

CHURCH OF SCIENTOLOGY

STUDENT

HAT

MATERIALS

by

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Founder of Dianetics and Scientology

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HCO POLICY LETTER OF 12 APRIL 1972
Issue III

Remimeo
Student Hat

INTRODUCTION TO THE STUDENT HAT
(First item of the Student Hat Course)

The definition of "HAT" is: The beingness and doingness that attains a product. The term and idea of "a hat" comes from conductors or locomotive engineers, etc, each of whom wears a distinctive and different type of headgear. A "HAT" therefore designates particular status and duties in an organization.

The purpose of the Student Hat is to teach and train the person in use of the study technology so he will be able to use (apply) what he studies.

This course is a prerequisite to any major course in Scientology.

STUDY TAPES AND STUDENT HAT

The student's first training step may be either the Study Tapes (or authorized transcript or translated tape but not notes) or the Student Hat.

It will be found that course facilities may be better employed where a student is allowed to do either as the first step, so long as he does both one after the other.

(a) The Study Tapes are played first for the words themselves. One may not just play the tape and list the words and then look them up. This is an exact action. The only variation of this will come when a full list of these words is issued in alphabetical order. *Each* is looked up the first time it appears on the tape. The word is USED in several sentences. A grammar such as "English Made Simple" should be to hand. Good BIG dictionaries should be to hand. And a photographic dictionary or glossary.

The tape is *then* played through. A Method 4 check is made. If there is any read that is a true read (not a false surge) on the question, "Was anything not fully understood?" the word is hunted down and defined. And *then* the whole tape has to be done again (i.e.: listened to for sense and again checked Method 4). (One does not again clear *all* the words, only those found to be misunderstood by meter check.)

In this way, reel by reel (or chapter by chapter when transcribed), the Study Tapes are done.

An M4 Meter check is made on the whole tape series.

The person is sent to the Student Examiner.

If there is a flunk of the exam the student goes to Cramming.

(9) The Student Hat is done like the Study Tapes.

Each item (P/L, HCO B, etc) in it is read through once, looking up each word the first time it appears and using it in sentences.

At the end of each item the student is checked with Method 4 as on the tapes.

And if he misses one word he does the whole item again.

In this way he goes through the whole hat.

Now he reads the whole hat for sense.

Each time an ACTION is called for in an item (demo or clay demo) he must do that item correctly.

He now reads the whole hat through using a Demo Kit continually as he goes along.

He is again given an M4 check and if there is no read he goes to the Student Examiner.

If he fails, he goes to Cramming.

If he passes he may do the Study Tapes if he has not done them or he, having passed those, is a product.

THE PRODUCT AT THIS POINT IS A STUDENT WHO KNOWS HOW TO STUDY AND WILL BE ABLE TO USE WHAT HE STUDIES.

HOW TO USE A DICTIONARY

YOU USE A DICTIONARY when studying. The word is looked up in the dictionary and the meaning read and understood so that you know it WITHOUT AGAIN REFERRING TO THE DICTIONARY. Then use the word in several sentences which clearly indicate the meaning and use.

WORDS SOMETIMES HAVE DIFFERENT MEANINGS AND YOU HAVE TO CHOOSE WHICH IT IS. The use of the word in sentences must have the same meaning as the use of the word in the material you are clearing.

THE ALPHABET

Words are arranged in alphabetical order in all dictionaries. All words beginning with the letter A would be in the first section, all words beginning with the letter B in the second section, and so on. Within these sections the words themselves are arranged so that each second letter in the word is in alphabetical order. (For example, the word fall precedes the word few, which precedes the word field, etc.)

Near the top of each page, printed in bold type, are the first word and the last word on the page (in very large dictionaries it's every two columns). You can use this as a guide to quickly find the page that contains the word you are looking for.

HOW TO BREAK UP A WORD

Many words are in a combined form and by separating the word you can look up each part in the dictionary. By doing this, the meaning of the word often becomes clearer. Take the word Theo-logy. The first part, Theo- means god or gods and the second part of the word, -logy means discourse or expression or the science, theory or study of. When you put the two parts together, you have the science, theory or study of god. Sometimes in combining forms of words, a letter is changed, as in the word in-dividu(e)-ate.

LOOK UP WORDS IN THE DEFINITION

Many times when looking up a word, you will find in its definition other words which need to be looked up in order to understand the meaning of the original word. Therefore, any *misunderstood* word given in the definition must also be clearly defined and understood so that there are no underlying misunderstood words on the word you are looking up. Always return to the original word and its definition after clearing any

misunderstood words within the definition. Large child's dictionaries are good as the definition words are simple.

The World Book Dictionary available from Field Enterprises, Merchandise Mart Plaza, Chicago, 54, Illinois, is a huge and very good child's dictionary. In UK the 18 volume Oxford or any Oxford series are good.

USE A BIG ENOUGH DICTIONARY

The smaller dictionaries (paperback or junior) seldom contain complete definitions of a word. Sometimes a most vital part of a definition is omitted. This can involve running around to look for another dictionary or missing the real meaning of the word. So always use a big enough dictionary.

The dictionary usually has several examples of use. These are not enough. The person has to make up several of his own before he really knows the word.

WORDS OF A SPECIAL TECH REQUIRE A DICTIONARY OF IT IF POSSIBLE.

FOREIGN WORDS – 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 the English/Foreign language dictionary, in which one half of the dictionary is English words with the foreign word next to it, and the other half is the foreign word with its English counterpart next to it. Such dictionaries are valuable for persons studying in English who do not have English as their native language.

SCIENTOLOGY TERMS AND GLOSSARY

Scientology Dictionaries containing definitions of Scientology terms are available at the bookstore of your org. You must have your own copy and use it for definitions of Scientology terms not usually contained in dictionaries.

There is a separate glossary at the back of the Student Hat pack giving definitions of additional Scientology terms not covered in the dictionary. If you can't find a word in the dictionary, use the glossary. If it isn't in the glossary, use a better English dictionary.

SUMMARY

The value of your future studies in Dianetics, Scientology or *any* other subject is dependent upon how well you do this course. So work hard, apply all you learn, and have tons of success from here on out.

Training and Services Aide
for
L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 NOVEMBER 1971
Issue II

Remimeo
(Translate
to Various
Languages)
Course
Administrators
Supervisors
Students

Tape-Course Series No. 5

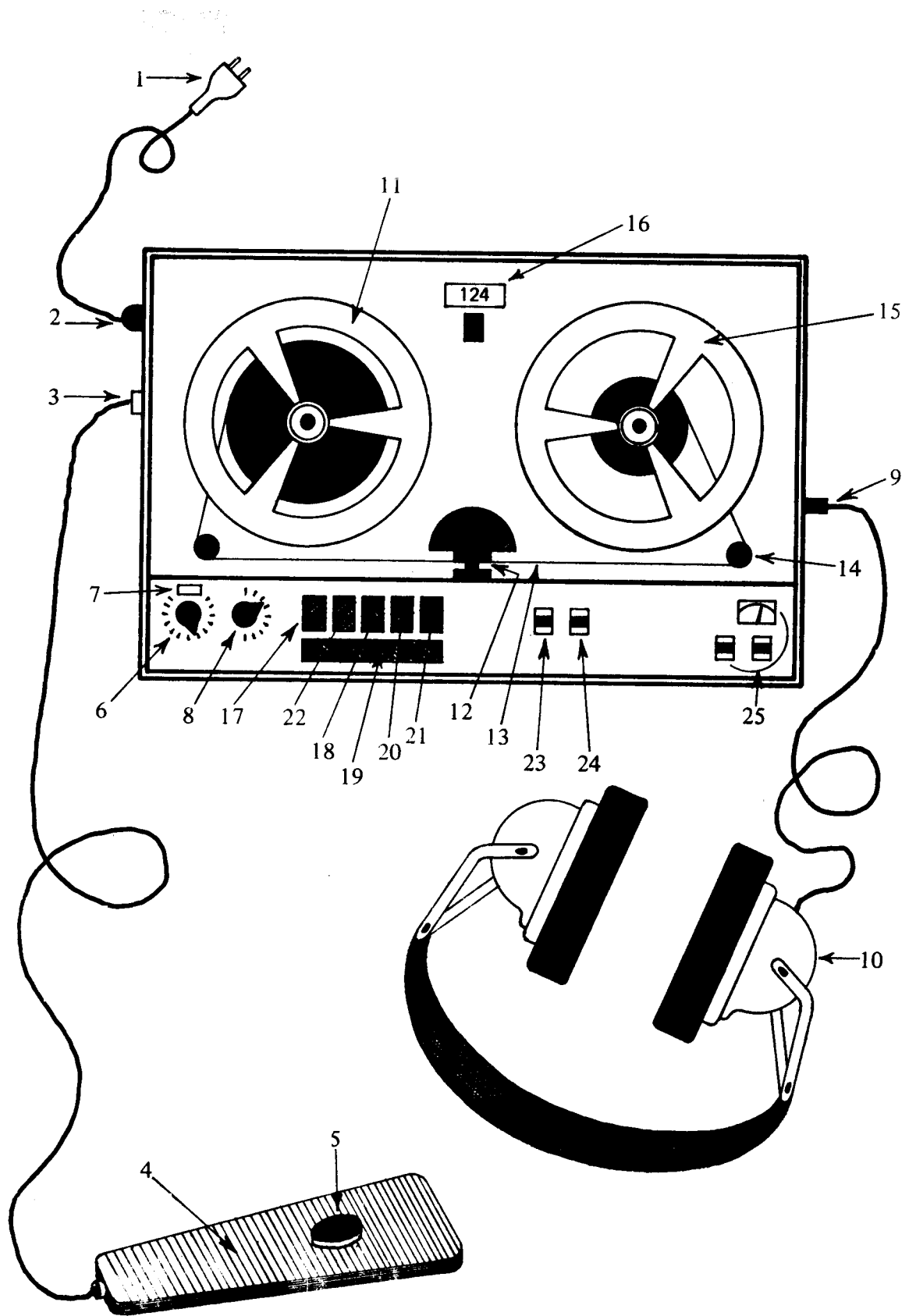
TAPE PLAYERS – DESCRIPTION AND CARE

Tape players are the machines used on a Tape-Course for playing back on already recorded magnetic tape.

Tape recorders are the machines used to record the tapes in the first place.

Some tape machines will do both actions of *recording* and *playback*. On a Tape-Course if these machines are used the button that is used for "recording" should be removed or sealed up so it can not be used. It will wipe the tape clean and lose the valuable course materials if pushed accidentally by a student. (This button is usually coloured red.)

Tape players come in many makes and models. The controls and switches are arranged in various places and styles but are all pretty much the same in function.



1. *Plug to electricity mains.*
2. *Power inlet plug to tape machine.*
3. *Plug in to foot pedal start-stop control.*
4. *Start-stop foot pedal.*
5. *Start-stop foot switch.*
6. *On/Off switch and volume control.*
7. *Power on indicator light.*

8. *Tone control.*
9. *Plug in* for earphones.
10. *Hi fidelity* earphones.
11. *New Tape* to be played.
12. *Playing head* sensitive to magnetic sound impressions on the tape.
13. *Tape passed through* between playing head and felt pad.
14. *Tape passed round* roller protecting guides.
15. *Empty tape spool.* (Tape is wound onto this.)
16. *Tape Counter* window and zero setting button.
17. *Recording key* removed or sealed up.
18. *Start key* for starting tape by hand.
19. *Stop key* for stopping tape by hand.
20. *Pause key* (stops tape while held down only—tape continues to play as soon as released).
21. *Fast wind key* forward.
22. *Rewind key* (fast backward).
23. *Track Selector* Switch (some tapes have several sound tracks recorded on the one side).
24. *Speed Selector* Switch (tapes can be recorded at different speeds and so some must be played at different speeds to others).
25. *Indicator dial* and buttons connected with recording—not used when playing tapes.

Here are some points to help you use the tape player —

- (a) When placing a tape on the machine arrow on top of the tape reel indicates an opening in which you place the tape end. Keep this end very small. Long loose ends break off and can jam the machine.
- (b) The *dull* brown colored side of the tape must always face inwards against the playing head when threading the tape. This is the side that Ron's lectures are recorded on.
- (c) To wind back or fast wind the machine always press the stop key first. Harm is done if the playing tape is suddenly switched over to reverse or fast forward by-passing the stop button.
- (d) The magnetic materials of the earphones can harm the tape so never leave the earphones lying on top of an uncovered tape player.
- (e) Keep all dirt out of the tape player and when away from the player replace the lid to avoid dust entering into the machine.
- (f) Every care must be taken to avoid rough handling of tapes. Do not mis-place tapes into incorrect boxes and never permit loose ends to protrude out of the closed box.

- (g) Switch off the tape player when not in use (break time) and when you have finished with the machine. This prevents over heating of inner parts and drive belts.
- (h) The tape counter indicator should be set at zero when you first start playing the tape. This counter will register your place whenever you stop the tape. Do not insert a piece of paper or anything else between the tape as a method of registering your place.
- (i) At the first sign of any fault with the tape player please call the Supervisor and report what it is to him or her.
- (j) Twisting or knotting the earphone cord is strictly forbidden as this leads to inner wire breakage, which results in a concealed fault that can be difficult to locate.
- (k) The metal "playing head" across which the tape moves when playing must be cleaned at regular intervals as it picks up dust from the tape resulting in blurred poor quality sound. This playing head should be cleaned after every 8 hours of playing time *or* whenever the sound becomes blurred. The playing head is cleaned by use of a cotton swab on the end of a tooth pick and cleaning fluid. This is wiped with firm pressure across the playing head until the dirt and dust is removed and the metal is clean again. *Great care* must be taken not to scratch the playing head as the tape would then be damaged as it passed across.
- (l) The tape player must also be de-magnetised after every 8 hours playing time. This is done with a special demagnetiser designed for the purpose. The playing head and all the metal parts on the tape "path" are demagnetised in this manner.

These parts build up a magnetic attraction with continuous tape playing and this can be harmful to the quality of sound on the tape if not handled and removed as above.

It is the Supervisor's or Course Administrator's responsibility to learn to do this action and to do it at least once per day on all tape players.

- (m) The moving parts of the tape machine mechanism also need regular cleaning and lubrication with a very fine lubricant. This procedure can be carefully learned by the Course Administrator from a professional at the job and can be done by him thereafter.

Training & Services Aide
for
L. RON HUBBARD
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 NOVEMBER 1971

Remimeo
(Translate to
European
Languages)
Supervisors
Students

Tape-Course Series No. 9

SETTING UP AND USING A TAPE PLAYER

Tapes of course materials must always be listened to through high quality high fidelity earphones. 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 earphones 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.

The tape player used must also 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. Properly cared for and regularly maintained, a high quality player will last several times as long as one costing half as much which never does produce a good quality sound.

SETTING UP THE TAPE PLAYER

1. The tape player is set up on a steady bench, table or platform at a comfortable height so the student can operate the controls easily when seated in front of it.
2. If possible the tape machines should be set up so that the student is facing the Supervisor of the course, rather than the student having his back to the Supervisor. This enables the Supervisor to spot easily if the student has done dull or sleepy from a misunderstood word.
3. The tape machine is plugged in, switched on, to check if the power is on and that the machine is operating.
4. The tape machine must be the type that is set up to operate with a start/stop foot pedal switch. These can easily be obtained and fitted to existing tape players that do not already have them.

This is very important as the machine will be started and stopped many times by the student (with his foot on the pedal) while he is using his hands to look up words in the dictionary, fill in his checksheet, etc.

The connected foot pedal is placed where it is in easy reach of the student's foot.

Test it to ensure it is working.

5. The tape player "playing head" across which the tape passes, is checked to ensure that it is clean. The tape coating comes off on the playing head and after a time the sound is badly blurred.

If the playing head appears dirty or the sound is blurred, the tape head must be cleaned. This is done using a cotton swab on a toothpick and cleaning fluid. It is rubbed across the playing head until all the tape coating is removed.

6. The tape that is to be heard is obtained and put on the player and set up for

start—by passing the “colored leader” on the tape and past the playing head and onto the empty spool. Make sure it is passed around the “roller guides” (designed to ensure it runs freely and doesn’t catch and tear on any sharp edges).

7. Plug in the earphones, put them on, and switch on the tape to test them (to ensure they are working and the quality of sound is good). Adjust the tone and volume to suitable levels. Switch off the tape.
8. Place a good dictionary, a “demonstration kit”, the course checksheet and a notebook and pen where they are in easy reach while seated at the tape machine.
9. Set the “tape counter” at zero and the tape at the beginning (by winding it back if it has started into the course lecture during the tests).
10. The student now seats himself at the tape machine and starts it. He listens carefully to the recorded material with the intention of understanding and duplicating it fully so he will be able to accurately apply the data.
11. Listen to the tapes in the order they are entered on your course checksheet.
12. Mark off each *item* on your course checksheet as you finish listening to it (or when you have “checked out” on it if the checksheet requires you are checked for understanding of the item).
13. Mark the “tape counter reading” of each item on your checksheet as that item begins on the tape. This gives you a reference by which you can find any item later on. You may be required to *restudy* some items by the Supervisor and you may want to hear some of them again yourself to clarify them with later tapes.
14. Rewind each tape onto its correct spool as you finish listening to it. Replace it in its box and return it to its correct place in the rack from where it came.
15. The Student must now also use *Word Clearing* technology to ensure he does not go past any words he does not understand *and* to locate and handle any words he *has* passed that he did not understand.

The Word Clearing procedures as done on taped materials are given on the next issues (10 and 11) of this Tape-Course HCOB Series.

Training & Services Aide
for
L. RON HUBBARD
Founder

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Remimeo
(Translate
to Various
Languages)
Students

Tape-Course Series No. 10

Word Clearing Series 26

HANDLING MISUNDERSTOOD WORDS ON TAPE RECORDED MATERIALS

The misunderstood word is the source of endless troubles for students and their supervisors.

New students inevitably have a lot of questions about the materials they are studying. They will fuss about ideas or get confusions and erroneous concepts of what the materials say. They do wrong actions and say the materials said to do it. They ask questions concerning strange ideas and ask their Supervisors for "clarification" of ideas.

At the bottom of this is *only* misunderstood words.

There are *not* also misunderstood ideas. There are *only* misunderstood *words*, which breed erroneous strange, confused and wrong ideas.

When a person goes past a word which is not fully understood or has been undefined or misdefined there are distinct and observable reactions which occur. There is a distinctly "blank feeling", or a "washed out feeling". There will then be a "not-there feeling" and a sort of an hysteria will follow. The material being studied will be blank, seemingly missed entirely immediately following an unclarified misunderstood word.

If the person continues on past the word or several misunderstood words he will feel sleepy and tired and will probably yawn or can actually go to sleep. When the misunderstood word or words are found he will brighten up and when they are clarified with a dictionary he will brighten up fully. He will then be able to continue studying from the point where the misunderstood word was, without confusion.

The undefined or misunderstood word or symbol also causes other serious effects. It can cause a person to give up study of a subject—to "blow" from it. ("Blow", as used here, means to leave, to remove oneself from.)

When a person has gone past many misunderstood words he will actually become stupid in that subject and will be unable to learn more about it. A person who has studied a subject and gone past misunderstood words will not be able to correctly do or apply that subject. Just finding and clarifying the words he misunderstood in that subject will largely restore his ability to do or apply it—even years later. Subjects that seem to be a vast confusion to the person, even entire educations including years of college or university study, suddenly become clear and useful when the misunderstood words are found and clarified.

"WORD CLEARING" locates and handles misunderstood words.

WORD CLEARING is a *precise* activity which locates and then clarifies misunderstood and not understood words or symbols in the materials one is presently studying or has studied in the past.

On tape recorded materials and tape-courses, word clearing is done to locate and handle misunderstood words on the tapes.

There are two types of Word Clearing used on taped materials –

Method 3 Word Clearing which requires little special training and which is covered in this HCO B.

– And Method 2 Word Clearing which uses the “E-Meter” to locate the misunderstood words. This requires some skill in the use of the E-Meter.

METHOD 3 WORD CLEARING

Method 3 Word Clearing must be done routinely by any course student. It is done by the student himself and also by the Supervisor on the student. The student's course twin must also use Method 3 on his student-twin to ensure that he does not become bogged or slowed in study.

When Method 3 is done on tapes the tape machine and student's area are set up exactly as in the previous HCO B of this series (Tape-Course Series No. 9, 25 Nov 71).

STEPS OF METHOD 3 WORD CLEARING ON TAPES

1. Student sets up the tape player and space and begins listening to the tape lecture.
2. While listening to the tape, if the student hears a word that he does not understand or does not fully understand he immediately stops the tape by means of the foot pedal start-stop control.
3. He writes the word down on his note book.
4. Then look the word up in the dictionary and *ensure* that the correct meaning in which the word is used is located and understood. Also check any other meanings the word has. (You may know some meanings for the word but may not know the one which applies to the way the word has just been used.)
5. Now use the word in as many sentences as it takes for you to become fully familiar with the word and its use, so that you now own it as part of your own vocabulary. The sentences should demonstrate the meaning of the word. As few as one or two sentences may be needed or up to a dozen.
6. When looking up the meaning of the word in the dictionary take care that the definition does not itself contain other words you do not understand. If it does then write them down in your notebook in sequence, under the word you are originally looking up. Look them up in the dictionary and use them in sentences as above until you have handled them all. Put a tick beside each one on your notepad as you handle it, so that none are missed. Ensure you then handle and understand the original word you were looking up from the tape.
7. Wind the tape machine back a little and relisten to the section or sentence in which the word was used, to ensure you now understand what is being talked about.
8. Continue on listening to the tape until you encounter the next word you do not understand. Stop the tape with the foot pedal and repeat the above actions.
9. If at any point you become confused, heavy, sleepy, disinterested, or feel “blank” or “not there” recognize that you *have* gone past a misunderstood word or words without realizing it. Remember the point where you felt good about the material and did understand what was being said. Turn the tape back to that point and listen carefully to the section of tape just after it. You will find in this area a word

you either do *not* understand or one which you *misunderstand* (have a *wrong* meaning for it). Clarify the word (or words, as there can be more than one) with the dictionary and sentences as above.

Wind the tape back a little and continue listening to the tape from *that* point.

10. Repeat Number 9 whenever you experience the indicators of having gone past a misunderstood word.
11. The student's twin must keep an eye out to ensure his student-twin is not studying on past misunderstood words. If he notices his twin become dull, blank or sleepy he must make the student do the steps of this procedure as given from Number 9 onwards. He must ensure his twin's difficulty is handled and not allow him to bog. Make your twin use the dictionary however, do *not* tell him the meaning of a word as you may have the meaning wrong yourself and besides he *must* get into the very strict habit of using the dictionary when he doesn't understand.
12. If the Supervisor observes any student showing indications of having passed a misunderstood word he must stop the student's tape and find out from the student what word he didn't understand, and make him look up its meaning and use it in sentences until it is clarified.

If the student can't think what word it was he didn't understand the Supervisor must have him go back on the tape (as in Number 9) and locate and handle it.

The Supervisor then makes both the student and his twin check out on this HCO B again as they have both failed to apply it.

13. If a student is being checked out on a tape after listening to it, and he suddenly goes blank or gives a very wrong or altered answer, this is an indicator that he has misunderstood words in that section of the materials. He must be made to go back and locate the words and clear them and relisten to the material in that section.
14. If the student becomes totally bogged and the misunderstood words can't be located and handled by Method 3 Word Clearing—if the situation *won't* resolve, then Method 2 Word Clearing, using an E-Meter must be done on the student. This is described in the next HCO B of this series. (Tape-Course Series No. 11.)
15. A student may occasionally need to demonstrate an action from the tape using his "demonstration kit" in order to add some mass and doingness to the significance to which he is listening. Not to do demonstrations when needed can also turn on "manifestations" connected with study.

Tech Data Analyst
and
Training & Services Aide
by Order of
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HCO BULLETIN OF 21 SEPTEMBER 1970

Remimeo
Student Hat
All Courses
HC Checksheet

Study Series No. 1

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 checkout 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.

STARRATE 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 an; 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.

PROGRAMMING: 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, programming 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 Course Supervisors and Student Consultants.

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 hard cover 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 one 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.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 OCTOBER 1970
Issue II

Remimeo
Student Hat
All Staff

DEFINITION OF A STUDENT

A student is one who studies. He is an attentive and systematic observer. A student is one who reads in detail in order to learn and then *apply*.

As a student studies he knows that his purpose is to understand the materials he is studying by reading, observing, and demonstrating so as to *apply* them to a specific result.

He connects what he is studying to what he will be *doing*.

Jon Jorwich
Flag Class VIII Course Supervisor
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 2 JUNE 1971
Issue I

Remimeo

Study Series No. 2

CONFRONTING

The first requisite of any subject is the ability to confront the various components (things) (parts) (divisions) of the subject itself.

All misunderstandings, 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 preceeds 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 on 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.

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HCO BULLETIN OF 27 OCTOBER 1970

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(Extracted from Study Tapes)

THE INTENTION OF THE STUDENT

The state of mind with which a student approaches study will determine the results that student gets from the study.

The student *must* determine what he is going to do with the materials he is studying. He *must* determine what he is going to do with the information he is absorbing.

If a student's intent is to study the materials so he can pass the exam he will be very incapable of doing anything with the subject once the exam is over. He might be a great theoretician, but he will not be able to use the subject.

Some students don't have any intention other than getting through the course. They are just there studying away. They balk at doing demos or clay or looking up words for their exact meaning. Even when forced to demonstrate something they maintain the attitude that it has nothing to do with them. "It's all very interesting to read but. . ."

Non-involvement is the primary barrier in the ability to apply the materials of a course.

There can be many reasons for study. Points, exams, status, speed, glory, whatever.

There is only one valid reason. Studying for understanding, application and practice.

Jon Horwich
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HCO BULLETIN OF 28 OCTOBER 1970

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(Based on talk with LRH)

NON-APPLICATION

LRH first noticed this phenomenon at Saint Hill. A student would start on a bulletin completely. Then he would sit down to audit and do the action 180 degrees in reverse. Completely opposite to what was supposed to be done.

You see this in students who study and think the materials have nothing to do with them. They signed up for the course but they are there for some other reason than to study. They are not there to use the materials.

When you see this kind of phenomenon you are looking at three things:

1. Status
2. Involvement
3. Representation.

Under status you might get a student who is studying because there is prestige or rank involved. "I want to study this course so I can get promoted to Lieutenant" or "I can't wait to be a Class VIII so people will look up to me finally."

You see this in Spain where an engineer gets his degree in engineering and never has to use it. It is a status symbol. They just sit there and have a certificate.

Under involvement you get fear of involvement and spectatorism. The student is afraid to really get into the materials he is studying.

You see this in a resistance to do Clay Tables as per 11 Oct 67. You see this in a reluctance to do TR 0 as per the bulletin with no movement but just being there for two hours. The student is afraid to get involved. He becomes a spectator and not a student.

Under representation you get people who represent themselves as something when they are not. "I am a student" when the guy doesn't even know what a student is and hasn't begun to apply the study data to himself. Or "I am a Dianetic Auditor" and the guy never uses Dianetic Auditing. He is really just a symbol.

Any of the three add up to no doingness.

These points when used can help a student or supervisor locate what is preventing the student from applying the material he is studying to produce a desired result.

Flag Class VIII Course Supervisor
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 31 OCTOBER 1970

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Course Supervisors

STUDENTS AND DURESS

Duress has never been effective in getting students to study.

Punishment and duress are the desperate measures of a dying society. They only produce pain and unconsciousness. At best they produce confusion and fear and distrust of learning.

They don't increase the abilities of a thetan.

Ethics used on the proper gradient is never duress. It is the exact nudge needed to get the person back on the road he was travelling.

An example would be if a student dopes off you don't assign him non-existence and make him work up through the conditions. You find out the misunderstood he has and get it cleared up. You then find out why he didn't find the misunderstood himself when he realized he was doping off. He knows the tech too.

Ethics is only used to get tech back in. If you can use the tech why use Ethics?

Flag Class VIII Course Supervisor
Based on a briefing by LRH
for
L. RON HUBBARD
Founder

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HCO POLICY LETTER OF 27 JULY 1969

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WHAT IS A CHECKSHEET

The "Checksheets" is a Scientology development in the field of study.

A CHECKSHEET is a form which sets out the exact sequence of items to be studied or done by a student, in order, item by item, on a course. It lists ALL the materials of the course in order to be studied with a place for the student (or the person checking the student out in the case of a Starrate Checkout) to put his initial and the date as each item on the Checksheets is studied, performed or checked out.

The Checksheets is the *programme* that the student follows to complete that course.

Every student is given a complete Checksheets at the start of a course. It is not added to after he has started working on it. It is in its final form when it is handed to him.

It may be added to for those who enroll later but is not added to during the course.

The data of the course are studied and its drills performed *in the order* on the checksheets. The student does not "jump around" or study the material in some other order. The materials are set out in the Checksheets in the best order for study by the student so that he covers all the material in logical sequence.

Further, following the exact order of the Checksheets has a disciplinary function which assists the student to study.

The student's initial beside an item is an attestation that he knows in detail AND can apply the material contained in that bulletin, Policy Letter or tape, or that he has done and can do that drill. The initial of the supervisor or another student against a Starrated item is an attestation by him that he has given the student a Starrate checkout on the item in accordance with HCO Policy Letter of 14 May 1969 Issue II "How to do a Starrate Checkout" and that the student has passed.

The Course Supervisor MUST inspect students' checksheets daily to ensure that all students are following the Checksheets in its correct set out order, and that the student is making good progress through it.

"Through a Checksheets" means through the entire checksheets—theory, practical, all drills—and done in sequence.

When a course consists of three times through the Checksheets, the student goes through three entire Checksheets once, theory, practical and all drills in sequence, completing that, and then goes through the entire next checksheets a second time, then goes through a third checksheets fully a third time. There is no difference in what is studied and how it is studied the second and third times through—or any subsequent times through the Checksheets! It is done *fully* each time—theory, practical and all drills (including all study drills).

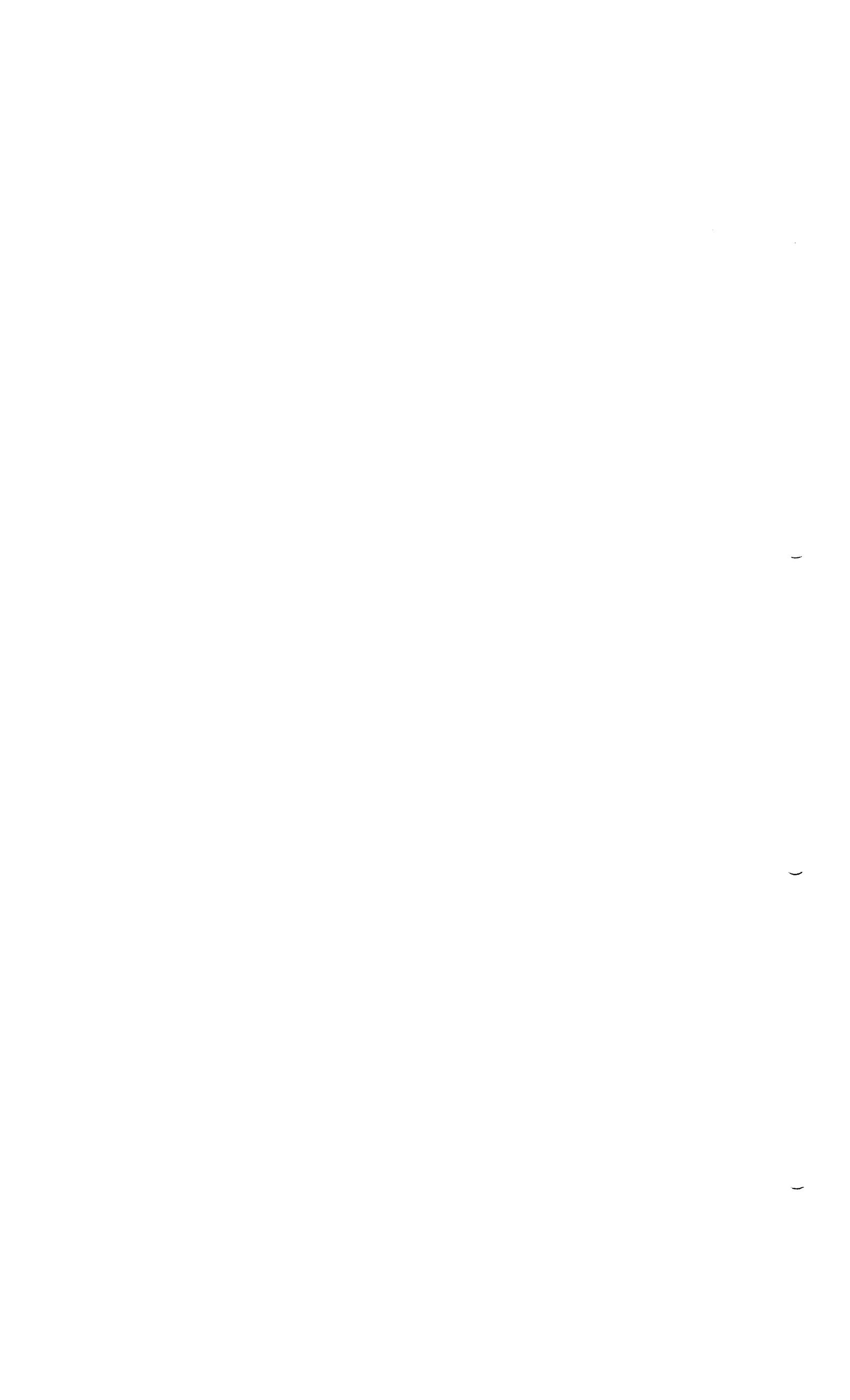
RETRAINING

"Retraining" or "back to Course for retraining" or (per step [2] in handling a student who fails to get a good result—HCOB 16 July 69, URGENT – IMPORTANT) "Send student back to training" means that the student is sent to Cramming to get straight exactly what is missed and then back to Course and does THE ENTIRE COURSE AGAIN, three times through the checksheets if that is the course (such as the Dianetics Course). No short cuts or skimping is allowed on retraining, as a student who fails to apply one aspect of the course had a misunderstood which would have prevented him from fully grasping and understanding the other material on previous times through the Checksheets. Also—NUMBER OF TIMES OVER THE MATERIAL EQUALS CERTAINTY AND RESULTS (a major study datum which has been proven beyond any question in Dianetics and Scientology).

It is illegal to run *any* Course on any subject without a checksheets in Dianetics and Scientology.

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HCO BULLETIN OF 4 MARCH 1965

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LEVEL 0
MATERIALS

Phyll Stevens CI VI, N.Z., has made the following digest of my study tapes for use in HAS and Level 0. This is a very good summary and is recommended for use pending a book on the subject.

L. RON HUBBARD

STUDY MATERIALS FOR HAS
LESSON 1

Scientology.

Definition:- *Scio* meaning science or knowledge and *ology* meaning "the study of". Thus we have Scientology meaning "The study of knowledge".

Scientology is an applied philosophy.

A philosophy is something that helps you get over the rough spots in life. Philosophy: Definition:- The pursuit of knowledge. The knowledge of the causes and laws of all things.

An applied philosophy is one which has to do with doing and action. One which applies to living—not just a theory, but one where the theory can be used to help you get on better in life.

So there is something to learn, know and use in Scientology.

In order to learn something one must have an idea of how to study. So the first part of this course has to do with the mechanics of study. There are ways to study successfully and there is information on the subject of study.

To achieve successful study there has to be:-

1. Something there to study.
2. The idea that one does not know it all already.

1. There is something there to study. We are going to study a man's relationship to the universe, who he is, what he is doing and the laws of life.

There are those who will tell you there is no rhyme or reason to life, that there is nothing anyone can do about life, it is all a matter of luck, and chance, that man is only a machine who reacts when a button is pushed, that he has no choice . . . These people are telling you there is nothing you can find out about life because there is nothing to find out.

There is something to study.

Man does have a definable relationship to the universe, there are laws to life, one can have a choice about his own actions, and these things will be taught on this course.

2. The first barrier (block, stoppage, obstacle) to learning is the idea that you know it all already. People say "Well, I must know all about life because I'm living". Does a golf player know all about golf when he's on a 24 handicap? Does a passenger know all about aeroplanes just by travelling in one? Does a person know all about his body because he has one?

People have problems only where there is something they don't know. If they knew all about cars they wouldn't have problems about cars. If they knew all about women they wouldn't have problems with women.

A person doesn't learn if he thinks he knows all about it already. Such a person doesn't look at the fact that if one knew all about it he would be able to do it or handle it. Such a person also has fixed opinions. You will always have fixed ideas in an area ~~where~~ a person doesn't really know but insists that he does.

Examples of fixed opinions.

A person having trouble handling children:- We know he doesn't know some things about children and will also say that people can't be taught how to handle children.

He knows:-

- They are all bad.
- or They are all angels.
- or Spare the rod and spoil the child.
- or They are always a trouble until they are 20.
- or They never do what you want.

Examples of fixed opinions from the class.

Interest in a study will be maintained **only if** the person can see that the study leads to an attainable goal.

Any piece of knowledge you observe or learn has value to you if you can see its use.

In order to see its use and therefore its value you have to invest some of yourself in it. You have to apply it to yourself and life. When you are given a new idea or you read one you should ask yourself questions about it. Does this apply to me? Has it ever happened to me? Have I seen this happening in life? Once you have sorted an idea out in this way it then becomes your idea to make use of.

A datum:- a piece of knowledge, something known. Plural—data.

The more data a person has the better he can get along in life, if the data has been looked at and sorted out as above. The less data a person has the more problems and trouble he has. He can also have lots of trouble by having a lot of data that he has never sorted out to see if it is really that way. This kind of data that he has never taken the trouble to apply to himself and life can get in the way of his thinking and prevent him from looking at the way things really are.

Example of a datum; a known fact.

"If you drop something heavier than air it drops downward."

This is a datum you have learnt by observation, by having had it happen to you, by having seen it happen to others. This datum you can use in life and is part of your knowledge as one of the laws of the universe.

Now take a datum you are given to study that you are not familiar with or which goes against something you formerly believed. You should do these things with it:-

1. Make sure you understand the words used.
2. See if it applies in life. Ask yourself, "Have I seen this happen? How does it apply to me?" Then set up some examples of how it is this way and how it is not this way and then make up your mind.

Remember that a person cannot learn anything new if he already has fixed opinions and will not look at anything different from those opinions, and so he never learns judgement. Judgement depends on freedom from fixed opinions, so that a person is free to examine what is there.

Example of datum:- It is possible to help people by listening to them.

1. Do we understand the meaning of the words? Yes. Help means assistance, listening means giving attention (to what is being said).
2. Does it apply in life? Have I ever been helped by having someone listen to me? Yes, I felt better when . . . Have I ever helped someone by listening to them? Yes, when my son told me all about his bad day at school he became more cheerful. We then look at the datum again and say, "Yes, that does apply", and at that point it becomes your knowledge and yours to use when and where you want to.

Now if someone had fixed opinions on the subject of help or listening he would never understand the datum and never use it. e.g. No one ever helps anyone unless they want something for themselves; It isn't possible to help people; I don't need any help; It never pays to help people; No one ever listens.

With all this in the way do you think that this datum would be understood or be of any use to the person?

Example for the class to do.

Write down a datum, a known fact which you use in life, and which you know works for you.

One of the biggest barriers to learning is the nomenclature of the subject, i.e. the names given to the things of the subject, the words used to describe the things to be studied.

Many people object to having new words to learn in a subject but we have to have accurate labels which have an exact meaning before our subject can be understood. If I were to describe parts of the body as thingamabobs and whatsernames we would all be in a total confusion, so the accurate naming of something is a very important part of study.

Now I am going to give you a datum.

"The only reason a person gives up a study or becomes confused or unable to learn is because he has gone on past a word that was not understood."

The confusion or inability to grasp or learn comes AFTER a word that the person did not have a definition for.

Let me give you an example of this: "It was found that when the crepuscule arrived the children were quieter and when it was not present they were much livelier." You see what happens. You think you don't understand the whole idea but the inability to understand what was said came entirely from the one word you did not have a definition for. Crepuscule, of course, means darkness.

This piece of knowledge about not going past an undefined word is the most important fact in studying. Every study you have taken up and abandoned had its misunderstood words.

We are going to be very careful on this course to explain every new word very accurately but you also have to be alert to any other words used that you don't fully understand and jot them down and look them up in a dictionary or get a definition of them from me, nightly! Do not leave it for several nights for by then you will have given up the course.

A dictionary is a must when you undertake any study. It will not only be the new and unusual words that you will have to look up. Some commonly used words can often be misdefined and so cause confusion. e.g. If anyone here had a misdefinition on the word "study" Def: "To apply the mind in order to acquire knowledge or skill"... and had it defined only as a room in the house where you read books, everything I told you about study would be confusing.

Have you ever had the experience of coming to the end of a page of reading and realizing that you didn't know what you had read? Well, somewhere early on that page you went on past a word that you had no definition for.

While you are studying on this course, if the material becomes confusing or you can't seem to see it, there will be a word just earlier that you have not understood. So, you should be alert to the signs of a misunderstood word and as far as you are able stop and look for it yourselves and when you find it, get it defined.

Examples for the class to do:-

Write down an example of an incident in which you were confused by someone using nomenclature that was not defined.

Write down an example of an incident in which you used words or terms that were not understood by others and the resulting confusion.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 FEBRUARY 1971

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GRADIENT SCALES
(Extracted from LRH study tapes)

A gradient is something that gets steeper and steeper.

It starts out simple and gets more and more complex.

Let's say you want to teach somebody how to swim. The first action might be to have them go look at a swimming pool.

As you went along the actions would get more and more complicated. You might have them read a book on swimming. Then put their foot in the water. Then they might put in their foot and their leg. And then the foot, leg and waist.

If the person hangs up on one of the actions you go to the action done just before. If he couldn't get in up to his waist, then you would have him put his foot and leg in again until he felt very good about it, and then try and get him up to his waist again. (You may even have to go all the way back to his foot and make sure that he is certain about that step.)

You can make the mistake of failing to undercut the gradient in the very first step. In the example above if he has trouble with the first step of looking at the swimming pool, you might have him go look at a partially full bath tub.

The point is the person must be certain about an action or the next ones will hang him up. If he has the slightest bit of confusion or uncertainty on one step, he will fall on his head on the next ones.

So to find the skipped gradient go to where the person is having trouble. Then go to the step just before that where he thought he was doing well and you will find some kind of confusion. You may even have to go one step before this one and find another confusion.

When you find the basic confusion or uncertainty the student drills on it until he feels good about it and then proceeds with the next step.

Knowing these datums every student can walk with certainty.

D of T, Flag
for
L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 SEPTEMBER 1969

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HDC Students
HDC Checksheet

STUDY SLOWNESS

If your course is not progressing rapidly for the class, it is highly probably that the training rules and policies laid down in the Course Supervisor's Course (HDG) are not being followed exactly.

If your own progress is too slow to suit you or if even on retrain you do not feel you are making it, consult with your supervisor and specifically ask him to make sure that all his Course Supervisor data is being applied. Slowness could only happen if you are passing over words without understanding them, or if you are letting other students or people interpret data for you rather than taking exactly what it says on the bulletins. Or it may be you do not have your own materials or you need a Scientology Review and what they call a "Remedy A" or a "Remedy B" to clean up the subject of study.

Dianetics and Scientology were entered into a world where the technology of study itself was poor and had to be developed in order to teach a precision subject. The study tech is vital and valid.

In one mass experiment the following, given for illustration here, occurred.

A class of 15 on Dianetics, taught with all Course Supervisor policy fully applied, the students not pre-selected for aptitude, 7 had attained full HDG with all auditing well dones and very well dones in just under three weeks.

The remainder were mixed with a part time Dianetics class (3½ hours of study a day) of over a hundred people. In the following three months only two had graduated. Most of the remainder were only on their first time through at the end of three months.

A vigorous survey of this class was made and it was found that all the things given as vital to be done regarding study were not being done and all the things that were not supposed to be done were being done.

A qualified Course Supervisor and staff were placed in charge and the large course began to graduate three a day almost at once.

From this you can see that there is a great deal of value in the Study technology of Dianetics and Scientology.

Do not let your class or yourself get slowed by an out-policy course.

Good luck.

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 MARCH 1965

Remimeo
Sthil Students
Sthil R6 Coaudit

Scientology 0
" " VI

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 "Gargantua" 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.

(The data in this HCOB was given to me by Mary Sue Hubbard and called to attention by Ian Tampion.)

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 SEPTEMBER 1968

Remimeo

HANDLING STUDENT DOPE OFF

In my experience as a Supervisor, I found the following of major importance, like the TRs 0-4, words and their meanings must be thoroughly learnt early on in courses otherwise the balance of the course will be dealing with these misunderstands or even worse, this may lead to retrain from scratch.

For Scientology definitions, I demand and get definitions as laid out in HCOBs, Policy Letters, tapes and books.

English words, too, are well defined with a good dictionary at hand. I have found that Webster's Seventh New Collegiate Dictionary is ideal. Others give less well defined definitions and sometimes they are even vague in their meanings.

In the first week of the SO CI VI Course, many students doped off and even fell asleep. With steady patience, the misunderstood PRIOR to the paragraph, HCOB or pack was located, indicated and defined in each case. Students remarked how they doped off "for some other reason".

The second week fewer dope offs occurred and there were less flunks for not knowing definitions of Scientology words. Attendance increased and interest sharpened. More reference to the dictionary was made.

In short, the lesson was being learned by the students that to by-pass a misunderstood word equals dope off.

In many cases I spotted an indicator—a slight dullness and/or a yawn—and sure enough just prior to the sentence or paragraph being studied lay the misunderstood.

One chronic case of dope off and hard grind at study of Scientology was easily handled by getting him to define the word Scientology itself. This after being in Scientology and studying various courses and having read books! There have been many of these handled, as obviously if somebody hears the word "Dianetics" or "Scientology" for the first time the immediate response is, "What's that?" and where the definition is not put across clearly it follows the person throughout the study of the subject until finally spotted and clearly defined. Honestly, I must have cracked and cured about 20 such cases of bad study habits just getting them to define these two words.

Another student was crying and cracking up and going to pieces with her coach desperately going down hill himself in trying to find her misunderstood on the material just covered.

Simply questioned with regard to where she felt she was doing well turned this off and the reason for all this was that she had not read the last few pages of "Self Analysis". It was not further pursued as all Good Indicators flooded in, and she could and did continue rapid progress.

There are many such examples with infinite variations and they all add up to a misunderstood.

If you're sharp these can be located before the student winds up a flat ball bearing.

Another two points on this --

1. Route slow cases to Review for repair
2. Get PTSs off course fast.

These then followed ensures rapid advancement and completions.

Another factor which led to regular attendance was establishing a minimum quota of points which the student had to achieve per week.

Conditions are assigned according to the number of points attained.

POINTS SYSTEM

| <i>THEORY</i> | | | <i>PRACTICAL</i> | |
|---------------|------|-----------|------------------------|-----------|
| Zero | Rate | 1 points | E-Meter Drills* | 6 points |
| * | Rate | 6 points | TRs | 6 points |
| Zero | Tape | 12 points | Auditing on a doll | 6 points |
| * | Tape | 18 points | | |
| Zero | Book | 18 points | Auditing Pc to Release | 15 points |
| * | Book | 24 points | | |

And the Kha Khans have Ethics protection.

James Byrne
SO CI VI Supervisor
for
L. RON HUBBARD
Founder

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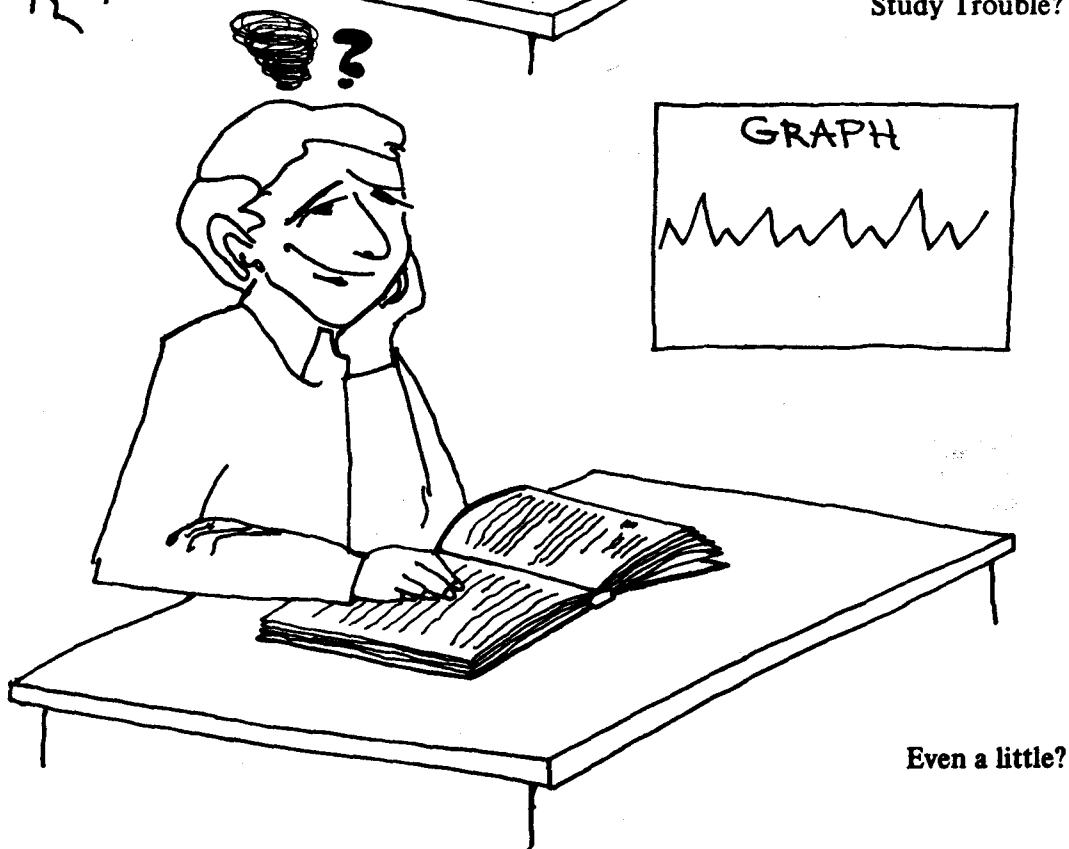
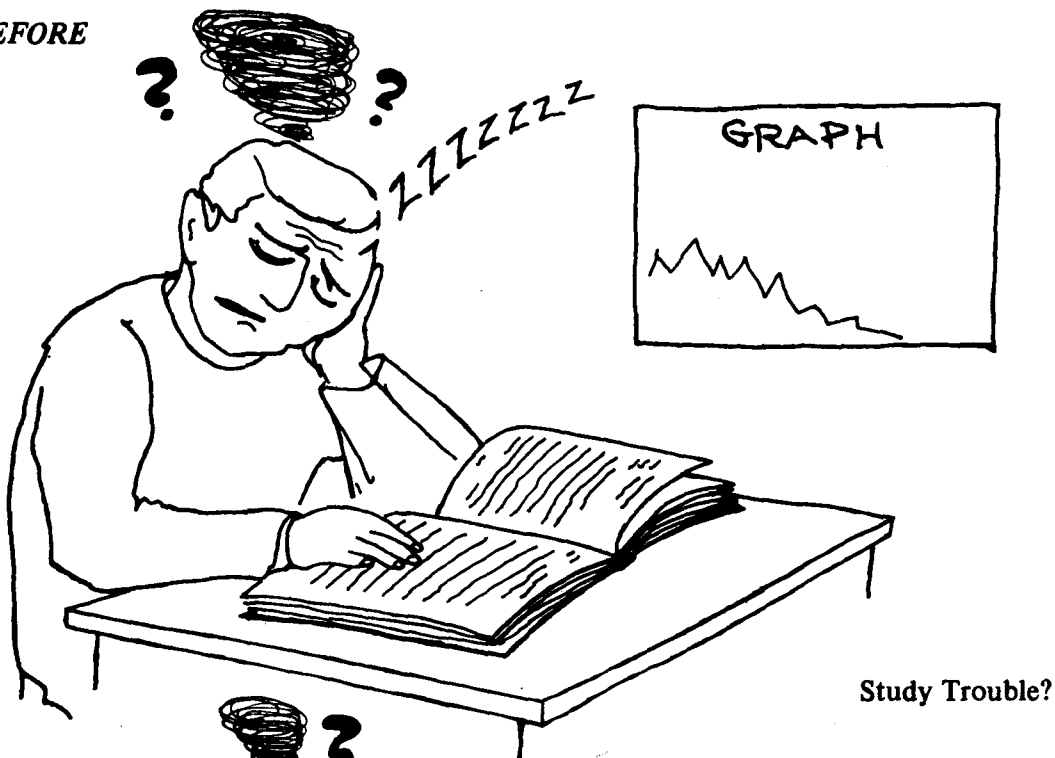
HCO BULLETIN OF 23 JUNE 1971

Remimeo
All Students
Tech and Qual
Course Supervisors
Course Super Checksheet
Cramming Officers
Word Clearers

Word Clearing Series 1

THE SECRET OF FAST COURSES

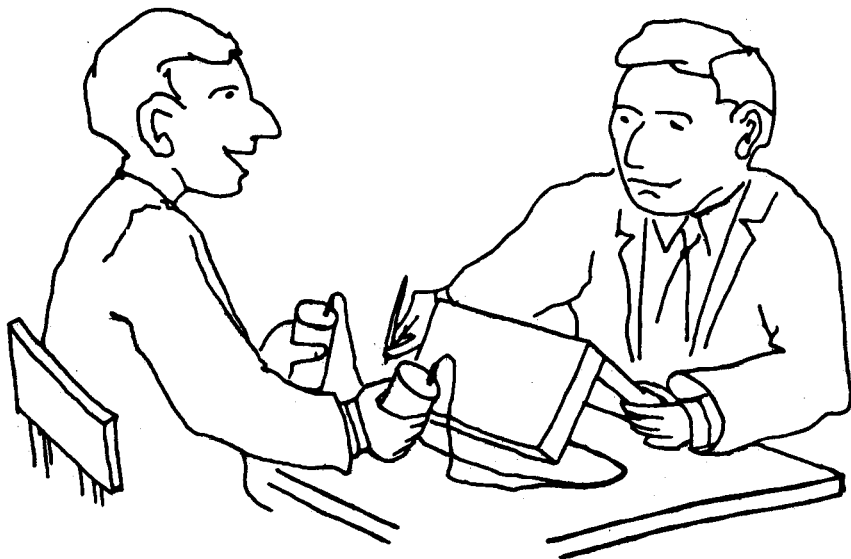
BEFORE



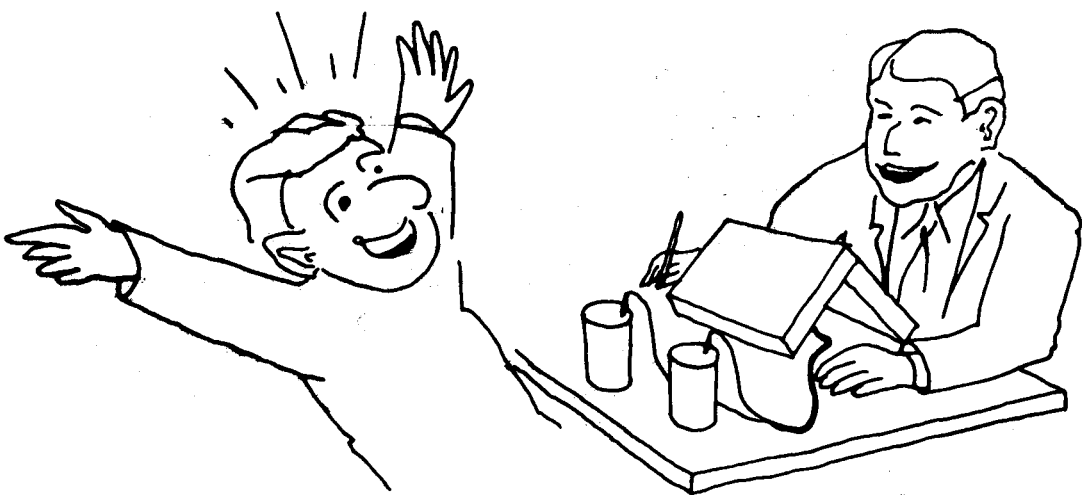
SEE THE WORD CLEARER!



Don't suffer – See the word clearer



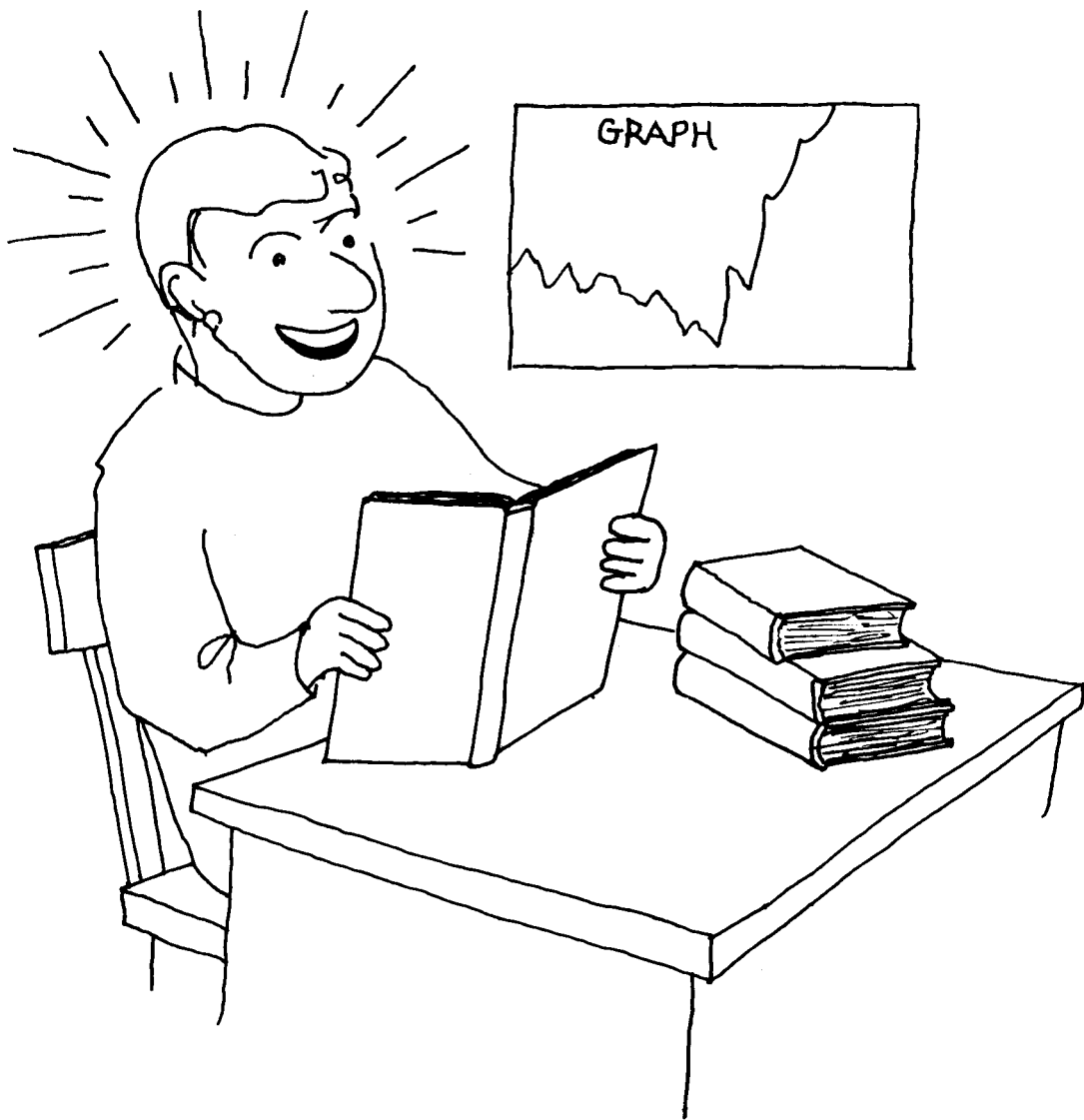
He'll help you a little.



He'll help you a *lot!*

A sweepingly Fantastic discovery in the field of Education. – LRH.

AFTER



“I’ve been to the word clearer!”

(And I use the “misunderstood word tech” when studying too!)

WORD CLEARING!

If it’s used, your courses start running fast, your students start learning quickly—with all stats going well. — LRH.

Training and Services Aide
and
Flag Artist
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 24 JUNE 1971

Remimeo
All Students
Tech & Qual
Course Supervisors
Course Supers Checksheet
Cramming Officers
Word Clearers

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 71 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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I

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo
(Translate to
European
Languages)
Tape Translated
Courses
All Staff
Tech & Qual
Students

HCO BULLETIN OF 24 NOVEMBER 1971
Issue II

Tape-Course Series No. 7

COURSE MATERIALS

In Scientology and Dianetics "Course Materials" are defined as those books, tapes, magazines, HCO Bulletins, HCO Policy Letters and other authorized Technical issues listed on the checksheets of courses designed for sale to the Organization's public.

A course checksheet is an item by item list of all the materials that must be covered on the course. A line is provided beside each item on the checksheet for the person doing the course to sign, after he has thoroughly learned the material.

On a tape translated course the course materials are all verbally translated from English into the local language and recorded on tape. They are in the item by item sequence given on the course checksheet.

The tapes for these courses are kept in separate racks or areas for each course and the rack is labelled with the course name. The tape boxes and tape reels are also labelled.

The tapes must be played on good quality tape players equipped with a start-stop foot pedal and listened to with high fidelity earphones.

Each tape for a tape-course is already included on the checksheet for that course in the correct order and the correct position on the checksheet.

The student simply locates the next tape he must hear by its name and number on the course checksheet.

On the *tape* each spoken checksheet *item* is introduced by its date and name exactly as it is *listed* on the course checksheet.

The student marks off each item on the checksheet as he finishes listening to it on the tape.

Before beginning a new tape the tape machine "counter" must be reset at zero reading. As the student listens to the items through the tape, he writes the tape counter reading (as the item begins) beside the item on the checksheet.

This gives him a tape counter reference for each item and makes it easy for any specific item on the tape to be located swiftly if he needs to listen to it again.

When the tape is completed it must be rewound onto the same spool, put back into its *correct* box and returned to the correct location in the rack for that course.

Only those materials (and tapes of them) that are listed on Flag authorized checksheets of courses designed for sale to the Org's public, may be read or heard by the public. They may only be heard by those persons who have legally enrolled on and paid for the course concerned.

Other materials (or tape translations of materials) that concern the Organization's Administration and staff jobs (posts) are not intended for the Organization's public and are considered to be "staff training" materials even when these do appear in checksheet form.

NOTE: Take great care of all these materials and tapes as they contain very valuable knowledge that can not be obtained anywhere else but in a Scientology Organization.

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Training & Services Aide
for
L. RON HUBBARD
Founder



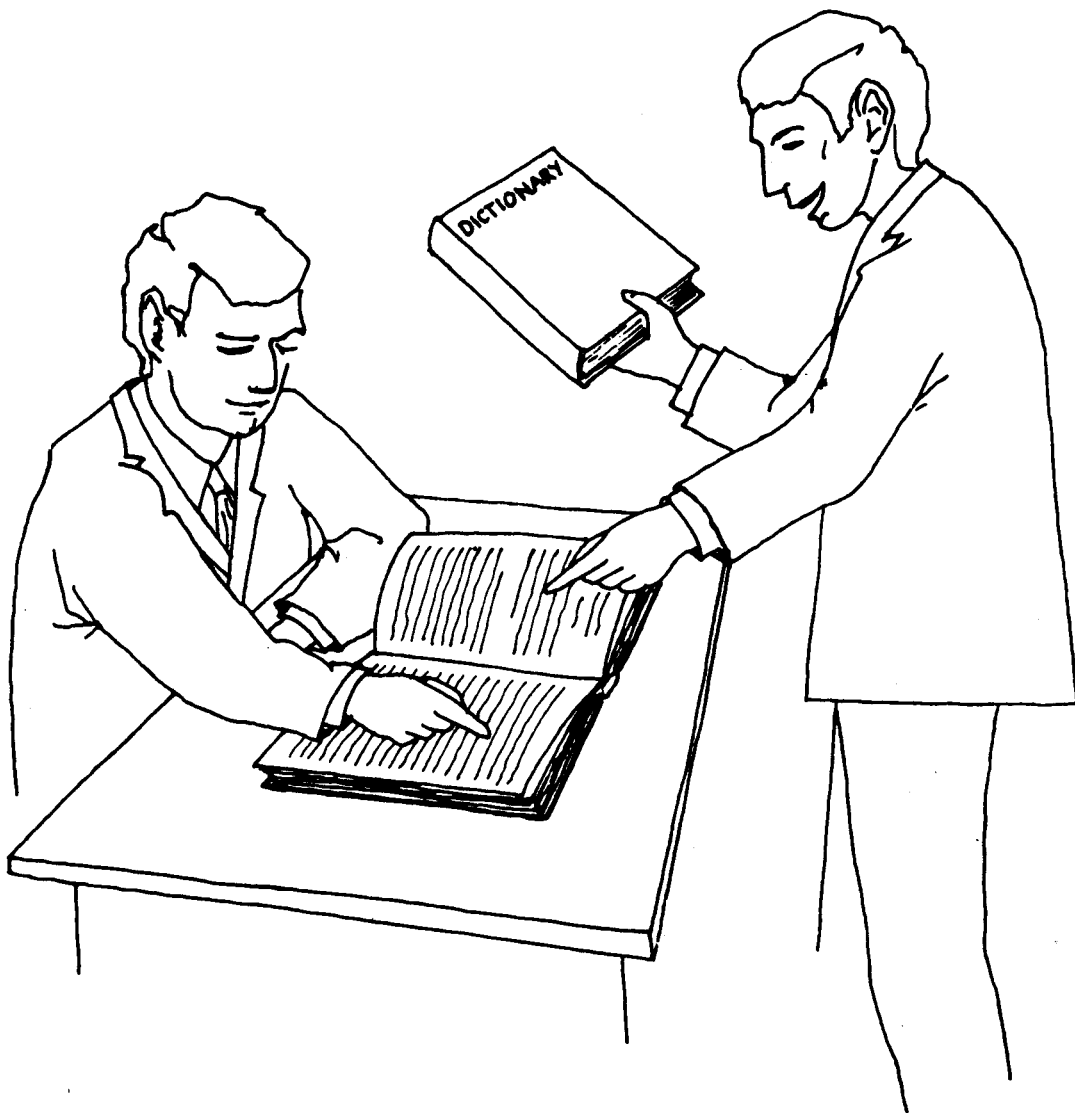
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HCO BULLETIN OF 1 JULY 1971
Issue I

Remimeo
Tech & Qual
Students
Supervisors
Supervisor's Checksheet
Cramming Off Checksheet
Word Clearers

Word Clearing Series 9

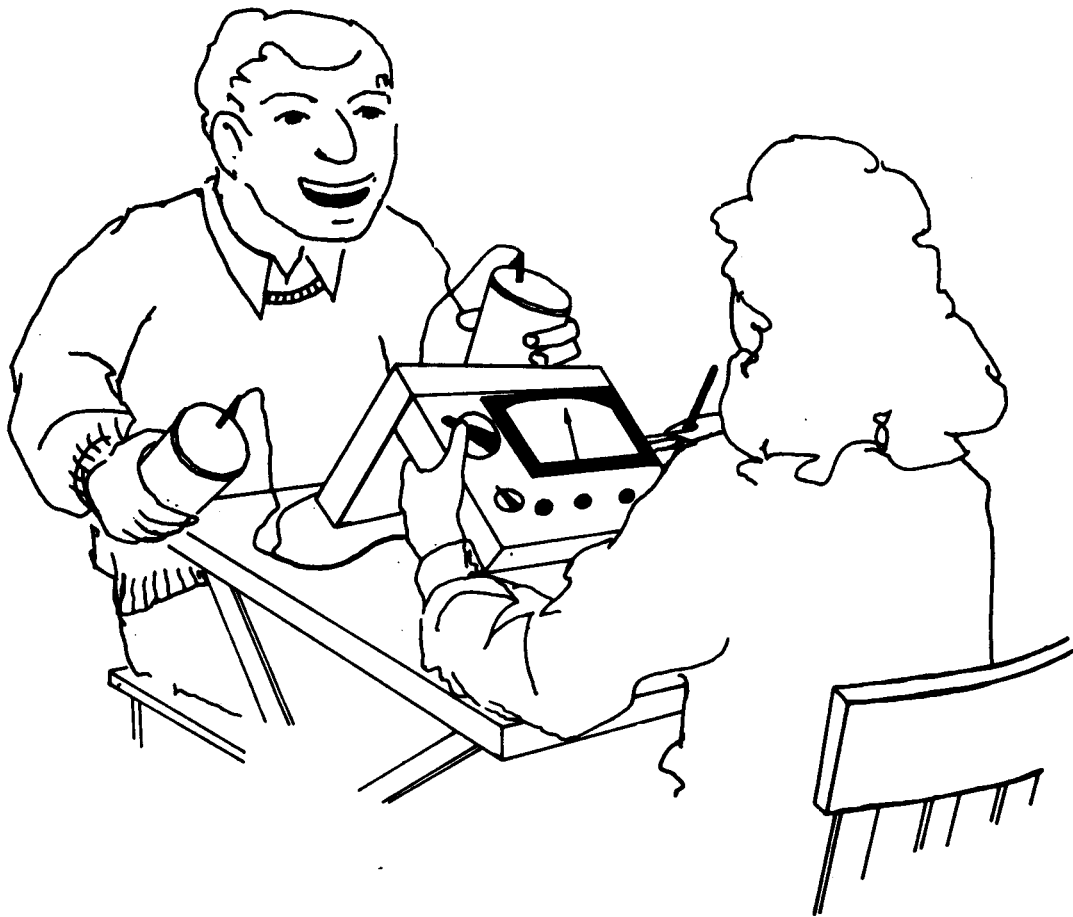
THE THREE TYPES OF WORD CLEARING



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.



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.



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.

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L. RON HUBBARD
Founder**

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HCO BULLETIN OF 31 AUGUST 1971
REVISED

Remimeo

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' " **WD 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.**

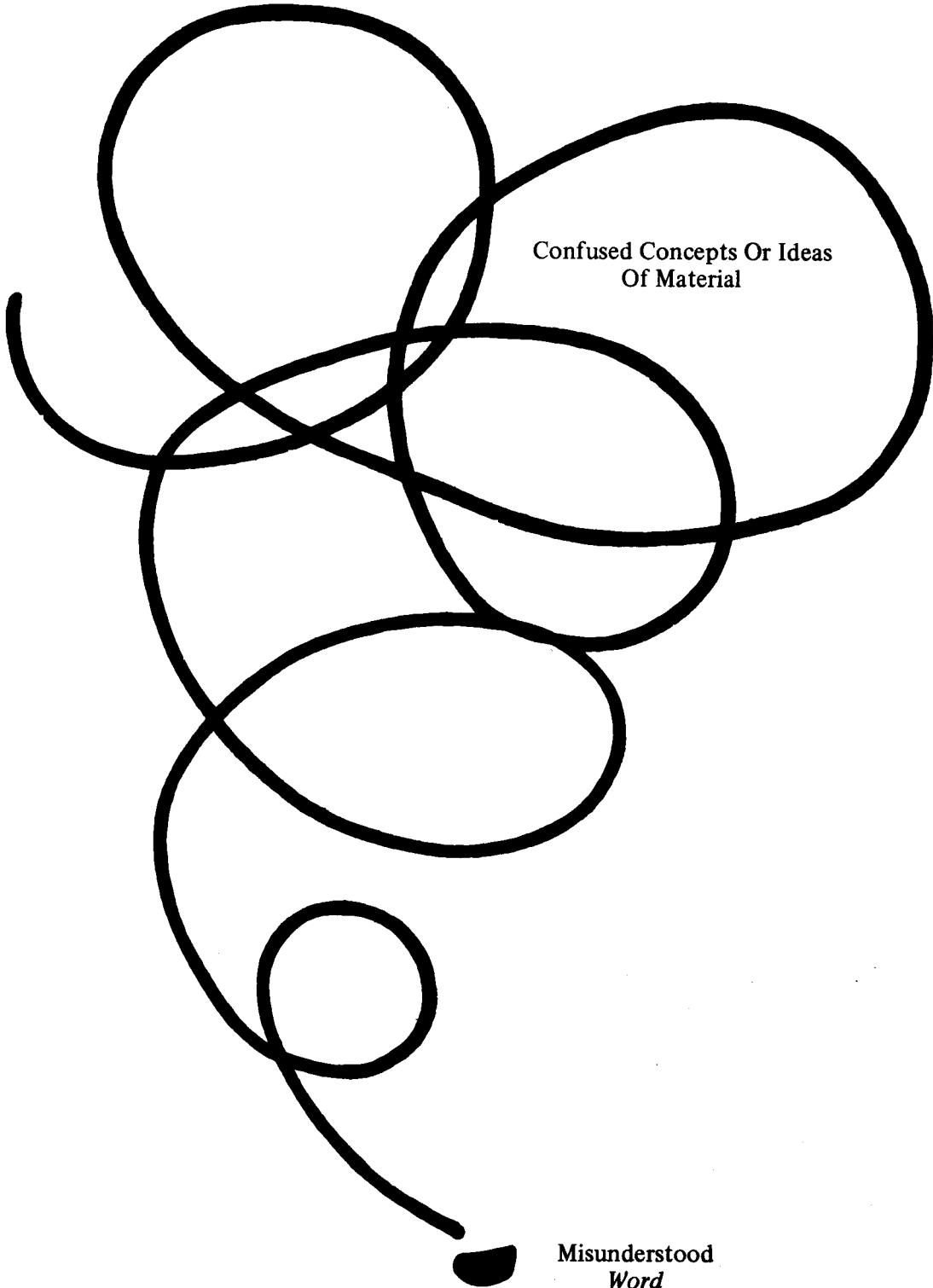
Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

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.



Confused Concepts Or Ideas
Of Material

Misunderstood
Word
Detectable Only
By Meter

Picture of A
Student's *Mind*

L. RON HUBBARD
Founder

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HCO BULLETIN OF 4 SEPTEMBER 1971
Issue III

Remimeo

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 school children 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.

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Founder

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HCO BULLETIN OF 7 FEBRUARY 1972
Issue II

Remimeo
Students
Supervisors
Tech & Qual Hats

Word Clearing Series 31

METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN

In Scientology each student is assigned a "twin" to study with. A twin must know how to keep his student F/Ning (one who is tearing along successfully in his studies). The student's twin would handle anything that slowed or interfered with such a student's F/N.

Students don't put each other on a meter to locate a misunderstood word. It's the *Supervisor* who meters a student to find his misunderstood word as per these HCOBs, using the F/Ning Student system.

| | | | | |
|------|--------|----|---------------|---|
| HCOB | 28 Jun | 71 | W/C Series 6 | Metered Word Clearing in the Course Room |
| HCOB | 29 Jun | 71 | W/C Series 7 | Steps to Speed Student Product Flow |
| HCOB | 1 Jul | 71 | W/C Series 9 | The Three Types of Word Clearing |
| HCOB | 1 Jul | 71 | W/C Series 10 | Speeding Up a Slow Course. |

For a student and his twin, using dope-off as the only detection of misunderstandings is twinning at a 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 twin's study stats dropped for half a day or the twin isn't quite so "bright" as he was 15 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 style Word Clearing by the student's twin.

1. The student notices his twin is not flying along and is not so "bright" or it could be just plain lack of enthusiasm or too long on one item on the checksheet or yawning or disinterest or doodling or day-dreaming etc.
2. The student then has his twin 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 from where the twin is now.
3. The word is found. The twin recognizes it in looking back for it or the student asks "what does _____ mean" if the twin can't find it by taking words from the text that could be the misunderstood word and seeing if the twin gives the correct definition.
4. The student has the twin look up the word found in a dictionary and use it verbally several times in sentences of his own composition until the twin has obviously demonstrated he understands the word by the composition of his sentences.

5. The student has the twin read the text that contained the misunderstood word. If the twin isn't now "bright", eager to get on with it, back up tone, etc, then there is another misunderstood word earlier in the text. This is found by repeating steps 2-5.
6. When the twin is bright, up tone, etc (an F/Ning student), the student has the twin come forward from where the misunderstood word was in the text to the area of the subject he did not understand (where step 1 began).

The twin will now be enthusiastic with his study of the subject unless a misunderstood word was missed or there's an earlier one in the text. If so do steps 2-5. If the twin is now enthusiastic have him continue on with studying.

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

Training & Services Bureau
by order of
L. RON HUBBARD
Founder

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HCO BULLETIN OF 11 OCTOBER 1967

Remimeo

CLAY TABLE TRAINING

- PURPOSE:
1. To make the materials being studied real to the student by making him DEMONSTRATE them in clay.
 2. To give a proper balance of mass and significance.
 3. To teach the student to *apply*.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay SHOWS the thing. It is *not* just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long winded labels of individual parts. The clay *shows* it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay—the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled “lead”. The outer layer is labeled “wood”. The small cylinder is labeled “rubber”. Then a label is made for the whole thing: “pencil”. On checkout, the student removes “pencil” before the examiner can see it. If the examiner can look at it and say, “It’s a pencil,” the student passes.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper clips, rubber bands, etc. The examiner should ask questions that require an ability to *apply*. Give the student a situation and have him tell you how he would handle it.

Questions about what is rule “a” do not detect the glib student. Long winded explanations on clay table put it back into significance, prevent the student from learning to apply, and prevent the student from getting the proper balance of mass, and do not blow confusion.

All checkouts must keep in mind that the purpose is application, not just getting a checksheet complete.

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that *real* learning is being put aside for the sake of speed.

This student has to *audit* with his materials. Don’t let him fall flat by lousy checkouts and lousy demonstrations. A well done clay demo, which actually does demonstrate will produce a marvellous change in that student. And he will retain the data.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 10 MARCH 1965

Remimeo
Sthil Students
Sthil R6 Coaudit

Scientology 0
" " VI

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 "Gargantua" 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.

(The data in this HCOB was given to me by Mary Sue Hubbard and called to attention by Ian Tampion.)

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HCO BULLETIN OF 22 APRIL 1970

Remimeo
HDG C/Sheet
Course Supervisors
Cramming
Supervisors
Examiners

CLAY TABLE DEMO CHECKOUTS

A supervisor when checking a student's clay demonstrations always checks to see that the student's understanding of the material being demonstrated is present. This is done exactly as outlined in the bulletin "Clay Table Training" of 11 October 1967. The supervisor has only the materials of the course such as HCO Bulletins, HCO Policy Letters, tapes, textbooks or reference materials to refer to in checking out a demonstration.

If a student's clay demonstration isn't correctly done or doesn't show what is to be demonstrated the supervisor must give a "flunk" for it. The supervisor must also state why it is a flunk with reference to the material. A supervisor must never refer to another student's demo as an example of a correctly done demo or make an example of a student's incorrectly done demo to other students. Just stick to the course materials and your students will win.

You will find that students' demonstrations will each be unique in their own way of showing the data. The important thing is that the demo does show the data and the student understands it. A student's clay demo is a personal creation by the student and when properly done is to be highly validated by the supervisor. A student's clay demo is not something made for public display even to other students.

All a supervisor is interested in with any student is that the material of the course is duplicated by the student; that means full understanding of it—the clay demonstrations of each student will show it.

Deputy Preparations Chief,
Flag
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 30 OCTOBER 1970

Remimeo
All Students
All Staff

CLAY DEMO

Clay Demos in many cases are not being done correctly. The way to do a Clay Demo is contained in HCOB 11 Oct '67.

The main point that is being missed is that the clay shows the thing.

An ARC Break is not a strip of clay ripped in half and connected to two heads. It shows the bank and the thetan and what happens. The clay shows the thing. Not the labels or the imagination.

Another point about Clay Demos may never have been stated exactly.

One of the purposes of Clay Table Training is to make what the student is demonstrating more real to him. Thus the size of the demo can be important.

If the demo is too small (less mass) the reality of what is being demonstrated will drop. Also the affinity will drop as the person is less willing to occupy the space of something very small. Hence you get less understanding.

The demo should be rather large. (One or two inches high for bodies is usually inadequate.) This increases the reality and affinity of the student for what he is demonstrating.

The closer the demo is to the original thing being demonstrated, including size, the more understanding will be imparted to the student.

A correctly done demo should be given a lot of points. They are very important. For each line on a checksheet there should be only one demo. Not "Show the ten ways. . . ." That would count as ten demos.

If you as a student are not brightening up while doing clay demos you are doing something wrong whether you passed or not.

Clay tables are very powerful. There are even Bulletins on processing with clay tables.

So the gains are there to be had. It is up to the student to get them.

**Flag Class VIII Course Supervisor
for
L. RON HUBBARD
Founder**

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1970
Issue I

Remimeo
All Levels
Training

CLAY TABLE WORK IN TRAINING

(This is a verbatim re-issue of the full training section of HCO B 17 Aug '64, "Clay Table Work in Training and Processing". It is re-issued for Students' use in Training on Courses. Those Sections not relating to Training can be found in the original HCO B.)

THE ONLY REASON ANY STUDENT IS SLOW OR BLOWS LIES IN FAILURE TO UNDERSTAND THE WORDS USED IN HIS OR HER TRAINING.

You will find that students at any level in any course will benefit greatly from Clay Table work on *definitions*.

The importance of this will become apparent as you study our new educational technology, now mainly to be found on the tapes of the few weeks before this date.

A Clay Table is any platform at which a student, standing or sitting, can work comfortably. In an Academy it may be 3 feet by 3 feet or 5 feet by 3 feet or any larger size. Smaller sizes are not useful. In the HGC it is about 2½ feet by 4 feet.

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oil cloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

Several different colours of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type is also valuable. It should have sub-divisions in it for the different coloured clays.

The amount of each colour is not important so long as there is at least a pound of two of each colour in a small class or an auditing room.

In the Academy colours are only used to make a student see the difference between one object and another and has no other significance as the objects in the mind are not uniformly coloured. While "ridges" are black, they can become white. Engrams may be a number of colours all in one engram, just as Technicolour is a coloured motion picture. However, some persons see engrams only in black and white. So the colour in the Academy is for instruction only, assisting to tell the difference between one object or another. (In the HGC it may be very significant to the pc, as covered later.)

The instructor works with the table before classes at times, so it is of benefit to have a table so arranged that it will tilt toward the class at about a 30° angle with the floor. This can be done as easily as putting the back legs of the table on temporary wooden blocks or as complicatedly as using a large engineer's drawing table which tilts its whole top. If a table is to tilt, the lower edge during the tilt must have a one or two inch guard board to keep the covering or the clay from falling to the floor if it slips. It

doesn't slip, usually, on a linoleum table surface but sometimes a bit is dropped and an instructor can more gracefully recover it if it hasn't rolled off on the floor. A loose linoleum top is also prevented from sliding off by a guard board.

Any part of the mind can be represented by a piece of clay or a white card. The mass parts are done by clay, the significance or thought parts by label.

A piece of clay and a label are usually *both* used for any part of the mind. A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

The labels used by Instructors (but *not* by students) are done on white cards, inked with a heavy black inking means such as a China marking pencil or a "Gem-Marker" where a metal cylinder holds ink and the point is made of felt. The inked label is mounted on a small stick two to four inches long of the kind used by nurses for swabs or metal ones used to hold meat together. Scotch tape or Sellotape will bind a label to a stick.

Everything is labelled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball point. An Instructor would use the fancier kind so that these would easily be visible to others.

The main clay table and its clay container is set up in the lecture room of a course in such a way so that it can be moved up in front of a class, or over in the corner out of the way or to an area in the room where two or three students can gather around it or work. More than one clay table must be made for large classes but the additional tables need not tilt. In the HGC a clay table is narrower and longer and one is placed in each auditing room. Any HGC clay table can be used to train staff auditors. The clay tables in auditing rooms are used for processing. In the HGC there is not just one table for everyone's use. There is one in each auditing room.

USE ON COURSES

Any part of the mind or any term in Scientology can be demonstrated on a Clay Table.

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions.

The ingenuity of the instructor or the student *and* their understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the key note. Nothing is too insignificant or unimportant to demonstrate on a clay table. The first mistake is to believe that only R6, for which the lower grade student is *not* ready, can be demonstrated on a clay table.

Anything can be so demonstrated if you work at it. And just by working on *how* to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of the teaching. If one can represent it in clay one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things is truly understood. And working them out in clay brings about an understanding of them.

Therefore one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it "BODY".

Now that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it "A Thetan".

We can thereupon see the relationship between the two most used terms in Scientology, "Body" and "Thetan". And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself, even when he's seen it done by the Instructor, produces a new result. Getting the student to do it 25 times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done *better* in clay or how many ways it can be done in clay drives home the whole idea of the *location* of the thetan in the body.

ART is no object in clay table work. The forms are crude.

Take a large lump of clay of any colour, and cover up both "thetan" and "body" with it and you have MIND.

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram, lock, what have you—all Scientology terms) and get the student to explain what it is and we begin to clarify what we're about.

Get a student to make a Present Time Problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era dawn in training. You will see Academy blows vanish and time on course cut to one fifth in many instances. These are desirable attainments in any course so Clay Table work is serious Academy business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainment of excellent results with it.

Additional HCO PL on Clay Table Training:

| | | |
|-------|-----------|---------------------------|
| HCO B | 11 Oct 67 | Clay Table Training |
| HCO B | 22 Apr 70 | Clay Table Demo Checkouts |
| HCO B | 30 Oct 70 | Clay Demo |

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JULY 1971
Issue II

Remimeo
Students All Courses
All Supervisors
Supervisor's Checksheet
Cramming Checksheet
Student Hat Checksheet

CLAY DEMO ERRORS

Students can make the error when doing clay demonstrations, of not labelling every clay object they make with its correct significance label *AS THEY GO ALONG*.

The procedure should go—student makes one object, labels it, makes another object, labels it, makes a 3rd object and puts a label on it and so on in sequence.

This comes from the data that optimum learning requires an equal balance of mass and significance and that too much of one without the other can make the student feel bad (LRH Study Tapes).

If a student makes all the masses of his demonstration at once then he is sitting there with all those significances stacking up in his mind instead of putting down each one as he goes.

This is also a failure to apply the "Stable Data in a Confusion" technology as given in the LRH Book Problems of Work and is a failure to complete one "Cycle of Action" at a time. (Start, Change, Stop.)

The situation stated earlier can be even worse if the student goes ahead and makes a whole series of demonstrations *before labeling any one single mass*. (Such as doing the targets laid out in a project, in clay.)

The correct procedure is *label each mass as you go along*.

And every separate mass *must* have a label.

Other HCO Bs explaining Clay Table Training are:

| | | |
|---------|-----------|-----------------------------|
| HCO B | 11 Oct 67 | Clay Table Training |
| HCO B | 22 Apr 70 | Clay Table Demo Checkouts |
| HCO B | 30 Oct 70 | Clay Demo |
| HCO B | 10 Dec 70 | Clay Table Work in Training |
| Issue I | | |

Training & Services Aide
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 29 OCTOBER 1970

Remimeo
Student's Hat
All Staff

DEMO KITS

All students are required to have their own demonstration kit.

A demo kit is a bunch of rubber bands, batteries, fuses, corks, caps, paper clips, coins or whatever will do. These are kept in a box or container (Tobacco tins and dairy cartons are good).

A demo kit is to be used for all study. It is to be used frequently while coaching, doing checkouts, solo studying, or listening to tapes.

A demo kit adds mass, reality and doingness to the significance.

The pieces of the kit represent the things one is demonstrating. It helps hold concepts and ideas in place.

Thus the idea of an auditor, a pc, and a meter become real with two coins and a paper clip. They can be seen and felt.

Demo kits are for use. They will get you much better results.

Flag Class VIII Course Supervisor
for
L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
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HCO POLICY LETTER OF 15 APRIL 1972

Remimeo
Student Hat

DEMONSTRATION

(Cancels HCO PL 28 March 1971 "Successful Actions on the FEBC"
and HCO PL 2 April 1971 Issue III "How to Push Up Student Points".)

The correct use of demonstration is contained in the LRH HCO PL of 4 October 1964 "Theory Checkout Data".

The purpose of demonstration by that policy was to detect glibness on checkouts. If the person can't demonstrate a datum by the use of a few rubber bands or paper clips it is obvious the person is glib, able to quote the words but not able to apply the data. The solution would be to find WHY that person is not applying study tech, get him oriented toward application, locate and handle any misunderstood words in the materials and get them re-studied and checked out.

The use of demo kits became extended and altered to mean the student fiddles with bits and pieces continually while studying. This serves no useful purpose and is not demonstration.

The twin or supervisor has the student demonstrate key principles of the materials while doing starrate checkouts. This doesn't mean the student fiddles constantly while being checked out. It means specific demonstration of data contained in the materials as asked for by the person doing the checkout.

If a student, while studying, is not clear on something and has looked up the words, he may use a demo kit to work it out. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCO Bs (which are fully valid and in no way changed by this HCO PL).

The principle of demonstration is invaluable for working out something one is developing. A staff member working at his desk isn't going to do a clay demo. He can however easily use a pen and paper. Part of demonstration is drawing something out in two dimensions.

An arbitrary rule which works out in practice is IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in 2 dimensions, there is something wrong and it couldn't be built. In those professions one wouldn't consider writing the specifications (written instructions) without first having it worked out fully in diagram form on paper. This applies not only to construction details but also to the full sequence of co-ordinated actions resulting in a building in the physical universe. It is a full program worked out on paper as an "arrow diagram" showing co-ordination of sequences, terminals, materials, sub-products, etc against time. From this diagram specific written instructions for the job are easily and accurately drawn up.

Such a graphic demonstration immediately shows up any outpoints and confusions and is a key use of demonstration.

When a graphic representation gets too complicated or can't be graphed at all, you

have something wrong. Usually the diagram will show what is wrong and itself leads to the solution.

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.

There is another form of demonstration, by far the best when applicable, and that is to show the actual thing to the person. It is limited to those things which currently exist and are available. You can show a housewife a washing machine but you can't show a person a human mind in the same way. The human mind can however be well demonstrated in clay. Demonstrating datums in clay is too slow a method of detecting glibness on checkouts so one uses rubber bands and paper clips, etc. Demo kit is not always an easy way to work out something new being developed so one uses pen and graphs it out diagrammatically in such cases. The graphic form is also much easier for disseminating to others, clay demos being difficult to pin on walls, mail, or put into hats.

SUMMARY

There are four primary methods of demonstration used in Scientology.

1. Demonstration by showing the actual object (e.g. "What is an E-Meter?" "This is an E-Meter." "What does an auditing session really sound like?"—"Listen to this tape recorded session of LRH auditing.")
2. Clay demonstration. Used to demonstrate existing data, etc. Adds mass to the significance and is invaluable where the actual thing is not present or cannot be shown visibly.
3. Demo Kit using rubber bands, paper clips, etc. Used in starrate checkouts to detect glibness.
4. Graphic demonstration. Used in developing or clarifying sequences, lines, flows, how things work or go together, etc and locating bugs in such. A useful fast form of developing something new and communicating concepts, sequences and arrangements to others.

All four methods are for use and are part of Scientology study tech.

On the instructions of LRH
by
Training and Services Aide
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 26 JULY 1963

Central Orgs
Tech Depts

**TRAINING TECHNOLOGY
COACHING THEORY MATERIAL**

All stress in the Theory Section of the Course is on duplicating and understanding the correct data.

The student must duplicate the data before he can understand it. However, simple duplication with the use of "a memory machine" does not mean that the understanding is present.

If the student understands the data, he will find that he has little difficulty in duplicating, retaining and applying it.

Following a suggestion by Reg Sharpe, I have tried out a method of coaching theory on the Saint Hill Special Briefing Course that has gotten amazing results when it was correctly applied.

**"WHAT DO YOU CONSIDER THAT MEANS?"
COACHING DRILL**

The student and the coach sit opposite each other, each holding a copy of the material to be learned.

STEP ONE: The coach has the student read aloud the rule, axiom, definition, sentence or short paragraph to be learned. (The coach must ask for only one major thought at a time.) When the student has read what was asked for, the coach acknowledges. The coach repeats this step until the student reads the exact material as written.

STEP TWO: The coach asks the exact question, "What do you consider that means?" and always acknowledges whatever answer the student gives.

STEP THREE: Repeat Step One and Step Two until the student duplicates the material to be learned in response to the question, "What do you consider that means?" The coach then asks the question, "Do you understand what it means?" If the student doesn't or is not sure, repeat Steps One and Two until the student is able to duplicate the material and understands what it means.

The coach then takes up the next major thought.

**SAMPLE "WHAT DO YOU CONSIDER THAT MEANS?"
COACHING SESSION**

COACH: Read the 1st ARC Break Rule aloud.

STUDENT: All ARC Breaks are caused by by-passed charge.

COACH: Good. What do you consider that means?

STUDENT: Well (pause) All ARC Breaks are caused by by-passed charge.

COACH: Thank you. Do you understand what it means?

STUDENT: Yes. All ARC Breaks are caused by BY-PASSED CHARGE.

COACH: VERY GOOD. Now read the 2nd ARC Break Rule.

STUDENT: To turn off an ARC Break find and indicate the by-passed charge. (Left out "correct".)

COACH: O.K. Read that again.

STUDENT: To turn off an ARC Break find and indicate the Oh CORRECT by-passed charge.

COACH: Thank you. What do you consider that means?

STUDENT: (Goes into an explanation.)

COACH: (When student is finished) Thank you. Read the 2nd ARC Break Rule.

STUDENT: (Does so.)

COACH: Thank you. What do you consider that means?

STUDENT: (Shorter explanation.)

COACH: Thank you. Read it again.

STUDENT: (Does so.)

COACH: Thank you. What do you consider that means?

STUDENT: Let's see In order to handle an ARC Break find and indicate the by-passed charge?

COACH: Thank you. Read it again.

STUDENT: To turn off an ARC Break find and indicate the correct by-passed charge.

COACH: Good. What do you consider that means?

STUDENT: To turn off an ARC Break find and indicate the correct by-passed charge.

COACH: Thank you. Do you understand what it means?

STUDENT: Yes.

COACH: Good. Read the next sentence.

STUDENT: Charge can be by-passed by, One, going later than basic on any chain without further search for basic.

COACH: Good. What do you consider that means?

STUDENT: Well You can by-pass charge by going after something closer to present time than the basic on the chain and stopping there without further search for basic.

COACH: (Exact word for word duplication not being necessary for something not in capital letters) Good. Do you understand what it means?

STUDENT: Yes.

COACH: Good. Read the next sentence. (etc)

ANOTHER EXAMPLE

- COACH: Read the 1st ARC Break Rule.
- STUDENT: All ARC Breaks are caused by by-passed charge.
- COACH: Good. What do you consider that means?
- STUDENT: All ARC Breaks are caused by by-passed charge.
- COACH: Thank you. Do you understand what it means?
- STUDENT: I'm not sure.
- COACH: O.K. Read the rule again.
- STUDENT: (Does so.)
- COACH: Good. What do you consider that means?
- STUDENT: (Gives an explanation.)
- COACH: Good. (Continues Steps One and Two until student gives exact duplication of the rule in response to "What do you consider that means?") Good. Do you understand what it means?
- STUDENT: Yes.
- COACH: Good. Read the 2nd ARC Break Rule. (etc)

TIPS TO COACHES

The exactness of duplication required is dependent on the importance of the material. Axioms, rules, stable data in capitals and patten must be duplicated word for word and understood. Definitions must be closely duplicated and understood. General theory and examples must be understood. If you are in doubt whether the student has duplicated the data well enough continue the drill.

This coaching method works well only if it is tightly muzzled. Any extra questions or additives to the exact procedure of Steps One, Two and Three are destructive. The coach may understand and acknowledge student originations, but he must do nothing else not designated in the Drill.

Coaches will find that some students may spend some time on the first few bulletins coached in this manner. However, the student's ability to duplicate and understand will improve rapidly and his learning rate will come way up. If the student has too much difficulty doing this drill, run Reach and Withdraw on the material to be learned to a flat point and return to the drill.

If you haven't done this drill you won't know that it works. Do it, do it exactly as written, and you'll be winning from there on out in learning Theory.

Issued by: Fred Hare
Theory Section Supervisor
-SHSBC
for
L. RON HUBBARD

Authorized by: L. RON HUBBARD

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HCO BULLETIN OF 14 SEPTEMBER 1969
Issue II

Remimeo
Course Supervisors
Students All Levels

LEARNING PROCESSES

EDUCATION BY EVALUATION OF IMPORTANCE

Education by importance is alright as long as you are in terrific ARC with your people. If you are not in terrific ARC with the people you have to get them to relax about the body of data you are teaching before the importance of data shows up.

A person can be hung up on the all-importance and everything-ness of a subject. He is so nervous of dire consequences that he will eventually have an accident. People are often thoroughly educated into this attitude. It is all so important it will kill him if he doesn't know. This inhibits his power of choice and ability to evaluate data. Education today is taught by consequence, not by the fact it is a sensible thing to do. In the world importance essentially means punishment.

To teach someone a subject just have him select out the un-importances of the subject. He will start to think everything is important but coax him on with ARC and 8C and he will eventually come up with something un-important, i.e., You are teaching him how to drive a tractor. He will find the coat of paint on the crank un-important. You acknowledge and ask him to find something else un-important. Keep at this repeating it and repeating it and eventually "all-ness" will start to disintegrate. He will select down to the most important controls of the tractor and the next thing you know he can drive a tractor! He won't have a craving to know anxiety and won't be nervous at all. You are teaching by de-evaluation of importances.

It is interesting that a person who never selected out the importances of Scientology or any subject, and believes every datum must be memorized, you will find, has a history of being punished within an inch of their lives. There is a direct co-ordination here.

Education is basically, fixing data, unfixing data, and changing existing data, either by making it more fixed or less fixed.

This technology using importances can undo to a marked extent a very thorough education in some subject and return it to the power of choice of an individual.

Taken from the 15th ACC
Methods of Education
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 14 SEPTEMBER 1969
Issue V

Remimeo
Course Supervisors
Students All Levels

LEARNING PROCESSES

EDUCATION BY DUPLICATION AND REPETITION

This method is fantastically simple, with very successful results in raising IQ level and cause over learning, accepting and knowing data. The first step is given in the example below and is the first gradient.

Coach: I am going to say three numbers. One, two, three. What did I say?

Student: One, two, three.

Coach: Good. Do you remember what I said? Do you remember what you said?
(used alternatively)

Student: One, two, three.

Coach: Good.

This is done using variations of the three numbers, checking how the student is doing every now and then until the student is comfortable and relaxed without any physical pain or tension and he can recall without difficulty what you said and what he said. Check before going on if he can remember the First set of numbers you gave him. Then we go up one gradient and have the student reject or accept data at will.

Example:

Coach: All chairs are purple. What did I say?

Student: All chairs are purple.

Coach: Okay, both of us said all chairs are purple?

Student: Yes.

Coach: Are they?

Student: No.

Coach: Alright you could disbelieve something I said and throw it out couldn't you?

Student: Yes.

This step is done using examples of non-significant data which are totally incorrect. When he has regained his power of choice we go on to the next step, that of teaching and getting across the actual datum you want to teach him.

Coach: Preclears should always be acknowledged. What did I say?

Student: Preclears should always be acknowledged.

Coach: Is this true?

Student: Well I don't know.

Coach: Alright, now give me a graphic example of that using these two items.

Student: The glass as the preclear says—I've had enough, I'm leaving. The coke bottle which is the auditor must always acknowledge the preclear and says—ok.

Coach: It's not very workable is it? Alright modify it.

Student: If you want good auditing results acknowledge your preclear.

Coach: If you want good auditing results acknowledge your preclear.

Student: Good!

Coach: Thank you end of session.

So in this way you can teach a person a datum without duress. Let him think about it and argue it out get him into agreement. There is no rote set of commands. It consists of two-way comm based on the above format, and getting him to *demonstrate* with objects in the room. This way he will KNOW the datum, not just a bunch of words.

Taken from the 15th ACC
Methods of Education
for
L. RON HUBBARD
Founder

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HCO BULLETIN OF 10 DECEMBER 1970

Remimeo
Mgmt Power
Rundown Checksheet

THE LEARNING DRILL

(Drill taken and developed from LRH tape lecture of
24 Jan '62 "Training-Duplication")

Learning is not the same as study. A person could do a whole course and get good study stats yet not *learn* anything. He might even pass an exam yet not have learned the data so that it can be applied.

The subject of *Study* has been researched and completed by L. Ron Hubbard who did the bulk of the work prior to 1964. The Study Technology has been in full use in Scientology Organizations for many years.

The subject of *Learning* was started by L. Ron Hubbard in the early '50s and required only a small amount of research and correlation for the data to be issued in the final form.

To evolve the most effective of the many Learning Drills which had been researched in previous years, a number of the most successful drills were used on a group of students of various levels of Training with "before and after tests" to determine which drill raised the student's ability to learn and apply data.

The following drill was found to produce the best results on all levels of students in every instance. It was evolved from the LRH tape lecture of 24 January, 1962, "Training-Duplication".

We have named it simply—"The Learning Drill".

The drill is *not* designed for use on study or course materials. It is used to improve the *ability* to study and increase the *learning* rate.

The Learning Drill would be done at the beginning of courses, or as needed.

Then the student would study his course materials or anything in the standard way with Study Technology applied, and with Twin Checkouts, Demos, Clay Demos, etc.

The Learning Drill

POSITION: Student and coach sit facing each other across a table.

PURPOSE: To develop judgement by understanding and duplication.

TRAINING STRESS:

1. The first step is duplication.

The coach takes a sentence or phrase from "Alice's Adventures in Wonderland". The line used is unimportant. The coach reads it to the student. TRs should be in, although not stressed.

The student then repeats the line exactly as the coach read it. Coach merely tries

to get the student to repeat a line of sounds. You don't need to call them words. It is not rote memory. It is duplication. The coach repeats the line each time the student flubs until the student has duplicated it exactly.

2. The second step is understanding.

After the student has correctly duplicated what the coach read, coach asks "Give me an example of that." Student gives example or examples until both are satisfied.

Coach then asks, "How do you feel about that?" and if OK they continue to next line.

If the student has any uncertainties with examples the coach goes back to 1 and starts the drill from the beginning, using the same line.

If the student still has trouble with examples, coach would ask "Are there any misunderstandings on this line?" and any found cleared up. A dictionary should be used where required.

REMEDY: If the student continues to have trouble with examples, the coach could say, "Give me an example of how the datum *isn't* that way," and student gives examples until both are satisfied, then "Give me an example of how it *is*," until both are satisfied. Always end off with how it *is*.

The student should feel good about the datum after duplication and understanding and should start having realizations as he is further drilled.

Eventually, using the two basic steps, the student will learn judgement.

The drill should be coached on a gradient.

It should be ended on a good win. Student should have VGIs.

The end result on each student is the ability to rapidly and accurately learn data.

Researched at Flag from
LRH lectures and material
by
SO Training & Services Aide
and staff
for
L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 19 APRIL 1965

Remimeo
All Tech Div HATS
Students
Preclears
All Qual Div HATS

ETHICS
TRAINING AND PROCESSING
REGULATIONS
TECH DIVISION, QUAL DIVISION
TECHNICAL DISCIPLINE
STUDENTS' QUESTIONS

(effective on the Posting of the 1965 Org Board)

1. The only answers permitted to a student's demand for verbal technical data or unusual solutions are
"The material is in (HCOB, Pol Letter or tape)."
"What does your material state?"
"What word did you miss in the (Bulletin, Pol Ltr or tape)?"
and (for requests for unusual auditing solutions)
"What did you actually do?"

Any other answer by Technical Secretaries, Ds of T, Instructors or course personnel is a misdemeanour.

2. Any instructor teaching or advising any method not contained in HCOBs or on tapes, or slighting existing HCOBs, Policy Letters or tapes may be charged with a crime.
3. Any Instructor in any way obscuring the source of technology by wrongly attributing it may be found guilty of a false report.

STAFF AUDITORS' ACTIONS

4. Any staff auditor who runs any process on any org pc that is not given in grade and level HCOBs may be charged by the Tech Sec or D of P with a misdemeanour.
5. Any alteration or non-standard rendition of a process is a misdemeanour.
6. Any staff auditor running a pc above the pc's grade instead of for the next grade, or running processes out of sequence in a grade may be charged with a misdemeanour.
7. Any staff auditor reporting falsely verbally or in writing, on an auditor's report may be charged with a crime.
8. Any staff auditor turning in an illegible report may be charged with a no report which is a misdemeanour.
9. Any staff auditor attesting falsely to TA or falsely reporting the flattening of a process may be charged with a misdemeanour.
10. Any staff auditor who receives orders to run an illegal process must report the matter at once to HCO Ethics or Saint Hill, requesting that the person so advising be charged with endangering the staff auditor's job and repute.

STUDENT REGULATIONS

11. Former regulations for students are abolished.
12. Students are covered as Scientologists by the HCO Ethics Codes and may request recourse from injustice and have the same privileges as any field Scientologist.
13. Tech Secs, Ds of T, Supervisors and Instructors as well as Qualifications Division

personnel may request a Court of Ethics from the Department of Inspection and Reports for any student they find it necessary to discipline under the HCO Ethics Codes such discipline being in lieu of a Committee of Evidence. However the student may request a Committee of Evidence instead if he or she feels a wrong is being done.

14. Any student knowingly altering technology, applying processes improperly or using technology illegally on HGC pcs on lower unit students or the public while a student may be charged with a misdemeanour.
15. A student damaging another by wilful application of incorrect technology may be charged by his Instructors with a Crime and a Court of Ethics action must be requested by his Instructors.
16. A student falsely enrolling may be charged by the org with a crime.
17. Blowing a course is handled under Suppressive Acts. If so charged the student may have recourse if applied for before 60 days to the Department of Inspection and Reports Ethics Section.

PRECLEAR REGULATIONS

18. Preclears are covered by HCO Ethics Codes.
19. A preclear may have recourse when feeling unjustly wronged by applying to the Ethics Section of the Department of Inspection and Reports of the org.
20. A preclear refusing to answer an auditing question may be charged by the staff auditor with a "no report" and taken before a Court of Ethics at once.
21. An HGC or staff preclear must report flagrant breaches of the Auditor's Code to the Ethics Section of the Org, but if the report is false beyond reasonable doubt the preclear may be charged with a Suppressive Act.
22. A student preclear or HGC preclear blowing an org without reporting to the Tech Sec, D of P or the Ethics Section first and who will not permit *any* auditor to handle the matter at the org where the auditing occurred must be fully investigated at any cost by HCO in the pc's own area. The auditing session must be fully investigated by the Ethics Section and if any Auditor's Code breaks are found to have occurred in that auditing the auditor may be brought before a Court of Ethics. The entire matter and its final results must be reported to the Office of LRH at Saint Hill.
23. Charges against HGC or student preclears may also be made by the Tech Sec, the Qualifications Sec, Ds of T, Ds of P, Instructors and staff auditors.

QUALIFICATIONS DIVISION

24. Any person undergoing Review is subject to the same actions as in the HGC or Academy and any personnel of the Qualifications Division may charge students and pcs under the Ethics Codes and bring them before a Court of Ethics.
25. Persons charged by Qualifications Division personnel may request recourse if wronged.
26. The Qualifications Division may request a Court of Ethics on Technical Division personnel, preclears and students for false reports, false attestations and no reports as well as other Ethics matters. And the Technical Division personnel may on their part request a Court of Ethics on Qualifications Division personnel, students or preclears.

This policy letter does not change any HCO Codes of Ethics but only augments them for the purposes of assisting peaceful and effective training and processing with the exact technology issued.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 29 APRIL 1965
Issue III

Remimeo

**ETHICS
REVIEW**

(Correction to HCO Pol Ltr 24 April 1965
and additional Ethics data)

As per HCO Pol Ltr of 28 April 1965, and others of later date, orders to auditing, or training may not be made as a sentence or used in an Ethics Court or by a Comm Ev or any other reason. Auditing and training are awards.

A student who is disruptive of discipline and acts contrary to the Ethics Codes may not be ordered to Review by the D of P, D of T or Ethics personnel or other persons in an org.

ORDERING STUDENTS & PCs

Tech and Qualifications personnel, particularly the Tech Sec and Qual Sec and D of Estimations, the D of P and D of T, D of Exams and D of Review and D of Certs may order students or pcs to Review or to course or to HGC or anywhere in and around these two Divisions without any Ethics action being implied. It is just normal, done to get students and pcs on the road to higher levels.

Ethics actions may only suspend training or deny auditing.

Therefore, a student ordered to Ethics for discipline who does not then give adequate promise and example of good behaviour and compliance must be thoroughly investigated even to his or her own area and in the meanwhile may not be trained or processed.

The student, however, may not be dismissed or expelled unless full Ethics actions and procedures have been undertaken.

All sentences carrying a denial of training or processing must carry a means of the right to be trained or processed being restored in a specified time or under specified conditions.

STUDENTS AND PCs & ETHICS

The routine action of Ethics is to request a reappraisal of behaviour and a signed promise of good behaviour for a specified time. If the student or pc refuses to so promise, then the next action of Ethics is an investigation of the student's course or pc's processing behaviour. When then confronted with the data, if the student still refuses to promise, Ethics undertakes a full investigation in the student's or pc's own area. If the student or pc still refuses to co-operate, the student goes before a Court of Ethics which may pass sentence.

RECOURSE

Only after sentence has been passed by a legal body such as a Court of Ethics or Committee of Evidence or after an illegal disciplinary action may a student or pc ask for a *recourse*.

Normally before asking for recourse a student or pc *petitions* the Office of L. Rbn Hubbard if unwilling to accept the discipline but this must be done at once.

If the petition is unfavourably acted upon, the student or pc may ask for recourse.

Recourse must be requested of the Convening Authority that had local jurisdiction over the student or pc and may not be requested of higher authority. A request to higher authority than the Ethics activity that passed sentence is a *petition*, not recourse.

COMM EV

A Committee of Evidence is considered the most severe form of Ethics action.

One must not be idly threatened or requested.

Only a Comm Ev can recommend suspension or remove certificates or awards or memberships or recommend dismissal.

The Office of LRH passes on all Comm Ev findings before they can go into effect.

A staff member may not be suspended or demoted or transferred illegally out of his Division or dismissed without a Committee of Evidence.

Only after that action, (or wrongful demotion, transfer or dismissal) as above, may recourse be requested.

Students or pcs, however, may be transferred, demoted in level or grade by a Court of Ethics. And the action of sending the student or pc to a Court of Ethics is of course a type of suspension which may be prolonged in the face of non-cooperation.

A student or a pc is not a staff member in the Ethics sense of the word by simple enrolment on a course or in an HGC or Review.

A staff member who is temporarily a student or pc in the Academy or Review or the HGC is not covered as a student or pc by his staff member status. He may be transferred about or demoted as a student or pc by Tech and Qual personnel or suspended as a student or pc by Ethics. This however may not affect his staff member status as a staff member. Because he or she is transferred or demoted or suspended by Tech personnel or Ethics when a student or pc does not mean he or she may be transferred, demoted or dismissed from his or her regular staff post unless the person's staff status permits it.

POTENTIAL TROUBLE SOURCES

Staff members found to be Potential Trouble Sources are handled like any other Potential Trouble Source—but unless Provisional or Temporary, may not be affected by this in their staff post. They are of course denied auditing or training until they handle or disconnect but this may not also suspend, transfer or dismiss them (unless of Provisional or Temporary status).

This Ethics action (the Potential Trouble Source) is in lieu of any discipline and disciplinary actions that go beyond temporary suspension of training or processing until the matter is settled, must be undertaken by a Court of Ethics or a Comm Ev.

ARC BROKEN STUDENTS OR PCS

An ARC Break is not an extenuating circumstance in Ethics or disciplinary matters and is only taken into account on the person of the auditor who made the ARC Break and didn't repair it.

The plea of "ARC Broken" is inadmissible in any Ethics matter as a defence or justification of misdemeanours, crimes or high crimes.

LIGHT TOUCH

Scientology Ethics are so powerful in effect, as determined by observation of it in use, that a little goes a very long ways.

Try to use the lightest form first.

Students are quite caved in by it when it is applied, by actual observation.

Our lines are too powerful and direct and what we mean to a person's future, even while he or she is nattering, is so well understood down deep that Ethics action is a far worse threat than mere wog law.

The being who is guilty knows with certainty that he is offending against the future of all, no matter what his surface manifestations or conduct. Further, while wog law at the worst can only cause him or her some pain and a body by execution or one lifetime's loss of liberty, we threaten his eternity. Even while he screams at us he knows this down deep.

My first instance of this was a very dangerous psychotic who was largely responsible for a great deal of the public commotion in 1950. This person desisted and caved in the moment the thought was suggested to her by a non-Dianetic friend that she was threatening all Mankind. She suddenly saw it as truth and instantly gave up all attacks and utterances.

Even the fellow who could push the button on atomic war knows, really, it's only one lifetime per person he is blowing up, only one phase in earth's existence he or she is destroying. That we exist here could actually restrain him. The mere destruction of a planet might not as it's temporary.

Our discipline is quite capable of driving a person around the bend because of what he or she is attacking.

Therefore we can all too easily make a person feel guilty by just a whisper.

I've now seen a student, simply asked a question by Ethics, promptly give up and ask for his Comm Ev and expulsion. He hadn't done more than a poor auditing job. Nobody was talking about a Comm Ev or expulsion and he had not a bit of defiance in it. He just caved right in.

You are threatening somebody with oblivion for eternity by expulsion from Scientology. Therefore realize that an Ethics action need not be very heavy to produce the most startling results.

Down deep they know this even when they are screaming at us.

One Suppressive Person who had committed a High Crime of some magnitude, went quite insane after departing Scientology and then realizing what he had done.

Therefore, use Ethics lightly. It is chain lightning.

LEVELS OF ETHICS ACTIONS

Ethics actions in degree of severity are as follows:

1. Noticing something non-optimum without mentioning it but only inspecting it silently.
2. Noticing something non-optimum and commenting on it to the person.
3. Requesting information by Ethics personnel.
4. Requesting information and inferring there is a disciplinary potential in the situation.
5. Talking to somebody about another derogatorily.
6. Talking to the person derogatorily.
7. Investigating in person by Ethics.
8. Reporting on a post condition to Ethics.

9. Reporting on a person to Ethics.
10. Investigating a person by interrogating others about him.
11. Asking others for evidence about a person.
12. Publishing an interrogatory about a person that points out omissions or commissions of Ethics offenses.
13. Assigning a lowered condition by limited publication.
14. Assigning a lowered condition by broad publication.
15. Investigating a person thoroughly in his or her own area.
16. Interrogation stated to be leading to a Court of Ethics.
17. Interrogation in a Court of Ethics.
18. Sentencing in a Court of Ethics.
19. Suspending a Court of Ethics sentence.
20. Carrying out a Court of Ethics discipline.
21. Suspension or loss of time.
22. A Committee of Evidence ordered.
23. A Committee of Evidence publicly ordered.
24. Holding a Committee of Evidence.
25. Findings by a Committee of Evidence.
26. Submitting findings of a Committee of Evidence for approval.
27. Waiting for the findings to be passed on or carried into effect.
28. Suspending findings for a period for review.
29. Modifying findings.
30. Carrying findings into effect.
31. Publishing findings.
32. Demotion.
33. Loss of Certificates or awards.
34. Denial of auditing or training by a Comm Ev for a considerable period of time.
35. Dismissal.
36. Expulsion from Scientology.

The above is a rough guide to the severity of discipline.

Note that none of it carries any physical punishment or detention.

Short suspension of training or processing up to ninety days is considered under 18. above and is not to be compared with 34. where the time is measured in years.

Just issuing the Ethics Codes is itself a sort of discipline but it is more broadly welcomed than protested as it means greater peace and faster accomplishment.

L. RON HUBBARD

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[Note: (Quoting LRH ED 70 INT 16 December 1968) "AN OPERATING STANDARD RULE—No matter how stiff the Ethics action is you have to apply to keep the show on the road, remember this: YOU MUST KEEP THE DOOR OPEN—IF IT'S ONLY A CRACK."}]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo
Tech & Qual
All Students
Supervisors
Supervisor's Course
Cramming
Word Clearers

HCO BULLETIN OF 25 JUNE 1971

Word Clearing Series 3

BARRIERS TO STUDY

There are three different sets of physiological and mental reactions that come from 3 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 makes him feel physiologically condensed. 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 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 3rd 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 an hysteria will follow in the back of that.

The manifestation of "blow" stems from this 3rd 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.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 16 MAY 1965
Issue III

Remimeo
Students

TECH DIVISION
ACADEMY
COURSES
GENERAL REMARKS
ZERO COURSES
HUBBARD RECOGNIZED SCIENTOLOGIST

On all new check sheets of Zero Courses, include the following on both the (Theory) Certificate Course and the (Practical) Classification Course:

1. E-Meter Tone Arm.
2. Analysis of Case Condition by Tone Arm.
3. HCO Policy Letter of Apr 2, 1965 and (on Classification Course) drills for same.

TRS WITH METER

All *Academy* TRs will now be done with an E-Meter before the student and his coach holding the cans, whether the Meter is being used or not.

AUDITOR'S REPORT

All Academy TRs and auditing for supervisor inspection must have an Auditor's Report form close to the student's hand, whether kept or not.

Materials on how to keep an Auditor's Report must be included on both Zero Courses (Certificate and Classification).

If a report is actually written during the drill or session the student must be made to put it carefully in a folder and file it.

This is all part of his training.

FIRM POLICY

A student must be trained only with the tools of his trade to hand.

Therefore in an Academy the Supervisor must *not* omit what an auditor actually uses in sessions *whether it is covered in the levels training or not*.

This therefore includes a card table, a ball point, as well as a Meter and a "preclear" and an Auditor's Report.

Do NOT let a student be trained with the tools absent. In upper levels the unfamiliarity of the tools causes them to stumble.

Academies may not supply Meters or give away Auditor's Report pads, work sheets or ball points. If no Meter is available use a similarly coloured and shaped box with a dial painted on it and cards and cans attached and urge the student to get a Meter. The Academy furnishes card tables and chairs. An Academy must not use solid desks or solid tables in training as they are too hard to move about and too expensive.

ZERO VOCABULARY

The 13 word Vocabulary belongs in the Beginning Scientology Course.

A Zero student is expected to learn all common Scientology words in *current use* up to the number of 200.

ZERO CERTIFICATE COURSE

A student is supposed to study evenings and week-ends during the day-Zero Certificate Course—and any day-Certificate Course. The evening student is supposed to study on week-ends during the Evening Certificate Course and evenings on the Week-End Certificate Course. Those not so studying must be reported to Ethics. Supervisors must assign what is to be studied off course.

This is true of all Certificate Courses.

Classification Course students must frequent the Free Scientology Centre when not in class in those periods assigned to study in the Certificate Course. If not in action at the Free Scientology Centre, the student is expected to be gathering his Auditor's Reports elsewhere for presentation to the Examiner as Examination is to occur at the exact end of the Classification Course completed check sheet, no matter when that occurs.

EXAMINATIONS

Zero Certificate Exams and all other Certificate Exams consist of verifying that the data was actually studied.

ZERO CLASSIFICATION

Exams are by written Exam and by inspection of the submitted auditing reports.

Where there is not yet a Department of Review, the student who fails is returned to Course. It will be found however that this is a very catastrophic procedure and a Review Cramming Section should be instituted as soon as possible. When it is there, an Examiner never returns the student to Course but sends to Review.

TWIN CHECKING

Twin Checking proceeds with the slight change that the twins are not co-auditors, but may assist each other by auditing if they wish but not with regular sessions on Course time.

Twins are for Theory Checking on the Certification Course and for Practical Drills on the Classification Course.

Until all check sheets and materials are to hand the D of P must cope. Additions to a check sheet may be written in on old check sheets but not while the student is on it, and only for the next student to be given it.

ZERO COURSE

The basic point of Zero today is *Find the Auditor*. "Look at me who am I?" "Who would I have to be to audit you?" is the type of process that best defines the Level—Recognition.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 12 SEPTEMBER 1965

Gen Non-
Remimeo
Dir Inspec & Rpts
D or T
Tech Sec
Org Exec Sec
HCO Area Sec
HCO Exec Sec

**E-METERS AND BOOKS FOR
ACADEMY STUDENTS**

There is a policy for Academies that each student own his own E-Meter. This is true for any level Academy Course.

It's up to the D of T to make sure his students own their own meters and are using E-Meters as per policy.

TEXTBOOKS

An Org Tech Div or any other part of the organization may not provide a library as a substitute for students buying their own textbooks. In any non-state supported grade school and in *any* college or university students are expected to buy their own textbooks for their courses. They are told what to buy before starting the course and do so. Don't violate this custom.

Also, students will do better if they own their own textbooks as, naturally, they will need them for reference.

Any Scientology book on a check sheet must be bought by the student for that course. This is true of Foundation courses also.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 19 MAY 1969
(Cancels HCO PL 7 May 1969
Issue II Same Title)

Remimeo
Dianetic
Course

HUBBARD STANDARD DIANETICS
COURSE POLICY

1. The checksheet of the Hubbard Standard Dianetic Course as contained in HCO Policy Letter of 7 May 1969 Issue I may not be altered without the authorization of L. Ron Hubbard.
2. The course time should not exceed one month.
3. The price of the course is \$500 in the U.S. or £125 sterling or equivalent in the UK and South Africa and the equivalent of £150 Sterling in ANZO. This includes the Supervisors Section.
4. Only cash may be accepted and no credit allowed.
5. The Standard Dianetic Course may only be taught by Standard Dianetic Supervisors with a Hubbard Dianetic Graduate Certificate. Qualification is graduation from the HSDC including the Supervisor's Section.
6. The HSDC may be taught in any official Scientology Organization, Franchise Center, or Gung Ho Group by a QUALIFIED PERSON.
7. Students may take their Pre-auditing examination at the Franchise Center or Gung Ho Group at which they do the course. Org Qual Divisions are to supply copies of the examination to Franchises and Gung Ho's who run the HSDC, which are confidential. However, in order to maintain the standard, the students' requirements for certification must be examined by the Qual Examiner of an official Scientology Org. This may be done by mail, by the Franchise or Gung Ho sending to the Org Examiner the full Auditing Reports, Worksheets, Pc Examiner forms, etc (i.e. the students' preclears' folders) of the students' auditing on the course showing that the auditing requirements of HCO Bulletin of 6 April 1969 Issue II have been met by the student, as well as his checksheet attested by the student as completed. The pc folders will be returned to the Franchise or Gung Ho Group after examination.

Only the Qual Div of an official Scientology Org is authorized to issue a Hubbard Dianetics Graduate certificate. It must be *promptly* sent to the student upon his passing the Final Examination.

8. This course may not be taught as part of any other course.

Tony Dunleavy

CS 2

for

L. RON HUBBARD

Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 15 DECEMBER 1965

Remimeo
Academy Students
other than St Hill

Tech Division—Qual Division

STUDENTS GUIDE TO ACCEPTABLE BEHAVIOUR

GENERAL

1. Adhere completely to the Code of a Scientologist for the duration of the course and behave in a manner becoming to a Scientologist at all times.
2. Get sufficient food and sleep. Always eat breakfast before class and morning sessions.
3. When being a preclear, be one, not a student or auditor. When being an auditor, be an Auditor, not a student or preclear. When in class and lectures, be a student not an auditor or a preclear.
4. Get off all your known withholds. Know definitely that you have absolutely no hope for case advancement unless you get these known withholds off to your auditor. Any violation of rules must be reported by the auditor on the auditing report for the preclear so that they are no longer withholds from L. Ron Hubbard, Mary Sue Hubbard or Supervisors.
5. If you don't know something or are confused about course data, ask a Supervisor or send a despatch. Do not ask other students as this creates progressively worsening errors in data. Also dispatches from you to L. Ron Hubbard will be relayed if you place all such in the basket marked "Students Out".
6. Students may only use the coin box telephone during non class periods.
7. You must get the permission of the Office of L. Ron Hubbard to leave course before you are allowed to leave. You won't be released if there is any doubt that you are inadequate technically or your case is considered in poor condition. Give an advanced warning as to when you are leaving.

AUDITING

8. Do not consume any alcoholic beverage between 6 a.m. on Sundays and after class on Fridays.
9. Do not consume or have administered to yourself or any other student any drug, antibiotics, aspirin, barbiturates, opiates, sedatives, hypnotics or medical stimulants for the duration of the course without the approval of the D of T.
10. Do not give any processing to anyone under any circumstances without direct permission of the D of T. (Emergency assists excepted.)
11. Do not receive any processing from anyone under any circumstances without the express permission of the D of T.
12. Do not engage in any "self-processing" under any circumstances during the course at any time.
13. Do not receive any treatment, guidance, or help from anyone in the healing arts, i.e. physician, dentist, etc, without the consent of the D of T/Ethics Officer. (Emergency treatment when the D of T is not available is excepted.)
14. Do not engage in any rite, ceremony, practice, exercise, meditation, diet, food therapy or any similar occult, mystical, religious, naturopathic, homeopathic, chiropractic treatment or any other healing or mental therapy while on course without the express permission of the D of T/Ethics Officer.

15. Do not discuss your case, your Auditor, your Supervisors, your classmates, L. Ron Hubbard, HCO WW personnel or HCO WW with anyone. Save your unkind or critical thoughts for your processing sessions or take up complaints with any supervisor.
16. Do not engage in any sexual relationships of any nature or kind or get emotionally involved with any classmate who is not your legal spouse.
17. Follow the Auditor's Code during all sessions when being the Auditor.
18. Follow technical procedure as outlined on the course exactly and precisely.
19. Be honest at all times on your auditing report forms. Stating every process run, Tone Arm changes and times, sensitivity setting, cognitions of your preclear and any changes of physical appearance, reactions, communication level, or otherwise what you observe in your preclear.
20. Place all reports in the folder of your preclear after each session, turn into the Examiner for classification.
21. Students must not read their own report folder or that of another student, unless he is auditing that student.

PREMISES

22. Do not make any undue noise either indoors, or when leaving class.
23. Use the correct entrances for entering and leaving the premises.

QUARTERS

24. Do not put cigarettes out in plastic waste baskets or on the floors.
25. Keep all your bulletins, supplies and personal possessions in the space allotted to you and keep your space neat and orderly.
26. Students are allowed to smoke during breaks only and always outside any study or auditing quarters.
27. The basket marked "Student In" is the basket where all communications, bulletins or mail to students are placed. Always check this basket daily to see if you have received any communications.
28. Report and turn in any damaged property or goods used on the Course. Protect and keep the premises in good condition.
29. No food may be stored or eaten in the Classrooms at any time.

SCHEDULES

30. Be on time for class and all assignments.
31. Buy any books you need from the invoice clerk at appointed times.
32. Follow all schedules exactly.
33. Study and work during your class periods and over weekends. You have a lot to get checked out on in order to get a course completion. You can't afford to waste time.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 MARCH 1971
Issue II

Remimeo
All Students
Student Examiners
Supervisors

HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS

(Revises and replaces HCO PL 14 Feb 63 by
adding Demos and Twin Checking Out and by
deleting Verbatim Checkout requirements.)

The important points of a Bulletin, Tape or Policy Letter are:

1. The specific rules, axioms, maxims or stable data;
2. The doingness details, exactly how is it done; and
3. The theory of why it is done.

All else is unnecessary. All you have to demand is the above. (1) The rules, axioms, maxims or stable data *must* be known and the student must be able to show their meaning is also known to him or her.

(2) The doingness must be exactly known as to sequence and actions but not verbatim (in the same words as the text).

(3) The theory must be known as a line of reasoning, reasons why or related data and with accuracy, but not verbatim.

The date of the lecture or bulletin or letter is relatively unimportant and other details of like nature should never be asked for.

If a student or Staff Member is ever going to apply the data, then above (1) must be down cold, (2) must be able to be experienced and (3) must be appreciated.

Asking for anything else is to rebuff interest and give a feeling of failure to the person being examined.

An examiner or twin should examine with exactness on (1), alertness on (2) and seeing if the student understands (3). An examiner or twin should not go beyond these points, asking for what person was mentioned, who did the test, what is the copyright date, what are the first words, etc.

Graduation from courses *must* be speeded up. And at the same time, the data the *important* data must be known and understood. Good, sound examination is the answer here. Irrelevant examination questions only slow the student and extend the course.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper clips, rubber bands, etc. The examiner or twin should ask questions that require an ability to *apply*. *Give the student a situation and have him tell you how he would handle it.*

Be as tough as you please, but only on (1), (2) and (3) above.

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HCO POLICY LETTER OF 3 MARCH 1971

STARRATE OUTPOINTS

The following is a list of the most frequent mistakes made on giving starrate checkouts.

1. Not flunking *immediately* on a short comm lag but getting reasonable and allowing the student to carry on with the checkout. This stems from not knowing the reason for flunks on comm lags. (See HCO P/L 4 Oct 64, "Theory Check-out Data", point number 4.)
2. Not spot checking a student on the policy or bulletin. This stems from not knowing the purpose of spot checking or why it is okay to spot check a student. (See HCO P/L 4 Oct 64, "Theory Check-out Data", paragraph number 1 and point number 3.)
3. Not knowing that Coaching in Theory means getting the student to define *all* the words and give *all* the rules. This misunderstanding comes from not knowing the purpose of Coaching in Theory. (See HCO P/L 4 Oct 64, "Theory Checkout Data".)
4. Not asking the student to use the word in a sentence after asking him to define the word in his own words. You ask for the meaning of the word *and* the use of the word in a made up sentence. (See HCO P/L 24 Sept 64, "Instruction and Examination: Raising the Standard of".)
5. Not knowing that a dull student is stuck in the blank space *right after* the misunderstood and that a dull student is handled the same way you would handle a glib student. (See HCO P/L 24 Sept 64, "Instruction and Examination: Raising the Standard of".)
6. Not asking questions that demand an ability to *apply* the data, assuming that if you ask a student to demonstrate you have asked him to apply the data. This is the most important point in giving a checkout and is the purpose of giving a checkout. It must never be neglected in giving a checkout. (See HCO P/L 24 Sept 64, "Instruction and Examination: Raising the Standard of", and HCO P/L 6 Mar 71, "How to Do Theory Checkouts and Examinations", second to last paragraph.)
7. Not sending back a student to restudy the policy or bulletin when he flunks but instead showing it to him and then carrying on with the checkout. Also doing this when a student flunks on a word and just having him look the word up and carrying on with the checkout without having him look up the word *and* restudy the materials. This stems from not knowing what happens when a student goes past a misunderstood word. (See HCO P/L 26 Aug 65, "Scientology Training Twin Checkouts", paragraph 1 and the sections under the two phenomena of a misunderstood word.)

All the above points were found to be out in greater or lesser degrees on students who hadn't done the Checkout Mini Course and on students who had done the Checkout Mini Course in the field. The understanding of them and application of them are essential to giving good checkouts.

All the above points are found on the Checkout Mini Course but somehow they aren't being duplicated and hence the need for this corrective policy which calls attention to them.

It is absolutely essential that correct checkouts are given by every student on every major Dianetics and Scientology course.

To do otherwise will degrade the relay and the application of the Technology.

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Flag Director of Training
for
Training & Services Aide
As ordered by
L. RON HUBBARD
Founder



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Tech Sec
D of T
Supervisor Hat
Student Hat
Qual Sec Hat
Cramming Hat

HCO POLICY LETTER OF 21 FEBRUARY 1971

SUPERVISOR CHECKOUTS

The only checkouts done by a Course Supervisor are those done on the PLs, HCOBs and tapes to do with the procedure and technology of checkouts.

The Course Supervisor sees that his students are adequately hatted as students before they start study. The most important part of the student's hat is of course how to do checkouts on his twin.

He must be very competent in this skill, for on it depends a lot of the future of Scientology. An incompetent checkout can stall an auditor's progress and bring about flubs in his auditing.

The Course Supervisor ensures his students are capable of very competent checkouts. He assigns twins for study. He checks the quality of their checkouts.

If it is excellent, he lets them get on with it. If it requires correction, he checks them out on the Checkout material that will correct the faults he finds.

These Checkout materials are the only ones he checks students out on personally.

The Course Supervisor must observe for violations of checkout materials. His use of two-way comm with his students will bring such outnesses to view, whatever else it reveals and handles.

The Supervisor walks around his class all the time. He checks where students are on the checksheet. He gives spot checks on the materials studied to date. Anything a student flunks on is also checked out on his twin. Pink sheets are given on flunked materials. Failures on checkout tech are pink sheeted.

The remedy for improper checkouts by students is further study of checkout materials, not in the Supervisor taking over checkouts of all course materials himself.

The Course Supervisor does all that is necessary to ensure that checkouts are competent, effective and strictly in accordance with HCO PLs, HCOBs and tapes on the subject.

Where a student is found after completion of a course to be defective in his application of his materials, the Qual actions would be to retrain the Supervisor in the authorized checkout materials, in addition to any action taken on the Auditor.

By the High Crime policies of 1966, the Course Supervisor must starrate all materials pertaining to his post and level of course before he can take the post.

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from notes by
L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 20 DECEMBER 1970

Remimeo
Course Supervisors
Student Hats
Tech Hats
Qual Hats

(Reissued & Corrected 26 January 1971)

PINK SHEETS

(Amends: HCO PL 27 Sept 63
Training Technology Pink Sheets)

Pink Sheets are issued by a Course Supervisor, Cramming, or C/S, as a corrective measure. A student is given a pink sheet when something earlier was missed that should have been learned.

The Pink Sheet is done on long legal size paper. In the left hand column goes the assignment to be done—HCOB or HCO PL or drill or TR. In the next column is the place for the initial of the twin who coaches the student on the assignment. In the next column is the space for the initials of the Course Supervisor or Cramming Officer who checks the student out.

The last column on the right is larger than half the page and is for observations on the mistakes that are being made by the student. The assignment is based on these mistakes.

The Pink Sheet is made up and given to the student who does the assignment immediately and rapidly. But thoroughly. He is coached and then checked out. When both coach and supervisor or cramming have signed the Pink Sheet it is placed in the student's folder and he returns to his checksheet.

The top of a typical Pink Sheet would like like this:

| Assignment | Coach | Super-visor | Mistakes Observed |
|------------|-------|-------------|-------------------|
| | | | |

The principle of the Pink Sheet is that a student is responsible for all the material and courses he has studied earlier. If he is unable to apply or use any of this material then the Pink Sheet is issued to remedy the situation. A Pink Sheet is not a substitute for retreading or retraining. It is a quick and precise remedy.

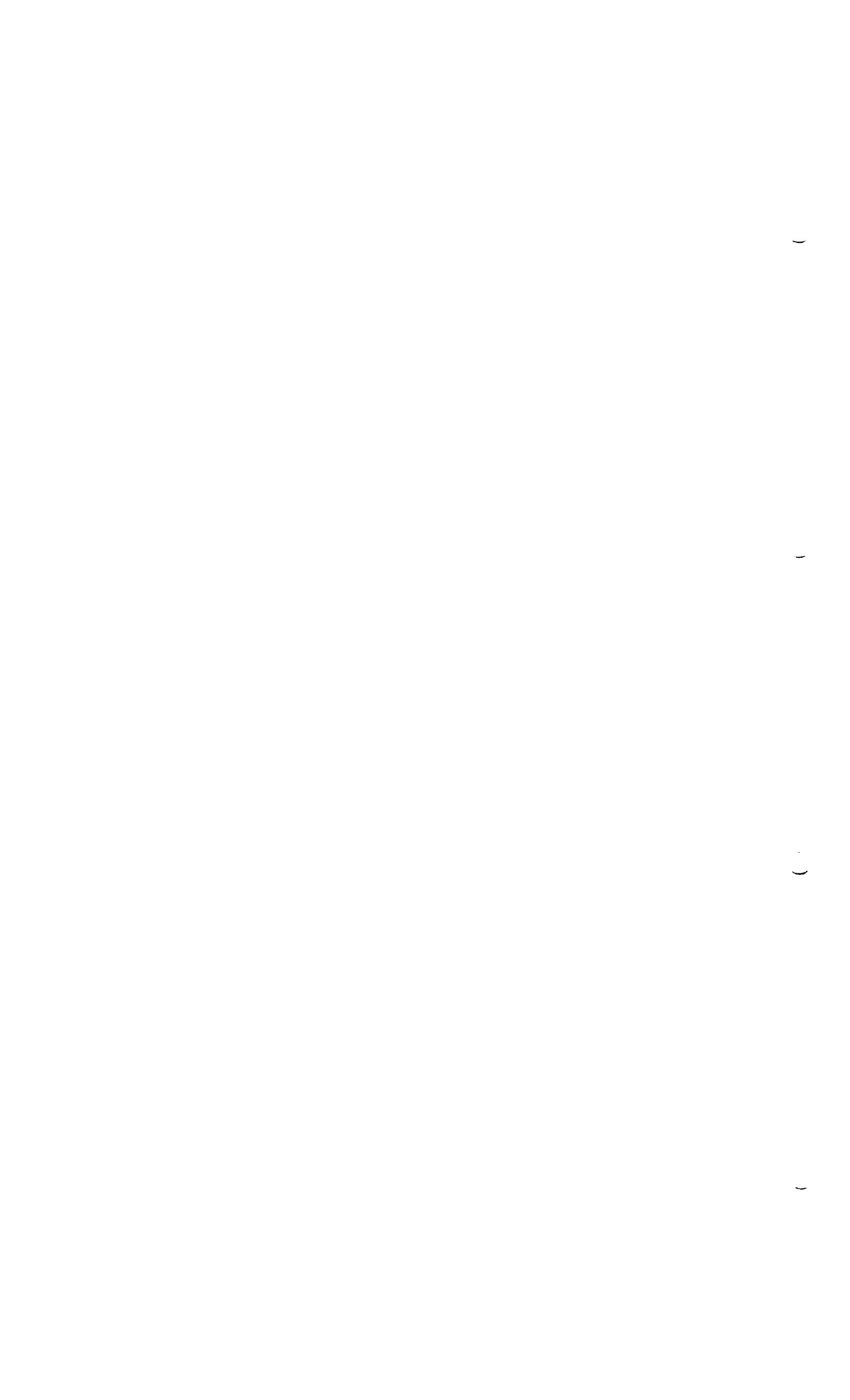
Example: Student is doing TR 104 and Supervisor is observing or giving checkout. Student has trouble with assessment. Supervisor issues Pink Sheet on EM Drill 24.

Example: Student is doing clay demos. The clay doesn't show it. Supervisor issues Pink Sheet to check out on 11 Oct 67, Clay Table Training. The student is coached on it, then checked out, and then returned to original clay table. Pink Sheet is put into student folder.

Every Cramming Officer and Supervisor should have a good stock of Pink Sheets. Their use encourages fast precise training. They are for use.

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Flag Class VIII Course Supervisor
for
L. RON HUBBARD
Founder



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 MAY 1968

Remimeo

COACHING

In order to help you to do the best you possibly can in the course as far as being a coach is concerned, below you will find a few data that will assist you:

1. *Coach with a purpose.*
 - (a) Have for your goal when you are coaching that the student is going to get the training drill correct; be purposeful in working toward obtaining this goal. Whenever you correct the student as a coach just don't do it with no reason, with no purpose. Have the purpose in mind for the student to get a better understanding of the training drill and to do it to the best of his ability.
2. *Coach with reality.*
 - (a) Be realistic in your coaching. When you give an origination to a student really make it an origination, not just something that the sheet said you should say; so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the coach, such as saying to him "my leg hurts". This does not mean that your leg should hurt, but you should say it in such a manner as to convey to the student that your leg hurts. Another thing about this is do not use any experiences from your past to coach with. Be inventive in present time.
3. *Coach with an intention.*
 - (a) Behind all your coaching should be your intention that by the end of the session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.
4. *In coaching take up only one thing at a time.*
 - (a) For example: Using TR 4, if the student arrives at the goal set up for TR 4 then check over, one at a time, the earlier TRs. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his acknowledgements ending the cycles of communication, etc. But only coach these things one at a time; never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied". It does mean that a person can always get better and once you have reached a certain plateau of ability then work toward a new plateau.

As a coach you should always work in the direction of better and more precise

coaching. Never allow yourself to do a sloppy job of coaching because you would be doing your student a disservice and we doubt that you would like the same disservice. If you are ever in doubt about the correctness of what he is doing or of what you are doing, then the best thing is to ask the supervisor. He will be very glad to assist you by referring you to the correct materials.

In coaching never give an opinion, as such, but always give your directions as a direct statement, rather than saying "I think" or "well, maybe it might be this way", etc.

As a coach you are primarily responsible for the session and the results that are obtained on the student. This does not mean, of course, that you are totally responsible but that you do have a responsibility toward the student and the session. Make sure you always run good control on the student and give him good directions.

Once in a while the student will start to rationalise and justify what he is doing if he is doing something wrong. He will give you reasons why and because. Talking about such things at great length does not accomplish very much. The only thing that does accomplish the goals of the TR and resolves any differences is doing the training drill. You will get further by doing it than by talking about it.

In the training drills the coach should coach with the material given under "training stress" and "purpose" on the training sheet.

These training drills occasionally have a tendency to upset the student. There is a possibility that during a drill a student may become angry or extremely upset or experience some misemotion. Should this occur the coach must not "back off". He should continue the training drill until he can do it without stress or duress and he feels "good about it". So, don't "back off" but push the student through whatever difficulty he may be having.

There is a small thing that most people forget to do and that is telling the student when he has gotten the drill right or he has done a good job on a particular step. Besides correcting wrongnesses there is also complimenting rightness.

You very definitely "flunk" the student for anything that amounts to "self-coaching". The reason for this is that the student will tend to introvert and will look too much at how he is doing and what he is doing rather than just doing it.

As a coach keep your attention on the student and how he is doing and don't become so interested in what you yourself are doing that you neglect the student and are unaware of his ability or inability to do the drill correctly. It is easy to become "interesting" to a student; to make him laugh and act up a bit. But your main job as a coach is to see how good he can get in each training drill and that is what you should have your attention on; that, and how well he is doing.

To a large degree the progress of the student is determined by the standard of coaching. Being a good coach produces auditors who will in turn produce good results on their preclears. Good results produce better people.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 26 AUGUST 1965

Sthil Foundation
Students

**SCIENTOLOGY TRAINING
TWIN CHECKOUTS**

(Excerpts from HCO Policy Letters of
4 October 1964 and 24 September 1964
rewritten)

In Scientology training we use a system called TWIN CHECKOUTS. Each student is assigned a "twin" to work with. The student studies his assigned material and is sometimes coached over the rough spots by his twin. When the student knows the material, he is then given a checkout by his twin. If he flunks, he returns to study and when ready gets a new checkout. When he passes, the twin signs the assignment sheet certifying that he has grasped it. The assignment sheet is turned in to the Course Supervisor at the end of the period.

BAD STUDY HABITS

Earlier forms of education suffer 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 teacher 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 teacher 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 upset the student eventually.

Course difficulties stem entirely from the students' non-comprehension 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 text. The above is pure magic.

SECOND PHENOMENON

The second phenomenon occurs after the student has gone by many misunderstood words. He begins to dislike the subject being studied, more and more. This is followed by various mental and physical conditions and by various complaints, fault-finding and look-what-you-did-to-me. This justifies a departure, a blow, from the subject being studied.

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 phenomena 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.

Demonstration is the key here. The moment you ask this type of student to *demonstrate* a rule or theory with his hands or the paper clips on your desk this glibness will shatter.

The reason for this is that in memorizing words or ideas, the student can still hold the position that it has nothing to do with him or her. It is a total circuit action. Therefore, very glib. The moment you say "*Demonstrate*" that word or idea or principle, the student *has* to have something to do with it. And shatters.

The thoroughly dull student is just stuck in the non-comprehend 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 non-comprehension" 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 twin.

COACHING IN THEORY

Coaching Theory means getting a student to define *all* the words, give *all* the rules, demonstrate things in the text with his hands or bits of things, and also may include doing Definitions of Scientology terms.

The usual Course Supervisor action would be to have any student who is having any trouble or is slow or glib team up with a twin of comparable difficulties and have them turn about with each other with Theory Coaching.

Then when they have a text assignment coached, they give their twin a checkout. The checkout is a spot checkout, a few definitions or rules and some demonstration of them.

DEMONSTRATION

Giving a text assignment 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 (re-defining 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 twin can ask what the words *mean*. And the twin can ask for examples of action or application.

"What is the first paragraph?" 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 twin whether he has the bright non-applier 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 text assignment 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 3 parts of the ARC triangle?" And when the student gave them, I'd still have the task of satisfying myself that the student understood *why* those were the 3 parts. I'd ask "How come?" after he'd given them to me. Or "What are you going to do with these?"

But if the student wasn't up to the point of study where knowing *why* he used the ARC triangle was not 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 stack of paper clips and rubber bands and use them 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.

DICTIONARIES

Dictionaries should be available to students in Theory and should be used in Twin Checkouts as well, preferably the same publication. Dictionaries don't always agree with each other.

No Twin should try to define English language words out of his own head when correcting a student as it leads to too many arguments. On English words, open a dictionary.

A Scientology dictionary will be available in a few months from the date of this bulletin as one is being rushed into publication.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 16 MARCH AD15
(Reissued on 13 September 1967)

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Dir of Exams Hat
Student Examiners Hat
Dir of Review Hat
Cramming Officers Hat
Supervisors Hat

TRAINING DEPT – DIV IV
DEPT OF EXAMS – DIV V

All student examiners are to be star checked on this.

FURTHER MATERIAL ON STUDY – EXAMINATIONS

Progress in study can be inhibited through the usage of a poor system of examination. By asking of questions irrelevant to the material covered and by failing to ensure that the student is fully aware of exactly what question is flunked, the student can be given sufficient losses to slow down his rate of learning and to cause ARC breaks.

A misunderstanding comes about in the first instance purely on the basis that the student understood that he was studying a given subject. An irrelevant question asked by an examiner indicates to the student that such an understanding was false or that no basic agreement existed on the subject in the first place. An example of this would be to ask a student of a French language course to give the main historic dates and their significance to Eighteenth Century France. The original understanding was that the student was learning to speak and read French, not to learn the history of France.

In Scientology an example of an irrelevant question would be to ask the student to give the distribution of a bulletin. The understanding of the student is that he is there to learn Scientology, its theory and application, not to learn the internal administration of organizational communication lines. A further example would be to ask a Level II student a question concerning data and material covered in Level IV.

Frequently enough a Supervisor has to cope with a student who has come into Scientology to study the law of Karma or to study sociology or some other previous misconception without adding to the difficulties by asking irrelevant questions. Knowing what we now know about study we can handle earlier misconceptions, but a Supervisor must never ask a question of a student which is irrelevant to the subject or level. We must ourselves be careful not to add to student confusion. Therefore, any Supervisor tendency to ask irrelevant questions must be firmly restrained.

In the second instance of the unknown question, a student can be given a verbal question on which he is flunked. In most cases the student will not be able to remember the question asked as he would not have flunked it in the first case if he had not already failed to understand the material covered by the question. Failure to remember the question asked or a Supervisor's refusal to give him the question asked reacts upon the student as an unanswered question, and therefore an uncompleted communication cycle, but also as an unknown question. The student will ARC break. You can easily demonstrate this by mumbling a question which is not clear enough to be understood and then insist upon an answer. You will soon enough have a very upset

person on your hands.

This is what happens when a student is asked a question, flunked, and then not given to clearly understand the question asked. Therefore Ron now requires that *any examiner must always write down verbal questions asked before asking them, and when a student flunks, hand him the written question which he flunked.* The student will then be able to know what he didn't know and be able to look up the material and clear up what it was that he had not understood. Further, this will enable him to complete the communication cycle.

If tape examinations are addressed to a class as a whole, these questions must be posted and the examination papers returned to the student. The student can then see what it was that he missed and what question was missed.

Many people have had experience of such poor systems of examination which failed to follow the above. It is common practice in universities not only not to give students the questions asked, but also never to return examination papers. Most frequently all the university student is given is a grade. If that grade is not 100%, then the student never knows what it was he didn't know and so can not look it up to know it. This leaves him in the uncertain condition of insecurity about his data on a particular subject. And if the student flunks the subject and has to re-take it, he cannot comfortably study the subject because the *whole* of the subject has now become a complete mystery to him. Thus, the subject is set up as an ARC Break.

Universities probably do this to be sure that their examinations do not get out to students, but then one can only state that this is laziness or lack of ability on the part of professors to think of different questions, or perhaps even a professor's own lack of understanding of his subject sufficient to enable him to be able to think of enough questions to ask. It also could be that there is a complete lack of worthwhile material in more primitive subjects than Scientology on which to ask questions, in which case it should never have been part of the curriculum. (Freudians mainly examine on the *dates* of Freud's papers for their qualification of psychiatrists!)

The administration of a proper system of examination is quite simple:-

1. Tape examinations or examination questions given verbally to the class as a whole must be written down before being asked and must be posted on a bulletin board afterwards and all examination papers must be returned to the students.
2. Verbal questions asked of individual students must be noted down in a book like an invoice book with tear-out sheets and a piece of carbon paper. Such books are easily procured from stationers as they are used in most stores. The student is given the yellow copy of the questions with the flunked question plainly marked. The white copy is placed in the examiner's folder for the bulletin, tape or material.

In this fashion we will be able to collect good questions to be asked; to notice fundamental areas of mis-understanding individual students have; and to note any areas of mis-understanding which are broadly mis-understood. We can, therefore, see where the individual student needs help and see where it is necessary to elaborate more fully on certain technical data in order to make it more broadly comprehensible.

Supervisors and examiners doing this will then be contributing to the more rapid progress of individual students and to students in general.

The same principles apply to the Department of Examinations and any other student examinations given.

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Mary Sue Hubbard
The Guardian WW
for
L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 OCTOBER 1964
Reissued on 21 May 1967

Remimeo
All Staff
All Students
Tech Hats
Qual Hats

THEORY CHECK-OUT DATA
(Modifies HCO Pol Ltr of Sept 24, '64)

In checking out technical materials on students or staff, it has been found that the new system as per HCO Pol Ltr of Sept 24, '64 is too lengthy if the whole bulletin is covered.

Therefore the system given in Sept 24, '64 Pol Ltr is to be *used* as follows:

1. Do not use the old method of covering each bit combined with the new method.
2. Use only the new method.
3. Spot check the words and materials, do not try to cover it all. This is done the same way a final examination is given in schools: only a part of the material is covered by examination, assuming that if the student has this right the student knows all of it.
4. Flunk on comm lag in attempts to answer. If the student "er. . . .ah. . . .well. . . ." flunk it as it certainly isn't known well enough to use. (Doesn't include stammerers.)
5. Never keep on examining a bulletin after a student has missed.
6. Consider all materials star rated or not rated. Skip 75%'s. In other words, the check-out must have been 100% right answers for a pass. 75% is not a pass. When you consider a bulletin or tape too unimportant for a 100% pass, just require evidence that it has been read and don't examine it at all. In other words, on those you check out, require 100% and on less important material don't examine, merely require evidence of having read.

THE "BRIGHT" ONES

You will find that often you have very glib students you won't be able to find any fault in who yet *won't* be able to apply or use the data they are passing. This student is discussed as the "bright student" in the Sept 24, '64 Pol Ltr.

Demonstration is the key here. The moment you ask this type of student to *demonstrate* a rule or theory with his hands or the paper clips on your desk this glibness will shatter.

The reason for this is that in memorizing words or ideas, the student can still hold the position that it has nothing to do with him or her. It is a total circuit action. Therefore, very glib. The moment you say "*Demonstrate*" that word or idea or principle, the student *has* to have something to do with it. And shatters.

One student passed "Itsa" in theory with flying colours every time even on cross-check type questions, yet had never been known to listen. When the theory instructor said, "Demonstrate what a student would have to do to pass Itsa," the whole subject blew up. "There's too many ways to do Itsa auditing!" the student said. Yet on the bulletin it merely said "Listen". That given as a glib answer was all right. But "demonstration" brought to light that this student hadn't a clue about listening to a pc. If *he* had to demonstrate it, the non-participation of the student in the material he was studying came to light.

Don't get the idea that Demonstration is a Practical Sect action. Practical gives the *drills*. These demonstrations in Theory aren't drills.

Clay Table isn't used to any extent by a Theory Examiner. Hands, a diagram, paper clips, these are usually quite enough!

COACHING IN THEORY

There is Theory Coaching as well as Practical Coaching.

Coaching Theory means getting a student to define *all* the words, give all the rules, demonstrate things in the bulletin with his hands or bits of things, and also may include doing Clay Table Definitions of Scientology terms.

That's all *Theory* Coaching. It compares to coaching on drills in Practical. But it is done on Bulletins, tapes and policy letters which *are* to be examined in the future. Coaching is not examining. The examiner who coaches instead of examining will stall the progress of the whole class.

The usual Supervisor action would be to have any student who is having any trouble or is slow or glib team up with another student of comparable difficulties and have them turn about with each other with Theory Coaching, similar to Practical coaching in drills.

Then when they have a bulletin, tape or policy letter coached, they have a check-out. The check-out is a spot check-out as above, a few definitions or rules and some demonstration of them.

DICTIONARIES

Dictionaries should be available to students in Theory and should be used in Theory Examination as well, preferably the same publication. Dictionaries don't always agree with each other.

No Supervisor should try to define English language words out of his own head when correcting a student as it leads to too many arguments. On English words, open a dictionary.

A Scientology dictionary is available.

Remember that with Courses becoming briefer in duration, the number of bulletins and tapes which the student must know on a Star-Rated basis is also less.

General written examination for classification, however, remains on an 85% pass basis.

Be sure that students who get low marks constantly are also handled in Review, preferably by definitions of words they haven't understood *in some former subject*. Scientology is never the cause of consistent dullness or glibness.

Processing of this nature can be on an Itsa basis. It does not have to be Clay Table. Just finding the prior subject by discussion and discussing its words *usually blows the condition*. I've seen it change the whole attitude of a person in just 5 or 10 minutes of auditing on a "locate the subject and word" basis.

Therefore, definitions exist at Levels 0 and I, but not with Clay Table or assessment, only by Itsa. You'd be surprised how well it works and how fast. "Subjects you didn't like", "words you haven't grasped" are the discussion question.

The subject of "wrong definitions cause stupidity or circuits, followed by overts and motivators", is not easy to get across because it is so general amongst Mankind. There is a possibility that past lives themselves are wiped out by changing language, whether it is the same language that changes through the years or shifting nationality. But however that may be, don't be discouraged at the difficulties you may have in getting this principle understood and used in Scientology departments—the person you are trying to convince has definitions out somewhere also!

L. RON HUBBARD
Founder

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HCO POLICY LETTER OF 24 SEPTEMBER 1964

Remimeo
Sthil Instructors
HCO Hat Check on
all Acad Instructors

**INSTRUCTION & 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 Encyclopaedia 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 Itsa is flunked because he or she couldn't acknowledge.

But a student at the Itsa level hasn't been *taught* to acknowledge.

This student hasn't even read the data on acknowledgement.

So the student can't pass Itsa level and so never does get to the level where acknowledgement is taught—and if he does, really never passed, in his own mind, Itsa 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 TRO. The Instructor on check out 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 15 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 TRO 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 pc couldn't handle an ARC Break") and repeated again at Level II ("because the pc 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 text book 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 clean 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 Check Outs

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 ideas that mean nothing to the student.

ALL THEORY CHECK OUTS 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' non-comprehension 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 check-out?

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 non-comprehension (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, fault-finding 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 phenomena 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 non-comprehend 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 non-comprehension" 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 (re-defining 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 non-applier 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 check out. 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 8C?". 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 not part of his materials, I wouldn't ask. For all the data about not examining above level applies very severely to Theory Check out 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

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

Remimeo
Students
Supervisors
D of T
Tech Sec
Qual

HCO BULLETIN OF 16 MARCH 1971

**STUDENT AND COURSE MORALE
TOUGH CHECKOUTS & COACHING**

MORALE depends on production.

PRODUCTION is the evidence of the demonstration of competence—the exhibition or exercise of competence.

MORALE IS UP WHEN COMPETENCE IS DEMONSTRATED.

MORALE IS UP WHEN PRODUCTION IS UP. (Morale isn't necessarily built by being "nice".)

A student getting a tough coaching session and passing—or getting a tough checkout and passing, feels great. He has really accomplished something. He *knows* that he knows the data or drill.

A student who gets poor or non-standard coaching or checkouts feels and knows that he has been cheated. If his twin is just being "nice" he doesn't win and doesn't appreciate the checkout. His morale is down.

Additionally a situation can occur where the student and coach get in a "games condition", one with the other. This gives a "no progress", problem situation. The student and coach are not both working towards the same goal but one is in *opposition* to the other in some way. This gives no progress, no wins, no production, NO DEMONSTRATION OF COMPETENCE PERMITTED, and low morale.

Students and supervisors must not allow such a situation to occur.

Keep your twin's morale and production high. Give him tough standard coaching sessions so he *becomes* competent. Give him tough standard checkouts so he KNOWS HE HAS DEMONSTRATED HIS COMPETENCE IN THE MATERIALS.

To keep the course morale high, supervisors must insist on the demonstration of competence on all materials by the student, and on production.

Student production *without* the *demonstration of competence* is not really production but is an *overt product*.

TOUGH STANDARD CHECKOUTS ARE DONE WITH GOOD ARC.

(Being "nice" however, isn't enough.)

Based on LRH Lectures
Personnel Enhancing Chief Flag
for
Training and Services Aide
for
L. RON HUBBARD
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 29 JUNE 1966

Remimeo
Tech Sec
Qual Execs
All Students

KEEP ACADEMY CHECK SHEETS UP-TO-DATE

Any new HCO Bulletins which are issued and which are needed on a particular level must be added to the Check Sheets for that level, before the student receives the check sheet.

The purpose of this policy letter is that of ensuring that students are trained in the latest materials pertinent to that level.

It is the responsibility of the Technical Secretary and the Director of Training to see that this is done.

The Qualifications Secretary and the Director of Examinations must likewise see that examinations cover the new data as it is issued and correctly examine students on the required material who have had such added to their check sheet.

This policy letter does not modify existing policy that a student may not have items added to a check sheet on which he has already started working.

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HCO POLICY LETTER OF 12 OCTOBER 1966
Issue IV

Remimeo
Tech Hats
Qual Hats
Students

EXAMINATIONS

A student must not discuss any examination with anyone outside the Qualifications Division. To give examination information to other students in order to assist them shows a misguided understanding of help. A student should pass an examination on the basis that he does know and can apply the data, not on the basis that he knows and can pass the examination. Only by being able to know and apply the data can a student be an accomplished auditor at any Level.

Therefore, students are not to discuss examinations with other students for whatever reason.

Further, students who fail examinations or any question thereon are not to discuss such failure or reasons for such with anyone other than the personnel of the Qualifications Division. This regulation includes not only other students, but Course Supervisors. Data as to examination failures is supplied from the Qualifications Division to the Technical Division, and a student, not knowing the data sufficiently well, can cause Dev-T by reporting false data to a Course Supervisor as to why the examination was failed.

Any student who feels that he has been incorrectly failed on an examination can report the matter to Ethics. This is the proper line for any complaint the student may have concerning an examination, if such still seems incorrect after taking it up with the Qualifications Division.

L. RON HUBBARD
Founder

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**HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex**

HCO POLICY LETTER OF 19 OCTOBER 1968

**Remimeo
All staff
All students**

When a student has finished a course, he should want the next course in training. If not, out Tech or out Ethics or both. Just as a PC's good indicators should be in wanting next level of auditing, so should a student's good indicators be in wanting next level of training. If this is not the case something missed by the supervisor or student or both the supervisor and the student.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex**

**HCO POLICY LETTER OF 18 MARCH 1971
(Amends and replaces HCO P/L of 8 Dec 1961)**

Remimeo
Tr and Serv Bu
Tech Secs
D of Ts
Supervisors
Student Admin
Student Hat

STUDENTS' WEEKLY REPORTS TO RON

All Scientology and Dianetics students are to make a weekly report each Thursday on the attached forms.

The Org's name is typed in on the top line before running off the forms.

Supervisors should 2-way comm with students to handle any trouble or difficulties noted by the student, handle any outnesses, and fill in the bottom of the form.

Do not make the student guilty for anything he writes; handle effectively.

These forms are to be forwarded to LRH via the Assistant Training and Services Aide, of the Org's nearest Continental Liaison Office. They should be done on airmail paper. Any report illegibly written should not be forwarded, but should be handled as a NO REPORT by Ethics, and be rewritten by the student.

Personnel Enhancing Chief
for
Flag Training and Services Aide
for
L. RON HUBBARD
Founder

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To: L. RON HUBBARD

ACADEMY OF SCIENTOLOGY _____ (Org Name)

STUDENT'S WEEKLY REPORT

Date W/E _____

Student's Name _____ Org _____

Address _____

Occupation _____

What I have learned.

What I have observed.

What I liked most.

What I disliked most.

What course materials are not readily available.

How I like being on course.

How I like doing the checksheet.

How I like having the course data.

Suggestions and comments.

Course _____ Length of time on course _____

What exam taken? _____ Passed? _____ Flunked? _____

Theory points last week _____ Theory points this week _____

Practical points last week _____ Practical points this week _____

TOTAL _____ TOTAL _____

Total points so far on this course _____

SUPERVISOR SECTION – Student within schedule _____
Behind schedule _____

2-Way commed with student on any difficulty mentioned.

What trouble located?

How handled?

Result?

LRH:JR:BW:nt.rd

Full Supervisor Signature _____

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 APRIL 1972
Issue III

Remimeo
STUDENT HAT
STAFF HATS
*Revision in
this type style*

REVISED 7 Apr 72

IMPORTANT

ETHICS AND STUDY TECH
(Cancels the original unrevised issue.)

The basic WHY of the majority of cases of post non-performance 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, HCO B, POLICY LETTER OR TAPE 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 non-communication 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

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965
REISSUED 15 JUNE 1970

Remimeo
Schil Students
Assn/Org Sec Hat
HCO Sec Hat
Case Sup Hat
Ds of P Hat
Ds of T Hat
Staff Member Hat
Franchise
(issued May 1965)

Note: Neglect of this Pol Ltr 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.

ALL LEVELS

KEEPING SCIENTOLOGY WORKING
HCO Sec or Communicator Hat Check
on all personnel and 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 Assn 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 South East 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 co-ordination 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 worth while in this period of forming the technology were help in the form of friendship, of defence, 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 dramatization 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, N.J., 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 Qed 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 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 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 off-beat 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 non-comprehension. Usually the non-comprehension is not of Scientology but some earlier contact with an off-beat 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 some day 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 enrol 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 mamby-pamby punch of panty-waist 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 let's 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. Humour 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 that incapable.”

Fitting 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 practise 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 depends 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 a 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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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 FEBRUARY 1965
(Reissued on 7 June 1967, with the word
"instructor" replaced by "supervisor".)

Remimeo
All Hats
BPI

SAFEGUARDING TECHNOLOGY

For some years we have had a word "squirreling". It means altering Scientology, off-beat 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 travelled.

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 I.Q., 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

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HCO POLICY LETTER OF 16 APRIL AD15

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Sthil Students
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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 a pitiful condition. I found there was nothing there. No incident at all! The meter read came from the 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 non-existence 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 3 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. 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 non-existent 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 Pol Ltrs 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 pretence 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, Pol Ltrs 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. 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 Pol Ltr 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 Pol Ltr 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

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 NOVEMBER 1967
(Revised and Reissued 18 July 1970)

Student Hat
Remimeo

ALL STUDENTS

ALL COURSES

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 ETHICS OFFICER AT WORLDWIDE. IF THIS IS NOT IMMEDIATELY HANDLED, REPORT IN THE SAME WAY TO YOUR NEAREST SEA ORG MAA.**

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 Process 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.

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

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L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970

Remimeo
Applies to all
SHs and
Academies
HGCs
Franchises

**URGENT AND
IMPORTANT**

TECHNICAL DEGRADES

(This PL and HCO PL Feb 7, 1965 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 misunderstanding." 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 labelling 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 and the SO Organizing Bureau Flag.
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 grade between 0 to IV.
7. Failing to use all processes for a level.
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 2 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

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 20 NOVEMBER 1970
Issue II

Remimeo
All Course
Administrators
All Supervisors
Tr & Serv Bureaux
Student's Hat
All Staff

(Revises and replaces HCO P/L of 28 Oct '70 of the same name in which two terminals for students to write to were given. This revision corrects this to one terminal.)

THE STUDENTS' RABBLE ROUSE LINE

This policy introduces the students' Rabble Rouse Line. This is the line on which students can scream when there is an outness on their course which is not being immediately corrected.

Such outnesses include no supervisor, no material, incorrect material, no scheduling, incorrect scheduling, eval by the supervisor, heavy ethics instead of 2-way comm or tech, or no ethics at all.

The line goes directly from the student to the closest Training and Services Bureau. The Supervisor and Course Administrator must post the name and address of the nearest Training and Services Bureau so that the student can write without any delays or difficulty in getting the address.

A comm basket or sealed letter box clearly labelled STUDY CORRECTIONS REQUESTED should be placed in or near the classrooms by the LRH Comm to receive and route such complaints, its location made known to the students. The LRH Comm clears this basket regularly.

The LRH Comm is to post clearly and neatly on the Students' Notice Board, or where there is none, on the wall of a classroom a notice, green letters on white card or painted board: IF SUCH THINGS AS NO SUPERVISOR ON POST, NO OR INCORRECT MATERIAL, NO CHECKSHEETS, NO OR INCORRECT SCHEDULING, SUPERVISOR EVALUATION, SUBSTITUTION OF ETHICS FOR 2-WAY COMM, STUDY DATA OR OTHER TECH PROCEDURES, NO ETHICS AT ALL WHERE IT IS NEEDED, INSISTENCE ON RULINGS WHICH CANNOT BE VERIFIED IN WRITING—ANYTHING THAT MAKES IT DIFFICULT OR IMPOSSIBLE FOR YOU TO BECOME AN *AUDITOR* RON WOULD BE PROUD OF—AND IS NOT BEING REMEDIED *NOW*, CONTACT THE FOLLOWING AT ONCE:

TRAINING AND SERVICES LIAISON OFFICE
(address, phone no.)

A BASKET/BOX (WHICHEVER) IS LOCATED IN _____ TO RECEIVE AND ROUTE SUCH REPORTS FOR YOU. THE LRH COMM WILL ROUTE THEM FOR YOU, OR YOU MAY MAIL OR CALL DIRECT.

LRH COMMUNICATOR, _____ (Org)
BY ORDER OF
L. RON HUBBARD

Any action to discourage, delay, intercept or remove a valid complaint or the means of requesting its handling would be an actionable offense, equal to the cutting or censoring of a local comm line to Ron.

It is a student's right to have a well run course. It is his duty to ensure that he does by using this line when necessary.

Most students do not tolerate outnesses; very often they do not know who to go to, to get them handled, or how to get to them.

Revised by
Training and Services Aide
for
L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 MAY 1971
Issue II

Remimeo
All Staff
All Students

STUDY POINTS AND CONDITIONS
(Revises and replaces HCO PL 25 Oct 70 of
same title for all checksheets)

GOES INTO EFFECT IMMEDIATELY UPON RECEIPT

The following point system is the standard point system and is to be used on all Scientology and Dianetics Courses. It cancels all previous point systems.

A point system is used so that students may accurately measure their progress through a course. It further provides a quantitative measurement of the production of a course, Academy or org.

The system itself is based on (1) how long a particular study action takes and (2) the type of action it is. Thus the practical is more heavily weighted than the theory, since the purpose of study is application.

ALL POINTS MUST BE *EARNED*.

The point system assumes that the student knows and can apply all the data for which he has gotten points. (See HCO PL 26 May 1961 "Quality Counts".)

PARTICULAR EMPHASIS ON TOUGH EXCELLENT TRS AND METERING AND UNDERSTANDING OF AUDITOR'S CODE IS REQUIRED.

| <i>STUDY ACTION</i> | | <i>POINTS</i> |
|--|--------|-------------------------------------|
| 1. Any written material (except as noted otherwise below) | O-rate | 1 point per page |
| | *-rate | 3 points per page |
| 2. Tapes | O-rate | 50 (60 min tape) |
| | O-rate | 75 (90 min tape) |
| | *-rate | 75 (60 min tape) |
| | *-rate | 100 (90 min tape) |
| 3. Clay demonstrations (only credited if done <i>precisely</i> per HCOB 11 Oct '67 "Clay Table Training". Demos must be of good large size and show what's being demonstrated.) | | 25 |
| 4. Essays | | 10 |
| 5. Study LRH C/Sed Sessions | | 10 per session |
| 6. TRs (wherever TRs are done, the following is required) | | |
| TR 0 (to a timed 2 hour unflunked nonbull- baited pass, no blink, no twitch, no red eye, no teary eye, etc, dark glasses not permitted) | | 40 per hour plus 100 for passing |
| TR 0 (to a timed 2 hour unflunked bullbaited pass same requirement as above) | | 40 per hour plus 100 for passing |
| Other TRs (to 10 unflunked consecutive actions. Each previous TR to be <i>in</i> .) | | 50 each |
| TR 101 to 104 (done thoroughly. All TRs to be <i>in</i> .) | | 75 each |
| 7. E-Meter Drills (except for following) Instant Read, & Assessment Drills Dating Drills | | 15 per drill |
| | | 50 per drill |
| | | 100 per drill |
| 8. Doll Drills—All thoroughly done to a <i>good</i> pass—thoroughly done with TRs <i>in</i> | | 50 |

| <i>STUDY ACTION</i> | | <i>POINTS</i> |
|---|--------|--|
| 9. Films | O-rate | 40 |
| | *-rate | 60 |
| 10. Codes and Axioms (to be thoroughly understood. If clay demos done, the clay demo points apply). | O-rate | 1 per code or Axiom |
| | *-rate | 10 per code or Axiom |
| 11. Scales to be thoroughly understood. (If clay demos done, the clay demo points apply) | O-rate | 15 per scale |
| | *-rate | 25 per scale |
| 12. Charts | *-rate | 75 |
| 1 column of a chart or 1 level | O-rate | 25 |
| | | 15 |
| 13. Student Auditing Requirements | | |
| Flunked Session | | 0 |
| Not Flunked Session | | 35 per auditing hour |
| Well Done Session | | 60 per auditing hour |
| Very Well Done Session | | 80 per auditing hour |
| 14. Student Folder Error Summaries | | 10 per session |
| 15. Student C/S (correct and accepted) | | 25 per C/S |
| 16. Coaching another student through a drill | | —same points as student for that drill |
| Coaching another student but failure to complete to a pass | | 0 |
| 17. Twin Checkouts (not coaching) | | 5 per checkout given whether flunked or passed |
| 18. Official Examinations | | 100 for exam <i>passed</i> |
| 19. Specialist training—practical (not otherwise covered) | | 25 points per hour |

ADDITIONAL

| | |
|--|--|
| (A) Hat checkouts, etc | Follow std. points system for individual items studied |
| (B) Full Org Board drawn up and posted (for any purpose) | 100 points |

STUDENT CONDITIONS

| <i>CONDITION</i> | <i>POINTS (PART TIME)</i> | <i>POINTS (FULL TIME)</i> |
|------------------|---------------------------|---------------------------|
| POWER | 750 or more | 2,500 or more |
| AFFLUENCE | 600–749 | 2,100–2,499 |
| NORMAL | 500–599 | 1,700–2,099 |
| EMERGENCY | 400–499 | 1,300–1,699 |
| DANGER | 300–399 | 1,100–1,299 |
| NON EXISTENCE | Less than 300 | Less than 1,100 |

Note: The trend of the stat should be taken into account.

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Revised by
 Training and Services Aide
 for
L. RON HUBBARD
 Founder

HUBBARD COMMUNICATIONS OFFICE
37 Fitzroy Street, London W.1

HCO POLICY LETTER OF 22 MAY 1959

Broadest
Issue

Cancels HCO Bulletin of February 24th
"Letter Designations on HCO Bulletins"

POLICY LETTER AND BULLETIN DISTRIBUTION CODE

Designations on HCO Policy Letters and HCO Bulletins indicate dissemination and restriction as follows:

Letters occur in upper left hand corner of every Policy Letter and Bulletin:

- MA:** MAGAZINE ARTICLE
To go into any and all official magazines.
- BPI:** BROAD PUBLIC ISSUE
Give to HCOs of all types, all staff of central organisations, field auditors, put in magazines, do what you like with it.
- COF:** HCO City Offices and all their field auditor HCO franchises, central organisations, HCO area, Continental and HCO WW.
- COO:** HCO City Offices only, not to be shown or given to HCO franchise holders or field auditors; also goes to central organisations, HCO area, HCO Cont, HCO WW.
- CenO:** To go to all staff of central organisations only plus HCO area offices, HCO Cont, HCO WW.
- CenOCon:** To go to Association Secretaries or Organisation Secretaries of central organisations only, not to staff; also to HCO Area Sec, HCO Cont, HCO WW.
- Ltd:** Goes to HCO Area Secs, HCO Cont, HCO WW only but never to central organisations or field or public.
- Ltd Cont:** Goes to HCO Cont only, plus HCO WW.
- Ltd WW:** Goes to HCO WW personnel only.
- LRH:** Only me and my communicator, otherwise confidential.

Please use the above wherever possible. These designations solve most routing problems of mimeographed HCO Policy Letters and Bulletins and can be used on other distribution items by HCO personnel.

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L. RON HUBBARD

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 10 MAY 1960

CenOCon
HCO Steno Hat

BULLETIN DISTRIBUTION
(Addition to HCO Policy Letter of May 22, 1959)

All HCO Bulletins or Policy Letters which are sent to the Franchise Holders should also be distributed to all staff members of the Central Orgs and other Scientology Orgs.

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Peter Hemery
HCO Secretary WW
for
L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 APRIL 1969

Remimeo (HCO PL 2 July 1964 Revised)
(Cancels HCO PL 25 Jan 1966, Issue III)

(Corrected and Reissued)

BULLETIN AND POLICY LETTER DISTRIBUTION

Effective at once, the following is the policy on Distribution of HCO Bulletins and Policy Letters issued from WW.

ORGS REMIMEO

(Remimeo means mimeo copies to be made by the Org)

Only an electronic stencil will be made of all Remimeo HCO Bulletins and Policy Letters and mailed to each Continental Org (or Zonal Org).

The Continental Org (or Zonal Org) is then responsible for running off HCO Bulletins and Policy Letters for their nearby Central Orgs. However, when an Org gets large enough it may have its own stencil sent to them to run off copies for their own staff and students.

A Continental Org (or Zonal Org) receiving a stencil as above is responsible for *all* copies to be issued to the nearby Orgs, which are dependent upon it. The local Org (if it hasn't been sent a stencil of their own) may not Remimeo and re-orders will be at charge payable to the local Org to their issuing Org at locally arranged prices.

ORGS NON-REMIMEO

(Non-Remimeo means HCO Bulletins and Policy Letters which are intended for use but only by executives and therefore of limited distribution. It means not to be mimeoed again by the receiving Org.)

On Non-Remimeo a very few copies are sent to the Continental Orgs and they in turn distribute to their nearby Orgs.

There are two classes of Non-Remimeo, General Non-Remimeo and Limited Non-Remimeo. General Non-Remimeo distribution is based on 1 copy for Master files, one copy to LRH Comm, one copy to The Guardian or A/G, one copy each to HCO ES, OES, PES, one copy to the reference files of all HCO Bs and P/Ls kept in Reception for staff, one copy to the head of the Department concerned and one copy to the post in the dept concerned.

Limited Non-Remimeo means that copies only go to Master files, LRH Comm, The Guardian or A/G, HES, OES, PES.

When compiling a mailing to a *stencil receiving org* of Non-Remimeo, one takes the number required by the local Orgs served by the Continental Org and sends that many to the Continental Org. In its turn the Cont Org retains enough copies for themselves (including the Cont Exec Council) and sends the correct number to each Org they serve.

These are the standard mimeo distribution symbols:

Remimeo
General Non-Remimeo
Limited Non-Remimeo
SH
ASHO
Franchise
Students
BPI
MA (Magazine Article)

Other *special* distribution may be indicated such as SHSBC, or Class VIII.

REMIMEO

This indicates main technical or Policy material.

Received by the Cont Org (or Zonal Org) in stencil form, copies are run off for their staff, and for the staffs of their nearby Orgs and for their students as they wish. They keep the stencil on file for additional copies as needed. They file copies in their Master and general files in each Org including the receiving Org.

The stencil Orgs have considerable discretion in how many they run off, how many they send smaller orgs (but they must insure 1 copy for each staff member in the local Org of Remimeo issues), whether they issue to students or not. But they *must* keep the stencil for re-use and file in their own Master files with the copy clearly stamped MASTER COPY.

LIMITED NON-REMIMEO

It is usually important that this does not get wide distribution as it has to do with Org know-how, planning, etc, and could be misunderstood. So it is not Remimeoed or strewn about. It may be taken up in Staff meetings but that is about all. One *never* republishes a limited Non-Remimeo in a magazine.

GENERAL NON-REMIMEO

The same as Limited Non-Remimeo but somewhat broader.

These usually deal with broader points of Admin or Tech of interest to one or two production departments as well as the LRH Comm, The Guardian or A/G, HES, OES, PES.

Again, they are never strewn about or broadly re-published as they could be misunderstood.

FRANCHISE

Franchise receives for a small fee technological materials, up to his level of classification. The Franchise Officer WW receives one copy for his files and one copy for each Franchise holder he is going to mail it out to. See HCO PL 20 Feb 1969 for local org supply lines.

BPI

Broad Public Issue (BPI) is a designation that sometimes appears on a Policy Letter or HCO B. This follows the same distribution procedure as for Remimeo, with the exception that it is also put in 'The Auditor' and Cont magazines.

These policies have become necessary by reason of new lines coming into existence and various changes of the past needing clarification.

In recapitulation, mimeos may *not* be issued except as designated, *extra* copies may not be furnished except for *cash payment*, and paper and postage waste must be kept reduced. Fewer pieces make faster lines.

There's one exception to the above and that is the BULLETIN CHECK LIST.

This is issued *once each month*, before the 15th of the next month. It will be air mailed to all Scientology Orgs independently. No electronic stencil is cut for it. Two copies, one for the HES, and one for the LRH Comm is sent by air mail to each Scientology Org independently.

This cross-checks whether or not the mimeo distribution system is working. In listing all mimeos sent, the distribution designation of each is given on the Bulletin Check List.

Where a relay point temporarily breaks down, its related orgs will receive independent service direct until the matter is repaired, a matter which is up to the Dir Comm WW and LRH Comm WW to work out.

PERMISSION TO MIMEO

Nothing may be mimeoed or distributed on these lines unless it has been okayed by LRH, to prevent extraneous traffic from jamming the lines.

POSTAGE

Study to lighten postage, particularly air mail, for both World Wide and Cont Orgs.

Reduce it.

Revised for re-issue by:

LRH Comm WW – Rodger Wright
Qual Sec WW – Jim Keely
HCO Area Sec WW – Bruce Glushakow
Ad Council WW
LRH Comm WW – Rodger Wright
The Guardian WW – Jane Kember

for

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1965

Remimeo
Franchise
Sthil Students
Sthil Grads
Sthil Staff

ABBREVIATIONS AND SYMBOLS OF DIANETICS
AND SCIENTOLOGY

The following are the abbreviations and symbols most used in Scientology:

1. ACC Advanced Clinical Course
2. ACK Acknowledgement
3. AD After Dianetics (1950) e.g. 1965 = AD15
4. ADCOUNCIL Advisory Council
5. ADD I/C Addressograph-in-Charge
6. ADDRESSO Addresses Section
7. ADCOMM Advisory Committee
8. ADMIN Administration or Administrator
9. APA American Personality Analysis
10. ARC Affinity, Reality, Communication
11. ASSN SEC Association Secretary
12. AUD Auditor
13. BA STEPS Bring About Steps--R6 Material
14. BPC By-passed Charge
15. BPI Broad Public Issue
16. BS Beginning Scientologist
17. B.Scen Bachelor of Scientology
18. CCH's Communication, Control and Havingness Processes
19. CF Central Files
20. COG Cognition
21. COMM Communication
22. COMM CENTRE Communications Centre
23. COMM CYCLE Communication Cycle
24. COMM EV Committee of Evidence
25. COMM LAG Communication Lag
26. COURSE SUP Course Supervisor
27. CSW Completed Staff Work
28. D Deputy
29. D of P Director of Processing
30. D of T Director of Training
31. Dev T Developed Traffic
32. DD Doctor of Divinity
33. DECLARE? "Preclear has reached a grade or Release. Please look at preclear and pass on to Certs and Awards."
34. DEP DIR Deputy Director
35. DN Dirty Needle
36. Dn Dianetics
37. DR Dirty Read
38. D.Scen Doctor of Scientology (Honorary Award by LRH for the application of Scientology processes, principles, books or literature.)
39. DIR COMM Director of Communications
40. DIR COMP Director of Compilations
41. DIR CERTS & AWARDS Director of Certificates and Awards
42. DIR DISB Director of Disbursements
43. DIR EXAMS Director of Examinations
44. DIR FA Director of Field Activities
45. DIR INCOME Director of Income
46. DIR INSPEC & REP Director of Inspections and Reports
47. DIR MAT & RECS Director of Materiel and Records
48. DIR PBLs Director of Publications
49. DIR PROM Director of Promotion
50. DIR RAP Director of Routing, Appearances and Personnel
51. DIR REC Director of Records
52. DIR REG Director of Registration
53. DIR REV Director of Review
54. DIR TECH SERVICES Director of Technical Services

| | | |
|------|------------------|--|
| 55. | DIST DIV | Distribution Division |
| 56. | DIST SEC | Distribution Secretary |
| 57. | E-METER | Electropsychometer |
| 58. | ETH? | "This preclear may be an Ethics case, roller coaster or no case gain." |
| 59. | EXEC DIR | Executive Director |
| 60. | EXEC LTR | Executive Letter |
| 61. | F | Fall, type of meter read |
| 62. | FC | Founding Church of Scientology |
| 63. | FCDC | Founding Church of Scientology Washington D.C. |
| 64. | FCNY | Founding Church of Scientology New York |
| 65. | FCTC | Founding Church of Scientology Twin Cities, Minnesota |
| 66. | GAE | Gross Auditing Error |
| 67. | GPM | Goals Problem Mass |
| 68. | HAA | Hubbard Advanced Auditor—Level IV Certificate |
| 69. | HAS | Hubbard Apprentice Scientologist |
| 70. | HASI | Hubbard Association of Scientologists, International |
| 71. | HBA | Hubbard Book Auditor |
| 72. | HCA | Hubbard Certified Auditor—Level II Certificate |
| 73. | HCO | Hubbard Communications Office |
| 74. | HCO AREA SEC | Hubbard Communications Office Area Secretary |
| 75. | HCO B | Hubbard Communications Office Technical Bulletin |
| 76. | HCO Bd of REVIEW | Hubbard Communications Office Board of Review |
| 77. | HCO EXEC SEC | Hubbard Communications Office Executive Secretary |
| 78. | HCO DISSEM SEC | Hubbard Communications Office Dissemination Secretary |
| 79. | HCO POL LTR | Hubbard Communications Office Policy Letter |
| 80. | HCO WW | Hubbard Communications Office World Wide |
| 81. | HCS | Hubbard Clearing Scientologist—formerly Level IV Certificate |
| 82. | HDA | Hubbard Dianetic Auditor (Dianetic Certificate) |
| 83. | HGA | Hubbard Graduate Auditor—Level VII Certificate, Saint Hill |
| 84. | HGC | Hubbard Guidance Centre |
| 85. | HGC ADMIN | Hubbard Guidance Centre Administrator |
| 86. | HPA | Hubbard Professional Auditor—Level III Certificate |
| 87. | HQS | Hubbard Qualified Scientologist |
| 88. | HRS | Hubbard Recognised Scientologist—Level 0 Certificate |
| 89. | HSS | Hubbard Senior Scientologist—Level VI Certificate, Saint Hill |
| 90. | HTS | Hubbard Trained Scientologist—Level I Certificate |
| 91. | HVA | Hubbard Validated Auditor—Level V Certificate, Saint Hill |
| 92. | I/C | In Charge |
| 93. | INFO LTR | Information Letter |
| 94. | INT | International |
| 95. | L.1 | List One |
| 96. | LTR REG | Letter Registrar |
| 97. | LRH | L. Ron Hubbard |
| 98. | MEST | Matter, Energy, Space and Time |
| 99. | MID RUDS | Middle Rudiments |
| 100. | MSH | Mary Sue Hubbard |
| 101. | M. W/H | Missed Withhold |
| 102. | NON-CO-OP | Non-Co-operation from us |
| 103. | OCA | Oxford Capacity Analysis |
| 104. | OFF POL | Off Policy |
| 105. | OFF TECH | Off Technical |
| 106. | ORG | Organization |
| 107. | ORG BD | Organization Board |
| 108. | ORG EXEC SEC | Organization Executive Secretary |
| 109. | ORG SEC | Organization Secretary |
| 110. | OIC | Organization Information Centre |
| 111. | OP PRO By DUP | Opening Procedure by Duplication (Process) |
| 112. | OPPTERM | Opposition Terminal. Designation of a type of GPM Item (R6 Material) |
| 113. | O.T. | Operating Thetan |

| | | |
|------|-------------|---|
| 114. | O/W | Overt/Withhold |
| 115. | PC | Preclear |
| 116. | PE | Personal Efficiency Foundation |
| 117. | PN | Pain |
| 118. | P.O. | Purchase Order |
| 119. | POL LTR | Policy Letter |
| 120. | PREPCHECK | Preparatory Check. A process. |
| 121. | PTP | Present Time Problem |
| 122. | PTS | Potential Trouble Source |
| 123. | Q & A | Question and Answer. It means "failure to complete a cycle of action". |
| 124. | QUAL DIV | Qualifications Division |
| 125. | QUAL SEC | Qualifications Secretary |
| 126. | R | Routine—prefix on process designations |
| 127. | R FACTOR | Reality Factor |
| 128. | RR | Rocket Read—type of meter read |
| 129. | RS | Rock Slam—type of meter read |
| 130. | R6 | Routine Six |
| 131. | R6EW | Routine 6 End Words |
| 132. | R6GPMI | Routine Six Running GPMs by Items |
| 133. | R6O | Routine Six Original Bank |
| 134. | R6R | Routine Six Review of all Bank run |
| 135. | R4H | Routine Four. Process used to relieve ARC Breaks |
| 136. | R4SC | Routine Four. Process used to locate and run out Service Facsimiles |
| 137. | REC | Reception |
| 138. | REG | Registrar |
| 139. | REVIEW | Department of Review |
| 140. | REV! | "This preclear is in trouble, please do a Review hard." |
| 141. | REV FL? | "Could you please find out if this process is flat for me?" |
| 142. | REVIV | Revivification |
| 143. | RUDS | Rudiments |
| 144. | SCN | Scientology |
| 145. | SEC | Secretary |
| 146. | S-C-S | Start-Change-Stop (Level II process) |
| 147. | SECED | Secretarial Executive Director |
| 148. | SEC CHECK | Security Check |
| 149. | SEN | Sensation |
| 150. | SER FAC | Service Facsimile |
| 151. | SH | Saint Hill |
| 152. | SHSBC | Saint Hill Special Briefing Course |
| 153. | SOM | Somatic |
| 154. | SOP | Standard Operating Procedure |
| 155. | SP | Suppressive Person |
| 156. | Sthil | Saint Hill |
| 157. | TA | Tone Arm. Also total divisions of Tone Arm motion for a session |
| 158. | TECH | Technical |
| 159. | TECH DIV | Technical Division |
| 160. | TECH SEC | Technical Secretary |
| 161. | TERM | Terminal—designation of a type of GPM Item (R6 material) |
| 162. | TONE 40 | An execution of intention |
| 163. | TR | Training Drill |
| 164. | TR 0 | Confronting |
| 165. | TR 1 | Dear Alice (getting a command across to a preclear) |
| 166. | TR 2 | Acknowledgements (Acknowledging a preclear) |
| 167. | TR 3 | Duplicative Question (delivering question or command in a new unit of time) |
| 168. | TR 4 | Handling preclear originations |
| 169. | TVD | Television Demonstration |
| 170. | UPPER INDOC | Upper Indoctrination Training Drills (6-9) |
| 171. | WH | Withhold |
| 172. | WW | World Wide |
| 173. | 8C | Name of Process. Also used to mean good control |

174. 6408C11 SH Spec
-35 "Study-
Evaluation of
Information"

Example of Tape Lecture number and Title. The first two numbers (64) give the year, 1964. The second two (08) give the month, August, the eighth month. C stands for Copy. The third two numbers (11) give the day, the 11th. SH Spec gives the course, the Saint Hill Special Briefing Course, and then the title. From all this you know the lecture was given on 11 August 1964, that the 35 is one of consecutive numbers assigned for record purposes.

SYMBOLS IN SCIENTOLOGY

175.



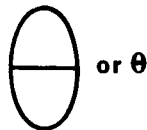
Scientology Symbol. S is for Scientology. The triangle represents the ARC triangle and the other represents the Dianetic Triangle.

176.



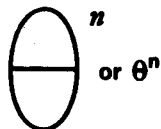
Symbol of Dianetics.

177.



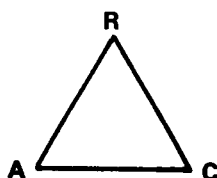
Symbol for theta. 8th letter of the Greek alphabet. Ancient Greeks used this to represent spirit or thought.

178.



"Theta to the nth degree" meaning unlimited or vast.

179.



ARC Triangle—
Affinity, Reality, Communication (the component parts of understanding).

180.



Symbol of infinity (∞) stood upright, as seen in some Scientology books.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 SEPTEMBER 1970

Remimeo
Student Hat
All Courses
HC Checksheet

Study Series No. 1

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 checkout 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.

STARRATE 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.

PROGRAMMING: 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, programming 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 Course Supervisors and Student Consultants.

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 hard cover 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 one 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

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 APRIL 1972

Remimeo
Student Hat Pack

**FURTHER DEFINITIONS OF SCIENTOLOGY TERMS
CONTAINED IN THE STUDENT HAT AND
NOT ELSEWHERE DEFINED**

Definitions and abbreviations already contained in the Scientology Abridged Dictionary and HCO B 21 Sept 70 "Study Definitions" and HCO B 23 Aug 65 "Abbreviations and Symbols of Dianetics and Scientology" are not repeated here. Definitions of HCO B and PL distribution abbreviations are contained in HCO PL 22 May 59 "Policy Letter and Bulletin Distribution Code" and HCO PL 14 April 69 "Bulletin and Policy Letter Distribution".

ACADEMY: (ref standard dictionary definition) In Scientology the Academy is that Department of the Technical Division in which courses and training are delivered (Dept 11, Div 4).

AIDE: (ref standard dictionary definition) "Aide" is the title of a Flag staff officer on Flag who aids LRH with respect to a particular division, bureau, or zone of activity.

CLASS (CL): Refers to the level of classification of an auditor. (See "Classification" in Scn Dictionary.)

CASE SUPERVISOR (C/S): That person in Scientology Organization who gives instructions regarding, and supervises the auditing of preclears. The abbreviation "C/S" can refer to the Case Supervisor or to the written instructions of a Case Supervisor depending on context.

CLAY DEMO: Abbreviation for "Clay Demonstration". A Scientology study technique whereby the student demonstrates definitions, principles, etc in clay to obtain greater understanding by translating significance into actual mass.

CLAY TABLE: A table or bench on which clay demonstrations are done. The term is also used more broadly to mean clay demonstrations and the associated equipment.

CONDITION(S): (ref standard dictionary definition) In Scientology the term also means the Ethics Conditions (Treason, Enemy, Doubt, Liability, Non-Existence, Danger, Emergency, Normal, Affluence, Power Change, Power). The state or condition of any person, group, or activity can be plotted on this scale of conditions which shows the degree of success or survival of that person, group or activity at any time. Data on the application of these conditions is contained in the Ethics policies and tapes of Scientology.

COURT OF ETHICS: A form of Ethics Hearing based on known data, and convened on misdemeanors or crimes and authorized to direct discipline such as suspension from training or processing, payment of damages, restitution of wrongs, etc.

C/SHEET (Also: CH SHT, or /SHT): Abbreviation for "Checksheets". (See HCO B 21 Sept 70 "Study Definitions".)

DEMO: Abbreviation for demonstration. Usually refers to either a clay demo or to a demonstration done with a "demo kit".

DEMO KIT: A collection of paper clips, pen tops, plastic tops, and other bits and pieces used for demonstrating data whilst studying.

DOPE-OFF: The phenomenon of a person getting tired, sleepy, foggy (as though doped). One of the phenomena of going past a misunderstood word.

ETHICS: (See standard dictionary, also Scn Dictionary) The term is used to denote Ethics as a subject, or the use of ethics, or that section of a Scientology Organization which handles Ethics matters.

EM: E-Meter (see Scn Dictionary). Where EM is followed directly by a number (e.g. EM 16) it refers to the E-Meter Drill of that number.

FLAG: Refers to the Flag Ship (see dictionary) or the Flag Organization which is the senior organization of the Sea Org and is located on the Flag Ship of the Sea Org.

F/N: Abbreviation for "Floating Needle" (see Scn Dictionary).

FOUNDATION: The evening and weekend org of a Scientology Organization. The "Day Org" operates during normal work hours 5 days a week. The "Foundation" operates on the same premises but during evenings and weekends. So called because it provides a foundation for the day org.

FRANCHISE: A group granted the privilege of delivering elementary Scientology and Dianetic Services. Does not have Org status or rights.

GOOD INDICATORS: (GIs) Those indicators of a person (or group) indicating that the person is doing well, e.g. fast progress, high production statistics, person happy—winning—cogniting, are said to be good indicators.

DAC: Dianetic Auditor's Course.

HDC: Hubbard Dianetic Course.

HDG: Hubbard Dianetic Graduate (one who is trained to teach the Dianetics course after graduating from the HDC).

HGC: Hubbard Guidance Center. That department of the Technical Division of a Scientology Organization which delivers auditing. Dept 11, Division 4.

LRH COMM: The title of that person in a Scientology Org who is responsible for the communication and handling of LRH matters with regard to that org.

MAA: Master at Arms. This is a naval term used in the Sea Org and is equivalent (but senior) to the Ethics Officer in a Scientology Org.

METHOD 1 (M1): Means word clearing method 1. A method of word clearing done in session, with an auditor, using a meter, in which a long list of subjects are assessed and the misunderstood words related to the reading subjects handled.

METHOD 2 (M2): Means word clearing method 2. A method of locating and handling misunderstood words, using a meter, in which the student reads aloud from written materials and each reading word cleared.

METHOD 3 (M3): Means word clearing method 3. A method of word clearing used in the classroom where the misunderstood word is located and handled without the use of a meter. It also refers to Method 3 assessment whereby a list of items or questions are assessed on the meter and each reading item handled when it reads. In the study materials M3 means only word clearing method 3.

METHOD 4 (M4): Means word clearing method 4. A method of word clearing in which a meter is used to rapidly locate any misunderstandings in a subject or section of materials. It is used in the classroom by the Course Supervisor.

M/U or MIS-U: Abbreviation for misunderstood.

NZ: New Zealand.

ORG: Abbreviation for "organization". Usually means a Scientology Organization when used in Scientology HCO Bs, PLs and Tapes.

PINK SHEET: A pink mimeoed form used by the Course Supervisor to give special assignments to students to correct outnesses observed in their course drills or actions.

PRE-NATALS: A Dianetic term used to denote engrams received before birth.

QUICKIE GRADES: A derogatory term denoting Grades "run" without running all the processes of the Grades each to full end phenomena thus reducing the effectiveness

of Scientology by failure to apply it properly.

READ: The action of the needle on the E-Meter dial falling (moving to the right). A "reading question" is one which causes the meter needle to fall to the right to a greater or lesser extent when the question is asked of the preclear or student with the person holding the electrodes. In word clearing a reading word is one which causes the meter needle to fall to the right when said, thought or read by the student or called by the word clearer with the student holding the electrodes.

RETREAD: An action done on a course graduate who is later found to be deficient in application or knowledge of aspects of the materials of that course. It consists of locating misunderstandings on the materials by Method 4 Word Clearing and restudying those aspects of the materials. It differs from a "retrain" which means to completely retrain on the full materials of the course per the checksheet.

REMEDY A: A Scientology auditing process for finding the major misunderstood in the subjects of Dianetics and Scientology on a person.

REMEDY B: A Scientology auditing process for finding on a person the major early misunderstood now causing the person difficulty in his current studies or environment.

R-6: Abbreviation for "Routine 6". It means the exact processes and aspects of case handled at level 6 of Scientology.

REVIEW: When used as a noun in Scientology it means that department of a Scientology Organization which does corrective actions on preclears or students to locate and handle barriers causing them slow progress. One can also "have a review" which means to have such corrective actions taken in the Review Department.

SAINT HILL (SH): The name of LRH's home in East Grinstead, Sussex, England, and location of the World Wide Headquarters of Scientology, and the UK Advanced Organization and SH (AOSH UK). LRH taught the original Saint Hill Special Briefing Course at Saint Hill from 1961 to 1965 and also developed the Power Processes at Saint Hill. The term SH now applies to any organization authorized to deliver those upper level Scientology Services hence we also have the "American Saint Hill Organization" (ASHO) and the "Advanced Organization and Saint Hill in Denmark" (AOSHDK).

SELF ANALYSIS: A book written by L. RON HUBBARD containing recall processes.

SELF PROCESSING: The action of a person trying to run processes on himself or continually thinking about his own case or trying to work out what is wrong with himself. It is an improper action which will only lead to a worsening of the person's case.

TAPE COURSE: A course relayed by tape recorded lectures or translations.

TECH: Abbreviation for 'technology' or 'technical', depending on context. The technology referred to is normally that contained in HCO Bs. It also means the "Technical Division" of a Scientology Org (Division 4, the Division of the Org that delivers training and processing).

TECH SEC: Abbreviation for Technical Secretary. The title of the person who is head of the Technical Division in a Scientology Organization.

TRAINING AND SERVICES BUREAU: That Bureau on Flag responsible for training, processing and other technical matters.

VGIs: Abbreviation for "Very Good Indicators". (See "Good Indicators" above.) It means good indicators to a very marked degree. Extremely good indicators.

WORD CLEARING (W/C): A technique for locating and handling (clearing) misunderstood words. There are four methods of word clearing. See Method 1, 2, 3 and 4 above.

WORD CLEARER: One who is qualified in and uses the technology of word clearing.

LRH:BL:mes.rd
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Training and Services Aide
for
L. RON HUBBARD
Founder

