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Confessional Pack

STUDENTS WHO SUCCEED

Over the past year I have done considerable research, observation, pilots and more research on the subject of making successful students.

We have of course excellent study technology which is far in advance of anything Man has had. It has been developed over a period of 22 years.

Sometimes the student is very slow.

Sometimes he ends off study due to non application.

Sometimes the study tech is not used. When this happens of course the tech "didn't work" because it was not used.

I have run enough pilots now in order to handle this.

HONESTY

In policy there has long been written the natural sequence of ethics, tech and administration.

When administration is out, it is necessary to get in tech. When tech is out it is necessary to get in ethics.

In other words, ethics must be in to get tech in.

ETHICS is a personal thing. By definition, the word means:

"The study of the general nature of morals and of the specific moral choices to be made by the *individual* in his relationship with others." (American Heritage Dictionary)

When one is ethical or "has his ethics in" it is by his own determination and is done by himself.

JUSTICE is the action of the group against the individual when he has failed to get his own ethics in.

In the culture in which we live, justice is so savage and often so unreasonable that it tends to inhibit the individual from confessing minor misdemeanors and Crimes.

This aberrates him because it prevents him from getting off his withholds.

This leads to bad health, bad eyesight, deafness and other things as can be proven in auditing results.

IT ALSO LEADS TO OUT COMMUNICATION.

AND IT INHIBITS THE INDIVIDUAL FROM REACHING OUT WITH WHAT HE HAS LEARNED AND APPLYING IT.

The slow student, the glib student, the student who cannot apply are all *students who are withholding*.

This is true of any Course and any materials and has always been true but no one ever worked it out since they had no real command of the subject of the mind before Dianetics and Scientology.

The culture itself encourages dishonesty and therefore has not been able to solve fully the problem of study.

Only an honest student really reads, really does what he is supposed to do and really applies.

PILOTS

There were several pilot Courses to find this material.

The one which finally proved it was a Course of about 12 students.

They were very slow. They were unable to apply the materials during an apprenticeship.

It was then found *none* of them had done an honest Primary Rundown. They had “know bested” their way through it, cheating, and had falsely attested.

Then further investigation showed *each* one of them had come to the Course with his Ethics badly out.

A Confessional was then done on each of them and they were restarted to again do a full Primary Rundown, Student Hat and the materials.

Only then did they succeed in their application of what was studied.

This was also true of their Supervisors, each one of whom had done his Supervisor’s Course with his Ethics out. So one should not blame the students only!

A Case Supervisor in training could not Case Supervise well. It was found he had not even read the case history section sample programs because “he already knew” yet attested he had. Prior to all this his Ethics were out.

When his withholdings were handled he could then supervise cases and did well.

CONFESSINALS

The technology of Confessionals has been upgraded enormously in the last year.

With this vast improvement it becomes possible to remove the barriers and counter-intention to getting his Ethics in and studying in an ethical fashion and being able to *reach* with the materials studied and so apply them.

If any student, beginning in a school or on a Course, is given a standard Confessional before beginning serious study, he will proceed *much* more rapidly, will study honestly, will apply study materials and, if actual study tech is used, will become a successful student of that subject and will be able to apply what he learns.

Study tech used by itself will succeed somehow in a large number of cases. But when it is preceded by a well done and thorough Confessional its results are more thorough and far more rapid.

When I was first working on evaluations of study in 1971 the “dishonesty factor” appeared as a very general Why. But it was not worked with at that time as there seemed no easy way to handle it.

By improving the technology of Confessionals on another entirely different research channel, the problem of the student also became clear.

Only the honest student is a good student and a credit to his class and the subject and himself.

The only reservation then is that the Confessional itself has to be done competently and honestly. But honest Confessionals breed honest Confessional auditors and this can be closely supervised as an expert action.

This opens the road to improvement and wider success in the already winning and successful subject of Study Tech.

Man is not happy unless he is honest. White, black, red or brown, this is true of all times and all races. And it is true of all students in all schools.

The honest student is the most successful student.

And the technology of the Confessional can make him so, rapidly and easily.

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