



# NARCO/NON<sup>®</sup>

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Therapeutic TR Course

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Based on the works of

L. Ron Hubbard



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L. Ron Hubbard

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# NARCONON® THERAPEUTIC TR COURSE

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Date started: \_\_\_\_\_ Date completed: \_\_\_\_\_

A checksheet is a form which sets out the exact sequence of items to be done by a student, in order, item by item, on a course. The items on your checksheet are to be done in the sequence laid out in the checksheet.

This course consists of drills to help you increase and improve your ability to confront, control and communicate, and to assist you to come off drugs. These are called "Training Routines," abbreviated "TR." When you have studied the first item listed in Section One on the checksheet and you are sure you understand it, put your initials and the date on the line opposite the item. Then go on to the next item on the checksheet. Continue through the checksheet in this way.

When you have signed off all the items on this checksheet, it is complete, meaning you may now be granted the award for completion.



The purpose of this course is to increase and improve your ability to confront, control and communicate.

The length of this course is 4 to 6 days of full-time study.

**A glossary, a collection of words and their meanings, is provided at the back of this course booklet. The glossary or a good, simple dictionary should be used to look up any words you do not understand.**

The end result of this course is an individual who has successfully done the Training Routines and who has experienced improvements from doing these drills.

To begin, remove this checksheet from the course booklet and staple it together.

## Section One: Basic Information for Students

1. Read the article "Basic Information for Students" on page 3 in your course booklet. \_\_\_\_\_
2. Read the article "Important Note" on pages 4–10 in your course booklet. \_\_\_\_\_

3. Read the article "Supervisor Assistance" on pages 11–12 in your course booklet. \_\_\_\_\_
4. Read the article "Student Rules" on page 13. \_\_\_\_\_
5. Read the article "Communication Drills" on pages 14–28 in your course booklet. \_\_\_\_\_

## Section Two: TR 0

1. Read the article "Definitions" on pages 31–34 in your course booklet. \_\_\_\_\_
2. a. Give your twin an example of a time when you observed another person who did not confront a person or situation. \_\_\_\_\_  
b. Give your twin an example of a time when you observed another person who did confront a person or situation. \_\_\_\_\_
3. Read the article "Beginning TR 0" on pages 37–44 in your course booklet. \_\_\_\_\_
4. Do Beginning TR 0 to a win. \_\_\_\_\_

5. Read the article “TR 0 Confronting” on pages 47–54 in your course booklet. \_\_\_\_\_
6. Do TR 0 Confronting to a win. \_\_\_\_\_
7. Read the article “TR 0 Bullbait” on pages 57–73 in your course booklet. \_\_\_\_\_
8. Do TR 0 Bullbait to a win. \_\_\_\_\_
9. Coach another on TR 0 Bullbait to a win for him. \_\_\_\_\_

### Section Three: TR 1

1. Read the article “Delivering a Communication” on page 79 in your course booklet. \_\_\_\_\_
2. Read the article “TR 1” on pages 80–95 in your course booklet. \_\_\_\_\_
3. Do TR 1 to a win. \_\_\_\_\_
4. Coach another on TR 1 to a win for him. \_\_\_\_\_

## Section Four: TR 2

1. Read the article "Acknowledgments" on pages 101–103 in your course booklet. \_\_\_\_\_
2. Read the article "TR 2" on pages 104–114 in your course booklet. \_\_\_\_\_
3. Do TR 2 to a win. \_\_\_\_\_
4. Coach another on TR 2 to a win for him. \_\_\_\_\_
5. Read the article "Half-Acknowledgments" on pages 117–120 in your course booklet. \_\_\_\_\_
6. Read the article "TR 2 1/2" on pages 121–132 in your course booklet. \_\_\_\_\_
7. Do TR 2 1/2 to a win. \_\_\_\_\_
8. Coach another on TR 2 1/2 to a win for him. \_\_\_\_\_

## Section Five: TR 3

1. Read the article "The Cycle of Communication" on pages 137–141 in your course booklet. \_\_\_\_\_

2. a. Describe to your twin an example of a time you observed someone with a communication lag. \_\_\_\_\_
- b. Describe to your twin an example of a time you observed someone answer a question with no communication lag. \_\_\_\_\_
3. Read the article "TR 3" on pages 145–187 in your course booklet. \_\_\_\_\_
4. Do TR 3 to a win. \_\_\_\_\_
5. Coach another on TR 3 to a win for him. \_\_\_\_\_

## Section Six: TR 4

1. Read the article "Originations" on pages 193–200 in your course booklet. \_\_\_\_\_
2. Read the article "TR 4" on pages 201–220 in your course booklet. \_\_\_\_\_
3. Do TR 4 to a win. \_\_\_\_\_
4. Coach another on TR 4 to a win for him. \_\_\_\_\_

5. Continue doing Beginning TR 0–TR 4 with your twin, getting tougher each time you go through them. Do this until you have reached a major stable win on each of the TRs. Then get the Supervisor to check you out. He will check you out on each of the TRs starting with Beginning TR 0.

a. Beginning TR 0	_____	Supervisor pass	_____
b. TR 0 Confronting	_____	Supervisor pass	_____
c. TR 0 Bullbait	_____	Supervisor pass	_____
d. TR 1	_____	Supervisor pass	_____
e. TR 2	_____	Supervisor pass	_____
f. TR 2 1/2	_____	Supervisor pass	_____
g. TR 3	_____	Supervisor pass	_____
h. TR 4	_____	Supervisor pass	_____

## Section Seven: TR 6

1. Read the article “Control” on pages 239–245 in your course booklet. \_\_\_\_\_
2. a. Describe to your twin 5 examples of a time when you observed someone who was in control. \_\_\_\_\_

- b. Describe to your twin 5 examples of a time when you observed someone who did not have control of a thing or situation. \_\_\_\_\_
- 3. Read the article “TR 6, Part One” on pages 249–262 in your course booklet. \_\_\_\_\_
- 4. Do TR 6, Part One to a win. \_\_\_\_\_
- 5. Coach another on TR 6, Part One to a win for him. \_\_\_\_\_
- 6. Read the article “TR 6, Part Two” on pages 263–282 in your course booklet. \_\_\_\_\_
- 7. Do TR 6, Part Two to a win. \_\_\_\_\_
- 8. Coach another on TR 6, Part Two to a win for him. \_\_\_\_\_

## Section Eight: TR 7

- 1. Read the article “TR 7” on pages 289–318 in your course booklet. \_\_\_\_\_
- 2. Do TR 7 to a win. \_\_\_\_\_
- 3. Coach another on TR 7 to a win for him. \_\_\_\_\_

## Section Nine: TR 8

1. Read the article “Intention” on pages 323–328 in your course booklet. \_\_\_\_\_
2. Read the article “TR 8” on pages 329–359 in your course booklet. \_\_\_\_\_
3. Do TR 8 to a win. \_\_\_\_\_
4. Coach another on TR 8 to a win for him. \_\_\_\_\_

## Section Ten: TR 9

1. Read the article “TR 9” on pages 365–384 in your course booklet. \_\_\_\_\_
2. Do TR 9 to a win. \_\_\_\_\_
3. Coach another on TR 9 to a win for him. \_\_\_\_\_
4. Continue doing TR 6–TR 9 with your twin, getting tougher each time you go through them. Do this until you have fully accomplished the purpose of each of the TRs. Then get the Supervisor to check



you out. He will check you out on each one of the TRs starting with TR 6.

- |          |       |                       |
|----------|-------|-----------------------|
| a. TR 6  |       |                       |
| Part One | _____ |                       |
| Part Two | _____ | Supervisor pass _____ |
| b. TR 7  | _____ | Supervisor pass _____ |
| c. TR 8  | _____ | Supervisor pass _____ |
| d. TR 9  | _____ | Supervisor pass _____ |

## Section Eleven: Student Completion

I attest that I have studied the materials on this checksheet and I have had improvements from doing the drills on this course.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

I attest that I have trained this student to the best of my ability and that he has studied the materials of this course and can apply the data he has learned.

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Examiner

Verifies that the student's checksheet is complete and that the student has met all the requirements of the course.

Student Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Attest at Certificates and Awards

I attest:

- a. I have enrolled properly on the course.
- b. I have paid for the course.
- c. I have studied and understand all the materials of the checksheet.
- d. I have done all the drills of the checksheet.
- e. I am able to use the data in my life.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Certificates and Awards: \_\_\_\_\_ Date: \_\_\_\_\_

The student is presented the certificate of

**NARCONON THERAPEUTIC TR COURSE  
GRADUATE**

Certificates and Awards: \_\_\_\_\_ Date: \_\_\_\_\_

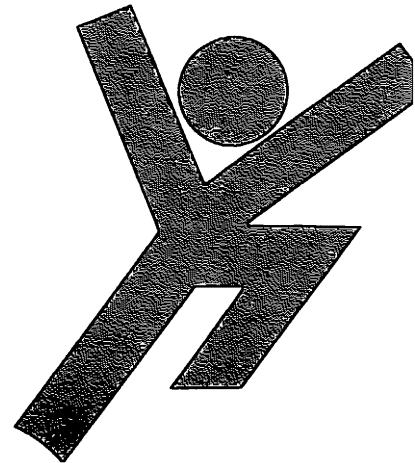
(Route this checksheet to the Course Administrator for filing in the student's folder.)

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# Section 1

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## Basic Information for Students



# Basic Information for Students

Welcome to your first course at Narconon. On this course you will be doing drills that will help you to increase and improve your ability to confront, control and communicate, and assist you to come off drugs.

This booklet contains all of the information you need in order to do the course.

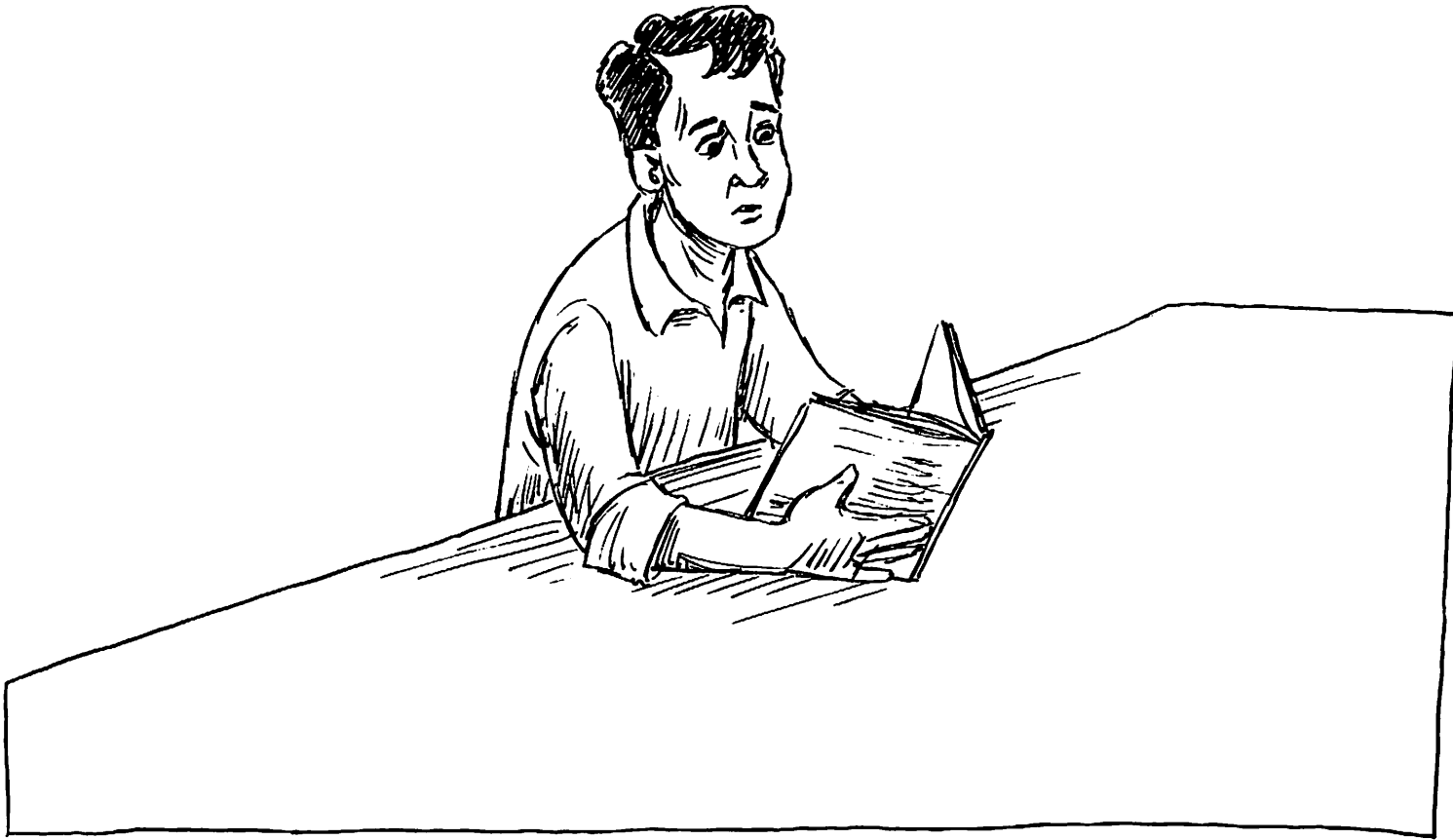
**A glossary, a collection of words and their meanings, is provided at the back of this course book. The glossary or a good, simple dictionary should be used to look up any words you do not understand.**

This course book is divided in sections. This section contains four articles which will assist you in studying this course.

## Important Note

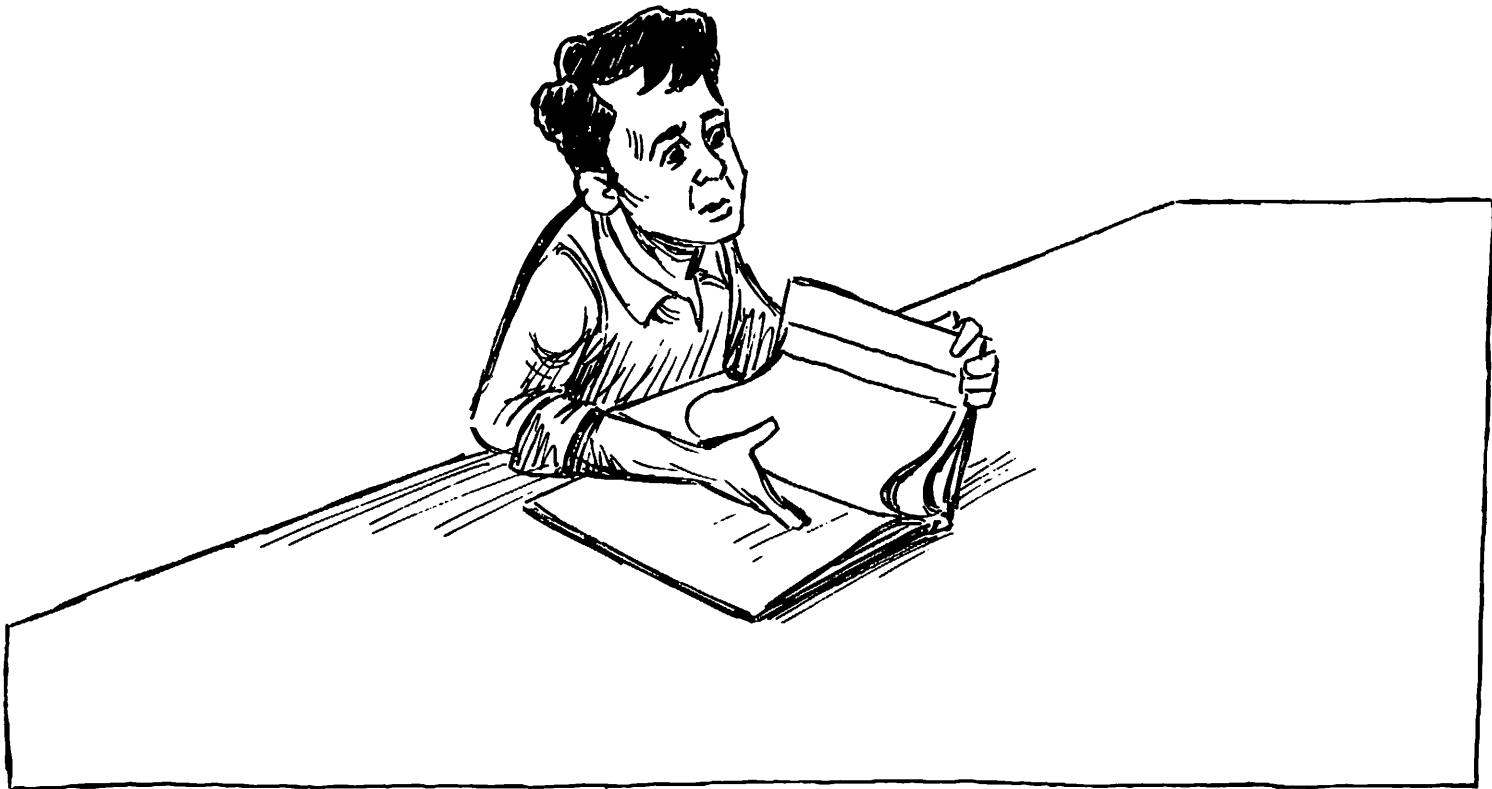
While studying this course do not go past a word you do not *fully* understand.

The only reason a person gives up a study or becomes confused is because he went past a word that was not understood.



If the material becomes confusing or you can't seem to grasp it then there is a word just earlier that you have not understood.

Stop and go back to *before* you got into trouble.





Find the misunderstood word



and get it defined using the glossary or a simple dictionary.





Once you have found and defined the word you did not understand, continue your studies from the point where you located the word not understood.

## Supervisor Assistance

While doing this course, you will be assisted by a Supervisor.

A Supervisor is not a “teacher” or “instructor.”

He does not tell the student the answers, but shows the student where to find the answers.

If you have any questions or difficulties, ask your Supervisor.  
He is there to help you get the most out of this course.



# Student Rules

In order for any course to run smoothly, there have to be some rules or agreements.

The rules to be followed while on a course at Narconon are:

1. Be on time for class.
2. Follow all schedules.
3. Get sufficient food and sleep before class.
4. Do not take any drugs or alcohol. (If you are taking drugs for a physical condition such as heart trouble, let your Supervisor know.)
5. You are allowed to smoke on breaks only and only outside the course room.
6. Do not eat or put food in the course room.
7. If you have any problem understanding what you are studying, ask your Supervisor for help.

This is very important. Don't ask another student because he may have the same question.

Always ask the Supervisor.

# Communication Drills

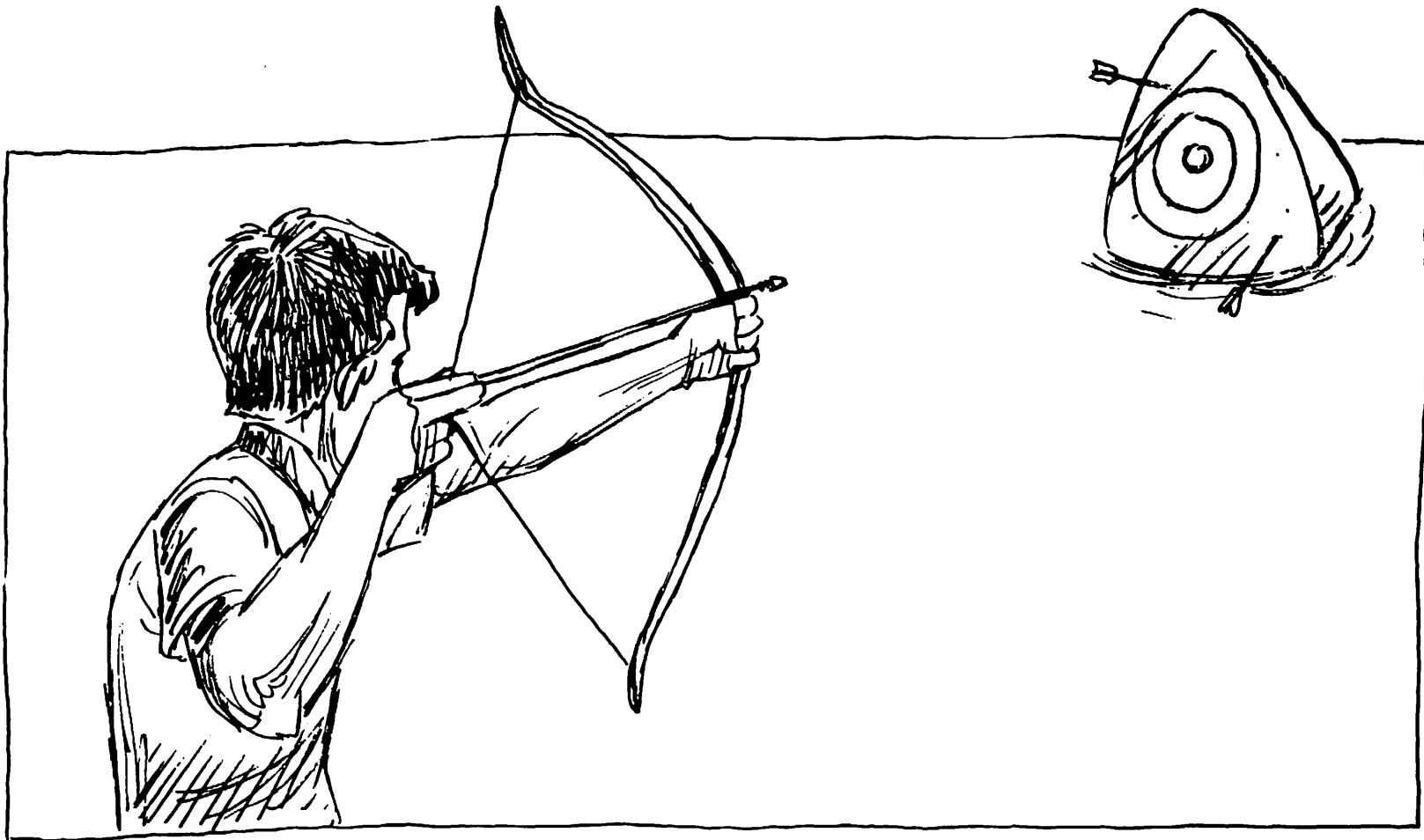
On this course you will be doing communication drills.

**Communication** means “the interchange of ideas between two people.”

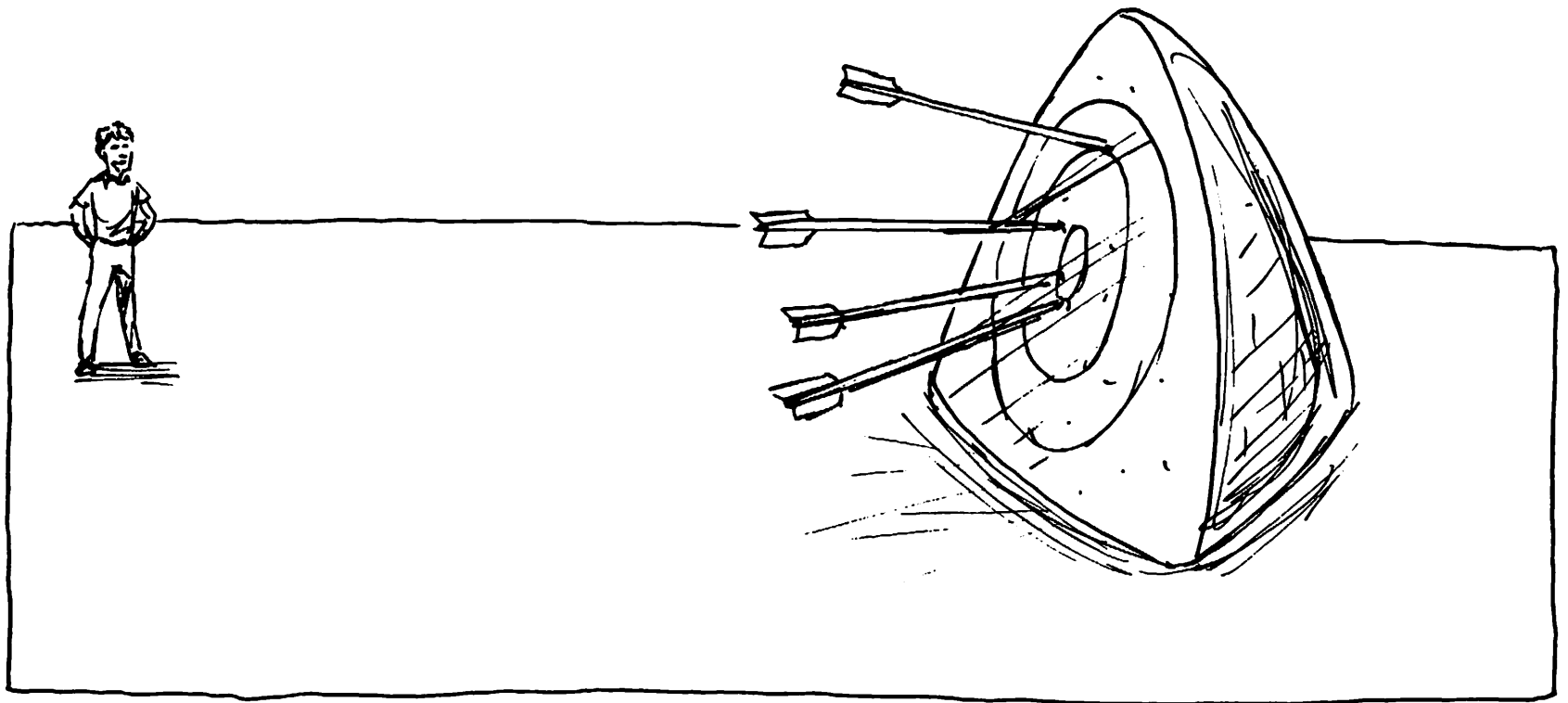




A **drill** is an action that is done over and over again,



until it is learned well.



These communication drills are called “Training Routines” or TRs.

They each have a number—TR 0, TR 1 and so on.

You will go through these drills several times, increasing your ability to do them each time.

Do not leave a drill until you have reached a good win on that drill.

A “win” means intending to do something and doing it,





or intending not to do something and not doing it.









These drills are always done with another person—your twin.



You do the drill, then your twin does the drill. He does the next drill, then you do that drill. You continue doing the drills in that way.

You and your twin will help each other do these drills. This is called "coaching."



Coaching is used frequently in doing drills or specific actions. In coaching drills, two students work together, one acting as a trainer to help the other achieve the purpose of the drill. Once the first student has become competent on the action, he becomes the coach to help the other students through.

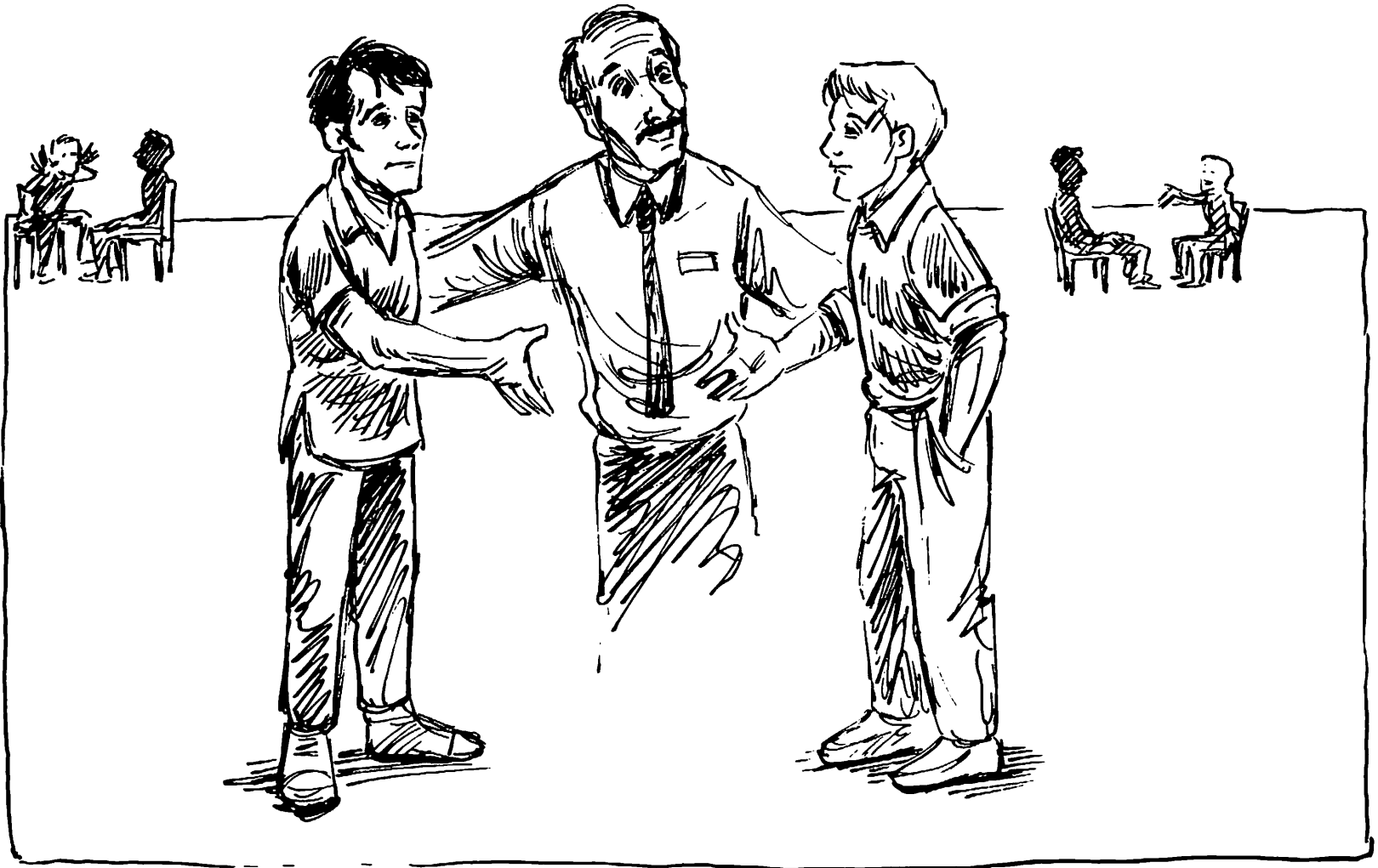
When you help your twin, you are the coach. When he helps you, he is the coach. You coach each other so that you both achieve the purpose of the drill. The drills will tell you what you do as a coach.

**These drills will help you increase and improve your ability to confront, control and communicate.**

**They can also help you come off drugs.**

See the Supervisor who will give you a twin to work with on these drills.

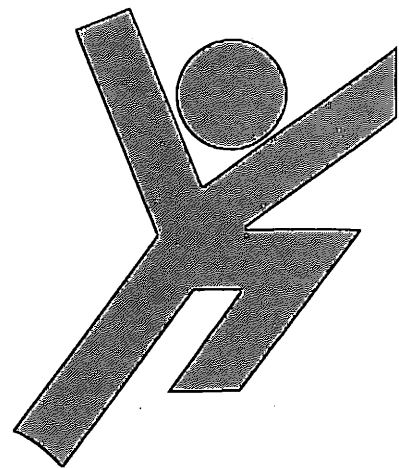
**Start!**



# Section 2

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TR 0



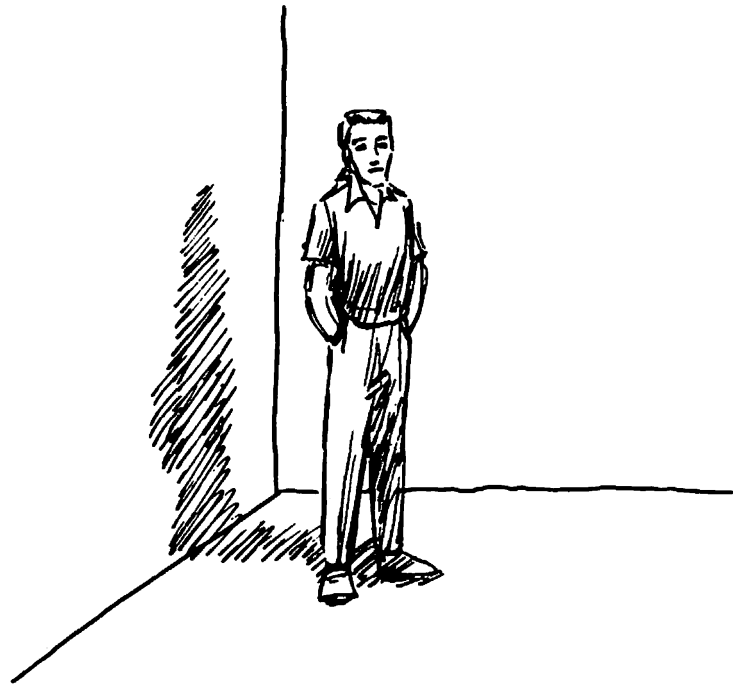
# Definitions

Training Routine 0 or TR 0 is made up of three drills. These drills give you the ability to *be there* and *confront*.

**BE THERE** means to

**Be** exist; continue or remain; have a specified place or position.

**There** in that place; at that place.





**Confront** is an action of being able to face.



When one is confronting, he is facing without flinching



or avoiding.



# Narconon Therapeutic TR Course

## Section Two, Item Two

a) I have given my twin an example of a time when I observed another person who did not confront a person or situation.

b) I have given my twin an example of a time when I observed another person who did confront a person or situation.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Tear out this page and place it on the Supervisor's desk.

## Beginning TR 0

The first drill is called “Beginning TR 0.”

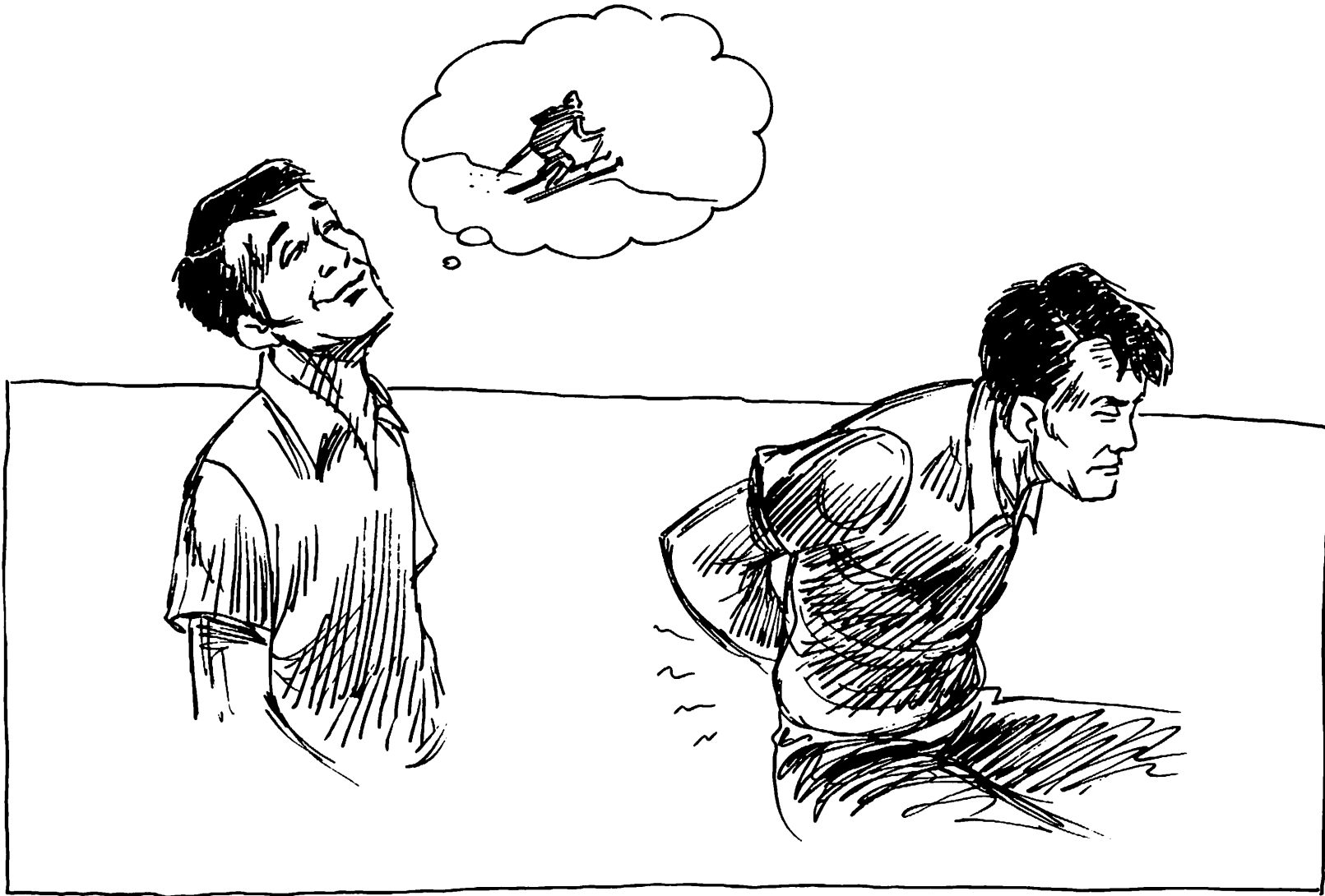
*COMMANDS:* None.

*POSITION:* Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

*PURPOSE:* To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to be there and not do anything else but BE there.

*TRAINING STRESS:* Student and coach sit facing each other with eyes closed.

There is no conversation. This is a silent drill. There is *NO* twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there.



No sleeping.





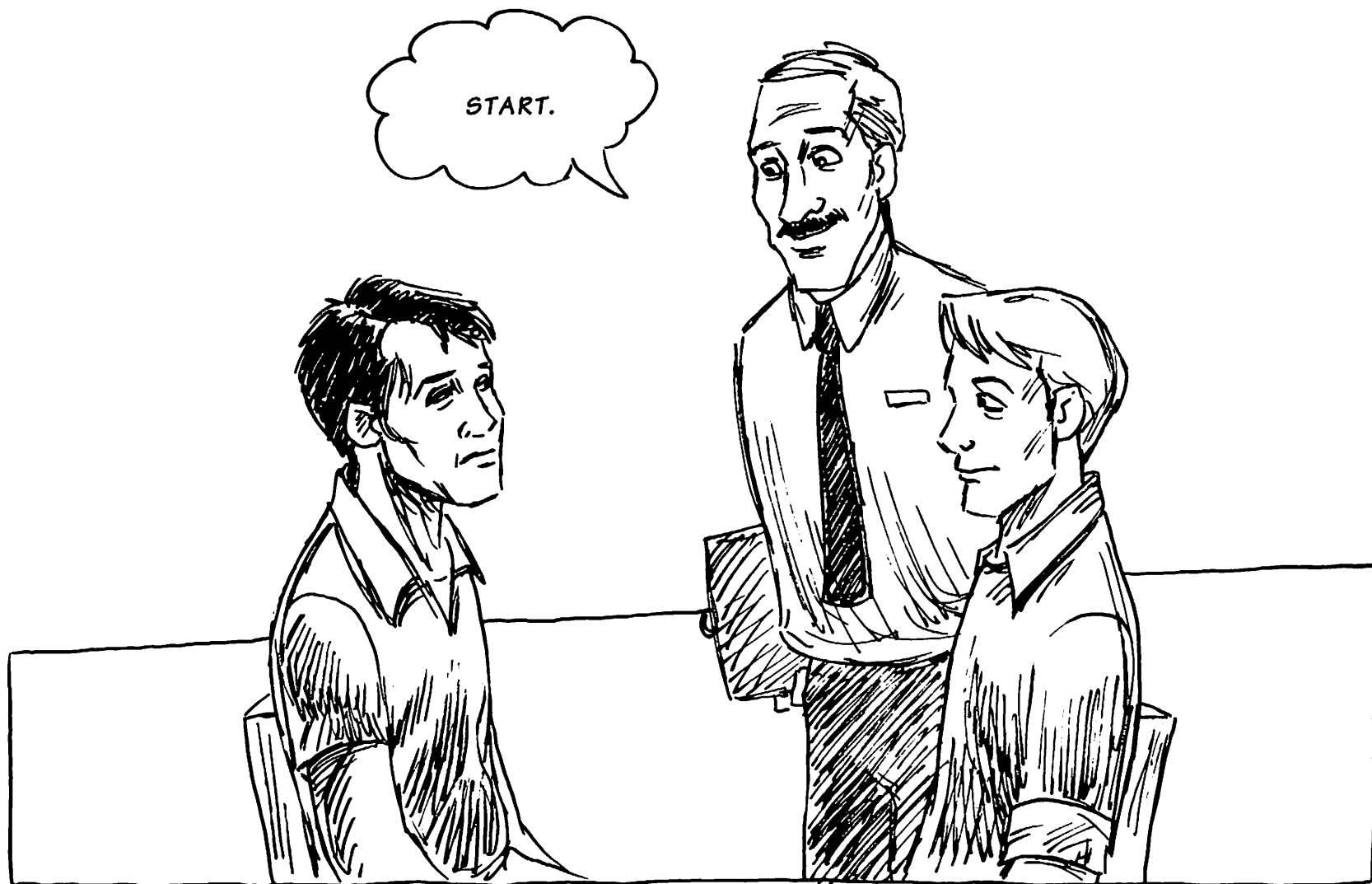
No confronting with a body part, which can cause aches and pains in that body part.



One will usually see blackness or an area of the room when one's eyes are closed. BE THERE COMFORTABLY AND CONFRONT.



Your Supervisor will begin the drill with a "Start."



**You and your twin should practice this drill until your Supervisor gives you a “That’s it” to stop the drill.**

# Narconon Therapeutic TR Course

## Beginning TR 0 Attest Sheet

I have successfully completed Beginning TR 0.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed Beginning TR 0.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

OK TO PUBLISH: \_\_\_\_\_

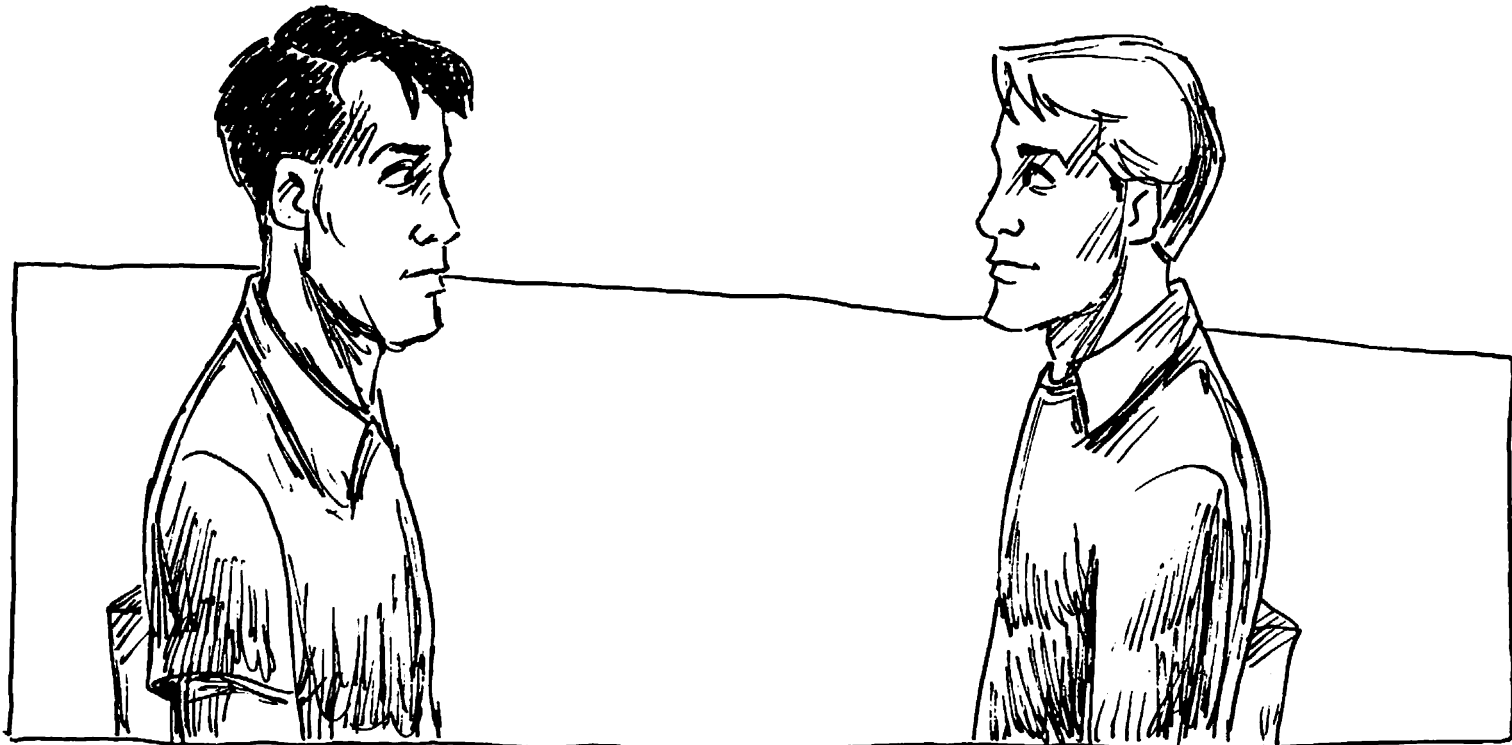
Tear out these pages and place them on the Supervisor's desk.

## TR 0 Confronting

*COMMANDS:* None.

*POSITION:* Student and coach sit facing each other a comfortable distance apart—about three feet.

*PURPOSE:* To train student to confront another person. The whole idea is to get the student able to be there comfortably in a position three feet in front of a person, to BE there and not to do anything else but BE there.



*TRAINING STRESS:* Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours.





Student must not speak, blink, fidget, giggle or be embarrassed or fall asleep. It will be found the student tends to confront with a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if confronting means to DO something to the person.



No speaking.



No fidgeting.

No giggling.



No sleeping.



No embarrassment.



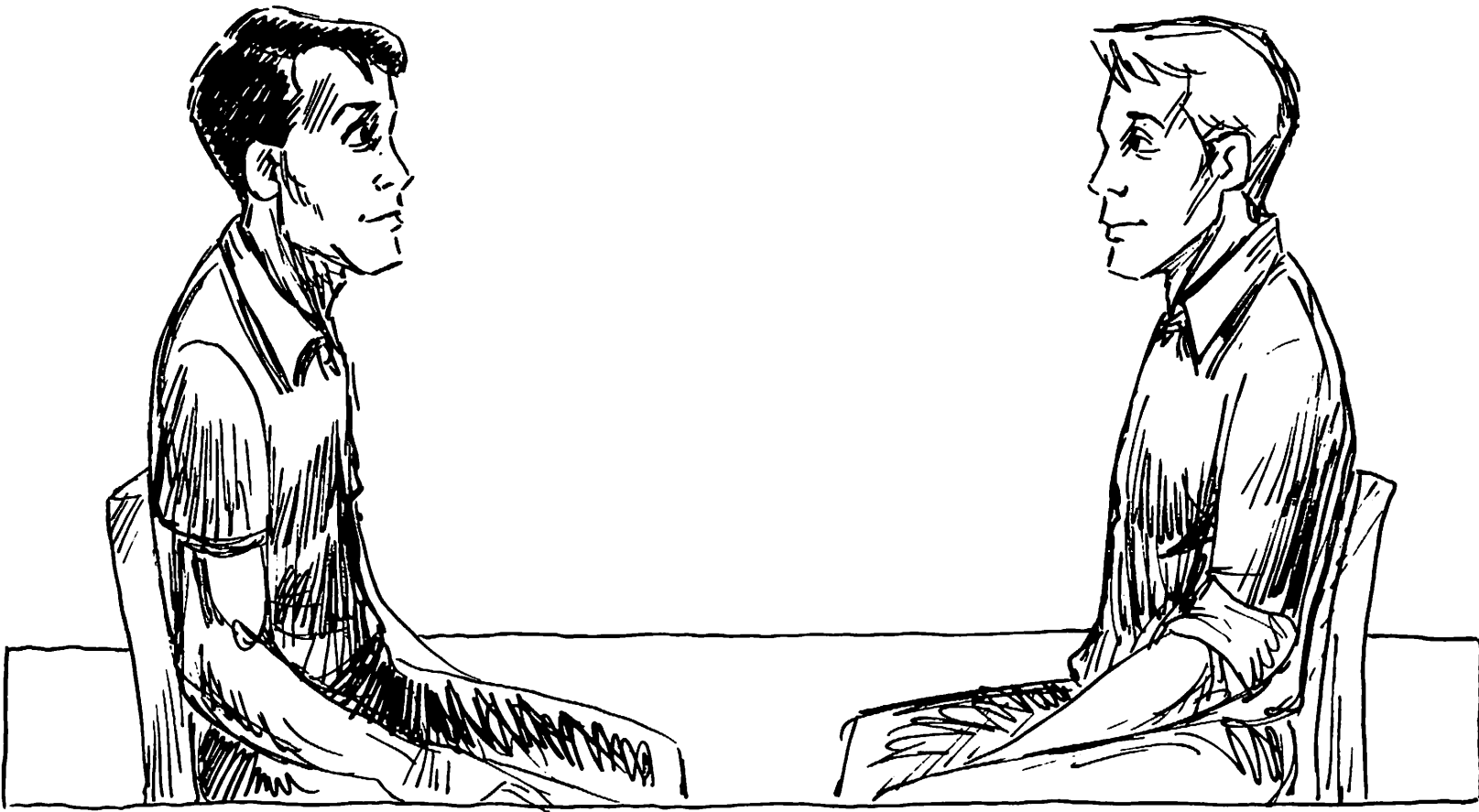
The whole action is to accustom the student to BEING THERE three feet in front of a person without apologizing or moving or being startled or embarrassed or defending self.



Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there.

Student passes when he can just BE there and confront and he has reached a win.

The Supervisor will give you a start.



**You and your twin should practice this drill until your Supervisor gives you a “That’s it” to stop the drill.**

# Narconon Therapeutic TR Course

## TR 0 Confronting Attest Sheet

I have successfully completed TR 0 Confronting.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 0 Confronting.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

OK TO PUBLISH: \_\_\_\_\_

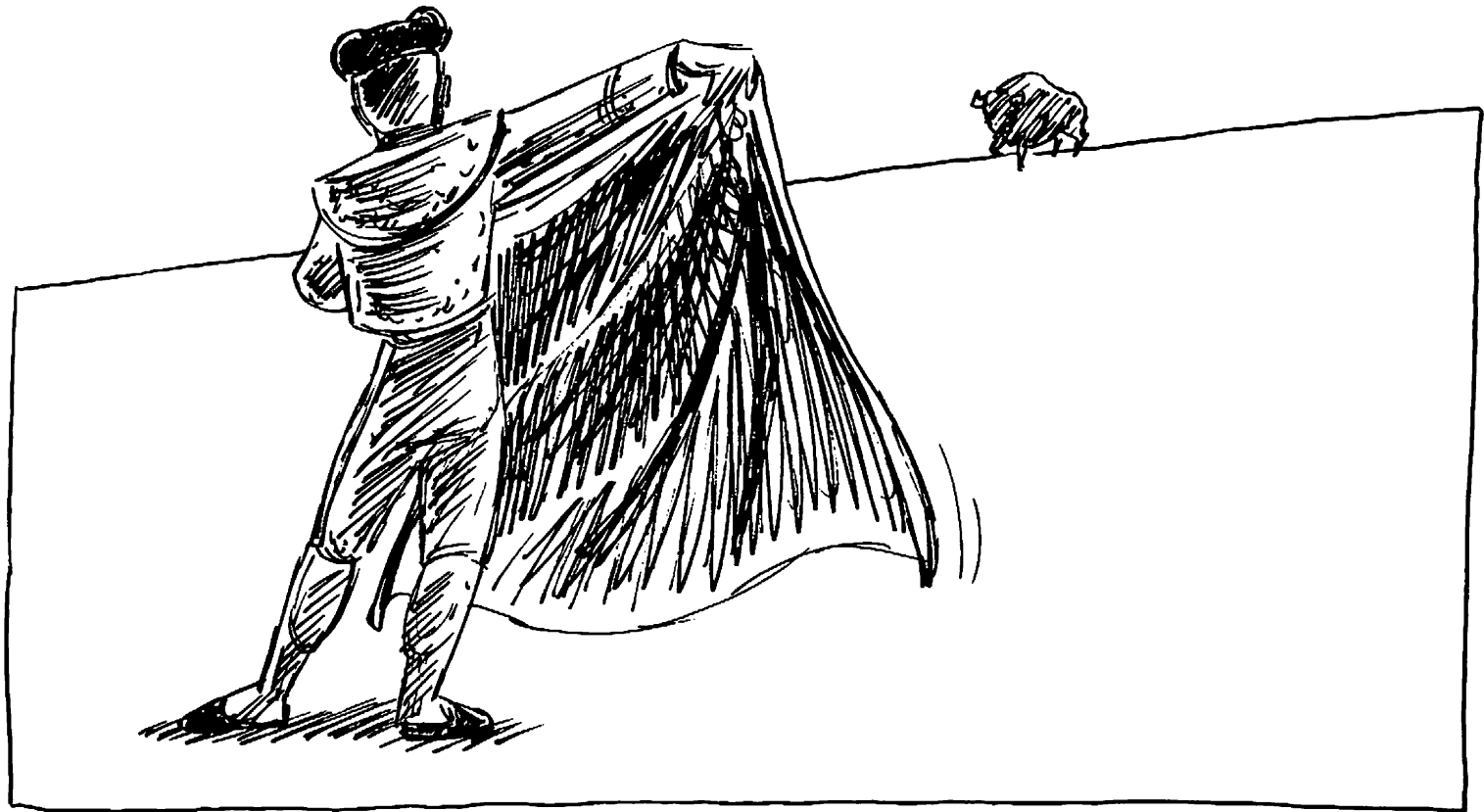
**Tear out these pages and place them on the Supervisor's desk.**



## TR 0 Bullbait

To **bullbait** means to find certain actions, words, phrases, mannerisms or subjects that cause a student doing the drill to become distracted by reacting to the coach.

As a bullfighter attempts to attract the bull's attention and control the bull,

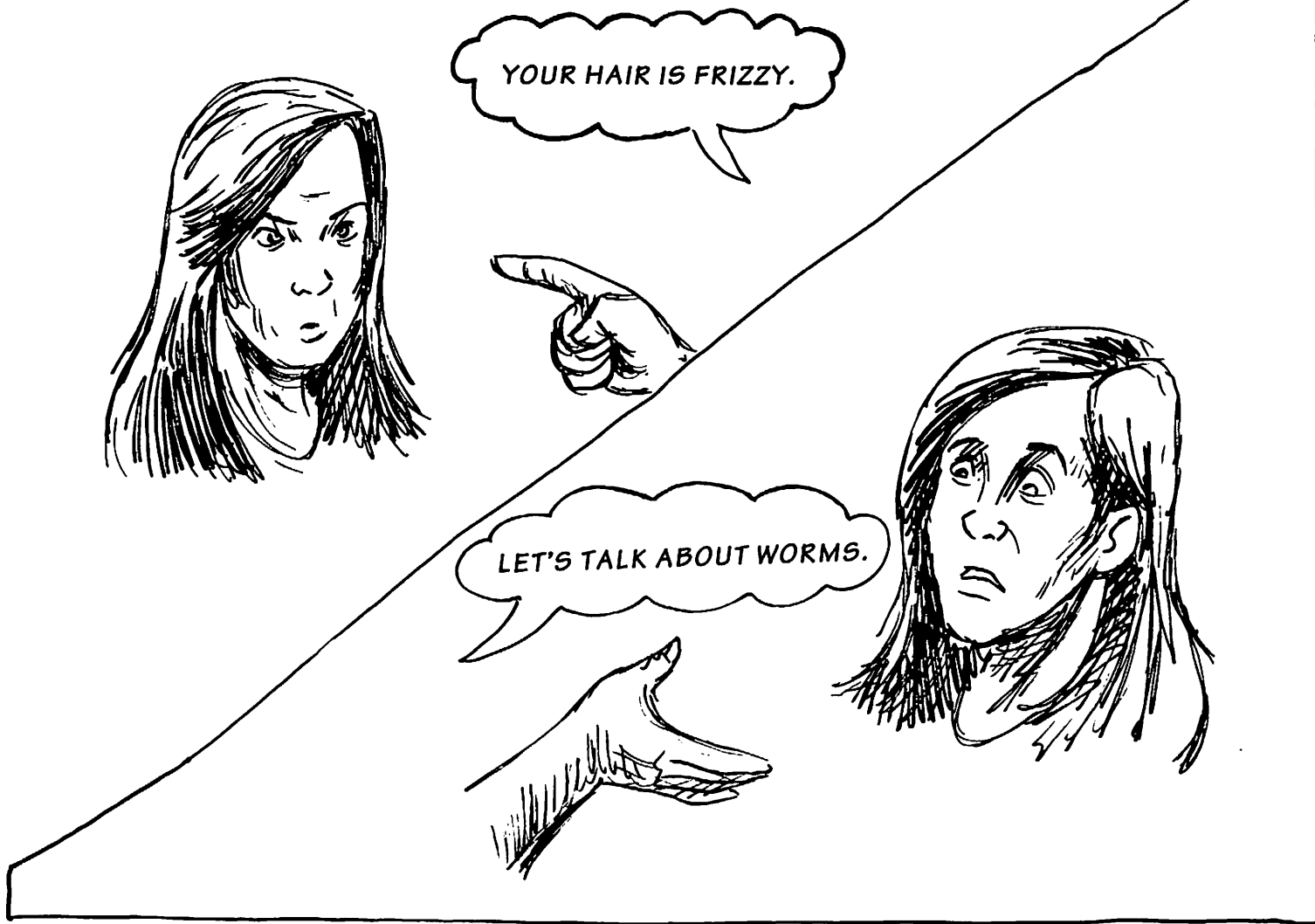


so does the coach attempt to attract and control the student's attention.

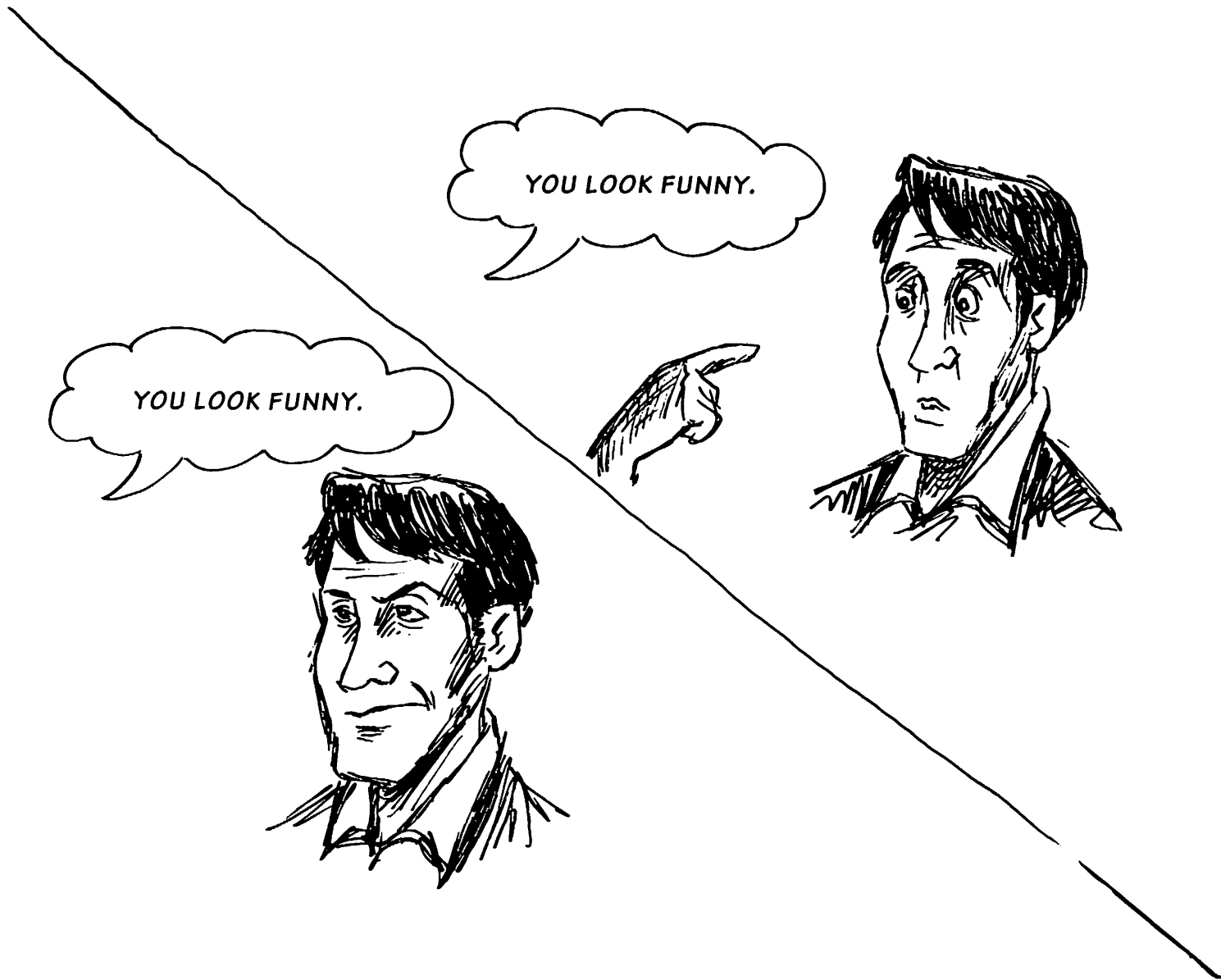


It will be found that people have certain things that cause them to react in some way.

We call this a “button”: an item, word, phrase, subject, or area, that causes response or reaction in an individual.



The purpose of bullbaiting is to find your twin's button and then repetitively push the same button,



until it no longer produces a reaction. When this is accomplished, the button is flat, meaning it will no longer produce a reaction in the student.



On this drill the coach attempts to find certain actions, words, phrases, gestures, or mannerisms which cause you to break your confront and react in some way.



*COMMANDS:* In the previous drills you have done, the Supervisor started and ended the drill. In the remaining drills on the course, this will now be done by the coach. The statements used by the coach are given in the section “Commands” in each of the remaining drills.

Coach: “Start” “That’s it” “Flunk.”

*POSITION:* Student and coach sit facing each other a comfortable distance apart—about three feet.

*PURPOSE:* To train student to confront a person.





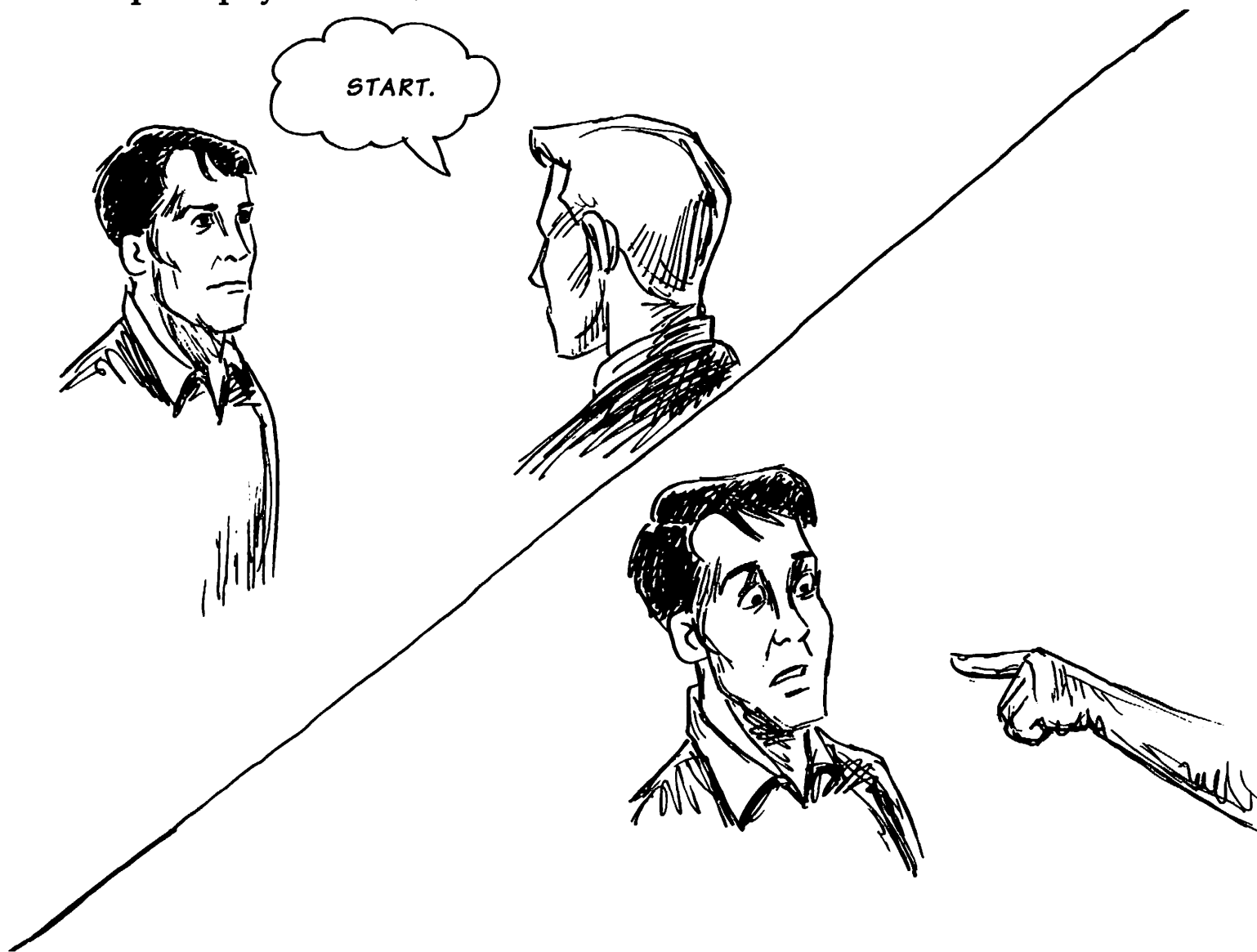
The whole idea is to get the student able to BE there comfortably in a position three feet in front of the person without being thrown off, distracted or reacting in any way to what the person says or does.



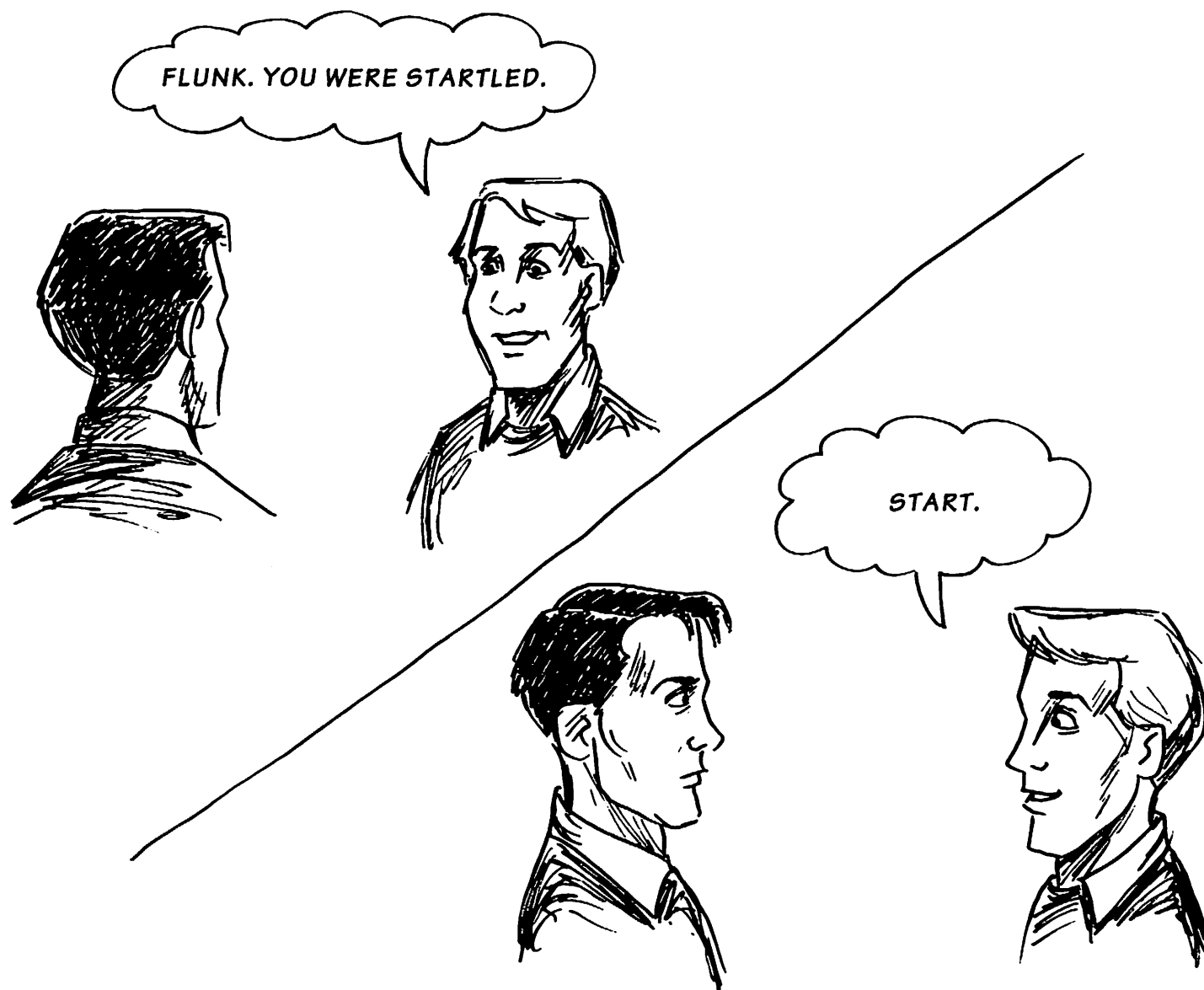
*TRAINING STRESS:* After the student has passed TR 0 and he can just BE there comfortably, “bullbaiting” can begin.



Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked,



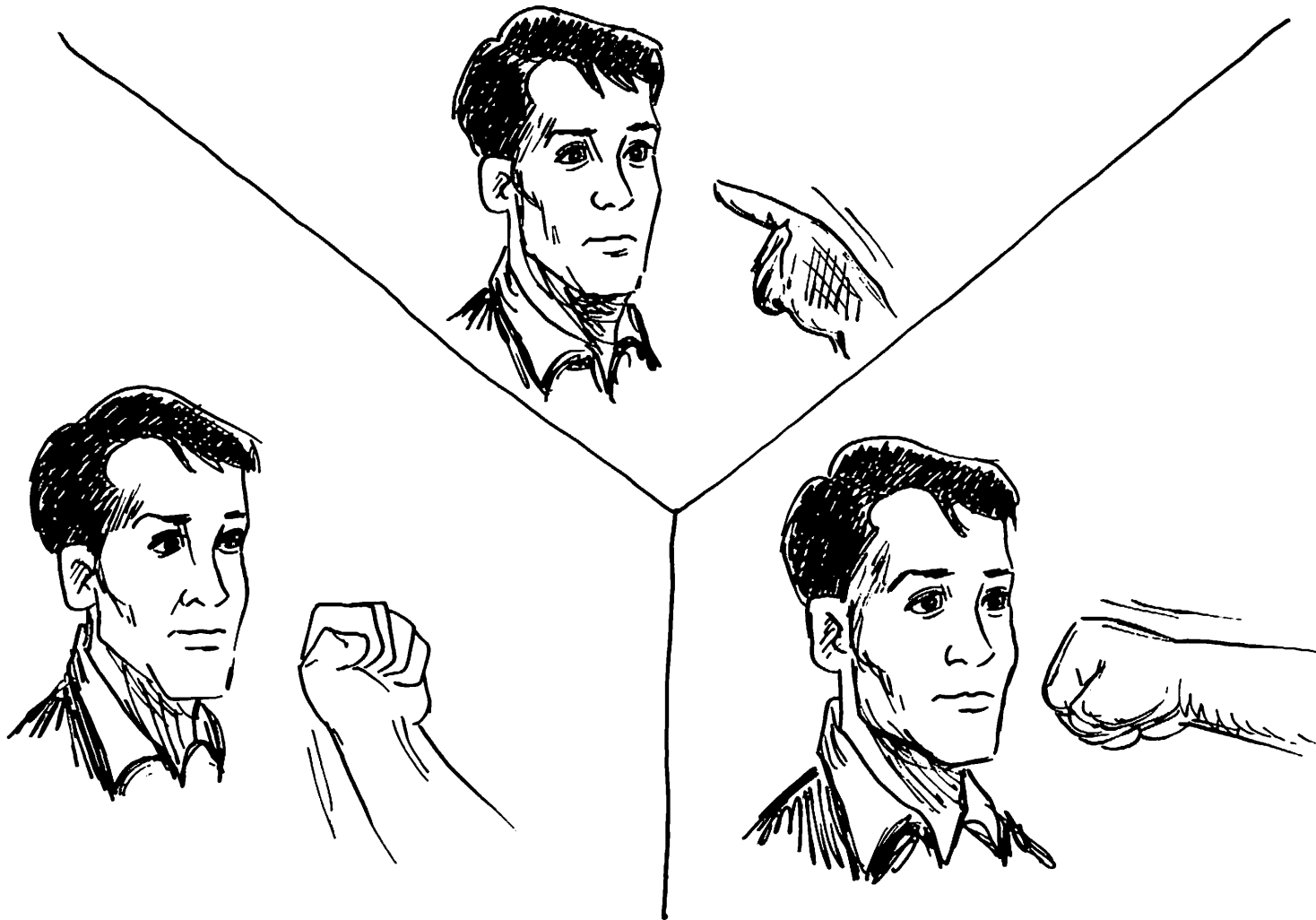
with the reason why.



*PATTER:* Student coughs. Coach: "Flunk! You coughed. Start."  
This is the whole of the coach's patter as a coach.

The coach never goes on to another button until there is no reaction to the button.

This is done again and again until there is no longer any reaction.



*PATTER AS A CONFRONTED SUBJECT:* The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above).

Student passes when he can BE there comfortably without being thrown off or distracted or reacting in any way to anything the coach says or does and has reached a win.





**The student now does TR 0 Bullbait with his twin.**

# Narconon Therapeutic TR Course

## TR 0 Bullbait Attest Sheet

I have successfully completed TR 0 Bullbait.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 0 Bullbait.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

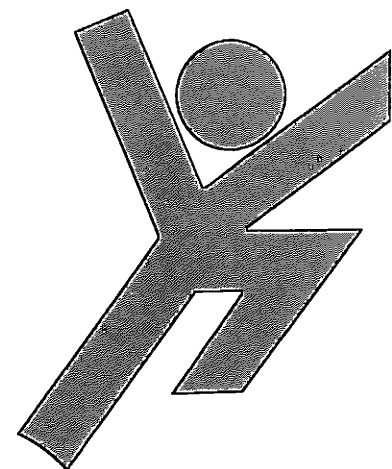
OK TO PUBLISH: \_\_\_\_\_

Tear out these pages and place them on the Supervisor's desk.

# Section 3

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TR 1



## Delivering a Communication

In order to achieve communication, an interchange of ideas between two people, one directs his question or statement to the person. It doesn't go over the hills and far away or to the window.

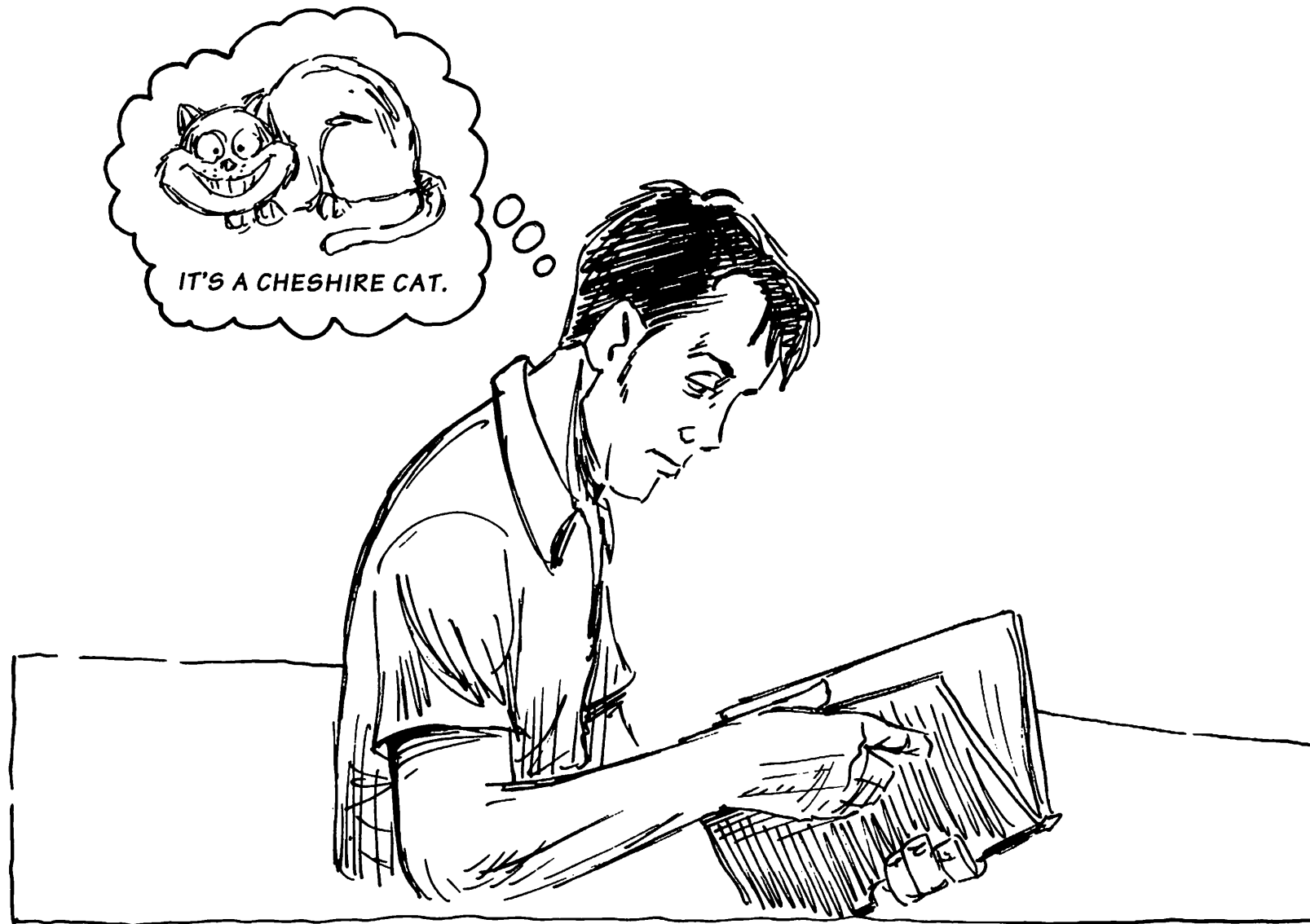
You don't sort of throw things out and just hope they land! That's what passes for communication and isn't by a long ways. One communicates from where he is to where the person is.

The drill that follows will improve your ability to deliver a communication to another.

## TR 1

***PURPOSE:*** To train the student to deliver a command newly and in a new unit of time to a person without flinching or trying to overwhelm or using a via.

**COMMANDS:** A phrase (with the “he saids” omitted) is picked out of the book *Alice in Wonderland* and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

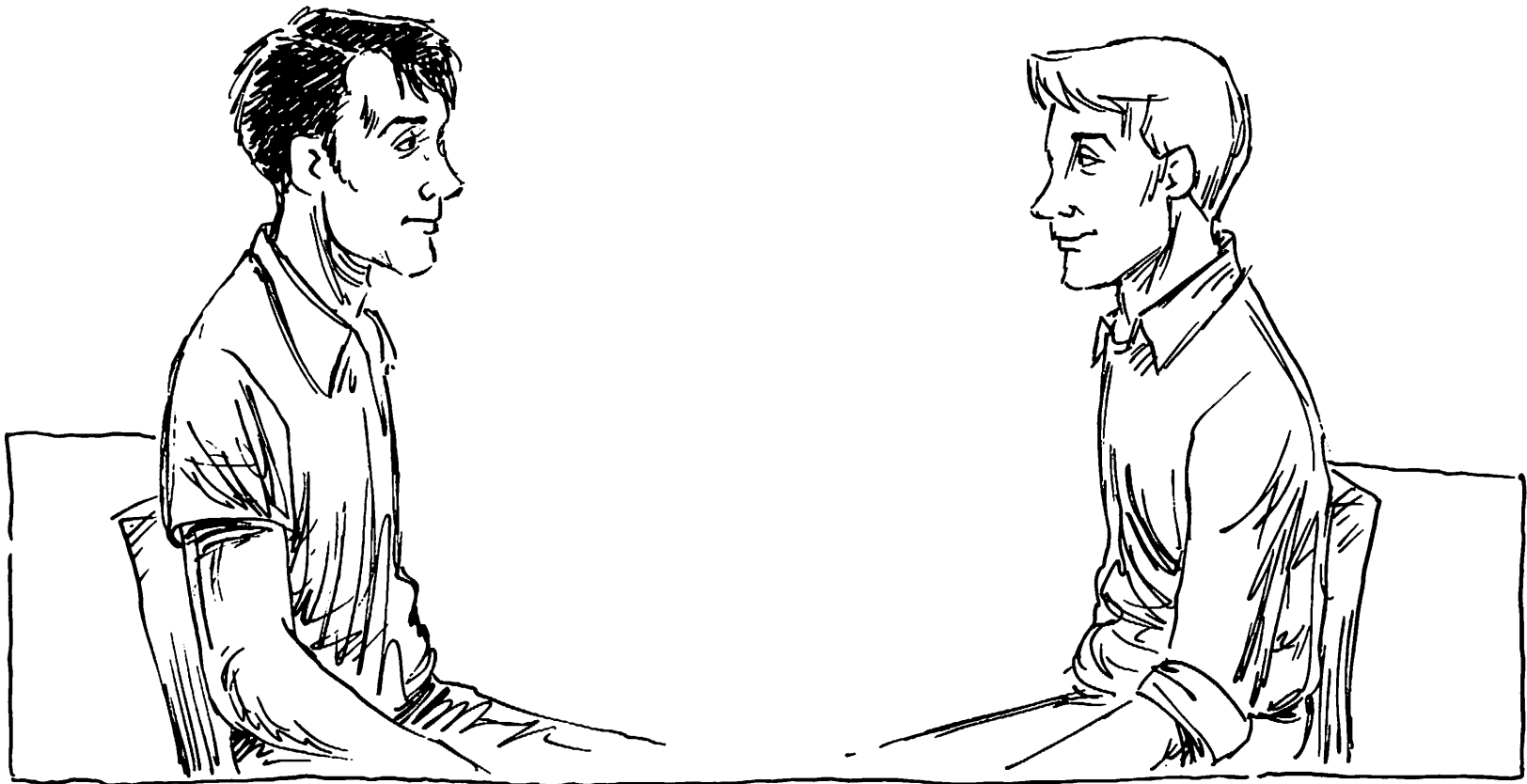








*POSITION:* Student and coach are seated facing each other a comfortable distance apart.



*TRAINING STRESS:* The command goes from the book to the student and, as his own, to the coach.



It must not go from book to coach.



It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

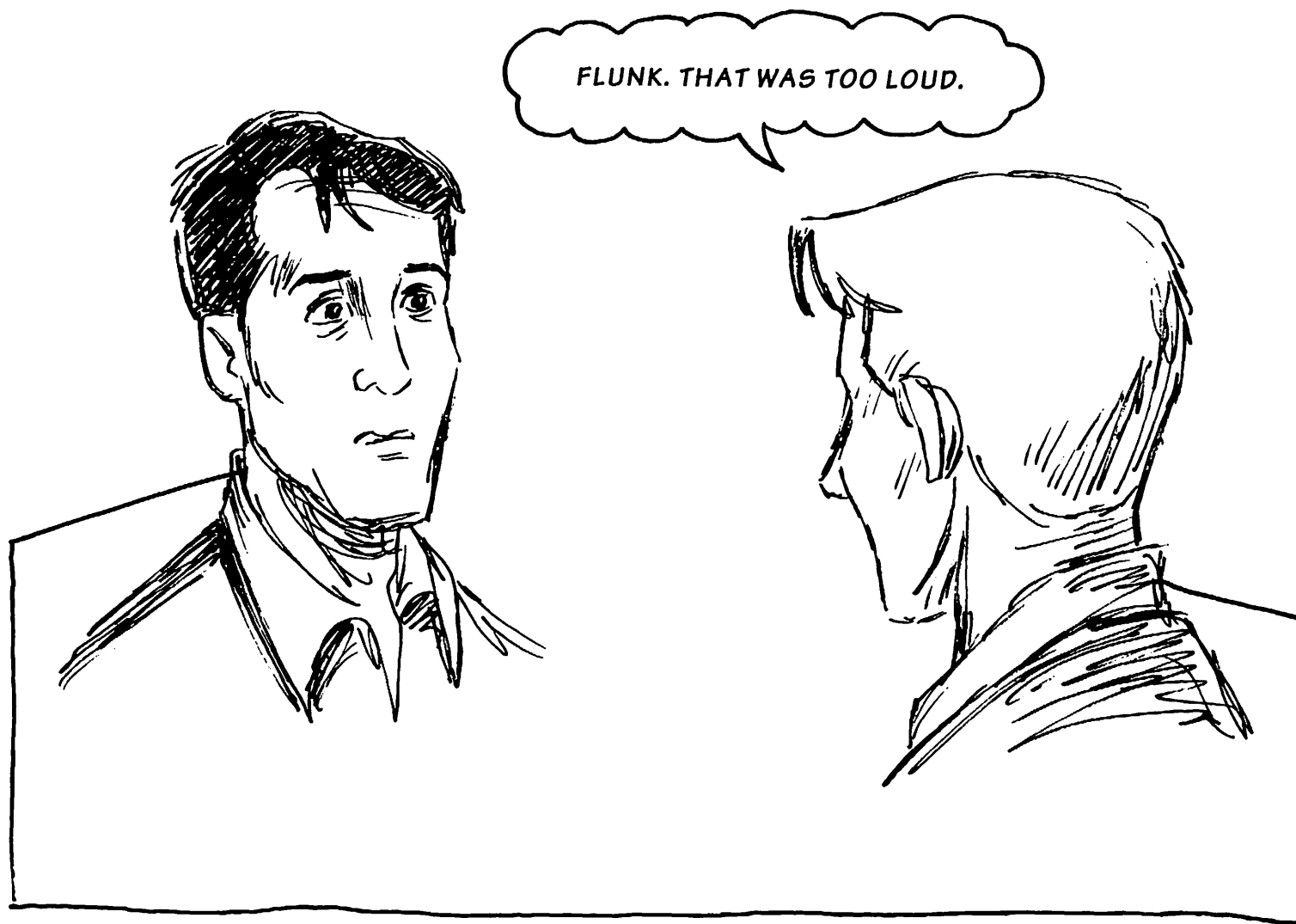


The coach must have received the command (or question) clearly and have understood it before he says "Good."

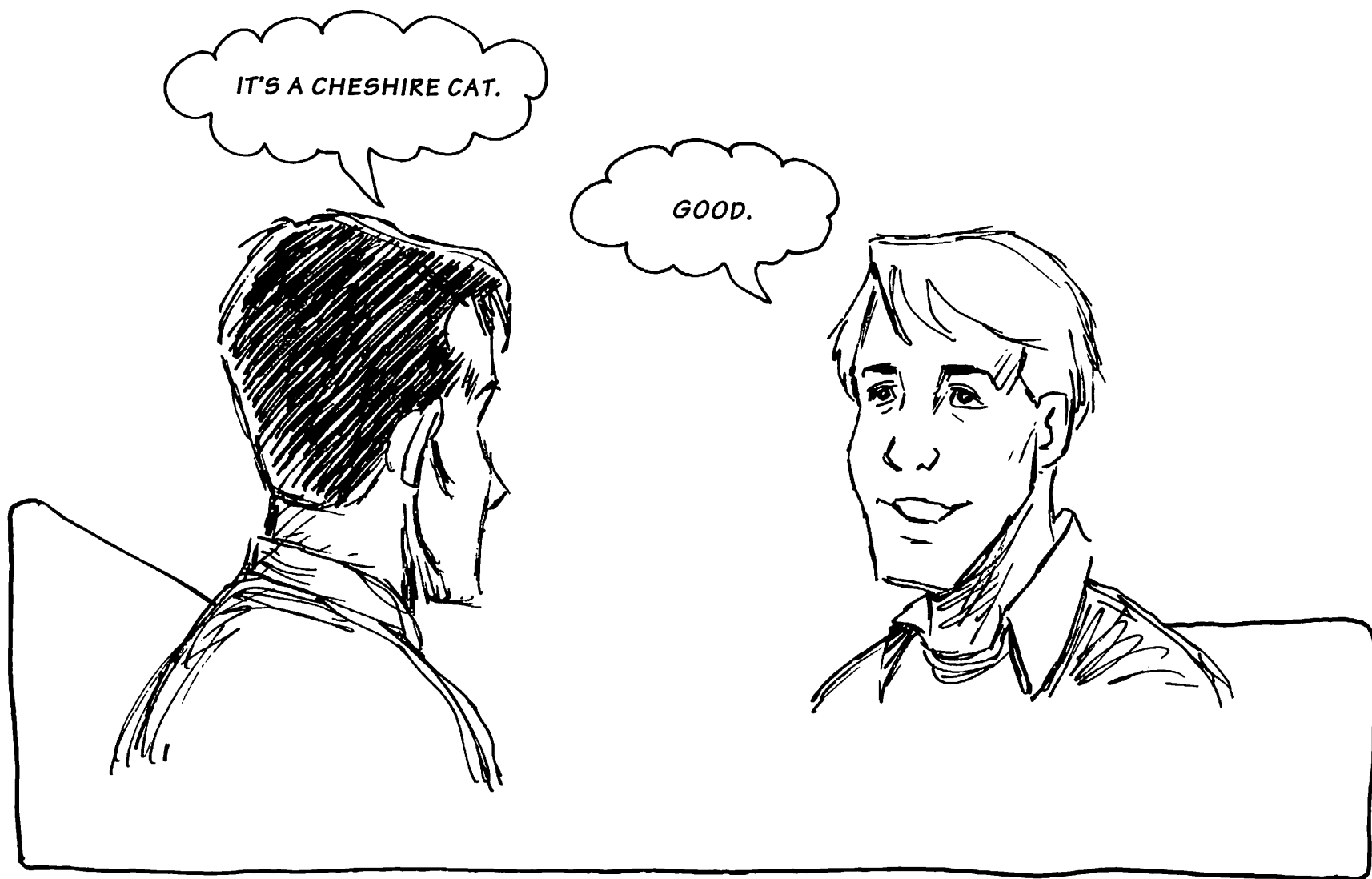


*PATTER*: The coach says "Start," says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again.









“That’s it” is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say “Start” again before it resumes.

The coach should not instruct his twin or give any opinions. He may refer his twin to the drill.

He may make the occasional short complimentary remark.



This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.



**The student now does TR 1 with his twin.**

# Narconon Therapeutic TR Course

## TR 1 Attest Sheet

I have successfully completed TR 1.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 1.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

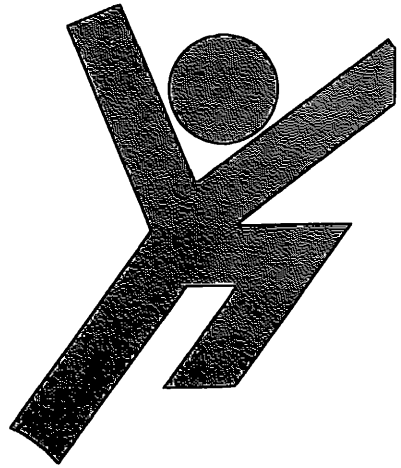
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# Section 4

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TR 2

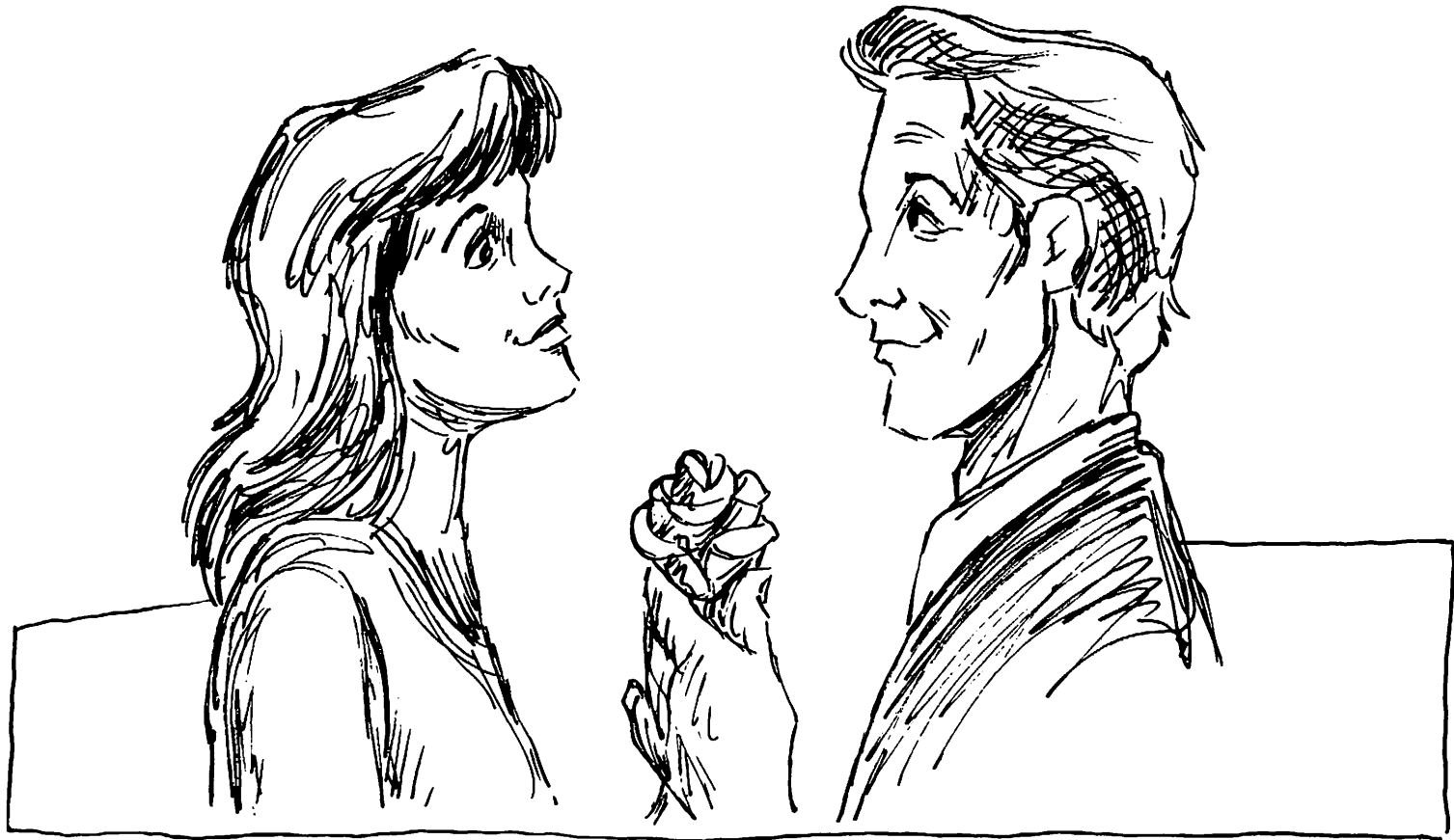




# Acknowledgments

**Acknowledgment** is something said or done to inform another that his statement or action has been noted, understood and received.

Acknowledgment is also shortened to "ack."





In this drill, you will learn the value and importance of acknowledgment in communication and acquire the skill to do this.

## TR 2

*PURPOSE:* To teach the student that an acknowledgment is a method of controlling a person's communication and that an acknowledgment is a full stop. The student must *understand* and *appropriately* acknowledge the communication and in such a way that it does not continue the communication.

COMMANDS: The coach reads lines from *Alice in Wonderland*,  
omitting the "he saids,"



and the student thoroughly acknowledges them.



The student says “Good,” “Fine,” “Okay,” “I heard that,” *anything* only so long as it is appropriate to the person’s communication in such a way as actually to convince the person who is sitting there as the coach that he has heard it. The coach repeats any line he feels was not truly acknowledged.

***POSITION:*** Student and coach are seated facing each other at a comfortable distance apart.



*TRAINING STRESS:* Teach student to acknowledge exactly what was said so the person knows it was heard.



Ask student from time to time what *was* said.



Curb over and underacknowledgment.

Let student do anything at first to get acknowledgment across, then even him out. Teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the person to go on and that an acknowledgment must be appropriate for the person's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.

OFF WITH THEIR HEADS!

RIGHT AWAY!



To teach further that one can fail to get an acknowledgment across or can fail to stop a person with an acknowledgment or can take a person's head off with an acknowledgment.

*PATTER:* The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgment. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate session. "Start" must be used to begin a new coaching after a "That's it."

The coach doesn't instruct his twin or give any opinions. He may refer his twin to the drill. He may make the occasional short complimentary remark.

**The student now does TR 2 with his twin.**

# Narconon Therapeutic TR Course

## TR 2 Attest Sheet

I have successfully completed TR 2.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 2.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

**OK TO PUBLISH:** \_\_\_\_\_

**Tear out these pages and place them on the Supervisor's desk.**



## Half-acknowledgments

A **half-acknowledgment** is a way of keeping a person talking by giving him the feeling that he is being heard.







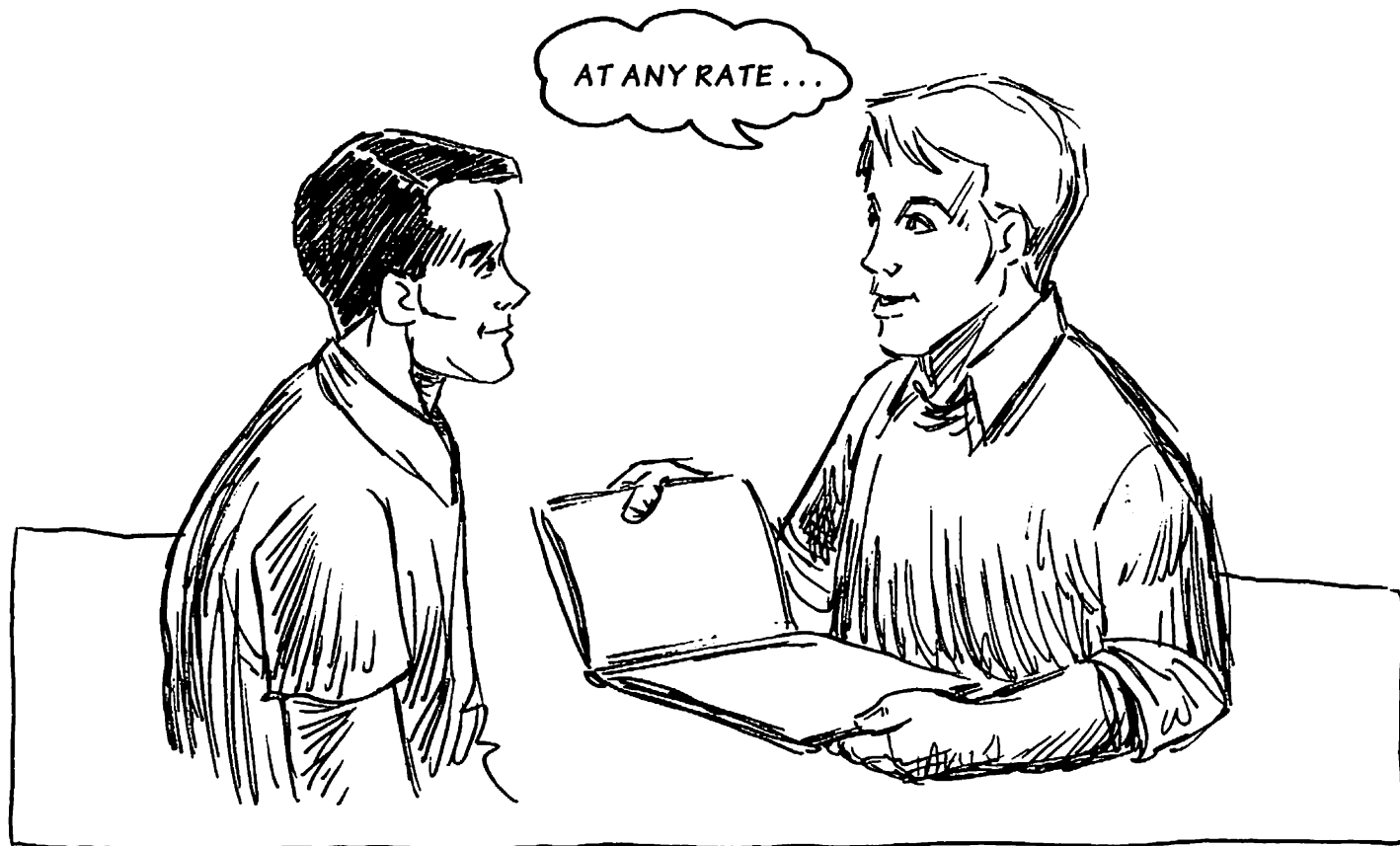
CAN I BORROW YOUR CAR?

The following drill can give you the skill to keep a person talking.

## TR 2 1/2

*PURPOSE:* To teach the student that a half-acknowledgment is a method of encouraging a person to communicate.

**COMMANDS:** The coach reads lines from *Alice in Wonderland*, omitting "he saids," and the student half-acknowledges the coach. The coach repeats any line he feels was not half-acknowledged.





*POSITION:* The student and coach are seated facing each other a comfortable distance apart.

*TRAINING STRESS:* Teach student that a half-acknowledgment is an encouragement to the person to continue talking. Curb over-acknowledgment that stops a person from talking. Teach him further that a half-acknowledgment is a way of keeping a person talking by giving the person the feeling that he is being heard.



*PATTER:* The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper half-ack.



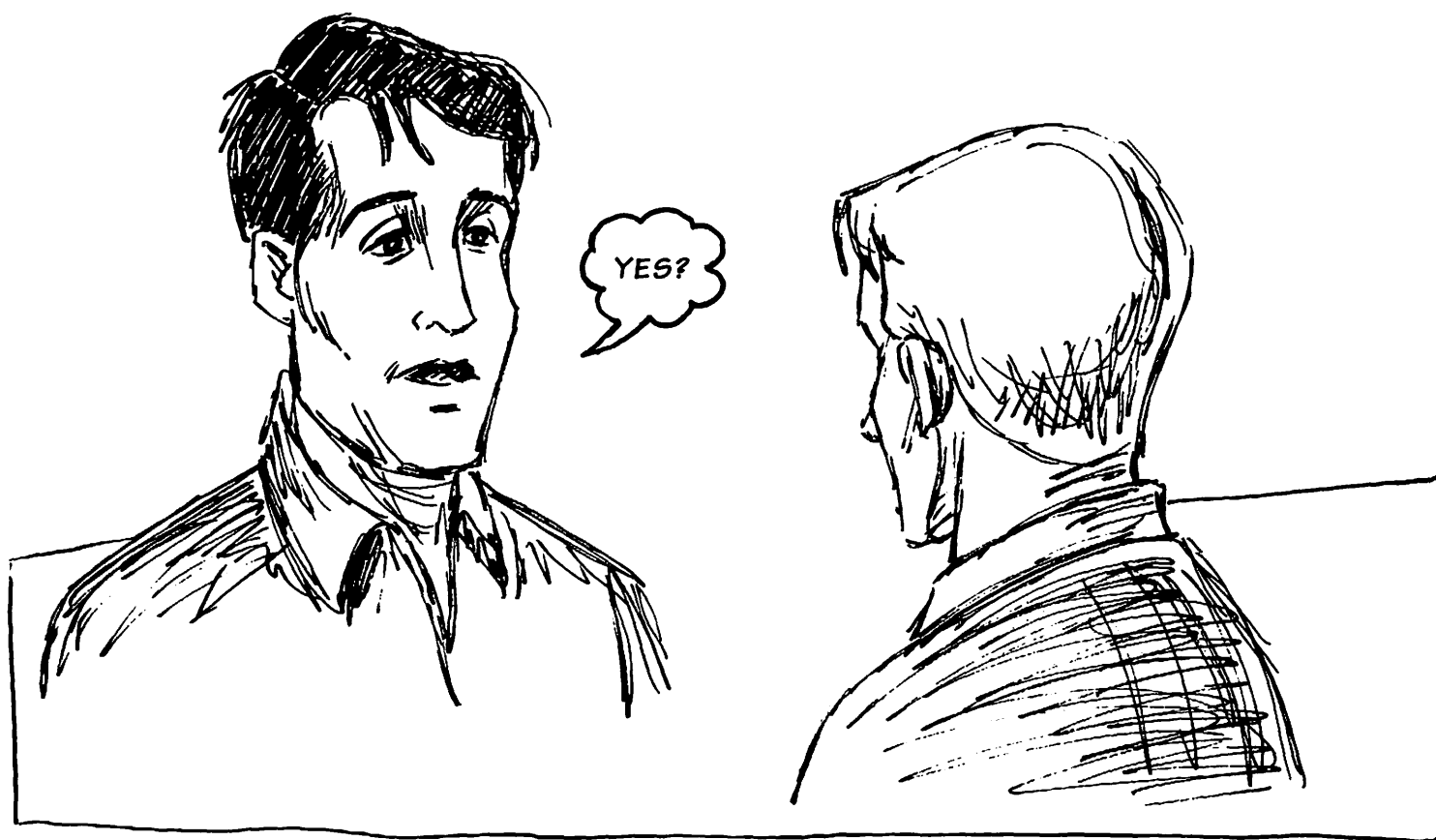






The coach repeats the same line each time the coach says "Flunk."





I'M NOT MYSELF TODAY.



The student now does TR 2 1/2 with his twin.



# Narconon Therapeutic TR Course

## TR 2 1/2 Attest Sheet

I have successfully completed TR 2 1/2.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 2 1/2.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

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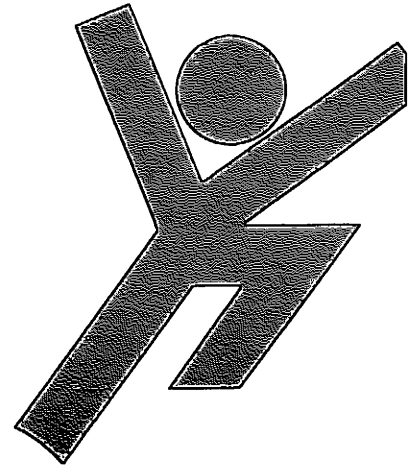
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**Tear out these pages and place them on the Supervisor's desk.**

# Section 5

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TR 3



## The Cycle of Communication

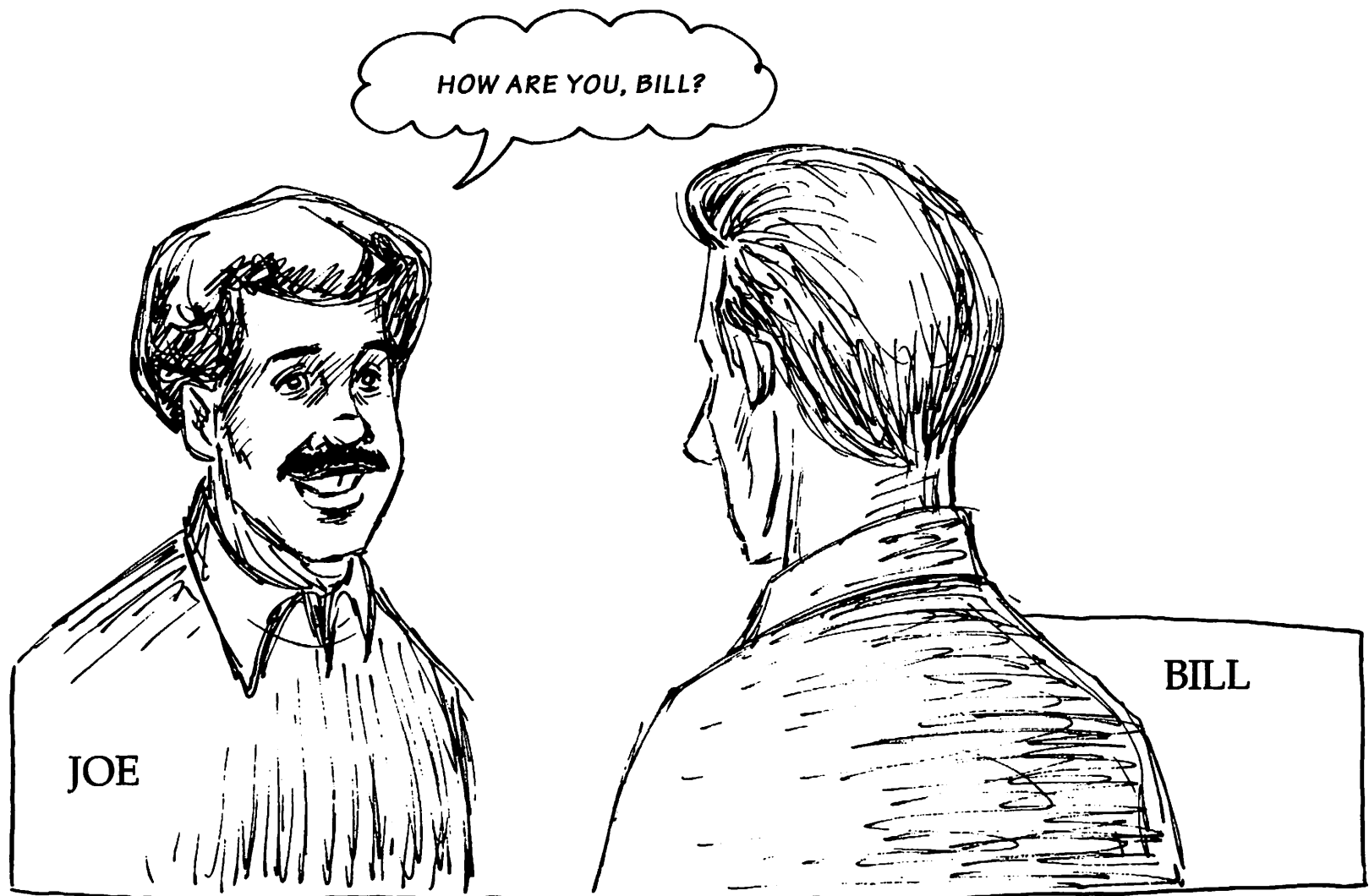
To do the next drill, TR 3, you must have an understanding of the cycle of communication.

A **cycle** just means from the beginning to the conclusion of an intentional action.

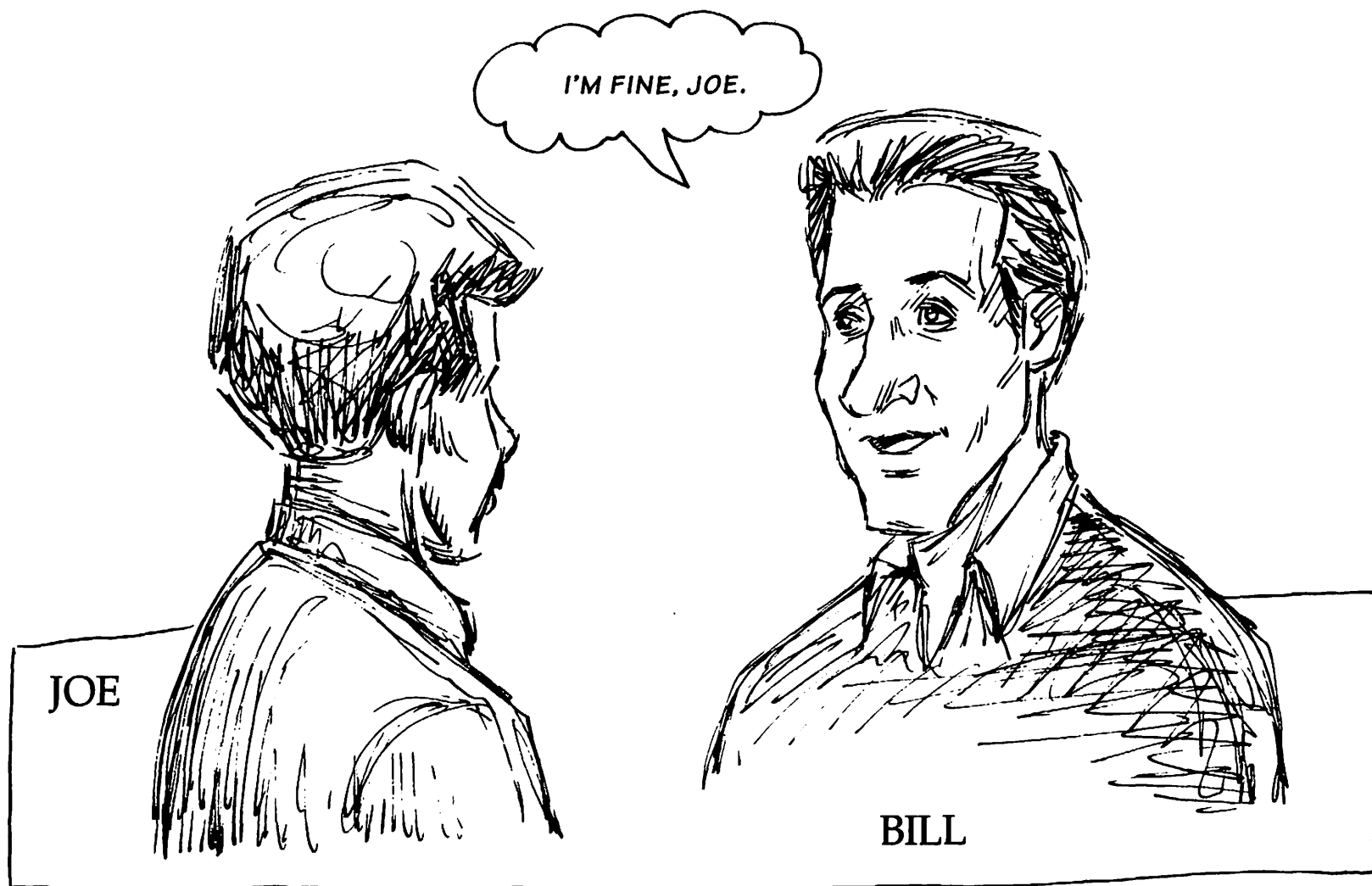
Thus, a **cycle of communication** is a communication action that proceeds through all of its points from a beginning to a conclusion.

Here is an example of a cycle of communication.

Joe asks Bill a question:



Bill answers it.



Joe acknowledges it.  
That's a cycle of communication.



There is another term regarding the cycle of communication that one must understand. This is **communication lag** (abbreviated *comm lag*). It means the length of time intervening between the posing of the question, or origination of a statement, and the exact moment that question or original statement is answered.

Here is an example of communication lag:

Joe: "How are you, Bill?"

Bill: "You look tired, Joe."

He never answers the question at all.

Here is another example:

Joe: "How are you, Bill?"

Bill: (after one minute of thinking it over) "Oh, I guess I'm doing okay."



# Narconon Therapeutic TR Course

## Section Five, Item 3

- a. I have described to my twin an example of a time I observed someone with a comm lag.
- b. I have described to my twin an example of a time I observed someone answer a question with no comm lag.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Tear out this page and place it on the Supervisor's desk.

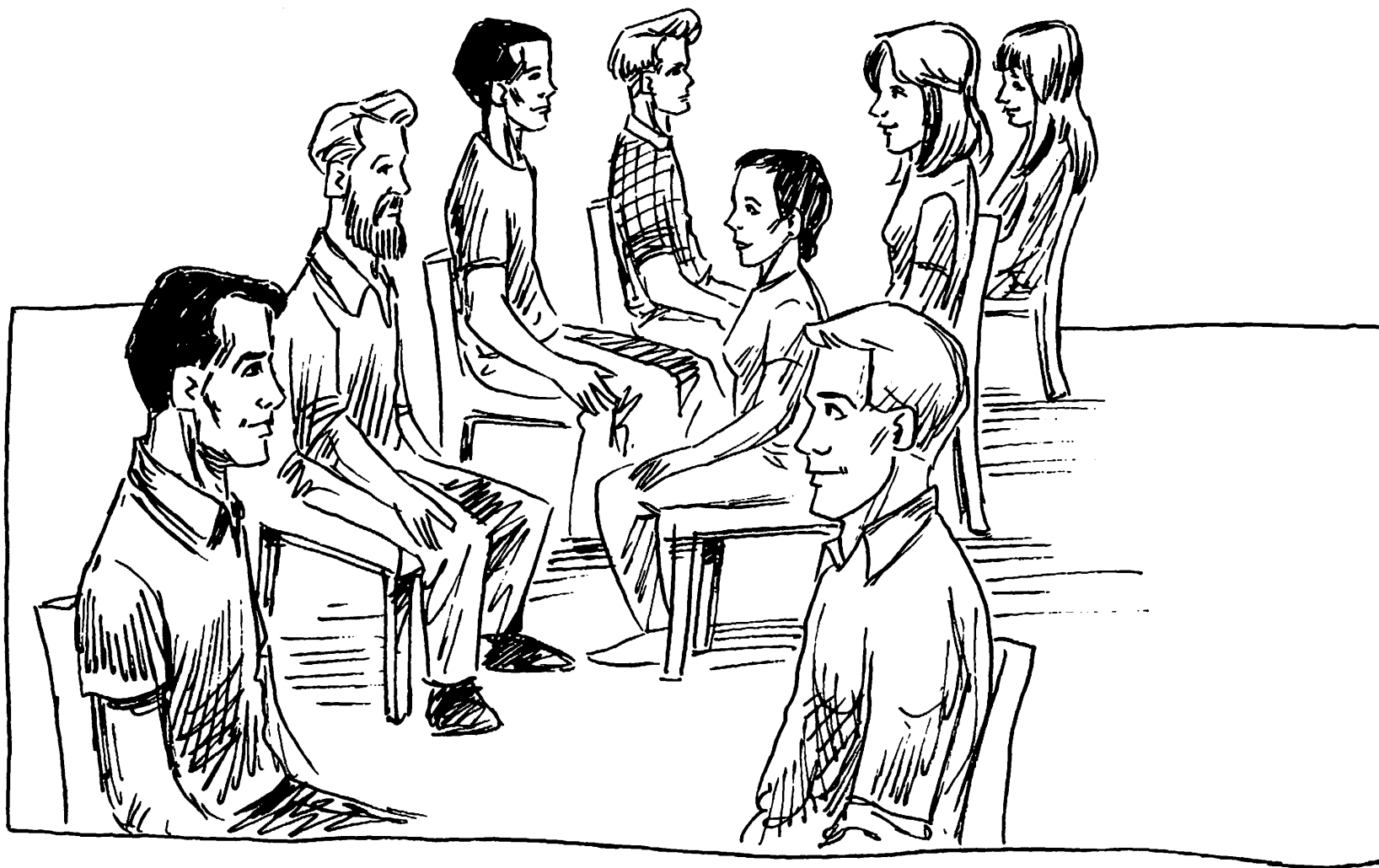
### TR 3

*PURPOSE:* To teach a student to duplicate without variation a question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"



*POSITION:* Student and coach seated a comfortable distance apart.



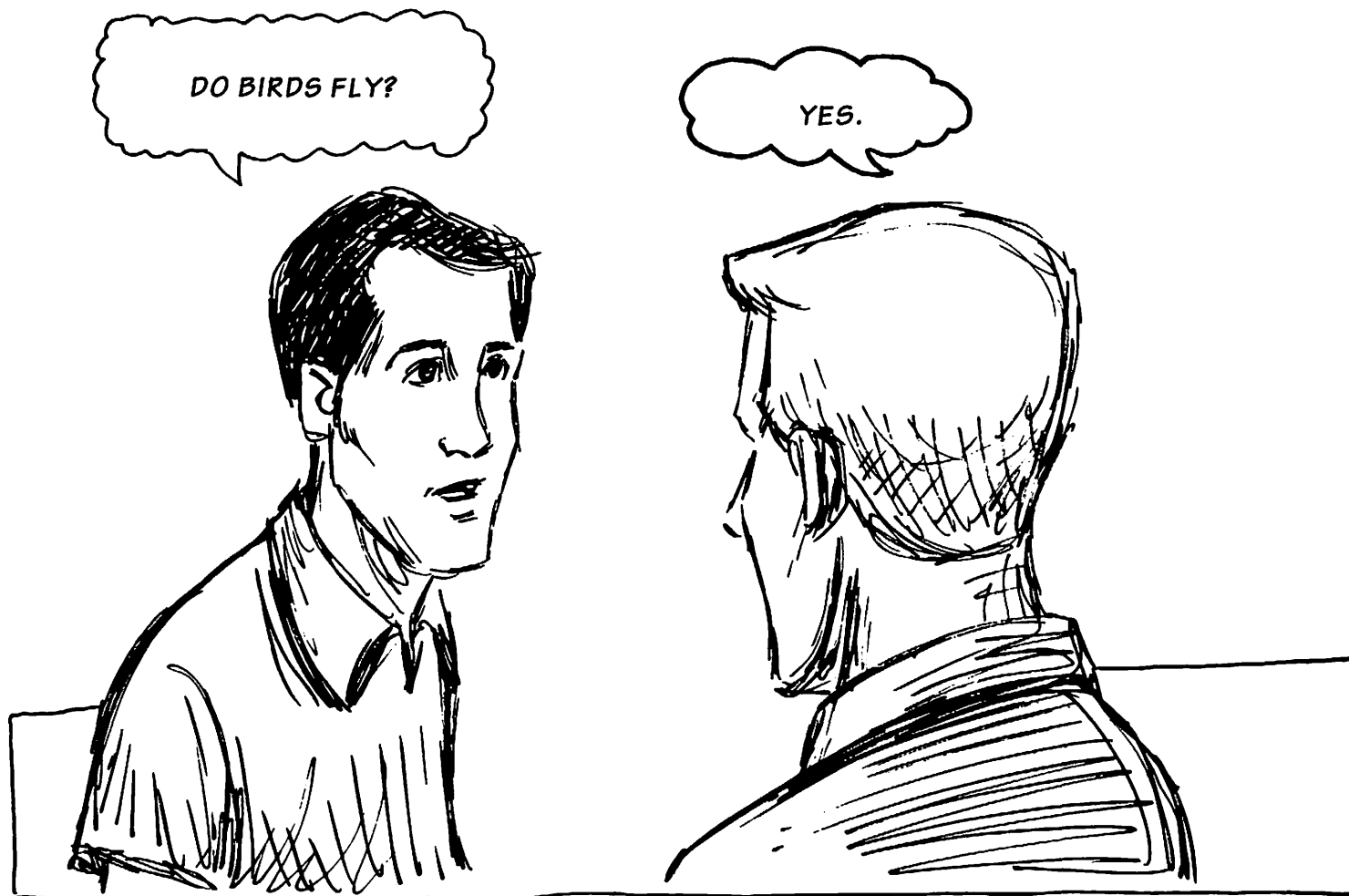
**TRAINING STRESS:** One question and student acknowledgment of its answer in one unit of time which is then finished.







To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.







The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact question, if he or she Q-and-As with excursions taken by the coach.

**Q and A** is short for “Question and Answer.” It is an expression which means to not get an answer to one’s question, to fail to complete something or deviate from an intended course of action.

Example of Q and A:

Question: “How are you?”

Answer: “I’m doing okay.”

Question: “How okay?”

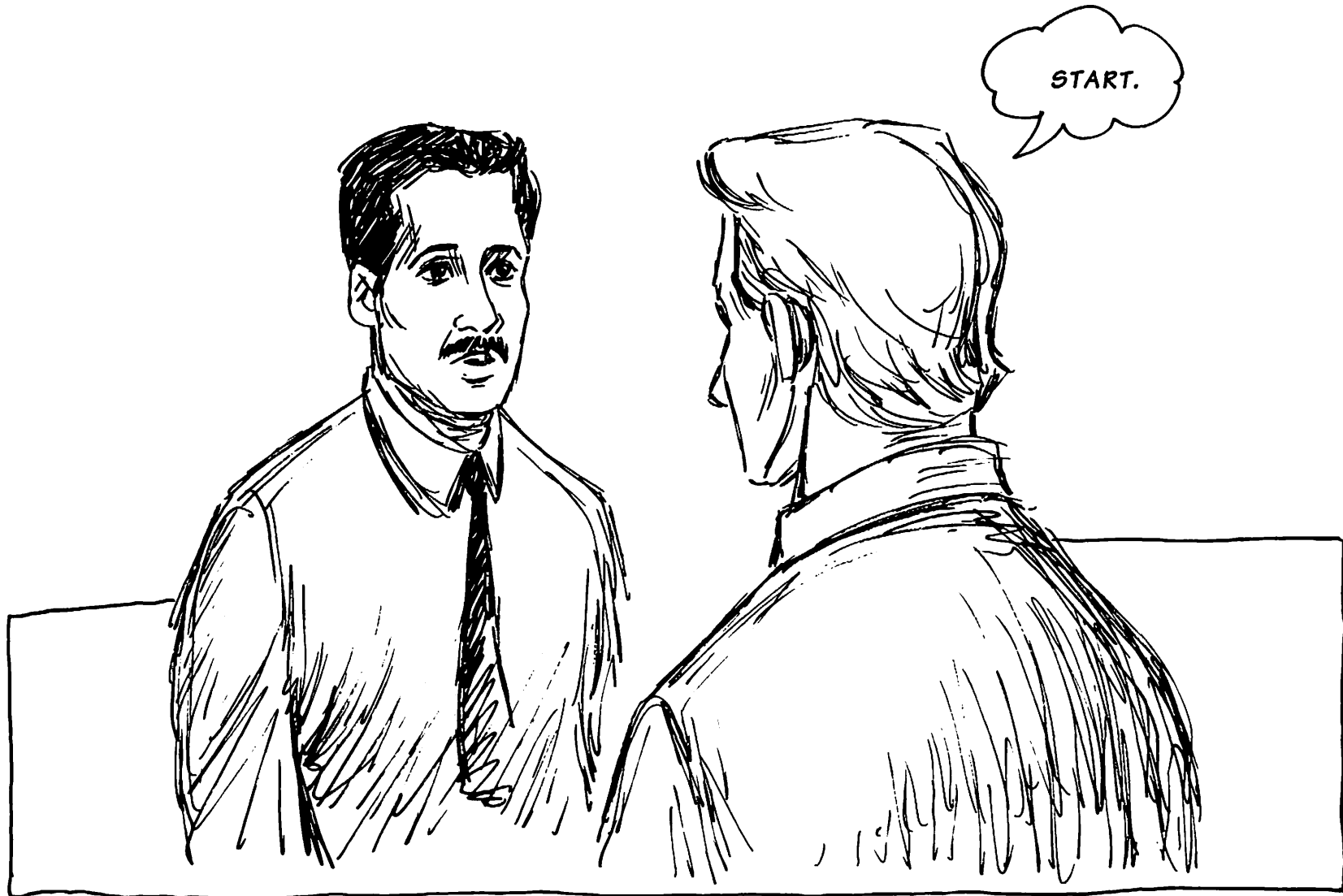
Answer: “I have a slight headache.”

Question: “When did your head start aching?”

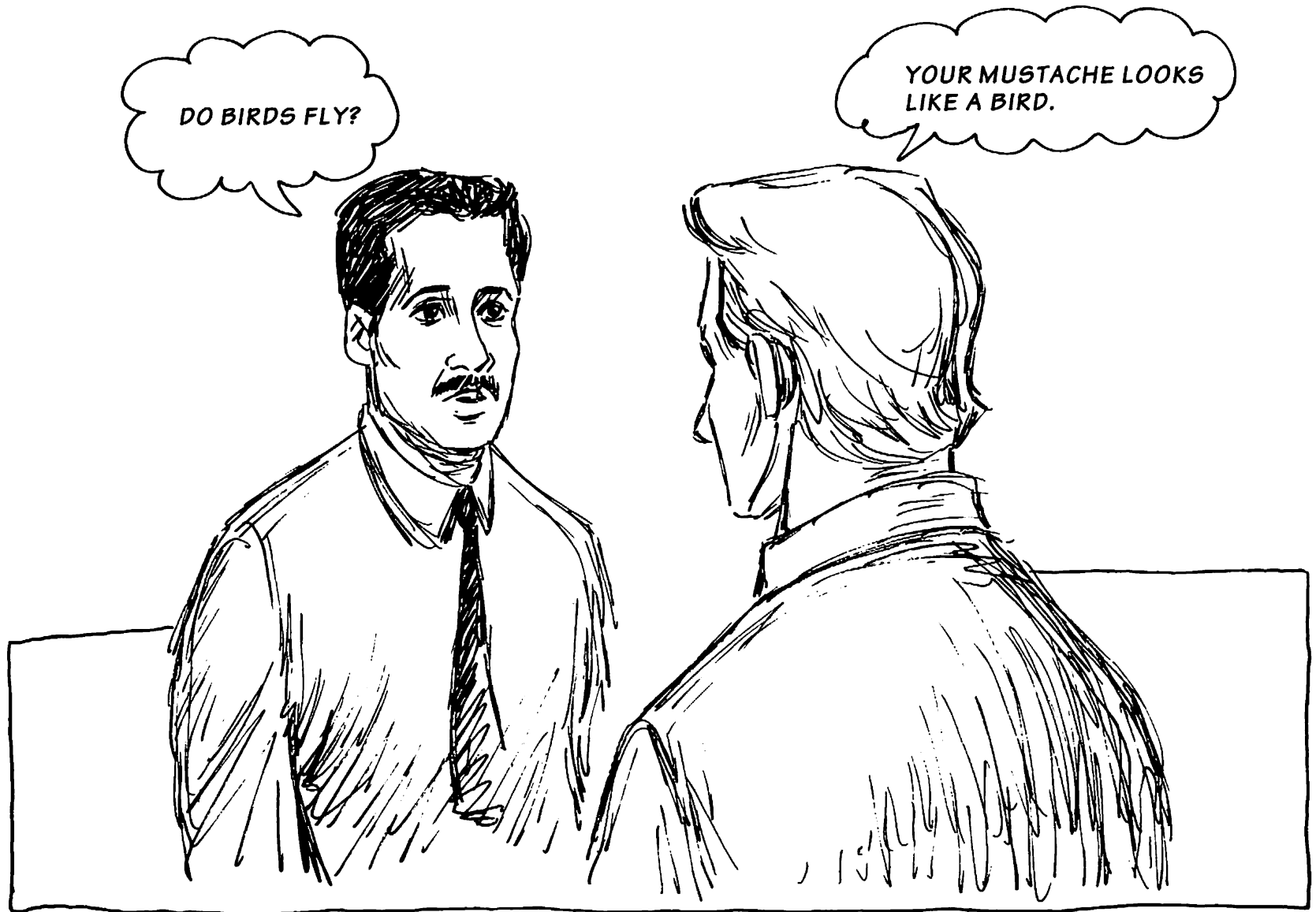
Answer: “This morning after breakfast.”

This is Q and A.

*PATTER:* The coach uses "Start" and "That's it" as in earlier TRs.



The coach is not bound after starting to answer the student's question but may comm lag or give a commenting-type answer to throw the student off. Often the coach should answer.



Somewhat less often the coach attempts to pull the student into a Q and A or upset the student. Example:

Student: "Do fish swim?"

Coach: "Yes."

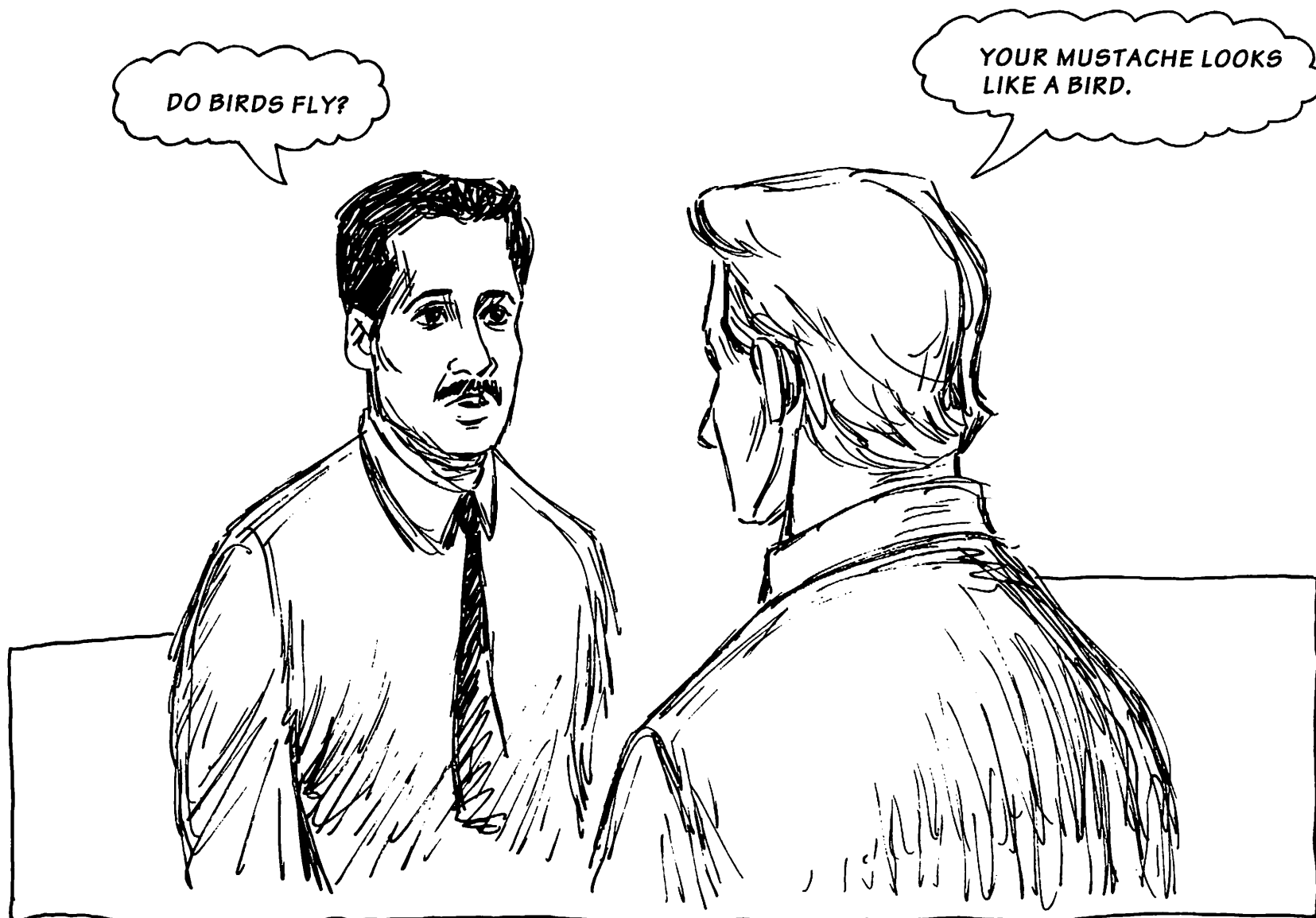
Student: "Good."

Student: "Do fish swim?"

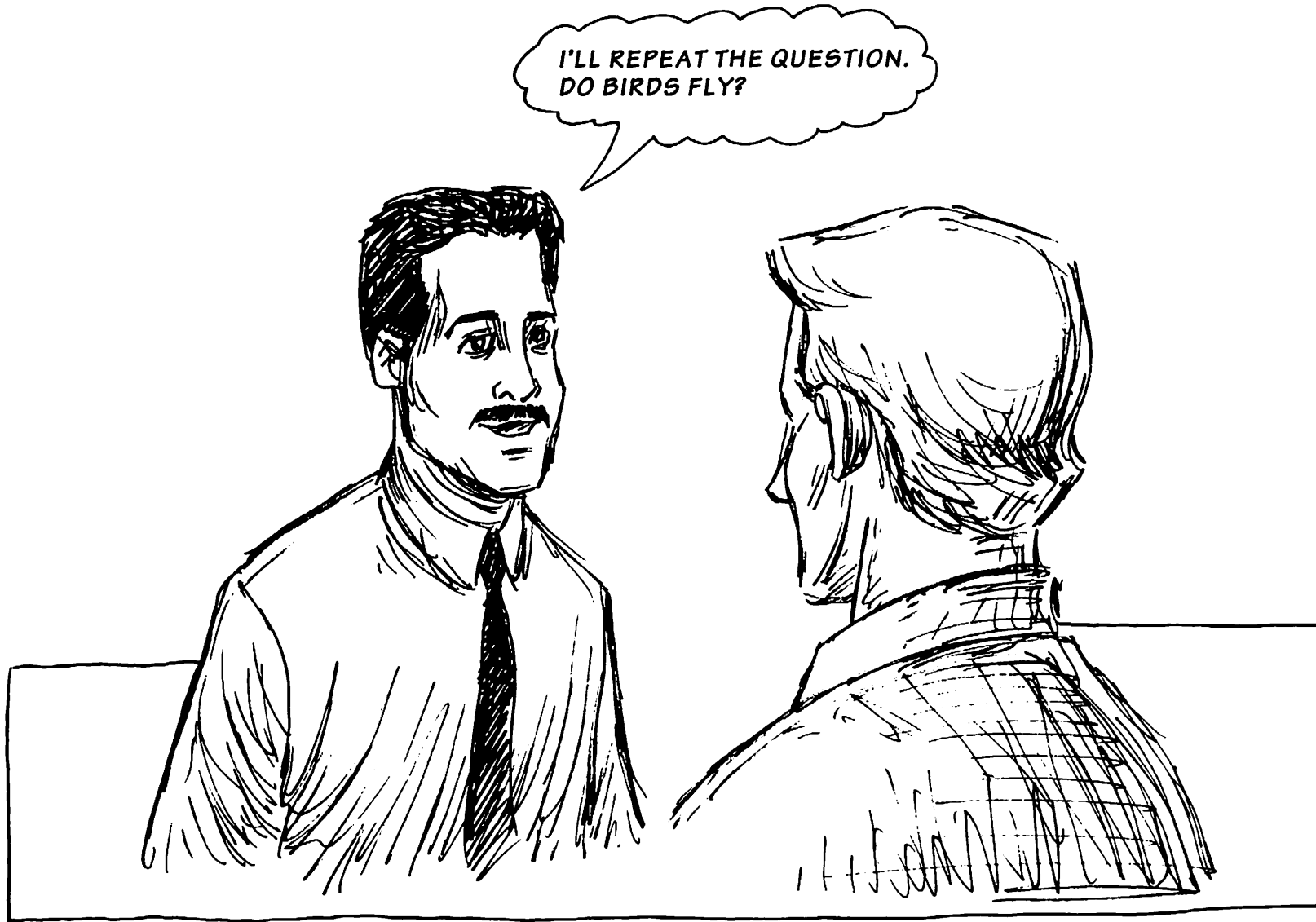
Coach: "Aren't you hungry?"

Student: "Yes."

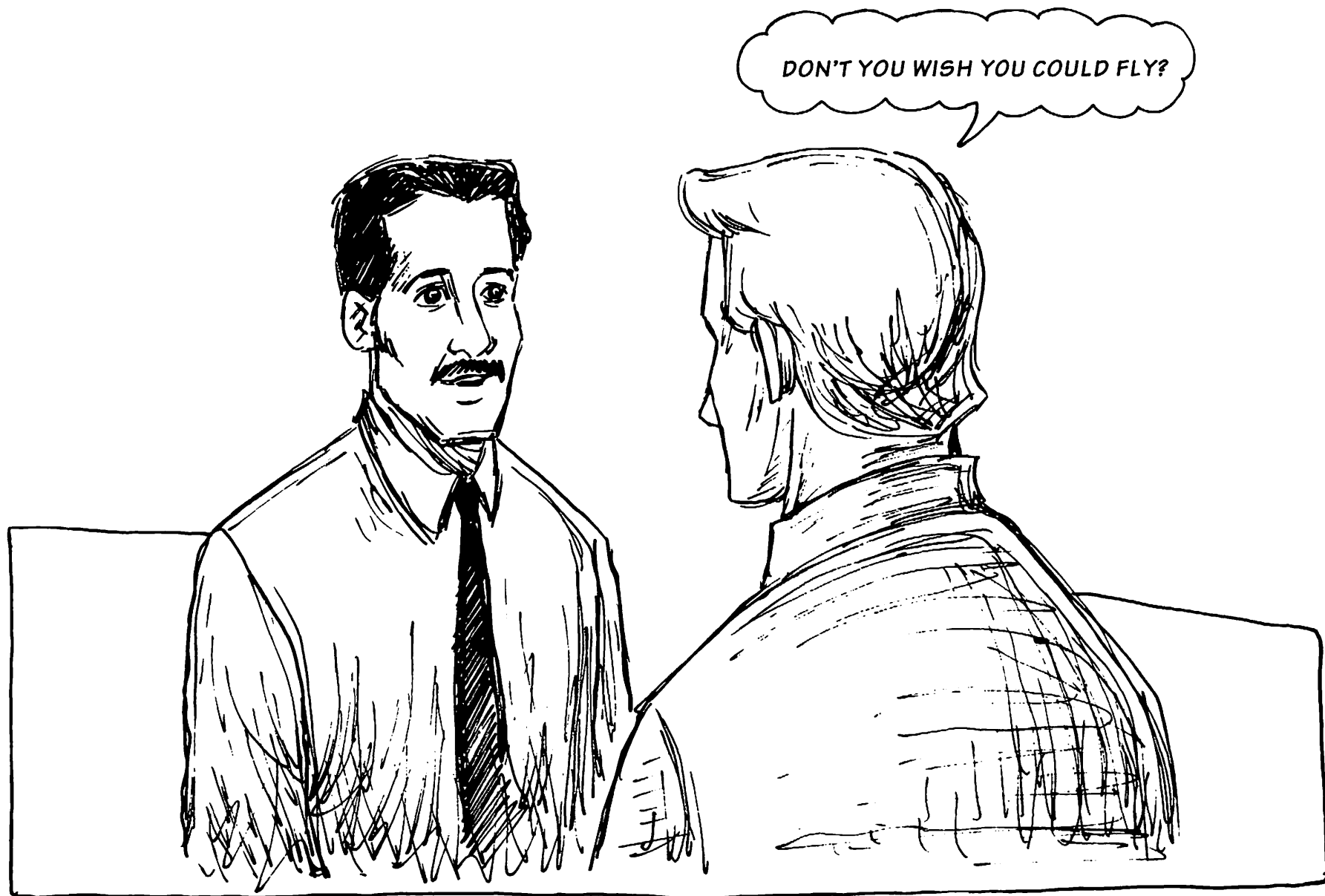
Coach: "Flunk."



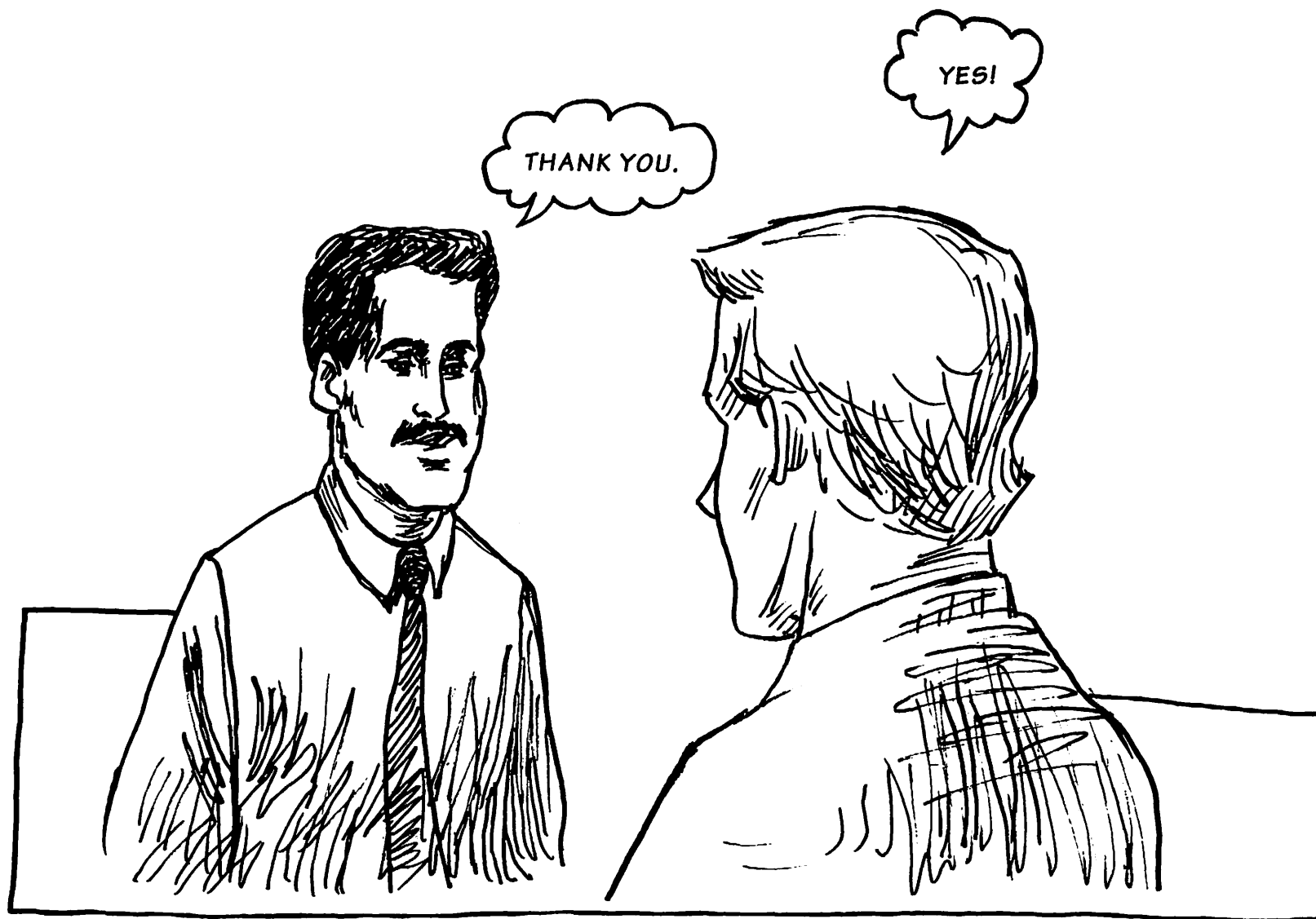
When the question is not answered, the student must say, gently, "I'll repeat the question" and do so until he gets an answer.



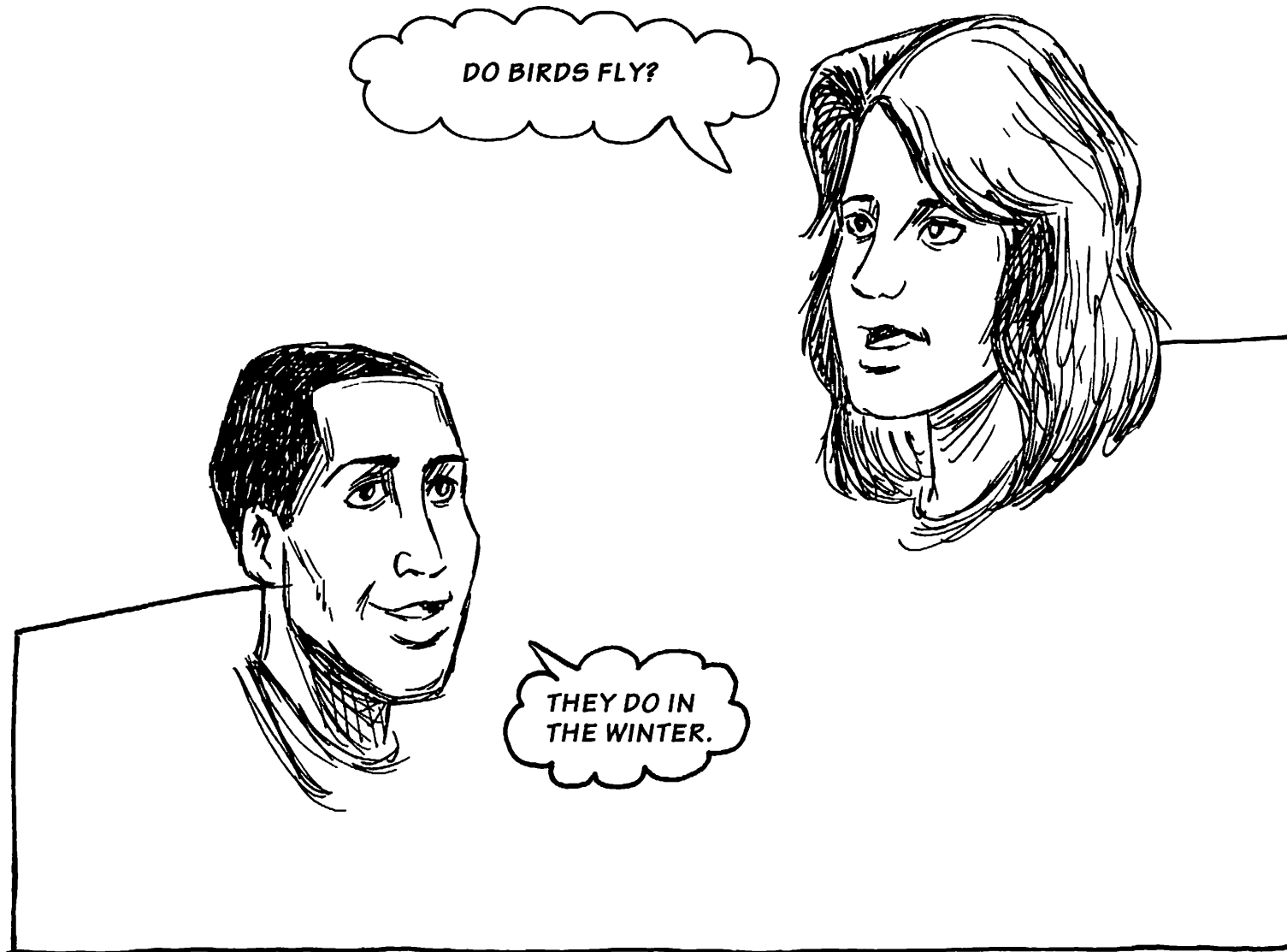


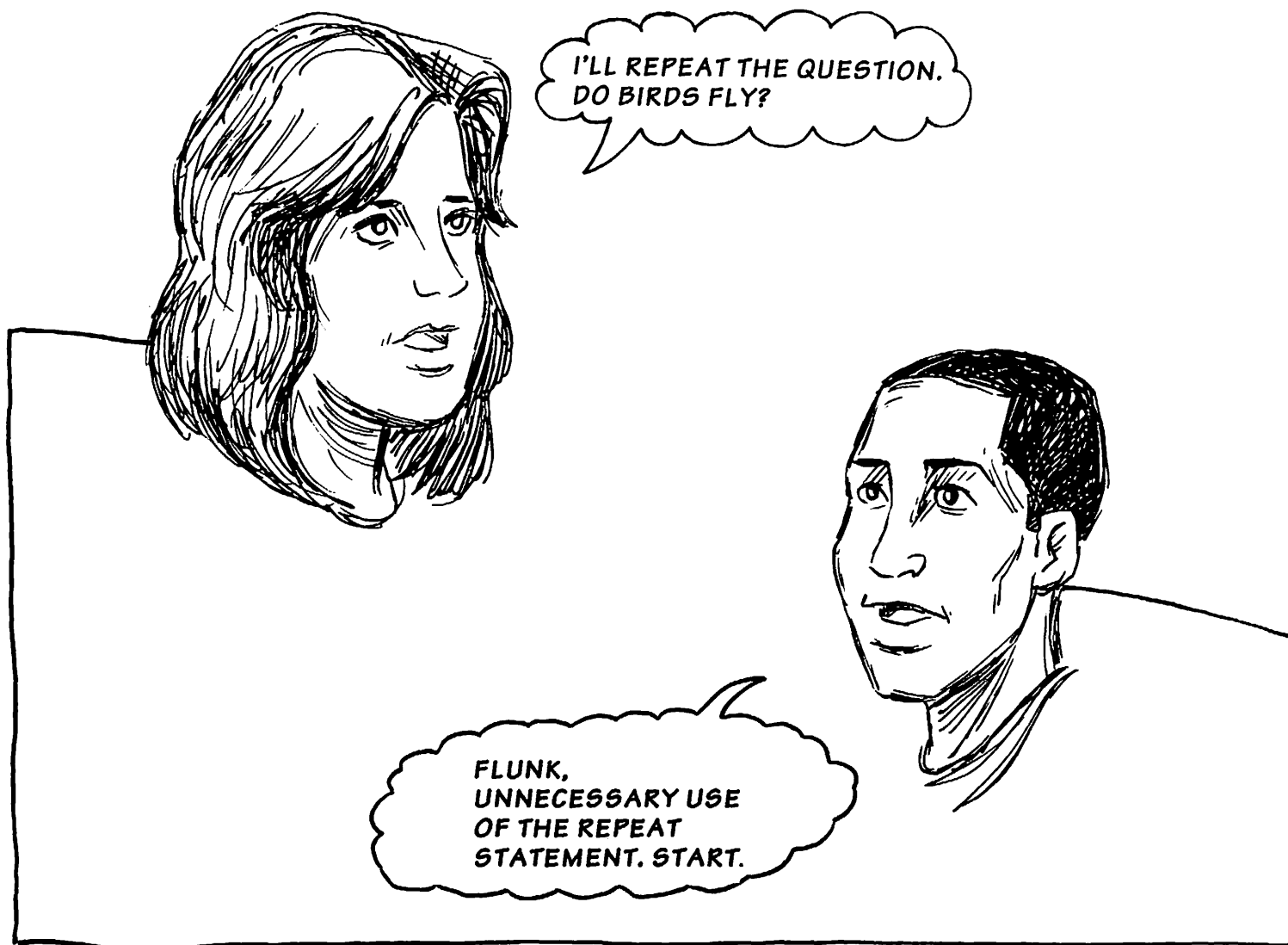






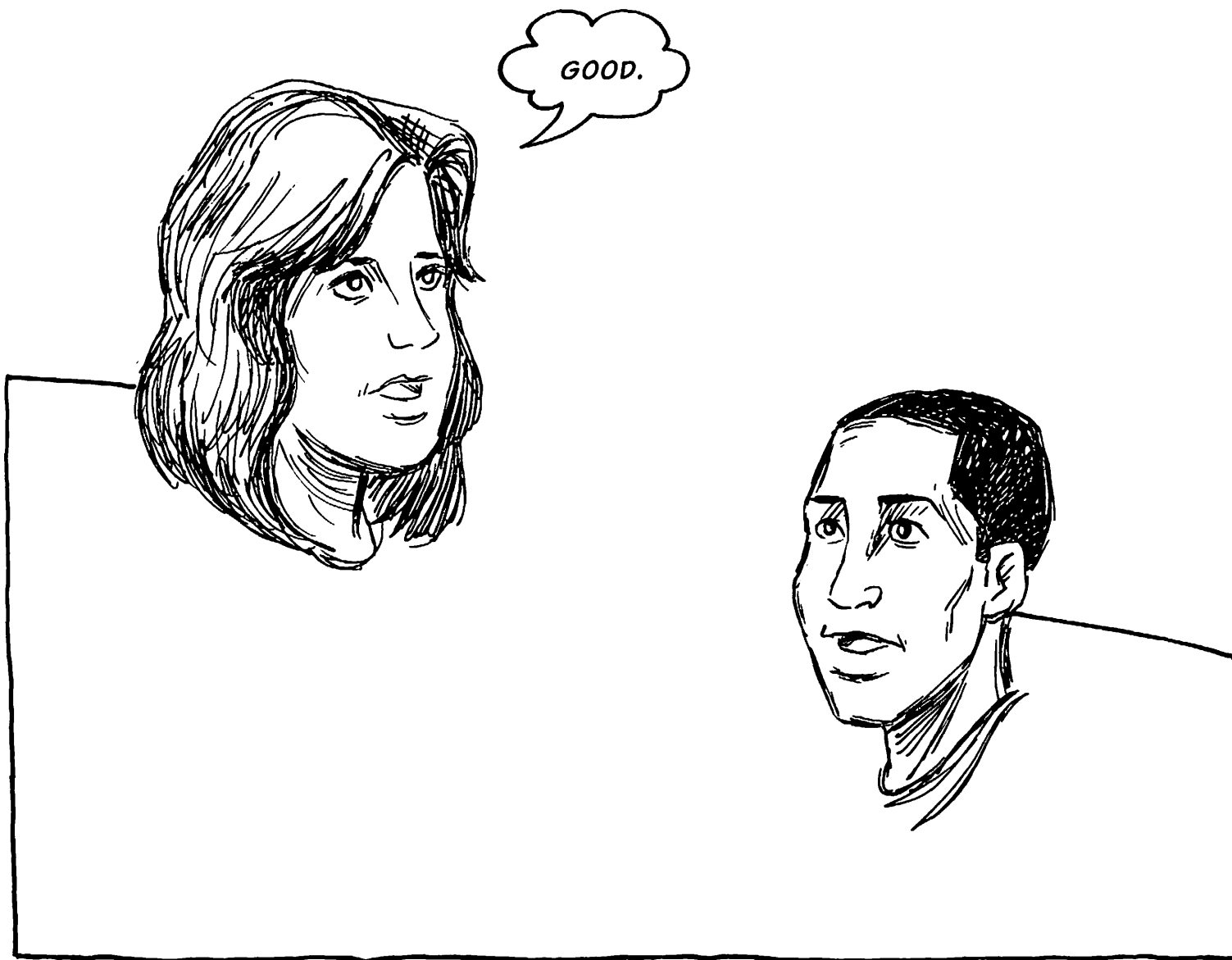
Anything except command, acknowledgment and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgment is flunked.





Correct example:





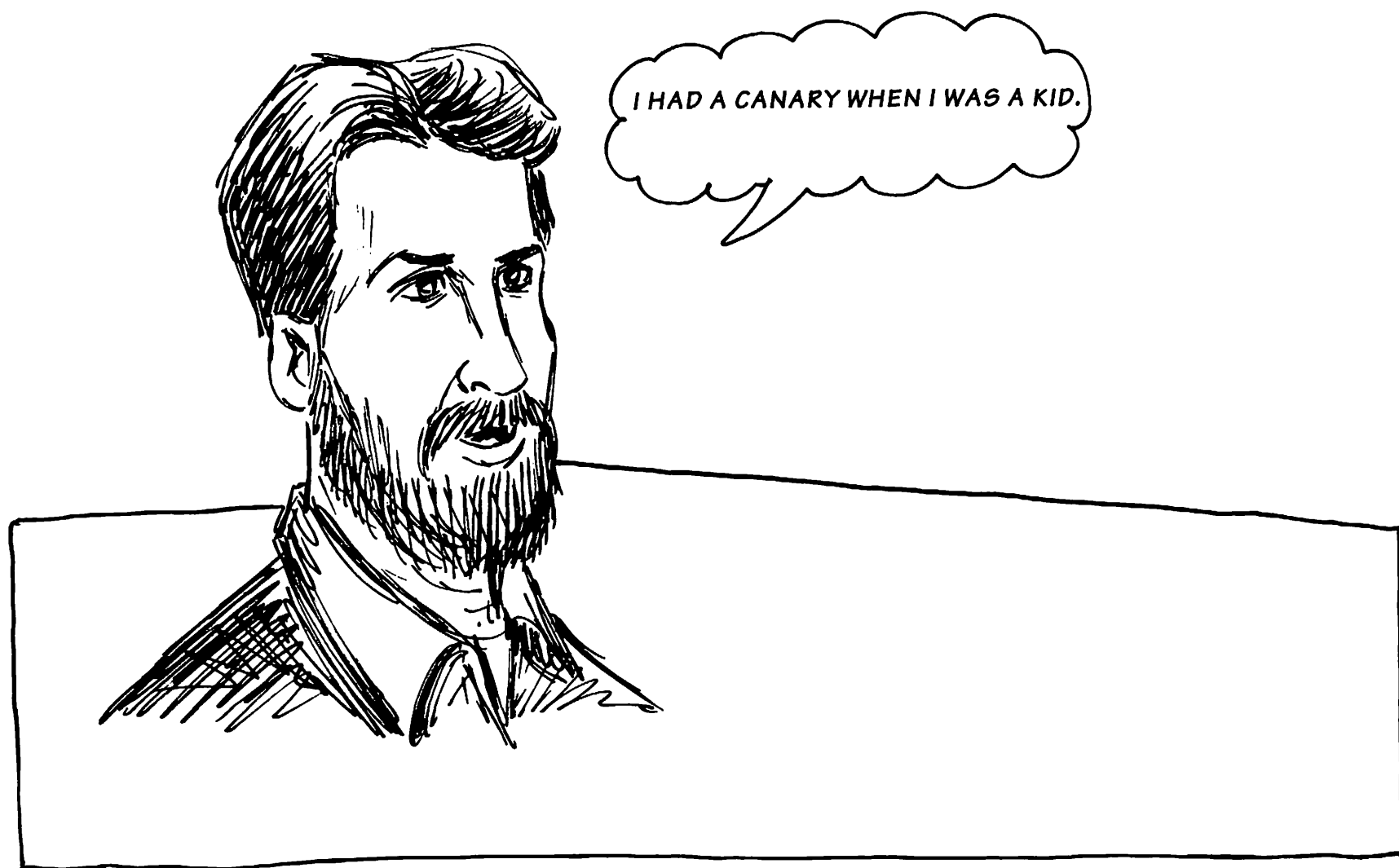






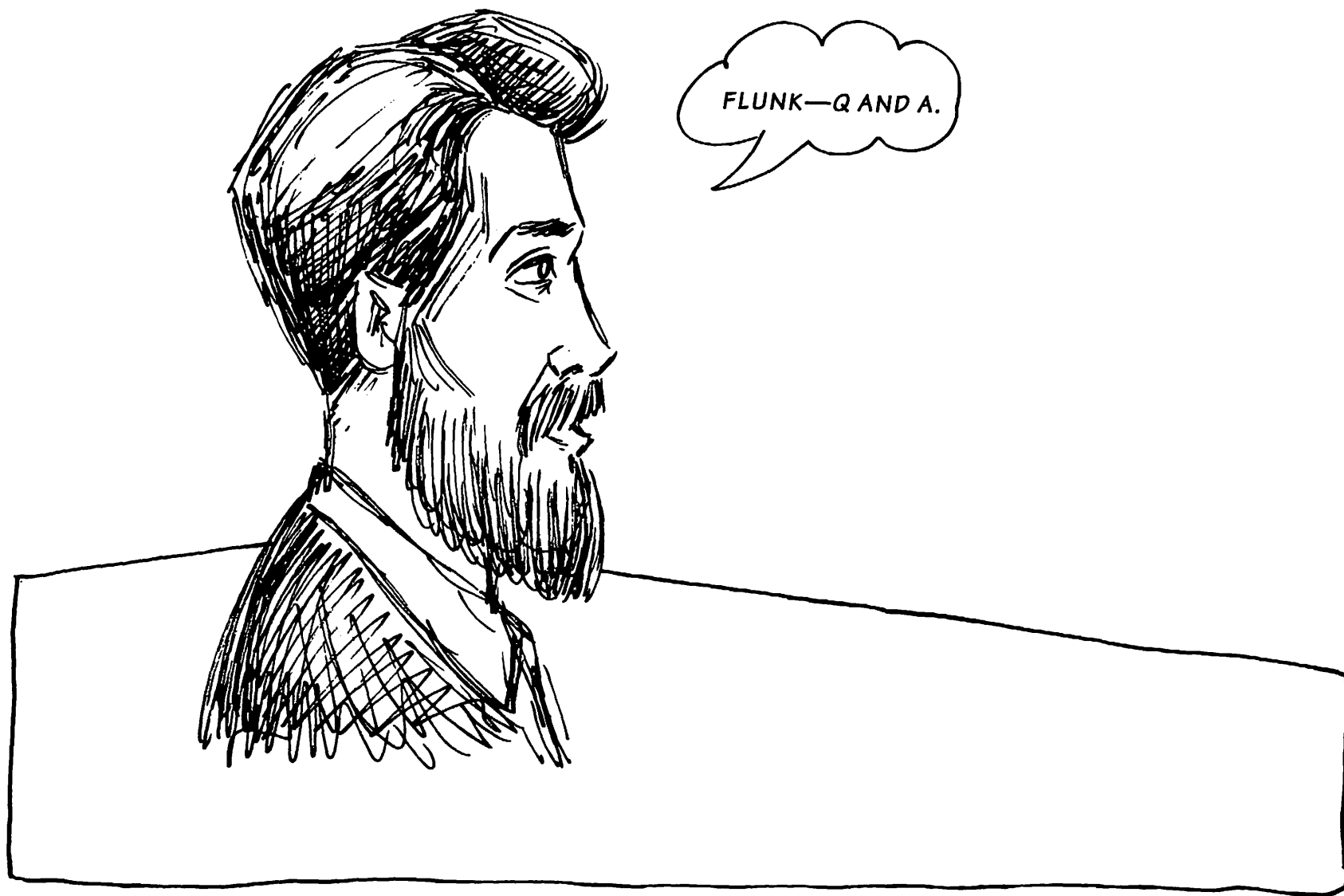
A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start," "Flunk," "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant "I'll repeat the question."



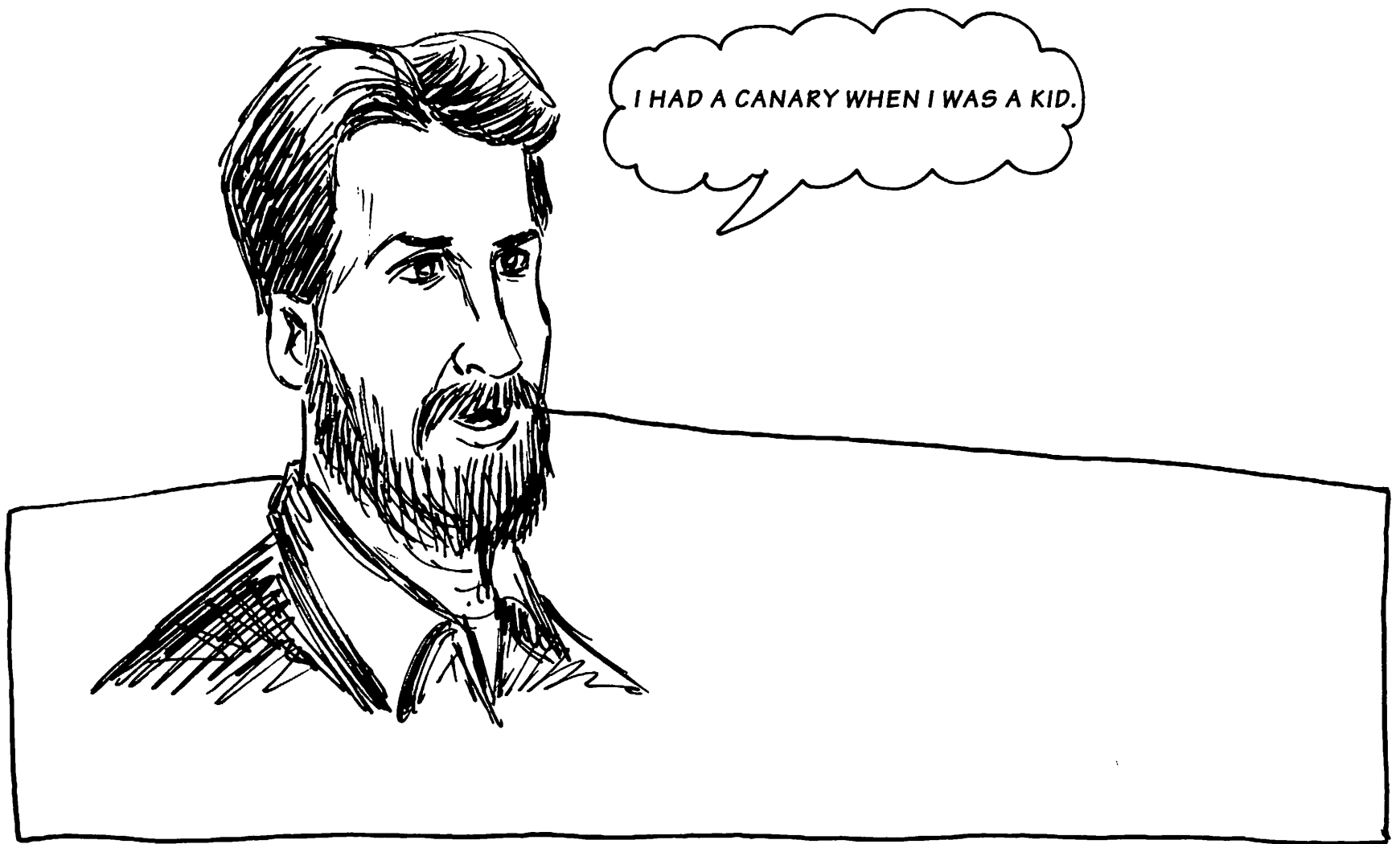


DO YOU STILL HAVE IT?





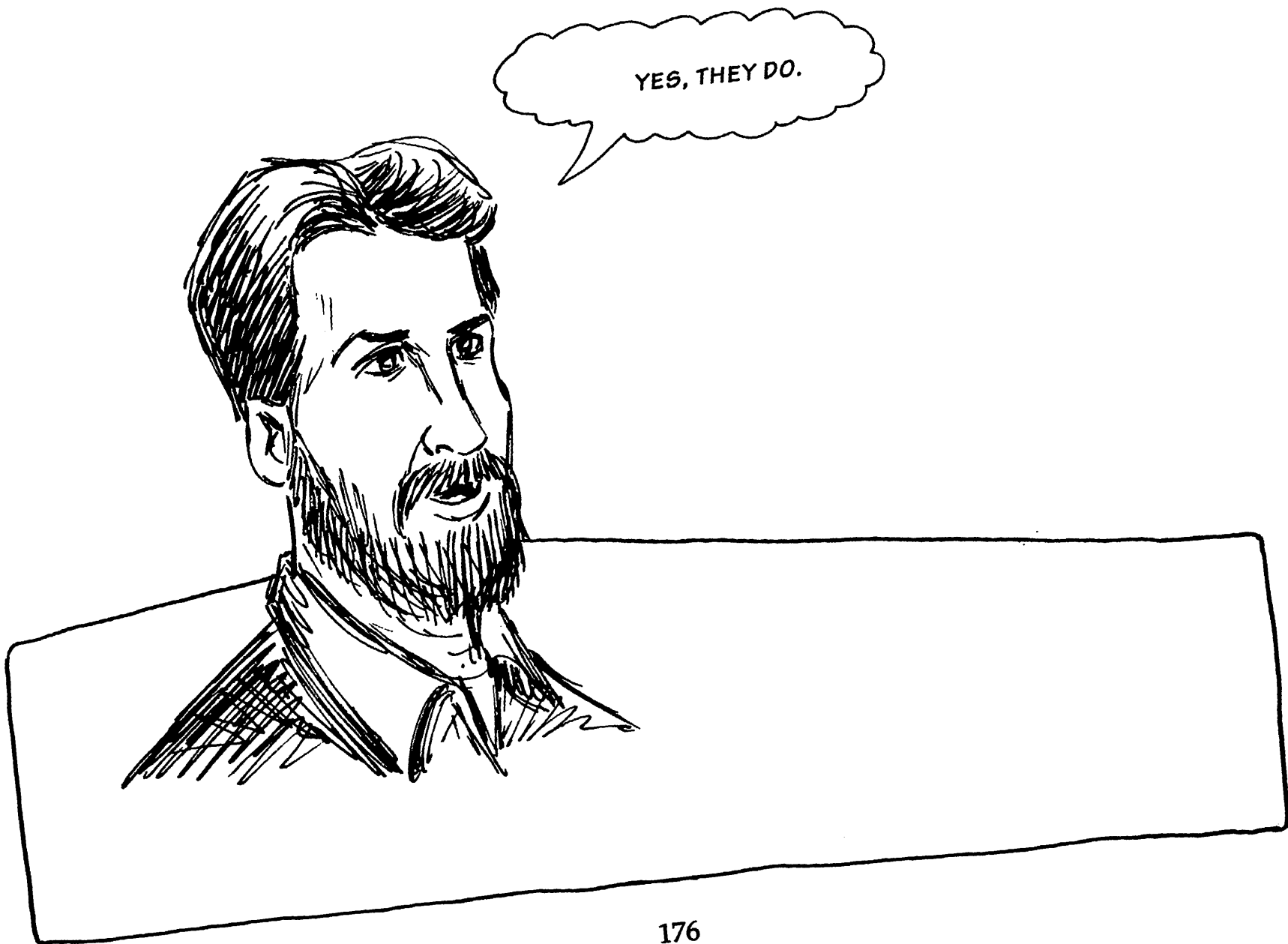




I'LL REPEAT THE QUESTION,  
DO BIRDS FLY?







THANK YOU.

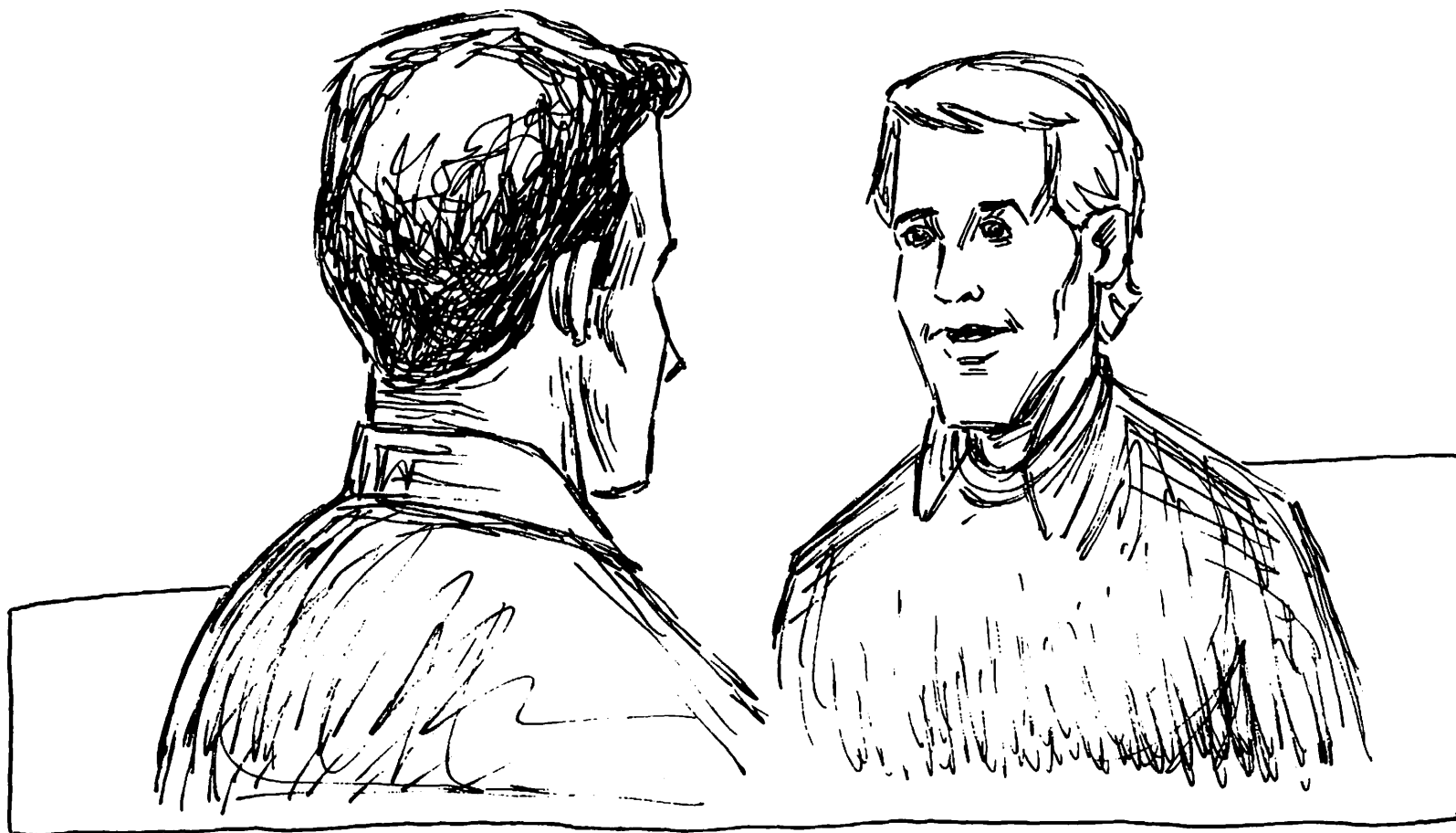


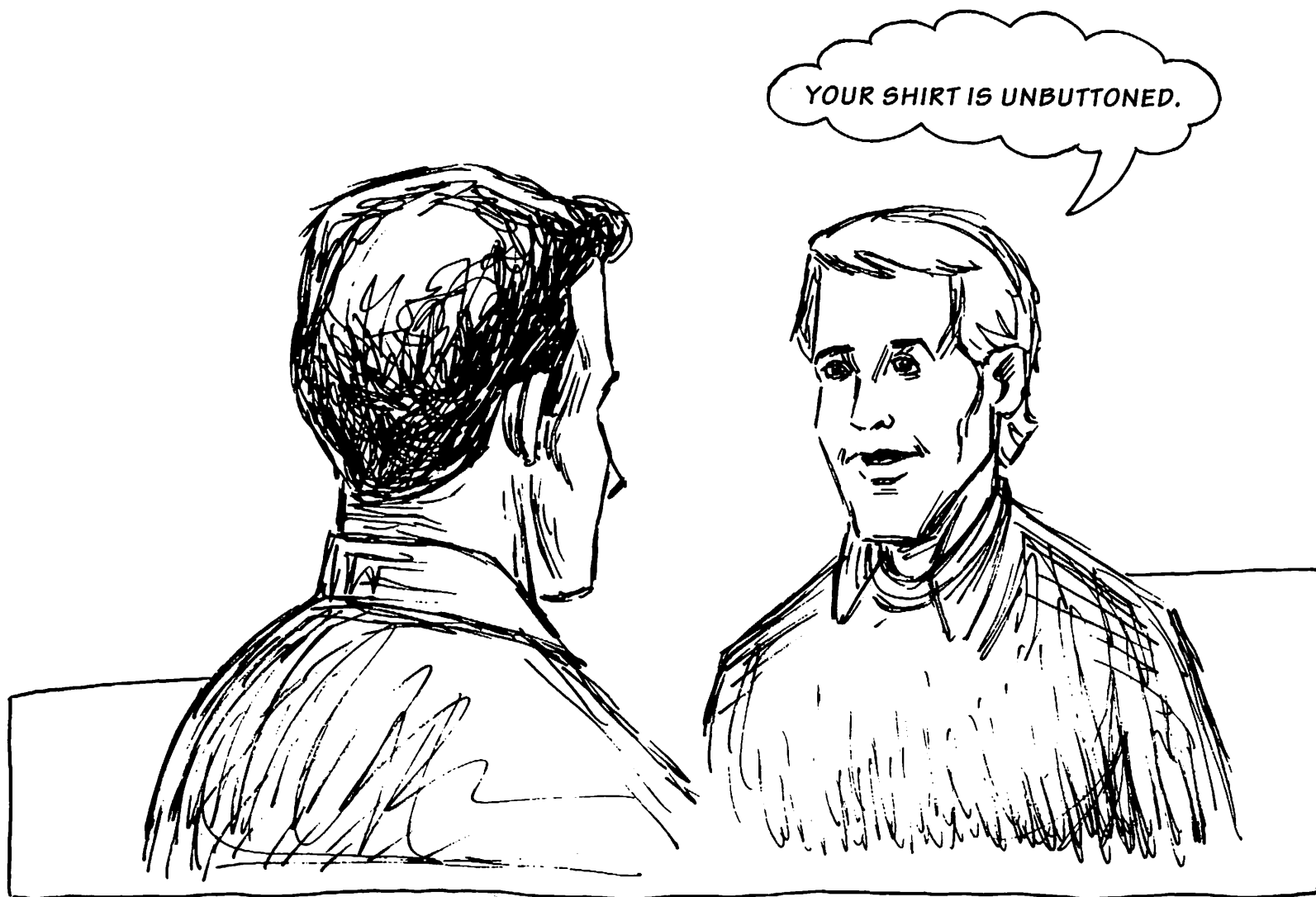
"Start," "Flunk," "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements, such as "I just had a cognition." "Coach divertive" statements should all concern the student and should be designed to throw the student off and cause the student to lose control or track of what the student is doing.

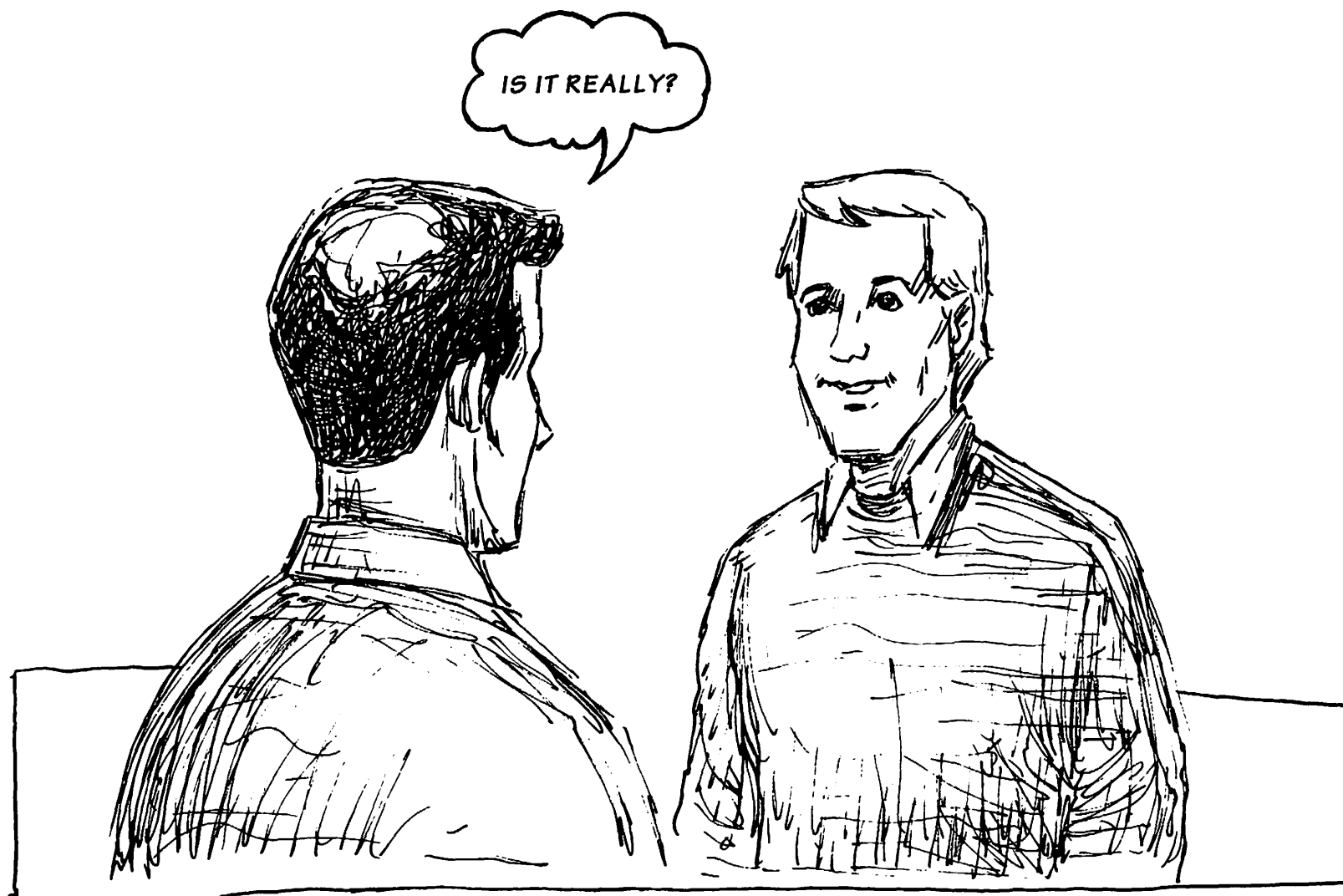
The student's job is to keep the drill going in spite of anything, using only command, the repeat statement or the acknowledgment.

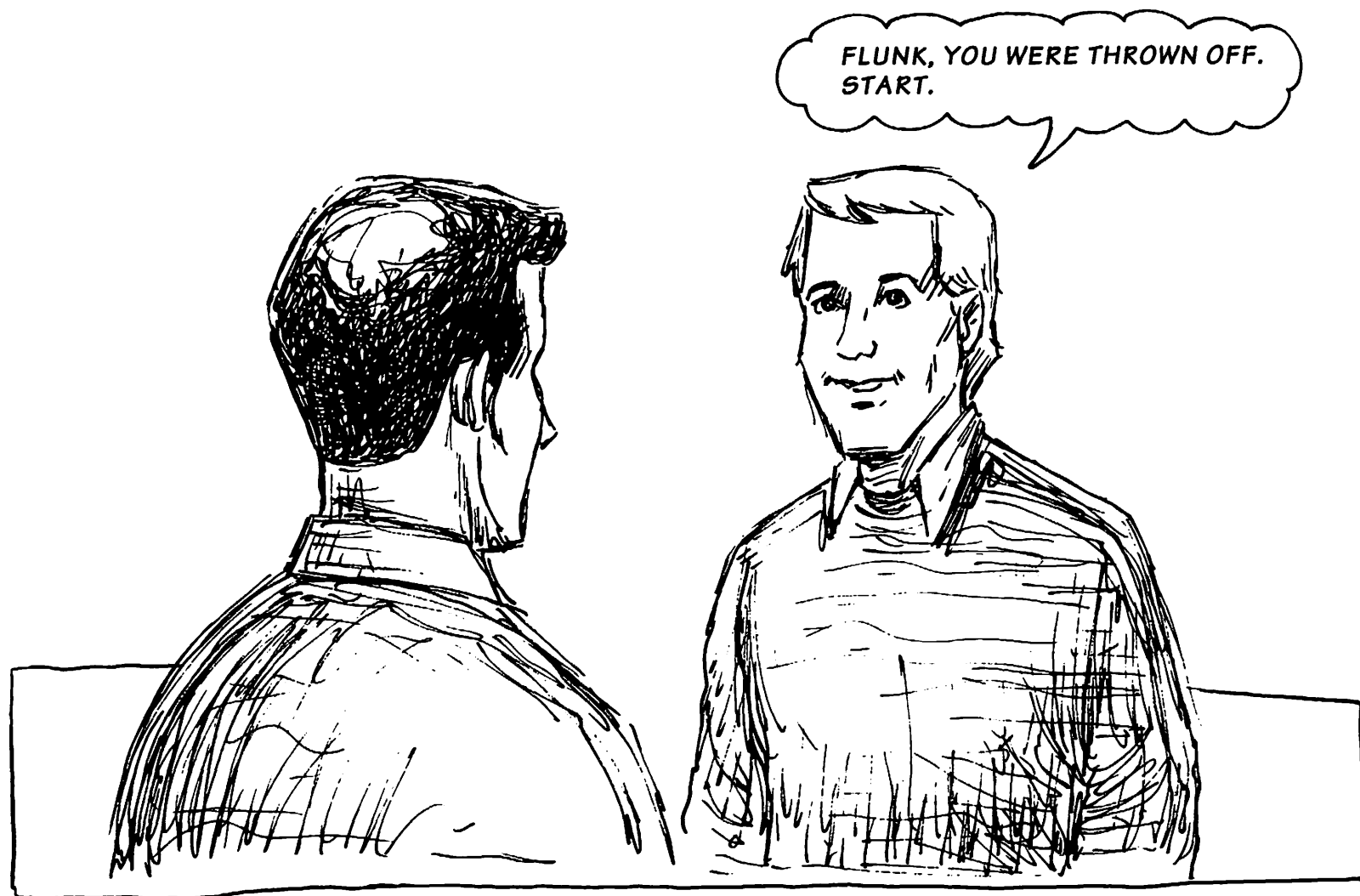
The student may use his or her hands to prevent a "blow" (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

DO BIRDS FLY?

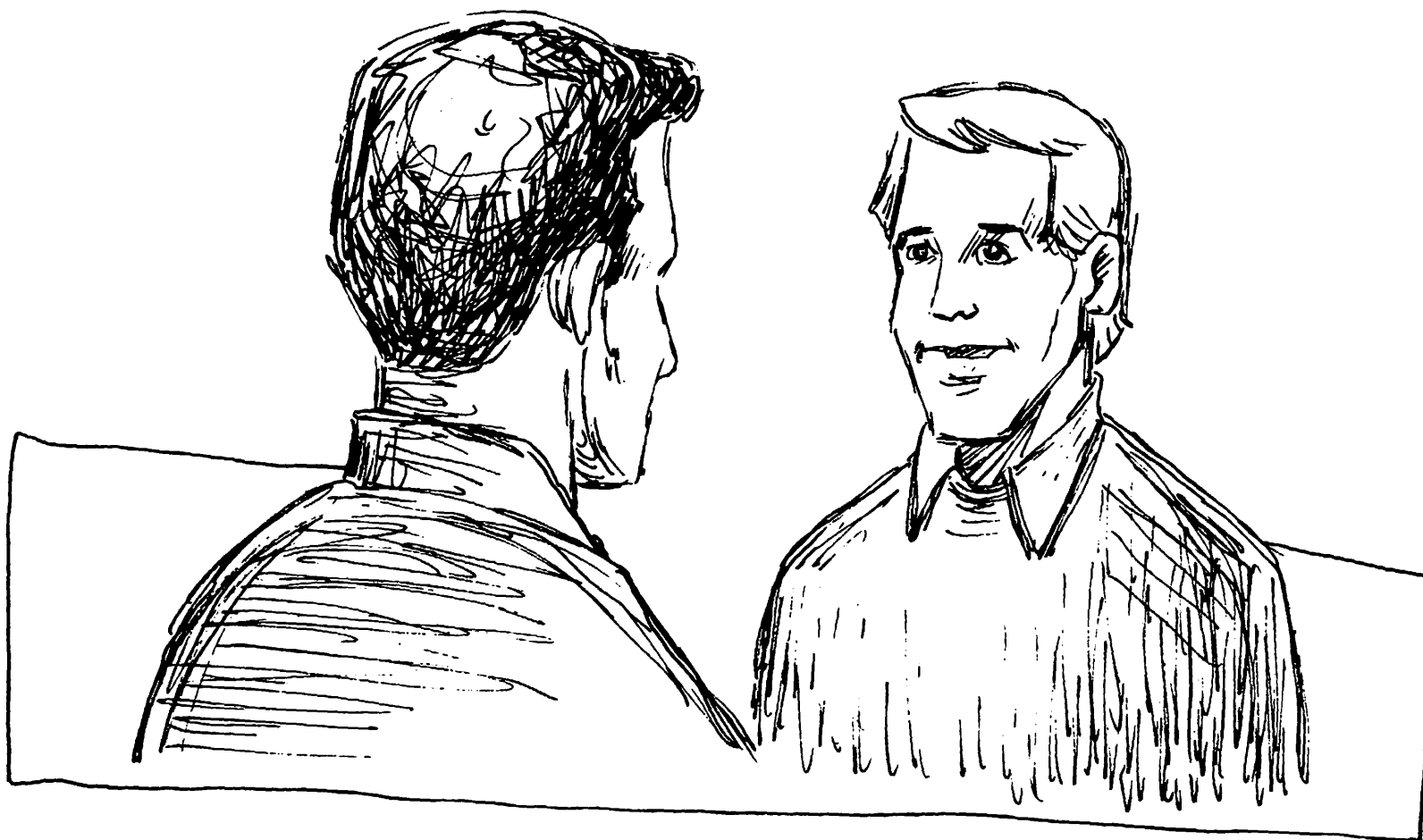




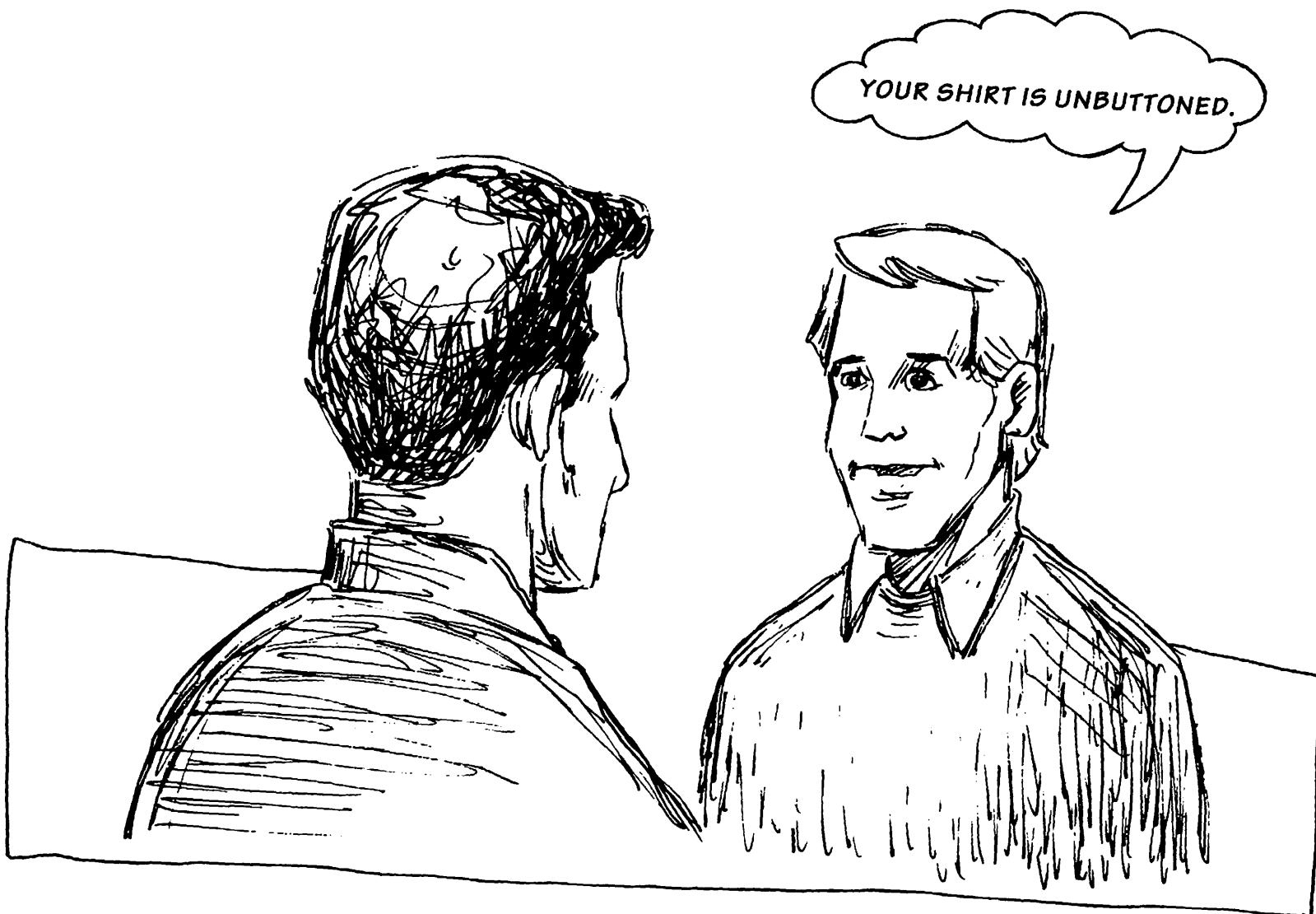


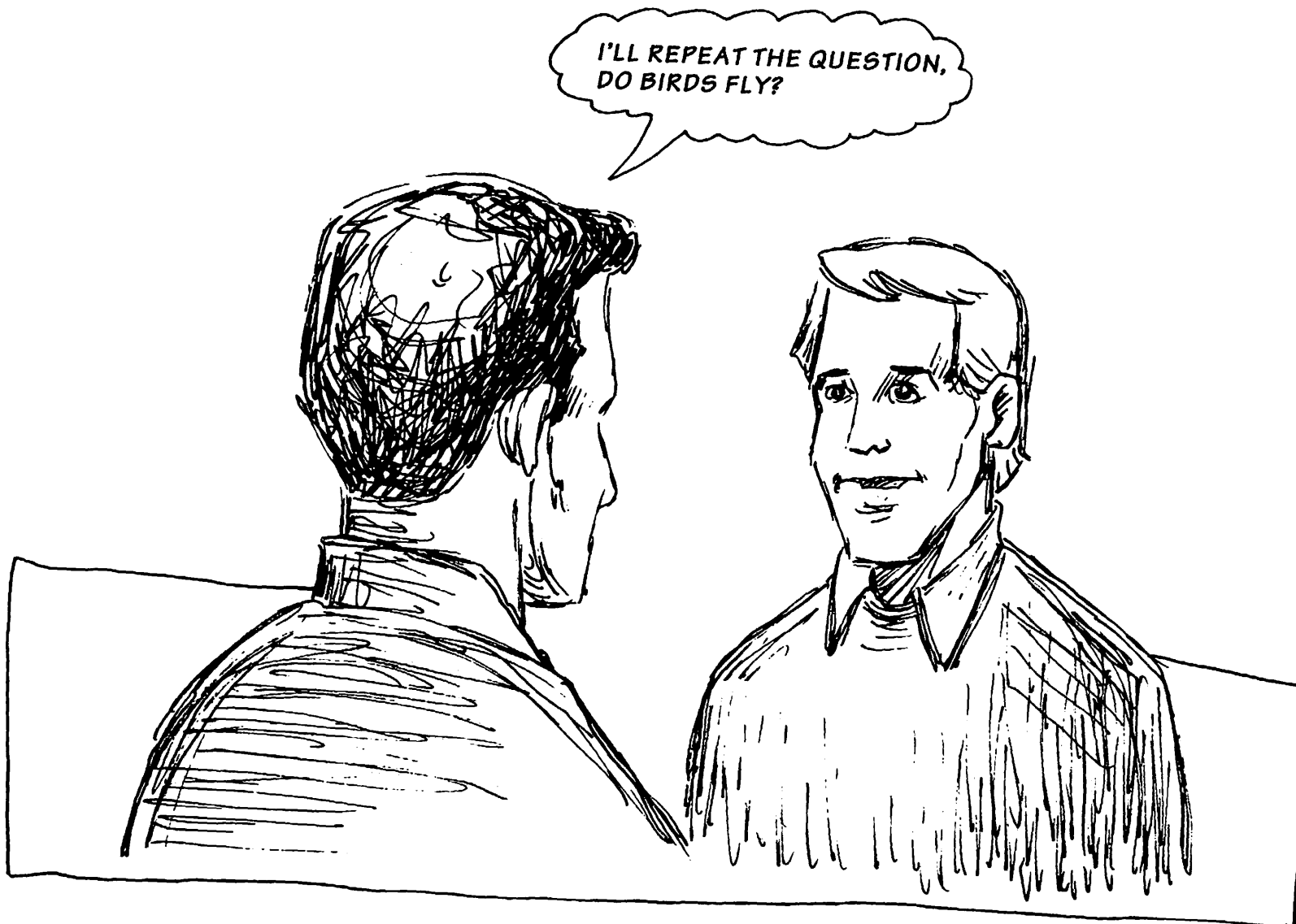


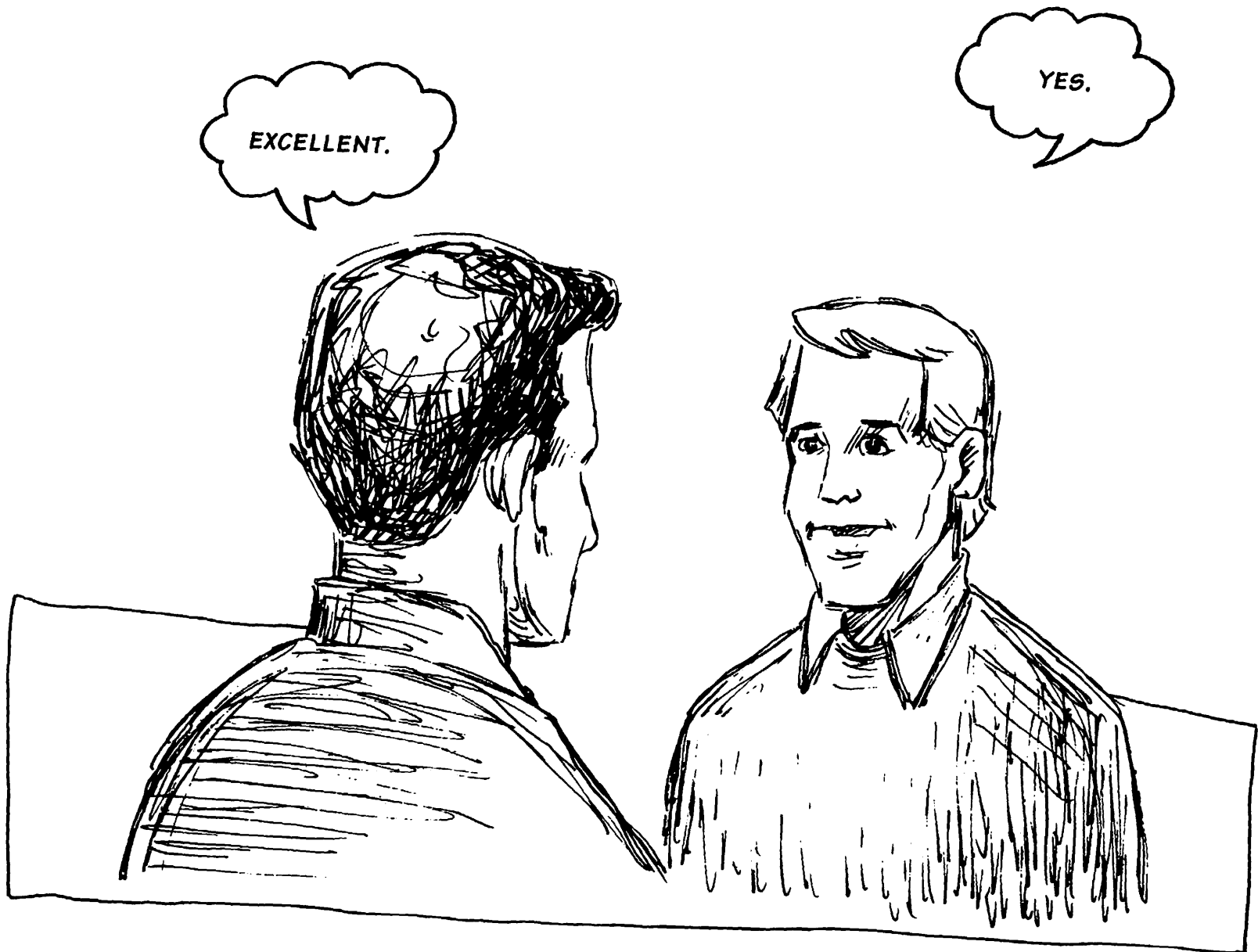
DO BIRDS FLY?











The student now does TR 3 with his twin.

# Narconon Therapeutic TR Course

## TR 3 Attest Sheet

I have successfully completed TR 3.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 3.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

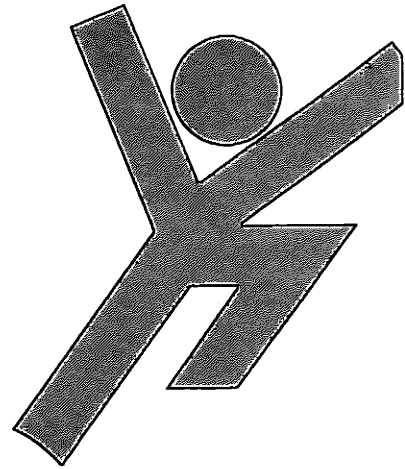
**OK TO PUBLISH:** \_\_\_\_\_

**Tear out these pages and place them on the Supervisor's desk.**

# Section 6

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TR 4



# Originations

An **origination** is something said or done by a person concerning himself, his ideas, reactions or difficulties.





Have you ever noticed what happens when a person's origination is not handled?







I'M REALLY EXCITED ABOUT MY NEW JOB!

IT COULD HAVE BEEN BETTER.







The next drill can give you the ability to handle originations successfully.

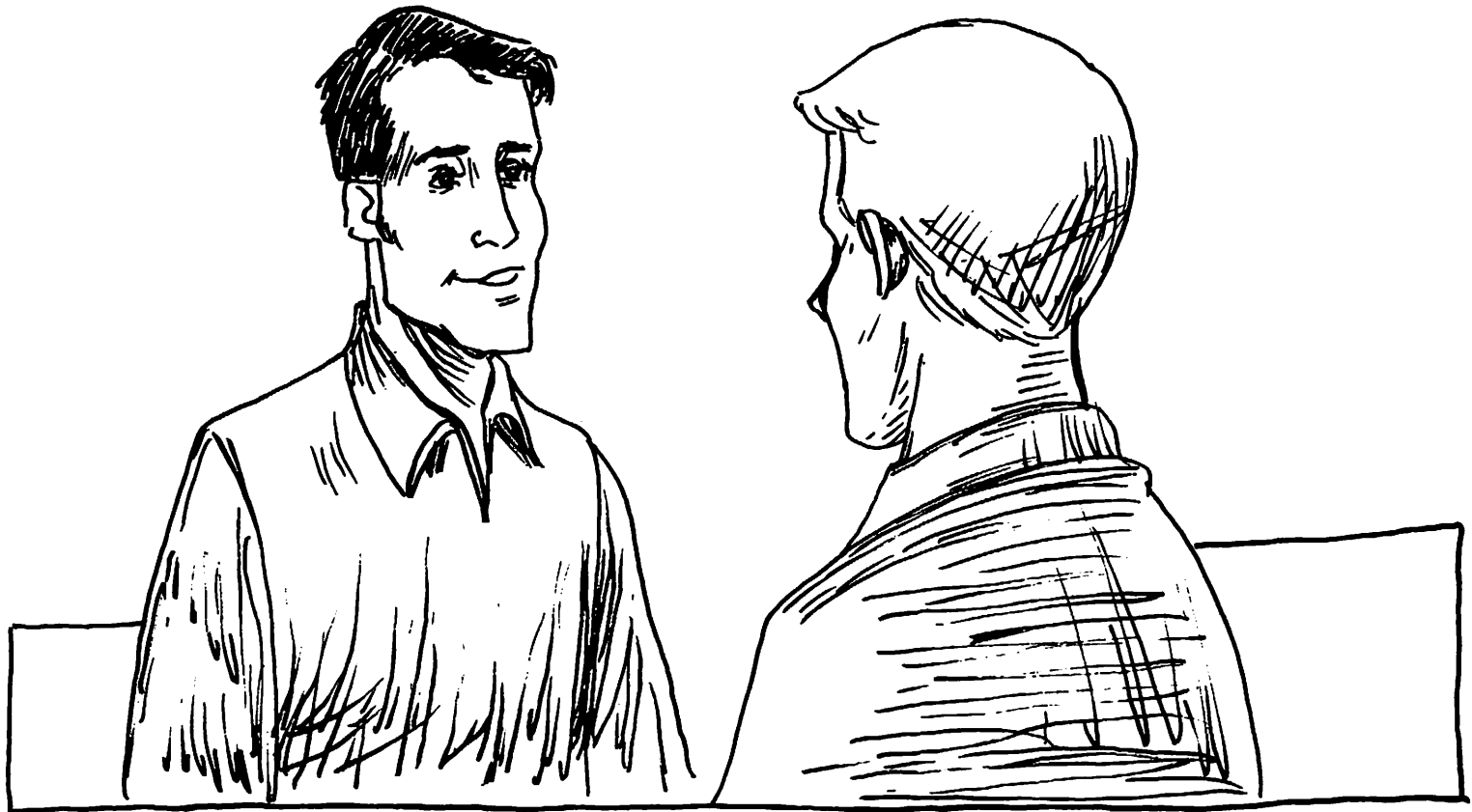
## TR 4

*PURPOSE:* To teach the student not to be tongue-tied or startled or thrown off a cycle of communication by originations of the person and to maintain good feelings and understanding with a person throughout an origination.

*COMMANDS:* The student asks "Do fish swim?" or "Do birds fly?" to coach. Coach answers but now and then makes startling comments from a prepared list given by Supervisor. Student must handle originations to satisfaction of coach.



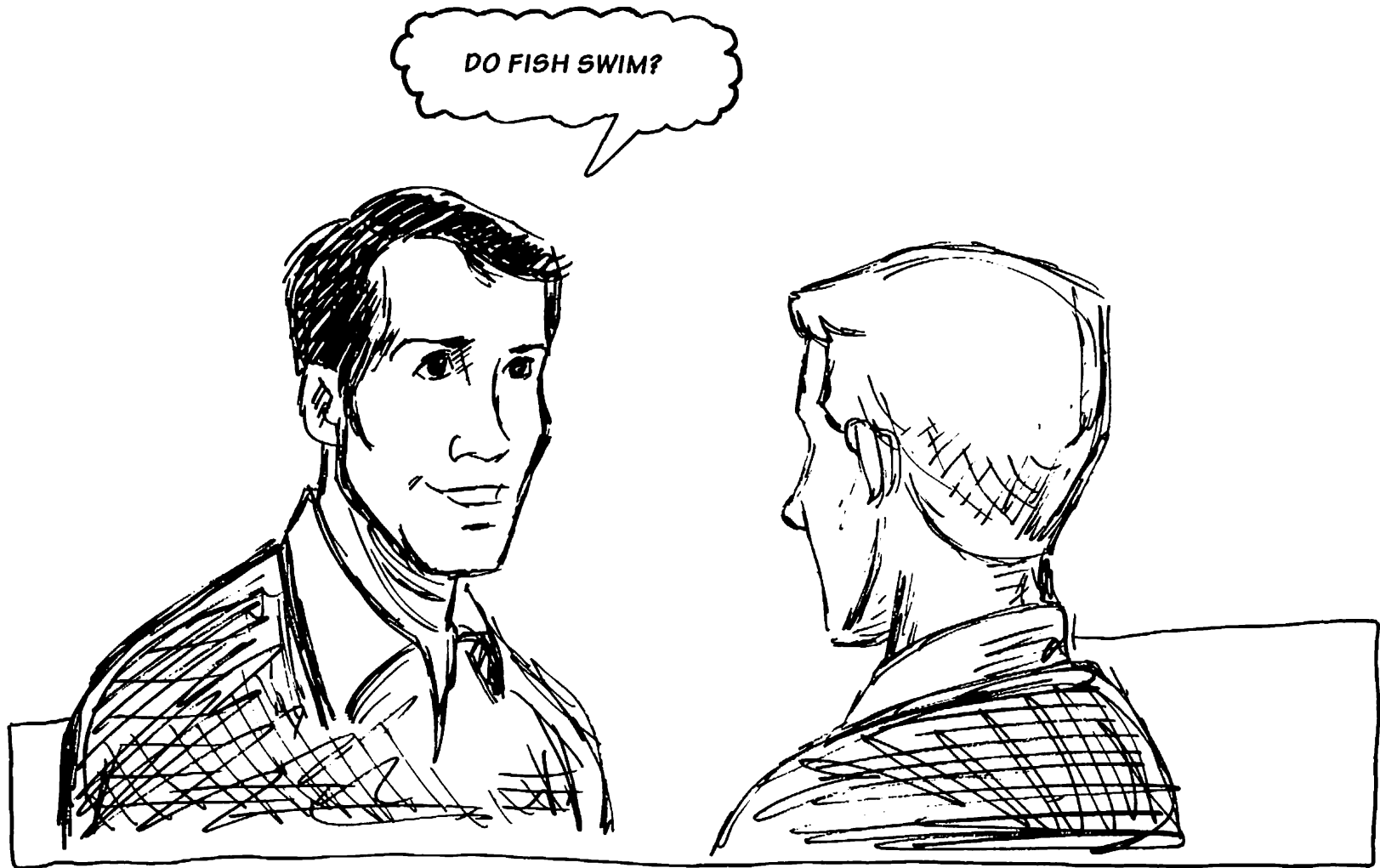
**POSITION:** Student and coach sit facing each other at a comfortable distance apart.



*TRAINING STRESS:* The student is taught to hear origination and do three things. (1) Understand it; (2) Acknowledge it; and (3) Return the person to the original cycle of communication.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

*PATTER*: All originations concern the coach, his ideas, reactions or difficulties, none concern the student. Otherwise the patter is the same as in earlier TRs.

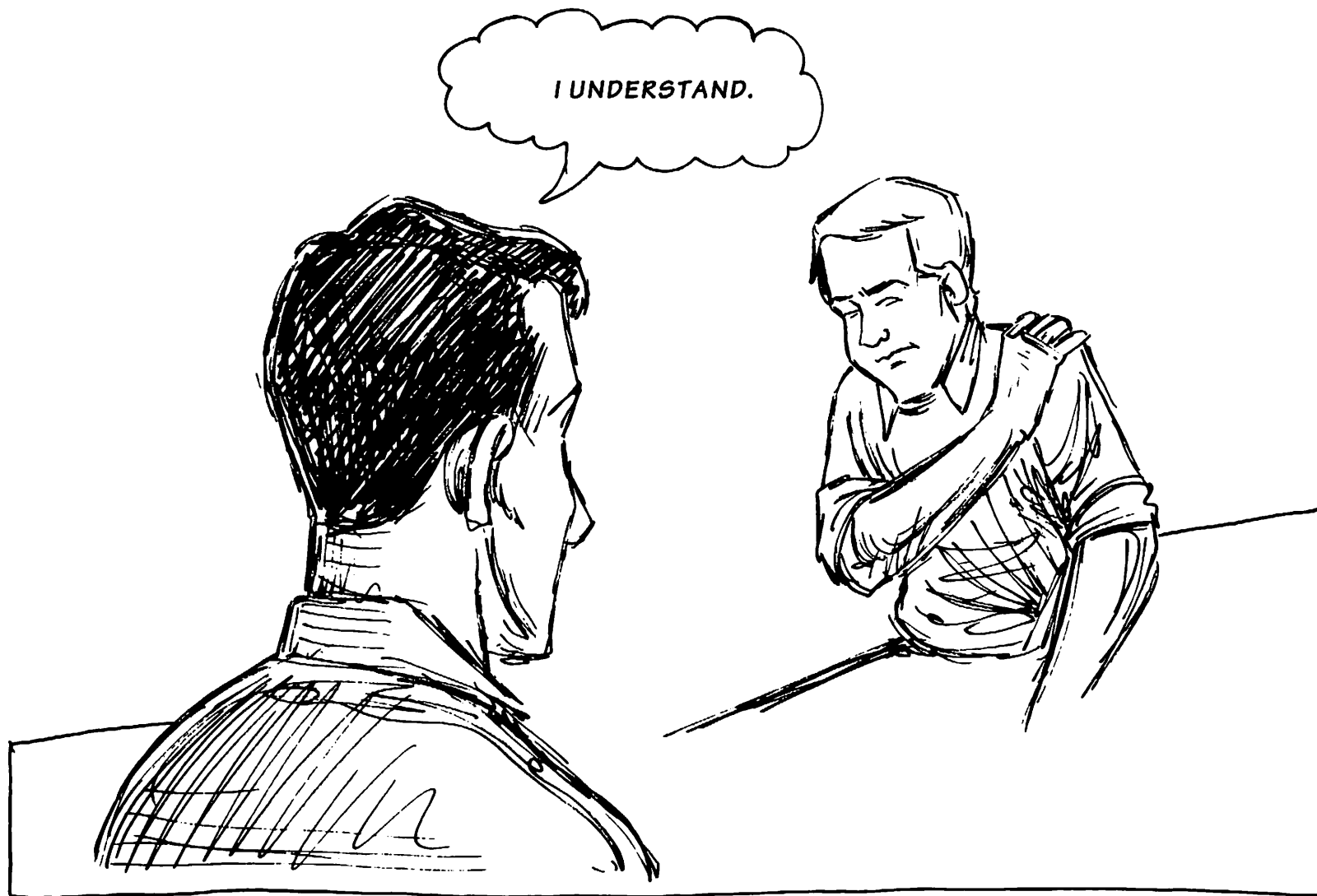


The student's patter is governed by (1) Clarifying and understanding the origin,





(2) Acknowledging the origin,



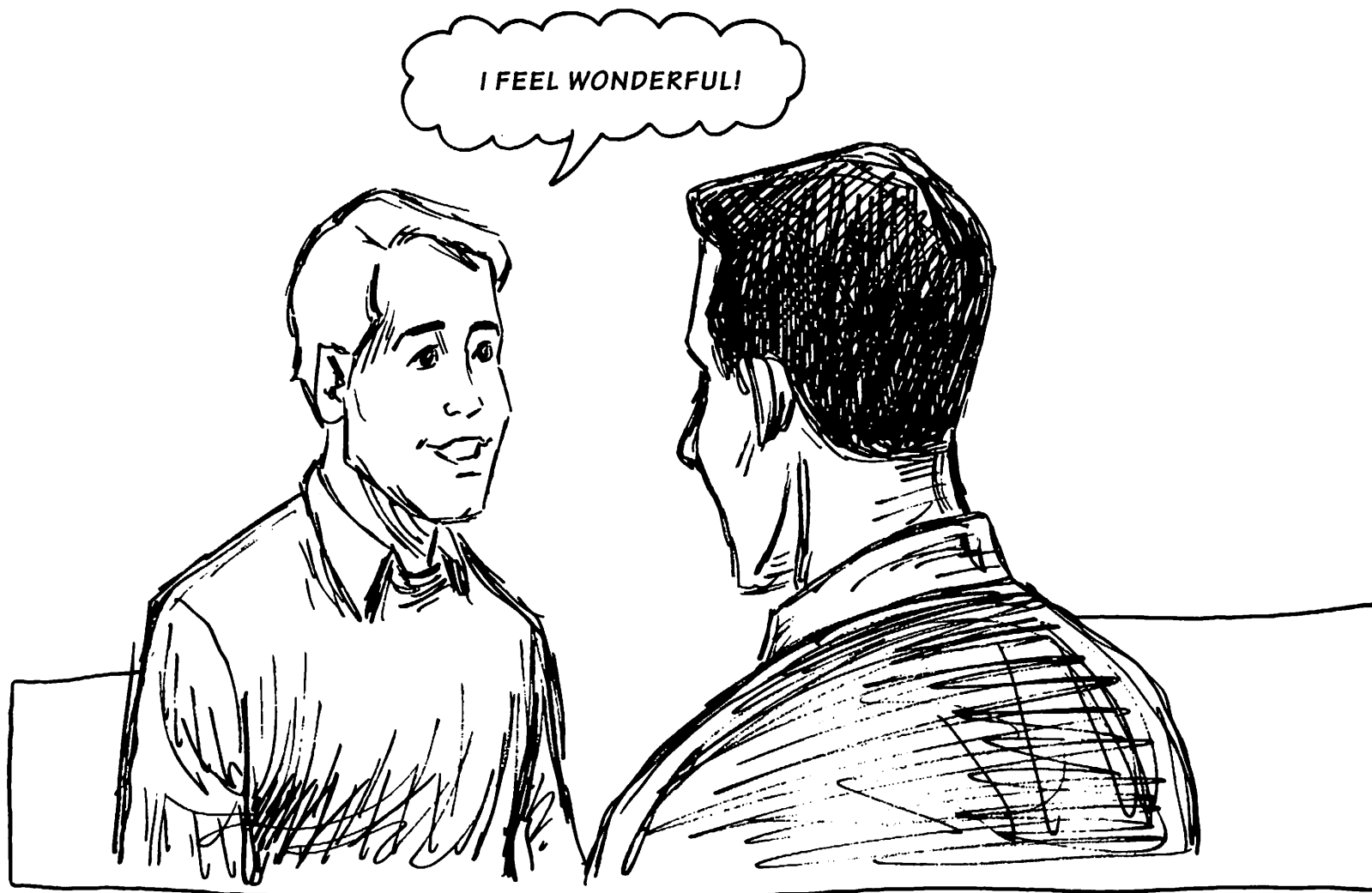
(3) Giving the repeat statement "I'll repeat the question" and then giving it. Anything else is a flunk.



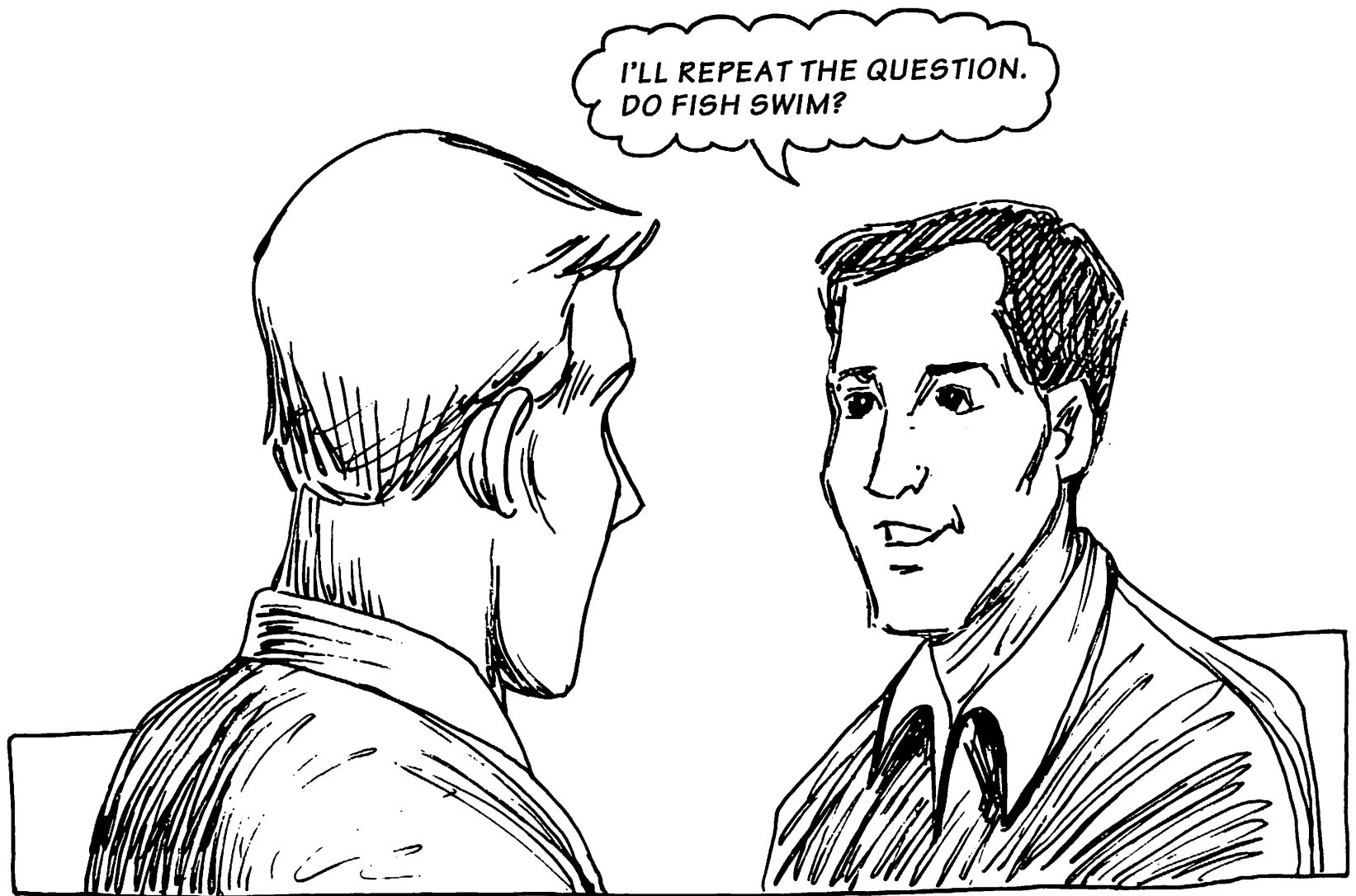
Another example:





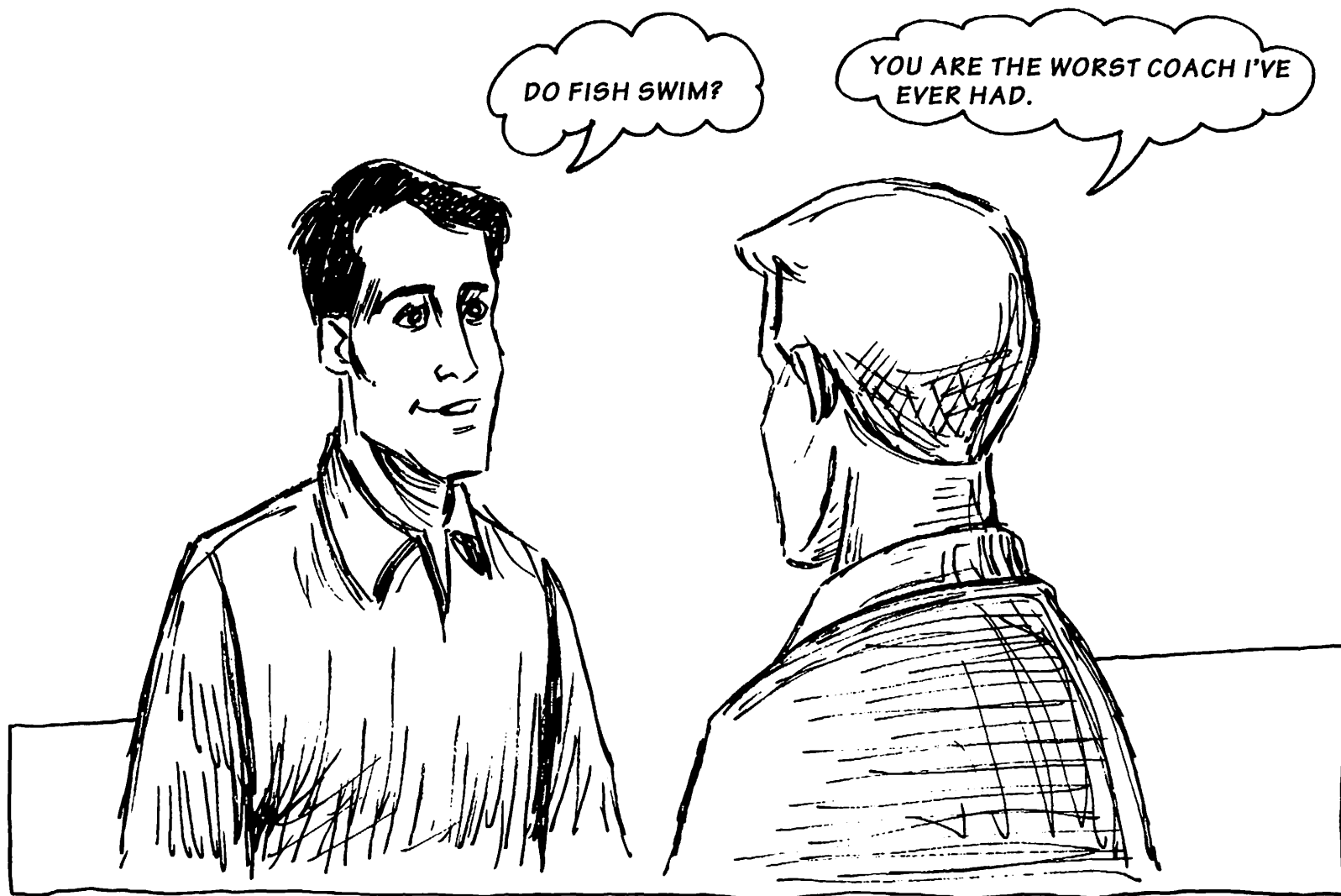






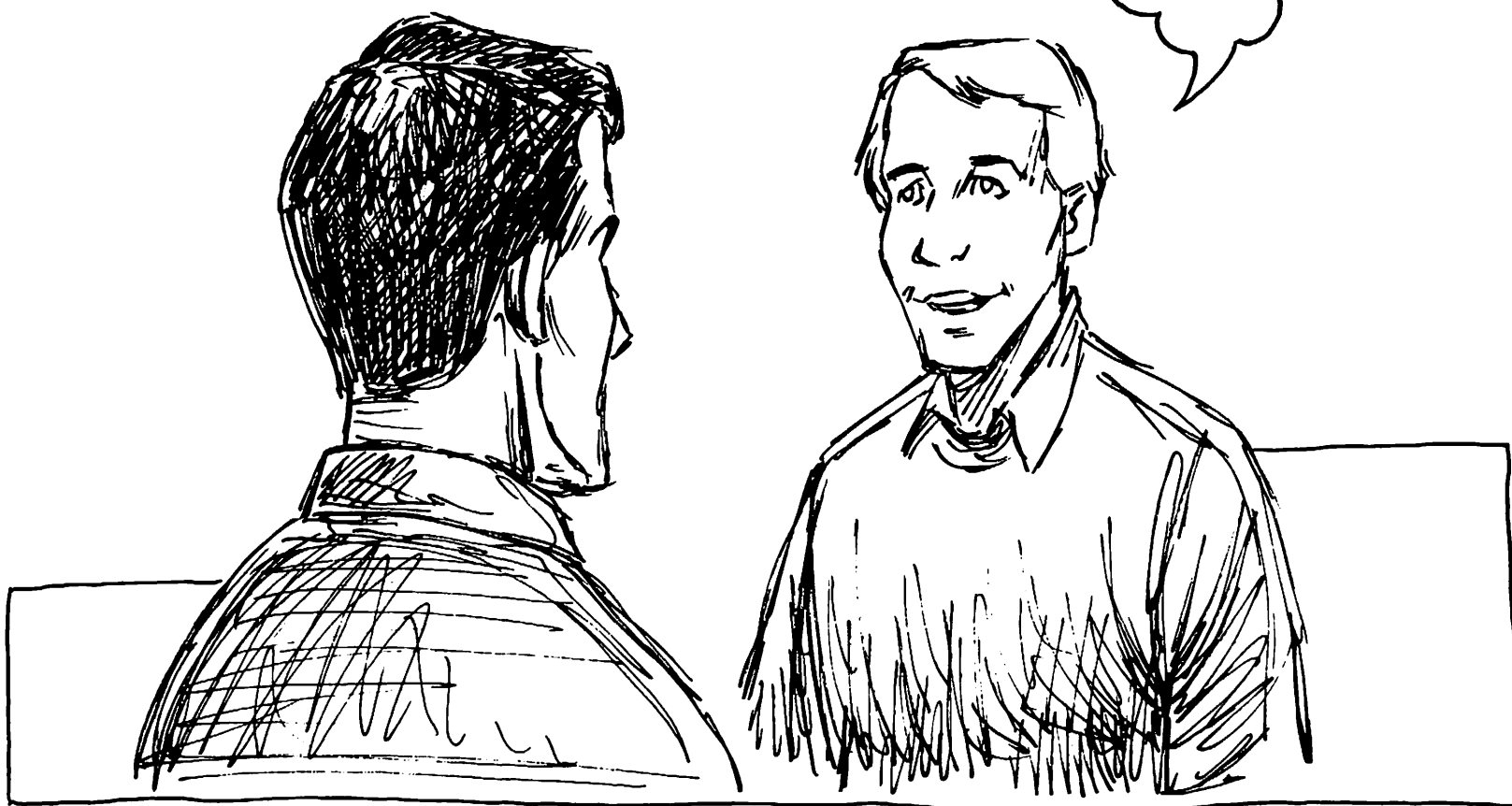
The student must be taught to prevent upsets and differentiate between a vital problem that concerns the person and a mere effort to blow the cycle of communication. Flunks are given if the student does more than (1) Understand; (2) Acknowledge; (3) Return the person to the original cycle of communication.

Coach may throw in remarks personal to the student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self is a flunk.



WHAT AM I DOING WRONG?

FLUNK, THAT WAS A COMMENT.  
START.



DO FISH SWIM?

YOU ARE THE WORST COACH I'VE EVER HAD.

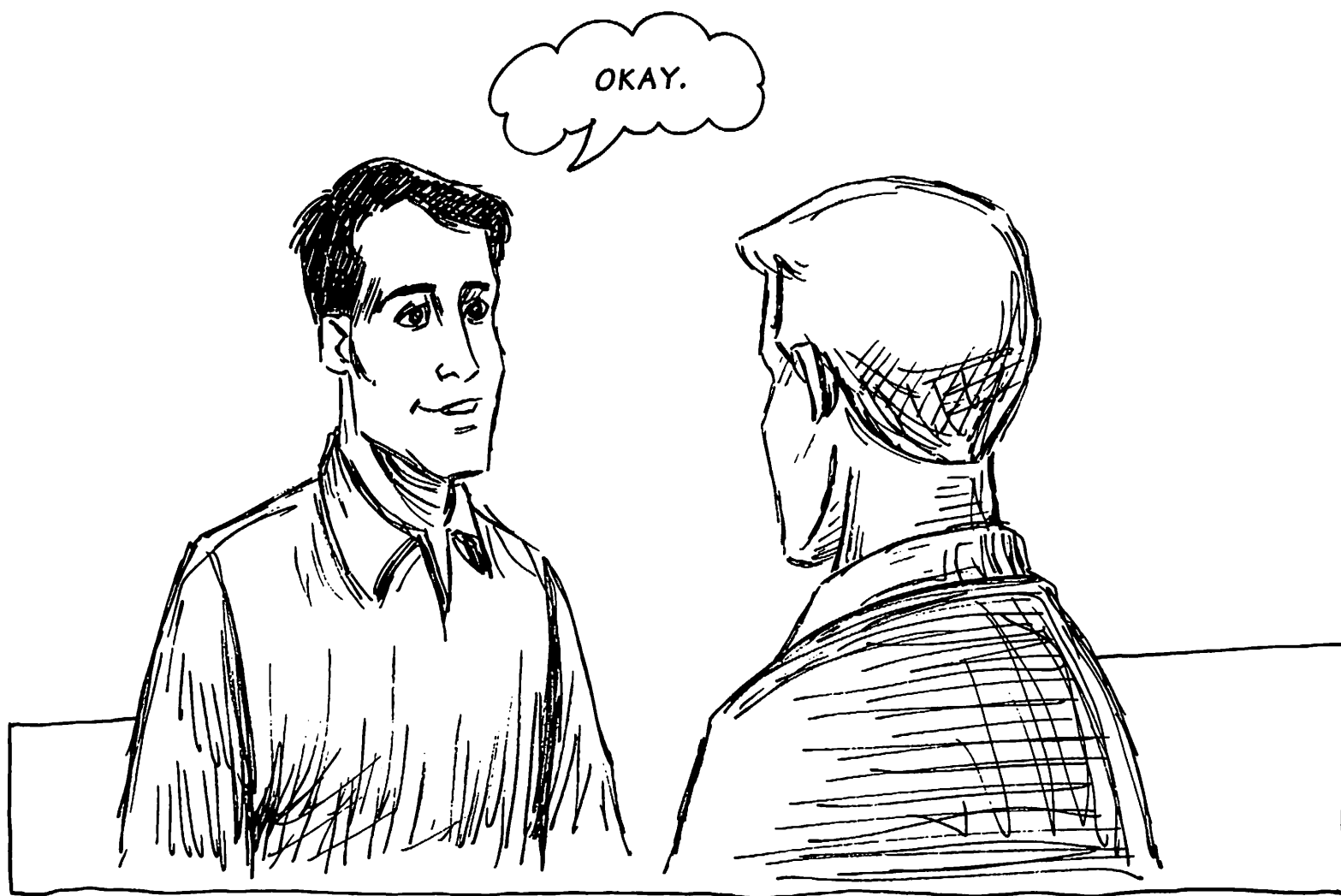


I'LL REPEAT THE QUESTION.  
DO FISH SWIM?

NO.







Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate and not always look at student when about to comment. By originate is meant a statement or remark referring to the state of the coach or fancied difficulties or troubles. By comment is meant a statement or remark aimed only at student or room. Originations are handled, comments are disregarded by the student.

**The student now does TR 4 with his twin.**

## Comments and Originations for Use on TR 4

**Comment:** a statement or remark aimed at the student or room.

**Origination:** a statement or remark referring to the coach, his ideas, reactions or difficulties.

I have a pain in my stomach.

The room seems bigger.

My body feels heavy.

I had a twitch in my leg.

I feel like I'm sinking.

The colors in the room are brighter.

My head feels lopsided.

I feel wonderful.

I have an awful feeling of fear.

You are the first person that has ever listened to me.

I think I've backed up from my body.

I just realized I've had a headache for years.

This is silly.

I feel all confused.

I've got a sharp pain in my back.

I feel lighter somehow.

I can't tell you.

I feel terrible—like I lost something or something.

WOW—I didn't know that before!

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You surely are a good coach.

That wall seems to move toward me.

If you give me that command again, I'll bust you in the mouth.

I feel like something just hit me in the chest.

You surely have a nice office here.

I feel warm all over.

By the way, I won that tennis tournament yesterday.

My head feels like it has a tight band around it.

When are you going to get a haircut?

I seem to see the wall behind my body.

I feel like I was all hemmed in somehow.

It seems like I'm as tall as this building.

This chair is so comfortable I could go to sleep.

I feel like I could just suddenly break something.

I keep thinking about that copper who blew his whistle at me this morning.

Things suddenly look a lot brighter.

Aren't we finished with this yet?

I feel like I'm floating.

It looks like the wall is caving in on me.

That wall looks real thin.

WOW!!! W-O-W!!!!!!

How long do we have to do this?

OUCH! OH, OUCH!

My face tingles.

I'm getting sleepy.

I'm starving. Let's go to lunch.

I remember a time when I fell down and hurt my zorch.

Can I have a cigarette?

Suddenly, I'm so tired.

Everything is getting blurry.



What time do we get through?

Is this room rocking?

You are the worst coach I've ever had.

Your eyes stink.

I just realized how wrong I've been all my life.

I feel like there's a spider's web on my face.

My left knee hurts.

I feel so light!

Isn't it getting hotter in here?

I just remembered the first time I went swimming.

My back has been aching like this for years.

How much do you weigh?

Can you make your body rise up in the air?

I kind of ache all over. That's a somatic, isn't it?  
I just realized how terrible my mother actually was.  
Are you married?  
Hold my hand.  
I feel so lonesome.  
I feel like I can't talk.  
My body is starting to shake all over.  
My ribs hurt.  
I feel just like the time I got run over by that car.  
Everything seems to be getting dark.  
Could we stop and talk for a little while?  
Don't you get tired of listening to someone like me?  
Can you make my hair curly?

How long will it take for me to lose twenty pounds?

Kiss me.

You are my reincarnated husband of 20,000 years ago.

Why are you talking so much?

No—no, no, no, NO!!!!

Moo Gum Guy Pan.

Sum Gum War Sue Up.

Fizzle Wizzle Bum Crum.

I am going to vomit on you if you don't stop.

I absolutely love the way you handle originations.

You are sweet.

# Narconon Therapeutic TR Course

## TR 4 Attest Sheet

I have successfully completed TR 4.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 4.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

OK TO PUBLISH: \_\_\_\_\_

Tear out these pages and place them on the Supervisor's desk.

The student now does Beginning TR 0 through TR 4, getting tougher each time.

# Narconon Therapeutic TR Course

## TRs 0–4 Attest Sheet

I attest that I have done each of the following TRs to a major stable win on each and have received a pass by my Supervisor.

a. Beginning TR 0

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

b. TR 0

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

c. TR 1

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

d. TR 2

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

(Continue on next page.)

e. TR 2 1/2

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

f. TR 3

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

g. TR 4

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

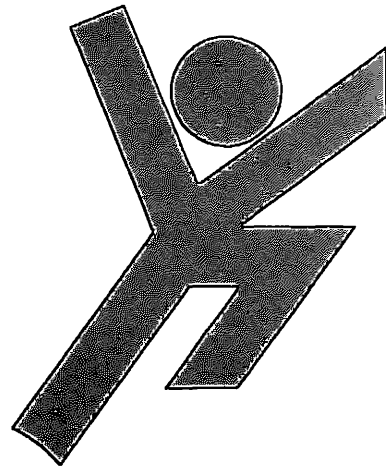
Tear out these pages and place them on the Supervisor's desk.



# Section 7

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TR 6

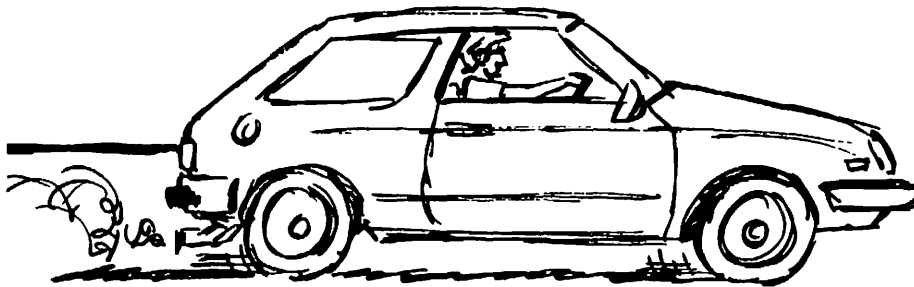


# Control

The following drills, TR 6, 7, 8 and 9, deal with the subject of control.

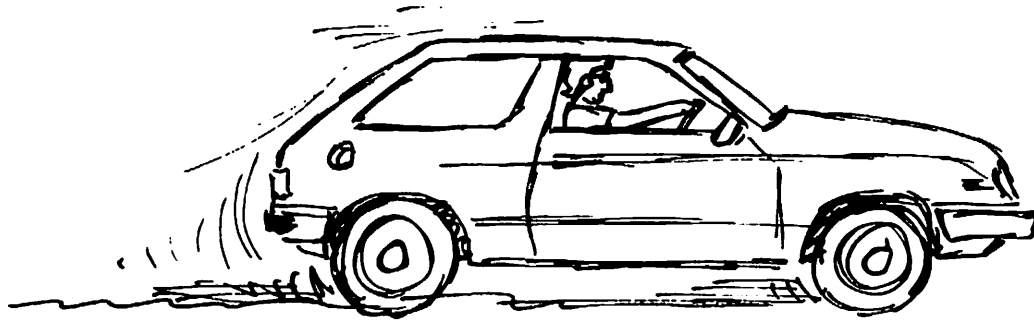
The purpose of these four training drills is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

## CONTROL IS

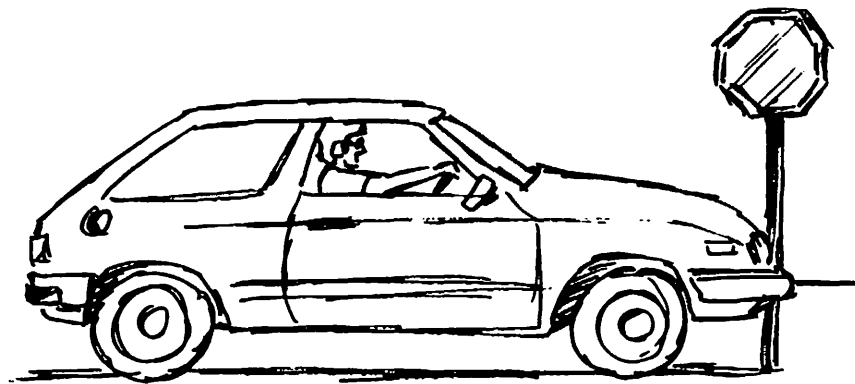


## START

# CHANGE

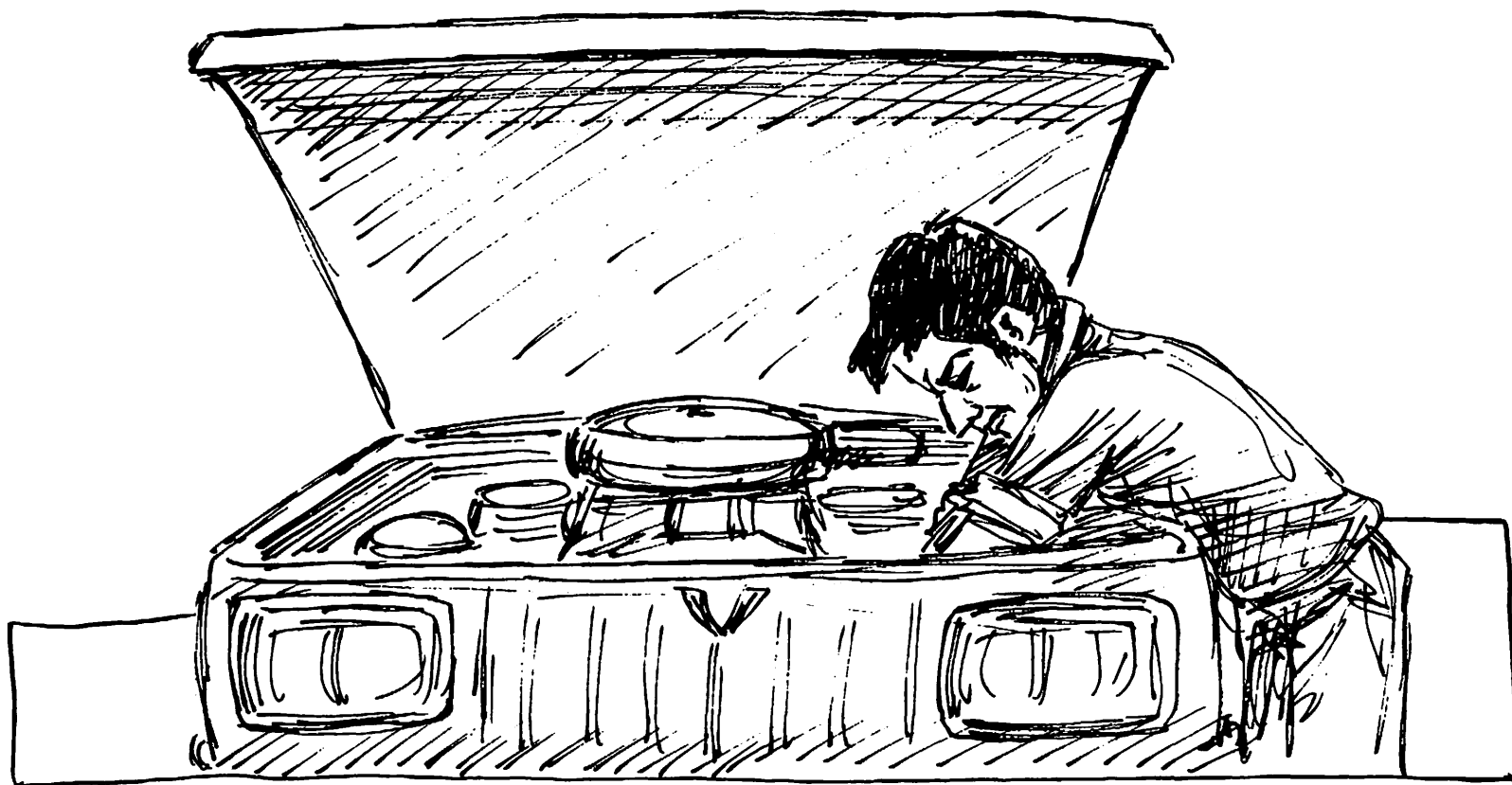


# STOP

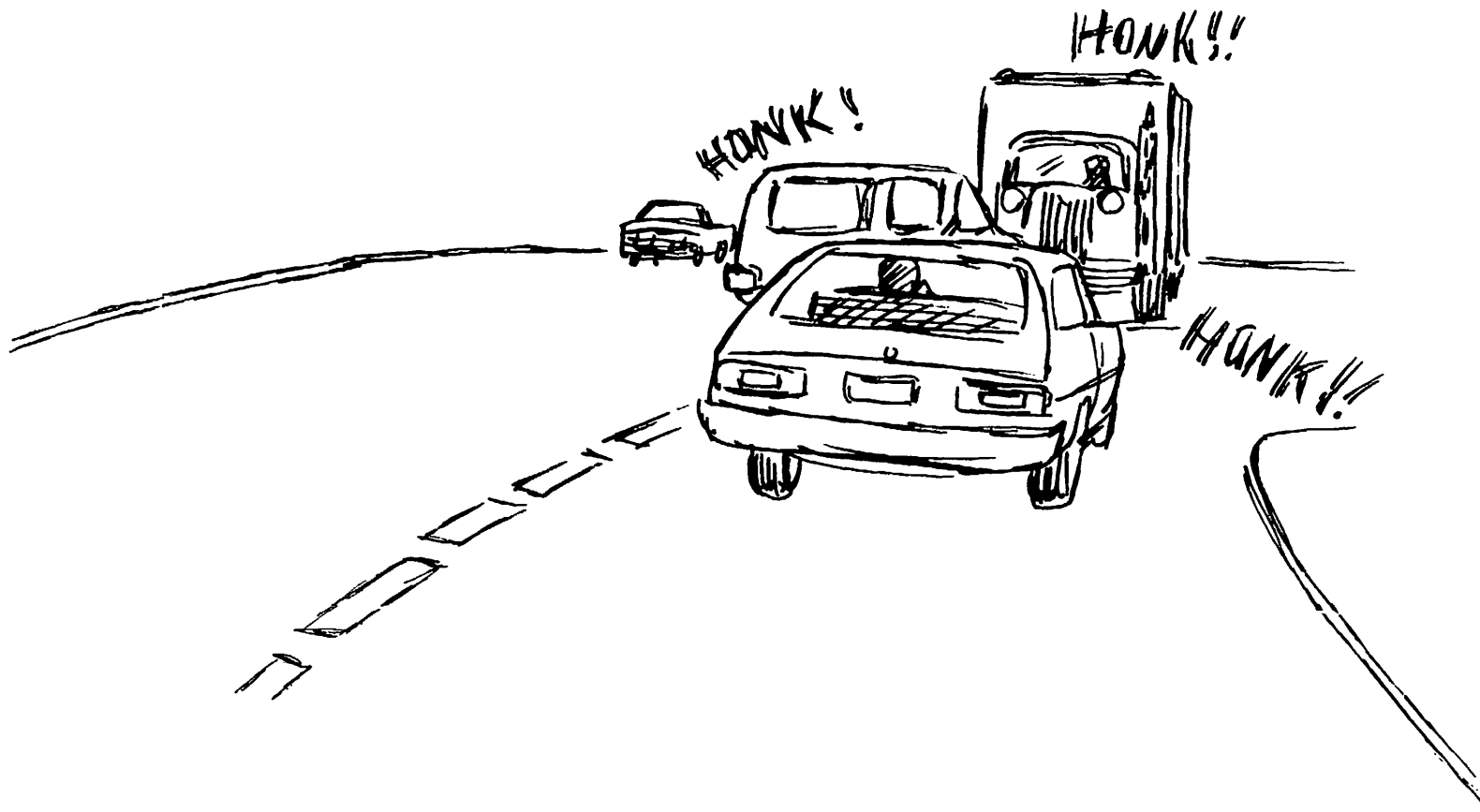


You can say that he can CONTROL the car.

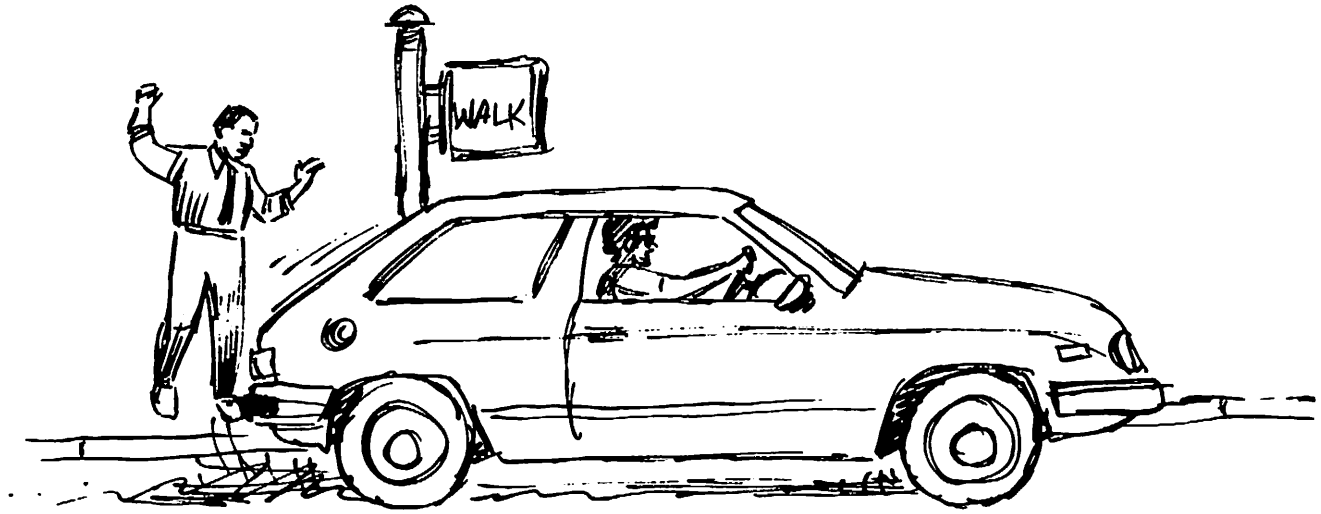
But if he can't START the car,



or if he can't CHANGE the position of the car,



or if he can't STOP the car,



then he cannot CONTROL the car.

## **CONTROL IS START, CHANGE, STOP.**

Almost the entire subject of control is summed up in the ability to start, change and stop one's activities, body and one's environment.



# Narconon Therapeutic TR Course

## Section Seven, Item 2

- a. Describe to your twin 5 examples of a time when you observed someone who was in control.
- b. Describe to your twin 5 examples of a time when you observed someone who did not have control of a thing or situation.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Tear out these pages and place them on the Supervisor's desk.

## TR 6, Part One

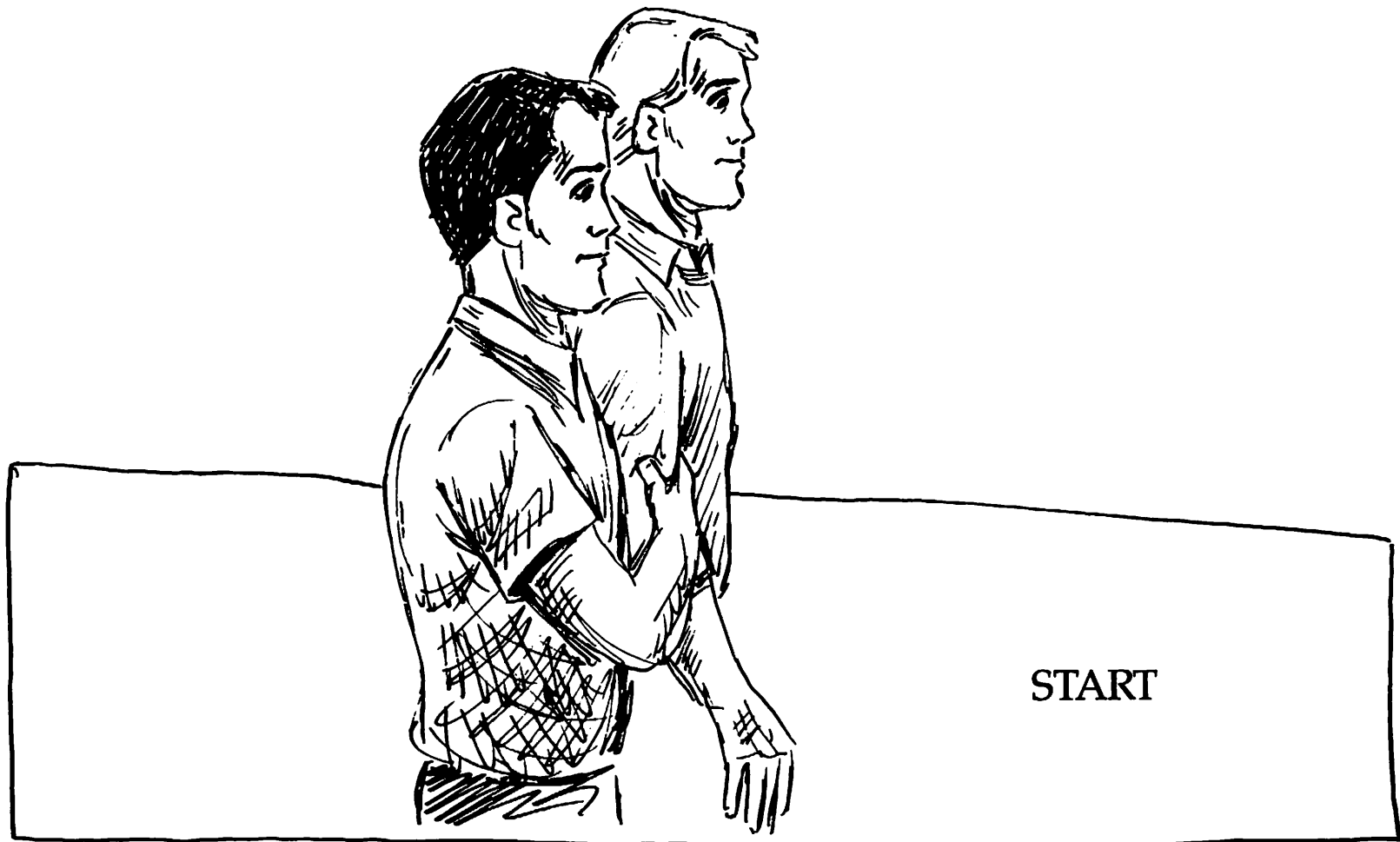
**COMMANDS:** Nonverbal for first half of training session. First half of coaching session, the student silently steers the coach's body around the room, not touching the walls, quietly starting, changing and stopping the coach's body. When the student has fully mastered the nonverbal portion of the drill the student may commence the verbal portion.

*POSITION:* Student and coach walking side by side; student always on the coach's right, except when turning.



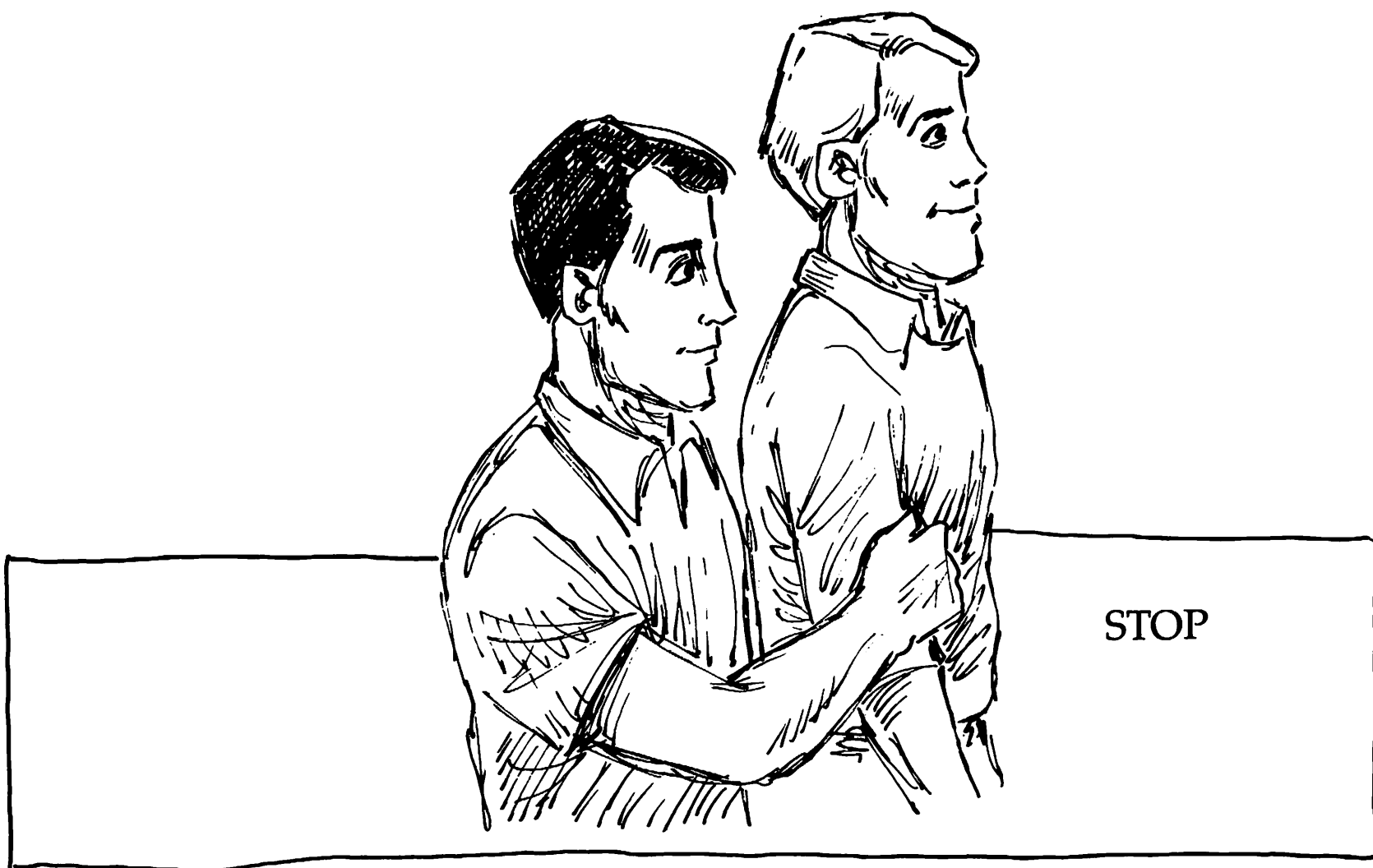
*PURPOSE:* First part: To accustom student to moving another body than his own without verbal communication.

*TRAINING STRESS:* Complete, crisp precision of movement and commands. Student, as in any other TR is flunked for current and preceding TRs.

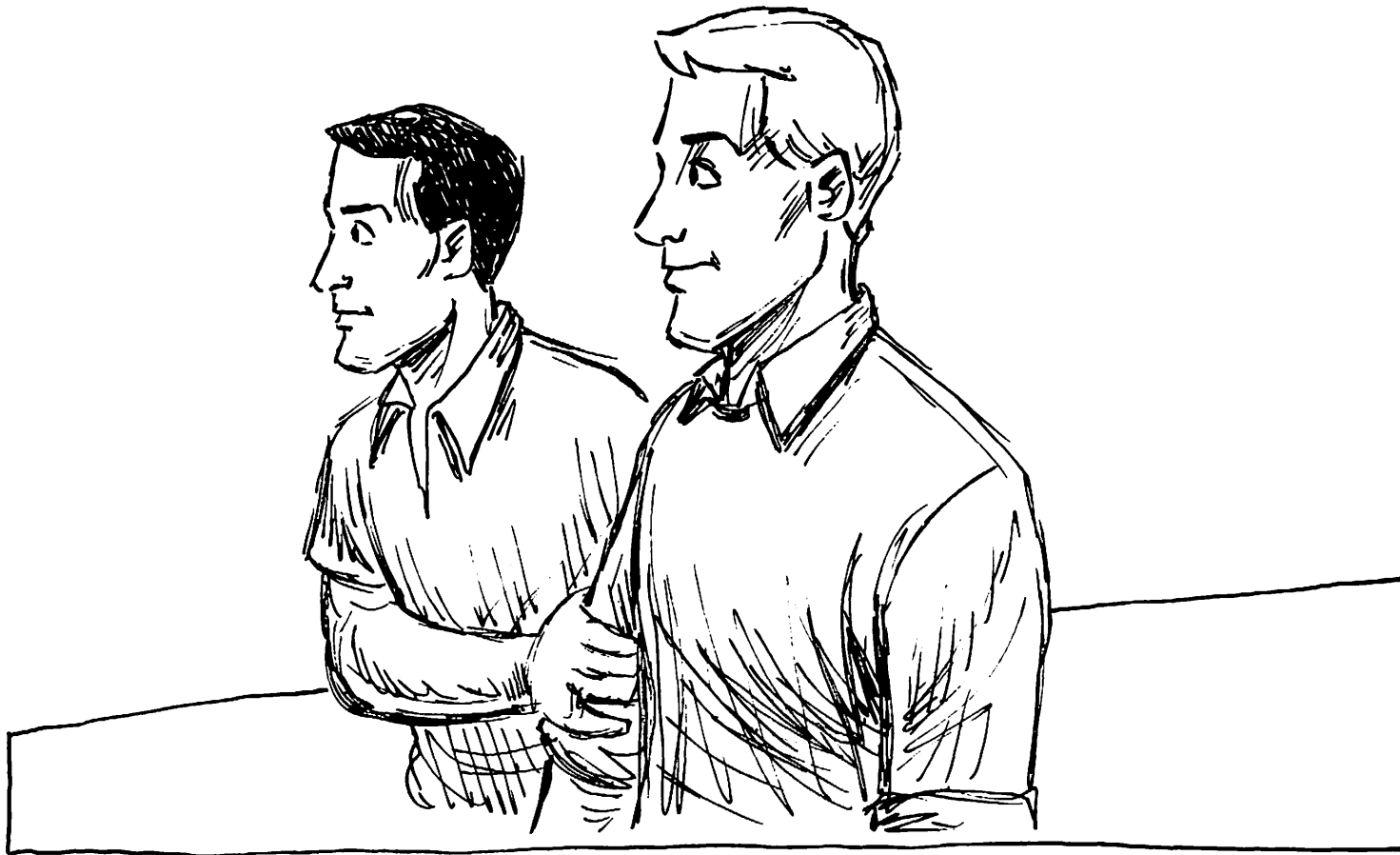




CHANGE

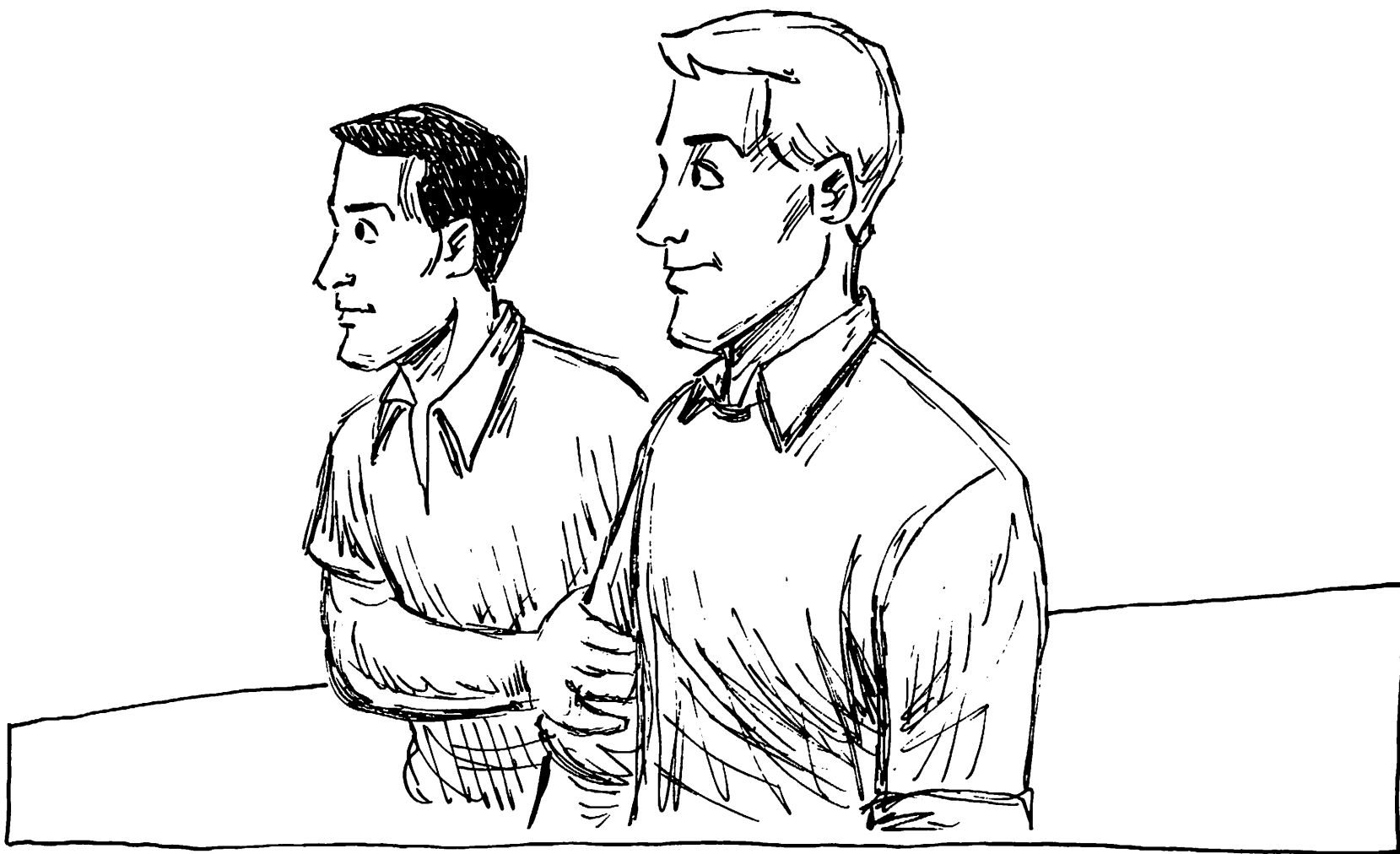


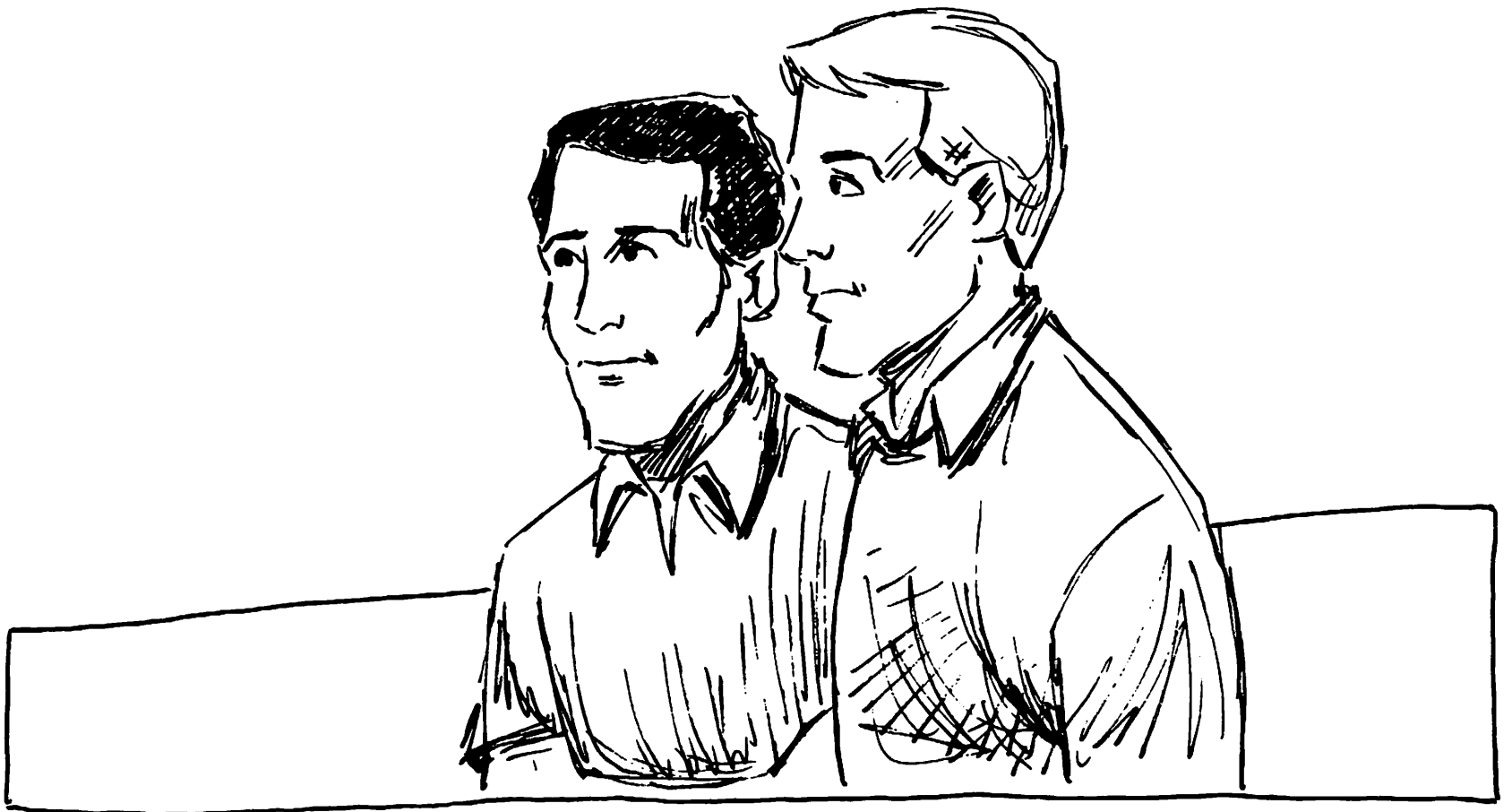
Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting.

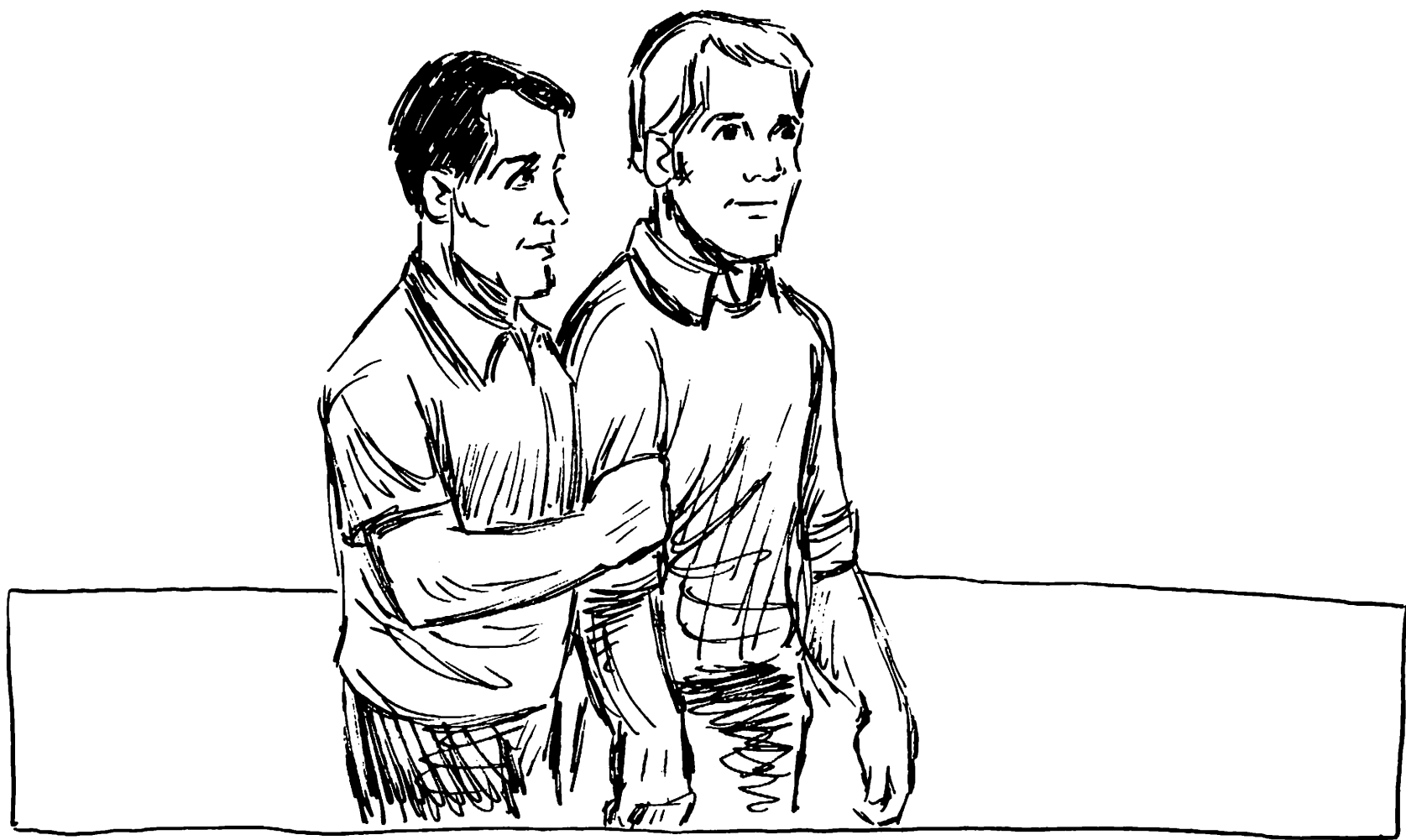














In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.



The student now does TR 6, Part One with his twin.

## TR 6, Part Two

*COMMANDS:* The commands to be used for TR 6, Part Two:

**“LOOK AT THAT WALL.” “THANK YOU.”**

**“WALK OVER TO THAT WALL.” “THANK YOU.”**

**“TOUCH THAT WALL.” “THANK YOU.”**

**“TURN AROUND.” “THANK YOU.”**

The student points to show which wall each time.

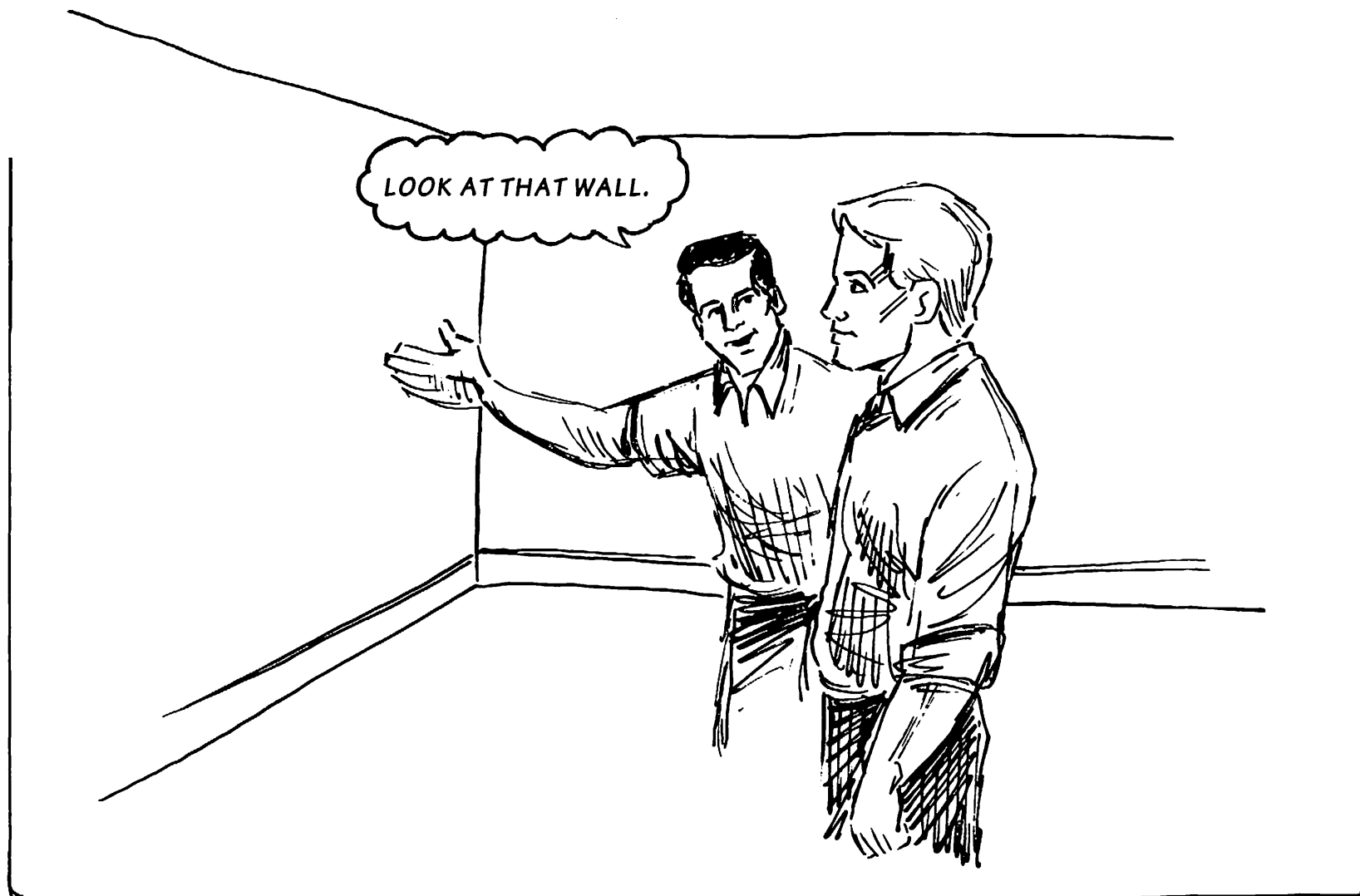


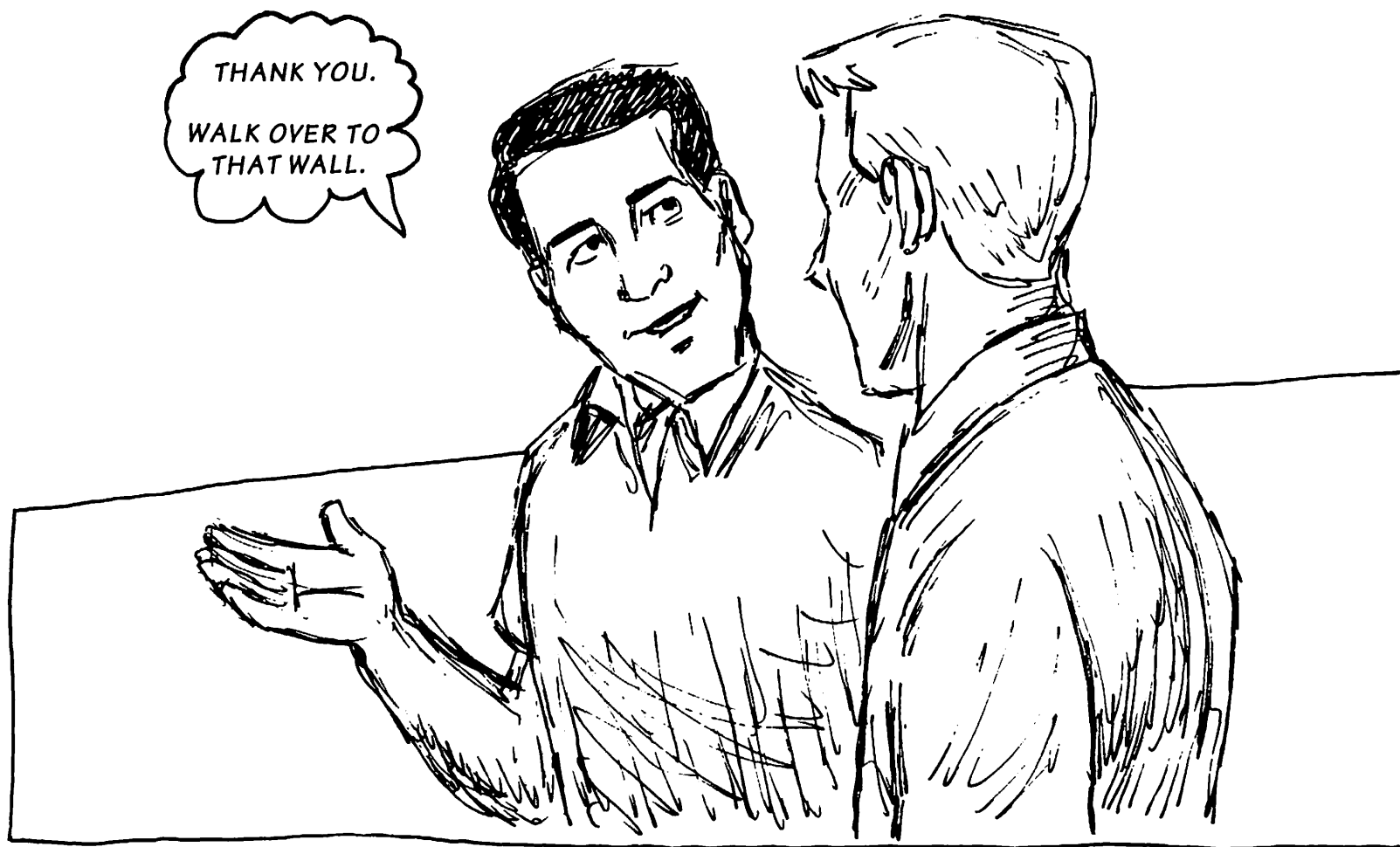
*POSITION:* Student and coach walking side by side; student always on coach's right, except when turning.

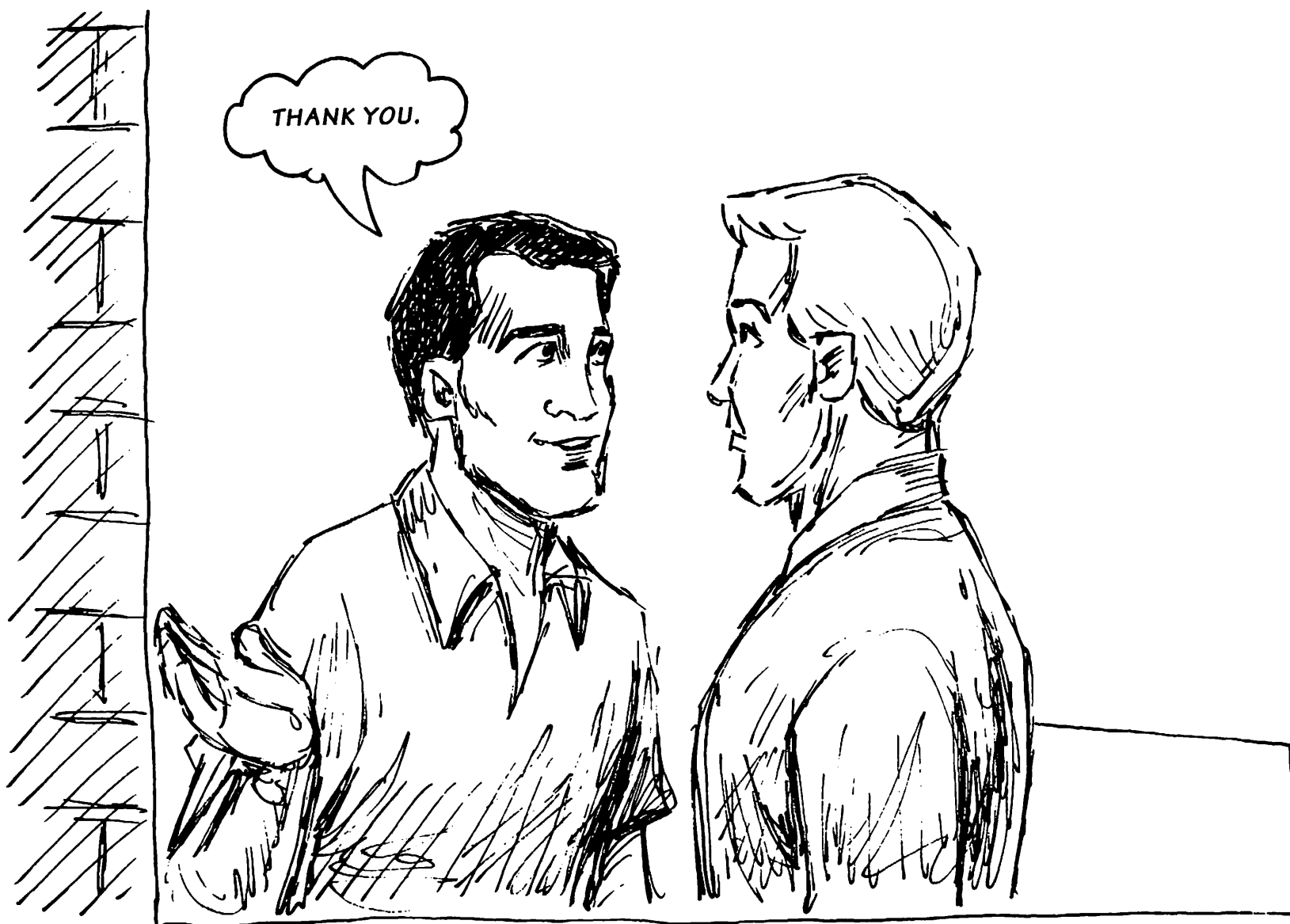


*PURPOSE:* Second part: To accustom student to moving another body, by and while giving commands only, and to accustom student to proper commands of this drill.

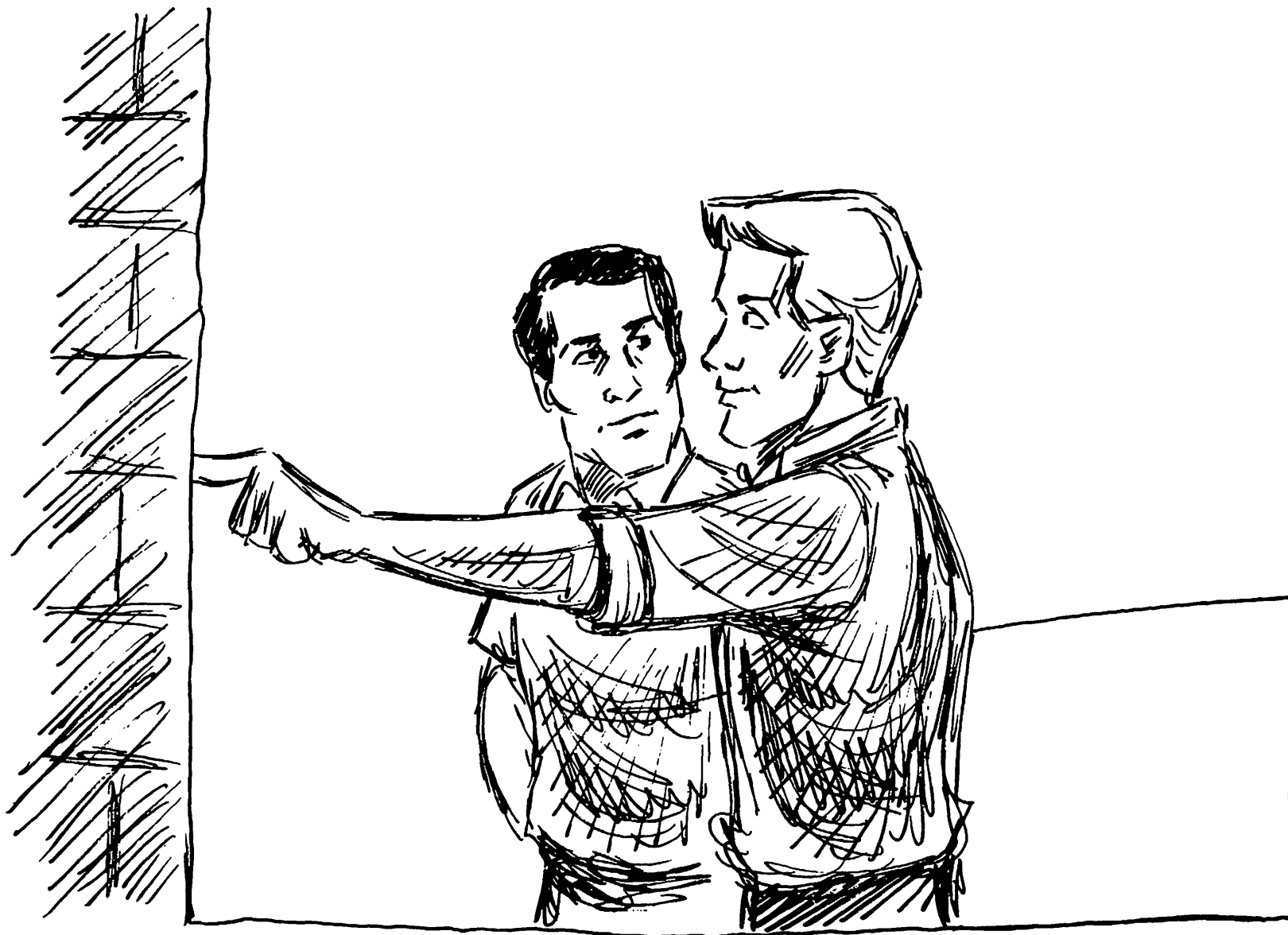
**TRAINING STRESS:** Complete, crisp precision of movement and commands.







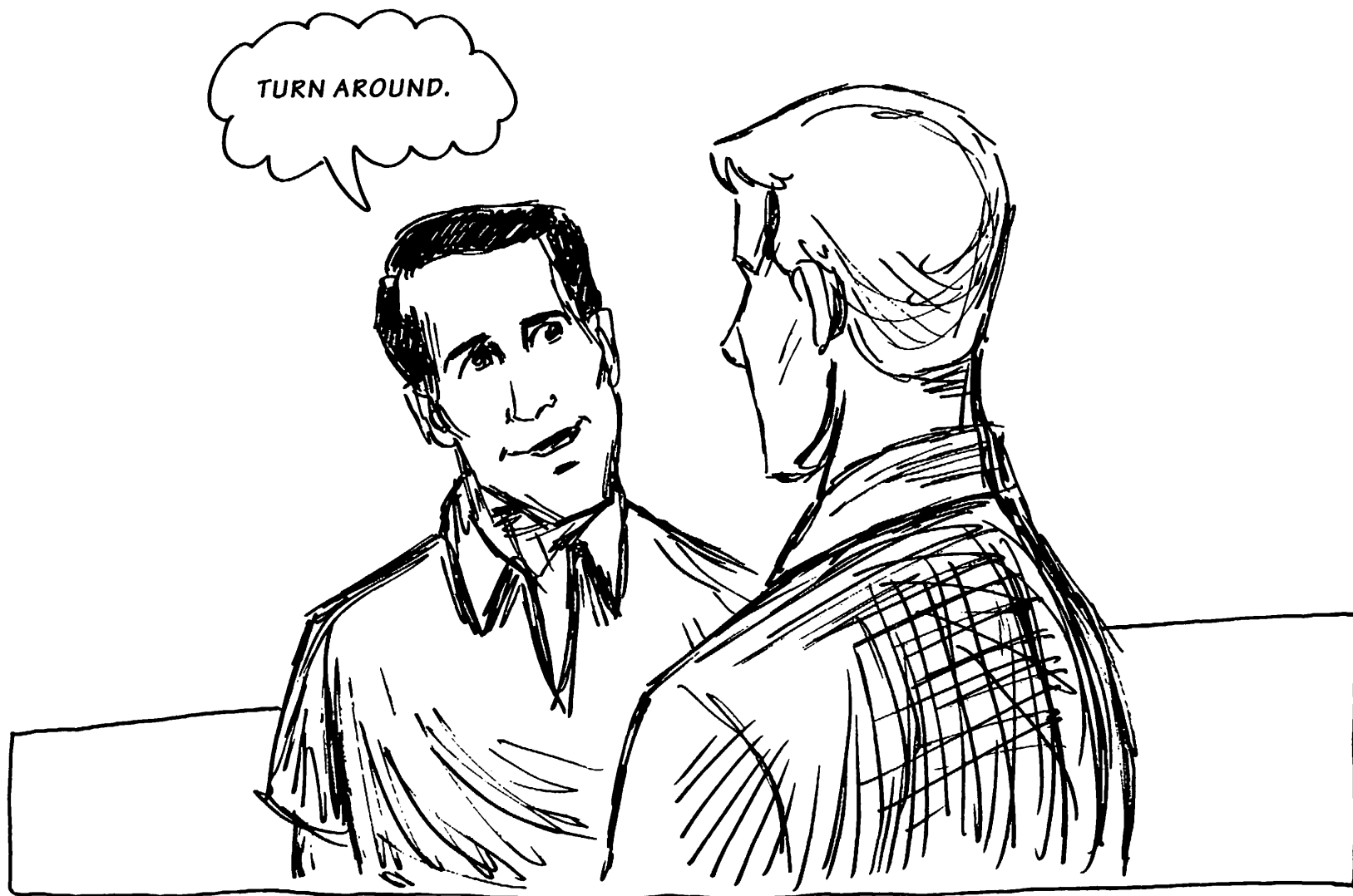




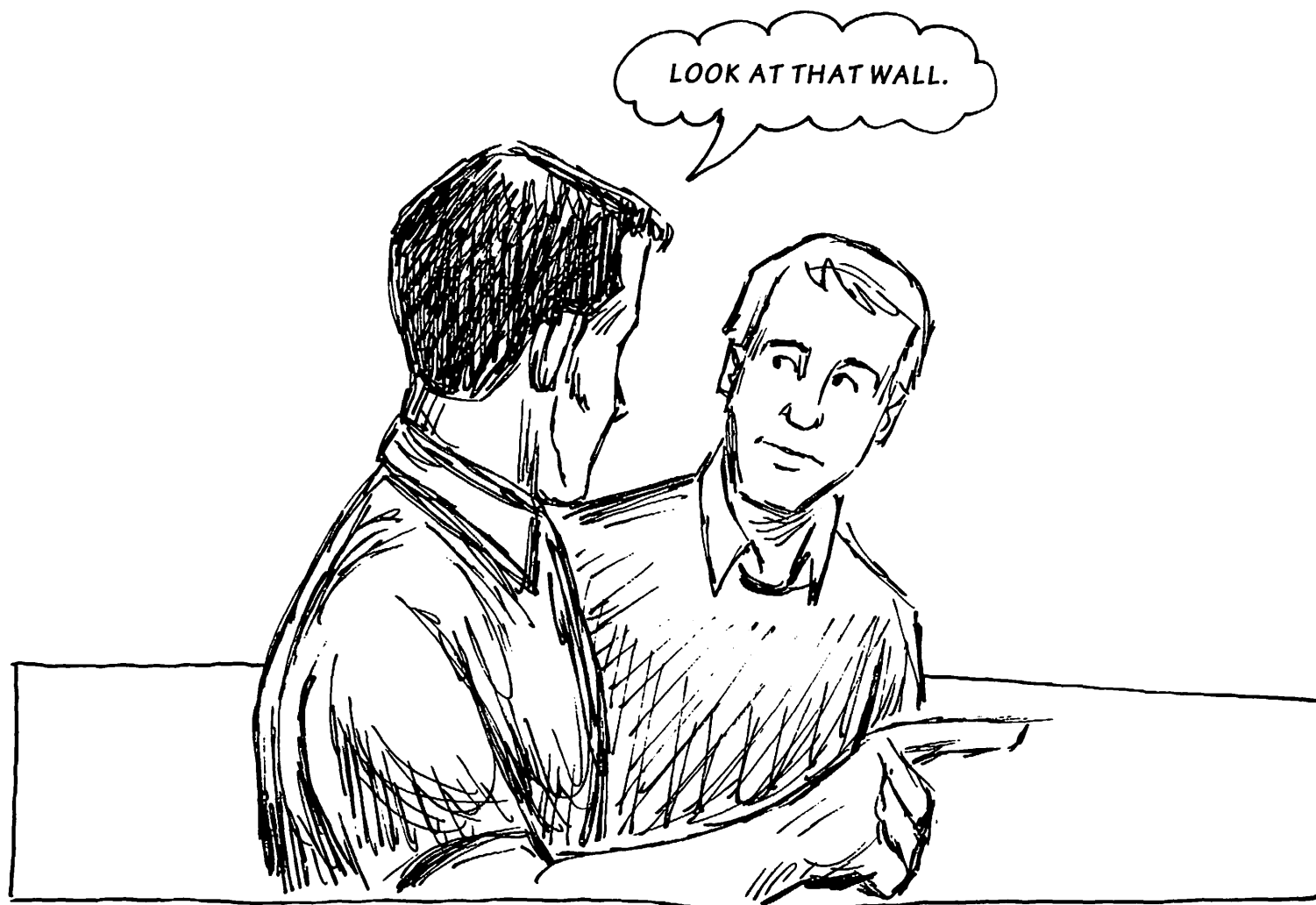
THANK YOU.





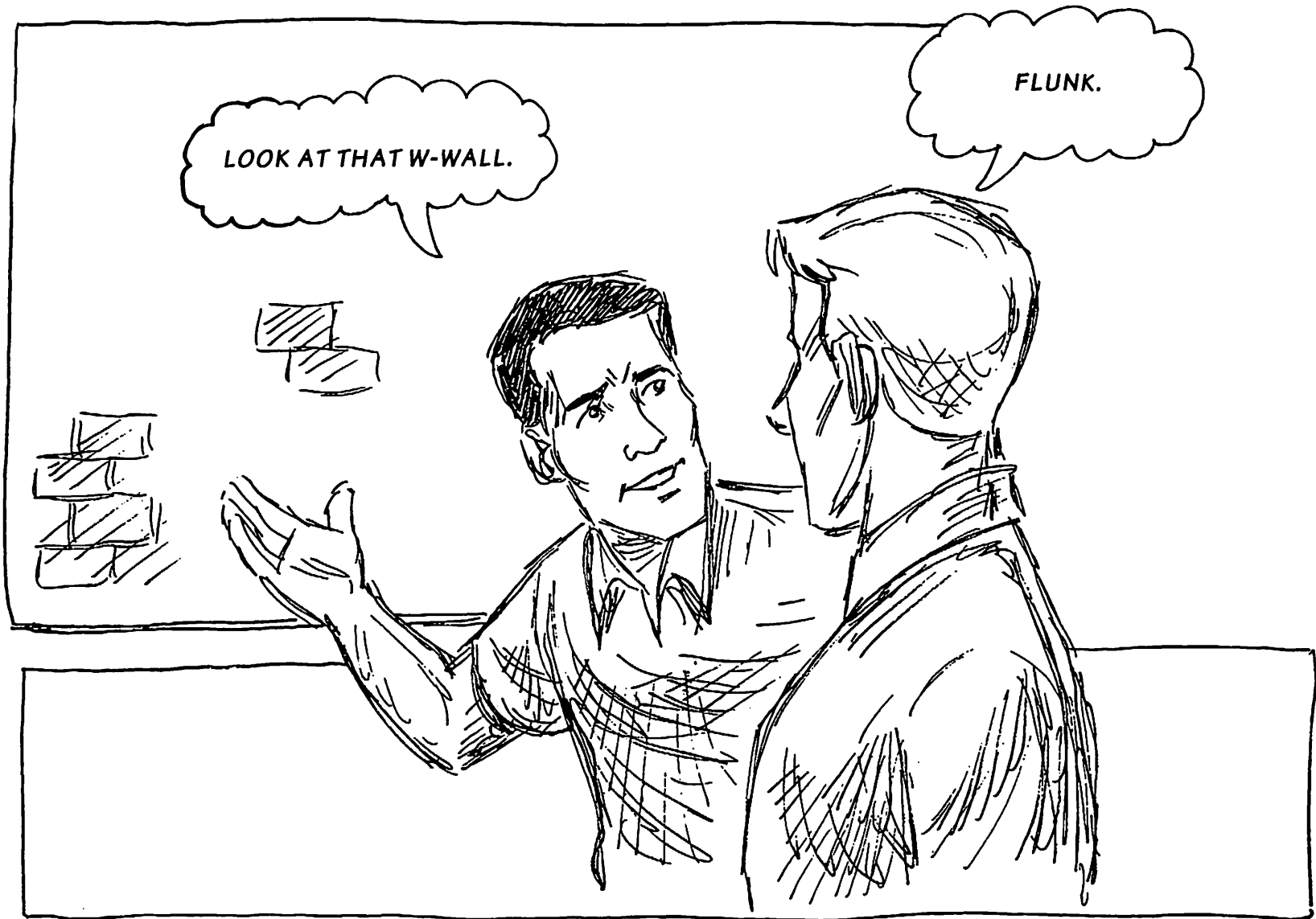






The coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command and for failing to handle origination by coach.

Hesitation or nervousness in moving body.



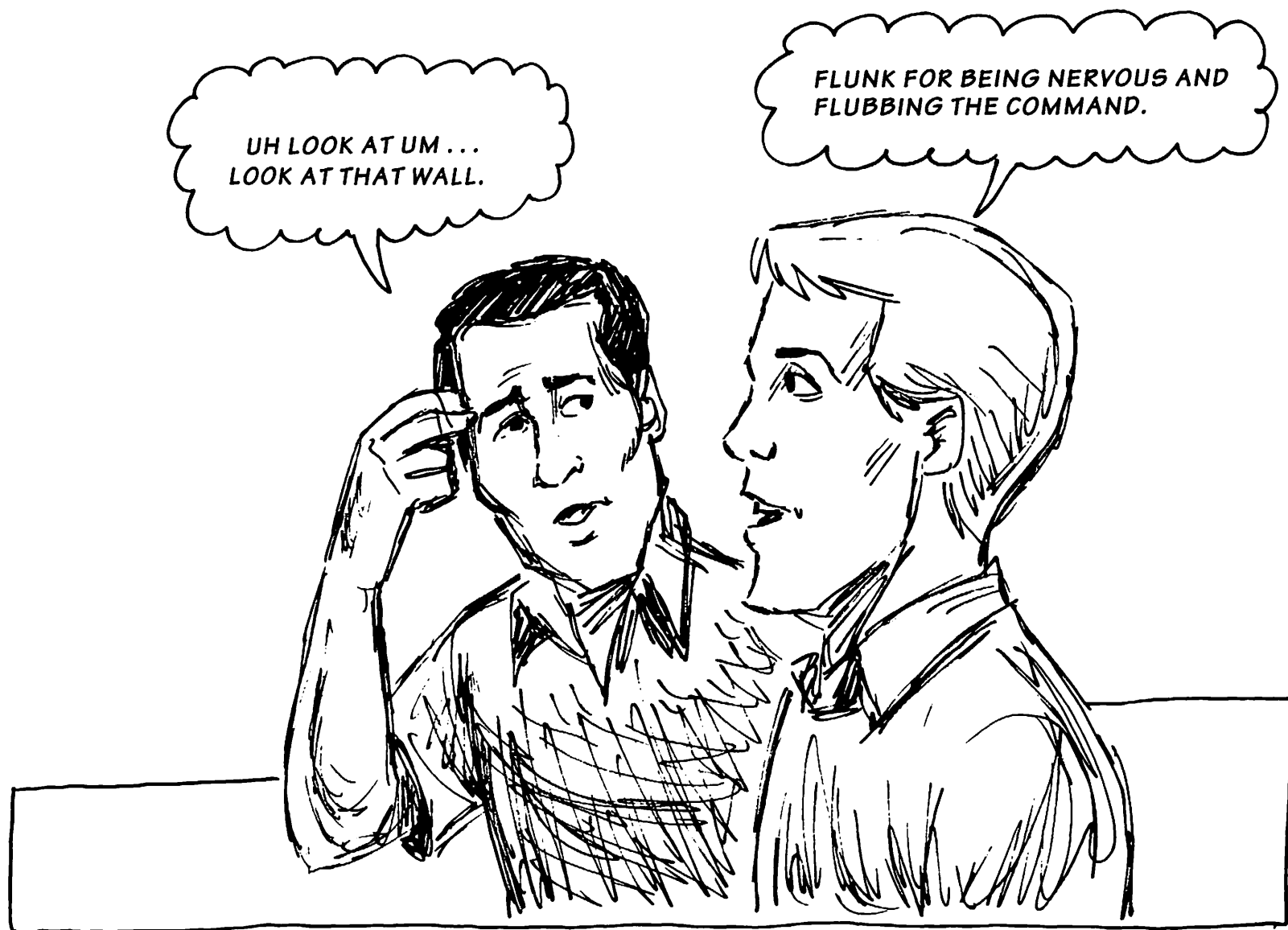
Poor confronting.



## Bad communication of command.



Poor repetition of command.





Failing to handle origination by coach.





Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting.

The student now does TR 6, Part Two with his twin.

# Narconon Therapeutic TR Course

## TR 6 Attest Sheet

I have successfully completed TR 6.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 6.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

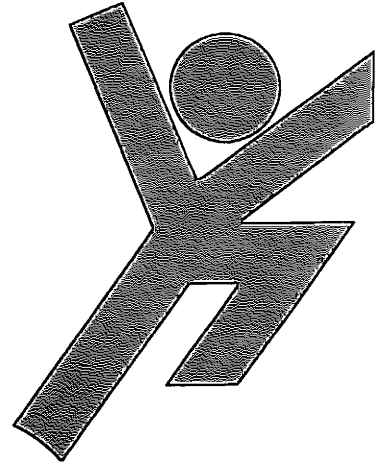
**OK TO PUBLISH:** \_\_\_\_\_

**Tear out these pages and place them on the Supervisor's desk.**

# Section 8

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TR 7



## TR 7

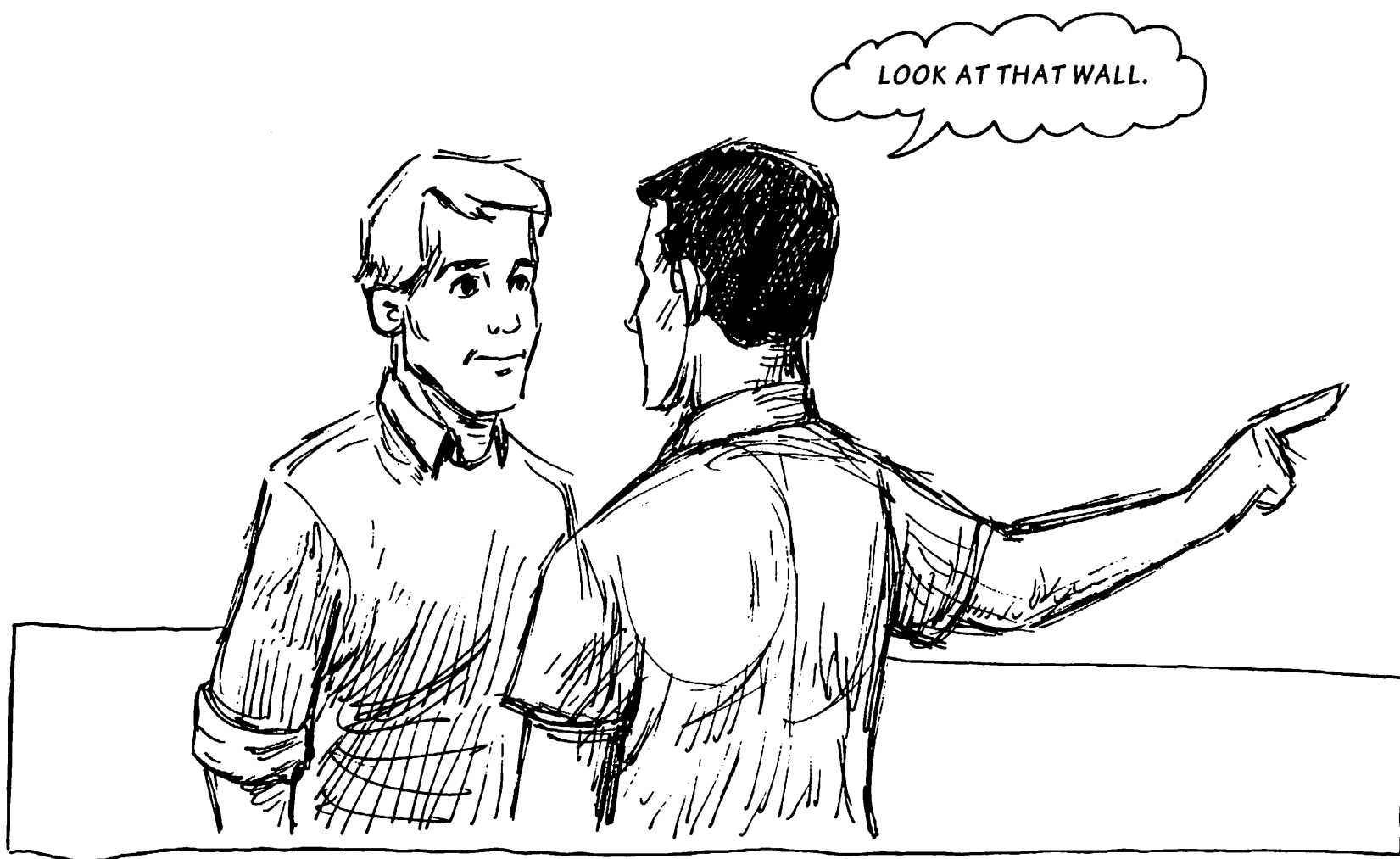
**COMMANDS:** Same as TR 6, Part Two but with student in physical contact with coach. Student enforcing commands by manual guiding.





Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error and "That's it" to end the coaching session. No other remarks by the coach are valid on a student.

Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him.









If the student falters, comm lags, fumbles a command or fails to get execution on part of coach, coach says “Flunk” and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

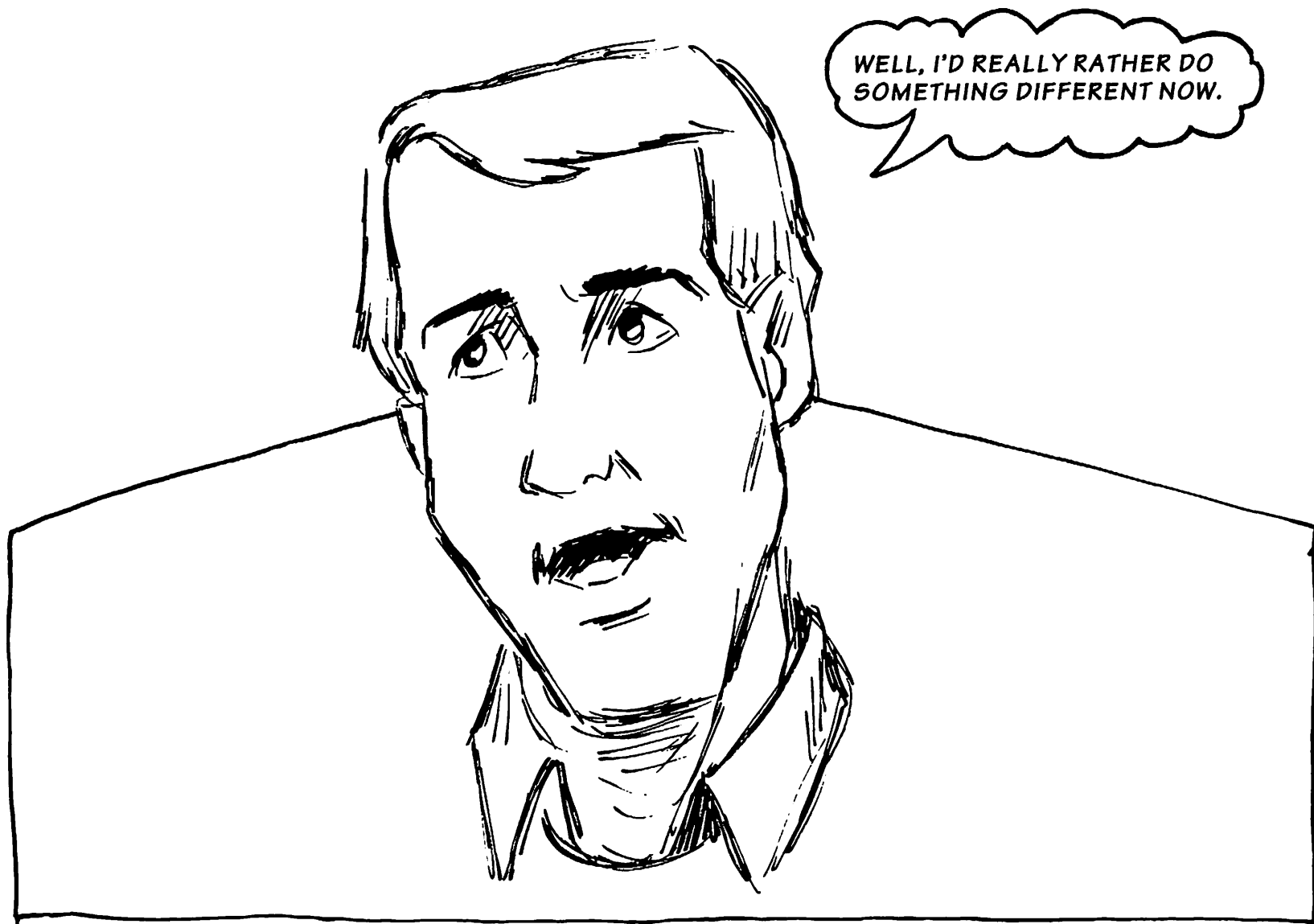
*POSITION:* Student and coach ambulant. Student handling coach physically.



*PURPOSE:* To train student never to be stopped by a person when he gives a command.











To train him to run fine control in any circumstances.



I REALLY DON'T FEEL LIKE IT.



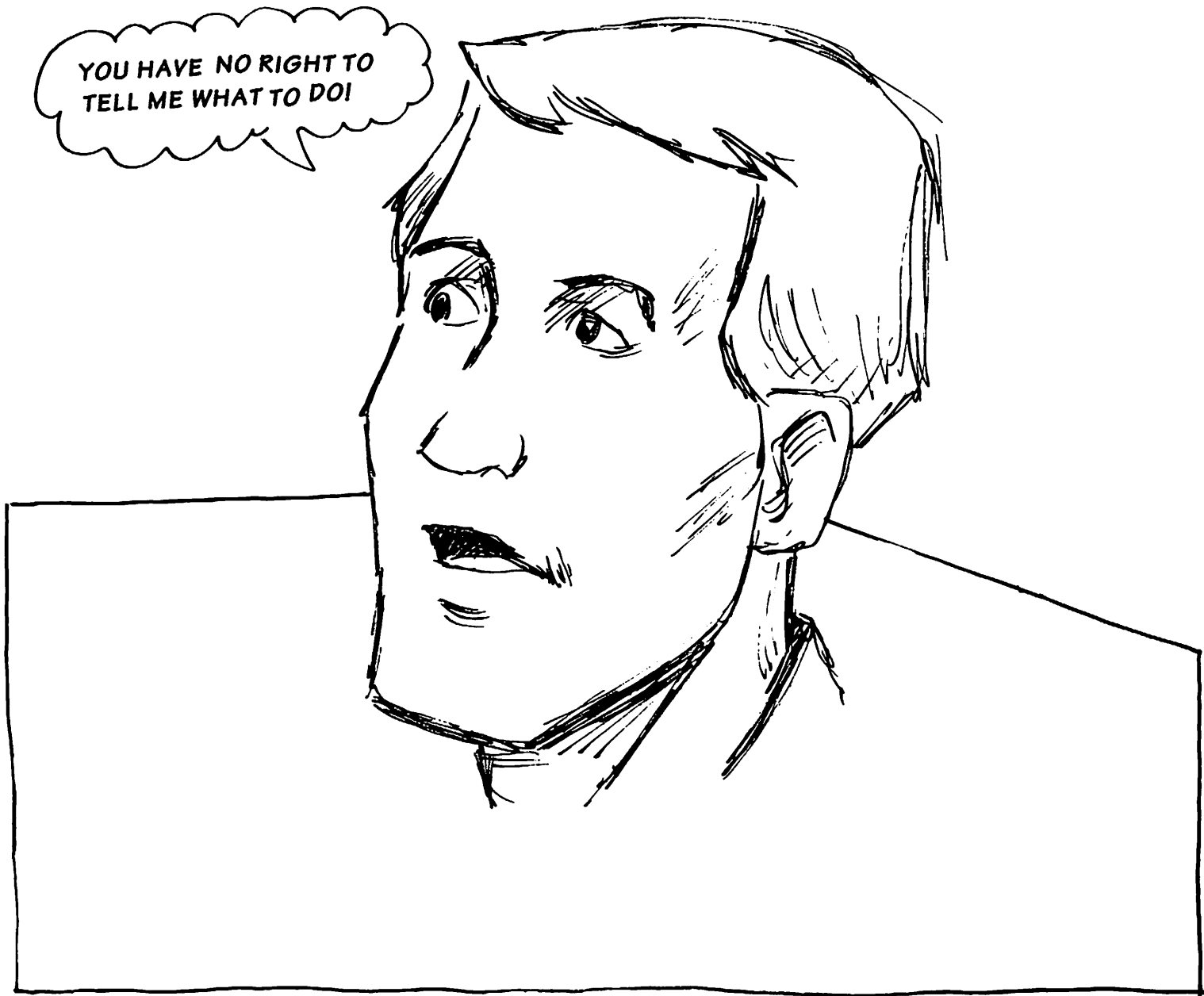




To teach him to handle rebellious people.











To bring about his willingness to handle other people.







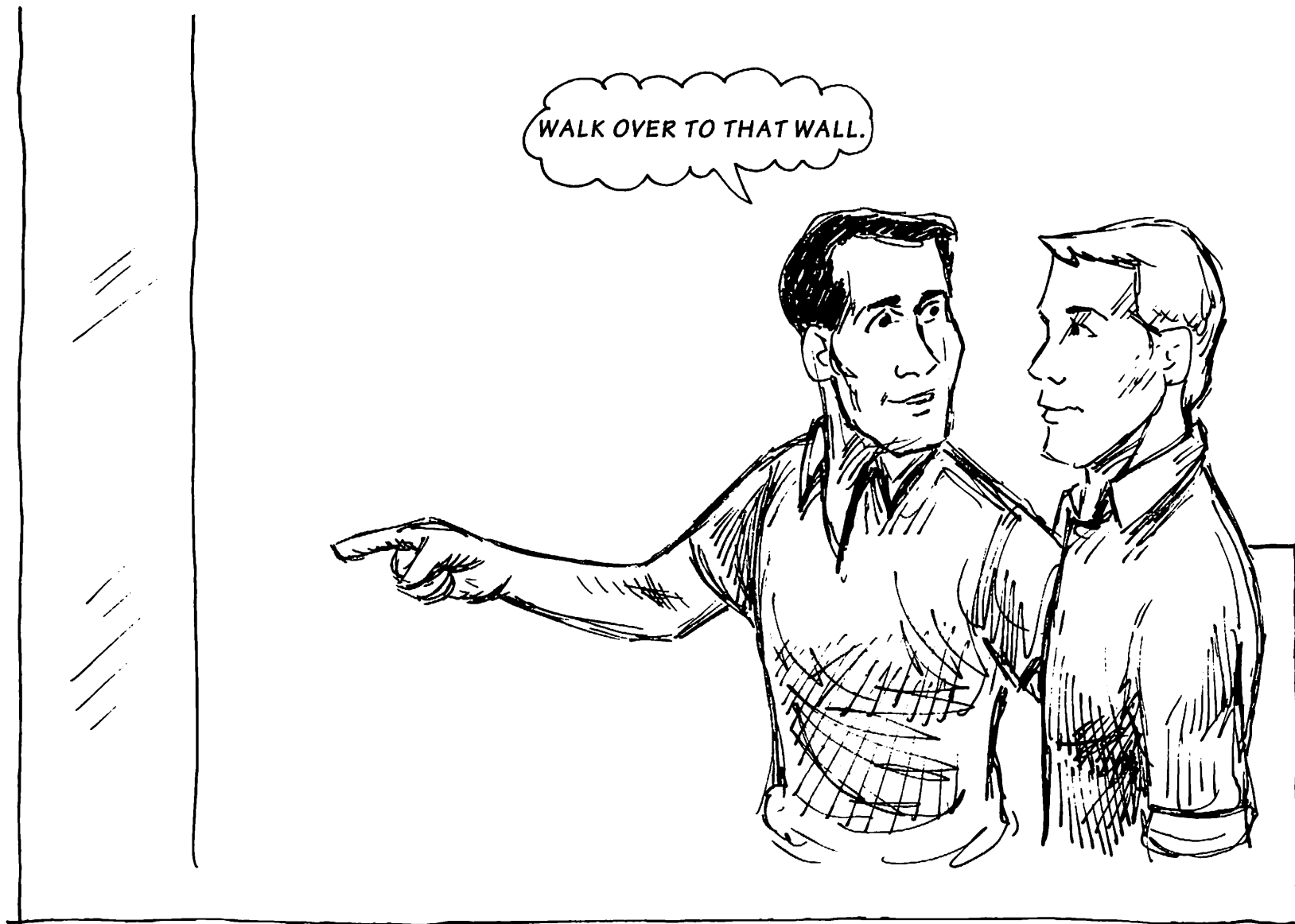
*TRAINING STRESS:* Stress is on accuracy of student performance and persistence by student.







Start gradually to toughen up resistance of student on a gradient.  
Don't kill him off all at once.





I DON'T WANT TO WALK OVER THERE AGAIN.





**The student now does TR 7 with his twin.**

# Narconon Therapeutic TR Course

## TR 7 Attest Sheet

I have successfully completed TR 7.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 7.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

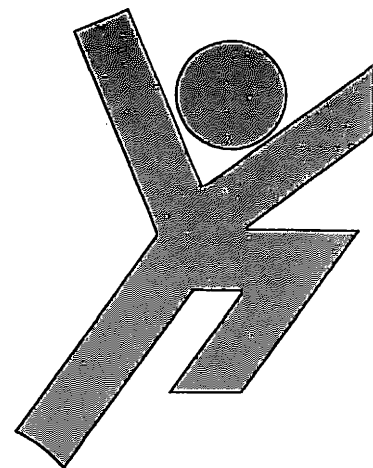
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Tear out these pages and place them on the Supervisor's desk.

# Section 9

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TR 8

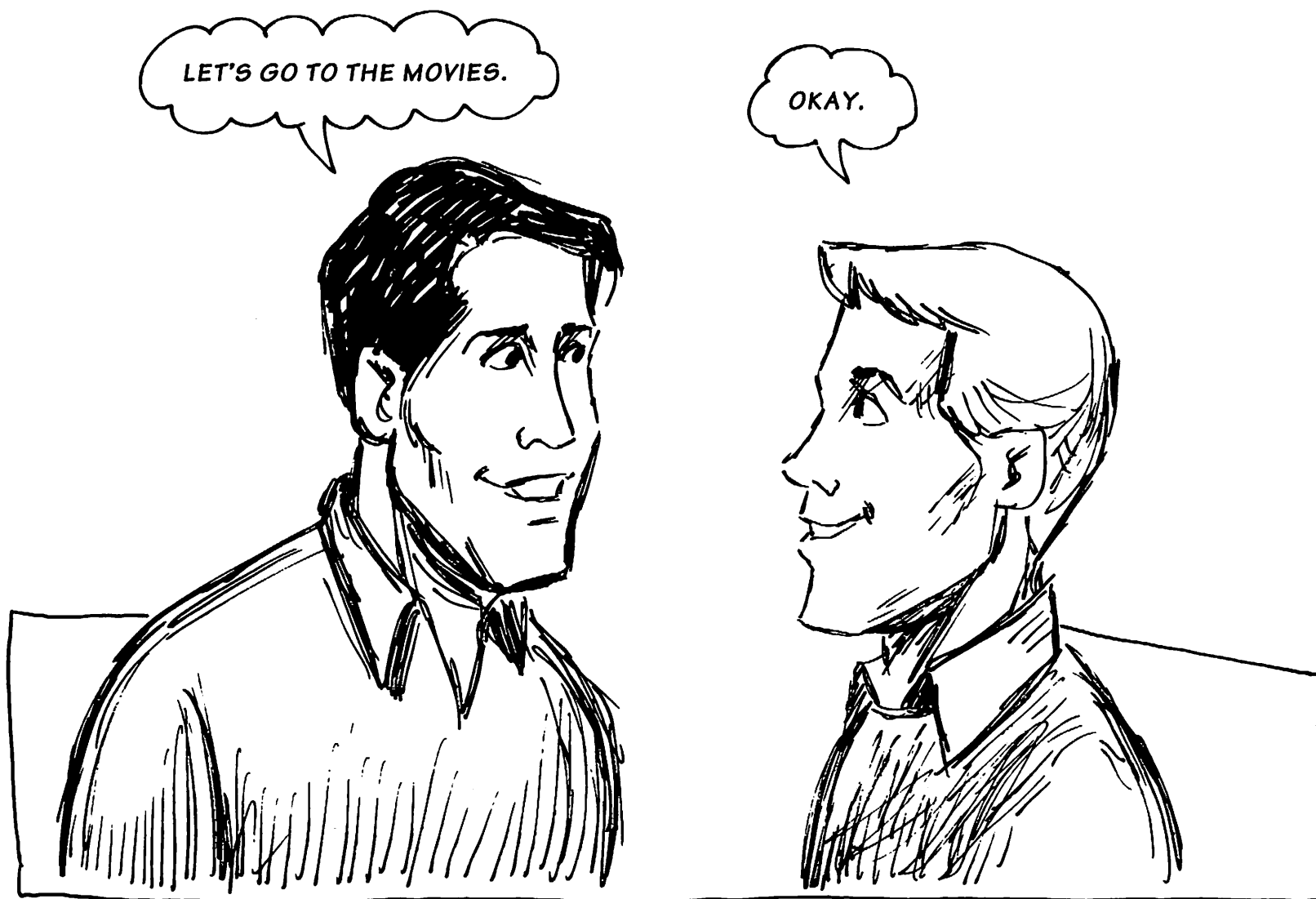




# Intention

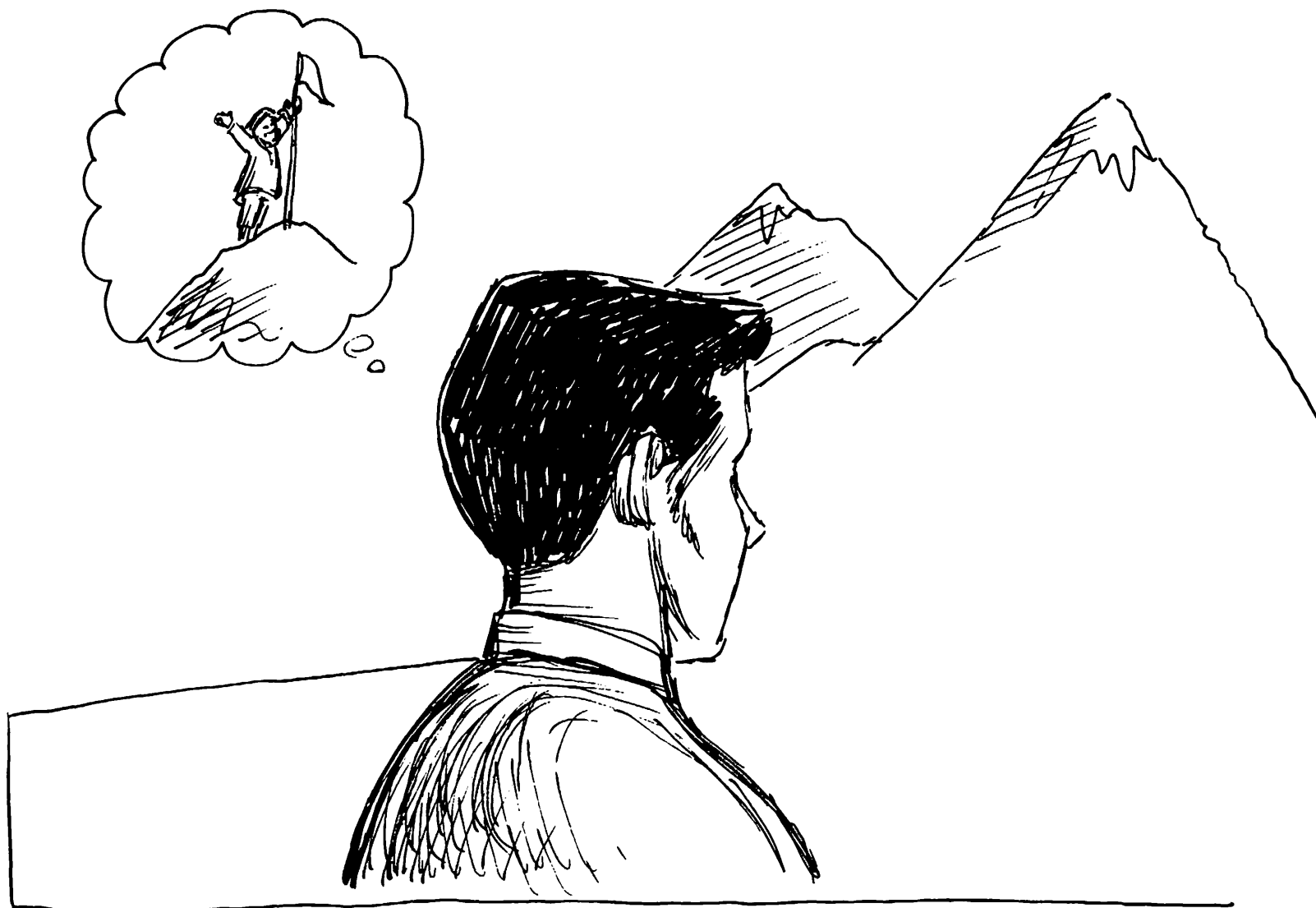
**Intention** is the determination to do a specified thing or act in a specified manner.





**In the following drills, you will acquire the ability to use intention without reservation.**

## Intention Without Reservation







## TR 8

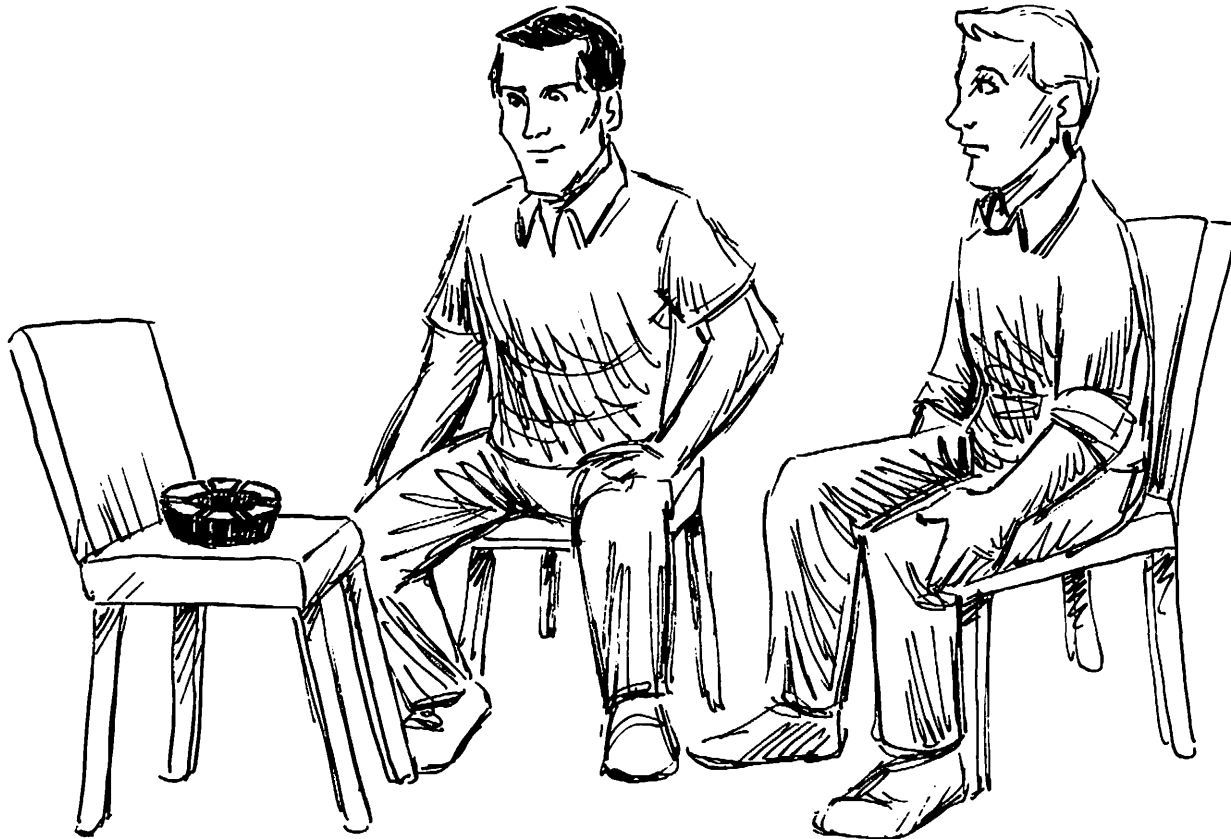
*COMMANDS:*

**"STAND UP!" "THANK YOU."**

**"SIT DOWN ON THAT CHAIR." "THANK YOU."**

These are the only commands used.

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





*PURPOSE:* To make student clearly achieve intention without reservation commands. To clarify intentions as different from words. To start student on the road to handling objects and people with postulates. To obtain obedience not wholly based on spoken commands.

*TRAINING STRESS:* TR 8 is begun with student holding the ashtray which he manually makes execute the commands he gives.

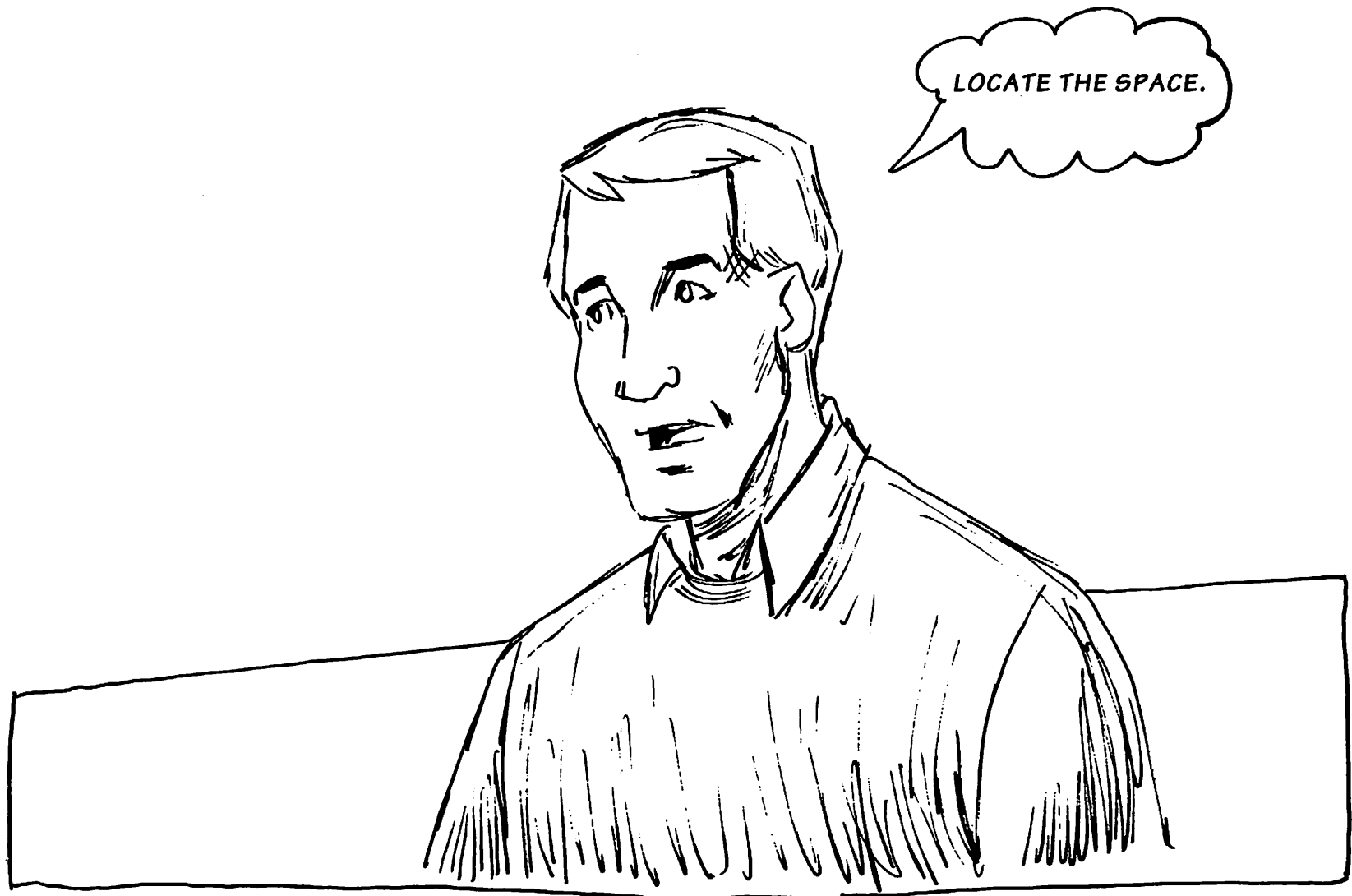


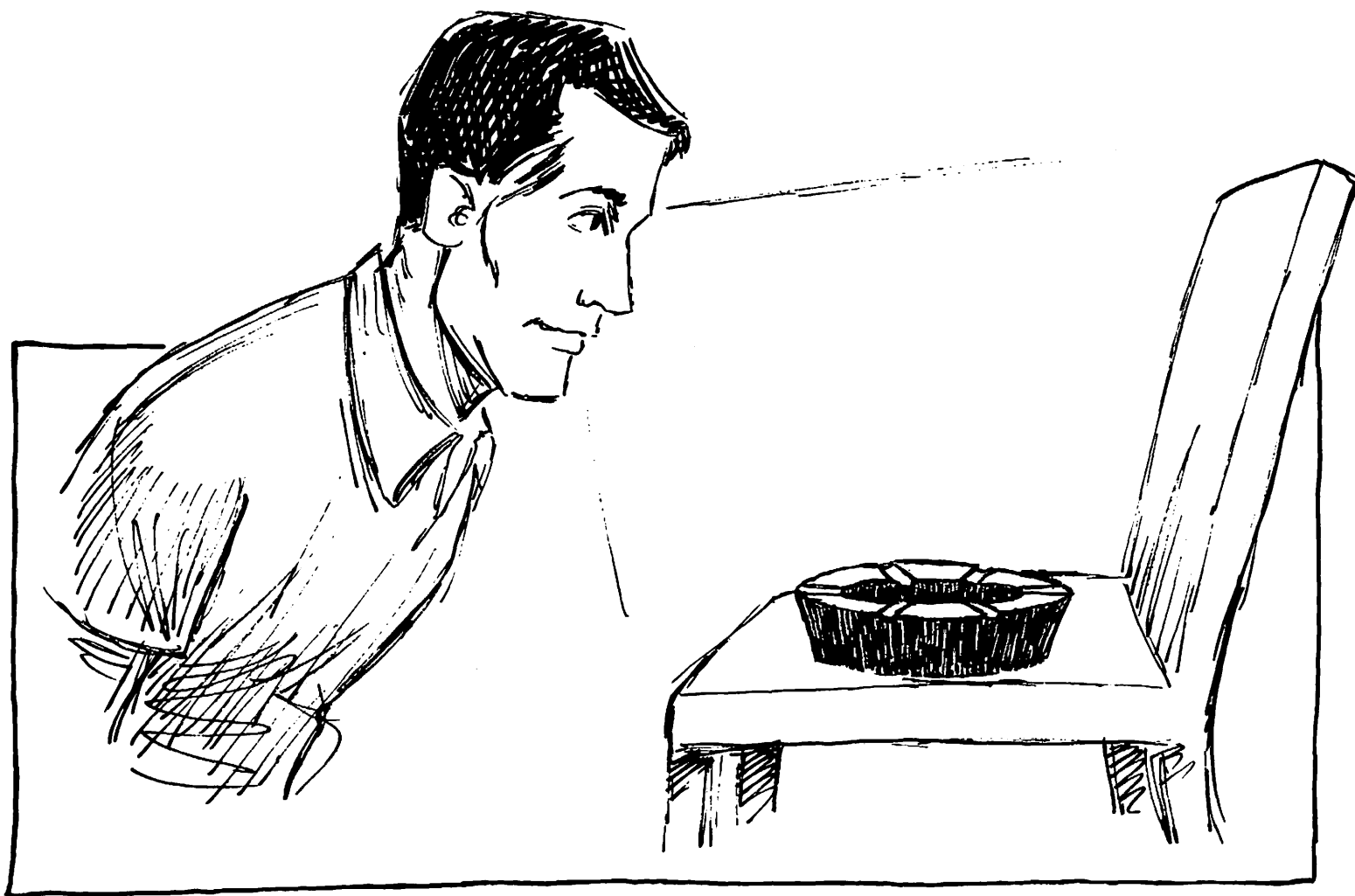
Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time.

First, locate the space which includes himself and the ashtray but not more than that much.

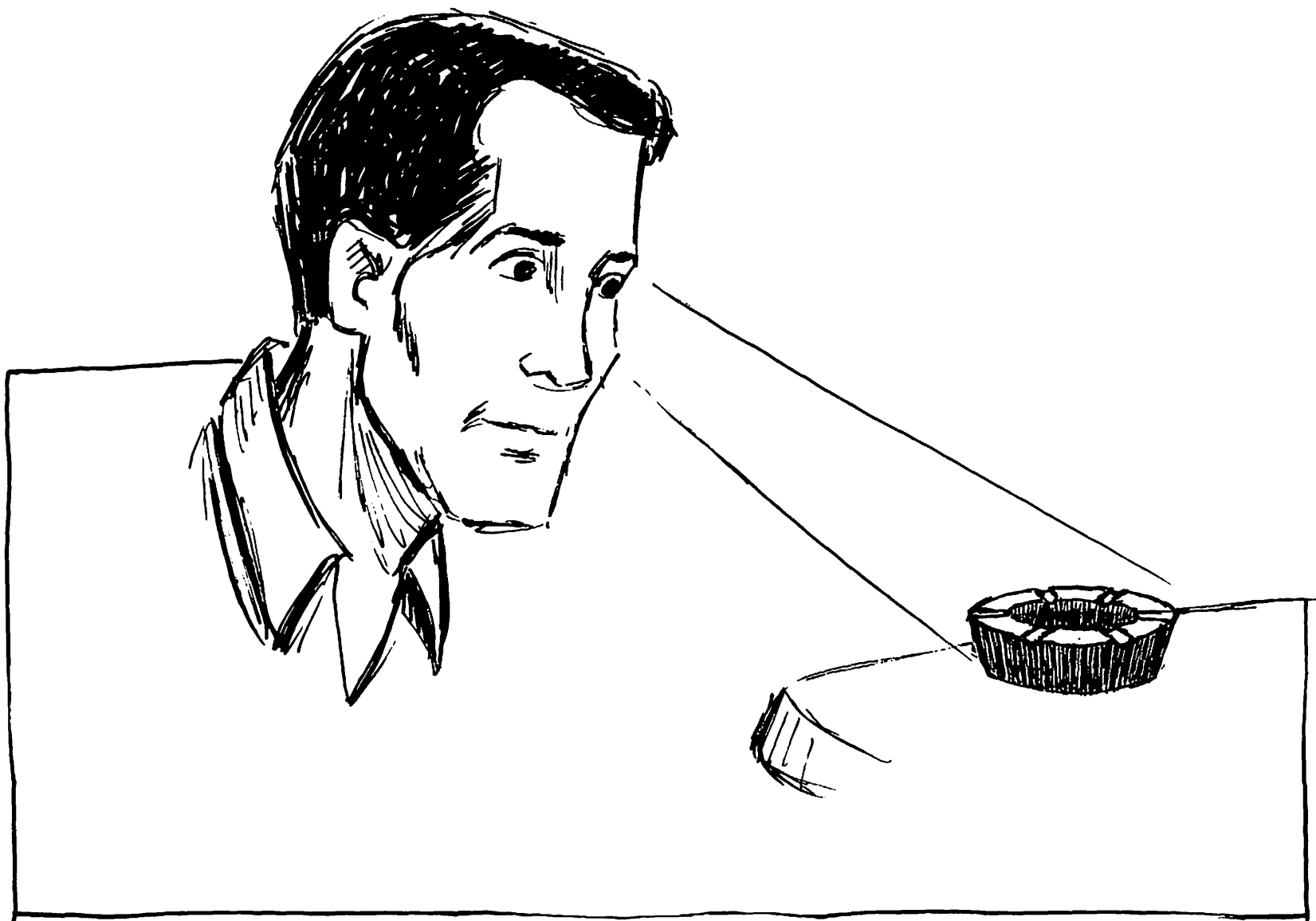
Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting.

The coach's patter would run something like this:

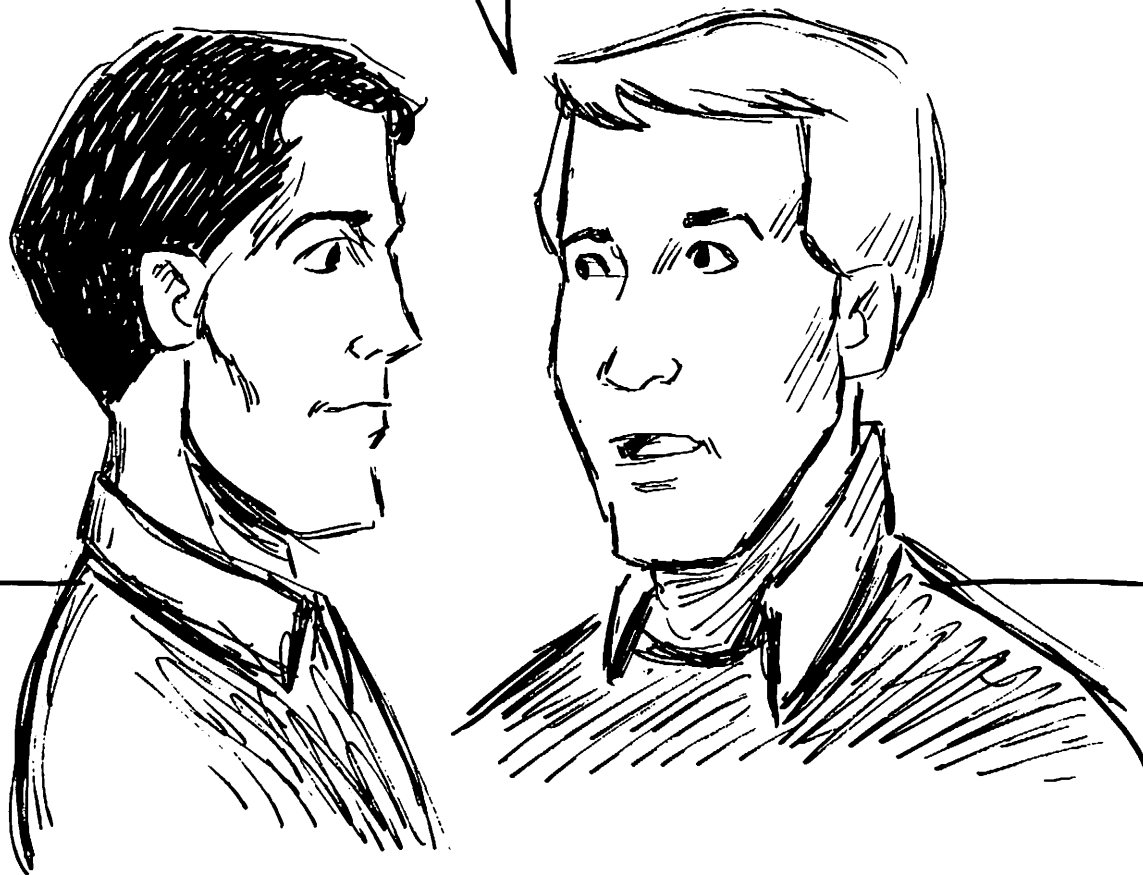








COMMAND IT AS LOUDLY  
AS YOU CAN.



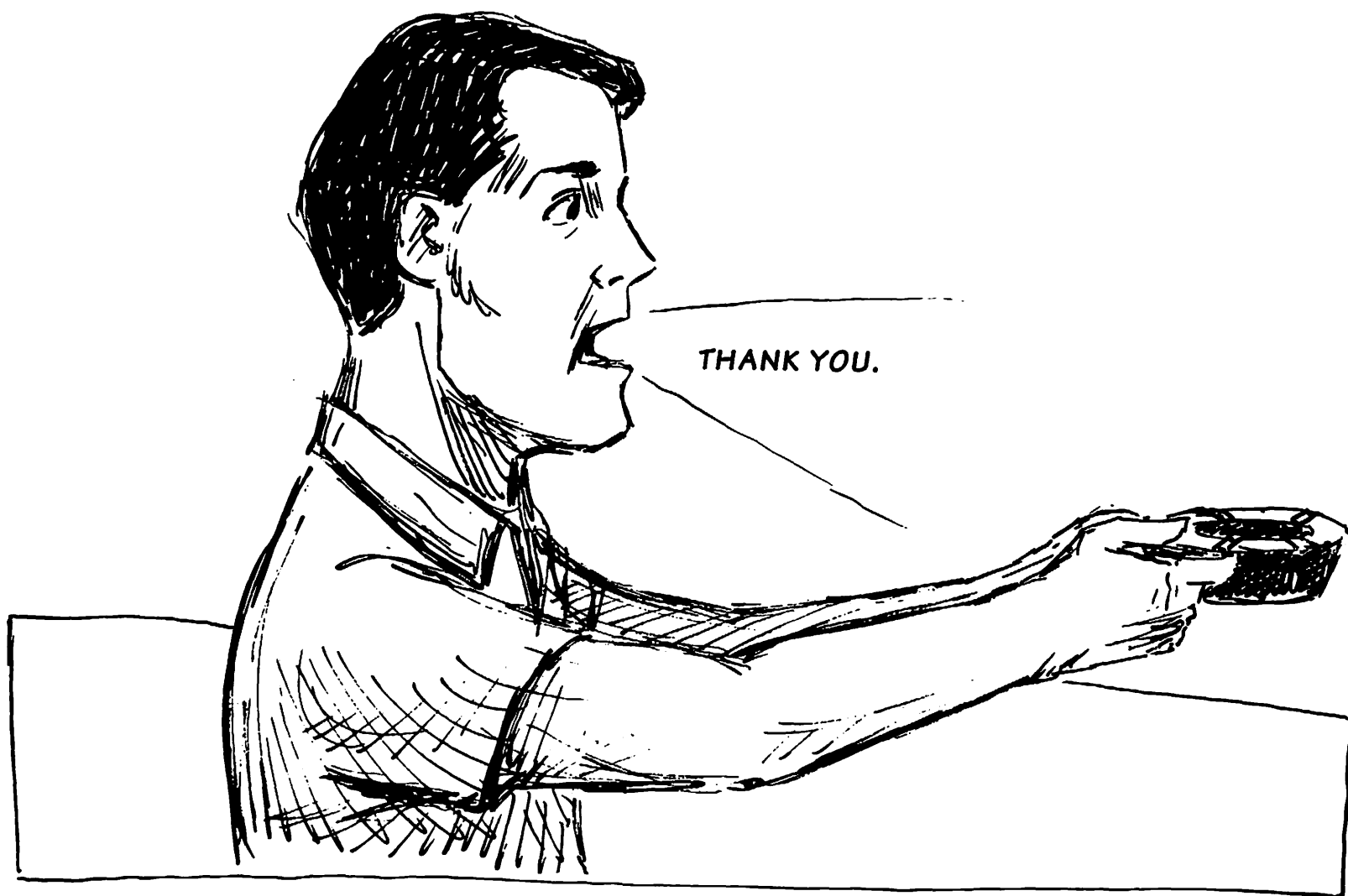






ACKNOWLEDGE IT AS  
LOUDLY AS YOU CAN.



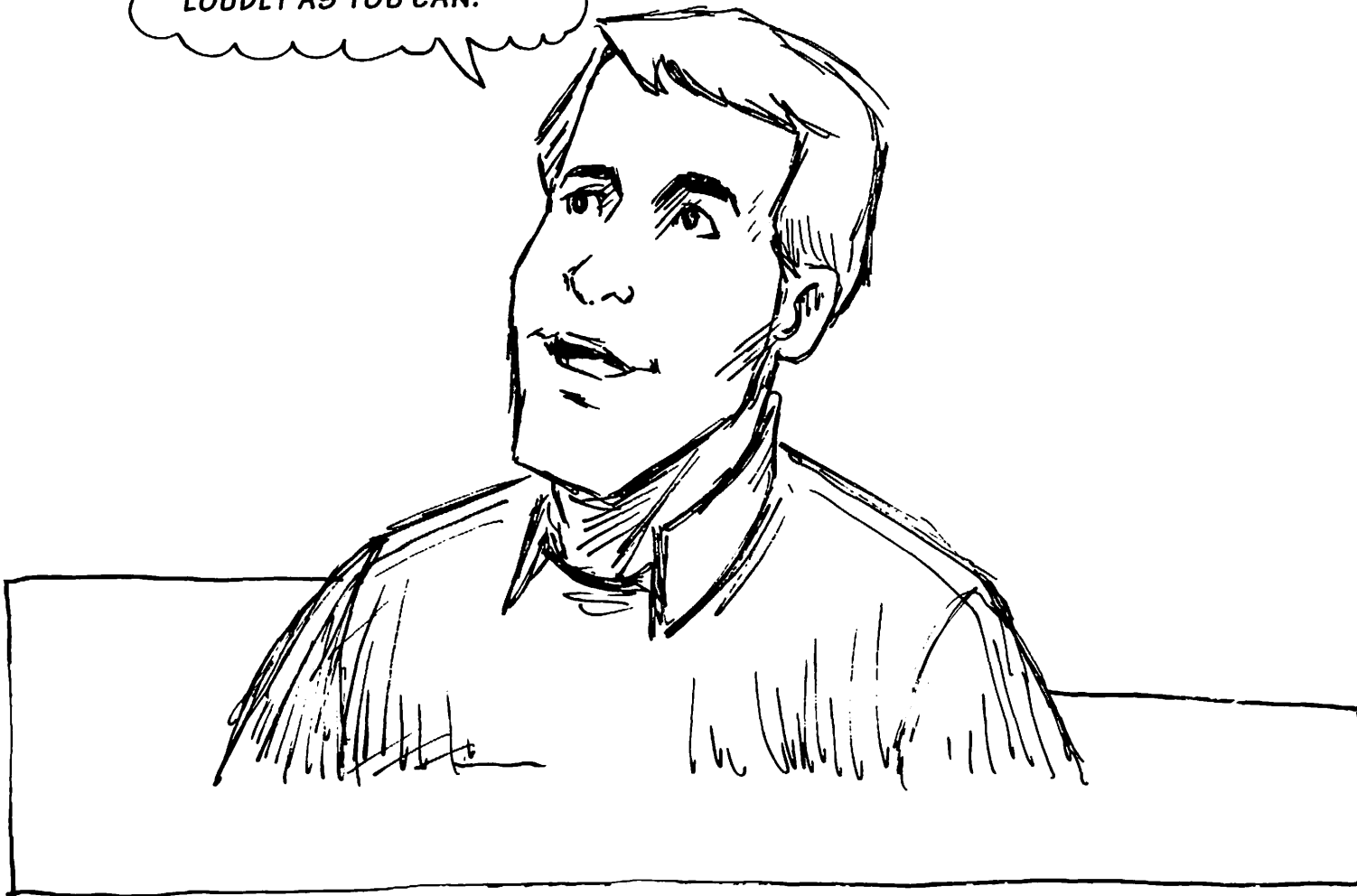


COMMAND IT AS LOUDLY  
AS YOU CAN.





ACKNOWLEDGE IT AS  
LOUDLY AS YOU CAN.



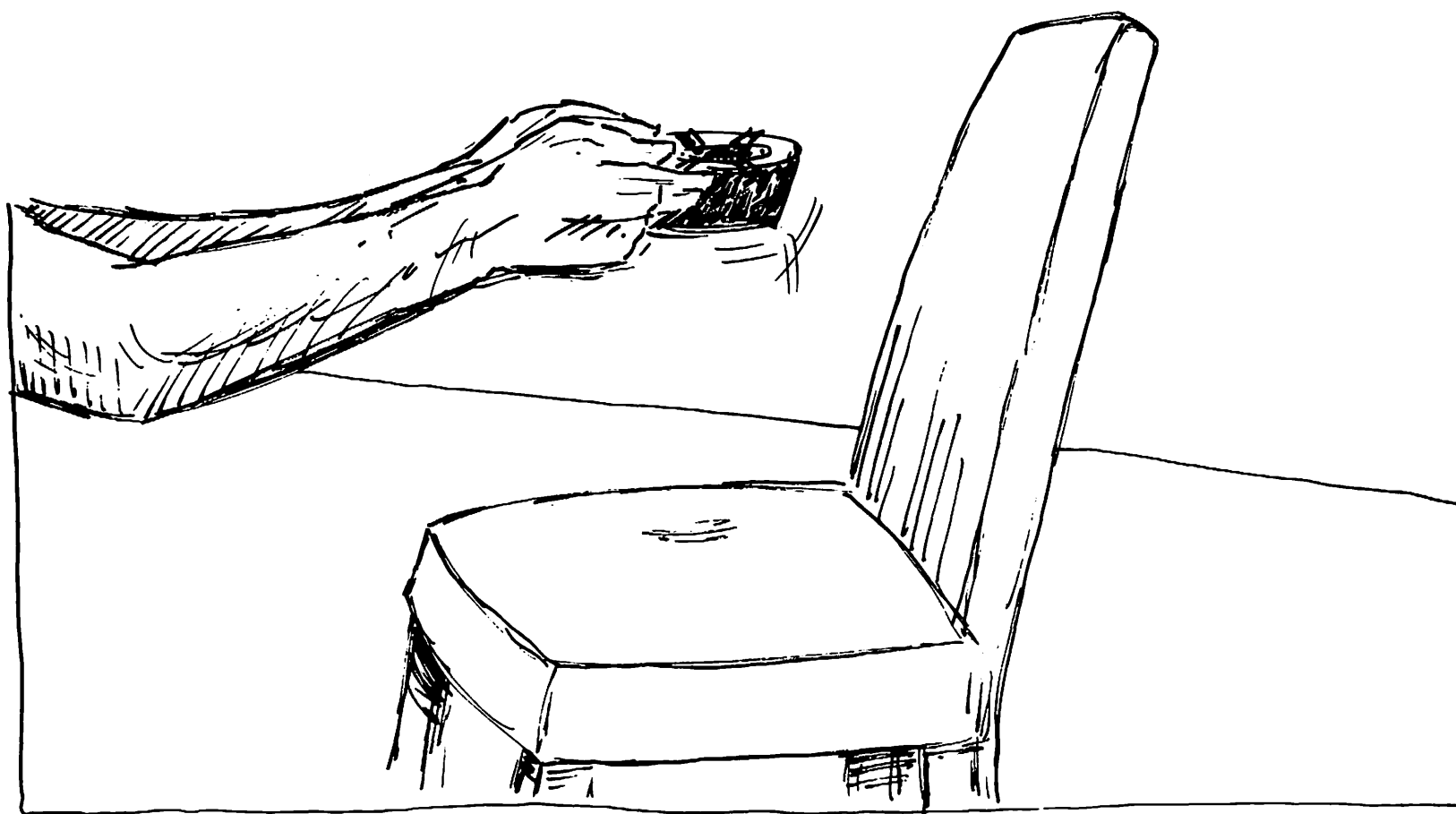




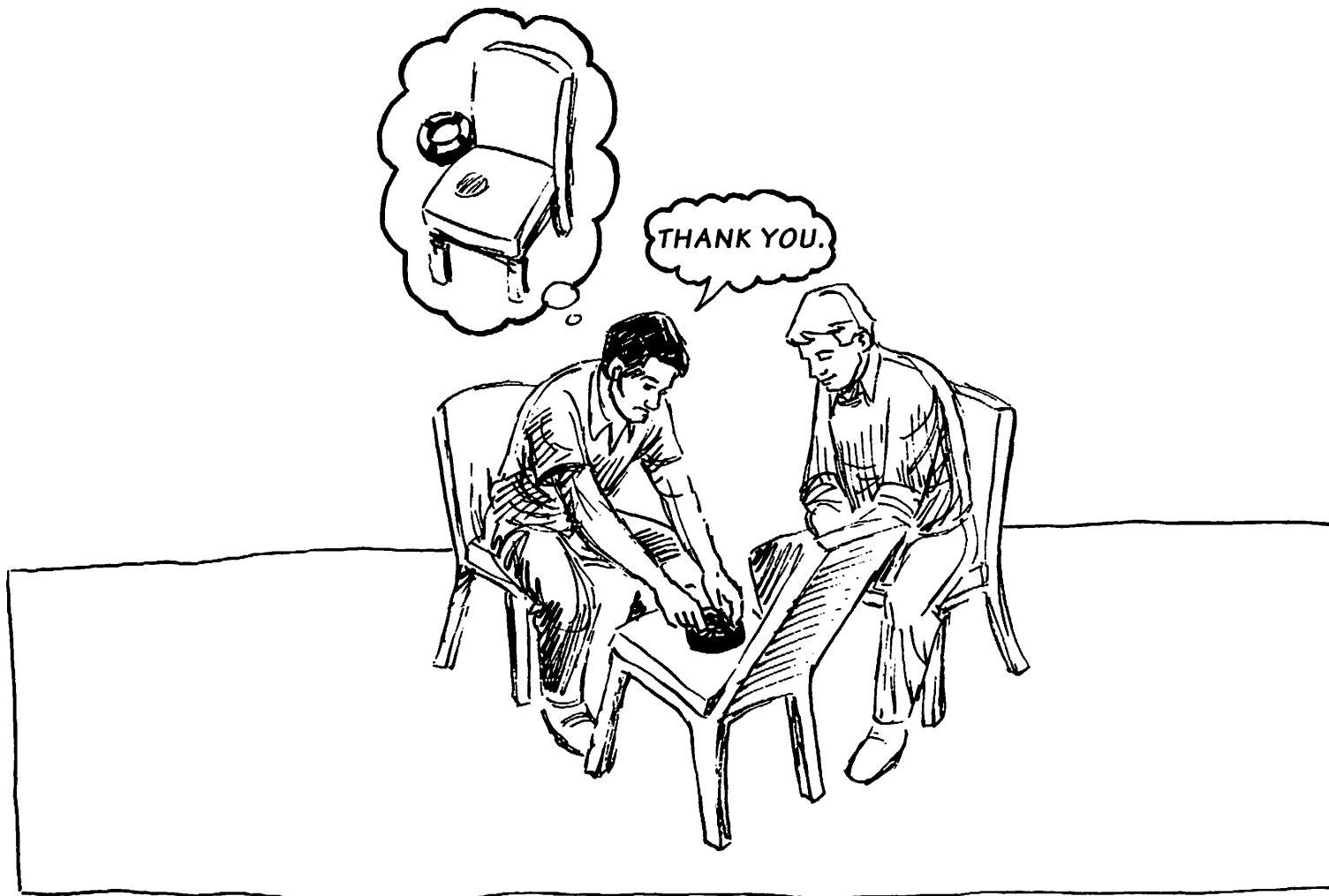
That would complete two cycles of action.

When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object.





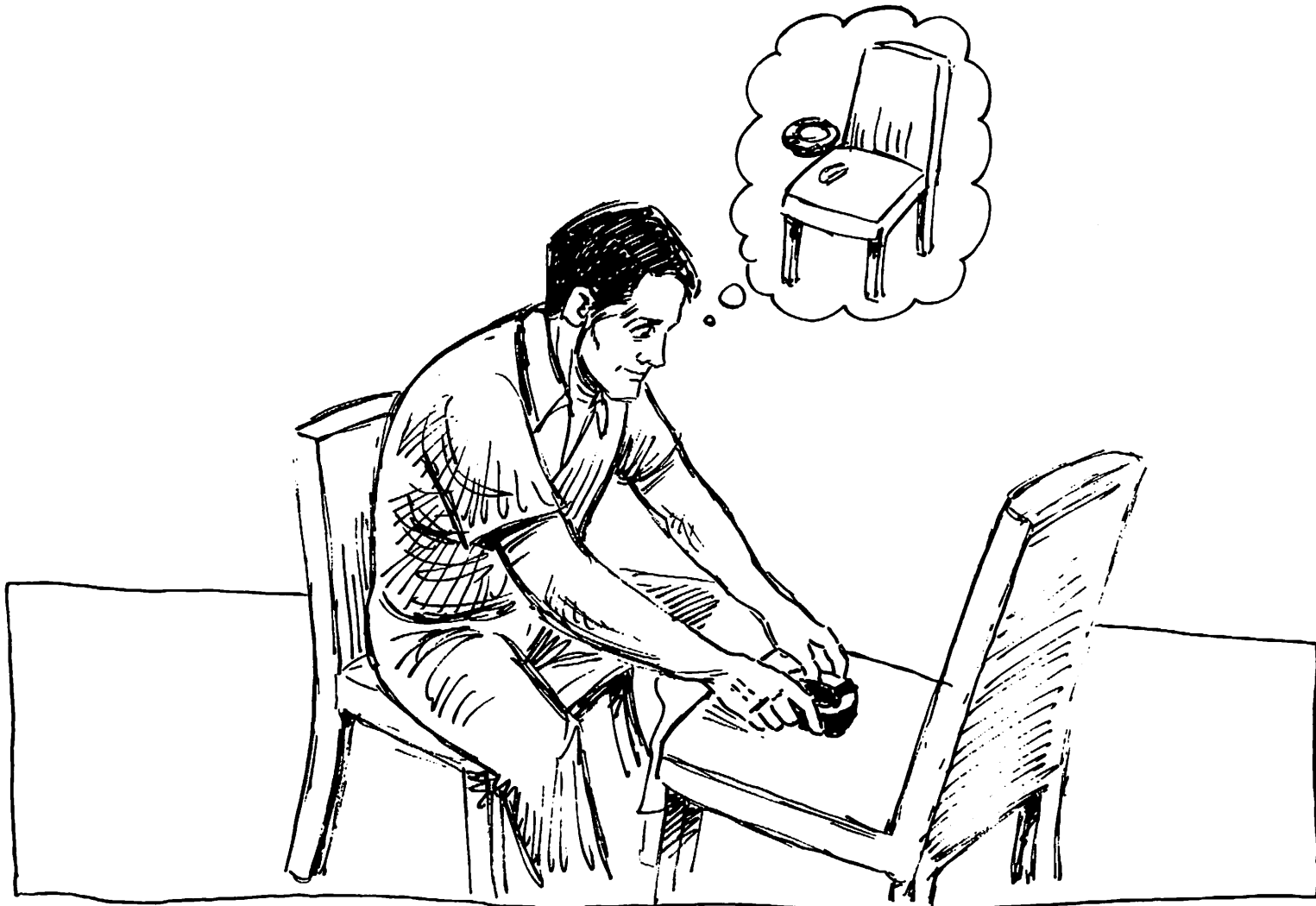
Next, have the student do the drill while using the wrong commands—i.e., saying “Thank you” while placing in the object the intention to stand up, etc.







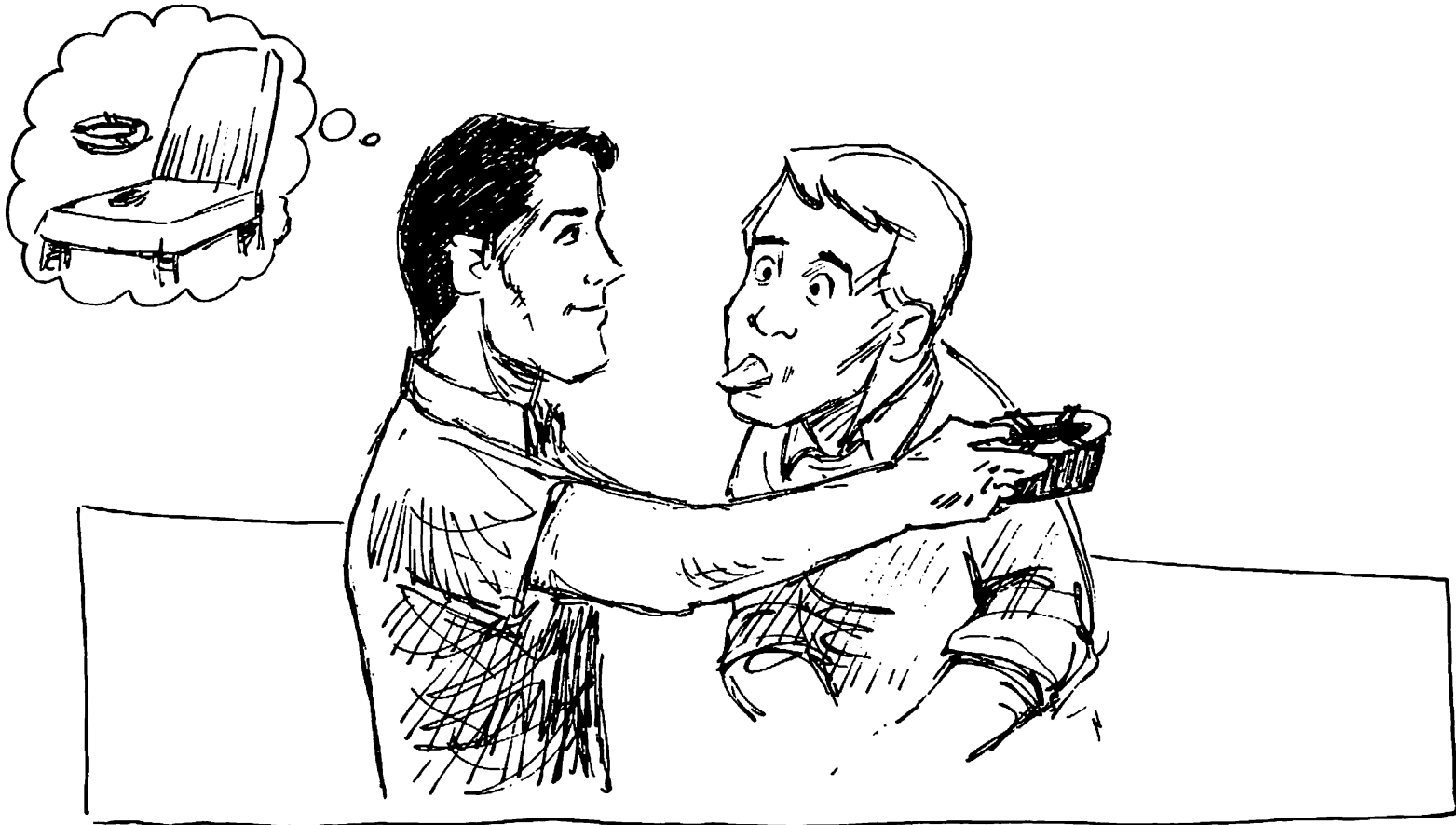
Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgment.





The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student using any verbal means he could to knock the student off intention without reservation.

Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention.





When the student can maintain intention without reservation and get a clean intention in the object for each command and each acknowledgment, the drill is flat.

There are other ways to help the student along. The coach occasionally asks,

**“ARE YOU WILLING TO BE IN THAT ASHTRAY?”**

When the student has answered, then,

**“ARE YOU WILLING FOR A THOUGHT TO BE THERE INSTEAD OF YOU?”**

Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is,

**“DID YOU REALLY EXPECT THAT ASHTRAY TO COMPLY WITH THAT COMMAND?”**

There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on intention without reservation on an object as follows:

**"THINK THE THOUGHT—I AM A WILD FLOWER." "GOOD."**

**"THINK THE THOUGHT THAT YOU ARE SITTING IN A CHAIR." "GOOD."**

**"IMAGINE THAT THOUGHT BEING IN THAT ASHTRAY." "GOOD."**

**"IMAGINE THAT ASHTRAY CONTAINING THAT THOUGHT IN ITS SUBSTANCE." "GOOD."**

**"NOW GET THE ASHTRAY THINKING THAT IT IS AN ASH-TRAY." "GOOD."**

**"GET THE ASHTRAY INTENDING TO GO ON BEING AN ASHTRAY." "GOOD."**

**"GET THE ASHTRAY INTENDING TO REMAIN WHERE IT IS." "GOOD."**

**"HAVE THE ASHTRAY END THAT CYCLE." "GOOD."**

**"PUT IN THE ASHTRAY THE INTENTION TO REMAIN WHERE IT IS." "GOOD."**

This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill usually takes the most time of any drill in TRs 6–9, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, colored glass ashtrays.

The student now does TR 8 with his twin.

# Narconon Therapeutic TR Course

## TR 8 Attest Sheet

I have successfully completed TR 8.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 8.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

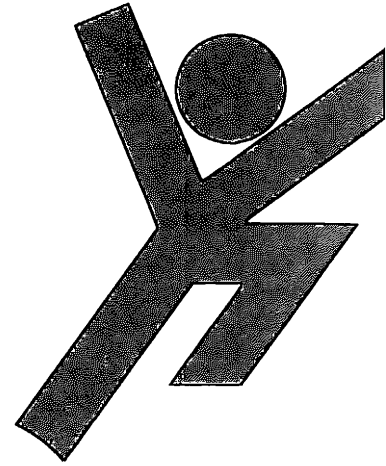
You may use this space to write down any wins or gains you had while doing this drill:

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**OK TO PUBLISH:** \_\_\_\_\_

**Tear out these pages and place them on the Supervisor's desk.**

# Section 10



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TR 9



## TR 9

**COMMANDS:** Same as TR 6, Part Two:

**"LOOK AT THAT WALL." "THANK YOU."**

**"WALK OVER TO THAT WALL." "THANK YOU."**

**"TOUCH THAT WALL." "THANK YOU."**

**"TURN AROUND." "THANK YOU."**

The student points to show which wall each time.

Student runs fine, clear-cut intention and verbal orders on coach. Coach tries to break down intention of student. Coach commands that are valid are "Start" to begin, "Flunk" to call attention to student error and that they must return to beginning of cycle, and "That's it" to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off intention without reservation or in general be stopped.

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

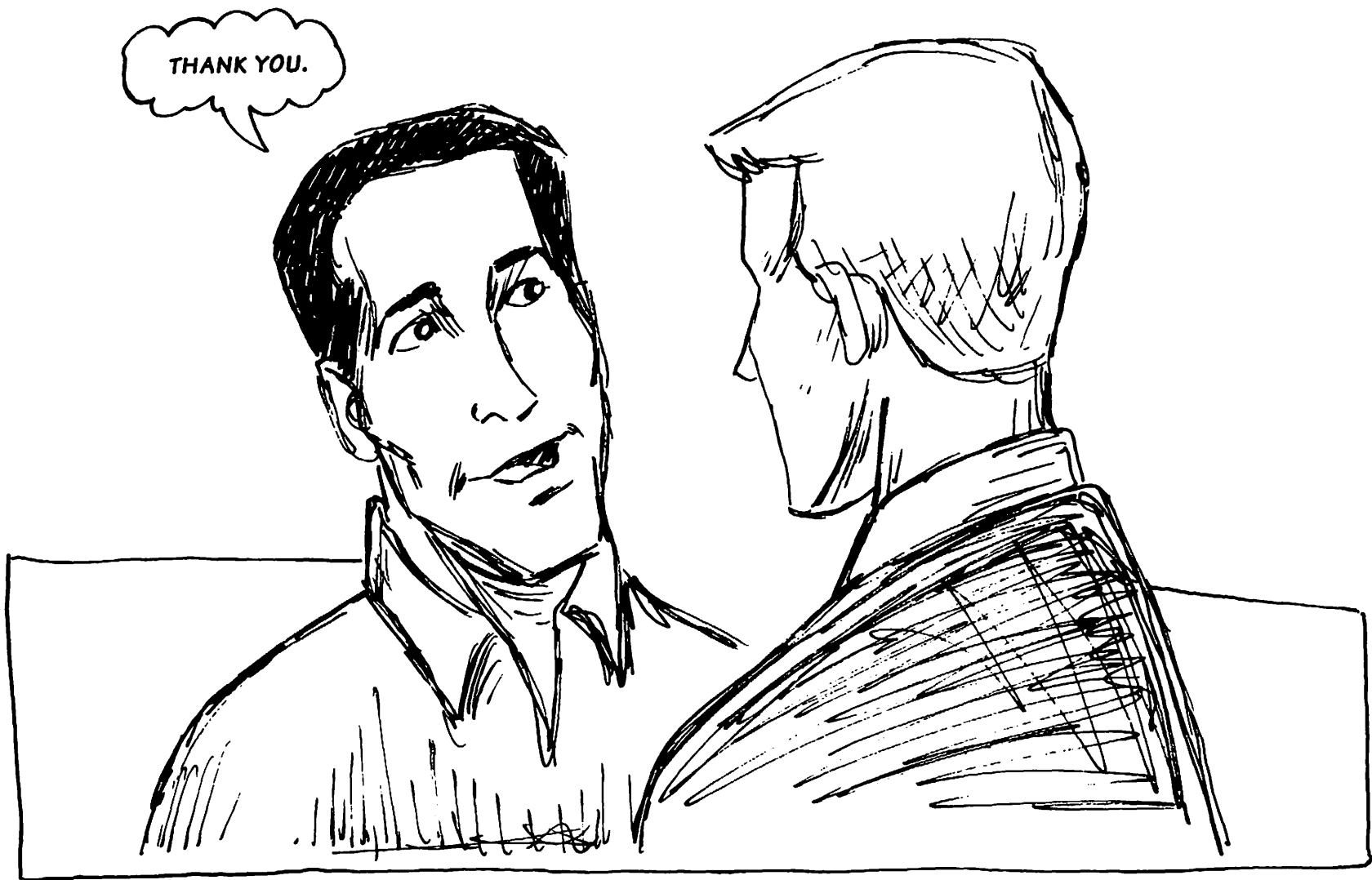


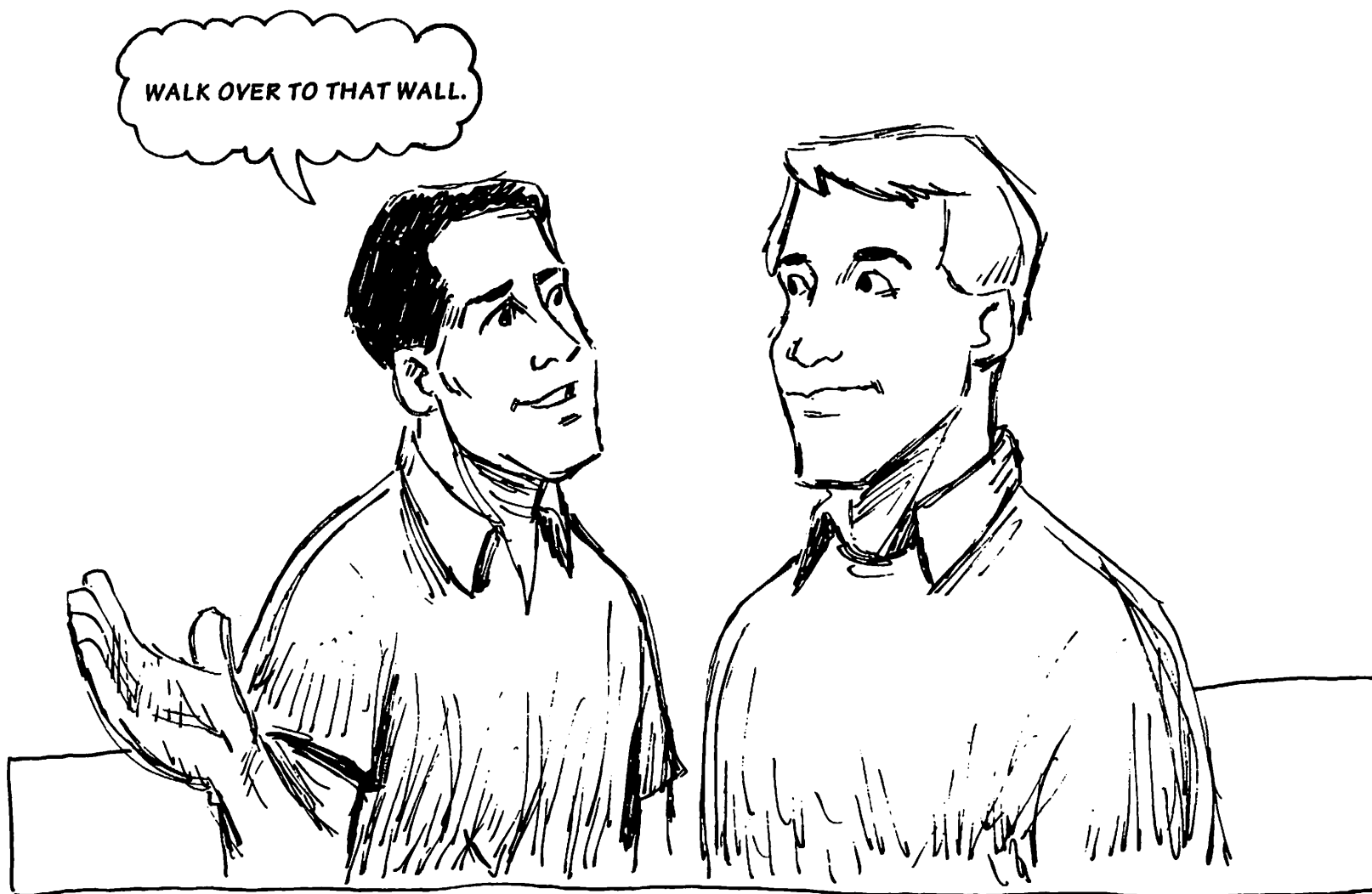
***PURPOSE:*** To make student able to maintain intention without reservation under any stress or duress.

***TRAINING STRESS:*** The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on exact intention, exact strength needed, exact force necessary, exact intention without reservation.

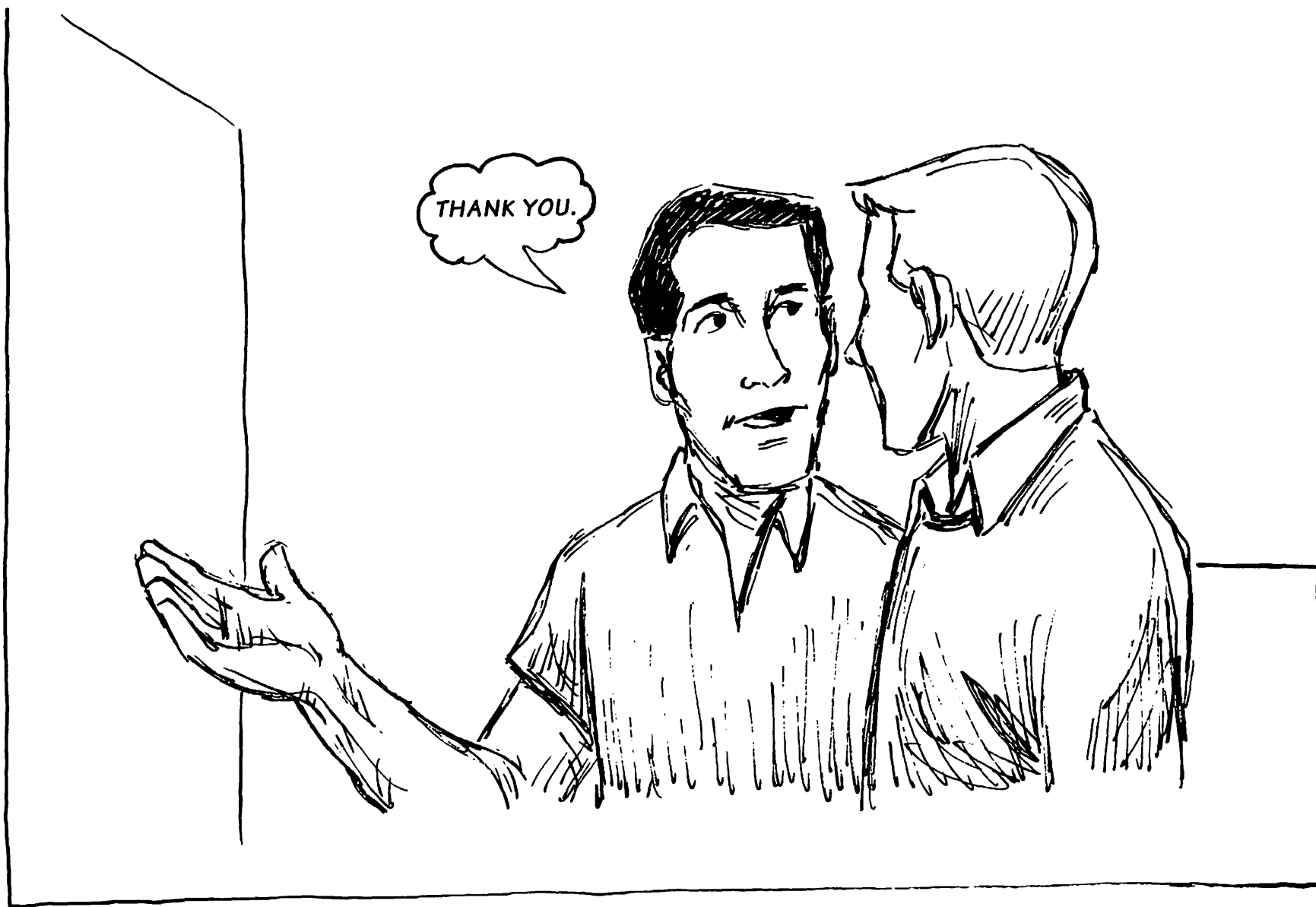
LOOK AT THAT WALL.

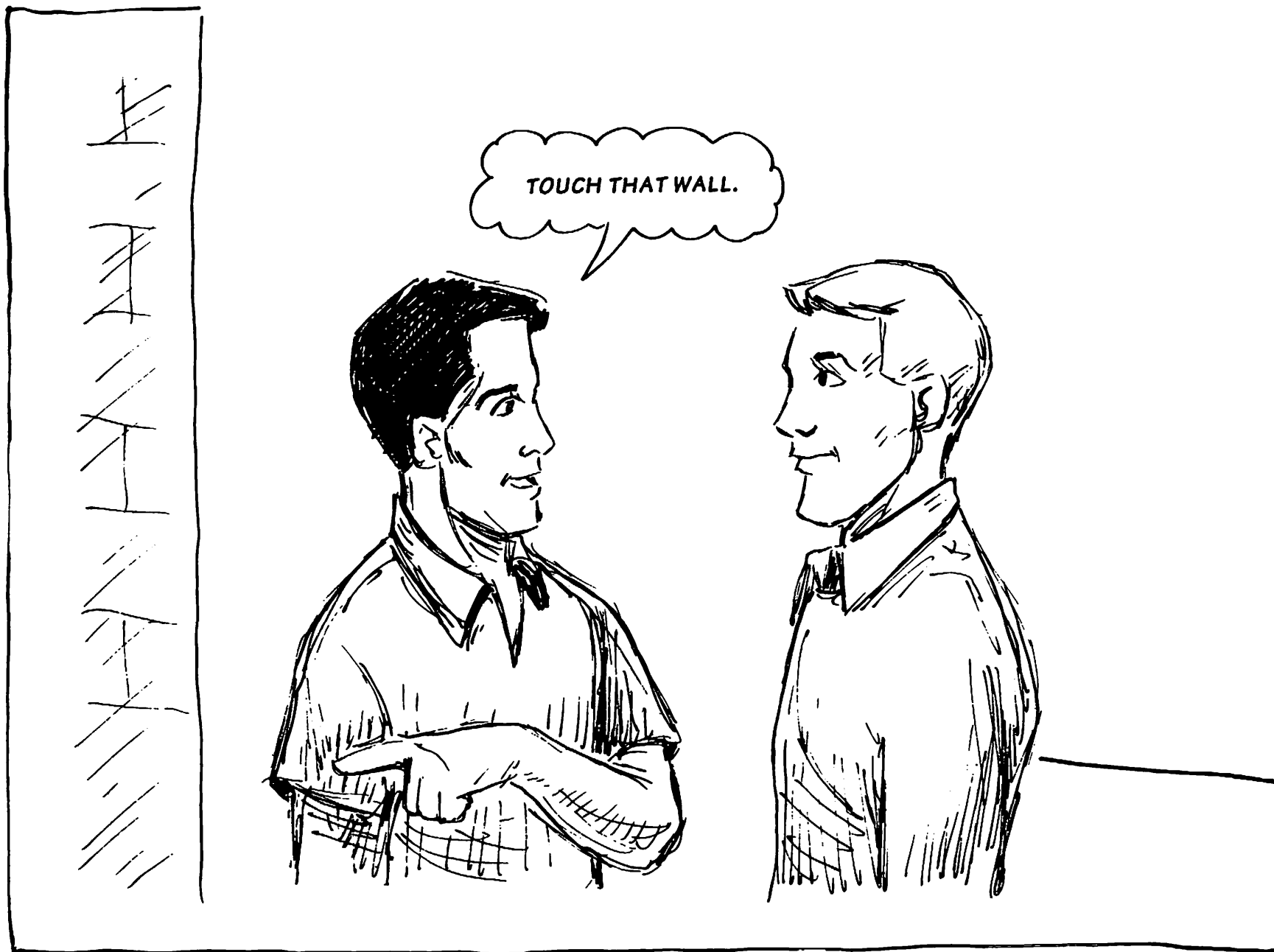


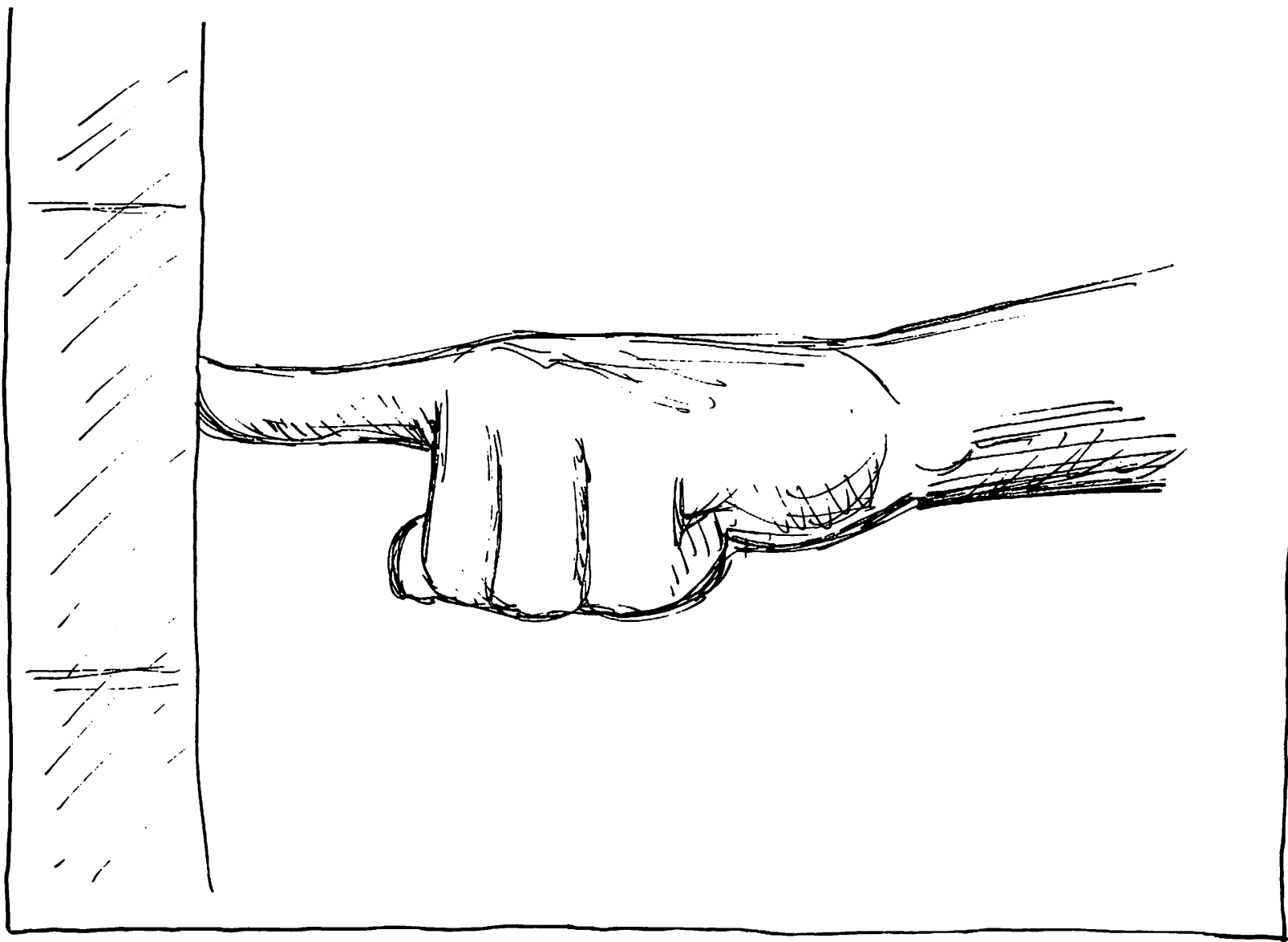




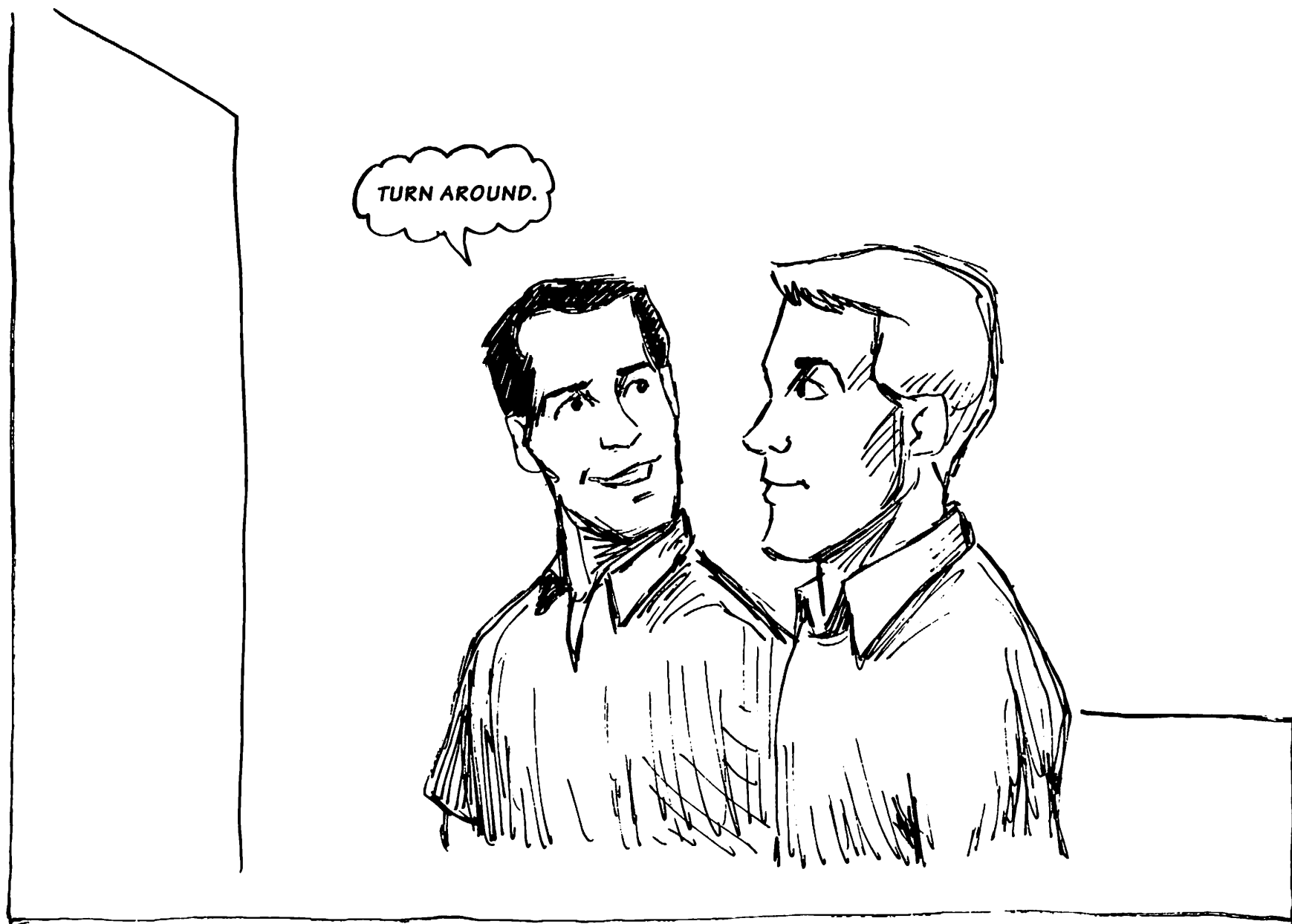










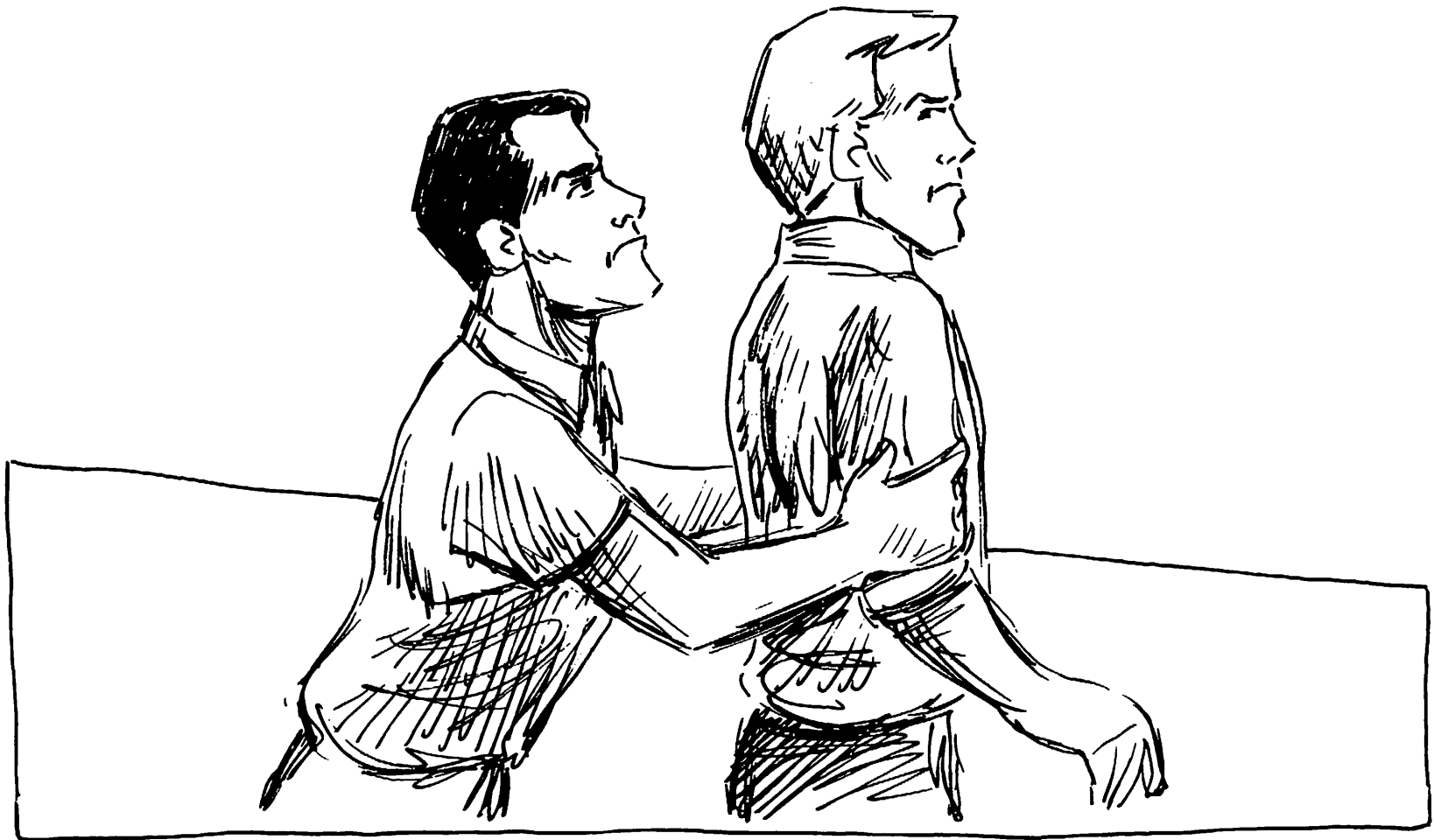




Even a slight smile can be a flunk.



Too much force can be a flunk.



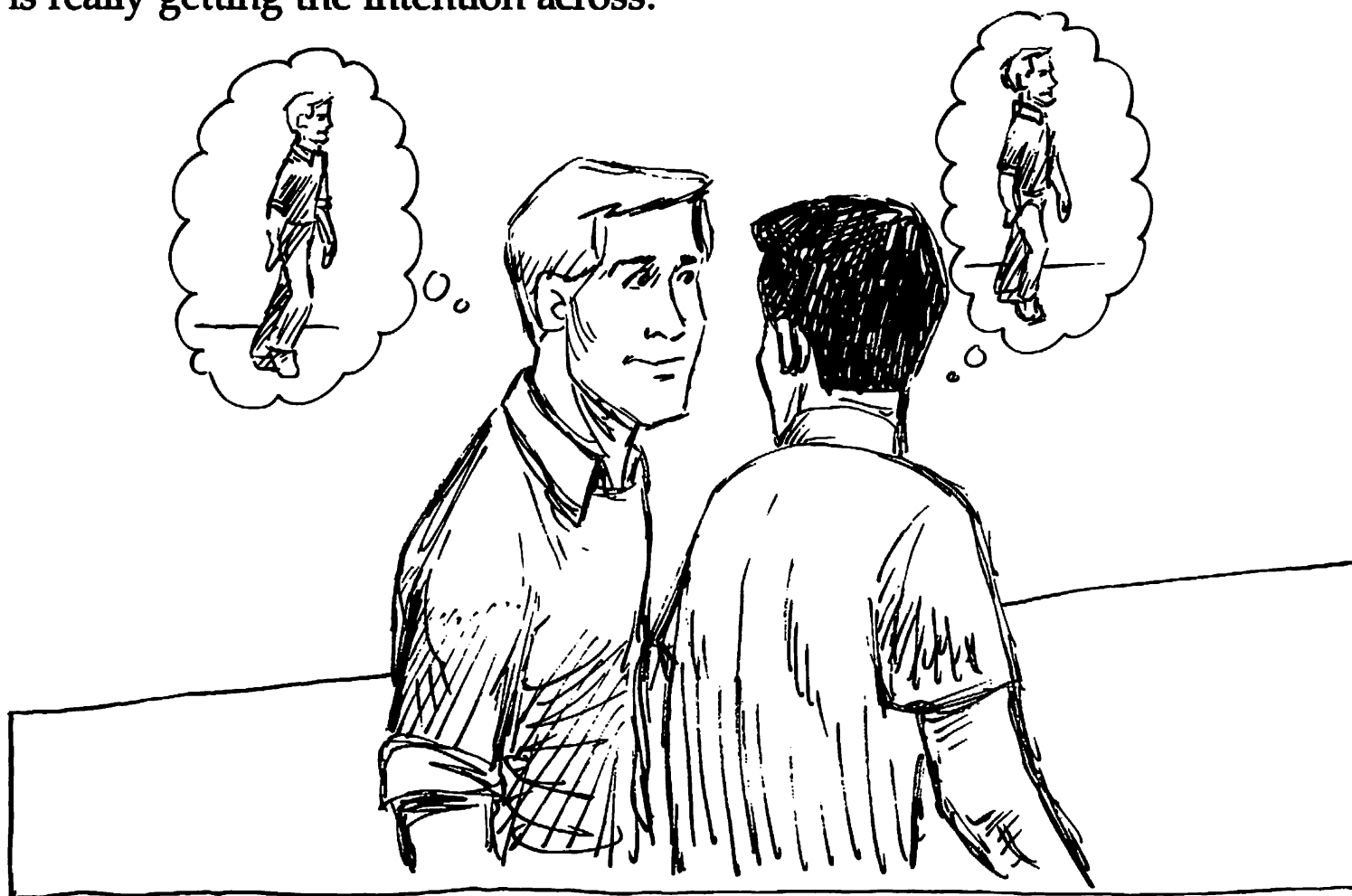


Too little force definitely is a flunk.



Anything not intention without reservation is a flunk. Here the coach should check very carefully on students ability to place an intention in the coach.

This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across.



After the coach is satisfied with the student's ability to get the intention across, the coach should then do all he can to break the student off of intention without reservation, mainly on the basis of surprise and change of pace. Thus, the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.



**The student now does TR 9 with his twin.**

# Narconon Therapeutic TR Course

## TR 9 Attest Sheet

I have successfully completed TR 9.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

My twin has successfully completed TR 9.

Twin's signature: \_\_\_\_\_

Date: \_\_\_\_\_

You may use this space to write down any wins or gains you had while doing this drill:

(Continue on next page.)

Ok to publish: \_\_\_\_\_

Tear out these pages and place them on the Supervisor's desk.

# Narconon Therapeutic TR Course

## TRs 6–9 Attest Sheet

I attest that I have done each of the following TRs, fully accomplishing the purpose of each, and have received a pass by my Supervisor.

a. TR 6

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

b. TR 7

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

c. TR 8

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

d. TR 9

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_

Tear out these pages and place them on the Supervisor's desk.

# About the Author



# About the Author

L. Ron Hubbard is one of the most acclaimed and widely read authors of all time, primarily because his works express a firsthand knowledge of the nature of man—knowledge gained not from standing on the sidelines but through lifelong experience with people from all walks of life.

As Mr. Hubbard said, “One doesn’t learn about life by sitting in an ivory tower, thinking about it. One learns about life by being part of it.” And that is how he lived.

He was born in Tilden, Nebraska on 13 March 1911, and his early years were spent on his grandfather’s ranch in the wilds of Montana. As the son of a US Navy Commander, he was well on the way to becoming a seasoned traveler by the age of eight, and by the time he was nineteen he had logged over a quarter of a million miles.

He enrolled in George Washington University in 1930, taking classes in mathematics and engineering. But his was not a quiet academic life. He took up flying in the pioneer days of aviation, learning to pilot first glider planes and then powered aircraft. He worked as a free-lance reporter and photographer. He directed expeditions to the Caribbean and Puerto Rico, and later, to Alaska. The

world was his classroom and he studied voraciously, gathering experience which provided the background for his later writings, research and discoveries.

Some of his first published articles were nonfiction, based upon his aviation experience. Soon he began to draw from his travels to produce a wide variety of fiction stories and novels: adventure, mystery, westerns, fantasy and science fiction. He became one of the most highly demanded authors in the golden age of popular adventure and science fiction writing during the 1930s and 1940s.

But Mr. Hubbard's main line of research and exploration—the one common theme throughout all of his fiction and nonfiction works—was how to improve the human condition and provide people with knowledge that they could use to become happier, more confident and more in control of their lives. His nonfiction works cover such diverse subjects as communication skills, ethics and personal integrity, marriage and family, success at work, statistical analysis, art and much, much more.

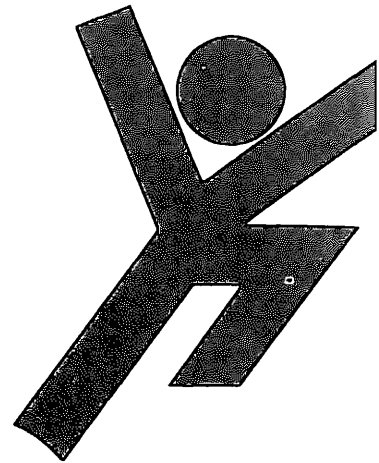
One of the areas he gave special attention to in his work was drug rehabilitation. During the explosion of drug use around the world in the 1960s and early 1970s, Mr. Hubbard found, despite propaganda to the contrary, that people could not advance mentally or spiritually unless the effects caused by drugs were relieved. His

research proved that not only is a person's health harmfully affected by drugs, but also his learning rate, his attitudes and his personality and, most importantly, that drugs trap the individual himself—condemning him to a lifelong prison.

Mr. Hubbard conducted extensive studies in the fields of vitamins, minerals and nutrition, resulting in breakthroughs which help addicts come off drugs more easily, without the painful symptoms which usually accompany withdrawal. *And* without addicting the person to another, "legal" drug. He also developed practical techniques which handle the mental effects of drugs and help restore an individual's ability to function properly in his environment, contributing actively to his family, his work and the society as a whole. In further research, Mr. Hubbard discovered that drug residuals actually lodge in the fatty tissues of the body and can affect a person long after he has quit taking drugs, and he developed a brilliant technology to flush these toxic deposits out of the body.

L. Ron Hubbard's discoveries make it possible for drug users to recover fully from their addiction. Narconon drug education and rehabilitation centers around the world use his techniques exclusively. For twenty years, Narconon has been setting the pace in the field of drug rehabilitation, with (per independent studies) a 70 to 80 percent success rate in helping people to come off drugs—and *stay* off them.

L. Ron Hubbard departed his body on 24 January 1986. His breakthroughs in the field of drugs and their effects have given the planet its first truly workable and successful method of drug rehabilitation; and through his efforts, mankind has been provided with *real* solutions to the problems of today's society.



# Glossary

# Narconon Therapeutic TR Course

## Glossary

To assist in your understanding of this course, hard to find terms and other words which you may not be familiar with are included in this glossary. These definitions give only the meanings of the words as they are used in the course; this glossary is not meant as a substitute for a dictionary. The context from the course booklet is included at the end of each definition for reference.

**Alice in Wonderland:** a story written in 1865 by Lewis Carroll (the full title is *Alice's Adventures in Wonderland*) about a little girl named Alice who falls down a well into a strange country where very illogical things happen. This book is used as a source of nonsignificant phrases for the training routines on this course. *A phrase (with the "he saids" omitted) is picked out of the book Alice in Wonderland and read to the coach.*

**ambulant:** moving about; walking. *Student and coach ambulant.*

**bobs:** quick, jerky motions. *This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.*

**Certificates and Awards:** a section of the organization which records attestations of skill that were honestly attained. *[Checksheet] STUDENT ATTEST AT CERTIFICATES AND AWARDS*

**choppy:** tending to cut short. *A choppy or premature acknowledgment is flunked.*

**compelling:** having a powerful and irresistible effect, influence, etc. *The exact amount of physical effort must be used by student plus a compelling, unspoken intention.*

**copper:** (*slang*) a policeman. *I keep thinking about that copper who blew his whistle at me this morning.*

**counter-intention:** an intention that is in opposition to one's own intention. For example, Joe wants to join the army (intention); his wife does not want him to join the army (counter-intention). *An intention must be clear and have no counter-intention in it.*

**covert:** concealed; secret; disguised. *Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him.*

**curb:** hold back; keep in check; control. *Curb over- and underacknowledgment.*

**deviate:** turn aside (from a course, direction, standard, etc.). *It is an expression which means to not get an answer to one's question, to fail to complete something or deviate from an intended course of action.*

**diction:** a way of speaking or pronouncing words; enunciation. *Diction and elocution have no part in it.*

**divertive:** tending to distract the attention of. *"Coach divertive" statements should all concern the student and should be designed to throw the student off and cause the student to lose control or track of what the student is doing.*

**duress:** use of force or threats. *To make student able to maintain intention without reservation under any stress or duress.*

**elocution:** the art or style of giving talks or readings in public, especially an older style now thought of as showy and not natural. *Diction and elocution have no part in it.*

**excursions:** wanderings from the subject; deviations; digressions (acts of turning aside from the main subject in talking or writing). *The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact question, if he or she Q-and-As with excursions taken by the coach.*

**falters:** speaks in a broken or stumbling way; stammers. *If the student falters, comm lags, fumbles a command or fails to get execution on part of coach, coach says "Flunk" and they start at the beginning of the command cycle in which the error occurred.*

**fancied:** unreal, imaginary. *By originate is meant a statement or remark referring to the state of the coach or fancied difficulties or troubles.*

**flub:** (informal) mistake or blunder. *The coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command and for failing to handle origination by coach.*

**flunk:** make a mistake; fail to apply the materials learned. Used in training drills, the coach says "Flunk" when the student makes a mistake or incorrectly applies his materials. *Flunk is the opposite of pass. Coach: "Start" "That's it" "Flunk."*

**fluster:** make or become confused or nervous. *"Start," "Flunk," "Good" and "That's it" may not be used to fluster or trap the student.*

**gestures:** movements made with some part of the body, especially with the hands or arms, to express or add force to ideas, emotions, etc. *On this drill the coach attempts to find certain actions, words, phrases, gestures, or mannerisms which cause you to break your confront and react in some way.*

**heckling:** interfering with so as to annoy, disturb or injure. *Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention.*

**hemmed in:** confined or restrained. *I feel like I was all hemmed in somehow.*

**introverted:** directed (one's interest, mind or attention) upon oneself. *The coach should not use introverted statements, such as "I just had a cognition."*



**mannerisms:** odd tricks or habits; peculiar ways of acting. *On this drill the coach attempts to find certain actions, words, phrases, gestures, or mannerisms which cause you to break your confront and react in some way.*

**manual:** of or having to do with the hands; done with the hands. *Student enforcing commands by manual guiding.*

**misemotion:** a coined word used to mean an emotion or emotional reaction that is inappropriate to the present time situation. It is taken from *mis-* (wrong) + *emotion*. To say that a person was *misemotional* would indicate that the person did not display the emotion called for by the actual circumstances of the situation. Being *misemotional* would be synonymous with being irrational. One can fairly judge the rationality of any individual by the correctness of the emotion he displays in a given set of circumstances. To be joyful and happy when circumstances call for joy and happiness would be rational. To display grief without sufficient present time cause would be irrational. *Student misemotion or confusion is flunked.*

**muster:** gather; summon; rouse. *Third, have him command the object in the loudest possible voice he can muster.*

**nonverbal:** not of, in or by means of words. *Nonverbal for first half of training session.*

**origin:** short for *origination*: something said or done by a person concerning himself, his ideas, reactions or difficulties. *The student's patter is governed by (1) Clarifying and understanding the origin . . .*

**overwhelm:** overcome completely; crush. **PURPOSE:** *To train the student to deliver a command newly and in a new unit of time to a person without flinching or trying to overwhelm or using a via.*

**patter:** the special vocabulary of a particular activity. **PATTER:** *Student coughs. Coach: "Flunk! You coughed. Start."*

**posing:** presenting or putting forward. *It means "the length of time intervening between the posing of the question, or origination of a statement, and the exact moment that question or original statement is answered."*

**postulates:** decisions that something will happen. *To start student on road to handling objects and people with postulates.*

**reincarnated:** reborn in another body. *You are my reincarnated husband of 20,000 years ago.*

**Review:** a section of the organization where a person may receive special assistance. *[Supervisor's Section] If there are too many questions from a student, send him to Review.*

**somatic:** a physical pain or discomfort of any kind. The word *somatic* means, actually, bodily or physical. Because the word *pain* has in the past led to confusion between physical pain and mental pain, *somatic* is the term used to denote physical pain or discomfort. *I kind of ache all over. That's a somatic, isn't it?*

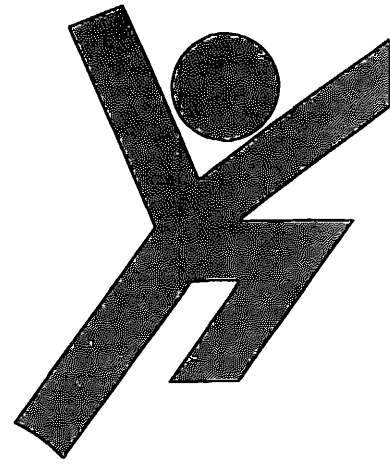
**Student Examiner:** the person in the organization who verifies that students have completed their checksheets and have met the requirements of the course. *[Checksheet] STUDENT EXAMINER*

**tongue-tied:** unable to speak because of shyness, embarrassment, etc. *PURPOSE: To teach the student not to be tongue-tied or startled or thrown off a cycle of communication by originations of the person and to maintain ARC with a person throughout an origination.*

**tromped:** stepped heavily; stamped. *The students "buttons" can be found and tromped on hard.*

**utter:** make or express with the voice. *Student failure to utter the next command without a long comm lag is flunked.*

**vias:** routes that go through, along or over. Also, a *via* means a relay point in a communication line. Enough vias make a stop. *There is NO twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there.*



# Supervisor Section

# How to Supervise This Course

## The Supervisor

The Narconon Therapeutic TR Course must have a Supervisor. He must be a trained Course Supervisor.

The Supervisor's job on this course is to assist the student in sorting out any difficulties that might come up. If the student isn't getting any wins, it is the Supervisor's duty to help the student and get him winning. He must never, ever, let a student leave class feeling like he is not winning on the course. He must get such a student to a win before the student leaves class for that day.

On the Therapeutic TR Course, the emphasis is to get the student to *do* the drills. This is not a theory course, and the purpose of the course is not to educate the student. The student is doing Therapeutic TRs to help him complete his withdrawal from drugs. The Supervisor must not let a student get bogged in significance or send him to lots of dictionaries or other references for more data on the drills. The stress is on having the student read the materials so that he knows what is expected, putting him together with another student, then having them *do* the TRs.

The Narconon Therapeutic TR Course Supervisor must also be particularly good at spotting and handling the manifestations of misunderstood words and manifestations of skipped gradients. Not being trained in study tech, the students will not necessarily be able to spot these things. The Supervisors must be alert for them and handle them when they occur.

## Supervising TRs

These TRs are done to improve the student's skill in handling the cycle of communication and to help the student withdraw from drugs.

The Supervisor must see that the students do go on a gradient and go through the TRs several times. The Supervisor should also see that the students become good coaches, by referring them to their materials. This will help ensure that they stay on a gradient and end up with the TRs being done tougher and tougher.

## Handling Narconon Therapeutic TR Course Students

The Supervisor must always keep in mind that he is much more expert in the subject of the course data than the student. He must

not introduce data from his own higher training into the Narconon Therapeutic TR Course, nor should he expect the student to know any data beyond the scope of what he has studied on his checksheet.

## Handling Student Questions

The Supervisor should be familiar with the contents of the course booklet. If the student has a question about something, he should be referred by the Supervisor to the relevant materials and shown where the answers can be found.

If a student has a question about a technical point, it usually comes from a misunderstanding of what he has just heard or read. The Supervisor can handle that by helping the student to locate any word or words he might have just heard or read that he didn't understand and clear them up. If there are too many questions from a student, send him to Review.

## Supervisor Presence

The Supervisor must be there IN the course room, working WITH the students.

The attitude of a good Supervisor is STRONG INTEREST in STUDENT PROGRESS.

He is INTERESTED in how his students are doing. He is INTERESTED IN THEM INDIVIDUALLY, AS STUDENTS.

His sole purpose is to get each of his students through their course materials and each one graduated as a shining product. He should let the students concentrate on their studies and not allow them to be distracted by others or pulled off the course.

Daily, the Supervisor must read over each of the drills that his students have written and placed on his desk. If the Supervisor notices something that needs handling, he must see the student immediately and get it corrected.

The Supervisor runs good control on any course. Students appreciate good control, even if they have not been used to it before, as they will complete their course and get the results of doing the course.

Following the guidelines as laid out here will ensure that the Supervisor helps his students attain the maximum benefits from the Narconon Therapeutic TR Course.



# Coaching

In order to help his students to do the best they possibly can in coaching their twins through the drills, the Supervisor will find key data below to assist him. The Supervisor can refer students to the points below and have them read these to help them better understand how to coach.

## 1. *Coach with a purpose.*

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

## 2. *Coach with reality.*

Be realistic in your coaching. When you give an origination to a student, really make it an origination, not just something that the sheet said you should say, so that it is as if the student was having to handle it exactly as you say, under real conditions and circum-

stances. This does not mean, however, that you really feel the things that you are giving the student, such as saying to him, "My leg hurts." This does not mean that your leg should hurt, but you should say it in such a manner as to make the student think that your leg hurts. Do not use any experiences from your past to coach with. Make up situations in present time.

### *3. Coach with an intention.*

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

### *4. In coaching, take up only one thing at a time.*

For example: Using TR 4, if the student arrives at the goal set up for TR 4, then check over, one at a time, the earlier TRs. Is he confronting you? Does he originate the question to you each time as his own and did he really intend for you to receive it? Are his

acknowledgments ending the cycles of communication, etc. But only coach these things one at a time, never two or more at a time. Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be “never satisfied.” It does mean that a person can always get better and once you have reached a certain level of ability then work toward a new level.

## A Note to Supervisors on TR 8

There is a drill which will greatly increase the student’s reality on what an intention is. The coach can use this drill three or four times during the training on TR 8. Show this drill to the coach so that he can use it if needed.

The drill is as follows:

“Think the thought—I am a wild flower.” “Good.”

“Think the thought that you are sitting in a chair.” “Good.”

“Imagine that thought being in that ashtray.” “Good.”

**"Imagine that ashtray containing that thought in its substance."  
"Good."**

**"Now get the ashtray thinking that it is an ashtray." "Good."**

**"Get the ashtray intending to go on being an ashtray." "Good."**

**"Get the ashtray intending to remain where it is." "Good."**

**"Have the ashtray end that cycle." "Good."**

**"Put in the ashtray the intention to remain where it is." "Good."**

This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, TR 8, usually takes the most time of any drill, and time on it is well spent.

For more information on drug rehabilitation books and materials by L. Ron Hubbard, contact your nearest distributor.

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You can also contact any of the groups  
and organizations on the following pages  
which use L. Ron Hubbard's drug reha-  
bilitation technology.

# Narconon Organizations

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