

SCIENTOLOGY

TRAINING COURSE MANUAL

FIELD VALIDATION & HUBBARD APPRENTICE
SCIENTOLOGISTS

Compiled by

L. RON HUBBARD, Jr., D. Scn.

JOHN W. GALUSHA, D. Scn.

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FIELD VALIDATION

AND

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L. Ron Hubbard, Jr., D.Sc.

and

John W. Galusha, D.Sc.

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INSTRUCTIONS

1. Student and instructor fill out Form I except for those parts referring to completed course.
2. Read and study the text.
3. Go through the Training Drills (and CCH steps if you are a validation student) to the satisfaction of yourself and the instructor.
4. Make sure the check sheet (Form II) is completed by the instructor each class period. Instructor must sign check sheet.
5. Complete the test (Form III) after the course is completed, and in the presence of the instructor, without referring to any source for the answers.
6. Fill in Form IV.
7. Hand this booklet to instructor for his signature and it is to be sent to the HCO Board of Review.

American Personality Analysis

FORM I

Name _____ Age _____ Sex _____
(please print) Last First Middle

Date Course Begun _____ Date Course Ended _____

Validation _____ H.A.S. _____ Highest Scientology Certificate held (if any) _____
(check one)

Previous Scientology courses taken. Where and when. List. _____

(TO BE FILLED IN BY INSTRUCTOR)

Course Fee _____ Paid by cash _____ Weekly Basis _____ Amt. Owed _____

Student given (before course), (1) I.Q.; (2) APA; (3) Tone Scale tests

(Check:) I.Q. _____ APA _____ Tone Scale _____

Student given (after course), (1) I.Q.; (2) APA; (3) Tone Scale tests

(Check:) I.Q. _____ APA _____ Tone Scale _____

Gain or Loss in I.Q. _____ APA Changes: Good _____ Fair _____ Worse _____
(check:)

Tone Scale Test Change: From _____ to _____.

Ideal Length of time in course (HAS _____ VAL. _____)

Actual Length of time in course _____

Amount remitted to F.C. (10% of course fee) \$ _____ (for certification or Validation
Seal)

THIS FEE TO BE REMITTED TO THE FOUNDING CHURCH WITH THIS BOOKLET.

Instructor's Highest Scientology Certificate Held _____

Date Instructor validated to run Validation & HAS courses _____

Student's Signature

Instructor's Signature

The HAS Course is designed to instruct students in how to communicate with and handle people to bring about a higher degree of efficiency in their business and in their life and to better understand living and to feel better about and in, Life.

Communication and control are prerequisites to successful living. If a person cannot communicate with people or has difficulty with communication it then much lessens his potential of being successful. If one cannot control or handle people, that is Start, Change and Stop them, with ARC, that, also, is a very large factor in lessening one's success in life.

It is much better to have a good understanding of life and people and how to communicate with and handle them than it is to stumble down the road of life in ignorance or misunderstanding. The HAS Course is designed to bring about a greater understanding of yourself and the people around you and to give you knowledge to accomplish the student's goals in life and to "get along" with the people you work with, the people at home, and your friends.

The requirements for the course are (1) satisfactory knowledge of the book "Fundamentals of Thought"; (2) A Minimum of thirty-six hours training in the Communication Course; (3) A minimum of twenty-four hours training in the Upper Levels of Indoctrination Course.

On successful completion of the course, students will be required to do a brief but thorough examination on the material covered in the course and in the book "Fundamentals of Thought".

To satisfactorily execute the training steps of the HAS Course each session requires a student and a coach. He will spend half the time being a coach and half the time being a student. One learns just as much being a coach as by being a student because he must know the material fairly well in order to do a good job of coaching. The student-coaching-teaching arrangement has been evolved after many hours of teaching to thousands of students. It has been found to be the best and the quickest method of communicating data and, to bring about a better understanding of those things which are being taught. You may find the student-coaching-teaching method a bit different than you have ever been taught before but you will find it to be the quickest method of teaching that you have ever experienced. In order to help you to do the best you possibly can in the course as far as being a coach is concerned, below you will find listed a few datums that will assist you:

(1) Coach with a purpose.

(a) Have for your goal when you are coaching that the student is going to get the training drill correct; be purposeful in working toward obtaining this goal. Whenever you correct the student as a coach just don't do it with no reason, with no purpose. Have the purpose in mind for

the student to get a better understanding of the training drill and to do it to the best of his ability.

(2) Coach with reality.

(a) Be realistic in your coaching. When you give an origination to a student really make it an origination, not just something that the sheet said you should say; so that it is as if the student was having to handle it exactly as you say under real conditions and circumstances. This does not mean, however, that you really feel the things that you are giving the coach, such as saying to him "my leg hurts". This does not mean that your leg should hurt, but you should say it in such a manner as to convey to the student that your leg hurts. Another thing about this is do not use any experiences from your past to coach with. Be inventive in the present time.

(3) Coach with an intention.

(a) Behind all your coaching should be your intention that by the end of the session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.

(4) In coaching take up only one thing at a time.

(a) For example: Using training step No. 4, if the student arrives at the goal set up for training step No. 4 then check over, one at a time, the earlier training steps. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his acknowledgments ending the cycles of communication, etc. But only coach these things one at a time; never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied". It does mean that a person can always get better and once you have reached a certain plateau of ability then work toward a new plateau.

As a coach you should always work in the direction of better and more precise coaching. Never allow yourself to do a sloppy job of coaching because you would be doing your student a disservice and we doubt that you would like the same disservice. If you are ever in doubt about the correctness of what he is doing or of what you are doing, then the best thing is to ask the instructor. He will be very glad to assist you.

In coaching never give an opinion, as such, but always give your directions as a direct statement, rather than saying "I think" or "well, maybe it might be this way", etc.

As a coach you are primarily responsible for the session and the results that are obtained on the student. This does not mean, of course, that you are totally responsible but that you do have a responsibility toward the student and the session. Make sure you always run good control on the student and give him good directions.

Once in a while the student will start to rationalize and justify what he is doing if he is doing something wrong. He will give you reasons why and because. Talking about such things at great length does not accomplish very much. The only thing that does accomplish the goals of the TR and resolves any differences is doing the training drill. You will get further by doing it than by talking about it.

In the training drills, unless otherwise directed by the instructor, the coach should coach with the material given under "training stress" and "purpose" on the training sheet. During the session the coach should also follow the directions of the instructor. The coach should follow a procedure that will keep both himself and the student unconfused. That is this: Always say "that's it" before you give any statements to the student, and when you have finished giving the instructions to the student then you should say "start" and from the time you say "start" to the time you say "that's it" you will act as a "person". Anything that you say or do during that time will be to help him learn to handle you or anything that you may put out. If a student makes a mistake you also will say "flunk" and if you say "flunk" and you wish to tell the student something you would say "that's it" just after you said "flunk"; give him his instructions whatever they may be and when you are finished you say "start".

These training drills occasionally have a tendency to upset the student. There is a possibility that during a drill a student may become angry or extremely upset or experience some misemotion. Should this occur the coach must not "back off" but must clear the purpose of the training step and also clear your purpose and his purpose for doing the training drill that you happen to be on. He should continue the training drill until he can do it without stress or duress and he feels "good about it". So, don't "back off" but push the student through whatever difficulty he may be having.

There is a small thing that most people forget to do and that is telling the student when he has gotten the drill right or he has done a good job on a particular step. Besides correcting wrongnesses there is also complimenting rightness.

Never allow the student to evaluate his own mistakes or to evaluate how he is doing. That is your job. You very definitely "flunk" the student for anything that amounts to "self-coach-

6
ing". The reason for this is that the student will tend to introvert and will look too much at how he is doing and what he is doing rather than just doing it.

As a coach keep your attention on the student and how he is doing and don't become so interested in what you yourself are doing that you neglect the student and are unaware of his ability or inability to do the drill correctly. It is easy to become "interesting" to a student; to make him laugh and act up a bit. But your main job as a coach is to see how good he can get in each training drill and that is what you should have your attention on; that, and how well he is doing.

The progress of the course is determined by the standard of coaching. Being a good coach produces good results. Good results produce better coaches and better people.

HUBBARD APPRENTICE SCIENTOLOGIST TRAINING SCHEDULE

Number: Training 0

Name: Confronting

Position: Student and coach sit facing each other a comfortable distance apart.

Purpose: All the activities and inter-personal relations of life are concerned with communication. This is woven throughout all of life. The basic action which is required before communication can occur is confronting. In order for there to be communication one must confront that person or thing with which he intends to communicate. Therefore, we can say that confronting, whether it be confronting a person or a thing, is being there comfortably with attention on the person or thing one is confronting. So, the purpose is to bring student to be able to do the first step on the road to communication. When one has the ability to confront it brings about a higher willingness to handle people and things and communicate with them.

Training Stress: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. The only conversation which would take place is by the coach, and then only to give directions to the student in how to confront better or to keep the student confronting. This conversation should be kept at an absolute minimum and only used when no other direction succeeds. Have them sit with student confronting coach without saying or doing anything. The coach does not "confront" the student. The student must not speak, fidget, giggle, talk, be embarrassed, get groggy or sleepy. Student is confronting another person and he is confronting all that is included in another person. That would be the person, his mind, his body, and his experiences. As the student becomes better able to confront he will be more and more aware of and able to confront all of these things.

History: Developed by L. Ron Hubbard in Washington, D. C., March 1957 to train students to confront in the absence of social

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tricks, conversation and to overcome obsessive compulsions to be interesting.

Number: Training 1

Name: Dear Alice

Commands: A phrase (with the "he said's", etc., omitted) is picked out of the book "Alice in Wonderland" and communicated to the coach.

Position: Student and coach are seated facing each other a comfortable distance apart.

Purpose: To teach the student to communicate with some one else in a direct and straightforward manner. Also, to teach the student to send a communication from himself to someone else with that communication being totally different from all other communications by reason of its being in its own unit of time. No matter how many times a word or phrase is repeated it always occurs in a new unit of time.

Training Stress: The coach should watch that the command goes from the book to the student and the student should make the command his own; that is, as if he originated it brand new, and then communicated it to the coach. The coach should have the student repeat the word or phrase until the coach is satisfied that it arrived where he is. The word or phrase must sound natural, it must sound like the student's own, must not sound artificial. Diction and elocution have no part in this.

Number: Training 2

Name: Acknowledgments

Commands: The coach reads lines from the book "Alice in Wonderland" (omitting "he said's", etc.), and the student thoroughly acknowledges the word or phrase that the coach communicates to him. Acknowledgments that can be used are: "good", "fine", "okay", "all right", "thank you".

Position: Student and coach are seated facing each other a comfortable distance apart.

Purpose: To teach a student that an acknowledgment is a method of controlling communication and that an acknowledgment is a full stop of a communication, and is used to end a communication. To teach a student it is possible to successfully end a communication cycle and to make known to another person that the communication cycle is ended. That this is best done with acknowledgments.

Training Stress: The coach should teach the student to acknowledge exactly what was said so that the coach knows that it was heard. The coach should feel that the communication cycle which he was presenting to the student was successfully ended by the student. The coach will find that his attention will return to the student when the student has successfully acknowledged the coach's statement. The coach should ask the student from time to time what he said and if the student successfully acknowledged the statement the student invariably will know exactly what he acknowledged. The coach should curb

over-acknowledgment and under-acknowledgment. The coach should teach a student that an acknowledgment is not a beginning of a new cycle of communication or an encouragement to go on, but it is a full stop of a communication cycle no matter what that communication cycle is.

History: Developed by L. Ron Hubbard in London, England in April 1956 to teach new students that an acknowledgment ends a communication cycle and a period of time. That a new origination begins a new period of time.

Number: Training 3

Name: Duplicative Question

Commands: "Do fish swim?" or "Do birds fly?", with a communication bridge.

Position: Student and coach seated a comfortable distance apart.

Purpose: To teach a student to duplicate a question without variation, each time newly, so that a student may learn to repeat a word or a phrase many times, one after another, without variation or confusion with any other time the word or phrase was said, so that he can make the word or phrase "brand new each time". The word or phrase should be given in its own unit of time, not as a blur with other questions or statements. To teach a student how to shift from one word, phrase or subject, to another with a communication bridge of agreements rather than doing the shift by an abrupt and unpredicted change.

Training Stress: Part B. Communication Bridge. A communication bridge consists of getting three agreements from the coach or person that the student is communicating to. One agreement is to end this question or subject and the second agreement is to continue the activity in which the student and other person are engaged in, whatever the activity may be, and the maintain communication. The third agreement is to begin a new question, statement or subject.

Training Stress: One question and student acknowledgment of the coach's answer in one unit of time, which is then finished. The coach should be certain to keep the student from straying into variations of the question. The coach should insist on a communication bridge when questions change. Even though the same question is asked, it is asked as though it had never occurred to anyone before, and in duplicative question the coach should make sure that the student has a reality that this is the first time the question has ever been asked and it will be the last time it will ever be asked. The coach should teach the student that a person is a part of these agreements, that these are agreements and they are not enforced agreements. To teach student to never vary question or shift question or command without bridge.

History: Developed by L. Ron Hubbard in London, England, April 1956 to overcome variations and sudden changes in communication.

0
Number: Training 4

Name: Handling originations.

Commands: The student asks "Do fish swim?" (occasionally bridged to "Do birds fly?") of coach. The coach answers and, now and then, with startling comments from a prepared list given by the instructor.

Position: Student and coach seated facing each other a comfortable distance apart.

Purpose: To teach a student not to be tongue-tied or startled or thrown off of the subject of communication by originations made by other people while engaged in communication and to maintain communication throughout an origination.

Training Stress: The student is taught to hear origination and do four things. (1) Understand it; by that we mean just that -- to understand it. Did you hear what the coach said and do you understand what he said? (2) Acknowledge it or answer the question or statement. (3) Maintain ARC. (4) Return coach or person to the subject or activity you were engaged in before the origination took place. The student should maintain communication while doing this. If the coach feels abruptness or too much time consumed or lack of comprehension he corrects student into better handling of the origination.

Number: Training 5

Name: Be as you are.

Commands: "Be as you are" with a communication bridge occasionally to "Do what you are doing" and then back to "Be as you are".

Position: Auditor and preclear seated a comfortable distance apart.

Purpose: To give a student a drill that integrates all other steps in the communication course. Tr 0 to Tr 4 so that he will not be faced with doing this integration when in motion on the next levels. It summates the things learned in the communication course.

Training Stress: The person on this step who would normally coach does not do so on this Tr. He does as he is instructed by the student who has charge of this drill on this particular Tr. The person who is having this command given to him does as the student directs him. A student who is giving the directions on this particular Tr should make certain that he uses all of the Tr skills he has learned previously. This will bring about a confidence in the student in being able to handle someone with communication and agreement. This process is not coached save by the instructor.

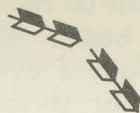
UPPER INDOCTRINATION & CONTROL COURSE

Number: Training 6

Name: 8-C (Body Control)

Commands: Non-verbal for first half of training session. First half of session student silently steers coach's body

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around the room, not even to the walls, quietly starting, changing and stopping coach's body. Second half of session commands are: "With that body's eyes look at that wall". "Thank you". "Walk that body over to that wall". "Thank you". "With that right hand touch that wall". "Thank you". "Turn that body around". "Thank you". In second half of session student may touch coach's body.

Position: Student and coach walking side by side; student always on coach's right except when turning.

Purpose: First part: To accustom student to moving another body than his own without verbal communication. Second part: To accustom student to moving another body by and while giving commands and, to accustom student to proper commands of 8-C.

Training Stress: Complete, crisp precision of movement and commands. Student, as in any other TR, except TR 5, is flunked only for current and preceding TRs. Thus, in this case the coach flunks student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command, and for failing to handle originations by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach to walls, as walls then become automatic stops and, the student is then not stopping the coach's body but allowing the wall to do it for him.

History: Developed by L. Ron Hubbard in Camden, New Jersey in October 1953 and modified in July 1957 in Washington, D. C.

Number: Training 7

Name: High School Indoc.

Commands: Same as 8-C (control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: "Start" to begin session, "flunk" to call attention to student error, and "That's it" to end the training session. No other remarks by coach are valid on student. Coach tries in all possible ways, verbal, covert and physical to stop student from running control on him. If the student falters, comm lags, fumbles a command or fails to get an execution on part of coach, coach says "flunk" and they start at the beginning of the command cycle in which the error occurred. Coach fall-down is not allowed.

Position: Student and coach ambulant. Student handling coach physically.

Purpose: To train student never to be stopped by a person when he gives a command. To train him to run fine control in any circumstances. To teach him to handle rebellious people.

To bring about his willingness to handle other people.

Training Stress: Stress is on accuracy of student performance and persistence by student. Start gradually to toughen up resistance of student. Don't kill him off at once.

History: Developed by L. Ron Hubbard in London, England in 1956.

Number: Training 8

Name: Tone 40 on an Object

Commands: "Stand up". "Thank you". "Sit down on that chair". "Thank you". These are the only commands used.

Position: Student sitting in chair facing chair which has on it an ashtray. Coach sitting in chair facing chair occupied by student and chair occupied by ashtray.

Purpose: To make student clearly achieve Tone 40 commands. To clarify intentions as different than words. To start student on road to handling objects and people with postulates. To obtain obedience not wholly based on spoken commands.

Training Stress: Under the heading of training stress is included the various ways and means of getting the student able to achieve the goals of this training step. During the early part of this drill, say the first session, the student should be coached in the basic parts of the drill, one at a time. First, create the space which includes himself and the ashtray but not more than that much. Second, have him create the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting. The coach's patter would run something like this: "Create the space". "Create the object in that space". "Command as loudly as you can". "Acknowledge it as loudly as you can". "Command it as loudly as you can". "Acknowledge it as loudly as you can". That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object. Next, have the student do the drill while using the wrong commands - i.e., saying "Thank you" while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intentions in the object without even thinking the words of the command or the acknowledgment. The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "flunk" and "that's it". Here, the coach would attempt to distract the student using any verbal means he could to knock the student off Tone 40. Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention in the object for each command and for each acknowledgment, the drill is flat. There are other ways to help the student along. The coach occasionally asks "Are you willing to be in that ashtray?" When the student has answered, then "Are you willing for a thought to be

there instead of you?" Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is "Did you really expect that ash-tray to comply with that command?" There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: "Think the thought - I am a wild flower". "Good". "Think the thought that you are sitting in a chair". "Good". "Imagine that thought being in that ashtray". "Good". "Imagine that ashtray containing that thought in its substance". "Good". "Now get the ash-tray thinking that it is an ashtray". "Good". "Get the ashtray intending to go on being an ashtray". "Good". "Get the ash-tray intending to remain where it is". "Good". "Have the ash-tray end that cycle". "Good". "Put in the ashtray the intention to remain where it is". "Good". This also helps the student get reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoc -- and time on it is well spent. Objects to be used are ashtrays, preferably heavy, colored glass ashtrays.

History: Developed by L. Ron Hubbard in Washington, D. C., in 1957 to train students to use intentions when auditing.

Number: Training 9

Name: Tone 40 on a Person.

Commands: Same as 8-C (Control). Student runs fine, clear-cut intentions and verbal orders on coach. Coach tries to break down Tone 40 of student. Coach commands that are valid are: "Start" to begin, "flunk" to call attention to student error and that they must return to beginning of cycle, and "that's it" to take a break or to end the training session. No other statement by coach in session is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

Position: Student and coach ambulant. Student in manual contact with coach as needed.

Purpose: To make student able to maintain Tone 40 under any stress or duress.

Training Stress: The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on exact intention, exact strength needed, exact force necessary, exact Tone 40. Even a slight smile by student can be a flunk. Too much force can be a flunk. Too little force definitely is a flunk. Anything not Tone 40 is a flunk. Here the coach should check very carefully

on the student's ability to place an intention in the coach. This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across. After the coach is satisfied with the student's ability to get the intentions across, the coach should then do all he can to break the student off Tone 40, mainly on the basis of surprise and change of pace. Thus the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.

History: Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

Purpose of these four training drills, TR 6, 7, 8 and 9, is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

FORM II

Check Sheet for HAS and Validation Students

Name _____ VAL. _____ HAS _____
(please Last First Middle
print)

To be filled in by instructor at end of each class period. Put the date of drill above the line by each TR or CCH. Below the line indicate whether coached or co-audited. Use "C" for coached and "CA" for co-audited".

COMM COURSE

TR 0 _____ TR 1 _____ TR 2 _____ TR 3 _____ TR 4 _____ TR 5 _____

UPPER INDOC COURSE

TR 6 _____ TR 7 _____ TR 8 _____ TR 8 _____ TR 8 _____ TR 9 _____

CCH COURSE (Validation students only)

CCH 0 _____ CCH 1 _____ CCH 2 _____ CCH 3 _____ CCH 4 _____

CCH 5 _____ CCH 6 _____ CCH 7 _____ CCH 8 _____ CCH 9 _____

CCH 10 _____ CCH 11 _____ CCH 12 _____ CCH 13 _____ CCH 14 _____

CCH 15 _____ TR 10 _____

(Date of final class period)

Instructor (Signature)

(Validation students must be competent in all TRs & CCH steps.)

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END OF COURSE TESTName _____
Date _____Length of time in Comm
Course (hrs) _____Length of time in Upper Indoc
(hrs) _____

THIS TEST MUST BE DONE IN THE PRESENCE OF THE INSTRUCTOR. IT IS TO BE DONE ALL IN ONE PERIOD OF TIME.

1. (a) Write out the apparent cycle of action exactly as it is given in Fundamentals of Thought.

(b) Write out the apparent cycle of action in your own words but with the same exact meaning as the book definition.
2. Differentiate apparency from actuality.
3. Give the three conditions of existence from Fundamentals of Thought and a brief definition of each (in your own words).
4. Give in your own words the basic rule on the assumption of valences from Fundamentals of Thought.
5. Define a problem (do not give examples).
6. Name the Eight Dynamics.
7. (a) Give a brief definition, for each, of Affinity, Reality, and Communication.
8. Name the parts of man.
9. Give, in your own words, the goal of Scientology as described in Fundamentals of Thought.
10. Name the five training drills in the Comm Course and state the purpose of each.

(cont'd. on p. 19)

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11. Write, briefly, your reality of the uses of what you learned in the Comm Course.
12. Explain how control of others is possible by the use of communication alone.
13. Give your own definition of confronting.
14. Describe a comm bridge and its parts, and outline its use.
15. Is it necessary to find the reality level of the person to whom you wish to communicate?
16. Name the TRs used in the Upper Indoc Course.
17. State the purpose of each TR in the Upper Indoc Course.
18. Give your own definition and reality of an intention.
19. Give a brief description of the uses of the skills gained in Upper Indoc (your own ideas).
20. (a) Is non-verbal communication possible?

(b) Give a brief explanation of your answer to part (a) of this question.

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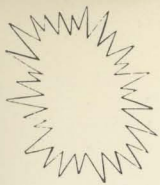
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FORM IV

FOR STUDENT TO FILL OUT

My plans for Scientology and the future:

Comments on Course (HAS _____ VAL. _____):



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