

**THE
HUBBARD
APPRENTICE
SCIENTOLOGIST
COURSE**

A BASIC COURSE IN COMMUNICATION

by

L. RON HUBBARD

Founder of Dianetics, and Scientology,

**THE HUBBARD APPRENTICE SCIENTOLOGIST COURSE
A BASIC COURSE IN COMMUNICATION**

Welcome to the HUBBARD APPRENTICE SCIENTOLOGIST COURSE (H.A.S.). The Course is designed to instruct students in how to communicate with and handle people to bring about a higher degree of efficiency in their business and in their life, and to better understand living and to feel better about handling life.

Communication and control are prerequisites to successful living. If a person cannot communicate with people or has difficulty with communication, it then much lessens his potential of being successful. If one cannot control or handle people, that is Start, Change and Stop them, with understanding, that, also, is a very large factor in lessening one's success in life.

It is much better to have a good understanding of life and people and how to communicate with and handle them than it is to stumble along in ignorance or misunderstanding. This Course is designed to bring about a greater understanding of yourself and the people around you and to give you knowledge to accomplish your goals in life and to "get along" with the people you work with, the people at home and your friends.

Your Course Supervisor

IMPORTANT NOTE

In studying Scientology be very, very certain you never go past a word you do not fully understand.

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

If the material becomes confusing or you can't seem to grasp it, there will be a word just earlier that you have not understood. Don't go any further, but go back to BEFORE you got into trouble, find the misunderstood word and get it defined.

THE ADVENTURE OF COMMUNICATION

The success level of a person is his communication level.

One can only have those things with which he can communicate. To have it is necessary to communicate.

One can only do those things with which he can exchange communication.

One can be whatever he feels will assist him to carry out his ideas of communication itself.

A handwritten signature in black ink, appearing to read 'L. Ron Hubbard', with a long horizontal line extending to the right.

L. RON HUBBARD

INTRODUCTION

MAJOR BREAKTHROUGHS on the subject of LIVING have been made in SCIENTOLOGY.

What has been attempted by a thousand universities and foundations at the cost of billions, has been completed quietly here.

No such knowledge has ever before existed and no such results have ever before been attainable by Man as those which can now be reached by a study of Scientology.

This course gives you some beginning lessons on some BASIC PRINCIPLES of HOW TO BE SUCCESSFUL IN LIFE.

Throughout the ages man has sought for Communication with his fellow man. Books, plays, whole philosophies have been written on the subject of man's failures and attempts to communicate with others and yet no answer had been found.

Personal misunderstandings, family strife, youth problems, difficulties at work, racial upsets and nations at war all stem from an inability to really communicate.

How does one talk so that another person listens and understands?

How does one listen?

How does one know if he has been heard and understood?

These are points about communication that have never before been explained.

People have known that communication is an important part of life but until now no one has ever been able to tell anyone HOW to communicate or WHAT communication is.

Since communication is so important, WHAT IS COMMUNICATION?

HOW DOES ONE LEARN TO COMMUNICATE?

In Scientology we have found the answer.

THE EXACT FORMULA OF COMMUNICATION HAS BEEN DISCOVERED.

This communication course contains the answers. The knowledge in this course will be of great value to you in every part of your life.

Begin now on this new adventure on Communication. We wish you a very happy course of discovery.

(Glossary on page 38 .)

INFORMATION:

The H.A.S. Course is held Monday through Friday evenings from 7:30 to 10:30 PM and weekends from 9:00 AM to 6:00 PM.

Class starts promptly at 7:30 evenings until 10:30 PM and 9:00 AM weekends until 6:00 PM and you are expected to be on time. The class is open and the Supervisor on post at 7:30 PM evenings and 9:00 AM weekends. Breaks are as follows: evenings, 9:00 to 9:15; weekends, morning, 11:15 – 11:30 AM, lunch from 12:00 to 1:00 and a break from 3:15 to 3:30. Smoking is permitted before and after class and during breaks only, outside the classroom.

For students doing the course weekdays the schedule is 9:00 AM to 12:00 PM class, 12:00 PM to 1:00 PM lunch and 1:00 PM to 6:00 PM class.

The course consists of ten training routines (TRs) developed by L. Ron Hubbard and used in all Scientology training courses. To satisfactorily execute the training steps of the H.A.S. Course, each drill requires a student (the one learning the drill to improve his communication) and a coach (the person who "coaches" or helps the student do the drill correctly). Therefore, half your time will be spent as a student and the remaining half as a coach. One gains just as much being a coach as by being a student and each side of each drill is a vital part of the course.

MATERIALS:

The materials you will need for the course are: a pen, a Scientology Dictionary, the book *Dianetics: Evolution of a Science*. (to be read outside of class) and this booklet.

HOW TO STUDY:

In studying the material on the course, look up in a dictionary every word whose meaning you are uncertain of. At the first sign of getting sleepy, yawning or bored, realize you have read past a word you were not certain of earlier—GO BACK, find it, look it up in a dictionary, use it in some sentences and when you are certain you understand the meaning of the word, go on. If you located the correct misunderstood word you will no longer feel bored or sleepy.

NOTE: Should you have any questions or confusions on the book *Dianetics: Evolution of a Science*, see the Supervisor and have it clarified at the end of class.

WHAT IS COMMUNICATION?

Communication is often defined as the interchange of ideas or even objects between two people.

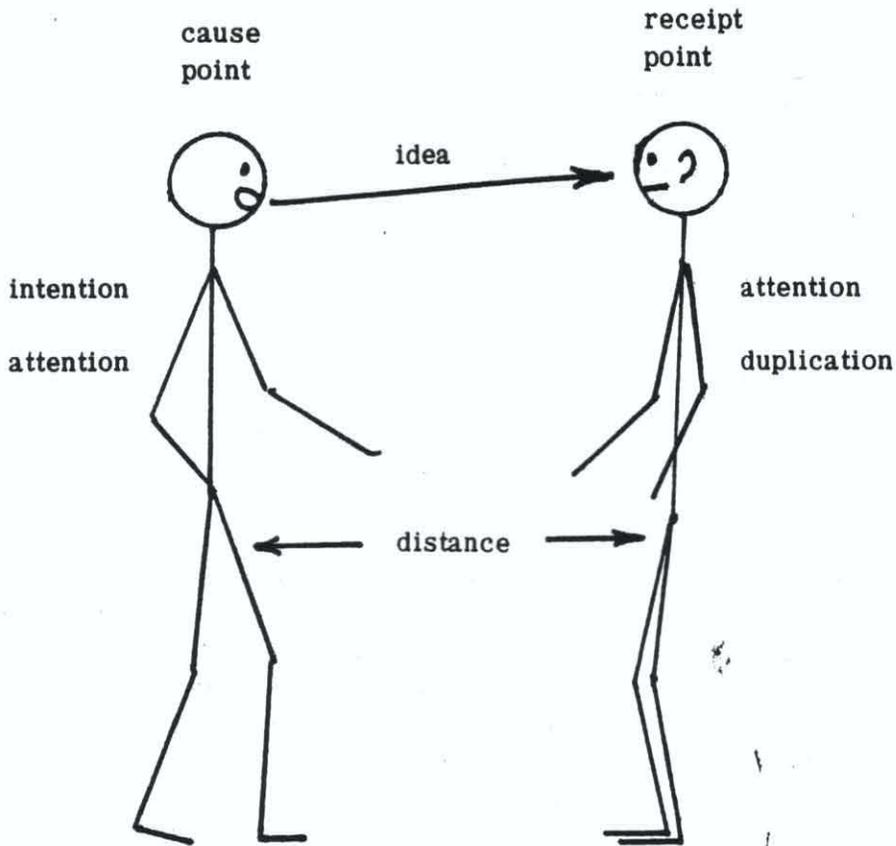
So we need two people and an idea or something to be communicated. Now lets see what else is needed.

First of all we have to have one person who starts the communication. We will call him the cause-point because he causes the communication to start. The other one receives the communication, so we call him receipt-point.

Now we come back to the cause-point and we know that if he is going to get his idea across he has to intend to reach the other fellow, so we put intention on his side. He also has to have some attention on the other fellow to see if he is ready to be talked to, so we also have "attention" there. Receipt-point, in order to receive the message, has to have his attention on the sender, so he has "attention" too.

There is one other factor that has to go in here for there to be a good communication. Look at this example of the message that the battle commander sent back to headquarters from the battle. This message was, "Send reinforcements. We are going to advance." But the message had to be passed by word of mouth from the front line and by the time it got to headquarters it said, "Send three-and-fourpence. We are going to a dance." What was the missing factor that made this an imperfect communication? Duplication. Each person getting the message didn't copy exactly what was said. This is where most communication breaks down. Because we didn't get the person's attention or because our own intention to get our idea across wasn't strong enough, the idea is not duplicated, is not received the way we meant it to so mis-understandings arise.

So communication looks like this:



From this picture we now get the formula of communication which is:

CAUSE-DISTANCE-EFFECT,
with INTENTION, ATTENTION
and DUPLICATION.

Joe is Cause and Bill is Effect and there is Distance between them. Joe puts his Attention on Bill and gets Bill's Attention. Joe with Intention gets his communication across to Bill who has the Intention to Duplicate it and does.

This is the way an idea goes across from one person to another. This is how to talk and how to listen.

THIS IS HOW TO COMMUNICATE!

When two people are in good communication, A sends his idea across to B, B receives it, then sends his reply or answer back to A who receives it. A then does what? Mostly he does nothing. There is a missing part here that should be in a good communication. The missing thing is acknowledgement. What is acknowledgement? It is the way you let someone know that you have his answer. It could be a nod or a smile, a thank you or an okay. It simply lets the person know that you received him. If I ask you for the time and you reply 'It's 9 o'clock,' how do you know I got your reply if I don't give you some acknowledgement? You would not know if you have been heard.

This lack of acknowledgement is very frequent in society today, and is the cause of a lot of communication difficulties. You will see people who do not talk at all. They have long since given up the idea that anyone has ever heard them, will listen to them, or wants to listen. Similarly the person who talks all the time is quite sure no-one has heard them and is still trying to get through. If there was someone around them who could acknowledge and let them know they had been listened to, they would improve.

We also get very tired of doing things for someone who never acknowledges what we have done. A little acknowledgement goes a long way. It is not necessarily praise, just a sign that we have noticed that something was done. You will see the people around you become more cheerful if you acknowledge their efforts and their communication.

"I see that you've done the lawns," "Thank you for ironing my shirt," or to your child "Thank you for going to bed when you were told." We are only too ready to notice a mistake or pay attention to something NOT done, or complain about a question not answered, we should be just as ready to acknowledge these things when they are done or answered.

(The above section on "What is Communication" is from HCO Bulletin of 23 March 1965, "Level 0 Materials -- Study Materials for HAS -- Lesson 2.")

As we have seen, the formula of Communication is: Cause, Distance, Effect, with Attention, Intention and Duplication.

Now let us have a look at this in more detail -

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.

A PRACTICAL DEMONSTRATION

Now demonstrate the above using bits of wood or matchboxes etc. Set up a Source-Point and a Receipt-Point with two of these, with some Distance between them. Now take another object in your hand, and calling it the Impulse or Particle, push it (Action of Impelling) across the Distance from Source-Point to Receipt-Point.

Now do it again including this time the Consideration and the Intention to bring about a Duplication (at the Receipt-Point) of the Particle that Emanated from the Source-Point.

(Was it received the same as it was sent? Was it duplicated?)

Repeat this demonstration until you are certain you understand the formula of communication.

TWO-WAY COMMUNICATION

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.

(Do the demonstration above and then reverse it back the other direction.)

So we see there is communication and two-way communication.

The training drills that follow are to teach you to recognize the parts of communication and to apply the communication formula.

You will learn that communication occurs in cycles.

THE VALUE OF CONFRONTING

The word 'confront' means: to stand face to face, to face up to, to bring into the presence of.

How many times have you talked to someone whose interest or attention was somewhere else? It is like talking to oneself, which is surely a profitless pastime.

The blank glassy stare, dull eyes, vacant look, rapid shifting eyes, all these show a temporary or long term drop in the ability to confront.

Examine people who seem to be very much alive, who are 'on the ball,' who are interested, who have a ready, quick intelligence and you will find that they have eyes which are alive and intelligent. They also have a lot of energy, yet are very relaxing to be with. When they look at you, they see you. You do not get the feeling of being looked through as if you were not there. These people have a high ability to confront. They are easy to talk to and also they are interested in you. They can put their attention on something and maintain it without getting caught up in all sorts of idle thoughts. Their attention is outwards on their environment and not constantly turned in on themselves and their own problems.

If a person cannot confront another person, his communication to him will certainly be less effective than it could be.

Problems are best solved by a more direct appraisal of them. Some people have the idea that if they don't look at their problems, the problems will go away—a nice idea, but most unworkable, because the problems then pile up worse than ever.

Improve a person's ability to face up and he finds he handles his life and his problems far better. In fact, the problems seem to the person to be far smaller, because he can confront them more directly.

A very necessary part of public speaking is the ability to confront. Have you ever seen a speaker who would rather not be there in front of a group? Shy, incoherent, lost for words, tensed up, we are looking at a person then whose confront has dropped. Improved confront would help this person be more at ease, and being more at ease, collect his thoughts and then get them over to his listeners.

Better confronting improves the ability to have more friends and better control of situations.

People who are in charge of others in any area of life, whether at work, in social activities or family life, require the ability to confront if they wish to have successful orderly results.

The ability to confront is the ability to put and to maintain one's attention where ever one desires it to be. In other words we are directly improving concentration, ability to face up to situations, problems and to communicate to people.

(The above section on "The Value of Confronting" is from Public Activities Division Advice Letter of 3 April 1969, "HAS Course Lecture Notes.")

(The following TRs are extracted from HCO Bulletin of 16 August 1971)

NUMBER: OT TR 0 1971

NAME: Operating Thetan Confronting

COMMANDS: None

POSITION: Student and coach sit facing each other with eyes closed, a comfortable distance apart - about three feet.

PURPOSE: To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there. One will usually see blackness or an area of the room when ones eyes are closed. BE THERE, COMFORTABLY AND CONFRONT.

When a student can BE there comfortably and confront and has reached a major stable win, the drill is passed.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 CONFRONTING REVISED 1961

NAME: Confronting Preclear

COMMANDS: None

POSITION: Student and coach sit facing each other a comfortable distance apart - about three feet.

PURPOSE: To train student to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of a preclear, to BE there and not do anything else but BE there.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Students must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is mis-named if Confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologising or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a major stable win.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

HOW TO COACH:

The student-coach-supervisor method of training is used in all Scientology courses. It has been found to be the best and quickest method of communicating data and to bring about a greater understanding of the purpose and application of the data involved. As a coach you will actually be in control of the training drill session and it is your responsibility to a) understand the drill, b) help the student to increase his ability to do the drill correctly, c) call on the supervisor when necessary.

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 (By Origination is meant a statement or remark referring to the state of the coach.) 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, 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.

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.

(The entire section above on "Coaching" starting with "1) Coaching with a purpose." is extracted from HCO Bulletin of 24 May 1968, "Coaching," by L. Ron Hubbard.)

NUMBER: TR 0 BULLBAIT REVISED 1961

NAME: Confronting Bullbaited

COMMANDS: Coach: "Start" "That's it" "Flunk"

POSITION: Student and coach sit facing each other a comfortable distance apart - about three feet.

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, "bullbaiting" can begin. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked with the reason why.

PATTER: Student coughs. Coach. "Flunk! you coughed. Start." This is the whole of the coach's patter as a coach.

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive no response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a major stable win.

THE VALUE OF INTENTION:

The word 'intention' means : application or direction of the mind. As regards communication, it basically means wanting to. Many people have trouble with this part of communication. A feeling of 'they wouldn't be interested anyhow' or 'they might laugh at me' or 'making a fool of oneself' tends to make a person suppress his communication, or hold it back, making it muttered, un-clear or hesitant.

Some people slur their words, talk out of the side of their mouths, talk off to one side, address the empty air, anything it seems rather than address the person to whom they wish to communicate. Have you seen this?

Other people talk so softly or hesitantly, that you have to strain to hear what they have to say.

Many people use more effort or action in their communication than is necessary, this is seen in bobs and gestures, facial expressions, waving of hands, screwing the head around, raising eyebrows, etc.

One should be able to express an idea and get it across without all this effort. Many of these efforts come from difficulty in communication, similar to the strain experienced when one first learns to ride a bicycle. Once you feel you can ride the bicycle all the effort experienced earlier falls away. Similarly greater ease and confidence clears away the effort. This is not to say one shouldn't use such movements when communicating. It does say, however, that you should be able to get ideas across without effort.

Where a communication is direct with the intention that the person shall receive it and with enough volume, (loud enough) for it to easily reach across the distance, that communication will be effective and brings people closer together, so improving their personal relations.

The following things must be present:

1. Intention to communicate to a certain person or persons.
2. Knowing that you wish to communicate.
3. Being able to at least express it.
4. Being able to get this idea clearly across to the other person.

(The above section on "The Value of Intention" is from Public Activities Division Advise Letter of 3 April 1969, "HAS Course' Lecture Notes.")

NUMBER: TR 1 REVISED 1961

NAME: Dear Alice

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.

COMMANDS: A phrase (with the "he said's" omitted) is picked out of the book "Alice in Wonderland" and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

POSITION: Student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural, not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says "Good".

PATTER: The coach says "Start", says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability.

THE VALUE OF ACKNOWLEDGEMENT:

The word 'acknowledgement' means: letting the other person know he has been heard and understood.

The best way to understand the value of an acknowledgement is to observe what happens when it is missing.

How often have we seen someone become angry because no indication was given that something was heard and understood: 'Well, why on earth didn't you tell me you'd heard me,' is frequently heard.

Anyone will become upset if they give a gift and do not receive a 'Thank you' or even a smile as acknowledgement. We write a letter and we receive no reply or acknowledgement that the other person received it and we are then left in suspense: maybe they received it, maybe they didn't. If your letter is important the suspense is of course greater. You can imagine, years later, receiving a letter acknowledging receipt of your communication, feeling the relief that it was received. The communication cycle has been completed. 'Loose ends' are incomplete communication cycles in one form or another.

When our cycles of communication are not completed the result is more and more confusion because we have an increasing number of communication cycles continuing or persisting due to the simple fact that they have not been ended. To end cycles of communication therefore, reduces confusion in life.

When a person does a job continually without acknowledgement he loses incentive and enthusiasm, feeling that it doesn't matter if he does the job or not. Thus a rise in pay is an acknowledgement of one's ability.

Every acknowledgement from another person validates you as a person and vice-versa.

Children whose communications are not acknowledged become more clamorous for attention. The parent wonders why the child is so naughty. The parent could learn about and practice acknowledgements, listening and understanding what is said and then acknowledging.

People who have not had their communications acknowledged tend to give the same communication over and over until it is. Bored talking on and on can best be controlled by an acknowledgement which lets the person know you heard what he said and that it is now ended.

The use of acknowledgements in communication brings more order into life.

Hearing what was said is not, in itself, sufficient, so what was said must also be understood and then hearing and understanding must be indicated so as to complete and end the communication cycle that has been occurring. This is done by the use of an acknowledgement which says to the person: 'I heard you. I understood what you said. That's the end of that cycle of communication.'

An acknowledgement does not have to answer the communication, it only lets the person know that it was received and understood and thus the cycle is completed. The answer or handling of the communication is therefore a new cycle.

(The above section on "The Value of Acknowledgements" is from Public Activities Division Advise Letter of 3 April 1969, "HAS Course Lecture Notes.")

TR 2 - ACKNOWLEDGMENTS

NAME: Acknowledgments.

PURPOSE: To teach student that an acknowledgment is a method of controlling preclear communication and that an acknowledgment is a full stop.

COMMANDS: The coach reads lines from "Alice in Wonderland" omitting "he said" and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what was said. Curb over and under acknowledgment. Let student do anything at first to get acknowledgment across, then even him out. Teach him that an acknowledgment is a stop, not a beginning of a new cycle of communication or an encouragement to the preclear to go on.

To teach further that one can fail to get an acknowledgment across or can fail to stop a pc with an acknowledgment or can take a pc's head off with an acknowledgment.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgment. The coach repeats the same line each time the coach says "Flunk". "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin new coaching after a "That's it."

HISTORY: Developed by L. Ron Hubbard in London in April 1965 to teach new students that an acknowledgment ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 by L. Ron Hubbard.

(The above section on "TR 2 - Acknowledgment" is extracted from HCO Bulletin of 17 April 1961, "Training Drills Modernized," by L. Ron Hubbard.)

NOTE: The acknowledgments used are "Thank you," "Fine," "OK" OR "All right."

GETTING YOUR QUESTION ANSWERED

In every day life people often fail to answer our questions or respond to what we say. Conversations begin with one topic and end with neither person knowing what they began talking about or why. We ask a person, maybe our child or an employee or a friend to do something and sometimes end up with no response or the thing not done or something completely different done or wasted time in endless discussions that led nowhere!

Executives at the office get tired and overloaded with work simply because their orders were not carried out and they failed to repeat them until they were done regardless of any off beat responses.

Have you ever noticed a person accept a totally irrelevant answer to their question and end up still as confused as ever?

Questions not answered, things requested not done, all eventually pile up and leave one confused, tired and not getting anywhere near what one set out to do.

It all boils down to our failing to get our questions answered or the things we requested done repeated and pursued until they were done.

Our failing to pursue the matter, to get our question answered or to stick to the topic or matter being handled, is the source of much confusion, upset and the above difficulties. Not really getting an answer to your question leaves that cycle incomplete, with some of your attention left on it. Not completing one topic before going onto another is the common source of confusion and arguments in conversation. The answer to this is learning to complete the cycles we have begun and to not take up a new order, request, question or topic until the old one is answered or handled.

(The above section on "Getting Your Question Answered" is from Public Activities Division Advise Letter of 3 April 1969 "HAS Course Lecture Notes.")

TR 3 - DUPLICATIVE QUESTION

NAME: Duplicative Question

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgment of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact question asked, if he or she Q and As with excursions taken by the coach. (Q AND A: (noun) A failure to complete a cycle of action. (verb) To fail to complete a cycle of action; to deviate from an intended course of action.))

PATTER: The coach uses "Start" and "That's it" as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting type answer to throw the student off. ((COMM LAG: Communication Lag: The time it takes for a preclear to give an answer to a question that the auditor has asked him regardless of whether he is silent until he gives the answer, or has been talking in the interim.))

Often the coach should answer. Somewhat less often the coach attempts to pull the student into a Q and A or upset the student.

Example:

Student: "Do fish swim?"

Coach: "Yes."

Student: "Good."

Student: "Do fish swim?"

Coach: "Aren't you hungry?"

Student: "Yes."

Coach: "Flunk."

When the question is not answered, the student must say gently, "I'll repeat the auditing question," and do so until he gets an answer. Anything except command, acknowledgement and as needed, the repeat statement, is flunked. A poor acknowledgment is flunked. A Q&A is flunked (as an example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked.

Any words from the coach except an answer to the question, "Start" "Flunk" "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant "I'll repeat the auditing command." "Start", "Flunk", "Good", and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as "I just had a cognition." "Coach divertive" statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing.

The students job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgment.

The student may use his or her hands to prevent a "blow" (leaving) of the coach.

If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variation and sudden changes in sessions. Revised 1961 by L. Ron Hubbard.)

(The above section on "TR 3 - Duplicative Question" is extracted from HCO Bulletin 17 April 1961, "Training Drills Modernized," by L. Ron Hubbard.)

THE VALUE OF HANDLING ORIGINATIONS:

Many people have little difficulty in communication so long as they can 'hold the floor' or 'just listen,' but if they are spoken to or asked an unexpected statement, response or question (an origination) by another person they sometimes experience embarrassment, shyness, blushing or some similar reaction.

One handles an origination by hearing, understanding, and acknowledging it and then returning the person to the subject.

Some people need to have their communication directed - 'kept on the subject.' Have you observed a person who flits from one subject to another?

Others break in on what you are saying, others like to contribute agreement or disagreement to what you are saying. All those are part of normal conversation, thus the person who can handle it without being side-tracked, will improve his ability to communicate to individuals and groups.

A person in charge of groups or a meeting will be able to maintain a better control of the situation if he understands how to handle originations. People react very favourably to this and are willing to be supervised and led by people who can keep things going smoothly.

Some people try to handle originations by chopping the person speaking. This, of course, always results in a breakdown of communication and since that also reduces friendship, and agreement, understanding is adversely affected.

Selling depends a lot on smooth handling of communication. Since a person buying may have queries about the product, these must all be handled so that the prospective buyer is not made to feel ignored or bullied by the salesman.

(The above section of "The Value of Handling Originations" is from Public Activities Division Advise Letter of 3 April 1969, "HAS Course Lecture Notes.")

NAME: Preclear Originations.

PURPOSE: To teach a student not to be tongue tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout an origination. ((ARC: A word made from the initial letters of Affinity, Reality and Communication which together equate to understanding. (These are the three things necessary to the understanding of something - one has to have some affinity for it, it has to be real to him to some degree and he needs some communication with it before he can understand it.)))

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from prepared list given by the instructor. Student must handle originations to satisfaction of coach.

POSITION: Student and coach sit facing each other at a comfortable distance apart.

TRAINING STRESS: The student is taught to hear origination and do three things: (1) Understand it; (2) Acknowledge it; and (3) Return preclear to session. If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The students patter is governed by:

1. Clarifying and understanding the origin.
2. Acknowledging the origin.
3. Giving the repeat statement, "I'll repeat the auditing command," and then giving it.
Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3- Revised.) ((ARC BREAK: An upset. A sudden drop or sundering in Affinity, Reality and Communication with or toward someone or something, which is often accompanied by misemotion or dramatization. An ARC Break is evidenced when a person is completely unwilling or finds it impossible to communicate to someone or something.))

Flunks are given if the student does more than 1. Understand 2. Acknowledge 3. Return pc to the session. Coach may throw in remarks personal to the student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk. Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment.

By Originate is meant a statement or remark referring to the state of the coach or fancied case. ((CASE: The way a person responds to the world around him by reason of his aberrations.))

By Comment is meant a statement or remark aimed only at student or room. Originations are handled, comments are disregarded by the student.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling originations and preventing ARC Breaks.

(The above section on "TR 4 - "Preclear Originations" is extracted from HCO Bulletin of 17 April 1961, "Training Drills Modernized," by L. Ron Hubbard.)

NOTE: "I'll repeat the auditing question" or "I'll repeat the auditing command" are permissible as a repeat statement in TR 4.

LIST OF ORIGINATIONS FOR TR 4:

I have a pain in my stomach.
The room seems bigger.
My body feels heavy.
I had a twitch in my leg.
I feel like I'm sinking.
The colors in the room are brighter.
My head feels lopsided.
I feel wonderful.
I have an awful feeling of fear.
I just realized I've had a headache for years.
I feel all confused.
I've got a sharp pain in my back.
I feel lighter somehow.
WOW - I didn't know that before.
Say, this really works.
I feel awfully tense.
That wall seems to move toward me.

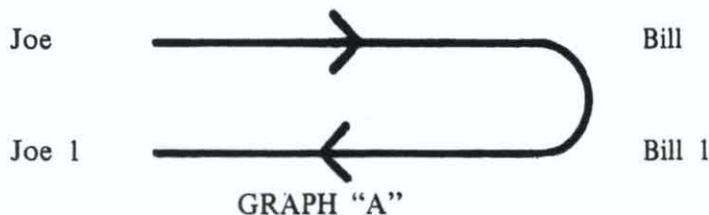
(The above list is extracted from **The Book of E-Meter Drills** by L. Ron Hubbard and compiled by Mary Sue Hubbard.)

NOTE: The above are not the only originations used by the coach. They are just suggested ones. If there are any confusions over originations and comments, make sure the student distinguishes between a vital problem that concerns the coach's case (origination) and a mere effort to blow the session or throw the student off guard (comment).

THE TWO-WAY COMMUNICATION CYCLE

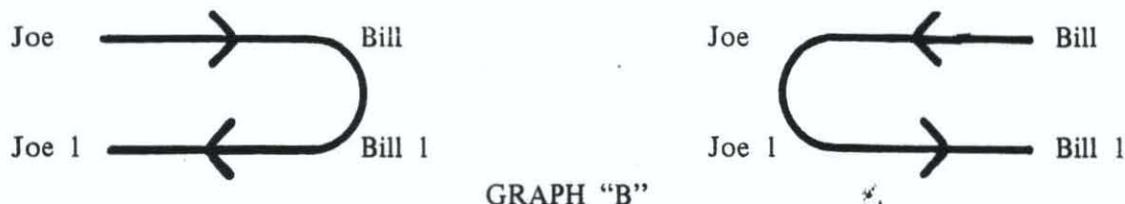
Now we will have a look at the Communication Cycle and also at the TWO-WAY COMMUNICATION CYCLE.

If you inspect graph "A" below you will see a cycle of communication. (Bill becomes Bill 1 later in the cycle and Joe becomes Joe 1 later in the cycle.)



Here we have Joe as the originator of a communication. We find Bill receiving it, and then originating an answer as Bill 1, which answer is sent back to Joe 1 (who acknowledges).

Now what we call a TWO-WAY CYCLE OF COMMUNICATION may ensue. See Graph "B".



The cycles depend on Joe originating communication, Bill hearing the communication, Bill becoming Bill 1 and answering the communication, Joe 1 acknowledging. Then Bill originating a communication, Joe hearing the communication, Joe 1 answering the communication and Bill 1 acknowledging.

Thus we get the normal cycle of communication between two terminals, for Joe is a terminal and Bill is a terminal and communication can be seen to flow between two terminals. If they did this regardless of what they were talking about, they would never become in an argument and would eventually reach an agreement, even if they were hostile to one another. Their difficulties and problems would be cleaned up and they would be, in relationship to each other, in good shape.

This is called, being in two-way communication.

A two-way communication breaks down when either terminal fails, in its turn, to originate communication. We discover that the entire society has vast difficulties along this line. They learn to keep their mouths shut, and it's a wrong lesson.

When in doubt communicate . . . you'll be very successful all along the line if you just remember that.

Flows become stuck on this twin cycle of communication

where a scarcity occurs in (1) origination of communication, (2) receipt of communication, (3) answering of communication given, (4) acknowledging answers. Thus it can be seen that there are only four parts that can become aberrated no matter the number of peculiar manifestations which can occur as a result thereof.

Examples of the Comm Cycle

1. Communication cycle. (Short Version)

Joe: "Say Bill, Hand me that book please."

Bill: "Here you are, Joe."

Joe: "Thank you."

2. Two-Way Communication Cycle. (Long Version)

Joe: "Hello Bill, Heard you bought a new car."

Bill: "Yes. It's a convertible sports model."

Joe: "Sounds great."

Bill: "Come on over this afternoon and I'll take you for a drive."

Joe: "Thank you. I'll be there."

Bill: "OK. See you then."

You will be able to observe and use all of this data on communication in your daily life.

CONTROL

Another major factor in LIFE is the subject of CONTROL.

People who say that control is a bad thing are trying to tell you that automobile accidents and such things are good. Accidents and confusions only happen in the absence of control.

If this is the case then control is a very important subject and one which we should understand more about.

WHAT THEN IS CONTROL?

The anatomy of control has been DISCOVERED in SCIENTOLOGY.

CONTROL may be divided into three parts - START, CHANGE, STOP.

The following are some valuable practical drills to help you improve your ability to recognize and expertly handle the subject of control in your day to day life.

Begin now on this new chapter of your adventure into life with Scientology.

INTENTION AND CONTROL

Control consists entirely of starting, changing and stopping. There are no other factors in positive control. If one can start something, change its position in space or existence in time and stop it, all at will, he can be said to control it whatever it may be. If one can barely manage to start something, can only with difficulty continue its change of position or existence in time, and if one can only doubtfully stop something, he cannot be said to control it well and for our purposes he would be said to be able to control it poorly or dangerously. If he cannot start something, if he cannot change its position in space, if he cannot stop something, then he is definitely not in control of it. If he is trying to start, change and stop something or somebody without positively doing so he has entered unknowingness into the activity and the result will be questionable to say the least.

Thus there is such a thing as good control. Good control would consist of knowingness and positiveness. A girl who can start a typewriter, continue its motion and then stop it could be said to be in control of the typewriter. If she had difficulties in starting it, in continuing its action and in stopping it she would not only be in "bad control" of the typewriter, she would be a bad stenographer.

Where "bad control" enters in, so enter incompetence, accidents, difficulties, inefficiency and, not the least, considerable misery and unhappiness. As we define bad control as not-control, or as an unknowing attempt at control without actually effecting control, it can be said that unpositiveness results in a great many difficulties.

Control is so far from being bad that a person who is sane and in very good condition does not resent good, positive control and is himself able to administer good, positive control to people and objects.

(The above section on Control is from the book, The Problems of Work, by L. Ron Hubbard, pages 38 and 39.)

The following drills are designed to develop your intention and ability to control things. These abilities come in handy as skills when one needs to handle objects or people in work, play or situations of confusion or upset. Development of intention and control increase ability to do things in all areas of life.

Have fun with these drills.

TR 6 - 8-C (BODY CONTROL) (Good and effective control of an individual or group.)

COMMANDS: Non-verbal for first half of training session. First half of coaching session, the student silently steers the coach's body around the room, not touching the walls, quietly starting, changing and stopping the coach's body. When the student has fully mastered non-verbal 8-C, the student may commence verbal 8-C.

The commands to be used for 8-C are:

"Look at that wall." "Thank you."

"Walk over to that wall." "Thank you."

"Touch that wall." "Thank you."

"Turn around." "Thank you."

POSTION: Student and coach walking side by side; student always on coach's right, except when turning.

PURPOSE: First part: To accustom student to moving another body than his own without verbal communication. Second part: To accustom student to moving another body, by and while giving commands, only, and to accustom student to proper commands of 8-C.

TRAINING STRESS: Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgement, or poor repetition of command, and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

HISTORY: Developed by L. Ron Hubbard in Camden, New Jersey in October 1953, modified in July 1957 in Washington D.C. and the commands were modified in HCO Bulletin of 16 November 1965, Issue II.

NOTE: In the first part of TR-6 the student steers the coach by placing his (the student's) left hand on the coach's upper left arm and his right hand on the coach's right elbow. The second part of TR-6 has no physical contact.

TR 7 - HIGH SCHOOL INDOC

COMMANDS: Same as 8-C (Control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error, and "That's it" to end the coaching session. No other remarks by coach are valid on student. Coach tries in all possible ways, verbal, covert and physical, to stop student

from running control on him. If the student falters, comm lags, fumbles a command, or fails to get execution on part of coach, coach says "Flunk" and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

POSITION: Student and coach ambulant. Student handling coach physically.

PURPOSE: To train student never to be stopped by a person when he gives a command. To train him to run fine control in any circumstances. To teach him to handle rebellious people. To bring about his willingness to handle other people.

TRAINING STRESS: Stress is on accuracy of student performance and persistence by student. Start gradually to toughen up resistance to student on a gradient. Don't kill him off all at once.

HISTORY: Developed by L. Ron Hubbard in London, England in 1956.

TR 8 - TONE 40 ON AN OBJECT

((TONE 40: Intention without reservation or limit.))

COMMANDS: "Stand up." "Thank you." "Sit down on that chair." "Thank you."
These are the only commands used.

POSITION: Student sitting in chair facing chair which has on it an ashtray. Coach sitting in chair facing chair occupied by student and chair occupied by ashtray.

PURPOSE: To make student clearly achieve Tone 40 commands. To clarify intentions as different from words. To start student on road to handling objects and people with postulates. ((A postulate is that self-determined thought which starts, stops or changes past, present or future efforts.)) To obtain obedience not wholly based on spoken commands.

TRAINING STRESS: TR-8 is begun with student holding the Ash Tray which he manually makes execute the commands he gives. Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time. First, locate the space which includes himself and the ashtray but not more than that much. Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting. The coach's patter would run something like this: "Locate the space." "Locate the object in that space." "Command as loudly as you can."

"Acknowledge it as loudly as you can." "Command it as loudly as you can." "Acknowledge it as loudly as you can." That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object.

Next, have the student do the drill while using the wrong commands - i.e., saying "Thank you" while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgement. The final step would be for the coach to say "Start" then anything else he said would not be valid on the student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student, using any verbal means he could to knock the student off Tone 40. Physical heckling wouldn't be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention on the object for each command and for each acknowledgement, the drill is flat.

There are other ways to help the student along. The coach occasionally asks "Are you willing to be in that ashtray?" When the student has answered, then "Are you willing for a thought to be there instead of you?" Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention.

Another question the coach asks the student is, "Did you really expect that ashtray to comply with that command?"

There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: "Think the thought - I am a wild flower." "Good." "Think the thought that you are sitting in a chair." "Good." "Imagine that thought being in that ashtray." "Good." "Imagine that ashtray containing that thought in its substance." "Good." "Now get the ashtray thinking that it is an ashtray." "Good." "Get the ashtray intending to go on being an ashtray." "Good." "Get the ashtray intending to remain where it is." "Good." "Have the ashtray end that cycle." "Good." "Put in the ashtray the intention to remain where it is." "Good." This also helps the student get a reality on placing an intention in something apart from himself.

Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoc, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, coloured glass ashtrays.

HISTORY: Developed by L. Ron Hubbard in Washington, D.C., in 1957 to train students to use intention when auditing.

NOTE: After the shouting part of the drill, the coach's patter becomes "Start" "Flunk" and "That's it" (to terminate for discussion.)

NOTE: TR-8 is begun with student holding the Ash Tray which he manually makes execute the commands he gives (From HCO Bulletin 22 May 1971, TR-8 Clarification)

TR 9 - TONE 40 ON A PERSON

COMMANDS: Same as 8-C (Control). Student runs fine, clearcut intention and verbal orders on coach. Coach tries to break down Tone 40 of student. Coach commands that are valid are: "Start" to begin. "Flunk" to call attention to student error and that they must return to beginning of cycle, and "That's it" to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

POSITION: Student and coach ambulant. Student in manual contact with coach as needed.

PURPOSE: To make student able to maintain Tone 40 under any stress or duress.

TRAINING STRESS: The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on exact intention, exact strength needed, exact force necessary, exact Tone 40. Even a slight smile by student can be a flunk. Too much force can be a flunk. Too little force definitely is a flunk. Anything not Tone 40 is a flunk.

Here the coach should check very carefully on a student's ability to place an intention in the coach. This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across. After the coach is satisfied with the student's ability to get the intention across, the coach should then do all he can to break the student off Tone 40, mainly on the basis of surprise and change of pace. Thus the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.

HISTORY: Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

Purpose of these four training drills, TR 6, 7, 8 and 9, is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

(The above sections on TRs 6 through 9 is extracted from HCO Bulletin of 7 May 1968, "Upper Indoc TRs" by L. Ron Hubbard.)

GLOSSARY

ABERRATION: Irrational behavior or thought on, or about, a specific subject or subjects.

A.R.C.: A word made up from the initials of Affinity, Reality and Communication which together equate to understanding. One must have some affinity for a thing, and it must be real to him to some degree and he needs some communication with it before he can understand it.

A.R.C. BREAK: An upset. A sudden drop or sundering in Affinity, Reality, and Communication with or toward someone or something, which is often accompanied by misemotion or dramatization. An ARC Break is evidenced when a person is completely unwilling or finds it impossible to communicate to someone or something.

AUDITING: The application of Scientology processes and procedures to someone by a trained auditor. The exact definition of auditing is: The action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

AUDITOR: A listener or one who listens carefully to what people have to say. An auditor is a person trained and qualified in applying Scientology processes to others for their betterment.

BLOW: To leave without authority.

BULL BAITING: The action of attempting to make another react, get upset, laugh, or in some way respond to your actions or statements.

BUTTONS: Items, words, phrases, subjects or areas that are easily restimulatable in an individual by the words or actions of other people, and which cause him discomfort, embarrassment or upset, or make him laugh uncontrollably.

CASE: The way a person responds to the world around him by reason of his aberrations.

CLEAR: A thetan who can be at cause knowingly and at will over mental matter, energy, space and time as regards the First Dynamic (survival for self).

COACH: A person who "coaches" or helps the student do drills correctly.

COMM: Communication.

COMM LAG: Communication Lag: The time it takes for a preclear to give an answer to a question that the auditor has asked him, regardless of whether he is silent until he gives the answer, or has been talking in the interim.

CONFRONT: To stand face to face - to face up to, to bring into the presence of.

DIANETICS: From the Greek DIANOUA - DIA = through, plus NOUS = soul. It means through soul. Dianetics is the first fully precision technology able to produce a well and happy human being.

DRAMATIZATION: Thinking or acting in a manner that is dictated by the masses or significances of past experiences contained in the Reactive Mind (see Reactive Mind). When dramatizing, the individual is like an actor playing his dictated part and going through a whole series of irrational actions.

H. A. S.: Hubbard Apprentice Scientologist.

MISEMOTION: Emotion that is irrational and inappropriate to the present time situation. Fear, grief, anger, etc. when the situation doesn't warrant it. Misemotion comes from the Reactive Mind. (See Reactive Mind.)

PC: PreClear.

PRECLEAR: This term covers anyone who is not a Clear; however, it is principally used to describe a person who, through Scientology processing, is finding out more about himself and life. (See Clear.)

POSTULATE: A postulate is that self-determined thought which starts, stops or changes past, present or future efforts.

Q and A: (noun) A failure to complete a cycle of action. (verb) To fail to complete a cycle of action; to deviate from an intended course of action. (Comes originally from Questioning of an Answer.)

REACTIVE MIND: That portion of a person's mind which works on a stimulus-response basis (given a certain stimulus, it gives a certain response) which is not under his volitional control and which exerts force and power of command over his awareness, purposes, thoughts, body and actions. The mind where disturbing incidents, misemotions and painful incidents are recorded and stored. (With Scientology and Dianetics these incidents can be erased from the Reactive Mind.) The Reactive Mind causes people to do things they don't really want to do, and prevents them from doing things they would like to do.

SCIENTOLOGY: An applied philosophy dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life. (Taken from the Latin SCIO = knowing in the fullest sense of the word, and the Greek LOGOS = to study.)

TONE 40: Intention without reservation or limit.

8-C: Control. A slang term meaning good and effective control of an individual or group. (Originally 8-C is the number designation of an early procedure concerning control.)

YOUR NEXT BOOK IS

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH

YOUR NEXT STEP

Well, having just finished your Hubbard Apprentice Scientologist Course you are going to find out there are bigger and better things ahead ! This Course has given you a taste of the gains available in Scientology. Already you have probably noticed a marked increase in your ability to handle life and others.

YOUR NEXT STEP IS DIANETIC AND SCIENTOLOGY TRAINING.

Not only will you gain valuable knowledge of the secrets of life and the handling of life itself, on ALL Training Courses you will receive auditing to handle YOUR problems, inhibitions or troubles, to improve your abilities and understanding of life.

Should you prefer to just have auditing on your case this can be arranged too if you see the Public Registrar.

Becoming an Auditor is not hard. Thanks to the discoveries of L. Ron Hubbard, anyone can learn. Material is studied on a gradient, step by step, so that each bit is done well before going on to the next. Becoming an Auditor is one of the simplest but most rewarding achievements you can aim for.

We are offering you something you probably never dreamed existed !

Our Founder, L. RON HUBBARD, writes this vital information:

Our Founder, L. RON HUBBARD, writes this vital information:

YOUR FUTURE AS A TRAINED SCIENTOLOGIST

Scientology is a science of life. It is the one thing senior to life. It contains the data necessary to live as a free being. A reality on Scientology is a reality on life. Scientology, as the application of scientific methodology to the problems of humanity, has paid off. Millions of people are living better lives today, simply because they have worked with, and participated in, this adventure called Scientology.

The game of having a science of life around is something that has ordinarily been held down by those who have bent it to their own desires. If they did know anything about life, they didn't let anybody else in on it. In Scientology we're playing a different game because we are letting somebody else in on it. We're not operating as a secret society trying to pull power out of the society by just letting what we know remain unknown. That is a fine way for an individual or group to perish !

Scientology is for use in life. It's to bring order and some control and discipline into the channels of life itself. A Scientologist is someone who is handling life better.

A trained Scientologist is one who uses Scientology to further the business of livingness for himself and his fellows. He is today's Cause point in an embattled world. The Auditor is on a broader career than merely being a capable individual. He's already doing something in the highest, widest field there is, which is the interrelationships of life. An Auditor is handling these things.

Scientology can and does change human behavior for the better. It puts the individual under the control of himself - where he belongs. It is a science of life and it works. It handles the basic rules of life and brings order into chaos.

It is proven that a person who is technically trained in Scientology is much more able to handle work and personnel than an untrained individual. How can people handle life if they have no expert knowledge of how to handle life? A housewife who does not have a professional level skill in Scientology could not expect to run a wholly successful family or keep order in her neighbourhood and keep her family well. A factory foreman could not possibly handle his crews with full effectiveness without training in Scientology skills. The personal assistant to a corporation executive could not do a fully effective job without being a trained Scientologist. A corporation president without a certificate will someday fail.

If you think that a trained Scientologist is someone who only audits then you have a very limited view of Scientology. The factories, the marts of trade, the homes, the neighbourhood, these are the places we want trained Scientologists applying Scientology technology. In that way alone we're on the busy, still healthy communication lines of the world. If we avoid the throbbing communication lines of the world we will not win soon enough as a group. We want companies functioning better to produce a better civilization. We want races becoming sane and stable assets to their communities. We want neighbourhoods smoothed out.

That's the main lesson. We are the only group on Earth that does have a workable solution.

Now you realize that, today, the bulk of the human race is walking around with the belief that there is something wrong somewhere, but they don't quite know what it is. The hideous thing is that people at large are not aware of a very interesting thing - that anything can be done about anybody.

They are not aware that anything can be done about anybody. The cop who gives you a ticket takes it in his normal stride that this is just the way it is. The hospital attendants who pick the remains out of the drunken driving wreck, the very best thought in various professions that should have to do this, are all agreed that there is nothing you can do about it.

Now some place along the line, some group had to take over the responsibility of turning the tide of this course of thought. That's Scientology. Improvement is the common denominator of all our ideas. We have the know-how. Scientology, for the first time in Man's history, can predictably raise intelligence, increase ability, bring about a return of ability to play a game, and permits Man to escape the dwindling spiral of his own disabilities. Life can be put back into the devitalized. One can take the so-called "normal" person and send his state of being up to the levels of brilliance and success not possible before. And it can be done with Scientology.

Yes, there is a hope. We are rich in knowing how to exactly handle circumstances and conditions. Nobody knew before. That is factually true here on Earth. You will find yourself being more and more an auditor as time goes on.

Here we are with the largest fund of information of life that has been assembled in a factual package on Earth. The question is, what are we going to do about it?

Here is a world that is desperately in need of some good order.

By equipping more and more Scientologists through training with a brilliantly workable technology, we are achieving our aims. We have been to some degree searching, all of us. Now we can settle down, learn what is known and start applying.

Scientology got you out.

Stay out, by knowing Scientology well. Get trained.

A large, stylized handwritten signature in black ink, which appears to be 'L. Ron Hubbard'.

L. RON HUBBARD
FOUNDER

You may start your training any time. Having you here on the HAS Course has been very rewarding and I hope to see you progressing forward achieving the gains inevitable in Scientology and more ! You have started an adventure of success, welcome and Good Luck

See the Public Registrar for all course and service details

Your Course Supervisor

L. RON HUBBARD

Scientology was developed by L. Ron Hubbard, an American writer and philosopher. It was completed after 35 years of research.

Born in Tilden, Nebraska, on 13th March, 1911, he was the only child of Commander H. R. Hubbard, U.S.N., and Dora May Hubbard.

Hubbard was raised on his grandfather's cattle ranch in Montana and could ride before he could walk. He later became a blood brother of the Blackfeet (Pikuni) Indians, and his first novel published in 1936 concerns them.

At the age of ten he rejoined his father and mother. Two years later, in Washington, D.C. at the time, he became a fast friend of the President's son, Calvin Coolidge, Jr., whose untimely death is probably responsible for L. Ron Hubbard's early interest in mental research.

As his father's duty took the family to the Far East, L. Ron Hubbard was in China when he was fourteen and spent the next several years in travel throughout Asia. In Northern China and India he became intensely curious about the composition and destiny of Man, and studied on the one hand with Lama Priests, and made himself agreeable on the other hand to war-like people by his ability to ride.

With the death of his grandfather, Hubbard, 19 years of age, was brought home by his father to study at the George Washington University in Washington, D.C. He studied Mathematics and Engineering and became a member of the first United States course in formal education in what is called today nuclear physics. He also attended the Princeton University.

During his college days he supported himself by his writing, and before he concluded college he was well established as an essayist.

His first action on leaving college was to lead an expedition into Central America. In the next few years he headed three further expeditions, all of them undertaken to study savage peoples and cultures to provide material for his articles and stories. Between 1933 and 1941 he visited many barbaric cultures and yet found time to write seven million words of published fact and fiction.

Having first in Asia become interested in the mind and in Man, he multiplied this interest with his investigations of savage peoples, and by 1938 he had written a never-published work on the subject of the basic principles of human existence.

By 1936 he had become a member of the Explorers Club in New York City.

In addition to travel articles, he has written western, science fiction, and adventure stories, and he is still one of the better known science fiction writers.

He was first called to Hollywood to write a film script in 1936 and since that time he has done a considerable amount of film work.

Crippled and blind at the end of the war, he resumed his studies of philosophy and by his discoveries recovered so fully that he was reclassified in 1949 for full combat duty. It is a matter of medical record that he has twice been pronounced dead and that in 1950 he was given a perfect score on mental and physical fitness reports.

Revolted by war and Man's inhumanity to Man he resigned his commission rather than assist government research projects. He subsequently published his original thesis on his work and the startling popularity of this thesis brought publishers to offer him a contract for a popular work. Published in 1950, it soared to the top of the best-seller lists and stayed there. Its title - "Dianetics, The Modern Science of Mental Health."

Dianetics means, "through soul". As a science it explained and demonstrated conclusively the workings of the human mind. Thus were unlocked the secrets of this hitherto unknown territory - a major breakthrough in the history of Man. Dianetic techniques in addressing the mind achieved remarkable results, but further research established that tremendously higher results were obtainable by addressing the spirit or thetan (taken from the Greek symbol for "thought" or spirit) as it is known in Scientology. Thus Scientology evolved from Dianetics.

Scientology today is a world-wide organization with organizations on every continent and headquarters at Saint Hill Manor in Sussex, England. Scientology is the most vital movement on earth today and is expanding phenomenally fast. Every week thousands of new people are introduced to its great benefits.

The home of L. Ron Hubbard and his family since 1959, Saint Hill Manor is where Ron continued his relentless search into the rehabilitation of the spirit of Man. Late in 1965 the final and most important stage of his research was completed.

The long sought bridge to total freedom for Mankind was complete.

MY PHILOSOPHY

by

L. RON HUBBARD

The subject of philosophy is very ancient. The word means: 'The love, study or pursuit of wisdom, or of knowledge of things and their causes, whether theoretical or practical.'

All we know of science or of religion comes from philosophy. It lies behind and above all other knowledge we have or use.

For long regarded as a subject reserved for halls of learning and the intellectual, the subject, to a remarkable degree, has been denied the man in the street.

Surrounded by protective coatings of impenetrable scholarliness, philosophy has been reserved to the privileged few.

The first principle of my own philosophy is that wisdom is meant for anyone who wishes to reach for it. It is the servant of the commoner and king alike and should never be regarded with awe.

Selfish scholars seldom forgive anyone who seeks to break down the walls of mystery and let the people in. Will Durant, the modern American philosopher, was relegated to the scrap heap by his fellow scholars when he wrote a popular book on the subject, "The Outline of Philosophy." Thus brick bats come the way of any who seek to bring wisdom to the people over the objections of the 'inner circle'.

The second principle of my own philosophy is that it must be capable of being applied.

Learning locked in mildewed books is of little use to anyone and therefore of no value unless it can be used.

The third principle is that any philosophic knowledge is only valuable if it is true or if it works.

These three principles are so strange to the field of philosophy, that I have given my philosophy a name: SCIENTOLOGY. This means only 'knowing how to know.'

A philosophy can only be a route to knowledge. It cannot be crammed down one's throat. If one has a route, he can then find what is true for him. And that is Scientology.

Know Thyself . . . and the truth shall set you free.

Therefore, in Scientology, we are not concerned with individual actions and differences. We are only concerned with how to show Man how he can set himself or herself free.

This, of course, is not very popular with those who depend upon the slavery of others for their living or power. But it happens to be the only way I have found that really improves an individual's life.

Suppression and oppression are the basic causes of depression. If you relieve those a person can lift his head, become well, become happy with life.

And though it may be unpopular with the slave master, it is very popular with the people.

Common man likes to be happy and well. He likes to be able to understand things, and he knows his route to freedom lies through knowledge.

Therefore, for 15 years I have had Mankind knocking on my door. It has not mattered where I have lived or how remote, since I first published a book on the subject, my life has no longer been my own.

I like to help others and count it as my greatest pleasure in life to see a person free himself of the shadows which darken his days.

These shadows look so thick to him and weigh him down so that when he finds they are shadows and that he can see through them, walk through them and be again in the sun, he is enormously delighted. And I am afraid I am just as delighted as he is.

I have seen much human misery. As a very young man I wandered through Asia and saw the agony and misery of overpopulated and underdeveloped lands. I have seen people uncaring and stepping over dying men in the streets. I have seen children less than rags and bones. And amongst this poverty and degradation I found holy places where wisdom was great, but where it was carefully hidden and given out only as superstition. Later, in Western universities, I saw Man obsessed with materiality and with all his cunning, I saw him hide what little wisdom he really had in forbidding halls and make it inaccessible to the common and less favoured man. I have been through a terrible war and saw its terror and pain un eased by a single word of decency or humanity.

I have lived no cloistered life and hold in contempt the wise man who has not lived and the scholar who will not share.

There have been many wiser men than I, but few have travelled as much road.

I have seen life from the top down and the bottom up. I know how it looks both ways. And I know there is wisdom and that there is hope.

Blinded with injured optic nerves, and lame with physical injuries to hip and back, at the end of World War II, I faced an almost non-existent future. My Service record states: 'This officer has no neurotic or psychotic tendencies of any kind whatsoever,' but it also states 'permanently disabled physically.'

And so there came a further blow . . . I was abandoned by family and friends as a supposedly hopeless cripple and a probable burden upon them for the rest of my days. I yet worked my way back to fitness and strength in less than two years, using only what I knew and could determine about Man and his relationship to the universe. I had no one to help me. What I had to know I had to find out. And it's quite a trick studying when you cannot see.

I became used to being told it was all impossible, that there was no way, no hope. Yet I came to see again and walk again, and I built an entirely new life. It is a happy life, a busy one and I hope a useful one. My only moments of sadness are those which come when bigoted men tell others all is bad and there is no route anywhere, no hope anywhere, nothing but sadness and sameness and desolation, and that every effort to help others is false. I know it is not true.

So my own philosophy is that one should share what wisdom he has, one should help others to help themselves, and one should keep going despite heavy weather for there is always a calm ahead. One should also ignore catcalls from the selfish intellectual who cries: 'Don't expose the mystery. Keep it all for ourselves. The people cannot understand.'

But as I have never seen wisdom do any good kept to oneself, and as I like to see others happy, and as I find the vast majority of the people can and do understand, I will keep on writing and working and teaching so long as I exist.

For I know no man who has any monopoly upon the wisdom of this universe. It belongs to those who can use it to help themselves and others.

If things were a little better known and understood, we would all lead happier lives.

And there is a way to know them and there is a way to freedom.

The old must give way to the new, falsehood must become exposed by truth, and truth, though fought, always in the end prevails.

A large, stylized handwritten signature in black ink, which appears to read 'L. Ron Hubbard'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

L. RON HUBBARD

THE AIMS OF SCIENTOLOGY

By L. RON HUBBARD

A civilization without insanity, without criminals and without war, where the able can prosper and honest beings can have rights, and where Man is free to rise to greater heights, are the aims of Scientology.

First announced to an enturbulated world fifteen years ago, these aims are well within the grasp of our technology.

Non-political in nature, Scientology welcomes any individual of any creed, race or nation.

We seek no revolution. We seek only evolution to higher states of being for the individual and for Society.

We are achieving our aims.

After endless millenia of ignorance about himself, his mind and the Universe, a breakthrough has been made for Man.

Other efforts Man has made have been surpassed.

The combined truths of Fifty Thousand years of thinking men, distilled and amplified by new discoveries about Man, have made for this success.

We welcome you to Scientology. We only expect of you your help in achieving our aims and helping others. We expect you to be helped.

Scientology is the most vital movement on Earth today.

In a turbulent world, the job is not easy. But then if it were, we wouldn't have to be doing it.

We respect Man and believe he is worthy of help. We respect you and believe you, too, can help.

Scientology does not owe its help. We have done nothing to cause us to propitiate. Had we done so, we would not now be bright enough to do what we are doing.

Man suspects all offers of help. He has often been betrayed, his confidence shattered. Too frequently he has given his trust and been betrayed. We may err, for we build a world with broken straws. But we will never betray your faith in us so long as you are one of us.

The sun never sets on Scientology.

And may a new day dawn for you, for those you love and for Man.

Our aims are simple if great.

And we will succeed, and are succeeding at each new revolution of the Earth.

Your help is acceptable to us.

Our help is yours.

L. Ron Hubbard
Saint Hill
September, 1965