

A red stylized figure with a circular head and two long, angled limbs, positioned diagonally across the word NARCON.

# **NARCON<sup>®</sup>**

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Learning Improvement  
Course

**3**

Based on the works of  
**L. Ron Hubbard**



Learning Improvement  
Course

3

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L. Ron Hubbard

*Published by*  
Bridge Publications, Inc.  
4751 Fountain Avenue  
Los Angeles, California 90029

ISBN 0-88404-660-5

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# Narconon® Learning Improvement Course

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

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

\_\_\_\_\_

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

This checksheet is part of the Narconon Program and is done following the New Life Detoxification Program.

The purpose of this course is to teach you the barriers that exist to learning and how to spot and correct these so that you can successfully study.

The length of this course is 2–3 days of full-time study.

When you have studied the first item called for in Section One of the checksheet and you are sure you understand it, put your initials and the date on the blank on the right-hand side of the page.

Then go to the next item on the checksheet. Drills and other actions are initialed only when you have successfully done the action called for. By continuing through the checksheet in this way, step by step, you will be able to move smoothly through the course. Do not skip around on the checksheet or do its steps in some other order; the sequence of the checksheet has been carefully worked out to ensure you cover all the information of the course on a proper gradient. When the checksheet is fully initialed, it is complete, meaning you may now be granted the award for completion.

**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 knows how to study and is able to apply what he studies.

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

## Section One: Introduction

1. Read the article, "Introduction" starting on page 2 in your course booklet.

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## Section Two: Why Study?

1. Read the article, "Why Study?" starting on page 7 in your course booklet.

---

### 2. DRILL:

- a. Write down an example of a time you studied something with no intention of using the data you were studying.
- b. Write down how you did on that subject. How much of it do you remember?
- c. Now write down an example of something you studied for the purpose of using the data.

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- d. Compare your knowledge of these two subjects and write down your conclusions. \_\_\_\_\_

### Section Three: Barriers to Study

1. Read the article, "Barriers to Study" on page 21 in your course booklet. \_\_\_\_\_
2. Read the article, "The First Barrier: Absence of Mass" starting on page 22 in your course booklet. \_\_\_\_\_
3. **DRILL:** Write down how you would handle these situations:
  - a. You have just bought a new motorcycle. It is outside and you are ready to start reading the owner's manual. Where should you study the manual? Why? \_\_\_\_\_
  - b. Your friend is learning about different types of engines but has no idea what they look like. The engines are not there to show him. How could you help him? \_\_\_\_\_

4. Read the article, “The Second Barrier: Too Steep a Gradient” starting on page 39 in your course booklet.

\_\_\_\_\_

5. **DRILL:** Write down how you would handle these situations:

a. You are learning how to swim. You just learned how to float in the water and now you are being taught to swim across the pool, but you are having trouble with this. What should you do?

\_\_\_\_\_

b. Write down an example of a time that you hit too steep a gradient in studying something, or you observed someone else hitting too steep a gradient. Describe what occurred. How could you have handled this using the data in this article?

\_\_\_\_\_

6. Read the section, “The Third—and Most Important—Barrier: The Misunderstood Word” starting on page 53 in your course booklet.

\_\_\_\_\_



7. **DRILL:** Write down how you would handle these situations:

a. You have been taking a course on how to manage your money. You have decided you do not want to continue with the course or go back to class. What should you do to handle this? \_\_\_\_\_

b. Your friend is learning how to sew. Her instructor is having a difficult time with her because she can't figure out how to do collars. No matter how much it is explained to her, she still cannot get it. She is about to give up on the whole subject. How would you handle this? \_\_\_\_\_

8. **PRACTICAL ASSIGNMENT:** Practice *spotting* the barriers to study. Your Supervisor will pretend to manifest one of the barriers to study. You spot which barrier he is manifesting. Do this until you can easily and quickly spot each of the three barriers to study. \_\_\_\_\_

9. **PRACTICAL ASSIGNMENT:** Practice *handling* each barrier to study. Your Supervisor will pretend that he has run into one of the barriers to study. Handle him by applying the correct remedy to that barrier to study. Do this until you can easily handle each of the three barriers to study. \_\_\_\_\_

## Section Four: The Use of Demonstration

1. Read the article, "The Use of Demonstration" starting on page 71 in your course booklet. \_\_\_\_\_

2. **DRILL:**

- a. Assemble a demo kit for your own use. \_\_\_\_\_
- b. Using your demo kit, demonstrate a principle you are familiar with. Write down what you did and what you learned in doing this. \_\_\_\_\_

3. Read the article, "Sketching" starting on page 75 in your course booklet. \_\_\_\_\_

4. **DRILL:** Use sketching to do a demonstration of a student clearing a misunderstood word. \_\_\_\_\_

## Section Five: Handling Misunderstood Words

1. Read the article, "Handling Misunderstood Words" on page 81 in your course booklet. \_\_\_\_\_
2. Read the article, "How to Clear a Word" starting on page 82 in your course booklet. \_\_\_\_\_
3. Read the article, "Example of Clearing a Word" starting on page 91 in your course booklet. \_\_\_\_\_
4. **DRILL:**
  - a. Think of or find a word you do not understand or are unsure of and clear it, using a dictionary. \_\_\_\_\_
  - b. Go back through the section "Handling Misunderstood Words" looking for and clearing any words you do not understand and restudying the section as you go. Write up what words you found and cleared. \_\_\_\_\_

5. Read the article, "Method 3 Word Clearing" starting on page 95 in your course booklet.

\_\_\_\_\_

6. **DRILL:**

a. Write down *when* you would use Method 3 Word Clearing on yourself or on another.

\_\_\_\_\_

b. Using your demo kit, demonstrate how to do each of the steps of Method 3 Word Clearing.

\_\_\_\_\_

## Section Six: Final Course Exercise

1. **ESSAY:** Write an essay on how you can apply each of the fundamentals you have learned on this course. Your essay must include how you will apply each of the following principles and data: studying with the intention to apply the data; the barriers to study; the use of demonstration and how to locate and clear a misunderstood word.

\_\_\_\_\_

## **Section Seven: Student Completion**

**I attest that I have studied the materials on this checksheet and I know how to study and am able to apply what I study.**

**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 LEARNING IMPROVEMENT  
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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## Introduction





# Introduction

Welcome to the Narconon Learning Improvement Course.

On the Narconon program, there are a number of courses you will be taking that will help you to gain control of your life and stay off drugs. In order to progress rapidly and successfully through these courses, you need to know how to study.

One is not born knowing how to study. It is not something that sinks in through years of schooling. You have to learn *how*. That is what this course will teach you. It will teach you how to learn.

The Narconon Learning Improvement Course contains basic information on how to study that you can use to increase your ability to learn. It teaches what barriers exist to learning so that you overcome them.

By applying the data in this course you can move quickly through your program at Narconon and become much more successful in life.

Good luck!

# Section 2

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**Why Study?**



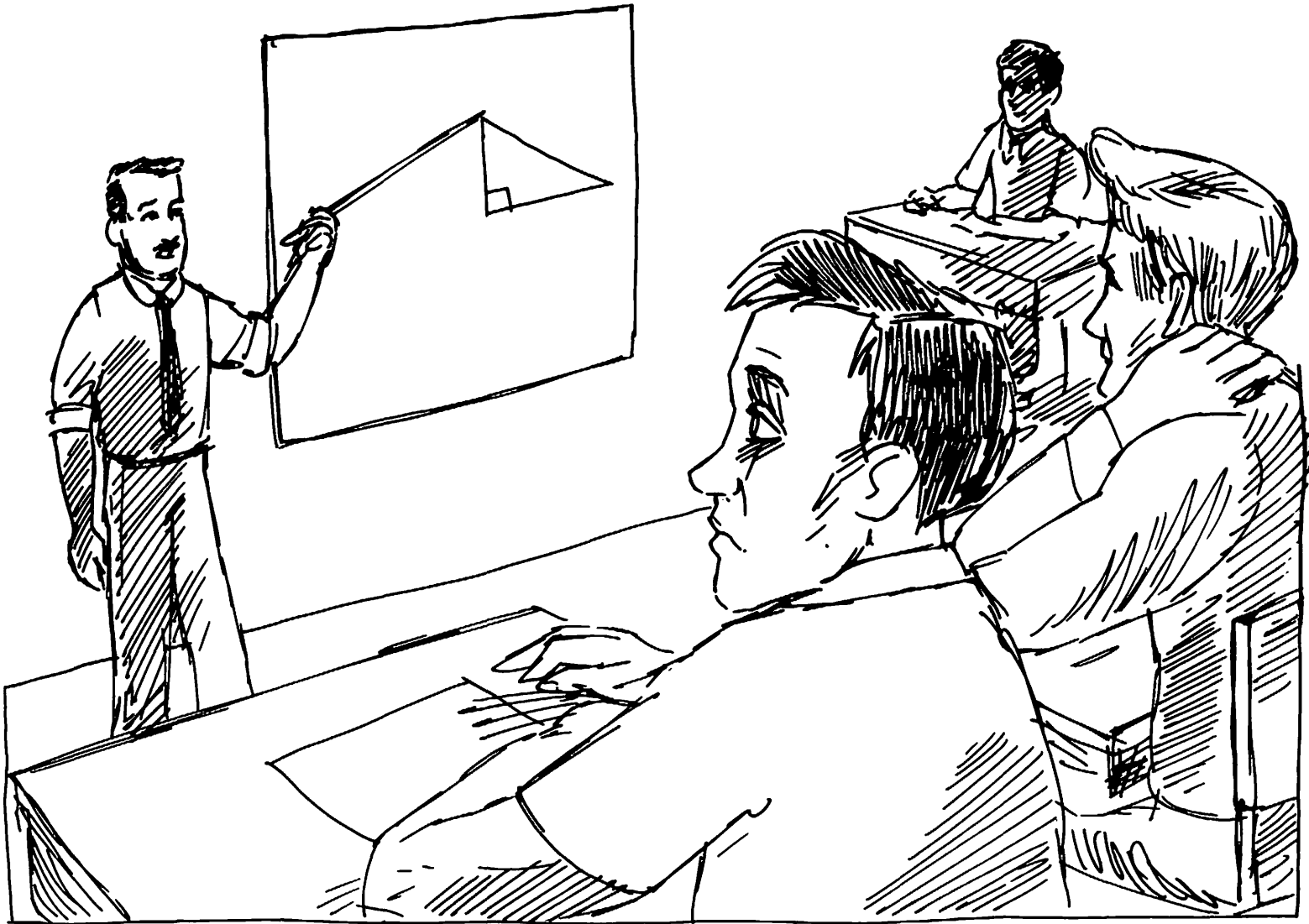
# Why Study?

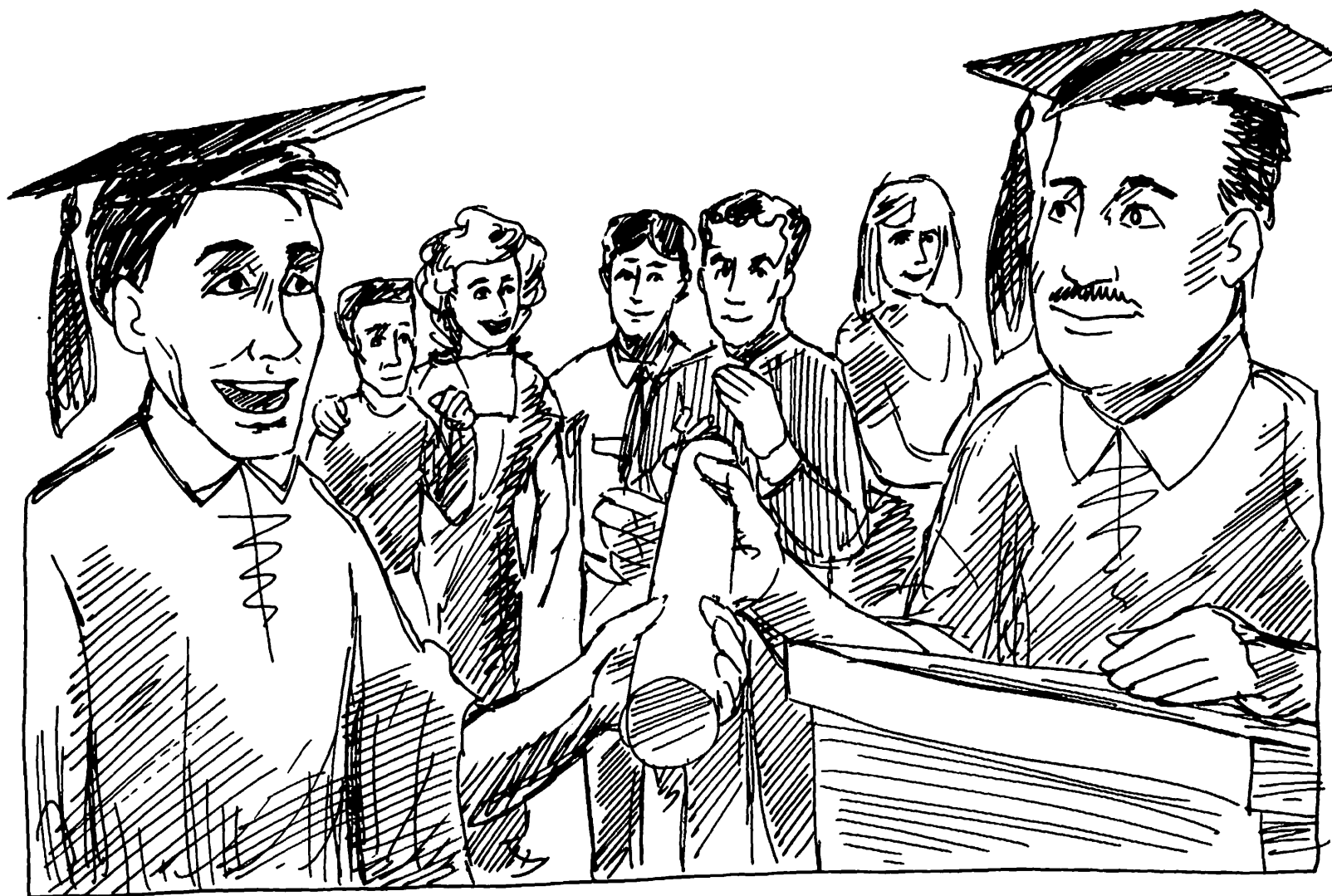
In his dictionary of 1828, Noah Webster said that “to study” means “to apply the mind to; to read and examine for the purpose of learning and understanding.”

Why does one study?

Until you clarify that, you cannot make an intelligent activity of it.

Some students go through a course and wind up at the other end of it unable to do anything with it.







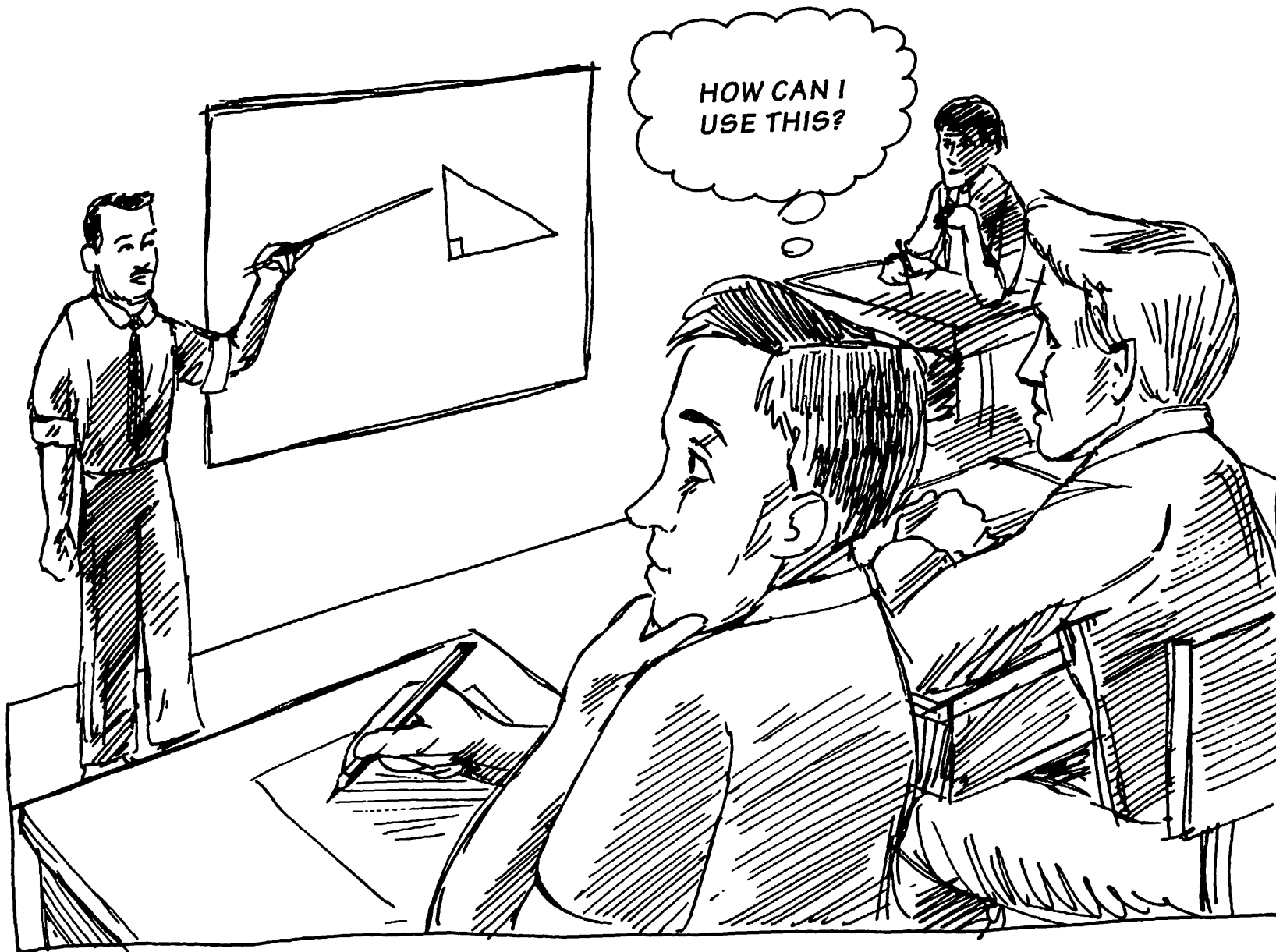
In actual fact, this is because they studied the course just so they could pass the examination; they did not study the course in order to apply the data in it.

This is why such people fail in practice after they graduate.



Instead of thinking, "Is this going to be on the exam?" one would do much better to ask himself, "How can I apply this material?" or "How can I really use this?"

With that in mind, a person would get much more out of what he studied, and would be able to put what he studied to actual use.





# Narconon Learning Improvement Course

To: Supervisor

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

- a. Write down an example of a time you studied something with no intention of using the data you were studying.

(Continue on next page.)

- b. Write down how you did on that subject. How much of it do you remember?

(Continue on next page.)

- c. Now write down an example of something you studied for the purpose of using the data.

(Continue on next page.)

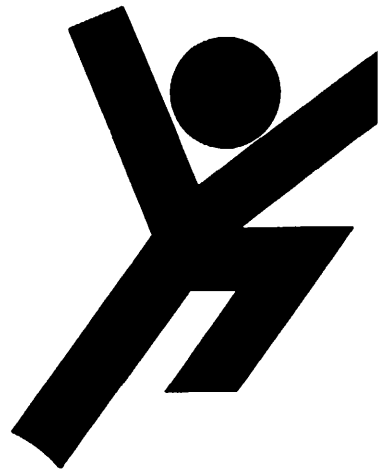
**d. Compare your knowledge of these two subjects and write down your conclusions.**

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

# **Section 3**

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## **Barriers to Study**





# **Barriers to Study**

**It has been discovered that there are three definite barriers which can block a person's ability to study and thus his ability to be educated. These barriers actually produce physical and mental reactions.**

**If one knows and understands what these barriers are and how to handle them, his ability to study and learn will be greatly increased.**

## The First Barrier: Absence of Mass

The *mass* of a subject refers to the parts of that subject which are composed of matter and energy and which exist in the material universe. For example, if one were studying how to operate tractors, the *mass* would be an actual tractor, as opposed to the theory of tractors or data on the development of tractors, etc.

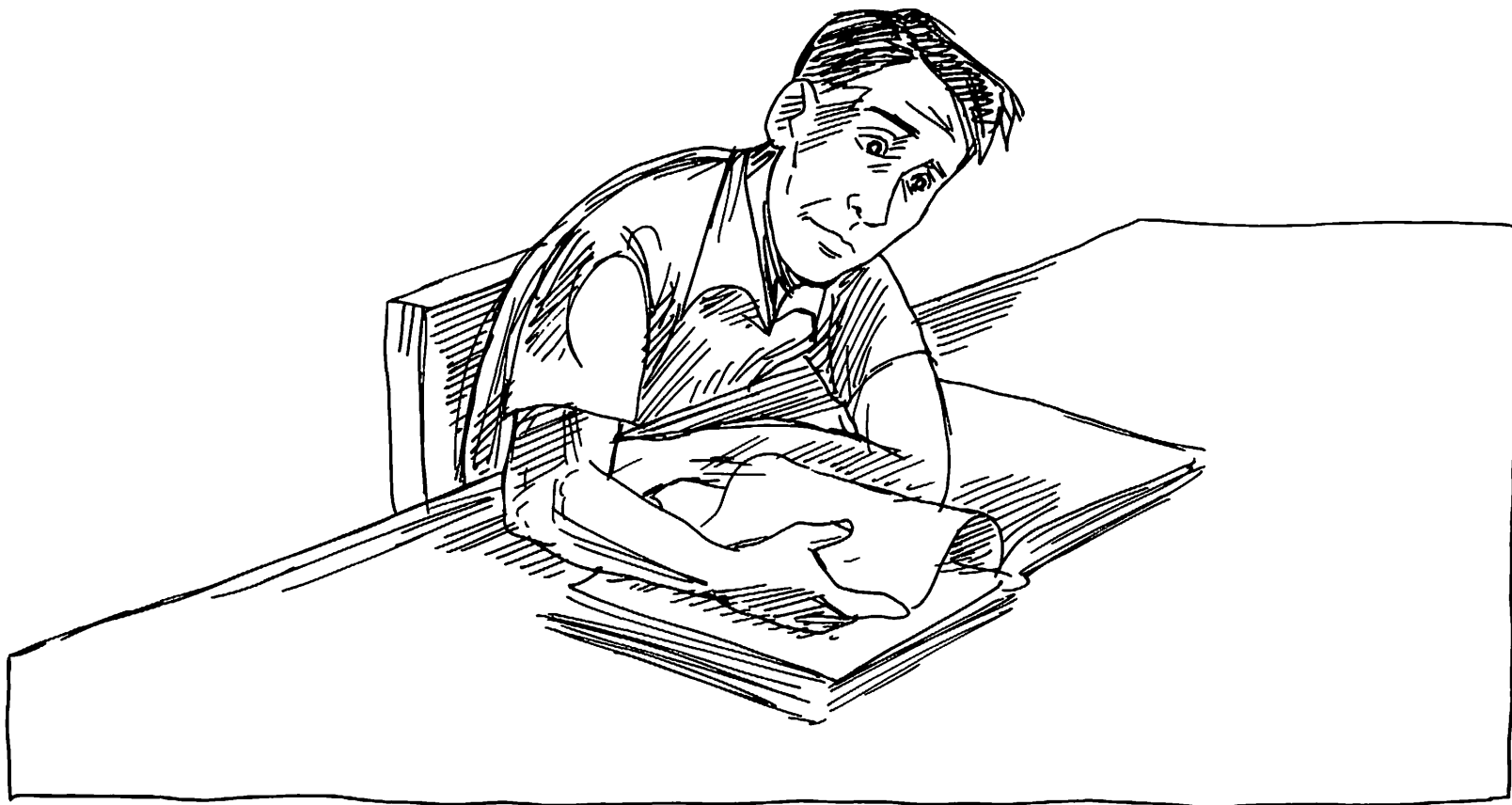
Trying to educate someone without the mass that he is going to be involved with can make it very difficult for him. Imagine trying to learn how to run a tractor with no tractor to look at!



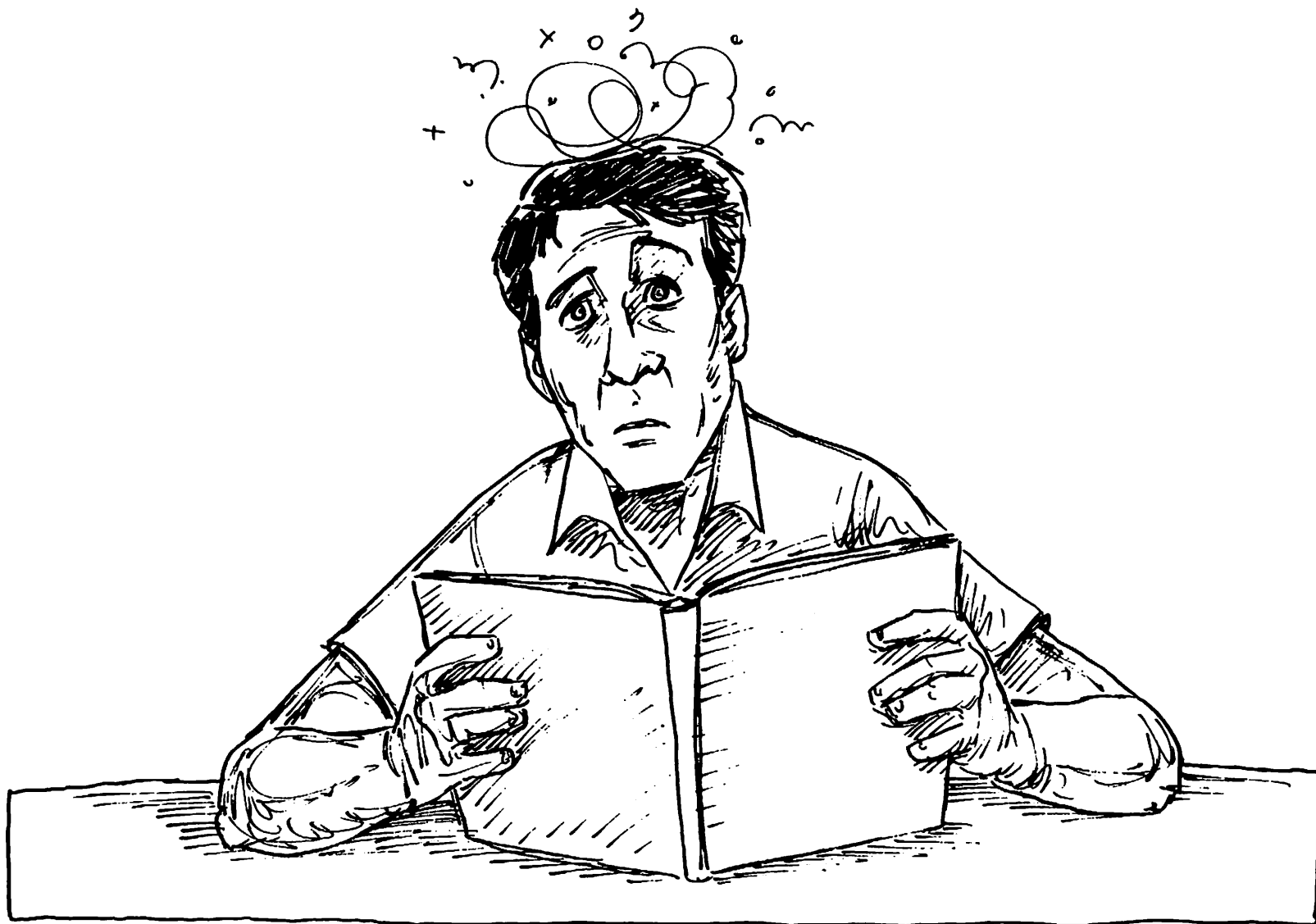
**Such an absence of mass can actually make a student feel squashed.**



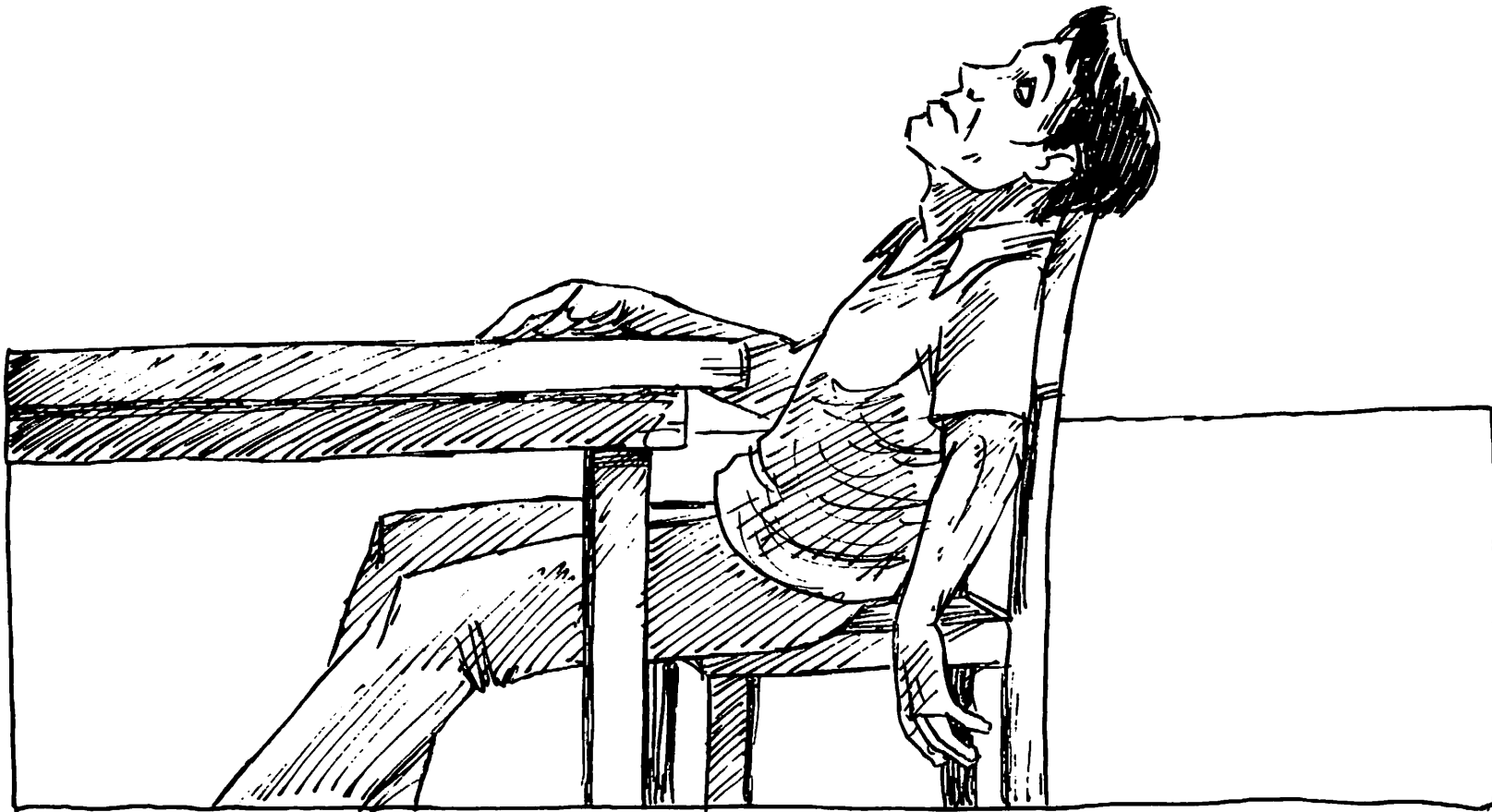
**It can make him feel bent,**



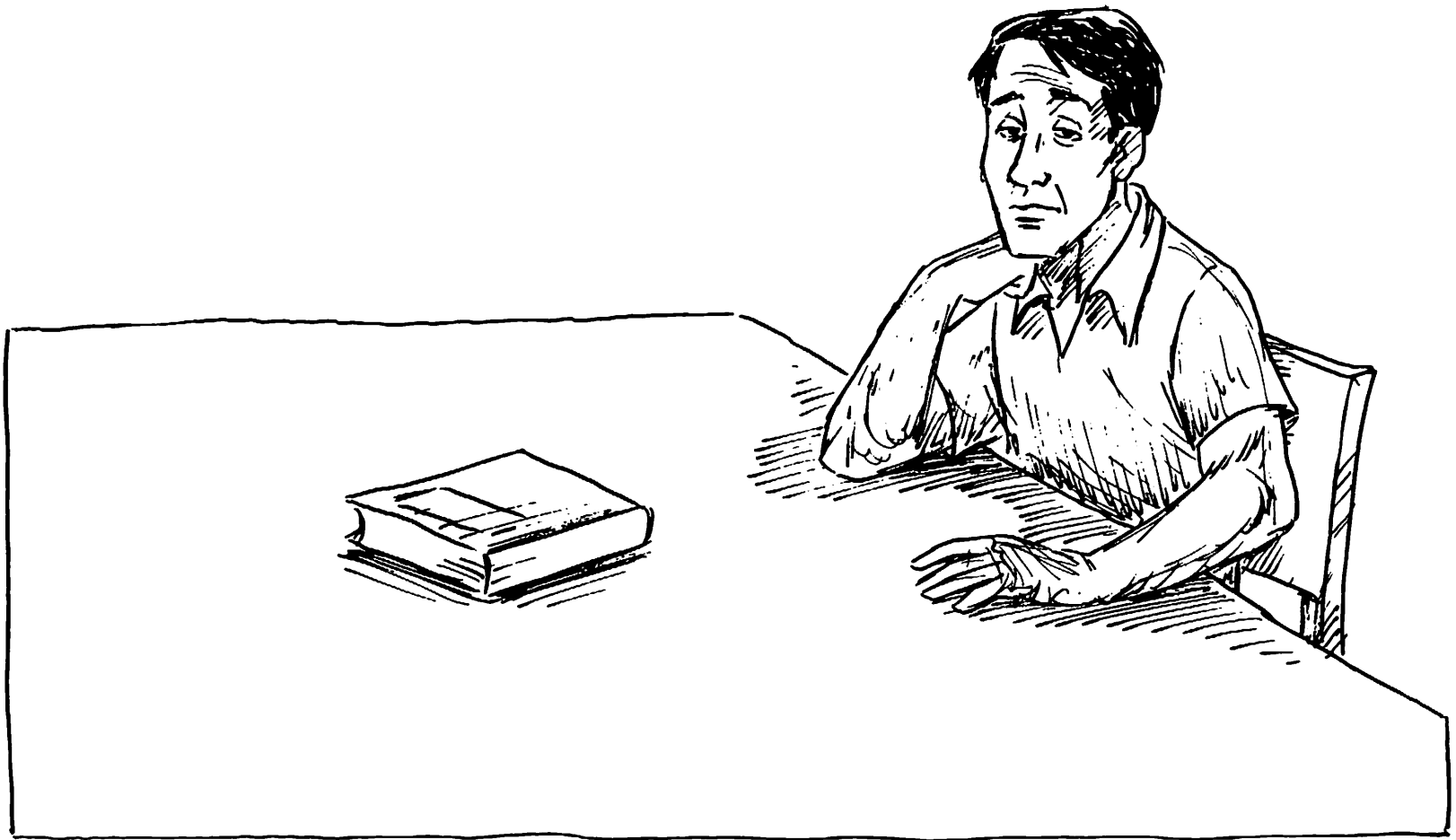
sort of spinny,



sort of dead,



**bored,**





**and exasperated.**



If he is studying the doingness of something in which the mass is absent, this will be the result.

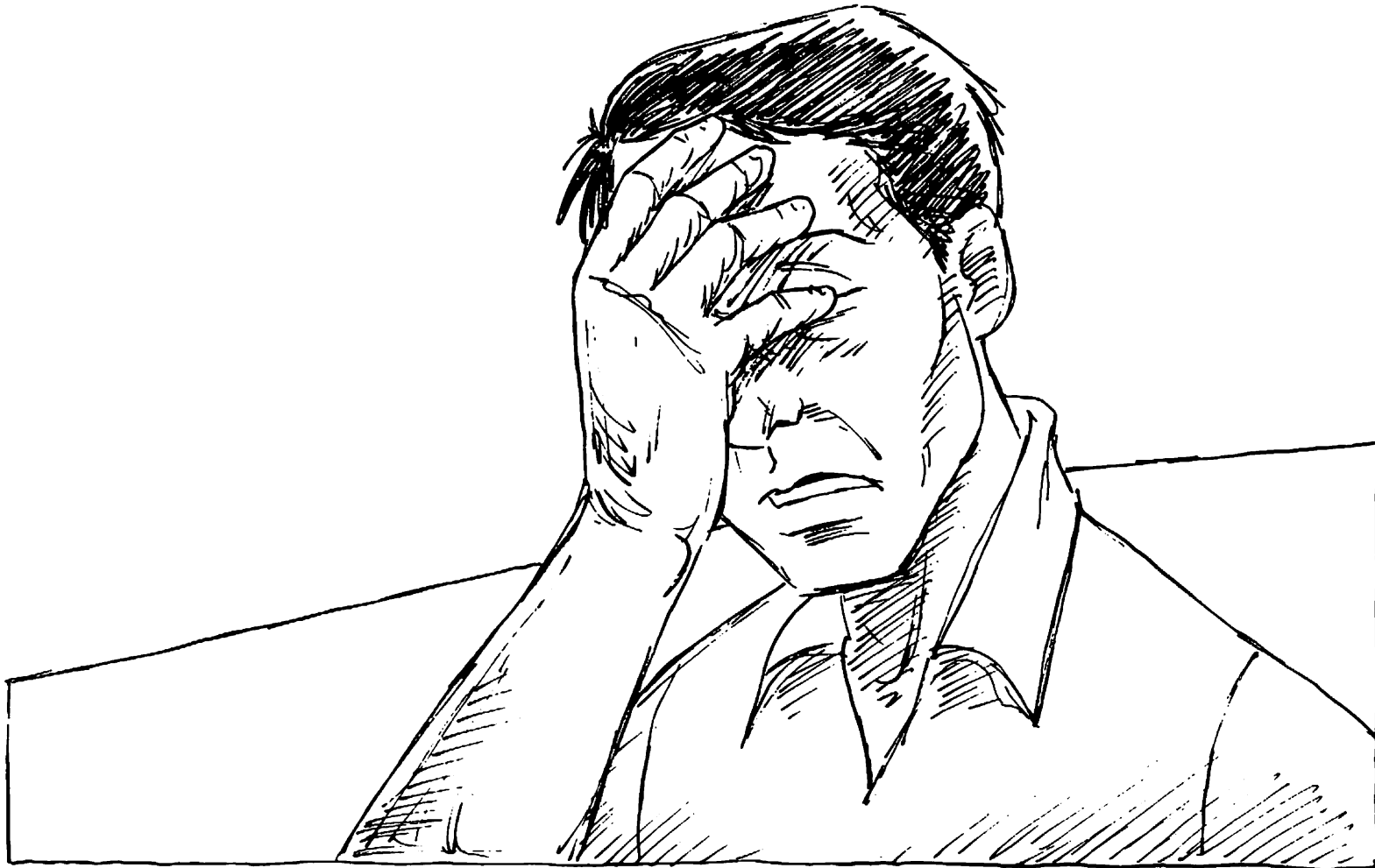
If one is studying about tractors, the printed page and the spoken word are no substitute for having an actual tractor there.



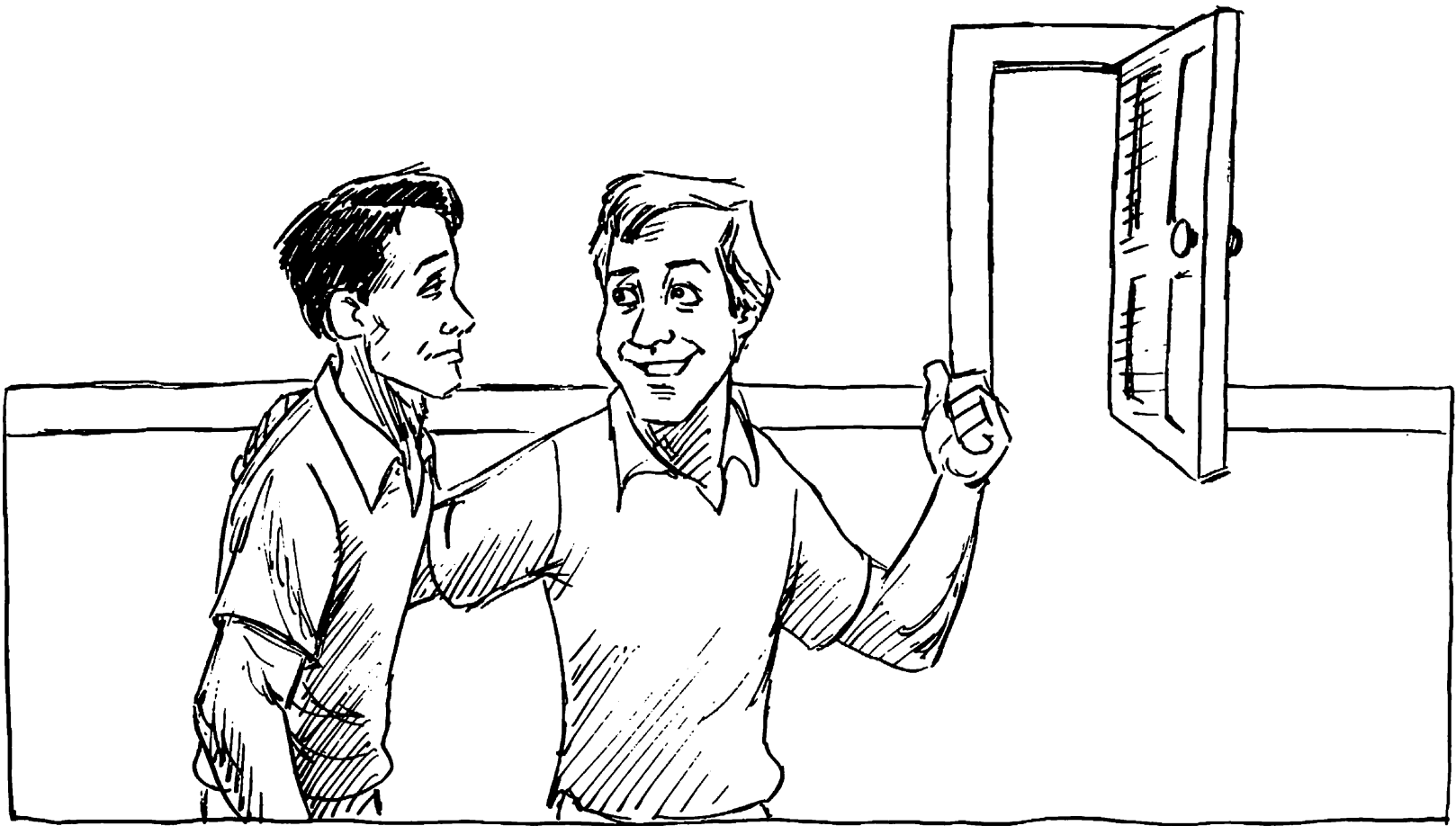
Photographs and motion pictures are helpful because they represent a promise or hope of the mass of a tractor.

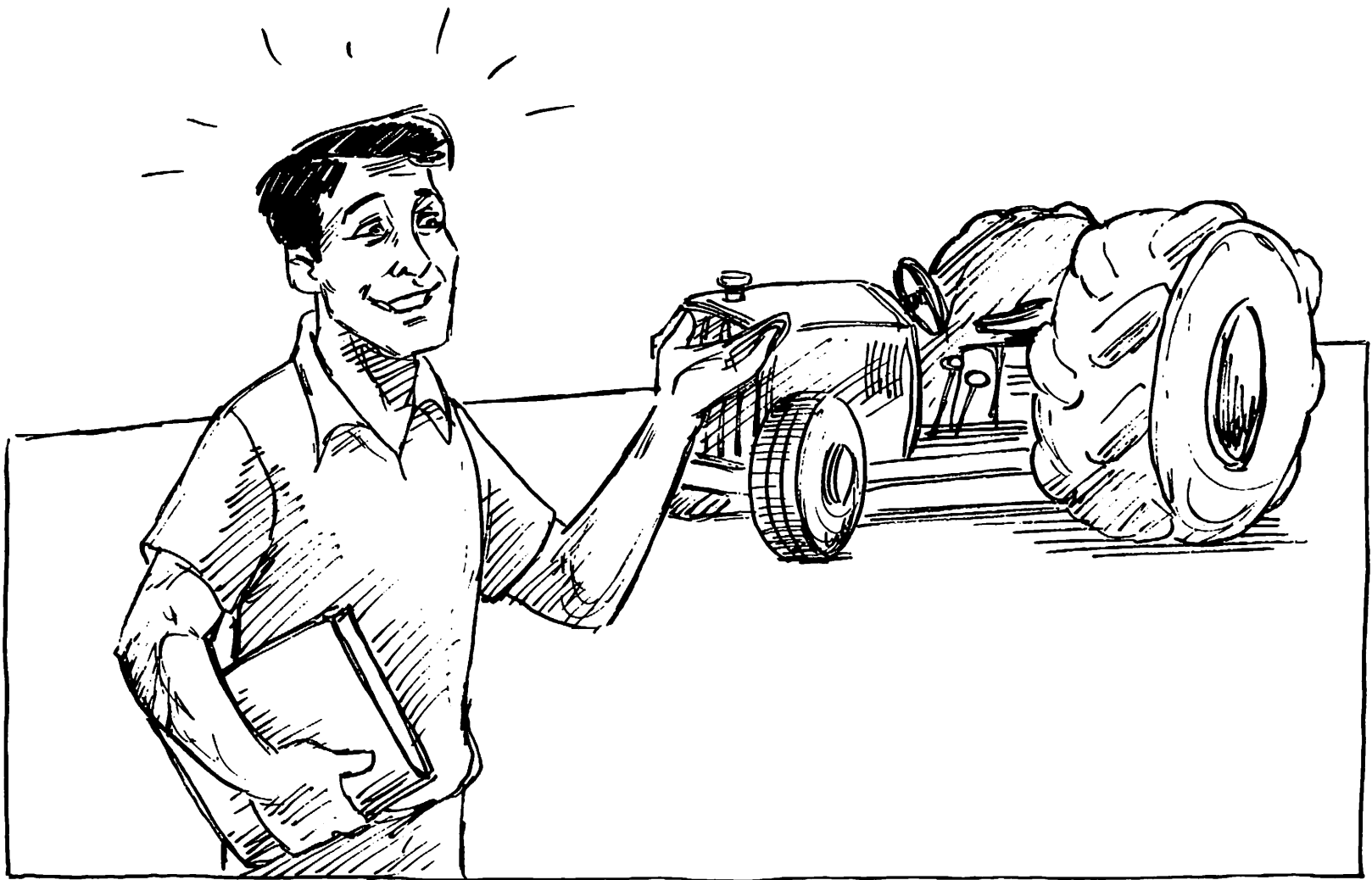
It is important to understand that educating a person in a mass that he does not have and which is not available can produce some nonoptimum physical reactions.

If you were trying to teach a fellow all about tractors but you did not show him any tractors or let him experience the mass of a tractor, he would wind up with a face that felt squashed, with headaches and with his stomach feeling funny. He would feel dizzy from time to time and often his eyes would hurt.



This datum has great application. For example, if a child were studying and felt sick and it was traced back to a lack of mass, the positive remedy would be to supply the mass—the object itself or a reasonable substitute—and the child's sickness could rapidly clear up.





This barrier to study—the studying of something without its mass ever being around—produces very distinctly recognizable reactions.



# Narconon Learning Improvement Course

To: Supervisor

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

Write down how you would handle these situations:

- a. You have just bought a new motorcycle. It is outside and you are ready to start reading the owner's manual. Where should you study the manual? Why?

(Continue on next page.)

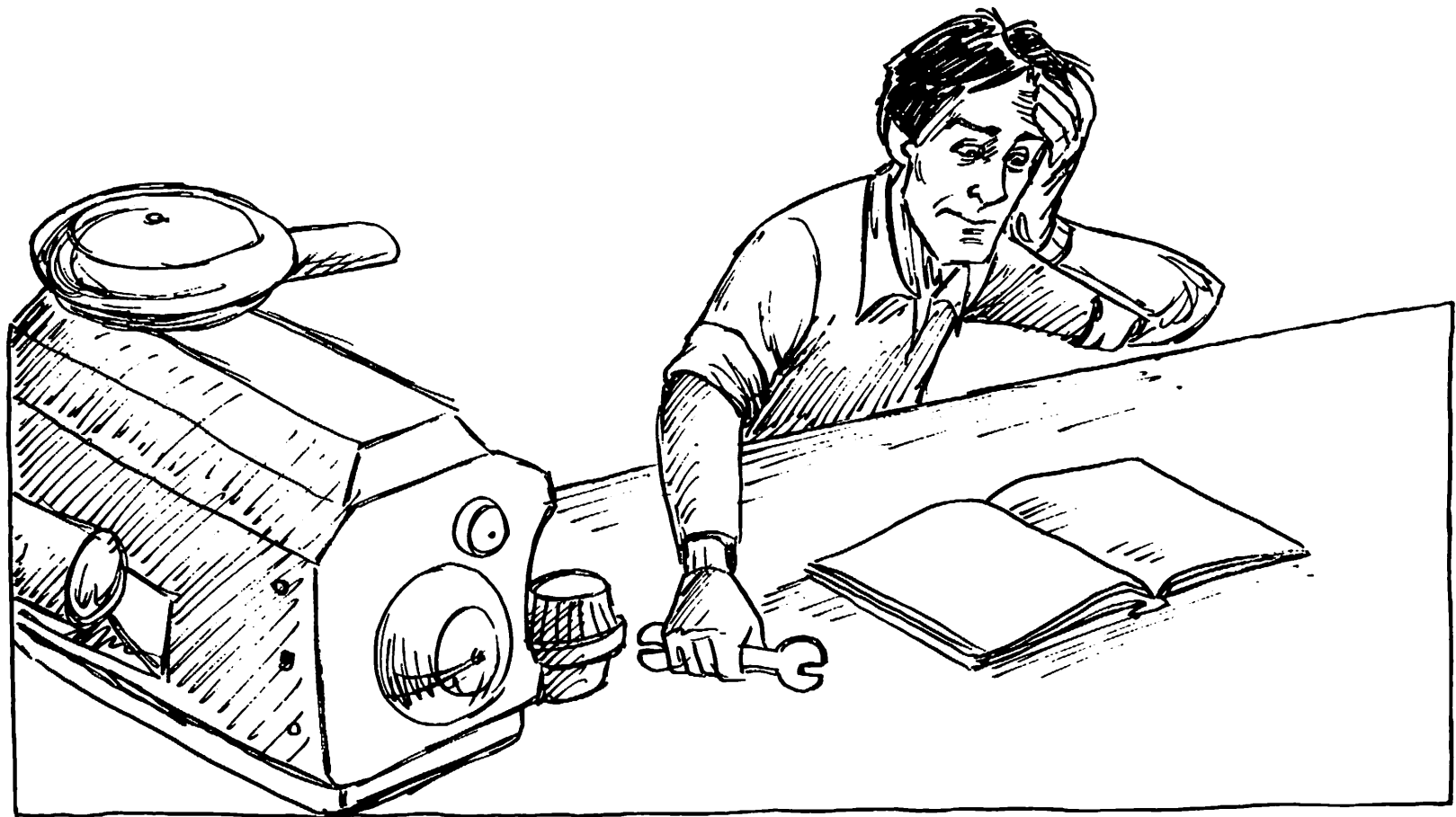
- b. Your friend is learning about different types of engines but has no idea what they look like. The engines are not there to show him. How could you help him?

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

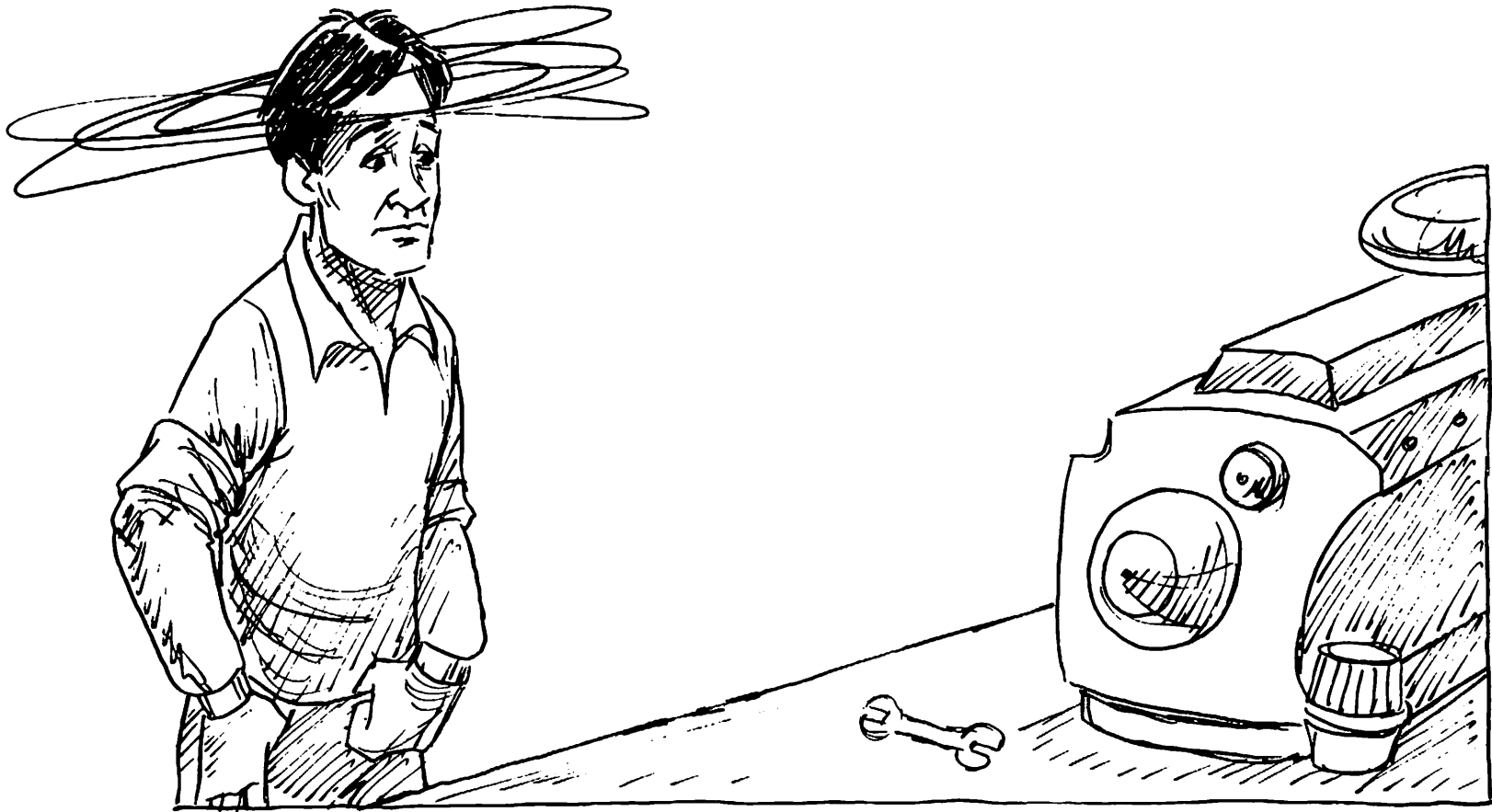
## The Second Barrier: Too Steep a Gradient

A *gradient* is a gradual approach to something taken step by step, level by level, each step or level being, of itself, easily attainable—so that finally, quite complicated and difficult activities can be achieved with relative ease. The term *gradient* also applies to each of the steps taken in such an approach.

When one hits too steep a gradient in studying a subject, a sort of confusion



or reelingness results. This is the second barrier to study.



Say you were to find a person who was studying about engines and he was confused and sort of reeling.

You would know that there had been too much of a jump from studying one type of engine to studying a more complicated type of engine. The person did not really understand something about the first type of engine but jumped to studying the next type of engine and this was too steep a gradient for him.

The person assigns all of his difficulties to the *new* type of engine.



But the difficulty really lies at the tail end of his study of the first engine, the engine he felt he understood.





The remedy for too steep a gradient is to cut back the gradient. Find out when the person was not confused about what he was studying and then find out what new action he undertook to do. Find out what he felt he understood well just *before* he got all confused.

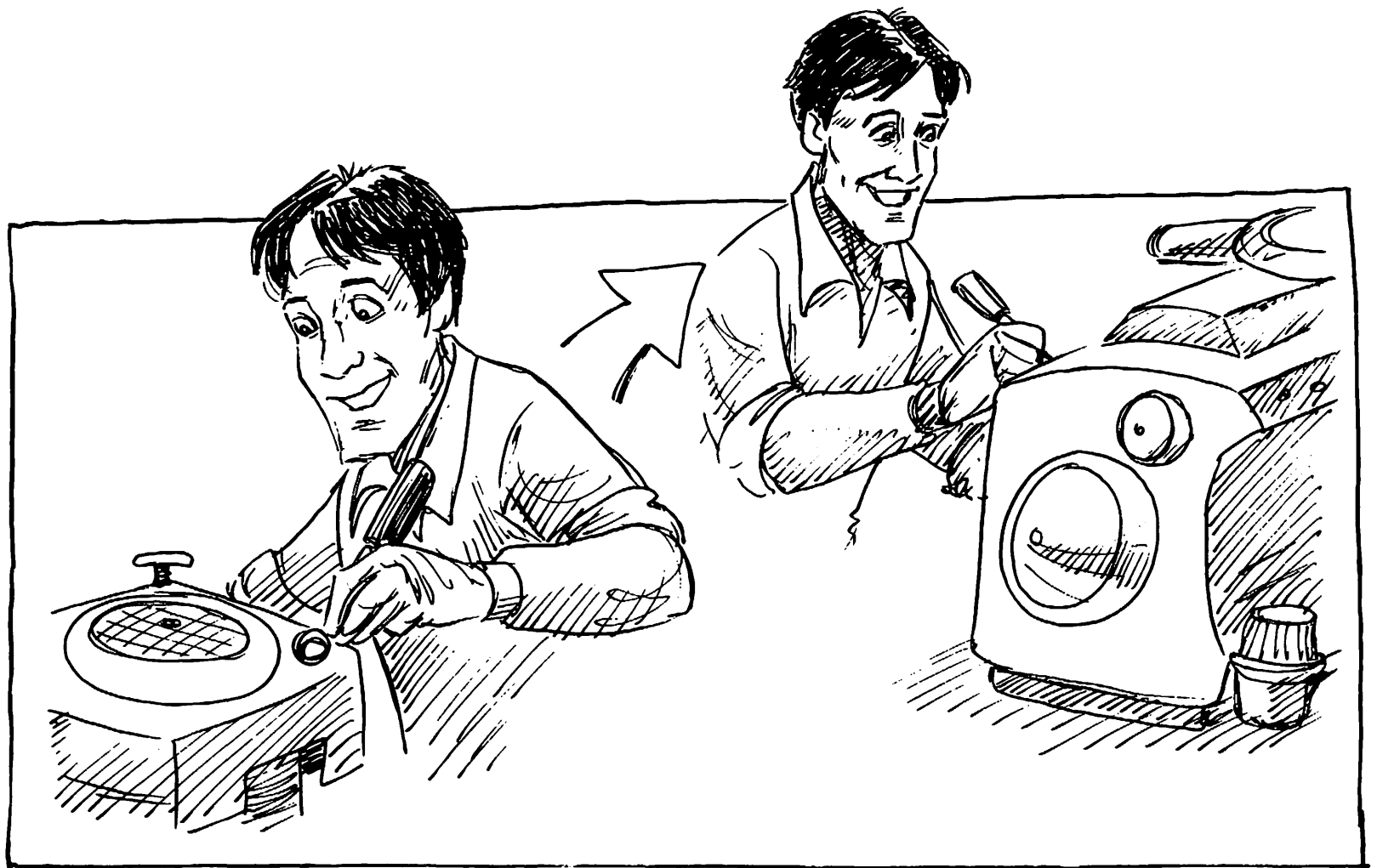


You will find that there is something in this area—the area where he felt he understood it—which he did not really understand.



When this is cleared up, the student will be able to progress again.







This barrier of too steep a gradient is more evident and most applicable in activities in which there is doingness involved, but it also applies in subjects that are mainly concerned with thought.

When a person is found to be terribly confused on the second action he was supposed to do, it is safe to assume that he never really understood the *first* action.

# Narconon Learning Improvement Course

To: Supervisor

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

Write down how you would handle these situations:

- a. You are learning how to swim. You just learned how to float in the water and now you are being taught to swim across the pool, but you are having trouble with this. What should you do?

(Continue on next page.)

- b. Write down an example of a time that you hit too steep a gradient in studying something, or you observed someone else hitting too steep a gradient. Describe what occurred. How could you have handled this using the data in this chapter?

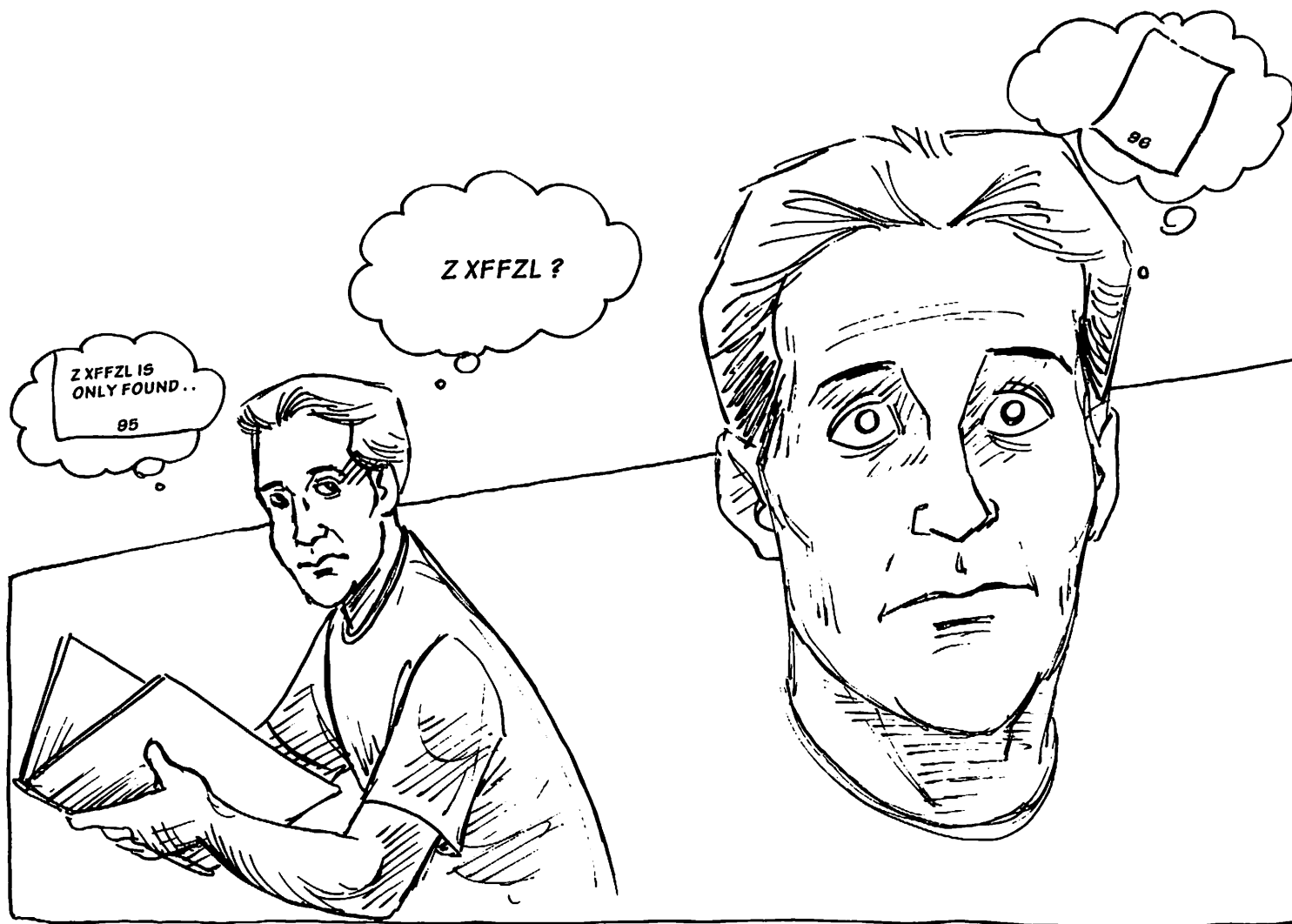
Tear out these pages and place them on the Supervisor's desk.



## **The Third—and Most Important—Barrier: The Misunderstood Word**

The third and most important barrier to study is the misunderstood word. A misunderstood word is a word which is *not* understood or *wrongly* understood.

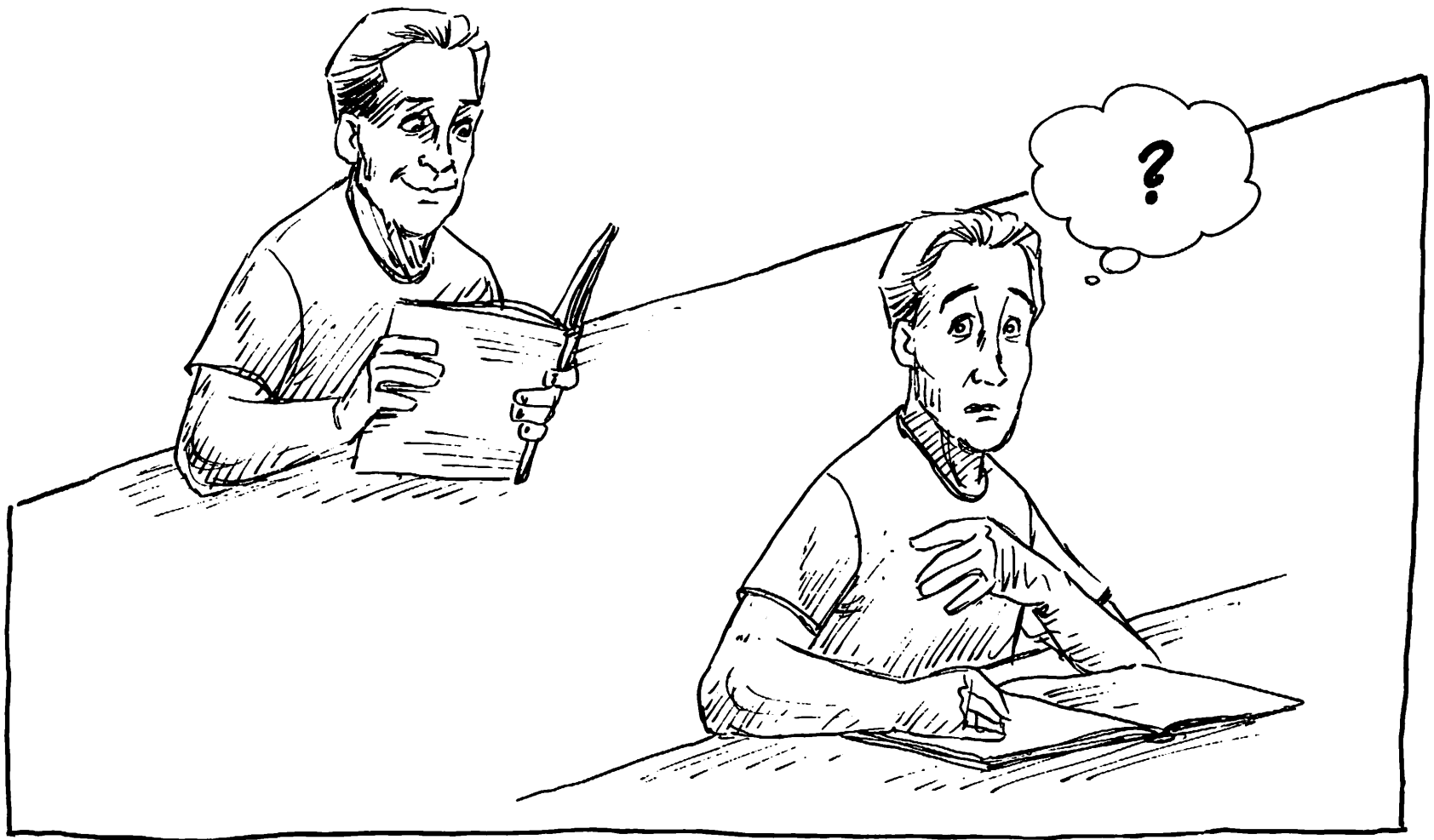
An entirely different set of physical reactions can occur when one reads past words he does not understand. Reading on past a word that was not understood gives one a distinctly blank feeling or a washed-out feeling.



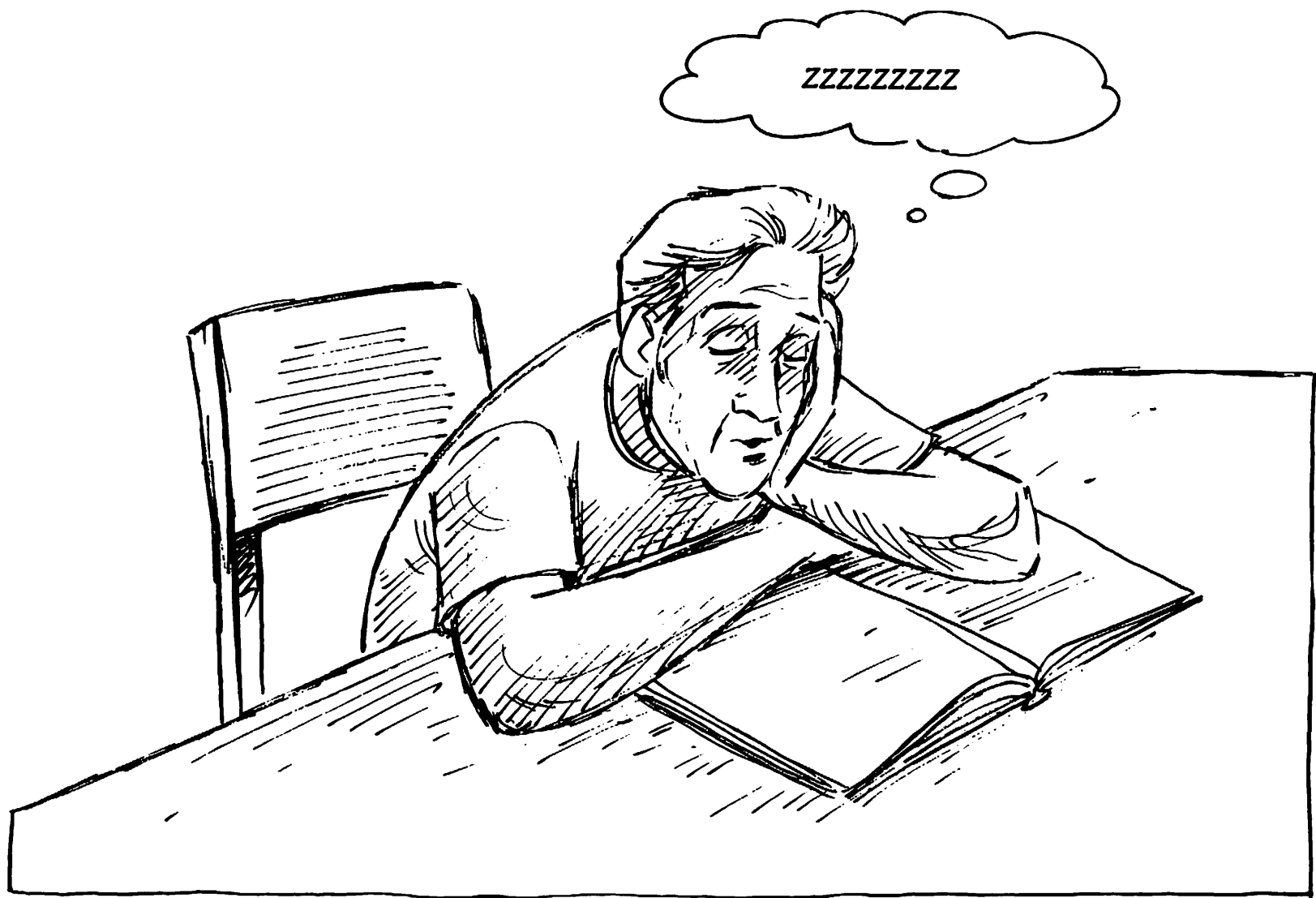
A “not-there” feeling and a sort of nervous hysteria can follow that.



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



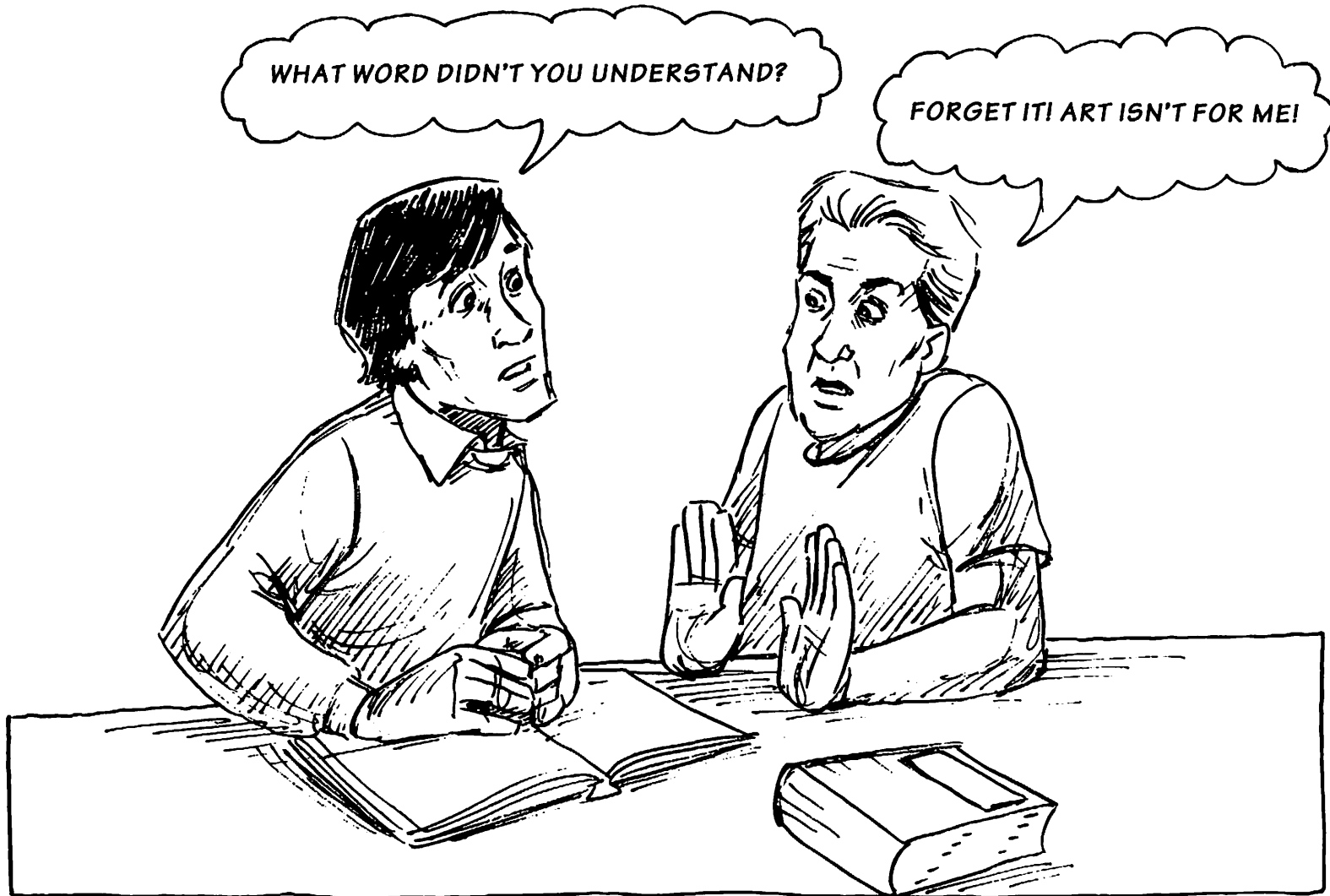




A misunderstood definition or a not-comprehended definition or an undefined word can even cause a person to give up studying a subject and leave a course or class. Leaving in this way is called a "blow."



A person does not necessarily blow because of the other barriers to study—lack of mass or too steep a gradient. These simply produce physical phenomena. But the misunderstood word can cause a student to blow.







WOW! I'M GOING BACK TO THAT  
ART CLASS.



The misunderstood word is much more important than the other two. The misunderstood word establishes aptitude and lack of aptitude and this is what psychologists have been trying to test for years without recognizing what it was.

It is the misunderstood word.

This is all that many study difficulties go back to and it produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and many other unwanted conditions.

There is some word in the field of art that the person who is unable in that field did not define or understand, and that is followed by an inability to act in the field of art.

If a person didn't have misunderstandings, his *talent* might or might not be present, but his *doingness* would be present.

We can't say that Joe would paint as *well* as Bill, but we can say that the *inability* of Joe to paint compared with the *ability* of Joe to do the motions of painting is dependent exclusively and only upon definitions—exclusively and only upon definitions.

This is very important because it tells one what happens to doingness and it also tells one that the restoration of doingness depends only upon the restoration of understanding of the misunderstood word.

This is very simple technology. It is a sweepingly fantastic discovery in the field of education and has great application.

This discovery of the importance of the misunderstood word actually opens the gate to education. And although this one has been given last, it is the most important of the barriers to study.

# Narconon Learning Improvement Course

To: Supervisor

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

Write down how you would handle these situations:

- a. You have been taking a course on how to manage your money. You have decided you do not want to continue with the course or go back to class. What should you do to handle this?

(Continue on next page.)

- b. Your friend is learning how to sew. Her instructor is having a difficult time with her because she can't figure out how to do collars. No matter how much it is explained or demonstrated to her, she still can't get it. She is about to give up on the whole subject. How would you handle this?

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

# Narconon Learning Improvement Course

Practice *spotting* the barriers to study. Your Supervisor will pretend to manifest one of the barriers to study. You spot which barrier he is manifesting. Do this until you can easily and quickly spot each of the three barriers to study.

# Narconon Learning Improvement Course

Practice *handling* each barrier to study. Your Supervisor will pretend that he has run into one of the barriers to study. Handle him by applying the correct remedy to that barrier to study. Do this until you can easily handle each of the three barriers to study.



# **Section 4**

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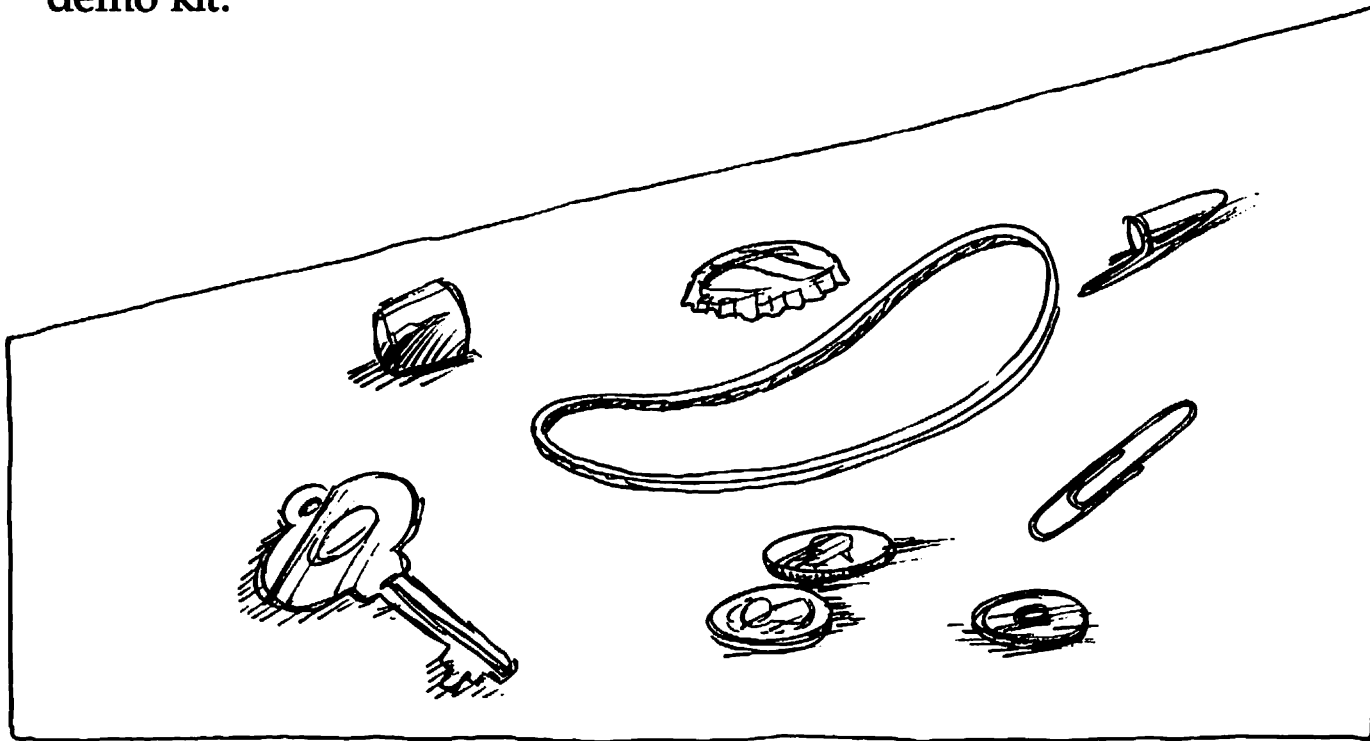
## **The Use of Demonstration**



# The Use of Demonstration

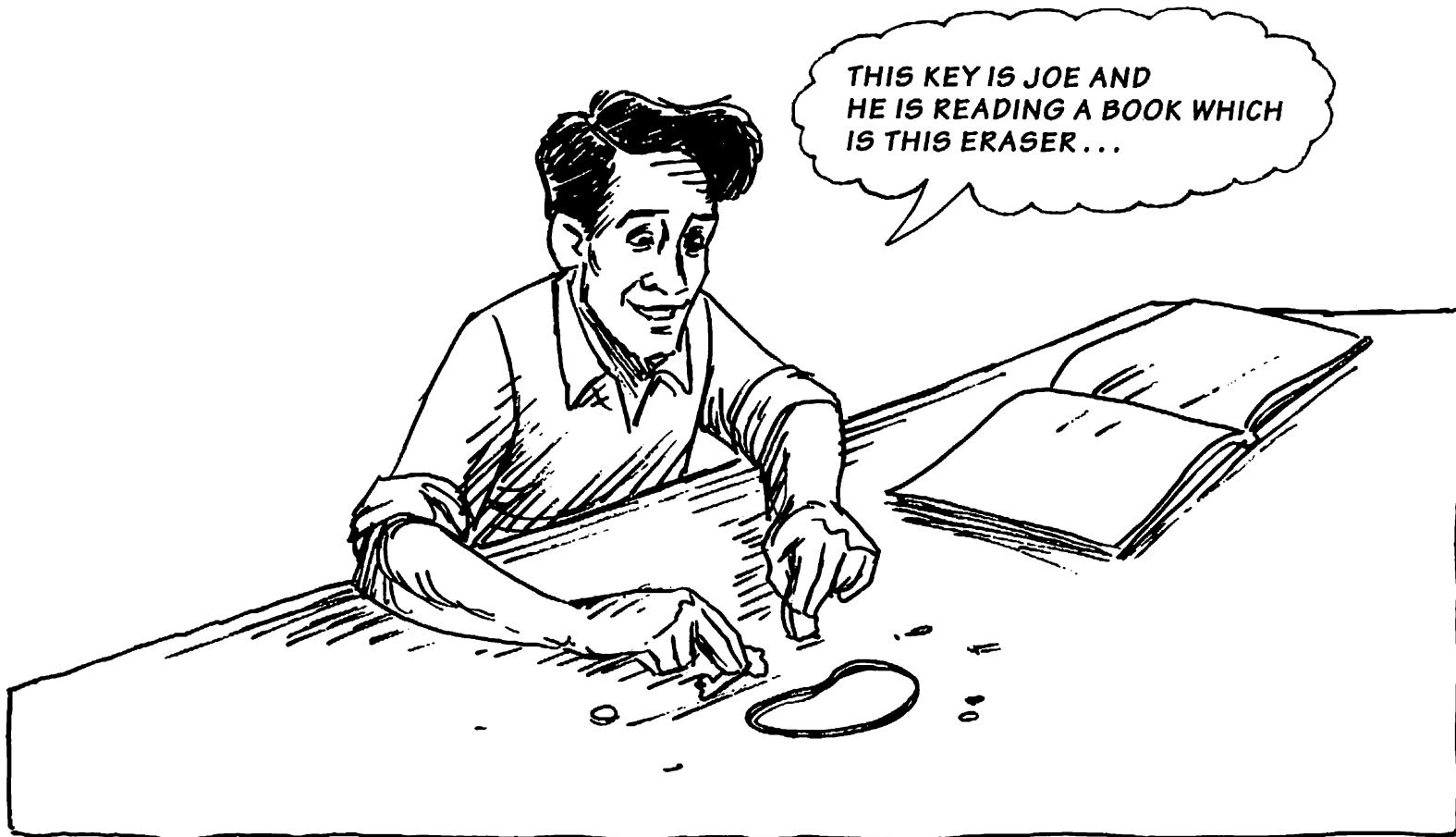
The word *demonstration* means to show, or to show how something works. It comes from the Latin word *demonstrare*, to point out, show, prove.

In studying, a student can do a “demonstration” or “demo” with a “demo kit” which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc. The student demonstrates an idea or principle with his hands and the pieces of his demo kit.



If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. By making the different pieces of the demo kit represent the objects he is studying about, the student can move them around and see more clearly how they relate to each other, etc.

By doing this the student is getting mass to go along with the ideas studied.



# Narconon Learning Improvement Course

- a. Assemble a demo kit for your own use.
- b. Using your demo kit, demonstrate a principle you are familiar with. Write down what you did and what you learned in doing this.

(Continue on next page.)

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

# Sketching

Sketching is also part of demonstration and part of working things out.

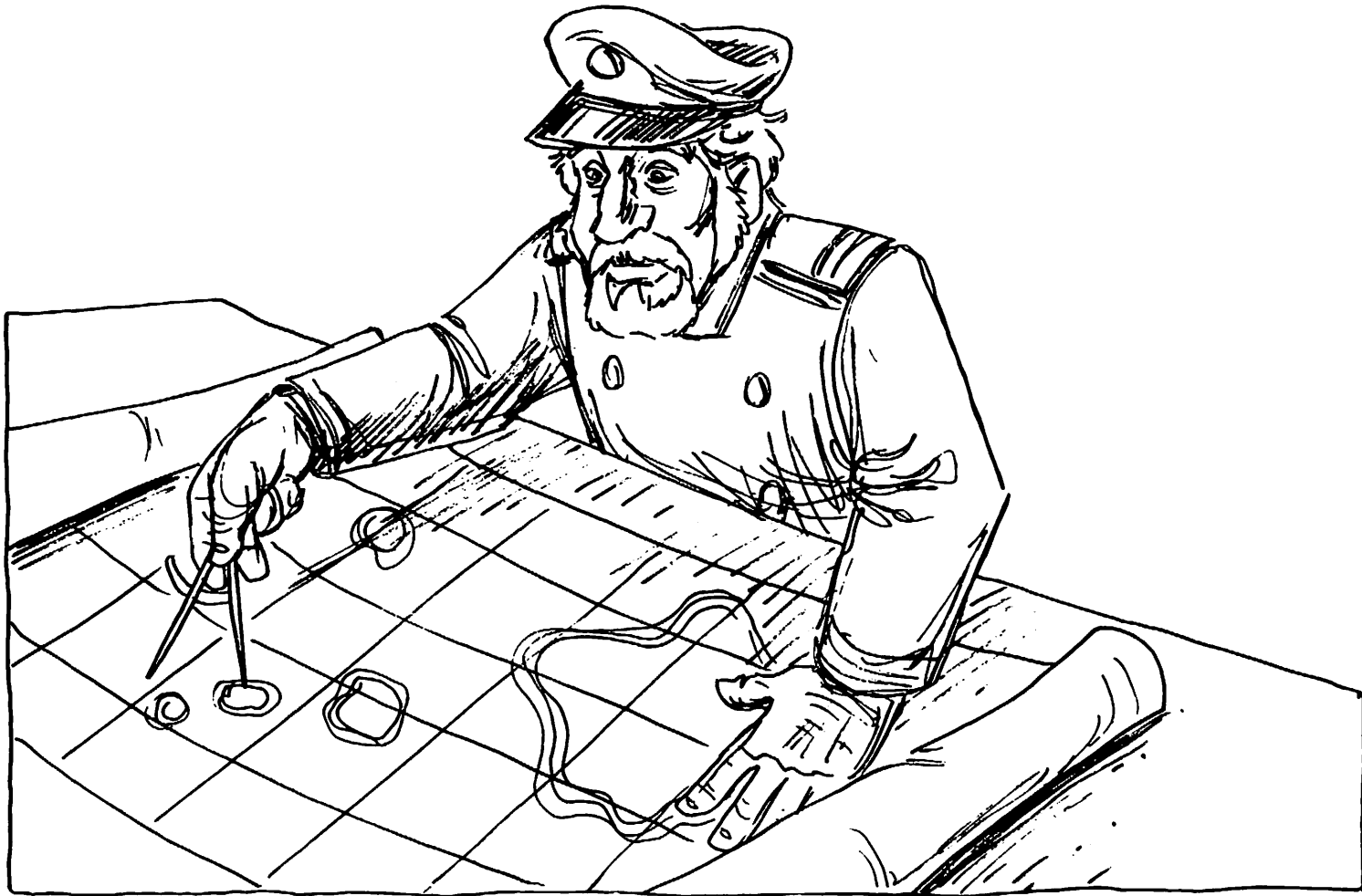
Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. This is a necessary part of getting a grip on something.

There is a rule which goes **IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG**. It's an arbitrary rule, but it's very workable.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built.

It works in other ways too.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.



This is all part of demonstration and part of working something out.

# Narconon Learning Improvement Course

To: Supervisor

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

Use sketching to do a demonstration of a student clearing a misunderstanding word.

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



# **Section 5**

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## **Handling Misunderstood Words**

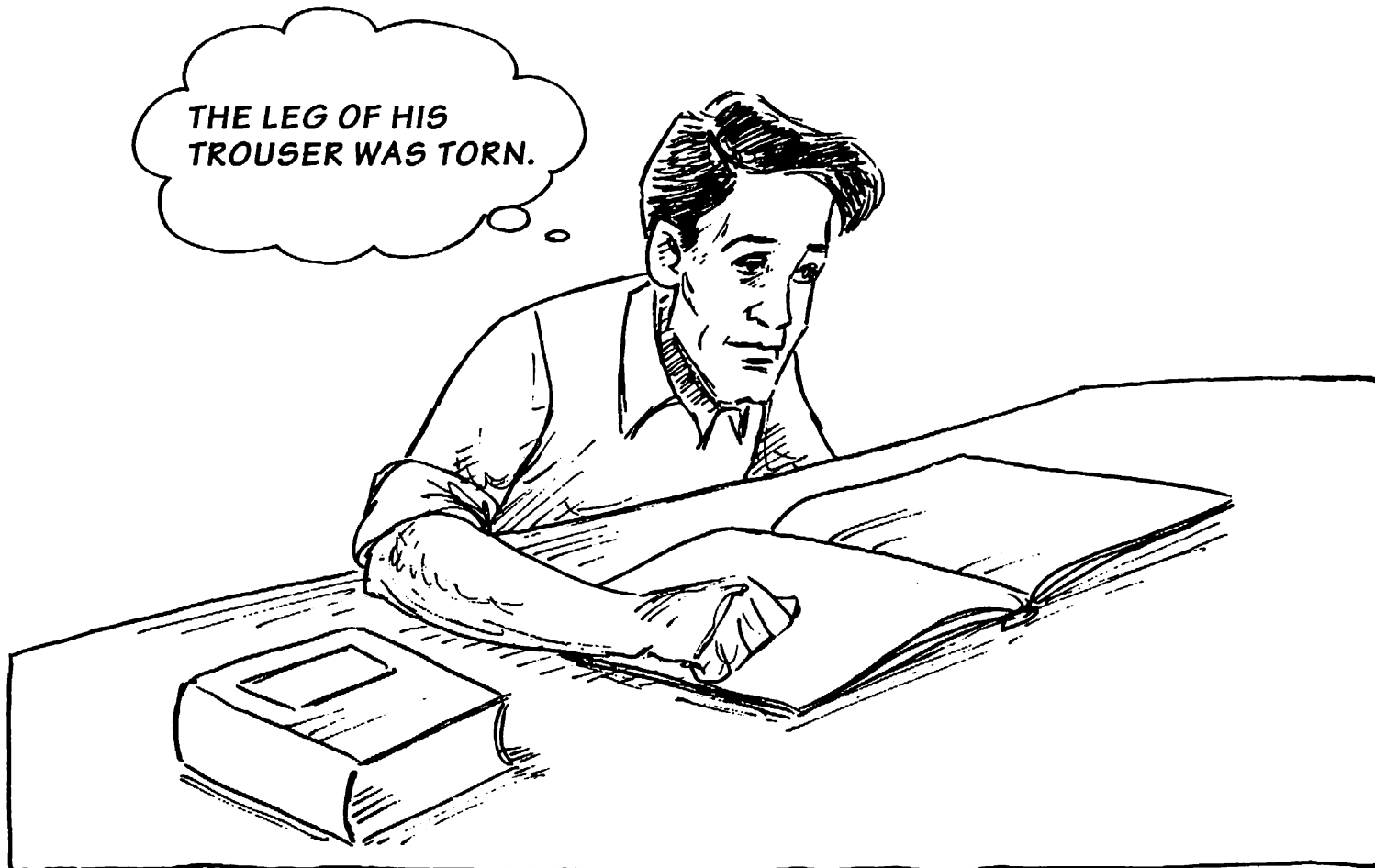


## **Handling Misunderstood Words**

A misunderstood word will remain misunderstood until one “clears” the meaning of the word. “Clear” means to make understood; to learn the meaning of. Once the word is fully understood, it is said to be “cleared.” The procedures used to locate and clear up words the student has misunderstood in his studies is called Word Clearing. There are several methods of Word Clearing which are used for different purposes. You will be learning a method of Word Clearing in this course which will help you study more easily and effectively. The first thing to learn is the exact procedure to be used in clearing any word or symbol one comes across in reading or studying that he does not understand.

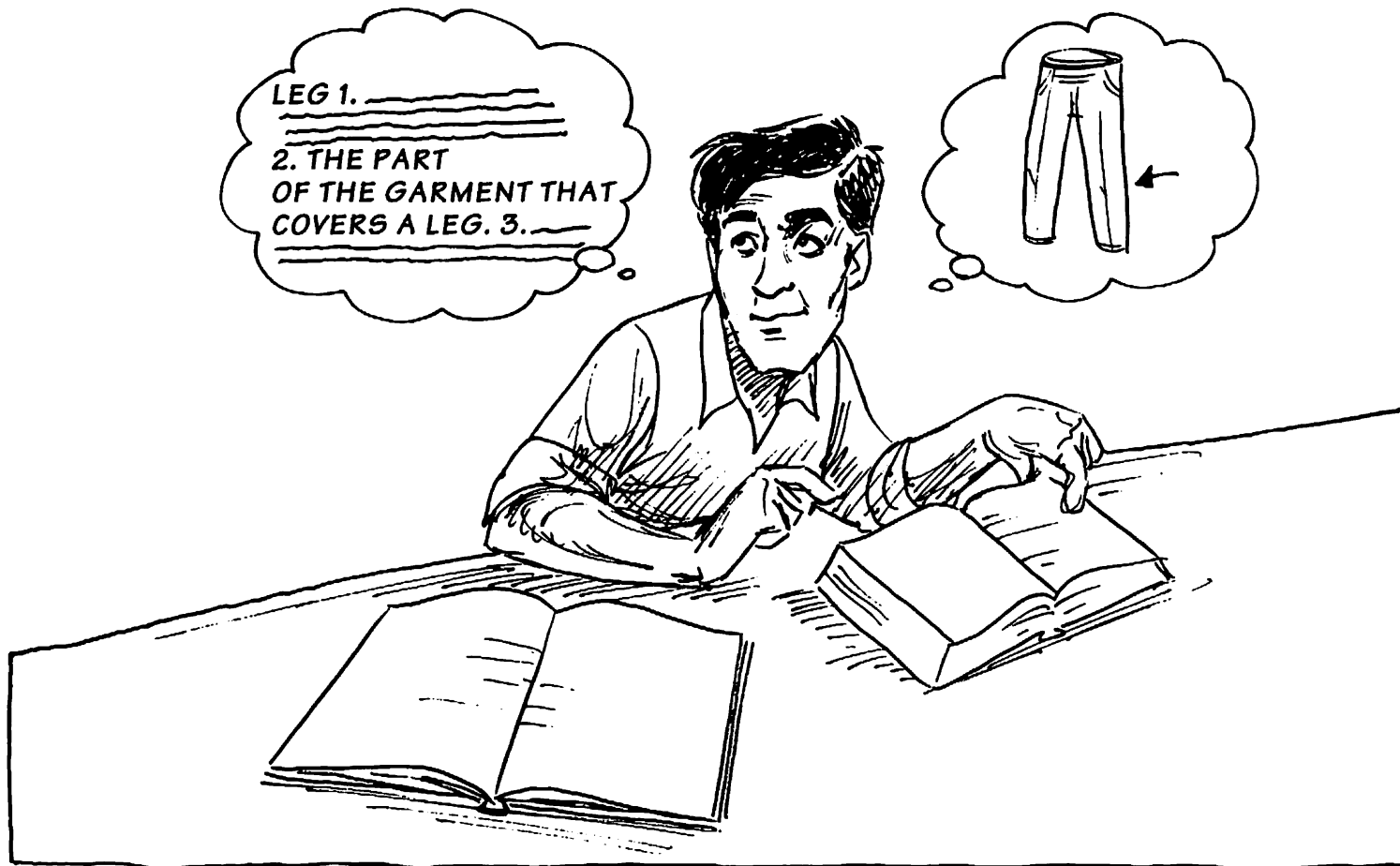
## How to Clear a Word

1. Have a dictionary to hand while reading so that you can clear any misunderstood word or symbol you come across. A simple but good dictionary can be found that does not itself contain large words within the definitions of the words which have to be cleared.





2. When you come across a word or symbol that you do not understand, the first thing to do is get a dictionary and look rapidly over the definitions to find the one which applies to the context in which the word was being used. Read that definition and make up sentences using the word that way until you have a clear concept of that meaning of the word. This could require ten or more sentences.





THE INK SPILLED ALL OVER THE  
LEG OF HIS PANTS.

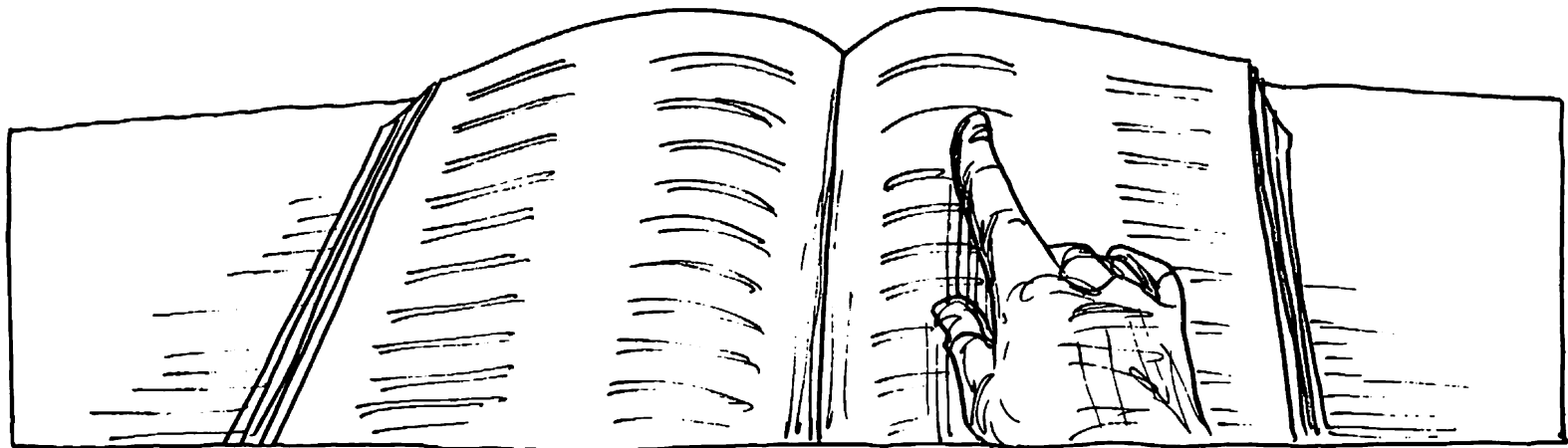
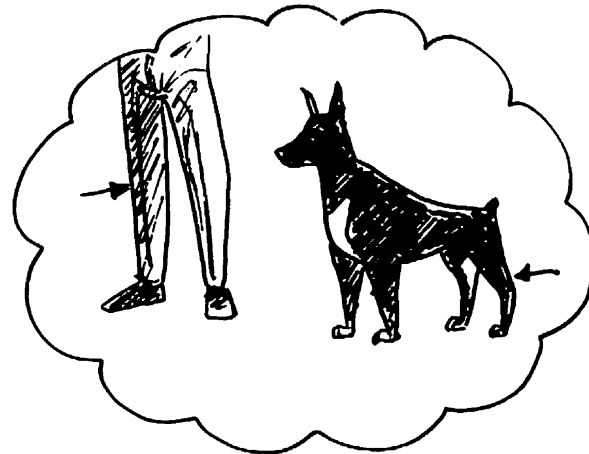
HE TORE THE LEG OF HIS TROUSERS  
ON THE FENCE.

SHE USED A DIFFERENT FABRIC  
TO PATCH UP A LEG OF HER PANTS.

3. Then clear each of the other definitions of that word, using each one in sentences until you clearly understand each definition.

Leg (LEG) 1. One of the limbs on which men and animals support themselves and walk. 2. \_\_\_\_\_

3. \_\_\_\_\_

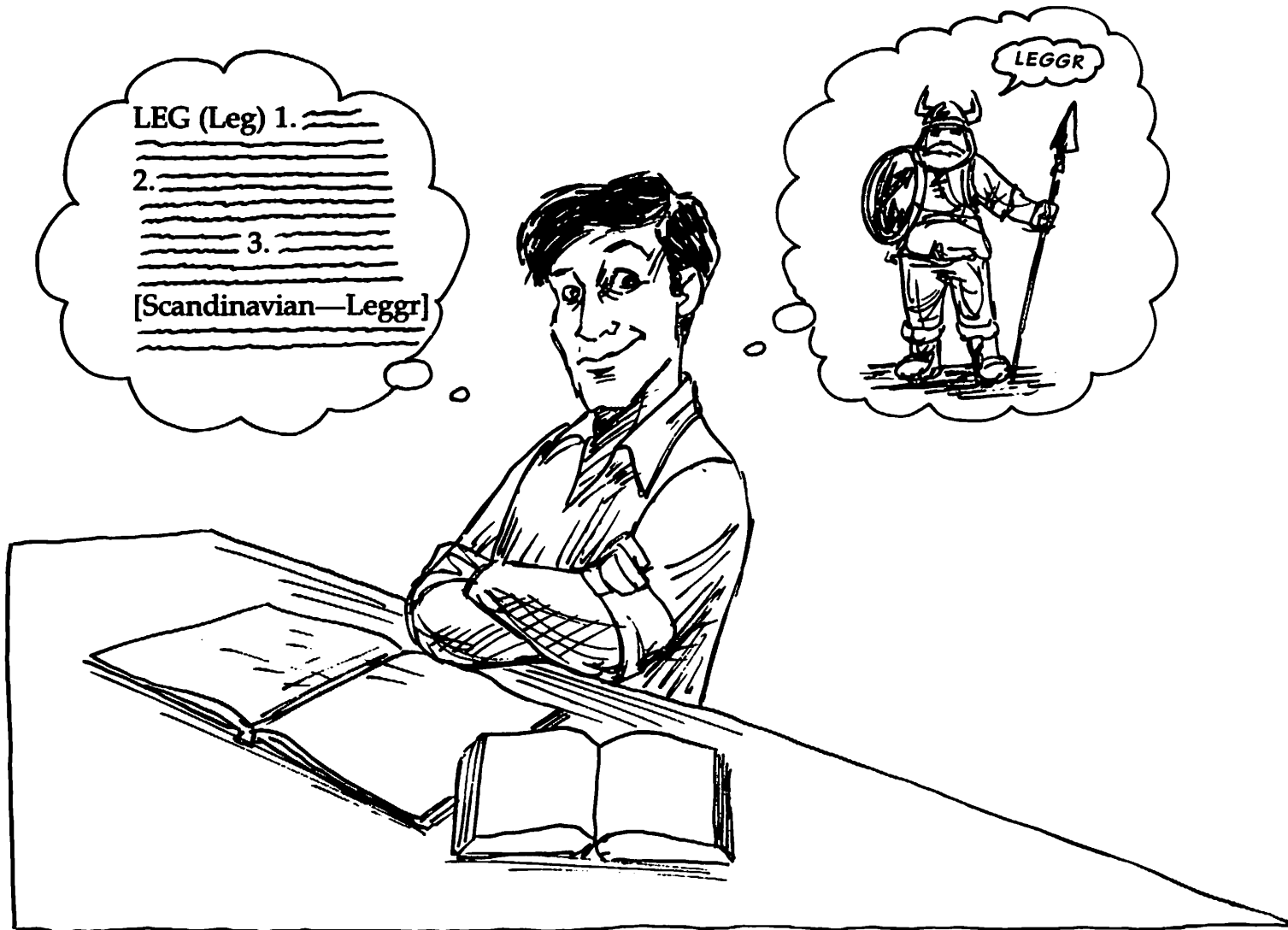


When a word has several different definitions, you cannot limit your understanding of the word to one definition only and call the word “understood.” You must be able to understand the word when, at a later date, it is used in a different way.

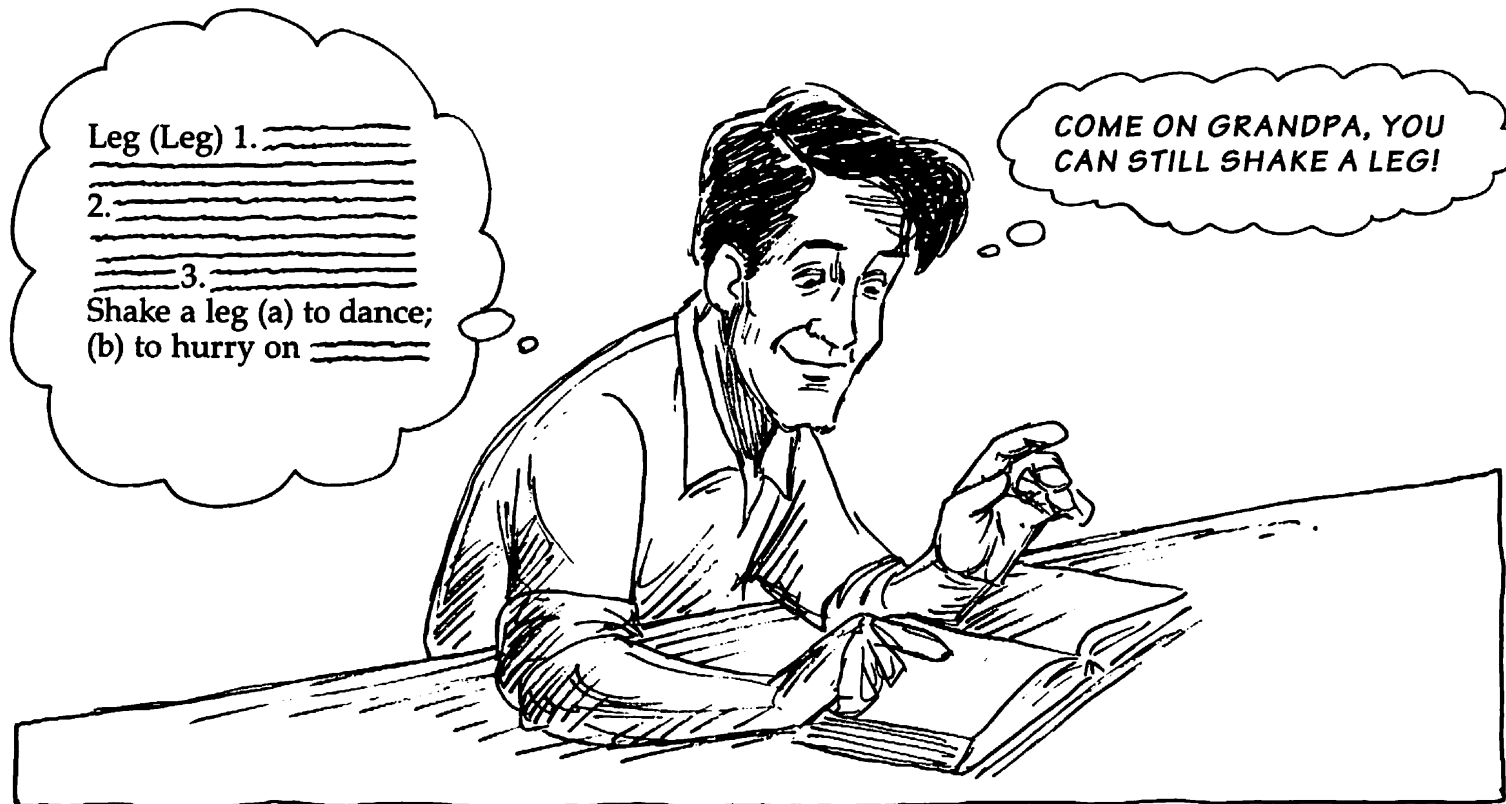
Don’t, however, clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.



4. The next thing to do is to clear the derivation, which is the explanation of where the word came from originally. This will help you gain a basic understanding of the word.



5. Most dictionaries give the idioms of a word. An *idiom* is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example, *all in* is an English idiom meaning "very tired." (In a sentence this might be used, "Joe did not want to go to the party because he was feeling *all in*.") Quite a few words in English are used in idioms and these are usually given in a dictionary after the definitions of the word itself. If there are idioms for the word that you are clearing, they are cleared as well.



6. Clear any other information given about the word, such as notes on its usage, synonyms, etc., so you have a full understanding of the word.
7. If you encounter a misunderstood word or symbol in the definition of a word being cleared, you must clear it right away using this same procedure and then return to the definition you were clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

However, if you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.

## Example of Clearing a Word

Let's say that you are reading the sentence, "He used to clean chimneys for a living," and you're not sure what *chimneys* means.

You find it in the dictionary and look through the definitions for the one that applies. It says "A flue for the smoke or gases from a fire."

You're not sure what *flue* means so you look that up. It says "A channel or passage for smoke, air or gases." That fits and makes sense, so you use it in some sentences until you have a clear concept of it.

*Flue* in this dictionary has other definitions, each of which you would clear and use in sentences.

Next, read the derivation the dictionary gives for the word *flue*.

Now go back to *chimney*. The definition, "A flue for the smoke or gases from a fire," now makes sense, so you use it in sentences until you have a concept of it.

You then clear the other definitions. If the dictionary you are using has specialized or obsolete definitions, you would skip them as they aren't in common usage.

Now clear up the derivation of the word. You find that *chimney* originally came from the Greek word *kaminos*, which means "furnace."

If the word had any notes about its use, synonyms or idioms, they would all be cleared too.

That would be the end of clearing *chimney*.

---

The above is the way a word should be cleared.

When words are understood, communication can take place, and with communication any given subject can be understood.

# Narconon Learning Improvement Course

To: Supervisor

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

- a. Think of or find a word you know you do not understand or are unsure of and clear it, using a dictionary.

(Continue on next page.)

- b. Go back through the section “Handling Misunderstood Words” looking for and clearing any words you do not fully understand and restudying the section as you go. Write up what words you found and cleared.

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

## **Method 3 Word Clearing**

One of the most common methods of Word Clearing is Method 3 Word Clearing. Method 3 Word Clearing is fully described in this chapter.

A student must know how to keep himself tearing along successfully in his studies. He should be able to handle anything that slows or interferes with his progress. He applies the study technology to assist himself.

A student who uses study technology will look up each word he comes to that he doesn't understand and will never leave a word behind him that he doesn't know the meaning of.



If he runs into trouble, the student himself, the Supervisor, or another student uses a method of Word Clearing called Method 3 Word Clearing to handle anything that slowed or interfered with his progress.

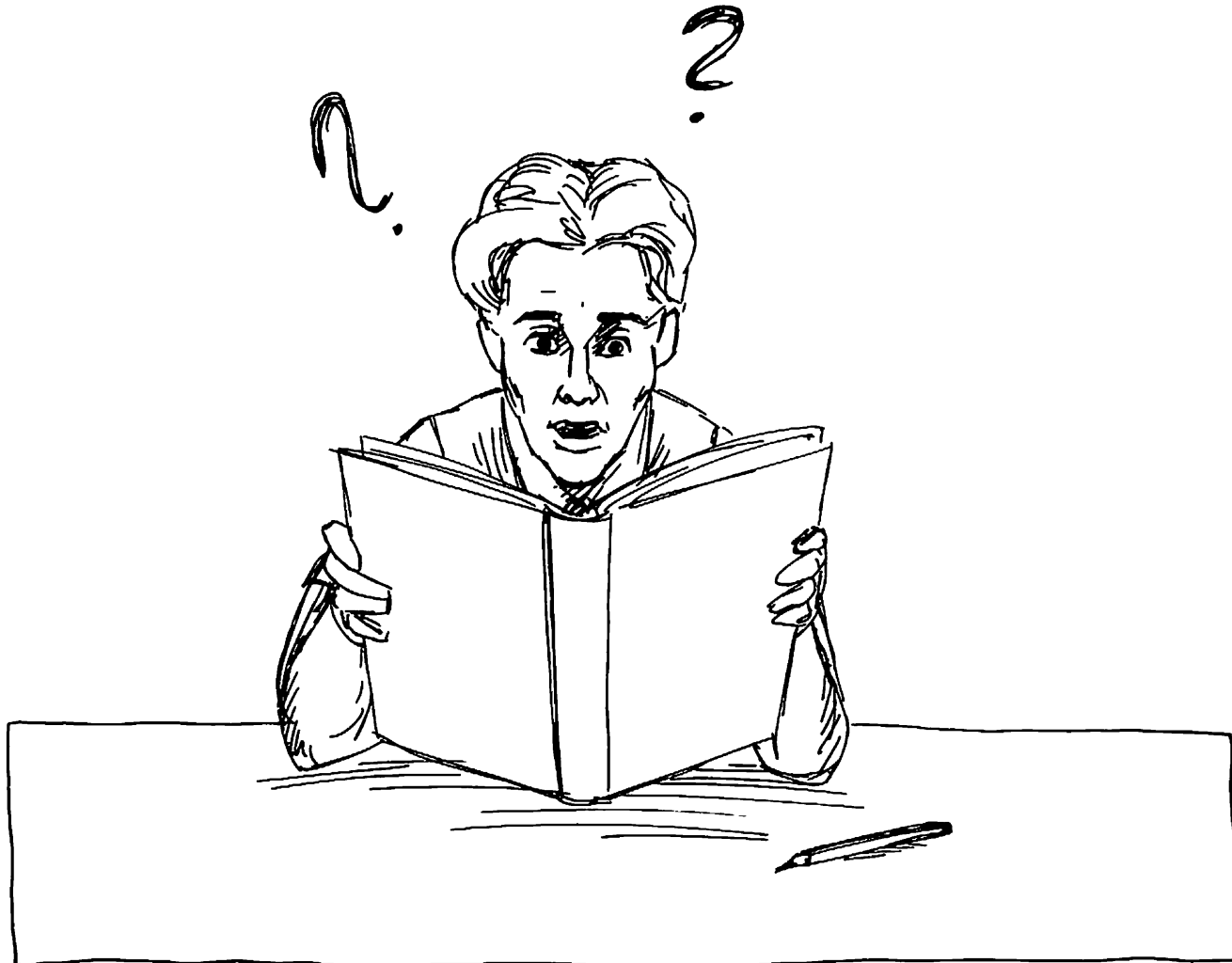
Waiting to get groggy or to “dope off” as the only detection of misunderstands and handling it is waiting too long. As soon as the student slows down or he isn’t quite so “bright” as he was fifteen minutes ago is the time to look for the misunderstood word. It’s not a misunderstood phrase or idea or concept but a misunderstood WORD. This always occurs before the subject itself is not understood.

### **Method 3 Word Clearing is done as follows:**

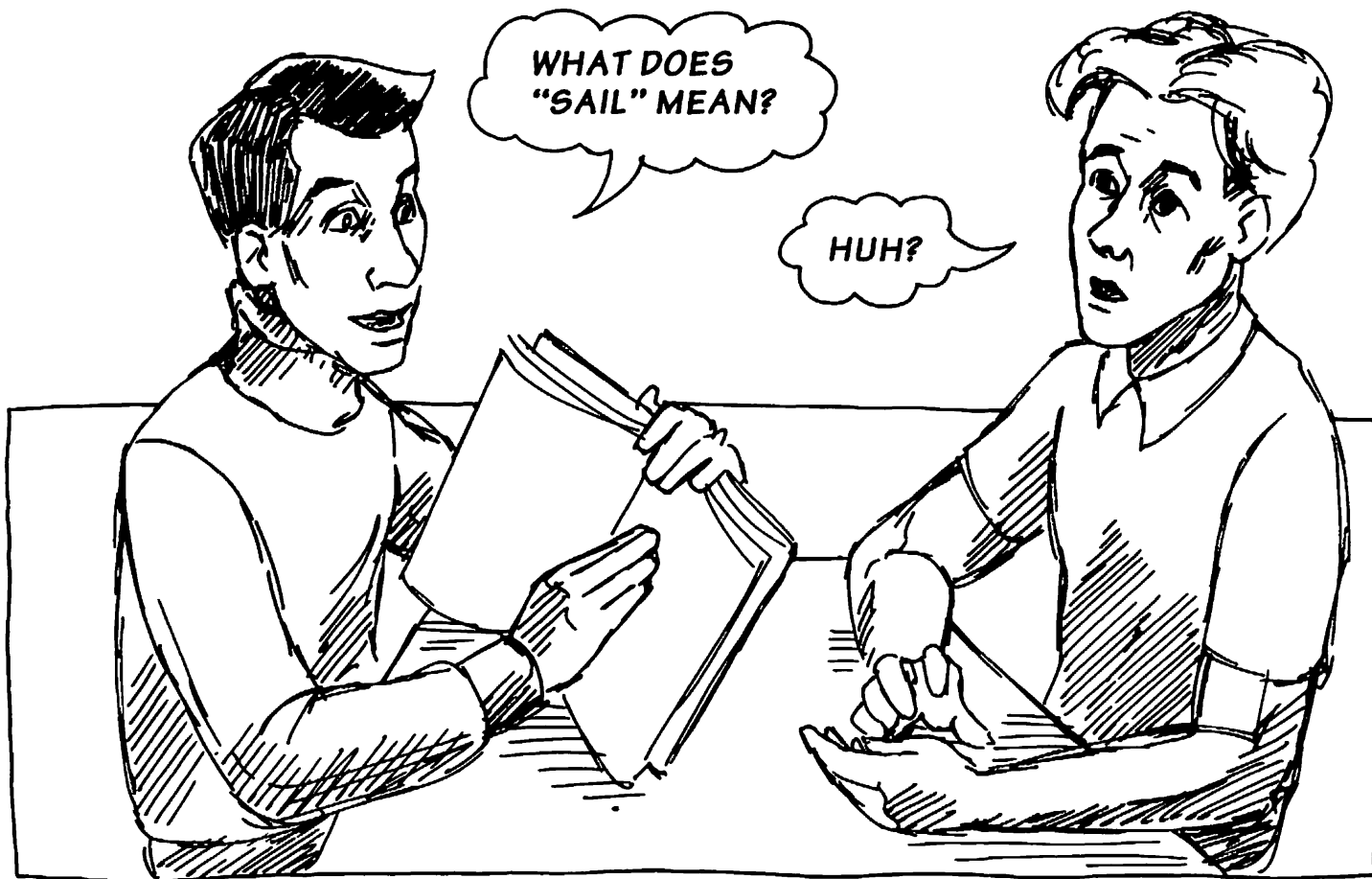
1. The student is not flying along and is not so “bright” as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the course or be yawning or disinterested or doodling or daydreaming, etc.



2. The student must then look earlier in the text for a misunderstood word. There is one always; there are no exceptions. It may be that the misunderstood word is two pages or more back, but it is always earlier in the text than where the student is now.



3. The word is found. The student recognizes it in looking back for it. Or, if the student can't find it, one can take words from the text that could be the misunderstood word and ask, "What does \_\_\_\_\_ mean?" to see if the student gives the correct definition.



4. The student looks up the word found in a dictionary and clears it per the steps of clearing a misunderstood word. He uses it verbally several times in sentences of his own composition until he has obviously demonstrated he understands the word by the composition of his sentences.



5. The student now reads the text that contained the misunderstood word. If he is not now "bright," eager to get on with it, feeling happier, etc., then there is another misunderstood word earlier in the text. This is found by repeating steps 2–5.
6. When the student is bright, feeling happier, etc., he comes forward, studying the text from where the misunderstood word was to the area of the subject he did not understand (where step 1 began).



The student will now be enthusiastic with his study of the subject, and that is the end result of Method 3 Word Clearing. (The result won't be achieved if a misunderstood word was missed or if there is an earlier misunderstood word in the text. If so, repeat steps 2–5.) If the student is now enthusiastic, have him continue with studying.

Good Word Clearing is a system of backtracking. You have to look earlier than the point where the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. If he doesn't brighten up when the word is found and cleared, there will be a misunderstood word even before that one.

This will be very clear to you if you understand that IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH. Otherwise, it would resolve, wouldn't it? If he knew what he didn't understand, he could resolve it himself. So to talk to him about what he thinks he doesn't understand just gets nowhere. The trouble is earlier.

## **Zeroing In on the Word**

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble.

Method 3 Word Clearing is tremendously effective when done as described herein. So get a good reality on it and become expert in its use.



# Narconon Learning Improvement Course

To: Supervisor

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

- a. Write down *when* you would use Method 3 Word Clearing on yourself or on another.

(Continue on next page.)

- b. Using your demo kit, demonstrate how to do each of the steps of Method 3 Word Clearing.

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

# Section 6

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## Final Course Exercise



# Narconon Learning Improvement Course

To: Supervisor

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

Write an essay on how you can apply each of the fundamentals you have learned on this course. Your essay must include how you will apply each of the following principles and data: studying with the intention to apply the data; the barriers to study; the use of demonstration and how to locate and clear a misunderstood word.

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

**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.

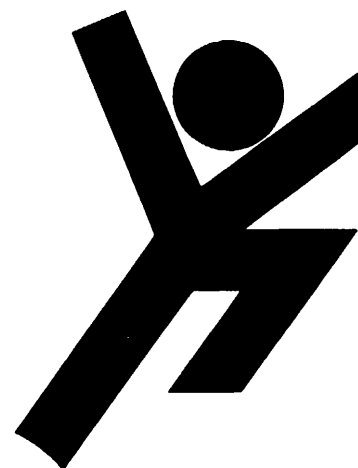
One of the areas he gave special attention to in his work was drug rehabilitation. During the explosion of drug use around the world in the 1960s and early 1970s, Mr. Hubbard found, despite propaganda to the contrary, that people could not advance mentally or spiritually unless the effects caused by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

# Learning Improvement 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.

**aptitude:** quickness to learn or understand. *The misunderstood word establishes aptitude and lack of aptitude and this is what psychologists have been trying to figure out for years without recognizing what it was.*

**arbitrary:** derived only from opinion or preference; not based on the nature of things. *It's an arbitrary rule, but it's very workable.*

**architecture:** the science, art or profession of designing and constructing buildings, bridges, etc. *See also science in this glossary. This rule is used in engineering and architecture.*

**assigns:** thinks of as caused by or coming from (a motive, reason, etc.). *The person assigns all of his difficulties to the new type of engine.*

**barriers:** things that hold apart, separate or hinder. *It has been discovered that there are three definite barriers which can block a person's ability to study and thus his ability to be educated.*

**biology:** the science of living things; study of plant and animal life. *See also science in this glossary. Don't, however, clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.*

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

**concept:** a thought devoid of (completely without) symbols, pictures, words or sounds. It is the direct idea of something rather than its sound or symbol. *See also symbol in this glossary. Read that definition and make up sentences using the word that way until you have a clear concept of that meaning of the word.*

**context:** the words just before and after a certain word, sentence, etc., that help make clear what it means. *When you come across a word or symbol that you do not understand, the first thing to do is get a dictionary and look rapidly over the definitions to find the one which applies to the context in which the word was being used.*

**definition:** a statement of the meaning of a word. *A misunderstood definition or a not-comprehended definition or an undefined word can even cause a person to give up studying a subject and leave a course or class.*

**dictionary:** a word book. A dictionary contains the meanings of words and other information about them. A dictionary can be used to find out what a word means, how to say a word, how to spell a word, how to use a word and many other things about words. *In his dictionary of 1828, Noah Webster said that "to study" means "to apply the mind to; to read and examine for the purpose of learning and understanding."*

**dimensions:** any measurable extents, as length, width, depth, etc. Something which is in two dimensions would have the dimensions of height and width only; in other words, it would be flat. *There is a rule which goes IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG.*

**doingness:** the action of creating an effect. By *doing* is meant action, function, accomplishment, the attainment of goals, the fulfilling of purpose or any change of position in space. *If he is studying the doingness of something in which the mass is absent, this will be the result.*

**doodling:** scribbling or drawing aimlessly, especially when one's attention is elsewhere. *The student is not flying along and is not so "bright" as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the course or be yawning or disinterested or doodling or daydreaming, etc.*

**dope off:** get tired, sleepy, foggy (as though doped, or drugged). *Waiting to get groggy or to "dope off" as the only detection of misunderstandings and handling it is waiting too long.*

**encounter:** find oneself faced with. *If you encounter a misunderstood word or symbol in the definition of a word being cleared, you must clear it right away using this same procedure and then return to the definition you were clearing.*

**engineering:** the planning, designing, construction or management of machinery, roads, bridges, buildings, waterways, etc. *This rule is used in engineering and architecture.*

**exasperated:** angry; very irritated or annoyed. *It can make him feel bent, sort of spinny, sort of dead, bored, and exasperated.*

**exclusively:** so as to exclude all except some particular object, subject, etc.; solely. *We can't say that Joe would paint as well as Bill, but we can say that the inability of Joe to paint compared with the ability of Joe to do the motions of painting is dependent exclusively and only upon definitions—exclusively and only upon definitions.*

**exhibit:** show; display. *The student is not flying along and is not so "bright" as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the course or be yawning or disinterested or doodling or daydreaming, etc.*



**factor:** any of the circumstances, conditions, etc., that bring about a result. *This is all that many study difficulties go back to and it produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and many other unwanted conditions.*

**flying:** moving or going swiftly. *The student is not flying along and is not so "bright" as he was or he may exhibit just plain lack of enthusiasm or be taking too long on the course or be yawning or disinterested or doodling or daydreaming, etc.*

**foggy:** not clear; dim; blurred. *An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.*

**grasp:** get hold of mentally; understand. *The confusion or inability to grasp or learn comes AFTER a word that the person did not have defined and understood.*

**groggy:** shaky or dizzy, as from a blow, lack of sleep, etc. *Waiting to get groggy or to "dope off" as the only detection of misunderstandings and handling it is waiting too long.*

**hand, to:** within reach; near; close. *Have a dictionary to hand while reading so that you can clear any misunderstood word or symbol you come across.*

**herein:** in this writing. *Method 3 Word Clearing is tremendously effective when done as described herein.*

**hysteria:** any outbreak of wild, uncontrolled excitement or feeling, such as fits of laughing and crying. *A "not-there" feeling and a sort of nervous hysteria can follow that.*

**jump:** an abrupt change of level either upward or downward. *You would know that there had been too much of a jump from studying one type of engine to studying a more complicated type of engine.*

**math:** (*informal*) short for *mathematics*: the science of number, quantity and space.

*See also science in this glossary. Don't, however, clear the technical or specialized definitions (math, biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.*

**navigator:** a person who directs the course of (a ship or aircraft or vehicle, etc.).

*An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.*

**nonoptimum:** not the most favorable or desirable; not the best. *It is important to understand that educating a person in a mass that he does not have and which is not available can produce some nonoptimum physical reactions.*

**not-comprehended:** not grasped mentally; not understood. *A misunderstood definition or a not-comprehended definition or an undefined word can even cause a person to give up studying a subject and leave a course or class.*

**panorama:** range; amount or extent of variation. *This is all that many study difficulties go back to and it produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and many other unwanted conditions.*

**phenomena:** facts or occurrences or changes perceived by any of the senses or by the mind. *These simply produce physical phenomena.*

**prime:** chief; most important. *This is all that many study difficulties go back to and it produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and many other unwanted conditions.*

**reelingness:** state, quality or instance of having a whirling feeling in one's head; being or becoming confused. *When one hits too steep a gradient in studying a subject, a sort of confusion or reelingness results.*

**restoration:** a bringing back to a former condition. *This is very important because it tells one what happens to doingness and it also tells one that the restoration of doingness depends only upon the restoration of understanding of the misunderstood word.*

**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.*

**science:** knowledge based on observed facts and tested truths arranged in an orderly system. *[Definition of architecture] the science, art or profession of designing and constructing buildings, bridges, etc.*

**spinny:** dizzy, as if one were spinning. *It can make him feel bent, sort of spinny, sort of dead, bored, and exasperated.*

**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*

**sweepingly:** including a great deal; very broadly. *It is a sweepingly fantastic discovery in the field of education and has great application.*

**symbol:** something that could represent or stand for a thought or a thing. *The first thing to learn is the exact procedure to be used in clearing any word or symbol one comes across in reading or studying that he does not understand.*

**synonyms:** words in the same language that have a similar meaning to another word in that language. Example: *Big and large are synonyms. Clear any other information given about the word, such as notes on its usage, synonyms, etc., so you have a full understanding of the word.*

**tag end:** the last or final part of something. *It will be at the tag end of where he wasn't having trouble.*

**tearing:** moving very quickly. *A student must know how to keep himself tearing along successfully in his studies.*

**traced:** followed or discovered by observing marks, tracks, pieces of evidence, etc. *For example, if a child were studying and felt sick and it was traced back to a lack of mass, the positive remedy would be to supply the mass—the object itself or a reasonable substitute—and the child's sickness could rapidly clear up.*

**undertook:** took upon oneself, as a task, performance, etc.; attempted. *Find out when the person was not confused about what he was studying and then find out what new action he undertook to do.*

**vast:** very great in size, extent, amount, degree, etc. *This is all that many study difficulties go back to and it produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidity and many other unwanted conditions.*

**Webster, Noah:** (1758–1843) American educator and author, best known for his *American Dictionary of the English Language* (1828) and a spelling book called the *Blue-Backed Speller*. A number of widely used dictionaries, of varying scope and quality, still bear Webster's name. *See also dictionary* in this glossary. *In his dictionary of 1828, Noah Webster said that "to study" means "to apply the mind to; to read and examine for the purpose of learning and understanding."*

**wind up:** (informal) arrive in a place or situation as a result of a given course of action. *Some students go through a course and wind up at the other end of it unable to do anything with it.*



# **Supervisor Section**

# **How to Supervise This Course**

## **The Supervisor**

The Narconon Learning Improvement Course must have a Supervisor. He must be a trained Course Supervisor.

The Supervisor is not expected to teach. He is expected to get the students there, call roll on time and find out what the student doesn't understand and get him to understand it. This is done by the Supervisor having an idea of what questions he will be asked and knowing where to direct the student for the answer. He does not tell the student the answers but shows the student where to find the answers. The Supervisor is NOT an "instructor" (teacher); that's why he's called a Supervisor.

## **Materials**

The Supervisor makes sure that each student has his own Narconon Learning Improvement Course booklet.

Other materials the course must have include furniture, bulletin boards, routing forms, simple dictionaries and any other reference

books that might be needed for the students' questions. It also includes the roll book, student files and any other items that will be needed.

## **Handling 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 Learning Improvement Course and other Narconon courses nor should he expect the student to know any data beyond the scope of what he has studied on his checksheet.

He should see that students do not go past misunderstood words, or that they are handled quickly. Persons who have taken drugs tend to bog easily on misunderstandings.

If a student is semi-literate, the Supervisor should use very simple dictionaries to help him along, and he may use the "Reading Aloud" method of Word Clearing which is described later in this section.

# **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. He should preferably do this during the same course period that the student handed it in. If any drill or practical assignment gives evidence of having been misdone or shows evidence of misunderstands, the Supervisor must see the student immediately and go over it with him and get it straightened out. 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 Learning Improvement Course.

# Reading Aloud

## Method 7 Word Clearing

Whenever one is working with children or foreign language persons or semi-literates, a method of Word Clearing called Reading Aloud is used.

In this method the person is made to read aloud to find out what he is doing.

It is a very simple method.

It is used on such persons before other Word Clearing methods in order to get the person untangled.

If a person does not seem to be progressing by studying silently one has him read aloud.

As the person reads, another person with a copy of the same text follows along.

Startling things can be observed.

The person may omit the word “is” whenever it occurs. The person doesn’t read it. He may have some strange meaning for it like “Israel” (actual occurrence).

He may omit “didn’t” each time it occurs and the reason traced to not knowing what the apostrophe is (actual occurrence).

He may call one word quite another word such as “stop” for “happen” or “green” for “mean.”

He may hesitate over certain words.

The procedure is

1. Have him read aloud.
2. Note each omission or word change or hesitation or frown as he reads and take it up at once.
3. Correct it by looking it up for him or explaining it to him.
4. Have him go on reading, noting the next omission, word change or hesitation or frown.
5. Repeat steps 2 to 4.

By doing this a person can be brought up to literacy.

His next actions would be learning how to use a dictionary and look up words.

Then a simple grammar text.

A very backward student can be boosted up to literacy by this method.

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

Association for Better Living  
and Education International  
6331 Hollywood Blvd., Suite 700  
Hollywood, California 90028

Association for Better Living  
and Education West US  
1404 N. Catalina Street  
Los Angeles, California 90027

Association for Better Living  
and Education East US  
349 W. 48th Street  
New York, NY 10036

Association for Better Living  
and Education Canada  
696 Yonge Street Suite 405A  
Toronto, Ontario, Canada  
M4Y 2A7

Association for Better Living  
and Education Europe  
Sankt Nikolaj Vej 4-6  
1953 Frederiksberg  
Copenhagen, Denmark

Instituto de Tecnologia para la  
Educacion A.C.  
Pensilvania 194  
Col. Napoles  
C.P. 03810 México D.F.

Association for Better Living  
and Education United Kingdom  
Saint Hill Manor  
East Grinstead, W. Sussex,  
England RH19 4JY

Association for Better Living  
and Education Australia,  
New Zealand and Oceania  
201 Castlereagh St.  
Sydney NSW 2000, Australia

Association for Better Living  
and Education Africa  
3rd Floor, C.D.H. House  
217 Jeppe St.  
Johannesburg 2001, South Africa

Association for Better Living  
and Education Italy  
via Nerino, 8  
20123 Milano, Italy

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

**Narconon International, Inc.**  
**P.O. Box 92793**  
**Pasadena, California 91109**  
**(Phone 1-800-468-6933)**

## ***United States of America***

Narconon Sacramento  
1780 Creekside Oak Drive,  
Suite 100  
Sacramento, California 95833

Narconon Los Angeles  
P.O. Box 94124  
Pasadena, California 91109

Narconon Professional Center  
P.O. Box 93453  
Pasadena, California 91109

Narconon Chilocco  
Route 2, Box 400  
Newkirk, Oklahoma 74647

Narconon Boston  
1 Salem Street, Suite 304  
Malden, Massachusetts 02148

Narconon Florida, Inc.  
5708 Lorraine Road  
Bradenton, Florida 34202

## ***Australia***

Narconon Gold Coast  
Tullebudgera Creek Road  
West Burleigh  
Gold Coast 4220  
Queensland  
Australia

## ***Canada***

Narconon Toronto  
771 St. Clair Avenue West  
Toronto M6C 1B4  
Ontario, Canada

Narconon Society of  
British Columbia  
2130 Kingsway  
Vancouver, V5N 2T5  
British Columbia, Canada

Narconon Canada  
840 Pape Avenue, Suite 201  
Toronto, M4K 3T6  
Ontario, Canada

## ***Denmark***

Narconon Skellingsted  
Amosevej 73  
Skellingsted  
4440 Morkov  
Denmark

## ***Europe***

Narconon Europe  
Ny Carlsbergvej 37  
1760 Copenhagen V.  
Denmark

## ***France***

Narconon Aquitaine  
Chateau Lagarde  
64400 Oloron Ste. Marie  
St. Goin, France

## ***Germany***

Narconon Germany  
Neuhauser Strasse 1  
8162 Schliersee 2  
Germany

Narconon Schliersee  
Neuhauser Strasse 1  
8162 Schliersee 2  
Germany

Narconon Itzehoe  
An Der B 77  
210 Itzehoe  
Germany

## ***Holland***

Stichting Narconon  
Nederland  
Deventerweg 93  
7203 Ad Zutphen  
Holland

## ***Italy***

Associazione per un Futuro  
Migliore  
Corso Buenos Aires 2  
20124 Milano  
Italy

Associazione Narconon  
Il Gabbiano  
c/o Hotel Ristorante La Vetta  
P.LE Grotte  
70013 Castellana Grotte  
Bari, Italy

Life Revitalization Center  
c/o Beppe Pesce  
Via Piave, 36  
55041 Piave Di Camaione  
Lucca, Italy

Comunita Narconon Albatros  
Str. Adriatica, 347  
63018 Porto S. Elpidio  
Ascoli Piceno  
Italy

Associazione Comunita  
Narconon La Fenice  
c/o Hotel Hercules  
Via Nazionale, 21  
64029 Roseto Degli Abruzzi  
Teramo  
Italy

## ***Spain***

Asociación Española de  
Mejoras Sociales  
Alberto Aguilera 58 - 2, Izda.  
28015 Madrid  
Spain

Asociación Narconon Retiro  
La Plazuela, 16-17, 10-C  
Alcala de Guadaira 45000  
Sevilla  
Spain

Asociación Narconon  
Los Molinos  
Villa Mari Solea  
C/ San Nicolas s/n.  
Los Molinos de Guadarrama  
Madrid, Spain

Asociación Narconon  
Mediterraneo  
"Urbanizacion Las  
Llanadillas"  
Carretera de Alacala de Guadaira  
dos Hermanas Km 2.5  
Alcala de Guadaira 45000  
Sevilla  
Spain

***Sweden***  
Riksorganisationen Narconon  
Sweden  
Box 3081  
143 00 Varby  
Sweden  
  
Narconon Huddinge  
Box 3081  
143 03 Varby 3  
Sweden

Narconon Huddinge Annex  
Narconon Knutby  
Gransta  
740 12 Knutby  
Sweden

Narconon Eslov  
Sodergard/Skarhult  
241 00 Eslov  
Sweden

**Switzerland**  
Narconon Romandie  
1888 Les Plans Sur Bex  
Switzerland  
***United Kingdom***  
Narconon  
31A High Street  
East Grinstead  
West Sussex RH 19 3AF  
England