

HUBBARD COMMUNICATIONS OFFICE
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Remimeo
Course Supervisor
Checksheet
Students

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Word Clearing Series 57

STUDENT GRASP OF MATERIALS

When students are new to tech study (or have been badly trained elsewhere) they lay a trap for the unwary Supervisor who, if he falls for it, will thereafter turn out dud auditors.

In the beginning a new student will often ask lots of technical questions.

He hasn't read the material well, he doesn't know its scope, he is going through a maze of preconceptions and is often looking only for an answer to his own case or agreement with fixed ideas.

He often makes up for all this with an "I don't understand it. Would you please explain _____."

The Course Super who hasn't caught on is sometimes foolish enough to "explain it." In that moment he may lay in an out-tech evaluation. He has also shifted source.

The student now doesn't have to study the materials as it's all being "explained."

Result: Flub-auditors who go out and butcher pcs and blow.

The top classic on this was a student who "couldn't understand the HCOB on TR 0!" After he'd done it, he found it was perfectly okay. "Ron's HCOB is not contradictory and does not need to be rewritten," was the real quote.

The Course Super is there to get the student's confront up on the materials not to lessen it by "explaining."

When I am teaching a group of students I often catch some screwball out-tech datum going around. I run such down vigorously. What I find is that the student is so unable to confront HCOBs or data that some other student's comment or the examiner or someone has messed it up with an "explanation" that was out-tech.

On Flag we get in students from all around. They have had courses. In the first few days we have asked for any questions. When these come up, we handle by handling the study ability of the student.

Students will ask questions that are answered right on the page in front of them.

It is no effort to make them guilty or wrong. It is an effort to correct their ability to confront, duplicate, absorb and use the data they are studying.

When there are errors in that student's ability he will not use what he is given. He will not become an auditor.

The only reason we can do this is: THERE IS NO DATA OF IMPORTANCE ABOUT THE MIND THAT IS NOT FULLY COVERED IN THE MATERIALS OF DIANETICS AND SCIENTOLOGY.

That is a very definite statement isn't it. Well, 21 years and millions of cases have shown it to be true.

The important data the student is seeking at his course level is IN the materials.

The only way he will fail is by not confronting, duplicating, absorbing and using the materials before him exactly like it says.

The Supervisor who doesn't furnish the materials and then doesn't spend his time getting the student through those materials will of course fail his students totally. If he begins to "explain" data he will mess it up and not make auditors.

In the current world scene education is generally an interpretation and students are childhood trained to get marks, not learn. The Supervisor has to overcome this handicap of teaching people priorly "trained" in this age.

Beware the trap. "This HCOB seems contradictory _____." "Would you please explain _____."

The right action is to find the word he didn't understand. The error is usually his own vocabulary inadequacy. Get more and simpler dictionaries. Don't start explaining.

The materials are adequate. If confronted, duplicated, and absorbed, they will be used.

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Founder

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