

BOARD TECHNICAL BULLETIN

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Remimeo
Students
Supervisors
Tech & Qual
Hats

CANCELS
BTB OF 7 FEBRUARY 1972RA
ISSUE II
"METHOD 3 WORD CLEARING"

Word Clearing Series 31RB

METHOD 3 WORD CLEARING

A student must know how to keep himself F/Ning (tearing along successfully in his studies). He should be able to handle anything that slows or interferes with such an F/N.

Students don't put themselves or each other on a meter to locate a misunderstood word. It's the Supervisor who meters a student to find the misunderstood word(s) as per these Bulletins, using the F/Ning student system:

HCO B	22 Feb 72RA	WC Series 32	Word Clearing Method 4
BTB	28 Jun 71	WC Series 6	Metered Word Clearing in the Course Room
BTB	29 Jun 71	WC Series 7	Steps to Speed Student Product Flow
BTB	1 Jul 71	WC Series 9	The Three Types of Word Clearing
BTB	1 Jul 71	WC Series 10	Speeding Up a Slow Course

For a student using dope-off as the only detection of misunderstands is studying 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 your study stats dropped for half a day or you aren't quite so "bright" as you were a few 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.

This is Method 3 Word Clearing: (Reference - The following LRH quotes were extracted from Study Tape N94, GRADIENTS AND NOMENCLATURE)

"If you want to unscramble anybody's difficulties with training and so forth, then you will just have to find the gradient that they overlooked or skipped or missed, after which they entered into a confusion."

"See, you can get clever enough to spot where are you at and all you have to ask yourself or all you have to ask a student--'Where weren't you having trouble? Now where are you having trouble? Good. It's at the end of where you weren't

having trouble.' See, that's very simple, isn't it. So the formula is that you find out where the student wasn't having trouble with the subject and that meant that he had gone that far on the gradient successfully. And then find out where he began having trouble, and you pick it up right at the tag end of where he wasn't having trouble and it lies in that immediate area. You can actually circumscribe it within a few words. I mean you can do it that precisely. You can pinpoint it--you have the half of a paragraph that it is in, and you sometimes can get it down to half a sentence that it is in, and then you start ploughing it out. But don't expect the student to be able to tell you exactly what it is that he is having trouble with because that is why he is having trouble with it."

"So instruction would consist of guiding a student along a gradient of known data. It wouldn't be inventing new solutions to the student's confusions. You start inventing new solutions to the student's confusions you are just going to get in more and more trouble."

"Good instruction is a system of back tracking. A student will go forward--you can almost leave that on automaticity--he will go forward like a shot bear--zoom!--he will go into a subject. And all of a sudden you will hear this loud scream and the paws are smoking, you see--then you hear a thud, you know, and then you feel the atmosphere around you shake--there's something happened. Well, exactly what did happen? Well, he went right over the top of one point on the gradient--thought he understood it, didn't understand it, went into the next point of the gradient, and ran into a brick wall. So the trouble with him is it wasn't the next point on the gradient. The trouble with him was that last point on the gradient that he thought he understood, but didn't. So therefore it becomes very difficult with a student sometimes to spot this because he is so positive that he understood that last point. Yet the evidence that he didn't is sitting in front of your eyes--he is having trouble with the next point."

The Supervisor helps the student find the misunderstood word using the above procedure, 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. He then has the student come forward in the text to the area of the subject he did not understand.

Students do NOT have to be Word Cleared Method 2 on the total of any course.

Method 3 Word Clearing can be used by students on themselves or by a Supervisor or Word Clearer whenever necessary.

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