ethics conditions, threat of suit, physical violence, none of these things are going to get anybody a finished house. Only when his Crashing Mis-U “plumbing” is found and properly handled are you going to get a finished house.

This tells you incidentally that the time track of shattered civilizations must have been strewn with these things. It doesn't only apply to a house, it applies to

almost anything man has ever set out to produce. It would even apply to some general who suddenly won't finish a battle or a war. Amazingly, you will discover that the Crashing Mis-U has probably been man's single greatest barrier to actually creating and maintaining a civilization. You have to work with the tech yourself to actually appreciate its depth and power.

CRASHING MIS-U FINDING

Where you have a person not getting products, not completing cycles of action despite attempts to debug per A-I of HCO PL DEBUG TECH, you have to get in there and find the Crashing Misunderstood. It will be directly on the subject. There are various approaches to doing this, starting very simply and getting more complex. You would start off using the simplest approach and then, if that didn't handle, you would go into a more thorough handling, and so forth.

PROCEDURE

1. It is apparent or it is reported that someone is failing to complete cycles and is not getting out his products.
2. Before even talking to him, you inspect his area as regards products per HCO PL DEBUG TECH:
 - A. You look for what products have been gotten out in the past.
 - B. You look for products that are there completed.
 - C. You look for products that can be attained in the immediate future.
 - D. You look for value of products as compared to overall cost of production.
 - E. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

This requires a bit of homework.

3. *CONDITIONAL*: If your inspection finds he is getting out actual products and that he is not producing overt products, correct the reports and let him get on with it. Do not go on with the steps in this procedure.
4. Now, if the earlier debug steps per HCO PL DEBUG TECH, have been done and it is obvious from your inspection that this person is still not getting out the products he is expected to get out or should be getting out, you know that he has a Crashing Mis-U. You just start hunting and punching around for the Crashing Mis-U on the subject of the products he should be but is not getting out. "What don't you understand about that subject?" "What Mis-U word is there on this subject?" You keep at it this way until you get the Crashing Mis-U. On the meter you would use reads to steer him to the area and the Mis-U.

Crashing Mis-U Finding differs from regular Word Clearing in that it is an investigatory procedure which utilizes all methods of Word Clearing and whatever else it takes to find the Crashing Mis-U. You can use Method 2,

Method 3, Method 4, Method 5, Method 6 or Method 9 to help you find the misunderstood. The person you are handling may be sure that the Mis-U is in a certain issue but doesn't know what the word is. It may require Method 2 or Method 9 to actually dig it out. Often Method 5 is used whereby the Word Clearer asks for the definition of individual words, checking to make sure that *he* knows the definition as well.

The point is that you are trying to narrow down the area further and further until you finally get the Crashing Mis-U, and any method of Word Clearing or investigation that helps you do this is legitimate.

5. You clear this word fully to VGIs (on the meter it would F/N). Don't assume the dictionary will necessarily give the right definition—a missing or false definition might be the root of his trouble. If no dictionary, textbook or encyclopedia can be found that gives a satisfactory definition for the word, you are still not stopped. You can go over all of the related material to the word and work out with him what definition has been omitted or what is the proper definition for it. This is a last resort, but it is necessary that anyone doing Crashing Mis-U Finding knows this, as man has not necessarily properly defined everything in his technical sphere or culture. **WARNING:** The inability to find the definitions is a rare case. Only work out the definition when you have exhausted all possible texts and dictionaries and have cleared all of the words you have encountered in them. Whether you looked it up and found it or couldn't find it and had to evolve it, make sure the definition is useful to him and that it blows his difficulty with it.
6. Assure yourself that this was his Crashing Mis-U and that it is real to him. When he finds it, he will quite often be chagrined and then go into VGIs and cogitate and may change considerably right in front of your eyes.
7. Send him to the Examiner.
8. Run some Reach and Withdraw in the area where he had difficulty to a good win and tell him to get on with it.
9. Check back later to see that he is now completing cycles of action and getting his products out. If he is, then you have got it. That *is* the EP.
10. If he still isn't getting out the product, then you haven't yet found the Crashing Mis-U and you have some more work to do. Go over his area with him and look for things that he has difficulty with. Often it will leap right up at you. Get him to tell you what the difficulty is.
11. Now question him to find the Mis-U on that subject that is behind those difficulties. Often his statement of the difficulty will contain the Mis-U itself. On a meter you would get a read as he says it. Off the meter you would have to take the words that he said and ask him what they meant. For example, he might say, "The plumbing always seems to be the hardest part." On a meter "plumbing" would read and you would take it up right away. If you weren't using a meter, you could say, "Well, what does the word 'plumbing' mean?" and he'll say, "Well, it means, uh . . . 'drilling holes' " and there you have it. Now clear the word as in step 4 above, run your Reach and Withdraw and send him back to work.

END PHENOMENON

The end phenomenon (EP) of this action is the person now producing the products he wasn't able to produce before and completing the cycles of action related to his product.

The end phenomenon is not the fellow now all VGIs and saying he can get the products, feeling great, etc. That is all very well but IS HE NOW GETTING OUT THE PRODUCTS? And you keep handling him with Crashing Mis-U's and related handling until he is producing the products, and then you know you have completed the Crashing Mis-U handling.

ADDITIONAL FACTORS

There are various factors which must be known by anyone doing Crashing Mis-U Finding and used if the above simple steps do not get the desired result of the person now tearing along getting his products.

O/Ws

Since overts and withholds stem from Mis-U's in the first place, you are liable to run into O/Ws when doing Crashing Mis-U Finding. If the person has O/Ws in the area, this will be manifested in the form of resistance to finding the misunderstood word, either overtly or covertly. An example of this would be the person misdefining a word and then when you have him look it up in the dictionary he says that he knew it all along. Or it could be straight noncooperation.

If you are using the Word Clearing meter, the handling for the situation above would be to pull the O/Ws. To do this simply ask "Do you have any overts in the area of _____?" and pull them, each one earlier-similar to F/N with all specifics until the question F/Ned on asking. Do the same with withholds and missed withholds. Since you run the risk of missing withholds if you try pulling withholds without a meter, in doing the nonmetered Crashing Mis-U Finding, the way you would handle the above situation is to ask the person if he has some withhold concerning the area you are trying to handle, and getting him to tell you about it. If you do this then you *must* get him meter-checked to ensure nothing has been missed.

There is another manifestation which can be encountered. A Crashing Mis-U simply cannot be found at all yet it obviously must be there. The person seems to cooperate somewhat but no Crashing Mis-U turns up. This is again an O/W phenomenon. The person is holding on to his withhold so hard it is burying the Crashing Mis-U. Again, you could run the risk of missing a withhold if you simply ask him for his withhold on the subject, but we cannot rule out the fact that doing so sometimes works. The Crashing Mis-U simply doesn't seem to exist, yet by all evidence of no products or overt products, it must exist, so simply asking him if he has a withhold on the subject gives us the gain of finding it straight off and immediately, and if we meter check him afterwards to find out if he has any more withholds, it is very likely to pay off. Once he has gotten off the withholds, the Crashing Mis-U can pop right up. When you miss a withhold, remember, a fantastic amount of upset can be caused for the Word Clearer or the person himself. So don't indulge in missing withholds.

Once the O/Ws have been pulled or gotten off by whichever of the above methods, you will now be able to find the Crashing Mis-U and clear it up.

Sometimes in clearing the Mis-U you will hit a chain of overts connected with the subject, and these will have to be cleared up or you may not get your product. An example of this was a cleaner who could not clean. The Crashing Mis-U found was the word “clean” and this went straight into whole track overts which had to be fully handled. When the overts and the Mis-U were cleared up, the person went straight out and started getting real products.

DEFENSE MECHANISM

You may find the person has a defense mechanism which would make it impossible to find the person’s Crashing Mis-U, as he believes it is okay to have Mis-Us in that area. The defense mechanism consists of false data which acts as a justifier for the Mis-U. An example of this would be “I don’t have to know that as I’m not a professional” or “Well, I’m new to the post” and so on. The handling would be simply to ask the person if there was some reason why it would be okay to have Mis-Us in that subject and then strip off the false data and justifications. Then you can recheck for the Crashing Mis-U and you will find it is now available. (See HCOB FALSE DATA STRIPPING)

THE WORD CLEARER’S MIS-Us

When he has found a Crashing Mis-U on the subject, the Word Clearer’s first action is to himself look up the definition and the derivation of the word so he himself understands it. He then gets it fully cleared up with the person. This is all done right there in the Crashing Mis-U session. If he doesn’t do that, he won’t be able to perceive how the person has misunderstood it or misapplied it previously.

Example: A person in charge of the lights in a theater could never get anything lit. A Crashing Mis-U was looked for and the word “scene” was found. However, the person glibly read the dictionary definition and said he had it already. The Word Clearer made him look up the derivation wherein it was found that the glib person didn’t understand it at all, for the person, when asked for an example, described an actor and how he would put the light on the actor.

The Word Clearer, having looked it up first before handing the dictionary over, knew that a scene was a stage. It was found that the person’s Crashing Mis-U had so introverted him that he had never perceived that a stage had backdrops, scenery and a floor. The Word Clearer practically had to pry him out of his head to get him to see that a stage had walls and backdrops and that these had to be lighted.

If the Word Clearer had not known the correct definition of “scene,” he would never have detected that the person thought it meant “actor” even though the dictionary said it had to do with scenery.

Crashing Mis-U tech would have failed as the person was very convincing as to how he knew it all already yet in the example was giving a totally incorrect demonstration.



Showers of light broke through when the person realized for the first time that he had to light the whole stage and had been in total mystery why people kept yelling at him. This had been going on for a long, long time in the person's job and was making him a total failure at it.

PRACTICAL USAGE

Always ask for instances of practical usage from the person you have found a Crashing Mis-U on. From these you can detect if he's got it, and if he hasn't got it, he may have to work and work to clear it further.

The end phenomenon of Crashing Mis-U tech is not finding the Crashing Mis-U but getting the person totally straight on it and actually getting out the product.

DEBUG TECH

Crashing Mis-U Finding is an integral part of debug tech as covered fully in HCO PL DEBUG TECH. It comes as step J of the whole procedure. When products are not getting out, cycles are not being completed, there will invariably be Crashing Mis-U's, but there may be other factors involved which also have to be resolved. The handling is just to go through the steps of the HCO PL, including Crashing Mis-U Finding (step J) and Product Clearing (step K). You may find more Crashing Mis-U's come up during or after the Product Clearing.

The whole point is that you use the whole debug tech procedure without trying to short-cut it. Otherwise, you get the ridiculous situation of clearing up the fellow's Crashing Mis-U on "plumbing" and then find he can't get out the product of a finished house because there are no pipes and won't be any for three months because the owner can't afford them. This all has to be resolved.

IMPORTANT NOTE

Since the *sole* purpose of this debug tech is to get the person or area producing what it should be producing, you would not continue past a point where this had been achieved. So for example, if after step C of HCO PL DEBUG TECH, had been done (any Mis-U's on issues related to the area of production had been cleared up) the person was turning out great products in the expected quantity and time period, you would not then start looking for Crashing Mis-U's. This would act as harassment, not help. Similarly, don't use any other step of A-R of the above PL where it does not apply.

One should let people have their successes. Once you have achieved what is desired with this tech, don't carry on.

THE RULE IS DON'T CONTINUE DEBUGGING PAST THE POINT WHERE THE PERSON OR AREA HAS BEEN SUCCESSFULLY DEBUGGED AND PRODUCTS ARE NOW ROLLING.

And you would know it was debugged because products of the expected quality would be coming out of the area in the expected quantity.

GRADIENT APPROACH

The whole idea is to try the simplest approach first and then if that doesn't work go deeper.

The end phenomena for all this is a person cheerfully and willingly getting his products and these appearing, visible in the physical universe.

EXAMPLES

This is how it might go: You might find yourself in the position of being responsible for seeing that the house, in the example given earlier on this bulletin, got finished. You notice that the deadline has been exceeded by weeks and still there is no house.

The first thing to do would be the inspection as in step 2 of the procedure above. You would discover that the house has no plumbing; that is what is holding up its completion. Points A–H in HCO PL DEBUG TECH, have been gone over but things still aren't moving. So you approach the contractor personally and go over this with him. You start hunting and punching around for the Mis-U. Ask him, "Is it possible that there is some word you don't fully understand in the area of building this house?" And he'll say, "Well, no—it's just that I don't have enough men to do the plumbing." (Now, you already know from step E of your prior inspection that he does have adequate personnel.) So you say, "Well, what about plumbing? Is there some word connected with plumbing that you don't get?" He'll say, "No, but I've always had trouble with it." Now you ask him, "What does 'plumbing' mean?" And when he says, "Everybody knows that plumbing means drilling holes," you have his Crashing Mis-U. As you clear this up, his initial embarrassment will turn into floods of relief, and off he will go and get the house finished up in no time.

Now, if you were able to use a word-clearing meter, so much the better. You would put him on the meter and ask him something like, "Now, on the subject of building houses, is it possible you could have a misunderstood?" The meter will read on this and you use the read to steer him to the area and find the misunderstood word. This is then cleared to a floating needle (F/N) and very good indicators (VGIs).

It might not be as straightforward as above. The case could arise where there was plenty of evidence that the person has a Crashing Mis-U yet, despite arduous search, nothing comes up. You would then ask the person, "Is there something about all this you haven't told me?" If your TRs are good and you don't have a challenging or accusative attitude, he will come up with it: "I can't finish the house because the machine that cuts and bends pipes is broken." With a bit of further questioning, you find that he broke the machine and has been withholding this for weeks and didn't even dare mention that it needed repair for fear of being punished. A simple meter check would ensure that nothing was missed. Then up would pop the misunderstood on "plumbing" which he thought meant drilling holes. No wonder he broke the machine: He was trying to drill holes with it! So now, with his withhold off and his Mis-U cleared up, he will feel immensely relieved and will most likely be able to go right off and finish up the house. At the most you might need to product clear him and run some Reach and Withdraw in the area per the issues on Product Clearing in this series.

CASE HISTORIES

Here are some actual case histories to show how Crashing Mis-U Finding goes and the sort of things one might expect to come across and have to handle in order to debug a cycle or product with this tech.

CASE A: This was a senior executive who was on the verge of being removed from post. The general manager was impatient with the lack of products from that area.

- A. The Word Clearer inspected the executive's department and found that the main area of difficulty seemed to be handling personnel.
- B. The Word Clearer put the executive on the meter and asked him if there were any products he should be getting out but wasn't. No Crashing Mis-U came up on this directly.
- C. By two-way communication, the Word Clearer confirmed that the main area of difficulty was handling personnel.
- D. He took the words that were directly related to the area mentioned—"personnel," "staff," etc.—and asked the executive what each one meant. He checked the dictionary to ensure the person had a full understanding of the words. The exec seemed fine on these.
- E. There was one word the executive seemed to have some hesitation on so the definition of that word was word cleared Method 9. A few words were cleared up but none of them turned out to be the Crashing Misunderstood.
- F. The area of difficulty was further narrowed down by two-way comm to "the obtaining and posting of personnel."
- G. Words relating to this area were checked. Some of the definitions were M9ed to make sure the exec really did have them straight—still no Crashing Mis-U was found.
- H. The executive originated an area of difficulty to do with handling authority that he felt was interfering with his ability to obtain and post personnel. No Mis-U's were found in this area, however.
- I. The Word Clearer asked for overts and withholds in the area ("Is there something you're not telling about this area?" "Is there something you've done you don't want known?" etc.) but none were found.
- J. He then checked for false data (something that would justify having misunderstands on that subject) and found that the exec was loaded with false data on the subject of authority. This was handled by two-way comm—it did not take much to clean up as the exec was realizing by this time where his trouble was coming from and was only too willing to get it sorted out.
- K. The word "authority" was found as the Crashing Misunderstood. This became obvious as soon as the false data came off. This word was fully cleared to a floating needle and very good indicators, and the executive volunteered that he felt ready to go back on post and produce.

The Word Clearer ended off and returned the executive to work. He started producing actual products and doing well.

CASE B: This was a technician in a highly specialized and complex field who was having difficulty with his job and was unable to get approval on some tests that were urgently needed.

- A. An inspection of his area revealed the situation to be exactly as described.
- B. The Word Clearer put him on the meter, oriented him to the situation and asked him, “Is there any single misunderstood word in the area of these tests?”
- C. A long search ensued in which several words were cleared, none of which turned out to be the Crashing Mis-U.
- D. The Word Clearer then checked for a withhold and found out that the technician had never understood an important despatch relating to the cycle and had been withholding the fact. This withhold was cleared up to a floating needle.
- E. This was followed by further search for the misunderstood, which uncovered an area of upset and losses to do with technical writing.
- F. The Word Clearer checked for the misunderstood that must have preceded the losses, and the Crashing Mis-U was found—a very basic technical word in the subject.
- G. He attempted to clear the word with a dictionary but found no adequate definition.
- H. Encyclopedias and textbooks were consulted but none of them had a useful definition.
- I. Eventually, by combining textbooks and working out what it should be, a workable definition was arrived at and the subject became clear to the technician who was greatly relieved.

The technician returned to work and started producing. The very next set of tests submitted were approved.

CASE C: This case was an executive who was having trouble getting people in his area to produce. The actions below were done unmetered.

- A. The product inspection showed the executive to be unable to get his juniors to produce.
- B. He arrived for the Crashing Mis-U Finding quite upset and this had to be handled before anything else.
- C. The Word Clearer went over his upset with him and sorted it out to a point where he was willing to go ahead with the action.
- D. Various words were checked (“What does ‘junior’ mean?” “What is the definition of ‘executive’?”) and so forth. No Crashing Mis-U was found.

- E. The area of difficulty was narrowed down further to “getting compliance.”
- F. On checking, the Word Clearer found that the exec had a Crashing Mis-U on the word “compliance” which was cleared to very good indicators.

The executive went back to work and found he could now handle his juniors.

CASE D: This person was in charge of briefing missions. He had recently had trouble with this and some missions had fired without full briefing, resulting in failures.

- A. The Word Clearer asked him, on the meter, if there was anything concerning his post he was having difficulty with.
- B. The difficulty was narrowed down by two-way comm until it was established that he felt he couldn’t brief them fully due to lack of time.
- C. The Word Clearer checked for a Crashing Mis-U concerning this difficulty. None was found.
- D. He then asked if there was something the person was withholding about the subject. Several chains of overts were taken up, each one to a floating needle, until the question itself produced a floating needle on asking.
- E. The Word Clearer again asked for a Crashing Mis-U in the area and one of the words in the person’s own post title was found and cleared. This was the Crashing Mis-U.

The person was then able to get out his products.

CASE E: This was an auditor who was being product cleared on her post.

- A. The Product Clearer discovered that there was a certain part of her post that this auditor could not handle. It was a certain aspect of handling the preclear.
- B. He asked her if there was one single Mis-U in the area, and helped her trace it, using the meter reads.
- C. The Crashing Mis-U was found and cleared in the dictionary to very good indicators.
- D. The auditor was then able to complete the Product Clearing and get back to work, her main difficulty no longer impeding her from getting products.

The above case histories show the variety of situations that can come up and the handlings that would be done. They are by no means all the situations that can arise in doing Crashing Mis-U Finding.

CAUTIONS

Make sure you guide him on the subject of products all the time. You could get right off the track and find yourself clearing up a whole subject that had nothing to do with getting out his product. An example would be trying to clear



up the whole of chemistry on a photographer. There is chemistry involved in photography: the film is developed and so forth with chemicals. But the person is a photographer, not a photo-laboratory technician, so he does *not* need to know all of chemistry to get his product.

Another point is that sometimes a person will have a Crashing Mis-U cleared up on himself and immediately suppose that this is the Crashing Mis-U everyone else has. This is not necessarily the case. When one has a Crashing Mis-U on “crackers,” it is not necessarily true that everyone else has a Crashing Mis-U on “crackers.” Their Crashing Mis-Us will be different. It is *their* Mis-Us one is after.

REPAIR

If the action bogs down and can't be sorted out or the person becomes upset during or after Crashing Mis-U Finding, then the difficulty should be sorted out right away with a Crashing Mis-U Repair List. This list is done on a meter by someone qualified to do so. A botched or bogged Crashing Mis-U Finding must be repaired within twenty-four hours.

EFFECTS OF CRASHING MIS-Us

You can tell someone has a Crashing Mis-U because when you start to question them about the cycle of action or demand the products they will go robotic on you. They sometimes just stand there gaping at you and won't even answer your question. They won't even be able to talk to you. There's another manifestation you will come up against and that is the person becoming annoyed with you. This indicates either that he *was* getting out products in the first place or that he had a withhold in addition to a Crashing Mis-U.

The solution is not to immediately shoot them for not getting out the product. Find their Crashing Mis-U. If they get annoyed, then find out which of the above it was and handle. And then the justice factor would consist of disciplining them for going past misunderstands without clearing them. You have to teach someone to get in his own ethics in this respect so that others do not have to take justice actions on him.

SUMMARY

Well, here you have the tech that will enable you to debug failures to produce the products required of him. The person using this tech has to learn it well and become practiced in its application. Then he will get the full benefit of it and total reality on its power.

Let's get busy and, along with the remainder of debug tech, find the Crashing Mis-U when products aren't coming off the line.

This is indeed miracle tech so let's go get some miracles!

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Remimeo
Tech/Qual
Word Clearers
Auditors
C/Ses

Product Debug Series 4R

Word Clearing Series 62R

THE CRASHING MIS-U REPAIR LIST—LC1R

Ref:

HCOB 17 June 79

CRASHING MIS-U:
THE KEY TO COMPLETED CYCLES
OF ACTION AND PRODUCTS

The Crashing Mis-U Repair List is the list to use in repairing Crashing Mis-U Finding. It can be done on the spot by the person doing the Crashing Mis-U Finding or in session by an auditor. The Crashing Mis-U Repair List is used in the event of a bog or trouble during Crashing Mis-U Finding or a red-tagged exam after a Crashing Mis-U Finding session. It can also be done if, after the fact of a Crashing Mis-U being found, the person is still not getting out his products or is not completing cycles of action in his area. (Note: The person could be up against a *new* Crashing Mis-U on a whole different cycle of action in the same area.)

If, after the Crashing Mis-U Repair List has been done and fully handled, there seems to be some other bypassed charge or BIs connected with the Crashing Mis-U Finding, a C/S 53 or WCCL should be done. This would be determined by the C/S.

Any person using this list must have excellent TRs and be able to make a list read and correctly interpret E-Meter reads. They must also be drilled on this correction list and have their high-crime checkouts done on this list as well as HCOB 17 June 79, CRASHING MIS-U: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

Under many of the questions, there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parenthesis is done directly in the session. The handling in the second set of parenthesis shows the further actions to be done, as programed and ordered by the C/S *after* all the reading items have been F/Ned.



0. **DO YOU HAVE TROUBLE GOING IN OR OUT OF THINGS?** _____

(Check to make sure the read is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD *and* its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

(If you are not qualified to audit or repair Int, or if you are not in an auditing session and the read is valid, send the folder to the C/S.)

00. **WAS A WRONG ITEM GIVEN TO YOU?** _____

(Assess and handle an L4BRA. If pc has not previously had out-list correction, turn in the folder to the C/S for handling.)

000. **WAS CRASHING MIS-U FINDING DONE WHILE YOU WERE IN THE MIDDLE OF AN AUDITING ACTION OR RUNDOWN?** _____

(Find out what and indicate it. If it doesn't F/N on indication, take it E/S to F/N.)

(Get the data to the C/S for handling.)

0000. **HAVE YOU FAILED TO UNDERSTAND WHAT A "CRASHING MISUNDERSTOOD" IS?** _____

(Check and clear any words in the above that read on the meter.)

1. **WAS CRASHING MIS-U FINDING DONE WHEN YOU ALREADY HAD AN UPSET?** _____

(Handle the ARC break to F/N VGIs.)

2. **DID YOU BECOME UPSET BECAUSE OF THE CRASHING MIS-U FINDING?** _____

(Handle the ARC break to F/N VGIs.)

3. **WAS THE CRASHING MIS-U FINDING DONE WHILE YOU WERE WORRYING ABOUT SOMETHING ELSE?** _____

(Handle the problem to F/N VGIs.)

4. **DID THE CRASHING MIS-U FINDING CAUSE YOU TO BECOME WORRIED OR CONCERNED?** _____

(Handle the problem to F/N VGIs.)

5. **DURING YOUR CRASHING MIS-U FINDING, WAS THERE SOMETHING YOU WERE NOT SAYING?** _____
 (Handle by usual M/W/H pulling per HCOB 12 Feb. 62 and HCOB 3 May 62R.)

6. **WAS THERE SOMETHING YOU'D DONE YOU WEREN'T SAYING?** _____
 (Handle as in #5.)

7. **WAS THERE SOMETHING YOU WEREN'T SAYING ABOUT THE AREA THAT WAS BEING ADDRESSED?** _____
 (Handle as in #5.)

8. **DID YOU GO PAST MISUNDERSTOODS AND WONDER IF ANYBODY KNEW?** _____
 (Handle as in #5.)

9. **WAS THERE SOMETHING YOU'D DONE IN THE AREA BEING ADDRESSED THAT YOU WEREN'T SAYING?** _____
 (Handle as in #5.)

10. **WAS THE WRONG AREA ADDRESSED?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him to the W/Cer to complete the Crashing Mis-U Finding.)

11. **WAS THE CRASHING MIS-U FINDING DONE ON THE WRONG PRODUCT?** _____
 (Handle as in #10 above.)

12. **COULDN'T YOU FIND THE CRASHING MIS-U?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for completion of the action.)

13. **WAS THERE NO CRASHING MIS-U IN THE AREA IN THE FIRST PLACE?** _____
 (Indicate that the Crashing Mis-U Finding was an unnecessary action. If it doesn't F/N on indication, take it E/S to F/N.)

14. **WAS THE CRASHING MIS-U FOUND ONLY SIMILAR TO THE ACTUAL CRASHING MIS-U?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer to find the actual Crashing Mis-U.)



15. **IS THERE ANOTHER CRASHING MIS-U IN THE AREA?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
16. **IS THE WORD FOUND STILL MISUNDERSTOOD?** _____
 (Get it fully cleared up to F/N.)
17. **DIDN'T YOU UNDERSTAND WHAT WAS GOING ON?** _____
 (Clear up the questions and confusions to F/N.)
 (Send him back to the W/Cer for handling if needed.)
18. **COULDN'T YOU HEAR THE WORD CLEARER?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
19. **DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
20. **WAS THERE METER OR F/N TROUBLE?** _____
 (Find out what and indicate the BPC. If it doesn't F/N on indication, take it E/S to F/N. Assess an LIC if needed, "In your Crashing Mis-U Finding.")
 (If needed, program for False TA handling.)
21. **WERE AREAS THAT YOU WERE NOT HAVING DIFFICULTY WITH TAKEN UP?** _____
 (Indicate that these areas should not have been taken up. If it doesn't F/N on indication, take it E/S to F/N.)
22. **WERE AREAS THAT YOU WERE HAVING DIFFICULTY WITH NOT TAKEN UP?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
23. **DID AN AREA YOU FELT SHOULD HAVE BEEN HANDLED NOT GET TAKEN UP OR HANDLED?** _____
 (Find out what and indicate. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
24. **DID YOU GET INVALIDATED?** _____
 (Itsa E/S itsa to F/N.)
25. **DID YOU GET EVALUATED FOR?** _____
 (Itsa E/S itsa to F/N.)

26. **DID THE CRASHING MIS-U FINDING ANNOY YOU?** _____
 (Determine if [a] he has O/Ws as well as a Crashing Mis-U or [b] the Crashing Mis-U Finding wasn't necessary in the first place. Handle accordingly by [a] pulling the O/Ws in the area of the Crashing Mis-U, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS, or [b] indicating the BPC. If no F/N on indication, take it E/S to F/N.)
27. **WAS THE CRASHING MIS-U FINDING DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE CYCLE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
28. **DO YOU NOT BELIEVE YOU HAVE MISUNDERSTOODS?** _____
 (Clear him up on HCOB 26 Mar. 79RB, Word Clearing Series 60RB, MISUNDERSTOOD WORDS AND CYCLES OF ACTION. Handle his Mis-Us and get his agreement to do the action unless it is determined it was an unnecessary action. Take this to F/N.)
29. **HAS ANYONE SAID YOU HAD A CRASHING MISUNDERSTOOD WHEN YOU DIDN'T HAVE ONE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
30. **DID FALSE DATA GET IN YOUR WAY?** _____
 (Strip off the false data per HCOB 7 Aug. 79, FALSE DATA STRIPPING. Take it to F/N.)
31. **IS IT ACTUALLY OKAY TO HAVE MISUNDERSTOODS IN THE AREA?** _____
 (Get why this is okay and strip off the defense mechanism, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Take it to F/N.)
32. **IS THERE SOME OTHER WORD CLEARING ERROR?** _____
 (Find out what and handle or do a WCCL if necessary.)
33. **WERE YOU NOT HAVING ANY TROUBLE WITH YOUR PRODUCTS IN THE FIRST PLACE?** _____
 (Get the data. If this is the case, indicate that the Crashing Mis-U Finding was an unnecessary action. Take it to F/N.)
34. **ARE THERE OTHER PRODUCT DEBUG ACTIONS THAT SHOULD HAVE BEEN TAKEN?** _____
 (2WC to F/N.)
 (Program him to get Product Debugging per HCO PL 23 Aug. 79R II, DEBUG TECH CHECKLIST.)



35. **AREN'T YOU HATTED?** _____
 (2WC to F/N.)
 (Get him properly TIPed for hatting.)
36. **IS YOUR PRODUCT TOTALLY UNKNOWN TO YOU?** _____
 (2WC to F/N.)
 (Program him to be product cleared.)
37. **ARE YOU LACKING PRODUCT CLEARING?** _____
 (Handle as in #36 above.)
38. **ARE YOU CONNECTED TO ANTAGONISTIC PEOPLE?** _____
 (2WC to F/N.)
 (Program for a PTS handling. Ref: HCOB 31 Dec. 78RA II,
 OUTLINE OF PTS HANDLING)
39. **WAS YOUR CRASHING MIS-U FINDING OVERRUN?** _____
 (Indicate and rehab.)
40. **ARE YOU HAVING CASE TROUBLE?** _____
 (Assess and handle a C/S 53.)
41. **IS THERE SOMETHING ELSE WRONG?** _____
 (Find out what and handle or do the appropriate correction
 list and handle.)
42. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to
 F/N.)

L. RON HUBBARD
 Founder

Revision assisted by
 LRH Technical Research
 and Compilations



HCO BULLETIN OF 6 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 4R-1

Word Clearing Series 62R-1

CRASHING MIS-U REPAIR LIST—LC1R

WORD LIST

Refs:

HCO PL	4 Apr.	72R III	ETHICS AND STUDY TECH
	Rev. 21.6.75		
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72 I	Word Clearing Series 38
			METHOD 5
HCOB	9 Aug.	78 II	CLEARING COMMANDS
HCOB	17 July	79RA I	Word Clearing Series 64RA
	Rev. 30.7.83		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 18 June 79R, THE CRASHING MIS-U REPAIR LIST—LC1R.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM THE CRASHING MIS-U REPAIR LIST

A, about, action, actions, actual, actually, addressed, already, an, annoy, another, antagonistic, anybody, are, area, areas, aren't, auditing.

Because, become, been, being, believe, by.

Case, cause, concerned, connected, couldn't, Crashing Mis-U, cycle.

Debug, did, didn't, difficulty, do, done, during.

Else, error, evaluated.

Failed, false data, felt, find, finding, first, F/N, for, found.

Get, given, go, going.

Had, handled, hatted, have, having, hear.

If, in, incomplete, invalidated, is, it, item.

Knew.

Lacking.

Major, meter, middle, misunderstood, misunderstands.

No, not, nothing.

Of, okay, on, only, or, other, out, over, overrun.

Past, people, place, product, Product Clearing, products.

Rundown.

Said, saying, should, similar, some, something, still.

Taken, that, the, there, things, to, totally, trouble.

Understand, unknown, up, upset.

Was, way, were, weren't, what, when, while, with, wonder, word, Word Clearer,
Word Clearing, words, worried, worrying, wrong.

You, you'd, your.

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Compilation assisted by
LRH Technical Research and
Compilations

HCO BULLETIN OF 16 JULY 1979

Remimeo
All Supervisors
All Word Clearers
Execs
Estos
Cram Officers
All Staff

Product Debug Series 5
Word Clearing Series 63

THE “ELUSIVE” MIS-U OR CRASHING MIS-U

<i>Refs:</i>		
HCOB	17 June 79	Word Clearing Series 61 Product Debug Series 3 CRASHING MIS-U: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB	30 Jan. 73RB Rev. 1.6.79	Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB	18 June 79	Word Clearing Series 62 Product Debug Series 4 THE CRASHING MIS-U REPAIR LIST-LC1
HCOB/PL	26 Mar. 79R Rev. 25.5.79	Esto Series 35R Word Clearing Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION

Miraculous as it is, a Word Clearer must be aware of the fact that M9 Word Clearing does not uncover false data, Crashing Mis-U's, overts, withholds or PTSness. Other tech exists to handle these. However, they also, sometimes in a shadowy way, make their appearance doing M9. People doing M9 are doing it to get something understood or get some order done or get some product actually made and out. In most cases M9 will produce a marked gain. However, when it doesn't work, one of the above is also present. Handling of these is covered in detail in other HCOBs.

However, the item the M9er is most likely to collide with in situations where M9 is really not getting much done is the mysterious Crashing Mis-U.

A Crashing Mis-U, while it is always sitting right there in PT, big as life, can sometimes appear to be elusive. It eludes the most conscientious Word Clearer and the person himself, despite honest efforts to find it.

Let's say you've made an exhaustive search for the Crashing Mis-U, you've hunted and punched in the area of his products, you've word cleared him on the texts covering his products and you've found and cleared some misunderstood



words, none of which are IT. You've done the full Crashing Mis-U and Product Debug procedure by the book and you still haven't gotten the Crashing Mis-U—as evidenced by no products.

At this point you could suspect one of the following:

1. The word that has caused him to crash may be right there in plain view; it does appear in the texts and orders covering the person's post and products, but it has been missed.

Why? Because the Crashing Mis-U (which is not your ordinary, common, garden-variety of misunderstood word) will not always show up for what it is in M9ing. The word may appear in the materials but the person reads it with no stumble or reaction whatsoever, as he is so certain he knows it, and his misunderstanding of it is so obscured by false data and false definitions. It doesn't even read on the meter on Method 2 or 4 because it's way below his awareness.

So you wouldn't just assume there was nothing there because the word didn't turn up on Method 9 or Methods 2 or 4. You'd need to move in with Method 5 or 6 and probably also False Data Stripping in a case like this to really pry it into view.

Or:

2. The Crashing Mis-U may not be on the subject of the product itself but in an area *related to* the subject. If this is suspected, you look for the Crashing Mis-U in the related areas, and it's very likely you'll come up with the prize!

The reason it wasn't found in the first place is because the word didn't appear in the materials he was word cleared on and it didn't come up in a search in the area of his products. But it was sitting there, all the time, in an adjacent, a related area!

In two cases recently where staff members were being crammed on rejects of their products, this phenomena turned up and was used and it all straightened out nicely!

The watchword is you utilize all methods of Word Clearing *and whatever else it takes* to find the Crashing Mis-U.

ALERT RE METHOD 9

The data above applies to routine Method 9 Word Clearing as well as to Crashing Mis-U Finding. Thus, if you've M9ed the person on his post materials and he's not getting it or making it, realize that he may be sliding over a Mis-U or even a Crashing Mis-U where the word actually appears in the materials and is obscured for the above reasons. Or that the misunderstood may be in an area *related to* the subject and the word itself doesn't appear in the text you're handling.

Method 9 is a superlative Word Clearing tool. Word Clearers must keep it effective and not permit that effectiveness to be dimmed by a failure to know and use the data in this bulletin.

So you check the related areas where it's indicated or you marry up routine Method 9 with Crashing Mis-U Finding and all of its steps where the person isn't making it otherwise. And you'll find the elusive misunderstood or Crashing Mis-U is not so elusive after all. It will come plainly into view—ripe for the plucking!

L. RON HUBBARD
Founder

Word Clearing Series 64RB

THE MISUNDERSTOOD WORD DEFINED

Refs:

HCOB 23 Mar. 78RB	Word Clearing Series 59RB
Rev. 16.1.89	CLEARING WORDS
HCOB 25 June 71R	Word Clearing Series 3R
Rev. 25.11.74	BARRIERS TO STUDY
HCOB 26 Mar. 79RB	Esto Series 35RB
Rev. 2.9.79	Word Clearing Series 60RB
	Product Debug Series 7R
	MISUNDERSTOOD WORDS AND CYCLES OF ACTION

“MIS-UNDERSTOOD” or “NOT-UNDERSTOOD” are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don’t know—a “not-understood.”

A “not-understood” is a misunderstood, but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD *WORD* OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. A *FALSE (TOTALLY WRONG) DEFINITION*: A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

Example: The person reads or hears the word “cat” and thinks that “cat” means “box.” You can’t get more wrong.

Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. AN *INVENTED DEFINITION*: An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition, he invents one for it. This is sometimes difficult to detect because he is certain he knows it; after all, he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called “a girl” by his pals when he refused to do anything daring. He invents the definition of “girl” to be “a cowardly person.”

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it, “a foul curse,” and regards it accordingly in everything he reads.

3. *AN INCORRECT DEFINITION:* A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word “computer” and thinks it is “typewriter.” This is an incorrect meaning for “computer” even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. *AN INCOMPLETE DEFINITION:* A definition that is inadequate.

Example: The person reads the word “office” and thinks it means “room.” The definition of the word “office” is “the building, room or series of rooms in which the affairs of a business, professional person, branch of government, etc., are carried on.” (Ref: *Webster’s New World Dictionary of the American Language, College Edition*) The person’s definition is incomplete for the word “office.”

Example: The person sees an apostrophe (’) and knows that it means that something is owned (’s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word “can’t” and immediately tries to figure out who *can* is.

5. *AN UNSUITABLE DEFINITION:* A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence “I am *dress*ing a turkey.” The person’s understanding of “*dress*ing” is “putting clothes on.” That is *one* definition of “*dress*ing” but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition, he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn’t really make sense to him. The definition of “*dress*ing” that correctly applies in the sentence he has heard is “to prepare for use as food, by making ready to cook, or by cooking.” (Ref: *The Oxford English Dictionary*)

The person will only truly understand what he is hearing when he has fully cleared the word “*dress*ing” in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (–) in the sentence “I finished numbers 3–7 today.” He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. A *HOMONYMIC* (one word which has two or more distinctly separate meanings) *DEFINITION*: A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence “I like to box.” The person understands this sentence to mean that someone likes to put things in “containers.”

The person has the right meaning for the word “box,” but he has the wrong word! There is another word “box” which is being used in the sentence he has just read and means “to fight with the fists, to engage in boxing.” (Ref: *Oxford American Dictionary*)

The person has a misunderstanding because he has a homonymic definition for the word “box” and will have to clear the second word “box” before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word “period” in the sentence “It was a disorderly period in history” and knowing that “period” comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstandings can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing “When my *Honey* walks down the street.” The person thinks “a thick, sweet, syrupy substance that bees make as food from the nectar of flowers and store in honeycombs” is walking down the street! He doesn’t know the informal definition of “honey” which is “sweet one; darling; dear: often a term of affectionate address” which is how it is being used in the song. (Ref: *Webster’s New World Dictionary of the American Language, College Edition*)

7. A *SUBSTITUTE* (*SYNONYM*—a word which has a similar but not the same meaning) *DEFINITION*: A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word “portly” and thinks the definition of the word is “fat.” “Fat” is a synonym for the word “portly.” The person has a misunderstanding because the word “portly” means “large and heavy in a dignified and stately way.” (Ref: *Webster’s New World Dictionary of the American Language, College Edition*) The person does not have the full meaning of “portly” if he thinks it just means “fat.”

Knowing synonyms for words increases your vocabulary but it does not mean you understand the *meaning* of a word. Learn the full definition for a word as well as its synonyms.

8. *AN OMITTED* (*MISSING*) *DEFINITION*: An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line “The food here is too rich.” This person knows two definitions for the word “rich.” He knows that “rich” means “having much money, land, goods, etc.” and “wealthy people.” Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up “rich” in a small paperback dictionary, he would probably still be stuck with his misunderstanding. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good-sized dictionary to ensure it gives him the omitted definition which is “(of food) containing a large proportion of fat, butter, eggs or spices, etc.” (Ref: *Oxford American Dictionary*)

Example: The person reads “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in *The American Heritage Dictionary* and wonders if it is temperature or money or sports for “foul” or maybe the money “franc.” The text doesn’t refer to France so he can’t figure it out. Omitted in *The American Heritage* is the photography definition of “f” which simply means “the number which shows the width of the hole the light goes through in the lens.” The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary, which is an error in the language itself.

9. A *NO-DEFINITION*: A no-definition is a “not-understood” word or symbol.

Example: The person reads the sentence “The business produced no lucre.” No understanding occurs, as he has no definition for “lucre.” The word means “riches; money: chiefly a scornful word, as in *filthy lucre*.” (Ref: *Webster’s New World Dictionary of the American Language, Student Edition*) It isn’t that he has the word incorrectly, unsuitably or any other way defined; he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

Example: The person sees a dot at the end of a word on a printed page and having no definition for “a period (.)” tends to run all of his sentences together.

10. A *REJECTED DEFINITION*: A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstanding on the word, he may refuse to have it explained or look it up.

Example: The person refuses to look up the word “mathematics.” He doesn’t know what it means, he doesn’t want to know what it means, and he won’t have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn’t know what he was supposed to study, he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion, it turns out that every time he sees an asterisk on the page he knows the material will be “very hard to read” and is “literary,” “difficult” and “highbrow.”

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled, he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good-sized dictionary or more than one dictionary or textbook or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol, as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of “misunderstood” and “not-understood” and their different types must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition, he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of “misunderstood” and “not-understood” should be very well known, as it will often be necessary to clarify them to the person being word cleared.

Good reading.

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HCO BULLETIN OF 23 AUGUST 1979

Issue I

Remimeo
Word Clearers
Cramming Officers
Supervisors
Estos
Tech/Qual

Word Clearing Series 65

Product Debug Series 6

CRASHING MIS-Us, BLOCKS TO FINDING THEM

Refs:

HCOB 17 June 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 8 Sept. 64	OVERTS, WHAT LIES BEHIND THEM?
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 7 July 64	JUSTIFICATIONS
HCOB 21 Jan. 60	JUSTIFICATION
HCOB 5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB 6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

It may occur in Crashing Mis-U Finding that no Crashing Mis-U can be found even though it is obvious from the person's inability to complete a cycle of action or get out a product that a Crashing Mis-U must exist.

It is vital, in attempting to find someone's Crashing Mis-U, that one does not abandon the search simply because, on enquiry, the person is unable to come up with anything. It may take skill and hard work to uncover the Crashing Mis-U but it must be found, no matter how arduous the search. The completion of the cycle of action and the accomplishment of the product depend on locating and clearing up the Crashing Mis-U that is getting in the way.

Crashing Mis-Us can be buried. They can be buried by:

- A. Other Mis-U words
- B. Overts or withholds
- C. False data
- D. Justifications
- E. Service facsimiles.

Any one of A, B, C, D or E above or a combination of these can prevent one from finding the Crashing Mis-U. One handles by:

- a. Clearing up the other Mis-U's
- b. Pulling the overts or withholds
- c. Stripping off the false data
- d. Getting off the justifications
- e. Handling the service facsimile or sending the person to an auditor to get audited on it.

If the Word Clearer came across the situation where no Crashing Mis-U could be found despite obvious indications that one existed, he would check for each of the above blocks in turn and handle anything there was to handle on each point. After handling one of the above blocks, he would recheck for the Crashing Mis-U, and if still not available to be found and cleared, he would proceed to check the next block and so on until the Crashing Mis-U was found and cleared. One would check for the blocks in the sequence given (A-E) and only go so far as necessary to uncover the Crashing Mis-U.

CRASHING MIS-U's

The full handling of a Crashing Mis-U itself will be found in:

HCOB 17 June 79	CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 18 June 79R Rev. 27.6.88	THE CRASHING MIS-U REPAIR LIST-LC1
HCOB 16 July 79	THE "ELUSIVE" MIS-U OR CRASHING MIS-U
HCOB 26 Mar. 79RB Rev. 2.9.79	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCOB 7 July 79	CRASHING MIS-U DEFINITION

A. OTHER MISUNDERSTOODS

Ref:
Word Clearing Series

The person may have Mis-U's and confusions which are obscuring the *Crashing* Mis-U. In attempting to find the Crashing Mis-U one might have to find and clear these other Mis-U's before the person can locate the Crashing Mis-U which has been buried by these other Mis-U's and which is hanging up the cycle of action or the product.

A Crashing Mis-U is a Mis-U that crashes a subject and crashes a person. It is straight on the subject-line that is giving trouble and is totally blocking the person's comprehension of the subject. This is not to be confused with other Mis-U's. These would include grammatical Mis-U's, Mis-U's on disrelated subjects or Mis-U's on simple words. A Crashing Mis-U is quite different. It is directly on the subject and it totally blocks the person's understanding of the subject and stops any cycles of action or products on that line.

HANDLING: Other Mis-U's obscuring the Crashing Mis-U are located and cleared using any of Word Clearing Methods 2-9 or a combination of these. One



might have to do Method 2 and Method 4 on certain materials, for example, before the Crashing Mis-U can then be located. Method 9 is a very thorough and fruitful method of word clearing materials. By whatever method, the Mis-U's are found and cleared. Any Mis-U's that come up during Crashing Mis-U Finding are immediately cleared. This does not mean, however, that one has found the Crashing Mis-U. One has simply unburdened it.

B. OVERTS AND WITHHOLDS

Ref:
Academy Class II Materials

As covered in HCOB 8 Sept. 64, OVERTS, WHAT LIES BEHIND THEM? overts and withholds can enter in after the person encounters a misunderstood word or symbol on the subject or in the area. Having committed the overt, the person may now be withholding so hard that it can become impossible to get his attention onto the Mis-U word that comes earlier in time and is more basic than the withhold.

An example of this would be someone who had broken a machine as a result of trying to operate it over his Mis-U on how it worked. His attention would become so caught up with withholding this overt that he might not be able to confront the area at all, let alone find the underlying Crashing Mis-U.

The person's withholds on the subject of the area not only prevent him from talking about it sensibly to the person trying to find his Crashing Mis-U's, but also tend to withhold him from the subject itself. He won't be able to think well on that subject because he is withholding data concerning it. The person might also be frightened of punishment or discipline if he did reveal his overt. Therefore, communication with the Crashing Mis-U Finder or the subject also may block up his memory or his ability to think on the subject, and so a Crashing Mis-U can be buried totally out of sight.

HANDLING: The handling of O/Ws would depend on whether or not one was using a meter for the Crashing Mis-U Finding.

In metered Crashing Mis-U Finding one would ask:

"Concerning (subject under discussion) is there anything you are withholding?" and if it was reading, one would handle per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN. Suppress and False could be used as needed.

One could also check and handle:

"Concerning (subject under discussion) have you committed any overt?"

"Concerning (subject under discussion) has a withhold been missed?"

In nonmetered Crashing Mis-U Finding one could ask the person if he had any overt or withhold concerning the subject under discussion. Very often, if one is in good communication with the person and there is no accusativeness or duress, he will say, "Well, actually, I didn't want to tell anyone but I lost all the ruddy rods," or whatever the withhold was. In nonmetered asking for overts or



withholds, one must get the person meter checked immediately afterwards to ensure nothing gets missed. It goes without saying that a person can get very misemotional or blow or get very angry with the Crashing Mis-U Finder if you miss a withhold on him. So don't be surprised if you get a sudden blowup when you use unmetered overt or withhold questions.

C. FALSE DATA

Ref:

HCOB/PL 7 Aug. 79

FALSE DATA STRIPPING

A person who has been given and has accepted false data or false definitions on a subject may become convinced that he "knows" the words when in fact the data and definitions may be entirely false. This may even prevent the misunderstands from reading on the meter. It can certainly bury a Crashing Mis-U because the person's certainty that he "knows" the data will prevent him from looking for the Crashing Mis-U which is blocking him from getting products.

HANDLING: One handles false data by stripping it off exactly per HCOB/PL 7 Aug. 79, FALSE DATA STRIPPING. This is a procedure which locates the false data and then blows it by recall. It is an extremely effective way of getting off the false data which is blocking the person's understanding of a subject by giving him a false understanding.

D. JUSTIFICATIONS

Refs:

HCOB 21 Jan. 60

JUSTIFICATION

HCOB 7 July 64

JUSTIFICATIONS

A person can have a defense mechanism whereby he justifies having a Crashing Mis-U by giving reasons why it is okay not to understand the subject or area. He explains why he doesn't have to understand and makes others wrong for trying to set him straight on it. Examples of this would be:

"I'm new and haven't been at it too long."

"I have to spend so much time on my post, I don't have time to learn about it."

"Only a professional could really understand this."

"No one really knows anything about that subject anyway."

"They keep changing the terminology so how could I learn it?"

HANDLING: The handling of justifications is covered in HCOB 7 Aug. 79, FALSE DATA STRIPPING, which has several questions in the section on locating the false data which are designed to pull off the person's justifications for failure to understand a subject or inability to turn out professional products in an area. Basically, the questions ask for anything that makes it okay not to know a particular subject or not to get results with that subject. When the justifications are located, they are blown with recall, just as with false data in general.

If there are no justifications present or if the trouble does not resolve with pulling off justifications, then it will be handled with the next section—service

facsimiles—since justifications as used here are really a specialized kind of self-serving service facsimile. Justifications and service facsimiles are actually cousins.

E. SERVICE FACSIMILES

Refs:

Academy Class IV Materials

HCOB	5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB	6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB	6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

A service facsimile is an idea someone uses to make himself right and others wrong. These ideas are held in by engrams. For the purposes of Crashing Mis-U Finding, they can be handled by recall.

If you are trying to find someone's Crashing Mis-U and he has a service facsimile getting in the way, then his efforts will be taken up entirely with trying to make himself right and you and others wrong and you will not be able to get to the Crashing Mis-U. He would even feel made wrong if a Crashing Mis-U *was* found.

One person who was being checked for a Crashing Mis-U in an area in which she was goofing could not even see her goofs, let alone a Crashing Mis-U. Eventually she admitted that she had the idea that she could not be wrong regarding this particular subject. When this was spotted and cleared up, the Crashing Mis-U could be located and the whole area straightened out.

HANDLING: If the person is manifesting the symptoms of a service facsimile or if the failure to find a Crashing Mis-U where one obviously must exist is not resolved with A-D above, then the Word Clearer would ask, "Is there some idea you are using which makes you right and others wrong?" and two-way comm with him about it without getting into listing for an item. Usually, the person will give up the service facsimile and realize that he has been making himself right and others wrong. He will feel very relieved to have spotted it and will be able to look for and find his Crashing Mis-U. If, however, the service facsimile does not come up on request and two-way comm, then the person should be sent for handling by an auditor on service facsimiles.

CAUTIONS

The remedies given in this HCOB must be understood to be remedies for inability to locate the Crashing Mis-U—they are not substitutes for standard application of the tech of finding and clearing Crashing Mis-Us.

One would always begin with the standard approach to finding the Crashing Mis-U and, if none was found, only then would one check for and handle each of the blocks given above in the sequence given.

If one found something on any of A-E above, one would handle it and then check again for the Crashing Mis-U. One does not automatically check all of

A–E. The sole idea is to handle whatever is burying the Crashing Mis-U, and as soon as that has been achieved, one returns to Crashing Mis-U Finding.

If half way through the False Data Stripping, for example, the person realizes he has had a Crashing Mis-U on _____, then that's it. You wouldn't now continue the False Data Stripping. You would complete the step you were on and then end off.

The same goes for any of the remedies. As soon as the Crashing Mis-U is found or findable, the purpose of the remedy has been achieved and that would be it.

As it is fatal to miss a withhold on someone, it is very important that any withhold pulling done is thorough and goes to real VGIs whether it is metered or unmetered. Withhold pulling off the meter must be followed by a meter check, whether anything is found or not.

Similarly, in asking for a service facsimile, it is possible to start the person listing, and if he gets sick or caves in later, one must assume that this has occurred and get the action repaired in session rapidly.

Note: Of course, if the person is PTS and dramatizing creating problems, you may not be able to get anywhere at all until he has been run on Clay Table De-PTSing to full EP.

These cautions are not given here to make it look difficult or dangerous to do Crashing Mis-U Finding. It is usually very straightforward. However, if one is going to get results every time, he must be aware of the possible errors or barriers that he may run into and should know how to handle them.

SUMMARY

Sometimes Crashing Mis-U Finding draws a blank even though there is plenty of evidence that a Crashing Mis-U exists.

Other misunderstands, overts or withholds, false data, justifications and service facsimiles can bury the Crashing Mis-U.

If one runs into this situation, one must not abandon the Crashing Mis-U Finding, as the person will continue to have difficulty and will not get out his products.

The answer is to handle the blocks that are preventing the Crashing Mis-U from being found and then find and clear the Crashing Mis-U.

Then one can get the spectacular results of this miracle tech every time.

L. RON HUBBARD
Founder



Word Clearing Series 66

CONCEPTUAL UNDERSTANDING

People who have no idea of concept get bogged into terms and mechanics. They can't operate at the level of concept and are extremely literal.

If anybody did this, he couldn't do otherwise than find himself mixed up in tanglefoot. It does a lot of good to clean up his tanglefoot and meanings of words, but unless this gets him up to conceptual thinking, he'll just continue to get in more and more tanglefoot.

Understanding is conceptual. You could handle things, objects and symbols endlessly without achieving understanding or real communication unless one finally was able to graduate up to conceptual comprehension.

People who are literal rather than literate simply haven't achieved conceptual understanding.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 FEBRUARY 1981R
REVISED 25 JULY 1987

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming Officers
Auditors
C/Ses
Tech/Qual

Word Clearing Series 67R

DICTIONARIES

Refs:

HCOB 17 Sept. 71	Word Clearing Series 24 LIBRARY
HCOB 19 June 72	Word Clearing Series 37 DINKY DICTIONARIES
HCOB 23 Mar. 78RA Rev. 14.11.79	Word Clearing Series 59RA CLEARING WORDS
HCOB 17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

A **DICTIONARY** is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter), I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is available in most bookstores and is published by New World Dictionaries/Simon & Schuster. It is a hardbound volume and does not contain derivations. When using this dictionary, a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list



derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books and in hardback by Oxford University Press.

Webster's New World Dictionary of the American Language, Student Edition:

This is an intermediate-level American dictionary which includes derivations. It is published by New World Dictionaries/Simon & Schuster and is available in most bookstores.

The Random House College Dictionary:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one-volume American dictionary published in the US by Random House, Inc., and in Canada by Random House of Canada, Limited.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language, College Edition:

This is an American college dictionary published by New World Dictionaries/Simon & Schuster. It is a one-volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

The Concise Oxford Dictionary:

This is a very concise English dictionary but is not a simple or beginner's dictionary. It is a small, one-volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words, it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two-volume English dictionary and is a shorter version of *The Oxford English Dictionary*. It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly, it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is actually the principal dictionary of the English language. It consists of twelve volumes and several supplementary volumes. (There is a *Compact Edition of the Oxford English Dictionary* in which the exact text of *The Oxford English Dictionary* is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis. (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through twenty new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them, they will be able to order them for you.

From the dictionaries recommended here, a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. "Dinky dictionaries" are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drug-stores and grocery stores. Don't use a dinky dictionary.

DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans (USA) and English (Britain) define some words differently.

An English dictionary will have different applications of words that are specifically *English* (British). These usages won't necessarily be found in American dictionaries, as they are not part of the *American English* language. Different dictionaries have things in them which are unique to that language.

The Oxford English Dictionary is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use a British dictionary (or vice versa), but if he does, he should be aware of the above and check words in a dictionary of his own language as needed.

FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition, there is a handling that can be done. The first thing would be to ensure there are no misunderstandings in the definition in question, and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and textbooks should be on hand for reference.

If a student runs into an omitted definition or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

DERIVATIONS

A derivation is a statement of the origin of a word.

Words *originated* somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of "thermometer" is given in one dictionary as "THERMO + METER." Looking at the derivation of "thermo" it says it is from the Greek word *therme*, meaning *heat*. And the derivation of "meter" is given as coming from the French *metre*, which is from the Latin *metrum*, which is itself from the Greek *metron* meaning *measure*.) By understanding and using these fully capitalized words, a student can get a full picture of a word's derivation.

If a student has trouble with derivations, it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is *The Oxford Dictionary of English Etymology*, also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 31 MARCH 1982R
REVISED 29 DECEMBER 1988

Remimeo
Tech/Qual
Supervisors
STO Hat
SSO Hat
Ethics Officers

Study Series 11R
Word Clearing Series 68R

BASIC STUDY MISSED WITHHOLD

I think I have spotted the basic missed withhold on study which may underlie why many execs don't study. They go by MISUNDERSTOODS all the time in their *work!*

It is probably the missed withhold of going past MUs and of course those MUs won't then clean up because they are also a missed withhold.

So, probably, a reason MUs don't clean up is that they are also a missed withhold.

The remedy is to get off the missed withhold of having gone past MUs, handling it earlier-similar to F/N (per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN). Then locate the misunderstood words and clear each to F/N.

L. RON HUBBARD
Founder

Revision assisted by
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Remimeo
Tech/Qual
Word Clearers
Cramming Officers
Course Supervisors
Estos

Word Clearing Series 69

WORDS AND ASSOCIATIONS

Ref:

HCOB 23 Mar. 78RA
Rev. 14.11.79

Word Clearing Series 59RA
CLEARING WORDS

(The following material is from my research notes on study tech. It is released here for the first time to give further data on some of the fundamental theory underlying Word Clearing and study tech.)

A word may be difficult to grasp if it has unpleasant personal associations.

To define is sometimes not enough. One must also ask for examples. In giving these or demonstrating, unpleasant associations are discharged.

One might well conclude, were it not for a knowledge of even more basic causes, that general stupidity was only the sum of unpleasant associations grown too great to permit an approach to any word and thus cancelling any understanding, and that blindness and withdrawal were caused only by an accumulation of painful contacts with the objects of life.

To remedy either of these—stupidity or blindness and withdrawal—it is only necessary to coax a confrontation of the milder words or objects and thus reveal to the being that unpleasant associations were matters of past specialized significance rather than current general hostility.

Perhaps past-life forgottenness is only the dwindling spiral of retreat from unpleasant contacts, and old age itself might well be the vanishing of a life by retreating from it.

L. RON HUBBARD
Founder

THE STUDY SERIES

500
513

Study Series 1R

STUDY DEFINITIONS

The following definitions are applicable to Scientology study technology:

CHECKSHEET: A list of materials, often divided into sections, that give the theory and practical steps which, when completed, give one a study completion. The items are selected to add up to the required knowledge of the subject. They are arranged in the sequence necessary to a gradient of increasing knowledge of the subject. After each item there is a place for the initial of the student or the person checking the student out. When the checksheet is fully initialed, it is complete, meaning the student may now take an exam and be granted the award for completion. Some checksheets are required to be gone through twice before completion is granted.

CHECKLIST: A list of actions or inspections to ready an activity or machinery or object for use or estimate the needful repairs or corrections. This is erroneously sometimes called a "checksheet," but that word is reserved for study steps.

CHECKOUT: The action of verifying a student's knowledge of an item given on a checksheet.

TWIN CHECKOUT: When two students are paired, they check each other out. This is different than a Supervisor checkout.

SUPERVISOR CHECKOUT: A checkout done by the Supervisor of a course or his assistants.

THEORY: The data part of a course where the data as in books, tapes and manuals is given.

PRACTICAL: The drills which permit the student to associate and coordinate theory with the actual items and objects to which the theory applies. Practical is *application* of what one knows to what one is being taught to understand, handle or control.

TWIN: The study partner with whom one is paired. Two students studying the same subject who are paired to check out or help each other are said to be "twinned."

TWO-WAY COMM: The precise technology of a process used to clarify data with another for the other. It is not chatter. It is governed by the rules of

auditing. It is used by Supervisors to clear up blocks to a person's progress in study, on post, in life or in auditing. It is governed by the communication cycle as discovered in Scientology.

METER CHECK: The action of checking the reaction of a student to subject matter, words or other things, isolating blocks to study, interpersonal relations or life. It is done with an E-Meter.

COURSE SUPERVISOR: The instructor in charge of a course and its students.

COURSE ADMINISTRATOR: The course staff member in charge of the course materials and records.

TECH SERVICES: The activity which enrolls, routes, schedules, distributes the mail of and assists the housing of students.

STAR-RATE CHECKOUT: A very exact checkout which verifies the full and minute knowledge of the student of a portion of study materials and tests his full understanding of the data and ability to apply it.

ZERO-RATE: Material which is only checked out on the basis of general understanding.

BLOW: Unauthorized departure from an area, usually caused by misunderstood data or overts.

LEAVE OF ABSENCE: An authorized period of absence from a course granted in writing by a Course Supervisor and entered in the student's study folder.

ROLL BOOK: The master record of a course giving the student's name, local and permanent address and the date of enrollment and departure or completion.

QUAL: The Qualifications Division (Division V of an org) where the student is examined and where he may receive cramming or special assistance and where he is awarded completions and certificates and where his qualifications as attained on courses or in auditing are made a permanent record.

CRAMMING: A section in the Qualifications Div where a student is given high-pressure instruction at his own cost after being found slow in study or when failing his exams.

PROGRAMING: The overall planning for a person of the courses, auditing and study he should follow for the next extended time period.

STUDENT CONSULTATION: The personal handling of student problems or progress by a qualified consultant.

HC: A HUBBARD CONSULTANT is skilled in testing, two-way comm, consultation, programing, word clearing, debugging, and interpersonal relations. This is the certificate especially awarded to persons trained to handle personnel, students and staff. These technologies and special training were developed to

apply Scientology auditing skills to the field of administration especially. An HC is not an auditor but a consultant. HC is a requisite for FEBC, for staff.

SCHEDULING: The hours of a course or the designation of certain times for auditing.

OUT: Things which should be there and aren't or should be done and aren't are said to be "out," i.e., "Enrollment books are out."

IN: Things which should be there and are or should be done and are, are said to be "in," i.e., "We got scheduling in."

PACK: A pack is a collection of written materials which match a checksheet. It is variously constituted—such as loose-leaf or a cardboard folder or bulletins in a cover stapled together. A pack does not necessarily include a booklet or hardcover book that may be called for as part of a checksheet.

MANUAL: A booklet of instruction for a certain object or procedure or practice.

POINTS: The arbitrary assignment of a credit value to a part of study materials. "One page equals 1 point." "That drill is worth 25 points."

POINT SYSTEM: The system of assigning and counting up points for studies and drills that give the progress of a student and measure his speed of study. They are kept track of by the student and Course Administrator and added up each week as the student's statistic. The statistic of the course is the combined study points of the class.

COMPLETION: A "completion" is the completing of a specific course or an auditing grade, meaning it has been started, worked through and has successfully ended with an award in Qual.

SUCCESS STORY: The statement of benefit or gains or wins made by a student or a preclear or pre-OT to the Success Officer or someone holding that post in an org.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Study Series 2

CONFRONTING

The first requisite of any subject is the ability to confront the various components (things) (parts) (divisions) of the subject itself.

All misunderstands, confusions, omissions, alterations of a subject begin with failures or unwillingness to confront.

The difference between a good pilot and a bad pilot depends of course on consistent study and practice, but underlying this, determining whether the person *will* study and practice, is the ability to confront the components of study and airplanes.

A “quick study,” by which is meant a student who learns rapidly or a person who grasps a subject quickly, has a high ability to confront that subject.

In a dramatic profession, the wild animal trainer who could confront wild animals remained alive. The one who couldn’t confront was too slow of perception to live long.

In a more common line of work, the *fast* typist could confront study and typing in the first place and the slow typist couldn’t and can’t.

The confusions about “talent” and “native ability” and such are resolved to no small extent when one recognizes the role played by the ability to confront.

Basically, if one can just be there with it, he can *then* achieve the skill of communicating with whatever “it” is and handling it.

Thus, before communicating with the components of a subject can properly begin, one must be able to be there comfortably *with* the components of the subject.

All power depends upon the ability to hold a location. To communicate one must be able to hold to a location.

This is even true in the physical universe. You can’t move a chair unless you can hold a position yourself near the chair. If you don’t believe it, try it.

Thus the ability to communicate with precedes the ability to handle. But before one can communicate with something, one must be able to *be* in a location near it.

The age-old puzzle of how some scholars can get “A” on a subject they have studied and then not be able to *apply* even a scrap of the data is resolved by this fact of confronting. They can confront the book, the class and the thought. But they haven’t attained the ability to confront the *physical objects* of the subject.

At least such “glib” students can confront the book, the paper, the thought. They are part-way there.

Now all they need to do is confront as well the physical things to which the subject is applied and they would be able to apply what they know.

Some people are not so lucky as to be “glib” students. They have to work up to “being there” with the book, paper, classroom and teacher.

Thus “confronting” is actually the ability to be there comfortably and perceive.

Amazing reactions occur when conscious effort is made to do this. Dullness, perception trouble, fogginess, sleep and even pains, emotions and convulsions can occur when one knowingly sets out to **BE THERE AND COMFORTABLY PERCEIVE** with the various parts of a subject.

These reactions discharge and vanish as one perseveres (continues) and at last, sometimes soon, sometimes after a long while, one *can* be there and perceive the component.

As one is able to confront one part, he then finds it easier to confront other components.

People have mental tricks they use to get around actual confronting—to be disinterested, to realize it’s not important, to be sort of half-dead, etc.,—but these discharge (run out) as well eventually and at last they can just be there and comfortably perceive.

Eye blinks, swallows, twitches, aches, pains, are all systems of interrupting confronting and are the symptoms of discomfort. There are many of these. If they are present, then one is not just being there and perceiving.

Confronting on a via (using a relay point) is another method of ducking out of it.

The worst off cannot even tolerate the idea of being there and perceiving anything. They run away, even go into emotional fits rather than be there and perceive. Such people’s lives are a system of interruptions and vias, all substitutes for confronting. They are not very successful. For success in life depends not on running away from it but by being there and perceiving it and then being able to communicate with it and handle it.

TERMS

“A gradient scale” means a gradual increasing condition of, or a little more of, little by little.

A “skipped gradient” means taking on a higher degree or amount before a lesser degree of it has been handled. One has to go back and handle the missed degree or thing or else one will have just loses on a subject thereafter.

“Flattening” something means to do it until it no longer produces a reaction.

“Overrunning” something means accumulating protests and upsets about it until it is just a mass of stops. Anyone can do anything forever unless he begins to stop it.

“Invalidation” means a refuting or degrading or discrediting or denying something someone else considers to be a fact.

GRADIENTS

Some of the things one would have to be able to be there and perceive in order to study, placed in a graduated scale of increasing difficulty are:

Beginning at all

The classroom or work space

Paper

Books

Writing materials

Sounds

A student

The Supervisor

The area of the study subject’s physical components

The motionless equipment of the subject

The moving equipment of the subject

Masses connected with the subject

The subject as a whole.

The next stages would have to be confronting while moving. This requires a consecutive being there and perceiving even though one is occupying different locations.

The next stages would be confronting selectively while moving despite other things seeking to distract.

This bulletin is not an effort to set out the numerous confronting drills. It is intended to set out the various axioms or laws necessary to an understanding of the subject of confronting itself.

From these brief notes all the axioms can be derived.

The fundamental and basic simplicities of confronting itself is the first thing that must be grasped. All complexity surrounding any subject or action is derived (comes from) a greater or lesser inability to confront.

L. RON HUBBARD
Founder

Study Series 3

CONFRONTING, ADDITION

Ref:
HCOB 2 June 71 I Study Series 2
CONFRONTING

In reference to the gradient of study objects to confront, under the item “paper” the following procedure applies:

The student would confront an HCO PL or an HCOB. It is tacked to the wall upside down so it can't be read. The student sits in a chair and confronts it. It is not the significance of the bulletin that the student is confronting, it is the bulletin itself, the physical object. This is continued until the student is able to be there and comfortably perceive the upside down bulletin. It is usually done for 2 hours, no blink, no swallow, no twitch. Once this is accomplished, the student moves to the next gradient per the list in HCOB 2 June 71 I, Study Series 2, CONFRONTING.

L. RON HUBBARD
Founder

Assisted by
Distribution Aide

Establishment Officer Series 17

Study Series 4

CHINESE SCHOOL

As very few westerners have ever seen a Chinese or Arab school in progress, it is very easy for them to miss the scene when one says "Chinese school."

The term has been used to designate an action where an instructor or officer, with a pointer, stands up before an assembled class and taps a chart or org board and says each part of it.

It is very funny to one who knows or has heard a real Chinese school to see the class sitting there silently. This is strictly a Western pattern. This is how teacher does it in Omaha or Cornell. But never in Shanghai!

A Chinese class sings out in UNISON (all together) in response to the teacher. They *participate!*

The only Western near equivalent is a German beer hall where the audience choruses items sung out by the song leader.

Chinese school, then, is an action of class vocal participation. It is a very lively loud affair. It sounds like chanting.

In a real Chinese school the response is so timed that although spoken by many voices it is quite easy to tell what answer is being chorused.

It is essentially a system that establishes instant thought responses so that the student, given "2 x 2" thinks instantly "4."

For example, the instructor, tapping a big multiplication chart cries, "Two times two." The class in one voice cries, "Four." Instructor: "Five times two." Class: "Ten." And so on and on and on by the *hour*.

This gets more complex when, let us say, the maxims of good conduct or the Koran are being taught. In such cases the tablets or scrolls are on the wall. The teacher calls chapter and verse and the students chant it.

You could teach the Laws of Listing and Nulling, the Auditor's Code, Axioms and so on in this way.

The tools are the same—an instructor, a pointer, a chart or set of pictures or big scrolls, a class.

There are two steps in such teaching.

- A. The instructor taps and says what it is. Then asks the class what it is and they chant the answer.
- B. When the class has learned by being told and repeating, the instructor now taps with the pointer and asks and the class chants the correct answer.

DRILL

The instructor himself has to grasp the drill.

Here is how it would go on an org board.

A.

Instructor taps Div 1. "This is Division 1 HCO Division."

Class chants, "Division 1 HCO Division."

Instructor taps Div 6. "This is Division 6 Distribution Division."

Class: "Division 6 Distribution Division."

And so on until all divisions have been named a few times.

B.

Instructor taps Div 1. "What is this?"

Class: "Division 1 HCO Division."

Instructor taps Div 4. "What is this?"

Class: "Division 4 Tech Division."

And so on and on. The divisions are then considered trained-in on the class.

Next one would go to departments. Then to philosophic names of departments. Then to sections. Then one would go to the titles of each division head. Then to dept heads, etc., etc.

If one had a function org board of what each div and department and post *did* one would go on with the same thing.

A Chinese school drill run for a short period each day will eventually cover an enormous amount of org board.

Newcomers to the drill have to be schooled-in to catch up or join a new class.

Anything can be taught by Chinese school that is to be learned by rote. The parts and actions are always the same.

There is also a version that uses a text, preferably with a copy of it in each student's hands. It sounds the same.

One is limited only by what he can put on a chart or even in a text where each student has a copy of the text open before him.

Crude charts are easy to draw up with a felt (heavy ink) pen. The size of a chart is determined by the ability of the students furthest away to see it easily.

Cloud types, pictures to be named in a foreign language, even slides of airplane types, anything can be Chinese schooled that is to be learned verbatim. And you'd be surprised how many things should be. And if they aren't the person has a shaky foundation under the subject.

Care should be taken to define strange words. But it is not really a problem or exercise in Word Clearing. It is verbatim rote teaching.

And it works.

And is lots of fun.

L. RON HUBBARD
Founder

Study Series 5R

**THE PRIMARY CORRECTION RUNDOWN
REVISED**

Refs:

LRH ED	174	Int	STUDY AND TECH BREAKTHROUGH
LRH ED	178	Int	SUPER-LITERACY
HCOB	4 Apr. 72		THE PRIMARY RUNDOWN (<i>REVISED</i>)
	Rev. 30.5.72		
HCOB	25 Oct. 71	II	THE SPECIAL DRUG RUNDOWN*
HCOB	20 Apr. 72	II	C/S Series 78
			PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION
HCO PL	3 May 72		ETHICS AND EXECUTIVES
HCO PL	5 Apr. 72	I	PTS TYPE A HANDLING**
HCOB	4 Feb. 72		STUDY CORRECTION LIST REVISED***
HCOB	21 June 72	III	METHOD 7
HCOB	21 June 72	IV	METHOD 8

WHAT IT IS

The Primary Correction Rundown is a rundown given:

- a. To a person who fails the Primary Rundown because of high or low TA or study troubles.
- b. To every Course Supervisor regardless of his TA.
- c. To persons whose literacy level is not adequate to do the Primary Rundown.
- d. To persons on drugs or who have been on drugs.
- e. To auditors who go too often to Cramming.
- f. Auditors whose auditing errors show up later on pcs.

*[Editor's Note: HCOB 4 Apr. 72, THE SPECIAL DRUG RUNDOWN was not written by LRH and was subsequently turned into a BTB and then cancelled.]

**[Editor's Note: HCO PL 5 Apr. 72 I, PTS TYPE A HANDLING, has since been cancelled and replaced by HCO PL 20 Oct. 81R, Rev. 10.9.83, same title.]

***[Editor's Note: HCOB 4 Feb. 72, STUDY CORRECTION LIST REVISED, was written by other than LRH and was later turned into a BTB. The current student correction lists are found in Subject Volume 4 in the section "Student Lists."]

5. Case handling. Program by C/S to cover obvious outnesses, GF Method 5, GF 40XR and other actions needful. (If chronically ill or has a psychotic history, should be run on Expanded Dianetics, if available. If not by Objective Processes and Dianetics.) (Can also be run on Triple or Expanded Grades.)

Declared at Examiner. _____

6. The Why of not studying if never studied before in an org or not using study tech. Done as a BD F/N item.

Declared at Examiner. _____

7. The STUDY CORRECTION LIST REVISED, HCOB 4 Feb. 72. Assess Method 5 with good TRs, good impingement, good metering. Handle in full. If PTS shows up again, do full PTS RD. Handle to a full F/Ning list on final assessment.

Declared at Examiner. _____

8. Method 7 HCOB 21 June 72 III, METHOD 7. Done by a Word Clearer.

Declared at Examiner. _____

9. Review of grammar by a Word Clearer M4 with student studying between checks by himself and reporting daily. Use a simple grammar such as that developed for foreign language students. Do not use an American dictionary and an English grammar or vice versa, either both American or both English. Must check out clean on Method 4 and know about grammar.

Declared at Examiner. _____

10. Method 1 Word Clearing HCOB 30 June 71, revised to 11 May 72, Word Clearing Series 8RB, STANDARD C/S FOR WORD CLEARING IN SESSION, METHOD ONE. All the misunderstood background words of all words on the list must be cleared. The list must F/N.

Declared at Examiner. _____

11. Method 8, HCOB 21 June 72 IV, METHOD 8, Study Tapes.

Declared at Examiner. _____

12. Method 8, Student Hat.

Declared at Examiner. _____

WITH A FINAL CHECKOUT AT EXAMINER THE PERSON MAY BE DECLARED SUPER-LITERATE.

This is the whole of the Primary Correction Rundown.

L. RON HUBBARD
Founder



Remimeo

Study Series 6

PRIMARY RUNDOWN NOTE

Refs:

HCOB 30 Mar. 72

THE PRIMARY CORRECTION
RUNDOWN REVISED

LRH ED 174 Int

STUDY AND TECH BREAKTHROUGH

In going through the Study Tapes the first time, the student looks up every word.

On this first time he does not study for the sense of what is being said. He only listens to *words*.

In this and in Method 4 Word Clearing, when being checked he is asked, "What is the definition of _____ (word)?" He is NOT asked, "Do you know the meaning of _____ (word)?" To this he could answer "Yes" and believe he did. But when asked for the definition that he must then give, it is a different story entirely.

This is also the right way to handle *any* defining of words. M2, M4. As well as Methods 1 and 3.

Never let the student be unsure. Make him look it up.

You will find that it is the simple word, "as," "such," "from" that really bogs reading, not technical terms.

In the Study Tapes there are some photographic terms. Any photo dictionary can give these. Almost any camera store has such dictionaries.

SECOND TIME

The second time through the Study Tapes the student listens for the sense of the sentences.

It is very revealing to do the Primary Rundown in this fashion.

Some students are actually getting meaning out of something heard or read for the first time in their lives.

No wonder schoolchildren, by test, get more stupid each additional year of school. This has been established by actual test, that they do. Each year they just have a higher mountain of misunderstood words!

The Primary Rundown done HONESTLY is quite an adventure in opening up one's communication channels with life!

L. RON HUBBARD
Founder

Study Series 7

[*Note:* Study Series 7 does not exist as a numbered issue in this series. The issue originally assigned this number was written by other than LRH and has since been cancelled.]



Study Series 8

THE GLIB STUDENT

The glib student can confront the words and ideas.

He cannot confront the physical universe or people around him and so cannot apply.

He does not *see* MEST or people.

The reason for this is that he is below Non-Existence on one or more dynamics and so cannot align with the others.

As a spirit or being in a body he has no past or future and so is just a social machine.

Getting him up the dynamics by conditions by "Conditions by Dynamics," HCO PL 4 Apr. 72, Esto Series 14, page 5, have him do general confronting and do TR courses the hard way and having him run on the Objective Processes cures this condition. It takes a lot of work, a lot of auditing but it *can be cured*.

Unless it is fully handled, he will never *see* enough more than the paper and words to be more than a glib student who cannot apply.

L. RON HUBBARD
Founder

Study Series 9

CONFRONT

There are several choices in English on the meaning of “confront.” These include the right one: “To face without flinching or avoiding.” An example in a sentence: “The test of a free society is its capacity to confront rather than evade the vital questions of choice.”

There is another meaning: “To stand facing or opposing, especially in challenge, defiance or accusation.”

English is a pretty limited language in many ways. I imagine the thought of facing something (which is what the word came from and originally meant *way back*—“frons” being “face”) was so horrifying to the types who write dictionaries they knew it would be bad!

In essence it is an action of being able to face.

If one cannot, if he avoids, then he is not AWARE.

Awareness is the ability to perceive the existence of. In the dictionary it also fails to confront that and says: “Awareness: the quality or state of being aware.” And “aware” means: “Marked by realization, perception or knowledge.”

So these chaps couldn’t confront and so conceived awareness to be figure-figure.

We are moving out of the range of language when we want to say:

“He could stand up to things and wasn’t always shrinking back into himself and avoiding, so he could be fully conscious of the real universe and others around him.”

And that’s what confront means.

If one can confront, he can be aware.

If he is aware, he can perceive and act.

If he can’t confront, he will not be aware of things and will be withdrawn and not perceiving. Thus he is unaware of things around him.

That’s the tech of it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 MAY 1981RA
REVISED 27 JUNE 1988

Remimeo
Class V Grad
Auditor Checksheet
C/Ses
Class V Grad and
above Auditors
and C/Ses
Tech/Qual

Study Series 10RA

STUDY GREEN FORM

Refs:

HCOB 2 July 78 NED Series 11
 DIANETIC STUDENT RESCUE INTENSIVE
HCOB 23 Nov. 69RB III STUDENT RESCUE INTENSIVE
Rev. 4.9.78

The Study Green Form is an analysis list which locates and indicates the handling of troubles with the subject of study, largely independent of or in addition to misunderstood words.

This list is used when a person cannot be hatted or trained. It is a major action that is programmed for by the C/S in order to find and handle what is wrong with a person's case *studywise*. It can also be used to cure the rebel or revolutionary student.

It will be found, on some pcs, that the subject of study has become so charged that the very idea of study itself has become traumatic. When a person becomes very misemotional about study, has persisting study troubles that do not clean up or when there are other indicators of study-connected engrams, the person should be given a Study Green Form followed by a Student Rescue Intensive.

The end phenomena of the Study Green Form is a person who knows he can study.

(Note: The Study Green Form should not be confused with the Word Clearing Correction List or other student lists such as the Student Correction List or the Student Rehabilitation List. Each of these lists has a distinct purpose as covered in HCOB 24 Oct. 76RA, C/S Series 96RA, DELIVERY REPAIR LISTS.)

Assess this list Method 3 or 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

If the pc has a big win, end off the session and let him have his win. When he is off his win, the list is then resumed and completed through to the end unless the EP of "person knows he can study" has been reached. Otherwise, it is completed all the way through to the end, in all cases. It is reassessed if necessary.



-
1. **HAVE YOU GONE EXTERIOR IN AUDITING?** _____
 (Check to make sure the read is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD *and* its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

 2. **HAS YOUR INT HANDLING BEEN MESSED UP?** _____
 (Assess and handle an Int RD Correction List. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA.)

 3. **HAS THERE BEEN A LIST ERROR?** _____
 (Find out which list and handle with an L4BRA.)

 4. **ON STUDY HAVE YOU BEEN GIVEN A WRONG WHY?** _____
 (L4BRA and handle.)

 5. **ON STUDY DO YOU HAVE AN ARC BREAK?** _____
 (ARCU CDEINR E/S to F/N.)

 6. **ON STUDY DO YOU HAVE AN ARC BREAK OF LONG DURATION?** _____
 (ARCU CDEINR E/S to F/N.)

 7. **ON STUDY DO YOU HAVE A PROBLEM?** _____
 (Itsa E/S itsa to F/N.)

 8. **ON STUDY ARE YOU WITHHOLDING ANYTHING?** _____
 (Get what, if discreditable find out who missed it. E/S to F/N.)

 9. **DID YOU EVER KNOWINGLY GO BY MISUNDERSTOOD WORDS?** _____
 (Handle as a withhold E/S to F/N. Clear any misunderstands found, each to F/N.)

 10. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** _____
 (Pull the missed withhold E/S to F/N. Then clear each misunderstood he went past, each word to F/N.)



11. **HAVE YOU HAD EARLY BAD AUDITING?** _____
(L1C Method 3 on early auditing.)
12. **WAS WORD CLEARING DONE IN THE MIDDLE OF ANOTHER INCOMPLETE AUDITING CYCLE?** _____
(2WC to F/N. Get which cycle pc is on and by folder inspection evaluate which one needs to be completed first—make sure it is fully noted on the pc’s program to complete word clearing if the other action is handled first.)
13. **DO YOU HAVE AN INCOMPLETE TRs COURSE?** _____
(2WC to F/N. Pgm to complete TRs course.)
14. **ON STUDY HAVE YOU HAD TROUBLE WITH CLEARING WORDS?** _____
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.)
15. **ON STUDY IS THERE BYPASSED CHARGE ON WORD CLEARING?** _____
(WCCL and handle.)
16. **DO YOU HAVE TROUBLE WITH WORDS?** _____
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.)
17. **DO YOU HAVE MISUNDERSTOODS FROM YOUR EARLIER SCHOOLING?** _____
(Itsa E/S itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.)
18. **ON STUDY HAS YOUR WORD CLEARING BEEN MESSED UP?** _____
(WCCL and handle.)
19. **DON’T YOU WANT TO STUDY?** _____
(Find out if there was a time when he did want to study and someone invalidated this and clean it up. Otherwise ask, “Tell me about why you don’t want to study,” and 2WC to F/N.)
20. **HAS THERE BEEN NO AUDITING ON THE SUBJECT OF STUDY?** _____
(Itsa E/S itsa to F/N.)
21. **HAVE YOU BEEN MADE TO STUDY BECAUSE SOMEONE ELSE DEMANDED IT?** _____
(Itsa E/S itsa to F/N.)
22. **HAVE YOU HAD TO STUDY WHEN YOU DIDN’T WANT TO?** _____
(Itsa E/S itsa to F/N.)



23. **ON STUDY HAS THERE BEEN AN INJUSTICE?** _____
 (Itsa E/S itsa to F/N.)
24. **HAS ETHICS ACTION EVER BEEN TAKEN ON YOU FOR NOT APPLYING STUDY TECH?** _____
 (Itsa E/S itsa to F/N.)
25. **SHOULD ETHICS ACTION HAVE BEEN TAKEN ON YOU FOR FAILING TO APPLY STUDY TECH?** _____
 (Itsa E/S itsa to F/N.)
26. **HAVE YOU BEEN THREATENED INTO STUDYING?** _____
 (Triple or Quad Recalls on being threatened into studying.
 F1: Recall a time you were threatened into studying.
 F2: Recall a time you threatened another into studying.
 F3: Recall a time others threatened others into studying.
 F0: Recall a time you threatened yourself into studying.)
27. **HAVE YOU BEEN PUNISHED INTO STUDYING?** _____
 (Triple or Quad Recalls on being punished into studying.
 F1: Recall a time you were punished into studying.
 F2: Recall a time you punished another into studying.
 F3: Recall a time others punished others into studying.
 F0: Recall a time you punished yourself into studying.)
28. **IS THERE PAIN CONNECTED WITH STUDY?** _____
 (Triple or Quad Recalls on pain connected to study.
 F1: Recall a time pain was connected to study.
 F2: Recall a time you caused another to have pain connected with study.
 F3: Recall a time others caused others to have pain connected with study.
 F0: Recall a time you caused yourself to have pain connected with study.)
29. **HAVE YOU BEEN MADE TO STUDY WHEN YOU HAD NO WILLINGNESS TO KNOW?** _____
 (Itsa E/S itsa to F/N.)
30. **HAVE YOU BEEN MADE TO FEEL BAD ABOUT DOING POORLY IN STUDY?** _____
 (Itsa E/S itsa to F/N.)
31. **HAVE YOU BEEN ASHAMED OF YOUR SCHOOL GRADES?** _____
 (Itsa E/S itsa to F/N.)
32. **HAVE YOU BEEN MADE TO FEEL LIKE A SOCIAL OUTCAST BECAUSE YOU DIDN'T DO WELL IN SCHOOL?** _____
 (Itsa E/S itsa to F/N.)

33. **HAVE YOU BEEN PUSHED TO GET GOOD GRADES?** _____
 (Itsa E/S itsa to F/N.)
34. **HAVE YOU BEEN ASHAMED OF NOT FINISHING HIGH SCHOOL?** _____
 (Itsa E/S itsa to F/N.)
35. **WERE YOU MADE TO THINK YOU'D FAILED BECAUSE YOU DIDN'T GO TO COLLEGE (UNIVERSITY)?** _____
 (Itsa E/S itsa to F/N.)
36. **HAS SOMEONE TOLD YOU YOU WERE A BAD STUDENT?** _____
 (Itsa E/S itsa to F/N.)
37. **HAVE YOU BEEN RIDICULED IN FRONT OF OTHER STUDENTS?** _____
 (Itsa E/S itsa to F/N.)
38. **HAS THERE BEEN NO ONE TO SUPERVISE YOUR STUDY?** _____
 (Itsa E/S itsa to F/N.)
39. **ON STUDY HAS NO ONE SHOWN ANY INTEREST IN YOUR PROGRESS?** _____
 (Itsa E/S itsa to F/N.)
40. **HAVE YOU HAD BAD STUDY SUPERVISION?** _____
 (Itsa E/S itsa to F/N.)
41. **ON STUDY HAVE YOU HAD BAD COACHING?** _____
 (Itsa E/S itsa to F/N.)
42. **ON STUDY HAVE YOU BEEN INVALIDATED?** _____
 (Itsa E/S itsa to F/N.)
43. **HAVE YOU KNOWN IT WOULD NEVER DO ANY GOOD TO STUDY?** _____
 (Find out if there was a time when he felt it *did* matter if he studied and someone invalidated this. If so, clean it up. Otherwise ask, "Tell me about why it would never do any good to study," and 2WC to F/N.)
44. **ON STUDY HAVE YOU INVALIDATED YOURSELF?** _____
 (Itsa E/S itsa to F/N.)
45. **HAS SOMEONE TOLD YOU THAT YOU DON'T KNOW HOW TO STUDY?** _____
 (Itsa E/S itsa to F/N.)
46. **HAVE YOU BEEN FLUNKED WHEN YOU SHOULDN'T HAVE BEEN?** _____
 (Indicate. Rehab the point when he knew he had it.)



47. **ON STUDY HAD YOU MADE IT AND SOMEONE SAID YOU HADN'T?** _____
 (Indicate. Rehab the point when he made it.)
48. **HAS SOMEONE INVALIDATED WHAT YOU STUDIED?** _____
 (Itsa E/S itsa to F/N.)
49. **ON STUDY HAVE YOU BEEN MADE TO FEEL STUPID ABOUT A SUBJECT?** _____
 (Itsa E/S itsa to F/N.)
50. **HAVE YOU BEEN MADE WRONG BY A TEACHER?** _____
 (Itsa E/S itsa to F/N.)
51. **ON STUDY HAS SOMEONE TRIED TO CORRECT YOU WHEN THERE WAS NOTHING WRONG?** _____
 (Itsa E/S itsa to F/N.)
52. **HAVE YOU BEEN PREVENTED FROM STUDYING?** _____
 (Itsa E/S itsa to F/N.)
53. **HAVE OTHERS PREVENTED YOU FROM KNOWING?** _____
 (Itsa E/S itsa to F/N.)
54. **HAVE YOU BEEN REPRIMANDED FOR WANTING TO KNOW?** _____
 (Itsa E/S itsa to F/N.)
55. **WERE YOU NOT ALLOWED TO OBSERVE, UNDERSTAND AND DO?** _____
 (Itsa E/S itsa to F/N.)
56. **COULDN'T YOU STUDY BECAUSE OF THE DEMANDS OF A JOB OR POST?** _____
 (Itsa E/S itsa to F/N.)
57. **WAS THERE NO TIME TO STUDY?** _____
 (Itsa E/S itsa to F/N.)
58. **HAS THERE BEEN SOMETHING WRONG WITH THE STUDY ENVIRONMENT?** _____
 (Itsa E/S itsa to F/N.)
59. **HAVE YOU BEEN DISTURBED WHILE STUDYING?** _____
 (Itsa E/S itsa to F/N.)
60. **ON STUDY WAS SOMEONE MAD AT YOU?** _____
 (Itsa E/S itsa to F/N.)
61. **ON STUDY IS THERE AN ENGRAM IN RESTIMULATION?** _____
 (Indicate. Assess an L3RH and handle.)
 (On Clears or above, simply indicate the item. If no F/N, assess an L3RH but do no more than indicate the reading item[s]. Do NOT run any Dianetics.)

62. **DO YOU HAVE AN ENGRAM MATCHING PRESENT TIME STUDY?** _____
 (If so, run it out Narrative R3RA Triple or Quad.)
 (On Clears or above, simply indicate the item. If no F/N, assess an L3RH but do no more than indicate the reading item[s]. Do NOT run any Dianetics.)
63. **HAVE YOU BEEN OVERWHELMED ON STUDY?** _____
 (Itsa E/S itsa to F/N.)
64. **HAVE YOU BEEN CONNECTED TO SOMEONE WHO DIDN'T WANT YOU TO LEARN?** _____
 (Itsa E/S itsa to F/N.)
65. **HAVE YOU BEEN MADE TO FEEL A SUBJECT WAS DANGEROUS?** _____
 (Itsa E/S itsa to F/N.)
66. **DOESN'T STUDY TECH WORK ON YOU?** _____
 (Find out what didn't work and correct it to F/N VGIs and a win.)
67. **ON STUDY IS THERE SOMETHING YOU'RE CONFUSED ABOUT?** _____
 (Find out what it is and clear it up to F/N and VGIs.)
68. **ON STUDY HAVE YOU GONE PAST MISUNDERSTOODS?** _____
 (Assess a WCCL and handle.)
69. **HAVE YOU FAILED TO USE STUDY TECH?** _____
 (2WC to find out what he hasn't used. Itsa E/S itsa to F/N, then clear up any misunderstands that have come up.)
70. **ON STUDY WERE THERE NO DICTIONARIES?** _____
 (Itsa E/S itsa to F/N.)
71. **ON STUDY WERE THE DICTIONARIES INADEQUATE?** _____
 (Itsa E/S itsa to F/N.)
72. **ON STUDY WERE THE DICTIONARIES INCOMPREHENSIBLE?** _____
 (Itsa E/S itsa to F/N.)
73. **ON STUDY HAVE MATERIALS CONTAINED INCORRECT DATA?** _____
 (Itsa E/S itsa to F/N.)
74. **DID MATERIALS YOU TRIED TO STUDY CONTAIN OMITTED DATA?** _____
 (Itsa E/S itsa to F/N.)



- 75. **ON STUDY WERE YOU GIVEN NO TEXT?** _____
(Itsa E/S itsa to F/N.)
- 76. **ON STUDY WERE YOU GIVEN A FALSE TEXT?** _____
(Itsa E/S itsa to F/N.)
- 77. **HAVE YOU BEEN UNABLE TO FIND THE DATA YOU WANTED IN TEXTBOOKS?** _____
(Itsa E/S itsa to F/N.)
- 78. **HAS THE DATA IN BOOKS BEEN INCOMPREHENSIBLE?** _____
(Itsa E/S itsa to F/N.)
- 79. **HAVE YOU WANTED TO LEARN SOMETHING BUT YOU COULDN'T GET IT OUT OF A TEXTBOOK?** _____
(Itsa E/S itsa to F/N.)
- 80. **HAVE YOU STUDIED SOMETHING THAT WAS FALSE?** _____
(Itsa E/S itsa to F/N.)
- 81. **HAVE THERE BEEN DISAGREEMENTS WITH DATA?** _____
(Itsa E/S itsa to F/N.)
- 82. **ON STUDY HAS ANYONE TAUGHT OR GIVEN YOU FALSE DATA?** _____
(Itsa E/S itsa to F/N.)
- 83. **ON STUDY HAVE YOU RECEIVED VERBAL DATA?** _____
(Itsa E/S itsa to F/N.)
- 84. **HAS SOMEONE MADE YOU STUDY IMPROPERLY?** _____
(Itsa E/S itsa to F/N.)
- 85. **ON STUDY HAVE YOU BEEN MADE TO DO THINGS WRONG?** _____
(Itsa E/S itsa to F/N.)
- 86. **ON STUDY HAVE YOU BEEN PREVENTED FROM USING YOUR OWN JUDGMENT?** _____
(Itsa E/S itsa to F/N.)
- 87. **HAVE THERE BEEN ARBITRARY RULES ABOUT HOW YOU STUDY?** _____
(Itsa E/S itsa to F/N.)
- 88. **WAS THERE NO REASON FOR LEARNING SOMETHING?** _____
(Itsa E/S itsa to F/N.)
- 89. **IS THERE ANY REASON YOU SHOULD REMAIN IGNORANT?** _____
(2WC E/S to F/N.)



90. **IS KNOWLEDGE OF NO VALUE?** _____
(2WC E/S to F/N.)
91. **IS THERE SOMETHING OTHERS SHOULDN'T KNOW?** _____
(2WC E/S to F/N.)
92. **HAVE YOU EVER WILLFULLY KEPT YOURSELF FROM BEING INFORMED?** _____
(2WC E/S to F/N.)
93. **HAVE YOU HAD TO STUDY SOMETHING YOU WOULD NEVER NEED TO APPLY?** _____
(Itsa E/S itsa to F/N.)
94. **COULDN'T YOU GET RESULTS WITH WHAT YOU LEARNED?** _____
(Itsa E/S itsa to F/N.)
95. **HAVE YOU STUDIED ONLY TO PASS AN EXAM?** _____
(Itsa E/S itsa to F/N.)
96. **HAVE YOU NEVER APPLIED WHAT YOU LEARNED?** _____
(Itsa E/S itsa to F/N.)
97. **HAVE YOU STUDIED FOR SOME OTHER REASON?** _____
(Itsa E/S itsa to F/N.)
98. **WAS THERE NO CHOICE ABOUT WHAT YOU STUDIED?** _____
(Itsa E/S itsa to F/N.)
99. **DID YOU HAVE TO STUDY WHEN YOU WANTED TO DO SOMETHING ELSE?** _____
(Itsa E/S itsa to F/N.)
100. **HAVE YOU HAD TO STUDY SOMETHING YOU HAD NO INTEREST IN?** _____
(Itsa E/S itsa to F/N.)
101. **HAVE YOU HAD TO STUDY A SUBJECT THAT WAS OF NO USE?** _____
(Itsa E/S itsa to F/N.)
102. **DO YOU GET ANGRY AT THINGS YOU DON'T UNDERSTAND?** _____
(Itsa E/S itsa to F/N.)
103. **HAVE YOU HAD TO LEARN TOO MANY THINGS BEFORE YOU COULD LEARN WHAT YOU WANTED TO?** _____
(Itsa E/S itsa to F/N.)
104. **DID SOMETHING SEEM TOO DIFFICULT TO LEARN?** _____
(Itsa E/S itsa to F/N.)

105. **HAVE YOU HAD TO STUDY TOO MUCH TOO FAST?** _____
(Itsa E/S itsa to F/N.)
106. **WERE YOU ASKED TO DO THINGS YOU COULDN'T STUDY?** _____
(Itsa E/S itsa to F/N.)
107. **WERE YOU ASKED TO LEARN THE WHOLE SUBJECT AT ONCE?** _____
(Itsa E/S itsa to F/N.)
108. **DID SOMEONE EXPECT YOU TO KNOW IT ALL AT ONCE?** _____
(Itsa E/S itsa to F/N.)
109. **DO YOU LEARN SLOWLY BUT YOU'VE BEEN MADE TO STUDY FAST?** _____
(Itsa E/S itsa to F/N.)
110. **DO YOU LEARN FAST BUT YOU'VE BEEN MADE TO STUDY SLOWLY?** _____
(Itsa E/S itsa to F/N.)
111. **WERE YOU A FAST STUDY AND PEOPLE SAID YOU WERE SLOW?** _____
(Itsa E/S itsa to F/N.)
112. **HAVE THE BASICS OF A SUBJECT BEEN OMITTED?** _____
(Itsa E/S itsa to F/N.)
113. **HAVE STUDY MATERIALS BEEN UNAVAILABLE?** _____
(Itsa E/S itsa to F/N.)
114. **WAS IT ALL DOINGNESS AND NO REASON WHY?** _____
(Itsa E/S itsa to F/N.)
115. **HAS IT BEEN ALL SIGNIFICANCE AND NO DOINGNESS?** _____
(Itsa E/S itsa to F/N.)
116. **ON STUDY WAS A GRADIENT TOO STEEP?** _____
(Itsa E/S itsa to F/N.)
117. **ON STUDY DID YOU SKIP A GRADIENT?** _____
(Itsa E/S itsa to F/N.)
118. **HAVE YOU HAD TO CONTINUE STUDYING WHEN YOU ALREADY KNEW IT?** _____
(Indicate. Rehab the point where he knew it.)
119. **ON STUDY HAS THERE BEEN A WRONG EMPHASIS?** _____
(Itsa E/S itsa to F/N.)

120. **DO YOU HAVE OVERTS AGAINST STUDY?** _____
 (Get what he did, who missed it, E/S to F/N.)
121. **HAVE YOU COMMITTED OVERTS BY REASON OF STUDY?** _____
 (Get what he did, who missed it, E/S to F/N.)
122. **HAVE YOU COMMITTED CRIMES IN SCHOOL?** _____
 (Get what he did, who missed it, E/S to F/N.)
123. **DID YOU EVER DO ANYTHING IN STUDY THAT YOU FELT BAD ABOUT?** _____
 (Get what he did, who missed it, E/S to F/N.)
124. **ON STUDY DID YOU EVER DO ANYTHING BAD WHICH YOU JUSTIFIED?** _____
 (Get what he did, who missed it, E/S to F/N.)
125. **HAVE YOU VIOLATED STUDENT RULES?** _____
 (Get what he did, who missed it, E/S to F/N.)
126. **HAVE YOU GIVEN VERBAL DATA OR DEFINITIONS TO OTHERS?** _____
 (Get what he did, who missed it, E/S to F/N.)
127. **HAVE YOU COMMITTED OVERTS ON A TEACHER OR SUPERVISOR?** _____
 (Get what he did, who missed it, E/S to F/N.)
128. **HAVE YOU BEEN CRITICAL OF STUDY OR TEACHERS BEHIND THEIR BACKS?** _____
 (Get what he did, who missed it, E/S to F/N.)
129. **HAVE YOU CAUSED AN UPSET IN A COURSE ROOM?** _____
 (Get what he did, who missed it, E/S to F/N.)
130. **HAVE YOU LIED TO A TEACHER OR SUPERVISOR?** _____
 (Get what he did, who missed it, E/S to F/N.)
131. **HAVE YOU MADE TROUBLE FOR A TEACHER OR SUPERVISOR?** _____
 (Get what he did, who missed it, E/S to F/N.)
132. **HAVE YOU REFUSED TO LET OTHERS HELP YOU LEARN?** _____
 (Get what he did, who missed it, E/S to F/N.)
133. **HAVE YOU COMMITTED OVERTS ON STUDENTS?** _____
 (Get what he did, who missed it, E/S to F/N.)
134. **HAVE YOU MADE ANOTHER FEEL STUPID?** _____
 (Get what he did, who missed it, E/S to F/N.)



135. **HAVE YOU MADE OTHERS FEEL ASHAMED OF THEIR SCHOOL GRADES?** _____
 (Get what he did, who missed it, E/S to F/N.)
136. **HAVE YOU DAMAGED STUDY MATERIALS OR BOOKS?** _____
 (Get what he did, who missed it, E/S to F/N.)
137. **HAVE YOU STOLEN STUDY MATERIALS OR BOOKS?** _____
 (Get what he did, who missed it, E/S to F/N.)
138. **DO YOU HAVE UNPAID DEBTS FOR COURSES YOU'VE TAKEN?** _____
 (Get what he did, who missed it, E/S to F/N.)
139. **HAVE YOU OMITTED DOING PARTS OF A CHECKSHEET OR COURSE?** _____
 (Get what he did, who missed it, E/S to F/N.)
140. **HAVE YOU PASSED A CHECKSHEET, TEST OR EXAM FALSELY?** _____
 (Get what he did, who missed it, E/S to F/N.)
141. **DID YOU BRIBE ANYONE IN ANY WAY TO PASS YOU?** _____
 (Get what he did, who missed it, E/S to F/N.)
142. **ON STUDY HAVE YOU CHEATED?** _____
 (Get what he did, who missed it, E/S to F/N.)
143. **ON STUDY HAVE YOU TAKEN CREDIT FOR SOMETHING YOU DIDN'T DO?** _____
 (Get what he did, who missed it, E/S to F/N.)
144. **ON STUDY HAVE YOU FAILED TO DO HOMEWORK OR ASSIGNMENTS?** _____
 (Get what he did, who missed it, E/S to F/N.)
145. **HAVE YOU FALSIFIED YOUR STUDY STATS?** _____
 (Get what he did, who missed it, E/S to F/N.)
146. **HAVE YOU FALSELY ATTESTED TO COURSE COMPLETIONS?** _____
 (Get what he did, who missed it, E/S to F/N.)
147. **HAVE YOU PRETENDED YOU'VE STUDIED WHEN YOU HAVEN'T?** _____
 (Get what he did, who missed it, E/S to F/N.)
148. **HAVE YOU STUDIED BUT NOT INTENDED TO LEARN?** _____
 (Get what he did, who missed it, E/S to F/N.)
149. **WHILE ON STUDY HAVE YOU DONE SOMETHING ELSE INSTEAD?** _____
 (Get what he did, who missed it, E/S to F/N.)



150. **DID YOU STUDY OR STAY IN SCHOOL TO AVOID HAVING TO DO SOMETHING ELSE?** _____
 (Get what he did, who missed it, E/S to F/N.)
151. **ON STUDY HAVE YOU NOT PAID ATTENTION?** _____
 (Get what he did, who missed it, E/S to F/N.)
152. **HAVE YOU SKIPPED GOING TO STUDY?** _____
 (Get what he did, who missed it, E/S to F/N.)
153. **HAVE YOU NOT GONE TO SCHOOL WHEN YOU WERE SUPPOSED TO?** _____
 (Get what he did, who missed it, E/S to F/N.)
154. **HAVE YOU FALSELY ATTESTED TO COURSE PREREQUISITES?** _____
 (Get what he did, who missed it, E/S to F/N.)
155. **HAVE YOU PRETENDED TO HAVE STUDIED THINGS YOU HADN'T?** _____
 (Get what he did, who missed it, E/S to F/N.)
156. **HAVE YOU DONE SOMETHING THAT MAKES YOU NOT DESERVE STUDY?** _____
 (Get what he did, who missed it, E/S to F/N.)
157. **HAVE YOU STUDIED SOMETHING SO THAT YOU COULD DO HARM?** _____
 (Get what he did, who missed it, E/S to F/N.)
158. **HAVE YOU PRETENDED TO KNOW A SUBJECT?** _____
 (Get what he did, who missed it, E/S to F/N.)
159. **HAVE YOU ALTERED STUDY TECH?** _____
 (Get what he did, who missed it, E/S to F/N.)
160. **HAVE YOU CONVINCED OTHERS IT WAS USELESS TO STUDY?** _____
 (Get what he did, who missed it, E/S to F/N.)
161. **HAVE YOU TURNED STUDENTS AGAINST THEIR TEACHERS?** _____
 (Get what he did, who missed it, E/S to F/N.)
162. **DID YOU EVER THINK OF STARTING A STUDENT REVOLT?** _____
 (Get what he did, who missed it, E/S to F/N.)
163. **HAVE YOU TRIED TO GET OTHER STUDENTS TO REVOLT?** _____
 (Get what he did, who missed it, E/S to F/N.)

164. **HAVE YOU GONE TO SCHOOL JUST TO MAKE TROUBLE?** _____
(Get what he did, who missed it, E/S to F/N.)
165. **DO YOU HAVE EYESTRAIN OR BAD EYESIGHT?** _____
(2WC to F/N. Note for C/S.)
166. **ON STUDY DO YOU HAVE TROUBLE WITH YOUR HEARING?** _____
(2WC to F/N. Note for C/S.)
167. **IN STUDY HAS SOMETHING BEEN OVERRUN?** _____
(Find out what and rehab.)
168. **WAS THERE NOTHING WRONG WITH STUDY IN THE FIRST PLACE?** _____
(Indicate. If no F/N, rehab or date/locate.)
169. **IS THIS LIST AN UNNECESSARY ACTION?** _____
(Indicate. If no F/N, rehab or date/locate.)
170. **HAVE YOU EVER FELT YOU *COULD* STUDY?** _____
(Rehab this point.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MARCH 1982R
REVISED 29 DECEMBER 1988

Remimeo
Tech/Qual
Supervisors
STO Hat
SSO Hat
Ethics Officers

Study Series 11R

Word Clearing Series 68R

BASIC STUDY MISSED WITHHOLD

I think I have spotted the basic missed withhold on study which may underlie why many execs don't study. They go by MISUNDERSTOODS all the time in their *work!*

It is probably the missed withhold of going past MUs and of course those MUs won't then clean up because they are also a missed withhold.

So, probably, a reason MUs don't clean up is that they are also a missed withhold.

The remedy is to get off the missed withhold of having gone past MUs, handling it earlier-similar to F/N (per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN). Then locate the misunderstood words and clear each to F/N.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



Study Series 12

THE USE OF DEMONSTRATION

Refs:

HCO PL	4	Oct.	64	THEORY CHECKOUT DATA
HCOB	11	Oct.	67	CLAY TABLE TRAINING

Demonstration comes from the Latin *demonstrare*, to point out, show, prove.

The *Chambers Twentieth Century Dictionary* includes the following definition of “demonstrate”:

“to teach, expound or exhibit by practical means.”

A “demonstration” or “demo” is usually done with a “demo kit” which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with his hands, the paper clips on his desk, etc.

HISTORY

The original use of demonstration was during a checkout to detect glibness. The idea behind a “demo kit” was that, during a checkout by an examiner or twin, the student could be made to *show* that he really knows what he’s talking about. There was no demonstration that the student did for himself.

Later, the use of the demo kit became extended and altered to mean the student fiddles with the demo kit continually while studying. A PL, written by another (and long since cancelled), made the statement that “the student mocks up what he reads as he reads it with the bits and pieces of his demo kit.” This statement was not correct. I never developed this use of the demo kit.

This business of fidgeting with the demo kit has nothing to do with demonstration, as all it demonstrates is a quickie, surface understanding.

STAR-RATE CHECKOUTS

The demo kit is used during a star-rate checkout. It is the answer to glibness. You give the student a paper clip and a wooden block and a few leather or rubber bands and say, “You just show me with these things exactly how this would happen.” If the student can’t show you anything about it at all, you make him study it again until he gets the idea. He has to show you his understanding, because if he can’t put this in demo form in some fashion or another then he doesn’t understand it.

THE BASIC PURPOSE OF THE DEMO KIT IS TO DEMONSTRATE UNDERSTANDING.

DEMONSTRATION IN THEORY STUDY

If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is actually for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs.

When people don't understand the use of the clay table, they sometimes try to substitute a demo kit for it and clay table could then become limited.

The whole theory of clay demos is that they add mass.

A student needs mass in order to understand something. Given that, he can sort it out because he has mass and space and he can then envision it.

Demo kit demonstrations work on this principle too, only a clay demonstration more closely represents the thing being demonstrated and provides more mass.

DEMOS AS CHECKSHEET ITEMS

Checksheets very often require students to do demos. The student simply does the demo and looks up the misunderstood word each time he can't demo it.

SKETCHING

Sketching is also a part of demonstration and part of working things out.

Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. That is a necessary part of getting a grip on something.

For instance I started to work out the flow line for an area that I was handling. I first tried to figure it out in my head, but there was something funny about it that I couldn't quite put my finger on. The way I finally did manage to get it was by putting it on a little yellow card. I would have worked it out sooner, easier and earlier than I did if I had graphed it all and laid it all out in two dimensions in the first place.

There is a rule which goes **IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG**. It's an arbitrary rule, but it's very workable.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built.

This was the missing piece of demonstration.

I started working with this clear back in 1950 when I was taught mechanical drawing and engineering and that's where I developed this datum.

This is a whole area of tech and applies to drawing out what is in a bulletin, or trying to draw an org plan or a flow line and so on.

It works in other ways too.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.

Org boards and statistical graphs are also examples in their own way.

This is all part of demonstration and part of working something out.

SUMMARY

1. The basic use of the demo kit is during a checkout to demonstrate understanding.
2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.
3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.
4. Demos also appear on checksheets. If the student can't demo it, he finds the misunderstood word.

That's the simplicity of demonstration.

L. RON HUBBARD
Founder

THE TAPE COURSE SERIES

Tape Course Series 1

COURSE TRANSLATION TO TAPE

Translating Dianetic, Scientology study materials into foreign languages is inexpensively and effectively done by using "sight" (instantaneous) translation of bulletins, policy letters and tapes onto tapes.

The tape original is made, a copy master is made and thereafter copies can be run off for courses which can be attended by students, using only excellent tape copies and excellent reproduction equipment, and listened to with high fidelity earphones. Word Clearing technology is used to prevent the students losing interest because of misunderstood words.

The tape players used must be equipped with a foot pedal start-stop control.

The voice of the "sight" translator should be clear and the diction should be sharp and the tone should not be monotonous.

A "sight" translator is one equally good in 2 languages who can hear one language and speak the translation into the other language without hesitation. (They are employed in the UN.)

The material copied onto tapes can also be broken down into smaller reels for independent study.

By taking exact notes of the "auditing commands" and important rules the student will have the texts he needs for later reference.

The exact rundown of this is given:

In translating the materials of a course from a textbook or materials in one language to another, the following steps are taken.

PRIMARY TARGETS:

1. A person fully competent in both the languages and their cultures is found and retained.
2. The materials to be translated are made available.
3. A tape recorder which can be started and stopped easily without leaving clicks on the tape is procured. (Not a dictation machine.)
4. An adequate supply of regular recording tape is made available.

5. Other materials such as paper and ballpoints are made available.
6. A quiet place where interruptions and outside noises will not ruin the tapes is found and the person is set up there.
7. A person knowledgeable in the subject and the language in which the original is written is retained and assists the translator.

OPERATING TARGETS:

1. The translator (using Word Clearing technology and a dictionary to clear up any misunderstandings) rapidly reads or goes through the material to get a general grasp of the subject.
2. The technical assistant who knows the subject and the original language now goes through the materials with the translator. Every technical word or phrase or cultural idiom is underlined.
3. While underlining, the two persons decide on the correct translation of the technical word or phrase.
4. As these are decided, they are written down on note paper with a complete definition.
5. Each word, phrase and definition is translated into the language and written down on a separate sheet of paper.
6. The translated words, phrases and definitions will become a mimeographed glossary for the eventual student.
7. Each section and paragraph in the material is numbered.
8. With this glossary to hand, the translator now begins direct translation of the text onto tape. The number of the tape and its materials is given at the beginning of each tape used or new chapter begun.
9. The translator must be sure to read the materials in an interested voice and not let any hesitation or note of mystery creep in. The translator is actually lecturing and must sound so.
10. When the materials are complete, good production masters are copied off of the master tape. The master tape is set aside and not used further.
11. The production master is now cut into chapter lengths which are numbered the same as the book chapters.
12. Several sets of the chapter copies are now made and put in their boxes. Both tracks can be used. Even 4 tracks (not stereo) can be used.
13. The glossary in both the original language and the translated language is printed up along with course directions (which are described in another technical paper). The checksheet and course rules are also translated and *printed* in the local language.
14. The course is boxed in sets with the glossary and course directions.

Following this system one can rapidly produce sets of materials without the delays always experienced in printing as well as with cost reduction.

The tapes are listened to on individual tape players equipped with earphones and a foot pedal start-stop control (so the student's hands are free for taking notes and looking up words in the dictionary, etc.).

Learning rate in an aural society is much higher than in a society accustomed to print.

Even an illiterate person or a slow reader can be taught such a means.

A dictionary in the translated language must also be available in a classroom.

The quality of the translator's voice and clear diction are highly desirable.

L. RON HUBBARD
Founder



Remimeo
(Translate into the
Various Languages)
Staff
Supervisors

IMPORTANT

Tape Course Series 2

**DIANETICS AND SCIENTOLOGY
IN OTHER LANGUAGES**

Tapes and book translations of Dianetics and Scientology are being made into other languages than English.

It is necessary to know the MINIMUM materials an org in a non-English-speaking country would need to function.

It is not enough to have one book published. It creates a demand for services. The demand for service must be met. An HAS Course in the language is not enough since it is not income producing. Thus the org could not survive financially. It must survive financially to deliver the service.

Even in a total socialism the service would have to be given.

Giving service depends on an org having the means of training auditors who can audit well and establishing the organization. Then the org could audit pre-clears as well as train more auditors.

If the auditors who are trained can audit well, they will produce excellent results and public repute will spread.

An org must *produce* to survive. By production is meant training auditors who can audit, auditing pcs to a good result and making money, or in a total socialism, obtaining adequate support in ratio to production.

If an org just teaches an HAS Course or tests people, it will not be able to survive for it will not be able to obtain enough funds or support. For this it is vital to train lots of auditors and audit lots of pcs.

Without its staff knowing the basic data of organization, the org will have difficulties in giving service. The technology of administration is important.

Thus we get the MINIMUM materials in the language vital to an org's survival:

PRINTED MATERIAL

The book *Dianetics: The Modern Science of Mental Health* printed with hard covers in the language is vital.

When members of the public read it and take an HAS Course they want training or processing or both.

This book placed in bookstores, advertised in magazines and sold by field staff members and the org itself, not only reaches the public but also in hard-cover form pays for its own distribution. As a paperback it does not pay for itself.

To this add testing materials printed in the language for intelligence and personality testing and their marking directions.

RECORDED TAPES

Recorded tapes and tape players in the org to play to individuals in classes is the easiest form in which to deliver data.

From such tapes students may take notes.

As time goes on the tapes will be transcribed and the material printed or mimeographed. (This is not to be done by the individual orgs.) It will be found, however, that tapes will always be necessary even when some are printed as the volume of data is very great.

Students should not be permitted to print copies of their notes and sell them as time has shown that such notes are not accurate enough and spread errors that show up in training and auditing failures.

In reviewing, a student must be sent back to the original, not to his notes, so he can correct his notes and get the data accurately.

Nearly all no-results are traced to altered data or poor training of the student, which amounts to the same thing.

The MINIMUM list of tapes is:

1. Mini Course Supervisor Hat
2. HAS Course
3. HDC Course
4. Academy Courses Levels 0 to IV
5. *Original Thesis*
6. *Notes on the Lectures*
7. Hat of a Scientologist
8. Staff Status I
9. Staff Status II
10. A Translated Org Board

Given these bare essentials and teaching them *well* and using them will give an org sufficient survival to deliver results.

If every bit of the above is known and used by a staff they will not have too much trouble.

Set up and functioning and solvent, an org can then think about further materials.

Class VI, a Class VII, a Class VIII and a Class IX Course materials on tape should exist in a Saint Hill org in the language of that country.

For the org itself a Volume 0 of the OEC Course should exist on tape.

After that the full Course Supervisor's Course should exist.

Then further books such as *Dianetics 55!*, *Science of Survival* and *The Creation of Human Ability* should come out as tape and then in published hard-cover form.

The full OEC should now be acquired on tape.

The full Study Tapes should be to hand.

The org will now be ready to use all the FEBC series and the FEBC tapes.

The hardest idea for an org staff to get is the idea of production in terms of auditors trained who can audit, pcs audited to excellent results and money or support produced to keep the staff members and the org solvent.

Because of this it is best for two or more bilingual executives to attain full FEBC training.

However, with the above minimum materials fully studied and in use, an org can survive until it is ready to prosper.

Note, at this writing many are working hard to complete the listed materials. They are not yet available in all languages.

There is only one other type of item needed by an org and that is the E-Meter. Supplies of these must be arranged for. A country running in very high volume will probably manufacture its own meters against an exact prototype under existing international patents.

ON-SOURCE

It will be found in all countries where Dianetics and Scientology and orgs have been successful that a key part of the success was keeping the subject "on-source."

The public at once distrusts persons or groups who alter the materials or “use some of them” or attribute them to others. This is quite factual and the public is right.

All great and lasting successes have been made by orgs that were on-source and whose materials were straight and correct and used that way.

L. RON HUBBARD
Founder



Tape Course Series 3R

TEACHING A TAPE COURSE

(HCO PL 6 Dec. 70 II, revised
and reissued as an HCOB)

The instruction of students by tape is done by individual tape playbacks equipped with earphones and a foot pedal start-stop control.

It is imperative that the earphone quality be of the highest, and the tape copy have very good sound quality. Otherwise students go to sleep over misunderstood words.

The individual tape player method is used because (a) it can handle a large or small number of students, (b) it works where there is a trickle of students starting at different times, (c) it works where students studying subjects different from each other are using the same classroom. It takes more tape players and must be earphone equipped *but* it prevents students going past misunderstands as can occur if they are all listening to a group tape play.

The foot controlled start-stop pedal is necessary so the student can use his hands freely to take notes and look up words in the dictionary. It also enables the tape to be stopped instantly without the time lag it takes to reach for and push a finger button—thus going past the place where the stop is desired.

RULES AND DESCRIPTION

Only the glossary, course rules and checksheets, with course description are translated into the language being used for teaching and mimeographed or printed into small booklets.

The description must include how to handle tape players and caution against machine or tape damage and inadvertent erasure of a tape. (To guard against actual erasure it is wisest to tape over the record button or preferably, to have the recording unit disengaged.) Also, it is sometimes possible to buy, at cheaper prices, playback units only (tape machines in which the recording unit hasn't been installed). They must however be of good quality.

ENROLLMENT

Enrollment is done no matter how informal the course is. A waiver of accident or damage holding the school not responsible, must be signed by the student and, if a minor, by his parents or guardian on any tape course.

An enrollment invoice showing full course payment must be in the hands of the Supervisor, giving the date of enrollment, home address and local address.

A roll book has every student's name, address and the course enrolled in and date. This must not be omitted as it is the only permanent record and is often resorted to to prove contentions.

FILES

A student file system must exist. A folder with the student's name on it and which will receive his completed checksheets, exam results, etc., must be made up at once.

CHECKSHEET

A checksheet for the course must exist, breaking the course down into small easily attained segments of theory and practical.

It must be in the student's language.

It has blanks opposite each segment so that a student checkout can be initialed with date by the person checking him out.

NOTEBOOKS

A student is expected to keep a notebook from his tape listening. This should be neat and complete. The student *never* copies out the whole tape. He takes exact verbatim notes of any process commands or lists and notes down also the important technical rules.

A sample notebook should be provided.

A student should leave frequent spaces so he can enter new notes on a second and third play of the materials.

CHECKOUT

Where only tapes exist and a checkout is required students check each other out from the actual tape, not from their notes.

"Give me an example," is the keynote of such a checkout. (a) What is the _____? (b) Give me an example.

PRACTICAL

Each area of the course has demonstration and practical drills.

These drills must be written up and must match the basic personal skills required by the materials.

CLAY TABLE

Clay table training is a vital part of the course curriculum.

The materials must be available.

Any clay, not just modeling clay, can be used.

Flat surfaces must be provided.

The description of clay table training must be part of early checksheets in the school.

DEFINITIONS

A student is drilled and does clay table on the glossary after he has been through the course once.

CHECKSHEET SEQUENCE

The student is required to go in sequence through the entire checksheet. HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED,* applies to translated tape courses.

The checksheet is arranged double-spaced for tape counter reading, date and initial in the first of the three columns.

For example:

*“Tape Counter
Reading Column*

Retread Retrain

_____ 1. Chapter III—The Goal of Man _____ ”

COURSE COMPLETION

See HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED.

PROGRESS BOARD

A student’s progress is posted on a “progress board.”

SLOW STUDENTS

Any student falling asleep or being very slow is handled with Word Clearing which is the subject of the Word Clearing Series bulletins and later issues in these Tape Course Series bulletins.

L. RON HUBBARD
Founder

*[Editor’s Note: HCO PL 31 Aug. 74 II, FAST FLOW TRAINING REINSTATED, has been superseded by HCOB 13 Aug. 72RB, FAST FLOW TRAINING.]

Tape Course Series 4 and 5

[Note: Tape Course Series 4 and 5 do not exist as numbered issues in this series. They were not written by LRH, and have subsequently been cancelled.]



URGENT

Word Clearing Series 25R

Tape Course Series 6R

TAPES, HOW TO USE

FOREWORD

The most appalling ignorance has existed on the use of magnetic recording tapes.

It is therefore of the greatest possible importance that the subject of tape use be grasped and gotten rapidly into effect.

Probably half the technology of admin and tech exists only on tape.

Tapes, incorrectly used, can be the source of endless misunderstands. Because tapes have been almost uniformly misused in the past, these misunderstands have added up to a general misunderstood on the subject of tapes themselves.

Students have been known to copy down the whole tape so they could study it. This is a complete waste of time and misuse of student study hours.

Some orgs even played advanced study tapes to the public.

European orgs have even played translation quality tapes (usually not auditorium quality) of OEC Volumes as raw public lectures! (And lost their audience through lack of quality and inaudible and strange words.)

Casual staff briefing tapes, not okay for release, of very bad quality, have been played to staffs of other orgs and the public.

There is no end to the abuses.

Therefore, for the benefit of understanding words alone, it is VITAL that tapes be properly used and not abused.

TYPES OF TAPES

There are four classes of tapes. These are:

1. Course study tapes
2. Public lecture tapes
3. Briefing tapes

4. Model performance tapes.

COURSE STUDY TAPES

Tapes made for courses are of two varieties:

- a. English, usually by LRH
- b. Translations, done by translators.

They are FOR COURSE USE. This is what the org sells—training on tech or admin.

These tapes appear on checksheets and are done at the points of checksheets where they are called for, and are done by Method 2 for tapes or Method 3 for tapes as required.

The foreign language tape courses are done from a special tape checksheet and are done exactly as laid down by Method 2 or Method 3.

None of these tapes are all written out by the student and then studied. This is a waste of time.

Further, such tapes are NOT played straight through with the student making notes of any misunderstood words “to look up later.” This will blank out the tape content on the student’s mind and knock out the student.

So to play a course tape straight through to any student is to risk a stupidity and a blow. IT IS NOT DONE. It does not matter whether the student takes notes of misunderstands or not. A COURSE TAPE IS NOT PLAYED STRAIGHT THROUGH. Only the earphone, footpedal start-stop control procedures are used.

A course tape is NEVER PLAYED TO A GROUP OF STUDENTS. When played to more than one student, *some* student is going to get a misunderstood and there goes a blank student.

Two students don’t even listen to a tape even on Method 2 Tape Word Clearing! One has the meter and footpedal and the other the earphones. The Word Clearer stops at each read. He does not otherwise listen.

Course tape quality must be good. All the words must be hearable and not inaudible. They must not be slurred or hard to make out.

The earphones and tape player used must be high fidelity—just any old earphones won’t do.

The tape player “playing head” across which the tape passes must be clean—done by a cotton swab on a toothpick and cleaning fluid. The tape coating comes off on the playing head and after a time the sound is badly blurred.

Using a course tape any other way is now FORBIDDEN. Tests have shown that violations of this are the reason for student failures and blows and out-ethics.

It goes without saying that the general handling of tape players and tapes must be well learned and practiced by Course Supervisors and students.

PUBLIC LECTURE TAPES

The probable reason stats fall after tape congresses is the misunderstood word.

Congresses seldom use really high fidelity equipment. Further, tape copying is often done by outside firms and the tape copies themselves may be of poor quality. The combination is deadly.

We looked for the reason for stat drops after tape congresses and this is the only explanation which has come forth.

Doingness congresses that are mainly seminars have been very successful. (By doingness is meant TRs—training drills—and other ACTIONS.) The relay of data to a public whose vocabulary is usually inadequate is not likely to win, as it hits their faulty vocabulary for one thing and uses new words for another. You can *show* somebody how to do things far better than you can tell him.

This, then, extends into Div 6 Introductory Actions as well. The relay of data comes AFTER the demonstration in action terms.

The possibility of possible bad playing speakers, possible low tape copy quality, the barriers of language not learned in the first place and the introduction of new mental concepts combine into a hurdle that makes tape or film public presentation adventurous.

Listening to public-type tapes, by using footpedal start-stop tape players, is being put in a special public course category.

Raw public tape and film presentations are however a must to keep the flavor and meaning of Dianetics and Scientology. So ensure excellent quality tapes and equipment are used with correct tapes for that public and you will have success.

BRIEFING TAPES

These are not to be confused with Special Briefing Course tapes.

A briefing tape is done to brief or debrief missionaries or to record a conference or to record special instructions to a person or group. It can then be used for reference or to settle any dispute. It can also be used to inform a staff or several staffs.

A briefing tape is, then, a tape designed for a special and informed audience.

If the tape quality is good and the audience is already a familiar or trained audience, a briefing tape can be played **ONLY TO THE AUDIENCE FOR WHICH IT WAS INTENDED.**

To do otherwise is to risk misunderstood words and noncomprehension of what it is all about in general.

“Ron’s Journals” were *staff* briefing tapes. They began to be used for public. While they were not without success, one could no longer brief staffs on this line and the line was therefore cut. One could not make them with a security that they would be played to staffs.

An isolated briefing to a single executive on “these are our future hopes” has been thereafter used as a staff briefing of many orgs as “these are your orders.”

Any tape is designed for a specific public.

Briefing tapes are especially subject to abuse by being played to wrong publics.

Any briefing tape which contains specific orders and plans which could be misunderstood should be played only to the individuals concerned with a stop-start footpedal and Method 3 Word Clearing, not going past any misunderstood.

After a person has been briefed verbally, it is very revelatory to then Word Clear 2 the tape made at the same time. It will often be found that misunderstood words lead to potential alter-is in the actions required.

Tape in this instance is an enormous help in assisting and clarifying briefings.

A group can be briefed if thereafter each is word cleared Method 3 or 2 on the *tape* afterwards, using standard tape Word Clearing.

Needless to say, such tapes must be of good quality.

MODEL PERFORMANCE TAPES

Tapes exist which give a standard of performance.

In Dianetic and Scientology auditing, student auditors have never been known to achieve a high standard of session presence and communication (and accordingly high results) without the careful study of tapes made of similar sessions by high-level auditors.

A student musician is unlikely to achieve professional performance level unless he has heard a professional play.

It would take a film or live demonstration to communicate a high standard of performance in a purely action subject. For instance, for centuries no one believed that Robin Hood could split his first target arrow with a second until a new generation worked on it and a few painfully recovered the lost art of archery and then demonstrated how it was done for others to *see*.

Tapes and films serve a vital purpose in maintaining a performance standard.

As these tapes and films show HOW it is done and the ATMOSPHERE and RHYTHM of ACTION they are not subject to Word Clearing.

CONCLUSION

Tape and film training is vital, valuable and has its role.

But like showing a child how to open a book and read, there is exact technology in USING tapes and films.

The first thing one must realize is that the use of tape and film is itself a technical subject that must be studied and learned. One does not naturally know it.

The failures of universities to make educated and civilized men is because their own professors know nothing of misunderstood words and so lectured happily on and on to a snoring student body. One professor of physics used to open the classroom windows wide in freezing winter "to keep his students from going to sleep in HIS class." And then stood on the platform and defined nothing as he rambled on. All it did for his class was give them coughs between snores!

The handling and use of tape and film in training and administration IS a subject.

By failing to know it and use that information, one can block the road for himself and all others to being learned and being free.

L. RON HUBBARD
Founder



Remimeo
Students
Supervisors
Course Admins

Tape Course Series 7R

**SETTING UP AND USING
A REEL-TO-REEL TAPE PLAYER**

Ref:

HCO PL 6 May 71

AUDIENCE ALERTNESS AND
TAPE PLAYERS

Years ago I found that student comprehension and tape playing quality went hand in hand. I made some experiments with this and I found that on bad quality equipment most of the students went to sleep, but as the quality of the equipment improved, their comprehension also improved. And that students got the best grades on high-quality equipment.

The tape player must be of high quality to reproduce the sound without adding to or distorting what is on the tape. Poor-quality sound is difficult and annoying to listen to and causes misunderstandings by preventing the listener from hearing exactly what is said. The poorer the equipment, the poorer the comprehension. The better the equipment, the better the comprehension.

This also applies to the headphones. Course tapes must always be listened to through high-quality, high-fidelity headphones. This permits the listener to be undisturbed by other noises in the area, as well as prevents others from being disturbed by the tape being played. High-fidelity headphones permit the listener to have his undivided attention on the tape and produce a pleasant and easy-to-listen-to sound which closely duplicates what is spoken on the tape.

This does not in any way replace misunderstood word tech nor does it change or add to the three barriers to study (Ref: HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY) as *the* tech for handling student difficulties on tapes. If a student dopes off on a tape or doesn't understand, find the misunderstood word and get it cleared. Don't buy "Well, the equipment is bad so of course he is doping off." Get the student handled with standard study tech and *then* ask, "Why was this student permitted to listen on poor equipment in the first place?"

THE TAPE PLAYER CONTROLS

In an Academy you may find both tape players and tape recorders. A tape *recorder* is a machine that records sound onto tape and also can play back the

sound. A tape *player* is a machine that only plays back the sound that is already recorded on tape.

Tape *recorders* should, in effect, be converted to tape *players* by having the “record” button removed or sealed up so that it cannot be used. It will erase the tape and lose the valuable materials on the tape if pushed accidentally by the student.

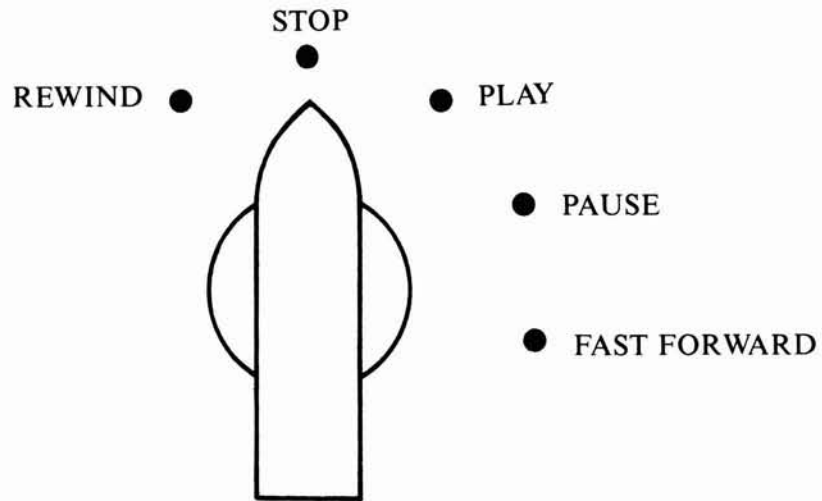
Tape recorders and tape players come in many makes and models. The controls and switches are arranged in various places and the machines are of various styles.

Following is a description of the basic controls of a tape player. The arrangement of these controls will vary from machine to machine but their functions will be the same on most machines.

1. On/off switch or power switch.
2. Volume control (often in combination with the on/off switch).
3. Tone control (omitted on some machines).

The tape controls of a tape player are usually in the form of a switch which is turned to various positions or in the form of a series of buttons:

SWITCH TYPE CONTROLS:



BUTTON CONTROLS:



4. **PLAY** (sometimes called **FORWARD**): Press this button or turn the switch to this position to play the tape.
5. **FAST FORWARD**: Rapidly runs the tape forward without playing the tape.
6. **REWIND**: Rapidly runs the tape back without playing the tape.
7. **STOP**: Stops the tape. Always stop the tape before fast forwarding or rewinding the tape. Also bring the tape to a complete stop after fast forwarding or rewinding the tape before playing the tape.
8. **PAUSE**: Use to temporarily pause a tape that is being played. On a machine with a pause button, press the pause button to hold the tape; press the button again to release it. On a machine that has a switch with a pause position, turn the switch to the pause position to pause the tape then back to “play” to play the tape.
9. **FOOT PEDAL**: This is exactly the same as the pause button in function except that it is operated by the foot. Academy tape players must have a foot pedal so the student can have his hands free to look up words, take notes, demonstrate something with his demo kit, etc. (Most tape players do not have foot pedals, but they can and should be installed on tape machines that don't already have them.)

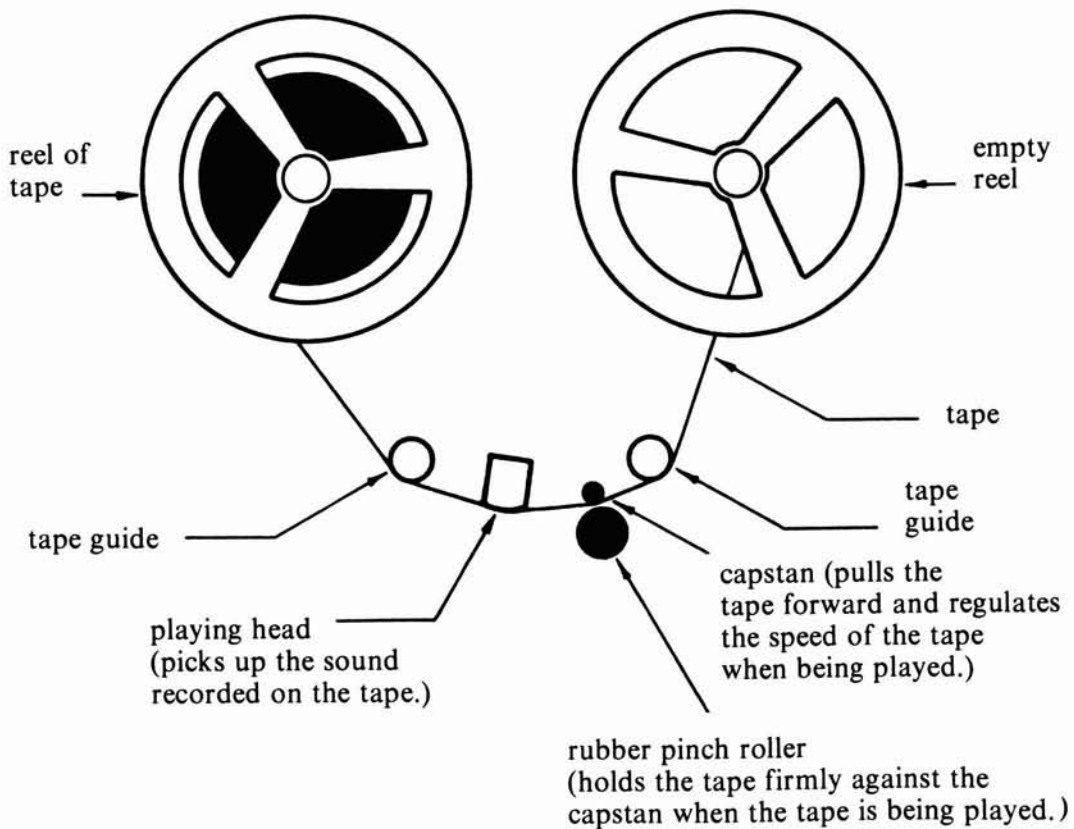
CAUTION: If you are using a tape recorder that has a **RECORD BUTTON**, *never* press this button, as it will erase the section of tape being played while the record button is pressed. (The record button is used when recording something onto a tape. But when it is used with a prerecorded tape, it will also erase any section of that tape that is played.) The record button is usually red.

SETTING UP THE TAPE PLAYER

1. The tape player is set on a steady bench, table or platform at a comfortable height so the student can easily operate the controls, take notes, etc.
2. The tape player should be set up so that the student is facing the Course Supervisor, rather than having his back to the Supervisor. This enables the Supervisor to see how the student is doing and he can easily spot if the student has gone dull or sleepy from a misunderstood word.
3. The tape machine is plugged in and switched on to check if the power is on and that the machine is operating.
4. Plug in the headphones.
5. Plug in the foot pedal and position it on the floor so that it can comfortably be reached by the foot.
6. The tape is put on the tape player and the colored leader is threaded



around the tape guides and playing head and in between the capstan and rubber pinch roller as shown in the following diagram.



Be sure not to twist the tape as it is threaded past the head and guides. The tape should come off the reel flat and lie flat against the guides and should go onto the empty reel without a single twist.

7. Set the speed at which the tape will be played at the correct speed for the tape. (The usual speeds for a tape player are $7 \frac{1}{2}$, $3 \frac{3}{4}$, or $1 \frac{7}{8}$ inches per second or their equivalent, 19, 9.5, or 4.8 cm per second.) Most of the tapes you will play are played at $3 \frac{3}{4}$ inches per second (9.5 cm per second).
8. Run the tape to the beginning of the lecture and set the tape counter at zero (unless your machine is not equipped with a tape counter).
9. Play the tape. Adjust the volume and tone controls as needed, while playing the tape. Bad tone settings can cause students to go by words they don't understand and so dope off while listening to a tape.

POINTS ON THE USE OF THE TAPE PLAYER

- a. To rewind a tape or to fast forward it, always press the stop button first. And after rewinding the tape or fast forwarding it, press the stop button and wait for the tape to stop before pressing the play button. Suddenly jerking the tape forward or back can cause it to break or stretch or the tape can even come off the reel and get caught in between the side of the reel and the wound tape.
- b. The magnets inside headphones can erase part or all of a tape so never leave headphones lying near a tape.

- c. Keep dirt and dust away from the tape machine and when not in use replace the cover on the tape machine.
- d. Handle a tape gently. Don't do anything that would cause it to become stretched, tangled or broken. Be sure to place the tape in its correct box when done and don't permit loose ends to protrude from the tape box.
- e. Don't leave long loose ends sticking out from a reel when playing a tape. These could get caught in the machine.
- f. After the tape has been played, store it in its box without rewinding it. Rewinding the tape serves no purpose and fast winding causes the tape to be wound rather sloppily. This can cause the tape to distort. Tapes store better and last longer when wound at playing speed.
- g. Never put a piece of paper or anything else into the tape to register your place. Use the tape counter to find your place.
- h. Always switch the tape player off when not in use, even on short breaks. This lets the machine cool off and helps to prevent it from overheating.
- i. At the first sign of any fault with the tape player or a tape, report it to the Course Admin or your Supervisor.
- j. Never twist or knot the headphone cord, as this may lead to inner wire breakage.
- k. If a word or phrase cannot be discerned, call the Supervisor or check a good transcript, if one is available. You must look up any misunderstood word in a dictionary.
- l. If the sound becomes blurred or of poor quality, ask the Course Admin to clean the playing head across which the tape moves. The playing head must be cleaned regularly as it picks up some of the coating from the tape, which results in a blurred, poor quality sound.
- m. If you cannot clearly hear the tape or the quality of the recording is poor, tell the Course Admin or your Supervisor. The playing head may need to be cleaned or the tape player may need to be demagnetized. You may also have a bad tape. Don't jeopardize your comprehension of the materials by listening to a lecture through poor equipment. Get it handled or switch to a better machine.
- n. Consult the instruction book or manual if you need additional information on the particular tape player or tape recorder that you are using.
- o. If a student has trouble running the tape player or has difficulty with it, he should be run on Reach and Withdraw on the tape player by another student as a drill per HCOB 10 Apr. 81R, REACH AND WITHDRAW. He should also be word cleared on this HCOB, and also the tape player manual if needed.

TAPE COURSES

(Tape courses are courses that are taught in languages other than English where the materials have been translated and recorded on tape.)

1. Mark the tape-counter reading of each item on the checksheet as you come to that item on the tape. This gives you a reference by which you can find any item later on.
2. If a word or phrase cannot be discerned the student should call the Supervisor. The Supervisor listens to the tape, and if he can't distinguish what is being said, he gets hold of the English text and locates the word or phrase and using a good foreign language dictionary translates the word or phrase for the student. It is the responsibility of the Supervisor to see that any *misunderstood* word is cleared up.
3. If a student bogs or can't understand something on a translated tape, he is first word cleared. If the confusion does not resolve, the translated tape is compared to the English material and if found to be a translation error the Supervisor or Word Clearer makes a note of the translation error by entering it on a card which is then kept in the tape box for that tape. He also sends a report to the nearest Continental Translations Unit.

The vast majority of the technology of Dianetics and Scientology is recorded on tape. Use good equipment and use it properly so that you can hear these materials in their utmost clarity.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

Tape Course Series 8

[*Note:* Tape Course Series 8 does not exist as a numbered issue in this series. It was not written by LRH and has since been cancelled.]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 OCTOBER 1981R

Remimeo
Word Clearers
Supervisors
Cramming Officers
Tech/Qual

Issue III
REVISED 16 JANUARY 1989

Word Clearing Series 6RB

Tape Course Series 9RA

WORD CLEARING METHOD 2

Method 2 utilizes the E-Meter to locate misunderstood words that may not be detectable otherwise. It is a very thorough form of Word Clearing.

Method 2 Word Clearing is only done on an individual who has received Method 1 Word Clearing to completion.

There are two ways in which Method 2 Word Clearing can be used:

1. As a routine method of Word Clearing in Qual or in the course room to handle bogs, confusions, misapplications, misunderstandings, etc., or as part of a cramming order or checksheet requirement. This does not require any C/S okay.
2. On a large body of data. This is often done after it has already been studied, to clean up any misunderstands in that body of data. It can be done on such things as a staff member's hat, the materials of an auditor's level of training, the C/S Series, one's first Scientology materials, etc. This action is usually part of a program such as a reread program or part of someone's TIP. It does require C/S okay before the action can be begun.

The Word Clearer doing the Method 2 must be trained in the use of the E-Meter and instant reads.

Method 2 is not attempted if the student's TA is either high or low. The Word Clearer would ensure that there is no false TA, using the False TA Checklist. If the TA remains high or low and is not false, the student would be sent to Review for handling.

METHOD 2 PROCEDURE

a. On Written Materials

The student is put on the meter and the Word Clearer (or Supervisor) gives him the R-factor, "I am not auditing you."

The student is told that if he comes to a word or phrase he doesn't understand he should tell the Word Clearer so that the misunderstood can be cleared.

The student should be encouraged to find and clear misunderstood words himself and should not become dependent on the meter.

The Word Clearer has the student read aloud to him starting at the very top of the first page.

The Word Clearer watches the meter carefully. As soon as the needle reads (sF, F, LF, LFBD), the Word Clearer stops the student, asks, "What was the word you just read?" finds the word that read and gets it looked up in a good dictionary, whether the student says he knows the meaning or not. If it is a technical word or term in the subject being addressed, it is looked up in a glossary or technical dictionary. (Note: In using various glossaries and technical dictionaries, care must be taken to find a dictionary definition that is on the correct gradient for the student.)

The Word Clearer first clears the word for himself, then the word is cleared on the student per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. The dictionary is handled by the Word Clearer; the student does not let go of the cans.

Each word cleared is taken to F/N. The Word Clearer then has the student reread the sentence that contains the word that was misunderstood. The Word Clearer must ensure that the student understands the section of the text that contains the word. If the student does not originate this fact, the Word Clearer should ask the student what that part of the text means. He wouldn't let the student continue reading if the student did not comprehend what he just read.

If the student doesn't understand something about what he just read, then there will be another misunderstood word, probably earlier in the text, in which case the Word Clearer would have the student go to an earlier point in the text and start reading.

Only when he fully understands the section of the text that contains the word that was misunderstood does the student continue reading.

The student continues reading aloud to the end of the last page of the materials being covered. Any further reads of the meter are handled as above.

At the end of the Word Clearing session, send the student to the Examiner.

b. On Tapes

This is done exactly as in Method 2 on written materials except that the student listens to the tape with headphones on while the Word Clearer watches the meter for a read.

The Word Clearer operates the controls of the tape player while the student listens. The Word Clearer does not listen to the tape himself.

As soon as the needle reads, the Word Clearer stops the machine and asks the student, "What was the word you just heard?" (Note: It is important that the tape player is stopped at the exact moment that the meter reads, otherwise the Word Clearer may be asking the student for a word three or four words later than the reading word. On some machines it is fastest to rest the thumb or a finger on

the pause button while the tape is playing, using the pause button to immediately stop the machine when a read occurs. The most ideal setup for Method 2 on tapes is to have a foot pedal that the Word Clearer uses to operate the tape player with. This then frees up the Word Clearer's hands.)

If the student can't spot the word, the Word Clearer helps him find it by replaying the last short section of tape. If the student still can't tell him what the word is, the tape is replayed from an even earlier point.

As soon as the meter reads, the Word Clearer stops the machine and gets the word from the student. The word is then cleared as in Method 2 on written materials.

HANDLING THE BOGGED OR NON-F/Ning STUDENT

Method 2 can be done on a student in trouble to get him F/Ning again, to handle a bog, confusion, etc.

The student is put on the meter and is given the proper R-factors as covered in Method 2 on written materials, above.

He is asked at what point in his materials he started having difficulty.

The Word Clearer takes the student back to a point *earlier* than where the student started having trouble and has the student read aloud to him.

The Word Clearer watches the meter and handles all reads as described in Method 2 on written materials, above.

The materials are so covered up to the point where he was having trouble.

If the difficulty does not resolve, the Word Clearer has the student start reading from an even earlier point in the material. It may go back to an earlier issue, tape, earlier course or even an earlier subject. (Ref: Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE, and Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS)

End off when the difficulty has been resolved and the student is once again bright and F/Ning, and send the student to the Examiner.

METHOD 2 ON LARGE BODIES OF DATA

This requires C/S okay to ensure that the student is not in the middle of an auditing action or process or in the need of a repair, etc. (Note: Method 2 on just an issue or two, such as for a cramming order, would not need C/S okay, but any large amount of Method 2 work would.)

The Word Clearer starts the student at the very top of the first page of the materials and the whole of the materials are covered by Method 2. All reading words are cleared including any words originated by the student as misunderstood.

Done on one's first Scientology materials (first materials read or first tape heard), it uncovers basic misunderstands on Scientology. Done on one's hat or other material, it handles the basic reason behind post failures or difficulty with any material.

The EP is a continuous F/N on the materials being word cleared.

COMPREHENSION

Ref:

HCOB 30 Jan. 73RE

Rev. 16.5.84

Word Clearing Series 46RE

METHOD 9 WORD CLEARING

THE RIGHT WAY

Glibness is often trained into students by the current educational methods, as students are taught to read aloud without understanding what they are reading. Understanding is actually considered to be something separate from reading.

Therefore the Word Clearer must see that the student understands that he should be comprehending the materials as he reads them.

And if a student starts reading a section without comprehension (goes blank, robotic) or if any other manifestations of misunderstands appear, then the Word Clearer should have the student go back to the last point in the materials when he was doing well and reading with comprehension. The student would then come forward from there and the misunderstood word or symbol should be found and cleared.

After all, the reason Method 2 is being done is to bring about a comprehension of the materials.

CAUTIONS

The most common source of trouble in Method 2 Word Clearing is in the Word Clearer not knowing his meter reads and either missing actual reads or incorrectly calling reads, such as calling the right swing of an F/N a read. The remedy for this of course is for the Word Clearer to get his misunderstands off on the subject of the E-Meter and its needle manifestations and to redo the drills in *The Book of E-Meter Drills* until his metering is flawless.

Method 2 can fail if the Word Clearer does not locate the earlier material that contains the misunderstood word. This is remedied by word clearing the Word Clearer on the Study Tapes, especially Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE, and word clearing him on Tape 6510C14 SHSBC-68, BRIEFING OF REVIEW AUDITORS.

A bog or the lack of a good result on Method 2 is handled by giving the student a Word Clearing Correction List (HCOB 27 Nov. 78RB, Word Clearing Series 35RI).

(Note: Just because a student has had a Word Clearing Correction List does not now mean that that's the end of the Method 2. The purpose of the Word Clearing Correction List is to pick up the errors made in Word Clearing. It in no

way replaces Method 2 and actually getting the misunderstands found and cleared. When the student has been cleaned up with the WCCL, he is returned to Method 2 Word Clearing so any remaining misunderstood words can be found and cleared.)

Method 2 is simple to do and will produce astonishing results, provided the Word Clearer knows his study tech and his metering well.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Word Clearing Series 42RA
Tape Course Series 10R

METHOD 4 NOTES

Too generalized a question in using Method 4 defeats its use and can restimulate a person badly.

Example: "Is there anything in *college* you didn't understand?" That of course is just plain ridiculous as a question. "Have you ever heard anything you didn't understand?" would be similarly silly.

BREAK DOWN THE MATERIALS

When doing Method 4, you have to break down the materials (put them into small separate units) in order to ask questions.

Example: We have papers 1 and 2, both on the same subject. The wrong question for Method 4 would be "Is there anything in papers 1 and 2 you didn't understand?" and not even give him the papers to see! The right way to do it would be to take paper 1 and break it down into its obvious sections, give the person paper 1 and let him look at it. Point to its first section and say, "Is there anything you didn't understand in this section?" while watching the meter. Then point to next section, do the same. Finish paper 1. Then go to paper 2 and do it the same.

A person has to know what he's being asked about and has to be thinking of it when asked the question.

TAPES

Just as it would be ridiculous to ask, "Have you ever misunderstood anything you ever read?" it would be silly to ask, "Did you ever have a misunderstood on tape?"

The right way is to take *the* tape and put it on a machine and play a bit of it. And ask, "Is there anything in the first section of this tape you didn't understand?" while watching the meter. Then high speed the tape forward to another area and do the same. Thus the tape is covered.

Method 4 Word Clearing may *not* be done using the student's tape notes, no matter how complete, nor another's tape notes. Whole sections of the tape might not be covered in the notes where the student went past a misunderstood and went blank. A Method 4 on such notes could miss completely.

Where an accurate, verified transcript of the tape exists, Method 4 may be done using the transcript, covering the entire lecture section by section.

But use of tape notes for Method 4 Word Clearing is forbidden.

BOOKS

Books are done chapter by chapter.

QUICKIE M4

Method 4 is defeated utterly by:

1. Bad metering
2. Too general a question
3. Not having the material to hand
4. Not getting the person's attention on parts of the material
5. Not taking each word found to F/N.

Quickie M4 misses. It sets the person up for a lose in his studying.

And we want him to actually succeed in his study, don't we?

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

THE PRODUCT DEBUG SERIES

03
01



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979R

Issue III

REVISED 23 AUGUST 1984

Remimeo
Product Officers
Org Officers
Execs
All Staff
Programs Chiefs
Project Operators
Mission Operators
Missionaires
Flag Representatives
LRH Communicators
Cramming Officers
Review

(Also issued as HCO PL,
same date and title)

Product Debug Series 1R
Establishment Officer Series 37R

DEBUG TECH

Refs:

LRH ED 302 Int	DEBUG TECH BREAKTHROUGH
HCO PL 23 Aug. 79R II Rev. 24.6.88	DEBUG TECH CHECKLIST
HCOB 23 Aug. 79R II Rev. 14.6.88	PRODUCT DEBUG REPAIR LIST
HCOB 17 June 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCO PL 26 Mar. 79RB Rev. 2.9.79	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCOB 23 Aug. 79 I	CRASHING MIS-Us, BLOCKS TO FINDING THEM
HCOB 9 Feb. 79R II Rev. 23.8.84	HOW TO DEFEAT VERBAL TECH CHECKLIST

When I wrote LRH ED 302 Int, DEBUG TECH BREAKTHROUGH, in February of this year, I promised that there would be a policy letter issued covering the tech more fully. Well, there have been further breakthroughs in the area of debugging production. The tech given in that LRH ED has been acclaimed by hundreds to be miraculous. This policy reissues that tech and brings it up-to-date with the new discoveries.

HISTORY

Recently, I noticed quite a few programs were not progressing rapidly. I found many targets bugged. Project operators did not seem to know what to do and were getting losses and becoming frustrated. Their targets were "bugged."

"Bugged" is slang for snarled up or halted.

"Debug" means to get the snarls or stops out of something.



I had always been given to believe somebody had developed and written up debug tech. People would often tell me they had debugged this or that, so of course I assumed that the tech existed and that issues and checksheets existed and were in use. Yet here were people operating projects who couldn't get the targets done by themselves or others.

I didn't recall ever having written any policy letter containing the tech of debugging programs or targets.

So I called for the various "debug checksheets" and "debug issues" they were using and found something very astonishing. None had any real tech on them to debug something. They just had various quotes that did not necessarily apply.

I did a study of the subject based on what people trying to debug should be doing and what they were not doing and developed a fast, relatively simple system. Some project operators were located in very bugged areas which had brought them to apathy and even tears of frustration. The new debug tech was put into their hands and they came streaming back in wild excitement. It worked! Their areas were rolling!

I am releasing this tech to you as it is vital that programs are quickly executed and that production occurs.

This debug tech is tested, fully valid and for immediate use.

Debug tech is a vital executive tool. Anyone who is responsible for getting targets and programs executed, getting production out, turning insolvency into solvency and generally making a better world frankly can't live without it.

Debug tech is used to debug program targets, programs, a lack of completion of the cycles of action which lead to production and, in short, whenever there is *any* insufficiency of viable products coming from an area, org or individual.

THE TECH

I. *INSPECTION*

The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:

1. You look for what products have been gotten out in the past.
2. You look for products that are there completed.
3. You look for what products can be attained in the immediate future.
4. You look for the value of the products produced as compared to the overall cost of the production organization.
5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

The full volume of data on how to do an investigation is given in the Investigations Checksheet of *The Volunteer Minister's Handbook*.

When you first inspect an area for products, you just look. Policies on "Look Don't Listen" apply (HCO PL 16 Mar. 72 I, Esto Series 8, LOOK DON'T LISTEN). Don't listen to how they are going to get 150 products; just look and walk around with a clipboard.

If you don't see 150 products waiting to be shipped or invoices showing they have been, they don't exist. If you don't see receipts for 150 shipped products, they don't exist and never have. The product is either there or there is ample shipping or departure or finance evidence that they have just left or been shipped. Products that are only in people's heads don't exist.

Dreams are nice—in fact they are essential in life—but they have to be materialized into the physical universe before they exist as *products*.

The most wide trap the debugger can fall into is "But next week . . .," since experience will tell you that next week's production may never arrive. The definition of product is something that can be exchanged for a valuable product or currency. They have subproducts. These are necessary. A subproduct can also be an overt product and block final products.

When you have done your product inspection, you then look over the period of time from a viewpoint of time and motion. This is to answer the question "Are things arranged so that there is no time wasted in useless motions which are unnecessary?" This includes poor placement of materiel on a flow line or tool sheds five miles from the site of work so that one has to go there every time one wants a hammer, out-of-sequence flows or waits.

One counts up the amount of wasted time simply because of the disorganization of a place. It isn't enough to say a place is disorganized. How is this disorganization consuming time and motion which is not resulting in a higher quantity of production? Examples of this are quite gross.

When you have done this study, during which, of course, you have made notes, you will have the raw materials necessary to make an estimation of the area.

If there is not an adequate and even spectacular record of products getting out and if products have to be redone or if no products are coming out, you proceed as follows:

II. *PERSONAL HANDLING*

Find a product that *can* be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

Do not let this debug act as an excuse for them not to produce. The first step of this handling *is* to demand production.

When you have gotten them on that, you enter in upon a second stage of debug. This consists essentially of finding if the place is knowledgeable enough

and able enough to produce what is actually required and what is actually valuable or being needed from it.

This is accomplished as follows:

(Note: You should not attempt to find Crashing Mis-U's, etc., until the above inspection and the steps A to I below have been done.)

A. WHERE ARE THE ORDERS RELATING TO THIS TARGET (OR PROJECT OR PRODUCTION AREA)? (Can include policies, directives, orders, bulletins, issues, despatches, tapes, valid texts and previous debugs and any and all files.)

Handling: Collect up all of the orders relating to this target (or project or production area). This includes the orders and policies the person is operating off of as well as all those he should be operating off of. At this point you may need to employ the "How to Defeat Verbal Tech Checklist":

1. If it isn't written, it isn't true.
2. If it's written, read it.
3. Did the person who wrote it have the authority or know-how to order it?
4. If you can't understand it, clarify it.
5. If you can't clarify it, clear the Mis-U's.
6. If the Mis-U's won't clear, query it.
7. Has it been altered from the original?
8. Get it validated as a correct, on-channel, on-policy, in-tech order.
9. IF IT CAN'T BE RUN THROUGH AS ABOVE, *IT'S FALSE! CANCEL IT!* And use HCOB 7 Aug. 79, FALSE DATA STRIPPING, as needed.
10. Only if it holds up this far, force others to read it and follow it.

B. HAVE YOU READ THE ORDERS?

Handling: If he has not read them, then have him read, word clear and star-rate them.

Ca. DO YOU HAVE MIS-U's ON THESE ORDERS?

Handling: Get the orders word cleared using M4, M9 or M2 Word Clearing—whatever Word Clearing *is* needed to fully clear any Mis-U's he has.

Cb. DO YOU HAVE FALSE DATA ON THESE ORDERS?

Handling: Strip off the false data per HCOB/PL 7 Aug. 79, FALSE DATA STRIPPING.

Handle this step (Ca and Cb) until the person has duplicated the orders and issues relating to this production area.

D. ARE THERE FINANCIAL OR LOGISTICS PROBLEMS ON THEM?

Handling: Debug using HCO PL 14 Mar. 72 II, Esto Series 7, FOLLOW POLICY AND LINES, and Flag Divisional Directive of 25 Aug. 76, FINANCIAL PLANNING MEMBER HAT CHECKSHEET. Debugging this may require getting the whole FP Committee through the FP pack.

E. ARE THERE PERSONNEL PROBLEMS?

Handling: Debug this using HCO PL 16 Mar. 71 IV, Org Series 25, Personnel Series 19, LINES AND HATS, and the Personnel Series, as given in the *Management Series*.

It may be necessary to do this debug on the HAS or any person responsible for getting the products of staff members who produce.

F. ARE THERE HATTING PROBLEMS?

Handling: Handle this using full Word Clearing and False Data Stripping and get the scene debugged using HCO PL 29 July 71, Personnel Series 21, Org Series 28, WHY HATTING? and HCO PL 22 Sept. 70, Personnel Series 9, Org Series 4, HATS, and HCO PL 27 Dec. 70, Personnel Series 16, HATS PROGRAM PITFALLS.

Hatting problems may include the total and utter lack of a hatting course for the staff or a hatting course where WHAT IS A COURSE? PL is flagrantly not in, and if you find this, you have gotten to the root of why you are working hard debugging all over the place and it had better be handled quick.

It may also be that the area senior doesn't make sure his staff puts in study time off production hours, and in this you may find the senior is a failed student himself and this you would also have to handle.

Note: A person who *cannot* be hatted at all has false data. The handling would be to strip off the false data.

G. IS THERE EXTERIOR INFLUENCE STOPPING THE PRODUCTION WHICH CANNOT BE HANDLED IN THE PRODUCTION AREA?

Handling: Handle using HCO PL 31 Jan. 72, Data Series 22, THE WHY IS GOD, and HCO PL 25 May 73, Data Series 27, SUPPLEMENTARY EVALUATIONS, and HCO PL 30 Dec. 70, Org Series 20, ENVIRONMENTAL CONTROL.

When told that these exterior influences exist, the wise debugger immediately verifies. The simplest way to verify is to ask the person who is supposed to be putting stops on the line if he has issued such orders. You commonly find out he hasn't. But if he has, then you have started to locate your area to handle.

You commonly run into verbal tech at which moment you use the "How to Defeat Verbal Tech Checklist."

H. WHAT OTHER EXCUSES EXIST?

Handling: As per HCO PL 31 Jan. 72, THE WHY IS GOD; HCO PL 19 May 70, Data Series 8, SANITY; HCO PL 30 Sept. 73 II, Data Series 30,

SITUATION FINDING; and HCOB 19 Aug. 67, THE SUPREME TEST.

And once any obvious ones in the above have been handled, and production *still* isn't rolling, you have:

I. ROUTINE FINDING OF MIS-Us PER WORD CLEARING SERIES.

J. CRASHING MIS-U TECH PER HCOB 17 JUNE 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

Crashing Mis-U Finding is done exactly per this HCOB. Crashing Mis-Us can be buried or suppressed as covered in HCOB 23 Aug. 79, CRASHING MIS-Us, BLOCKS TO FINDING THEM. The factors as listed in that HCOB which can cause a Crashing Mis-U to remain hidden and unknown may have to be handled before the Crashing Mis-U appears.

K. DO THEY HAVE ANY IDEA AT ALL THAT THEY SHOULD BE GETTING OUT ANY PRODUCTS? OR DO THEY PRETEND TO BUT DON'T?

Handling: Simply two-way comm on why the guy is there. It might come as a startling realization that he is supposed to get out products. This can be backed up with Exchange by Dynamics, HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Short Form Product Clearing, HCO PL 13 Mar. 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT—ORDERS AND PRODUCTS, or HCO PL 23 Mar. 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.

There is also such a thing as a person who will not complete a cycle of action. This is normally true of what we call a "suppressive person" or even an insane person.

Handling: Get the person's case looked into by a competent C/S and also by the Ethics Officer for background.

But as PTS people are in suppressive persons' valences, he may only be PTS.

Handling: See section P below for de-PTSing.

L. WRONG STAT. The person has been given a stat that has nothing to do with what he is supposed to produce.

Handling: Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.

M. WRONG VFP OR WRONG PRODUCT? DO THEY HAVE THE IDEA OF VFP RIGHT? (Or does the org think it's the award rather than the product, i.e., GI rather than an audited paying pc or a trained paying student?)

It, of course, can occur, amazingly, that the person or department, etc., is trying to turn out a product that has no exchange value. This can occur because what they do produce is so flabby as to be called "an overt product" which nobody can use further on up the line or even at the end of the line.

You handle this by coming down on their sense of fitness of things. Overt products waste resources and time and personnel and are actually more destructive than on first glance. They cannot be exchanged but they also waste resources as well as lose any expected return. You can remedy this sort of thing by improving their tech so they do turn out something decent and useful.

They can also be turning out a type of product nobody wants—such as 1819 buggy whips in a space age. They may be great buggy whips but they won't exchange because nobody wants them.

They may also be getting out products of excellent quality but never tell anybody they have or do them. This can apply as narrowly as one worker who doesn't tell anybody he is having or doing them or a whole organization which, with complete asininity, never markets or advertises their products.

It is also possible that a combination of all three things above may be found.

It also may be they have all sorts of products they could get out but they never dreamed of getting them out, yet their lifeblood may depend upon it.

Handling: HCO PL 24 July 78, SUBPRODUCTS, which tells how to compile a subproducts list and attain VFPs. Exchange by Dynamics per HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Full Product Clearing Long Form on the correct and actual VFP (as well as any other products the person or area may have), as well as marketing and PR tech.

N. NEVER FIGURED OUT WHAT THEY WOULD HAVE TO DO TO GET A PRODUCT?

Handling: Handle this using HCO PL 7 Aug. 76 I, II and III, AKH Series 33, NAME YOUR PRODUCT; AKH Series 34, WANT YOUR PRODUCT; AKH Series 35, TO GET YOU HAVE TO KNOW HOW TO ORGANIZE; HCO PL 24 July 78, SUBPRODUCTS; and HCO PL 14 Jan. 69, OT ORGS.

O. OUT-ETHICS?

Handling: Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past conditions and the ethics policies that apply.

P. IS THE AREA OR INDIVIDUAL CREATING PROBLEMS AND DEMANDING SOLUTIONS TO THEM?

Handling: Give the person PTS handling as per ethics policies. If and when available, get the personnel de-PTSed using Clay Table De-PTSing as per HCOB 28 Aug. 79 I, PTS CLAY TABLE HANDLING: THEORY AND ADMINISTRATION. (Note: Clay Table De-PTSing can only be done on someone by a person who has had the step himself.)

Q. TOTAL ORGANIZE? (IS THE AREA ORGANIZING ONLY?)

Handling: This is an indicator of many misunderstands in the area, especially on the part of its senior. The senior and the personnel in the area need full Word Clearing on the materials to do with the production area, including

Crashing Mis-U Finding as in J (Ref: HCO PL 26 Mar. 79RA, MISUNDERSTOOD WORDS AND CYCLES OF ACTION) off production hours and meanwhile make them produce what they can.

R. ORGANIZATION ADEQUATE TO GET THE PRODUCT?

INADEQUATE ORGANIZATION?

Handling: Debug the organization per HCO PL 13 Sept. 70 II, Org Series 1, BASIC ORGANIZATION; HCO PL 14 Sept. 70, Org Series 2, COPE AND ORGANIZE; HCO PL 14 Sept. 70 II, Org Series 3, HOW TO ORGANIZE AN ORG; HCO PL 8 Oct. 70, Org Series 8, ORGANIZING AND PRODUCT; HCO PL 29 Oct. 70, Org Series 10, THE ANALYSIS OF ORGANIZATION BY PRODUCT.

NO ORGANIZATION?

Handling: This is the situation where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. The handling is to clear the misunderstands (including Crashing Mis-U's) in the area, particularly on the purpose of the production and why one is producing.

LACKING A SENSE OF ORGANIZATION?

Handling: Lack of a sense of organization lies below the level of Mis-U's, overts and withholds and PTSness—and you have to go north through PTSness and overts and withholds to even get to the Mis-U's.

The handling would be de-PTSing as in step P. Then handle any overts and withholds and then clear the Mis-U's in the area being addressed (including Crashing Mis-U's).

Debug tech is laid out as a checklist in HCO PL 23 Aug. 79R II, DEBUG TECH CHECKLIST. It is a very useful checklist, as the points of debug can be assessed on a meter by an auditor (or any person trained to use an E-Meter) or be administratively used by anyone wishing to debug an area.

HCOB 23 Aug. 79R II, PRODUCT DEBUG REPAIR LIST, is for use by an auditor to repair someone who has been messed up by somebody trying to debug his area. As faulty debugging can mess a person up, this repair list has been written to remedy that, should it occur.

Normally, in an area that is very bogged and not producing, the first question or two will deliver the reasons right into your hands. They are trying to produce blue ruddy rods but the order they finally dig up after a fifteen minute search says specifically and directly that green finglebums are what are wanted here and that blue ruddy rods are forbidden. It is usually outrageous and large. As you go down the list, you will find out that you are running into things which open the door to justification. So you take very good care to notice the justifications which are being used. The handling of justifications is indicated in HCOB 23 Aug. 79 I, CRASHING Mis-U's, BLOCKS TO FINDING THEM, and the HCOB 21 Jan. 60, JUSTIFICATIONS.

WHAT TO HANDLE

Handling, of course, is indicated by what you find and the above references. But handling must always be in the direction of at least fifty percent production. Even while debugging, do not go for an all-organize handling. Also, do not go for an all-production handling.

A person, once trained on the data as contained in this PL, Crashing Mis-U tech, False Data Stripping and Product Clearing, will be able to get almost any area debugged and producing. It is important to remember that debug tech applies from the very small expected action to the huge expected project.

THE EP OF DEBUG

The above debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the above steps. And when it does, you let the area get on with producing the products they are now able to produce.

EVALUATION AND PROGRAMING

There is a whole different technology called evaluation. The full tech on how to evaluate and program is contained in the Data Series and the Data Series Evaluator's Course and the Target Series HCO PLs: 14 Jan. 69, OT ORGS; 16 Jan. 69, TARGETS, TYPES OF; 18 Jan. 69 II, PLANNING AND TARGETS; 24 Jan. 69, TARGET TYPES; 24 Jan. 69 II, PURPOSE AND TARGETS; and HCO PL 14 Dec. 73, Data Series 32, TARGET TROUBLES. One is expected to know how to evaluate. But even after you have evaluated, evaluations contain targets. And targets get bugged. So you will need debug tech even when you are an accomplished evaluator.

With the debug tech and the added steps of Crashing Mis-U Finding, overts and withholds, False Data Stripping, Product Clearing, etc., you will be able to crack the back of the most resistive nonproducing areas and get them into roaring, high-morale production.

Between February 79 and 23 August 79, I have spent a great deal of development time on the technology needed to completely debug people, projects, targets and production. A very large number of missions, researches and pilots were undertaken to discover and polish up this tech. It can now be considered a completed development cycle.

The above IS the tech.

USE IT!

L. RON HUBBARD
Founder



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HCO POLICY LETTER OF 23 AUGUST 1979R

Remimeo
Tech/Qual
All Execs
All Staff
Programs Chiefs
Project Operators
Mission Operators
Missionaires
Dept of Special Affairs
LRH Comms
FRs

Issue II
REVISED 24 JUNE 1988

Establishment Officer Series 38R

Product Debug Series 2R

DEBUG TECH CHECKLIST

Refs:

HCO PL 23 Aug. 79R I
Rev. 23.8.84

Product Debug Series 1R
Esto Series 37R
DEBUG TECH

HCOB 23 Aug. 79R II
Rev. 14.6.88

Product Debug Series 10R
PRODUCT DEBUG REPAIR LIST

The Product Debug Series

(This checklist is clarified by HCO PL 23 Aug. 79R I,
DEBUG TECH, and is used in conjunction with that PL.)

Production is the basis of morale. People who don't get products have low morale.

Executives and responsible people have the task of getting out products. When they don't get them out, the unit or organization fails.

It is extremely upsetting and puzzling to a staff member and to his seniors when he can't get out the products expected of him. I have seen an executive going around in circles for weeks trying to guess why such and such a staff member couldn't get out the products of his post area. I have seen staff members actually in tears because they were unable to achieve the products of their post. I have also seen people busy, busy, busy and totally unaware of the fact that they were producing absolutely nothing.

LRH ED 302 was a breakthrough. It has now been written into HCO PL 23 Aug. 79R I, DEBUG TECH, and contains a considerably expanded tech on how to debug products. People have had very great success in applying it.

To give them even greater successes, I have rewritten LRH ED 302-1 into this PL. The whole object of this checklist is to debug a lack of products and accomplishments of an org or post.

USE OF THIS CHECKLIST

This Debug Checklist is used in conjunction with HCO PL 23 Aug. 79R I,

DEBUG TECH. It gives the person doing the debug a list of things that could be standing in the way of production. The sequence of handling is as laid out in the Debug Tech PL. The first action is an inspection of the area. Then come the personal handling steps.

This sequence must be followed in any debug action. For instance, if you haven't done the inspection, then how would you know what it is you are trying to debug?

This checklist can be assessed on a meter or be administratively used (off the meter) by Mission Operators, Program Operators, Project Operators, Evaluators, executives and anyone else needing to debug a cycle of action or lack of products, including any staff member or student himself. The only restriction on the administrative use of the list is that Sections O (out-ethics and O/Ws), P (PTS) and S (drugs) must be turned over to a qualified auditor who checks them using an E-Meter. They are *not* checked without using a meter. This is to ensure that reads and withholds don't get missed on these sections.

When assessed on a meter, each reading line is taken to F/N by doing the handling given for that line. In many cases the full handling of a reading line will involve steps done off the meter or in another session. Where this is the case, the person being debugged is put back on the meter when all the handling steps for that question are done, to ensure that he is F/Ning and VGIs and satisfied that that point is now handled.

Though the checklist is often done with the use of a meter, its purpose is not to sort out a person's *case* considerations or difficulties. Some of its questions and handlings involve case-handling actions such as rudiments and PTS handlings, but the purpose of the list is to get stalled production *unstalled* and production occurring.

When doing this checklist the individual should have the issues and references he may need to carry out the handlings along with him. He must also have a copy of HCO PL 23 Aug. 79R I, DEBUG TECH, with him for ready reference.

Anyone using this checklist must be checked out and drilled on it and on HCO PL 23 Aug. 79R I, DEBUG TECH.

THE EP OF DEBUG

Debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten *for real in adequate quantity*, the debug has been accomplished.

This could occur at any one of the steps. And when it does, you let the area get on with producing the products they are now able to produce. But don't neglect to keep an eye on the area to make certain it is actually and stably debugged, and don't drop any incomplete action (such as PTS handling or False Purpose RD) because production is now occurring.

PRODUCT DEBUG REPAIR LIST

In case of a bog or trouble on the following checklist use HCOB 23 Aug.

79R II, PRODUCT DEBUG REPAIR LIST, to repair the person so he can continue with the debug actions.

INSPECTION

00. The first action in debugging an area is an inspection to see what is going on in terms of production.

THIS ACTION IS ALWAYS DONE AS THE FIRST STEP IN ANY DEBUG. IT IS NOT OMITTED OR SKIMPED OR BRUSHED OFF.

In inspecting the area you do the following, making notes on what you find and checking off each step as it is completed:

- ___ 1. You look for what products have been gotten out in the past.
- ___ 2. You look for products that are there completed.
- ___ 3. You look for what products can be attained in the immediate future.
- ___ 4. You look for the value of the products produced as compared to the overall cost of the production organization.
- ___ 5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

Full data on how to do this inspection is given in HCO PL 23 Aug. 79R I, DEBUG TECH.

0. Find a product that *can* be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

THE CHECKLIST

Section A:

A1. **NO ORDERS?** _____

(Find out if [a] he's needing orders due to not knowing his hat, [b] he's not getting any direction or guidance from his senior or [c] if he never received the orders. Handle [a] by getting him hatted or [b] by doing this checklist on his senior or [c] by having him get the orders and handle any cut line that isn't relaying the orders.)

A2. **CROSS ORDERS?** _____

(Find out what and handle per HCO PL 13 Jan. 79, ORDERS, ILLEGAL AND CROSS.)

A3. **ILLEGAL ORDERS?** _____

(Find out what and handle per HCO PL 13 Jan. 79, ORDERS, ILLEGAL AND CROSS.)



A4. **VERBAL TECH?** _____
(Find out what and handle per the “How to Defeat Verbal Tech Checklist” in HCO PL 23 Aug. 79R I, DEBUG TECH, and with False Data Stripping.)

Section B:

B1. **HASN'T READ THE ORDERS?** _____
(Have him read, word clear and star-rate the orders.)

B2. **AVOIDANCE OR NEGATION OF POLICY?** _____
(Get his O/Ws off per HCOB 2 Mar. 84R, O/W WRITE-UPS, or with Sec Checking. Then clear up his Mis-Us on the relevant policy.)

B3. **POLICY UNKNOWN?** _____
(Determine what applicable policy is unknown to him and have him read, word clear and star-rate it.)

B4. **LACK OF TECH?** _____
(Have him get familiar with the exact problem he's encountering and make him work out a solution that will handle it.)

B5. **NEVER LOOKED OVER AND READ UP ON THE EXACT MATERIALS YOU ARE SUPPOSED TO BE USING IN THIS PROJECT OR ACTION?** _____
(Have him read and word clear the exact materials he needs to know to get out the products.)

B6. **NEVER MEMORIZED THE BASIC STABLE DATA AND LAWS OF THE AREA?** _____
(Have him dig up and memorize the stable data and laws of his field or area. Note that this applies to admin and other type personnel quite in addition to technical people.)

Section C:

C1. **MISUNDERSTOODS?** _____
(Find and clear the Mis-Us.)

C2. **MISUNDERSTOODS ON THE ORDERS?** _____
(Find and clear the Mis-Us.)

C3. **DOESN'T UNDERSTAND THE ORDERS?** _____
(Handle with Word Clearing and False Data Stripping.)

C4. **FALSE DATA ON THE ORDERS?** _____
(Handle with False Data Stripping.)



C5. OUT OF AGREEMENT WITH THE ORDERS? _____

(Get any out-ruds handled. Then handle with Word Clearing and False Data Stripping. If needed, get C/S okay and do a Disagreement Check per HCOB 22 Mar. 72RA, DISAGREEMENT CHECK.)

C6. NO INTEREST? _____

(Find out if it's out-ruds or Mis-Us or past failures and handle accordingly.)

C7. LACK OF VALUE OF THE CYCLE OF ACTION ITSELF? _____

(Find his Mis-Us and handle. Have him demo out the cycle of action.)

Section D:

D1. FINANCE BUGS? _____

Find out what the bug is and get it debugged by using this checklist and finance policy on it. If it amounts to that, get the whole FP Committee through the FP pack.)

D2. LOGISTICS PROBLEMS? _____

(Find out what it is and handle with HCO PL 14 Mar. 72 II, Esto Series 7, FOLLOW POLICY AND LINES, and any other debug tech needed.)

D3. ARE YOU MISSING ANY EQUIPMENT? _____

(Find out what is needed and if it is really needed; if so debug it per D1 and D2 above so it is gotten. Remember that there are enormous percentages of people who absolutely have to have before they can possibly do and use that usually as an excuse not to produce.)

Section E:

E1. SCARCITY OF PERSONNEL? _____

(Indicate it. Then investigate and handle HCO, which is usually up to its ears in personnel requests and busy on them instead of putting an HCO there that properly recruits, hats and utilizes personnel. This may mean doing this Debug Checklist on the HAS or any person responsible for that division or activity because they aren't getting the products of staff members who produce.)

E2. SOME OTHER PROBLEM WITH PERSONNEL? _____

(Debug this using HCO PL 16 Mar. 71 IV, LINES AND HATS, and the Personnel Series, Esto Series and Org Series.)



Section F:

F1. **ABSENCE OF HATTING?** _____

(Find out if it's [a] lack of a hatting course for the staff, [b] a hatting course where What Is a Course? PL is flagrantly not in, [c] the area's senior doesn't make sure his staff put in study time off production hours or [d] some other reason why the person does not go to study. Handle according to what comes up and HCO PL 23 Aug. 79R I, DEBUG TECH.)

F2. **DOESN'T ATTEND STUDY?** _____

(Find out if it's [a] lack of a hatting course for the staff, [b] a hatting course where What Is a Course? PL is flagrantly not in, [c] the area's senior doesn't make sure his staff put in study time off production hours or [d] some other reason why the person does not go to study. Handle according to what comes up and HCO PL 23 Aug. 79R I, DEBUG TECH.)

F3. **ABSENCE OF DRILLING?** _____

(Get any needed drilling on equipment and actions done.)

F4. **ABSENCE OF CRAMMING?** _____

(Get the subject cramming is needed on and send him to Cramming.)

F5. **FAULTY CRAMMING?** _____

(Get what occurred. If it doesn't clean up immediately, then send the data in to the C/S, who will program for handling, e.g., with a Cramming Repair List.)

F6. **A DISASSOCIATION BETWEEN THE THEORY OF WHAT IS SUPPOSED TO BE DONE AND THE PHYSICAL UNIVERSE?** _____

(Get the specific area of disassociation and have him demonstrate—in clay if necessary—and give real examples of the application of the theory. Program for the Hubbard Key to Life Course and Super Power.)

F7. **FALSE DATA ON THE HATTING MATERIALS?** _____

(Handle with False Data Stripping.)

F8. **LACK OF TECHNICAL KNOW-HOW?** _____

(Locate the area of technical know-how he is lacking in and get him studying and drilling the tech on it.)

F9. **UNABLE TO BE HATTED?** _____

(Strip off the false data in the area with False Data Stripping. If this does not fully handle, send the person's folder to the C/S for programing; the program can include Student Rehabilitation List, Study Green Form, False Purpose RD, etc., as applicable.)



Section G:

G1. EXTERIOR INFLUENCE STOPPING THE PRODUCTION WHICH CANNOT BE HANDLED IN THE PRODUCTION AREA? _____

(Handle per Section G of HCO PL 23 Aug. 79R I, DEBUG TECH.)

Section H:

H1. OTHER EVENTS OR REASONS? _____

(Find out what and handle per HCO PL 23 Aug. 79R I, DEBUG TECH.)

H2. HUGE PRODUCTION BUG? _____

(Find out what and use full debug tech to handle.)

H3. TIME? _____

(Find out if there's just NOT ENOUGH time to do what he has to do or if he's wasting time by not being organized or is being dev-ted. Handle with HCO PL 14 Feb. 80, ORDER VERSUS DISORDER, study and application of dev-t PLs, etc., as applicable.)

H4. TROUBLE WITH COMM LINES? _____

(Find out what the trouble is. It could include W/Hs, Mis-Us, unfamiliarity with the comm lines, an incomplete or omitted Non-Existence Formula, an absence of functioning comm lines. Handle what is found as applicable per ethics policies, Word Clearing tech and the Org and Esto Series.)

H5. INABILITY TO COMMUNICATE? _____

(Pull his W/Hs. Make him do Reach and Withdraw on the people and objects of his area. Program him for a TRs course and the Hubbard Key to Life Course.)

H6. ABSENCE OF ALTITUDE? _____

(Have him read HCO PL 4 Oct. 68, ETHICS PRESENCE, and Exec Series 1 and 2. Have him demo how he can use them and then drill their use.)

Section I:

I1. MISUNDERSTOODS OR CONFUSIONS IN THE PRODUCTION AREA? _____

(Routine Word Clearing per the Word Clearing Series.)

I2. MISUNDERSTOODS OR CONFUSIONS ON WHAT IS SUPPOSED TO BE DONE? _____

(Routine Word Clearing per the Word Clearing Series.)



Section J:

J1. CRASHING MISUNDERSTOOD? _____

(Crashing Mis-U Finding per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

J2. TROUBLE COMPLETING CYCLES OF ACTION IN THE PRODUCTION AREA? _____

(Crashing Mis-U Finding per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

Section K:

K1. NO IDEA AT ALL THAT PRODUCTS SHOULD BE GOTTEN OUT? _____

(Simply two-way comm on why the guy is there. It might come as a startling realization that he is supposed to get out any products. This can be backed up by Exchange by Dynamics per HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Product Clearing per HCO PL 13 Mar. 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT, ORDERS AND PRODUCTS, or HCO PL 23 Mar. 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.)

K2. PRETENDING TO KNOW THAT PRODUCTS SHOULD BE GOTTEN OUT BUT DOESN'T GET THEM OUT? _____

(Simply two-way comm on why the guy is there. It might come as a startling realization that he is supposed to get out any products. This can be backed up by Exchange by Dynamics per HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Product Clearing per HCO PL 13 Mar. 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT, ORDERS AND PRODUCTS, or HCO PL 23 Mar. 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.)

K3. WON'T COMPLETE A CYCLE OF ACTION? _____

(Get the person's case looked into by a competent C/S and an Ethics Officer for background. If you are dealing with a suppressive or insane person, handle per ethics policies. If it is PTSness, get the person de-PTSed; if it is pretended PTSness as per HCOB/PL 28 Feb. 84, C/S Series 118, PRETENDED PTS, get the person programed for the False Purpose RD.)

Section L:

L1. WRONG STAT? _____

(Get the right stat figured out per policy on stats and stat management so that it agrees with what he is supposed to produce and actually measures his actual production.)



L2. DOES THE STAT HAVE NOTHING TO DO WITH WHAT IS SUPPOSED TO BE BEING PRODUCED? _____

(Get the right stat figured out per policy on stats and stat management so that it agrees with what he is supposed to produce and actually measures his actual production.)

Section M:

M1. WRONG VFP? _____

(Use HCO PL 24 July 78, SUBPRODUCTS, Exchange by Dynamics and full Product Clearing long form on the correct and actual VFP—as well as any other products the person or area might have.)

M2. WRONG PRODUCT? _____

(Use HCO PL 24 July 78, SUBPRODUCTS, Exchange by Dynamics and full Product Clearing long form on the correct and actual VFP—as well as any other products the person or area might have.)

M3. UNSURE OF WHAT THE PRODUCT IS? _____

(Get a complete and accurate statement of the correct product and product clear him on it. See also HCO PL 7 Aug. 76 I, Esto Series 31, PRODUCT-ORG OFFICER SYSTEM, NAME YOUR PRODUCT.)

M4. THINKING IT'S THE AWARD RATHER THAN THE PRODUCT? _____

(Use HCO PL 24 July 78, SUBPRODUCTS, Exchange by Dynamics and full Product Clearing long form on the correct and actual VFP—as well as any other products the person or area might have.)

M5. OVERT PRODUCTS? _____

(Handle any W/Hs connected with this. Then handle per HCO PL 23 Aug. 79R I, DEBUG TECH, Section M.)

M6. NO MARKETING OR ADVERTISING OF THE PRODUCT? _____

(Handle any W/Hs connected with this. Then handle per HCO PL 23 Aug. 79R I, DEBUG TECH, Section M.)

Section N:

N1. NEVER FIGURED OUT WHAT WOULD HAVE TO BE DONE TO GET A PRODUCT? _____

(Handle per HCO PL 23 Aug. 79R I, DEBUG TECH, Section N.)

Section O:

Note: Section O is to be done only by a qualified auditor using an E-Meter. It is not to be done off the meter.



Each question in Section O must be prefaced so that the questions are limited to the person's current post, position or the immediate cycle that is being debugged (e.g., "Concerning the production of ruddy rods, _____," "As dishwasher, _____" or "On the target to plant potatoes, _____," etc.).

O1. OUT-ETHICS? _____

(Handle as a W/H, E/S to F/N. Then get the person sorted out by application of ethics conditions, Sec Checking, etc., as applicable per ethics policies. May require repair of past ethics conditions per HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS.)

O2. ACTIVE COUNTER-INTENTION? _____

(Handle as a W/H, E/S to F/N. Locate and clear the person's Mis-U's in the area of the counter-intention. C/S to program for False Purpose RD. In any case, watch him and remove him if he remains CI.

If it is CI on the part of others, then find out who and handle any agreement he has with their CI as a W/H, E/S to F/N. Get the person or persons who have CI handled on their O/Ws and get their Mis-U's found. C/S to program them for False Purpose RD. In any case, watch them and remove if they remain CI.)

O3. OTHER-INTENTIONEDNESS? _____

(Handle the other-intentionedness as in O2.)

O4. ARE YOU WITHHOLDING SOMETHING FROM ME? _____

(Pull it, E/S to F/N.)

O5. HAVE YOU DONE THINGS YOU COULD BE HIT FOR? _____

(Handle as a W/H, E/S to F/N.)

O6. ARE YOU BEING CRITICAL OF OR MALICIOUS ABOUT OTHERS? _____

(Pull all overts and withholds connected with this, each E/S to F/N. Note for handling of any black PR campaign he may be running on others. C/S to program for the False Purpose Rundown if applicable.)

O7. HAVE YOU LISTENED TO CRITICAL OR MALICIOUS STATEMENTS ABOUT OTHERS? _____

(Pull all overts and withholds he has connected with this, each E/S to F/N. False data strip the area of the critical or malicious statements to EP. Note for investigation and handling of any black PR campaign that may be occurring. C/S to program for the False Purpose Rundown if applicable.)



- O8. **IS THIS NOT A POST OF YOUR OWN CHOOSING?** _____
 (Handle the dishonesty of accepting a post with no intention of doing it and go E/S on times he's done that, to F/N. C/S to program for Sec Checking and/or False Purpose RD, as applicable.)
- O9. **DO YOU KNOWINGLY DO THINGS THAT CAUSE OVERT PRODUCTS?** _____
 (Get what he has done specifically and handle each thing done as a W/H, E/S to F/N. C/S to program for False Purpose RD.)
- O10. **WHEN PRODUCTS ARE NOT COMING OUT RIGHT, DO YOU NOT CROSS CHECK TO MAKE SURE YOU LOCATE ALL THE ERRORS?** _____
 (Handle as a W/H, E/S to F/N.)
- O11. **HAS ANY EQUIPMENT BEEN REMOVED OFF THE LINES?** _____
 (Get the data. Handle any overts and withholds connected with it, E/S to F/N.)
- O12. **HAVE YOU DAMAGED ANY EQUIPMENT?** _____
 (Handle as a W/H, E/S to F/N.)

Section P:

Note: Section P is to be done only by a qualified auditor, using an E-Meter. It is not to be done off the meter.

- P1. **LOTS OF UNSOLVABLE PROBLEMS IN THE AREA?** _____
 (Get the data, noting all meter reads and route it to the C/S. The person will need PTS handling per ethics policies. Other personnel in the area must also be checked for PTSness and handled as found necessary.)
- P2. **CONNECTED TO SOMEONE OR SOMETHING ANTAGONISTIC?** _____
 (Get the data, noting all meter reads and route it to the C/S. The person will need PTS handling per ethics policies.)
- P3. **PTS?** _____
 (Get the data, noting all meter reads and route it to the C/S. The person will need PTS handling per ethics policies.)
- P4. **ACCIDENTS?** _____
 (Get the data, noting all meter reads and route it to the C/S. The person will need PTS handling per ethics policies.)
- P5. **ROLLER-COASTERING?** _____
 (Get the data, noting all meter reads and route it to the C/S. The person will need PTS handling per ethics policies.)



Section Q:

Q1. ORGANIZING ONLY? _____

(Handle his Mis-Us in the area, including any Crashing Mis-Us.)

Q2. TOTAL ORGANIZATION? _____

(Handle his Mis-Us in the area, including any Crashing Mis-Us.)

Section R:

R1. IS THE AREA DISORGANIZED? _____

(If this is the case, do the inspection and handling steps of HCO PL 14 Feb. 80, ORDER VERSUS DISORDER. Also get done any needed study, Word Clearing, Crashing Mis-U Finding, etc., as per Section R of HCO PL 23 Aug. 79R I, DEBUG TECH, so that the area is understood and gotten organized and productive.)

R2. IS A LOT OF TIME SPENT TRYING TO FIND THINGS? _____

(Handle as in R1.)

R3. ARE THINGS NOT FILED BUT JUST PILED AROUND THE AREA? _____

(Handle as in R1.)

R4. IS THERE NO SYSTEM OF LOCATING THINGS? _____

(Handle as in R1.)

R5. ARE THINGS NOT LOGGED IN AND OUT WHEN THEY ARE USED? _____

(Handle as in R1.)

R6. DOESN'T UNDERSTAND THE THINGS BEING USED WELL ENOUGH TO ORGANIZE THEM? _____

(Handle as in R1.)

R7. PUZZLED ABOUT HOW TO ORGANIZE THE AREA? _____

(Handle as in R1.)

R8. LACKING A SENSE OF ORGANIZATION? _____

(Get the person through PTS handling per ethics policies. Next handle any overts and withholds on the area with Sec Checking, then clear the Mis-Us and Crashing Mis-Us in the area being addressed.)

R9. NO GRASP OF THE CONCEPT OF ORGANIZATION? _____

(Handle as in R8.)

Section S:

Note: Section S is to be done only by a qualified auditor, using an E-Meter. It is not to be done off the meter.

S1. HAVE YOU EVER TAKEN DRUGS, MEDICINE OR ALCOHOL? _____

(Let him tell you about it, noting any reads. Get the data to the C/S so that he can be programed for full drug handling and/or FES and repair of past drug handlings.)

S2. ARE THERE PEOPLE IN THE PRODUCTION AREA WITH UNHANDLED DRUGS? _____

(Get the data and how he feels this may be affecting production in the area. Any unhandled drug cases must be gotten through the Purification RD and full drug handling.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 17 JUNE 1979

Remimeo
Execs
Estos
Cramming Officers
Course Sups
All Staff

URGENT—IMPORTANT

Word Clearing Series 61

Product Debug Series 3

**CRASHING MIS—Us: THE KEY TO COMPLETED
CYCLES OF ACTION AND PRODUCTS**

Refs:

HCOB/PL 26 Mar. 79R	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCO PL 26 Jan. 72 I	AKH Series 29 Exec Series 5 NOT—DONES, HALF—DONES AND BACKLOGS
HCO PL DEBUG TECH (LRH ED 302 Int Rewritten) THE STUDY TAPES	

INCOMPLETE CYCLES

A cycle of action is the sequence that an action goes through, wherein the action is started, is continued for as long as is required and then is completed as planned.

To produce products one has to also have completed cycles of action. A completed cycle of action normally results in a product.

Where steps A–I of HCO PL DEBUG TECH (LRH ED 302 Int Rewritten) have been done to no avail, meaning products are not yet rolling out of the area, then the tech herein is to be used as step J of debug tech to get the area producing.

Just as a misunderstood word can prevent a person from understanding the remainder of what is heard or written, a misunderstood can prevent a cycle of action from completing.

This is extremely valuable data as it gives us *the* major reason people don't complete cycles of action. It is utterly amazing and magical. An area is plagued with not-dones and half-dones and no products resulting and one would swear that the reasons were infiltration, sabotage, evil intentions, you name it. But in the majority of cases it will be found that the above discovery is operating. The person has a Mis-U on a key word involved in the cycle of action.

The person usually doesn't realize he has a misunderstood. It is revelatory to him when he finds it, so it isn't necessarily true that he will know. So he himself additionally has a number of wrong Whys and wrong reasons.

There is usually one principal misunderstood that is preventing the cycle of action from completing. This is called the “Crashing Mis-U.”

APPLICATION

While finding Crashing Mis-U's is not a substitute for full Word Clearing and while it is also true that the person can be PTS and be engaged in creating problems, it is nevertheless uniformly true that a Crashing Misunderstood lies somewhere in the subject matter of the cycle of action which is not being completed.

The tech given in this HCOB can be used by anyone who has checked out on it and drilled it. The steps given here cover metered and nonmetered Crashing Mis-U Finding. Using a Word Clearing meter will make the action faster and more accurate but it is not vital.

The whole action does not take long to do and will save hours of purple-faced desk pounding and frustrated attempts to get people to produce.

It is to be USED by execs, Supervisors, Cramming Officers, Estos, missionaries, etc., etc.—anyone who is responsible for seeing that products are gotten out.

Crashing Mis-U tech is used in debugging products. It comes as step J of HCO PL DEBUG TECH. If any of the earlier steps are out, then you can find all the Crashing Mis-U's you like and still not get one single product.

THEORY

A cycle of action is a parallel to a cycle of understanding or a cycle of communication. The cycle of action is the physical universe expression of a cycle of communication. The cycle of communication occurs in the physical universe! A misunderstood interrupts not only the cycle of communication or understanding, but also interrupts the motion or action. That is the discovery. A person is trying to get the product of a finished house. He doesn't understand the word “plumbing.” He may tell you that it is because of the price of materials, that nobody can dig in that kind of ground, that certain types of pipes aren't available, that he is having trouble with his wife—and his supervisors and bosses will tell you that he is just plain lazy, that he has been bribed not to, that he is a secret drinker maybe, and even less printable “whys.” But when you get right down to it and use the tech, you find that he has a Crashing Mis-U on the word “plumbing.” He thinks it is defined as “drilling holes.” Mentally, this interrupts his ability to think any thoughts through on the subject. His cycle of understanding is being interrupted by the Crashing Mis-U. This then has a parallel cycle, the cycle of action of trying to get the finished house. Thus, for want of understanding of a word, we get the actual physical inability to finish a cycle of action on a connected subject. I can assure you that ethics conditions, threat of suit, physical violence, none of these things are going to get anybody a finished house. Only when his Crashing Mis-U “plumbing” is found and properly handled are you going to get a finished house.

This tells you incidentally that the time track of shattered civilizations must have been strewn with these things. It doesn't only apply to a house, it applies to

almost anything man has ever set out to produce. It would even apply to some general who suddenly won't finish a battle or a war. Amazingly, you will discover that the Crashing Mis-U has probably been man's single greatest barrier to actually creating and maintaining a civilization. You have to work with the tech yourself to actually appreciate its depth and power.

CRASHING MIS-U FINDING

Where you have a person not getting products, not completing cycles of action despite attempts to debug per A-I of HCO PL DEBUG TECH, you have to get in there and find the Crashing Misunderstood. It will be directly on the subject. There are various approaches to doing this, starting very simply and getting more complex. You would start off using the simplest approach and then, if that didn't handle, you would go into a more thorough handling, and so forth.

PROCEDURE

1. It is apparent or it is reported that someone is failing to complete cycles and is not getting out his products.
2. Before even talking to him, you inspect his area as regards products per HCO PL DEBUG TECH:
 - A. You look for what products have been gotten out in the past.
 - B. You look for products that are there completed.
 - C. You look for products that can be attained in the immediate future.
 - D. You look for value of products as compared to overall cost of production.
 - E. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

This requires a bit of homework.

3. *CONDITIONAL*: If your inspection finds he is getting out actual products and that he is not producing overt products, correct the reports and let him get on with it. Do not go on with the steps in this procedure.
4. Now, if the earlier debug steps per HCO PL DEBUG TECH, have been done and it is obvious from your inspection that this person is still not getting out the products he is expected to get out or should be getting out, you know that he has a Crashing Mis-U. You just start hunting and punching around for the Crashing Mis-U on the subject of the products he should be but is not getting out. "What don't you understand about that subject?" "What Mis-U word is there on this subject?" You keep at it this way until you get the Crashing Mis-U. On the meter you would use reads to steer him to the area and the Mis-U.

Crashing Mis-U Finding differs from regular Word Clearing in that it is an investigatory procedure which utilizes all methods of Word Clearing and whatever else it takes to find the Crashing Mis-U. You can use Method 2,

Method 3, Method 4, Method 5, Method 6 or Method 9 to help you find the misunderstood. The person you are handling may be sure that the Mis-U is in a certain issue but doesn't know what the word is. It may require Method 2 or Method 9 to actually dig it out. Often Method 5 is used whereby the Word Clearer asks for the definition of individual words, checking to make sure that *he* knows the definition as well.

The point is that you are trying to narrow down the area further and further until you finally get the Crashing Mis-U, and any method of Word Clearing or investigation that helps you do this is legitimate.

5. You clear this word fully to VGIs (on the meter it would F/N). Don't assume the dictionary will necessarily give the right definition—a missing or false definition might be the root of his trouble. If no dictionary, textbook or encyclopedia can be found that gives a satisfactory definition for the word, you are still not stopped. You can go over all of the related material to the word and work out with him what definition has been omitted or what is the proper definition for it. This is a last resort, but it is necessary that anyone doing Crashing Mis-U Finding knows this, as man has not necessarily properly defined everything in his technical sphere or culture. WARNING: The inability to find the definitions is a rare case. Only work out the definition when you have exhausted all possible texts and dictionaries and have cleared all of the words you have encountered in them. Whether you looked it up and found it or couldn't find it and had to evolve it, make sure the definition is useful to him and that it blows his difficulty with it.
6. Assure yourself that this was his Crashing Mis-U and that it is real to him. When he finds it, he will quite often be chagrined and then go into VGIs and cognite and may change considerably right in front of your eyes.
7. Send him to the Examiner.
8. Run some Reach and Withdraw in the area where he had difficulty to a good win and tell him to get on with it.
9. Check back later to see that he is now completing cycles of action and getting his products out. If he is, then you have got it. That *is* the EP.
10. If he still isn't getting out the product, then you haven't yet found the Crashing Mis-U and you have some more work to do. Go over his area with him and look for things that he has difficulty with. Often it will leap right up at you. Get him to tell you what the difficulty is.
11. Now question him to find the Mis-U on that subject that is behind those difficulties. Often his statement of the difficulty will contain the Mis-U itself. On a meter you would get a read as he says it. Off the meter you would have to take the words that he said and ask him what they meant. For example, he might say, "The plumbing always seems to be the hardest part." On a meter "plumbing" would read and you would take it up right away. If you weren't using a meter, you could say, "Well, what does the word 'plumbing' mean?" and he'll say, "Well, it means, uh . . . 'drilling holes' " and there you have it. Now clear the word as in step 4 above, run your Reach and Withdraw and send him back to work.

END PHENOMENON

The end phenomenon (EP) of this action is the person now producing the products he wasn't able to produce before and completing the cycles of action related to his product.

The end phenomenon is not the fellow now all VGIs and saying he can get the products, feeling great, etc. That is all very well but IS HE NOW GETTING OUT THE PRODUCTS? And you keep handling him with Crashing Mis-U's and related handling until he is producing the products, and then you know you have completed the Crashing Mis-U handling.

ADDITIONAL FACTORS

There are various factors which must be known by anyone doing Crashing Mis-U Finding and used if the above simple steps do not get the desired result of the person now tearing along getting his products.

O/Ws

Since overts and withholds stem from Mis-U's in the first place, you are liable to run into O/Ws when doing Crashing Mis-U Finding. If the person has O/Ws in the area, this will be manifested in the form of resistance to finding the misunderstood word, either overtly or covertly. An example of this would be the person misdefining a word and then when you have him look it up in the dictionary he says that he knew it all along. Or it could be straight noncooperation.

If you are using the Word Clearing meter, the handling for the situation above would be to pull the O/Ws. To do this simply ask "Do you have any overts in the area of _____?" and pull them, each one earlier-similar to F/N with all specifics until the question F/Ned on asking. Do the same with withholds and missed withholds. Since you run the risk of missing withholds if you try pulling withholds without a meter, in doing the nonmetered Crashing Mis-U Finding, the way you would handle the above situation is to ask the person if he has some withhold concerning the area you are trying to handle, and getting him to tell you about it. If you do this then you *must* get him meter-checked to ensure nothing has been missed.

There is another manifestation which can be encountered. A Crashing Mis-U simply cannot be found at all yet it obviously must be there. The person seems to cooperate somewhat but no Crashing Mis-U turns up. This is again an O/W phenomenon. The person is holding on to his withhold so hard it is burying the Crashing Mis-U. Again, you could run the risk of missing a withhold if you simply ask him for his withhold on the subject, but we cannot rule out the fact that doing so sometimes works. The Crashing Mis-U simply doesn't seem to exist, yet by all evidence of no products or overt products, it must exist, so simply asking him if he has a withhold on the subject gives us the gain of finding it straight off and immediately, and if we meter check him afterwards to find out if he has any more withholds, it is very likely to pay off. Once he has gotten off the withholds, the Crashing Mis-U can pop right up. When you miss a withhold, remember, a fantastic amount of upset can be caused for the Word Clearer or the person himself. So don't indulge in missing withholds.

Once the O/Ws have been pulled or gotten off by whichever of the above methods, you will now be able to find the Crashing Mis-U and clear it up.

Sometimes in clearing the Mis-U you will hit a chain of overts connected with the subject, and these will have to be cleared up or you may not get your product. An example of this was a cleaner who could not clean. The Crashing Mis-U found was the word “clean” and this went straight into whole track overts which had to be fully handled. When the overts and the Mis-U were cleared up, the person went straight out and started getting real products.

DEFENSE MECHANISM

You may find the person has a defense mechanism which would make it impossible to find the person’s Crashing Mis-U, as he believes it is okay to have Mis-Us in that area. The defense mechanism consists of false data which acts as a justifier for the Mis-U. An example of this would be “I don’t have to know that as I’m not a professional” or “Well, I’m new to the post” and so on. The handling would be simply to ask the person if there was some reason why it would be okay to have Mis-Us in that subject and then strip off the false data and justifications. Then you can recheck for the Crashing Mis-U and you will find it is now available. (See HCOB FALSE DATA STRIPPING)

THE WORD CLEARER’S MIS-Us

When he has found a Crashing Mis-U on the subject, the Word Clearer’s first action is to himself look up the definition and the derivation of the word so he himself understands it. He then gets it fully cleared up with the person. This is all done right there in the Crashing Mis-U session. If he doesn’t do that, he won’t be able to perceive how the person has misunderstood it or misapplied it previously.

Example: A person in charge of the lights in a theater could never get anything lit. A Crashing Mis-U was looked for and the word “scene” was found. However, the person glibly read the dictionary definition and said he had it already. The Word Clearer made him look up the derivation wherein it was found that the glib person didn’t understand it at all, for the person, when asked for an example, described an actor and how he would put the light on the actor.

The Word Clearer, having looked it up first before handing the dictionary over, knew that a scene was a stage. It was found that the person’s Crashing Mis-U had so introverted him that he had never perceived that a stage had backdrops, scenery and a floor. The Word Clearer practically had to pry him out of his head to get him to see that a stage had walls and backdrops and that these had to be lighted.

If the Word Clearer had not known the correct definition of “scene,” he would never have detected that the person thought it meant “actor” even though the dictionary said it had to do with scenery.

Crashing Mis-U tech would have failed as the person was very convincing as to how he knew it all already yet in the example was giving a totally incorrect demonstration.



Showers of light broke through when the person realized for the first time that he had to light the whole stage and had been in total mystery why people kept yelling at him. This had been going on for a long, long time in the person's job and was making him a total failure at it.

PRACTICAL USAGE

Always ask for instances of practical usage from the person you have found a Crashing Mis-U on. From these you can detect if he's got it, and if he hasn't got it, he may have to work and work to clear it further.

The end phenomenon of Crashing Mis-U tech is not finding the Crashing Mis-U but getting the person totally straight on it and actually getting out the product.

DEBUG TECH

Crashing Mis-U Finding is an integral part of debug tech as covered fully in HCO PL DEBUG TECH. It comes as step J of the whole procedure. When products are not getting out, cycles are not being completed, there will invariably be Crashing Mis-U's, but there may be other factors involved which also have to be resolved. The handling is just to go through the steps of the HCO PL, including Crashing Mis-U Finding (step J) and Product Clearing (step K). You may find more Crashing Mis-U's come up during or after the Product Clearing.

The whole point is that you use the whole debug tech procedure without trying to short-cut it. Otherwise, you get the ridiculous situation of clearing up the fellow's Crashing Mis-U on "plumbing" and then find he can't get out the product of a finished house because there are no pipes and won't be any for three months because the owner can't afford them. This all has to be resolved.

IMPORTANT NOTE

Since the *sole* purpose of this debug tech is to get the person or area producing what it should be producing, you would not continue past a point where this had been achieved. So for example, if after step C of HCO PL DEBUG TECH, had been done (any Mis-U's on issues related to the area of production had been cleared up) the person was turning out great products in the expected quantity and time period, you would not then start looking for Crashing Mis-U's. This would act as harassment, not help. Similarly, don't use any other step of A-R of the above PL where it does not apply.

One should let people have their successes. Once you have achieved what is desired with this tech, don't carry on.

The rule is DON'T CONTINUE DEBUGGING PAST THE POINT WHERE THE PERSON OR AREA HAS BEEN SUCCESSFULLY DEBUGGED AND PRODUCTS ARE NOW ROLLING.

And you would know it was debugged because products of the expected quality would be coming out of the area in the expected quantity.

GRADIENT APPROACH

The whole idea is to try the simplest approach first and then if that doesn't work go deeper.

The end phenomena for all this is a person cheerfully and willingly getting his products and these appearing, visible in the physical universe.

EXAMPLES

This is how it might go: You might find yourself in the position of being responsible for seeing that the house, in the example given earlier on this bulletin, got finished. You notice that the deadline has been exceeded by weeks and still there is no house.

The first thing to do would be the inspection as in step 2 of the procedure above. You would discover that the house has no plumbing; that is what is holding up its completion. Points A–H in HCO PL DEBUG TECH, have been gone over but things still aren't moving. So you approach the contractor personally and go over this with him. You start hunting and punching around for the Mis-U. Ask him, "Is it possible that there is some word you don't fully understand in the area of building this house?" And he'll say, "Well, no—it's just that I don't have enough men to do the plumbing." (Now, you already know from step E of your prior inspection that he does have adequate personnel.) So you say, "Well, what about plumbing? Is there some word connected with plumbing that you don't get?" He'll say, "No, but I've always had trouble with it." Now you ask him, "What does 'plumbing' mean?" And when he says, "Everybody knows that plumbing means drilling holes," you have his Crashing Mis-U. As you clear this up, his initial embarrassment will turn into floods of relief, and off he will go and get the house finished up in no time.

Now, if you were able to use a word-clearing meter, so much the better. You would put him on the meter and ask him something like, "Now, on the subject of building houses, is it possible you could have a misunderstood?" The meter will read on this and you use the read to steer him to the area and find the misunderstood word. This is then cleared to a floating needle (F/N) and very good indicators (VGIs).

It might not be as straightforward as above. The case could arise where there was plenty of evidence that the person has a Crashing Mis-U yet, despite arduous search, nothing comes up. You would then ask the person, "Is there something about all this you haven't told me?" If your TRs are good and you don't have a challenging or accusative attitude, he will come up with it: "I can't finish the house because the machine that cuts and bends pipes is broken." With a bit of further questioning, you find that he broke the machine and has been withholding this for weeks and didn't even dare mention that it needed repair for fear of being punished. A simple meter check would ensure that nothing was missed. Then up would pop the misunderstood on "plumbing" which he thought meant drilling holes. No wonder he broke the machine: He was trying to drill holes with it! So now, with his withhold off and his Mis-U cleared up, he will feel immensely relieved and will most likely be able to go right off and finish up the house. At the most you might need to product clear him and run some Reach and Withdraw in the area per the issues on Product Clearing in this series.

CASE HISTORIES

Here are some actual case histories to show how Crashing Mis-U Finding goes and the sort of things one might expect to come across and have to handle in order to debug a cycle or product with this tech.

- CASE A:* This was a senior executive who was on the verge of being removed from post. The general manager was impatient with the lack of products from that area.
- A. The Word Clearer inspected the executive's department and found that the main area of difficulty seemed to be handling personnel.
 - B. The Word Clearer put the executive on the meter and asked him if there were any products he should be getting out but wasn't. No Crashing Mis-U came up on this directly.
 - C. By two-way communication, the Word Clearer confirmed that the main area of difficulty was handling personnel.
 - D. He took the words that were directly related to the area mentioned—"personnel," "staff," etc.—and asked the executive what each one meant. He checked the dictionary to ensure the person had a full understanding of the words. The exec seemed fine on these.
 - E. There was one word the executive seemed to have some hesitation on so the definition of that word was word cleared Method 9. A few words were cleared up but none of them turned out to be the Crashing Misunderstood.
 - F. The area of difficulty was further narrowed down by two-way comm to "the obtaining and posting of personnel."
 - G. Words relating to this area were checked. Some of the definitions were M9ed to make sure the exec really did have them straight—still no Crashing Mis-U was found.
 - H. The executive originated an area of difficulty to do with handling authority that he felt was interfering with his ability to obtain and post personnel. No Mis-U's were found in this area, however.
 - I. The Word Clearer asked for overts and withholds in the area ("Is there something you're not telling about this area?" "Is there something you've done you don't want known?" etc.) but none were found.
 - J. He then checked for false data (something that would justify having misunderstands on that subject) and found that the exec was loaded with false data on the subject of authority. This was handled by two-way comm—it did not take much to clean up as the exec was realizing by this time where his trouble was coming from and was only too willing to get it sorted out.
 - K. The word "authority" was found as the Crashing Misunderstood. This became obvious as soon as the false data came off. This word was fully cleared to a floating needle and very good indicators, and the executive volunteered that he felt ready to go back on post and produce.

The Word Clearer ended off and returned the executive to work. He started producing actual products and doing well.

CASE B: This was a technician in a highly specialized and complex field who was having difficulty with his job and was unable to get approval on some tests that were urgently needed.

- A. An inspection of his area revealed the situation to be exactly as described.
- B. The Word Clearer put him on the meter, oriented him to the situation and asked him, “Is there any single misunderstood word in the area of these tests?”
- C. A long search ensued in which several words were cleared, none of which turned out to be the Crashing Mis-U.
- D. The Word Clearer then checked for a withhold and found out that the technician had never understood an important despatch relating to the cycle and had been withholding the fact. This withhold was cleared up to a floating needle.
- E. This was followed by further search for the misunderstood, which uncovered an area of upset and losses to do with technical writing.
- F. The Word Clearer checked for the misunderstood that must have preceded the losses, and the Crashing Mis-U was found—a very basic technical word in the subject.
- G. He attempted to clear the word with a dictionary but found no adequate definition.
- H. Encyclopedias and textbooks were consulted but none of them had a useful definition.
- I. Eventually, by combining textbooks and working out what it should be, a workable definition was arrived at and the subject became clear to the technician who was greatly relieved.

The technician returned to work and started producing. The very next set of tests submitted were approved.

CASE C: This case was an executive who was having trouble getting people in his area to produce. The actions below were done unmetered.

- A. The product inspection showed the executive to be unable to get his juniors to produce.
- B. He arrived for the Crashing Mis-U Finding quite upset and this had to be handled before anything else.
- C. The Word Clearer went over his upset with him and sorted it out to a point where he was willing to go ahead with the action.
- D. Various words were checked (“What does ‘junior’ mean?” “What is the definition of ‘executive’?”) and so forth. No Crashing Mis-U was found.

- E. The area of difficulty was narrowed down further to “getting compliance.”
- F. On checking, the Word Clearer found that the exec had a Crashing Mis-U on the word “compliance” which was cleared to very good indicators.

The executive went back to work and found he could now handle his juniors.

CASE D: This person was in charge of briefing missions. He had recently had trouble with this and some missions had fired without full briefing, resulting in failures.

- A. The Word Clearer asked him, on the meter, if there was anything concerning his post he was having difficulty with.
- B. The difficulty was narrowed down by two-way comm until it was established that he felt he couldn’t brief them fully due to lack of time.
- C. The Word Clearer checked for a Crashing Mis-U concerning this difficulty. None was found.
- D. He then asked if there was something the person was withholding about the subject. Several chains of overts were taken up, each one to a floating needle, until the question itself produced a floating needle on asking.
- E. The Word Clearer again asked for a Crashing Mis-U in the area and one of the words in the person’s own post title was found and cleared. This was the Crashing Mis-U.

The person was then able to get out his products.

CASE E: This was an auditor who was being product cleared on her post.

- A. The Product Clearer discovered that there was a certain part of her post that this auditor could not handle. It was a certain aspect of handling the preclear.
- B. He asked her if there was one single Mis-U in the area, and helped her trace it, using the meter reads.
- C. The Crashing Mis-U was found and cleared in the dictionary to very good indicators.
- D. The auditor was then able to complete the Product Clearing and get back to work, her main difficulty no longer impeding her from getting products.

The above case histories show the variety of situations that can come up and the handlings that would be done. They are by no means all the situations that can arise in doing Crashing Mis-U Finding.

CAUTIONS

Make sure you guide him on the subject of products all the time. You could get right off the track and find yourself clearing up a whole subject that had nothing to do with getting out his product. An example would be trying to clear

up the whole of chemistry on a photographer. There is chemistry involved in photography: the film is developed and so forth with chemicals. But the person is a photographer, not a photo-laboratory technician, so he does *not* need to know all of chemistry to get his product.

Another point is that sometimes a person will have a Crashing Mis-U cleared up on himself and immediately suppose that this is the Crashing Mis-U everyone else has. This is not necessarily the case. When one has a Crashing Mis-U on “crackers,” it is not necessarily true that everyone else has a Crashing Mis-U on “crackers.” Their Crashing Mis-Us will be different. It is *their* Mis-Us one is after.

REPAIR

If the action bogs down and can't be sorted out or the person becomes upset during or after Crashing Mis-U Finding, then the difficulty should be sorted out right away with a Crashing Mis-U Repair List. This list is done on a meter by someone qualified to do so. A botched or bogged Crashing Mis-U Finding must be repaired within twenty-four hours.

EFFECTS OF CRASHING MIS-U_s

You can tell someone has a Crashing Mis-U because when you start to question them about the cycle of action or demand the products they will go robotic on you. They sometimes just stand there gaping at you and won't even answer your question. They won't even be able to talk to you. There's another manifestation you will come up against and that is the person becoming annoyed with you. This indicates either that he *was* getting out products in the first place or that he had a withhold in addition to a Crashing Mis-U.

The solution is not to immediately shoot them for not getting out the product. Find their Crashing Mis-U. If they get annoyed, then find out which of the above it was and handle. And then the justice factor would consist of disciplining them for going past misunderstands without clearing them. You have to teach someone to get in his own ethics in this respect so that others do not have to take justice actions on him.

SUMMARY

Well, here you have the tech that will enable you to debug failures to produce the products required of him. The person using this tech has to learn it well and become practiced in its application. Then he will get the full benefit of it and total reality on its power.

Let's get busy and, along with the remainder of debug tech, find the Crashing Mis-U when products aren't coming off the line.

This is indeed miracle tech so let's go get some miracles!

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HCO BULLETIN OF 18 JUNE 1979R
REVISED 27 JUNE 1988

Remimeo
Tech/Qual
Word Clearers
Auditors
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Product Debug Series 4R

Word Clearing Series 62R

THE CRASHING MIS-U REPAIR LIST—LC1R

Ref:

HCOB 17 June 79

CRASHING MIS-U:
THE KEY TO COMPLETED CYCLES
OF ACTION AND PRODUCTS

The Crashing Mis-U Repair List is the list to use in repairing Crashing Mis-U Finding. It can be done on the spot by the person doing the Crashing Mis-U Finding or in session by an auditor. The Crashing Mis-U Repair List is used in the event of a bog or trouble during Crashing Mis-U Finding or a red-tagged exam after a Crashing Mis-U Finding session. It can also be done if, after the fact of a Crashing Mis-U being found, the person is still not getting out his products or is not completing cycles of action in his area. (Note: The person could be up against a *new* Crashing Mis-U on a whole different cycle of action in the same area.)

If, after the Crashing Mis-U Repair List has been done and fully handled, there seems to be some other bypassed charge or BIs connected with the Crashing Mis-U Finding, a C/S 53 or WCCL should be done. This would be determined by the C/S.

Any person using this list must have excellent TRs and be able to make a list read and correctly interpret E-Meter reads. They must also be drilled on this correction list and have their high-crime checkouts done on this list as well as HCOB 17 June 79, CRASHING MIS-U: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

Under many of the questions, there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parenthesis is done directly in the session. The handling in the second set of parenthesis shows the further actions to be done, as programed and ordered by the C/S *after* all the reading items have been F/Ned.

0. **DO YOU HAVE TROUBLE GOING IN OR OUT OF THINGS?** _____

(Check to make sure the read is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD *and* its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

(If you are not qualified to audit or repair Int, or if you are not in an auditing session and the read is valid, send the folder to the C/S.)

00. **WAS A WRONG ITEM GIVEN TO YOU?** _____

(Assess and handle an L4BRA. If pc has not previously had out-list correction, turn in the folder to the C/S for handling.)

000. **WAS CRASHING MIS-U FINDING DONE WHILE YOU WERE IN THE MIDDLE OF AN AUDITING ACTION OR RUNDOWN?** _____

(Find out what and indicate it. If it doesn't F/N on indication, take it E/S to F/N.)

(Get the data to the C/S for handling.)

0000. **HAVE YOU FAILED TO UNDERSTAND WHAT A "CRASHING MISUNDERSTOOD" IS?** _____

(Check and clear any words in the above that read on the meter.)

1. **WAS CRASHING MIS-U FINDING DONE WHEN YOU ALREADY HAD AN UPSET?** _____

(Handle the ARC break to F/N VGIs.)

2. **DID YOU BECOME UPSET BECAUSE OF THE CRASHING MIS-U FINDING?** _____

(Handle the ARC break to F/N VGIs.)

3. **WAS THE CRASHING MIS-U FINDING DONE WHILE YOU WERE WORRYING ABOUT SOMETHING ELSE?** _____

(Handle the problem to F/N VGIs.)

4. **DID THE CRASHING MIS-U FINDING CAUSE YOU TO BECOME WORRIED OR CONCERNED?** _____

(Handle the problem to F/N VGIs.)

5. **DURING YOUR CRASHING MIS-U FINDING, WAS THERE SOMETHING YOU WERE NOT SAYING?** _____
 (Handle by usual M/W/H pulling per HCOB 12 Feb. 62 and HCOB 3 May 62R.)
6. **WAS THERE SOMETHING YOU'D DONE YOU WEREN'T SAYING?** _____
 (Handle as in #5.)
7. **WAS THERE SOMETHING YOU WEREN'T SAYING ABOUT THE AREA THAT WAS BEING ADDRESSED?** _____
 (Handle as in #5.)
8. **DID YOU GO PAST MISUNDERSTOODS AND WONDER IF ANYBODY KNEW?** _____
 (Handle as in #5.)
9. **WAS THERE SOMETHING YOU'D DONE IN THE AREA BEING ADDRESSED THAT YOU WEREN'T SAYING?** _____
 (Handle as in #5.)
10. **WAS THE WRONG AREA ADDRESSED?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him to the W/Cer to complete the Crashing Mis-U Finding.)
11. **WAS THE CRASHING MIS-U FINDING DONE ON THE WRONG PRODUCT?** _____
 (Handle as in #10 above.)
12. **COULDN'T YOU FIND THE CRASHING MIS-U?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for completion of the action.)
13. **WAS THERE NO CRASHING MIS-U IN THE AREA IN THE FIRST PLACE?** _____
 (Indicate that the Crashing Mis-U Finding was an unnecessary action. If it doesn't F/N on indication, take it E/S to F/N.)
14. **WAS THE CRASHING MIS-U FOUND ONLY SIMILAR TO THE ACTUAL CRASHING MIS-U?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer to find the actual Crashing Mis-U.)



15. **IS THERE ANOTHER CRASHING MIS-U IN THE AREA?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
16. **IS THE WORD FOUND STILL MISUNDERSTOOD?** _____
 (Get it fully cleared up to F/N.)
17. **DIDN'T YOU UNDERSTAND WHAT WAS GOING ON?** _____
 (Clear up the questions and confusions to F/N.)
 (Send him back to the W/Cer for handling if needed.)
18. **COULDN'T YOU HEAR THE WORD CLEARER?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
19. **DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
20. **WAS THERE METER OR F/N TROUBLE?** _____
 (Find out what and indicate the BPC. If it doesn't F/N on indication, take it E/S to F/N. Assess an LIC if needed, "In your Crashing Mis-U Finding.")
 (If needed, program for False TA handling.)
21. **WERE AREAS THAT YOU WERE NOT HAVING DIFFICULTY WITH TAKEN UP?** _____
 (Indicate that these areas should not have been taken up. If it doesn't F/N on indication, take it E/S to F/N.)
22. **WERE AREAS THAT YOU WERE HAVING DIFFICULTY WITH NOT TAKEN UP?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
23. **DID AN AREA YOU FELT SHOULD HAVE BEEN HANDLED NOT GET TAKEN UP OR HANDLED?** _____
 (Find out what and indicate. If it doesn't F/N on indication, take it E/S to F/N.)
 (Send him back to the W/Cer for handling.)
24. **DID YOU GET INVALIDATED?** _____
 (Itsa E/S itsa to F/N.)
25. **DID YOU GET EVALUATED FOR?** _____
 (Itsa E/S itsa to F/N.)

26. **DID THE CRASHING MIS-U FINDING ANNOY YOU?** _____
 (Determine if [a] he has O/Ws as well as a Crashing Mis-U or [b] the Crashing Mis-U Finding wasn't necessary in the first place. Handle accordingly by [a] pulling the O/Ws in the area of the Crashing Mis-U, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS, or [b] indicating the BPC. If no F/N on indication, take it E/S to F/N.)
27. **WAS THE CRASHING MIS-U FINDING DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE CYCLE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
28. **DO YOU NOT BELIEVE YOU HAVE MISUNDERSTOODS?** _____
 (Clear him up on HCOB 26 Mar. 79RB, Word Clearing Series 60RB, MISUNDERSTOOD WORDS AND CYCLES OF ACTION. Handle his Mis-Us and get his agreement to do the action unless it is determined it was an unnecessary action. Take this to F/N.)
29. **HAS ANYONE SAID YOU HAD A CRASHING MISUNDERSTOOD WHEN YOU DIDN'T HAVE ONE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
30. **DID FALSE DATA GET IN YOUR WAY?** _____
 (Strip off the false data per HCOB 7 Aug. 79, FALSE DATA STRIPPING. Take it to F/N.)
31. **IS IT ACTUALLY OKAY TO HAVE MISUNDERSTOODS IN THE AREA?** _____
 (Get why this is okay and strip off the defense mechanism, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Take it to F/N.)
32. **IS THERE SOME OTHER WORD CLEARING ERROR?** _____
 (Find out what and handle or do a WCCL if necessary.)
33. **WERE YOU NOT HAVING ANY TROUBLE WITH YOUR PRODUCTS IN THE FIRST PLACE?** _____
 (Get the data. If this is the case, indicate that the Crashing Mis-U Finding was an unnecessary action. Take it to F/N.)
34. **ARE THERE OTHER PRODUCT DEBUG ACTIONS THAT SHOULD HAVE BEEN TAKEN?** _____
 (2WC to F/N.)
 (Program him to get Product Debugging per HCO PL 23 Aug. 79R II, DEBUG TECH CHECKLIST.)



35. **AREN'T YOU HATTED?** _____
 (2WC to F/N.)
 (Get him properly TIPed for hatting.)
36. **IS YOUR PRODUCT TOTALLY UNKNOWN TO YOU?** _____
 (2WC to F/N.)
 (Program him to be product cleared.)
37. **ARE YOU LACKING PRODUCT CLEARING?** _____
 (Handle as in #36 above.)
38. **ARE YOU CONNECTED TO ANTAGONISTIC PEOPLE?** _____
 (2WC to F/N.)
 (Program for a PTS handling. Ref: HCOB 31 Dec. 78RA II, OUTLINE OF PTS HANDLING)
39. **WAS YOUR CRASHING MIS-U FINDING OVERRUN?** _____
 (Indicate and rehab.)
40. **ARE YOU HAVING CASE TROUBLE?** _____
 (Assess and handle a C/S 53.)
41. **IS THERE SOMETHING ELSE WRONG?** _____
 (Find out what and handle or do the appropriate correction list and handle.)
42. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)

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 Founder

Revision assisted by
 LRH Technical Research
 and Compilations



HCO BULLETIN OF 6 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 4R-1
Word Clearing Series 62R-1

CRASHING MIS-U REPAIR LIST—LC1R
WORD LIST

Refs:

HCO PL	4 Apr.	72R III	ETHICS AND STUDY TECH
	Rev. 21.6.75		
HCOB	8 July	74R I	Word Clearing Series 53R
	Rev. 24.7.74		CLEAR TO F/N
HCOB	21 June	72 I	Word Clearing Series 38
			METHOD 5
HCOB	9 Aug.	78 II	CLEARING COMMANDS
HCOB	17 July	79RA I	Word Clearing Series 64RA
	Rev. 30.7.83		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 18 June 79R, THE CRASHING MIS-U REPAIR LIST—LC1R.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM THE CRASHING MIS-U REPAIR LIST

A, about, action, actions, actual, actually, addressed, already, an, annoy, another, antagonistic, anybody, are, area, areas, aren't, auditing.

Because, become, been, being, believe, by.

Case, cause, concerned, connected, couldn't, Crashing Mis-U, cycle.

Debug, did, didn't, difficulty, do, done, during.

Else, error, evaluated.

Failed, false data, felt, find, finding, first, F/N, for, found.

Get, given, go, going.

Had, handled, hatted, have, having, hear.

If, in, incomplete, invalidated, is, it, item.

Knew.

Lacking.

Major, meter, middle, misunderstood, misunderstands.

No, not, nothing.

Of, okay, on, only, or, other, out, over, overrun.

Past, people, place, product, Product Clearing, products.

Rundown.

Said, saying, should, similar, some, something, still.

Taken, that, the, there, things, to, totally, trouble.

Understand, unknown, up, upset.

Was, way, were, weren't, what, when, while, with, wonder, word, Word Clearer, Word Clearing, words, worried, worrying, wrong.

You, you'd, your.

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Compilation assisted by
LRH Technical Research
and Compilations



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HCO BULLETIN OF 16 JULY 1979

Remimeo
All Supervisors
All Word Clearers
Execs
Estos
Cram Officers
All Staff

Product Debug Series 5

Word Clearing Series 63

THE “ELUSIVE” MIS-U OR CRASHING MIS-U

Refs:

HCOB	17 June 79	Word Clearing Series 61 Product Debug Series 3 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB	30 Jan. 73RB Rev. 1.6.79	Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB	18 June 79	Word Clearing Series 62 Product Debug Series 4 THE CRASHING MIS-U REPAIR LIST-LC1
HCOB/PL	26 Mar. 79R Rev. 25.5.79	Esto Series 35R Word Clearing Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION

Miraculous as it is, a Word Clearer must be aware of the fact that M9 Word Clearing does not uncover false data, Crashing Mis-U's, overts, withholds or PTSness. Other tech exists to handle these. However, they also, sometimes in a shadowy way, make their appearance doing M9. People doing M9 are doing it to get something understood or get some order done or get some product actually made and out. In most cases M9 will produce a marked gain. However, when it doesn't work, one of the above is also present. Handling of these is covered in detail in other HCOBs.

However, the item the M9er is most likely to collide with in situations where M9 is really not getting much done is the mysterious Crashing Mis-U.

A Crashing Mis-U, while it is always sitting right there in PT, big as life, can sometimes appear to be elusive. It eludes the most conscientious Word Clearer and the person himself, despite honest efforts to find it.

Let's say you've made an exhaustive search for the Crashing Mis-U, you've hunted and punched in the area of his products, you've word cleared him on the texts covering his products and you've found and cleared some misunderstood

words, none of which are IT. You've done the full Crashing Mis-U and Product Debug procedure by the book and you still haven't gotten the Crashing Mis-U—as evidenced by no products.

At this point you could suspect one of the following:

1. The word that has caused him to crash may be right there in plain view; it does appear in the texts and orders covering the person's post and products, but it has been missed.

Why? Because the Crashing Mis-U (which is not your ordinary, common, garden-variety of misunderstood word) will not always show up for what it is in M9ing. The word may appear in the materials but the person reads it with no stumble or reaction whatsoever, as he is so certain he knows it, and his misunderstanding of it is so obscured by false data and false definitions. It doesn't even read on the meter on Method 2 or 4 because it's way below his awareness.

So you wouldn't just assume there was nothing there because the word didn't turn up on Method 9 or Methods 2 or 4. You'd need to move in with Method 5 or 6 and probably also False Data Stripping in a case like this to really pry it into view.

Or:

2. The Crashing Mis-U may not be on the subject of the product itself but in an area *related to* the subject. If this is suspected, you look for the Crashing Mis-U in the related areas, and it's very likely you'll come up with the prize!

The reason it wasn't found in the first place is because the word didn't appear in the materials he was word cleared on and it didn't come up in a search in the area of his products. But it was sitting there, all the time, in an adjacent, a related area!

In two cases recently where staff members were being crammed on rejects of their products, this phenomena turned up and was used and it all straightened out nicely!

The watchword is you utilize all methods of Word Clearing *and whatever else it takes* to find the Crashing Mis-U.

ALERT RE METHOD 9

The data above applies to routine Method 9 Word Clearing as well as to Crashing Mis-U Finding. Thus, if you've M9ed the person on his post materials and he's not getting it or making it, realize that he may be sliding over a Mis-U or even a Crashing Mis-U where the word actually appears in the materials and is obscured for the above reasons. Or that the misunderstood may be in an area *related to* the subject and the word itself doesn't appear in the text you're handling.

Method 9 is a superlative Word Clearing tool. Word Clearers must keep it effective and not permit that effectiveness to be dimmed by a failure to know and use the data in this bulletin.

So you check the related areas where it's indicated or you marry up routine Method 9 with Crashing Mis-U Finding and all of its steps where the person isn't making it otherwise. And you'll find the elusive misunderstood or Crashing Mis-U is not so elusive after all. It will come plainly into view—ripe for the plucking!

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HCO BULLETIN OF 23 AUGUST 1979

Issue I

Remimeo
Word Clearers
Cramming Officers
Supervisors
Estos
Tech/Qual

Word Clearing Series 65

Product Debug Series 6

CRASHING MIS-Us, BLOCKS TO FINDING THEM

Refs:

HCOB 17 June 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 8 Sept. 64	OVERTS, WHAT LIES BEHIND THEM?
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 7 July 64	JUSTIFICATIONS
HCOB 21 Jan. 60	JUSTIFICATION
HCOB 5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB 6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

It may occur in Crashing Mis-U Finding that no Crashing Mis-U can be found even though it is obvious from the person's inability to complete a cycle of action or get out a product that a Crashing Mis-U must exist.

It is vital, in attempting to find someone's Crashing Mis-U, that one does not abandon the search simply because, on enquiry, the person is unable to come up with anything. It may take skill and hard work to uncover the Crashing Mis-U but it must be found, no matter how arduous the search. The completion of the cycle of action and the accomplishment of the product depend on locating and clearing up the Crashing Mis-U that is getting in the way.

Crashing Mis-Us can be buried. They can be buried by:

- A. Other Mis-U words
- B. Overts or withholds
- C. False data
- D. Justifications
- E. Service facsimiles.

Any one of A, B, C, D or E above or a combination of these can prevent one from finding the Crashing Mis-U. One handles by:

- a. Clearing up the other Mis-U's
- b. Pulling the overts or withholds
- c. Stripping off the false data
- d. Getting off the justifications
- e. Handling the service facsimile or sending the person to an auditor to get audited on it.

If the Word Clearer came across the situation where no Crashing Mis-U could be found despite obvious indications that one existed, he would check for each of the above blocks in turn and handle anything there was to handle on each point. After handling one of the above blocks, he would recheck for the Crashing Mis-U, and if still not available to be found and cleared, he would proceed to check the next block and so on until the Crashing Mis-U was found and cleared. One would check for the blocks in the sequence given (A-E) and only go so far as necessary to uncover the Crashing Mis-U.

CRASHING MIS-U's

The full handling of a Crashing Mis-U itself will be found in:

HCOB 17 June 79	CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 18 June 79R Rev. 27.6.88	THE CRASHING MIS-U REPAIR LIST-LC1
HCOB 16 July 79	THE "ELUSIVE" MIS-U OR CRASHING MIS-U
HCOB 26 Mar. 79RB Rev. 2.9.79	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCOB 7 July 79	CRASHING MIS-U DEFINITION

A. OTHER MISUNDERSTOODS

Ref:
Word Clearing Series

The person may have Mis-U's and confusions which are obscuring the *Crashing* Mis-U. In attempting to find the Crashing Mis-U one might have to find and clear these other Mis-U's before the person can locate the Crashing Mis-U which has been buried by these other Mis-U's and which is hanging up the cycle of action or the product.

A Crashing Mis-U is a Mis-U that crashes a subject and crashes a person. It is straight on the subject-line that is giving trouble and is totally blocking the person's comprehension of the subject. This is not to be confused with other Mis-U's. These would include grammatical Mis-U's, Mis-U's on disrelated subjects or Mis-U's on simple words. A Crashing Mis-U is quite different. It is directly on the subject and it totally blocks the person's understanding of the subject and stops any cycles of action or products on that line.

HANDLING: Other Mis-U's obscuring the Crashing Mis-U are located and cleared using any of Word Clearing Methods 2-9 or a combination of these. One



might have to do Method 2 and Method 4 on certain materials, for example, before the Crashing Mis-U can then be located. Method 9 is a very thorough and fruitful method of word clearing materials. By whatever method, the Mis-U's are found and cleared. Any Mis-U's that come up during Crashing Mis-U Finding are immediately cleared. This does not mean, however, that one has found the Crashing Mis-U. One has simply unburdened it.

B. OVERTS AND WITHHOLDS

Ref:
Academy Class II Materials

As covered in HCOB 8 Sept. 64, OVERTS, WHAT LIES BEHIND THEM? overts and withholds can enter in after the person encounters a misunderstood word or symbol on the subject or in the area. Having committed the overt, the person may now be withholding so hard that it can become impossible to get his attention onto the Mis-U word that comes earlier in time and is more basic than the withhold.

An example of this would be someone who had broken a machine as a result of trying to operate it over his Mis-U on how it worked. His attention would become so caught up with withholding this overt that he might not be able to confront the area at all, let alone find the underlying Crashing Mis-U.

The person's withholds on the subject of the area not only prevent him from talking about it sensibly to the person trying to find his Crashing Mis-U's, but also tend to withhold him from the subject itself. He won't be able to think well on that subject because he is withholding data concerning it. The person might also be frightened of punishment or discipline if he did reveal his overt. Therefore, communication with the Crashing Mis-U Finder or the subject also may block up his memory or his ability to think on the subject, and so a Crashing Mis-U can be buried totally out of sight.

HANDLING: The handling of O/Ws would depend on whether or not one was using a meter for the Crashing Mis-U Finding.

In metered Crashing Mis-U Finding one would ask:

"Concerning (subject under discussion) is there anything you are withholding?" and if it was reading, one would handle per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN. Suppress and False could be used as needed.

One could also check and handle:

"Concerning (subject under discussion) have you committed any overt?"

"Concerning (subject under discussion) has a withhold been missed?"

In nonmetered Crashing Mis-U Finding one could ask the person if he had any overt or withhold concerning the subject under discussion. Very often, if one is in good communication with the person and there is no accusativeness or duress, he will say, "Well, actually, I didn't want to tell anyone but I lost all the ruddy rods," or whatever the withhold was. In nonmetered asking for overts or

withholds, one must get the person meter checked immediately afterwards to ensure nothing gets missed. It goes without saying that a person can get very misemotional or blow or get very angry with the Crashing Mis-U Finder if you miss a withhold on him. So don't be surprised if you get a sudden blowup when you use unmetered overt or withhold questions.

C. FALSE DATA

Ref:
HCOB/PL 7 Aug. 79 FALSE DATA STRIPPING

A person who has been given and has accepted false data or false definitions on a subject may become convinced that he "knows" the words when in fact the data and definitions may be entirely false. This may even prevent the misunderstands from reading on the meter. It can certainly bury a Crashing Mis-U because the person's certainty that he "knows" the data will prevent him from looking for the Crashing Mis-U which is blocking him from getting products.

HANDLING: One handles false data by stripping it off exactly per HCOB/PL 7 Aug. 79, FALSE DATA STRIPPING. This is a procedure which locates the false data and then blows it by recall. It is an extremely effective way of getting off the false data which is blocking the person's understanding of a subject by giving him a false understanding.

D. JUSTIFICATIONS

Refs:
HCOB 21 Jan. 60 JUSTIFICATION
HCOB 7 July 64 JUSTIFICATIONS

A person can have a defense mechanism whereby he justifies having a Crashing Mis-U by giving reasons why it is okay not to understand the subject or area. He explains why he doesn't have to understand and makes others wrong for trying to set him straight on it. Examples of this would be:

"I'm new and haven't been at it too long."

"I have to spend so much time on my post, I don't have time to learn about it."

"Only a professional could really understand this."

"No one really knows anything about that subject anyway."

"They keep changing the terminology so how could I learn it?"

HANDLING: The handling of justifications is covered in HCOB 7 Aug. 79, FALSE DATA STRIPPING, which has several questions in the section on locating the false data which are designed to pull off the person's justifications for failure to understand a subject or inability to turn out professional products in an area. Basically, the questions ask for anything that makes it okay not to know a particular subject or not to get results with that subject. When the justifications are located, they are blown with recall, just as with false data in general.

If there are no justifications present or if the trouble does not resolve with pulling off justifications, then it will be handled with the next section—service

facsimiles—since justifications as used here are really a specialized kind of self-serving service facsimile. Justifications and service facsimiles are actually cousins.

E. SERVICE FACSIMILES

Refs:

Academy Class IV Materials

HCOB	5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB	6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB	6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

A service facsimile is an idea someone uses to make himself right and others wrong. These ideas are held in by engrams. For the purposes of Crashing Mis-U Finding, they can be handled by recall.

If you are trying to find someone's Crashing Mis-U and he has a service facsimile getting in the way, then his efforts will be taken up entirely with trying to make himself right and you and others wrong and you will not be able to get to the Crashing Mis-U. He would even feel made wrong if a Crashing Mis-U was found.

One person who was being checked for a Crashing Mis-U in an area in which she was goofing could not even see her goofs, let alone a Crashing Mis-U. Eventually she admitted that she had the idea that she could not be wrong regarding this particular subject. When this was spotted and cleared up, the Crashing Mis-U could be located and the whole area straightened out.

HANDLING: If the person is manifesting the symptoms of a service facsimile or if the failure to find a Crashing Mis-U where one obviously must exist is not resolved with A-D above, then the Word Clearer would ask, "Is there some idea you are using which makes you right and others wrong?" and two-way comm with him about it without getting into listing for an item. Usually, the person will give up the service facsimile and realize that he has been making himself right and others wrong. He will feel very relieved to have spotted it and will be able to look for and find his Crashing Mis-U. If, however, the service facsimile does not come up on request and two-way comm, then the person should be sent for handling by an auditor on service facsimiles.

CAUTIONS

The remedies given in this HCOB must be understood to be remedies for inability to locate the Crashing Mis-U—they are not substitutes for standard application of the tech of finding and clearing Crashing Mis-Us.

One would always begin with the standard approach to finding the Crashing Mis-U and, if none was found, only then would one check for and handle each of the blocks given above in the sequence given.

If one found something on any of A-E above, one would handle it and then check again for the Crashing Mis-U. One does not automatically check all of

A–E. The sole idea is to handle whatever is burying the Crashing Mis-U, and as soon as that has been achieved, one returns to Crashing Mis-U Finding.

If half way through the False Data Stripping, for example, the person realizes he has had a Crashing Mis-U on _____, then that's it. You wouldn't now continue the False Data Stripping. You would complete the step you were on and then end off.

The same goes for any of the remedies. As soon as the Crashing Mis-U is found or findable, the purpose of the remedy has been achieved and that would be it.

As it is fatal to miss a withhold on someone, it is very important that any withhold pulling done is thorough and goes to real VGIs whether it is metered or unmetered. Withhold pulling off the meter must be followed by a meter check, whether anything is found or not.

Similarly, in asking for a service facsimile, it is possible to start the person listing, and if he gets sick or caves in later, one must assume that this has occurred and get the action repaired in session rapidly.

Note: Of course, if the person is PTS and dramatizing creating problems, you may not be able to get anywhere at all until he has been run on Clay Table De-PTSing to full EP.

These cautions are not given here to make it look difficult or dangerous to do Crashing Mis-U Finding. It is usually very straightforward. However, if one is going to get results every time, he must be aware of the possible errors or barriers that he may run into and should know how to handle them.

SUMMARY

Sometimes Crashing Mis-U Finding draws a blank even though there is plenty of evidence that a Crashing Mis-U exists.

Other misunderstands, overts or withholds, false data, justifications and service facsimiles can bury the Crashing Mis-U.

If one runs into this situation, one must not abandon the Crashing Mis-U Finding, as the person will continue to have difficulty and will not get out his products.

The answer is to handle the blocks that are preventing the Crashing Mis-U from being found and then find and clear the Crashing Mis-U.

Then one can get the spectacular results of this miracle tech every time.

L. RON HUBBARD
Founder

(Also issued as an HCO PL
of same date, same title)

Establishment Officer Series 35RB

Word Clearing Series 60RB

Product Debug Series 7R

MISUNDERSTOOD WORDS AND CYCLES OF ACTION

MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore, those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This, then, results in no-product situations.

Therefore, when you are getting no product, look for the misunderstood word on the subject, no matter how long and arduous it is. It's there. And when it's found, the person can go on and complete a cycle of action and get a product.

CAUTION: Make sure the person actually does have an inability to complete a cycle of action *before* you get into handling him. You don't handle somebody who *is* completing cycles of action that result in production.

MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-U's on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.

MISUNDERSTOODS AND COMPLEXITY

Misunderstood lead to complexity. People who have Mis-U's in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstands, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

MISUNDERSTOODS AND TOTAL ORGANIZE

When you see an area that is organizing only, you know that area is loaded with misunderstands.

When people have incomplete cycles due to Mis-U's, they get bogged down into organization.

You can tell when people have Mis-U's—they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this—they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-U's, overts and withholds and PTSness—and you'd have to go north through PTSness and overts and withholds to even get to the Mis-U's.

MISUNDERSTOODS AND NO ORGANIZE

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

HANDLING

The exact procedure for handling these Mis-U's is given in HCOB 17 June 79, CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U Finding is done as part of HCO PL 23 Aug. 79 I, DEBUG TECH. Additional data on the location of Crashing Mis-U's is found in HCOB 23 Aug. 79 I, CRASHING MIS-U's, BLOCKS TO FINDING THEM and HCOB 16 July 1979, THE "ELUSIVE" MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

L. RON HUBBARD
Founder



HCO BULLETIN OF 7 AUGUST 1979

Remimeo
Sups
Tech/Qual
Execs
All Staff

(Also issued as an HCO PL,
same date and title)

Product Debug Series 8

Establishment Officer Series 36

FALSE DATA STRIPPING

Refs:

The Study Tapes

DAB Vol 1, No. 1-2

STANDARD PROCEDURE

(Tech Vol I)

DAB Vol 1, No. 3

HOW TO RELEASE A CHRONIC

SOMATIC

(Tech Vol I)

Book: *Notes on the Lectures*, Chapters 7 and 13

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found *unknown* basic definitions and laws or *false* definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions. The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who “knows” tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person “thinks he knows.”

A politician is told by an adviser, “It doesn’t matter how much money the government spends. It is good for the society.” The politician uses this “rule” and the next thing you know inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn’t work with it.

There is no field in all the society where false data is not rampant. “Experts,” “Advisers,” “Friends,” “Families” seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of

interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment, is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

INABILITY TO HAT

We are looking here at a brand-new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the *primary* reason people cannot be hatted, and False Data Stripping, therefore, enables a person to be hatted even though other approaches have failed. This is a very valuable discovery—it solves the problem of inability to hat or train.

SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions, you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study. Therefore, it is important that any Supervisor or teacher seeking to use False Data Stripping must utilize basic *workable* texts. These are most often found to have been written by the original discoverer of the subject, and when in doubt, avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a *whole* textbook false—

much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt [Leipzig 1879—Father of Modern Psychology]; and [joke] a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable), the person doing it must have an okay to operate an E-Meter.

GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is when you first give a student false data handling, he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus, the action of stripping off false data can and must be checked for and used in any training and hatting. The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and *only* the correct tech exactly.

THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum *over* a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

Socrates: 470 B.C.–399 B.C. A great Greek philosopher.

A *thesis* is a statement or assertion.

Antithesis: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further, they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of training.

Where the person has acquired a *false* thesis (or datum), the *true* datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and *neither one* will then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. (*Synthesis*: a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

- a. attempting to use a false, unworkable synthesis he has formed, or
- b. his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

GLIBNESS

Probably we have here the basic anatomy of the “glib student” who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a doorstop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by is set up a circuit which is purely memory. The truth of it is his understanding or participation is barred off by considerations such as “nothing works anyway but one has to please the professor somehow.”

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

FALSE DATA PRONE

Some people are prone to accepting false data. This stems from overts committed prior to the false data being accepted. The false data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-U's on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it, as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any false data that comes his way.

PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to teach him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc., until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

STEPS

- A. Determine whether or not the person needs this procedure by checking the following:
 1. The person cannot be hatted on a subject.
 2. No Crashing Mis-U's can be found on a subject yet it is obvious they exist.
 3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.

4. He is rejecting the material he is reading or the definition of the word he is clearing.
 5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.
 6. The person talks about or quotes other sources or obviously incorrect sources.
 7. He is glib.
 8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.
 9. He is bogged.
 10. He cannot think with the data and it does not seem to apply.
- B. Establish the difficulty the person is having—i.e., what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.
- C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.
- D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)
- E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.
1. **Is there anything you have run across in** (subject under discussion) **which you couldn't think with?**
 2. **Is there anything you have encountered in** (subject under discussion) **which didn't seem to add up?**
 3. **Is there something you have come across in** (subject under discussion) **that seems to be in conflict with the material you are trying to learn?**
 4. **Is there something in** (subject under discussion) **which never made any sense to you?**
 5. **Did you come across any data in** (subject under discussion) **that you had no use for?**
 6. **Was there any data you came across in** (subject under discussion) **that never seemed to fit in?**
 7. **Do you know of any datum that makes it unnecessary for you to do a good job on this subject?**

8. **Do you know of any reason why an overt product is all right?**
9. **Would you be made wrong if you really learned this subject?**
10. **Did anyone ever explain this subject to you verbally?**
11. **Do you know of any datum that conflicts with standard texts on this subject?**
12. **Do you consider you really know best about this subject?**
13. **Would it make somebody else wrong not to learn this subject?**
14. **Is this subject not worth learning?**

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions, one goes straight on to step F—Handling.

F. When the person comes up with an answer to one of the above questions, locate the false datum as follows:

1. Ask, “**Have you been given any false data regarding this?**” and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work, as the person may believe the false data he has to be true. Keep at it until you get the false datum.

If the person has given you the false datum in step E, then this step will not be needed; just go straight on to step G.

G. When the false datum has been located, handle as follows:

1. Ask, “**Where did this datum come from?**” (This could be a person, a book, TV, etc.)
2. **When was this?**
3. **Where exactly were you at the time?**
4. **Where was (the person, book, etc.) at the time?**
5. **What were you doing at the time?**
6. If the false datum came from a person, ask, “**What was (the person) doing at the time?**”
7. **How did (the person, book, etc.) look at the time?**
8. If the datum has not blown with the above questions, ask, “**Is there an earlier-similar false datum or incident on (the subject under discussion)?**” and handle per steps 1–7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.

If you suspect the datum may have blown but the person has not originated, then ask, “**How does that datum seem to you now?**” and either continue if it hasn’t blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier-similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are handled exactly as in step F (location) and step G (handling).

That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. *CONDITIONAL*: If False Data Stripping is being done in conjunction with Crashing Mis-U Finding, one would now proceed with the Crashing Mis-U Finding.

J. Send the person to the Examiner.

K. Have the person study or restudy the true data on the subject you have been handling.

END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with, he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person’s thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs, and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data, at which time one repeats the above process.

NOTE

False data buries itself, as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc., that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn’t really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It

took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false datum was a complete blank—he couldn't remember it at all. It was discovered that he had a Mis-U just before he received the false data, and as soon as this was cleared up, he recalled the false data and it blew. This is just one example of how Word Clearing can tie in with False Data Stripping.

REPEATED USE

False Data Stripping can be done over and over, as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again. In such a case it will be seen that the person recognizes or remembers *more* false or contrary data he has accumulated on the subject that was not in view earlier. As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

CAUTIONS

CODE. False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the Code apply.

RUDIMENTS. One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

OVERRUN. One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

DATE/LOCATE. Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier-similar, then it could be handled with Date/Locate *in session* as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The auditor must be totally star-rated on date and locating and practiced in it before he attempts it.

FALSE DATA STRIPPING REPAIR LIST. The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably

or the person is not F/N GIs at Exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within twenty-four hours.

NEW STUDENTS. Students who are new to Scientology should not use this procedure on each other, as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstoods were and are a major factor and Word Clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 14 FEBRUARY 1980

Remimeo
Exec Hats
All Staff Hats

Establishment Officer Series 40
Org Series 40
Product Debug Series 9

ORDER VERSUS DISORDER

Refs:

HCO PL 9 Feb. 74R	CONDITION BELOW TREASON
Rev. 17.2.80	CONFUSION FORMULA AND EXPANDED CONFUSION FORMULA
HCO PL 30 Dec. 70	ENVIRONMENTAL CONTROL

I made a breakthrough recently, while investigating low production areas, and realized that a good deal more needs to be said on the subject of order and disorder.

Order is defined as a condition in which everything is in its proper place and performs its proper function. A person with a personal sense of order knows *what* the things in his area are, he knows *where* they are, he knows *what* they are for. He understands their value and relationship to the whole.

A personal sense of order is essential in getting out products in an area.

An orderly typist, for instance, would have all the materials requiring typing, she would have ample paper and carbons within arm's reach, she would have her correction fluid to hand, etc. With all preparatory actions done, she would sit down to type with an operational typewriter and would know what that typewriter was and what it was for.

She would be able to sit down and get her product, with no wasted motion or stops.

But let's say you had a carpenter who couldn't find his hammer and he didn't even know what a hammer was for and he couldn't find his chisel because when he picked it up he put it down and couldn't find it again and then he didn't know where his nails were. You give him a supply of lumber and he doesn't know what it's for, so he doesn't categorize it where he can put his hands on it.

How many houses do you think he would build?

The actual fact of the case is that a disordered person, operating in a disorganized area, makes a ten-minute cycle into a three-week cycle (believe it, this is

true) simply because he couldn't find his ruler, lost his eraser, broke his typewriter, dropped a nut and couldn't find it again and had to send off to Seattle for another one, etc., etc., etc.

BASICS

In working with a group of nonproductive technicians recently, I discovered something interesting: out-basics. I actually found a lower undercut to what we generally think of when we say "basics."

These technicians had reportedly researched a key piece of equipment and had it all sorted out. But I found that they didn't even know the basic fundamental of what that machine was supposed to do and what they were supposed to be doing in their area!

That told me at once that they had no orderly files, no research data. They were losing things.

Now, if they were losing things, that opened the door to another basic: They couldn't have known where things were. They put down a tool over there and then when they needed it again they would have to look all over the place because they hadn't put it down where it belonged.

Their work was not organized so that it could be done and the tools were not known.

So I checked this out. Were they logging the things they were using in and out so they could find them again? Were they putting things away when they were done with them? No, they weren't.

This is simply the basic admin coupled with the knowledge of what the things one is working with are. It's orderliness and knowing what things are, knowing what they are for and where they are, etc. That's the undercut.

If people don't have a true knowledge of what the things they're working with are, if there are omitted tools, inoperational tools, if they don't know what their tools are supposed to do, if there are no files or if once used, files are not reassembled and put back in the file drawer, if things get lost and people don't know where things are and so on, they will be running around spending 3 or 4 hours trying to locate a piece of paper. That isn't production.

If a person can't tell you what the things he works with are, what they're for and where they are, he isn't going to get out any product. He doesn't know what he's doing.

It's like the carpenter trying to build a house without knowing what he's got to build it with, without understanding his tools and raw materials and the basic actions he must take to get his product. That's what was holding up production in the area: disorderliness. And the basics were out.

This is actually far *below* knowing the tech of the area—the actual techniques used to get the product. The person does not even know what his tools and equipment are or what they're supposed to do. He doesn't know whether they are operational or inoperational. He doesn't know that when you use a tool



you return it to its proper place. When you have a despatch, you put it in a file where it can be retrieved. It undercuts even knowing the orders and PLs relevant to his hat.

What are the basics that are missing? The basics of sitting down to the table that one is supposed to sit down to, to do the work! The basics of knowing what the tools, materials and equipment he works with *are* and what he's supposed to do with them to get his product. Those are the basics that are missing.

We are down to a real reason why a person cannot turn out products.

That is what is holding up such a person's production. It is well below knowing the technique of his job.

Out-basics. Does the guy know where the file is? When he finishes with that file, does he leave it scattered all over the place or does he put it back together and into the file where it can be found?

Now, a person who's working will have papers all over the place, but does he know where they are and is he then going to reassemble them and put them back in order or is he going to just leave them there and pile some more papers on top of them?

If you find Project No. 2 scattered on top of Project No. 1, you know something about that area. Basics are out.

This is a little piece of tech and with that piece of tech you've got insight. You would have to have an overall picture of what the area would look like when properly ordered and organized—how it would be organized to get optimum production.

Then you could inspect the area and spot what's going on. You would inspect on the basis of: How does the area compare with how it should be organized? You would find out if the personnel didn't know what the things in their area were or what they were for, you would see if they knew the value of things in the area or if there were altered importances, omitted files or filing, actions being done out of sequence, inoperational tools or equipment, anything added to the scene that was inapplicable to production, etc.

In other words, you can inspect an area by outpoints against this one factor of orderliness.

This sort of out-basics and disorderliness cuts production down to nothing. There just won't be any production at all. There will be no houses built.

What we are talking about here is an orderly frame of mind. A person with a sense of order and an understanding of what he is doing sits down to write a story or a report and he'll have his paper to hand; he'll have it fixed up with carbons and he'll have his reference notes to hand. And before he touches the typewriter, he'll familiarize himself with what the scene is. He'll do the necessary preparatory work in order to get his product.

Now, someone else might sit down, write something, then dimly remember there was a note someplace and then look for an hour to find where that note was

and then not be able to find it and then decide that it's not important anyway and then come back and forth a few times and finally find out he's typed it all up without a carbon.

There is a handling for this. Anyone trying to handle an area who doesn't understand the basics of what they're dealing with and is in an utter state of disorder must get a firm reality on the fact that until the basics are learned and the disorder handled, the area will not produce satisfactorily.

The following inspection is used in determining and handling the state of such an area.

INSPECTION

This inspection is done in order to determine an area's knowledge of basics and its orderliness. It can be done by an area's senior for the purpose of locating and correcting disordered areas. It is also used as part of debug tech as covered in HCO PL 23 Aug. 79, DEBUG TECH. It is for use by anyone who is in the business of production and getting products.

The full inspection below would be done, clipboard in hand, with full notes made and *then* handlings would be worked out based on what was found in the inspection (according to the Handling section of this PL and the suggested handlings given in parentheses below).

1. DOES HE KNOW WHAT ORGANIZATION, FIRM OR COMPANY HE'S IN? DOES HE KNOW WHAT HIS POST OR JOB IS?

This is a matter of does he even know where he is? Does he know what the organization or company he works for is, does he know what the post he is holding is?

(If he is so confused and disoriented that he doesn't even know the company or org he's in or doesn't know what his post is, he needs to apply the Expanded Confusion Formula, HCO PL 9 Feb. 74R, and then work up through the conditions.

Of course the person would also need to be instant-hatted on his post—the organization, his post title, his relative position on the org board, what he's supposed to produce on his post, etc.

If he is doing this handling as part of his Expanded Confusion Formula, simply have him get the instant hatting and carry on with his Confusion Formula.)

2. ASK THE PERSON WHAT HIS PRODUCT IS.

Does he know? Can he tell you without comm lag or confusion?

You may find out that he has no idea of what his product is or that he has a wrong product or that he has confusions about his product. Maybe he doesn't even know he's supposed to get out products.



(If this is the case, he must find out what his product is. If the person's product is given in policy references, he should look these up. If his product is not covered in tech or policy references, he'll have to work out what it is.)

3. CAN HE RATTLE OFF A LIST OF THE BASIC ACTIONS, IN PROPER SEQUENCE, NECESSARY TO GET OUT HIS PRODUCT OR DOES HE HEM 'AND HAW ON IT?

Does he know what to do with his product once it is completed?

He may try to tell you what he does each day or how he handles this or that and what troubles he's having with his post. You note this, but what you're interested in is does he know the basic actions he has to take to get out his product? And does he know what to do with the product once it is complete?

(If he can't rattle off the sequence of actions 1, 2, 3, then he'd better clay demo the basic actions, in proper sequence, necessary to get out his product and then drill these actions until he can rattle them off in his sleep. If he does not know what to do with his product once completed, then he'd need to find out and then drill handling the completed product.)

4. ASK HIM WHAT HIS TOOLS ARE THAT ENABLE HIM TO GET THIS PRODUCT.

Note his reaction. Can he name his tools at all? Does he include the significant tools of his area? Does he include his hat pack as a tool?

(If he doesn't know what his tools are, he'd better find out what he's operating with and what it does. A good workman knows his tools so well he can use them blindfolded, standing on his head and with one arm tied behind his back.)

5. ASK HIM TO SHOW YOU HIS TOOLS.

Are his tools present in the work area or does he have them out of reach, down the hall or in some other room?

(He may have to reorganize his work space to get his tools within easy reach and to get in some basics of organization. The purpose of such organization would be to make production easier and faster.)

6. ASK HIM TO TELL YOU WHAT EACH OF HIS TOOLS ARE.

Can he define them? Does he know what each of them are and what they are for?

(If he doesn't know, he'd better find out.)

7. ASK HIM TO TELL YOU WHAT THE RELATIONSHIP IS BETWEEN EACH ONE OF HIS TOOLS AND HIS PRODUCT.

(If he can't do this, have him clay demo the steps he takes to get out his products with each tool he uses, so he sees the relationship between each tool and his product.)

8. ASK HIM TO NAME OFF THE RAW MATERIALS HE WORKS WITH. ASK HIM TO SHOW YOU HIS MATERIALS.

Does he know what his raw materials are? Are they in his work area? Are they in order? Does he know where to get them?

(He may have to find out what the raw materials of his post are [by defining them] and where they come from. He should drill procuring and handling them and then run Reach and Withdraw on them.)

9. DOES HE HAVE A FILE CABINET? FILES? ASK HIM WHAT THEY ARE.

Does he know what they are for? Does he know what a despatch is, etc.?

(He may have to be brought to an understanding of what files, file cabinets, despatches, etc., *are* and what they have to do with him and his product. He may have to clay demo the relationship between these things. He will have to set up a filing system. Ref: HCO PL 18 Mar. 72, Esto Series 10, FILES.)

10. DOES HE HAVE A SYSTEM FOR LOCATING THINGS?

Ask to see it. Check his files. Does he have logs? Does he log things out and correct the logs when he puts them back? Are the comm baskets labeled? Does he have a specific place for supplies? Ask him to find something in his files. How long does it take?

Does he have an orderly collection of references or a library containing the materials of his field? Is it organized so as to be usable?

(If he has no system for locating things, have him set one up. Have him establish a filing system, a logging system, label the comm baskets, arrange supplies, etc. Get a reference library set up and organized. Drill using the system he has.)

11. WHEN HE USES AN ITEM, DOES HE PUT IT BACK IN THE SAME PLACE? DOES HE PUT IT BACK WHERE OTHERS CAN FIND IT?

He'll probably tell you, yes, of course he does. Look around. Are objects and files lying about? Is the place neat or is it a mess? Ask him to find you something. Does he know right where it is, or does he have to search around? Is there an accumulation of unhandled particles around?

(Have him clay demo why it might be advantageous to put things back in the same place he found them. Drill him on putting things back when he's finished with them. Have him clean up the place, handling any accumulation of unhandled particles.)

12. IF FEASIBLE, ACTUALLY GO WITH THE PERSON TO HIS PERSONAL LIVING AREA.

Is the bed made? Is the area clean? Are things put away? How much dirty laundry does he have? Is it stowed in a bag or hamper or is it strewn about the place? People who had disorderly personal mests, 1 for 1, were *not* getting out any products on post—they had no sense of order.

(If his personal quarters are a mess, have him—on his own time of course—straighten up his personal area and keep it that way on a daily basis. This will teach him what order *is*.)

HANDLING

Some areas, of course, will be found to be in excellent order and will pass the inspection. These will most likely be high production areas.

Other areas will be found to have only a few points out which would correct easily with the above handlings. These will probably be areas where some production is occurring.

Where personnel have a concept of what order is and why it is important, they will usually be eager to correct the points of disorder that have turned up on the investigation and may need no further urging, drilling or correction, but will quickly set about remedying outpoints. For many bright and willing staff members just reading this policy will be enough to get them to straighten out their areas right away.

There is, however, a sector which has no concept of order and may not have the slightest notion of why anyone would bother with it. You will most likely find them in apathy, overwhelm or despair with regard to their post areas. No matter what they do they simply cannot get their products out in adequate quantity and quality. They try and try and try but everything seems to be working against them.

When you find such a situation, know that the area is in Confusion. You are trying to handle an area which is in a confirmed, dedicated condition of Confusion.

Such an area or individual would require the application of the Expanded Confusion Formula (HCO PL 9 Feb. 74R) including the handlings above. So if these things confirm in an area, you must use the Expanded Confusion Formula and the handlings given above to full completion. Because, frankly, such an area or individual *is* in a condition of Confusion and will remain in Confusion until the Expanded Confusion Formula, including the full handlings from the inspection, are applied.

Once out of Confusion the person would have to be brought up through the rest of the conditions.

CAUTION

The condition of Confusion is a very low condition and should never be assigned where it is not warranted. Where one or two points on the above inspection were found to be out in an area, and where these corrected easily, there would be no purpose in assigning Confusion to that area. In fact, it may worsen an area to assign an incorrect condition.

But where you have a long-term situation of no or few products combined with a state of disorder, know that the area or individual is in a condition of Confusion and that the application of the Confusion Formula plus the handlings given in this PL will bring the area out of the muck and up to square one where it can *begin* producing.

NOTE: If the inspection is done on a person or area and some of the points are found to be out and handlings are done but no condition of Confusion is assigned, the area must be reinspected about a week later. This way you will detect if an actual condition of Confusion was missed, as the area will have lapsed back into disorderliness or will have worsened.

SUMMARY

A knowledge of the basics of an area and having orderliness in an area are essential to production.

When you find a fellow who is a light-year away from the basics and doesn't have a clue on the subject of order and he's flying way up in the sky someplace instead of just trying to put together what he's supposed to put together or do what he's supposed to do, you've got your finger on his Why for no production.

With the inspection and handlings given in this policy, we can now handle any degree of disorderliness and disorganization.

And order will reign.

Nonproductive areas become capable of producing.

Already-producing areas increase their production.

And production will roll.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979R

Issue II

REVISED 14 JUNE 1988

Remimeo
Tech/Qual
C/Ses
Auditors

Product Debug Series 10R

PRODUCT DEBUG REPAIR LIST

Refs:

HCO PL 23 Aug. 79R I Rev. 23.8.84	Product Debug Series 1R Esto Series 37R DEBUG TECH
HCO PL 23 Aug. 79R II Rev. 14.6.88	Product Debug Series 2R Esto Series 38R DEBUG TECH CHECKLIST

Product Debug Series

The purpose of this list is to repair a messed-up Product Debug (as covered in HCO PL 23 Aug. 79R I, Product Debug Series 1R, Esto Series 37R, DEBUG TECH, and HCO PL 23 Aug. 79R II, Product Debug Series 2R, Esto Series 38R, DEBUG TECH CHECKLIST).

In the event of somebody getting messed up because of faulty debugging, use this list to clean up the BPC and then get the person back to complete the debug actions.

This list is done in session by an auditor and is assessed Method 3 or Method 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

Preface each line with, "On your Product Debug handling _____."

Each reading line is taken to F/N per the instructions.

Any R/S turned on on this list must be immediately reported to the Ethics Officer. (Ref: HCOB 10 Aug. 76R, R/Ses, WHAT THEY MEAN)

Any such assessment list as this must be placed in the person's pc folder.

PC's NAME: _____ DATE: _____

AUDITOR: _____



SECTION 1

1A. OUT-INT? _____

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RB. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD *and* its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RB, as applicable.)

1B. DID YOU HAVE AN OUT-LIST? _____

(L4BRB and handle.)

1C. WERE YOU GIVEN A WRONG ITEM? _____

(L4BRB and handle.)

1D. WERE YOU GIVEN A WRONG WHY? _____

(L4BRB and handle.)

1E. WERE YOU BEING DEBUGGED ON THE WRONG PRODUCT? _____

(L4BRB and handle.)

1F. WAS THE WRONG AREA ADDRESSED? _____

(L4BRB and handle.)

1G. WERE YOU ASSIGNED A WRONG CONDITION? _____

(L4BRB and handle.)

SECTION 2

2A. WERE YOU IN THE MIDDLE OF A MAJOR AUDITING ACTION? _____

(2WC E/S to F/N.)

(Program him to complete the action.)

2B. DID YOU HAVE AN ARC BREAK? _____

(Fly the ARC break E/S to F/N.)

2C. DID YOU HAVE A PROBLEM? _____

(Fly the problem E/S to F/N.)



- 2D. **DID YOU HAVE A WITHHOLD?** _____
(Pull the withhold E/S to F/N.)
- 2E. **DID YOU HAVE AN OVERT?** _____
(Pull the overt E/S to F/N.)
- 2F. **DID THE PERSON DOING THE DEBUG MISS A WITHHOLD?** _____
(Handle the missed withhold E/S to F/N.)
- 2G. **WERE OVERTS OR WITHHOLDS RESTIMULATED BUT NOT BLOWN?** _____
(Pull the overts or withholds E/S to F/N.)
- 2H. **WAS THERE AN OVERT OR WITHHOLD THAT WAS GOTTEN OFF MORE THAN ONCE?** _____
(Indicate it and 2WC E/S to F/N.)
- 2I. **DID SOMEBODY SAY YOU HAD AN OVERT OR WITHHOLD WHEN YOU DIDN'T?** _____
(Indicate it and 2WC E/S to F/N.)
- 2J. **WAS THERE SOME OTHER KIND OF OUT-RUD?** _____
(Find out what and handle the out-rud E/S to F/N.)
- 2K. **WERE YOU USING THE DEBUG AS AN EXCUSE NOT TO PRODUCE?** _____
(Handle as a withhold E/S to F/N.)
- 2L. **WAS THERE SOME KIND OF OUT-ETHICS?** _____
(Handle as a withhold E/S to F/N.)
- 2M. **DID YOU HAVE COUNTER-INTENTION?** _____
(Handle as a withhold E/S to F/N.)
- 2N. **DID YOU HAVE OTHER-INTENTION?** _____
(Handle as a withhold E/S to F/N.)
- 2O. **WAS THERE ANY INVALIDATION?** _____
(2WC E/S to F/N.)
- 2P. **WAS THERE ANY EVALUATION?** _____
(2WC E/S to F/N.)
- 2Q. **WERE THERE IGNORED ORIGINATIONS?** _____
(2WC E/S to F/N.)

2R. **WERE YOU PROTESTING?** _____
(Indicate and 2WC E/S to F/N.)

2S. **DID YOU HAVE NO INTEREST IN THE ACTION?** _____
(Find out if it's out-ruds, Mis-U's or past failures and handle accordingly.)

2T. **WAS THERE A FAILED PURPOSE?** _____
(2WC E/S to F/N.)

SECTION 3

3A. **DID YOU RESENT THE DEBUG ACTIONS?** _____
(Find out why and 2WC E/S to F/N, putting in any out-ruds. If the debug was unnecessary, indicate it and take it E/S to F/N.)

3B. **WAS THERE NO INSPECTION DONE TO DETERMINE WHAT TO DEBUG?** _____
(Indicate and 2WC E/S to F/N.)
(Program him to have the inspection done and then a proper debug.)

3C. **WAS THE INSPECTION MISDONE IN SOME WAY?** _____
(Indicate and 2WC E/S to F/N.)
(Program him to have the inspection done properly and then a proper debug.)

3D. **DID YOU FEEL THE PERSON DOING THE DEBUG WAS ACTING OUT OF REVENGE?** _____
(Quad ruds and overts on the terminal [Use the commands given in HCOB 9 Dec. 71RD, PTS RUNDOWN, AUDITED].)

3E. **DID YOU FEEL THE PERSON DOING THE DEBUG WAS JUST TRYING TO GET EVEN WITH YOU?** _____
(Quad ruds and overts on the terminal [Use the commands given in HCOB 9 Dec. 71RD, PTS RUNDOWN, AUDITED].)

SECTION 4

4A. **DIDN'T YOU UNDERSTAND WHAT WAS BEING DONE?** _____
(Handle his Mis-U's and questions.)

4B. **WERE THERE WORD CLEARING ERRORS?** _____
(Assess and handle a WCCL.)

4C. **WAS A MIS-U FOUND THAT WAS NOT CLEARED?** _____
(Fully clear the Mis-U to F/N.)



- 4D. **WAS THE WORD CLEARED NOT REALLY A MISUNDERSTOOD?** _____
 (Indicate and 2WC E/S to F/N.)
- 4E. **WERE YOU TOLD YOU HAD MIS-U_s WHEN YOU DIDN'T?** _____
 (Indicate and 2WC E/S to F/N.)
- 4F. **WAS YOUR CRASHING MIS-U FINDING MESSED UP?** _____
 (Assess and handle a Crashing Mis-U Repair List.)
- 4G. **WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED?** _____
 (Clear it fully to F/N.)
- 4H. **COULDN'T YOU FIND THE CRASHING MIS-U?** _____
 (Assess and handle a Crashing Mis-U Repair List.)
- 4I. **WERE YOU TOLD YOU HAD A CRASHING MIS-U WHEN YOU DIDN'T?** _____
 (Indicate and take E/S to F/N. Do a Crashing Mis-U Repair List if necessary.)
- 4J. **WAS YOUR CRASHING MIS-U FINDING MISDONE?** _____
 (Assess and handle a Crashing Mis-U Repair List.)
- 4K. **COULDN'T COMPLETE SOME CYCLE OF ACTION?** _____
 (2WC E/S to F/N.)
 (Send to the Word Clearer for handling with Crashing Mis-U tech.)

SECTION 5

- 5A. **WAS THERE FALSE DATA?** _____
 (2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer for False Data Stripping on the area.)
- 5B. **WAS YOUR FALSE DATA STRIPPING MESSED UP?** _____
 (Assess and handle the False Data Stripping Repair List.)
- 5C. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE DATA?** _____
 (Indicate it and have him spot this. Take it E/S to F/N.)
- 5D. **WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN?** _____
 (Indicate and 2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer to complete the False Data Stripping.)



- 5E. **DID THE PERSON DOING THE DEBUG GIVE YOU FALSE DATA?** _____
 (2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer—but not the same person that gave him the false data—for False Data Stripping. Send the person who gave him the false data to Ethics.)
- 5F. **WAS THE TRUE OR CORRECT DATA NEVER FOUND?** _____
 (2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer to complete the False Data Stripping with all steps of False Data Stripping procedure.)
- 5G. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** _____
 (Indicate and 2WC E/S to F/N.)
- 5H. **HAD THE FALSE DATA ALREADY BEEN HANDLED?** _____
 (Indicate and 2WC E/S to F/N.)
- 5I. **WERE YOU GIVEN ANY VERBAL DATA?** _____
 (2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer to handle the verbal data per the “How to Defeat Verbal Tech Checklist,” HCOB 9 Feb. 79R. Send the person who gave him the verbal data to Ethics.)
- 5J. **ARE YOU OPERATING OFF FALSE OR VERBAL DATA?** _____
 (2WC E/S to F/N.)
 (Send to the debugger or Cramming Officer to strip off the false data and/or to handle the verbal data per the “How to Defeat Verbal Tech Checklist,” HCOB 9 Feb. 79R. If he was given verbal data, send the person who gave it to him to Ethics.)
- 5K. **HAVE YOU GIVEN OTHERS FALSE DATA?** _____
 (Handle as a withhold E/S to F/N.)
 (Send to the debugger or Cramming Officer to strip off any false data he has in the area of the false data he gave to others.)
- 5L. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN YOU?** _____
 (Handle as a withhold E/S to F/N.)
 (Send to the debugger or Cramming Officer for False Data Stripping on the area.)



5M. HAVE YOU CONCLUDED SOMETHING WITHOUT CHECKING IT OUT TO OBTAIN THE FULL FACTS? _____

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

5N. HAVE YOU ACCEPTED CONCLUSIONS WITHOUT VERIFYING THEM? _____

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

5O. HAVE YOU FAILED TO DO YOUR HOMEWORK IN YOUR SUBJECT? _____

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

5P. HAVE YOU JUST HOPED SOMETHING WAS OKAY AND PASSED IT ON AS OKAY WHEN YOU DIDN'T KNOW? _____

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

5Q. HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE? _____

(Handle as a withhold E/S to F/N.)

5R. HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING? _____

(Handle as a withhold E/S to F/N.)

5S. HAVE YOU EVER LIED ABOUT ANYTHING IN THIS AREA? _____

(Handle as a withhold E/S to F/N.)

SECTION 6

6A. WAS YOUR ETHICS HANDLING MESSED UP? _____

(Indicate it and 2WC E/S to F/N. If necessary, assess the appropriate correction list to handle the BPC.)

(Send to his senior or the Ethics Officer to complete the ethics handling.)

6B. WERE YOU NOT HANDLED ON YOUR ETHICS WHEN YOU SHOULD HAVE BEEN? _____

(Indicate and 2WC E/S to F/N.)

(Send to his senior or the Ethics Officer to get the situation handled.)



- 6C. **WERE YOU TOLD YOU WERE OUT-ETHICS WHEN YOU WEREN'T?** _____
 (Indicate and 2WC E/S to F/N.)
- 6D. **WAS THERE SOME OUT-ETHICS SITUATION THAT WAS NOT DETECTED?** _____
 (Handle as a withhold E/S to F/N.)
 (Send to his senior or the Ethics Officer to get the situation handled.)
- 6E. **WAS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION?** _____
 (2WC E/S to F/N.)
 (Program for False Purpose RD.)
- 6F. **HAVE YOU ORIGINATED OR FORWARDED CRITICAL OR MALICIOUS STATEMENTS ABOUT OTHERS?** _____
 (Handle as a W/H, E/S to F/N.)
 (If there is evidence of a black PR campaign, i.e., if it was not just the pc's natter, report it to Ethics. Program for False Purpose Rundown if needed.)
- 6G. **WAS A PAST ETHICS CONDITION MESSED UP?** _____
 (2WC E/S to F/N.)
 (Send to his senior or the Ethics Officer to get the situation handled per HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS.)
- 6H. **ETHICS CONDITION LEFT INCOMPLETE?** _____
 (2WC E/S to F/N.)
 (Send to his senior or the Ethics Officer for handling per HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS, or to complete the incomplete formula per HCO PL 3 Aug. 85, COMPLETING CONDITIONS FORMULAS, as applicable.)
- 6I. **HUNG UP AT DOUBT?** _____
 (2WC E/S to F/N.)
 (Program for handling per HCO PL 18 Dec. 82, ETHICS CONDITIONS: HANG-UP AT DOUBT.)

SECTION 7

- 7A. **WERE YOU TRYING TO JUSTIFY YOUR ACTIONS?** _____
 (Pull the actions he has been trying to justify as W/Hs, each E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)



- 7B. **WERE YOU TRYING TO JUSTIFY AN OVERT?** _____
(Pull the overt E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)
- 7C. **WERE YOU TRYING TO LESSEN AN OVERT?** _____
(Pull the overt E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)
- 7D. **IS THERE SOMETHING THAT MAKES IT OKAY FOR YOU NOT TO GET YOUR PRODUCT OUT?** _____
(2WC E/S to F/N.)
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
- 7E. **IS THERE SOME REASON WHY PRODUCING AN OVERT PRODUCT IS ALL RIGHT?** _____
(Pull any W/H of an overt product produced E/S to F/N.)
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
- 7F. **IS THERE SOMETHING THAT MAKES IT OKAY FOR YOU NOT TO BE COMPETENT ON YOUR POST?** _____
(Get the specific done of having been incompetent, e.g., an overt product produced, and handle as a W/H, E/S to F/N.)
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)

SECTION 8

- 8A. **IS THERE SOME IDEA YOU WERE USING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?** _____
(2WC him on this and get him to spot and tell you the service facsimile, without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile, complete the 2WC to F/N and complete this repair list.)
(If the service facsimile was not spotted and blown, program for full service facsimile handling.)
- 8B. **WERE YOU TRYING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?** _____
(Handle as in 8A above.)
- 8C. **IS THERE SOMETHING YOU ARE DOING TO MAKE YOURSELF RIGHT?** _____
(Handle as in 8A above.)



- 8D. **IS THERE A METHOD OF MAKING OTHERS WRONG?** _____
 (Handle as in 8A above.)
- 8E. **ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?** _____
 (2WC this E/S to F/N.)
 (Program him for full service facsimile handling.)
- 8F. **WAS YOUR SERVICE FACSIMILE HANDLING MESSED UP?** _____
 (Determine if it is an L&N error and, if so, handle per HCOB 11 Apr. 77, LIST ERRORS, CORRECTION OF, and C/S Series 78. Otherwise clean up the BPC with an L1C.)
 (Program to have any incomplete handling on service facsimiles completed.)

SECTION 9

- 9A. **WAS THERE BAD CRAMMING?** _____
 (Assess and handle a Cramming Repair List.)
- 9B. **WERE YOU NOT CRAMMED WHEN YOU SHOULD HAVE BEEN?** _____
 (2WC E/S to F/N.)
 (Send to Cramming to get the needed cramming done.)
- 9C. **WAS THERE SOMETHING ELSE WRONG WITH YOUR CRAMMING?** _____
 (Assess and handle a Cramming Repair List.)
- 9D. **FAILED TO LOOK OVER THE MATERIALS ON WHICH YOU HAD FALSE DATA OR MIS-Us AFTER YOU WERE CLEANED UP, AND WERE STILL BLANK ON THE MATERIALS BECAUSE YOU HADN'T GONE THROUGH THEM AGAIN?** _____
 (2WC E/S to F/N.)
 (Send him to the debugger or Cramming Officer to recover and restudy the materials. Send the person who did the original handling on him to Ethics.)
- 9E. **DID THE CRAMMING OFFICER JUST SYMPATHIZE WITH YOU?** _____
 (2WC E/S to F/N.)
 (Send the Cramming Officer to Ethics.)



SECTION 10

10A. WAS THERE SOME PERSONNEL BUG THAT WAS NOT HANDLED? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling with debug tech.)

10B. WAS THERE SOME SORT OF TROUBLE WITH PERSONNEL THAT WAS NOT FOUND? _____

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling according to what comes up.)

SECTION 11

11A. IS THERE SOME PROBLEM WITH YOUR COMM LINES? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

11B. NO ORDERS? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

11C. CROSS-ORDERS? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

11D. ILLEGAL ORDERS? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

11E. SOME OTHER TROUBLE WITH ORDERS? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

SECTION 12

12A. ARE YOU UNABLE TO STUDY? _____

(2WC E/S to F/N.)

(Program him for full study handling including Student Rehab or Study Green Form, Student Hat, Method One Word Clearing, PRD or PCRD and the Key To Life Course, as applicable.)



12B. WAS THERE SOME DIFFICULTY WITH HATTING THAT WAS NOT FOUND? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

12C. WERE YOU PREVENTED FROM GETTING HATTED? _____

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

12D. WAS THERE SOME OTHER PROBLEM WITH HATTING OR STUDY? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

12E. IS THERE NO HATTING COURSE? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech, including getting a hatting course established and getting the person studying meanwhile.)

12F. ARE THERE NO HATS? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer to get him to compile his A to I hat per HCO PL 22 Sept. 70, HATS.)

SECTION 13

13A. WAS YOUR PRODUCT CLEARING MESSED UP? _____

(Find out what occurred in his Product Clearing. If it was a listing error or wrong product found, assess and handle an L4BRB. Otherwise 2WC to F/N.)

(Get the Product Clearing FESed and corrected. If needed, get the list in HCO PL 6 Apr. 72, Esto Series 15, PRODUCT CORRECTION, assessed and handled.)

13B. WAS YOUR PRODUCT INVALIDATED? _____

(2WC E/S to F/N.)

13C. DIDN'T YOU KNOW WHAT YOUR PRODUCT WAS? _____

(2WC E/S to F/N.)

(Program for Product Clearing.)



13D. WAS PRODUCT CLEARING NOT DONE? _____
(2WC E/S to F/N.)
(Program for Product Clearing.)

SECTION 14

14A. WAS YOUR PTS HANDLING MESSED UP? _____
(2WC E/S to F/N. L1C or L4BRB if needed.)
(Program him to get the PTS handling completed to EP.)

14B. ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO YOU? _____
(2WC E/S to F/N.)
(Program him to get routine PTS handling.)

14C. ARE YOU CONNECTED TO SOMEONE OR SOMETHING THAT IS SUPPRESSIVE TO YOU? _____
(2WC E/S to F/N.)
(Program him to get routine PTS handling.)

14D. DID SOMEONE SAY YOU WERE PTS WHEN YOU WEREN'T? _____
(Indicate and 2WC E/S to F/N.)

14E. ACCIDENTS? _____
(2WC E/S to F/N.)
(Program him to get routine PTS handling.)

14F. ROLLER COASTER? _____
(2WC E/S to F/N.)
(Program him to get routine PTS handling.)

14G. ARE THERE LOTS OF PROBLEMS IN YOUR AREA? _____
(2WC E/S to F/N.)
(Program him and any other PTS personnel in his area to get routine PTS handling.)

SECTION 15

15A. WAS THERE SOME EXTERIOR INFLUENCE THAT WAS NOT HANDLED? _____
(2WC E/S to F/N.)
(Send to the debugger or Cramming Officer for handling with debug tech.)



15B. IS THERE SOMETHING STOPPING YOUR PRODUCTION WHICH IS OUT OF YOUR CONTROL? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling with debug tech.)

SECTION 16

16A. WAS THERE SOME SORT OF ORGANIZATIONAL PROBLEM? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling with debug tech.)

16B. WAS THERE SOME ORGANIZATIONAL TROUBLE THAT WAS NOT LOCATED? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling with debug tech.)

SECTION 17

17A. WERE THERE FALSE READS? _____

(Indicate. Take up each false read [one at a time] and handle with 2WC E/S to F/N.)

17B. WERE THERE MISSED READS? _____

(Indicate. Take up each missed read [one at a time] and handle with 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer to do the handling steps on any unhandled questions.)

17C. WERE YOU HANDLED ON SOMETHING THAT DIDN'T NEED HANDLING? _____

(Get what and indicate the unnecessary action. Take it E/S to F/N.)

17D. WAS THERE SOMETHING WHICH SHOULD HAVE BEEN TAKEN UP THAT WASN'T? _____

(2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling with debug tech.)

17E. WAS SOMETHING QUICKIED? _____

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer to complete the handling with debug tech. Send the person who quickied the action to Ethics.)



17F. WAS SOMETHING LEFT INCOMPLETE? _____
(Indicate and 2WC E/S to F/N.)
(Send to the debugger or Cramming Officer to complete the handling with debug tech.)

17G. WAS SOME PART OF THE DEBUG OVERRUN? _____
(Indicate and rehab to F/N.)

17H. WAS SOMETHING MISSED? _____
(Find out what and 2WC E/S to F/N. Pull any M/W/Hs.)
(If needed, send to the debugger or Cramming Officer for handling with debug tech.)

SECTION 18

18A. WERE THERE UNHANDLED DRUGS? _____
(2WC E/S to F/N.)
(Program for full drug handling.)

18B. WAS YOUR DRUG HANDLING MESSED UP? _____
(2WC E/S to F/N. Assess and handle the appropriate correction list if needed.)
(Get the drug handling actions FESed and repaired/completed.)

SECTION 19

19A. WAS SOME PART OF THE DEBUG UNNECESSARY? _____
(Indicate and 2WC E/S to F/N.)

19B. WERE YOU NOT HAVING ANY TROUBLE GETTING OUT YOUR PRODUCTS IN THE FIRST PLACE? _____
(If this is actually the case, indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

19C. WERE YOUR PRODUCTS ACTUALLY BEING GOTTEN OUT? _____
(If this is actually the case, indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

19D. WAS THERE NOTHING WRONG WITH THE DEBUG IN THE FIRST PLACE? _____
(Indicate that this repair list was an unnecessary action. Take it E/S to F/N.)



SECTION 20

20A. WAS THERE SOMETHING ELSE WRONG? _____

(Find out what and handle with the appropriate correction list.)

20B. WERE YOU IN SOME SORT OF CASE TROUBLE? _____

(Assess and handle a C/S 53.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations



HCO BULLETIN OF 7 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 10R-1

PRODUCT DEBUG REPAIR LIST

WORD LIST

Refs:

HCO PL 4 Apr. 72R III	ETHICS AND STUDY TECH
Rev. 21.6.75	
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug. 78 II	CLEARING COMMANDS
HCOB 17 July 79RA I	Word Clearing Series 64RA
Rev. 30.7.83	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 Aug. 79R II, Product Debug Series 10R, PRODUCT DEBUG REPAIR LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM PRODUCT DEBUG REPAIR LIST

A, about, accepted, accidents, acting, action, actions, actually, addressed, after, again, all, all right, already, an, and, antagonistic, any, anything, ARC break, are, area, as, assigned, at, auditing.

Bad, because, been, being, blank, blown, bug, but.

Case, checking, cleaned, cleaned up, cleared, clearing, comm lines, competent, complete, concerned, concluded, conclusions, condition, connected, control, correct, couldn't, counter-intention, course, crammed, cramming, Cramming Officer, crashing, Crashing Mis-Us, critical, cross-orders, cycle.

Data, debug, debugged, destructive, detected, determine, did, didn't, difficulty, do, doing, done, doubt, drug, drugs.

Else, errors, ethics, evaluation, even, ever, evil, excuse, experience, exterior.

Facts, failed, false, False Data Stripping, feel, find, finding, first, for, forwarded, found, from, full, fully.

Get, getting, getting out, give, given, gone, gotten, gotten off, gotten out.

Had, hadn't, handled, handling, hats, hatted, hatting, have, having, homework, hoped, hung up.

Idea, ignored, illegal, in, incomplete, influence, inspection, intention, interest, invalidated, invalidation, is, it, item.

Just, justify.

Kind, know, knowledge.

Left, lessen, lied, lines, located, look, look over, lots.

Major, make, makes, making, malicious, materials, messed up, method, middle, misdome, miss, missed, Mis-U, misunderstood, misunderstands, Mis-Us, more.

Need, never, no, not, nothing.

Obtain, of, off, okay, on, once, operating, or, orders, organizational, originated, originations, other, other-intention, others, out, out-ethics, out-Int, out-list, out-rud, over, overrun, overt, overts.

Part, passed, past, person, personnel, place, post, pretended, prevented, problem, problems, produce, producing, product, Product Clearing, production, products, protesting, PTS, purpose.

Quickied.

Reads, really, reason, resent, restimulated, revenge, right, roller-coaster.

Say, service facsimile, should, situation, some, somebody, someone, something, sort, statements, still, stopping, study, subject, suppressive, sympathize.

Taken, taken up, than, that, the, them, there, this, through, to, told, tolerated, trouble, true, trying.

Unable, uncovered, understand, unhandled, unnecessary, up, using.

Verbal, verifying.

Was, wasn't, way, were, weren't, what, when, which, who, why, with, withhold, withholds, without, word, Word Clearing, wrong.

You, your, yourself.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research and
Compilations

The list is assessed using the prefix: “On False Data Stripping, _____ ?”
or “On False Data Stripping on (subject), _____ ?”

1. **OUT-INT?** _____

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

2. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF INT HANDLING?** _____

(Indicate it. Clean up any BPC with an Int RD Correction List. Get the folder to the C/S so that the Int handling can be completed before any further repair of the False Data Stripping is attempted.)

3. **WAS THERE AN OUT-LIST?** _____

(L4BRA and handle.)

4. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF OUT-LIST CORRECTION?** _____

(Indicate it. Clean up any BPC with an L4BRA. Get the folder to the C/S so that the out-list handling can be completed before any further repair of the False Data Stripping is attempted.)

5. **WAS THE WRONG AREA ADDRESSED?** _____

(Indicate and 2WC E/S to F/N. If it is acting like a wrong L&N item, L4BRA and handle.)
(Get FDSing done on the correct area.)

6. **WAS A WRONG ITEM FOUND?** _____

(Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRA and handle.)

7. **HAS A FALSE DATUM BEEN FOUND ON YOU AND THEN NOT INDICATED AS A WRONG ITEM?** _____

(Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRA and handle.)

8. **WAS THERE AN ERROR IN DATING?** _____

(Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRA and handle.)



9. **WAS THERE A WRONG DATE?** _____

(Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRA and handle.)

10. **WAS THERE AN ERROR IN LOCATING?** _____

(Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRA and handle.)

11. **WAS THERE A WRONG LOCATION?** _____

(Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRA and handle.)

12. **WAS THERE A WRONG SOURCE?** _____

(Indicate. Find the actual source of the false data and complete the False Data Stripping steps on the unhandled false datum, to EP. If any trouble or if the source acted as a wrong L&N item, L4BRA and handle.)

13. **WAS THE FALSE DATA STRIPPING DONE WHILE YOU WERE IN THE MIDDLE OF A MAJOR ACTION?** _____

(Indicate and 2WC E/S to F/N.)

(Program to get the major action completed.)

14. **WAS THERE AN ARC BREAK?** _____

(Handle the ARC break with ARCU CDEINR E/S to F/N.)

15. **WAS THERE A PROBLEM?** _____

(Itsa E/S itsa to F/N.)

16. **WAS THERE A WITHHOLD?** _____

(Pull the withhold E/S to F/N.)

17. **WAS THERE AN OVERT?** _____

(Pull the overt E/S to F/N.)

18. **WAS THE TROUBLE REALLY CAUSED BY OUT-ETHICS?** _____

(Get what the out-ethics is and handle as a withhold E/S to F/N.)

19. **WERE THERE OVERTS OR WITHHOLDS IN THE AREA OF THE FALSE DATA?** _____

(Pull the overts and withholds, each E/S to F/N.)



20. **WERE THERE ANY OVERTS OR WITHHOLDS PRIOR TO ACCEPTING THE FALSE DATA?** _____
(Pull the overts and withholds, each E/S to F/N.)
21. **DID THE FALSE DATA JUSTIFY SOME EARLIER OVERT OR WITHHOLD?** _____
(Pull the overt or withhold E/S to F/N.)
22. **HAVE YOU GIVEN FALSE DATA TO ANOTHER?** _____
(Handle as a withhold E/S to F/N.)
(Get him False Data Stripped on the area of the false data he gave.)
23. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN TO YOU?** _____
(Handle as a withhold E/S to F/N.)
24. **HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE?** _____
(Handle as a withhold E/S to F/N.)
25. **HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?** _____
(Handle as a withhold E/S to F/N.)
26. **HAVE YOU EVER LIED ABOUT ANYTHING IN THE SUBJECT OR AREA BEING ADDRESSED?** _____
(Handle as a withhold E/S to F/N.)
27. **HAVE YOU BEEN CRITICAL OR MALICIOUS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull all overts and withholds connected with this, going E/S as needed. Note for handling of any black PR campaign he may be running on others.)
(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)
28. **HAVE YOU LISTENED TO CRITICAL OR MALICIOUS STATEMENTS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull the overts and withholds he has connected with this, including any overts of agreement, going E/S as needed. Note for handling of any black PR campaign.)
(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)
29. **WAS THERE ANY INVALIDATION?** _____
(2WC E/S to F/N.)
30. **WAS THERE ANY EVALUATION?** _____
(2WC E/S to F/N.)

31. **WERE YOU PROTESTING?** _____
(2WC E/S to F/N.)
32. **DID YOU RESENT THE FALSE DATA STRIPPING?** _____
(2WC E/S to F/N, putting in any out-rud. If it turns out that the False Data Stripping was unnecessary, indicate it and take it E/S to F/N.)
33. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
34. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
35. **WAS A SENSIBLE DATUM MADE TO SEEM FALSE BECAUSE IT WAS MISAPPLIED?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)
36. **HAD THE FALSE DATA ALREADY BLOWN?** _____
(Indicate. If no F/N, get when it blew and rehab to F/N.)
37. **WAS SOME PART OF THE FALSE DATA STRIPPING OVERRUN?** _____
(Indicate. Find out what it was and rehab to F/N.)
38. **HAD THE WHOLE SUBJECT BEEN HANDLED?** _____
(Indicate. If no F/N, rehab to F/N.)
39. **DID YOU NOT FULLY UNDERSTAND WHAT "FALSE DATA" IS?** _____
(Check for and clear up any Mis-U words and clear up fully what "false data" is, using HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
40. **WAS THE FALSE DATA NOT FOUND?** _____
(Indicate. Help him locate it and complete the False Data Stripping steps to EP.)
41. **WAS A FALSE DATUM NOT BLOWN?** _____
(Indicate. Complete the False Data Stripping on the datum to EP. Date/Locate if necessary.)
42. **WAS THERE AN EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____
(Get what it was and complete the False Data Stripping on that datum to EP.)
43. **WAS THERE NO EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____
(Indicate it. Find out if the false datum had already blown; if so, indicate it and rehab to F/N. If the false datum has not blown, Date/Locate the receipt of the datum, to EP.)



44. **WAS A FALSE-DATA CHAIN LEFT UNFLAT?** _____
 (Indicate. Complete the chain to EP. Date/Locate the receipt of the false data if needed.)
45. **DID YOU JUMP FROM ONE FALSE-DATA CHAIN TO ANOTHER?** _____
 (Indicate. Find out if the false datum from the original chain blew; if it did, have him spot the point where it blew. Rehab to F/N if needed. If the false datum had not blown, complete the original chain to EP. Then complete the chain that was jumped to, if unflat.)
46. **WAS THERE MORE FALSE DATA ON THE SUBJECT OR AREA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the False Data Stripping on the subject or area completed.)
47. **WERE THERE MISUNDERSTOODS IN THE AREA OF THE FALSE DATA?** _____
 (Find and clear the MUs, each to F/N.)
 (Get the False Data Stripping completed.)
48. **WERE YOU NOT FAMILIAR WITH THE BASIC TRUE DATA ON THE SUBJECT BEING ADDRESSED?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the true data on the area found and studied, then redo False Data Stripping on the subject.)
49. **WAS THE TRUE DATA NEVER FOUND?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the true data found and studied, then redo False Data Stripping on the subject.)
50. **DID YOU NOT RESTUDY THE TRUE DATA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get him to restudy the true data, then redo False Data Stripping on the subject.)
51. **WAS THERE A FALSE DATUM YOU THOUGHT MUST BE TRUE, BECAUSE OF ITS SOURCE?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)
52. **WERE YOU EMBARRASSED TO SAY WHAT THE FALSE DATUM WAS?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

53. **WERE YOU EMBARRASSED TO SAY WHERE THE FALSE DATUM HAD COME FROM?** _____
 (Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)
54. **DID THE PERSON DOING THE ACTION GIVE YOU FALSE DATA?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)
 (Get the False Data Stripping completed. Send the person who gave him the false data to Ethics.)
55. **DID YOU THINK OF SOME FALSE DATA YOU DIDN'T MENTION?** _____
 (Find out what it was and handle it to EP with False Data Stripping procedure.)
56. **WAS THE FALSE DATA VALUABLE TO YOU?** _____
 (2WC the value, E/S to F/N. Then pull any withhold connected with this, E/S to F/N.)
 (Get the False Data Stripping completed, including finding and studying the true data.)
57. **WERE YOU USING THE FALSE DATA TO MAKE SOMEONE WRONG?** _____
 (2WC him on this and get him to spot and tell you the service facsimile, without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile, complete the 2WC to F/N and complete this repair list.)
 (If the service facsimile was not spotted and blown, program for full service facsimile handling.)
58. **WERE YOU THROWN INTO A SECONDARY?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
59. **DID YOU FEEL GRIEFY?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
60. **WAS A LOSS RESTIMULATED?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
61. **WAS AN ENGRAM RESTIMULATED?** _____
 (Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

62. **WAS AN IMPLANT RESTIMULATED?** _____
 (Indicate. If no joy, do an L3RH on the time of the restimulation. Date/Locate if needed. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)
63. **WERE THERE METERING ERRORS?** _____
 (Indicate. Find out whether it was false reads, missed reads or missed F/Ns and handle E/S to F/N.)
 (Get the False Data Stripping completed if needed.)
64. **DID THE FALSE DATA HANDLED HAVE NO CHARGE ON IT?** _____
 (Indicate it and that it should not have been taken up. If no F/N, 2WC E/S to F/N. Get in False and Protest buttons.)
65. **WAS THE FALSE DATA STRIPPING DONE ON TOO BROAD AN AREA?** _____
 (Indicate it. If no F/N, 2WC E/S to F/N.)
 (Get the specific area or areas that need to be False Data Stripped located per step A of False Data Stripping procedure and complete the False Data Stripping to EP.)
66. **HAD YOU NOT HAD SUFFICIENT FOOD?** _____
 (2WC E/S to F/N.)
67. **HAD YOU NOT HAD SUFFICIENT SLEEP?** _____
 (2WC E/S to F/N.)
68. **HAD YOU TAKEN DRUGS?** _____
 MEDICINE? _____
 ALCOHOL? _____
 (2WC E/S to F/N.)
 (Get the False Data Stripping completed. Program for drug handling.)
69. **WAS THERE SOMETHING ELSE WRONG WITH YOUR FALSE DATA STRIPPING?** _____
 (Find out what and handle with the appropriate correction list.)
70. **WAS THERE SOMETHING WRONG WITH YOUR CASE?** _____
 (Assess and handle a C/S 53.)
71. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Indicate. If no F/N, 2WC E/S to F/N.)

L. RON HUBBARD
 Founder

Compilation assisted by
 LRH Technical Research
 and Compilations



HCO BULLETIN OF 12 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 11-1

**FALSE DATA STRIPPING REPAIR LIST
WORD LIST**

Refs:

HCO PL 4 Apr. 72R III	ETHICS AND STUDY TECH
Rev. 21.6.75	
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug. 78 II	CLEARING COMMANDS
HCOB 17 July 79RA I	Word Clearing Series 64RA
Rev. 30.7.83	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 11 July 88, Product Debug Series 11, FALSE DATA STRIPPING REPAIR LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM FALSE DATA STRIPPING REPAIR LIST

A, about, accepting, action, addressed, alcohol, already, an, and, another, any, anything, ARC break, area, as.

Basic, be, because, been, being, blown, broad, by.

Case, caused, chain, charge, come, correction, critical.

Data, date, dating, datum, did, didn't, doing, done, drugs.

Earlier, earlier-similar, else, embarrassed, engram, error, errors, evaluation, ever, experience.

False, false data, familiar, feel, first, food, found, from, fully.

Get, give, given, grievous.

Had, handled, handling, has, have.

Implant, in, incident, indicated, Int, into, invalidation, is, it, item, its.

Jump, justify.

Knowledge.

Left, lied, list, listened, locating, location, loss.

Made, major, make, malicious, medicine, mention, metering, middle, misapplied, misunderstands, more, must.

Never, no, not, nothing.

Of, on, one, or, out, out-ethics, out-Int, out-list, overrun, overt, overts.

Part, person, place, pretended, prior, problem, protesting.

Really, resent, restimulated, restudy.

Say, secondary, seem, sensible, similar, sleep, some, somebody, someone, something, source, statements, stripping, subject, sufficient.

Taken, the, then, there, think, thought, thrown, to, tolerated, too, trouble, true.

Understand, unflat, using.

Valuable.

Was, were, what, when, where, while, whole, with, withhold, withholds, wrong.

You, your.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations



THE CRAMMING SERIES

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 APRIL 1971R
REVISED 18 APRIL 1991

Remimeo
Cramming
Offs
C/Ses

Cramming Series 1

TECH QUALITY

(Taken from LRH ED 140 Int,
TECH DELIVERY QUALITY)

My current concern is tech quality over the world. Whereas the majority of auditors do a good job, there are some who don't and it is these who have our reputation at stake.

The general outness has been traced (as usual) to out-TRs and metering.

Lack of a Cramming in Qual Divs and even lack of Qual Divs is what has brought this about.

TRs and metering are out of the view of a C/S. He only sees what is written on the auditor report.

A Cramming should exist in every org and every bog should cause the auditor to be sent to Cramming on the material missed.

As TRs and metering are not visible to the C/S, it is usual to check an auditor's TRs and metering in Cramming whenever these are suspected and handle any outnesses.

A TR 1 that can't be heard (or blows the pc's head off), a TR 2 that consists of "That didn't read. That read" and TR 4 that is pure Q&A, plus missed reads and bypassed F/Ns can wreck any program.

A Cramming in every org and required verification of TRs and metering will go a long ways to improve tech quality.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 DECEMBER 1971R
REVISED 25 AUGUST 1981

Remimeo
All C/Ses
Cramming
Officers

Cramming Series 2

C/S Series 68R

THE C/S AND CRAMMING CYCLES

A fast way for any C/S to go into doubt about the skills of his auditors is to send them to Cramming and get only a “done” back.

Cramming is there to find the real cause of any error. So if this is not made known to the C/S, he has a “something is wrong with Joe’s TRs” which hangs up in time and never is resolved.

A response from Cramming to an order from the C/S to “check his TRs—pc’s TA went low in session—” which states: “I checked his TRs and they are good. But he audited the pc in a room that was overhot and the cans were too big. He has been drilled on Auditor’s Code and session environment handling and HCOBs on TA errors and now has this down pat. It won’t happen again,” leaves the C/S in no doubt as to what really happened. What’s more, he can order this repaired on the pc by a “2WC on times he felt worried about his TA or F/Ns” taken E/S to F/N (which will clear it up).

Furthermore the auditor now knows that the C/S knows what the real error was, doesn’t get hung with a withhold or a false idea about his TRs from the C/S.

In essence one is putting the exact truth on the line.

So the following rule is now mandatory in all HGCs and Quals:

THE CRAMMING OFFICER IS ALWAYS ON ANY CRAMMING ORDER TO REPORT THE EXACT OUTNESSES FOUND OR THE EXACT SESSION GOOFS, WITH ANY ADDITIONAL DATA, IN DETAIL, TO THE C/S.

A C/S receiving a cramming order back which hasn’t found the real cause of the error or which is incomplete or does not make sense when compared with the session and its results **MUST** return the cramming slip to the Cramming Officer requiring the cram be completed or the actual outness found and corrected.

A good C/S should be able to spot such outpoints at once. He would go over the session with the Cramming Officer and point out what it is he wants handled.

This data is not theoretical but is taken from actual, practical experience in C/Sing.

L. RON HUBBARD
Founder

Assisted by
Flag C/S

Cramming Series 3-7

[Note: Cramming Series 3-7 do not exist as numbered issues in this series. The issues originally assigned these Cramming Series numbers were not written by LRH and have since been cancelled.]

Remimeo
Cramming Officers
C/Ses

Cramming Series 8
C/S Series 70

HOW TO WRITE UP A CRAMMING ORDER

There is a certain technology on how to write up a cramming order.

1. Isolate the exact outnesses in the folder.
2. Order those HCOBs or PLs crammed.
3. Now look in a slightly wider circle around the data flunked and get which *basic* is involved (e.g., Auditor's Code, TRs, metering, handling the session, handling the pc, etc.) and get that crammed, too.

The C/S can have a feeling the intern or auditor is doing something peculiar in a certain area (e.g., weak TR 1 or slow TR 2; or can this auditor see the pc, meter and worksheets all in the same range of vision?) and request that this be looked into and handled.

There is a great spirit of cooperation between the Cramming Officer and the C/S.

Together they are building a better Bridge in their org and Keeping Sciencology Working.

L. RON HUBBARD
Founder

Assisted by
Qual Aide

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 15 MARCH 1972

Remimeo
Qual Secs
Cramming Offs
Execs
Tech
Qual
KOTs

Cramming Series 9

CRAMMING

(Originally written by LRH for the *Apollo* OODs
of 15 Mar. 72. Issued as an HCOB on 10 June 73.)

Ref:

HCO PL 28 Dec. 67

QUAL SENIOR DATUM

“Qual does not take orders” solves the Admin Cramming dilemma of the staff member crammed four times on the Dev-t Pack.

It is up to Qual to handle, fully and totally. This means, not following the exact order, but finding the real *Why* on the person and handling it at once.

Qual’s function is correction. By policy Qual does not take orders on what to do to correct.

Where an exec wants certain material covered, that’s okay. Cover it. But find the WHY! And on a repeat order, realize it was a wrong Why and really work it over.

Several staff have been crammed several times on the Dev-t Pack. Means Qual takes orders.

The PRODUCT of Qual Admin Cramming is a functioning, producing staff member who can produce on post.

L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 SEPTEMBER 1972

Remimeo
Cramming Officers

Cramming Series 10

CRAMMING MOTTO

All Cramming Officers are to put up a large, well-lettered, permanent sign in the cramming area:

CRAMMING IS THE KEY TO FLUBLESS AUDITING.

The datum above is 100 percent true.

L. RON HUBBARD
Founder

Assisted by CS-5



HCO BULLETIN OF 15 OCTOBER 1974

Remimeo
Cramming
Officers

IMPORTANT

Cramming Series 11

CRAMMING OVER OUT-RUDS

A Cramming Officer can fail in his efforts to correct a flubbing staff member if he tries to cram over out-ruds.

Cramming done over an ARC break, like auditing, will result in the person getting worse, more out of comm or misemotional. Cramming a person over a problem or W/H will produce no change so no correction will occur.

Out-ruds are easy to spot. The person with an ARC break, won't talk or is misemotional or antagonistic. A problem produces fixated attention that prevents Cramming from finding the actual area of difficulty. Natter and 1.1 remarks means a withhold.

Recently a musician being crammed kept bringing up a despatch that he was in mystery about concerning the group. Every time it was mentioned it read or BDED yet the Cramming Officer continued "cramming" him and never handled it. So no product.

I sat the musician down, told him he was crammed over a problem, the mystery about the despatch, cleaned it up by getting the despatch and letting him go over it, made sure the problem was handled, then found the area of misunderstood and traced it back to an early age and the Why fell right out.

And I got the Cramming Officer crammed by the Senior C/S and found her Why too.

So the moral of the story is DON'T CRAM OVER OUT-RUDS.

It is too costly in lost production and flaps.

CRAMMING OFFICER FLUBS

When the Cramming Officer flubs you must get him crammed fast because he will repeat the error on others and there goes your results.

In such cases, get him crammed immediately by the Qual Sec or Senior C/S. If it is the Qual Sec who flubbed, then he is crammed either by the Senior C/S or the Keeper of Tech.

INCOMPLETE HANDLING

It is often not enough just to correct a Why and do no further handling in Cramming. Most cramming cycles reveal a broader area of situation which must also be handled.

An example is the auditor who flubs on an L4BR and during the cramming reveals he never really listened to the key SHSBC L&N tapes.

The Cramming Officer who does not also program the auditor for a review of those tapes would not have fully corrected that auditor. You could accurately predict future L&N flubs and pc upsets.

A subsequent program such as the one above would count as an additional cramming cycle for the Cramming Officer, or a retread if lengthy and would count as additional points.

Therefore the maxim of Cramming is:

HANDLE THE HELL OUT OF IT.

Honest correction must be fully and completely done for the sake of the public and the org as well as the staff member.

SUMMARY

Cramming success depends on not cramming over out-ruds and on fully handling all areas of confusion or weakness.

Follow these operating rules and you will enjoy rave results and real correction.

And your org stats will soar.

L. RON HUBBARD
Founder

Remimeo

Cramming Series 12

METER USE IN QUAL

All cramming actions done in Qual must be done on a meter. This means metered Why Finding, checks for misunderstands, scouting for areas of uncertainty, completion of clay demos and Word Clearing.

Neglect of the full use of the meter has led to half-done, ineffective and often repeat cramming cycles as the person's Why or MU was never found in the first place. Even worse, a wrong Why can act as a wrong list item which brings about case chaos.

Every Cramming Officer must know and use all his tools. This includes metering.

The meter reveals all.

Use it.

L. RON HUBBARD
Founder

Assisted by
CS-5

HCO BULLETIN OF 22 JANUARY 1977

Remimeo
All Course
Supervisors
All Ds of P
All C/Ses
All Qual
Cramming
Terminals

Cramming Series 13

Keeping Scientology Working Series 21

**IN-TECH, THE ONLY WAY
TO ACHIEVE IT**

The dominating factor of tech being in, is whether the auditor really wants to do a good job and help the pc. It is a matter of professional competence and pride.

If the auditor does not have this, there is no amount of rules, reading or supervision that will bring about technical successes.

Fortunately, the vast majority of auditors have a high professional conscience and are willing to study, drill and do everything possible to perfect their tech. The Course Supervisor, the D of P, the C/S and Qual Cramming terminals must realize this and must do all possible to fortify it and must abstain from invalidations and accusations and injustices which tend to nullify it.

From this springboard of belief in the auditor and a willingness on the part of those training and handling him to strengthen the auditor's determination to be professionally competent, in-tech will only then blossom in an org.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1978RC
REVISED 18 JUNE 1988

Remimeo
Cram Off Hats
All Auditors

IMPORTANT

Cramming Series 14

CRAMMING REPAIR ASSESSMENT LIST

Ref:

HCOB 16 Jan. 84 II

Cramming Series 17
REPAIR OF PAST CRAMMING

HISTORY: I recently made an important technical discovery that a person, org or area can be totally bogged by a miscram or by an R/Ser operating under the guise of a "Cramming Officer." In the particular instance, one R/Sing Cramming Officer had bogged an org and then a second R/Sing Cramming Officer took over to "repair it," resulting in a nearly total crash.

To remedy this, I developed the following Cramming Repair List. In subsequent use of it, including people who had been miscrammed elsewhere, the usage appeared quite miraculous.

It has been found that faulty, quicky or miscramming can result in continual goofs or an apparency of out-ethics as the person isn't correcting. This list covers the basic errors that can occur in cramming. It has also been found that a Cramming Officer who has consistent overt products will mess up an area. This list is used to correct such cramming.

This list can be used by an auditor in session who finds the pc has bypassed charge on his past cramming. It is also used when a bog or impasse occurs during or following a cramming action.

Its main use is to clear up an org or area where it is found that one or more Cramming Officers have been messing it up. In such an instance, it is applied to every past or present staff member. In such an instance particularly, its use can result in a miraculous resurgence of the org or area. Needless to say it can produce a remarkable resurgence in a person who has a history of being miscrammed.

The list is done in a session by an auditor or qualified Cramming Officer who has a Qual okay to assess a prepared list and Qual okay to operate an E-Meter.

Auditor/Cramming Officer Instruction: In case of a wrong Why, use L4BRA. In case of self-listing or out-list, use L4BRA. In case of any read find out who and when as needed to handle the question. If any question reads, keep at it until you F/N it. F/N every item on the list that reads, then F/N the whole list on a final assessment of it.



In calling these items to the pc call them as questions, not as statements. This is the case in this list or any other prepared list. Do not call them as statements as this will tend to evaluate for the pc and even invalidate him.

If the list does not F/N or if the cramming repair does not seem to be getting anywhere, do a C/S 53RM and return to and F/N the Cramming Repair List after you've handled the C/S 53.

NAME: _____ DATE: _____

1. **WAS CRAMMING DONE OVER OUT-INT?** _____

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. When all errors are corrected the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

(If you are not qualified to audit or repair Int, or if you are not in an auditing session and the read is valid, indicate that cramming was done over out-Int and then send the folder to the C/S.)

2. **WAS CRAMMING DONE OVER AN OUT-LIST?** _____

(L4BRA.)

3. **HAVE YOU BEEN GIVEN A WRONG WHY?** _____

(L4BRA.)

4. **DO YOU HAVE A WRONG WHY?** _____

(L4BRA.)

5. **AS A RESULT OF CRAMMING ARE YOU SELF-LISTING?** _____

(L4BRA.)

6. **DO YOU SELF-LIST?** _____

(L4BRA.)

7. **WERE YOU IN THE MIDDLE OF A MAJOR AUDITING ACTION?** _____

(Ind E/S to F/N.)

(C/S to program pc to complete the action.)

8. **DID THE CRAM INTERRUPT YOUR USUAL AUDITING?** _____

(Ind E/S to F/N.)



9. **WERE YOU CRAMMED OVER OUT-RUDS?** _____
(Find out which and handle E/S to F/N.)
10. **DO YOU HAVE AN ARC BREAK?** _____
(ARCU CDEINR E/S to F/N.)
11. **HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU?** _____
(ARCU CDEINR E/S to F/N.)
12. **HAVE YOU BEEN UPSET WITH SOMEONE'S HANDLING OF YOUR AREA?** _____
(ARCU CDEINR E/S to F/N.)
13. **HAVE YOU ARC BROKEN ANOTHER?** _____
(ARCU CDEINR E/S to F/N.)
14. **DO YOU HAVE A PROBLEM?** _____
(Get what and E/S to F/N.)
15. **HAVE YOU MADE ANY PROBLEMS FOR ANOTHER?** _____
(E/S to F/N.)
16. **DID YOU STILL HAVE A PROBLEM WHEN YOU LEFT CRAMMING?** _____
(E/S to F/N.)
17. **WAS CRAMMING A PROBLEM TO YOU?** _____
(E/S to F/N.)
18. **DO YOU HAVE ANY WITHHOLDS?** _____
(Get what and E/S to F/N.)
19. **HAVE WITHHOLDS BEEN MISSED?** _____
(Get what and E/S to F/N.)
20. **HAVE YOU WITHHELD THAT OTHERS HAVE WITHHOLDS?** _____
(Handle as W/H. E/S to F/N.)
21. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** _____
(Find out what. Handle the M/W/H, E/S to F/N. Then clear the misunderstood word or abbreviation per Word Clearing tech.)
22. **HAVE YOU GOOFED AND NOT TOLD ANYBODY?** _____
(Find out what. Handle as a M/W/H, E/S to F/N.)

23. **HAS THE CRAMMING OFFICER BEEN CRITICAL OF ANOTHER?** _____
 (Get who and what E/S to F/N. Then check for “Have you been similarly critical?” Get M/W/H.)
24. **HAVE YOU BEEN CRITICAL OF ANOTHER?** _____
 (Get prior overt. E/S to F/N.)
25. **HAVE YOU COMMITTED ANY OVERTS?** _____
 (Get what and E/S to F/N.)
26. **DID YOU FEEL WORSE AFTER BEING CRAMMED?** _____
 (Ind E/S to F/N.)
27. **HAVE YOU BEEN TOLD ANYTHING F/Ned WHEN YOU FELT IT HADN'T?** _____
 (Find out what and ind E/S. Handle what hadn't really F/Ned.)
28. **HAVE YOU FELT SOMETHING SHOULD HAVE F/Ned WHEN THE CRAMMING OFFICER/AUDITOR DIDN'T INDICATE IT HAD?** _____
 (Indicate. 2WC E/S to F/N. Rehab any O/Rs.)
29. **HAVE YOU HAD MISUNDERSTOODS THAT YOU STILL MISUNDERSTOOD AT THE END OF CRAMMING?** _____
 (Get them and handle per Word Clearing tech.)
30. **HAVE MISUNDERSTOODS BEEN MISSED?** _____
 (Get them and handle per Word Clearing tech.)
31. **HAS THE WRONG MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?** _____
 (Find out what. Ind E/S to F/N. Clear up any Mis-Us.)
32. **HAS NO MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?** _____
 (Find out what. Ind E/S to F/N. Clear up any Mis-Us.)
33. **DO YOU HAVE MISUNDERSTOODS NOW?** _____
 (Find out what. Handle per Word Clearing tech.)
34. **DO YOU HAVE MISUNDERSTOODS THAT YOU HAVEN'T CLEARED UP?** _____
 (Find out what. Handle per Word Clearing tech.)
35. **WERE YOU MADE TO LOOK UP WORDS YOU ALREADY UNDERSTOOD?** _____
 (Indicate E/S to F/N.)



36. **COULDN'T YOU UNDERSTAND THE CRAMMING ORDER?** _____
 (2WC E/S to F/N.)
37. **HAVE YOU BEEN TOLD YOU SHOULDN'T HAVE BEEN SENT TO CRAMMING?** _____
 (Find out who and what. E/S to F/N.)
38. **HAVE YOU FELT PTS TO YOUR AREA?** _____
 (2WC E/S to F/N.)
 (Program to receive PTS or Pretended PTS handling once this list is complete.)
39. **IN CRAMMING HAS ANYBODY INVALIDATED YOU?** _____
 (Find out who and what. Ind E/S to F/N.)
40. **IN CRAMMING HAS ANYBODY EVALUATED FOR YOU?** _____
 (Find out who and what. Ind E/S to F/N.)
41. **WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN?** _____
 (Find out what. Ind E/S to F/N. Handle the false data with False Data Stripping tech. Assess and handle a False Data Stripping Repair List if needed.)
42. **HAS FALSE DATA STRIPPING BEEN MESSED UP?** _____
 (False Data Stripping Repair List.)
43. **HAS A PRODUCT DEBUG BEEN MESSED UP?** _____
 (Product Debug Repair List.)
44. **WAS CRASHING MIS-U FINDING MESSED UP?** _____
 (Crashing Mis-U Repair List.)
45. **WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED?** _____
 (Clear it fully to F/N.)
46. **COULDN'T YOU FIND THE CRASHING MIS-U?** _____
 (Crashing Mis-U Repair List.)
47. **IS THERE SOME OTHER REASON FOR TROUBLE IN YOUR AREA?** _____
 (2WC E/S to F/N.)
48. **ARE YOU HAVING GENERAL CASE TROUBLE?** _____
 (Find out what to F/N, C/S 53RM if necessary.)



49. **WERE SEVERAL CORRECTIVE ACTIONS BEING DONE ON YOU AT ONCE?** _____
 (2WC E/S to F/N. Send folder to C/S for sort out and program to complete each needed action in correct sequence.)
50. **DID THE CRAMMING OFFICER RUSH YOU?** _____
 (2WC E/S to F/N.)
51. **WAS A CRAM QUICKIED?** _____
 (2WC E/S to F/N.)
 (Send to Cramming to complete any incomplete cram after this list is handled.)
52. **DID THE CRAMMING OFFICER FAIL TO DRILL YOU?** _____
 (2WC E/S to F/N.)
 (Send to Cramming for any needed drilling after this list is handled.)
53. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
 (Ind E/S to F/N.)
54. **WAS THE CRAM DONE OVER SOME OTHER BYPASSED CHARGE?** _____
 (Find out what and handle.)
55. **WAS THIS ASSESSMENT UNNECESSARY?** _____
 (Ind E/S to F/N.)
56. **WAS THERE SOMETHING ELSE WRONG?** _____
 (Find out what and handle. GF if no joy.)

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HCO BULLETIN OF 2 JUNE 1978RC-1
ADDITION OF 3 JULY 1988

Remimeo
C/Ses
Auditors
Tech/Qual

IMPORTANT

Cramming Series 14-1

**CRAMMING REPAIR ASSESSMENT LIST
WORD LIST**

Refs:

HCO PL 4 Apr. 72R III	ETHICS AND STUDY TECH
Rev. 21.6.75	
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug. 78 II	CLEARING COMMANDS
HCOB 17 July 79RA I	Word Clearing Series 64RA
Rev. 30.7.83	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 2 June 78RC, Cramming Series 14, CRAMMING REPAIR ASSESSMENT LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM CRAMMING REPAIR ASSESSMENT LIST

A, action, actions, after, already, an, and, another, any, anybody, anything, ARC break, ARC broken, are, area, as, assessment, at, auditing, auditor.

Because, been, being, blown, but, bypassed charge.

Case, clear, cleared, committed, corrective, couldn't, cram, crammed, cramming, Cramming Officer, cramming order, Crashing Mis-U, critical.

Debug, did, didn't, do, done, drill.

Else, end, evaluated.

Fail, false data, False Data Stripping, feel, felt, find, finding, first, F/Ned, for, found, fully.

General, given, going, goofed.

Had, hadn't, handling, has, have, haven't, having.

In, indicate, interrupt, invalidated, is, it.

Left, look up.

Mad, made, major, material, messed up, middle, missed, missed withhold, Mis-U, misunderstood, misunderstands.

No, not, nothing, now.

Of, on, once, other, others, out-Int, out-list, out-ruds, over, overts.

Past, place, problem, problems, product, PTS.

Quickied.

Reason, result, rush.

Seemed, self-list, self-listing, sent, several, should, shouldn't, some, someone, someone's, something, still.

That, the, there, this, to, told, trouble.

Uncovered, understand, understood, unnecessary, upset, usual.

Was, were, when, why, with, withheld, withholds, words, worse, wrong.

You, your.

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HCO BULLETIN OF 24 SEPTEMBER 1979RA
REVISED 18 OCTOBER 1986

Remimeo
Cramming Officers
C/Ses
Review Auditors
Qual

Cramming Series 15

FLYING RUDS IN CRAMMING

<i>Refs:</i>		
HCOB	7 Sept. 64 II	PTPs, OVERTS AND ARC BREAKS
HCOB	11 Aug. 78 I	RUDIMENTS—DEFINITIONS AND PATTER
HCOB	10 June 71 I	C/S Series 44R C/S RULES, PROGRAMING FROM PREPARED LISTS
HCOB	21 Dec. 79	C/S Series 107 Cramming Series 16 AUDITOR ASSIGNMENT POLICIES CRAMMING ASSIGNMENT POLICIES
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS

Cramming over out-ruds can result in trouble. Rudiments are used to set the person up for a cram, because if there are other things in the way, the Cramming Officer will have a very hard time getting past that to get the person corrected.

CHECKING THE FOLDER

Before any cram, the Cramming Officer must check the folder of the person being crammed to ensure that he is not in the middle of a major case action or Int repair or handling and that there is no immediate case action that will be interrupted by flying ruds.

Examples of this would be in the middle of an engram chain, halfway through a Quad engram, incomplete lists, etc. In other words, in the middle of a major action.

If there is any question at all as to whether a pc's ruds can be flown, then it is mandatory to get a C/S okay before cramming the person.

FLYING RUDS BEFORE CRAMMING

To begin any cramming of anyone, assess:

IS THERE OUT-INT?

IS THERE AN OUT-LIST?

IS THERE AN ARC BREAK?



IS THERE A PRESENT TIME PROBLEM? _____

HAS A WITHHOLD BEEN MISSED? _____

IS THERE AN OVERT? _____

HAS THERE BEEN ANY INVALIDATION? _____

HAS THERE BEEN ANY EVALUATION? _____

If the person has out-Int or out-lists, the folder should be turned in to the C/S and a Review Auditor gotten to take the pc in session to handle. The person being crammed should be R-factored that the folder is going to the C/S as he will possibly need another action before he can be crammed. In such a case the Cram Off must follow up on the folder and ensure that the person does get handled so that he can get crammed.

On the rest of the list, fly any that read.

ARC break, PTP and missed withhold rudiments are handled per HCOB 11 Aug. 78 I, RUDIMENTS—DEFINITIONS AND PATTERN.

If “overt” reads, pull it, E/S to F/N. If Invalidation or Evaluation read, handle by 2WC E/S to F/N.

Then, when you have cleared up the reads to F/Ns and have an F/N on the meter, begin the exact cramming orders indicated.

All worksheets done in cramming go in the person’s folder.

Flying ruds correctly before cramming can help make the cramming itself many times more effective—and make the Cramming Officer much more popular!

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 DECEMBER 1979R
REVISED 30 JULY 1990

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Ds of T
Dir Correction
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Execs

C/S Series 107R
Cramming Series 16

AUDITOR ASSIGNMENT POLICIES
CRAMMING ASSIGNMENT POLICIES

Refs:

HCOB	23 July 69	AUDITOR ASSIGNMENT POLICIES
HCOB	24 Sept. 79RA	Cramming Series 15
Rev.	18.10.86	FLYING RUDS IN CRAMMING

It is longstanding policy that auditors are assigned pcs by comparable grade. The rule is that the auditor is not assigned pcs of higher grade than his own.

As a person gets audited he becomes quicker mentally, is more familiar with the technology and is less afraid of himself and his bank. When the pc advances to upper levels, the auditor assigned must be trained in the specific techniques of the upper level before attempting to audit a pre-OT at that level.

The same principle has application in the area of audited corrective actions and cramming ruds. The Cramming Officer must take note of the case level of any person he intends to cram so that the person can be handled appropriately.

CRAMMING ASSIGNMENT RULES

The basic rule that applies to assignment of cramming ruds and/or audited corrective actions is:

TO DELIVER CRAMMING RUDS OR AUDITED CORRECTIVE ACTIONS THE CRAMMING OFFICER MUST NOT BE OF A LOWER CASE LEVEL THAN THE PERSON BEING CRAMMED OR CORRECTED.

In relation to this rule there are some specific points that must be known and adhered to by all orgs as follows:

- a. A person below the case level of Clear may have cramming ruds flown and audited corrective actions delivered by a Cramming Officer of any case level, provided that the Cramming Officer is also trained to deliver the action.

- b. A person who is (or is on) OT III or New OT IV must have cramming ruds flown and audited corrective actions delivered by a Cramming Officer who is OT III or above, provided that the Cramming Officer is also trained to deliver the action and has studied and checked out on the materials related to delivering it to OT III pre-OTs.
- c. A person who is New OT V or above can only receive cramming ruds or audited corrective actions from a Class IX Auditor of the same or higher case level.
- d. A person of any case level may receive any nonaudited corrective action from a Cramming Officer of any case level.

Cramming Ruds:

The first step of any cramming cycle is cramming ruds, which must be flown to set up the person for a cram. (Ref: HCOB 24 Sept. 79RA, Cramming Series 15, FLYING RUDS IN CRAMMING)

In a case where the Cramming Officer could not fly someone's ruds and where an auditor qualified to do so exists in the org, the Cramming Officer would see that the cramming ruds were flown by an auditor. The Cramming Officer would then proceed himself with the rest of the steps of the cram.

Sometimes a situation can exist where no one in the org is of comparable case level to the person who is in need of correction. In such a circumstance corrective actions most certainly *should be* taken but are limited to those covered in the list of "nonaudited corrective actions," covered later in this issue. These only require that the person delivering the action has studied and checked out on it.

Audited Corrective Actions:

Listed below are some of the audited corrective actions that a person might require as part of a cramming cycle. These fall under the cramming assignment rules above and must be delivered by someone of comparable case level who is also qualified by auditor training to do the action. In a case where the Cramming Officer could not do the action himself, he would see that the audited corrective action was done by a qualified auditor as part of the cramming cycle. Such actions include the following:

- a. Repair lists, such as Cramming Repair Assessment List, Word Clearing Correction List, The Crashing Mis-U Repair List, Product Debug Repair List, Study Green Form, Student Correction List, False Data Stripping Repair List, etc.,
- b. Trouble Area Questionnaire or Trouble Area Short Form as given in HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING,
- c. Disagreement Check as laid out in HCOB 22 Mar. 72RA, DISAGREEMENT CHECK,

- d. The sections of the Debug Tech Checklist that must be done by a qualified auditor using an E-Meter as contained in HCO PL 23 Aug. 79R II, Esto Series 38R, Product Debug Series 2R, DEBUG TECH CHECKLIST. These include sections O. Out-Ethics and O/Ws, P. PTS and S. Drugs,
- e. Pulling withholds as part of Crashing Mis-U Finding, as covered in the "O/Ws" section of HCOB 17 June 79, Word Clearing Series 61, Product Debug Series 3, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS,
- f. The handlings contained in HCOB 23 Aug. 79 I, Word Clearing Series 65, Product Debug Series 6, CRASHING MIS-Us, BLOCKS TO FINDING THEM, which are steps B. Overts and Withholds, D. Justifications and E. Service Facsimiles,
- g. Method One Word Clearing,
- h. Post Purpose Clearing,
- i. Audited handlings given in any of the Auditor Analysis Checklists (Scientology Auditor Analysis Checklist, Confessional Auditor Analysis Checklist, NED Auditor Analysis Checklist or the Solo Auditor Analysis Checklist).

Nonaudited Corrective Actions:

There are many, many tools which exist for use in correcting staff and public. A large amount of them are nonaudited actions and these do not fall under the above assignment rules.

The list of nonaudited corrective actions below can and *should* be regularly used as corrective tools regardless of case level. Some of these actions include:

- a. All methods of Word Clearing except Method One,
- b. Product Clearing,
- c. Conditions and Exchange by Dynamics,
- d. Crashing Mis-U Finding (except where O/W pulling is required as covered in the "O/Ws" section of HCOB 17 June 79, Word Clearing Series 61, Product Debug Series 3, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS),
- e. Study tech tools such as: checkouts, theory coaching, demonstrations, clay demos, etc.,
- f. Drilling, such as: drilling of post actions, TRs, Tone Scale Drills, Obno-sis Drills, Assessment Drills, Anti-Q-and-A Drills, Confront Drills, Supervisor Drills, Dissemination Drill, Disassociation Drills, etc.,
- g. Confront and Reach and Withdraw,

- h. Esto Series 16 steps, per HCO PL 24 Apr. 72, Esto Series 16, HATTING THE PRODUCT OFFICER OF THE DIVISION,
- i. The Debug Tech Checklist sections that are not mandatory to be done by a qualified auditor using an E-Meter as per HCO PL 23 Aug. 79R II, Esto Series 38R, Product Debug Series 2R, DEBUG TECH CHECKLIST,
- j. False Data Stripping.

There is an abundance of powerful tools at the Cramming Officer's disposal for correcting staff and public of any case level. The entire range of cramming actions available can and must be liberally used where corrective actions are needed to ensure standard application and results in all cases.

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HCO BULLETIN OF 16 JANUARY 1984
Issue II

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Cramming Series 17

REPAIR OF PAST CRAMMING

Refs:

HCOB 24 Nov. 73RE	C/S Series 53RL LF (Long Form)
Rev. 30.11.78	HI-LO TA ASSESSMENT C/S
HCOB 15 Oct. 73RB	C/S Series 87RB
Rev. 4.12.78	NULLING AND F/Ning
	PREPARED LISTS
HCOB 4 Dec. 78	HOW TO READ THROUGH AN F/N
HCOB 30 Oct. 78	C/S SERIES 53, USE OF

One can review all past cramming a person has had, to repair any bad cramming. This is done with a C/S 53 on "past cramming actions," handling major reads by key-out (not rundowns) and reassessing to an F/Ning list.

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Cramming Series 18

A KEY CRAMMING QUESTION

Ref:
HCOB 4 Sept. 71 II Word Clearing Series 19
ALTERATIONS

It can happen that an auditor will do something unusual in a session in response to a situation he encounters. There is a piece of tech Cramming Officers should know and use to handle such an auditor which will improve technical quality and pc gains.

What occurs with an auditor who takes a nonstandard action in a session is as follows: The auditor, in doing his training, does not fully grasp some data in his materials to the point where he can apply it in the session. Then, when he is auditing, a situation comes up that he does not know how to handle. The auditor does not know the correct action to take because he didn't fully get the material in his training, so he does something goofy and the case caves in.

The circumstances can then get perpetuated—the case has gone so far off standard that the auditor thinks he has to do a lot of other goofy things in an attempt to handle the pc. Then he does something that accidentally gets some small result, which the auditor considers is a win. The auditor thereafter uses these goofy actions on all pcs, but of course the goofy actions do not work.

This is how an auditor shifts off the standard line.

HANDLING

A Cramming Officer, working with the Case Supervisor, must keep auditors on a standard line of application. When an auditor moves off that narrow path, he has got to be put back on it with a club.

The Cramming Officer is in an advantageous position. He knows that any difficulty an auditor runs into which results in a nonstandard action is *not* due to the pc, as there are no different pcs. He can say to any auditor, "Look, if it didn't work in your hands, you don't know what you are doing." What the Cramming Officer wants to know from such an auditor is *what is he doing* and *what datum did he miss*.



In this type of circumstance, the Cramming Officer's key cramming question is:

**WHAT SITUATION DID YOU RUN INTO THAT YOU HAD
TO INVENT SOMETHING TO DO SOMETHING ABOUT?**

At the moment that question is answered, the Cramming Officer will have established immediately the missingness of the auditor's data.

The Cramming Officer also must take into account that there might be a dozen more situations of missing data that the auditor doesn't know about, because after that initial point where he didn't understand something, *other* points were accumulated where he didn't understand what was being studied.

In other words, the key cramming question can trace it back to a given level, but if an auditor has gone seventeen levels above the point where he missed, those will *all* be missed. The Cramming Officer can ask the auditor, "**WHEN DID YOU FIRST HAVE TO INVENT SOMETHING IN A SESSION TO HANDLE THE SITUATION?**" And by tracing that down, the Cramming Officer has established the level he didn't get. This tells the Cramming Officer where the auditor has a misunderstood word in his study materials, which is just before what the auditor didn't get at that level.

Once the Cramming Officer has isolated this, he can use Word Clearing, Crashing Misunderstood Finding, rereads of courses and other tools as needed to handle what was found and clean up the auditor so he has no missingness of data.

SUMMARY

Proper use of this key cramming question and handling what comes up can shorten an auditor's training time enormously. It has a precise use and, when properly applied, can increase the effectiveness of cramming and thus the standardness of Scientology and Dianetics application.

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HCO BULLETIN OF 20 APRIL 1991

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Cramming Series 19

CRAMMING AND BASICS

Refs:

HCO PL 9 Nov. 68

STANDARD ADMIN

Book: *The Problems of Work*

When one sees a bunch of people moving through the molasses, unable to move or get something done, it is normally because they lack the basics of the subject. They are in a state of mind that all data is as important as all other data, all advisers are as important as all other advisers and all data is all other data.

What these people have missed is that: (a) the right data they would need are the simple basics that underlie all the other data and which, if applied, get you the product, and (b) a datum is just as valid as it gets you the product. So when one sees that an area or organization is slow and fumbly, he knows what he is looking at—an absence of *basics*.

Every place where a Cramming Officer is trying to cram people and getting nowhere, he will find it is a lack of basics. He can't cram people on a bunch of misunderstood words for which they have no basics and it does no good to clear up false data on a person who has no basics on the subject.

The only bug the Cramming Officer is going to run into when he tries to solve this is his own lack of realization that every subject has its own specific, basic laws, and the only problem he is going to run into is where to find them. If he can't solve that, he isn't going to get anywhere.

Not all subjects have valid texts available and there are many false texts around, but you would be surprised how many valid texts there are. They are usually the older ones. This is the basic problem the Cramming Officer has when he is trying to cram technical personnel in fields other than Dianetics or Scientology. When he is trying to cram someone on the materials of Dianetics and Scientology—that's a piece of cake. He has the Dianetics and Scientology axioms, the HCOB Volumes, the OEC Volumes and you name it.

SUMMARY

The watchword when the Cramming Officer has the false data somewhat stripped off is cram the person on the actual basics and let him put the real basic in place to hold back the confusions. When a real basic is there, the confusions disappear.

L. RON HUBBARD
Founder

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Cramming Series 20

AUDITOR COORDINATION DRILLS

Ref:

HCOB 10 Apr. 81R

REACH AND WITHDRAW

Rev. 7.8.83

An auditor must be capable of reading an E-Meter, writing and listening to the preclear and auditing at the same time. This, of course, is the complex whole of an auditing session.

Some auditors are unable to do these actions simultaneously. The probable reason for failure to coordinate his actions in a session and handle those things simultaneously in a session that an auditor has to handle is that he was defective in Reach and Withdraw from one or more of the items connected to the session.

Therefore, it is necessary to undertake a series of drills on any auditor who cannot coordinate his session actions, making him do Reach and Withdraw from each of the items connected to a session until he has reached the end phenomena of that action. This is followed by an eye exercise of looking at a meter, looking away from a meter, looking at a meter, looking away from a meter, looking at a worksheet, looking away from a worksheet, looking at a worksheet, looking at a pc, looking away from a pc, etc. Each one of these Reach and Withdraw and Look/Look Away cycles are done to a win.

Tests done on auditors who had completed these drills found that each one's ability to coordinate the actions of a session was markedly improved, as well as his vision of the parts of the session.

These drills are for use by Cramming Officers, Course Supervisors and other Tech/Qual personnel.

Through successful completion of these drills, the points in a session which the auditor is not able to confront will become confrontable, but more than that, the auditor will be able to be at cause over them.

TRAINING DRILLS

The following drills have been developed to enable the auditor to acquire the above skill.

The coach for these drills is required to have read and drilled the Reach and Withdraw procedure per HCOB 10 Apr. 81R, REACH AND WITHDRAW, before coaching them.

NUMBER: TR 1-AC (Training Routine 1—Auditor Coordination)

NAME: REACH AND WITHDRAW ON AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, with the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student auditor to be in good communication with the individual parts of and the entirety of an auditing session.

COMMANDS:

“REACH THAT (named item) .”

“WITHDRAW FROM THAT (named item) .”

The coach acknowledges after each command is executed.

TRAINING STRESS: This drill is done per HCOB 10 Apr. 81R, REACH AND WITHDRAW. The coach indicates an item of the auditing session setup, starting with smaller objects and working to the larger objects available, including the pc. The student does Reach and Withdraw on each item until he has a minor win or does three sets of commands with no change, at which point he goes on to the next object at the direction of the coach. The drill is done until the student has a win or cognition accompanied by good indicators on the subject of an auditing session.

NUMBER: TR 2-AC (Training Routine 2—Auditor Coordination)

NAME: LOOK AT AND LOOK AWAY FROM AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, including the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student to smoothly put his attention on and take his attention off any part of an auditing session so he confronts all the parts of a session, can see the pc who is there and what condition he is in and become cause over all parts of an auditing session.



COMMANDS:

“LOOK AT THAT (named item) .”

“LOOK AWAY FROM THAT (named item) .”

The coach acknowledges after each command is executed.

TRAINING STRESS: The coach indicates an item of the auditing session setup, starting with smaller objects and working up to the larger objects available, including the pc. The coach has the student look at and look away from each item to a win or three sets of commands with no change, at which point he goes on to the next object at the direction of the coach. The drill is complete when the student has a win or cognition accompanied by good indicators and can be at cause over the various items of an auditing session.

SUMMARY

These drills can cure robotism and the stiff unnatural attitudes an auditor may have and are proven to be successful in increasing an auditor’s communication with an auditing session.

Apply them and see improved session results.

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Founder

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Cramming Series 21

WHAT A CRAMMING OFFICER HAS TO KNOW

Ref:

HCO PL 16 Mar. 72 V

WHAT IS A COURSE, HIGH CRIME

There is an exact tech of cramming which is what a Cramming Officer needs to fully grasp and apply to be a success.

The basic cramming technology has to do with misunderstood words, Crashing MUs, putting people on the meter and asking them if they have a misunderstood on the subject in question, Product Debug technology and so on.

If a Cramming Officer thinks he has to know all about a subject before he can cram somebody on that subject, then he doesn't know the first thing about cramming.

A Cramming Officer stating that he couldn't cram someone because he didn't know the subject intimately would be like an auditor saying, "I have to live the pc's life before I can audit him" or "I have to have all of his aberrations before I can audit him."

If I were a Cramming Officer and knew nothing about, for example, the subject of knitting, I would simply put the person on a meter and find out what he didn't know about the subject of knitting and clean up what was found. Then I would grab a basic text on the subject and order him to Method 9 word clear it.

This may be a Why of Cramming Officers—they feed themselves a false datum that they have to know all about a subject before they can cram someone on it.

The truth is that if a Cramming Officer had done a course and knew ALL about the subject, he could enter a lot of verbal tech and false data into it.

The Cramming Officer has to understand the words he is making a person look up. But the action of word clearing is a *technical action*. The Cramming Officer's job is to use an E-Meter and find the misunderstands and other blocks preventing the person from understanding and applying the materials, and his tools include Crashing Misunderstood Word Finding, False Data Stripping, use of the Product Debug Tech Checklist and other related tech.

There is a whole technology to Cramming and *that* is what the Cramming Officer has to know.

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HCO BULLETIN OF 23 APRIL 1991

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Cramming Series 22

THE TOOLS OF A CRAMMING OFFICER

Cramming is not a rote activity.

Rather than rely on a set patten or mechanical procedure to cram someone, a Cramming Officer must know the *tools* of cramming well and be able to apply them to the person in front of him to achieve his product of a corrected individual who can get the desired products of his post.

There is a long list of tools that a Cramming Officer can apply in cramming someone. Heading the list as the key and most basic tool at his disposal is, of course, Word Clearing.

Word Clearing (all methods)

Study tech tools such as checkouts, theory coaching, clay demonstrations, etc.

The Study Tapes

The technology of course supervision as found in the materials of the Hubbard Professional Course Supervisor Course

Learning Drills

The materials given in the lecture of 5 Sept. 71, "A Talk on a Basic Qual"

Why Finding

How to Defeat Verbal Tech Checklist

False Data Stripping

Crashing MU Finding

Product Debug Checklist

TRs 0-4, Upper Indocs, Admin TRs

Anti-Q-and-A Drill

E-Meter Drills, including the Cramming Drills found in *The Book of E-Meter Drills*

Assessment Drills

Audio/video taping

LRH Model Auditing Tapes

Drilling of specific actions, processes or routines

Retreads and retrains of courses

Word Clearing Correction List

Cramming Repair Assessment List

Auditing lists for use to handle study difficulties, such as the Student Correction List, Study Green Form and Student Rehabilitation List

Rudiments (including pulling overts and withholds against cramming if the person has a terrible resistance to being crammed)

Remedies A and B

Student Rescue Intensive

NED Auditor Analysis Checklist

Scientology Auditor Analysis Checklist

Confessional Auditor Analysis Checklist

Solo Auditor Analysis Checklist (for Advanced Organizations)

Auditor Correction List

HC Outpoint–Pluspoint Lists

Correction lists for various jobs or posts

This list does not purport to be a full and complete list of everything a Cramming Officer could apply to get his product. It does, however, contain the basics.

THE PRODUCT OF A CRAMMING OFFICER

A Cramming Officer should know that his job isn't done until the person can actually now get the product that he required cramming on.

It is toward this end that the Cramming Officer works with the individual, applying the above tools and any others at his disposal to bring about that result.

SUMMARY

There is a wealth of technology at the Cramming Officer's fingertips—his standard application of this brings about flubless auditors, efficient staff members and resultant valuable final products.

L. RON HUBBARD
Founder

Compilation assisted by
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THE ART SERIES

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 AUGUST 1965R

Issue I

REVISED 30 DECEMBER 1979

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Art Series 1

ART

For some fifteen years I have been studying, amongst other branches of philosophy, the subject of ART.

The reason for this is: Art is the least codified of human endeavors and the most misunderstood. *What is Art?* is one of the least answered of human questions.

Art abounds with authorities. It was chosen because "that field containing the most authorities contains the least codified knowledge." The obvious invitation is to answer the question and codify the subject. This has now been done.

The subject was originally brought up in a conversation with Donald H. Rogers at 42 Aberdeen Road, Elizabeth, New Jersey, in 1950.

As this zone of human activity seemed to stand outside the field of Dianetics and Scientology, I thereafter worked with it on a casual basis.

Having published 15,000,000 words between 1929 and 1941, I was not unacquainted with the arts. Since 1950 I have worked with other arts than that of literature in order to make an advance on the general subject of ART.

I have made a breakthrough at last in this matter. And I find it is applicable to what we are doing and therefore also has practical value.

To make it a matter of record rather than a filed sheaf of notes, I am publishing these findings as an HCOB. I also feel they will be of some assistance in forwarding Scientology.

As in the case of all "pure research" (by which is meant study without thought of possible application) there is a sudden payoff in these answers including the better dissemination of Scientology and the rehabilitation of the artist.

My incidental studies in the fields of photography and music materially assisted these discoveries.

Approaching the state of Clear has also assisted in comprehending this rather vast subject of ART. It is adventurous to state one has *solved* such a sweeping subject but here at least are the fundamentals and basics.

The following are rough notes but are in fact the basis of that branch of activity we call ART.

THE FUNDAMENTALS OF ART

Basic Definition

ART is a word which summarizes THE QUALITY OF COMMUNICATION.

It therefore follows the laws of communication.

Too much originality throws the audience into unfamiliarity and therefore disagreement, as communication contains duplication and “originality” is the foe of duplication.

TECHNIQUE should not rise above the level of workability for the purpose of communication.

PERFECTION cannot be attained at the expense of communication.

Seeking *perfection* is a wrong target in art. One should primarily seek communication with it and *then* perfect it as far as reasonable. One attempts *communication* within the framework of applicable skill. If perfection greater than that which can be attained for communication is sought, one will not communicate.

Example: A camera that shoots perfectly but is not mobile enough to get pictures. One must settle for the highest level of technical perfection obtainable *below* the ability to obtain the picture.

The order of importance in art is:

1. The resultant communication
2. The technical rendition.

Two is always subordinate to 1. Two may be as high as possible but never so high as to injure 1.

The communication is the primary target. The technical quality of it is the secondary consideration. A person pushes 2 as high as possible within the reality of 1.

A being can take a lot of trouble with 2 to achieve 1 but there is a point where attempting 2 prevents 1.

If the arduousness of 2 prevent 1, then modify 2, don't modify 1.

Perfection is defined as the quality obtainable which still permits the delivery of the communication.

Too much time on 2 of course prevents 1.

It is usually necessary to lower a standard from absolute perfection to achieve communication. The test of the artist is how little it is lowered not how high it is pushed.

A professional in the arts is one who obtains communication with the art form at the minimum sacrifice of technical quality. There is always some sacrifice of quality to communicate at all.

The reduction of mass or time or impedimenta or facilities toward the ability to render a result is the exact measurement of how much technical perfection can be attempted. The rule is if one is being too perfectionistic to actually achieve a communication, reduce the mass, time, impedimenta or facilities sufficiently low to accomplish the communication but maintain the technique and perfection as high as is reconcilable with the result to be achieved and within one's power to act.

No communication is no art. To not do the communication for lack of technical perfection is the primary error. It is also an error not to push up the technical aspects of the result as high as possible.

One measures the degree of perfection to be achieved by the degree of communication that will be accomplished.

This is seen even in a workman and tools. The workman who cannot accomplish anything but must have tools is an *artistic* failure.

“Art for art's sake” is a complete paradox as a remark. “Art for the sake of communication” and “Attempted perfection without communicating” are the plus and minus of it all.

One can of course communicate to oneself, if one wishes to be both cause and effect.

One studies art only if one wishes to communicate and the search for artistic perfection is the result of past failures to communicate.

Self improvement is based entirely on earlier lack of communicating.

Living itself can be an art.

The search for freedom is either the retreat from past failures to communicate or the effort to attain new communication. To that degree then, the search for freedom is a sick or well impulse.

Searching for and discovering one's past failures to communicate an art form or idea about it will therefore inevitably rehabilitate the artist.

However, due to the nature of the reactive mind, full rehabilitation is achieved only through releasing and clearing.

How much art is enough art? The amount necessary to produce an approximation of the desired effect on its receiver or beholder, within the reality of the possibility of doing so.

A concept of the beholder and some understanding of his or her acceptance level is necessary to the formulation of a successful art form or presentation. This includes an approximation of what is familiar to him and is associated with the desired effect.

All art depends for its success upon the former experience and associations of the beholder. There is no pure general form since it must assume a sweeping generality of former experiences in the beholder.

Artists all, to a greater or lesser degree, need comprehension of the minds and viewpoints of others in order to have their work accepted, since the acceptability of a communication depends upon the mental composition of the receiver. Scientology, then, is a must for any artist if he would succeed without heartbreak.

In any art form or activity one must conceive of the beholder (if only himself). To fail to do so is to invite disappointment and eventual dissatisfaction with one's own creations.

An artist who disagrees thoroughly with the "taste" of his potential audience cannot of course communicate with that audience easily. His disagreement is actually not based on the audience but on former inability to communicate with such audiences or rejections by a vaguely similar audience.

The lack of desire to communicate with an art form may stem from an entirely different inability than the one supposed to exist.

Professionals often get into such disputes on *how* to present the art form that the entirety becomes a technology, not an art and, lacking progress and newness of acceptance, dies. This is probably the genus of all decline or vanishment of art forms. The idea of contemporary communication is lost. All old forms become beset by technical musts and must-nots and so cease to communicate. The art is the form that communicates not the technology of how, the last contributing to the ease of creating the effect and preservation of the steps used in doing it. A form's reach, blunted, becomes involved with the perfection alone, and ceases to be an art form in its proper definition.

A communication can be blunted by suppressing its art form. Examples: bad tape reproduction, scratched film, releasing bits not authorized. This then is the primary suppression.

On the other hand, failing continuously to permit a nondestructive communication on the grounds of its lack of art is also suppressive.

Between these two extremes there is communication and the task is to attain the highest art form possible that can be maintained in the act of communicating. To do otherwise is inartistic and objectionable.

These, therefore, are the fundamentals of ART.

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Art Series 2

ART, MORE ABOUT

Ref:

HCOB 30 Aug. AD 15 ART

How good does a professional work of art have to be? This would include painting, music, photography, poetry, any of the arts whether fine or otherwise. It would also include presenting oneself as an art form as well as one's products.

Yes, how GOOD does such a work of art have to be?

Ah, you say, but that is an imponderable, a thing that can't be answered. Verily, you say, you have just asked a question for which there are no answers except the sneers and applause of critics. Indeed, this is why we have art critics! For who can tell how good good is. Who knows?

I have a surprise for you. There IS an answer.

As you know, I searched for many years, as a sort of minor counterpoint to what I was hardwork doing, to dredge up some of the materials which might constitute the basis of art. Art was the most uncodified and most opinionated subject on the planet—after men's ideas about women and women's ideas about men and man's ideas of man. Art was anyone's guess. Masterpieces have gone unapplauded, positive freaks have gained raves.

So how good does a work of art have to be to be good?

The painter will point out all the tiny technical details known only to painters, the musician will put a score through the alto horn and explain about valve clicks and lip, the poet will talk about meter types, the actor will explain how the position and wave of one hand per the instructions of one school can transform a clod into an actor. And so it goes, art by art, bit by bit.

But all these people will be discussing the special intricacies and holy mysteries of technique, the tiny things only the initiate of that art would recognize. They are talking about technique. They are not really answering how *good* a work of art has to be.

Works of art are viewed by people. They are heard by people. They are felt by people. They are not just the fodder of a close-knit group of initiates. They are the soul food of all people.

One is at liberty of course to challenge that wide purpose of art. Some professors who don't want rivals tell their students "Art is for self-satisfaction"

“It is a hobby.” In other words, don’t display or exhibit, kid, or you’ll be competition! The world today is full of that figure-figure. But as none of this self-satisfaction art meets a definition of art wider than self for the sake of self, the professional is not interested in it.

In any artistic production, what does one have as an audience? People. Not, heaven forbid, critics. But people. Not experts in that line of art. But people.

That old Chinese poet who, after he wrote a poem, went down out of his traditional garret and read it to the flower-selling old lady on the corner had the right idea. If she understood it and thought it was great, he published. If she didn’t he put it in the bamboo trash can. Not remarkably, his poems have come down the centuries awesomely praised.

Well, one could answer this now by just saying that art should communicate to people high and low. But that really doesn’t get the sweating professional anywhere as a guide in actually putting together a piece of work and it doesn’t give him a yardstick whereby he can say “That is that!” “I’ve done it.” And go out with confidence that he has.

What is technique? What is its value? Where does it fit? What is perfectionism? Where does one stop scraping off the paint and erasing notes and say “That is that”?

For there is a point. Some artists don’t ever find it. The Impressionists practically spun in as a group trying to develop a new way of viewing and communicating it. They made it—or some of them did like Monet. But many of them never knew where to stop and they didn’t make it. They couldn’t answer the question “How good does a piece of artwork have to be to be good?”

In this time of century, there are many communication lines for works of art. Because a few works of art can be shown so easily to so many there may even be fewer artists. The competition is very keen and even dagger sharp. To be good one has to be very good. But in what way and how?

Well, when I used to buy breakfasts for Greenwich Village artists (which they ate hungrily, only stopping between bites to deplore my commercialism and bastardizing my talents for the gold that bought their breakfasts) I used to ask this question and needless to say I received an appalling variety of responses. They avalanched me with technique or lack of it, they vaguely dwelt on inherent talent, they rushed me around to galleries to show me Picasso or to a board fence covered with abstracts. But none of them told me how good a song had to be to be a song.

So I wondered about this. And a clue came when the late Hubert Mathieu, a dear friend, stamped with youth on the Left Bank of the Seine and painting dowagers at the Beaux Arts in middle age, said to me “To do any of these modern, abstract, cubist things, you have to first be able to paint!” And he enlarged the theme while I plied him in the midnight hush of Manhattan with iced sherry and he finished up the First Lady of Nantucket’s somewhat swollen ball gown. Matty could PAINT. Finally he dashed me off an abstract to show me how somebody who couldn’t paint would do it and how it *could* be done.

I got his point. To really make one of these too too modern things come off, you first had to be able to paint. So I said well, hell, there's Gertrude Stein and Thomas Mann and ink splatterers like those. Let's see if it really is an art form. So I sharpened up my electric typewriter and dashed off the last chapters of a novel in way far out acid prose and put THE END at the bottom and shipped it off to an editor who promptly pushed several large loaves down the telephone wire and had me to lunch and unlike his normal blasé self said, "I really got a big bang (this was decades ago, other years, other slang) out of the way that story wound up! You really put it over the plate." And it sent his circulation rating up. And this was very odd because you see the first chapters were straight since they'd been written before Matty got thirsty for sherry and called me to come over and the last chapters were an impressionistic stream of consciousness that Mann himself would have called "an advanced rather adventurous over-Finneganized departure from the ultra school."

So just to see how far this sort of thing could go, for a short while I shifted around amongst various prose periods just to see what was going on. That they sold didn't prove too much because I never had any trouble with that. But that they were understood at all was surprising to me for their prose types (ranging from Shakespeare to Beowulf) were at wild variance with anything currently being published.

So I showed them to Matty the next time he had a ball gown to do or three chins to paint out and was thirsty. And he looked them over and he said, "Well, you proved my point. There's no mystery to it. Basically you're a trained writer! It shows through."

And now we are getting somewhere, not just with me and my adventures and long-dead yesterdays.

As time rolled on, this is what I began to see: The fellow technician in an art hears and sees the small technical points. The artist himself is engrossed in the exact application of certain exact actions which produce, when done, his canvas, his score, his novel, his performance.

The successful artist does these small things so well that he also then has attention and skill left to get out his message, he is not still fiddling about with the cerulean blue and the semiquaver. He has these zeroed in. He can repeat them and repeat them as technical actions. No ulcers. Strictly routine.

And here we have three surrealist paintings. And they each have their own message. And the public wanders by and they only look with awe on one. And why is this one different than the other two? Is it a different message? No. Is it more popular? That's too vague.

If you look at or listen to any work of art, there is only one thing the casual audience responds to en masse, and if this has it then you too will see it as a work of art. If it doesn't have it, you won't.

So what is *it*?

TECHNICAL EXPERTISE ITSELF ADEQUATE TO PRODUCE AN EMOTIONAL IMPACT.

And that is how good a work of art has to be to be good.

If you look this over from various sides, you will see that the general spectator is generally unaware of technique. That is the zone of art's creators.

Were you to watch a crowd watching a magician, you would find one common denominator eliciting uniform response. If he is a good magician he is a smooth showman. He isn't showing them how he does his tricks. He is showing them a flawless flowing performance. This alone is providing the carrier wave that takes the substance of his actions to his audience. Though a far cry from fine art, perhaps, yet there is art in the way he does things. If he is good, the audience is seeing first of all, before anything else, the TECHNICAL EXPERTISE of his performance. They are also watching him do things they know they can't do. And they are watching the outcome of his presentations. He is a good magician if he gives a technically flawless performance just in terms of scenes and motions which provide the channel for what he is presenting.

Not to compare Bach with a magician (though you could), all great pieces of art have this one factor in common. First of all, before one looks at the faces on the canvas or hears the meaning of the song, there is the TECHNICAL EXPERTISE there adequate to produce an emotional impact. Before one adds message or meaning, there is this TECHNICAL EXPERTISE.

TECHNICAL EXPERTISE is composed of all the little and large bits of technique known to the skilled painter, musician, actor, any artist. He adds these things together in his basic presentation. He knows what he is doing. And how to do it. And then to this he adds his message.

All old masters were in there nailing canvas on frames as apprentices or grinding up the lapis lazuli or cleaning paintbrushes before they arrived at the Metropolitan.

But how many paintbrushes do you have to clean? Enough to know that clean paintbrushes make clean color. How many clarinet reeds do you have to replace? Enough to know which types will hit high C.

Back of every artist there is technique. You see them groping, finding, discarding, fooling about. What are they hunting for? A new blue? No, just a constant of blue that is an adequate quality.

And you see somebody who can really paint still stumbling about looking for technique—a total overrun.

Someplace one says, "That's the TECHNICAL EXPERTISE adequate to produce an emotional impact." And that's it. Now he CAN. So he devotes himself to messages.

If you get this tangled up or backwards, the art does not have a good chance of being good. If one bats out messages without a TECHNICALLY EXPERT carrier wave of art, the first standard of the many spectators seems to be violated.

The nice trick is to be a technician and retain one's fire. Then one can whip out the masterpieces like chain lightning. And all the great artists seem to have

managed that. And when they forked off onto a new trail they mastered the technique and *then* erupted with great works.

It is a remarkable thing about expertise. Do you know that some artists get by on “technical expertise adequate to produce an emotional impact” alone with no messages? They might not suspect that. But it is true.

So the “expertise adequate” is important enough to be itself art. It is never great art. But it produces an emotional impact just from quality alone.

And how masterly an expertise? Not very masterly. Merely adequate. How adequate is adequate? Well, people have been known to criticize a story because there were typographical errors in the typing. And stories by the nonadept often go pages before anyone appears or anything happens. And scores have been known to be considered dull simply because they were inexpertly chorded or clashed. And a handsome actor has been known not to have made it because he never knew what to do with his arms, for all his fiery thunderings of the Bard’s words.

Any art demands a certain expertise. When this is basically sound, magic! Almost anyone will look at it and say Ah! For quality alone has an emotional impact. That it is cubist or dissonant or blank verse has very little bearing on it; the type of the art form is no limitation to audience attention generally when it has, underlying it and expressed in it, the expertise adequate to produce an emotional impact.

The message is what the audience thinks it sees or hears. The significance of the play, the towering clouds of sound in the symphony, the scatter-batter of the current pop group, are what the audience thinks it is perceiving and what they will describe, usually, or which they think they admire. If it comes to them with a basic expertise itself able to produce an emotional impact they will think it is great. And it will be great.

The artist is thought of as enthroned in some special heaven where all is clean and there is no sweat, eyes half closed in the thrall of inspiration. Well maybe he is sometimes. But every one I’ve seen had ink in his hair or a towel handy to mop his brow or a throat spray in his hand to ease the voice strain of having said his lines twenty-two times to the wall or the cat. I mean the great ones. The others were loafing and hoping and talking about the producer or the unfair art gallery proprietor.

The great ones always worked to achieve the technical quality necessary. When they had it they knew they had it. How did they know? Because it was technically correct.

Living itself is an art form. One puts up a mock-up. It doesn’t happen by accident. One has to know how to wash his nylon shirts and girls have to know what mascara runs and that too many candy bars spoil the silhouette, quite in addition to the pancreas.

Some people are themselves a work of art because they have mastered the small practical techniques of living that give them a quality adequate to produce an emotional impact even before anyone knows their name or what they do.

Even a beard and baggy pants require a certain art if they are to be the expertise adequate to produce an emotional impact.

And some products produce a bad *misemotional* impact without fully being viewed. And by this reverse logic, of which you can think of many examples such as a dirty room, you can then see that there might be an opposite expertise, all by itself, adequate to produce a strong but *desirable* emotional impact.

That is how good a work of art has to be. Once one is capable of executing that technical expertise for that art form he can pour on the message. Unless the professional form is there first, the message will not transmit.

A lot of artists are overstraining to obtain a quality far above that necessary to produce an emotional impact. And many more are trying to machine-gun messages at the world without any expertise at all to form the vital carrier wave.

So how good does a piece of art have to be?

L. RON HUBBARD
Founder

Remimeo

Art Series 3

STAGE MANNERS

An actor, performer or musician should have a good command of what is called “stage manners.”

While it is not possible here to give a full text on the subject, these basics should suffice.

1. The performer purpose is basically communication.
 - a. To communicate one must have R (Reality)—which is to say one must be visible.
 - b. To communicate one must have R that there is an audience there to be communicated to.
 - c. A degree of affinity with or for the audience must be physically expressed. (One cannot treat an audience with contempt, for instance.) (A perpetual smile is not a must, a respectful look, a friendly look does as well.)

If you look over the above ABCs you will see that the general basic of stage manners is the ARC triangle. From this almost anything else can be derived.

However, there are some traditional rules.

- I. You *accept* applause. This is the contribution of the audience. You do not cut it off. You acknowledge it with bows or other physical actions. But you *accept* it. You don't dodge it.
- II. You never turn your back on the audience. (An exception is an actor in play stage situations.) You turn in such a way as to turn facing the audience. You do not turn the other way around and so give them your back.
- III. Never express embarrassment or stage fright even when you feel it. Force yourself into a physical appearance and expression of poise.
- IV. If you goof, ride right over it. Do not break off, call attention to it or look helpless or foolish. Just ride right over it and go on.

- V. If you do not know what to do with your hands or feet, don't do anything with them. Avoid twisting your feet or legs or hands or arms around. Don't fiddle with things. Be positive in motion.
- VI. During breaks or silent periods remember you are still on stage and stage manners still apply.
- VII. Always appear to be in control of the place and the audience.
- VIII. Never let your poise be shattered by a sudden surprise. Ride over it and handle.
- IX. A performer DOMINATES an audience:
 - a. by his comm,
 - b. by his art,
 - c. by his technical perfection,
 - d. by his stage manners.

None of this means that one cannot clown, joke, act superior or even seem austere. These are the arts of presence. But even in doing these, stage manners are observed.

If as a small child one was always cautioned about his manners and resented it one should get a clear idea of what manners are:

In a culture manners are the lubrication that ease the frictions of social contacts.

On the stage, stage manners are the means of smoothing the problems of interchange between audience and performer.

The hallmark of the professional performer, next to his art and expertise, is flawless stage manners.

Stand before a full-length mirror. (Or use videotape.) Assume the postures of your act. Accept applause gracefully. Bow gracefully. Smile pleasantly. Laugh. Be dignified. Demonstrate poise. Assume the posture needed for a nonapplauding audience. Ride out boos. Demand more applause. Do the postures to end your performance after applause. Accept a standing ovation. Deplore not being able to give an encore. Appear at the start for a first part of a performance. Assume the postures and poise needed on stage during a one-minute break between numbers. Accept a plaque. Accept flowers. Ride over a bad goof. Be respectful to the audience. Kid the audience out of it. Do each one of the IX rules. AND ALL WITHOUT SAYING A WORD. Do it with physical motions or lack of them. When you can do all these things and look right to yourself and feel easy about them you will have and be confident of your stage manners.

L. RON HUBBARD
Founder



Art Series 4

RHYTHM

RHYTHM: Any kind of movement characterized by the regular recurrence of strong and weak elements. *Rhythm* denotes the regular patterned flow, the ebb and rise of sounds and movement in speech, music, writing, dance and in other physical activities. *Meter* basically means *measure* and applies to a system or pattern of measured recurrence of length, beat or numbers in poetry or music.

TYPES OF MUSIC RHYTHM

There are SIX distinct types of rhythm in music. These are:

REGULAR: Meaning the evenly accented (stressed) beat.

SYNCOATED: The placing of upbeats along with downbeats at regular or irregular intervals.

STOPPED: In a stopped rhythm there are regular distinct halts to the flow of melody, but all the beats are there, they are simply regularly halted for an interval. (The term comes from choreography as in tap dancing where the dancer taps fill the stops.)

ACCENTED: Where one or more beats in a measure received a stronger stress (beat) or accent. Accent in a rhythm can be done by volume, duration, pitch or tone quality (timbre).

OMITTED BEAT: The regular omission of one or more beats in measures. Time may have to be counted over two or more measures in order to regularly omit. (Soul, Motown.)

ADDED BEAT: Additional strong or, generally, weak beats are added to the rhythm in a consistent or inconsistent manner. (Bongos, congas, etc.)

USAGE

Any and all rhythms are made up of the six basics above. One, two or more can be employed in complex patterns.

REPETITION

Rhythm is rhythm because of repetition (recurrence).

RAPPORT

RAPPORT: Relationship, especially, one of mutual trust or affinity.

An audience in rapport is different than an audience of spectators.

An audience in rapport PARTICIPATES in small or large ways with the performer or the artist or work of art, often by vocal or body motion.

Such participation is achieved by:

1. Reliance on the even recurrence of the rhythm.
2. Ability to predict it will recur.
3. Formation of agreement by such reliable prediction.
4. Permitting the audience to fill gaps or significances. Regular omission of a beat or step or full explanation causes the audience to fill it for themselves and brings about physical or mental participation.

RHYTHM

All life is a repeating pulse and ebb and surge of motion.

Life becomes difficult when rhythmic prediction cannot occur. Anxiety sets in. It is a relief to participate in predictable rhythm in an art form. It is safe and reassuring. If the rhythm is exciting it is also exciting. Therefore participation in predictable rhythm is pleasure and even joy.

IMPINGEMENT

When one changes rhythm within a single work one “makes wrong” because the person has predicted the rhythm but the prediction is not met. Thus he is wrong. If the rhythm recurs, the person is made right.

A new rhythm attracts attention. If it is agreed with and recurs it gets participation.

ART FORMS

The above materials, while written from the viewpoint of music, apply to any art form.

Even prose has a rhythm. Not all rhythms are pleasant or acceptable.

Many ways exist to utilize these observations on rhythm—i.e. one can begin an unwanted rhythm, using the audience objection to impinge and then turn it into a wanted rhythm.

As life itself is going through time and as time is recurrence, some rhythms are too dull to attain any attention.

Rhythm, used in art forms, must therefore slow or speed or change the expected rhythms of ordinary life in order to command attention.

Rhythm can soothe, lull, excite, arouse to any point of the emotional Tone Scale.

A rhythm one-half to one tone below the usual rhythm in life will depress or degrade an audience.

A rhythm one-half to one tone above the usual rhythm will dominate and interest.

Rhythm and its expression is the basic key to all art forms.

L. RON HUBBARD
Founder

Art Series 5

ART AND COMMUNICATION

When a work of painting, music or other form attains two-way communication, it is truly art.

One occasionally hears an artist being criticized on the basis that his work is too "literal" or too "common." But one has rarely if ever heard any definition of "literal" or "common." And there are many artists simply hung up on this, protesting it. Also, some avant-garde schools go completely over the cliff in avoiding anything "literal" or "common"—and indeed go completely out of communication!

The *return* flow from the person viewing a work would be contribution. True art always elicits a contribution from those who view or hear or experience it. By contribution is meant "adding to it."

An illustration is "literal" in that it tells everything there is to know. Let us say the illustration is a picture of a tiger approaching a chained girl. It does not really matter how well the painting is executed, it remains an illustration and it *is* literal. But now let us take a small portion out of the scene and enlarge it. Let us take, say, the head of the tiger with its baleful eye and snarl. Suddenly we no longer have an illustration. It is no longer "literal." And the reason lies in the fact that the viewer can fit this expression into his own concepts, ideas or experience: he can supply the why of the snarl, he can compare the head to someone he knows. In short, he can CONTRIBUTE to the head.

The skill with which the head is executed determines the degree of response.

Because the viewer can contribute to the picture, it is art.

In music, the hearer can contribute his own emotion or motion. And even if the music is only a single drum, if it elicits a contribution of emotion or motion, it is truly art.

That work which delivers everything and gets little or nothing in return is not art. The "common" or overused melody, the expected shape or form gets little or no contribution from the hearer or viewer. That work which is too unclear or too poorly executed may get no contribution.

Incidental to this, one can ask if a photograph can ever be art, a controversy which has been raging for a century or more. One could say that it is only difficult to decide because one has to establish how much the photographer has

contributed to the “reality” or “literalness” in front of his camera, how he has interpreted it, but really the point is whether or not that photograph elicits a contribution from its viewer. If it does, it is art.

Innovation plays a large role in all works which may become art. But even this can be overdone. Originality can be overdone to the point where it is no longer within any possible understanding by those viewing or hearing it. One can be so original one goes entirely outside the most distant perimeter of agreement with his viewers or listeners. Sometimes this is done, one suspects, when one has not spent the labor necessary to execute the work. Various excuses are assigned such an action, the most faulty of which is “self-satisfaction” of the artist. While it is quite all right to commune with oneself, one cannot also then claim that it is art if it communicates with no one else and no other’s communication is possible.

The third flow, of people talking to one another about a work, can also be considered a communication and, where it occurs, is a valid contribution, as it makes the work known.

Destructive attitudes about a work can be considered as a refusal to contribute. Works that are shocking or bizarre to a point of eliciting protest may bring to themselves notoriety thereby and may shake things up, but when the refusal to contribute is too widespread, such works tend to disqualify as art.

There is also the matter of divided opinion about a work. Some contribute to it, some refuse to contribute to it. In such cases one must examine who is contributing and who is refusing. One can then say that it is a work of art to those who contribute to it and that it is not to those who refuse to contribute to it.

Criticism is some sort of index of degree of contribution. There are, roughly, two types of criticism: one can be called “invalidative criticism,” the other “constructive criticism.”

Invalidative criticism is all too prevalent in the arts, for there exist such things as “individual taste,” contemporary standards and, unfortunately, even envy or jealousy. Too often, criticism is simply an individual refusal to contribute. One could also state that “those who destructively criticize can’t do.”

“Constructive criticism” is a term which is often used but seldom defined. But it has use. It could probably be best defined as criticism which “indicates a better way to do,” at least in the opinion of the critic. Those who simply find fault and never suggest a practical means of doing it better rather forfeit their right to criticize.

Art is probably the most uncodified and least organized of all fields. It therefore acquires to itself the most “authorities.” Usually nothing is required of an “authority” except to say what is right, wrong, good, bad, acceptable or unacceptable. Too often the sole qualification of the authority (as in poor teaching of some subjects) is a memorized list of objects and their creators and dates with some hazy idea of what the work was. An “authority” could considerably improve his status by using rather precise definitions of his terms. The modern trend of seeking the significance in what the artist meant is of course not likely to advance the arts very much.

Viewing and experiencing art on the basis of what one is contributing to it and what others contribute to it is a workable approach. And it would result in improved art and improved appreciation.

Such a viewpoint, interestingly, also includes some things into the field of art not previously so viewed.

L. RON HUBBARD
Founder

Art Series 6

ART IN ITS BASICS

Every separate sector of artistic creations has its own basic rules. Such areas include writing, painting, lighting, camera work, costumes, sets, marketing, recording, mixing—every contributory sector to a final art offering.

Each one of these areas has basic stable data which govern it. They are contained in the textbooks on these subjects.

These are the rules—the stable data, the senior data—of each specialized activity.

We follow the rules because the rules give impact, effect and message. We don't follow the rules because we're told to; we follow the rules to get a product that is effective and brings about what we want brought about.

Anybody who thinks it's just an odd idea that you just follow the rules should get Short Form Product Clearing, because rules have everything to do with the value of the product.

Anybody can turn out amateur junk. Who looks at it? Who would look at it even if they were paid?

The distance between amateur junk and an effective product is accomplished by knowing and following the basic rules and using them expertly. When you add to this dexterous handling of materials and equipment and then add some experience, you have a professional.

When you add a dash of good sense and talent you have a knockout.

Be a professional in whatever you do; the tale is told by the effectiveness of the product on its viewers and intended public.

So whatever your specialty, you have to sort out what the senior data are—the rules—and know them cold, so you don't even have to think about them and can think with them.

Did you ever realize that each one of these specialties has only a dozen or two rules?

A = A = A is the way most people handle data. Some of these A's, however, really have a thousand times the importance of other data. If you know these and

sort them out, you have a chance of becoming a professional; and if you have sorted them out and can think with them and have manual dexterity with materials and equipment, any professional in that field will recognize you as a professional, but far more important, your specialty will communicate.

If you disregard the above, you'll be out of communication with your specialty, not only specialty but every viewer, including kids, whether they know the rules or not.

Be a professional in whatever you do.

L. RON HUBBARD
Founder



Art Series 7

FINE ARTS VERSUS ILLUSTRATIONS

The division between fine arts and illustrations is that fine arts permit the viewer to contribute his own interpretations or originations to the scene, whereas illustrations are “too literal” and give him the whole works.

To evoke an emotion in fine arts, the spectator must be invited to contribute part of the meaning.

In a poster, the viewer is most often intended to be clobbered.

In illustration, the viewer is intended to be informed.

A work of fine art can elicit quite different emotional contributions from one member of an audience to the next, as he is left free to some degree to contribute meaning and emotion at his choice.

In fine arts, the viewer must supply something to make it complete.

Fine arts evoke some chord in the viewer’s nature or past.

L. RON HUBBARD
Founder

Art Series 8

A PROFESSIONAL

Ref:

HCOB 4 Mar. 79

Art Series 6

ART IN ITS BASICS

A professional is somebody that can produce a high-quality product. A professional is not an audience, and when he views things, he looks for what's good in them and neglects the poor, low-grade things. The reason he does this is so he has an ideal scene. Without an ideal scene, he just operates off technical data and produces, artwise, a low-quality product and isn't a professional. Without an ideal scene, he can never get a preconception of the shot.

In viewing things that approach an ideal scene, the true professional works out how they did it and when presented with similar tasks of production, can bring off things which approach an ideal scene in his own work.

Another thing that separates a member of the audience from a professional is that the professional only thinks in terms of getting out an actual product. It never enters his head that he's just there for the ride or that being an "expert" is enough. A member of the audience has no faintest concept or idea of getting out a product.

A professional knows the rules of the game as a matter of course so that he can achieve, in the upper strata above that, a high quality of art.

When a person simply looks at everything as to whether he "likes them" or "not likes them," he's just an audience and he's on the wrong side of the footlights.

This applies to a writer, a director, an actor, a cameraman, a makeup man, a propsman, a wardrobe man, a producer, an artist—any professional.

Without this viewpoint, he never accumulates ideal scenes, so how could he produce anything good? He never has a memory library to compare his own products to.

Be a professional.

L. RON HUBBARD
Founder

ART SERIES 9

To do a montage, shot or work of art that talks one must:

1. Figure out what your message is.
2. Decide to communicate the message.
3. Put things or arrangements in that contribute to the message.
4. Take out or exclude things or arrangements which don't contribute to it.

It also helps to know what is meant by "message." (Definition: Message—is a unit communication of a significance.)

It also helps to know the definition of "montage," which is—a series of shots with one message.

One should also know the definition of a shot and should understand that a short cut or glimpse of something is just a blip or some frames as opposed to a scene or a "picture," and there is really a missing word for this in the English language.

A scene is a picture with a message in its own right.

A shot is anything and it has no message in its own right and doesn't talk unless connected to other shots or scenes.

One should also know what is a sequence and what is an action sequence.

A sequence is a series of scenes related by location or general subject. In films or a photo story it is comparable to a chapter in a book.

An action sequence is often fast cut to give the appearance of rapid movement and will never be a montage, as each picture in it is a scene and therefore has its own message.

Individual shots in a montage have little meaning in themselves individually but when cut together deliver a single message.

By confusing an action sequence and a montage or a montage shot and a scene, one gets very little audience reaction, and after all, that's the name of the game.

Doing things for self-satisfaction is for professors who can't.

All of this comes under the heading of integration. Integration consists of uniting the similar.

If you try to unite the totally dissimilar and unrelated, you don't have integration and you don't have art. You have chaos.

The principle of integration applies to all editing and composition in all fields.

The above 1, 2, 3 and 4 is a formula that helps one to achieve clear, aesthetic communication of art.

L. RON HUBBARD
Founder

Art Series 10

THE JOY OF CREATING

Force yourself to smile and you'll soon stop frowning.

Force yourself to laugh and you'll soon find something to laugh *about*.

Wax enthusiastic and you'll very soon feel so.

A being causes *his own* feelings.

The greatest joy there is in life is creating.

Splurge on it!

L. RON HUBBARD
Founder

Art Series 11

HOW TO VIEW ART

There is a skill needed by anyone engaging in any of the fields of the arts, including writing, music, painting, editing of films, mixing—in other words, across the boards.

It is the ability or skill, native or acquired, to view any piece of work in a new unit of time each time one views it. One has to be able to sweep aside all past considerations concerning any piece of work which has been changed or is under handling and see it or hear it in a brand-new unit of time as though he had never heard of it before.

By doing this, he actually sees or hears exactly what is in front of him, not his past considerations concerning it.

The skill consists solely of being able to see or hear in a new unit of time as though one had never seen or heard the work before.

Only in this way can one actually grasp exactly what he now has before him. When he does not do this, he is viewing or hearing, in part, what he saw or heard before in memory and this gets confused with what it now is.

If one can do this, he can wind up with stellar presentations. But all too often, when he doesn't do this, he winds up with hash.

Some painters, for instance, will redo and redo and redo a painting up to an inch thick of paint when, possibly, several of those redos were quite acceptable. But he continued to try to correct the first impressions which were no longer there. By not viewing his painting in a new unit of time as though he had never seen it before, he cannot actually get a correct impression of what is in front of him.

Some painters or illustrators have a trick by which to do this. They look at their painting via a mirror. Because it is now backwards, they can see it newly.

There is another trick of looking at a painting with a reducing glass (like looking at a view through the wrong end of a telescope) to reduce the painting to the presentation size it will eventually have, let us say, on a printed page. It is quite remarkable that this reduction actually does change the appearance of it markedly. But at the same time, a small painting, enlarged, can be absolutely startlingly enlarged when it did not look good at all small. But this is actually change of format, not viewing in a new instant of time. The additional skill of viewing something in a new instant of time is also vital.

When anyone engaged in any of the arts in any field has not acquired this skill, he never really knows when he has arrived at the point of completion. And he can often get a distorted opinion of a piece of work which does not any longer merit it.

AUDIENCES

There is another skill which is also acquired in the field of seeing or hearing. This is being able to assume the viewpoint of the audience for which the work is intended.

There are certain areas which pretend to teach various arts, while actually covertly trying to wreck the future of the student, which stress “self-satisfaction” as the highest possible goal of engaging in any work related to any of the arts. There is, it is true, a considerable self-satisfaction in producing a good piece of work. But to profess that one works in these fields for his own self-satisfaction is to overstress the first dynamic to such a point that the work of the artist or technician then fails miserably. It is actually pure balderdash and a sort of a weak limping apology for not being successful to say that one works for his own self-satisfaction.

This false datum can mix up many artists and technicians who would otherwise be quite successful. For it blocks out the one test which would make him successful: the audience.

It is quite vital that anyone engaged in any of these fields be able to assume the viewpoint of the eventual audience.

One has to be able to see or listen to any product he is engaged in from the audience viewpoint.

He can, of course, and has to, view it from his own viewpoint. But he has to be able to shift around and view or hear it from the audience viewpoint.

There are some tricks involved in this. One of them is to keep an ear open for “lobby comment.” After a performance or viewing of any work or cinema or recital or whatever—not necessarily one’s own—one mingles with or gets reports on those who have just experienced the presentation. This isn’t really vital to do. It is quite feasible actually simply to assume a viewpoint of an audience one has never even seen. One just does it.

A mixing engineer often puts this to a further test but this is because what he is busy mixing on his high-priced top-quality equipment is not what the audience is going to hear. So he takes a cheapo Taiwan wrist cassette-player speaker or a 3-inch radio speaker from the local junk store and he listens to the program he has just mixed through it. This tells him what the audience will actually be hearing. But this is mainly a technical matter as it is true that excellent speakers or earphones may handle easily certain distortions in a mix or performance whereas the cheapo speakers shatter on them. When they do, one adjusts the mix without spoiling it so that it will play over a cheap speaker. This is a sort of a mechanical means of assuming the viewpoint of an audience. But the necessity to do this is introduced by equipment factors.



The truth of the matter is even the mixing engineer is not mixing to remedy “faults” but is mixing for an optimum quality presentation to an audience. To know when he has it, it is necessary for him to assume the viewpoint of the audience.

In all arts it is necessary to be able to shift viewpoint to the viewpoint of the listener or the viewer other than oneself. And this extends out to audiences.

SUMMARY

What really separates the flubbers and amateurs from the professional are these two skills. One has to be able to view or hear anything he is working on at any time in a brand-new unit of time. And one has to be able to see or hear his production from the viewpoint of the eventual audience.

In other words, the really excellent professional can be fluid in time, not stuck in the past and can be facile in space location.

There is no reason why one should be stuck on the time track or fixated in just his own location in space.

Actually, just knowing that these skills can exist is often enough the key to acquiring them.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 8 OCTOBER 1964

Remimeo

Art Series 12

ARTISTIC PRESENTATION

For some time in some quarters in Scientology we have had a problem with regard to presentation.

Magazines are sometimes badly proofed, books are often shabbily done, tapes are played to the public on Woolworth* recorders, etc. In some quarters we do very well, but in many we don't.

I have been looking this over for some time and have just realized what it is all about.

We live in a machine world. The whole yap of TV and newspapers is directed toward reducing effort. The primary goal of the civilization in which we live, it seems, is to reduce all personal effort to zero.

The less effort a being can confront, the more effect of effort he becomes.

If you reduce a man's effort output to zero, you will also collapse his bank on him.

The modern trend of "don't do" accompanies the modern trend of an increased percentage of the insane in the society.

The crazier a person is, the less he accomplishes or does.

So we live in a world which is oriented to drive men mad.

But, more pertinent to us, we suffer from the continuous bait—"do it the *easy way*." "Do it in the way that will demand the least effort."

We see this in manufacturing, particularly—the easiest way is the cheapest way is the most profitable way.

So we get into a "do it the easy way."

Well, that may apply to making spoons for profit, but it does *not* apply to presentation.

The whole world of the arts is directly opposed to the philosophy of the businessman or manufacturer.

***Woolworth:** The name of a chain of "five-and-ten-cent" stores (stores that sell a wide variety of inexpensive merchandise) in the United States.



Art seeks to create an effect. An effect is not always created the *easy* way. Indeed, the better effects are quite difficult to achieve.

One can fall into creating easy effects to such a degree that one fails completely.

For instance, a dozen cakes are in competition at a county fair. The one that wins is not the easiest cake to make. True, the cook that made the winner may have some easy ways to short cut cake baking. But the winning cook actually takes that extra bit of care to make it all just right.

It isn't magic or luck that makes the professional. It's hard-won know-how *carefully applied*.

A true professional may do things pretty easily from all appearances, but he is actually taking care with each little bit that it is just right.

The winner has it instinctively. The loser rarely even grasps the concept of "do it right."

Artistic presentation always succeeds to the degree that it is done *well*. How *easily* it is done is entirely secondary.

To the world of presentation, of putting up mock-ups, the only guide is take the care necessary to do a good job.

To the world of the businessman, the manufacturer, the primary guide is "how can we do it easily."

These two philosophies clash.

We are taught daily in advertisements, by union leaders, by socialists, that **DO IT WITH THE SMALLEST EFFORT** is the greatest goal in life. Do the least work for the most pay. Buy the automatic machine that chews up the most clothes in the least time. Use the roofing paper that goes on quickest and keeps out the least rain. Vote for Jim X who will make all the world eat without working. Do nothing yourself. Shove it off on the Mix-Up Accounting Company—or the man at the next desk.

That all this leads to total dependence on gadgets, total enslavement to mounting economic puzzles, even to total enslavement to a Commissar Krush-toad in the next generation, is neglected utterly. That less than two centuries ago we lived quite well and built more strongly and were a lot saner without all these ads, tools and commissars is never mentioned.

Man is solving himself to extinction. And all on the slogan "Don't exert yourself."

It's gotten so bad that people are shrugging off all responsibility for the state, for their friends, for anything and everything. "Nothing has anything to do with anybody" is the epitaph that nobody will take the trouble to write on the tombstone of this civilization.

Now, this is no rant against automation or gadgets or self-sterilizing cat petters.

Use all the gadgets you can lay your hands on—if they really do work in your hands and don't absorb all your time in earning their price or repairing their faults.

No, my thought here is only this—keep your action level above your gadget level.

Keep ahead of automation. Keep ahead of do-it-for-you. Don't disenfranchise yourself by giving all your work away—to a machine, to a fellow worker.

If you've got equipment, do one of two things: (a) Use it to increase your production of effects, or (b) Get rid of it.

But first and foremost realize that in presenting something, in trying to put up mock-ups, that the best way isn't always the easy way. The best way is *only the more effective way*.

Work out first what effect you are trying to produce. Then when you've got that all taped, *only* then consider the easiest way to do it. And never consider the easier way at all if it is less effective.

Art takes that extra bit, that extra care, that bit more push for it to be effective art.

There is no totally easy way to produce a desirable effect.

And the day you drop some of your ideas of the effect you want to produce is the day you get a little older, a little weaker, a little less sane.

So don't buy the easy way. Buy only the effective way. If some of its points can then be made easy, good. If not, do it the hard way.

And only if you realize this can you escape the gargantuan trap of a society with the mass goal of "Nothing should ever be done by anything but a machine or somebody else."

L. RON HUBBARD
Founder

Remimeo
Dirs of Promo
Marketing Hats

Art Series 13

DEPTH PERSPECTIVE

The subject of depth perspective applies to filmmaking and photography as well as to art and design.

Perspective means the art of conveying the impression of depth and distance; representation of scenes as they appear to the eye by means of correct drawing, shading, etc. (Funk and Wagnall's *Standard Dictionary of the English Language*, International Edition)

The following are the eight types of perspective:

1. Depth by aerial perspective. Distant areas go hazy; near areas go sharp.
2. Depth by color. Warm colors appear to advance while cool hues recede from the observer. All colors appear to have their relative distances according to the background against which they appear.

Darker and lighter of the same color, even if different shades, is not a point of depth perspective.

3. Depth by linear perspective. There are two other factors which give the illusion of space. One is illumination. By making an object recede and diminish as it goes back, one gets an illusion of space depth.

The other is perspective by which parallelisms of lines are plotted to withdraw to a common point of infinity "behind" the picture. These lines are always drawn in to converge at this preselected infinity point. This point may be within or outside the frame of view but it is always "behind" the picture within it or to left, right, above or below it—but always at an infinite distance away from the viewer. Perspective can actually be plotted and drawn in with a ruler from the infinite point forward and it will give the planes, lines and lack of parallelism to rectangles, etc.

4. Depth by light.
5. Depth by light as shadow.
6. Depth by solidity. Solidity of shapes is different than shadow actions. The solidity itself is special. A thing can be drawn to be solid. Then one can add perspective. Shadows are closer to illumination.

7. Depth by focus. Things when quite near are sharp. Things that are far are a bit blurry. Sharp sun gives you sharp detail. In photography, for soft focus, put a little spiral of Vaseline in the middle of the lens.
8. Depth by lateral movement.

This is the first codification of these as distinct types of perspective.

L. Ron HUBBARD
Founder

Art Series 14

COLOR

Color is one of the basic tools that must be well understood and used in many areas of artistic endeavor: painting, photography, set design for stage or cine, interior design and so on.

COLOR HARMONY

Color harmony is found by the use of a color wheel. Using a cine set as an example, color harmony concerns the key color in the set, which is determined by the color that one cannot change—as in an outdoor set where there may be predominantly green grass; or where the lead character must wear a specific color for his costume. It is the biggest amount of color in the scene, or what you are trying to concentrate your people's attention on in the picture. Harmonious colors are based on the key color and this would then be the basic setting for the color wheel for sets and costumes.

The dominant colors must integrate when put together and make the scene look like it belongs together (which is the reason you use a color wheel). Color has to be used to make something look like it belongs together, not so it's "pleasing."

There are four types of color harmonies most usually described in texts on the subject:

1. "Direct" harmony: This is the color directly opposite the key color on the color wheel. This color is also known as the "complementary color" or "complement" to the key color. In the direct harmony one has the equal or lesser amount of color in the scene as complementary.
2. "Related colors": The immediate adjacent areas to the key color are the "related colors." When you go two spaces away from the key color on a color wheel, you are stretching color harmony. Some color harmony texts refer to these adjacent colors to the key color as "analogous harmonies."
3. "Split complementary" or "Splits": This refers to the colors immediately adjacent to the *complement* of the key color. When you go into splits, you actually should apply them only to lesser image sizes and even then sparingly.

4. “Triadic harmony,” “Triadics” or “Triads”: This refers to the colors two spaces to either side of the key color’s complement. When you go into triadics, you are dealing with just spots of color in a picture.

When you use triadics and splits, they have to be in small areas.

The fewer the colors in a scene, the more integrated the scene looks.

One color wheel that has been found useful is the *Grumbacher Color Compass*, published by M. Grumbacher, Inc., 460 West 34th Street, New York, New York 10001. It is available in many artist’s supply stores and may also be ordered directly from the publisher.

COLOR DEPTH

There is another aspect of color which must be understood, and that is “color depth.” This is the apperency of depth (relative distance from the viewer) characteristic of different colors and depending on the background against which they appear.

Against a white background, colors give the illusion of distance from the viewer in the order:

blue-green (apparently nearest the viewer)
blue
purple
red
yellow
yellow-green (apparently farthest from the viewer)

Against a black background, the apperency of distance changes:

red (nearest)
orange
yellow
green
blue-green
blue
violet (farthest)

Color depth and color harmony must be used in conjunction.

As an example of the use of this tech, I was once submitted a set design for a film which looked a bit unintegrated, as though it didn’t really belong together. The main fault was that a blackboard in this particular classroom scene looked like it was closer to the audience than the students, when it was actually farther away—thus robbing the set of depth. I tried to work with the color wheel to find some different color background for the set and discovered at that time that I couldn’t get the combination that had been proposed on a color wheel or on the depth perception chart. It turned out that the blackboard would have to be yellow to make the set come off.

As another example, a proposed set design for a Greek temple I was handed had its color depth backwards, collapsing the set and making it look small. The

back walls and floors and pillars should have been Greek white marble, and a decorative frieze set in the back wall (because of the white backgrounds in this set) could only have been apple-green.

The costumes would also have to have followed color depth perception—fabrics of almost all hues were available in Greece.

Further data on color depth may be found in the book *The Techniques of Lighting for Television and Motion Pictures*, by Gerald Millerson, and published by Hastings House, 10 East 40th Street, New York, New York 10016.

COLOR ASSOCIATIONS

According to marketing research, there is a whole index of emotional responses to colors. For example, blue is usually associated with knowledge or serenity; yellow is mostly associated with value and red prompts impulse buying. There have been various studies done on these associations, and it is worth the artist's time to become familiar with the subject. The television lighting text mentioned earlier (Millerson) includes a short section on color associations.

As an example of the use of color associations, one would not use a blue, connoting serenity, as a key color for a painting meant to convey terror. The message ends up garbled.

The principles of color depth, color harmony and color associations are invaluable tools for forwarding your message. Learn them well.

L. RON HUBBARD
Founder



Art Series 15
Marketing Series 20

ART AND INTEGRATION

Art is the result of INTEGRATION of all its components. One can add that the result invites CONTRIBUTION of and from the beholder.

It isn't very mysterious.

By components we mean all of the parts which go to make up a whole. In a picture or a painting or ad or set design, this would include such things as the actual objects to be shown, color, color harmony and color depth, depth perspective, geometric design and the use of mood lines, and calligraphy or the form of type to be used. There may be other components which would enter into it as well.

The components that go into a work of art depend upon the art form itself. In music, for example, a matter of integration is that the melody has to match the rhythm and the tonality of instrumentation has to match the mood—otherwise, you get no integration in music.

Components are chosen only because they INTEGRATE into a whole design. Only then does one have something pleasing. Otherwise, everything sticks out like sore thumbs.

Artistic designs are good when they attain a harmony of components. When components clash—except when used to counterpoint or overtly make a clash—it is because they have nothing in common. A Model-T Ford in a 1560 A.D. formal garden is a violation of integration. Because it is an outpoint. Cubes, nicely stacked and orderly, do not blend with broken glass.

Things have to be of a kind to integrate into art and the introduction of something contrary can only be used for counterpoint, perhaps to accentuate the integrity of the remainder.

MESSAGE

The purpose of art is to communicate an intended MESSAGE. Message is what you want someone to *think* about things. It is not a description of things. It is that which communicates a significance.

Messages can be feelings, sensations, desires, repugnance—practically anything that anybody is capable of thinking of. The *idea* is dominant. The technique exists to forward the idea and give it punch and power.

Thus, the selection of components that *integrate* is done to forward and assist the message. And with the selection and arrangement of components so that they do integrate, we are into composition.

But message comes before composition.

Composition is not a subject in itself. It is simply a portion of the harder subjects of meaning and message and emotion.

COMPOSITION

The word “composition” is misdefined in most dictionaries in that these definitions usually state it is a thing in itself. But composition cannot exist independently of a message. Therefore, I have arrived at a comprehensive definition of it which would be

COMPOSITION: ANY OR ALL OF THE ACTIONS NECESSARY TO INTEGRATE AND GIVE MEANING TO A MESSAGE.

And I have gone further in handling it than the many textbooks with their infinity of rules for composition, some of them valid, many of them false and misleading. I have the WHY that one should compose properly, and that is to make a scene or picture *integrate* rather than disperse. That is why one uses color harmony, geometric design, mood lines, center of interest and other such tools.

All one is trying to do is make a scene not violate itself by introducing things that don't naturally seem to belong to it or, by introducing a positive contradiction, to cause shock or impingement.

Composition is simply locating things as they would be expected and, for impingement, locating something that would not be expected or that contradicts, and at the same time controlling direction and interest.

Composition simply consists of putting shapes together which belong together and not introducing or including something that doesn't belong there. This applies to objects (type of), color harmony, color depth, depth perception, etc.

CENTER OF INTEREST

In any scene or design there is a center of interest and it would tie in intimately with the message. If one just doesn't have any message, composition can go awry. The breakthrough here is that composition is inextricable from message. Without message it becomes merely trite composition. Or one can wind up conveying two messages and this is called splitting interest, which is

dispersal—not integration. It isn't that one can't have two points of interest but, if so, one combines (or integrates) the two points of interest. If you split interest and don't combine the two points of interest, the result is no message.

OBJECTS

Choice of objects is important to integration. The type or types of objects chosen for a scene must fit together. For example, one may be working with a nautical motif, but that would narrow down to a specific period of nautical history or experience. The period of decor would not be mixed. If it should be the clipper ship era—1802 to 1840—one would choose objects from that period. Figureheads, for one thing, go with clipper ships—the romantic era of sail. So do captain's chairs. Introduction of the Queen Mary, which is 1930, into the scene would be an outpoint. If it is to be INTEGRATED, it would be clipper ship, 1802 to 1840.

GEOMETRIC DESIGN

On the subject of geometric design, a design takes its geometric form from the dominant object you have to include in your scene.

Geometric design has to do with consistency. This also has to do with integration.

Things which do not have a consistent geometric design—although it can be counterpointed by other geometric design—look like they don't belong there.

As an example of a basic design fault, one could first make the mistake of putting circles on a rectangle and then compound the error with use of rectangular lettering. Different typefaces at different levels, nonparallel, would add to the confusion. The design would lack geometric integration; it would not really integrate with its shapes. The design fault would have to do with nonparallelism of lines.

The artist may know what it is supposed to be all about, but the fact is he is trying to communicate something to an audience. When one has a nonintegrative design—a mixture of circles and spheres and triangles and rectangles and/or different typefaces at different, nonparallel levels, the geometric message is confusing. And the audience result will be confusion.

Classic design is concerned with geometric patterns relating with similar geometric patterns—circles with circles, squares with squares, etc.—which can be counterpointed with other geometric shapes. Other basic shapes are triangles, ovals, rectangles, horizontal and vertical lines. Consistency of the shape chosen, repeated in other shapes, is the basis of classic design.

The whole idea of a design is to make something look like it belongs together. That is the reason back of use of geometric designs. It isn't that they are geometric forms. It is to attain the target of consistency and integration. That is why things look smooth and pretty or why they look jarring and ugly. They are either integrated in geometric design or they are messed up in design with mixed geometric designs.

For example, rectangular and octagonal do not go together. Octagons and triangles, however, do go together as the octagon breaks down into triangles. Rectangles, though, don't go along with this and, in fact, don't even counterpoint it. The essence of geometric design is consistency of geometric form.

Mood lines come into play here as a means of communicating the emotion of a scene or design. A mood line of low left to high right, for example, is optimism, and if that's the mood the message calls for, fine. If not, one had better select and use the lines that are going to convey the desired mood. Knowing and following mood lines is important in integrating the whole of a thing.

On a set, even the people, the actors, are a part of the design and, if not designed in the same geometric plan as the set, will look as if they do not belong there.

In that your sets are triangular or multiples of triangles, then even your costumes should also be triangular or multiples of triangles.

When these are not consistent, the parts of the set and the people don't look like they belong together and things look dispersed.

The reason you have set and costume consistency of geometric form is the same reason you have color harmony. It all has to do with integration.

COLOR

To use color effectively and as a means of integration, one must know how to use a color wheel and how to use color harmony against a color depth perception chart. The color harmony and color depth must agree.

The use of color as a means of achieving integration in a piece is covered in detail in HCOB 26 Feb. 84, Art Series 14, COLOR.

One can and should experiment with that data to gain a familiarity with the use of color and color depth. With a little experimentation, one can quickly see, for example, how one object can be moved into the distance and others pulled into the foreground using color alone.

It can be helpful when initially working out a design to do plain pencil sketches using integrated geometric forms and experimenting with different colors with these to arrive at something that integrates.

CALLIGRAPHY AND TYPE STYLES

Calligraphy or the style of type or lettering to be used enters into all of this. So, also, do type sizes and arrangements.

Disparity of type sizes used in related areas where one would expect uniformity will strike a discordant note. Print sizes varied all over the place on a page simply add confusion and a lack of integration.

And, from the viewpoint of integration, flowing color patterns or lines have no integration whatsoever with a sharp, modernistic style of typeface. The type doesn't align with the art form, so the two don't integrate. They don't seem to belong together, so they don't seem to be art.

To integrate with flowing color patterns, the calligraphy or lettering would have to fit with lines that give the impression of “in motion” or “flowing” or something similar. Different color patterns or geometric lines would require different types of calligraphy.

In other words, in an ad or other design the calligraphy or type style should align and integrate with the art form used.

And the type style itself should agree with the colors.

One should work toward an integration of geometric message, color depth, text alignment and text.

What is needed is very direct communication in all of those areas.

To arrive at a final design, one that will communicate the message, one has to know that it integrates.

One can *describe* a possible design but that isn't a rough layout. It's just an *idea* for a layout. What is missing is the artist and his rough sketches of full designs. Without these one can't see if it integrates.

Finished art on random components which MIGHT become a design is not the basic step, as who knows how they'll add up in the final product?

One first does a rough layout, or many, based on one or more ideas, and only *then* could one see what it's going to do or be. Only then can one see if they will “work”—i.e., integrate.

Without this, one would be just shooting in the dark.

This data is true of ALL design—ads, cine sets, great paintings, cars. And in its basics, it translates over into the fields of other art forms—music, literature, any other form of art.

The key is INTEGRATION.

Begin with a message.

Attain a harmony of components that will assist the message.

Achieve an integration of all components.

You will then have achieved a quality of communication which invites contribution from the beholder. And that is art.

L. RON HUBBARD
Founder



Art Series 16

MESSAGE

Successful works of art have a message.

It may be implicit or implied, emotional, conceptual or literal, inferred or stated. But a message nonetheless.

This applies to any form of art: paintings, sculpture, poetry, writing, music, architecture, photography, cine, any art form or any form that depends on art, even advertising brochures and window displays.

Art is for the receiver.

If he understands it, he likes it. If it confuses him, he may ignore or detest it.

It is not enough that the creator of the work understands it; those who receive it must.

Many elements and much expertise go into the creating of successful works of art. Dominant amongst them is message, for this integrates the whole and brings comprehension and appreciation to those for whom it is intended.

Understanding is the base of affinity, reality and communication.

A message is fundamental to understanding.

L. RON HUBBARD
Founder

Remimeo
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Art Series 17

ART AND EQUIPMENT

(Originally written by LRH in 1979. Issued 16
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HCOB 29 July 73 Art Series 2
ART, MORE ABOUT

Book: *The Problems of Work*
Chapter, "The Secret of Efficiency"

An artist in any field has equipment he uses to get his final product. Whether this is the painter's brush, the photographer's camera or the electronic components used by a mixer, the various aspects of his equipment must be understood well by the artist before he can easily communicate the message he has envisioned.

If one is trying to take a picture but doesn't understand the workings of the camera, he can become so interiorized into the camera that he doesn't put his attention in front of him on the picture he wants to take. A painter can get so interiorized into the working of his brush that he doesn't see what he is putting down on the canvas.

The key to this situation is drilling. The artist should drill with all of his equipment until he feels confident with it and doesn't have to put all of his attention on its operation. A good photographer won't take a picture unless he is familiar enough with the camera that he can exteriorize from it. A mixer has to know his equipment well enough that he isn't introverted into it or he won't get anywhere.

Once the artist has fully drilled and gotten competent with his tools, his attention no longer has to be introverted into the equipment or what he is trying to do. He can then freely express himself, and he will find that he is getting much improved artistic products.

L. RON HUBBARD
Founder