

**Independent Checksheets**  
**Independent Checksheet Foundation**

**CHECKSHEET OF 13 MARCH 2010**

Non-Confidential Downloads

**THE STUDENT HAT**

**HAT:** On a train, a locomotive engineer and a conductor each wears a different kind of hat. You will notice that various jobs in the society are designated by different hats. From this we get the word “hat” as a slang term meaning one’s specialized duties.

NAME: \_\_\_\_\_ ORG: \_\_\_\_\_

POST/OCCUPATION: \_\_\_\_\_

DATE STARTED: \_\_\_\_\_ DATE COMPLETED: \_\_\_\_\_

**PREREQUISITES:** None (Method 1 Word Clearing is Recommended).

**MATERIALS:** The Student Hat Course Pack  
The Study Tapes

**LENGTH OF COURSE:** Three weeks full time (eight hours per day, five days per week).

**PRODUCT:** The end product of this course is: an able student who knows how to study. He is a student who has the know-how and tools to be able to study and apply the materials of any course and will do so.

**SEQUENCE:** This checksheet is studied once through in the sequence listed on the checksheet.

**CERTIFICATE:** Upon successful completion of this course, the student may be awarded the certificate of HUBBARD GRADUATE OF STUDY TECHNOLOGY.

**R-FACTOR:** YOU ARE EXPECTED TO APPLY THE STUDY TECHNOLOGY AS YOU LEARN IT TO YOUR IMMEDIATE STUDIES. YOU ARE EXPECTED TO DEMONSTRATE YOUR ABILITY TO APPLY THE COURSE MATERIALS BY USING THE STUDY TECH ON THE COURSE ITSELF.

You must see for yourself whether this data is true or not through direct application. A datum is true because it works and because you’ve seen that it is true, not just because someone says it is true.

The value of your future studies is dependent upon how well you do this course. A good, practical grasp of these materials will ensure you success in all future study.

Whenever a theory item on a checksheet is marked with a star (\*), it means the item is to be star-rate checked out. A “star-rate checkout” is defined as “A very exact checkout which verifies the full and minute knowledge of the student of a portion of study materials and tests his full understanding of the data and ability to apply it.” (Reference: HCOB 21 Sept. 70R, STUDY DEFINITIONS) A checkout is done either by another student or, on selected issues, by the Supervisor himself.

**IMPORTANT NOTE:** In doing this course, be very certain you never go past a word you do not fully understand.

The only reason a person gives up a study or becomes confused or unable to learn is because he or she has gone past a word that was not understood.

The confusion or inability to grasp or learn comes AFTER a word that the person did not have defined and understood.

Have you ever had the experience of coming to the end of a page and realizing you didn't know what you had read? Well, somewhere earlier on that page you went past a word that you had no definition for or an incorrect definition for.

Here's an example. "It was found that when the crepuscule arrived the children were quieter and when it was not present they were much livelier." You see what happens. You think you don't understand the whole idea, but the inability to understand came entirely from the one word you could not define, *crepuscule*, which means twilight or darkness.

It may not only be the new and unusual words that you will have to look up. Some commonly used words can often be misdefined and so cause confusion.

This datum about not going past an undefined word is the most important fact in the whole subject of study. Every subject you have taken up and abandoned had it's words which you failed to get defined.

Therefore, in studying the materials of your course, be very, very certain you never go past a word you do not fully understand. If the material becomes confusing or you can't seem to grasp it, there will be a word just earlier that you have not understood. Don't go any further, but go back to BEFORE you got into trouble, find the misunderstood word and get it defined.

If you run into trouble, get help from the Supervisor.

### SECTION I: ORIENTATION AND BASICS

- |   |    |   |  |       |       |       |       |
|---|----|---|--|-------|-------|-------|-------|
| * | 1. | HCOB 21 Sept. 70R<br>Rev. 19.3.91   | Study Series 1R<br>STUDY DEFINITIONS           | _____ | _____ | _____ |       |
|   | 2. | HCOB 2 June 71 I  | Study Series 2<br>CONFRONTING                  | _____ | _____ | _____ |       |
|   | 3. | HCOB 22 July 71 II  | Study Series 3<br>CONFRONTING,<br>ADDITION     | _____ | _____ | _____ |       |
| * | 4. | HCO PL 23 July 81R I<br>Rev. 10.1.84  | Study Series 12<br>THE USE OF<br>DEMONSTRATION | _____ | _____ | _____ |       |
|   | 5. | <b>ESSAY:</b> Write an essay (a short written exercise) on the following: Choose some activity or subject with which you are familiar. Give an example of a circumstance you might encounter in it, in which use of a demo kit might help you. Now do the same thing showing how sketches might help you work something out. Turn your write-up in to the Supervisor. |  |       | _____ | _____ | _____ |
|   | 6. | <b>DEMO:</b> (to the Supervisor): Using a demo kit, show what the basic purpose of a demo kit is and how it helps a person to study something.  |  |       | _____ | _____ | _____ |
|   | 7. | <b>SKETCH:</b> Draw a sketch which you could use to explain to someone how to get from the course room to where you live. Turn your sketch in to the supervisor.  |  |       | _____ | _____ | _____ |
| * | 8. | HCOB 25 June 71R<br>Rev. 25.11.74   | Word Clearing Series 3R<br>BARRIERS TO STUDY   | _____ | _____ | _____ |       |

- \* 9. HCOB 17 July 79RB I                      Word Clearing Series 64RB  
       Rev. 26.2.89                              THE MISUNDERSTOOD  
     WORD DEFINED                      \_\_\_\_\_
  
- 10. **PRACTICAL:** Give an example of each of the following to  
 the Supervisor:                                      \_\_\_\_\_
  - 1. A false (totally wrong) definition.                      \_\_\_\_\_
  - 2. An invented definition.                                      \_\_\_\_\_
  - 3. An incorrect definition.                                      \_\_\_\_\_
  - 4. An incomplete definition.                                      \_\_\_\_\_
  - 5. An unsuitable definition.                                      \_\_\_\_\_
  - 6. A homonymic definition.                                      \_\_\_\_\_
  - 7. A substitute (synonym) definition.                      \_\_\_\_\_
  - 8. An omitted (missing) definition.                      \_\_\_\_\_
  - 9. A no-definition.    \_\_\_\_\_
  - 10. A rejected definition.                                      \_\_\_\_\_
  
- 11. **ESSAY:** Write up five different examples of how a word  
 could be misunderstood or not understood. Turn your  
 essay in to the supervisor.                      \_\_\_\_\_
  
- \* 12. HCOB 13 Feb. 81R                      Word Clearing Series 67R  
       Rev. 25.7.87                              DICTIONARIES                      \_\_\_\_\_
  
- 13. **PRACTICAL:** Pick an encyclopedia or other reference  
 book from the course room. Look through it until you find a  
 word you do not fully understand. Look it up in at least four  
 of the eight recommended dictionaries listed in HCOB 13  
 Feb. 81R, Word Clearing Series 67R, DICTIONARIES. If  
 you find yourself running into too many words in the  
 definitions which you do not understand, clear them up in  
 a simpler dictionary. Based on this exercise, determine  
 which dictionary is the correct gradient for you and suits  
 your needs best. When done, write up what you did and  
 turn your write-up in to the Supervisor.                      \_\_\_\_\_
  
- \* 14. HCOB 19 June 72                      Word Clearing Series 37  
     DINKY DICTIONARIES                      \_\_\_\_\_
  
- \* 15. HCOB 4 Sept. 71RA I                      Word Clearing Series 22RA  
       Rev. 9.2.89                              HOW TO USE A  
     DICTIONARY                      \_\_\_\_\_
  
- 16. **PRACTICAL:** Do the following steps to familiarize yourself  
 with using a dictionary.                                      \_\_\_\_\_
  - a. Take a dictionary you have selected in the previous  
 practical exercise.                                      \_\_\_\_\_
  - b. Use the guide words at the top of each page of the  
 dictionary to help you find the word "sail."                      \_\_\_\_\_

- c. Look up the pronunciation of the word. \_\_\_\_\_
  - d. Notice what part of speech is given for the first definition. \_\_\_\_\_
  - e. Read the first definition and any examples given for it. \_\_\_\_\_
  - f. Read over the rest of the definitions. Note if any of the definitions are specialized or slang. \_\_\_\_\_
  - g. Read the derivation. \_\_\_\_\_
  - h. Read any idioms, synonyms or notes on usage given. \_\_\_\_\_
  - i. Repeat the above steps for the words: “dream,” “fight,” “wood,” and “graduate.” \_\_\_\_\_
- \* 17. HCOB 23 Mar. 78RB                      Word Clearing Series 59RB  
       Rev. 16.1.89                              CLEARING WORDS                      \_\_\_\_\_
18. HCOB 7 Sept. 74                         Word Clearing Series 54  
       Rev. 9.2.89                              SUPERLITERACY AND  
     THE CLEARED WORD                      \_\_\_\_\_
19. **PRACTICAL:** \_\_\_\_\_
- a. Read ahead in your course pack and find a word you know you don't know the meaning of. \_\_\_\_\_
  - b. Clear it exactly per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. \_\_\_\_\_
  - c. Compare your understanding of the word now to when you first found the word in your course pack. \_\_\_\_\_
  - d. Repeat the above but this time find a word in your course pack which you are not *totally* certain that you understand. \_\_\_\_\_
  - e. Clear it exactly per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. \_\_\_\_\_
  - f. Then compare your comprehension of the word now to when you first found the word in your course pack. \_\_\_\_\_
  - g. Now find a word in your course pack you know, in the context it is being used, but for which there are other definitions you *don't* know. \_\_\_\_\_
  - h. Clear it exactly per HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS. \_\_\_\_\_
  - i. Compare your understanding of the word now to when you first found it in your course pack. \_\_\_\_\_
  - j. Write up what you have learned from this practical exercise and turn your write-up in to the Supervisor. \_\_\_\_\_
20. HCOB 9 June 72                            Word Clearing Series 36  
     GRAMMAR                                      \_\_\_\_\_

- |     |  |  |            |       |       |
|-----|--|--|------------|-------|-------|
| 21. | HCOB 4 Sept. 71 III  | Word Clearing Series 20<br>SIMPLE WORDS  | _____      | _____ | _____ |
| 22. | HCOB 5 Dec.81R<br>Rev. 7.10.84   | Tape Course Series 7R<br>SETTING UP AND USING<br>A REEL-TO-REEL TAPE<br>PLAYER | _____      | _____ | _____ |
| 23. | <b>ESSAY:</b> Explain what you do if you hear a word you don't fully understand while listening to a taped lecture. Turn your write-up in to the Supervisor. |  | _____      | _____ | _____ |
|     | THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.  |  | _____      |       |       |
|     |  |  | SUPERVISOR |       |       |

**SECTION II: WORD CLEARING**

- |   |    |   |  |       |       |       |
|---|----|---|--|-------|-------|-------|
| * | 1. | HCOB 1 July 71R I<br>Rev. 11.1.89   | Word Clearing Series 9R<br>THE DIFFERENT TYPES<br>OF WORD CLEARING                     | _____ | _____ | _____ |
| * | 2. | HCOB 7 Oct. 81R<br>Rev. 30.8.83   | Word Clearing Series 31RD<br>METHOD 3 WORD<br>CLEARING                                 | _____ | _____ | _____ |
| * | 3. | HCOB 30 Jan. 73RE<br>Rev. 30.8.83   | Word Clearing Series 46RE<br>METHOD 9 WORD<br>CLEARING<br>THE RIGHT WAY                | _____ | _____ | _____ |
|   | 4. | <b>PRACTICAL:</b> Twin up with another student and Method 9 word clear each other on HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY. Do this one paragraph or section at a time on a turnabout basis until the entire bulletin is covered. Turn in your worksheets to the Supervisor. |  | _____ | _____ | _____ |
| * | 5. | HCOB 24 Sept. 64  | Word Clearing Series 33<br>INTRODUCTION AND<br>EXAMINATION: RAISING<br>THE STANDARD OF | _____ | _____ | _____ |
|   | 6. | <b>SKETCH</b> (to pass by Supervisor):  |  |       |       |       |
|   | a. | The 1 <sup>st</sup> phenomenon of a misunderstood.  |  | _____ | _____ | _____ |
|   | b. | The 2 <sup>nd</sup> phenomenon of a misunderstood.  |  | _____ | _____ | _____ |
| * | 7. | HCOB 10 Mar. 65   | Word Clearing Series 14<br>WORDS,<br>MISUNDERSTOOD GOOFS                               | _____ | _____ | _____ |
|   | 8. | <b>DEMO:</b>  |  |       |       |       |
|   | a. | What happens when one passes over a word he does not understand.  |  | _____ | _____ | _____ |
|   | b. | Now show what happens the moment he spots the word that wasn't grasped.   |  | _____ | _____ | _____ |

c. Finally, show what happens when a person uses a synonym for a word he doesn't understand and the correct handling for this.

\* 9. HCOB 31 Aug. 71R Word Clearing Series 16R  
CONFUSED IDEAS

10. **DEMO:** "Whenever a person has a confused idea of something or believes there is some conflict of ideas, IT IS ALWAYS TRUE THAT A MISUNDERSTOOD WORD EXISTS AT THE BOTTOM OF THAT CONFUSION."

\* 11. HCOB 4 Sept. 71 II Word Clearing Series 19  
ALTERATIONS

12. **PRACTICAL:** Learn the following law verbatim:  
"AT THE BOTTOM OF ALL ALTERATION OF MEANING OR ACTION IS A MISUNDERSTOOD WORD."

When you can correctly recite this without any hesitation to a coach you pass.

\* 13. HCOB 23 June 71R Word Clearing Series 1R  
THE SECRET OF FAST COURSES

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

### SECTION III: CLAY TABLE TRAINING

\* 1. HCOB 11 Oct. 67 CLAY TABLE TRAINING

\* 2. HCOB 10 Dec. 70RA I CLAY TABLE WORK IN  
Rev. 25.7.87 TRAINING

3. **CLAY DEMO** (to a pass by the Supervisor): Demonstrate a pencil.

4. **CLAY DEMO** (to a pass by the Supervisor):

a. Demonstrate a body.

b. Demonstrate a thetan.

c. Demonstrate the mind.

5. **CLAY DEMO:** (to a pass by the Supervisor): each of the physiological manifestations which stem from an absence of mass, per HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_

6. **CLAY DEMO:** (to a pass by the Supervisor): each of the physiological manifestations which stem from too steep a gradient, per HCOB 25 June 71R, Word Clearing Series

3R, BARRIERS TO STUDY.

1. \_\_\_\_\_ 2. \_\_\_\_\_

7. **CLAY DEMO:** (to a pass by the Supervisor): each of the physiological manifestations which stem from a misunderstood word, per HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

**SECTION IV: STAR-RATE CHECKOUTS**

(THE CHECKOUTS IN THIS SECTION ARE TO BE DONE ONLY BY THE SUPERVISOR.)

\* 1. HCO PL 4 Mar. 71 II HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS \_\_\_\_\_

2. **ESSAY:** Review HCOB 23 Mar. 78RB, Word Clearing Series 59RB, CLEARING WORDS, and write an essay which covers:

a. An example of a specific rule, axiom, maxim or stable datum in the HCOB.

b. An example of a doingness detail given in the HCOB.

c. An example of a section of the HCOB which gives the theory of clearing words.

Turn your write-up in to the Supervisor. \_\_\_\_\_

3. **PRACTICAL:** Review HCOB 25 June 71R, Word Clearing Series 3R, BARRIERS TO STUDY, and write down three examples of ways you could apply the following datum in a checkout: "Give the student a situation and have him tell you how he would handle it." Repeat this with HCO PL 23 July 81RA I, Word Clearing Series 22RA, HOW TO USE A DICTIONARY. Add to your write-up why this is vital in doing checkouts. Turn your write-up in to the Supervisor. \_\_\_\_\_

\* 4. HCOB 24 Sept. 64 Word Clearing Series 33 INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF \_\_\_\_\_

\* 5. HCO PL 4 Oct. 64 THEORY CHECKOUT DATA \_\_\_\_\_

6. **DEMO** (to the Supervisor): the system used in checking out technical materials on students or staff. \_\_\_\_\_

Point 1 \_\_\_\_\_ Point 2 \_\_\_\_\_

Point 3 \_\_\_\_\_ Point 4 \_\_\_\_\_

- 7. **DEMO** (to the Supervisor): How you would shatter the glibness of the “bright” student who yet cannot apply what he has studied. \_\_\_\_\_
- \* 8. HCO PL 21 Feb. 71RA SUPERVISOR CHECKOUTS \_\_\_\_\_  
Rev. 25.7.87
- \* 9. HCO PL 3 Mar. 71 STAR-RATE OUTPOINTS \_\_\_\_\_
- \* 10. HCO PL 14 Mar. 71 ON GIVING CHECKOUTS \_\_\_\_\_
- \* 11. HCOB 22 Apr. 70R CLAY TABLE DEMO \_\_\_\_\_  
Rev. 2.8.89 CHECKOUTS

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

**SECTION V: TWINNING**

- \* 1. HCOB 21 Aug. 79 TWINNING \_\_\_\_\_
- \* 2. HCOB 24 May 68 COACHING \_\_\_\_\_
- 3. **PRACTICAL:**
  - a. Get twinned up with another student for this practical. \_\_\_\_\_
  - b. Have your twin give you a stat-rate checkout on HCOB 24 May 68, COACHING. \_\_\_\_\_
  - c. Give your twin a checkout on HCOB 24 May 68, COACHING. \_\_\_\_\_
- 4. **ESSAY:** You want to teach somebody how to do something you know how to do. Describe specifically how you would apply each of the four points listed in HCOB 24 May 68, COACHING, to accomplish that objective. Turn your write-up in to the Supervisor.

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

**SECTION VI: STUDY TAPES**

- \* 1. Tape: 6406C18 “Studying: Introduction” \_\_\_\_\_
- 2. DEMO: How willingness relates to study. \_\_\_\_\_
- 3. Essay: Write down five examples of a fixed idea or fixed opinion. \_\_\_\_\_
- 4. **DEMO:**
  - a. The relationship between a fixed idea and understanding on a subject. \_\_\_\_\_



- b. How fixed ideas affect the ability to have an opinion and exert judgment in a subject. \_\_\_\_\_
5. **DEMO:** The first barrier to crack on the subject of learning. \_\_\_\_\_
- \* 6. Tape: 6407C09 “Studying: Data Assimilation” \_\_\_\_\_
7. **DEMO:** What a careful student does when “he’s reading down this paragraph and all of a sudden he wakes up to the fact he hasn’t the foggiest clue what the devil he’s reading about. \_\_\_\_\_
8. **DEMO:** Show why a person’s failure to understand the nomenclature of a subject can lead him to feel he can’t learn the subject or that it is incomprehensible. \_\_\_\_\_
9. **DEMO:** Why it is that “One unknown piece of nomenclature left behind you can absolutely ruin your comprehension of the whole thing. \_\_\_\_\_
10. **ESSAY:** You are studying a book. You encounter something which seems unbelievable to you. Explain what you should check first. Why is that the first thing you would check? If that did not resolve it, explain what you would do next. Why? Turn your write-up in to the Supervisor. \_\_\_\_\_
- \* 11. Tape: 6408C04 “A Summary of Study” \_\_\_\_\_
12. **ESSAY:** Give an example from your own experience or observation where a student was given too much significance and too little doingness and too little mass on the thing he was trying to learn. Then give an example where a student was given all the mass and doingness and no significance on the thing he was trying to learn. Explain what an optimum educational system would be in terms of the mass and significance given to students. Give a specific example of how that would work. Turn your write-up in to the Supervisor. \_\_\_\_\_
13. **DEMO:** What education should be and what it should result in for the person being educated. \_\_\_\_\_
- \* 14. Tape: 6408C06 “Study: Gradients and Nomenclature” \_\_\_\_\_
15. **DEMO:**
- a. A gradient. \_\_\_\_\_
- b. A gradient that has been overlooked or skipped or missed. \_\_\_\_\_
16. **ESSAY:** You are reading a bulletin and find yourself getting very confused in the third paragraph and can’t make any sense out of it. What should you do to handle this and why? Turn your write-up in to the Supervisor. \_\_\_\_\_
17. **DEMO:** Why attempting to with what a student is very confused about and unable to move forward into must be the wrong point of address, and what the correct point of address should be. \_\_\_\_\_
18. **DEMO:** How you locate the precise area in a person’s studies where his trouble lies. \_\_\_\_\_

- \* 19. Tape: 6408C11 "Study: Evaluation of Information" \_\_\_\_\_
- 20. **DEMO:** Show why if you are not observing something directly, then your understanding has to be superior to the understanding which would point of address, and what the correct point of address should be. \_\_\_\_\_
- 21. **PRACTICAL:**
  - a. Pick and object in the course room and look up and read the definition of this same object in a large dictionary. Note down on a sheet of paper what you learned from reading this. \_\_\_\_\_
  - b. Now, acquire knowledge about this same object by direct observation of it. Note down on the same sheet what you learned from observing it directly. \_\_\_\_\_
  - c. Compare what you learned from direct observation with what you learned from reading others' observations and experience in the dictionary. Turn your write-up in to the supervisor. \_\_\_\_\_
- 22. **ESSAY:** Write an essay on the truth of the datum that the day that marks a person's death is the day that he sits back and decides he knows everything there is to know about everything there is around him, and so there is no reason for him to observe anything anymore. How is this datum true for you? How can you apply this datum in life? How can you apply this datum in studying Scientology? Turn your write-up in to the supervisor. \_\_\_\_\_
- 23. **DEMO:** Why, in studying something, you must evaluate what you want that data for and how you will be using it. \_\_\_\_\_
- \* 24. Tape: 6408C13 "Study and Education" \_\_\_\_\_
- 25. **DEMO:** Show why subject for which the purpose is not delineated will die away in the society and in the individual. \_\_\_\_\_
- 26. **ESSAY:** Give five examples of a live study and five examples of a dead study. Then write down what would be the consequence of a person who was being taught a certain subject, who was not also being taught the purpose of that subject. Turn your write-up in to the Supervisor. \_\_\_\_\_
- 27. **DEMO:** Why the number of opportunities for a person to fail at something is directly proportional to the length of time that it is going to take to get the person up to the point where he is going to study the subject or activity. \_\_\_\_\_
- 28. **PRACTICAL:** Learn the following verbatim:
 

"The restoration of doingness depends *only* upon the restoration of the *misunderstood word*, the *misunderstood definitions*."

When you can correctly recite this without any hesitation to a coach, you pass. \_\_\_\_\_
- \* 29. Tape: 6409C22 "A Review of Study" \_\_\_\_\_

30. **ESSAY:** Write down three examples you have seen that show why the continuation of a culture is entirely dependent on possessing a technology of study. Turn your write-up in to the Supervisor. \_\_\_\_\_
31. **PRACTICAL:** Learn the following verbatim:  
 “Your first lesson in learning something about study is to just learn how to observe. Just learn how to look at something.”  
 When you can correctly recite this without any hesitation to a coach you pass. \_\_\_\_\_
32. **PRACTICAL:** Choose something in the course room that you want to learn something about. Go and observe it for several minutes, then feel it, listen to it, read something in a book about it (if available), and see what it relates to. Repeat this for two other items. When finished, write up what you did and what you learned. Include in your write-up how to apply this to a subject you are interested in in some other area of your life. Turn your write-up in to the Supervisor. \_\_\_\_\_
- \* 33. Tape: 6608C18 “Study and Intention” \_\_\_\_\_
34. **ESSAY:** How you can identify a suppressive rendition of a subject. Include what factors and manifestations would be present and what you should do if you run into one. Give an example you have observed. What made suppressive? Turn your write-up in to the Supervisor. \_\_\_\_\_
35. **PRACTICAL:**
- a. Choose a subject which you have a purpose and intention to learn more about, which has some basic information on it in an encyclopedia available to you. Briefly study some of the data of this subject and study it for application. \_\_\_\_\_
- b. Then choose a subject in that same encyclopedia which you have no real purpose or intention to learn. Study some of the data of this subject as though you were going to be examined on it. Spend the same amount of time studying it as you did the first subject. \_\_\_\_\_
- c. Write up what differences you noticed between studying both subjects and note down your own observations as to speed of learning, level of comprehension and ability to apply the data you studied. Turn your write-up in to the Supervisor. \_\_\_\_\_
- \* 36. Tape: 6201C24 “Training: Duplication” \_\_\_\_\_
37. **ESSAY:** Explain the relationship between duplication and understanding. Which comes first, duplication or understanding? Give an example in life that shows this. How can you use this principle in study? Turn your write-up in to the Supervisor. \_\_\_\_\_
38. **DEMO:** How an ability to duplicate leads to the ability to comprehend, to understand, and therefore get the ability to observe, and how this is a road to judgment. \_\_\_\_\_

39. **DEMO:** An example of how routine and rote are a poor substitution for understanding.

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THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

### SECTION VII: SCIENTOLOGY COURSES

- \* 1. HCO PL 16 Mar. 71R I      KSW Series 27  
Rev. 29.1.75                  WHAT IS A COURSE  
\_\_\_\_\_
- 2. **PRACTICAL:** Compare the course room you are in against HCO PL 16 Mar. 71R I, KSW Series 27, WHAT IS A COURSE? Write up the points you find which conform to the PL. Write up any points you find which do not conform to the PL. Turn your write-up in to the Supervisor.  
\_\_\_\_\_
- \* 3. HCOB 30 Oct. 78R I      COURSES – THEIR IDEAL  
Rev. 3.8.83                  SCENE  
\_\_\_\_\_
- 4. **ESSAY:** Your responsibility for the standardness of any course room you study in. Turn your write-up in to the Supervisor.  
\_\_\_\_\_
- 5. **PRACTICAL:** Compare the course room you are in against HCOB 30 Oct. 78R I, COURSES – THEIR IDEAL SCENE. If you observe any of the out-ethics activities mentioned in the PL in the course room, determine if they are being handled immediately by asking the Supervisor. Then write up what you did on this exercise and turn it in to the Supervisor.  
\_\_\_\_\_
- \* 6. HCO PL 21 July 81R I      WHAT IS A CHECKSHEET  
Rev. 25.7.87                  \_\_\_\_\_
- \* 7. HCO PL 4 Aug. 81R      PINK SHEETS  
Rev. 30.8.83                  \_\_\_\_\_
- 8. **DEMO:** The purpose of a pink sheet.  
\_\_\_\_\_
- 9. **DEMO:** How to coach another student on a pink sheet.  
\_\_\_\_\_
- \* 10. HCOB 8 May 69 I      IMPORTANT STUDY  
DATA  
\_\_\_\_\_
- \* 11. HCOB 19 Sept. 69      STUDY SLOWNESS  
\_\_\_\_\_
- \* 12. HCOB 13 Aug. 72RC      FAST FLOW TRAINING  
Rev. 9.8.90                  \_\_\_\_\_

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

### SECTION VIII: STUDENT REGULATIONS AND ETHICS

- \* 1. HCO PL 15 Dec. 65R I      STUDENTS GUIDE TO  
Rev. 25.7.87                  ACCEPTABLE BEHAVIOR  
\_\_\_\_\_

2. **ESSAY:** Choose any five points of the Student's Guide to Acceptable Behavior and give an example how each contributes to helping students learn the materials of their courses. Explain what can happen if each point is not observed. Turn your write-up in to the Supervisor. \_\_\_\_\_
- \* 3. HCO PL 4 Apr. 72R III Word Clearing Series 48  
Rev. 21.6.75 ETHICS AND STUDY  
TECH \_\_\_\_\_
4. **DEMO:** Why violations of study tech are an ethics matter. \_\_\_\_\_
- THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN. \_\_\_\_\_
- SUPERVISOR

**SECTION IX: KEEPING SCIENTOLOGY WORKING**

(Note: The following policy letter is one of the most important in all Scientology. Ordinarily, it is the first item studied on any checksheet. It is placed at this point on the Student Hat so that the student will have the benefit of knowing study tech before he studies it.)

- \* 1. HCO PL 7 Feb. 65 KSW Series 1  
KEEPING SCIENTOLOGY  
WORKING \_\_\_\_\_
2. **ESSAY** (to the Supervisor): each of the ten points of Keeping Scientology Working. In each demo, show an example of what you would *do* to keep that point of Keeping Scientology Working in force.
1. "Having the correct technology." \_\_\_\_\_
  2. "Know the technology." \_\_\_\_\_
  3. "Knowing it is correct." \_\_\_\_\_
  4. "Teaching correctly the correct technology." \_\_\_\_\_
  5. "Applying the technology." \_\_\_\_\_
  6. "Seeing that the technology is correctly applied." \_\_\_\_\_
  7. "Hammering out of existence incorrect technology." \_\_\_\_\_
  8. "Knocking out incorrect applications." \_\_\_\_\_
  9. "Closing the door on any possibility of incorrect technology." \_\_\_\_\_
  10. "Closing the door on incorrect application." \_\_\_\_\_
- \* 3. HCO PL 14 Feb. 65 KSW Series 4  
SAFEGUARDING  
TECHNOLOGY \_\_\_\_\_
- \* 4. HCO PL 22 Nov. 67RA KSW Series 25  
Rev. 12.4.83 OUT-TECH \_\_\_\_\_

- \* 5. HCO PL 17 June 70RB I      KSW Series 5R  
Rev. 25.10.83                      TECHNICAL DEGRADES      \_\_\_\_\_
- 6. **DEMO:** The ten technical degradés listed in the above  
HCO Policy Letter and what should be done about them.      \_\_\_\_\_
- \* 7. HCO PL 16 Apr. 65 I              KSW Series 22  
    THE "HIDDEN DATA LINE"      \_\_\_\_\_
- 8. **DEMO:**
  - a. A "hidden data line."      \_\_\_\_\_
  - b. The action you should take to ensure that one does  
not develop in your area.      \_\_\_\_\_
- \* 9. HCO PL 9 Feb. 79R II              KSW Series 23R  
Rev. 23.8.84                      HOW TO DEFEAT VERBAL  
    TECH CHECKLIST      \_\_\_\_\_
- 10. **PRACTICAL:**
  - a. Find out if another student (assigned by the  
supervisor) has received verbal data about Dianetics  
or Scientology. If he has, use the How to Defeat  
Verbal Tech Checklist to handle it. Write up what you  
did and the results and turn your write-up in to the  
Supervisor.      \_\_\_\_\_
  - b. If you have received any verbal data on Dianetics or  
Scientology, handle it using the How to Defeat Verbal  
Tech Checklist. Write up what you did and the results  
and turn your write-up in to the Supervisor.      \_\_\_\_\_

THE STUDENT HAS BEEN METER CHECKED FOR MISUNDERSTOODS ON THIS SECTION AND HAS BEEN FOUND TO BE CLEAN.

\_\_\_\_\_  
SUPERVISOR

### SECTION X: FINAL DRILL AND PRACTICAL

- 1. **PRACTICAL:**
  - a. Review your New Student Hat Course pack and the transcripts of the Study Tapes and make a list on a sheet of paper of every study tech tool and remedy mentioned, such as the first obstacle to overcome in study, the barriers to study, gradients, first phenomenon of a misunderstood word, clay demos, sketching, etc. You should have at least twenty-five items on this list by the time you have reviewed you pack and transcripts.      \_\_\_\_\_
  - b. Using the list of study tech tools you compiled above, write down the tools or remedies you would apply in each of the following situations and the specific actions you would take in applying them.      \_\_\_\_\_
    - 1. You are reading a book at home and find yourself dopping off.      \_\_\_\_\_
    - 2. You are studying on course and the material you are reading gets confusing.      \_\_\_\_\_

3. You are sitting at your desk trying to work out a new design for something. \_\_\_\_\_
4. Your younger brother tells you he hates school. \_\_\_\_\_
5. You are trying to clear a word in a dictionary but after reading the definition that fits the context of the word, you still don't understand it fully. \_\_\_\_\_
6. You are doing Method 9 and the person you are word clearing is reading the material and being very stiff and robotic. \_\_\_\_\_
7. You are trying to learn how to use a big complex piece of machinery. \_\_\_\_\_
8. You are listening to a tape and you hear something which you find unbelievable. \_\_\_\_\_
9. You are taking a course only because it was required for graduation from the school you are attending. \_\_\_\_\_
10. You are trying to repair your motorcycle and when reading the repair manual you come across some terms that are not defined in the manual or in a dictionary. \_\_\_\_\_
11. You are trying to learn how to use a sewing machine. Halfway through reading the manual, you get a headache. \_\_\_\_\_
12. A fellow student started a course in the Academy a few weeks ago but tells you he now wants to quit. \_\_\_\_\_
13. You are trying to learn a foreign language but just can't get it. \_\_\_\_\_
14. You are doing Method 9 Word Clearing on someone and he gets upset. \_\_\_\_\_
15. You are reading an HCOB and your eyes start to hurt. \_\_\_\_\_
16. You have a new auditor who keeps making errors on a certain procedure. \_\_\_\_\_
17. Your friend is taking a course in typing but says she already knows how to type. \_\_\_\_\_
18. You are trying to learn how to use your new E-meter but there is something in the owner's manual which makes no sense to you. \_\_\_\_\_
19. You are getting into a lot of word chains with the dictionary you are using. \_\_\_\_\_
20. You are trying to learn how to do a new auditing technique but are very confused. \_\_\_\_\_

When done, turn your write-ups in to the Supervisor.

**SECTION XI: STUDENT COURSE COMPLETION**

**A. STUDENT COMPLETION:**

I have completed the requirements of this checksheet and I know and can apply the materials studied.

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

I have trained this student to the best of my ability and he/she has completed the requirements of this checksheet and knows and completely applies study tech.

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

**B. STUDENT EXAMINER:**

Student has passed 100 percent on a written examination on the materials of The New Student Hat.

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

**C. STUDENT ATTEST AT C&A:**

I attest that.

- a. I have studied and understood all the materials of this checksheet.
- b. I have done all the drills on this checksheet.
- c. I produce the results required in the materials of this course.
- d. I can apply these materials to self and others to improve study duplication.

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

C&A: \_\_\_\_\_ DATE: \_\_\_\_\_

The student is awarded the certificate of HUBBARD GRADUATE OF STUDY TECHNOLOGY.

(Route this checksheet to the Course Admin for filing in the student's folder.)

Revision Completed by  
Independent Checksheet Compilations

DK:jw