

SCIENTOLOGY PRISON OUTREACH
Volunteer Minister

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SOMETHING CAN BE DONE ABOUT IT!

Between the Bars.org

Sept 27, '21

Aside from L. Ron Hubbard's prophetic sermon about: THE MAN AND THE GOLDEN BALL, he also gave a lecture in Phoenix on July 20, 1954, where he said: "The total empire of Scientology from my viewpoint, the total empire is an empire of wisdom. No political empire of any kind. There is no effort on the part of Scientology to own or have the allegiance of billions of people or to have thousands of tons of masonry piled up with Scientology written across the top of it ... The empire of Scientology is 100 percent the empire of wisdom; there is no other empire envisioned!"

It's been a long sisyphean 6 years or so, I've tried enlisting help to deliver Scientology's Wisdom toward prisoners rehabilitation. \$1000's of dollars in postage, stationary, photocopies, and booklets has been spent in the last 3 years or so - out of one persons purse - to produce over 300 Certificates of Completion for prisoners doing the Volunteer Minister curriculum.

In certain more people will help this Scientology Prison Outreach help prisoners rehabilitation, if they were able to print-out the Course checksheet assignments and the Course text to mail into their loved-ones exiled to penal colonies across the country. All this material I'm posting here is PUBLIC DOMAIN.

19 Course Checksheets are herein posted as individual blogs for the public to both DO - and reproduce for others to DO inside prison before they're released to become your neighbors.

Avenging Prometheus, is truly Promethian!

For the Love of Truth!

WG
SPO-VM
Universal Life Church

SCIENTOLOGY PRISON OUTREACH

THE EMOTIONAL TONE SCALE *From The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

How often have you heard someone say, "I don't understand him"?

Sometimes irrational, unforeseen acts seem to be the norm among our fellows. The fact is, there has never been a workable method to invariably predict human behavior—until now.

L. Ron Hubbard developed just such a method, and it is applicable to all people, without exception.

With this data, it is possible to accurately predict the behavior of a potential business partner, employee or friend—before you commit to a relationship. The risks involved in human interaction can be avoided or minimized when you can predict how people will behave.

By understanding and using the information on this course, all aspects of human relationships will become more productive and more fulfilling. You'll know who to associate with, who to avoid, and you will be able to help those who are mired in uncomfortable situations with others. Imagine knowing, after a very short time, how people are likely to behave in any given circumstance. You can.

http://course.volunteerministers.org/play_video/vm_film_tone-scale

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this check sheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

IMPORANT 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 pasta word that was not understood.

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As an aid to the reader, there is a Course Glossary. You can find it at the end of your Checksheet.

Length of Course

6 to 8 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him or her for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of THE EMOTIONAL TONE SCALE course, you will receive a certificate of completion.

CHECKSHEET

1. Read the article "The Tone Scale." _____
2. Essay: What is the Tone Scale? _____
3. Read the article "The Tone Scale in Full." _____
4. Read the article "Characteristics on the Tone Scale." _____
5. Read the article "Observing the Obvious." _____
6. Practical Exercise: Practice obnosis. Look around your environment and practice seeing what is there. Notice things which are plainly obvious. Don't allow any assumption into your observation. Continue to practice obnosis until you are sure you can do it without adding in any assumptions. Write what you did. _____
7. Essay: How can obnosis be applied to help improve an immediate situation? _____
8. Practical Exercise: Spot the tone levels of different people. Go to a place where there are lots of people. Pick out a person and notice his or her tone level. Do this again and again with different people. Observe people in conversation or engaging in some activity and note their tone levels. Continue doing this until you are confident you can spot the tone level of people by observing them. (Do not tell the people you observe what tone level you think them to be in, however.) Write what you did. _____
9. Read the article "The Hubbard Chart of Human Evaluation." _____
10. Essay: How can the Hubbard Chart of Human Evaluation be used to predict a person's behavior? _____
11. Practical Exercise: Using the Hubbard Chart of Human Evaluation, consider five people you know and determine the chronic tone level for each. (Do not tell the person what you determined his tone level to be.) Write what you did. _____
12. Essay: What do the levels below 0.05 on the Tone Scale indicate about a person who is in one of them? _____

13. **Essay:** How can emotion be used to raise a person on the Tone Scale?

14. **Practical Exercise:** Practice spotting the tone levels of people by engaging them in conversation. Take a clipboard and paper and interview people on the street. Ask them some sample questions such as "What's the most obvious thing about me?" "When was the last time you had a haircut?" and "Do you think people do as much work now as they did fifty years ago?" Other questions of a similar nature can be used to gain responses from the person. Determine the person's tone level based on his responses. Is there a social tone sitting atop his chronic tone? Repeat the interview with other people, noting the person's tone level each time. Keep this up until you can approach anyone and engage him in conversation and determine his chronic tone level. (Important note: Do not tell the person what tone level you observe him to be in, or evaluate his tone level for him.) Write what you did.

15. **Practical Exercise:** When you have gained confidence at Exercise 14, interview more people. Interview at least fifteen people. With the first five, match their tone as soon as you have spotted it. With the next five, drop below their chronic tone and see what happens. For the last five, put on a higher tone than theirs. Note down your observations from doing this. Practice this with more people until you are confident you can spot a person's tone level and then match it, drop below it or assume a tone above it. Write what you did.

16. **Read** the article "A Tone Scale Test."

17. **Practical Exercise:** Do a two-minute psychometry on a person. Engage a person in a conversation and, using the technique given in the booklet, determine what tone level the person responds to. Repeat this with other people until you are confident you can spot what tone level a person will respond to. Write what you did.

18. **Practical Exercise:** Practice raising a person's tone level. Engage a person in conversation. Once you have determined his tone level, adopt a tone one-half to one full tone above his. Note what happens to his tone level. Repeat this with other people until you are confident you can raise a person on the Tone Scale. Write what you did.

Well Done! You have completed all the steps of the course.

19. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

CONGRATULATIONS! You have completed the chapter "THE EMOTIONAL TONE SCALE".
There's one more thing...

AUTHORIZATION TO PUBLISH

We often publish the success stories from the Course Results Essay of students and may want to publish yours with your permission. This is done without divulging your name or any other personal information about you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

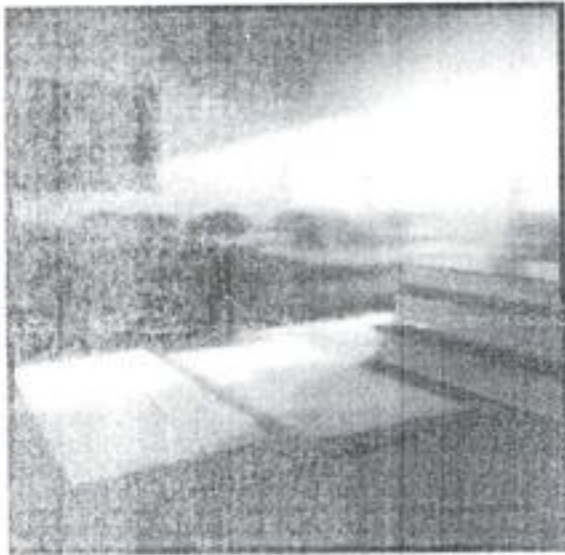
THE TECHNOLOGY OF STUDY

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

Consider this for a moment: in all your schooling, did anyone ever teach you how to study something?

Today, people are graduating school unable to read or write at a level adequate to hold a job or deal with life. It is a huge problem. It is not that subjects cannot be learned; what isn't taught is *how* to learn. It is the missing step in all education.

L. Ron Hubbard filled this huge gap by supplying the first and only technology of how to study. He discovered the laws on which learning is based and developed workable methods for anyone to apply. He called this subject "Study Technology."

This technology provides an understanding of the basics of learning and supplies exact ways to overcome all the pitfalls one can encounter during study.

Study Technology is not speed-reading or memory tricks. These have not been proven to raise one's ability to comprehend what was studied or to raise literacy. Study Technology enables one to understand a subject so one can then use it.

Contained in this course is only a small portion of the entire body of Study Technology developed by Mr. Hubbard. Regardless, this brief overview contains fundamentals which you can use to study more effectively. With this technology, you can learn any subject, and so can anyone else.

http://course.volunteerministers.org/play_video/vm_film_study

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IMPORTANT NOTE

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As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

6-7 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Technology of Study Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "Why Study?" _____
2. **Essay:** What is the primary obstacle to learning? _____
3. **Practical Exercise:** Think about someone you have seen or known who felt he already knew all about some subject. How would this attitude affect the person's ability to actually learn something new about that subject?
Write up what you did. _____
4. **Read** the article "Barriers to Study," section "The First Barrier: Absence of Mass." _____
5. **Read** the article "Barriers to Study," section "The Second Barrier: Too Steep a Gradient." _____
6. **Read** the article "Barriers to Study," section "The Third – and Most Important – Barrier: The Misunderstood Word." _____
7. **Essay:** What are the barriers to study? Describe the physical and mental reactions that accompany each one. _____
8. **Essay:** What are the two phenomena of a misunderstood word? _____
9. **Read** the article "Clearing Words," section "Steps to Clear a Word." _____
10. **Read** the article "Clearing Words," section "Simple Words." _____
11. **Essay:** How do you clear a word? _____

12. **Practical Exercise:** Think of or find a word you know you do not understand or are unsure of and clear it, using a dictionary.

Write up what you did.

13. **Practical Exercise:** Go back through the section "**Barriers to Study,**" looking for and clearing any words you do not fully understand and restudying the section as you go.

Write up what you did.

14. **Read** the article "Methods of Clearing," section "Basic Word Clearing."

15. **Essay:** At what point should a student apply Basic Word Clearing when studying?

16. **Practical Exercise:** Do Basic Word Clearing on yourself.

Write up what you did.

17. **Practical Exercise:** Find another person that has been studying a subject and is exhibiting misunderstood word phenomena. Do Basic Word Clearing on that person.

Write up what you did.

18. **Read** the article "Methods of Clearing," section "Reading Aloud Word Clearing."

19. **Read** the article "Methods of Clearing," section "Why Reading Aloud Word Clearing Works."

20. **Essay:** What is Reading Aloud Word Clearing?

21. **Practical Exercise:** Drill Reading Aloud Word Clearing. Find another student or a friend to do this drill with you. One of you will be Student A and the other will be Student B. Decide who is going to be Student A and who is going to be Student B.

a. Student A (as word clearer) word clears Student B on the following paragraph, using Reading Aloud. Use a simple dictionary.

The quick brown fox jumped over the lazy dog. The dog was supposed to be guarding the chickens but had gone to sleep. The fox sneaked into the chicken coop without anyone noticing.

b. Student B (as word clearer) word clears Student A on the following paragraphs, using Reading Aloud. Use a simple dictionary.

The quick brown fox jumped over the lazy dog. The dog was supposed to be guarding the chickens but had gone to sleep. The fox sneaked into the chicken coop without anyone noticing.

As soon as the chickens noticed him they all made a dreadful row. The fox had to move very quickly; he grabbed hold of the nearest chicken by her neck and slunk off out of the coop.

c. Student A (as word clearer) word clears Student B on the following paragraphs, using Reading Aloud. Use a simple dictionary.

As soon as the chickens noticed him they all made a dreadful row. The fox had to move very quickly; he grabbed hold of the nearest chicken by her neck and slunk off out of the coop. The farmer's wife came running out of the house when she heard the din, wondering what could possibly be going on with her chickens. She saw the fox disappearing into the nearby woods with the chicken.

d. Student B (as word clearer) word clears Student A on the following paragraphs, using Reading Aloud. Use a simple dictionary.

The farmer's wife came running out of the house when she heard the din, wondering what could possibly be going on with her chickens. She saw the fox disappearing into the nearby woods with the chicken.

She shrieked loudly and looked around for the dog whose prime duty it was to prevent this sort of occurrence. The dog looked quite abashed. The farmer's wife spent the next few minutes violently upbraiding him for his apathetic behavior.

e. Student A (as word clearer) word clears Student B on the following paragraph, using Reading Aloud. Use a simple dictionary.

She shrieked loudly and looked around for the dog whose prime duty it was to prevent this sort of occurrence. The dog looked quite abashed. The farmer's wife spent the next few minutes violently upbraiding him for his apathetic behavior.

Write up what you did.

22. **Read** the article "Methods of Clearing," section "Special Reading Aloud Word Clearing."

23. **Read** the article "Applying the Technology of Study."

24. **Essay:** What is the difference between a "bright" student and a "dull" student?

25. **Practical Exercise:** Find someone who could benefit from Reading Aloud Word Clearing and do this to a satisfactory end result.

Write up what you did.

Well done! You have completed all the steps of the course.

26. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

Congratulations! You have completed the chapter "THE TECHNOLOGY OF STUDY".

There's one more thing...

AUTHORIZATION TO PUBLISH

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"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

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Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

COMMUNICATION

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

L. Ron Hubbard wrote: "A man is as dead as he *can't* communicate. He is as alive as he *can* communicate." And communication is a facet of life which he explored very deeply indeed, ultimately writing hundreds of thousands of words on this vital subject. Communication skills are essential in any sphere of human interaction. In fact, when all is said and done, on whatever level, communication is the sole activity all people share.

The benefits of effective communication are too numerous to list, for they enhance all aspects of life from the personal to the professional. The ability to communicate is

vital to the success of any endeavor.

In this course you will learn what good communication consists of and how to recognize the bad, what the component parts of communication are and how to utilize them, and why more communication, not less, brings greater freedom.

Also included in this course and corresponding booklet are numerous drills that Mr. Hubbard developed to improve one's communication level and which have great practical application to life. A thorough understanding of this data will provide you with tools you can use forever.

http://course.volunteerministers.org/play_video/vm_film_communication

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Length of Course

12 to 15 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

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Course Completion

Upon completion of the COMMUNICATION course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "What is Communication?." _____
2. **Essay:** What is communication? _____
3. **Practical Exercise:** Look around and observe examples of the different parts of Communication; note which parts are used and not used in conversations you observe (including intention, attention, duplication, understanding and whether the people involved are factually being source-point or receipt-point). Continue to observe communications around you until you can easily identify the various parts of communication and identify any parts which are absent or not being used correctly. Write what you did. _____
4. **Read** the article "Factors of Communication." _____
5. **Essay:** How do intention and attention relate to successful communication? _____
6. **Practical Exercise:** Notice acknowledgments in communication. Observe two people talking, and pay particular attention to the use of acknowledgment by each person. Note any lack of acknowledgment as well. What differences do you observe in communication when acknowledgment is present compared to when it is not present? Write what you did. _____
7. **Essay:** What is duplication and why is it important in communication? _____
8. **Essay:** What is the cycle of communication? _____
9. **Essay:** How does acknowledgment apply to the cycle of communication? _____
10. **Read** the article "Two-way Communication." _____
11. **Essay:** What is two-way communication? _____

12. **Practical Exercise:** Observe two-way communication between two people in your immediate environment. Note whether the communication is smooth or not, and observe the different elements of good communication or their absence. Observe other two-way communication cycles, repeating this same exercise. Write what you did.

13. **Read** the article "Communication Training Drills."

14. **Read** the section "TR 0 Be There."

15. **Read** the section "TR 0 Confronting."

16. **Read** the section "TR 0 Bullbait."

17. **Read** the section "TR 1."

18. **Read** the section "TR 2."

19. **Read** the section "TR 2 ½."

20. **Read** the section "TR 3."

21. **Read** the section "TR 4."

22. **Essay:** What are TRs and how do they relate to communication?

23. **Read** the article "Coaching."

24. **Essay:** What is a coach?

25. **Practical Exercise:** You will be doing each of the training drills with another person on a turnabout basis, where one coaches the other, then you switch. Find someone to work with as your partner on the drills. It should be someone who also wants to improve their communication ability, and someone whose schedule can be coordinated with yours. Have your partner read all the way through the drills as well as the section on Coaching. Write what you did.

26. **Practical Exercise:** Decide which of you will coach the other on the first drill. On each drill, one person is the student doing the drill and the other is the coach responsible to get the other one to a pass on the drill. Then it is turned around and the student becomes the coach and coaches the other person through the drill. Then start the first TR – TR 0 Be There. Write what you did.

27. **Practical Exercise:** Then do the next TR – TR 0 Confronting, coaching each other through the drill to a pass. Write what you did.

28. **Practical Exercise:** Then do the next TR – TR 0 Bullbait, coaching each other through the drill to a pass. Write what you did.

29. **Practical Exercise:** "Alice's Adventures in Wonderland" is required for this drill and some of the later ones. Obtain a copy from your local bookstore, or ask your course supervisor for a copy. Then do TR 1, coaching each other through the drill to a pass. Write what you did.

30. **Practical Exercise:** Then do the next TR – TR 2, coaching each other through the drill to a pass. Write what you did.

31. **Practical Exercise:** Then do the next TR – TR 2 1/2, coaching each other through the drill to a pass. Write what you did.

32. **Practical Exercise:** Then do the next TR – TR 3, coaching each other through the drill to a pass. Write what you did.

33. **Practical Exercise:** Then do the next TR – TR 4, coaching each other through the drill to a pass. In doing this drill, you will use the Origination Sheet that comes after the description of the drill. Write what you did.

34. **Read** the article "Communication is Life."

Well Done! You have completed all the steps of the course.

35. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

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Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

THE COMPONENTS OF UNDERSTANDING from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

The self-improvement shelves of bookstores, the airwaves and self-help speakers who travel the lecture circuit all offer myriad solutions to the problems of understanding life. Yet the endless stream of man's difficulties do not resolve.

In this course and corresponding booklet, L. Ron Hubbard goes beneath all these "solutions" to provide the basic knowledge of what actually constitutes understanding.

What can you do with this knowledge? By knowing what understanding really is, you have the tools to handle life itself. This means that you have the tools to increase your understanding of just about anything—including the

people you know and come into contact with.

This knowledge will enable you to help others who are experiencing the travail caused by misunderstandings, differing viewpoints, broken relationships and other ills that can make life a string of successive hardships. You will learn the components of understanding, how they interrelate and make understanding possible. With the skills one can acquire from a study of the fundamentals contained here, you can help bring others back into understanding with their fellows and the world around them.

Although only a portion of the full technology Mr. Hubbard developed on this subject, it is enough to change your approach to life. And its use will help you flourish in any aspect of human activity.

If lack of understanding is, indeed, a source of Man's problems, imagine one's potentials without this hindrance. Millions of people who apply this knowledge are reaching heights they once only dreamed of—and are successfully assisting others to do the same.

http://course.volunteerministers.org/play_video/vm_film_understanding

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Length of Course

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Supervision & Help

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Course Completion

Upon completion of the Components of Understanding Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the section "Affinity" of the article "Affinity, Reality and Communication". _____
2. **Essay:** What is affinity? _____
3. **Practical Exercise:** Look around the environment and spot ten instances where an individual is displaying affinity.
Write down what you did. _____
4. **Read** the section "Reality" of the article "Affinity, Reality and Communication". _____
5. **Essay:** What is reality? _____
6. **Practical Exercise:** Look around the environment and spot ten examples where two or more individuals have reality on something.
Write down what you did. _____
7. **Read** the section "Communication" of the article "Affinity, Reality and Communication". _____
8. **Essay:** What is communication? _____
9. **Practical Exercise:** Look around the environment and spot ten examples of communication.
Write down what you did. _____

10. **Read** the article "The ARC Triangle". _____
11. **Essay:** How do affinity, reality and communication relate? _____
12. **Practical Exercise:** Spot more examples of affinity, reality and communication, noticing how they interrelate. Continue to spot examples of affinity, reality and communication as above until you clearly see the relationship between these and are sure that each depends on the other two.
Write down what you did. _____
13. **Read** the article "How to Use the ARC Triangle". _____
14. **Essay:** Of affinity, reality and communication, which is most important and why? _____
15. **Practical Exercise:** Using the data you have learned about the ARC triangle, raise the reality between yourself and another person. Establish reality by finding something with which you and the other person agree. Repeat this with different people as many times as needed until you can raise reality between yourself and another with ease.
Write down what you did. _____
16. **Practical Exercise:** Using the data you have learned about the ARC triangle, increase the affinity between yourself and another person. Find something you can like about the person, and note the difference in affinity you have for the person as a result. Repeat this with different people as many times as needed until you can raise affinity between yourself and another with ease.
Write down what you did. _____
17. **Practical Exercise:** Using the data you have learned about the ARC triangle, raise the communication level between yourself and another person. Repeat this with other people, over and over, until you are confident you can raise the communication level between yourself and others.
Write down what you did. _____
18. **Essay:** How do you raise ARC with a person? _____
19. **Practical Exercise:** Using the data you have learned about the ARC triangle, raise the ARC between yourself and another person. Repeat this with other people, over and over, until you are confident you can raise ARC between yourself and others.
Write down what you did. _____

Well done! You have completed all the steps of the course.

20. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life. _____

Congratulations! You have completed the chapter
"THE COMPONENTS TO UNDERSTANDING".
There's one more thing...

AUTHORIZATION TO PUBLISH

We often publish the success stories from the Course Results Essays of students and may want to publish yours with your permission. This is done without divulging your name or any other personal information about you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

ANSWERS TO DRUGS

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

Do you feel helpless to save someone from drugs? Is drug addiction tearing your family apart? Are drugs destroying someone you love? Do you feel hopeless about helping someone with a drug problem?

No sector of life is untouched by the epidemic of drug abuse. Crime and violence are the most obvious byproducts, but the lives ruined or lost to drugs are the most tragic.

There are answers. You can learn why drugs are so damaging to the mind as well as the body. You'll also gain practical tools you can use to help someone recover from drug abuse.

On the free online course, Answers to Drugs, find out:

- How drugs affect the mind and cause a person to have blank periods
- How drugs can make a person "wooden"—unfeeling, insensitive, unable and untrustworthy
- Procedures to help someone recover from drug abuse

http://course.volunteerministers.org/play_video/vm_film_drugs

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this checksheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

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 you did not have defined and understood. It may not only be the new and unusual words you 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 its words which you failed to get defined.

Therefore, in doing this 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.

As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

7 to 8 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Answer to Drugs, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article. "The Reason Behind the Drug Problem." _____
2. **Essay:** Why do people turn to drugs? _____
3. **Practical Exercise:** Look around the place where you live or work and find examples of drugs or toxins. For instance, look at the labels of any products that may be in a medicine cabinet, or food labels, etc. Do this until you can easily recognize examples of drugs and toxins in your environment.
Write down what you did. _____
4. **Read** the article "Drugs and Their Effects on the Mind." _____
5. **Essay:** What are drugs? _____
6. **Essay:** Why does a person who takes drugs "make mistakes"? _____
7. **Read** the article "Painkillers." _____
8. **Essay:** What are the two actions of a pain depressant? _____
9. **Practical Exercise:** Look around your environment and note examples of the effects of drug use in society.
Write down what you did. _____
10. **Read** the article "Helping Someone Get Off Drugs." _____
11. **Essay:** What are the approaches to withdrawal from drugs? _____
12. **Essay:** Describe what the Cal-Mag Formula consists of and how it works. _____

13. **Practical Exercise:** Obtain the ingredients for Cal-Mag and make a glass of it, following the directions in the chapter.

Write down what you did.

14. **Read** "Objective Processes."

15. **Practical Exercise:** Find a friend or someone you know who has used drugs and process this person on one of the Objective Processes given in this chapter until the person has good indicators and has had a cognition as a result of the process. Repeat this with other people you know until you feel confident in your ability to use these processes.

Write down what you did.

16. **Read** the article "The Full Resolution."

17. **Essay:** What is the Purification program and how does it help someone who has taken drugs?

18. **Read** the article "The Drug Rundown."

19. **Essay:** What is the Drug Rundown and why is it needed for a full resolution for someone who has been on drugs?

20. **Read** the article "The Road Out."

21. **Practical Exercise:** Educate someone on the subject of drugs using data from this course, with the end result that the person knows what drugs are and their effects, and the only effective solutions for them, as discovered by L. Ron Hubbard.

Write down what you did.

Well done! You have completed all the steps of the course.

22. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

Congratulations! You have completed the chapter "ANSWER TO DRUGS".

There's one more thing...

AUTHORIZATION TO PUBLISH

We often publish the success stories from the Course Results Essays of students and may want to publish yours with your permission. This is done without divulging your name or any other personal information about you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

THE MARRIAGE COURSE
from The Scientology Handbook

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

Where once the family was the stable foundation upon which all else was built, today its shattered remnants are the source of much of what troubles society. And while marriages still outnumber divorces, the gap is rapidly closing. Marriage is well on the way to becoming a failed institution.

L. Ron Hubbard wrote extensively on interpersonal relationships and much of it is applicable to this most personal of relationships. In this course and corresponding booklet, you will discover methods to make a marriage work, why many marriages fail, how to discover if partners are well suited to each other, and how to save a failing marriage.

While our magazines are filled with the advice of "pop" psychologists, the trend has only worsened. Here are real solutions—workable solutions—that can be applied to improve any intimate relationship.

http://course.volunteerministers.org/play_video/vm_film_marriage

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this checksheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

IMPORTANT NOTE

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The confusion or inability to grasp or learn comes AFTER a word you did not have defined and understood. It may not only be the new and unusual words you have to look up. Some commonly used words can often be misdefined and so cause confusion.

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As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

4 to 5 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Marriage Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "What is Marriage?" _____
2. **Essay:** Why does marriage have to continue to be created? _____
3. **Essay:** What is meant by "marriage is a postulated relationship"? _____
4. **Practical Exercise:** Think of a married couple you know and determine what they are doing to create their marriage. Are they both working to keep the marriage created, or is one or the other or both doing less than they should? Think of or directly observe other married couples you know, and estimate how much the partners are doing to create the marriage, until it is very real to you that a marriage is something that is created.
Write up what you did. _____
5. **Practical Exercise:** Think of some situation you have seen or experienced where someone continued to create something and later ceased to create it.
Write up what you did. _____
6. **Read** the article "Morals and Transgressions." _____
7. **Essay:** What is a moral code? _____
8. **Essay:** What causes the withdrawal of a marital partner from his spouse? _____
9. **Read** the article "Remedies." _____
10. **Read** the article "Communication in Marriage." _____
11. **Essay:** What is communication lag? _____
12. **Practical Exercise:** Determine the communication lag of someone. Approach another person and ask him a simple question such as, "How many doors are there in this room?" or "What is the date?" Note how long it takes the person to answer the

question you asked. From this determine whether the person has a long or short communication lag.

Write up what you did.

13. **Read** the article "Assist for a Fight with a Spouse."

14. **Read** the article "Maintaining a Marriage."

15. **Practical Exercise:** Find someone who is having some kind of marital difficulty and help him or her by having the person read at least some of the data contained in this course. Write up what you did.

Well done! You have completed all the steps of the course.

16. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

Congratulations! You have completed the chapter "THE MARRIAGE COURSE".

There's one more thing...

AUTHORIZATION TO PUBLISH

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"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH CHILDREN

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

How to raise a happy, healthy child is not something most parents are taught. In fact, many just stumble through the entire process, albeit with the best intentions. Consequently, it is all too common to find an unhappy state of affairs in families, with constant friction between parents and children. This is not a natural state. In fact, it can be avoided entirely. L. Ron Hubbard developed many methods to bring out the best in a child—and their parents. In this course and corresponding booklet, you will read about some of these methods and discover how to raise a child without breaking his spirit, how to have a child who is willing to contribute to the family, and how to help a child quickly overcome the daily upsets and tribulations of life.

Raising children should be a joy. And can be. In fact, it can be one of the most rewarding of all human experiences. The application of Scientology principles for children can ensure that they are happy, loving and productive, and that they become valuable members of the societies in which they live.

http://course.volunteerministers.org/play_video/vm_film_children

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this checksheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

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 you did not have defined and understood. It may not only be the new and unusual words you 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 its words which you failed to get defined.

Therefore, in doing this 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.

As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

6 to 7 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Tools for the Workplace Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "How to Live with Children." _____
2. **Essay:** How do you train a child without breaking him? _____
3. **Essay:** How does self-determinism relate to a child's behavior? _____
4. **Practical Exercise:** Observe someone handling a child. Notice if the person tries persuasion or force to get a child to do something against his will. If so, what were the results and how would the materials of this chapter have been applied instead? Then observe someone else handling a child and do the same as you did in the first example.
Write down what you did. _____
5. **Read** the article "A Child's Right to Contribute." _____
6. **Essay:** What happens to a child when you deny his right to contribute? _____
7. **Practical Exercise:** Write down an example of how a child can contribute to you. Describe the circumstances you would encounter and what you would do to allow the child to contribute in that circumstance. Then, do this again—thinking of another example of how a child could contribute to you and how you would handle the circumstance.
Write down what you did. _____
8. **Read** the article "Working with a Child's Willingness." _____
9. **Essay:** Why is consulting a child's willingness important? _____
10. **Read** the article "Allowing Children to Work." _____
11. **Practical Exercise:** Applying the material in this course, consult a child's willingness and get him to do something you need or want them to do.
Write down what you did. _____
12. **Read** the article "Handling a Child's Upsets and Mishaps" through the section "Tell Me

About It."

13. **Practical Exercise:** Using the data you read in this section, locate and handle a child who has hurt himself and does not spontaneously recover. Ensure you apply the data about saying nothing when the child is hurt. Carry out the steps to handle the child until he gets bored or laughs. Write down what you did.

14. **Practical Exercise:** Handle a child who is crying until he stops crying. Apply the data in the section, "Tell Me About It," having the child relay his story in present time if he doesn't do this spontaneously. Carry out the steps to handle the crying child until he gets bored or laughs. Write down what you did.

15. **Read** the article "Handling a Child's Upsets and Mishaps" from the section "Directing a Child's Attention" to the end.

16. **Essay:** How do you handle an angry child?

17. **Practical Exercise:** Write down five examples of actions a parent could do or things he could say which would direct a child's attention and keep him safe without using constant verbal restraints. Write down what you did.

18. **Practical Exercise:** Improve a child's memory by having him tell you past pleasure moments. Use the techniques found in the course section, "Handling a Child's Upsets and Mishaps" to accomplish this result. Write down what you did.

19. **Read** the article "Healthy Babies."

20. **Essay:** Why is protein considered a must for babies?

21. **Read** the article "Creating Tomorrow's Society."

Well done! You have completed all the steps of the course.

22. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

Congratulations! You have completed the chapter "CHILDREN".
There's one more thing...

AUTHORIZATION TO PUBLISH

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you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

| oOo THE END oOo |

SCIENTOLOGY PRISON OUTREACH
FUNDAMENTALS OF PUBLIC RELATIONS
from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

Public relations provide the means to communicate your ideas and get them accepted—a skill vitally necessary when dealing with new ideas. It is how to gain support for your projects and endeavors. Generally considered a method to gain publicity, public relations has previously been subjected to severe limitations. This was a field that lacked certain key elements necessary to its success. Now, because of important discoveries in Scientology, advances have made the entire activity significantly more useful and effective.

L. Ron Hubbard's refinement of public relations not only makes it indispensable for any group or any individual, but removes the previously inherent limitations. Although the full technology is extensive, the basic principles covered here will be of immense value to anyone with a worthwhile purpose.

http://course.volunteerministers.org/play_video/vm_film_public-relations

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this checksheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

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

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Therefore, in doing this 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.

As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

5 to 6 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Fundamentals of Public Relations Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "Public Relations." _____
2. **Essay:** What is public relations? _____
3. **Read** the article "The Missing Ingredient." _____
4. **Essay:** What was the missing ingredient in earlier studies of public relations? _____
5. **Read** the article "Publics." _____
6. **Essay:** What is a "public"? _____
7. **Practical Exercise:** Look around in your environment and name as many different "publics" as possible. Do this until you are certain you can correctly determine various publics who would be addressed with a separate PR message.
Write up what you did. _____
8. **Read** the article "Surveys." _____
9. **Essay:** How can one use surveys in PR? _____
10. **Essay:** How does one tabulate a survey? _____
11. **Practical Exercise:** Choose a specific group or public in an area or activity which you have some familiarity with. Conduct a survey on that group or public to establish their reality on some subject.
Write up what you did. _____
12. **Practical Exercise:** Tabulate the responses to the survey you did in the previous exercise, using the data in this chapter on tabulating survey responses.
Write up what you did. _____
13. **Read** the article "How to Handle Rumors and Whispering Campaigns." _____

14. **Essay:** What is "black propaganda"? _____
15. **Essay:** How does one handle "black propaganda"? _____
16. **Practical Exercise:** Write down an example from your own observation or experience of the Law of the Omitted Data: "WHERE THERE IS NO DATA AVAILABLE PEOPLE WILL INVENT IT." Then give specific ways in which the person or persons involved could handle the situation using the data on PR covered in this chapter. Repeat this as many times as needed until you are certain you can correctly observe examples of the Law of the Omitted Data and know how to handle them using PR technology.
Write up what you did. _____
17. **Read** the article "Easing Human Relations." _____
18. **Essay:** What do "good manners" sum up to? _____
19. **Practical Exercise:** Find several local rituals observed as proper conduct in your area which should be observed if one is to have "good manners."
Write up what you did. _____
20. **Practical Exercise:** Go out and practice "good manners" by just observing:
a. Importance of people
b. Two-way communication cycle
c. Local rituals observed as proper conduct
Do this until you can practice good manners with certainty.
Write up what you did. _____
21. **Read** the article "Public Relations Application." _____

Well done! You have completed all the steps of the course.

22. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life. _____

Congratulations! You have completed the chapter "FUNDAMENTALS OF PUBLIC RELATIONS".
There's one more thing...

AUTHORIZATION TO PUBLISH

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"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

TARGETS AND GOALS

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

How does one get things done? How does one make a dream a reality or carry a plan through to completion? Many of us seem to have unrealized goals or incomplete plans and many of us face tasks that appear overwhelming—even impossible to achieve. This is true not only of individuals, but of companies and even countries. History is filled with failed projects.

In examining the subject of organization, L. Ron Hubbard developed an enormous body of technology to ensure the success of any group. In doing so, he also provided a solution to the most common of failings: the lack of ability to execute plans.

In this booklet and corresponding course, you will discover how to attain literally any goal, large or small. Plans can be carried through to fruition, but a number of vital steps must be taken, one after the other. You'll learn what these steps are and how to apply them to anything—a personal ambition, a family, a group, a business and more. You'll learn that your dreams can become real.

http://course.volunteerministers.org/play_video/vm_film_targets

WELCOME!

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Therefore, in doing this 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.

As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

5 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Targets and Goals Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "Administrative Scale." _____
2. **Practical Exercise:** Work out and write down a realistic goal you want to achieve in some area of your life, job, etc. You will be using this in a later exercise on this course. Write up what you did. _____
3. **Read** the article "Making Planning an Actuality." _____
4. **Read** the article "Plans and Programs." _____
5. **Essay:** What is a target? _____
6. **Essay:** What is the difference between a plan and a program? _____
7. **Practical Exercise:** Write down two examples of each of the following target types. Each example is to be one that could be on a program you would write and do.
 - Major Target _____
 - Primary Target _____
 - Vital Target _____
 - Operating Target _____
 - Conditional Target _____
 - Production Target _____
8. **Read** the article "Writing Program Targets." _____
9. **Practical Exercise:** Do the program given as Sample Program #1 in "Writing Program Targets." Actually carry out its steps as directed in the program. Write up what you did. _____

- 10. Practical Exercise:** Do the program given as Sample Program #2 in "Writing Program Targets." Actually carry out its steps as directed in the program.
Write up what you did.
- 11. Practical Exercise:** Write a program to take a walk. Use the target types you learned in this section to do so.
Write up what you did.
- 12. Practical Exercise:** Write a program to get ready for the day. Lay out the steps you take to prepare for your day of work, study or whatever. Use the target types you learned in this section to do so.
Write up what you did.
- 13. Read the article "Planning and Targets."**
- 14. Essay:** When would a conditional target be used?
- 15. Read the article "Strategic Planning."**
- 16. Essay:** What is strategic planning?
- 17. Essay:** How does purpose relate to strategic planning?
- 18. Practical Exercise:** Write up an example of strategic planning you would do to accomplish the goal you set in Practical Exercise #2.
Write up what you did.
- 19. Practical Exercise:** Write a program that would be done to accomplish the strategic planning you set in doing Practical Exercise #18 above. Utilize the materials you read in this course so far and the skills you gained in doing the previous practical exercises.
Write up what you did.
- 20. Read the article "Battle Plans."**
- 21. Essay:** What is a battle plan?
- 22. Essay:** How does one use a battle plan to get something done?
- 23. Practical Exercise:** Write up a battle plan for the day which will forward the strategic planning and program you have written in Practical Exercises #18 & 19 above.
Write up what you did.

24. Read the article "Maxims of Programming."

25. Essay: When is a program considered a bad program?

Well done! You have completed all the steps of the course.

26. **Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.

Congratulations! You have completed the chapter "TARGETS AND GOALS".

There's one more thing...

AUTHORIZATION TO PUBLISH

We often publish the success stories from the Course Results Essays of students and may want to publish yours with your permission. This is done without divulging your name or any other personal information about you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo

SCIENTOLOGY PRISON OUTREACH

INVESTIGATIONS

from *The Scientology Handbook*

Name: _____

Date Started: _____

Date Completed: _____



COURSE DESCRIPTION

Many people go through life in a rather hit-or-miss fashion, casting about for ideas to explain why their projects improve or decline, why they are successful or why they are not. Guessing and "hunches," are not very reliable. And without the knowledge of how to actually investigate situations, good or bad, and get the true facts, a person is set adrift in a sea of unevaluated data.

Accurate investigation is, in fact, a rare commodity. Man's tendency in matters he doesn't understand is to accept the first proffered explanation, no matter how faulty. Thus investigatory technology had not actually been practiced or refined. However, L. Ron Hubbard made a breakthrough in the

subject of logic and reasoning which led to his development of the first truly effective way to search for and consistently find the actual causes for things.

Knowing how to investigate gives one the power to navigate through the random facts and opinions and emerge with the real reasons behind success or failure in any aspect of life. By really finding out why things are the way they are, one is therefore able to remedy and improve a situation—any situation. This is an invaluable technology for people in all walks of life.

http://course.volunteerministers.org/play_video/vm_film_investigations

WELCOME!

You have now successfully enrolled and are almost ready to begin your first step in an exciting and practical learning process. This course will provide you with effective tools to use in your life.

This course is laid out in a step-by-step manner, with a sequence of study and exercises for you to do. Simply follow this checksheet to progress through your assignments to full completion.

The person who will be reviewing your assignments is called a "supervisor." As a trained and experienced Volunteer Minister, he or she will assist you to grasp the materials you are studying so you can apply what you have learned.

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

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not understood. Don't go any further, but go back to BEFORE you got into trouble, find the misunderstood word and get it defined.

As an aid to the reader, there is a Course Glossary. You can find it at the end of your checksheet.

Length of Course

8 to 10 hours. You may, however, do the course at your own pace. In other words, it is not timed. The course is our service to you, free of charge.

Supervision & Help

Through the length of your course, a supervisor is available to help you with any questions you may have. Or, if at any time you need assistance with your course assignments, do not hesitate to ask him for help. The end result is that you are fully able to apply the data contained therein.

Course Completion

Upon completion of the Tools for the Workplace Course, you will receive a certificate of completion.

CHECKSHEET

1. **Read** the article "Investigation and Its Use."

2. **Essay:** How does one "pull a string"?

3. **Practical Exercise:** Using a newspaper or newsmagazine, find two data which you don't understand. Then write down the question you would ask to clear up the contradiction. Repeat this five other times.

Write down what you did.

4. **Read** the article "Logic."

5. **Essay:** What is logic?

6. **Essay:** What is an outpoint?

7. **Practical Exercise:** For each of the following outpoints, write down three examples that you could observe or that could occur in your life:

A. Omitted Data

B. Altered Sequence

C. Dropped Time

D. Falsehood

E. Altered Importance

F. Wrong Target

G. Wrong Source

H. Contrary Facts

I. Added Time

J. Added Inapplicable Data

K. Incorrectly Included Datum

L. Assumed "Identities" Are Not Identical

M. Assumed "Similarities" Are Not Similar

N. Assumed "Differences" Are Not Different

8. **Read** the article "Pluspoints."

9. **Essay:** What is a pluspoint?

10. **Practical Exercise:** For each of the following pluspoints, write down three examples that you could observe or that could occur in your life:

A. Related Facts Known

B. Events in Correct Sequence

C. Time Noted

D. Data Proven Factual

E. Correct Relative Importance

F. Expected Time Period

G. Adequate Data

H. Applicable Data

I. Correct Source

J. Correct Target

K. Data in Same Classification

L. Identities Are Identical

M. Similarities Are Similar

N. Differences Are Different

11. **Practical Exercise:** By observation of your environment or by looking at newspapers, magazines, etc., find twenty outpoints. For each, write down the type of outpoint. Write down what you did.

12. **Practical Exercise:** By observation of your environment or by looking at newspapers, magazines, etc., find twenty pluspoints. For each, write down the type of pluspoint. Write down what you did.

13. **Practical Exercise:** In your environment, newspapers, magazines and so on, locate two conflicting data. Then write down how you would find what you didn't know so as to resolve the conflict between the data. Repeat this three more times. Write down what you did.

14. **Read** the article "Data and Situation Analyzing."

15. **Essay:** How is a data analysis done?

16. **Essay:** What is a situation?

17. **Essay:** How does one use situation analysis to determine the area to investigate?

18. **Practical Exercise:** Using the data in a newspaper or magazine, do a data analysis. Then, using this, do a situation analysis. Repeat these steps two more times. Write down what you did.

19. **Read** "Familiarity." _____
20. **Essay:** What is the difference between an ideal scene and an existing scene? _____
21. **Essay:** What is the difference between an ideal scene and an existing scene? _____
22. **Practical Exercise:**
a) Write down an activity with which you have good familiarity.
b) Write down an ideal scene one could have for that activity.
Repeat steps (a) and (b) four more times for different activities.
Write down what you did. _____
23. **Practical Exercise:** Describe an example you observed or experienced where someone was "being reasonable." Include the data or circumstances the person was faced with, and the outpoint(s) being ignored. Repeat this for two other examples.
Write down what you did. _____
24. **Read** the article "Investigatory Actions." _____
25. **Essay:** How does "being reasonable" affect one's ability to investigate? _____
26. **Practical Exercise:** Write down a sequence which describes in proper order several different actions with one object. Repeat this for four other sequences.
Write down what you did. _____
27. **Read** the article "Whys." _____
28. **Essay:** What is a Why? _____
29. **Essay:** How does one know when he has a right Why when doing an investigation? _____
30. **Practical Exercise:** Using a newspaper or newsmagazine, find three examples of a wrong Why. For each one, write down the reason it is a wrong Why.
Write down what you did. _____
31. **Practical Exercise:** Using a newspaper or magazine, find three examples of a mere explanation. For each one, write down the reason it is a mere explanation.
Write down what you did. _____
32. **Read** the article "Doing an Investigation." _____
33. **Essay:** What does one do when he follows outpoints back from an ideal scene to an existing scene? _____
34. **Read** the article "Successful Investigations." _____
35. **Practical Exercise:** Using an area or activity with which you are very familiar, apply steps 1-8 of the subsection, "Standard Action" (under "Doing an Investigation") and do the following:
a. Write down what the person, area or activity should be producing.

- b. Using what you wrote up in step (a), write down its ideal scene.
 - c. Write down the existing scene for this area or activity.
 - d. Using the materials you studied in this course, investigate the existing scene. Write down what you find.
 - e. Follow outpoints you find in this area or activity back from the ideal scene to the existing scene.
 - f. Locate the real Why of the area or activity being investigated. Apply the materials in the course to confirm this is a right Why by asking the following question of it: "Does this open the door to handling?"
 - g. Based on what you found in steps (a) to (f) above, look over the existing resources and get a bright idea of how to handle. Write down these resources and your bright idea. Then list out the steps you would do to handle the area or activity to move it toward the ideal scene. Write down what you did.
-

Well done! You have completed all the steps of the course.

- 36. Final Essay:** Now write the final Course Results Essay. Use the box provided below to tell your supervisor how you have personally benefited from taking this course and how you will be able to use it in your life. Include any new realizations you have had about yourself or others, any positive changes, or anything you've already applied to improve some area of your life.
-

Congratulations! You have completed the chapter "INVESTIGATIONS".

There's one more thing...

AUTHORIZATION TO PUBLISH

We often publish the success stories from the Course Results Essays of students and may want to publish yours with your permission. This is done without divulging your name or any other personal information about you, which is held in full confidentiality. Please let us know if we are authorized to publish all or part of your Course Results Essay, showing the initial letters of your name, only.

"Yes, I authorize all or part of my final Course Results Essay to be published with my initials only."

Signature: _____

Date: _____

"No, I do not authorize all or part of my final Course Results Essay to be published."

Signature: _____

Date: _____

oOo THE END oOo