

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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ISSUE I

Remimeo
Tech & Qual
Students
Supervisors
Supervisors Course
Cramming Officer
Word Clearers Word Clearing Series 18

FAULTS IN WORD CLEARING
COMMONLY MET

Word Clearing is a tremendously successful and simple activity when done correctly.

The following faults have been isolated and are listed to assist students and supervisors to increase their successes with word clearing.

1. METHOD NO. 2: A WORD READS. STUDENT SAYS HE KNOWS THE MEANING OF THE WORD AND WORD CLEARER DOES NOT TAKE IT UP.

When a word is isolated as having read always get it defined with the dictionary and used in several sentences.

2. METHODS NO. 2 & NO. 3: ASKING THE STUDENT FOR THE MEANING OF WORD FOUND.

Always get it defined with the dictionary.

3. METHOD NO. 2: PUTTING STUDENT ON CANS & STARTING HIM READING BEFORE TA HAS SETTLED. LOSES EARLY READ BY ADJUSTING TA.

4. METHOD NO. 2: NOT CONTINUING TO USE A WORD IN SENTENCES WHEN DOING SO IS BRINGING THE TA DOWN.

5. METHOD NO. 2: NOT HAVING STUDENT ON CANS TO INTERROGATE HIM AS TO WHICH TEXT MUST BE LOCATED TO WORD CLEAR.

6. METHOD NO. 2: NOT USING SUFFICIENT 2WC TO LOCATE THE BOGGED AREA.

7. METHOD NO. 2: WORD CLEARER CALLING WORD TO METER TO CHECK "IF IT READ OR NOT".

8. METHOD NO. 2: TELLING STUDENT "THAT WORD READ".

9. METHODS NO. 2 & NO. 3: ABANDONING A WORD.

Always on Methods 2 & 3 if it's not in your dictionary, get another or get the reference for the word from the supervisor. Never leave it and try to carry on.

10. METHODS NO. 1, NO. 2: ALLOWING STUDENT OFF THE CANS TO LOOK UP WORDS.

11. METHODS NO. 1, NO. 2, NO. 3: NOT ASKING A STUDENT, WHO STILL DOESN'T COMPREHEND AFTER READING DICTIONARY, WHAT WORD IN THE DEFINITION HE DOESN'T FULLY UNDERSTAND.

Clear it up with dictionary definition, use in sentences and come back to original word.

12. METHODS NO. 1, NO. 2, NO. 3: USING OR ACCEPTING "WAITING FOR A METHOD NO. 1" AS AN EXCUSE NOT TO STUDY OR TO DO METHOD NO. 2.

13. METHODS NO. 2 NO. 3: NOT LIMITING OR DIRECTING ITSA TO STUDY TROUBLE AND LOCATING STUDY MATERIALS:

Note: Don't cut cognitions that occur after cleaning a word.

14. METHODS NO. 2 NO. 3: NOT OBSERVING WHEN YOU HAVE HANDLED THE CURRENT DIFFICULTY (AND ENDING OFF).

15. METHODS NO. 2 NO. 3: NOT GOING EARLIER ON SOMEONE WHO IS "ALWAYS LOOKING UP THAT WORD".

Find an earlier time on the course he encountered that word. Have him read just prior to it. Clear the word found. You should now be able to terminatedly clear the troublesome word in the usual way.

16. METHODS NO. 1, NO. 2, NO. 3: NOT REPORTING TO THE C/S ANY CASES WHO'S TA ARE HIGH & DON'T COME DOWN OR WHO'S TA'S ARE BELOW 2.0 OR WHO ROCK SLAM.

17. METHODS NO. 2, NO. 3: ABANDONING A METHOD NO. 2 BECAUSE "HE NEEDS A METHOD NO. 1".

Every student and staff member should get a Method 1. They are different techniques and "needing a Method No. 1" is no justification for rabbiting on a student on Method No. 2.

Once you have begun a Method No. 2 you do not ever abandon it until you have found a word that considerably brightens up the student.

CRAMMING OFFICERS & SUPERVISORS

Cramming Officers are of course experts in Method No. 2 and should have a meter permanently set up.

In handling misunderstands as a supervisor or cramming officer, particular note should be given to HCO PL 24th Oct 1968 "Tips in Handling Students" and HCO B 22nd April 1971 "CRAMMING". Their points can and should be used in Method No. 2.

HCO B 4.9.71
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Last but not least

18. METHODS NO. 1. NO. 2. NO. 3 NOT KNOWING COLD, THE
STUDY TAPES:

Flag Word Clearer
for
Training & Services Aide
for
L. RON HUBBARD
FOUNDER

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