



Student Hat Coursepack



The Rising Phoenix

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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 Horwich
Flag Class VIII Course
Supervisor

Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

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27 OCTOBER 1970

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HCO BULLETIN OF 27 OCTOBER 1970
SAME TITLE

(Extracted from Study Tapes)

THE INTENTION OF THE STUDENT

The state of the 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 intentions 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 material 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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Word Clearing Series 3R

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 actually makes him feel squashed. Makes him feel bent, sort of spinny, sort of dead, bored, exasperated. (See illustrations on pages 12-17)

If he is studying the doingness of something in which the mass is absent this will be the result.

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

You have to understand this data in its purity – and that is that educating a person in a mass that they don't have and which isn't available produces physiological reactions. That is what I am trying to teach you.

It's just a fact.

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

It's a physiological datum that has to do with processing and the field of the mind.

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

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

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

(2) There is another series of physiological phenomena that exist which is based on the fact of too steep a study gradient.

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

It is a sort of a confusion or a reelingness that goes with this one. (See illustrations on pages 18-21)

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 nervous hysteria will follow in the back of that. (See illustrations on pages 22-29)

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.

L. RON HUBBARD
Founder

Lack of Mass



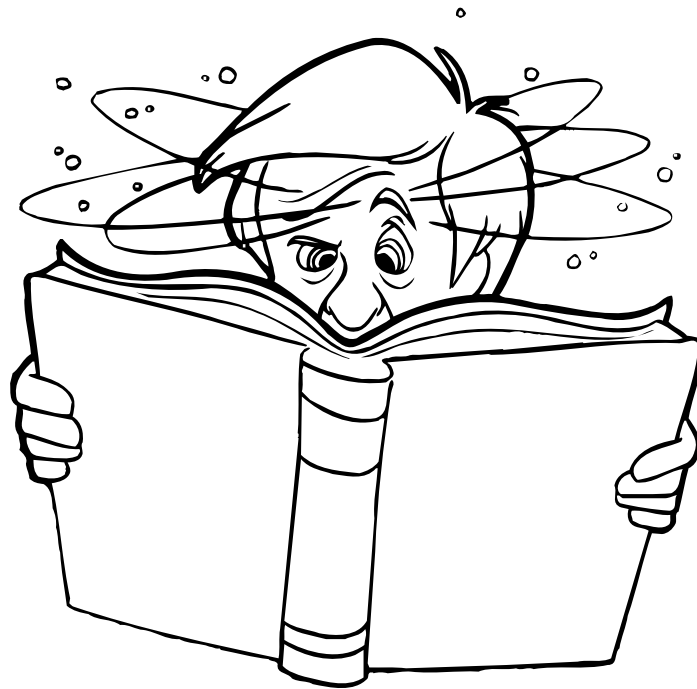
Such an absence of mass can actually make a student feel **squashed**.



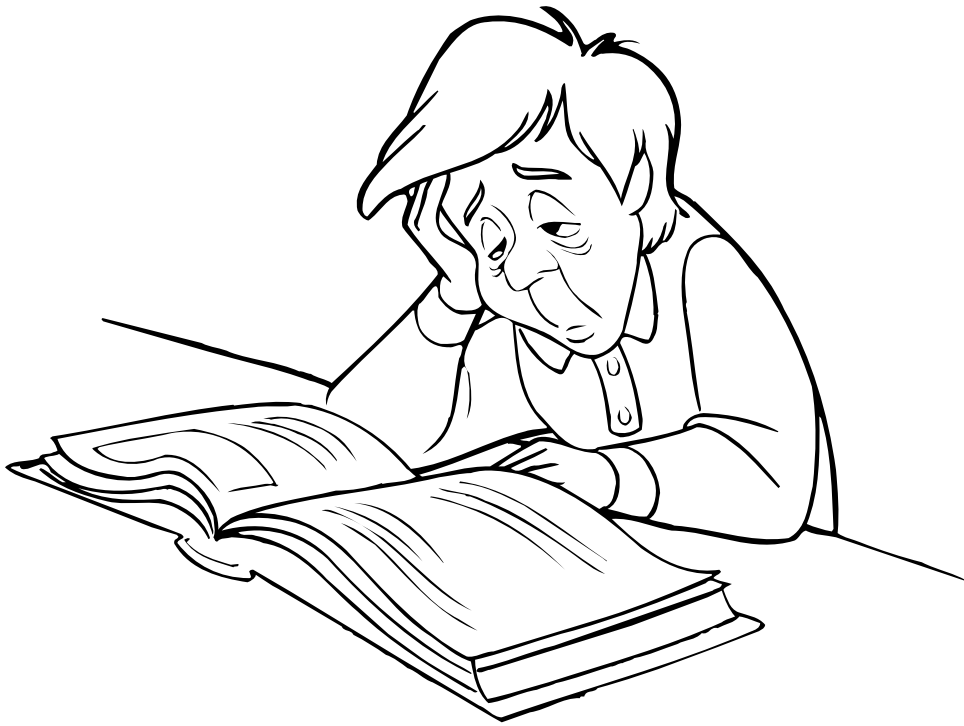
It can make him feel **bent**,



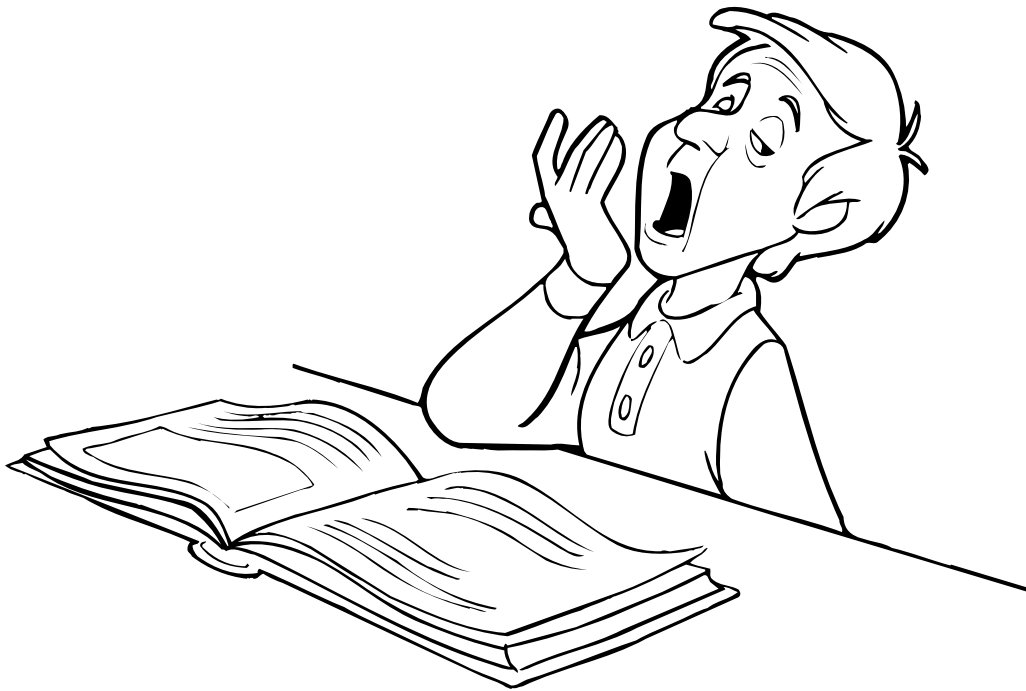
sort of **spizzy**,



sort of dead,



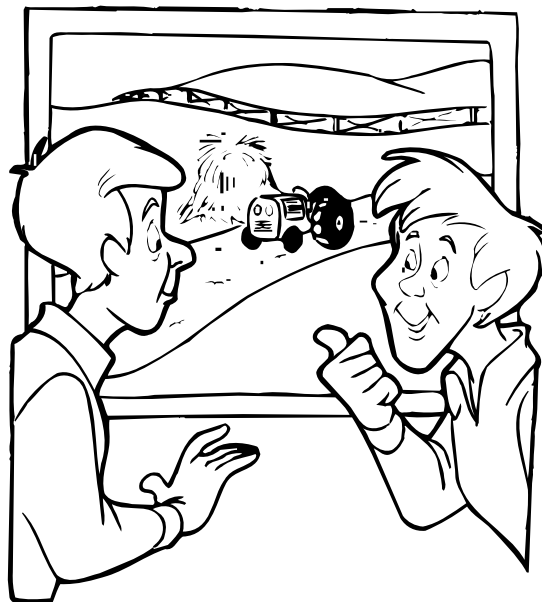
bored,



and exasperated.



Photographs or motion pictures are helpful because they represent a promise or hope of the mass of a tractor,

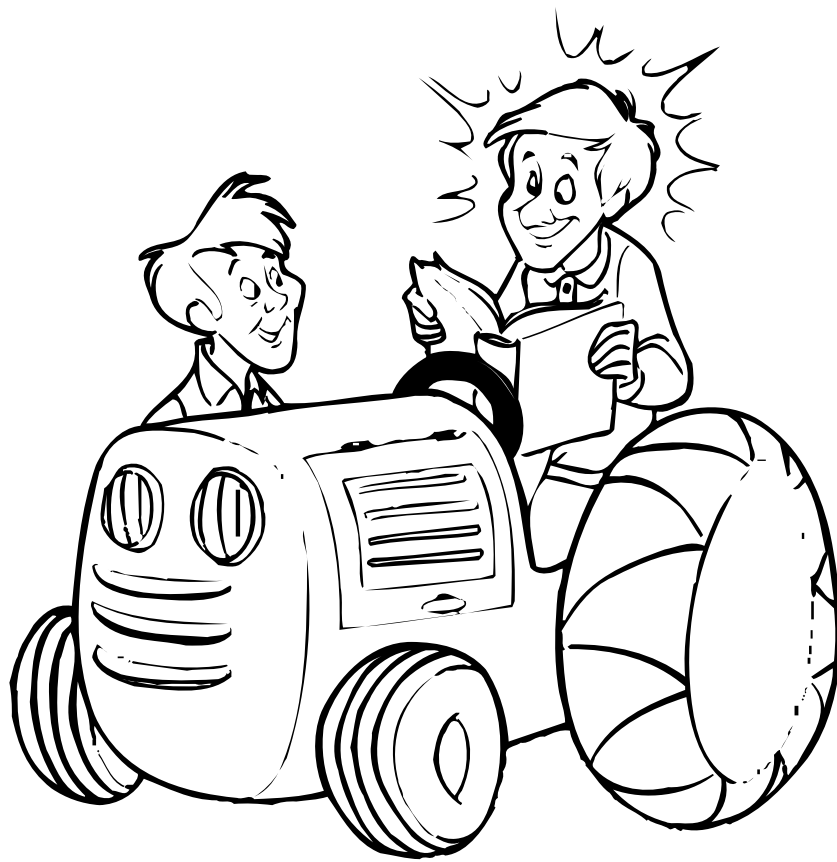


but the printed page and the spoken word are not a substitute for a tractor if he's studying about tractors.



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.





Too steep a study gradient

It is a sort of a **confusion** or a **reelingness** that goes with this one. Say you were to find a person who was studying about engines and he was confused and sort of reeling.



The person assigns all of his difficulties to the new type of engine.



But the difficulty really lies at the tail end of his study of the first engine, the engine he felt he understood.



The remedy for too steep a gradient is to cut back the gradient. Find out when the person was not confused about what he was studying and then find out what new action he undertook to do. Find out what he felt he understood well just before he got all confused.

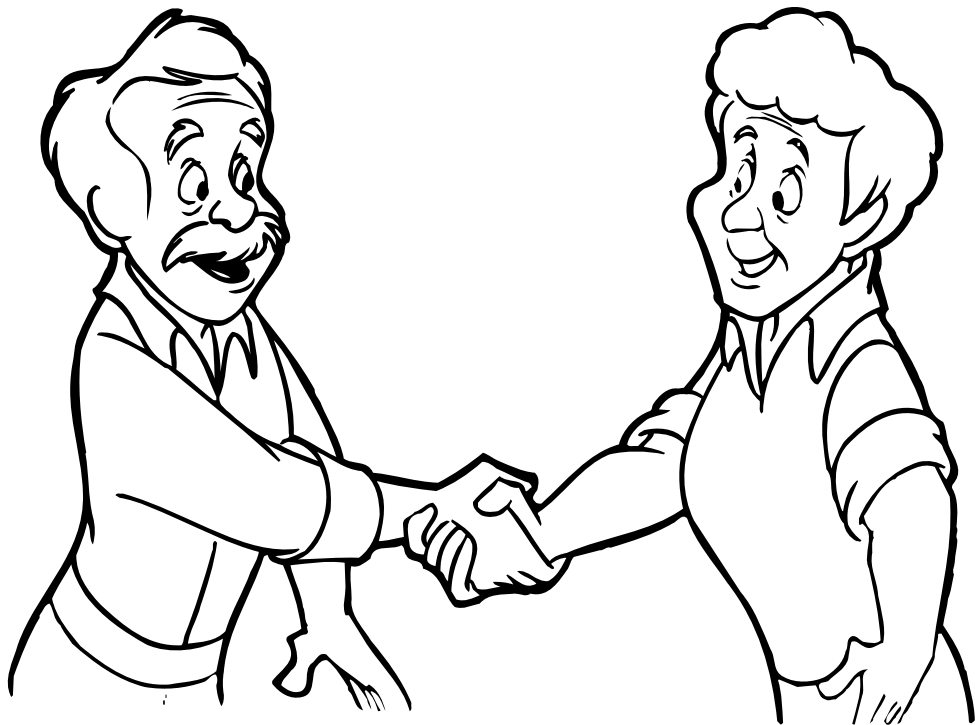


You will find that there is something in this area – the area where he felt he understood it – which he did not really understand.



When this is cleared up, the student will be able to progress again.





The Misunderstood Word

The third and most important barrier to study is the misunderstood word. A misunderstood word is a word which is not understood or wrongly understood.



Reading on past a word that was not understood gives one a distinctly **blank feeling** or a **washed-out feeling**.



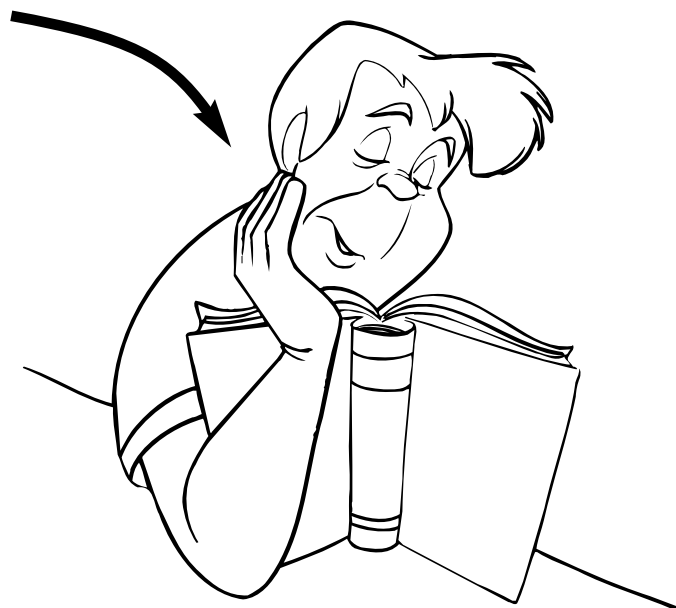
A not there feeling . . .



and a **sort of nervous hysteria** can follow that.



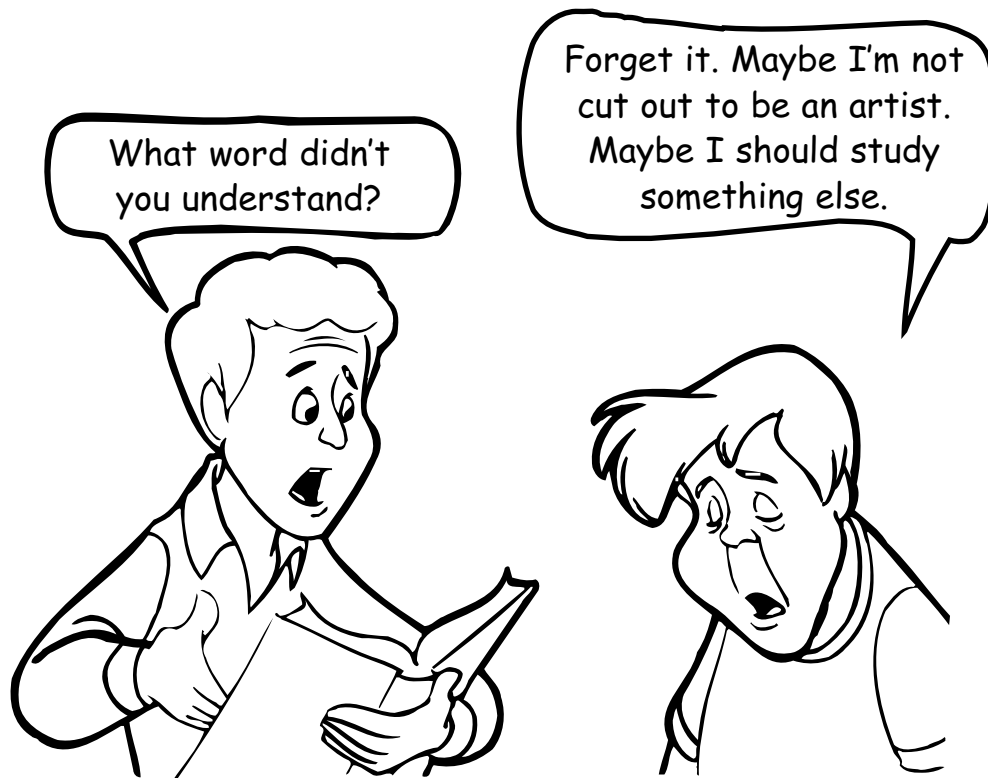
The confusion or inability to grasp or learn comes AFTER a word that the person did not have defined and understood.

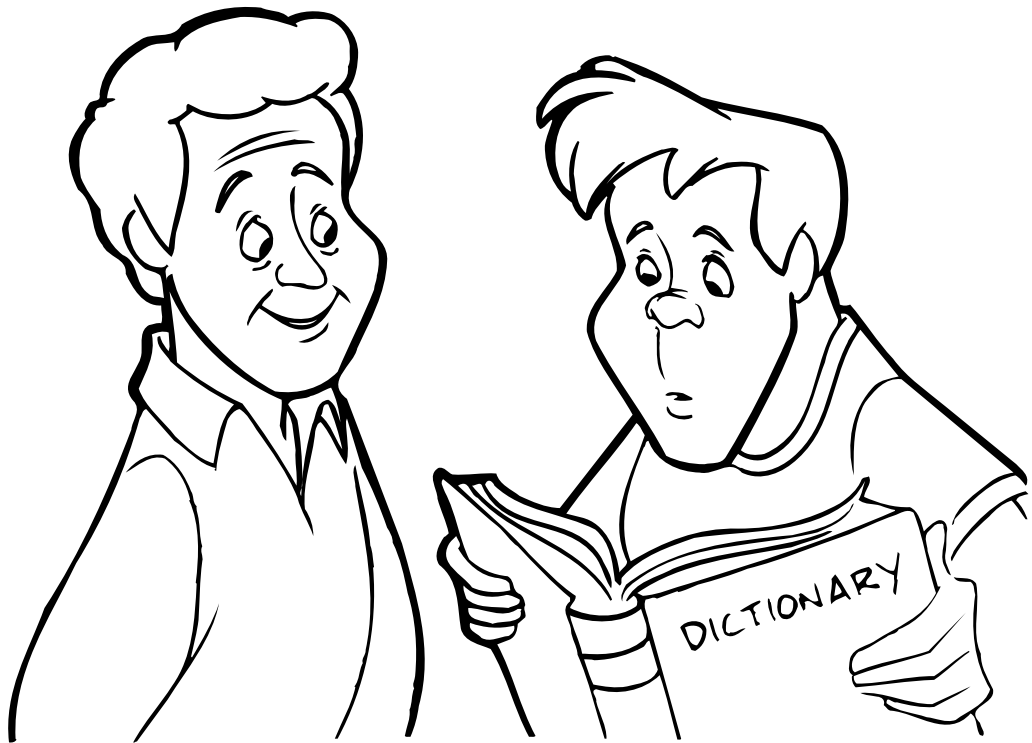


No, you're doing it all wrong.

What does he know? This is ridiculous. Art isn't important anyway.











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HCO BULLETIN OF 23 MARCH 1978RA

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(CANCELS BTB 16 Dec 73, Word Clearing
Series 51, WORD CLEARING ERRORS.)

(Revisions not printed in a different type style)

Word Clearing Series 59RA

CLEARING WORDS

REFERENCES:

HCOB 7 Sep 74

Word Clearing Series 54
SUPERLITERACY AND THE CLEARED WORD

HCOB 17 Jul 79 I

Word Clearing Series 64
THE MISUNDERSTOOD WORD, DEFINED

In research concerning Word Clearing, study and training done with various groups over the recent past months, it has become all too obvious that a misunderstood word remains misunderstood and will later hang a person up unless he clears the meaning of the word in the context of the materials being read or studied *and also* clears it in all of its various uses in general communication.

When a word has several different definitions, one cannot limit his understanding of the word to one definition only and call the word "understood." One must be able to understand the word when, at a later date, it is used in a different way.

HOW TO CLEAR A WORD

To clear a word one looks it up in a good dictionary. Dictionaries recommended are The Oxford English Dictionary or the Shorter Oxford Dictionary and Funk and Wagnalls Standard English Dictionary.

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation – which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, "give in" is an English idiom meaning "yield." Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

EXAMPLE

You are reading the sentence "He used to clean chimneys for a living" and you're not sure what "chimneys" means.

You find it in the dictionary and look through the definitions for the one that applies. It says "A flue for the smoke or gases from a fire."

You're not sure what "flue" means so you look that up: it says "A channel or passage for smoke, air or gasses of combustion." That fits and makes sense so you use it in some sentences until you have a clear concept of it.

"Flue" in this dictionary has other definitions, each of which you would clear and use in sentences.

Look up the derivation of the word "flue."

Now go back to "chimney." The definition "A flue for the smoke or gases from a fire," now makes sense so you use it in sentences until you have a concept of it.

You then clear the other definitions. One dictionary has an obsolete definition and a geological definition. You would skip both of these as they aren't in common usage.

Now clear up the derivation of the word. One finds in the derivation that it originally came from the Greek word "kaminos," which means "furnace."

If the word had any synonym studies, usage notes or idioms, they would all be cleared too.

That would be the end of clearing "chimney."

CONTEXT UNKNOWN

If you don't know the context of the word, as in Word Clearing Methods 1, 5 (when done from a list), 6 or 8, you should start with the first definition and clear *all* definitions, derivation, idioms, etc. as covered above.

"WORD CHAINS"

If you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.

CLEARED WORDS

A CLEARED WORD IS ONE WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING BY CLEARING EACH OF THE COMMON MEANINGS OF THAT WORD PLUS ANY TECHNICAL OR SPECIALIZED MEANINGS OF THAT WORD THAT PERTAIN TO THE SUBJECT BEING HANDLED.

That's what a cleared word is. It is a word that is understood. In metered Word Clearing this would be accompanied by a floating needle and very good indicators. There can be more than one F/N per word. Clearing a word must end in an F/N and VGIs. Off the meter this would be accompanied by very good indicators.

The above is the way a word should be cleared.

When words are understood, communication can take place and with communication any given subject can be understood.

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Issue I

Revised 2 September 1981

(The only revision is to clarify, in the first paragraph, how any error or omission in the comprehension of status classifies as a misunderstood, by giving example of misunderstood status.)

Revision in *Italics*.

Word Clearing Series 64R

THE MISUNDERSTOOD WORD DEFINED

REFERENCES:

HCOB 23 Mar 78RA
Rev. 14.11.79

HCOB 25 Jun 71R
Rev. 25.11.74

HCOB 26 Mar 79RB
Rev. 2.9.79

Word Clearing Series 59RA
CLEARING WORDS

Word Clearing Series 3R
BARRIERS TO STUDY

Esto Series 35RB
Word Clearing Series 60RB, Product Debug Series 7R
MISUNDERSTOOD WORDS AND CYCLES OF ACTION

“MIS-UNDERSTOOD” or “NOT-UNDERSTOOD” are terms used to define any error or omission in comprehension of a word, concept, symbol or status. (*As examples of misunderstood status, one could misunderstand an object’s location or its time factor, or the state or condition of someone or something.*)

Most people go around thinking that a misunderstood is just something they obviously don’t know – a “not-understood.”

A “not-understood” is a misunderstood but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD WORD OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. **A FALSE (TOTALLY WRONG) DEFINITION:** A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

Example: The person reads or hears the word “cat” and thinks that “cat” means “box.” You can’t get more wrong.

Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. **AN INVENTED DEFINITION:** An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition he invents one for it. This is sometimes difficult to detect because he is certain he knows it, after all he invented it himself. There is enough protest preceding his invention of it to

make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called “a girl” by his pals when he refused to do anything daring. He invents the definition of “girl” to be “a cowardly person.”

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it “a foul curse” and regards it accordingly in everything he reads.

3. AN INCORRECT DEFINITION: A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word “computer” and thinks it is “typewriter.” This is an incorrect meaning for “computer” even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. AN INCOMPLETE DEFINITION: A definition that is inadequate.

Example: The person reads the word “office” and thinks it means “room.” The definition of the word “office” is: “a room or building in which a person transacts his business or carries on his stated occupation.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person’s definition is incomplete for the word “office.”

Example: The person sees an apostrophe (') and knows that it means that something is owned (’s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word “can’t” and immediately tries to figure out who can is.

5. AN UNSUITABLE DEFINITION: A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence: “I am dressing a turkey.” The person’s understanding of “dressing” is “putting clothes on.” That is one definition of “dressing” but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn’t really make sense to him. The definition of “dressing” that correctly applies in the sentence he has heard is: “to prepare for use as food, by making ready to cook, or by cooking.” (Ref: The Oxford English Dictionary)

The person will only truly understand what he is hearing when he has fully cleared the word “dressing” in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (-) in the sentence: “I finished numbers 3 – 7 today.” He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. **A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION:** A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence: "I like to box." The person understands this sentence to mean that someone likes to put things in "containers."

The person has the right meaning for the word "box," but he has the wrong word! There is another word "box" which is being used in the sentence he has just read and means: "to fight another in a boxing match." (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

The person has a misunderstanding because he has a homonymic definition for the word "box" and will have to clear the second word "box" before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word "period" in the sentence: "It was a disorderly period in history" and knowing that "period" comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstandings can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing: "When my Honey walks down the street." The person thinks a "thick, sweet, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers" is walking down the street! He doesn't know the informal definition of "honey" which is: "sweet one: a pet name." which is how it is being used in the song. (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

7. **A SUBSTITUTE (SYNONYM—a word which has a similar but not the same meaning) DEFINITION:** A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word "portly" and thinks the definition of the word is "fat." "Fat" is a synonym for the word "portly." The person has a misunderstanding because the word "portly" means: "of a stately appearance and carriage; impressive, especially on account of size." (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person does not have the full meaning of "portly" if he thinks it just means "fat."

Knowing synonyms for words increases your vocabulary but it does not mean you understand the meaning of a word. Learn the full definition for a word as well as its synonyms.

8. **AN OMITTED (MISSING) DEFINITION:** An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line "The food here is too rich." This person knows two definitions for the word "rich." He knows that "rich" means "having

much money, land, goods, etc.” and “wealthy people.” Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up “rich” in a small paperback dictionary, he would probably still be stuck with his misunderstanding. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good sized dictionary to ensure it gives him the omitted definition which is: “having in a high degree qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

Example: The person reads “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in the American Heritage Dictionary and wonders if it is temperature or money or sports for “foul” or maybe the money “franc.” The text doesn’t refer to France so he can’t figure it out. Omitted in the American Heritage is the photography definition of “f” which simply means “the number which shows the width of the hole the light goes through in the lens.” The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary which is an error in the language itself.

9. A NO-DEFINITION: A no-definition is a “not-understood” word or symbol.

Example: The person reads the sentence “The business produced no lucre.” No understanding occurs, as he has no definition for “lucre.” The word means: “money, especially as the object of greed; gain.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) It isn’t that he has the word incorrectly, unsuitable or any other way defined, he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood .

Example: The person sees a dot at the end of a word on a printed page and having no definition for “a period (.)” tends to run all of his sentences together.

10. A REJECTED DEFINITION: A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstanding on the word he may refuse to have it explained or look it up.

Example: The person refuses to look up the word “mathematics.” He doesn’t know what it means, he doesn’t want to know what it means, and he won’t have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn’t know what he was supposed to study he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion

it turns out that every time he sees an asterisk on the page he knows the material will be “very hard to read” and is “literary,” “difficult” and “highbrow.”

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of “misunderstood” and “not-understood” and their different types, must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of “misunderstood” and “not-understood” should be very well known as it will often be necessary to clarify them to the person being word cleared.

Good reading.

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Founder

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HCO BULLETIN OF 13 FEBRUARY 1981

Word Clearing Series 67

DICTIONARIES

A **DICTIONARY** is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness, and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter) I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

I have also included some additional data on the use of dictionaries in clearing words.

SOME USEFUL DICTIONARIES

The following dictionaries are recommended because they have been found to be better, more accurate and more useful than others. No one dictionary was found that would be ideal for all students. The dictionary a student uses is a matter of personal preference and depends to some degree on his vocabulary and level of literacy.

Using the wrong dictionary can make study much harder for a student and greatly extend his time on course. If a student finds he is looking up a lot of words in the definitions he's clearing and that he is getting into long word chains, he should change to a more simple dictionary. An out-gradient dictionary can make word clearing and study unnecessarily difficult. For example, "college" dictionaries are often quite complicated and some students will find themselves spending too much time chasing around the dictionary trying to clear up MUs within the definitions of the words being cleared. This can be time consuming and frustrating.

If you look up "bird" in a simple beginner's dictionary it says something like "an animal covered with feathers that has two legs and lays eggs". Now if you look up this same word in a college dictionary it becomes "any warm-blooded vertebrate [animal with a backbone] of the class Aves [Latin for 'birds'], having a body covered with feathers and forelimbs [front legs] modified [changed in some way] into wings." (The explanations in the brackets of course are not included in the dictionary definition. They have been added here so that one can easily understand that presentation of the definition of "bird".) This would likely lead a student into the definitions of "vertebrate," "Aves," "forelimbs" and "modified". After a bit of this the student is slumped on the table with 45 words to look up that he has never heard of before. The answer is to take away his "college" dictionary and give him a more simple dictionary and he'll begin to make some progress.

On the other hand, some students would do just fine with the more advanced dictionaries and would find the additional data helpful.

From the dictionaries recommended here, a student should be able to find one that suits him and

his vocabulary. (*Note:* If the dictionary a student chooses does not contain derivations, then after clearing the word in that dictionary he should consult a larger dictionary to clear the derivation. Some of the better simple dictionaries unfortunately do not contain the derivations of the words.)

Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is published by William Collins. It is a hardbound volume and does not contain derivations. When using this dictionary a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books, a division of the Hearst Corporation, 959 Eighth Ave., New York, New York 10019, and in hardback by Oxford University Press, New York.

The Random House College Dictionary Revised Edition:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one-volume American dictionary published in the US by Random House Inc., New York and in Canada by Random House of Canada Limited, Toronto.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language College Edition:

This is an American college dictionary published by Simon and Schuster of New York. It is a one-volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition:

This dictionary has been previously published as the *Britannica World Language Edition of Funk and Wagnalls Standard Dictionary* (published by Encyclopaedia Britannica Inc., Chicago) and then the *Funk and Wagnalls Standard Dictionary of the English Language International Edition* (published by J.G. Ferguson Publishing Co., Chicago). It is currently available from the Publishers International Press under the name *Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition*. Publishers International Press is located in New York City at 9 Madison Ave. and in Los Angeles at 1543 West Olympic Blvd., 90015. (This most recent edition is sold by the Publishers International Press, not in bookstores, and can be obtained by writing or calling the above locations.)

This is one of the most grammatically correct dictionaries there is and it is probably the best American dictionary available. It is a two-volume set and is a fairly advanced dictionary.

Chambers Twentieth Century Dictionary:

This is an English dictionary printed in Edinburgh, Scotland. It is quite thorough, containing most of the English idioms and slang. It is a fairly high-gradient dictionary however and is recommended for the more literate students. The definitions are quite thorough but few examples are given.

The Concise Oxford Dictionary:

This is a very concise English dictionary, but is not a simple or beginner's dictionary. It is a small one-volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated – in other words it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two-volume English dictionary and is a shorter version of *The Oxford English Dictionary*. It is quite up to date and is an ideal dictionary for fairly literate students. Even if not used regularly it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is the principal dictionary of the English language. It consists of 12 volumes and several supplementary volumes. (There is a *Compact Edition of the Oxford English Dictionary* in which the exact text of *The Oxford English Dictionary* is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis. (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through 20 new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them they will be able to order them for you.

As a student's vocabulary increases and he becomes more literate, he will often "graduate" to a more advanced dictionary. This phenomenon of "outgrowing" dictionaries was observed on a pilot course designed to increase a person's level of literacy. As students progressed through the course they switched from a beginner's dictionary to a more advanced dictionary and sooner or later started delving into *The Oxford English Dictionary*. The point is, use as complete and advanced a dictionary as you can without getting in over your head. And don't hesitate to use a simpler one if it's better for you. (Some students have found their study speed greatly increased just by switching to a simpler dictionary.)

(*Note:* When a student using a simple dictionary has to go to a larger dictionary in order to find a definition he's looking for (but isn't in his dictionary), he would clear that particular definition in the larger dictionary and then go to his simpler dictionary to clear the rest of the definitions of that word. Otherwise he could get in over his head.)

From the dictionaries recommended here, a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. "Dinky dictionaries" are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drug stores and grocery stores. Don't use a dinky dictionary.

DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans and English define some words differently. (For example, in an American dictionary we find "pavement" defined as a hard paved surface, generally referring to a road or a street. In an English dictionary it is defined as a paved footway at the side of the road, which is known in America as a "sidewalk." So you could get a situation where an American is barreling down the road on a steam roller yelling "Clear the pavement!" and an Englishman walking at the side of the road on the sidewalk hears this and thinks he means to get off the "paved footway at the side of the road" and so he jumps into the road and gets run down! And you'll find that the word "sidewalk" does not even appear in the English dictionary, yet it is a very common American word.)

An English dictionary will have different applications of words that are specifically British. These usages won't necessarily be found in American dictionaries, as they are not part of the American version of the English language. Different dictionaries have things in them which are unique to that language.

In addition to *The Oxford English Dictionary*, the *Chambers Twentieth Century Dictionary* mentioned above is a good example of an English dictionary for the English.

For the most part, a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use an English dictionary (or vice versa), but if he does he should be aware of the above and check words in a dictionary of his own language as needed.

SYNONYMS

In using dictionaries and clearing words you should be aware that one can make the error of "defining" a word using synonyms. A *synonym* is a word that means the same or nearly the

same as another word in the same language. It is *not* the definition of the word. Example: defining "fat" as "portly", is "defining" a word using a synonym. Whereas a *definition* of "fat" would be: "Having much or too much flabby tissue."

A definition is a precise statement of the real nature of a thing; an exact explanation of the meaning of a word or phrase. A synonym is not a definition.

A student who defines a word as its synonym does not necessarily understand the nuances of that word. The correct handling for this would be for him to *define* the word and use it in sentences until it is understood conceptually.

If a student defines a word in terms of its synonyms only, he will be missing a true understanding of the word.

FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition there is a handling that can be done. The first thing would be to ensure there are no misunderstandings in the definition in question and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and text books should be on hand for reference.

If a student runs into an omitted definition, or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

DERIVATIONS

A derivation is a statement of the origin of a word.

Words *originated* somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of "thermometer" is given in one dictionary as "THERMO + METER." Looking at the derivation of "thermo" it says it is a combined form of the Greek *thermos*, meaning *hot* and *therme*, meaning *heat*. And the derivation of "meter" is given as coming from the French *metre*, which is from the Greek *metron*, meaning *measure*.) By understanding and using these fully capitalized words a student can get a full picture of a word's derivation.

If a student has trouble with derivations, it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is *The Oxford Dictionary of English Etymology*, also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 21 JULY 1981

(Cancels BPL 27 Jul 69R What Is A Checksheet. The two issues that BPL 27 Jul 69R canceled - HCO PL 27 May 70 Checksheet Changing; HCO PL 1 Jul 70 II A Note On Checksheets - remain canceled. Valid data from HCO PL 1 Jul 70 II has now been included in this HCO Policy Letter.)

WHAT IS A CHECKSHEET

REFERENCES:

HCO PL 30 Sep 70	CHECKSHEET FORMAT
HCO PL 25 Sep 79 I	URGENT - IMPORTANT, SUCCESSFUL TRAINING LINEUP
HCO PL 29 Jun 66	KEEP ACADEMY CHECKSHEETS UP-TO-DATE
HCO PL 17 Jun 70RA Re-rev. 27.4.81	KEEPING SCIENTOLOGY WORKING Series 5, TECHNICAL DEGRADES

The "Checksheet" 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 Checksheet is studied, performed or checked out.

The Checksheet is the *program* that the student follows to complete that course.

The data of the course is studied and its drills performed *in the order* they are given on the checksheet. The student does not "jump around" or study the material in some other order. The materials are set out in the Checksheet 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 Checksheet 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 Star-rated item is an attestation by him that he has given the student a Star-rate checkout on the item and that the student has passed.

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

"Through a Checksheet" means through the entire checksheet – theory, practical, all drills – and done in sequence.

RETRAINING

"Retraining" or "back to Course for retraining" 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. No shorts 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 Checksheet. 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).

ADDING MATERIALS TO CHECKSHEETS

Every student is given a complete Checksheet 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 materials which may be added to a course are those which specifically state this in the distribution. (Example: "NED Course" or "Class VIII Course.") They must be specifically designated for the course. If the distribution of an issue simply states, for example, "NED Auditors" or "Class IVs" the issue is not to be added to those courses. The issue would be for distribution to the graduates of those courses.

ONLY THOSE ISSUES WHOSE DISTRIBUTION SPECIFICALLY STATES
" _____ COURSE" MAY BE ADDED TO COURSE CHECKSHEETS. NO
OTHERS MAY BE ADDED.

Indiscriminately adding materials to course checksheets has been largely responsible for extending training time. This practice caused the Class VIII Course, a 3 week course in 1968, to take up to 8 months to do in 1970.

Note: Hat Checksheets are the exception to the above. They are to be completely updated with all new materials that apply to the hat whether stated in the distribution of the issues or not. This means that all new materials that belong on the checksheet are added before the student starts his hat. (Ref. HCO PL 30 Sep 70 CHECKSHEET FORMAT)

MASTER CHECKSHEETS

The Course Admin is to keep up a Master Checksheet for each course he is responsible for. These Master Checksheets must be kept up-to-date, noting all cancellations, revisions, additions and corrections to each checksheet.

Thus when a student starts a course he can be handed a checksheet that has been completely updated per the Master Checksheet.

Checksheets are a tremendous aid to study and are an essential part of any training.

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

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 21 AUGUST 1979

TWINNING

(CANCELS: BTB 16 Mar 71 STUDENT AND COURSE MORALE,
TOUGH CHECKOUTS & COACHING)

Cancellation of Issues Cancelling Twinning

The following BPLs and HCO PLs which cancelled issues on twinning, or cancelled or suspended twinning itself, are now CANCELLED:

1. HCO PL 29 Jul 72 II FAST FLOW IN TRAINING written by Training and Services Aide. Though the issues it cancelled remain cancelled, this HCO PL itself was cancelled by BPL 10 Oct 75 X CANCELLATION OF POLICY LETTERS 1972 and remains so.
2. HCO PL 31 Aug 74 FAST FLOW TRAINING REINSTATED which suspended twin training or checkouts, was previously cancelled and remains so.
3. BPL 18 Oct 76RD, Rev. 10.9.78 URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP, which cancelled requirements of twin training or checkouts for Academy, has been cancelled and replaced by HCO PL 25 Sep 79 I URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP.

THERE ARE NO VALID BPLs OR HCO PLs NOW EXISTING WHICH CANCEL TWINNING.

“Twinning” is the pairing up of two students training on the same subject to work together on their materials.

It is a Scientology innovation in training. For years it was used highly successfully when done correctly and as a standard action on Scientology courses.

Recently I discovered a big WHY behind course failures. That is that twinning as a subject and practice has become confused and fallen into misuse or fallen out completely and one of the reasons behind that is that a number of HCOBs on twinning were cancelled and no one issue exists that covers the subject in its entirety.

THIS HCOB REINSTATES TWINNING FIRMLY AND WITH EMPHASIS.

It is **NOT** subject to cancellation.

It fully lays out the purpose of twinning, the basics and rules and correct use of twinning, when and how it is done, the responsibility of twins and the responsibility of the Supervisor and the handling of twinning bugs.

It re-establishes mandatory twinning on all practical courses, such as the TRs Course, or on the practical sections of a course, such as E-Meter Drills. It also covers twinning in some areas of theory study where it is obviously called for, such as Method 9 Word Clearing when done between students.

BACKGROUND

In 1954 we found that when you teamed up students of comparable case level and ability they then made progress. When we find something that is that workable we put it to use. Twinning was installed as a fundamental part of the Scientology system of training and it immediately and effectively brought up the participation and action levels of entire course rooms of students. Students grasped the application of the materials faster. It gave us results.

Originally twinning was used almost exclusively on practical drills. Later, in the early '60s, it was carried over into twin checkouts on theory. Still later, with the advent of Word Clearing, applied study tech and fast flow, twinning as a broad mandatory action for all students on theory was cancelled.

Even so, some orgs continued twinning students unnecessarily on admin courses and some theory courses and were not enforcing twinning on courses where it is mandatory, such as a TRs Course.

Twinning on practical courses and practical actions has never been cancelled by me and was never intended to be cancelled. However, a line in a BPL (BPL 18 Oct 76RD Rev. 10.9.78 URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP) which stated: "Requirements of twin training or checkouts for Academy are cancelled" caused twinning to be dropped out even on practical drills in some areas and threw a confusion into the scene in other areas. The above BPL has now been cancelled with a vengeance and is replaced by HCO PL 25 Sept 79 I URGENT, IMPORTANT, SUCCESSFUL TRAINING LINEUP.

And this bulletin restores twinning to its rightful place in training as the vital tool that it is.

WHY TWINNING?

One reason twinning is so vital is that it brings those people who have sunk back into their First Dynamic up out of their First Dynamic and onto the Third. It gives the student a terminal to work with. It puts students into communication, into doingness and participation. One doesn't learn by being a spectator. Twinning not only gets students extroverted but also gets them to take some responsibility for their fellow man. These are factors that are sadly lacking in modern permissive education.

TWINNING VERSUS MODERN PERMISSIVENESS

With twinning we are cutting right across modern "permissive" teaching.

The modern tendency is to just let everybody do as they please and put their attention on whatever they please. This is the "think" of the day, and it is in in most basic school systems and has spread as well into many different fields.

Probably someone somewhere thought it would be much quicker and easier and require much less confront to just let a student sit there permissively, with his attention wandering around in the total significance of it all and then claim he had passed the subject when he had never gone near it.

It is a symptom of people who can't confront not to make anyone else confront.

We don't buy this. It is totally batty. The creeping disease of permissiveness, nonconfront and spectatorism is simply a part of "the beautiful world of irresponsible slop." It has no place in Scientology training.

Real twinning, enforced, effectively pulls the student right up out of the vague permissiveness of modern think and lands him with some responsibility right from the start. With that he can be honestly trained.

CAUSE AND EFFECT

A person being trained is mainly working on an inflow basis. Day after day it is inflow, inflow, inflow. This tends to put him at effect.

In twinning, the person can balance his inflow with outflow. This keeps him from going totally into effect. It puts some cause into the scene.

A person, when he is expected to apply knowledge or skills, must, of course, be at cause. When he is trained totally at effect, he can get into what is called a "stuck flow" phenomenon whereby he can't outflow the subject. Yet, if he is ever going to apply it, he is going to have to outflow it.

Twinning has the virtue of balancing inflow and outflow. It will be found that when the person comes to apply the tech, he is already able to outflow if he was trained using twinning.

WHEN TO TWIN

It is not necessary to twin students on admin courses, nor, as a general rule, on tech theory courses. You ensure the student is applying study tech and is not going past misunderstood words and you let him get on with it.

Practical and practical courses are another matter.

Mandatory Twinning

Twinning is mandatory on those courses where the essence of the course is to train the student in the practical application of the data. This would include the TRs Course, any Upper Indoc and Objectives Course, a specialized E-Meter Drills Course and courses of a similar nature.

Even though such courses also include theory, the final objective of such a course is a person trained and drilled in the doingness involved and twinning is absolutely essential for this purpose.

Thus, on such a course, twins are assigned at the beginning of the course and they remain assigned through to the completion of that course. We call it "assigning twins in concrete." One does not musical chair twins, once assigned, nor allow them to drift from one twin to another.

The whole essence of twinning is to get two students to work together, to assist each other and take responsibility for getting each other successfully through the course.

Twinning On Practical Sections Of Courses

On certain courses containing both theory and practical, such as Academy Levels, you would not necessarily twin students on the theory section of the course. You would, however, definitely and mandatorily twin them on the practical sections.

For example, twinning is a must on E-Meter Drills, or such actions as assessment drilling, drilling of special rundown procedures where this is called for, Learning Drills, Obnosis Drills and other practical applications.

Twinning On Word Clearing

One always twins students where Method 9 Word Clearing is to be done between the students themselves and not by a Word Clearer.

Similarly, Method 8 Word Clearing is twinned, on exactly the same turn-about basis as described in Method 9. (Ref: HCOB 30 Jan 73RB Rev. 1.6.79 Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY)

An example of turn-about on Method 8 would be: First twin clears word "a." Second twin then clears word "a" AND word "b." First twin then clears word "b" AND word "c," etc. You do two actions consecutively every time.

Twins may also be assigned to get each other through other methods of Word Clearing in this way.

Henceforth, on courses such as the Primary Rundown, where Word Clearing is the essence of the course, twinning is mandatory.

Wherever twins are assigned, whether for an entire course or for practical sections of a course, the rules of twinning apply.

ASSIGNING TWINS

The Supervisor is responsible for assigning twins.

He should take care to team up students of comparable case level and training and abilities inasmuch as possible. In this way both twins make the best progress. Twinning a very fast student with a slow student should be avoided, if possible, as it can be frustrating and upsetting to both students. This must never be used as an excuse NOT to twin students. However, ideally, one matches them up according to their capabilities and twinning goes smoothly and produces best results when this is done.

In some rare instances it may be necessary to reassign twins who have been incorrectly paired. But it should not be necessary if care was taken in teaming them up correctly to begin with.

Otherwise, once assigned, twins work together through to successful completion of the course or activity.

TURN-ABOUT

THE RULE OF TWINNING IS THAT IT IS DONE ON A "TURN-ABOUT" BASIS.

"Turn-about" is done as follows:

One student coaches his twin through a drill or a section of a drill. They then turn-about and the second twin does the same drill or section of that drill PLUS the next drill or next section of the drill. They then turn-about again, with the first student doing the drill his twin has just done PLUS the one following.

The same system applies in Method 9 or Method 8 Word Clearing. One twin clears a word or M9s a paragraph or section of the text. They turn-about and the second twin clears the word or M9s the paragraph or section PLUS the following one. They turn-about again, with the first twin now clearing or M9ing the word or section his twin just cleared PLUS the one following.

Turn-about is applied as well to star-rate checkouts where these are called for. It may be done by checking out an entire bulletin on one's twin before the turn-about is done. Or, where a very long text is to be star-rated, the turn-about can be done after each section.

With the turn-about system one person is not constantly leading and misunderstands are kept picked up between twins. The twins keep pace with each other, we don't get unbalanced flows and both are kept progressing.

THE TWIN'S RESPONSIBILITY

A TWIN IS RESPONSIBLE FOR SEEING THAT THE STUDENT WITH WHOM HE IS TWINNED KNOWS AND CAN APPLY THE MATERIAL HE HAS STUDIED.

Twins must be made aware of this responsibility at the onset of the course.

The twin word clears his fellow student. He listens to his sentences and sees that they are correct and fit the definition of the word being cleared. He makes sure his twin understands the materials. If the student doesn't know them cold, the twin helps the student find his misunderstood words and gets him through any difficulties.

Twins do practical drills together. They coach each other to wins and certainty in applying the materials 100% correctly.

If a student flunks a Supervisor checkout on materials he's been passed on by his twin, both students get a flunk. The twin must have a misunderstood himself if he missed the other student's goof.

Morale and Production

MORALE depends on production.

PRODUCTION, in training, is the evidence of the demonstration of competence.

MORALE IS UP WHEN COMPETENCE IS DEMONSTRATED.

MORALE IS UP WHEN PRODUCTION IS UP.

Morale isn't necessarily built by being "nice." Twinning actions *are* carried out with good ARC, but being "nice" is not enough.

A student getting a good stiff coaching session from his twin and passing—or getting a good, stiff 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 nonstandard 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 will be down.

One keeps his twin's morale and production high. One gives him tough standard coaching sessions so he *becomes* competent. One gives him tough standard checkouts so he KNOWS HE HAS DEMONSTRATED HIS COMPETENCE IN THE MATERIALS. It is always done with good ARC.

It must be real to student and Supervisor alike that twinning is not a namby-pamby, brush-off activity.

One is responsible for getting his twin *through* the course. If one twin goes to Review, the other goes to Review. If one twin goes to Ethics, the other goes to Ethics. If one twin should blow, the other twin must go and get him. One is responsible for getting his twin *through* the course.

There have been cases in the past where one twin worked like mad to get the other twin through an extensive section right at the end of the course. The other twin then simply went off and would not do the same so the first student could also finish the course.

IT IS NOW FIRM POLICY THAT WHERE SUCH AN INSTANCE OCCURS, THE STUDENT WHO ABANDONED HIS TWIN JUST BECAUSE HE HIMSELF WAS FINISHED MAY *NOT* BE CERTIFIED AND MAY *NOT* BE GIVEN A COURSE COMPLETION UNTIL HE HAS COMPLETED HIS TWIN.

Twins are responsible for getting each other *through* the course.

THE SUPERVISOR'S RESPONSIBILITY

It is the Supervisor's responsibility to enforce twinning per the points in this bulletin.

He assigns twins, pairing them according to their capabilities.

He ensures twinning is being done by the book, on a turn-about basis, with *both* twins making progress.

He makes sure twins are wearing their hats as twins and taking responsibility for getting each other through, exactly as laid out in course materials.

A "double flunk" is given when a student flunks a Supervisor checkout on materials his twin has passed him on. "Double flunk" means the student and his twin are both flunked in such a case, as, if the twin has missed the student's goof, he must have misunderstands of his own.

The Supervisor maintains high tech standards by adhering firmly to this system and when he must double flunk he makes sure *both* twins get handled on the goof.

A situation can occur where a student and his twin get into a "games condition," one with the other. This gives a no-progress, problem situation. The students who are twinned are not both working toward 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 being permitted and low morale.

It is the responsibility of the Supervisor as well as the twinned students to not permit such a situation to occur. With any failure of a twin to be a twin and assume that responsibility, the Supervisor gets the student checked out on this bulletin and any other applicable course material and ensures the student is fully handled.

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

In a case where a student gets sent to Review or Ethics, the Supervisor must uphold the rule that his twin *always* gets sent as well. He ensures that any blown student is recovered by his twin. In all such cases the Supervisor keeps track of his students and ensures they're handled and gotten back on course rapidly.

A Supervisor who understands the WHY of twinning and sees it is carried out standardly is going to produce causative, responsible graduates who can apply what they have learned.

EMPHASIS ON NO VERBAL DATA

All students should be made aware, from the beginning of training, that the answers to their questions are in their course materials or other source references.

The issues on verbal tech, HCOB 9 Feb 79 HOW TO DEFEAT VERBAL TECH and HCOB 15 Feb 79 VERBAL TECH PENALTIES, should be well-known in the course room.

Even so, students, particularly when they are new, sometimes get into an exchange of verbal data or opinion while they are twinning. A Supervisor must be on the alert for this and step in

to handle at once when he observes it happening. He uses study tech to straighten the scene out and always refers the students to the above mentioned HCOBs on verbal tech.

Twinned students, of course, bear a responsibility for not spreading verbal tech, neither between themselves nor to anyone else, for that matter. A twin always refers his fellow student to source materials.

HANDLING BUGS ON TWINNING

The main twinning bugs which could arise are those which were encountered earlier on the Saint Hill Special Briefing Course. One twin would get sent to Ethics or Cramming or Review and the other one then had no twin. Thus, twinning could get to be a little bit unpopular and could block somebody from finishing the course unless these factors are handled.

The remedy for this sort of thing is to send *both* twins to Ethics, *both* twins to Cramming, *both* twins to Review and if anybody blows, send his twin after him. In other words, we don't buy the idea that everybody is totally irresponsible for everybody else in this wonderful First Dynamic world. This is not a mere expediency. It takes only a good, straight look at the purpose and WHY of twinning to recognize the value of this system. Those who do recognize its value will enforce and maintain it.

There is another situation which could act as a bug in twinning. What happens when one twin actually does disappear from the scene totally, in spite of checkouts and crammings and ethics? What do you do with the remaining twin? Unhandled, it can stop a course for a student, so handled it must be and with no time wasted. You don't let the odd twin rattle around on his own for very long.

If he's not too far advanced into the course he can be twinned with an oncoming student. (A well-run course room will always have new students enrolling.) Every effort is then made to get the newcomer caught up with his twin as rapidly as possible.

But what of the more advanced student who loses a twin? If there's absolutely no other single terminal to team him up with, there is still a solution far preferable to having him continue on his own. You match him up with a set of twins of comparable ability and advancement to his and you turn that twinship into a trio. Once formed, you run that trio as tightly as you would any twinship. The turn-about system would then need to be adjusted to a "round robin." (Example: A coaches B, B coaches C, C coaches A.) And it would then reverse. This is more easily seen if it is diagrammed:

A coaches B on the 1st

action (drill, definition, etc.) ----- B

B coaches C on the 1st action ----- C

C coaches A on the 1st action ----- A

And then it reverses.

B ----- C coaches B on the 2nd action

A ----- B coaches A on the 2nd action

C ----- A coaches C on the 2nd action

And now it reverses back.

A coaches B on the 3rd action ----- B

B coaches C on the 3rd action ----- C

C coaches A on the 3rd action ----- A

And now it would reverse back again (C coaches B, etc.) and so on through the drill, definition or M9 section.

All the rules of twinning then apply to these three. You “assign the trio in concrete” and you ensure they keep advancing. Again, the point here is that we operate on the Third Dynamic where one does take some responsibility for his fellow man.

HANDLING BOGGED STUDENTS AND THEIR TWINS

When a bogged student cannot be handled in the course room with standard Word Clearing and study tech and he is sent to Cramming, Review or, where indicated, to Ethics, his twin is also always sent.

The idea is not only to keep the twins together and taking responsibility for each other but to also correct and repair *both* of them as needed.

In other words, one twin doesn't simply sit there and observe the other twin being handled. The twin of a bogged student will also require handling in Review, Ethics, or Cramming himself. If a student has ended up on Review lines, it must be assumed that the twin has goofed as a twin and has misunderstands on the course materials. This must be sorted out and resolved by the Dir Review when the twins route through Review.

The Dir Review determines, by interview, what the trouble is and how it should be resolved. This is done on an individual basis for each twin.

For example, the bogged student may need Word Clearing or a Word Clearing Correction List and his twin may need to restudy this twinning bulletin or other course materials.

In Ethics, for example, a student may be involved in some sort of out-ethics situation, such as continually being late for course. In any ethics situation one would look for the possibility of mutual rudiments between twins. Whether or not mutual ruds exist, the twin would always be given some handling in regard to his responsibility in the situation.

In the above example, the Ethics Officer might handle the student with an amends project. He would then go over with the twin the matter of *his* responsibility and what steps *he* could take to ensure the student gets to course on time. The twin would then get the student through his amends, get through his own handling, whatever its nature and the two of them would then go back to course.

The twin sees the student through his review, cramming or ethics cycle and, whenever possible, is used to help the student get through it. He also receives appropriate handling himself.

THE RULE IS: WHEN ONE STUDENT BECOMES BOGGED, HIS TWIN IS ALWAYS SENT WITH HIM TO CRAMMING, REVIEW OR ETHICS.

In the rare case where a student is going to require extensive handling in Review or Ethics, such as case handling or suspension from course where such would be truly warranted, the Dir Review or Ethics Officer may send the other twin back to course to be retwinned with another student.

The Supervisor always checks up on any students who have been routed off course temporarily. He must keep himself informed as to their whereabouts and progress on correction lines and see that they are returned to course corrected, as rapidly as possible. He does not allow any student or twin to simply drop off his lines with an incomplete course, unhandled or unaccounted for. Any twin has the responsibility of getting himself and his fellow student back onto the course as well.

Once students get the idea that their own progress on a course depends utterly on the quality of their twinning you will start to see some quite magical results. They're now out of the irresponsibility of it all and operating on the Third Dynamic.

It simply takes standard supervision plus **REAL TWINNING**.

That is the winning combination.

So enforce twinning.

It will show up in F/Ning students and high and genuine course completions, which any Supervisor, any org, any graduate can be proud of.

And I will be proud of you, too.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 MAY 1980

CORRECTED & REISSUED
16 November 1981

Correction in *italics*.

DEMONSTRATIONS

DEMONSTRATION – Showing something by examples.

DEMO – Abbreviation for “demonstration”.

Part of Scientology study technology is the use of “demonstration” when a student is studying concepts and ideas.

The student is often asked to show such things as definitions of terms, basic principles, etc.

Two ways of demonstration that are commonly used are:

1. **Demo Kit Demonstration** – meaning the use of various small objects such as corks, caps, paper clips, batteries, etc. These objects are kept in a box or container called a “demo kit”. Each student should have one. The Pieces are used while studying, to represent the things in the material being read. Demonstrating helps make concepts and ideas more real. A demo kit adds mass (physical matter), reality and doingness to the significance and so helps the student to study.

When a student is required to do a demonstration using his demo kit, he simply takes whatever demo kit items he wishes and has them represent the ideas he is studying.

An example of this is:

The student is reading about how a student and his twin should sit across from each other, each with a dictionary and a demo kit.

To demonstrate this, he picks a blue battery and decides that that represents the student. He picks out a red battery and decides that represents his twin. He places the batteries across from each other. He then picks out two pennies which he decides will represent the demo kits and he places a penny (demo kit) beside each of the batteries (students). He then picks out two paper clips which he decides will represent dictionaries and places them next to each of the batteries (students).

The student now has sitting in front of him some actual objects that represent what he has read and he feels much better because the information isn't just in his head.

The demo kit pieces can be moved around by the student if he is studying about an activity or an action.

If a demo is being done for a twin or the supervisor, the student explains what the objects represent and what he is doing with them (but the idea is to actually have the objects showing any action, not the student's explanations).

2. **Clay Demonstration** – meaning the use of clay in demonstrating or representing facts, ideas, procedures, *etc. that the student is studying about*. *Clay demos also add mass, reality and doingness to the significance and so help the student to study.*

Clay demos give a proper balance of mass and significance. They are used to teach a 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.

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.

“Demo” on a checksheet usually refers to using a demo kit.

“Clay Demo” on a checksheet refers to using clay to demonstrate per the Procedure given above.

A well done demonstration, which actually does demonstrate, will produce a marvellous change in a student. And he will retain the data.

L Ron Hubbard
Founder

BOARD POLICY LETTER

15 APRIL 1972R

Revised and Reissued 31 July 1974 as BPL

(Revision in *italics*)

Cancels
HCO POLICY LETTER OF 15 APRIL 1972
SAME TITLE

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 star-rate 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 *BPL*).

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 datum's 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 star-rate 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 & Services Aide

Revised and Reissued as BPL
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BOARD TECHNICAL BULLETIN

29 OCTOBER 1970RA

Revised and Reissued 5 October 77

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 CI VIII Crs Supervisor
for
L Ron Hubbard
Founder

Revised and Reissued by
Sally Miscavige

Approved by
W/O John Eastment
CS-5

Authorised by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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.

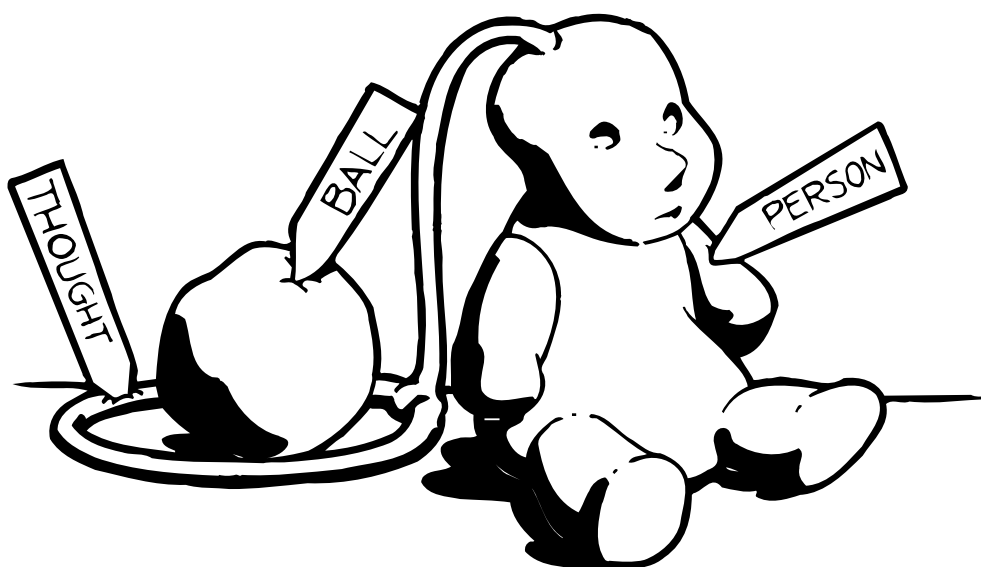
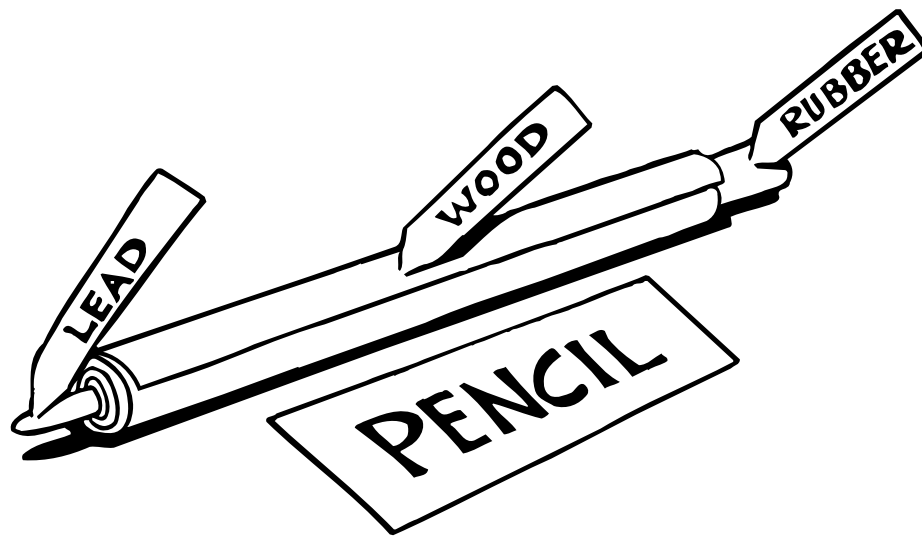
Questions about what is rule “a” do not detect the glib student. Long winded explanations on clay table put it back into significance, prevent the student from learning to apply, and prevent the student from getting the proper balance of mass, and do not blow confusion.

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



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1970R

ISSUE I

REVISED 10 FEBRUARY 1981

CANCELS:

BTB 22 Apr 70R

BTB 30 Oct 70R

BTB 6 Jul 71R

Issue II

CLAY TABLE DEMO CHECKOUTS

CLAY DEMO

CLAY DEMO ERRORS

(Revised to include the valid data from the above BTBs, to add a section on "Handling Clay" and to delete references to the Instructor's use of Clay Table as a method of instruction. Instructors have been replaced in the Academy by Supervisors. References to Clay Table use in the HGC have also been deleted as this data is still contained in HCOB 17 Aug AD14 SCIENTOLOGY I TO IV CLAY TABLE WORK IN TRAINING AND PROCESSING and is not needed in this particular bulletin.)

(Revisions in italics)

(Ellipses indicate Deletions)

CLAY TABLE WORK IN TRAINING

(Ref: HCOB 11 Oct 67 CLAY TABLE TRAINING)

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 . . . educational technology, now mainly to be found on the *Study Tapes*.

THE CLAY TABLE

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. . . .

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oilcloth 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.

Large classes should have several clay tables.

CLAY

Several different colors 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 subdivisions in it for the different colored clays.

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

In the Academy colors are only used to make a student see the difference between one object and another and have no other significance as the objects in the mind are not uniformly colored. While "ridges" are black, they can become white. Engrams may be a number of colors all in one engram, just as Technicolor is a colored motion picture. However, some persons see engrams only in black and white. So the color in the Academy is for instruction only, assisting to tell the difference between one object or another. . . .

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 student **and** *his* understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate 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 are 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 . . . 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 color, 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 *demonstrate in clay* 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.

LABELLING CLAY DEMONSTRATIONS

Any part of the mind can be represented by a piece of clay *and a label*. 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.

...

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. . . .

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

If a student makes all the masses of his demonstration at once, without labelling them, he is sitting there with all those significances stacking up in his mind instead of putting down each one (in the form of a label) as he goes.

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

SIZE OF CLAY DEMOS

The size of the demo can be important.

A clay demo should be rather large. (One or two inches high is usually inadequate.) Large demos help to increase the student's reality on what he is demonstrating. More reality means more affinity and communication and therefore more understanding.

CHECKOUTS

The clay demonstration must show that the student's understanding of the materials being demonstrated is present. The clay shows the thing, not the labels or the imagination. If a student's clay demonstration isn't correctly done or doesn't show what is to be demonstrated it must be flunked with reference to the material. In such case, the student must be referred to the correct Bulletin, Policy, Book or Tape reference from the materials of the course. Another student's demo is never referred to or used as an example.

HANDLING CLAY

Clay is messy. Until we find or unless we find a totally non-oily clay, precautions must be taken to keep students clean, and if not clean, cleaned up afterwards. Therefore the course administrator can provide liberal quantities of cheap cleaning tissue and odourless solvent.

The clinging quality of clay and the odour of bad solvents could put an end to the great value of clay table work. So safeguard against this.

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

You will see a new era drawn 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.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 26 AUGUST 1965

**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 “Weller . . . 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
Founder

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 material he is studying. The above is pure magic.



Look, right here.

That wasn't there before.



Listen, in this section right before that, did you understand the parts of the engine?

Of course I did. I understood it perfectly



Okay, let me check. What does "piston" mean?

Well, it's that part of an engine that ... er ... part ... you know ...



Let's look it up.

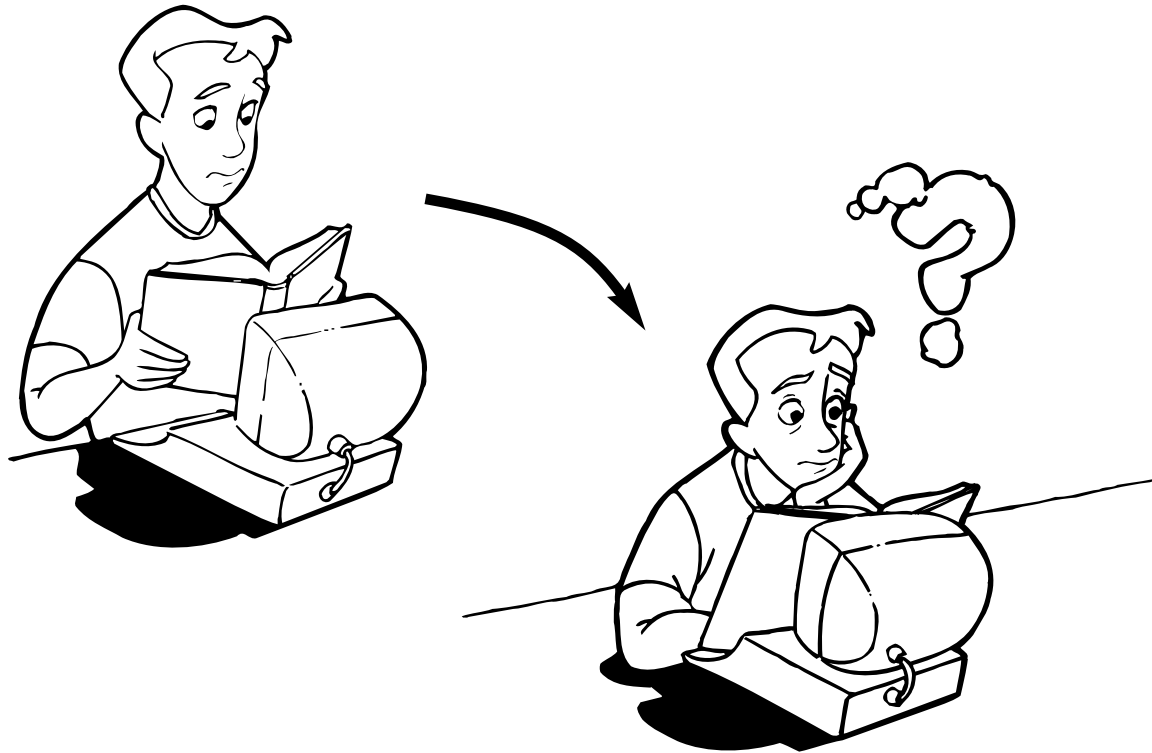
Oh!



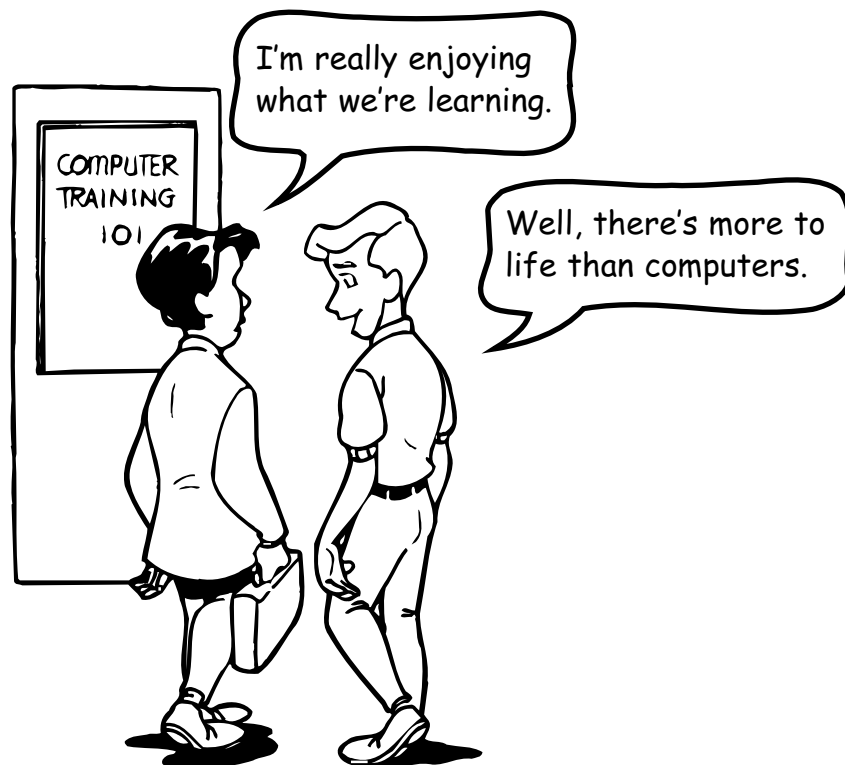


SECOND PHENOMENON

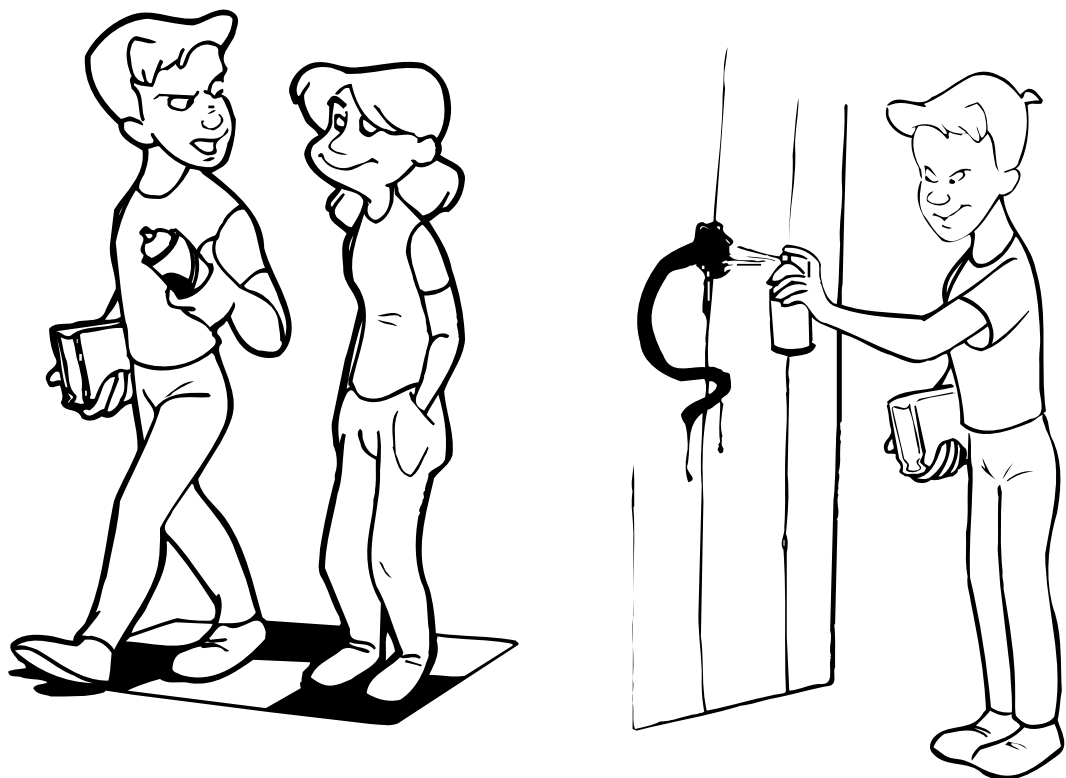
As covered earlier, when a word is not grasped, the student then goes into a noncomprehension (blankness) of things immediately after.



This is followed by the student's solution for the blank condition which is to individuate from it – separate self from it.



Now that the student is individuated from the area, he then commits harmful acts against the more general area.



This is followed by an effort to restrain himself from committing more harmful acts and efforts to find ways he has been wronged. This is followed by various mental and physical conditions and by various complaints, faultfinding and look-what-you-did-to-me.



This justifies a departure, a blow.

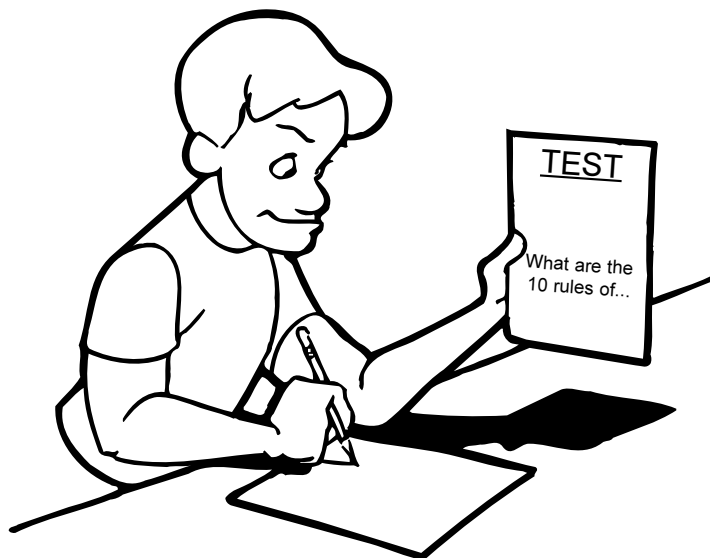
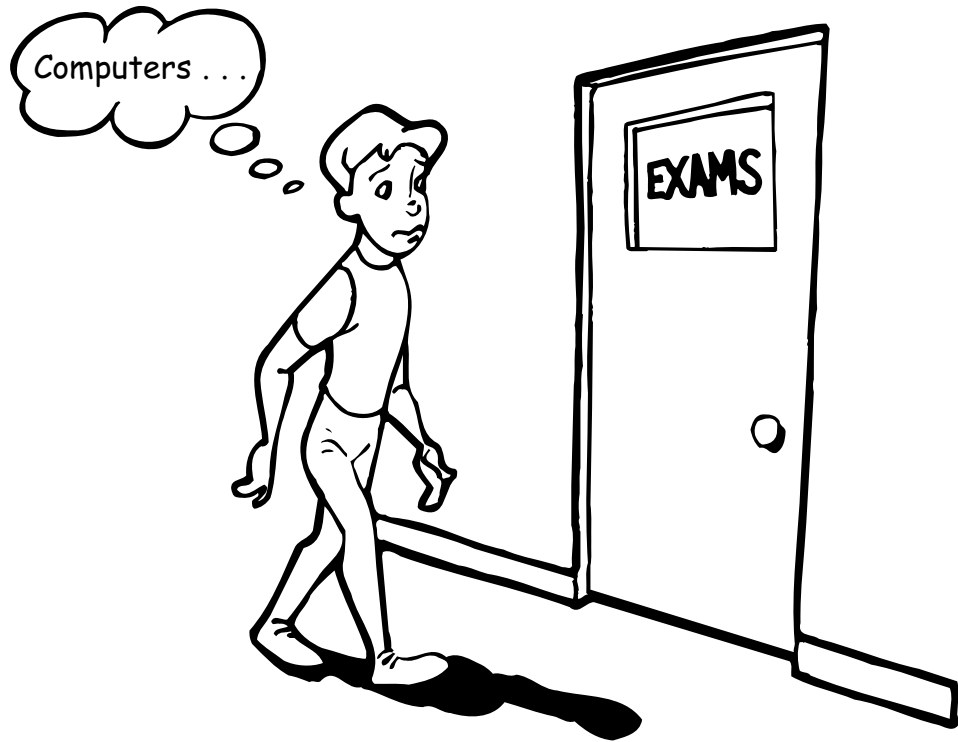






I'll write it down so I don't forget it. Computers . . .





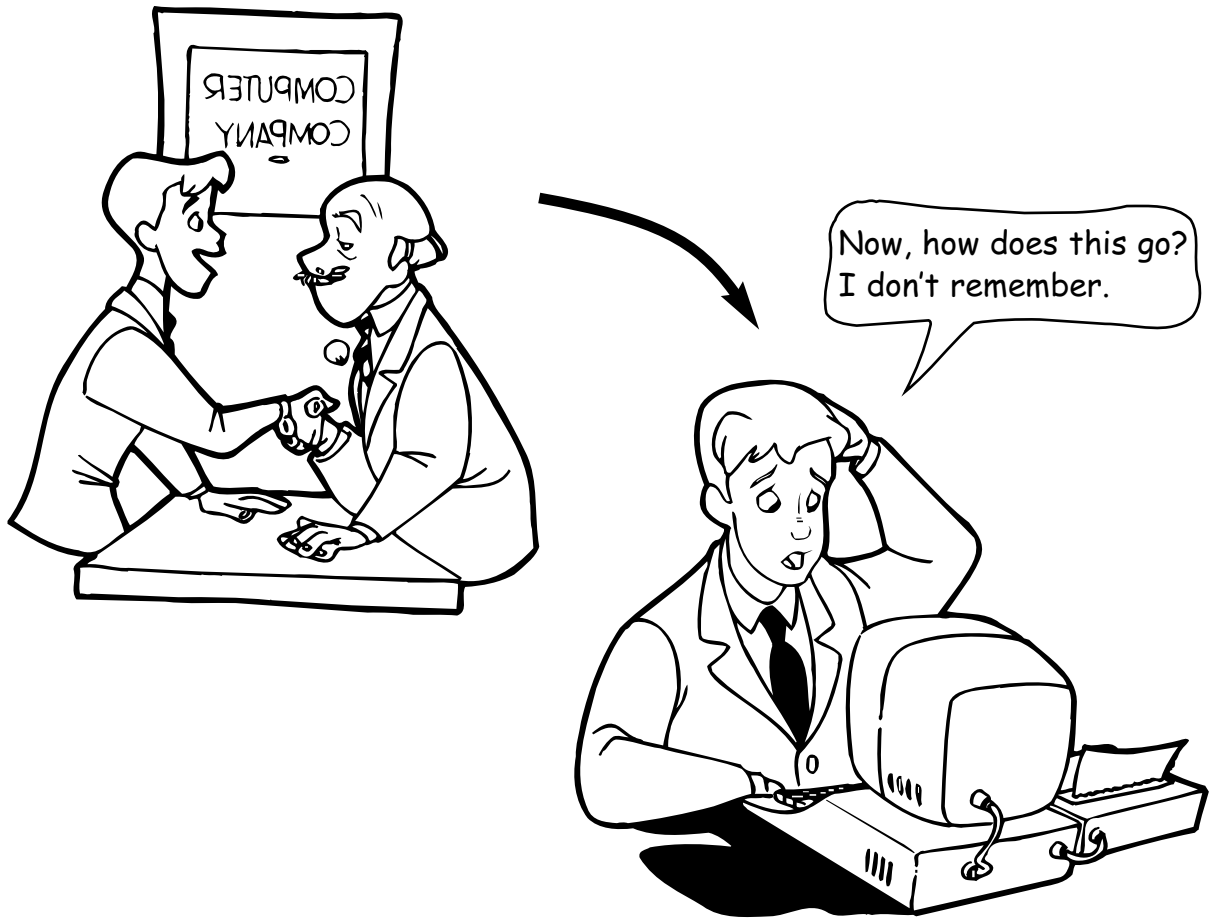
We now have “the quick student who somehow never applies what he learns.” This is known as a “glib” student. The student gets A+ on exams but can’t apply the data.



I've set you up for a good job interview tomorrow.

I'm so proud of you!





HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 4 MARCH 1971
Issue II

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.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 24 SEPTEMBER 1964

**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 TR0. The Instructor on checkout looks the student over and says, "You flunked the test." The student says, "Why?" The Instructor says, "You didn't take the Class VI actions to clear the pc of all his GPMs." All right, we can all see that that would be silly. But Instructors do just that daily, though on a narrower band.

The Instructor puts in additives. As an expert auditor it seems natural to him to say, "You flunked your test on Itsa because you never acknowledged the pc." You get the point. This really is as crazy wide as the ridiculous example above. What does Ack have to do with Itsa? Nothing!

Because the Instructor is an expert auditor, auditing has ceased to have parts and is all one chunk. Okay. A good auditor regards it that way. But the poor student can't grasp any of the pieces because the whole chunk is being demanded.

What's Itsa? It's Listen. Can the student listen? Okay, he can listen but the expert says, "He didn't get 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 TR 0 of Level I. "But he's got to look like an auditor!" How can he? An auditor has to get through a comm course before you can really call him that. "Okay, I'll drop my standards" the expert begins. Hell no, expert. You better pick up your standards *for each Level* and for each small *part* of auditing.

What's it say at Level 0? "It says 'Listen'." Okay, then, damn it, when the student is able to sit and listen and not shut a pc down with yak, the student passes. "And the meter?" You better not let me catch you teaching meters at Level 0.

And so it goes right on up through the Levels and the bits within the Levels.

By making Itsa mysterious and tough, by adding big new standards to it like TA and Ack you only succeed in never teaching the student Itsa! So he goes on up and at Level IV audits like a bum. Can't control a pc. Can't meter, nothing.

So the expert tries to make a student do Class VI auditing the first day and the *student is never trained to do any auditing* at Level 0.

This nonsense repeated at Level I (by adding a meter, by purist flunking "because the 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 and ideas that mean nothing to the student.

ALL THEORY CHECKOUTS MUST *CONSULT* THE *STUDENT'S UNDERSTANDING*.

If they don't, they're useless and will ARC Break the student eventually.

Course natter stems entirely from the students' 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 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 checkout. I wouldn’t pick out only Scientologese. I’d pick out words that weren’t too ordinary such as “benefit” “permissive” “calculated” as well as “engram”.

Students I was personally examining would begin to get a hunted look and carry dictionaries— BUT THEY WOULDN’T BEGIN TO NATTER OR GET SICK OR BLOW. AND THEY’D USE WHAT THEY LEARNED.

Above all, I myself would be sure I knew what the words meant before I started to examine.

Dealing with new technology and the necessity to have things named, we especially need to be alert.

Before you curse our terms, remember that a lack of terms to describe phenomena can be twice as incomprehensible as having involved terms that at least can be understood eventually.

We do awfully well, really, better than any other science or subject. We lack a dictionary but we can remedy that.

But to continue with how one should examine, when the student had the words, I’d demand the music. What tune do these words play?

I’d say, “All right, what use is this bulletin (or tape) to you?” Questions like, “Now this rule here about not letting pcs eat candy while being audited, how come there’d be such a rule?” And if the student couldn’t imagine why, I’d go back to the words just ahead of that rule and find the one he hadn’t grasped.

I’d ask, “What are the commands of 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 part of his materials, I wouldn't ask. For all the data about not examining above level applies very severely to Theory Checkout as well as to Practical and general Instruction.

I might also have a Clay Table beside my examiner's desk (and certainly would have if I were an HCO hat checker, to which all this data also applies) and use it to have students show me they knew the words and ideas.

Theory often says, "Well, they take care of all that in Practical." Oh no they don't. When you have a Theory Section that believes *that*, Practical *can't function at all*.

Practical goes through the simple motions. Theory covers *why* one goes through the motions.

I don't think I have to beat this to death for you.

You've got it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 4 OCTOBER 1964
Reissued on 21 May 1967

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 questions.

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!

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HCO POLICY LETTER OF 29 OCTOBER 1981

(Cancels and replaces BPL 3 Mar 71R
STAR-RATE OUTPOINTS)

STAR-RATE OUTPOINTS

REFERENCES:

HCO PL 24 Sept 64	INSTRUCTION & EXAMINATION: RAISING THE STANDARD OF
HCO PL 26 Aug 65	SCIENTOLOGY TRAINING TWIN CHECKOUTS
HCO PL 4 Oct 64 REISS. 21 MAY 67	THEORY CHECKOUT DATA
HCO PL 4 Mar 71 II	HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS
HCO PL 12 May 64	THEORY TESTING EXPIRATION DATES
HCO PL 31 Aug 81	GIVING STAR-RATE CHECKOUTS

(The following is a list of the most frequent mistakes made on giving star-rate checkouts. This list was originally compiled at my request and is now being reissued to give it the full force of an HCO PL.)

1. Not flunking *immediately* on a 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 PL 4 Oct 64 THEORY CHECKOUT 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 PL 4 Oct 64, THEORY CHECKOUT 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 PL 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 PL 24 Sept 64 INSTRUCTION & 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 PL 24 Sept 64 INSTRUCTION & 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 PL 24 Sep INSTRUCTION & EXAMINATION: RAISING THE STANDARD OF, and HCO PL 4 Mar 71 II HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS, second to last paragraph.)

7. Not sending a student back to study when he flunks the policy or bulletin 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* re-study the materials. This stems from not knowing what happens when a student goes past a misunderstood word. (See HCO PL 26 Aug 65 SCIENTOLOGY TRAINING TWIN CHECKOUTS, paragraph 1 and the sections under the two phenomena of a misunderstood word.)

NOTE: Sending a student back to study means the student gets his MUs found and cleared and re-studies the materials from the earliest misunderstood word found or from the beginning. It means *full* application of Study Tech.

Students who haven't fully grasped the star-rate checkout procedures have missed out on one or more of the above points. These points are all covered in the policies referenced at the beginning of this issue and these policies must be known and applied by Supervisors and students alike.

It is only when lax, non-standard checkouts (or none at all) are given, that results suffer.

Tough standard checkouts are the way to keep Scientology working.

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HCO POLICY LETTER OF 31 AUGUST 1981
(Cancels BPL 21 Feb 71R SUPERVISOR CHECKOUTS and
BPL 14 Mar 71RA ON GIVING CHECKOUTS)

GIVING STAR-RATE CHECKOUTS

(This PL incorporates the relevant data from
the above BPLs.)

REFERENCES:

HCO PL 24 Sep 64	INSTRUCTION & EXAMINATION: RAISING THE STANDARDS OF
HCO PL 28 Aug. 65	SCIENTOLOGY TRAINING TWIN CHECKOUTS
HCO PL 4 Oct. 64 Reiss. 21.5.67	THEORY CHECKOUT DATA
HCO PL 4 Mar 71 II	HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS
HCO PL 12 May 64	THEORY TESTING EXPIRATION DATES
HCO PL 29 Oct 81	STAR-RATE OUTPOINTS
HCO PL 19 Aug 79R Rev. 30.6.80	HIGH CRIME - ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING

The only requirements for someone to give a star-rate checkout are: (1) he has done the star-rate checkout section of the Student Hat or Basic Study Manual, and (2) he has studied the materials on which he is giving the checkout.

It is optimum if the person giving the checkout has been star-rated on the materials. But this is not mandatory.

Star-rate checkouts are done by students on each other. They are not done by the Course Supervisor.

The only star-rate checkouts on students done by a supervisor are those done on the policy letters to do with the procedure and technology of checkouts. This is done initially and as may be required at any later time to ensure that his students know how to give standard checkouts exactly by the book.

The supervisor observes his students giving each other checkouts. He sees to the quality of these checkouts. If the checkouts are excellent he lets the students get on with it. If correction is required he hands out a pink sheet to the student to word clear and re-study the appropriate checkout PLs and then he checks the student out on these PLs and the procedure himself.

The checkout materials are the only ones he checks the student out on personally.

The remedy for improper checkouts is Word Clearing and further study of checkout materials, not the supervisor taking over checkouts of all course materials himself.

Only in this way can you have effective checkouts and a Supervisor who is free to supervise effectively.

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 4 SEPTEMBER 1971
Issue III

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 misunderstands. 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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HCO BULLETIN OF 9 JUNE 1972

Word Clearing Series 36

GRAMMAR

In all word clearing all Grammatical Words and small words SHOULD BE LOOKED UP IN A SIMPLE GRAMMAR TEXTBOOK.

Very few dictionaries have full definitions for such words AND THEY HAVE NO EXAMPLES.

Words like "a" "the" "and" are really parts of language construction and are more complex than they at first appear.

A Word Clearing Auditor should have a simple grammar book to hand as well as dictionaries.

The best Grammar textbooks are those compiled for persons foreign to a language, like immigrants. These do not contain the supposition that the student is already an English professor.

Lots of EXAMPLES is the real test of a good grammar.

When doing the Study Tapes or Student Hat lack of a simple grammar textbook can really throw the student off.

Those "simple" words can be the huge rocks that stand on the highway to becoming a WORD CLEAR.

So a Grammar is needed.

If a student is VERY deficient (lacking) in grammar it is best to make him do a whole simple grammar text first before he begins to get into just words. The words won't hang together for him.

It takes less time to do a short textbook in Grammar than it does to struggle with grammar all the way through.

Grammar can look like a ghastly subject until one really looks at it. Then it's easy.

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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 10 MARCH 1965

Scientology 0
Scientology 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 "Gargantuan" in the text. Conclusion the student makes – "Well it doesn't work."

The principle is that one goes dull after passing over a word one does not understand and brightens up the moment he spots the word that wasn't grasped. In actual fact, the brightening up occurs whether one defines the word or not.

But to put *another* word in the place of the existing word, whether in Level 0 or Level VI is to mess it all up.

Take the above example. "Huge" is not "Gargantuan". These are synonyms. The sentence is "The size was Gargantuan." The sentence was *not* "The size was huge." You can't really substitute one word for another at Level 0 *or* Level VI and get anything but an alteration. So something remains not understood at Level 0 and the meter stops at Level VI. It just isn't what was said or thought.

The *correct* procedure is to look over, get defined well and understand *the* word that was used.

In this case the word was "Gargantuan". Very well, what's that? It means "Like Gargantua" according to the dictionary.

Who or *what* was Gargantua? The dictionary says it was the name of a gigantic King in a book written by the author Rabelais. Cheers, the student thinks, the sentence meant "The size was a gigantic king." Oops! That's the same goof again, like "huge". But we're nearer.

So what to do? Use Gargantuan in a few sentences you make up and bingo! You suddenly understand *the* word that was used.

Now you read it right. "The size was Gargantuan." And what does that mean? It means "The size was Gargantuan." And *nothing* else.

Get it?

There's no hope for it mate. You'll have to learn real English, not the 600 word basic English of the college kid, in which a few synonyms are substituted for all the big words.

And as an “aside” (like they use on the stage), may I say that golly some people have to reach a long way to find goofs.

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

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 31 AUGUST 1971
REVISED

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.

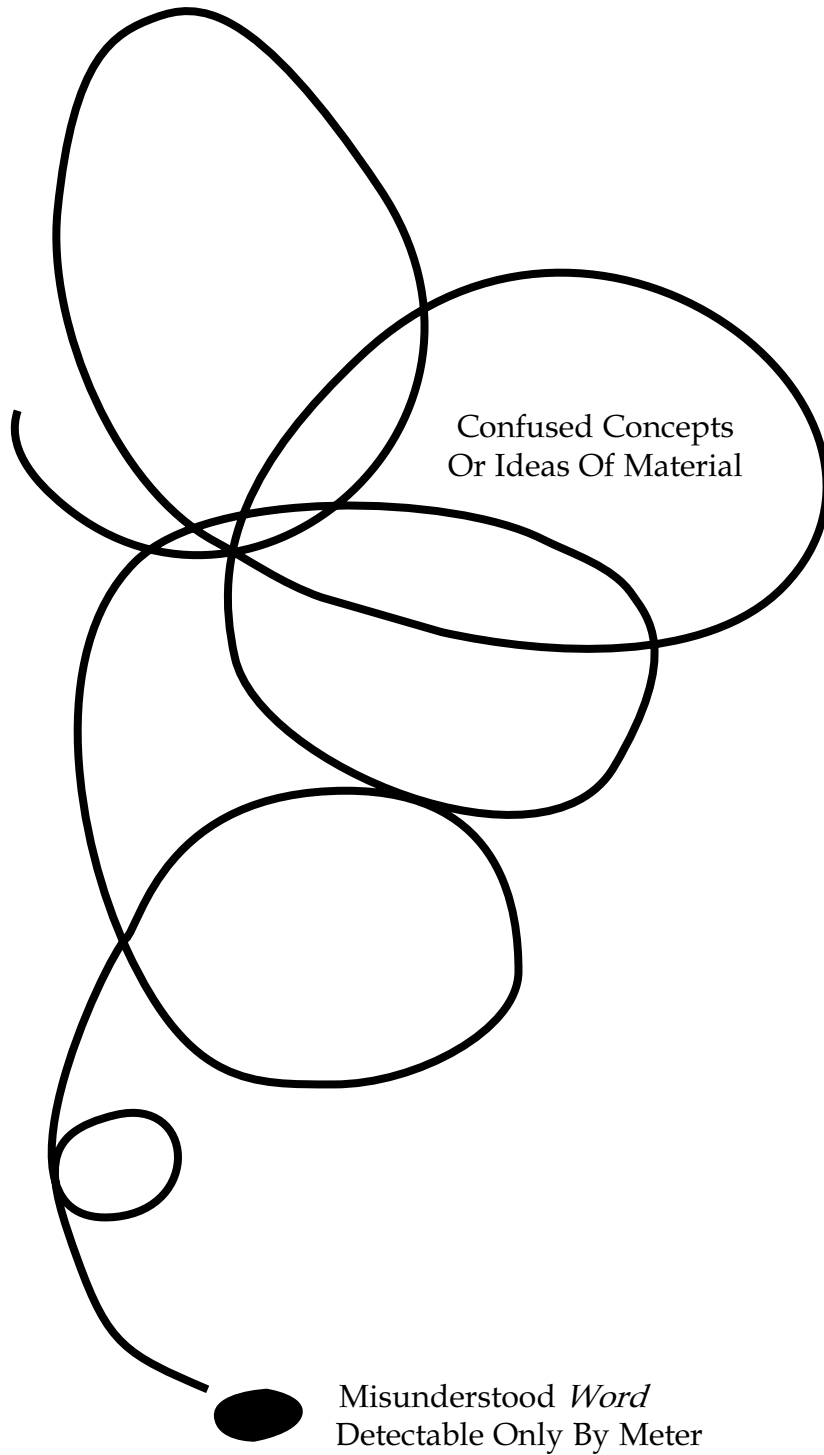
Every green body of students will argue and fuss about ideas or confusions in the directions or material they are given to read.

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.



Picture of A
Student's *Mind*

L. RON HUBBARD
Founder

SUPERLITERACY AND THE CLEARED WORD

SUPER—Superiority in size, quality, number or degree.

LITERACY—The ability to read and write.

Almost everyone these days is able to read and write. This was not true a century ago but, with modern stress on education, it is true today.

But is this enough today?

It is an instruction book world. The civilization in which we live is highly technical.

Education today goes into the twenties.

That's a third of one's life.

And what happens when one leaves school?

Can he *do* what he studied?

Does he *have* all his education or did it get left behind?

Literacy is not enough.

Today's schools and today's world require a new ability—the ability to look at a page without any strain and absorb what it says and then apply it right now without any stress at all.

And is that possible?

Am I talking about speed reading?

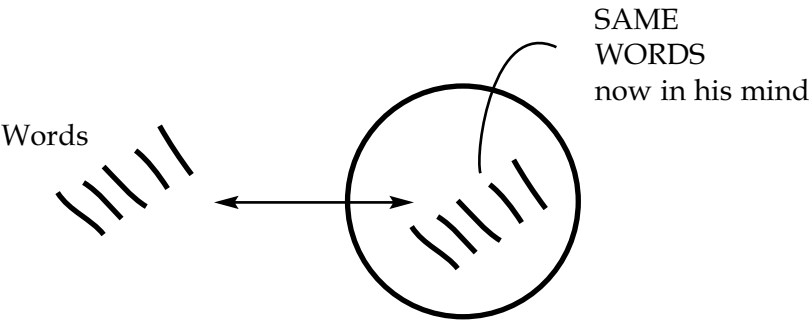
No. That is just being able to read rapidly. It does not improve the *comfort* of reading and it does not improve the ability to apply.

What is really needed is the ability to COMFORTABLY and QUICKLY take data from a page and be able at once to APPLY it.

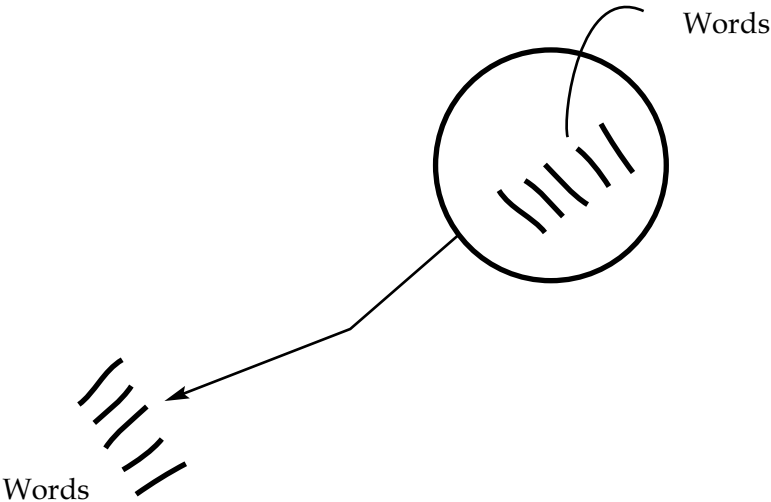
Anyone who could do *that* would be SUPER-LITERATE.

What happens?

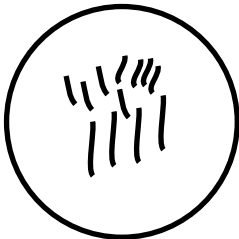
The average person – literate – is able to read words and mentally record words.



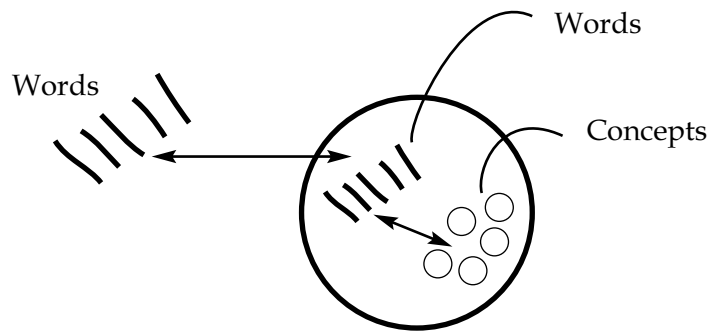
When he writes he writes:



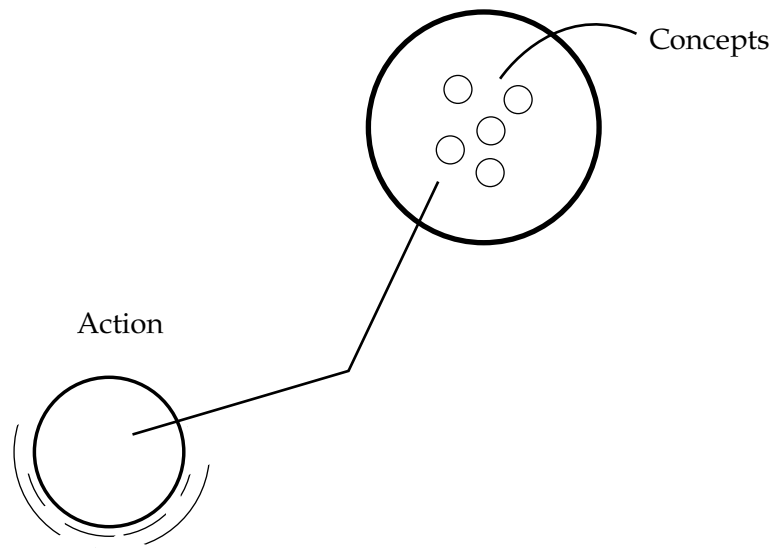
In his mind words are “understood” as other words like this:



When one is Super-Literate, this is what happens:



Therefore he is dealing in *concepts* (ideas or understandings) this can happen:



And he thinks in concepts to which he can fit words easily and so can write clearly.

In other words, when one is Super-Literate, one reads not words but understandings. And so one can act.

CONCEPTS

The idea of grasping word meanings conceptually is something new to the field of Linguistics. The endless Semantic circles pursued by Korzybski and company (see Data Series 1, "The Anatomy of Thought") never really led to the realization that a word and its meanings are embodied in the basic *concept* or *idea* symbolized by that word.

That conceptualization of meanings is foreign to dictionary writers and "experts" is evidenced by the fact that definitions are so subject to alter-is and change with the passage of time.

For example, modern definitions of the word “understand” are found to be largely inadequate. A really full and meaningful definition of it could only be found in a First Edition of *Webster’s Dictionary of Synonyms*, 1942:

“*Understand*. To have a clear and true idea or conception, or full and exact knowledge, of something. In general it may be said that *understand* refers to the result of a mental process or processes (a clear and exact idea or notion, or full knowledge). *Understand* implies the power to receive and register a clear and true impression.”

CLEARED WORDS

Operating within a society steeped in misunderstood words and mis-definitions, Study Tech is subject to arbitraries. Thus, a *CLEARED WORD* is defined as follows:

A WORD WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING.

In Metered Word Clearing this translates as:

F/N, VGIs.

There are many ways and combinations to achieve this EP. Using the word in sentences until the meaning is grasped conceptually is the most common. Diagrams, demos, clay, in fact the entire body of Study Tech and its methods are applicable.

These are vital tools. For use. Protect them and KEEP SCIENTOLOGY WORKING.

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HCO BULLETIN OF 7 OCTOBER 1981
(Cancels BTB 7 Feb 72RB II Word Clearing Series 31RB
METHOD 3 WORD CLEARING)

Word Clearing Series 31RC

METHOD 3 WORD CLEARING

Method 3 is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand. The student simply looks for the word, the word is found, and then cleared using a good dictionary.

Method 3 is routinely used by the supervisor. It is done by twins on each other as needed. And of course the student should use it himself whenever he runs into any trouble.

It is very simple to do. It doesn't require a meter. But it does require an ability to get in good comm with the student and an understanding of the following theory.

THEORY

REFERENCES:

TAPE:	6407C09 SHSBC-28 Study Tape 2 STUDYING – DATA ASSIMILATION
TAPE:	6408C06 SHSBC-34 Study Tape 4 STUDY – GRADIENTS AND NOMENCLATURE
TAPE:	6510C14 SHSBC-68 BRIEFING TO REVIEW AUDITORS
HCO PL 24 Oct 68 II	SUPERVISOR KNOW-HOW HANDLING THE STUDENT
HCO PL 24 Oct 68 IV	SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS
HCOB 26 Jun 71R II Rev. 30.11.74	W/C Series 4R, SUPERVISOR TWO-WAY COMM AND THE MISUNDERSTOOD WORD
HCOB 27 Jun 71R Rev. 2.12.74	W/C Series 5R, SUPERVISOR TWO-WAY COMM EXPLAINED
HCOB 31 Aug 71R	W/C Series 16R CONFUSED IDEAS
HCOB 4 Sep 71 II	W/C Series 19, ALTERATIONS
HCO PL 24 Sep 64	INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF
HCOB 10 Mar 65	WORDS, MISUNDERSTOOD GOOFS

A student who knows his Study Tech will look up each word he comes across that he doesn't understand. If he comes to something he doesn't grasp he will look over it carefully for any misunderstood words and clear these up.

But when a student has cleared all the words and he still can't understand it or disagrees with it; or when a student bogs down, or becomes dull, or is just not as bright as before, it is because the student has passed a word he didn't understand before he started having trouble.

This will be very clear to you if you understand that IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH. Otherwise it would resolve, wouldn't it? The trouble is earlier. If he knew what he didn't understand he could resolve it himself. So to talk with him about what he thinks he doesn't understand just gets nowhere.

Good Word Clearing is a system of backtracking. You have to look earlier than the point the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. The student will brighten up the moment he spots the word, even before the word is cleared. And if he doesn't brighten up there will be a misunderstood word even before that one.

PROCEDURE

The student is not as bright, or feels dull or disinterested, or is doping off, has bogged down or is going slower; or he just can't understand something or disagrees with it and has done all the usual actions such as clearing the words in it, but it still won't resolve.

The student is asked to look earlier in the text for the 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 student is now.

The word is found. The student brightens up.

The misunderstood word is looked up in a good dictionary and cleared per HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS.

The student reads the text that contains the word that was misunderstood. If the student is not now bright then there is a misunderstood word even earlier in the text that must be found.

When the student is bright and cheerful he is told to come forward, restudying the text, to the area of the subject he did not understand.

The difficulty he was having should now resolve. If the difficulty does not resolve then there are still one or more misunderstood words earlier which must be found.

If the word can't be found with Method 3, then it would be permissible to use one or more of the other methods of word clearing to get the word found.

ZEROING IN ON THE WORD

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble. (See Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE and HCO PL 24 Oct 68 IV SUPERVISOR KNOW-HOW, TIPS IN HANDLING STUDENTS.)

The student can also be spot-checked on the words in the area to help him find the word, if necessary. The student is asked for the definitions of various words in the area and any that the student is uncertain of or doesn't know are looked up.

The end result of doing Method 3 is the student is now bright and any difficulty he has had is cleared up.

Method 3 is tremendously effective when done as described herein.

If it were done every time a student hit a bog or slow or every time a student became dull or his study stats dropped your students would gradually get faster and faster and brighter and brighter. Study stats would soar and the Academy would turn out more and more auditors as well as other trained individuals the org could really be proud of.

So get a good reality on it and become expert in its use. Use it to Keep Scientology Working.

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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 MAY 1968

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 student, 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.

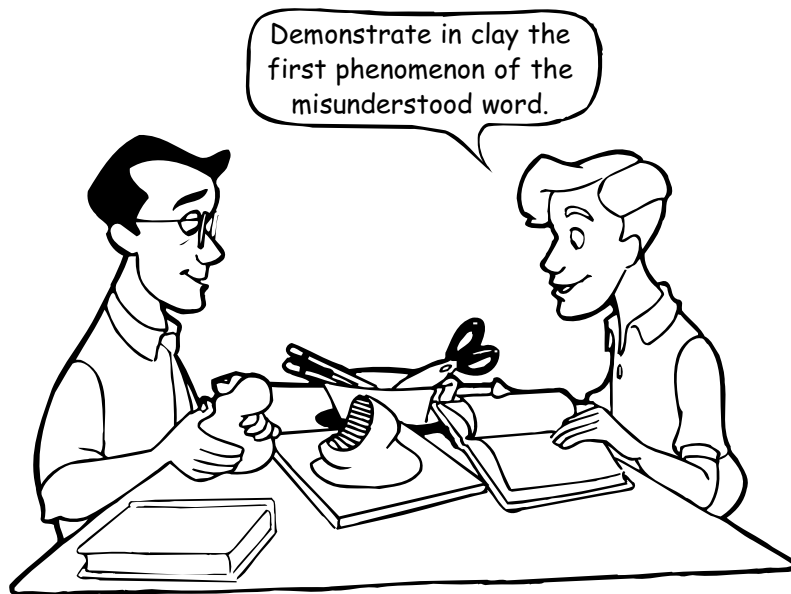
There is a small thing that most people forget to do and that is telling the student when he has gotten the drill right or he has done a good job on a particular step. Besides correcting wrongnesses there is also complimenting rightness.

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.

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HCO BULLETIN OF 30 JANUARY 1973RD
REVISED 19 DECEMBER 1979
RE-REVISED 13 SEPTEMBER 1980

Revision in *italics*

Word Clearing Series 46RD

METHOD 9 WORD CLEARING THE RIGHT WAY

(Cancels BTB 30 January 1973RA
Word Clearing Series 46RA METHOD 9)

(Ref: M9 PICTURE BOOK – which will be issued in due time as part of a special course. HCOB 23 March 78RA Revised 14 Nov 79, Word Clearing Series 59RA, CLEARING WORDS.)

Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It *was* revised *19 Dec 79* to include developments on how one goes about clearing a word. This revision is on page 7, section 7 (page 115 in this pack) “CLEAR THE WORD”. There *were* five other changes, all minor. *This 13 Sept 80 revision (of Step 8 of the procedure and the examples of correct M9 that follow) serves as a clarification and elaboration of the fact the Method 9 Word Clearing must be done with comprehension of the material being word cleared.* Earlier write-ups on this subject, not by myself, stated that the person’s Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood. Usually, as was covered long since in Study Tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.

HISTORICAL

Method 9 word clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technology nevertheless began to spread in use. It was found that not only non-English students didn’t know what they were reading but as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that 31 school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can’t read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough supervisors to personally M9 all the people on the planet, much less a medium size class, it has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn’t read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken and egg problem. Therefore, the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course. This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of word clearing today. You would be utterly amazed to find somebody who habitually reads Western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)" and he understands from this, "He roamed around the mountains." He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points where a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of word clearing and should be learned very well.

HOW TO LEARN METHOD 9

Method 9 word clearing is a way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the word clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional word clearer. Method 9 does not require expertise and it does not require a meter as many other methods of word clearing do. Method 2 word clearing is very similar to Method 9 but it requires the use of a meter to pick up the misunderstands. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the supervisor gets the student through the picture book version of M9, which will be issued in due time as part of a special course and drills him so that he can do Method 9 word clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.

MISUNDERSTOOD WORDS

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

A misunderstood word keeps a person from duplicating what the written materials actually say. It causes the communication formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstands are known to the person doing Method 9. A word can be misunderstood because of a false (totally wrong) definition, an incorrect definition, an incomplete definition, an unsuitable definition, a homonymic (one word which has two or more distinctly separate meanings) definition, a substitute (synonym - a word which has a similar but not the same meaning) definition, a no (omitted) definition, a rejected (by the person himself, usually due to a false datum) definition or an invented (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB 17 Jul 79 Issue I, The MISUNDERSTOOD WORD DEFINED.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is "not understood" (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal idiot all of a sudden begins to look comparatively like a genius after he has been M9ed.

WHY METHOD 9 WORKS

A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or physical beingness. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a non-optimum action of some kind which must be noted and handled at once by the word clearer.

A non-optimum reaction is anything the student does besides read the page easily, naturally, and perfectly. Examples of some of the non-optimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.
2. Student stumbling on a word or saying it incorrectly.
3. Student pausing or reading more slowly.
4. Student frowning or looking uncertain.
5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.
6. Student reading with effort.
7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read "correctly" by someone who doesn't know anything about Mis-U's).

Other manifestations can occur.

Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or pencilled corrections in the text are very hard to make out. Thus it is necessary to do M9 word clearing only in bright light and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and deletions itself. All possible reasons why he cannot see the

text and unclear text must be removed. Otherwise, the student will simply say he couldn't see it or the light was bad or some other wrong why.

Anytime the person makes an error in his reading or reacts in some non-optimum way, a misunderstood will ALWAYS be found just before that point or sometimes at that point itself.

Example: The student is reading the page aloud. He reads, "Raymond walked home slowly and thoughtfully," then he frowns. The other student, who is M9ing him says: "That's it. Is there some word or symbol there that you didn't understand?" (If the student wonders why he was stopped, the word clearer tells him what reaction he noticed.)

The student looks over what he has read. He feels uncertain about the word "slowly". He tells this to the word clearer and the word "slowly" is looked up in the dictionary and used in sentences until the student fully understands it.

When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.

THE GLIB STUDENT

Glibness is often trained into students by the current educational methods used in schools. The student is drilled to suppress or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a "good student" and a "good reader".

With this method, a student's understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

In today's schools, students are actually instructed to go right on past words they don't understand; to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstands have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions, and read on, leaving misunderstands piled up behind him. In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus they invented various drills to force the student not to make these "comprehension errors". They did not have the tech or even know what caused these manifestations. You have the reasons for them in Method 9 and in Study Tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he read them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the suppression deepen when he hits the really

big Mis-U's. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstandings so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mis-trained glib student is to get him to read a paragraph and then, employing a method known as "clay table", get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

METHOD 9 ON COMMON READING MATERIALS

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the word clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words. But after he has found and cleared a number of them using Method 9, the student will realize that he does have misunderstood words and that his misunderstandings are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and able to find and handle his own misunderstandings and he is on his way toward reading naturally, correctly and with understanding.

HOW TO DO METHOD 9

1. STUDENT AND WORD CLEARER SIT ACROSS FROM EACH OTHER.

The student and the word clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The word clearer must be able to see the student and the page in front of him at the same time.

2. DICTIONARIES ARE AVAILABLE.

A good, simple English language dictionary, and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary". This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions. Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects ever heard of under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And

the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstands in future. The word clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstands. . . . (If you don't want to spend ten years M9ing one page, it is best to get him through method 8 on simple English words. This will be part of a special course which will greatly improve someone's level of literacy.)

4. STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.

The student reads the text aloud to the word clearer. He is not on the meter. While the student reads, the word clearer follows his own copy of the same text, watches the student and listens to him.

The word clearer must be very alert and see or hear any non-optimum reactions of the student while he is reading.

5. NON-OPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A non-optimum reaction by the student to what he is reading is the clue to the word clearer that the student has encountered a misunderstood word. The word clearer and student must now locate the exact misunderstood word or symbol. It will be found just before or sometimes at the point the non-optimum reaction occurred.

6. FIND THE MISUNDERSTOOD.

If it is not obvious to the student that he has reacted and he just continues reading, the word clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the word clearer to steer the student to the misunderstood. It is either at the point of the non-optimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The student may be able to spot his misunderstood word right away and tell the word clearer what it is. Or he may have difficulty finding it and the word clearer will have to help him find it.

The word clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The word clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

7. CLEAR THE WORD.

Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstands. Therefore he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared.

This is how a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation – which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (Math., Biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example "give in" is an English idiom meaning "yield". Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

8. READ THE SENTENCE OR PARAGRAPH AGAIN.

The word clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so. The word clearer must now ensure that the student understands the sentence and/or paragraph that contained the misunderstood. If the student does not originate this the word clearer must ask him to tell him what the sentence or paragraph means. He does not just let the student continue reading with no comprehension of the text that contained the misunderstood.

If the student still doesn't understand the sentence or paragraph there will be another misunderstood word or symbol probably earlier in the text, that needs to be found and cleared. Only when he fully understands the section or the text that contained the misunderstood does the student continue on with the M9. He would continue reading from the sentence that had the misunderstood in it, not just the point where he had the non-optimum reaction.

Any further non-optimum reactions are handled by finding the next misunderstood word or symbol and clearing it, as above.

9. METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.

Method 9 is continued until the text to be word cleared is completed.

10. STUDENT GOES TO EXAMINER AT THE END OF METHOD 9 WORD CLEARING.

The student is always sent to the PC Examiner at the end of a Method 9 session.

And that's all there is to doing Method 9!

METHOD 9 CAUTION

When the word clearer has misunderstands of his own on the material being word cleared, he tends to go “wooden” and just sits and does nothing to handle the student. The word clearer must always clear his own misunderstood words or else when the student stumbles on a word, the word clearer won’t even see it or hear it because of his own misunderstands. He can miss the student stumble and never get the student’s misunderstood word.

The word clearer can also miss a student’s reactions when he has so much attention on the page that he becomes unaware of the student or doesn’t even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials as this will only give them misunderstands. They take the materials being word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section, and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstands could be missed. The whole text would be covered in this way.

EXAMPLES OF STUDENT REACTIONS AND THEIR CORRECT HANDLING

There are many, many different kinds of reactions that can occur when a student passes a word he doesn’t understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the word clearer to understand Method 9 and to apply it exactly according to this bulletin.

Given here are some examples of student reactions and correct handlings by the word clearer:

A. THE STUDENT CHANGES A WORD IN THE SENTENCE.

Example:

The page says: “The boy then reached down and patted his dog.”

The student says: “The boy than reached down and patted his dog.”

The word clearer says, “That’s it. Is there some word or symbol there that you didn’t understand?”

The student looks at the words “then”, “boy” and “the”. He knows those words. So he looks in the sentence before that one. In that sentence he sees the word “collie”. He’s not sure what that is.

He tells the word clearer and they clear the word “collie”.

The word clearer now has the student re-read the sentence that had the misunderstood in it and the following sentence. The student does this and the word clearer ensures he now understands the sentences.

They continue on with the M9 starting with the sentence that has the word “collie” in it.

B. THE STUDENT ADDS AN EXTRA WORD.

Example:

The page says: “The child went to school.”

The student says: "The child went to the school."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say, "A child went to school" rather than, "The child went to school."

The word clearer says, "Okay, let's spot-check some words. What does 'the' mean in this sentence?"

The student looks blank for a moment and doesn't say anything. The word clearer says, "All right. We're going to look up the definition of 'the'."

"The" is then looked up and cleared.

After clearing the word "the" the word clearer has the student take a look at the sentence again and tell him what it means. The student now understands the sentence perfectly so the M9 is continued from that sentence.

C. THE STUDENT LEAVES OUT A WORD.

Example:

The page says: "Robert then visited the city."

The student says: "Robert visited the city."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student reads over the sentence. He can't find anything he doesn't understand. The word clearer asks him to look over the next earlier sentence for a misunderstood word. The student can't find any there, either. The word clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

The word clearer now has him re-read the sentence that the misunderstood was in.

The student reads the sentence and frowns.

The word clearer says: "All right, is there another word or symbol there that you don't understand?"

They look even earlier in the text and find another word that the student went by that he didn't understand. The word is cleared fully and the word clearer has him read the earlier passage where the misunderstood was found again. The word clearer then has the student tell him what that passage means. The student does so and now understands the passage, so the M9 is continued from that point in the text.

D. THE STUDENT LEAVES OFF A PART OF A WORD. SUCH AS AN 'S' OR AN 'ED' AT THE END.

Example:

The page says: "There was a huge pile of assorted tools in the woodshed."

The student says: "There was a huge pile of assorted tool in the woodshed."

The word clearer says, "That's it. You left the 's' off 'tools'. Have a look over that sentence or page and tell me what word or symbol was misunderstood."

The student says, "I don't have any misunderstood words on this page."

The word clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstandings. So the word clearer starts spot checking the student on the definitions of the words on the page.

The word clearer asks, "What's the definition of 'tools'?" The student says, "It means 'implements of work'." The word clearer says, "That's fine. What's the definition of 'assorted'?" The student gives it to him correctly, so the word clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word "was".

Student says, "It's something you saw with." The word clearer says, "Let's have a look at 'was' in the dictionary." Each definition of "was" is then cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb "to be".

After this is fully cleared up the word clearer has the student re-read the sentence and tell him what it means.

The student says: "There was a huge pile of assorted tools in the woodshed. Oh yes, I understand that, it means that there was a large pile of different sorts of tools in the woodshed. That makes sense."

The word clearer now has him continue on with the M9.

E. THE STUDENT STUMBLES ON A WORD OR SAYS IT INCORRECTLY.

Example:

The page says: "I think I'll go shopping."

The student says: "I th-think..."

The student stops after he stumbles. The word clearer says, "Is there some word or symbol there that you don't understand?"

The student says, "Well, it just doesn't make sense." The word clearer asks, "What doesn't make sense?" The student says, "I don't see why it says 'think' here."

The word clearer says, "All right. Let's have a look at 'think' in the dictionary."

'Think' is then looked up in the dictionary, but the student can't seem to get it, even though he understands all the words in the definition.

The word clearer asks, "Tell me, what part of speech is 'think' in that sentence?"

The student says, "Uh, I don't know."

The word clearer says, "Okay. Well, right here in the dictionary, it says 'Verb'. What does that mean to you?"

Student: "Mm..." (long pause).

The word clearer says, "All right." He gets a grammar book and says, "Have a look at this definition of 'verb'."

"Verb" is then cleared but while clearing it, the student says, "Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve." And as he has cognited and has now got it straight, M9ing continues. He uses it in

sentences until he's really got it, then they go on to the next definition of "think" in the dictionary.

After all the definitions of "think" are cleared the word clearer has the student re-read the sentence. The student does so, with no error. The word clearer asks him what the sentence means and the student tells him accurately with understanding.

The M9 is continued from that point in the text.

F. THE STUDENT HESITATES OR PAUSES WHILE HE IS READING OR BEGINS READING MORE SLOWLY.

Example:

The page says: "The sun was shining on the flowers."

The student says: "The sun — — was shining on the flowers."

The word clearer says, "That's it. What word or symbol was misunderstood just before that point?"

The student very carefully looks back over the page, but he can't find any words he doesn't understand.

The word clearer says, "Okay. I'll spot-check you." He gives the student a thorough spot-check, but no misunderstood words are found.

The word clearer then asks, "Show me where you were last doing really well on this text."

The student shows him. It's three paragraphs back.

The word clearer says, "Good. We're going to check from this point back for any misunderstood words."

He extensively spot-checks the student in that area, and the student's misunderstood word is finally found and cleared.

After ensuring that the student understands the part of the text where the misunderstood was found, the M9 is continued from the sentence in which the misunderstood occurred.

G. THE STUDENT FROWNS, LOOKS UNCERTAIN, GOES STIFF, OR IN SOME WAY SHOWS LACK OF COMPREHENSION.

Example:

The page says: "The family ate dinner together every night."

The student says: "The family ate dinner together every night."

While the student is reading, there is a slight look of uncertainty on his face.

The word clearer says, "That's it. Look over this section you've just read and tell me what word or symbol has been misunderstood."

The student says, "But why did you stop me?"

The word clearer says, "You were looking uncertain as you read that last sentence."

The student says, "Well, actually, I did have some attention back on the sentence before last."

The word clearer says, "Okay. Was there any misunderstood word or symbol there?"

The student says, "I have some attention on the word 'for', but I've looked that up before."

The word clearer says, "Well, let's have another look at it."

"For" is then cleared and the student realizes that he hadn't fully cleared all of the definitions when he had previously looked it up.

Each definition of "for" is cleared fully and then the word clearer asks the student to re-read these sentences and tell him what they mean. The student has a good grasp of the material and so the M9 is continued from the sentence that had the word "for" in it, with the student reading smoothly and effortlessly.

H. THE STUDENT TENSES HIS BODY IN SOME WAY. THIS COULD BE TIGHTENING HIS GRIP, SQUINTING, TENSING HIS JAW, JERKING HIS BODY STIFFENING ANY BODY PART, ETC.

1. The page says: "The girls were delighted to see one another."

The student says: "The girls (tightens the muscles in his jaw) were delighted to see one another."

The word clearer says, "That's it. Look back over this section you have just read. Was there a misunderstood word or symbol there?"

The student looks at the page a long time. The word clearer can see he is looking earlier and earlier on the page. Finally the student says, "I can't see any words I don't understand, but this line seems a bit strange to me: 'It was Christmas Eve. Alice was listening to "Silent Night" when Carol came into the room.'"

The word clearer says, "All right. Let's do a spot-check in that area. What does 'Carol' mean?"

The student says, "That's a girl's name."

The word clearer says, "Good. What do the quotation marks show in that sentence?"

The student says, "Hm. Well, someone said 'Silent Night' to Alice."

The word clearer says, "All right. I want you to read this section in the grammar book on quotation marks."

The student reads the section aloud and says, "Oh, I see. 'Silent Night' is a song and you use quotation marks around the names of songs. I've got it now!"

The word clearer says, "Great," and has the student give some examples of the use of quotation marks. They then return to the text.

2. The page says: "The men walked quietly through the dockyard."

The student says: "The men walked quietly through the dockyard." (Student leans forward and looks at the page more intently.)

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. "Well, I've never seen 'dockyard' used like that before. It doesn't make sense."

The word clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the word clearer and says, "And all this time I thought a dockyard was a place where you built docks, I never could understand why..."

3. The page says: "The car drove off, leaving a trail of dust in the air."

The student says: "The car drove off, leaving a trail (student squints his eyes at the page) of dust in the air."

The word clearer says, "Is there some misunderstood word or symbol in that area?"

Student looks bewildered. "No, the sentence just doesn't make sense."

Word clearer says, "All right. What is the definition of 'trail'?"

"Oh, that's the impression of a horse hoof where a horse has been."

The word clearer says, "Okay, look up the word 'trail'." The word is cleared and the student sees that he had a totally wrong definition.

The word clearer now has him read that sentence again and tell him what it means. The student is still confused about the sentence and thinks it means that the car drove off a cliff or something.

They clear the word "off" fully and find that the sentence now makes perfect sense to the student. The M9 is continued from that sentence.

I. THE STUDENT YAWNS, SUPPRESSES A YAWN, GETS WATERY EYES, ETC.

The page says: "A bright red apple was on the table."

The student says: "A bright red apple was (yawn)..."

The word clearer says, "Okay. Let's find the word or symbol that was misunderstood in this section."

The student says, "I'm not sure I have the right definition for 'bright'. Could we look it up?"

The word clearer says, "Sure", and they look up the word 'bright'.

The student then re-reads the sentence and tells the word clearer what it means. The M9 is continued from that sentence.

J. THE STUDENT BEGINS READING WITH MORE EFFORT. THIS INCLUDES READING VERY CAREFULLY OR UNNATURALLY OR ROBOTICALLY OR READING IN SUCH A WAY AS TO SHOW THAT THE WORDS HAVE NO MEANING TO HIM, OR THAT HE DOESN'T UNDERSTAND WHAT HE IS READING.

The page says: "The families were having a picnic on the beach."

The student says: "The families were having a picnic on the beach."

The student reads the page correctly, but he is being very careful not to make any mistakes.

The word clearer says, "That's it. Let's find the misunderstood word or symbol that you didn't understand before this sentence."

The student says, "Yes, I started feeling uncomfortable while was reading the sentence before last."

The word clearer says, "Good. Let's look just before that for the misunderstood word."

The student finds his misunderstood and it is cleared.

After ensuring that the student understands this section of the text, the M9 is continued from the sentence where the student found the misunderstood.

The important point for the word clearer to remember is that WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech, as given in this HCOB. If the student can't easily achieve this, he must go to the Supervisor for help.

TRs AND M9

To be a very successful M9 word clearer, one's TRs must be in. One has to be able to TR-3 the question and get the actual misunderstood, yet at the same time, one should never go robotic or rote on the Method 9 procedure. For example it may happen that half-way through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn't then ask him for his misunderstood. Just acknowledge his win and carry on with your word clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

QUARRELS OR UPSETS

It occasionally happens that the students doing the word clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. "Misunderstoods" that were really understood were forced off on the student,
or
 2. Actual misunderstoods were not detected and were passed by.
1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.
 2. If the above doesn't handle it, then one knows that misunderstoods have been missed. Have the twin who is doing the word clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstoods. It will usually be found that several misunderstoods have been missed, not just one.

WORKSHEETS

Worksheets are a written record of the word clearing session. They contain the student's name, the word clearer's name, the date and the name or title of what is being word cleared. The word clearer keeps worksheets during the word clearing session and writes down which words have been looked up and cleared and any other important information concerning the word clearing.

Worksheets are stapled to the student's exam form when word clearing is complete. They are filed in his pc folder.

TEACHING THE STUDENT TO DO METHOD 9

This is done using this HCOB or the M9 Picture Book (which will be issued in due time as part of a special course). This is a simple picture book which is handed to the student. He goes through the book and then does some M9 drilling as contained in the back of it. The supervisor checks him out and corrects him if needed, using only the data in the M9 Picture Book and this HCOB. No verbal tech or opinions are thrown in.

The end result of a well done Method 9 is a student who is certain he has no misunderstandings on that material so that he can easily study the material and apply it.

Method 9 is a great civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that Method 9 is done correctly, exactly by the book. Otherwise, people will be denied the enormous wins that can be attained with it.

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Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 AUGUST 1981

(Cancels BPL 27 Sep 63RA

TRAINING TECHNOLOGY PINK SHEETS)

PINK SHEETS

A Pink Sheet is a study assignment given to a student when he has missed something he should have learned earlier. It calls for restudy and checkout of the specific materials he missed. It is called a Pink Sheet because it is issued on a pink sheet of paper.

I developed the technology of Pink Sheets in 1963 at Saint Hill. It was piloted on the Saint Hill Special Briefing Course where much of today's training technology was developed.

The original pink sheet application was to the Saint Hill Co-Audit where all students audited in one big room. Later the use of Pink Sheets was extended to correct flubs in coaching sessions with great success as the supervision of coaching has always been one of the primary functions of a Course Supervisor. Then still later the use of Pink Sheets was extended as a corrective action for all study.

The technology on Pink Sheets is being re-issued here in HCO PL form, with some revisions, to give you the entire up-to date use of Pink Sheets.

WHY PINK SHEET?

All the study in the world isn't going to make a professional. Learning the data and the theory of a subject is vitally important. Perfecting your practical drills is essential. However, the final test lies with the question, "Are you getting results with the data?" Whether you are getting results or not is *totally* dependent on whether or not you are actually applying the data and theory you have learned, and are utilizing the practical skills you have developed.

The bridge between the learning of data and development of practical skills and their actual application can be mightily bolstered by the Pink Sheet system of Training Supervision. A student's ability to apply Study Tech on himself and his twin can also be mightily bolstered by the Pink Sheet system of Training Supervision.

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

A Course Supervisor or Case Supervisor who is C/Sing student auditing should keep a good supply of Pink Sheets on hand. Their application encourages fast precise training. They are for use.

HOW TO ISSUE PINK SHEETS

1. Put two sheets of pink foolscap size paper on a clipboard with a carbon between.
2. At the top of the sheet write the name of the student, student auditor or coach being observed, the date and the name of the observer.
3. Head a wide column on the right hand side of the sheet with "Observations" a narrow column to the left of center with "Theory and Practical Assignment" and two more narrow columns to the left of center headed "Coach" and "Supervisor".

4. Take the above with your ball point into the vicinity of the student or the auditing or coaching session to be observed, close enough to hear and see what is going on without intruding. (Or if C/Sing student auditing have a number of Pink Sheets to hand.)
5. Write in the wide column labelled "Observations" exactly what is happening in the session, coaching session, or while the student and his twin are studying.

This is very difficult to do for most people (especially for someone at the case level of "only able to confront own evaluations"). Do not look for study, auditing and coaching errors. Just look and record what is happening. Do not write in evaluations. Do not write in invalidations. Do not attempt to correct or teach in the "Observations" columns. Simply observe the session and record what is happening.

6. After you have filled one or more pages of the "Observations" column now is the time to evaluate. Study what you have observed taking place and see if anything actually diverges from the standard use of Study Tech or the correct theory and practice of auditing or coaching.
7. Write in the column headed "Theory and Practical Assignment" the date and title of the exact bulletin or tape containing the correct data or the title of the exact practical drill which will correct the error recorded in the "Observations" column.

If a session observed was a complete shambles, it means that some basic, basic fundamental of auditing or coaching is absent in the student's repertory. Don't overload the student with tons of drills and theory assignments. Look over your "Observations" column carefully and it will suddenly dawn on you that this student hasn't a clue about the auditing cycle or doesn't note the difference between the needle and the TA on the meter. If you still can't find the main difficulty, you can always sit the student down and ask something like "What happens when you sit down in front of a PC?", or "What's the meter for?" You'll be surprised with some of the answers you'll get. Find the main error or difficulty and write your Pink Sheet to get him corrected on that.

On the other hand, you might find that you'll fill up a couple of pages of pink sheet without recording any errors. The student didn't happen to goof, or the coaching drill is going well, or standard Study Tech is being used. That's fine - send it to him without any assignment. It will still help him.

8. Send the top copy of the Pink Sheet to the student and file the carbon copy in the Pink Sheet folder. When the completed top copy is returned by the student, with all the necessary signatures, throw away the carbon copy and file the completed Pink Sheet in the student's folder.

PINK SHEET EXAMPLES

1. The following would be an INCORRECT Pink Sheet:

Theory and Practical Assignment	Coach	Super-visor	Observations
TRs OT TR0-TR4 Meter Reading M4, starrate: Tape 6307C25 COMM CYCLES IN AUDITING			Poor TR0. Auditor cant read the meter. Lousy handling of auditing cycle.

In the above example the observer has evaluated, invalidated, only made general comments. The above may all be true but the student auditor is not helped by them and the assignments don't pinpoint his major difficulty.

2. The following would be a HELPFUL Pink Sheet:

Theory and Practical Assignment	Coach	Super-visor	Observations
M4, starrate Tape 6307C25 COMM CYCLES IN AUDITING TRs OT TR0-TR4			Auditor leaning on table toying with the TA and pen. Running "Look around the room and find something you could have." After saying "I don't think that answered the ques- tion." Auditor: "Look around the room and find something you could have." PC: "That's an interesting picture on the wall." Auditor: "OK." and gives the next command. Auditor misses the F/N when pc says he can have the entire room and continues running the process

In the above example the observer states exactly what is happening in the auditing session. The majority of observations noted show an inability to complete an Auditing Cycle. (Even the Missed F/N was an incomplete cycle.) The student is therefore assigned material that will help him learn and apply the auditing cycle. There may be other things that can help him like Meter Drills. However, adding these to the Pink Sheet will only disperse his attention which should be applied to learning and using the Auditing Cycle.

3. The following would be an INCORRECT Pink Sheet.

Theory and Practical Assignment	Coach	Supervisor	Observations
M9, starrate: HCOB 24 May 68 COACHING M9, Starrate: HCO PL 7 Feb 65 KSW Series 1, KEEPING SCIENT- OLOGY WORKING			Doesn't know how to coach. Got angry with twin and tried to explain text.

In the above example the Supervisor has evaluated, invalidated and only made general comments. The above may all be true but the coach is not helped by the observations noted and the assignments do not pinpoint the major difficulty.

4. The following would be a HELPFUL Pink Sheet for the same situation:

Theory and Practical Assignment	Coach	Supervisor	Observations
Restudy, M4, starrate: Tape 6407C09 Study Tape 2, STUDYING: DATA ASSIMILATION and Tape 6408C06 Study Tape 4, STUDY - GRAD- IENTS & NOMEN- CLATURE M9, starrate and drill: HCOB 7 Oct 81 W/C Series 31RC, METHOD 3 WORD CLEARING			Student became groggy. Coach had his twin find an MU and student brightened up but still had trouble understanding material. Coach had him demo it but when twin took a long time, coach became irritated and demoed the concept for student. On 2WC with coach found he didn't know to continue clearing up Missed Us until twin has VGIs and can easily demo the material.

In this 2nd example of the same situation the Supervisor does not try to evaluate but simply observes and notes down his observations. He steps in and two way comms with the coach to get more data and the trouble becomes very apparent. It can then be corrected with an exact assignment of the correct material.

THEORY AND PRACTICAL ASSIGNMENT

The Pink Sheet should be done with a twin in both Practical and Theory. The twin first reviews the observations thoroughly with the student, finds and clears up the misunderstood words, starrates him on the issues as assigned and drills the student until the correct data is completely learned and understood and until the student can perfectly execute the drill.

Once this is done, the twin signs his name opposite the assignment notation on the Pink Sheet in the coach's column. The student is then ready for a checkout by the Supervisor on the Pink Sheet material.

SUPERVISOR CHECKOUT

In checking out the assigned material on a student's Pink Sheet, the Supervisor should carefully go over the "Observations" with the student and have the student spot the specific errors he has made, then have the student give the correct data from the assigned bulletin or tape or show by doing the practical drill that he has now mastered the skill that was poorly applied while studying or in the auditing or coaching session.

Specific attention should be paid to points that the student was observed to be weak in applying to his study, auditing or coaching. Be doubly strict on these points to be sure the student doesn't continue to make the same errors again and again. If each Pink Sheet thoroughly corrects only one gross error, really knocks it out, the student's study, auditing or coaching ability will improve markedly in a very short time.

CONCLUSION

Pink Sheets are never used as punishment or to make the student wrong. They are used to improve the student's study, auditing or coaching ability by having him thoroughly learn data and practical skills he is weak in.

A student's weakness in data and skills often will not show up under the normal conditions of theory and practical testing but they will stand out very plainly when he has to apply them in an actual auditing or coaching session or while actually studying. Therefore, a Pink Sheet Assignment does not mean that the student hasn't learned the material if he has already passed it in Theory or Practical. It does mean that he hasn't learned it WELL ENOUGH to utilize it while studying or under the duress of an actual Auditing or Coaching Session.

If a student has gone a few days without receiving a Pink Sheet, he should start screaming. If his auditing or coaching is not being observed and his weak points picked up, how does he expect to improve? So, make a fuss, Student, if you are not receiving Pink Sheets. And, Supervisors, keep a tabulation of when a student is issued a Pink Sheet so that you are sure to observe each student often.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 8 MAY 1969
REISSUED 23 JANUARY 1977

IMPORTANT STUDY DATA

NUMBER OF TIMES OVER THE MATERIAL EQUALS CERTAINTY AND RESULTS.

RESULTS IN THE STUDENT'S OWN CASE IS A GUARANTEE OF SUCCESSFUL
APPLICATION BY THE STUDENT.

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HCO BULLETIN OF 2 JUNE 1971
Issue I

(Corrected and Reissued 30 December 72.
Corrections in *italics*.)

Study Series 2
CONFRONTING

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

All 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 *precedes* the ability to handle. But before one can communicate with something one must be able to *be* in a location near it.

The age-old puzzle of how some scholars can get "A" on a subject they have studied and then not be able to *apply* even a scrap of the data is resolved by this fact of confronting. They can confront the book, the class and the thought. But they haven't attained the ability to confront the *physical objects* of the subject.

At least such "glib" students can confront the book, the paper, the thought. They are partway 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 losses 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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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 16 MARCH 1971R
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Keeping Scientology Working Series 27

WHAT IS A COURSE?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The final and essential part of a course is students.

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

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

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

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

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

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 30 OCTOBER 1978

COURSES – THEIR IDEAL SCENE

REFERENCES:

HCO PL 7 Feb 65 Reiss. 15.6.70. Reiss. 28.1.73	KEEPING SCIENTOLOGY WORKING
HCO PL 7 May 69 II	STUDENTS GUIDE TO ACCEPTABLE BEHAVIOUR
HCO PL 16 Apr 65	THE "HIDDEN DATA LINE"
HCO PL 24 Oct 68	SUPERVISOR KNOW-HOW, RUNNING THE CLASS
HCO PL 16 Mar 71R	WHAT IS A COURSE?

There are two ways a course can be run. It can be in-ethics or out-ethics.

An in-ethics course means that HCOBs are applied, verbal data doesn't exist whatsoever, schedules are strictly adhered to, musters are held, the Supervisor applies *all* the study tech, etc.

An out-ethics course would be anything less and sometimes becomes so obviously out-ethics that you see students goofing around on course, late arrivals for roll call, students taking cigarette breaks whenever they feel like it, verbal data running rampant, and a Course Supervisor that does nothing but stand around.

There's such a thing as group agreement and if a new student walks into an out-ethics course room, he will tend to go into agreement with it and join in.

There's no in-between point. A course (or any activity for that matter) cannot be run semi-standardly or with "pretty much in-ethics." It must be run with totally standard tech and in-ethics. If this is not the case you'll get a gradually lowered ethics level, admin will go out and standard tech slips down to "some of the tech being applied when we can."

When a student or Supervisor goes into a course room and sees things that are out-ethics or nonstandard or "not the way Ron says they should be" and doesn't do something effective to handle the scene then he himself will become part of it; he goes into agreement with it and will actually contribute to the out-ethics.

This situation is a widespread thing in our society today. It's not limited to our course rooms. You see it in marriages. It has become an acceptable thing to get divorced, create broken homes, cheat on your spouse. In the world of big business you're told to swindle Mr. X before he swindles you. This is group agreement. It is agreed upon out-ethics.

Now, if a course room is run like this you'll get auditors who won't keep auditing appointments, misapply tech, fail to handle their pcs' ethics, give and accept verbal data, have nonstandard admin, etc., etc. You will also train executives who will operate out-ethics, off-policy orgs. Either way, you're setting yourself up for losses.

Therefore, it is now a Comm Ev offense for a Course Supervisor or MAA (Ethics Officer) to allow the following out-ethics activities in their course rooms, with the result of declare of being a suppressive person:

1. Does not muster his students in the morning, after lunch, and after dinner, precisely on time, note absences and take action.
2. Permit students to talk to each other or wander around or take unscheduled breaks or goof off during course hours.

3. Permit students to eat or smoke in the course room.
4. Permitting persons to come into the course room and bother students for any reason.
5. Supervisor standing around or sitting at his desk not actively handling students who need help.
6. Not getting students through their course and graduated.

It goes without saying that all elements of HCO PL 16 March 71R WHAT IS A COURSE? should be in on a course. A Supervisor who does not run a course per checksheet, lets students study without dictionaries and demo kits, does not make all materials available and does not fully apply study tech and use Word Clearing is of course suppressive and should be declared, as he is actively blocking Scientologists from having and benefiting from Scientology.

Flag and FOLO observers and missions should always have a target to see that this policy letter is fully in.

You see, our success in clearing this planet depends upon the success of our courses as this is where we train our auditors, C/Ses, Supervisors and administrators and *that* is the *whole* team!

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 25 SEPTEMBER 1979
Issue II

(Cancels and replaces BPL 18 Oct 76RD, Rev. 10.9.78
URGENT-IMPORTANT-SUCCESSFUL TRAINING LINEUP
in order to reinstate Method One Word Clearing.)

**URGENT - IMPORTANT
SUCCESSFUL TRAINING LINEUP**

REFERENCES:

HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
LRH ED 2 INT 20 Jan 69	ATTESTATION REINSTATED
HCO PL 25 Sep 79 II	METHOD ONE WORD CLEARING

BPL 18 Oct 76RD, Rev. 10.9.78 URGENT IMPORTANT, SUCCESSFUL TRAINING LINEUP is cancelled because it dropped Method One Word Clearing out of training. It sought to solve students on academy courses being held up due to incomplete Method One, by no longer requiring Method One. As a result Method One Word Clearing dropped out of use and academy students and interns are now being delayed in training because they haven't had Method One. The "problem" of incomplete Method One isn't even a problem, all one would have to do is complete the Method One!

Method One Word Clearing is now being reinstated by HCO PL 25 Sep 79 II METHOD ONE WORD CLEARING.

The history of BPL 18 Oct 76 and its revisions is of interest because there have been some six people involved in writing and rewriting the various versions of this issue. Each sought to solve some real or imagined problem with training, by going unusual and altering or changing LRH policy on training. As a result, arbitraries were entered into training and LRH Tech was dropped out of use. Each time this happened, training became less effective and slower. Instead of getting back to LRH policy on training each new revision entered a new arbitrary and omitted a vital piece of LRH Tech.

LRH has discovered that the troubles others have been having with training are due to: (a) the introduction of arbitraries and (b) omitted use of the Tech.

Nothing in this issue cancels or alters any LRH policy, nor does anything in this issue permit anything less than full use of LRH Tech.

BPL 18 Oct 76RD had become long and difficult to read during all these revisions. The valid points from it follow in this issue.

STUDENT HAT COURSE

The Student Hat Course was put back onto the Training Route in 1976 by LRH when it was discovered that the course had disappeared from use. (See HCOB 24 Jan 77 TECH CORRECTION ROUND-UP)

FAST FLOW TRAINING

Definition: "A student attests his theory or practical class when he has fully covered the materials and can apply them. There is no examination." (LRH ED 2 INT)

The fast flow student passes courses by an attestation at Certs and Awards that he (a) enrolled properly on the course, (b) has paid for the course (or signed a no-charge invoice for 2½ or 5 year contracted staff), (c) has studied and understands all the materials on the checksheet, (d) has done the drills called for by the checksheet, (e) can produce the result required in the course materials. Twin checkouts are suspended. Examinations are not required .

Following are the rules of fast flow training:

1. The only prerequisite for a student, staff or public to be able to Fast Flow his courses is Student Hat and Method One Word Clearing. Where a student has already done the full Primary Rundown, he is also qualified to fast flow his courses.
2. Method One Word Clearing must be fully done with each word taken to F/N as well as F/Ning the final assessment.
3. False attestations on Fast Flow Training equals a condition of Liability for the student and immediate cancellation of the cert and loss of Fast Flow Training privileges.

FAST FLOW AND QUAL

On Internships, the Internes do the star-rate checkouts required on each other. High crime checkouts and cramming actions requiring star-rates are done star-rated and not fast flow. (Per HCOB 24 Jan 77 TECH CORRECTION ROUND-UP.)

STAFF HATTING

The only prerequisite for staff hatting is BSM (Basic Study Manual) done per the checksheet. PRD (Primary Rundown) is not a prerequisite, nor is a Student Hat, nor Method One. Where a staff member has only done the BSM he must not Fast Flow his training, and must take exams to graduate.

Staff members are urged to do the Student Hat and Method One as early as possible and must do these before a Major Course anyway. Staff can get Method One, by co-auditing it, from student auditing or in staff auditing. (If staff co-audit Method One, they get the added advantage of learning how to do word clearing.)

SUPERVISION

It is important that supervisors ensure that students are applying study tech at all times and pinksheet any outness they find.

In Fast Flow Training it is important that ethics is put in for any and every false attest, or the gains which can be gotten from Scientology training will get lost.

WHAT IS THE SUCCESSFUL TRAINING LINEUP?

It consists of following and keeping in the LRH HCO PLs on Training found in OEC Volume 4, making full use of LRH Study Tech and not allowing it to be omitted and keeping arbitraries off the line. Then there would be no trouble in training really professional auditors, C/Ss, Supervisors, Administrative staff and Executives, rapidly and in great quantity. The tech works when you use it. Use it and make competent people.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 15 DECEMBER 1965

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
Founder

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HCO POLICY LETTER OF 12 OCTOBER 1966
Issue IV

EXAMINATIONS

A student must not discuss any examination with anyone outside the Qualification 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 Supervisor. 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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 APRIL 1972R

Issue III

REVISED 21 JUNE 1975

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

IMPORTANT
ETHICS AND STUDY TECH

The basic WHY of the majority of cases of post nonperformance of a staff member and OUT-TECH in an org stems from misunderstood words.

The primary point that has to be gotten in is study tech.

This is also our bridge to society.

Yet study tech is the tech that includes misunderstood word tech.

Thus if study tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further, they often feel they do know words that they in fact do not know.

When this situation exists, it is next to impossible to get study tech and Word Clearing tech in. For the orders seeking to get in study tech may contain words the person does not understand. Thus he doesn't really comply with the orders and study tech does not get *in*. Thus the ability to hear or read and understand continues to be missing.

Therefore, these ethics actions become part of standard ethics.

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCOB, POLICY LETTER OR TAPE, ANY AND ALL LRH WRITTEN OR PRINTED MATERIALS INCLUDING BOOKS, PABs, DESPATCHES, TELEXES AND MIMEO ISSUES WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST, WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS MISSING THEM OR NOT, AS THE SOURCE OF HIS INACTION OR DAMAGING ACTIONS.

The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER STUDY TECH.

4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY

COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is OUT TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABILITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING EFFECTIVE MEASURES TO CLARIFY, OR RELEASING MATERIALS BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF ETHICS IF ANY FLAP OR UPSET RESULTS.

The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

SUPPRESSIVE

Furthermore, as study tech is our primary bridge to society and the basic prevention of out-tech and out-admin, if any offense as above found guilty in a Court of Ethics is REPEATED and the person has had two such Courts on this offense, the person may be summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE SCIENTOLOGY OR SCIENTOLOGISTS , and if found guilty beyond reasonable doubt may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

AXIOM 28

Failures to teach or use study tech or alterations of study tech are actually offenses against AXIOM 28 as it is applied internally in an org on admin and tech and from the org to society.

Study tech including its technology of Word Clearing is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28: COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A 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
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 7 FEBRUARY 1965
REISSUED 15 JUNE 1970

(Reissued 28.1. 73 to correct a word [page 5, para 5]
Change in this type style.)

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 worthwhile 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 (a) had increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as *not having worked!*

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

Here’s an example: A rave recommendation is given a graduating student “because he gets more TA on pcs than any other student on the course!” Figures of 435 TA divisions a session are reported. “Of course his model session is poor but it’s just a knack he has” is also included in the recommendation. A careful review is undertaken because *nobody* at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no instructor observed his handling of a meter and it was not discovered that he “overcompensated” nervously, swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at “set”. So everyone was about to throw away standard processes and model session because this one student “got such remarkable TA”. They only read the reports and listened to the brags and never *looked* at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of 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 namby-pamby bunch 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 lets everybody down. When Mrs. Pattycake comes to us to be taught, turn that wandering doubt in her eye into a fixed, dedicated glare and she'll win and we'll all win. 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 than incapable.”

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

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

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and 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 depend on what you do here and now with and in Scientology.

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

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

Do them and we'll win.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970RA

REISSUED 30 AUGUST 1980

as part of KSW Series

RE-REVISED 27 APRIL 1981

(Re-revised to update High Crime #3)

(Revision in this *Italics*)

Keeping Scientology Working Series 5

**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 misunderstood." This heading covers such vital things as TRs, Op Pro by Dup! The statement is a falsehood.

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

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

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

1. Abbreviating an official Course in Dianetics and Scientology so as to lose the full theory, processes and effectiveness of the subjects.
2. Adding comments to checksheets or instructions 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 *written* by myself or *authorized by the Authority, Verification and Correction Unit International and accepted by the Board of Directors.*

Checksheets for Dept. 17 Courses have their own approval lines as issued in HCO PL 2 Jan 80R Rev. 31 Dec 80 DEPARTMENT 17 COURSE CHECKSHEETS APPROVAL LINE.

(NOTE: This does not apply to hat checksheets. A hat checksheet may be given Issue Authority by an org LRH Comm and issued as local ED where no senior authorized hat checksheet exists already. HCO PL 30 Sep 70 CHECKSHEET FORMAT)

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

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

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

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

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

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

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

L. RON HUBBARD
Founder

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”.)

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 prenats, 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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 19 OCTOBER 1968

**COURSE COMPLETION
STUDENT INDICATORS**

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
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 SEPTEMBER 1969

STUDY SLOWNESS

If your course is not progressing rapidly for the class, it is highly probable 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 (3 1/2 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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 16 APRIL AD15

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

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

The field kept looking for what was wrong with the org or us. Nothing was. So it couldn't be cleaned up because there was nothing to clean. 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
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 22 NOVEMBER 1967
(Revised and Reissued 18 July 1970)

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.

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

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1979
(Also issued as HCO PL 9 Feb 79. Issue II. same title.)

HOW TO DEFEAT VERBAL TECH

1. If it isn't written it isn't true.
2. If it's written, read it.
3. If you can't understand it, clarify it.
4. If you can't clarify it, clear the Mis-U's.
5. If the Mis-U's won't clear, query it.
6. Get it validated as a written order.
7. Force others to read it.

IF IT CAN'T BE RUN THROUGH AS ABOVE *IT'S FALSE!*

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 FEBRUARY 1979

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

VERBAL TECH: PENALTIES

REFERENCE:

HCOB/HCO PL 9 Feb 79

HOW TO DEFEAT VERBAL TECH)

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

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

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

L. RON HUBBARD
Founder