BOARD TECHNICAL BULLETIN

7 FEBRUARY 1972R
ISSUE II
REVISED & REISSUED 29 JULY 1974 AS BTB
(REVISION IN ITALICS)

Remimeo
Students
Supervisors   CANCELS
Tech & Qual   HCO BULLETIN OF 7 FEBRUARY 1972
Hats   ISSUE II
                        SAME TITLE

Word Clearing Series 31 R

METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN

In Scientology (R) each student is assigned a "twin" to study with. A twin must know how to keep his student F/Ning (one who is tearing along successfully in his studies). The student's twin would handle anything that slowed or interfered with such a student's F/N.

Students don't put each other on a meter to locate a misunderstood word. It's the Supervisor who meters a student to find his misunderstood word as per these *Bulletins*. using the F/Ning Student system.

    BTB 28 June 71 WC Series 6 Metered Word Clearing in the Course Room

    BTB 29 June 71 WC Series 7 Steps to speed Student Product Flow

    BTB 1 July 71 WC Series 9 The Three Types of Word Clearing

    BTB 1 July 71 WC Series 10 Speeding Up a Slow Course.

For a student and his twin using dope-off as the only detection of misunderstoods is twinning at a below F/N level. The F/N went off long before the student reached the point of dope-off, so waiting for dope-off to occur before handling is waiting too long. As soon as the twin's study stats dropped for half a day or the twin isn't quite so "bright" as he was 15 minutes ago is the time to look for the misunderstood word. (It's not a misunderstood phrase or idea or concept but a misunderstood WORD.) This always occurs before the subject itself is not understood.

This is Method 3 style Word Clearing by the student's twin.

1.   The student notices his twin is not flying along and is not so "bright" or it could be just plain lack of enthusiasm or too long on one item on the checksheet or yawning or disinterest or doodling or day-dreaming etc.

2.   The student then has his twin look earlier in the text

for a misunderstood word. There is one always, there are no exceptions. It may be that the misunderstood word is two pages or more back but it is always earlier in the text from where the twin is now.

3.   The word is found. The twin recognizes it in looking back for it or the student asks "What does _____ mean?" if the twin can't find it by taking words from the text that could be the misunderstood word and seeing if the twin gives the correct definition.

4.   The student has the twin look up the word found in a dictionary and use it verbally several times in sentences of his own composition until the twin has obviously demonstrated he understands the word by the composition of his sentences.

5.   The student has the twin read the text that contained the misunderstood word. If the twin isn't now "bright", eager to get on with it, back up tone, etc, then there is another misunderstood word earlier in the text. This is found by repeating steps 2-5.

6.   When the twin is bright, up tone, etc (an F/Ning student), the student has the twin come forward from where the misunderstood word was in the text to the area of the subject he did not understand (where step 1 began).

The twin will now be enthusiastic with his study of the subject unless a misunderstood word was missed or there's an earlier one in the text. If so do steps 2-5. If the twin is now enthusiastic have him continue on with studying.

Students do NOT have to be Word Cleared Method 2 on the total of any course.

Training & Services Bureau
by order of
L. RON HUBBARD
FOUNDER

Revised & Reissued as BTB
by Flag Mission 1234

I/C: CPO Andrea Lewis
2nd: Molly Harlow

Authorized by AVU