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Remimeo
TR Course
TR Course Supervisor Hat

TR COURSE - HOW TO RUN

THE FIRST THING TO REALIZE ABOUT THE TR COURSE IS THAT THE STUDY TAPES AND HCO PL 16 MAR 71 "WHAT IS A COURSE" FULLY APPLY.

The student is given adequate data on the above in the material on his checksheet. The Supervisor must have a full command and grasp of the Study Tapes and apply fully HCO PL 16 Mar 71 "What Is A Course". These things comprise the stable data upon which the course is run.

COURSE INGREDIENTS

A successful TR Course has these things in, in this order of importance:-

1. It is ON SOURCE.
2. HCO PL 16 Mar 71 "What is a Course".
3. The finding and handling of misunderstood words standardly. (2 Way Comm is on misunderstood words ONLY. This is used to pick up bogged or slow students.) This is THE main tool of handling students on course.
4. Gradients tech as in HCO B 23 Feb 71 "Gradient Scales".

When the above is out it crashes. When the above is in, it is a roaring success. This is ALL there is to it!

SUPERVISOR'S STABLE DATA

A Supervisors No. 1 Stable Datum is the course materials - SOURCE. He does not deviate the tiniest.

A Supervisors No. 1 Stable Datum in handling his students is finding and handling misunderstood words. A Misunderstood word is all it is that prevents a student from progressing or doing well.

A Supervisors No. 2 Stable Datum in handling his students is the tech on gradients. Skipped gradients can cause bogs or slows. The thing is to spot it and put the student on the gradient before where he was doing well.

The above are his TOOLS. He uses them to the full. He does not get thrown off by student problems or anything of a distracting nature. He uses these tools to get his students through. They WORK. The Supervisor does not do much sitting behind a desk. He is mobile handling his students with these tools.

HANDLING MISUNDERSTOOD WORDS

A. 2 WAY COMM

A Supervisor must know all about 2 Way Comm. The data is contained in Dianetics 55! Chapter IX, which contents are on the students checksheet also. When a student can't make it:

1. Give the student the bulletin.
2. He reads it.
3. He is not checked out.
4. 2WC is solely devoted to discovering the misunderstood WORDS in the HCOB.
5. That is the TOTAL action. The student is NOT sent to the Word Clearer.

The student does NOT do his case or his activity with TRs.

Supervisors explain NOTHING.

The principle involved is simplicity blows off complexity. The comprehension of the HCOB is what is missing. Comprehension is blocked by misunderstood WORDS.

You will always find it is a word earlier than the student gives you. It will be earlier in that same sentence or in the paragraph above. The trick is to go earlier until the misunderstood word is found that brightens up the student whether defined or not (per phenomena in HCOB 19 June 71 "Words, Misunderstood Goofs"). You then get the student to look up and define the word and make up a few sentences with it.

When the student reads the bulletin afterwards, it will all fall into place and he can do the TRs!

TO SUMMARIZE:-

Verbal in classroom: The student says he does not understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.

B. STUDY STRESS ANALYSIS

The above 2WC action is very simple. It may be found that with some students, whose difficulties don't resolve after 2WC, a more precise and accurate handling is needed to spot the misunderstood word or words. In this case the student is put on the E-Meter and a Study Stress Analysis No. 4 is done per HCO B 13 June 70 Hubbard Consultant Study Stress Analysis. It is done exactly. The Supervisor does the action in the classroom. He must be familiar with and can use the E-Meter. He must have his Meter Drills down cold.

TO SUMMARIZE:-

By Meter in Classroom: The earlier passage is read by the student while on a meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the students own verbal composing. The misunderstood area is then reread until understood.

C. FULL WORD CLEARING

A and B will usually handle the average student. However in some cases a much more thorough handling is needed if the trouble still persists. In this case the student is sent to Qual for Word Clearing as the misunderstood word may be in earlier subjects.

TO SUMMARIZE:-

By Meter in Session: A full assessment of many many subjects is done. The auditor then takes each reading subject and clears the chain back to earlier words and or words in earlier subjects until he gets and F/N VGIs.

If cannot be overstressed enough - that misunderstood words are the basis of all student troubles in getting through the TRs. A Supervisor will find that this is the main thing he will be handling on the course.

COURSE ESTABLISHMENT

There should be about one Supervisor to every ten students. A course of any size must have a Course Administrator.

These materials are necessary:

- | | |
|--------------|-----------------|
| 1. ROLL BOOK | 4. DEMO KITS |
| 2. CHAIRS | 5. STOP CLOCKS |
| 3. CLAY | 6. COURSE PACKS |

- | | |
|-------------------|--------------------------------|
| 7. CHECKSHEETS | 12. FILE CABINETS |
| 8. DICTIONARIES | 13. PROGRESS BOARD |
| 9. ROUTING FORMS | 14. GRAPHS BOARD FOR STUDENT |
| 10. PINK SHEETS | DAILY STATS |
| 11. STUDENT FILES | 15. ANYTHING ELSE FOUND NEEDED |

The classroom must be large enough to accommodate large flow of students. It must be quiet and away from distractions.

The loud active drills such as TR O Bullbait and the Upper Indoc TRs must be put in a SEPARATE room with a supervisor in charge on the job. To do otherwise is a mistake and flagrant error.

NOTE: Tables are NOT used in TRs.

COURSE REMEDY

This is important and all Executives having anything to do with a TR Course should know this. There are as mentioned four key ingredients to a TR Course 1) It is ON SOURCE, 2) HCO PL 16 Mar 71 What is a Course is in, 3) Standard finding and handling of misunderstood words, 4) Gradients tech. That is all there is to it.

Once 1-4 is implemented one will have trouble keeping these things in if HCO PL 25 June 71 TR Course High Crime is not followed.

THEY WHY OF ANY TR COURSE FAILURE IS: HCO PL 23 JUNE 71 TR COURSE HIGH CRIME IS OUT.

This is the ONLY and most basic WHY. If the minimum requirements layed out for Supervisors and student Supervisors are not met (case gain, has passed TR Course, has been word cleared and has done TR Course Supervisor Mini Hat) it will wreck the course no matter how many of the key ingredients of the course are out or in.

When a TR Course is failing look for one or more of these requirements out (because they will be out) and get them in per HCO PL 28 June 71, fast. This is the only remedy.

STARTING COURSE

Students are routed on course on a routing form. Each student is issued their materials by the Course Administrator. The Supervisor gives the student an R-Factor on the course, is twinned with another student, seated and started.

COURSE RULE

While on course a student may not receive auditing. This is due to the fact that in doing the TRs a student goes through much case change and the gains are phenomenal. Since it is a major action it must not be interrupted by other actions. Scientologists starting such a course must have Director of Processing and C/S okay before doing so.

STUDENT QUESTIONS

Student questions are handled by the Supervisor ONLY. Students do not ask other students. This starts a chain of alter-is. The Supervisor handles such questions by referring to the specific course materials pertaining. THIS IS DONE ALWAYS. The data is in the materials. Keep students on SOURCE.

CHECKOUTS

A student reads the theory materials and marks them off on the checksheet as he goes along. This is an attestation that he has read, understands and can apply these items. The Supervisor is alert at this stage to watch for misunderstood words and clean any up.

Supervisor checkouts are required for clay demonstrations, drills and any writing action. The twin checkout system is not used.

Clay demos are done exactly as per HCOB 11 Oct 67 "Clay Table Training". Anything less is flunked.

When a coach has got his twin through the drill, he calls the Supervisor over to check the student out. Checkouts on drills consist of:-

1. A brief theory checkout on the drill. Checkout policies apply. The Supervisor goes over the drill purpose, gets word definitions, asks for demonstrations.

Example: Demonstrate be there and confront.

Example: Demonstrate what happens when you don't acknowledge an origination.

Example: Demonstrate control.

2. When the above is passed, the Supervisor goes on to practical checkout.

In giving a checkout, the Supervisor does not attempt to become a coach. This defeats the purpose of a checkout. The student either knows it or he doesn't. No "uhs or ahhs" accepted. If a student flunks, he is flunked right then and there. NOW. Flunks must be SPECIFIC. A student is always

told WHY he flunked and is referred to the materials pertaining that the student violated. The coach must be present at drill checkouts so he sees what was flunked and can work with the student to remedy. A wrong flunk can be upsetting and throw the student into confusion. Always flunk the right flunk and a student will win. Drill checkouts are done by the Supervisor from TR-0 Bullbait to TR-9.

On OT TR-0 and TR-0 Confronting, the Supervisor just watches to see the drill is done and gives a pass when time is up. The Supervisor is responsible for keeping time for these two drills. Students do not handle clocks or anything else to do with recording time. Passes are only given when the drill has been done exactly for the full time period specified. The clock is turned back for any flunks by the Supervisor. He does not say flunk or anything. He just turns the clock back. These are silent drills.

On TR-0 Bullbait, the coach keeps the clock and handles it. The student passes when he has done his full two hours of unflunked TR-0 Bullbait and has been checked out by the Supervisor.

Time keeping can either be done by using stop clocks or recording time for each student on a piece of paper. The latter is perhaps more advisable on OT TR-0 and TR-0 Confronting as clocks may serve as a distraction, putting the student's attention on time instead of the drill.

No student EVER waits. If the Supervisor is not at once available to checkout a drill, the students should start reading the theory for their next drill.

In courses of great volume, anyone who has passed a drill can check out another on the drill. However, this practice is only implemented in moments of great need. It is more advisable to keep drill checkouts to the Supervisor.

A false pass on a drill can have bad effects. A student does not feel good to have a pass when he really didn't deserve it. A false pass will however catch up with the student on later drills and can be remedied. The best thing is to pass a student when he passes. A Supervisor validates a student's wins.

TWINS

The Supervisor pairs off students of comparable magnitude. If it is found a fast student has twinned with a slow student, the fast student is twinned with another fast student and the slower one with another. It is not advisable to change twins, but in some cases you have to.

COACHING

Coaching is done exactly as per HCOB 24 May 68 "Coaching". The Supervisor sees that this HCOB is followed and catches coaching outnesses at once and remedies such NOW. The main thing that can be said about coaching is that you flatten each button ONE AT A TIME. A coach also pays particular attention to gradient. If a student flinches at a bang on the table in TR-0 bullbait, the coach touches the table until no flinch on that, then slaps the table until no flinch on that, and then gradually works up to banging the table until the student no longer flinches when the table is banged. This is an example of using gradients in coaching. To just keep pushing a button to total overwhelm will take a long time and gives the student losses. This is not the purpose of coaching. Such buttons should be cut back in gradient, working gradually up to full blast - the student winning at each gradient all the way until the button is flattened.

A wrong flunk invalidates and upsets the student. Only flunk when a flunk occurs, and when one gives a flunk say what it is for. A right flunk will never upset the student.

GRADIENTS

A Supervisor is always alert to gradients. There are two routes of gradient through the TRs.

Gradient Route I

This is OT TR-0 1 hr, TR-0 Confronting 2 hrs, TR-0 Bullbait 2 hrs. TRs 1-9. If a student hits trouble on one gradient, he is put back on the gradient before where he was doing well. Example: Student can't make it on TR-0 Confronting, so he is put back on OT TR-0.

Gradient Route II

When a student can't make it on the above gradient through the TRs, this one is used:

- A. 5 minutes each to a pass on OT TR-0, TR-0-C, TR-0-BB and then TRs 1-4 each to a win.
- B. 15 minutes each to a pass on OT TR-0, TR-0-C, TR-0-BB, and then TRs 1-4 each to a win.
- C. 30 minutes each to a pass on OT TR-0, TR-0-C, TR-0-BB, and then TRs 1-4 each to a win.
- D. 1 hour each to a pass on OT TR-0, TR-0-C, TR-0-BB, and then TRs 1-4 each to a win.
- E. 2 hours each to a pass on OT TR-0, TR-0-C, TR-0-BB, and then TRs 1-4 each to a win.
- F. TRs 6-9.

You will see that this gives a gradient of 5 minutes, 15 minutes, 30 minutes, 1 hour, and then the full 2 hours on each TR-O, (OT TR-O, TR-O-C, TR-O-BB). The time periods specified mean that the student does the drill perfectly for that time period without flunk.

The Supervisor's skill is spotting a skipped gradient and putting a student on the right gradient for him.

TR KNOW-HOW

The first thing to know about TRs is that you follow the HCOB and you DO IT. If you are altering HCOB procedures in any way, you are not doing it.

TRs are SIMPLE. When simplicity goes in, the complexity and confusions blow off. The Supervisor's main achievement is getting the SIMPLICITY across. In a world full of complexities, people find it easier to be complex and it is harder to grasp what is simple.

When a student gets the message of how simple it is, he can do TRs. If a student is having trouble, it is not the TR where the trouble lies - it is in receiving the communication from the HCOB in its total simplicity. Misunderstood words block the communication. If a student can't sit still in the chair, has to blink, is having trouble with somatics, you know that he has not got the message and there is a misunderstood word to find and clean up. That is ALL THERE IS TO IT. Do not get thrown off this stable datum. There are many manifestations that could occur from a misunderstood word. Don't get distracted by the manifestations. They are not the cause of trouble. It is the misunderstood word ALWAYS.

There has been such a thing as "Soft TRs". Well, now every TR is done for real - rough, tough and hard. To stray from the procedure and be any less though is to lose 90% of the results. In being "soft" and "nice" about TRs, you are not doing anyone a favour. If anything, it would be the greatest disservice you could give a being. In Scientology we get results and we get them by following our technology relentlessly to the letter. It has worked for 20 years and will work for eternity. Don't let anybody try to tempt you into anything less. When TR-O says do nothing, it means do nothing - no blinks no twitches no watering or red eyes. JUST be there and confront. When TR-8 says Tone 40, it means Tone 40. What a student pays for this course is nothing in comparison to the priceless results he gets. And we make sure he gets those results, no matter what. We are honest people.

In doing confronting drills there are some common misconceptions which have been observed. One is that when one runs into a somatic such as blinking, watering or red eyes or having to swallow etc, one should "run it out" - in other words go through the drill until it stops. This is nonsense.

The student ends up "running it out" instead of being there. These things are manifestations of a misunderstood word which must be found and cleared up. A person BEING THERE and confronting in the true sense will have no somatics.

Another common misconception is that if a person, in doing TR-0 -- being there and confronting, moves around or has body somatics -- that person is considered "not there". This is evaluation in the extreme. In rare instances it could be the case, but a person is usually being there. He may be there WITH lots of other things going on, but the drill says just be there, so we get him to do that.

Emphasis: When getting students to do TRs a Supervisor gives emphasis to the positive. He does not go around saying don't this and don't that. That's the negative side. This way students end up with their attention on "not doing" the wrong things instead of just doing the drill.

As a student progresses through the TRs, he should have each previous TR in, in the drill he is doing. When it is found badly not to be the case, the student must go back and get in the earlier TR found out before going on.

INVALIDATION AND EVALUATION

Invalidation and evaluation can wreck a course. The solution is simply not to allow it. Invalidation can be of wins -- or refusing to pass a student when he has actually passed or just making a student "wrong". Evaluation could be flunking a student for "not being there".

A Supervisor's duty is to keep the course free of such things and let the students get on with it.

END OF CLASS

At the end of class time each day, all TR Completions are announced by the Supervisor and validated. The Supervisor has the students give any wins they've had for the day. Before leaving, students hand in their stats for the day to the Course Administrator and pack up and tidy up their space.

WINS

The key ingredients to success are (a) Doing it exactly, (b) HCO PL 18 Mar 71 "What is a Course", (c) Finding and handling misunderstood words, (d) Gradients tech.

The wins we have been having on this course are not only amazing and incredible but true!

It just takes TRs. REAL TRs.

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by
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