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GenOcon

Report on Special HAS/HCA/HCS Course in Washington  
D. C.  
6th - 12th July, 1959

(1) Processes Taught in week:

HAS TR's: 0, 1, 2, 3. One day's auditing on Overt-Withhold Straight Wire, present-life terminals.

(2) Students did very well on TR's. More cognitions than on any other TR course I have ever taught. They ended up looking sloppy, but very alive for the most part. First day's auditing, most effective I have ever seen in an HAS Co-audit.

(3) Instructor's Training Ability:

Jan, very good; John Galusha, very good; Nina, started fair to good, now very good.

(4) Morale of Students:

Very good to excellent. They like the course and instruction and are impressed by 8-C. We started with 44 students on Monday and ended with 54 on Friday. One student blew for home (unresolved PT problem with wife). Most of them want to take the 4-weeker beginning 20th July.

(5) Morale of Instructors:

Jan : Excellent

John: Very good - excellent. Was a little shook up on first day's auditing on account of "victim" unflattened on him in outside processing.

Nina: Poor to fair at beginning of week due to restimulation of leaving England and P.E. hat mixed up with Instructor's hat - now straightening out, morale very good at end of week; hats now pretty well lined up.

(5) Suggestions, etc.

Effectiveness of TR's was vastly increased by strictly validative coaching by Instructors. We muzzled the coaches. One datum per TR - TR-0, Auditor get comfortable about having someone facing you - coach be there for auditor to get comfortable about. TR-1, auditor reach PC with comm; coach be there to be reached and say "OK" whether reached or not. TR-2, auditor reach PC with acknowledgment, coach reach auditor with origination from "Dear Alice" and be there to receive acknowledgment. TR-3, auditor reach coach (pc) with fresh command each time and acknowledge answer by reaching coach with acknowledgment; coach - be there to get command, reach auditor with answer, be there to get acknowledgment.

Once each session, instructors checked on each auditor:

(1) What's happening. (2) Have you discovered anything. (3) What are you doing best. (4) What would you most like to improve on what you are already doing well at?

This was very effective. At beginning of each TR you reviewed the coaches and auditors of what the stable data of the TR are for each hat. If the coach thinks something is going badly, he can stick out his mitt for the Instructor - Instructor handles this by telling coach to push auditor on through it and reminding him of stable data for that TR for coaches.

Student handling - we told them they could blow if they wanted to, but to see us first. No one would chase them and they could return freely when they wanted. We had only one blow out of course.

End of report.

Best,

Dick Halpern

DH:BRB

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