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"METHOD 3 WORD CLEARING
BY THE SRUDENT'S TWIN"

Word Clearing Series 31RA

METHOD 3 WORD CLEARING

A student must know how to keep himself F/Ning (tearing along successfully in his studies). He should be able to handle anything that slows or interferes with such an F/N.

Students don't put themselves or each other on a meter to locate a misunderstood word. It's the Supervisor who meters a student to find the misunderstood word(s) as per these Bulletins, using the F/Ning student system:

HCOB	22 Feb 72RA	WC Series 32	Word Clearing Method 4
BTB	28 Jun 71	WC Series 6	Metered Word Clearing in the Course Room
BTB	29 Jun 71	WC Series 7	Steps to Speed Student Product Flow
BTB	1 Jul 71	WC Series 9	The Three Types of Word Clearing
BTB	1 Jul 71	WC Series 10	Speeding Up a Slow Course

For a student using dope-off as the only detection of misunderstands is studying at 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 your study stats dropped for half a day or you aren't quite so "bright" as you were a few 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 Word Clearing:

1. The student notices he is not flying along and is not "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. He then looks 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 he is now.
3. The word is found. He recognizes it in looking back for it. If the student can't find the misunderstood by looking back for it, he can get another student to spot check him.

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The other student takes words from the text that could be misunderstood and asks: "What is the definition of the word _____?" seeing if the student gives a correct definition.

4. The student looks up the word found in a dictionary, thoroughly clears each definition and uses it verbally several times in sentences of his own composition until he has obviously demonstrated that he understands the word by the composition of his sentences - and feels fine about it.

5. Then the student reads the text that contained the misunderstood word. If he 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 he is bright, up tone, etc (an F/Ning student), the student comes forward from where the misunderstood word was in the text to the area of the subject he did not understand (where step 1 began).

He will now be enthusiastic with his study of the subject unless a misunderstood word was missed, not fully cleared, or there's an earlier one in the text. If so, do steps 2-5. If the student is now enthusiastic, he continues on with studying.

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

Method 3 Word Clearing can be used by students on each other or by a Supervisor or Word Clearer whenever necessary.

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