

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 MARCH 1971  
Issue II

Remimeo  
All Students  
Student Examiners  
Supervisors

**HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS**

(Revises and replaces HCO PL 14 Feb 63 by  
adding Demos and Twin Checking Out and by  
deleting Verbatim Checkout requirements.)

The important points of a Bulletin, Tape or Policy Letter are:

1. The specific rules, axioms, maxims or stable data;
2. The doingness details, exactly how is it done; and
3. The theory of why it is done.

All else is unnecessary. All you have to demand is the above. (1) The rules, axioms, maxims or stable data *must* be known and the student must be able to show their meaning is also known to him or her.

(2) The doingness must be exactly known as to sequence and actions but not verbatim (in the same words as the text).

(3) The theory must be known as a line of reasoning, reasons why or related data and with accuracy, but not verbatim.

The date of the lecture or bulletin or letter is relatively unimportant and other details of like nature should never be asked for.

If a student or Staff Member is ever going to apply the data, then above (1) must be down cold, (2) must be able to be experienced and (3) must be appreciated.

Asking for anything else is to rebuff interest and give a feeling of failure to the person being examined.

An examiner or twin should examine with exactness on (1), alertness on (2) and seeing if the student understands (3). An examiner or twin should not go beyond these points, asking for what person was mentioned, who did the test, what is the copyright date, what are the first words, etc.

Graduation from courses *must* be speeded up. And at the same time, the data the *important* data must be known and understood. Good, sound examination is the answer here. Irrelevant examination questions only slow the student and extend the course.

It might also be noted that checkouts on bulletins must also ask for demonstrations. Use paper clips, rubber bands, etc. The examiner or twin should ask questions that require an ability to *apply*. *Give the student a situation and have him tell you how he would handle it.*

Be as tough as you please, but only on (1), (2) and (3) above.

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