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ASSOCIATION FOR BETTER LIVING AND EDUCATION
1990

GRANTS TO NARCONON

	DATE	AMOUNT
	16-Jan-90	11,000.00
	24-Jan-90	18,000.00
	24-Jan-90	8,000.00
	19-Jan-90	15,595.00
	30-Jan-90	8,472.00
	05-Feb-90	8,000.00
	12-Feb-90	32,423.28
	20-Feb-90	8,995.52
	27-Feb-90	3,906.58
	15-Mar-90	23,000.00
	04-Apr-90	4,202.00
	13-Apr-90	15,000.00
	19-Apr-90	8,000.00
	16-May-90	8,000.00
	29-May-90	10,000.00
	14-Jun-90	8,000.00
	22-Jun-90	12,000.00
	12-Jul-90	10,000.00
	05-Oct-90	377,685.00

NARCONON TOTAL		\$ 590,279.38

GRANTS TO THE WAY TO HAPPINESS FOUNDATION

	08-Feb-90	2,514.00

THE WAY TO HAPPINESS FOUNDATION TOTAL		\$ 2,514.00
GRAND TOTAL		\$ 592,793.38
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D E C L A R A T I O N

I, Cora Asplund, hereby depose and state:

1. I am employed by Association for Better Living and Education ("ABLE") and have worked continuously for ABLE since its formation in November of 1988.

2. From the inception of ABLE in November, 1988 to August, 1990, I was in charge of a project for ABLE to compile and get published a series of books and materials on the subjects of drug rehabilitation and children's education based on the works of L. Ron Hubbard relating to these subjects.

Drug Rehabilitation Materials

3. During 1988 and 1989 I was in charge of and directly involved in the planning, research, compilation and piloting of nine books on the subject of drug rehabilitation for use in the Narconon drug rehabilitation and education program.

Research:

4. The initial research step relating to this project was to locate everything L. Ron Hubbard ever wrote on the subject of drug rehabilitation. With the cooperation of Church of Scientology International allowing me access to the Church's libraries of Mr. Hubbard's writings, I conducted a thorough search of Mr. Hubbard's writings on the following topics:

Narconon
Teaching and working with addicts and heavy drug
cases
Communication and control exercises

Ethics
Withdrawals and getting people off drugs
De-toxification
Administration of Narconon
The correct gradient of presentation of materials to
drug users

5. The next step of our research involved gathering information about Narconon itself including its past and present programs and the particular individuals involved. I reviewed the changes that the Narconon program has gone through over the years to isolate what has been successful and then compared this data with the materials Mr. Hubbard had written on the subject to determine precisely what materials should be included in the program to make it as comprehensive and workable as possible.

6. During this phase of the project we worked on-site at Narconon part of the time and spent a great deal of time conducting surveys of course supervisors, case supervisors, communication/control specialists, withdrawals specialists, ethics officers, de-toxification specialists, and executive directors and administrators of Narconon facilities to find out their views of the program and the difficulties they encountered in supervising a program participant at each stage of the program. We also surveyed for improvements they wanted to see in the program to make it easier and more successful. We surveyed approximately 175 technical staff of Narconon centers.

7. In addition to our surveys of Narconon personnel, we also conducted extensive surveys of actual participants in the Narconon program to find out what they wanted in the materials and how they felt the program could be improved.

This was an extremely important part of the project since we had to prepare materials for use by individuals in a highly debilitated state as a result of drug use. Included as Exhibit 1 is an example of one of the surveys that was conducted of Narconon graduates.

8. As another part of our research we did an extensive statistical analysis of the Narconon program back to the early 1970s to isolate all factors that contributed to its growth and accomplishments over a 20 year period.

9. Our research included a thorough project to locate all early materials used in the Narconon program, including early brochures, books and materials. We conducted interviews with original Narconon staff to learn of all information and methods and all administrative techniques that had ever been in use. This survey covered 15-20 of the original Narconon staff.

10. The surveys also elicited information about how the public wanted their materials to look. This included such things as the kind of book (large, fat, etc.), and what they wanted to do with the books (i.e. to write in them), etc. We also surveyed for the type of illustrations to be used, including type of characters to be depicted.

Planning:

11. Upon completion of the research phase of our project we did planning, in close coordination with Narconon, on the implementation and utilization of the books and materials. This included what books needed to be compiled and what materials were needed and how these should

be presented.

12. The research and planning stage relating to the compilation of the drug rehabilitation books and materials involved approximately 1400 hours of ABLE staff time in 1988 and 1989.

Piloting and Compilations:

13. Once research and planning was completed, we prepared pilot books and materials and conducted 400 pilot cases at five different locations. Case studies were done on each case and each individual's progress was tracked throughout the pilot. Included as Exhibit 2 is an example of the kind of pilot materials that we used with respect to just one of the steps in the Narconon program.

14. The piloting also included coordination with Narconon executives to iron out any administrative points that would affect technical delivery. For example, Narconon had to define who they would accept on the program, which we needed to know in order to tailor the materials to the individuals who would eventually actually use them.

15. It came to light during the piloting of this material that illustrations would be very important in these materials because of the low literacy level and physical and mental conditions of many of the participants in the Narconon program. We learned during the piloting of the materials that drug users responded best to materials with a high ratio of pictures to text and that best results were obtained when the materials were presented this way. You

will note in reviewing the books that were finally produced that the books used in the first steps of the program have more pictures and less text than those toward the end of the program. The Narconon materials ended up requiring 1,500 illustrations to make it possible for Narconon students to grasp the very fundamental concepts discussed in the materials were studying. Included as Exhibit 3 are examples of some of the illustrations used in the Narconon materials to demonstrate a concept in the materials being studied.

16. The books compiled and published with respect to drug rehabilitation as a result of this project are as follows:

- Narconon Therapeutic TR Course
- Narconon New Life Detoxification Program
- Narconon New Life Detoxification Program Delivery Manual
- Narconon Learning Improvement Course
- Narconon Communication and Perception Course
- Narconon Communication and Perception Course
- Narconon Ups and Downs in Life Course
- Narconon Personal Values and Integrity Course
- Narconon Changing Conditions in Life Course
- Narconon The Way to Happiness Course

Copies of these books are included herewith as Exhibits 4-12.

17. It is estimated that ABLE devoted over 6,400 hours of staff time in piloting and compiling of the drug rehabilitation books and materials.

Educational Materials

Research:

18. My project also was directly involved in the compilation and piloting of study and basic educational materials for children. We conducted the research stage of

developing the educational materials as a joint project with Church of Scientology International with direct assistance in the research by Church personnel. We were very grateful for this assistance as ABLE's resources at the time were extremely limited. The following steps were carried out as part of that research:

A. We researched everything that L. Ron Hubbard has written on education, educational systems, teaching and working with children, dictionary use, grammar and reading.

B. We researched material that would apply to the administration and operation of Applied Scholastics, the social betterment organization principally active in education.

C. We researched the correct gradient for presenting materials to the various age groups (children ages 5-12, 13-15, highschool age and college age) and groupings (children, families, and parents that we expect would use the materials. (Although the materials were designed for children, the books for reading and grammar can also be used by semi-literate and illiterate adults). This included surveys of teachers, parents and children within all the age groups to determine the size, style, type of artwork, and other such details. We collected and analyzed text books and reading materials on these subjects for children in each age group. The purpose of this research was to make the material as easy as possible to assimilate. Included as Exhibit 13 are examples of some of the surveys that were done, showing a cross section of the different groups addressed: i.e. children, teachers/parents, etc.

D. The research included extensive surveys. We asked course supervisors to tell us the difficulties they had had with existing materials and what improvements they wanted to see. We researched successful techniques used in the past to assist students. We researched what materials they wanted, what they felt to be absolutely mandatory, and what they believed was lacking in the current materials. They were surveyed for what was inadequate in staff training to prepare staff to meet students needs.

19. Most of our research involved the Basic Study Manual. However, we also conducted extensive research

with respect to the following other educational texts:

Children's Study Book
Teenage study Book
Children's Dictionary Course
Children's Grammar Course
Children's Communication Course
Children's Reading Course

Included as Exhibit 14 are examples of the research done on the Children's Dictionary Course, Children's Grammar Course, Children's Communication, Course Children's Reading Course, Teenage Study Book, and the Basic Study Manual.

Planning:

20. When the research phase was completed we then worked closely with Applied Scholastics to work out the implementation and utilization of the materials for both student and staff use.

Compilations and Piloting:

21. Pilot versions of the materials were compiled and piloted on students and teachers at ten locations for a period of two months for each course. Included as Exhibit 15 is an example of the pilot version of the Basic Study Manual.

22. The piloting of the educational material included compiling case studies for each student and tracking the progress of each student at each of the ten pilot schools or educational groups, and reviewing the technical results. We collected, studied and summarized reports by the teachers and students involved. We coordinated the results on an ongoing basis with the staff of Applied Scholastics so that

administrative aspects could be taken into consideration at the same time.

23. We completed and piloted a total of approximately 1,300 illustrations for the Basic Study Manual and five other children's books. Included as Exhibit 16 are examples of the illustrations used in the Basic Study Manual and the children's books.

24. Based on the pilot programs we refined and recompiled the materials into their final form. The piloting and compilation of these materials involved an estimated 560 hours of ABLE staff time as well as additional hours of ABLE staff time in proofreading and quality checking these materials before they were put into final form. Included as Exhibit 17 is the Basic Study Manual in its final published form. The other educational materials are expected to be published in the near future.

25. It is estimated that more than 10,000 hours of ABLE staff time was involved directly in the production of the Narconon and Applied Scholastics books. ABLE's Finance Director further informs me that ABLE has expended over \$250,000 in compiling, typesetting, illustrating and printing of these books. (The majority of this expense was over the past two months with the finalization and printing of the new Narconon books). ABLE has not undertaken the publication of these books and materials in order to make money for ABLE or for anyone else. The sole and only reason for ABLE's investment of resources to this project was and

is to strenghten and improve the Narconon and Applied Scholastics programs so that more and more people who need help with drugs or education can be reached and helped.

I, Cora Asplund, declare under the penalties of perjury that the facts as set forth herein are true and correct.

Dated:

July 22, 1991


Cora Asplund