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PILOT

THE BASIC STUDY MANUAL

Based on the works

of

L. RON HUBBARD

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THE BASIC STUDY MANUAL¹ COURSE

Name: _____ Organization: _____

Address: _____

Date Started: _____ Date Completed: _____

A *checksheet* is a form which sets out the exact sequence of items to be studied or done by a student, in order, item by item, on a course. The items on your checksheet are arranged on a gradient² of increasing knowledge of the subject.

PURPOSE³ OF THIS COURSE: The purpose of this course is to give you the knowledge you need to increase your ability to study and increase your ability to apply⁴ what you study.

PREREQUISITES:⁵ There are no prerequisites to this course.

HOW TO STUDY THIS COURSE: When you have studied the first article 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 on to the next item on the checksheet. Exercises 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.

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1. **manual:** a booklet of instruction for a certain object or procedure or practice.
 2. **gradient:** something that starts out simple and gets more and more complex. The essence of a gradient is just being able to do a little bit more and a little bit more until you finally make the grade.
 3. **purpose:** intended and desired result.
 4. **apply:** make use of; put to practical use as opposed to theoretical.
 5. **prerequisites:** things required as a condition or in preparation for something else.

You will be supervised through this course by a Supervisor. A Supervisor is not an "instructor" (teacher). He does not tell the student the answers but shows the student where to find the answers. That's why he's called a Supervisor.

FOOTNOTES AND GLOSSARY: Understanding what you read on this course is vital. To help ensure that you do understand your course materials, words that you may be unfamiliar with have been defined in footnotes the first time that they appear in the booklet. These definitions give the meaning that the word has as it is used in the text. A glossary including all the footnote definitions is at the back of this booklet. These footnotes and the glossary are not a substitute for a dictionary. Use the footnotes, glossary or a dictionary whenever you encounter⁶ a word you are unsure about or do not understand. You will receive far more benefit from the course if you always do this.

END RESULT: Knowing how to study and able to apply what you study.

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

To begin, remove this checksheet (pages 1-12) from the course booklet and staple it together.

SECTION ONE: INTRODUCTION

1. Read the "Important Note" on page 14. _____
2. Read "Introduction to the Basic Study Manual" starting on page 16. _____
3. Read the article "Basic Information for Students" on page 18. _____
4. Read "Student Rules" on page 19. _____
5. Read the article "Practical⁷ Assignments" on page 20. _____

6. **encounter:** to come upon.

7. **practical:** application of what one has studied in order to attain a skill.

SECTION TWO: WHY STUDY?

1. Read the article "Why Study?" on page 22. _____
2. PRACTICAL ASSIGNMENT: Describe, from your own experience, a time when you studied something when you had no intention of using the data you were studying. Then describe a time when you studied something with the purpose of using the data you were studying. When you have done that, examine and compare how you did on both subjects and write down your conclusions. Use the sheets provided for this on pages 28 to 30. When finished, tear out the pages and place them on the Supervisor's desk. _____
3. Read the article "The First Obstacle⁸ to Learning" on page 31. _____
4. PRACTICAL ASSIGNMENT: Describe from your own experience, a time when you met someone who felt that he already knew all about a subject. Explain how this would affect this person's ability to learn that subject. Use the sheet provided for this on page 35. When finished, tear out the page and place it on the Supervisor's desk. _____
5. PRACTICAL ASSIGNMENT: Write down something which you don't know about in the subject of study that you would like to find out more about. Use the sheet provided for this on page 36. When finished, tear out the page and place it on the Supervisor's desk. _____

SECTION THREE: THE BARRIERS⁹ TO STUDY

1. Read "Barriers to Study" on page 38. _____
 2. Read the article "The First Barrier: Absence of Mass" starting on page 39. _____
 3. PRACTICAL ASSIGNMENT: Tell another student who has done this section of the course, or tell your Supervisor, how you would handle these situations: _____
-
8. **obstacle:** anything that gets in the way or hinders.
9. **barrier:** a thing that blocks the way or keeps one from going on.

- 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? _____
- 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 48. _____
5. PRACTICAL ASSIGNMENT: Tell another student who has done this section of the course, or tell your Supervisor, 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 learning to swim across the pool, but you are having trouble with this. What should you do? _____
- b. A young boy has just learned to ride a tricycle. He is then put on a ten-speed bicycle. What is going to happen? How would you handle this? _____
6. Read the article "The Third - and Most Important Barrier: The Misunderstood Word" starting on page 59. _____
7. PRACTICAL ASSIGNMENT: Tell another student who has done this section of this course, or tell your Supervisor, how you would handle these situations: _____
- a. You have been taking a course in computers. You have decided you do not want to continue and you don't want to go back to class. What should you do to handle this? _____
- b. Your friend was learning how to paint. He took an introductory art course. His instructor is having a difficult time with him because he can't work with ink. No matter how much it is explained or demonstrated to your friend he still can't get it. How would you handle this? _____
8. DRILL: Have another student who has done this section of the course, pretend to have one of the physical reactions from one of the barriers to study. After the student has done this, tell him which physical reaction he demonstrated and which barrier to study it is caused by. Practice spotting each of the physical reactions until you can easily and

quickly recognize all the reactions of each barrier to study.

3. DRILL: Practice *handling* each barrier to study. Have another student who has done this section of the course, pretend that he has run into a study barrier. 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: WORDS AND STUDY

1. Read the article "Handling Misunderstood Words" starting on page 74.
-
2. PRACTICAL ASSIGNMENT: Remember or find a word you know you do not understand or are unsure of and look it up using a dictionary. Write up what you did and the results of doing this. Use the sheet provided for this on page 81. When finished, tear out the page and place it on the Supervisor's desk.
-
3. PRACTICAL ASSIGNMENT: Go through the article "Handling Misunderstood Words" and clear any words you do not fully understand, restudying the sections as you go. Write up what words you found and cleared. Use the sheet provided for this on page 82. When finished, tear out the page and place it on the Supervisor's desk.
-
4. PRACTICAL ASSIGNMENT: Write down an example, from your own observation or experience, where the lack of understanding *words* prevented a person from being able to communicate with another person or with a subject he was studying. Use the sheet provided for this on page 83. When finished, tear out the page and place it on the Supervisor's desk.
-
5. Read the article "Simple Words" starting on page 84.
-
6. PRACTICAL ASSIGNMENT: Remember or find a *simple* word you know you do not understand or are unsure of and look it up using a dictionary. Write up what you did and the results of doing this. Use the sheet provided for this on page 87. When finished, tear out the page and place it on the Supervisor's desk.
-

7. Read the article "Types of Students" starting on page 88. _____
8. PRACTICAL ASSIGNMENT: Show your Supervisor how you would be a *careless* student, and then how you would be a *careful* student. _____
9. Read the article "The Two Phenomena¹⁰ of Misunderstood Words" starting on page 89. _____
10. PRACTICAL ASSIGNMENT: Describe an example, from your own observation or experience, of someone who exhibited the *first* phenomenon of a misunderstood word. Use the sheet provided for this on page 107. When finished, tear out the page and place it on the Supervisor's desk. _____
11. PRACTICAL ASSIGNMENT: Describe an example, from your own observation or experience, of someone who exhibited the *second* phenomenon of a misunderstood word. Use the sheet provided for this on page 108. When finished, tear out the page and place it on the Supervisor's desk. _____

SECTION FIVE: THE DICTIONARY AND STUDY

1. Read the article "How to Use a Dictionary" starting on page 110. _____
2. PRACTICAL ASSIGNMENT: Show another student who has done this section of the course or show your Supervisor, how you would use a dictionary. _____
3. Read the article "Dictionaries" starting on page 116. _____
4. PRACTICAL ASSIGNMENT: Go through several dictionaries in the course room and locate the one that is best for you. Refer to the list of recommended dictionaries in the article you have just read. Write down which dictionary you found to be the best one for you, using the sheet provided for this on page 121. When finished, tear out the page and place it on the Supervisor's desk. _____

¹⁰ **phenomenon**: observable fact or event. (plural, phenomena)

5. Read the article "Dinky" Dictionaries' on page 122. _____
6. Read the article "Grammar"² on page 123. _____
7. PRACTICAL ASSIGNMENT: Explain to the Supervisor why you would use a good grammar text to define small words. _____

SECTION SIX: DEMONSTRATION AND STUDY

1. Read the article 'The Use of Demonstration' starting on page 126. _____
2. PRACTICAL ASSIGNMENT: Assemble your own demo kit. _____
3. Demonstrate using your demo kit, to another student who has done this section of the course or to your Supervisor, how you would recognize that you had lack of mass and how you would handle this. _____
4. Demonstrate using your demo kit, to another student who has done this section of the course or to your Supervisor, how you would recognize that you were at too steep a gradient and how you would handle this. _____
5. Demonstrate using your demo kit, to another student who has done this section of the course or to your Supervisor, how you would recognize that you had a misunderstood word and how you would handle this as a student. _____
6. Read the article "Clay Table Training" starting on page 128. _____
7. Do a clay demo of a pencil. When you have done this, get it checked out by your Supervisor. _____
8. Do a clay demo of a man thinking of a ball. When you have done this, get it checked out by your Supervisor. _____

¹ dinky: small, insignificant (used to describe a small, pocket size dictionary).

² grammar: having to do with the system of rules for speaking and writing a particular language.

9. Do a clay demo showing how a student finds a misunderstood word. When you have done this, get it checked out by the Supervisor. _____
10. Read the article "Sketching" on page 132. _____
11. GRAPHIC DEMONSTRATION: Do a graphic demonstration of a student studying. Use the sheet provided for this on page 134. When finished, tear out the page and place it on the Supervisor's desk. _____
12. Read "Summary of Demonstration" on page 135. _____

SECTION SEVEN: WORD CLEARING

1. Read the article "Method 3 Word Clearing" starting on page 138. _____
2. Demonstrate using your demo kit, how you would assist a student who is having difficulty on his course to locate and handle his misunderstood word or words. _____
3. Read the article "Method 7 Word Clearing" starting on page 145. _____
4. Demonstrate using your demo kit, to another student who has done this section of the course, or to your Supervisor, the steps for the Reading Aloud method of Word Clearing. _____
5. DRILL: With another student who has done this section of the course or with your Supervisor, drill the steps for the Reading Aloud method. Drill until you can easily do these steps on another student. _____

SECTION EIGHT: METHOD 9 WORD CLEARING

1. Read the article "Method 9 Word Clearing" starting on page 148. _____
2. PRACTICAL ASSIGNMENT: Describe an example, from your own observation or experience, of someone

who habitually went past many misunderstood words in his reading or education. Write down how this affected this person's ability to read and how it affected his intelligence. Use the sheet provided for this on page 153. When finished, tear out the page and place it on the Supervisor's desk. _____

3. Read the article "Why Method 9 Works" starting on page 154. _____

4. Demonstrate using your demo kit, "Anytime the person makes an error in his reading or reacts in some nonoptimum way, a misunderstood will ALWAYS be found *before* that point or sometimes at that point itself." _____

5. Read the article "How to do Method 9" starting on page 163. _____

6. Demonstrate using your demo kit, to another student who has done this section of the course, or to your Supervisor, steps 1 - 10 of how to do Method 9 Word Clearing.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____

7. Read the article "Method 9 Tips" starting on page 172. _____

8. Demonstrate using your demo kit, to another student who has done this section of the course, or to your Supervisor, the two things to check for if students get into a quarrel or upset while doing Method 9 Word Clearing. _____

9. DRILL: With another student who has done this section of the course, or with your Supervisor, drill steps 1 - 10 of Method 9 Word Clearing (pages 163-171). Drill these steps until you can easily do them on another student.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____

10. DRILL: See your Supervisor who will assign another student who has done this section of the course, to do

the Method 9 Word Clearing Drill with you, starting on page 180.

SECTION NINE: THEORY COACHING AND CHECKOUTS

1. Read the article "Theory Coaching" starting on page 182.
2. DRILL: With another student who has done this section of the course, drill how theory coaching is done. When you have drilled this, get checked out by the Supervisor on how to do theory coaching on another.
3. Read the article "Checkouts" starting on page 185.
4. Get a star-rate checkout from the Supervisor on the article "Checkouts."
5. PRACTICAL ASSIGNMENT: Give another student a checkout on the section, "The Barriers to Study." Your Supervisor will assign you a person to give the checkout to. If the student does not pass the checkout have him find his misunderstood words, and get them cleared up and restudy his materials again.
6. PRACTICAL ASSIGNMENT: Get yourself checked out on "The Barriers to Study." If you do not pass the checkout, get your misunderstood word(s) found and cleared up, and restudy the section again. Get checked out to a pass.

SECTION TEN: MORE ON LEARNING

1. Read the article "Senior¹³ Data" on page 190.
2. PRACTICAL ASSIGNMENT: Write down three examples of senior data which you have learned on this course. Use the sheet provided for this on page 193. When finished, tear out the page and place it on the Supervisor's desk.
3. Read the article "False Data" starting on page 194.

¹³ senior: of higher rank or standing.

4. PRACTICAL ASSIGNMENT: Write down three examples of false data concerning how to study. Explain why they are false. Use the sheet provided for this on page 196. When finished, tear out the page and place it on the Supervisor's desk. _____

SECTION ELEVEN: FINAL COURSE EXERCISE

1. PRACTICAL ASSIGNMENT: Write an essay on how you can apply each of the fundamentals you have learned on this course to be a student who knows how to study and is able to apply what he studies. 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; how to clear a misunderstood word; the difference between a *careless* student, and a *careful* student; the two phenomena of misunderstood words; how to use a dictionary; the use of demonstration; the Reading Aloud method of Word Clearing, Method 9 Word Clearing; Theory Coaching; and how to evaluate¹⁴ senior data and how to recognize false data. Use the sheets provided for this on pages 198 to 202. When finished, tear out the pages and place them on the Supervisor's desk.

2. Read the End Note on page 203. _____

STUDENT COMPLETION

I attest that I have studied the materials on this checksheet and I now 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.

14. **evaluate:** to determine the worth of; to find the value of.

Student Examiner: _____ Date: _____

STUDENT ATTEST AT CERTIFICATIONS AND AWARDS

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: _____

Certs and Awards: _____ Date: _____

The student is presented the certificate of:

The Basic Study Manual Course Graduate

Certs and Awards: _____ Date: _____

(Route this checksheet to the Course Administrator¹⁵ for filing in the student's folder.)

¹⁵ **Course Administrator:** the person who helps the Supervisor keep all students correctly arranged and placed and all course materials, records and checksheets handled, filled out and properly filed.

SECTION ONE

INTRODUCTION

IMPORTANT NOTE

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

The only reason a person gives up a study¹ or becomes confused or unable to learn² is because he or she has gone past a word that was not understood.

The confusion or inability to grasp³ or learn comes *after* a word that the person did not have defined and understood.

Have you ever had the experience⁴ of coming to the end of a page and realizing you didn't know what you had read? Well, somewhere earlier on that page you went past a word that you had no definition for or an incorrect definition for.

Here's an example. "It was found that when the crepuscule arrived⁵ the children were quieter and when it was not present they were much louder." You see what happens. You think you don't understand the whole idea, but the inability to understand came entirely from the one word you could not define, *crepuscule*, which means twilight or darkness.

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

This datum⁶ about not going past an undefined word is the most important fact in the whole subject of study. Every subject you have taken up⁷ and abandoned had its words which you failed to get defined.

Therefore, in studying this course be very, very certain you never go past a word you do not fully understand. If the material becomes confusing or you can't seem to grasp it, there will be a word just earlier that you have not understood. Don't go any further, but go back to

1. **study**: to apply the mind to; to read and examine for the purpose of learning and understanding.

2. **grasp**, **grip**: understand; comprehend.

3. **experience**: a particular instance of personally encountering or undergoing something.

4. **arrive**: to be recognized as having achieved success in the world.

5. **datum**: anything of which one could become aware, whether the thing existed or whether he created it. (*Data* is the plural of *datum*.)

6. **take up**: to occupy oneself with the study or practice of.

before you get into trouble, find the misunderstood word and get it defined.

INTRODUCTION TO THE BASIC STUDY MANUAL

The subject of HOW TO STUDY has been one that has plagued⁷ students and educators for eons⁸

Why study? How do I study? What do I do with study? Why can't I "get it?" Why do I have a hard time remembering what I studied? What am I going to do with all this information?

Just about everyone agrees that in order to better yourself in life and to get ahead, you have to be able to study. Advancements⁹ in school, promotion and pay increases on the job, and new personal and professional achievements¹⁰ are often determined¹¹ solely¹² by the ability to study and apply what you have learned. But how do you acquire¹³ this ability?

Until recently it was not recognized that study itself was a regular, recognizable subject. One is not born instinctively¹⁴ knowing how to study; it is not something that sinks in through years of schooling. You have to learn how.

While many theories¹⁵ have been developed and many approaches¹⁶ formulated¹⁷, some of which are worthwhile, something has been missing. No true *technology*¹⁸ of study has been available. It didn't even occur to anyone that an actual technology could or should exist!

⁷ **plague:** to trouble or torment in any manner.

⁸ **eons:** an extremely long, indefinite period of time; thousands and thousands of years.

⁹ **advancement:** movement forward; advance.

¹⁰ **achievement:** something accomplished, gained or reached by effort.

¹¹ **determine:** to be the cause of; influence; regulate.

¹² **solely:** only.

¹³ **acquire:** to get as one's own; become the owner of.

¹⁴ **instinctively:** by force of instinct without instruction or experience; by natural impulse.

¹⁵ **theories:** an idea or opinion about something.

¹⁶ **approaches:** ways by which a place or persons can be reached; means of access.

¹⁷ **formulate:** state clearly and exactly.

¹⁸ **technology:** the methods of application of an art or science as opposed to mere knowledge of the science or art itself.

Today, in a modern world where technologies are far ahead of man's ability to assimilate¹⁹ data and understand the world around him, an actual technology of study becomes more important than ever.

The Study Technology²⁰ contained in this course is not just another system of teaching. It is the technology of study made available for the first time. It was developed by American writer and philosopher L. Ron Hubbard, who spent over fifty years researching and writing on his discoveries about man, the mind and life.

Study Technology unlocks the mystery of why you have trouble learning, why you can't remember what you study. It can break down the barriers that exist to learning and help you to overcome these.

The Basic Study Manual provides a condensed²¹ and practical²² guide to help a student learn how to study. It is your introduction to a remarkable new technology that can change your life. Here, at last, is a way you can study more effectively, not *harder*, and apply what you learn toward achieving your goals in life.

19. **assimilate**: absorb and incorporate into one's thinking.

20. **Study Tech**: (Study Technology) the know-how and tools to be able to study the materials of any course, as developed by L. Ron Hubbard.

21. **condensed**: to put into fewer words; express briefly.

22. **practical**:workable; useful and sensible.

BASIC INFORMATION FOR STUDENTS

This section of your course contains general information which will help you with your studies. There are a few student rules which are listed out on the next page. Following this there is another short article which will assist you in studying your course booklet and in really learning to *apply* the materials in it.

This course is *not* meant to be just a philosophic study, something you read and then just think about or discuss. The information is all meant to be *used*. There are results to be obtained with these materials, and those results are obtained through *application*. There are demonstrations and exercises on the course to help you do this, but the application isn't meant to stop there. Between classes and when you have completed the course you should continue to use what you learn to improve your life and the lives of those around you.

STUDENT RULES

In order for any course to function smoothly, there have to be some rules or agreements. The rules for this course are:

1. Be on time for class. If, for some very urgent reason, you are unable to attend course on the day or time that you have scheduled yourself for, let the Supervisor know as far as possible in advance.

2. Get sufficient food and sleep while you are doing the course.

3. Do not consume any drugs or alcohol during the period you are on course without the express²³ permission of your Supervisor. (If you are taking medically prescribed drugs under the care of a doctor, please inform your Supervisor.)

4. You are allowed to smoke on breaks only and only outside the course room.

5. Do not eat or store food in the course room.

6. If you have any problem understanding any of your materials or if something seems confusing to you, tell the Supervisor right away so he can help you. Don't ask another student because he or she may have the same question. Always ask your Supervisor. This is very important.

23. **express:** clear and definite.

PRACTICAL ASSIGNMENTS

On this course, there are practical assignments listed in the check-sheet.

The word *practical* is used to mean the drills which permit a student to associate and coordinate theory²⁴ with actual items and objects to which the theory applies. Practical is an *application* of what one knows to what one is being taught to understand, handle or control.

Practical assignments can include describing examples from your own experience, writing essays on how you can apply a datum to a given situation and actually performing the action called for.

On all practical assignments, you should do them from the viewpoint of "How can this datum I have studied be applied to my own life?"

That is how you will get the most out of this course.

24. theory: the part of a course where one learns by studying written materials.

SECTION TWO

WHY STUDY?

WHY STUDY?

In his dictionary of 1828, Noah Webster¹ 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.

Boy, if I can just get through my exams...

Okay, it says that you take a dummy test and practice on it so you feel comfortable when you take the final exam.

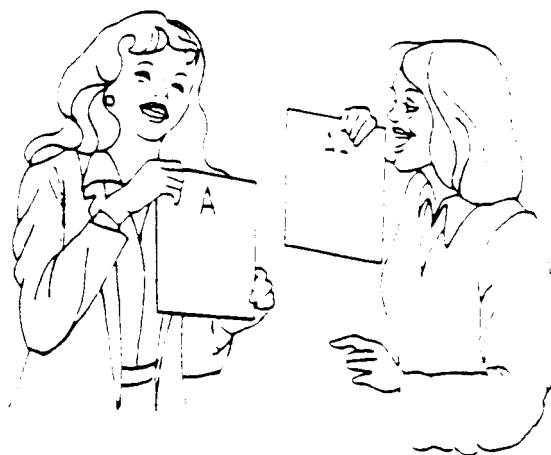
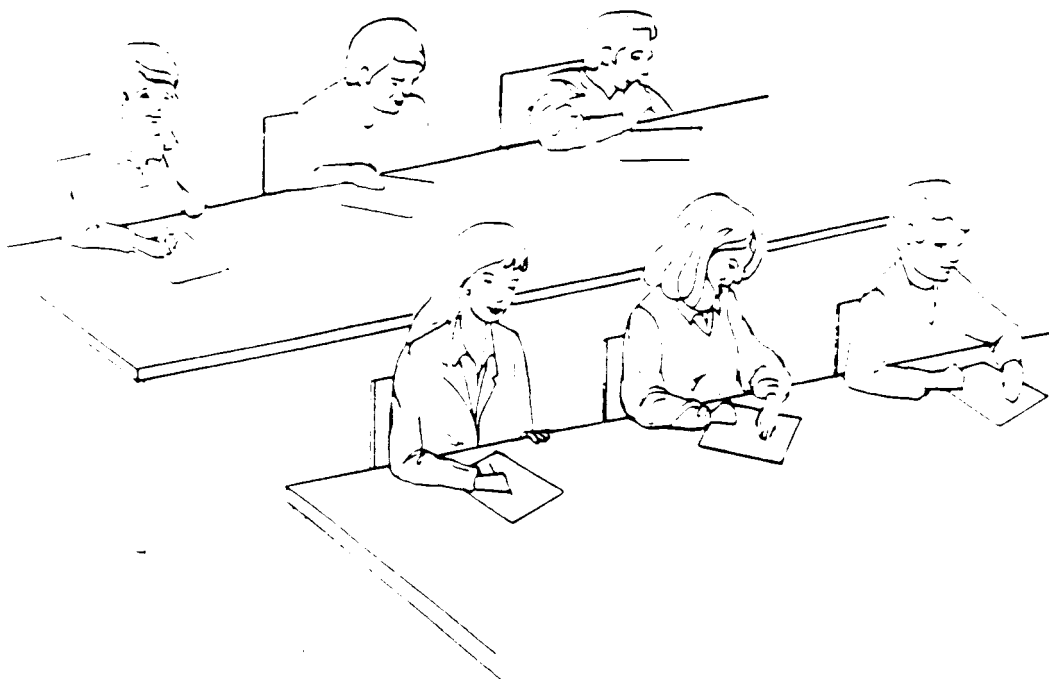


1. Webster, Noah: (1758-1843) U.S. writer of a dictionary.

Alright, we've been at
this for six hours.

Tomorrow's the big day!





I studied French for three years.
but I don't remember a word of it.



The next time you are studying something, instead of thinking: "Is this going to be on the exam?", ask yourself: "How can I apply this material?" or "How can I really use this?" With this in mind you will get much more out of what you study and will be able to put what you study to actual use.

How can I really
use this?





You speak French well.
Where did you learn it?



Tear out pages 28 to 30 and place them on the Supervisor's desk.

THE FIRST OBSTACLE TO LEARNING

The first obstacle to learning is the idea that one "knows it all already."

A student who thinks he knows all there is to know about a subject, will not be able to learn anything in it.

Such a student doesn't even know what he doesn't know.

If you asked him if he was willing to learn about it, he would try to avoid your question. He isn't willing to learn about it because he has the false idea that he knows all about it already.

As an example, an amateur² photographer once took a correspondence course³ in photography, thinking that he might learn a few more tricks in the subject. He had been a rather successful photographer, having sold many of his photographs to magazines, and some of his work had even been published in geography books. However, once he started the course, he only got as far as the third lesson when he found himself bogging⁴ on it and putting it aside.

Later, he took another look at this correspondence course he was taking and realized that this same course contained the real basics and fundamentals⁵ of the subject of photography that he didn't even know existed in it. He saw that he didn't know even the first fundamental of why photographs were taken in the first place!

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2. **amateur:** a person who does something for pleasure, not for money or as a profession.
 3. **correspondence course:** a course given by a school that gives lessons by mail. Instructions, explanations and questions are sent to the student, and he returns his written answers for correction or approval.
 4. **bogging:** the act of sinking or getting stuck in or as if in mud.
 5. **fundamental:** a foundation or basis; basic; essential.

it dawned⁶ on him that he had been very arrogant⁷ and that he really didn't know all there was to know on the subject of photography, and that there was something there to learn!

Once he could see this, he buckled down⁸ and started to study the course for real. He then finished the next eight lessons in two weeks of part-time study and gained a workable understanding of the subject for the first time. All the knowledge and understanding he had learned from that course would have been denied him if he had not overcome the first obstacle to learning.

On the subject of learning itself, the first datum to learn and the first obstacle to overcome is: *"Why are you studying it if you know all about it to begin with?"*

A student's ability to learn doesn't depend on his saying how stupid he is, but depends on his willingness to learn.

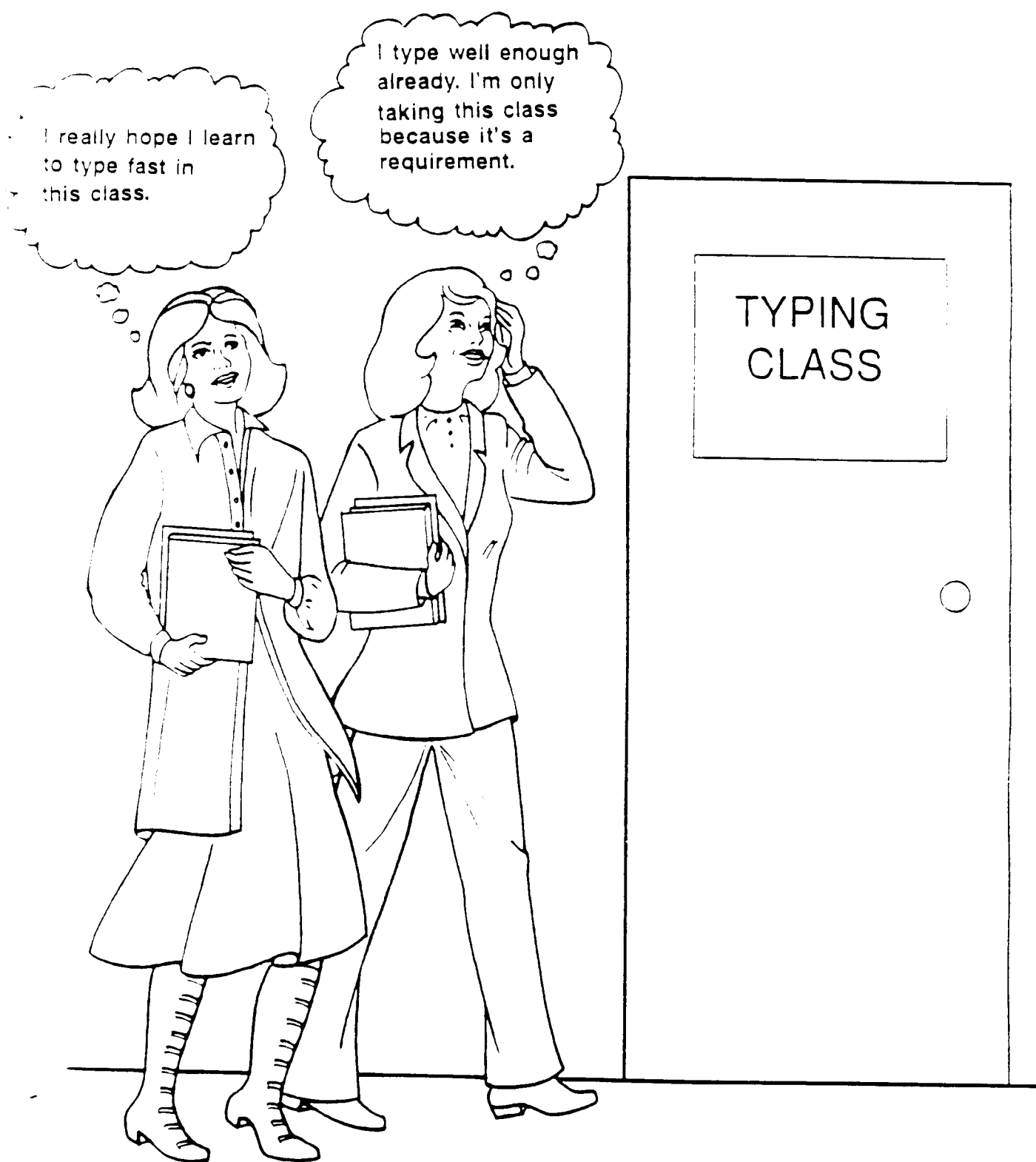
If a student can decide that he does not already know everything about a subject and can say to himself, "Here is something to study, let's study it," he can overcome this obstacle and be able to learn it.

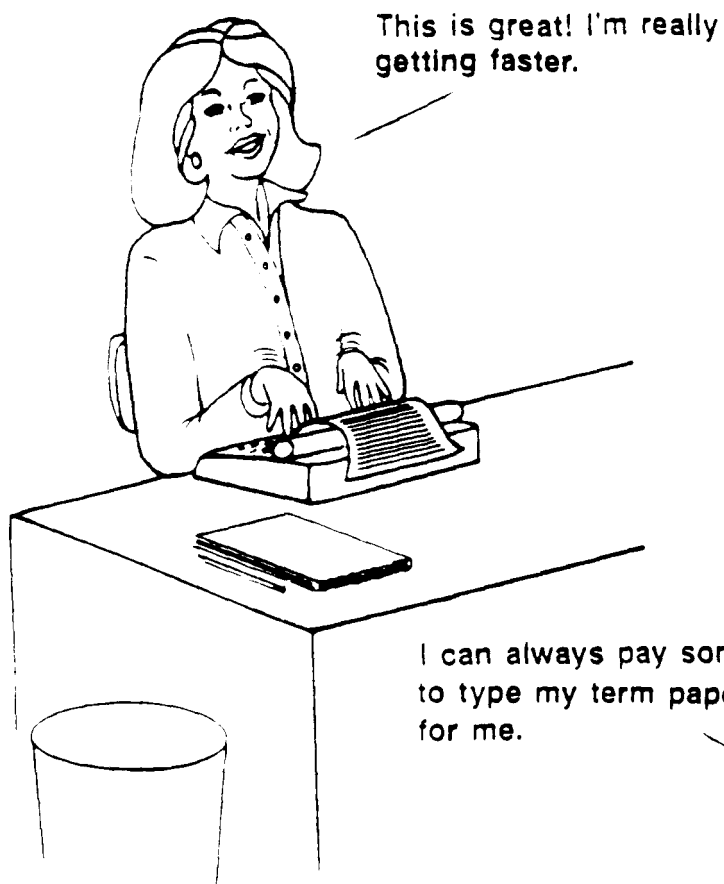
This is a very, very important datum for any student to learn. If he knows this and applies it, the gateway to knowledge is wide open to him.

6. dawn: to grow clear to the eye or mind.

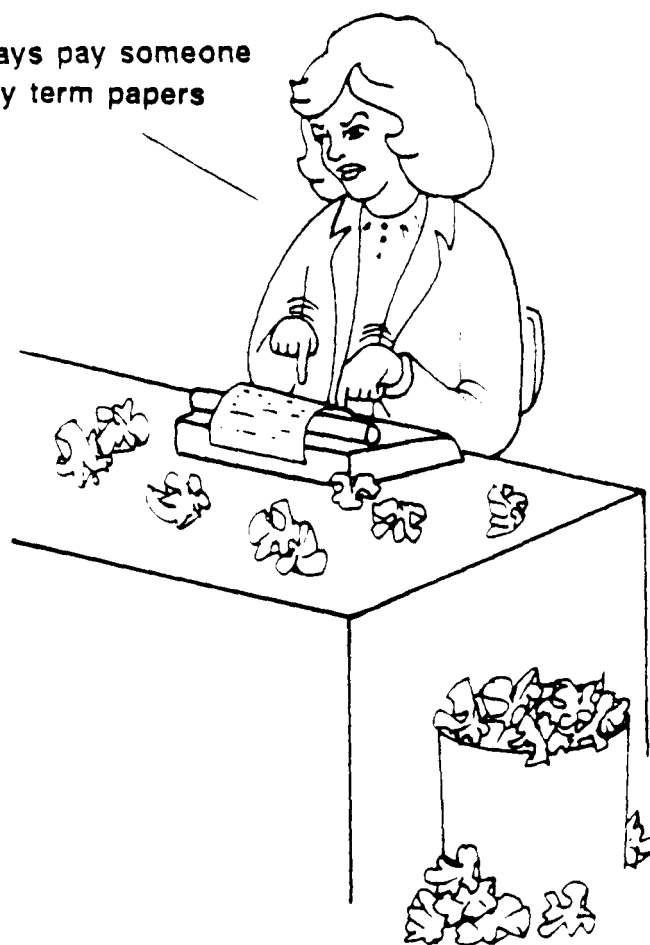
7. arrogance: offensive display of superiority or self-importance.

8. buckle down: to work hard at.





I can always pay someone to type my term papers for me.



SECTION THREE

THE 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.

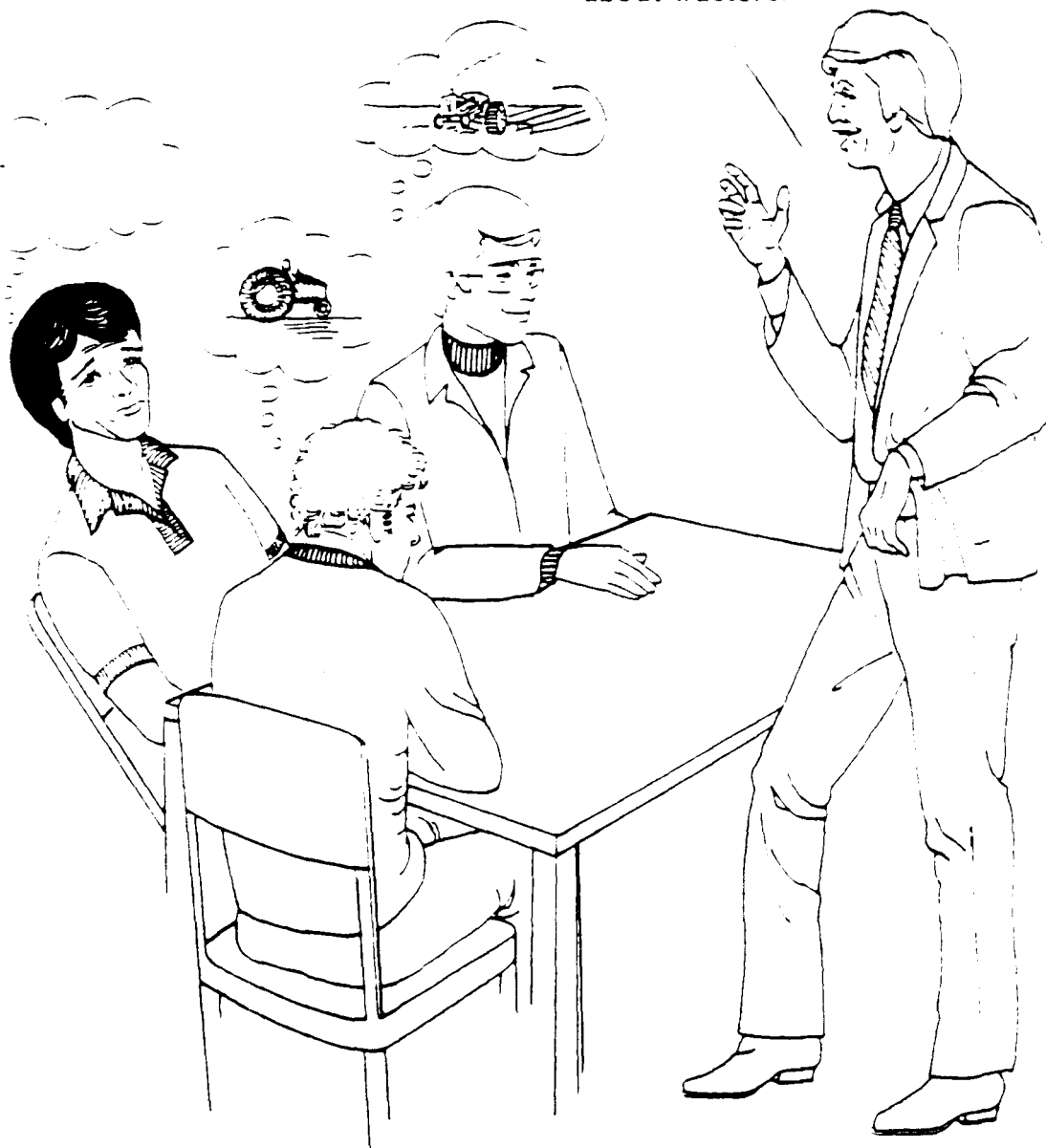
If one knows and understands what these barriers are and how to handle them, his ability to study and learn will be greatly increased.

reaction: an action, happening, etc., in return or in response to some other action, happening or force, etc.

THE FIRST BARRIER: ABSENCE OF MASS²

Trying to educate someone without the mass (or object) that he is going to be involved with can make it very difficult for him.

Today's lesson is
about tractors.



2. **mass:** object: a composition of matter and energy existing in the physical universe.

Such an absence of mass can actually make a student 'eel squashed.³



: can make him 'eel bent.⁴



3. **squashed:** pressed, crowded or squeezed.

4. **bent:** forced out of straightness; bowed.

sort of spinny.⁵



sort of dead.



⁵ spinny: dizzy; a whirling, dazed sensation.

bored.



and exasperated (irritated,
annoyed, or angry).

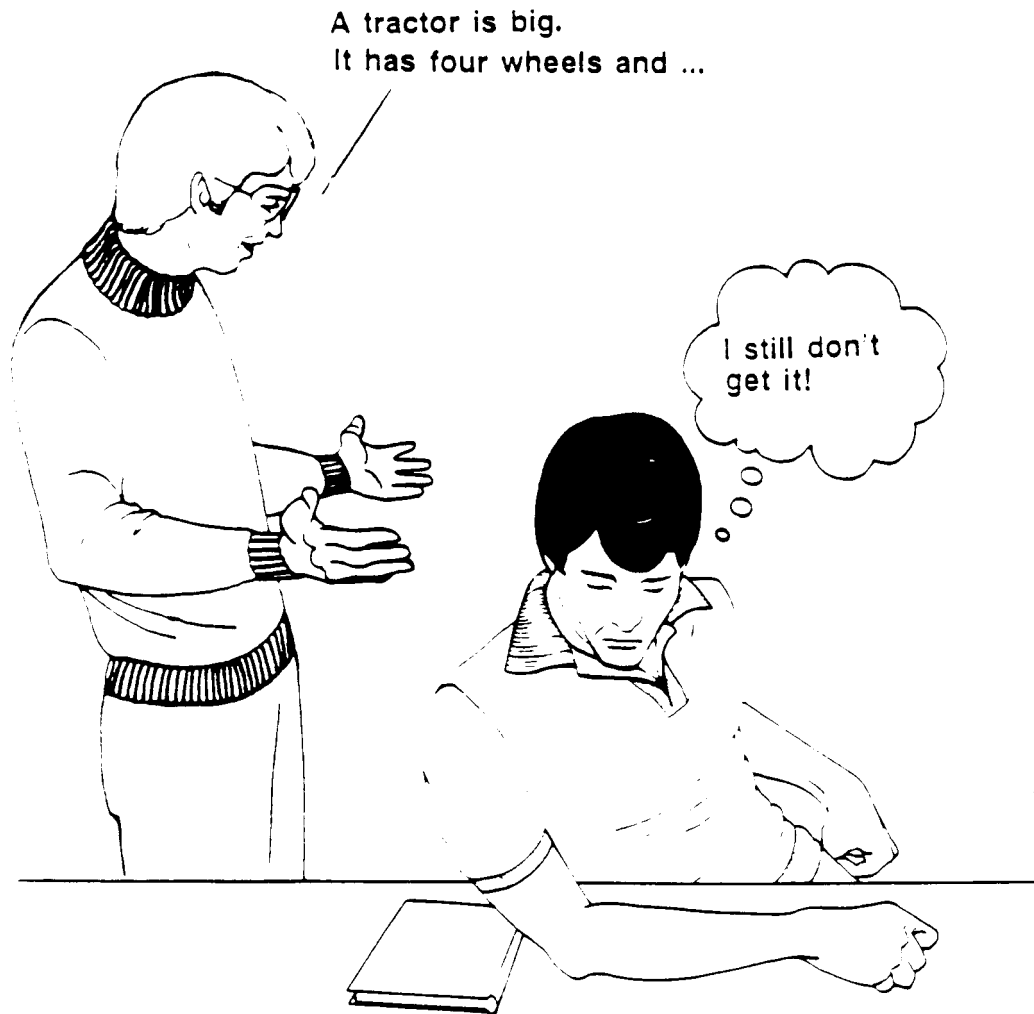


If he is studying the doingness⁶ of something in which the mass is absent, this will be the result.

6. **doingness**: the noun form of doing (action, performance, execution). Doingness would refer to the actual actions or things done.

For example, if one is studying about tractors, the printed page and the spoken word are no substitute⁷ for having an actual tractor there.

Photographs or motion pictures are helpful because they represent⁸ a promise⁹ or hope of the mass of a tractor.

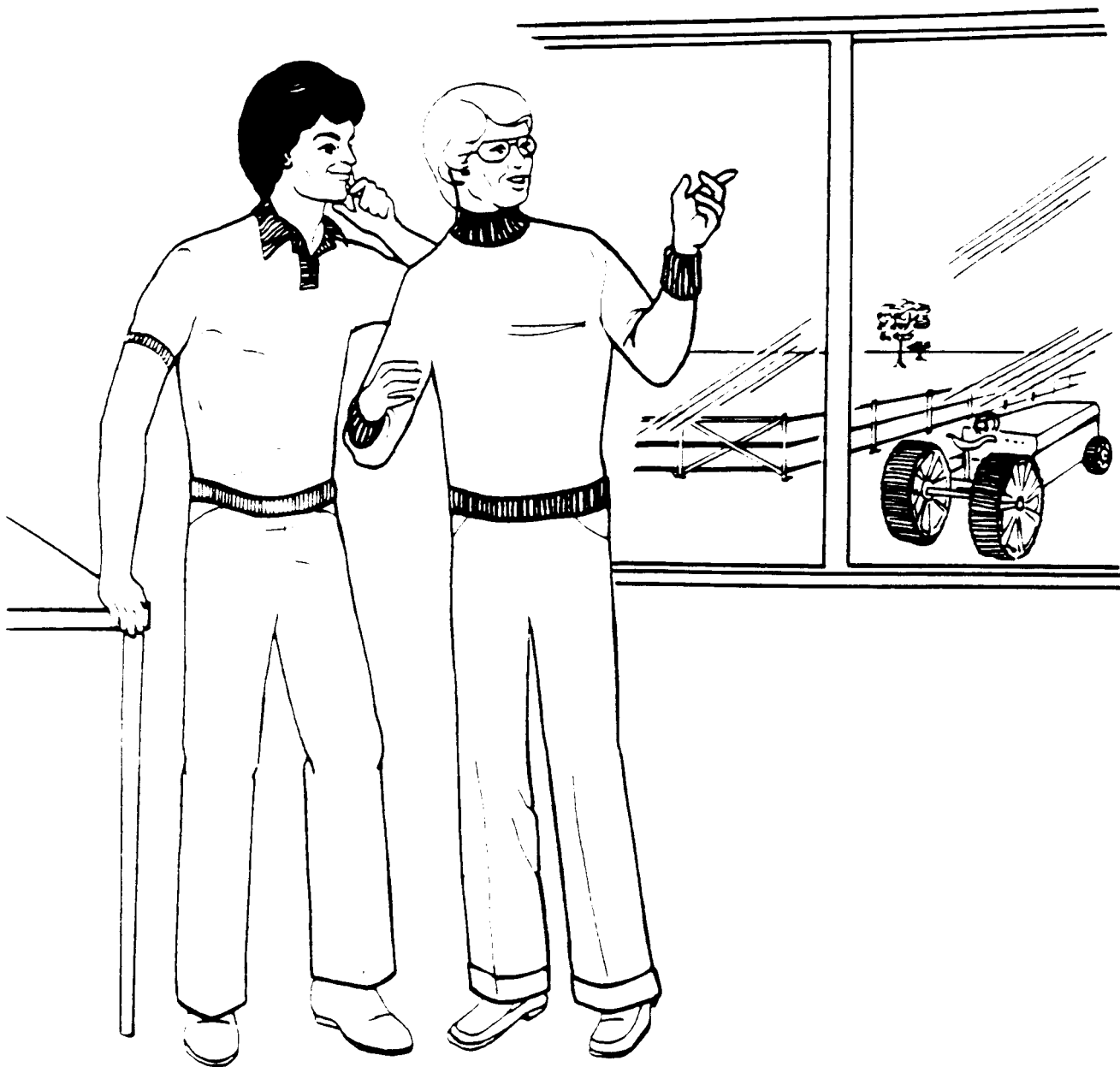


It is important to understand that educating a person in a mass that he does not have and which is not available can produce some nonoptimum¹⁰ physical reactions.

-
- 7. **substitute:** something that is used in place of something else.
 - 8. **represent:** to act or stand in place of; be a substitute for.
 - 9. **promise:** sign that gives reason for expecting success; cause for hope.
 - 10. **nonoptimum:** not the best; less than the most favorable degree, condition or amount.

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 traced¹¹ back to a lack of mass, the positive¹² remedy¹³ would be to supply the mass—the object itself or a reasonable¹⁴ substitute—and the child's sickness could rapidly clear up.¹⁵

This barrier to study—the studying of something without its mass ever being around—produces very distinctly¹⁶ recognizable reactions.

11. **traced:** followed a track, trail or other indicated way.

12. **positive:** constructive and helpful.

13. **remedy:** something that corrects, counteracts or removes an evil or wrong.

14. **reasonable:** not asking too much; fair; just.

15. **clear up:** to make or become clear; explain.

16. **distinctly:** clearly seen, heard, felt, etc.

THE SECOND BARRIER: TOO STEEP¹⁷ A GRADIENT

A gradient means "something that starts out simple and gets more and more complex."

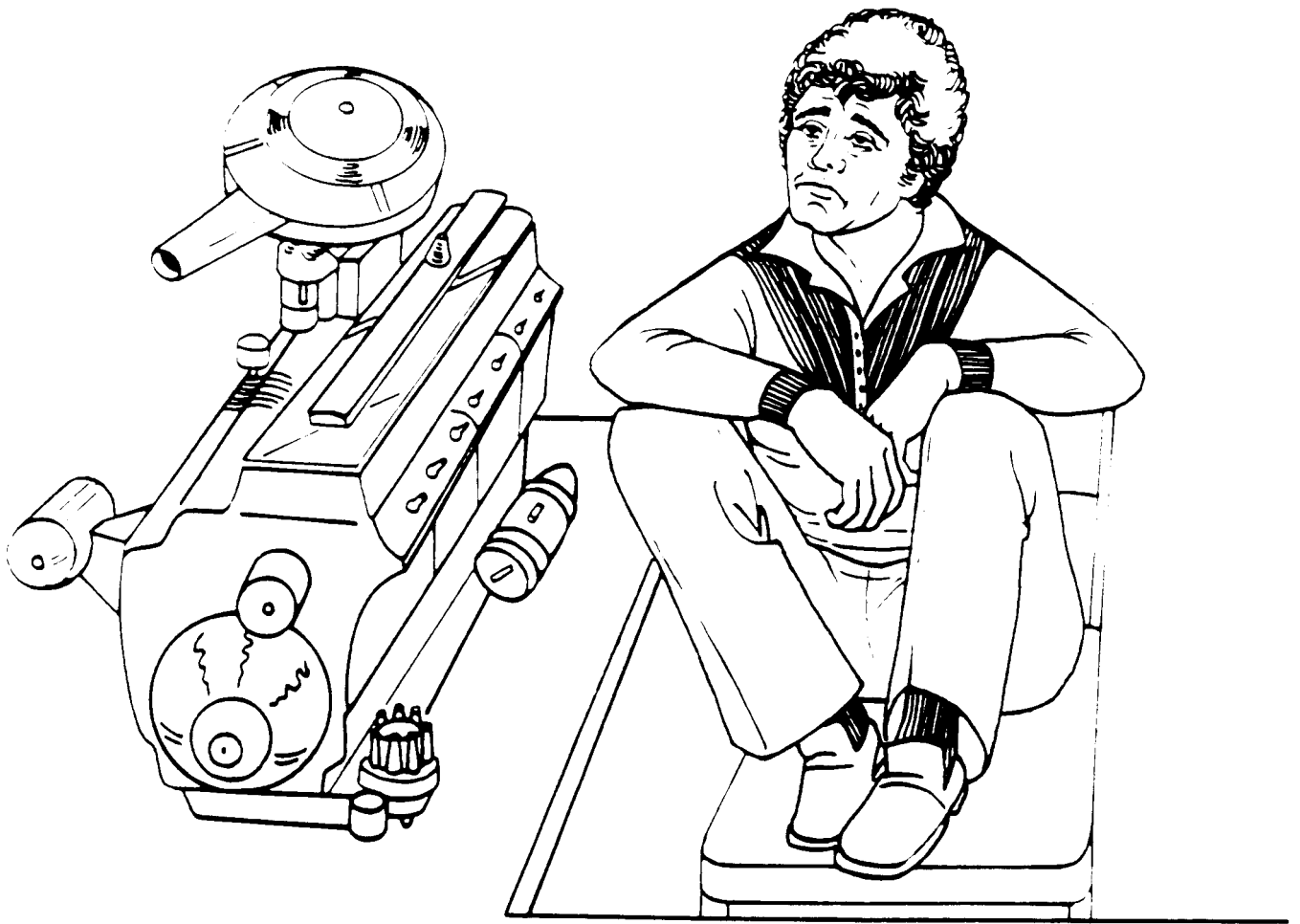
The second barrier to study is based on the fact of too steep a study gradient. When one hits too steep a gradient a sort of confusion or reelingness¹⁸ results.

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

¹⁷ **steep:** having a relatively sharp rise; unreasonably high or great.

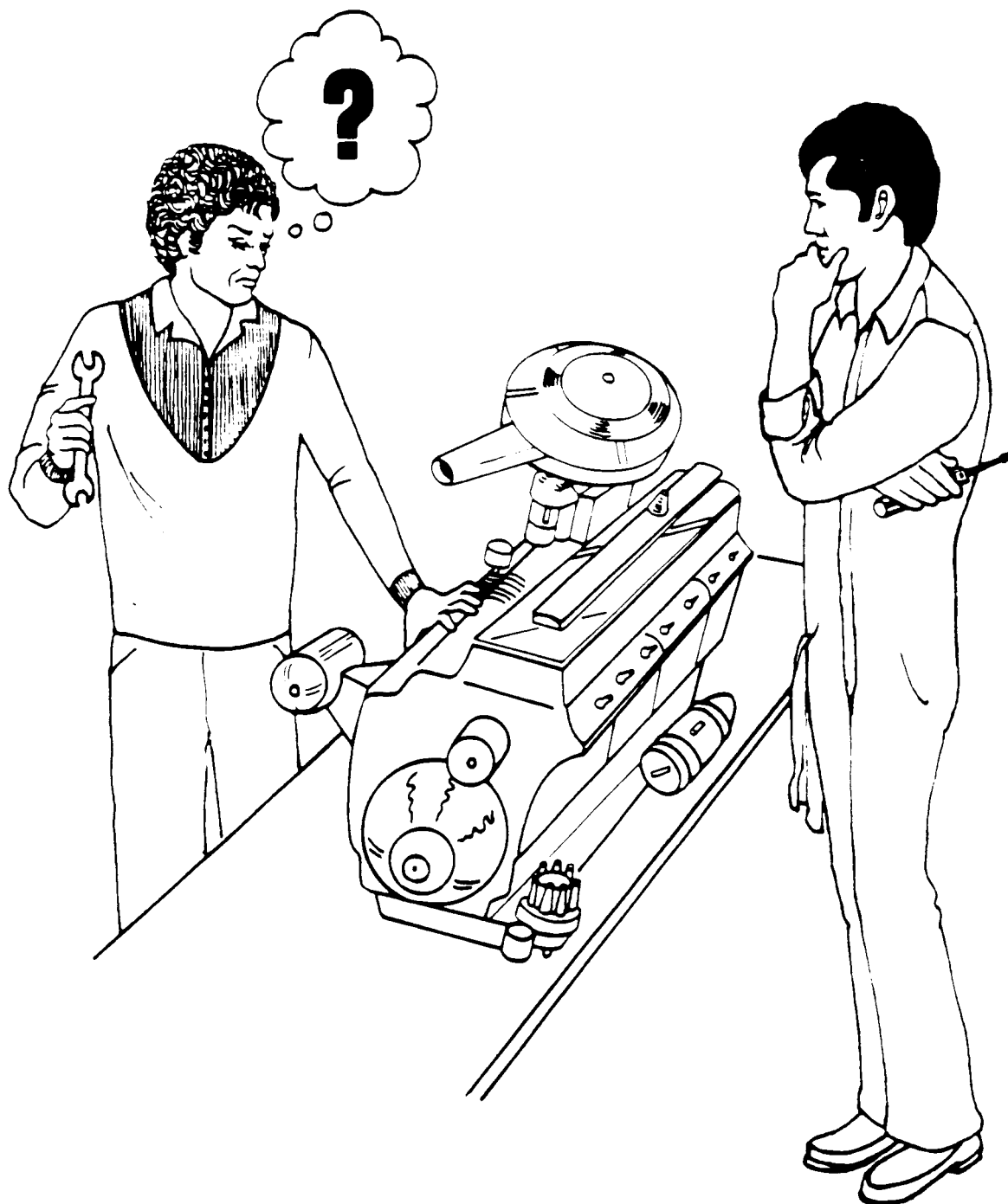
¹⁸ **reelingness:** the feeling or sensation of dizziness; a sensation of spinning or whirling.





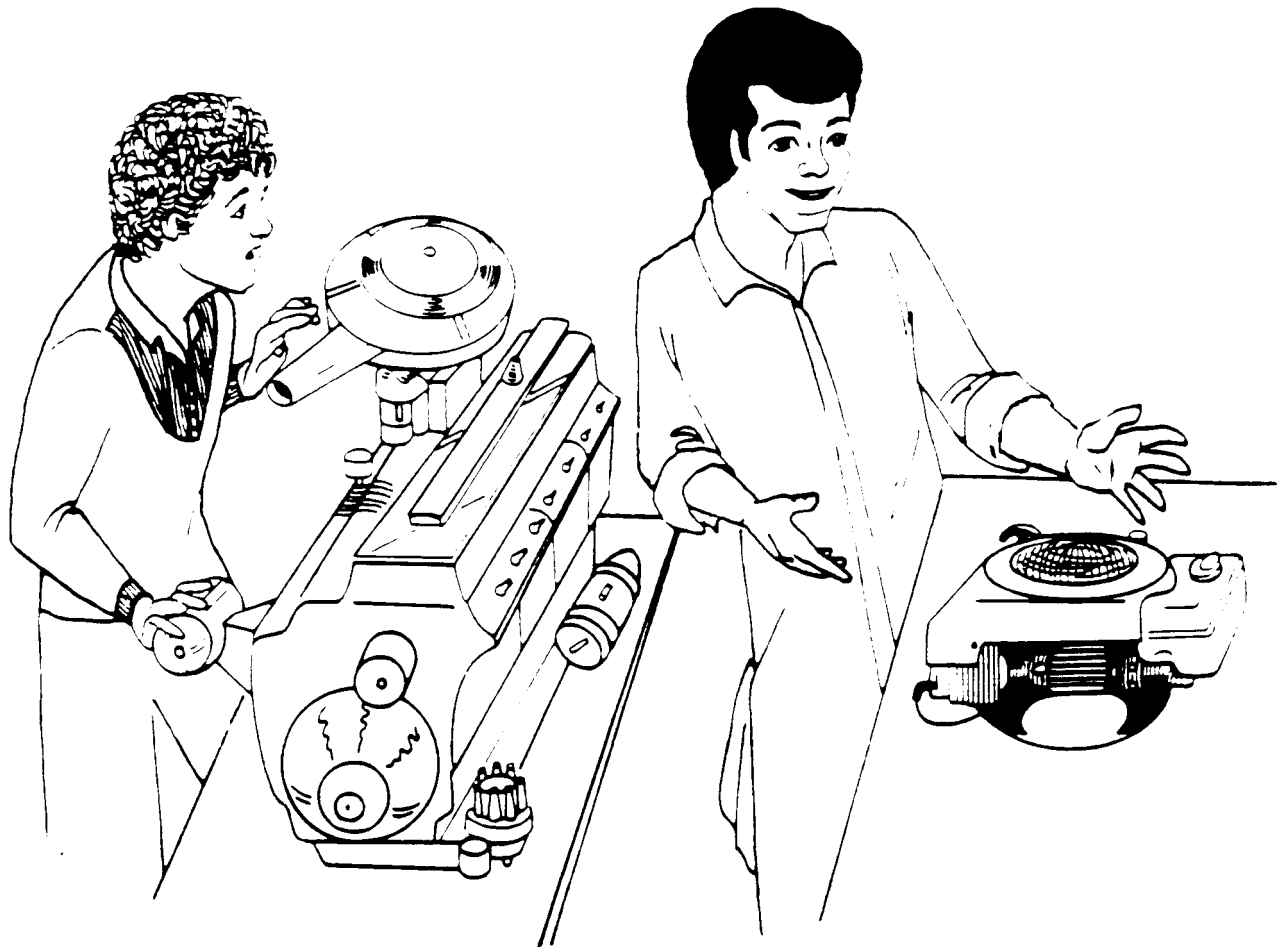
You would know that there had been too much of a jump from studying one type of engine to studying a more complicated type of engine. The person did not really understand something about the first type of engine but jumped to studying the next type of engine and this was too steep a gradient for him.





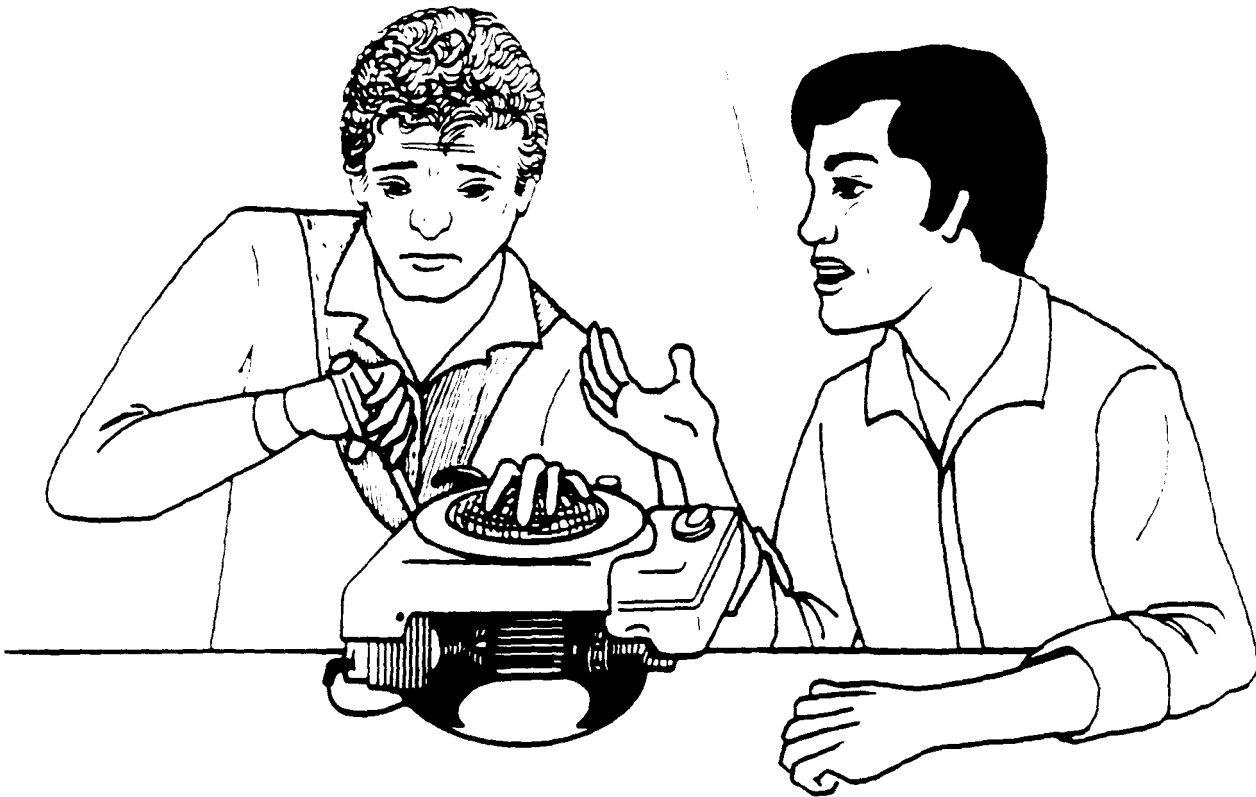
19. assign: to regard as belonging to.

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.

Show me what you
were doing last and
understood well.

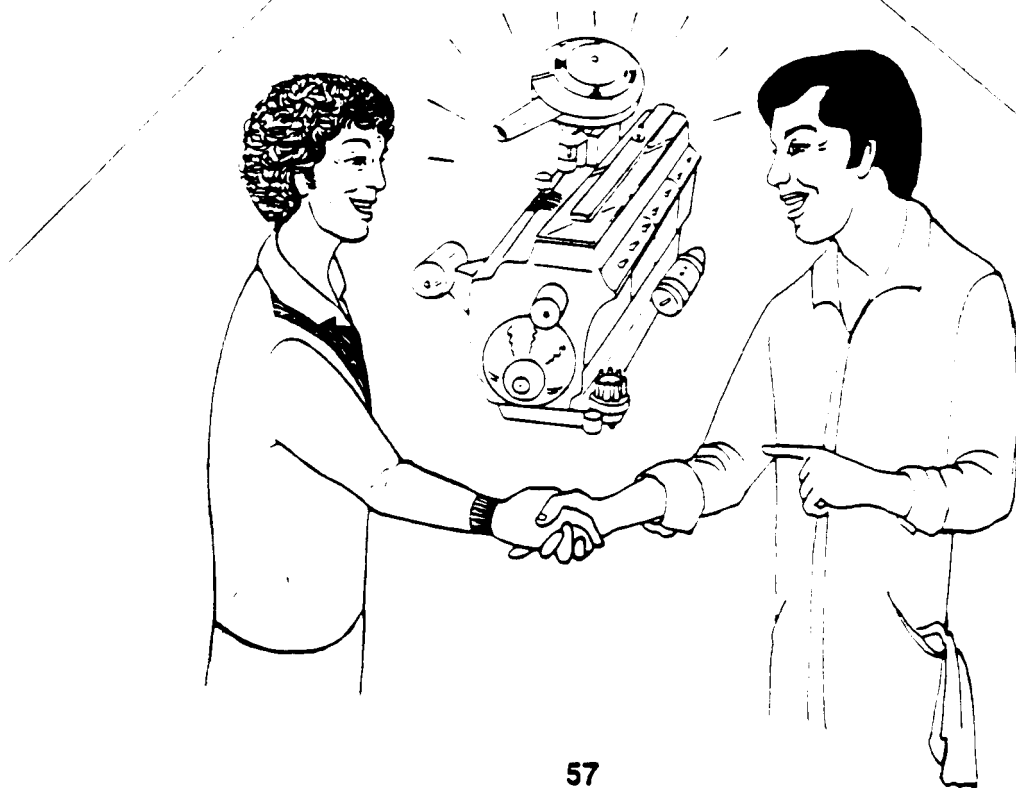
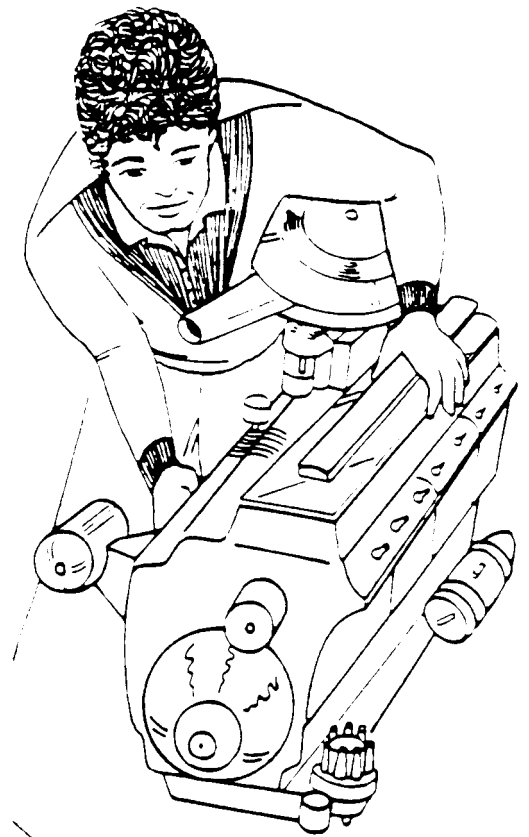


ing in this area—the area where
; not really understand.



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





This barrier of too steep a gradient is more evident²⁰ and most applicable²¹ 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.

20. **evident:** easy to see or understand; clear; plain.

21. **applicable:** that can be applied; suitable.

THE THIRD BARRIER—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 blank²² feeling or a washed-out²³ feeling.



22. blank: empty; empty of thought; lacking ideas.

23. washed-out: weary; exhausted.

A "not-there"²⁴ feeling and a sort of nervous²⁵ hysteria²⁶ can follow that.

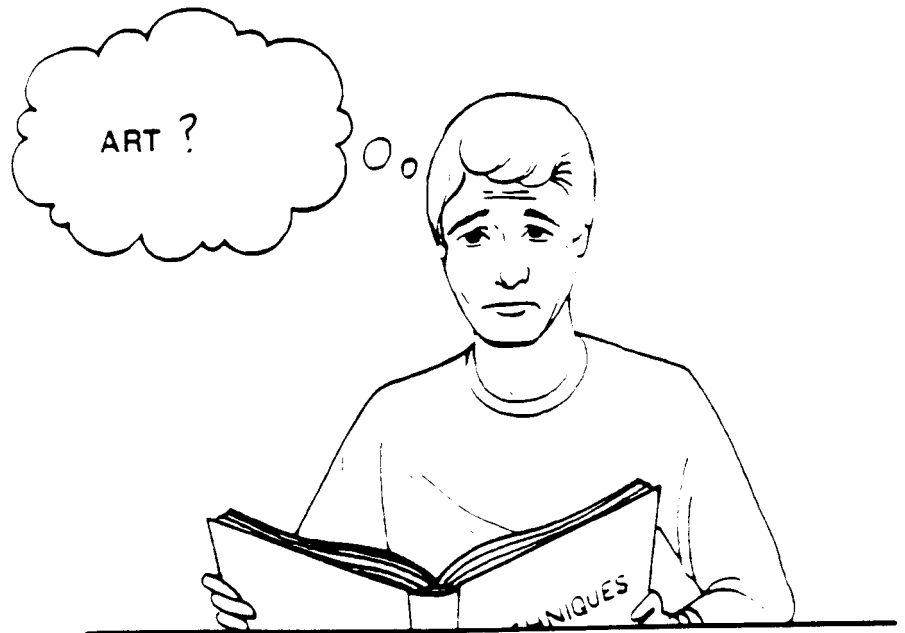
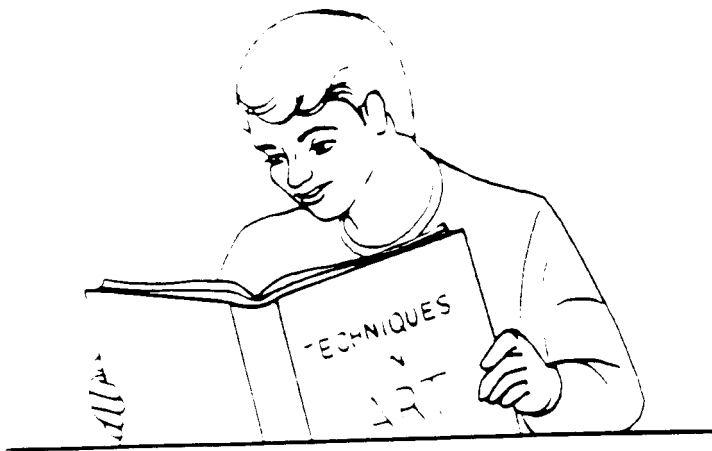


24. **not-there:** not at or in that place.

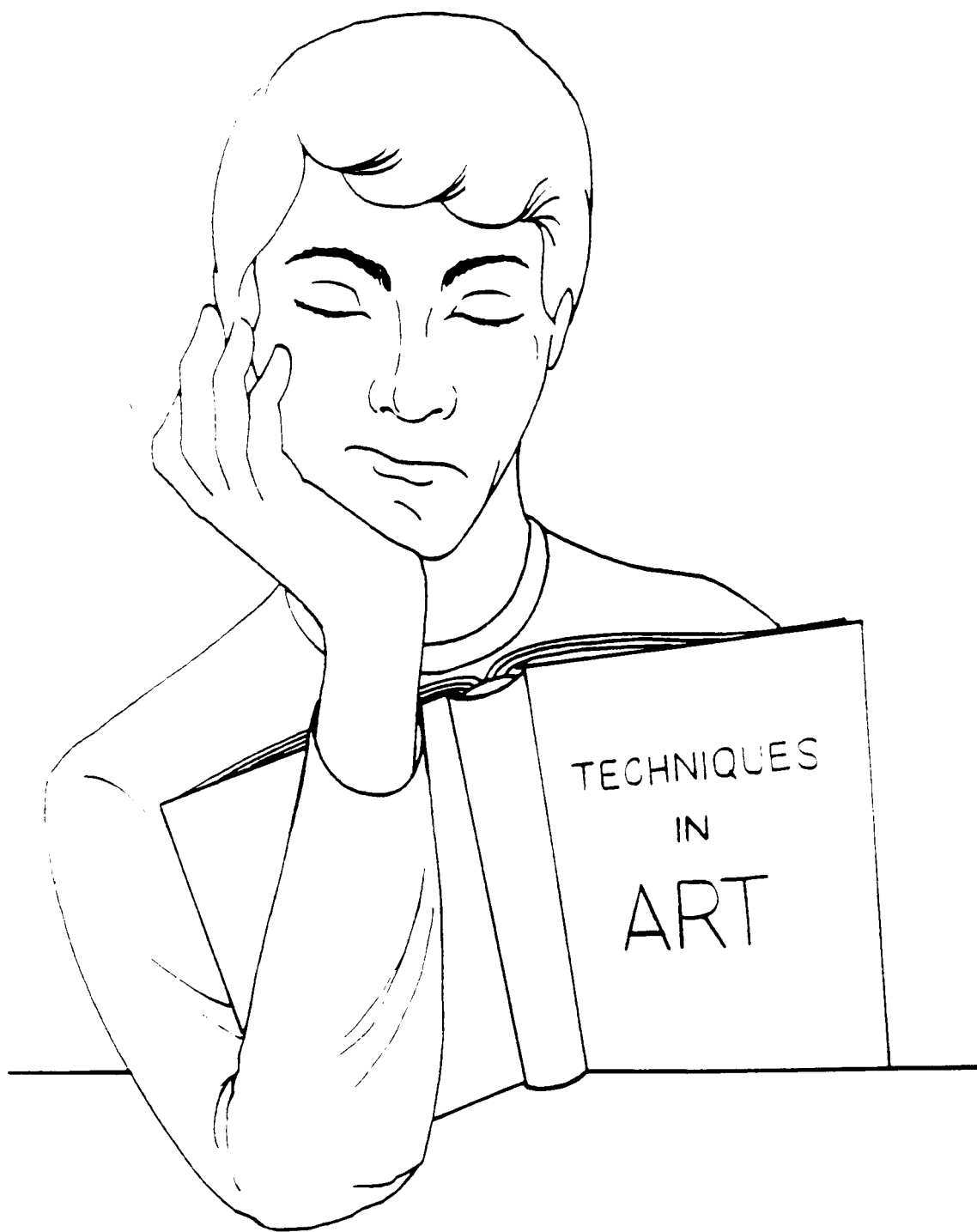
25. **nervous:** showing emotional tension, restlessness, agitation.

26. **hysteria:** wild uncontrollable emotion or excitement.

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

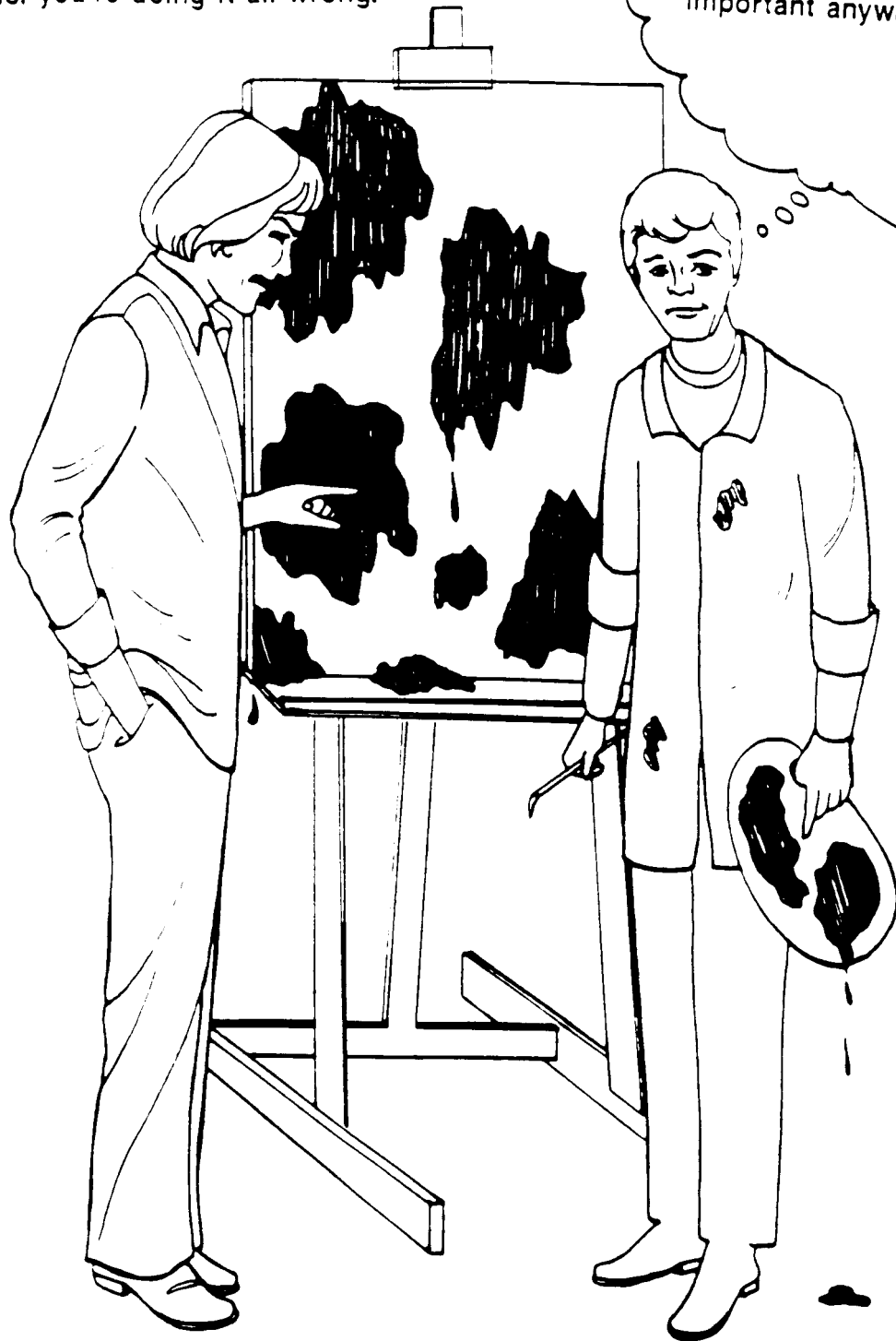






No, you're doing it all wrong.

What does he know?
This is ridiculous. art isn't
important anyway.



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."²⁷

How's that art course?



I dropped it. The teacher didn't know anything. It's not important anyway.



27. **blow:** unauthorized departure from an area, usually caused by misunderstood data.

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.

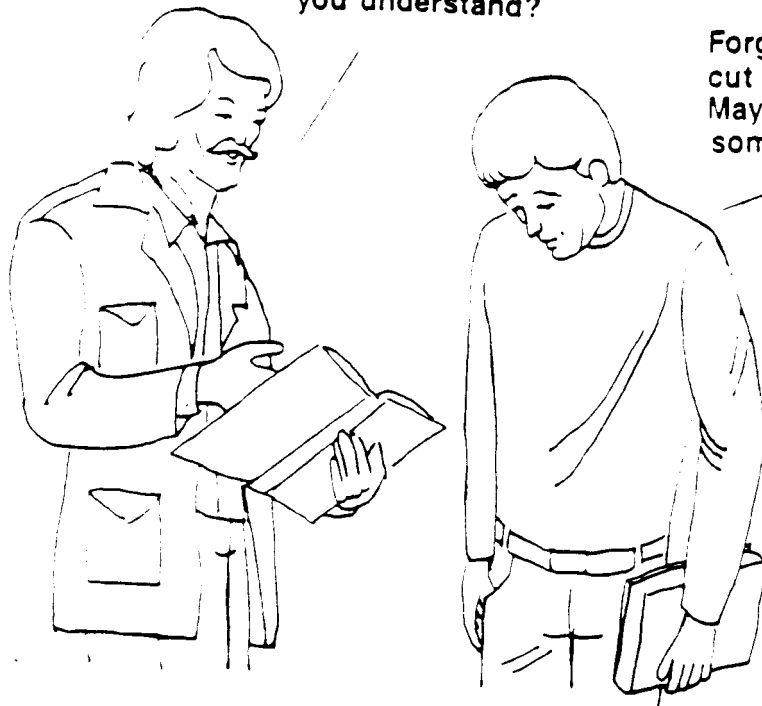
Because of this the misunderstood word is much more important than the other two. The misunderstood word establishes aptitude²⁸ and lack of aptitude and this is what psychologists have been trying to test for years without recognizing what it was.

It is the misunderstood word.

28. **aptitude:** readiness or quickness in learning or understanding; an ability in a particular area.

What word didn't
you understand?

Forget it. Maybe I'm not
cut out to be an artist.
Maybe I should study
something else instead.



What does the word
"art" mean?





WOW! I'm going back
to that art class!



This is all many study difficulties go back to and it produces such a vast panorama²⁹ of mental effects³⁰ that it itself is the prime³¹ factor³² involved with stupidity and many other unwanted conditions.

There is some word in the field³³ 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.



-
29. **panorama:** a continuous series of scenes or events; constantly changing scene.
30. **effects:** whatever is produced by a cause; things made to happen by a person or thing; results.
31. **prime:** first in importance or value; principal; main.
32. **factor:** any circumstance, condition, etc., that brings about a result.
33. **field:** a subject, activity or area of interest.

If a person didn't have misunderstandings, his *talent*³⁴ 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 exclusively³⁵ 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 restoration³⁶ of doingness depends only upon the restoration of understanding of the misunderstood word.

✱

34. **talent:** a natural skill.

35. **exclusively:** belonging to no other; not shared.

36. **restoration:** the act of bringing back to a state of soundness.



This is very simple technology. It is a sweepingly³⁷ 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 ast. it is the most important of the barriers to study.

37. **sweepingly:** wide ranging, in a manner that is far-reaching or widespread.

SECTION FOUR

WORDS AND STUDY

HANDLING MISUNDERSTOOD WORDS

When you come across a word or symbol you do not understand, it is important that you clear it up *immediately*. A misunderstood word will remain misunderstood until one "clears" the meaning of the word. Once the word is fully understood, it is said to be *cleared*.

How to Clear a Word

1. Have a dictionary to hand¹ while you are 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 context² in which the word was being used. Read that definition and make up sentences using the word that way until you have a clear³ concept⁴ of that meaning of the word. This could require ten or more sentences.

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

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

¹ hand, to: within reach.

² context: the parts of a sentence, paragraph, etc., immediately next to or surrounding a specified word or passage and determining its exact meaning.

³ clear: easy to understand; not confusing.

⁴ concept: a thought completely without symbols, pictures, words or sound. It is the direct idea of something rather than its sound or symbol.

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,⁵ synonyms,⁶ etc., so you have a full understanding of the word.

Misunderstood Words in the Definition

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 symbols⁷ 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.⁸

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.

5. **usage:** the way in which a word or phrase is used.

6. **synonym:** a word or phrase with the same or nearly the same meaning as another word or phrase.

7. **symbols:** a mark, letter or sign which represents an object, idea, quality, etc.

8. **process, in the:** in or during the course of doing something.

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.

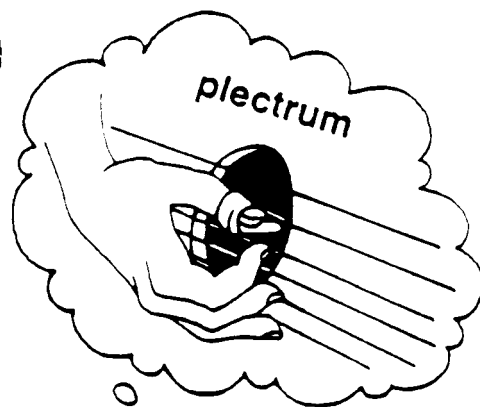
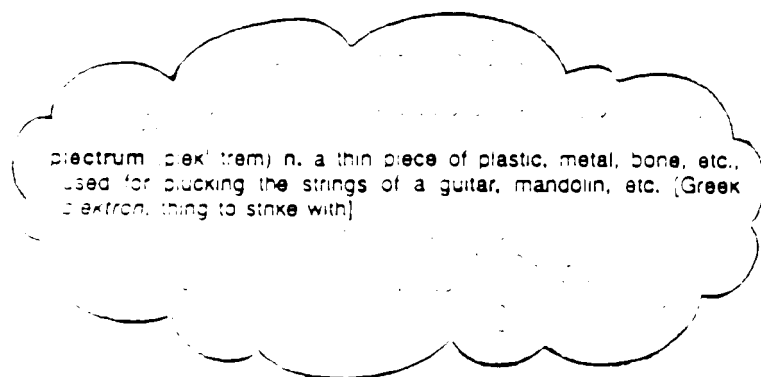
That would be the end of clearing *chimney*.

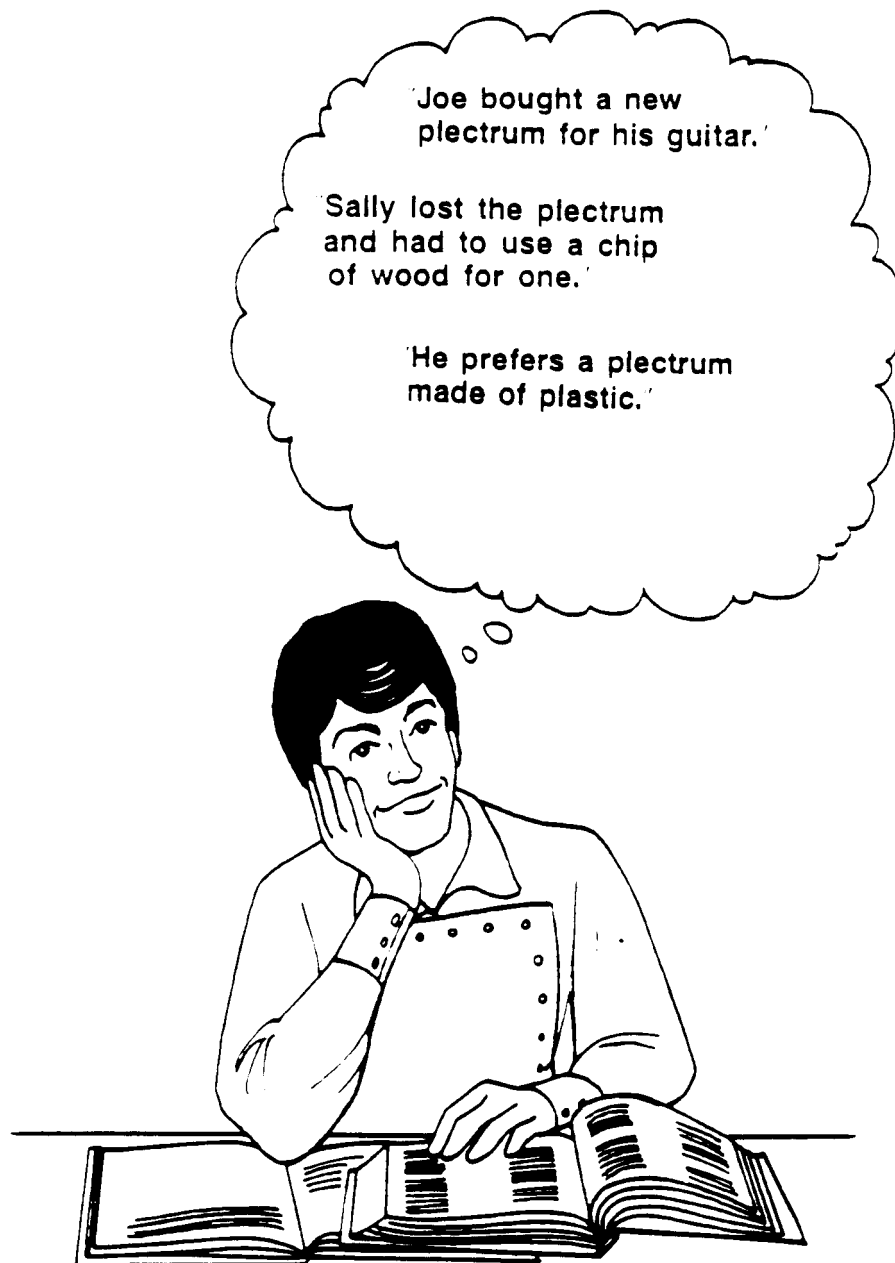
The above is the way a word should be cleared.

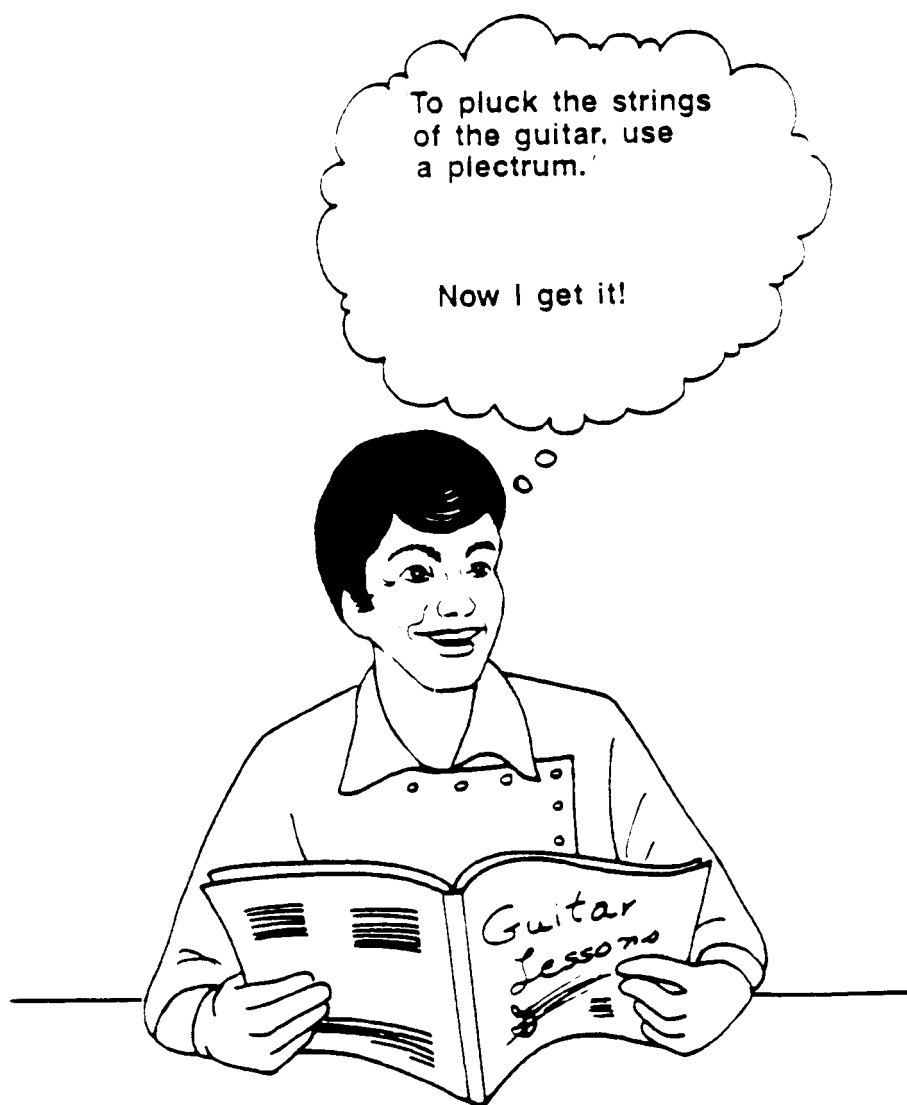
When words are understood, communication can take place, and with communication any given subject can be understood.











SIMPLE WORDS

You might suppose at once that it is the BIG words or the technical words which are most misunderstood.

This is NOT the case.

On actual test, it was English simple words and NOT technical words which prevented understanding.

Words like "a," "the," "exist," "such" and other "everybody knows" words show up with great frequency as being misunderstood.

It takes a BIG dictionary to define these simple words fully. This is another oddity. The small dictionaries also suppose "everybody knows."

It is almost incredible to see that a university graduate has gone through years and years of study of complex subjects and yet does not know what "or" or "by" or "an" means. It has to be seen to be believed. Yet when cleaned up his whole education turns from a solid mass of question marks to a clean useful view.

A test of schoolchildren in Johannesburg⁹ once showed that intelligence DECREASED with each new year of school!

The answer to the puzzle was simply that each year they added a few dozen more crushing misunderstood words onto an already confused vocabulary that no one ever got them to look up.

Stupidity is the effect of misunderstood words.

In those areas which give man the most trouble, you will find the most alteration of fact, the most confused and conflicting ideas and of course the greatest number of misunderstood words. Take "economics"¹⁰ for example.

The subject of psychology¹¹ began its texts by saying they did not

9. **Johannesburg:** city in northeast South Africa.

10. **economics:** the science dealing with the production, distribution and consumption (using) of wealth and with the various related problems of labor, finance, taxation, etc.

11. **psychology:** the study of the human brain and stimulus-response mechanisms.

tion (using) of wealth and with the various related problems of labor, finance, taxation, etc.

know what the word means. So the subject itself never arrived.¹² Professor Wundt of Leipzig University in 1879 perverted the term. It really means just "a study (ology) of the soul (psyche)." But Wundt, working under the eye of Bismarck,¹³ the greatest of German military fascists,¹⁴ at the height of German war ambitions, had to deny man had a soul. So there went the whole subject! Men were thereafter animals (it is all right to kill animals) and man had no soul, so the word psychology could no longer be defined.

THE EARLIEST MISUNDERSTOOD WORD IN A SUBJECT IS A KEY TO LATER MISUNDERSTOOD WORDS IN THAT SUBJECT.

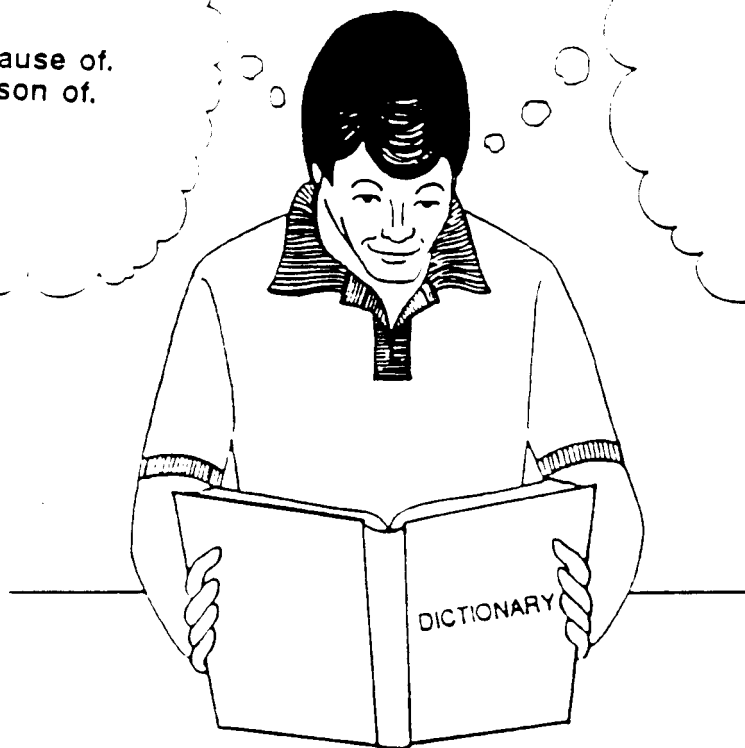
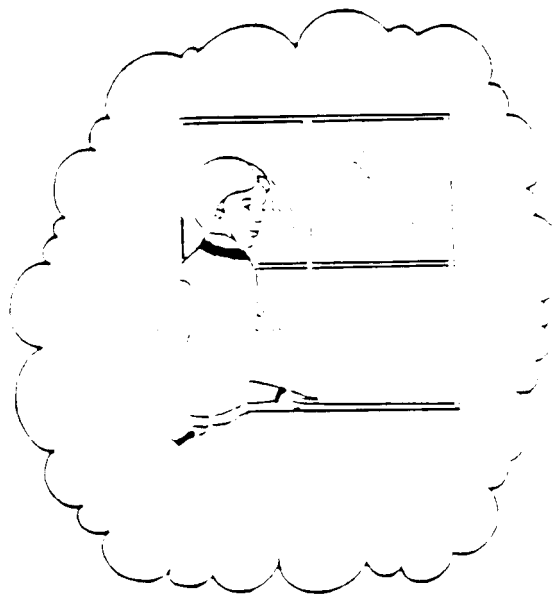
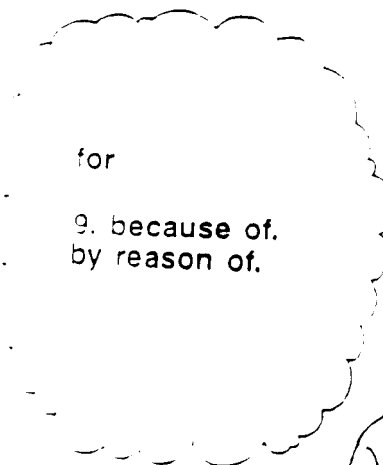
In studying a foreign language it is often found that the grammar words of one's *own* language that tell about the grammar in the foreign language are basic to *not* being able to learn the foreign language.

That a person says he knows the meaning is not acceptable. Have him look it up no matter how simple the word is.

¹² **arrived:** to be recognized as having achieved success in the world.

¹³ **Bismarck:** Otto von Bismarck (1815-98), a German statesman who united various German states into the German Empire in 1871. Stated that German problems must be solved by "blood and iron."

¹⁴ **fascist:** of fascism, a system of government led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, commerce, etc., and emphasizing an aggressive nationalism and often racism.



TYPES OF STUDENTS

We hear about very fast students and we hear about very slow students. Those classifications have no validity.¹⁵ There are only *careful* students and *careless* students.

A student can be very fast and still be very careful. If he were reading down a paragraph and suddenly realized that he didn't have a clue what he was reading about, he would go back and find out where he got tangled up. Just before that there was a word he didn't understand.

If he is a careful student, he doesn't continue until he finds out what that word is and what it means.

His brightness on the subject is dependent upon the degree he does this.

If you follow a routine like this in study, you will find out that you *can* study.

¹⁵ validity: truth or soundness.

THE TWO PHENOMENA OF MISUNDERSTOOD WORDS

First Phenomenon

When a student misses understanding a word, the section right after that word is a blank in his memory. You can always trace back to the word just before the blank, get it understood and find miraculously that the former blank area is not now blank in the material he is studying. The above is pure magic.



On this page where he's talking
about the development
of the automobile...

Where's that? I don't
remember that!



Look, right here.

That wasn't there before.



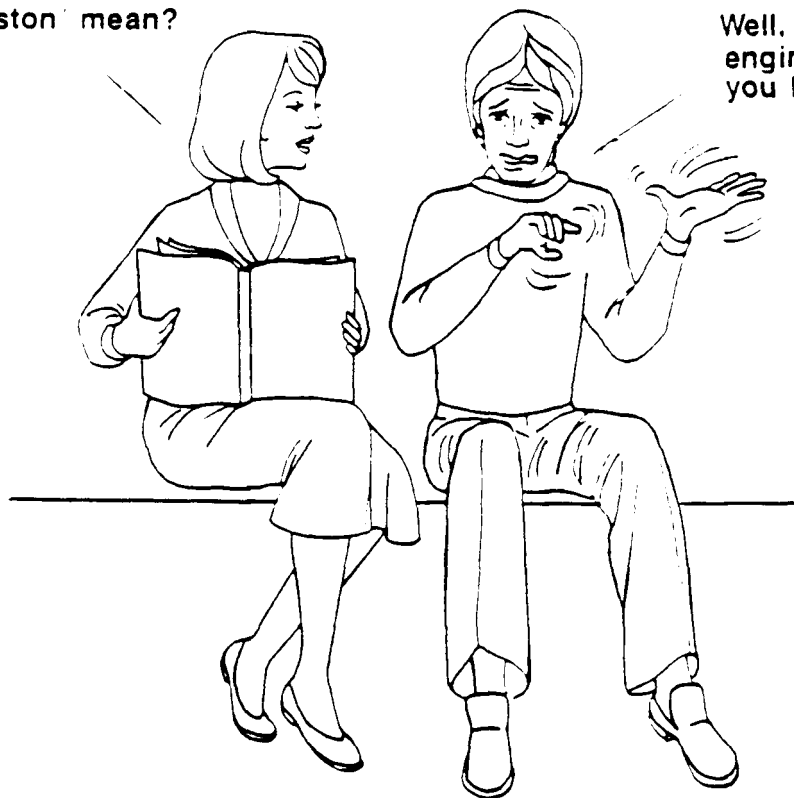
Listen, in this section right before that, did you understand the parts of the engine?

Of course I did. I understood it perfectly.

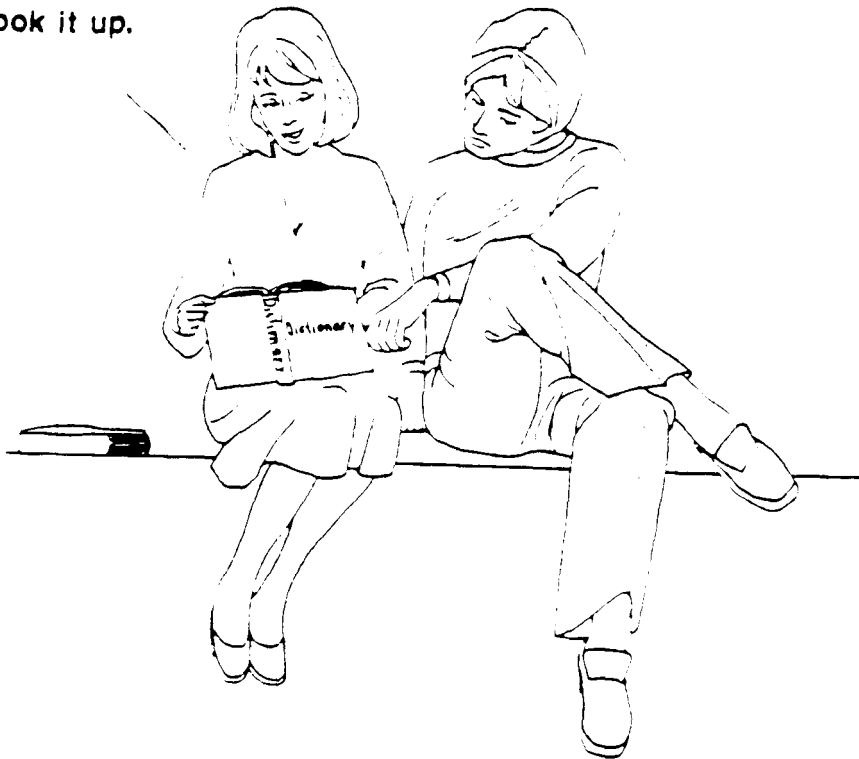


Okay, let me check. What does 'piston' mean?

Well, it's that part of an engine that... er... part... you know...



Let's look it up.



Oh!



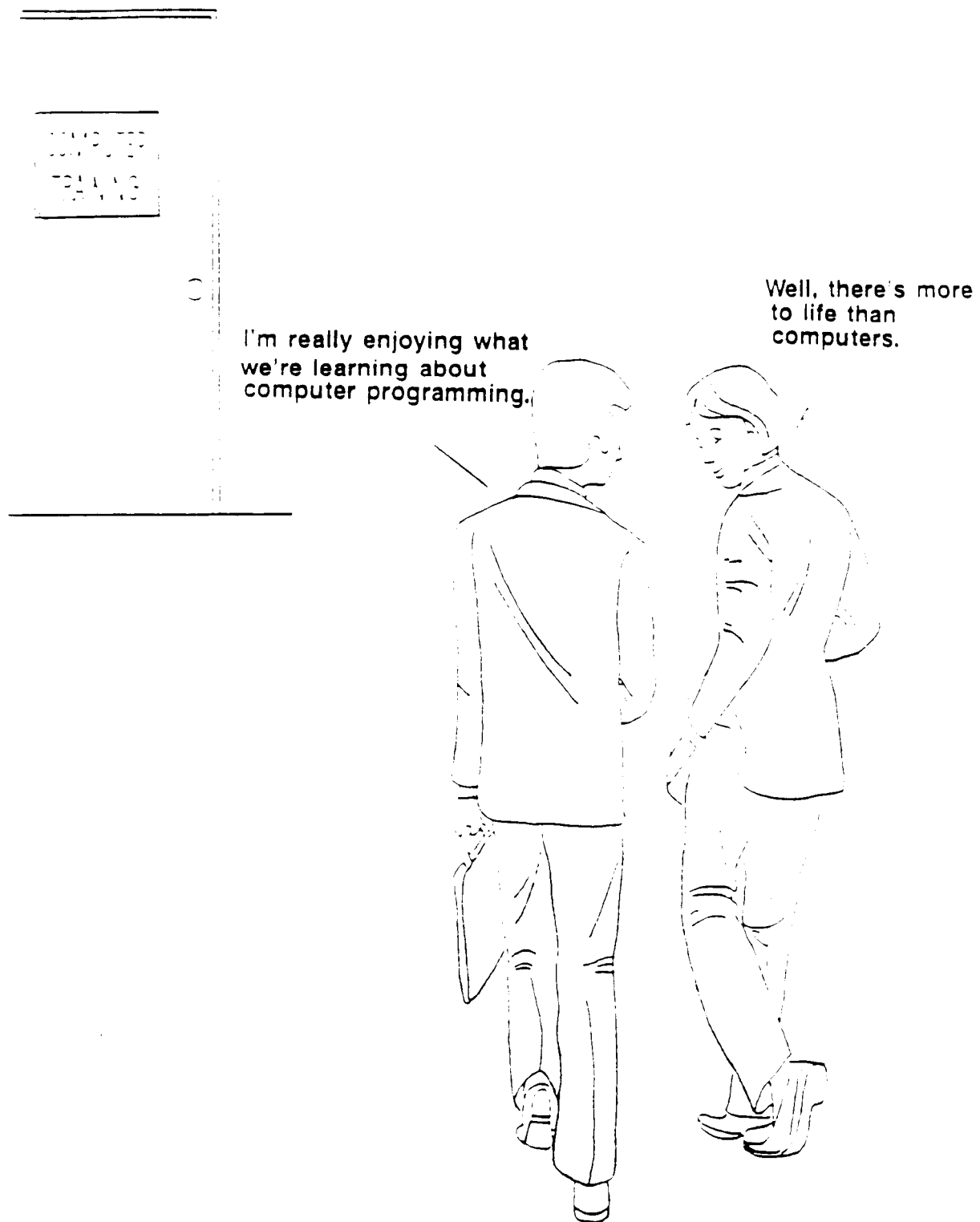


Second Phenomenon

As covered earlier, when a word is not grasped, the student then goes into a noncomprehension (blankness) of things immediately after.

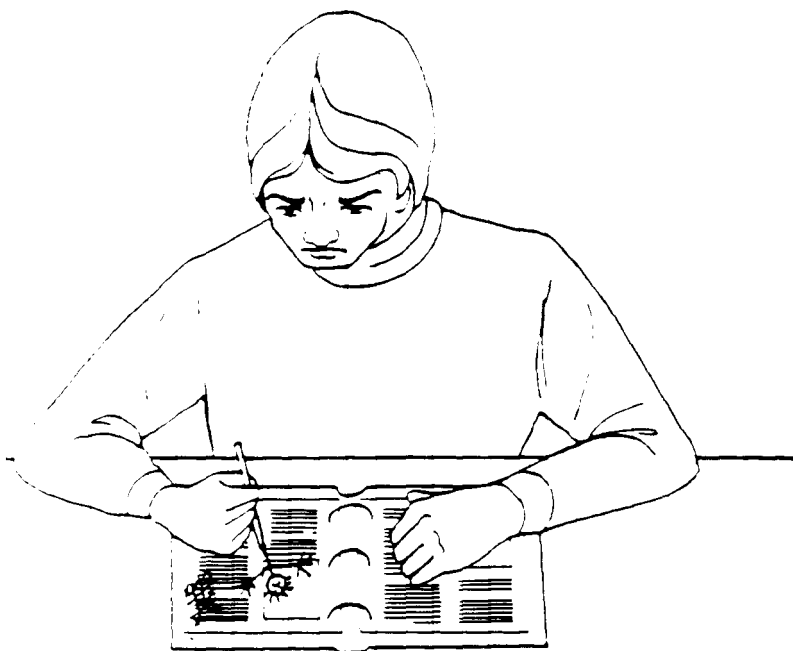


This is followed by the student's solution for the blank condition which is to individuate¹⁶ from it—separate self from it.

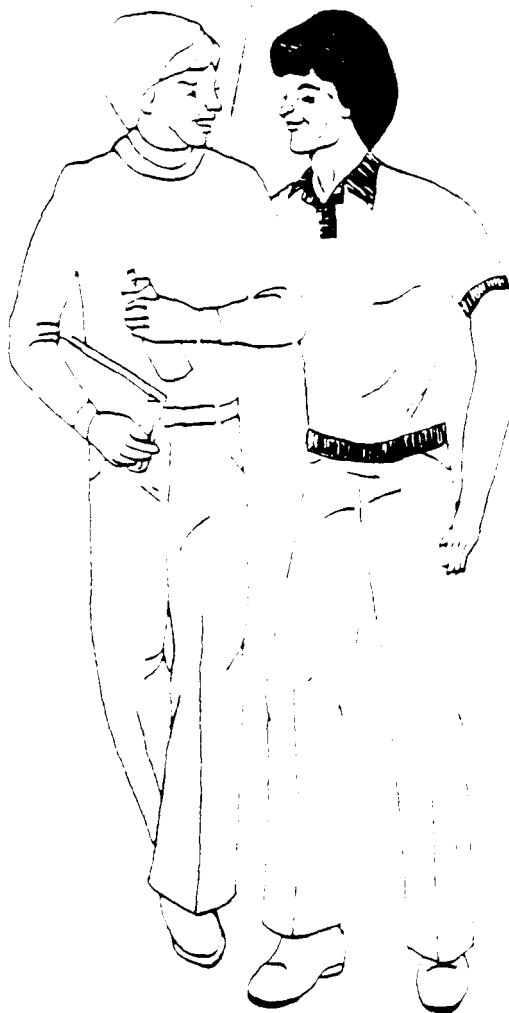


¹⁶ **individuate**: to withdraw out of groups and into only self.

Now that the student is individuated from the area, he then commits¹⁷ harmful acts¹⁸ against the more general area.

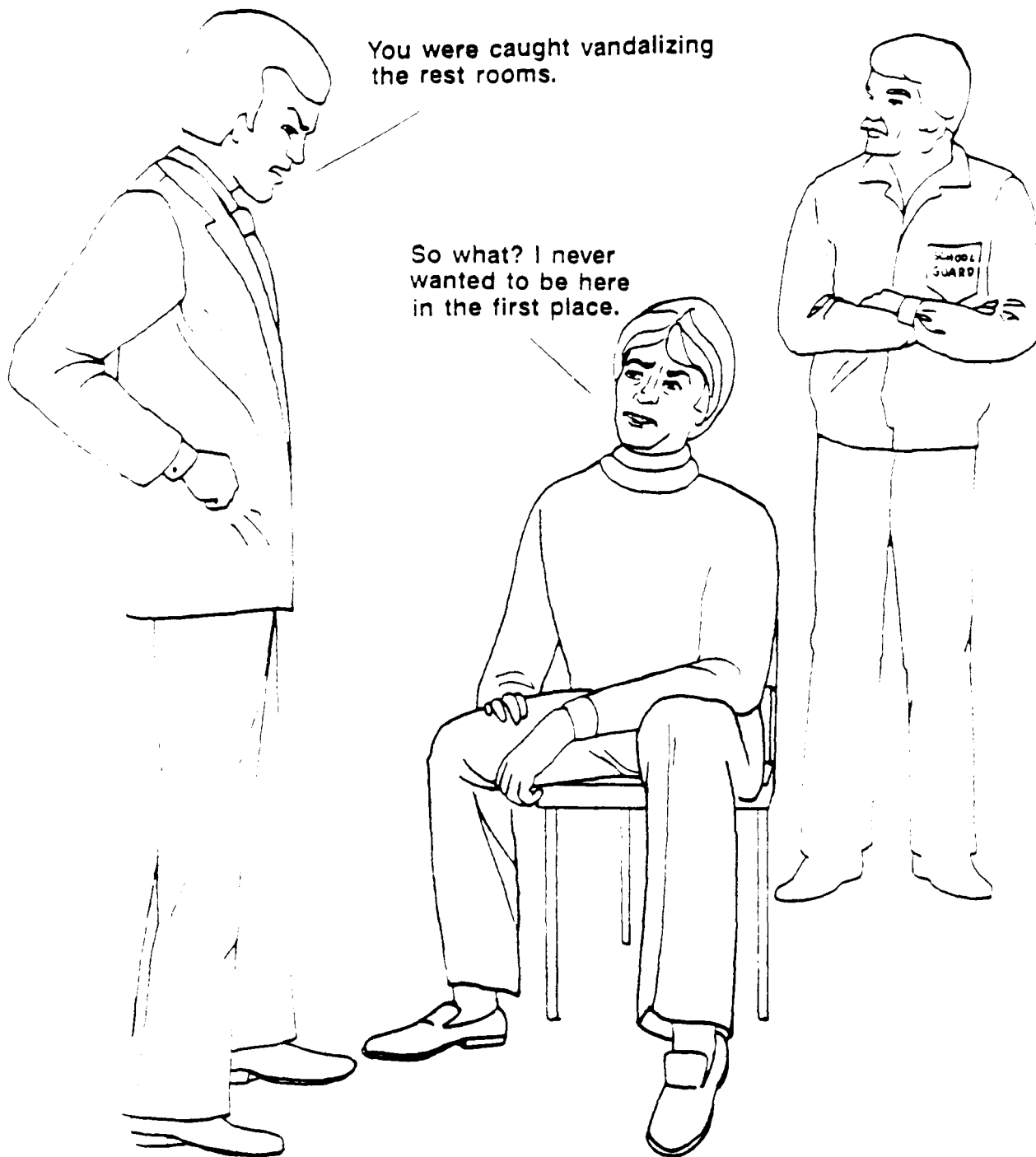


Hey, I've got a can of
spray paint. Let's decorate
the bathroom.



¹⁷. commit: to do or perform (usually something wrong).

¹⁸. harmful acts: acts which are calculated to harm or injure.



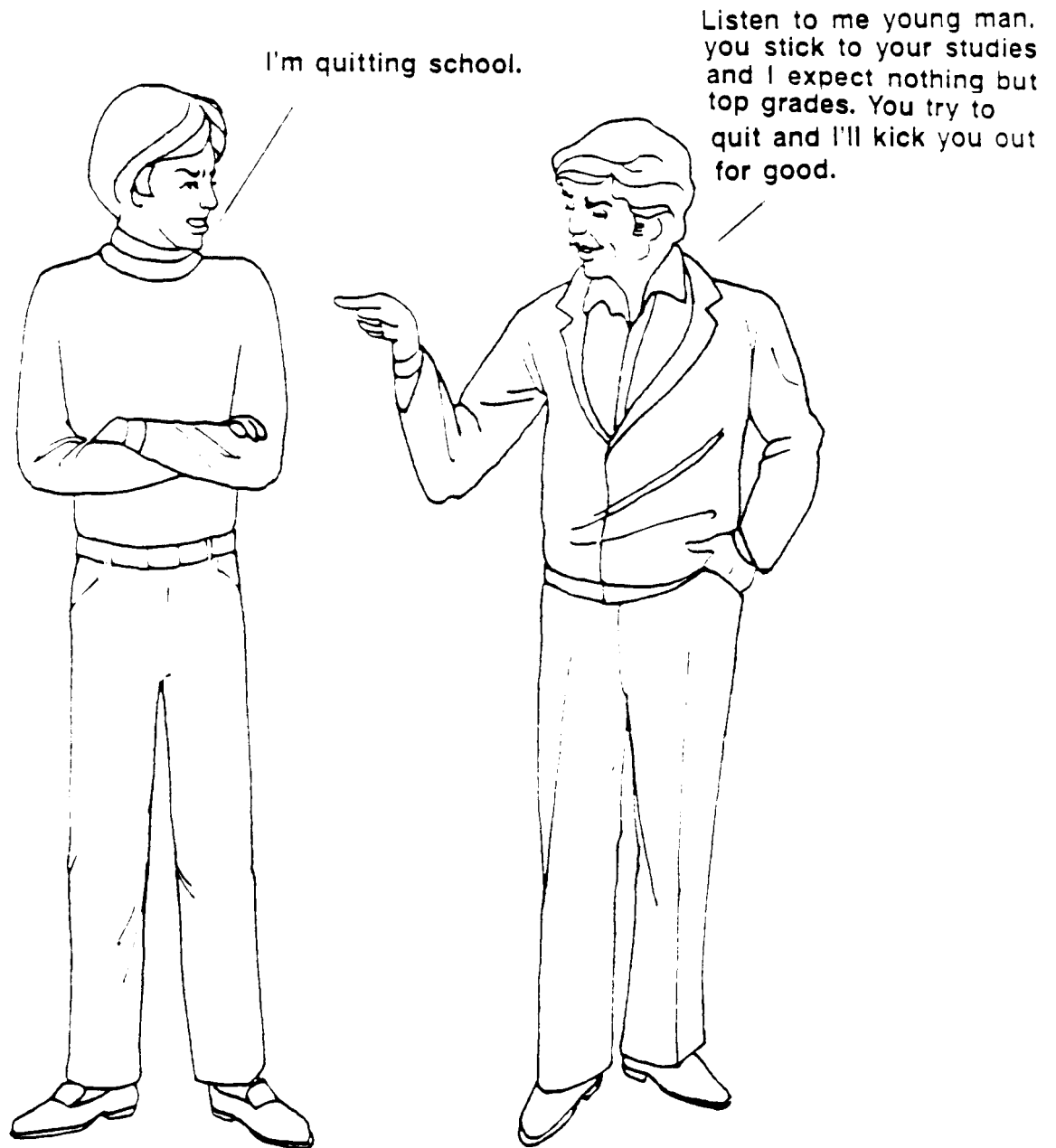
You were caught vandalizing
the rest rooms.

So what? I never
wanted to be here
in the first place.

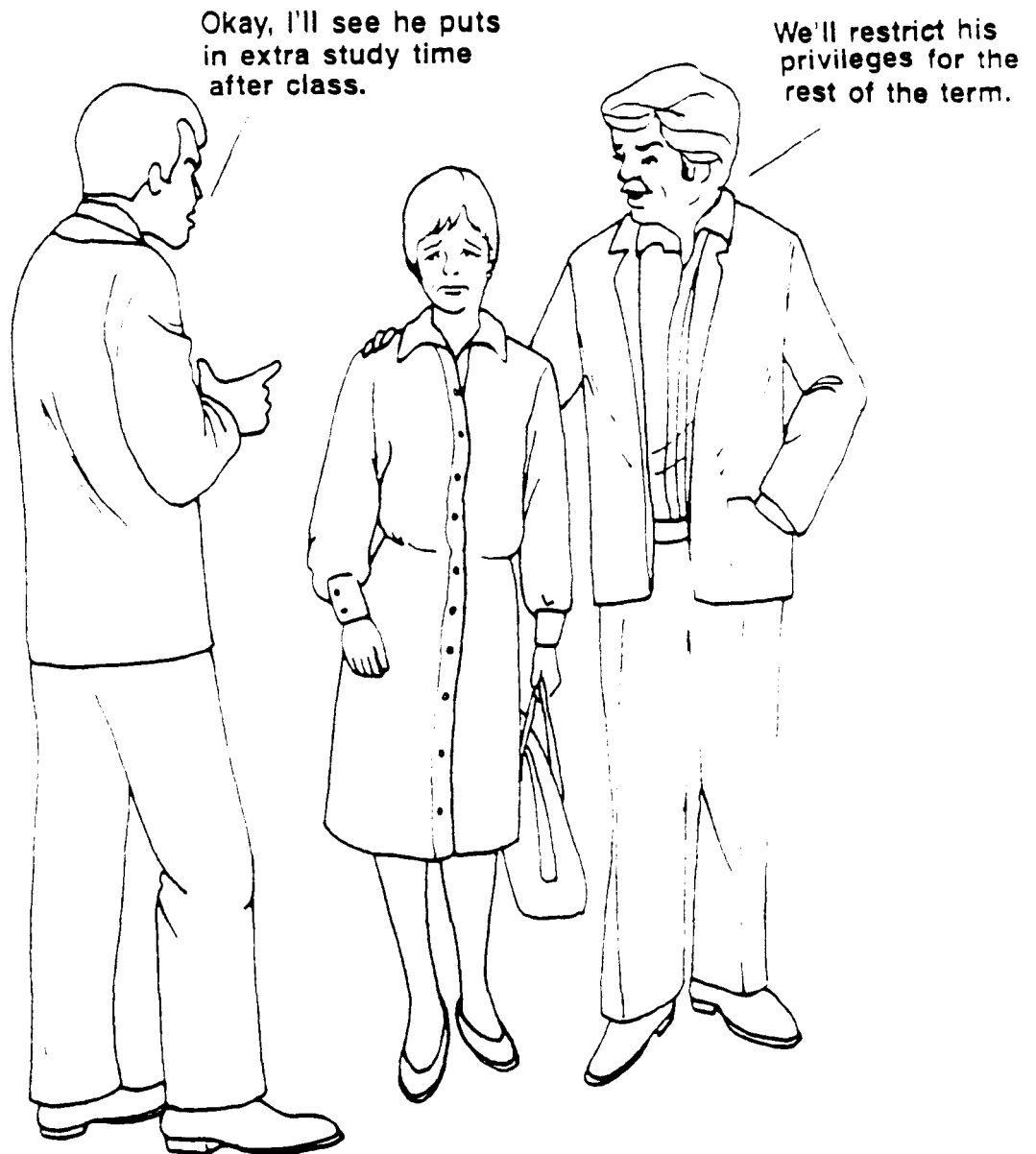
This is followed by an effort to restrain himself from committing more harmful acts and efforts to find ways he has been "wronged."¹⁹ This is followed by various mental and physical conditions and by various complaints, fault-finding and look-what-you-did-to-me.

¹⁹. **wronged**: to have treated badly or unjustly; to have done wrong to.

This justifies a departure, a blow.



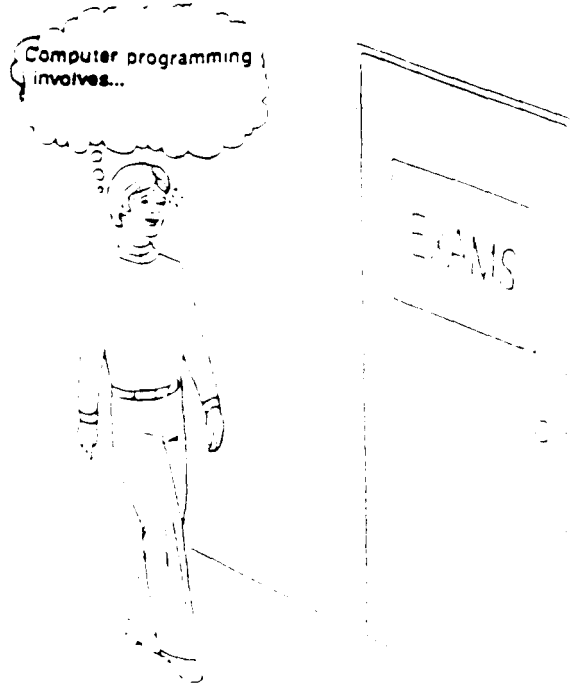
But most educational systems, frowning²⁰ on blows as they do, cause the student to really withdraw²¹ himself from whatever he was studying and set up in its place mental machinery which can receive and give back sentences and phrases.



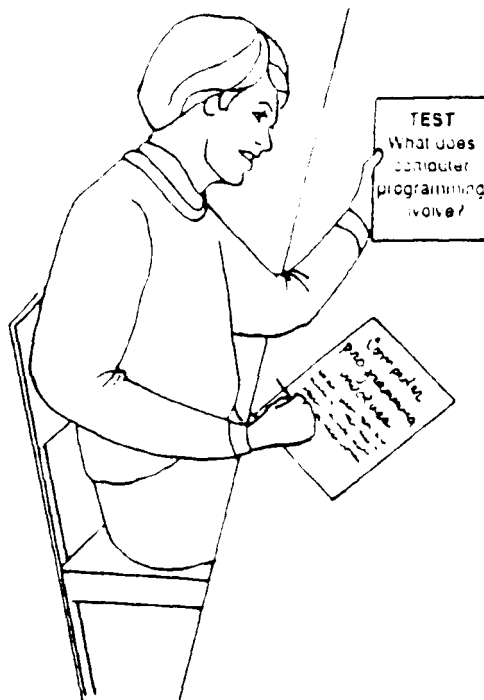
20. **frowning:** showing dislike or not approving.

21. **withdraw:** to move back; to retreat; to retire from; to go away.

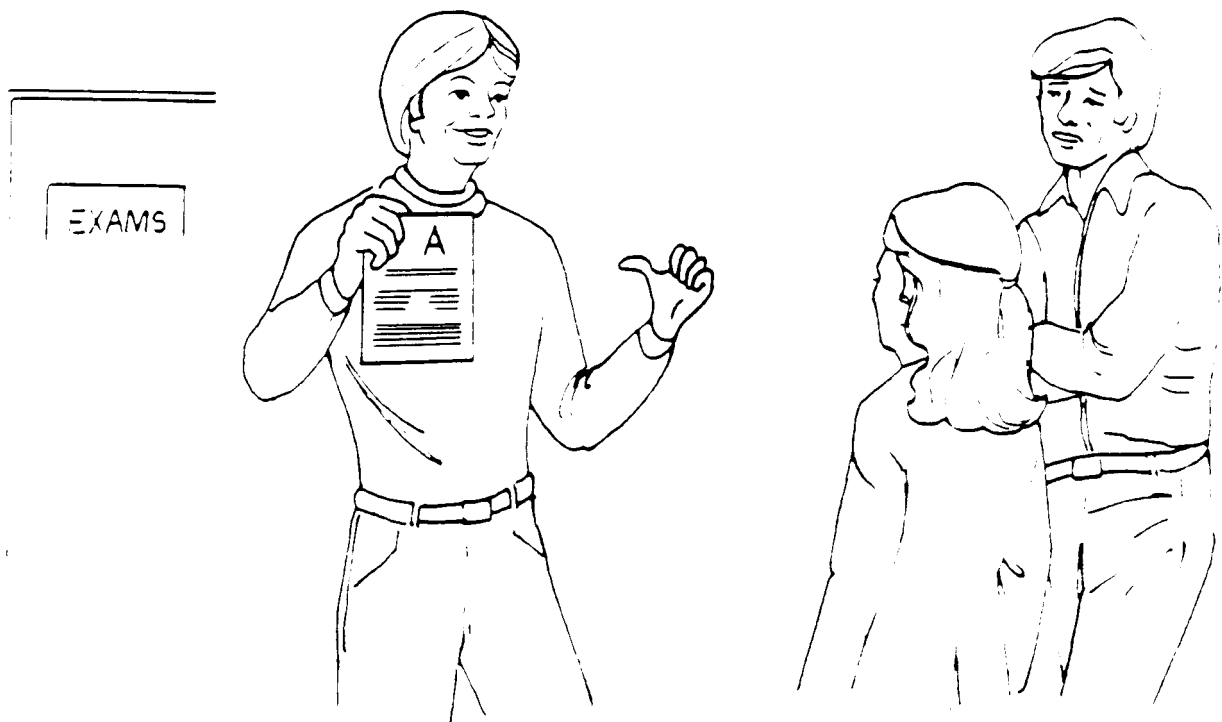




We now have "the quick student who somehow never applies what he learns." This is known as a "glib"²² student.



22. glib: being able to read but unable to apply. A glib student is one who can quote the material he studies but cannot apply any of it.



The specific *phenomenon* then is that a student can study some words and give them back and yet be no participant to the action. The student gets A – on exams but can't apply the data.

I've set you up for
a good job interview
tomorrow.

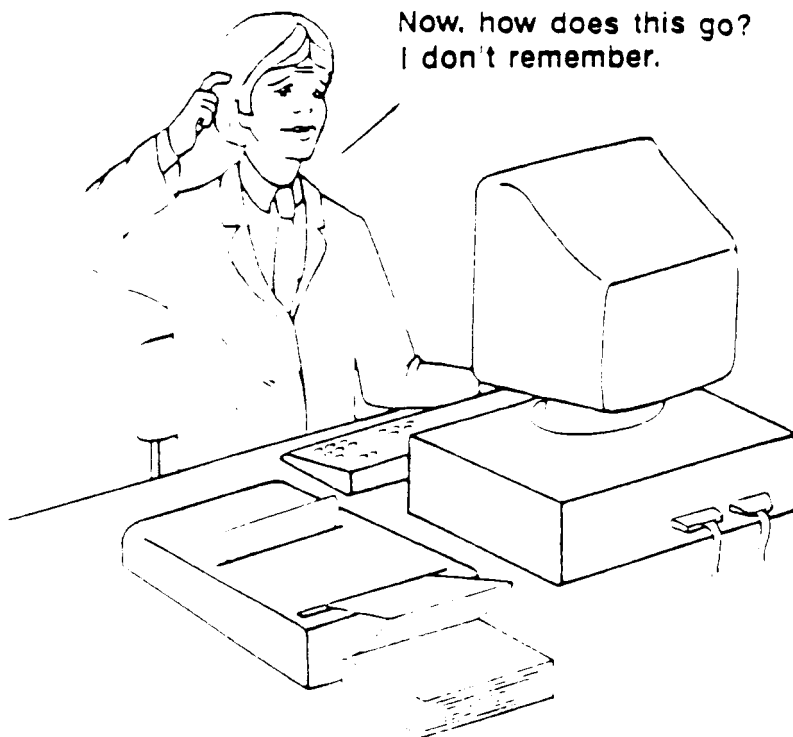
I'm so proud of you!



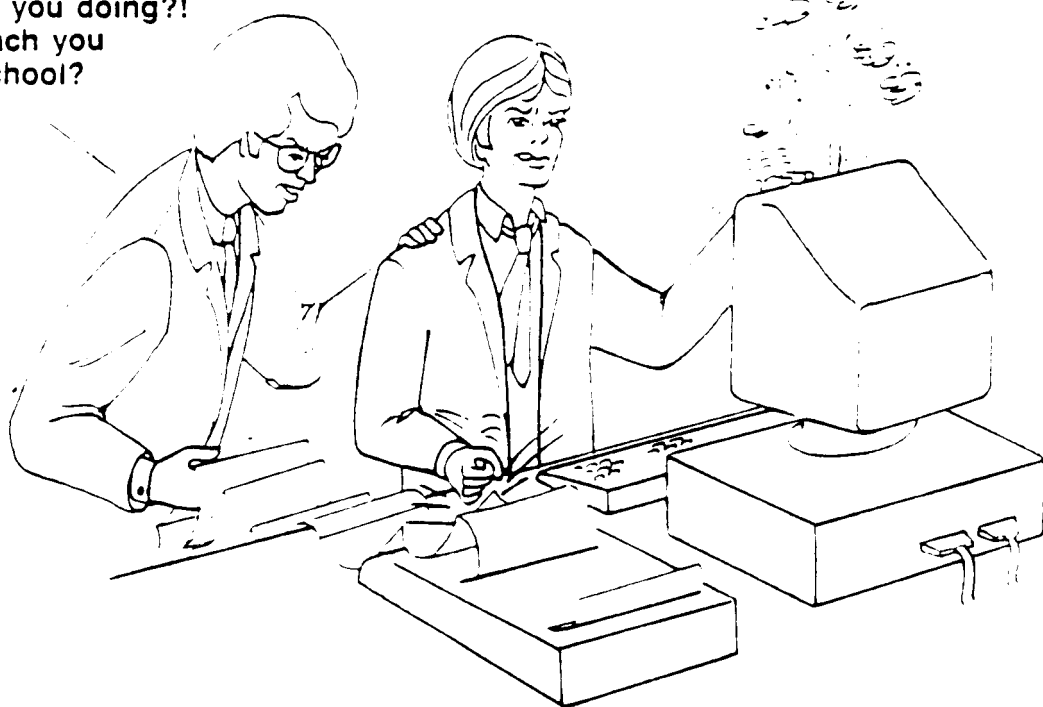


Yes, I took basic
computer courses.

Well, you got good
grades and you're a
bright young man.
Let's give it a try.



Hey! What are you doing?!
Didn't they teach you
anything in school?



The "very bright" student who can't yet use the data isn't there at all. He has long since ceased to confront²³ the subject matter or the subject.

23. **confront**: to face without flinching or avoiding. Confront is actually the ability to be there comfortably and perceive.

The thoroughly dull²⁴ student is just stuck in the noncomprehension blankness following some misunderstood word.

The cure for either of these conditions of "bright noncomprehension" or "dull" is to find the missing word.

²⁴ dull: slow in thinking or learning; stupid.

SECTION FIVE

THE DICTIONARY AND STUDY

HOW TO USE A DICTIONARY

Diction comes from the Latin word meaning a *word* or to say; *ary* means a *collection of* or a *thing connected with*.

A dictionary tells a person how to say a word, what it means, how to spell it and how to use it. Dictionaries usually will tell you where a word comes from.

A dictionary is a word book.

Definitions in dictionaries are not always complete and in some cases are not totally correct. Remember that dictionaries are written by people who themselves might have misunderstands. So do not treat them as 'religious' texts which must be believed. They are mostly correct but they are just tools.

The Alphabet

Knowledge of the alphabet is the key to finding words quickly. To use a dictionary rapidly one has to be able to recite the alphabet rapidly and know the relations of letters in the alphabet one to the other instantly. Otherwise, one can get lost and it will take a long time to look up words. One literally has to know the alphabet backwards and forwards.

Words are arranged in alphabetical order in all dictionaries. A dictionary has a section for each letter of the alphabet. The first letter of the word one is looking up tells one which section of the dictionary to look in. Within any section, words are further arranged alphabetically by their second letters, then their third letters and so on. For instance, the word *car* would be found after the word *castle* and before the word *catch*.

Guide Words

At the top of each page of the dictionary, there are words printed in black heavy type. They are called *guide words*. Guide words show the first and the last words printed on that page or in that column.

religious: very careful; strict; scrupulous.

The page of the dictionary one wants can be found by looking at the guide words on each page. Guide words help one find the word being looked for faster.

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Pronunciation and Parts of Speech

Pronunciation means the way something is said. A dictionary tells one how to pronounce a word and this is given in the dictionary right after the word itself and is usually in parentheses.

Pronunciation is shown by:

a. how the word is divided into syllables (a syllable is a word or a small part of a word which can be pronounced with a single, uninterrupted sounding of the voice).

For example, the word *elephant* contains three syllables:

el e phant

b. how the word, if it has two or more syllables, is accented (the emphasizing of one syllable of a word more than another).

el e phant

The accent mark tells one that the first syllable of the word is the one that is said with emphasis when pronouncing it.

c. how the individual letters in a word sound through use of a pronunciation key.

el ə fənt

Dictionaries use letters and special marks to show how a word sounds. Generally, there are pronunciation keys at the bottom of each page or every other page which list out the most important letters and marks.

There is also a complete listing near the front which gives the use of every letter or mark used in that dictionary to show how to pronounce a word. By looking at the letters and/or marks in parentheses and checking the pronunciation key at the bottom of the page (or near the front of the dictionary), one learns how the word is pronounced. For instance, to learn how the first e of *elephant* is pronounced, one looks at the key and sees that it is pronounced in the same way as the e in the words *met* and *rest*. Pronunciation keys differ a bit from dictionary to dictionary but they are all used as described here.

Following the pronunciation, the dictionary then designates² what part of speech the word is and, when needed, the singular or plural forms of the word. For example, *mouse* is a thing, a noun, and its plural form is *mice*.

Definitions

Next comes the definition of the word. If it has more than one definition, most dictionaries number them.

Often dictionaries give examples showing the use of the word. But in clearing a word, it is not enough for the person simply to read these examples. He has to make up several of his own before he really knows the word.

Dictionaries also often give specialized definitions when the word has a special meaning in such subjects as law, sports, science, music and so on. They often give slang (words or phrases that are not considered to be "standard" in the language) definitions for words.

Idioms

An idiom is a phrase or expression that has a meaning different from what the words suggest in their usual meaning. For example, to *catch one's eye* is an idiom which means to *get one's attention*.

Most dictionaries include the idioms of a word after the definitions.

2. **designate:** to mark out; point out; indicate definitely.

Derivation

A word's derivation (a statement of the origin of a word) is put in brackets. The derivation can be very important to one's full understanding of the word. Words get altered through the ages. By seeing the derivation one can find out what the word originally meant. The word's derivation is usually found at the beginning or the end of the definitions in the dictionary.

In the derivation certain signs and abbreviations are used.

The sign < means *derived from*.

The sign – means *and*.

The word or words it comes from are written in italics. Usually abbreviations are used to show the language the word comes from. For example, OE would mean *Old English*, which denotes the English spoken up to approximately the twelfth century. These abbreviations are defined in the dictionary. Sometimes at the end of the derivation there is a word written in capital letters. This means that further data on the origin of the word can be found under the derivation of the word in capitals.

Example of a Word Entry

	pronunciation	part of speech in italics
word	cool (kul), <i>adj.</i>	
definition	1. mildly cold; neither warm nor very cold; pleasantly cold: <i>a cool day.</i> _____ example in italics	
definition	2. giving a feeling of coolness: <i>a cool dress.</i> _____ example in italics	
definition	3. calm; not excited:	
example in italics	_____ <i>to remain cool in spite of trouble.</i>	
definition	4. <i>US Slang</i> first rate; superior; admirable:	
example in italics	_____ <i>He drew a cool cartoon.</i>	
idiom	cool off 1. to calm down. 2. to lose interest.	
derivation	[Old English <i>col</i> , Related to COLD]	
pronunciation key	_____ ū as in rule.	

How to Break Up a Word

Occasionally, one cannot find a word in the dictionary but, by separating a word into its component³ parts, one can look up each part and gain its meaning. Take, for example, the word *antitax*. This word is not defined in most dictionaries, but one can still determine its meaning. One looks up the first part, *anti-*, and finds that it means *opposed to*. One then looks up the second part of the word, *tax*, and finds that it means *money regularly collected from citizens by their rulers*. When one combines the two parts, one gets the definition of *antitax* which means *opposed to collecting of money from citizens by their rulers*.

Dictionaries sometimes contain lists of such words which are not defined but which can be broken down into their component parts and the meaning determined.

Tips on Using the Dictionary to Clear Words

Words of a special technology require a dictionary composed of terms for that field, e.g., a photographic dictionary or a nautical⁴ dictionary.

To clear a foreign word, get a dictionary of that language. There are two kinds of foreign language dictionaries. One is a dictionary entirely in the foreign language. The other is half in the language the person speaks and half in the foreign language. For instance, in an English/Swedish dictionary, half of the dictionary is English with Swedish words next to it, and the other half is Swedish with its English counterpart⁵ next to it. One would use the all-foreign dictionary only when the person being word cleared knew that language fluently.

Dictionaries contain a lot of information. This article covers the basics of how to use one. The format of individual dictionaries varies one to the next but the above fundamentals apply to them all. Dictionaries contain sections in the front which explain how they are used. If one encounters a word, symbol or abbreviation in the entry of a word that he does not understand he can always turn to this introductory section for help.

A dictionary is indispensable⁶ when clearing words. This makes a dictionary an extremely valuable tool for anyone seeking to learn any subject.

-
3. **component:** being or serving as an element (in something larger); composing.
 4. **nautical:** of sailors or seamanship.
 5. **counterpart:** a person or thing closely resembling another.
 6. **Indispensable:** cannot be done without; absolutely necessary.

DICTIONARIES

As covered in the previous article, dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary⁷ in accuracy⁸ and usefulness and many of these modern dictionaries are virtually⁹ useless and can actually confuse a student due to their false and omitted definitions and grammatical errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

Recommended Dictionaries

As dictionaries are such an important factor in the learning and application of any subject, a list of some dictionaries that have been found to be the best of those currently available are recommended here.

Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is available in most bookstores and is published by New World Dictionaries/Simon & Schuster. It is a hardbound volume and does not contain derivations. When using this dictionary, a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate¹⁰ dictionary.

It is published in paperback by Avon Books and in hardback by Oxford University Press.

Webster's New World Dictionary of the American Language, Student Edition:

This is an intermediate-level American dictionary which includes derivations. It is published by New World Dictionaries/Simon & Schuster and is available in most bookstores.

⁷ vary: to change; become different.

⁸ accuracy: exactness; freedom from mistakes; correctness.

⁹ virtually: in effect, though not in name; actually; really.

¹⁰ intermediate: coming between two other things or happenings; in the middle.

The Random House College Dictionary:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one-volume American dictionary published in the US by Random House, Inc., and in Canada by Random House of Canada, Limited.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language, College Edition:

This is an American college dictionary published by New World Dictionaries/Simon & Schuster. It is a one-volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

The Concise Oxford Dictionary:

This is a very concise English dictionary but is not a simple or beginner's dictionary. It is a small, one-volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words, it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two-volume English dictionary and is a shorter version of *The Oxford English Dictionary*. It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly, it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is actually the principal dictionary of the English language. It consists of twenty volumes. (There is a *Compact Edition of the Oxford English Dictionary* in

which the exact text of *The Oxford English Dictionary* is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive¹¹ to use on a regular basis. (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through twenty new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them, they will be able to order them for you.

From the dictionaries recommended here, a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford English Dictionary to use in his studies!

Dictionaries and a Person's Own Language

English dictionaries and American dictionaries differ in some of their definitions, as the Americans (USA) and English (Britain) define some words differently.

An English dictionary will have different applications of words that are specifically *English* (British). These usages won't necessarily be found in American dictionaries, as they are not part of the *American English* language. Different dictionaries have things in them which are unique to that language.

The Oxford English Dictionary is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond¹² to his own language. This does not mean that an American shouldn't use a British dictionary (or vice versa), but if he does, he should be aware of the above and check words in a dictionary of his own language as needed.

¹¹ **comprehensive**: including much; of large scope or extent.

¹² **correspond**: to be the same; match.

False and Omitted Definitions

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition, there is a handling that can be done. The first thing would be to ensure there are no misunderstandings in the definition in question and then he should consult¹³ another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.¹⁴

Other dictionaries, encyclopedias and textbooks should be on hand for reference.

If a student runs into an omitted definition or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

Derivations

A derivation is a statement of the origin of a word.

Words *originated* somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up. It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of "thermometer" is given in one dictionary as "THERMO - METER." Looking at the derivation of "thermo," it says it is from the Greek word *therme*, meaning *heat*. And the derivation of "meter" is given as coming from the French *metre*, which is from the Latin *metrum*, which is itself from the Greek *metron* meaning *measure*.) By understanding and using these fully capitalized words, a student can get a full picture of a word's derivation.

13. **consult:** to refer to.

14. **resolve:** to find the solution or an answer to (a problem); solve.

if a student has trouble with derivations, it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is *The Oxford Dictionary of English Etymology*,¹⁵ also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

¹⁵ **etymology**: the study of words and their origins.

THE BASIC STUDY MANUAL COURSE

To: Supervisor

From: _____ Date: _____

Go through several dictionaries in the course room and locate the one that is best for you. Refer to the list of recommended dictionaries in the article you have just read. Write down which dictionary you found to be the best one for you.

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

DINKY DICTIONARIES

In learning the meaning of words, small dictionaries are very often a greater liability than they are a help.

The meanings they give are often circular: Like "CAT: An Animal." "ANIMAL: A Cat." They do not give enough meaning to escape the circle.

The meanings given are often inadequate to get a real concept of the word.

The words are too few and even common words are often missing.

Little pocketbook dictionaries may have their uses for traveling and reading newspapers, but they do get people in trouble. People have been seen to find a word in them and then look around in total confusion. For the dinky dictionary did not give the full meaning or the second meaning they really needed.

So the dinky dictionary may fit in your pocket but not in your mind.

GRAMMAR

In all word clearing,¹⁶ all grammatical words and small words SHOULD BE LOOKED UP IN A SIMPLE GRAMMAR TEXTBOOK.

Very few dictionaries have full definitions for such words AND THEY HAVE NO EXAMPLES.

Words like "a," "the," "and," are really parts of language construction and are more complex than they at first appear.

The best grammar textbooks are those compiled for persons foreign to a language, like immigrants. These do not contain the supposition¹⁷ that the student is already an English professor.

Lots of EXAMPLES is the real test of a good grammar text.

If a student is VERY deficient (lacking) in grammar it is best to make him do a whole simple grammar text first before he begins to get into just words. The words won't hang together for him.

It takes less time to do a short textbook in grammar than it does to struggle with grammar all the way through.

Grammar can look like a ghastly¹⁸ subject until one really looks at it. Then it's easy.

16. **Word Clearing:** the subject and action of clearing away the ignorance, misunderstandings and false definitions of words and the barriers to their use.

17. **supposition:** something supposed; assumption.

18. **ghastly:** very bad.

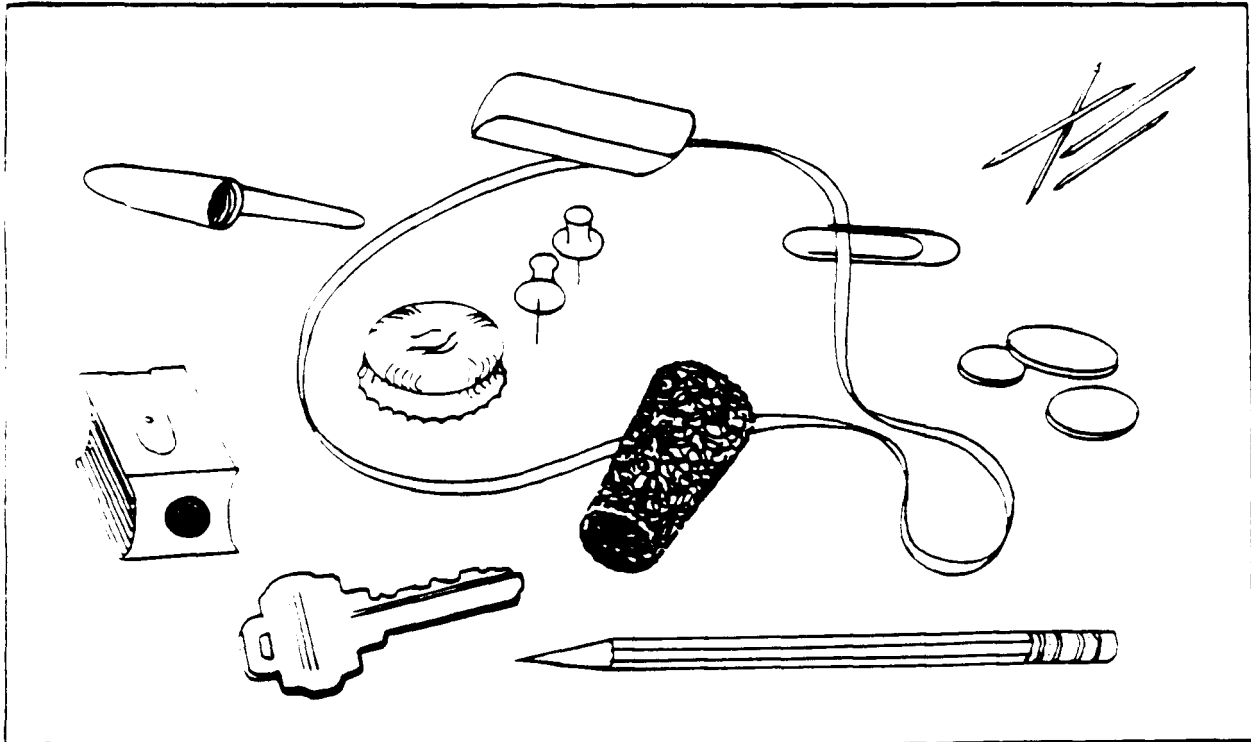
SECTION SIX

DEMONSTRATION AND STUDY

THE USE OF DEMONSTRATION

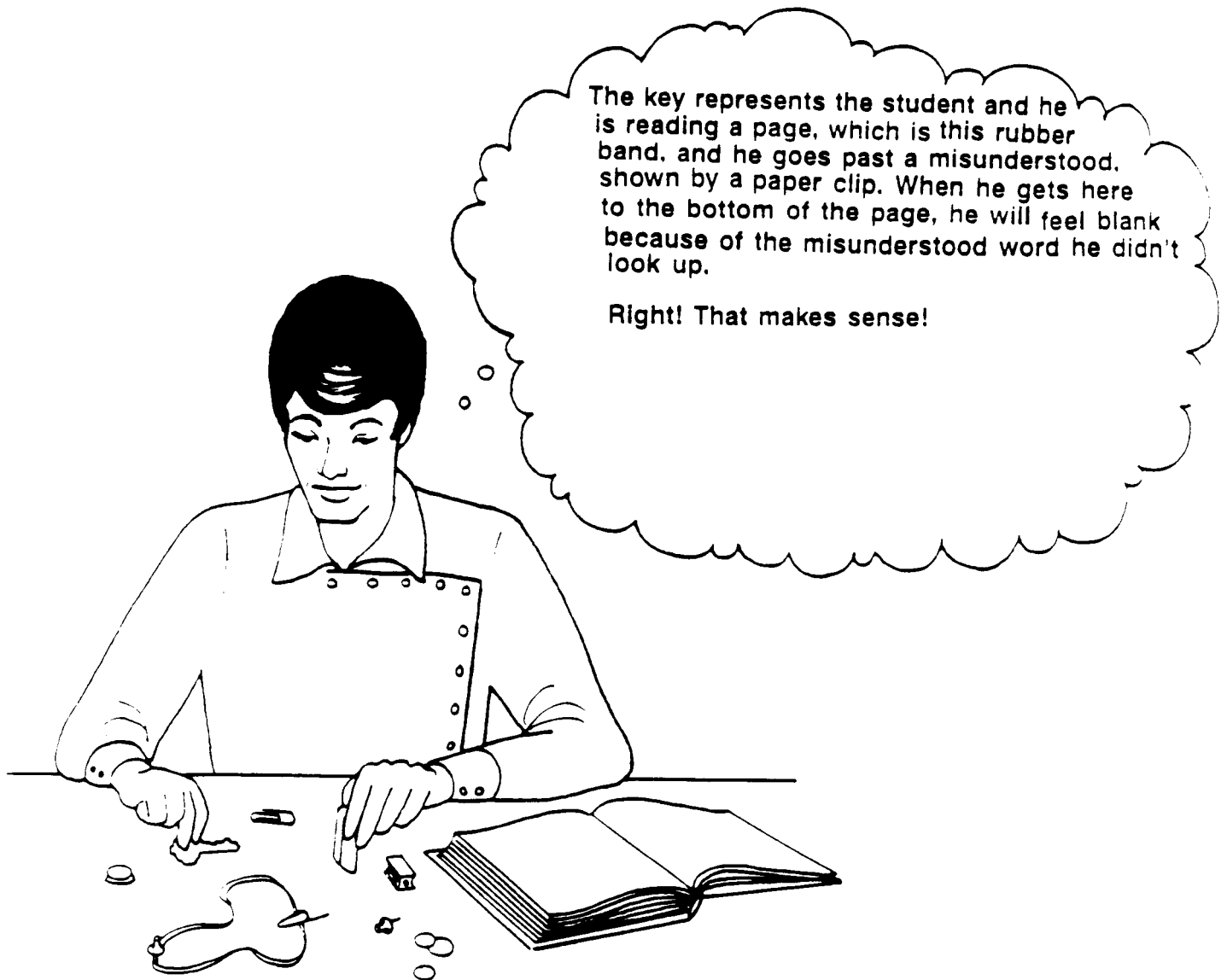
The word *demonstration* means to show, or to show how something works. It comes from the Latin word *demonstrare*, to point out, show, prove.

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.



CLAY TABLE TRAINING

Another form of demonstration is with the use of clay. This is called clay table training. The purpose of clay table training is:

1. To make the materials being studied real to the student by making him DEMONSTRATE them in clay.
2. To give a proper balance of mass and significance¹.
3. To teach the student to *apply*.

The student is given a word or situation² to demonstrate. He does this in clay, labeling each part. The clay SHOWS the thing. It is *not* just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

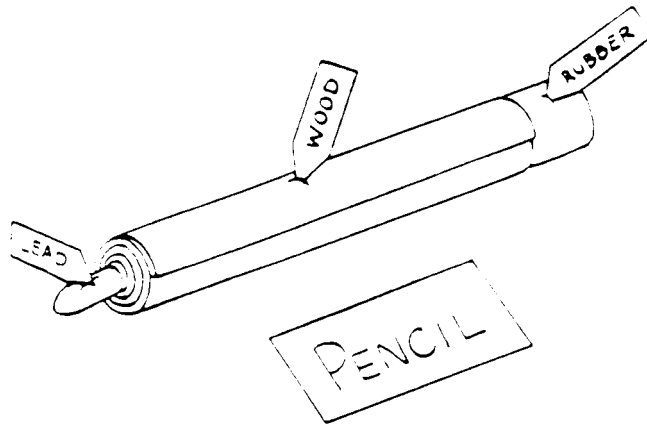
When the student has completed his clay demonstration it is then examined by the Supervisor or another student. Before the checkout³, the student removes the overall label. The student must be silent. The examiner must not ask any questions. The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay *shows* it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay—the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled "lead." The outer layer is labeled "wood." The small cylinder is labeled "rubber." Then a label is made for the whole thing: "pencil."

-
1. **significance:** a word which is used in a special sense to denote any thought, decision, concept, idea, purpose or meaning in the mind.
 2. **situation:** set of circumstances; condition.
 3. **checkout:** the action of verifying a student's knowledge of an item given on a checksheet.



On a checkout, the student removes "pencil" before the examiner can see it. If the examiner can look at it and say "It's a pencil," the student passes.

Clay Demo Size

Clay demos must be large.

ART is no object in clay table work. The forms are crude.

One of the purposes of clay table training is to make the materials being studied *real* to the student. If a student's clay demo is small (less mass), the reality factor may not be sufficient. And long experience has shown that BIG clay demos are more successful in terms of increasing student understandings.

Labeling Clay Demonstrations

Each separate thing is labeled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball-point. When cutting out a label, a point is put on one end, making it easy to stick the label into the clay.

The procedure⁴ should go—student makes one object, labels it, makes another object, labels it, makes a third object and puts a label on it and so on in sequence. This comes from the data that optimum⁵ learning requires an equal balance of mass and significance and that too much of one without the other can make the student feel bad. If a student makes all the masses of his demonstration at once, without labeling them, he is sitting there with all those significances stacking up in his mind instead of putting down each one (in the form of a label) as he goes. The correct procedure is *label each mass as you go along*.

4. **procedure**: way of doing a thing.

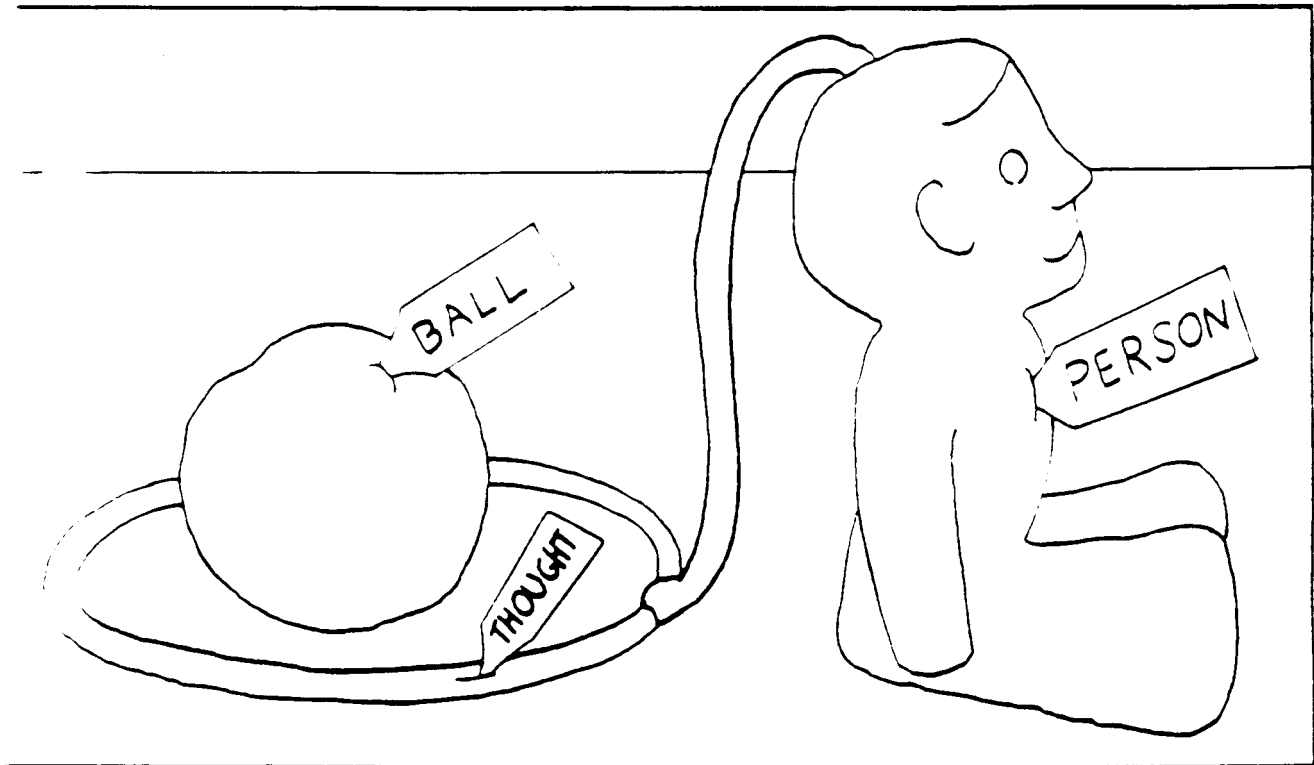
5. **optimum**: that is best or most favorable.

Representing Thoughts in Clay

Any thought can be represented by a piece of clay and a label. The mass parts are done by clay, the significance or thought parts by label.

A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

Directions of flows or travel are usually indicated with little arrows and this can become important. The arrow can be made out of clay or it can be made as another type of label. It is often lack of data in the demo about which way what is going or which way what is flowing that makes the demo unrecognizable.



Working Things Out in Clay

Anything can be demonstrated in clay if you work at it. And just by working on *how* to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase "how do I represent it in clay" is contained the secret of teaching. If one can represent it in clay, one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things are truly understood. And working them out in clay brings about an understanding of them.

A well done clay demo, which actually does demonstrate, will produce a marvelous change in the student. And he will retain the data.

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 grip⁶ on something.

There is a rule which goes IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS⁷ YOU HAVE IT WRONG. It's an arbitrary⁸ 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.

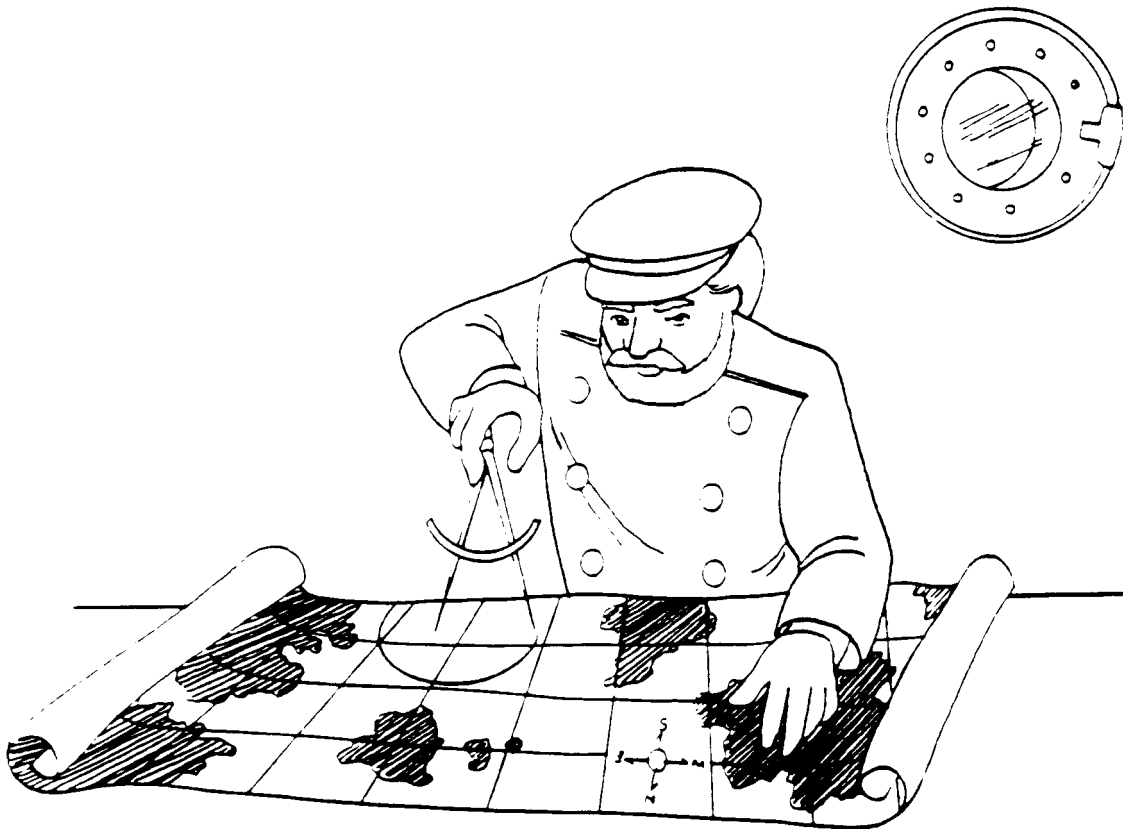
It works in other ways too.

6. **grip:** understand; comprehend.

7. **dimension:** a measurement of length, width, or thickness.

8. **arbitrary:** something which is subject to individual will or judgment without restriction; something which is contingent (dependent) solely upon one's discretion.

An obvious example is a navigator⁹ 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.

9. navigator: one who figures the course of a ship, airplane, etc.

THE BASIC STUDY MANUAL COURSE

To: Supervisor

From: _____ Date: _____

Do a graphic demonstration of a student studying.

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

SUMMARY OF DEMONSTRATION

1. The basic use of the demo kit is during a checkout¹⁰ to demonstrate understanding.
2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.
3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.
4. Demos also appear on checksheets. If the student can't demo it, he finds the misunderstood word.

That's the simplicity of demonstration.

¹⁰. **checkout**: the action of verifying a student's knowledge of an item given on a checksheet.

SECTION SEVEN

WORD CLEARING

METHOD 3 WORD CLEARING

A student must know how to keep himself tearing along¹ 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 Tech 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 his study partner² 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"³ 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.

1. tearing along: moving with force or speed.

2. study partner: another student with whom one is paired. Two students studying the same subject who are paired to check out or help each other are said to be "study partners."

3. dope off: get tired, sleepy, foggy (as though doped).

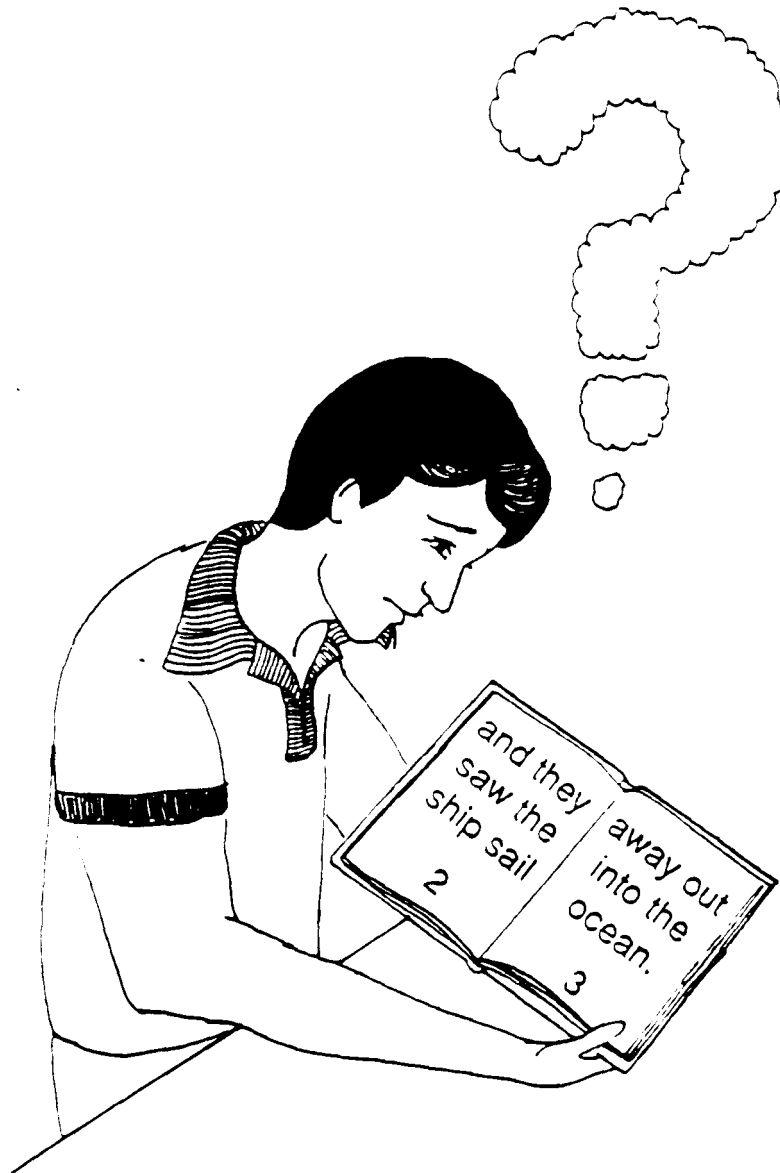
How To Handle

1. The student is not flying along⁴ 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.

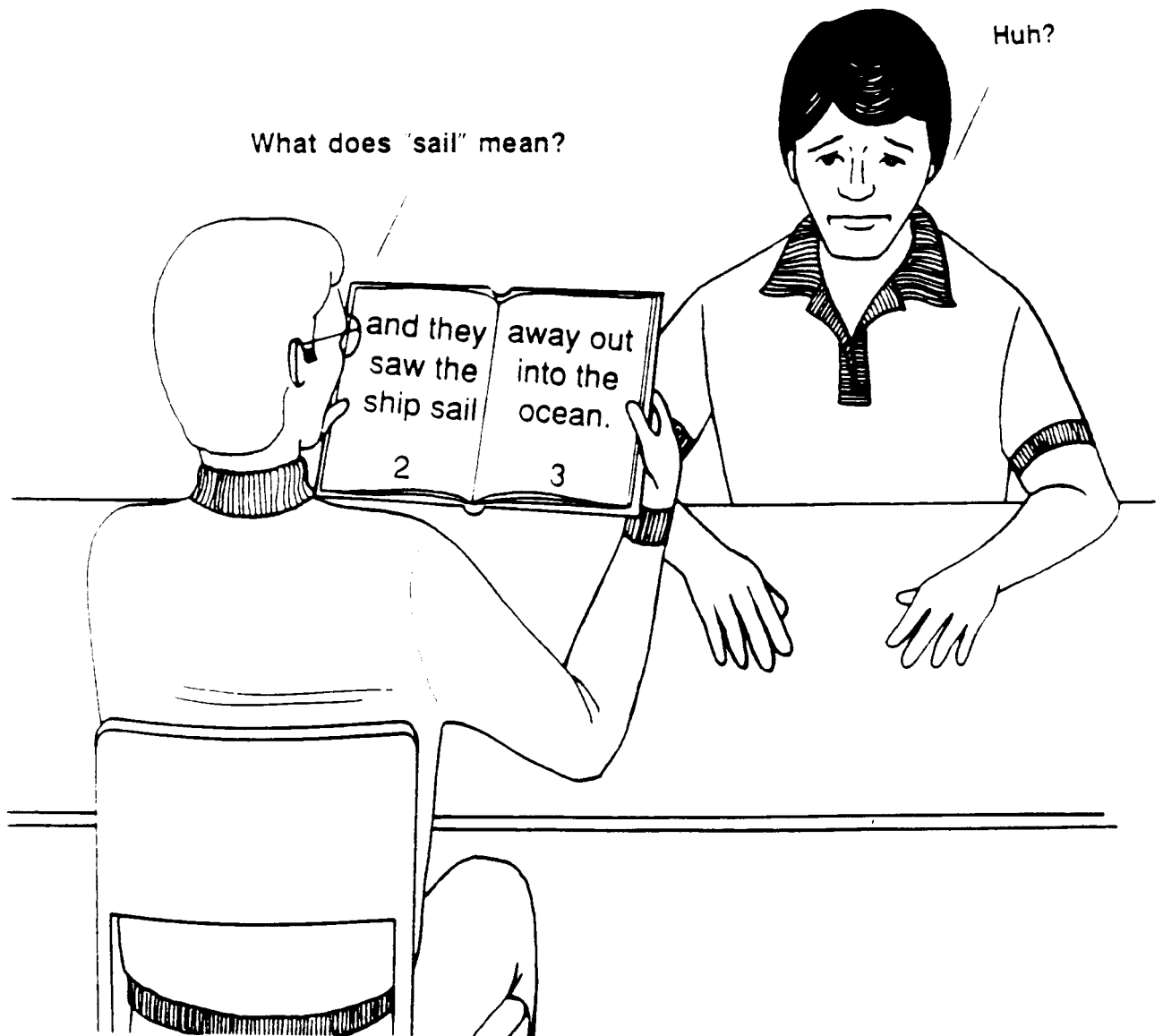


4. flying along: moving along rapidly.

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.

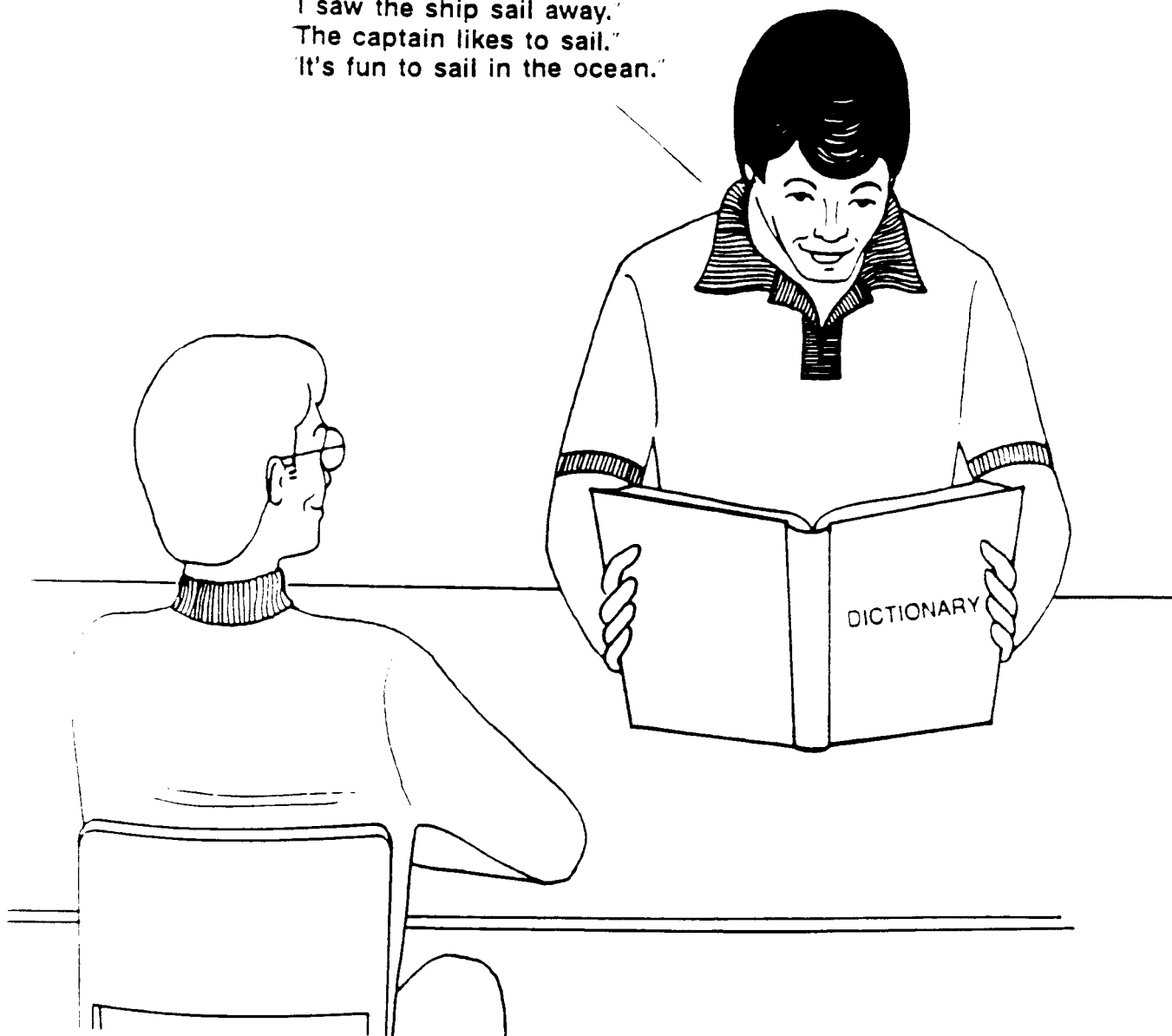


3. The word is found. The student recognizes it in looking back for it. Or, if the student can't find it, one can take words from the text that could be the misunderstood word and ask "What does _____ mean?" to see if the student gives the correct definition.



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.

The ship will sail in one hour."
"I saw the ship sail away."
"The captain likes to sail."
"It's fun to sail in the ocean."



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.

METHOD 7 WORD CLEARING

Whenever one is working with children or foreign language persons or semiliterates,⁵ a method of Word Clearing called Method 7 or **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 "Israeli" (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.

5. **semiliterates**: persons who are partly literate or semieducated.

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.

SECTION EIGHT

METHOD 9 WORD CLEARING

METHOD 9 WORD CLEARING

There are 9 different methods of Word Clearing which have been developed in Study Tech. "Method 9" is the symbol used to designate the word clearing action which is done by having the student read aloud from selected passages to observe where he stumbles, hesitates, omits to read a word, looks uncertain or generally expresses a nonoptimum manifestation¹ so that the Word Clearer² can spot words not understood by the student. A misunderstood word will be found to occur before or at the point of nonoptimum reaction. The word can be identified and looked up and when fully cleared, the word clearing proceeds.

M9 is probably the top key method of Word Clearing today. You would be utterly amazed to find somebody who habitually³ reads Western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)" and he understands from this, "He roamed around the mountains." He has become so accustomed to not recognizing his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read.

Although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has already been secured.

It will be found that the simple things are the main things on which he stumbles. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

Method 9 is very simple and precise and it can be done by students on one another with great success as well as by a professional Word Clearer.

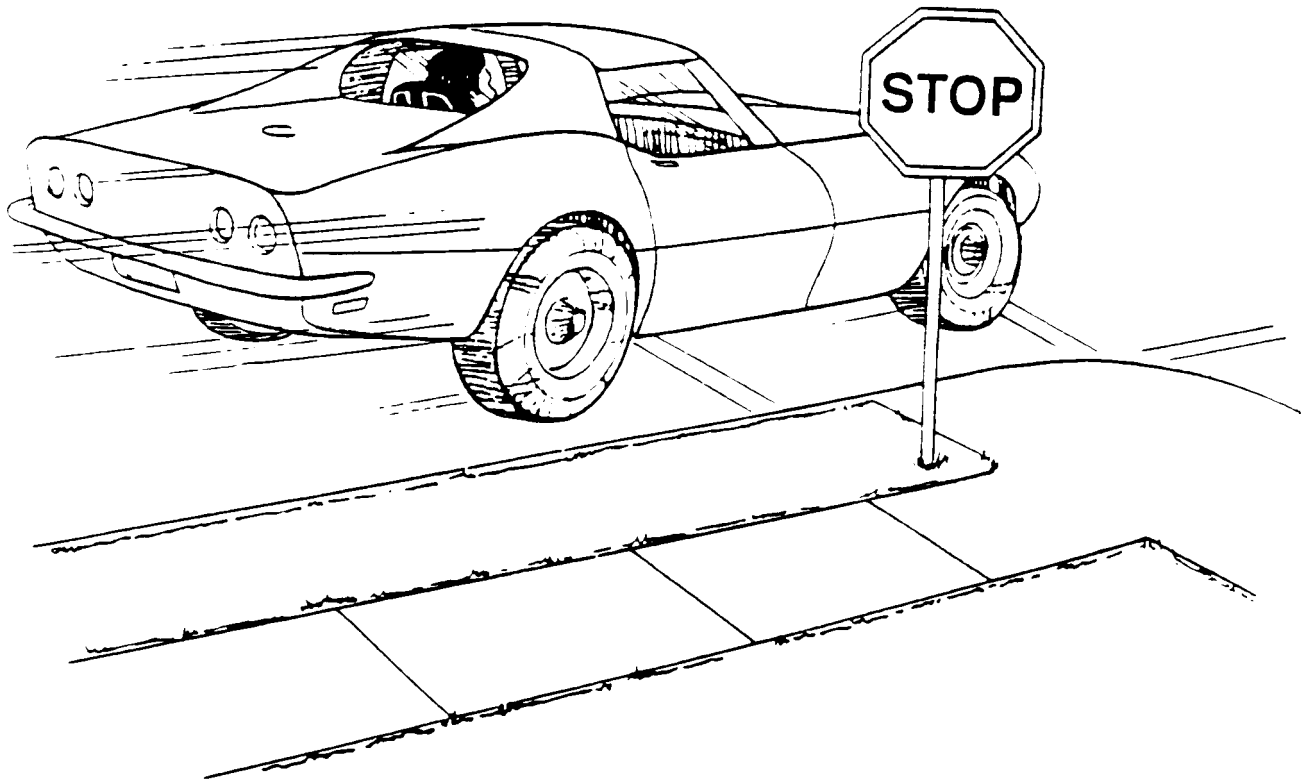
Misunderstood Words

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

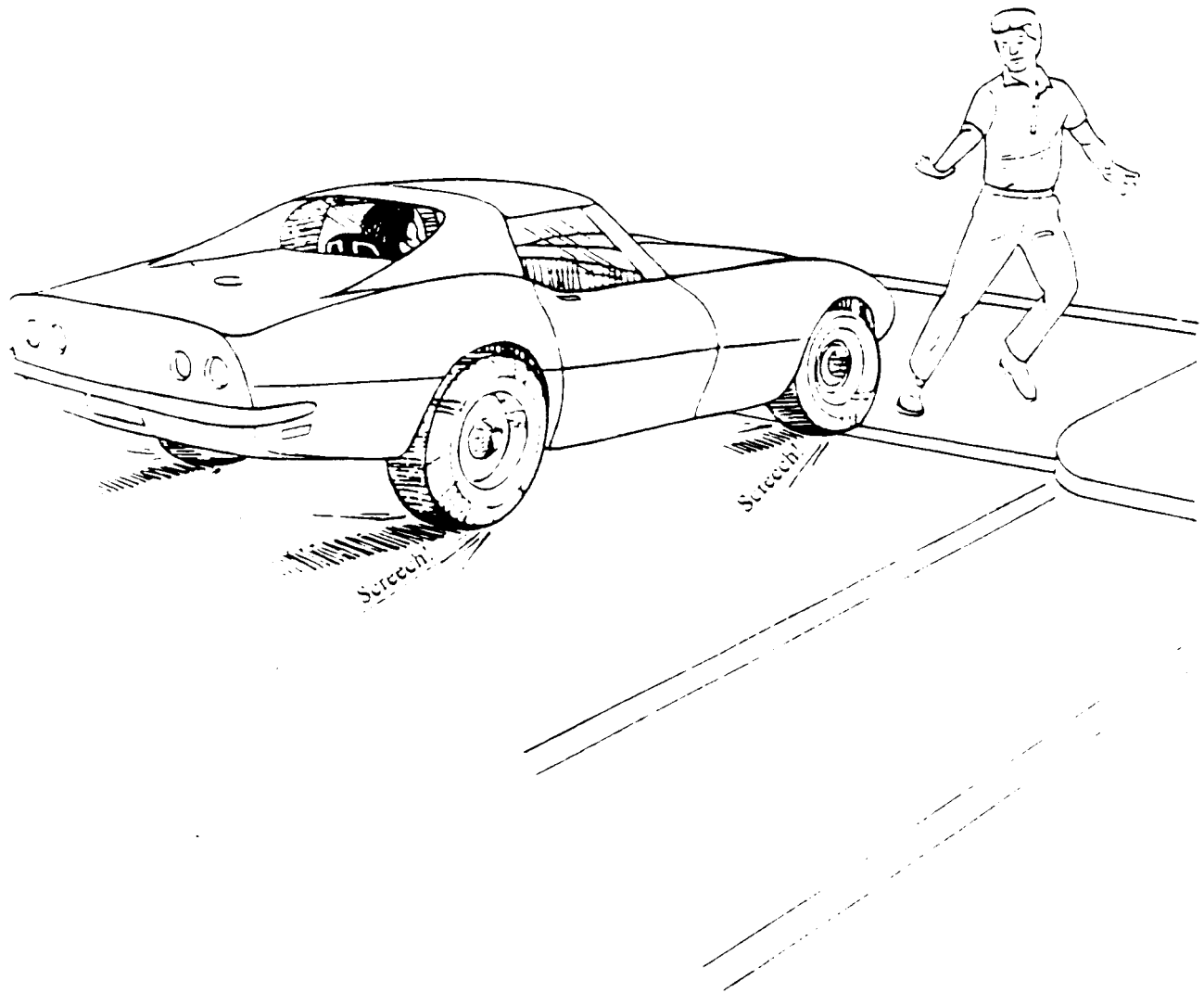
-
1. **manifestation:** something that shows plainly or is evidence of.
 2. **Word Clearer:** a person who has been trained in the technology of Word Clearing and uses this to help others.
 3. **habitually:** done often; frequently.

A misunderstood word keeps a person from duplicating what the written materials actually say.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture⁴ has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication.⁵ The world will look like a very peculiar place to him, he will feel that he is "not understood" (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best



4. **culture:** the ideas, skills, art, tools and way of life of a given people in a given period; civilization.
5. **communication:** the interchange of ideas across space.
6. **zombie:** *Slang.* a very stupid, lethargic person.



Following the rules of safe
driving is very important.



So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal plot all of a sudden begins to look comparatively like a genius after he has been M9ed.



THE BASIC STUDY MANUAL COURSE

To: Supervisor

From: _____ Date: _____

Describe an example, from your own observation or experience, of someone who habitually went past many misunderstood words in his reading or education. Write down how this affected this person's ability to read and how it affected his intelligence.

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

WHY METHOD 9 WORKS

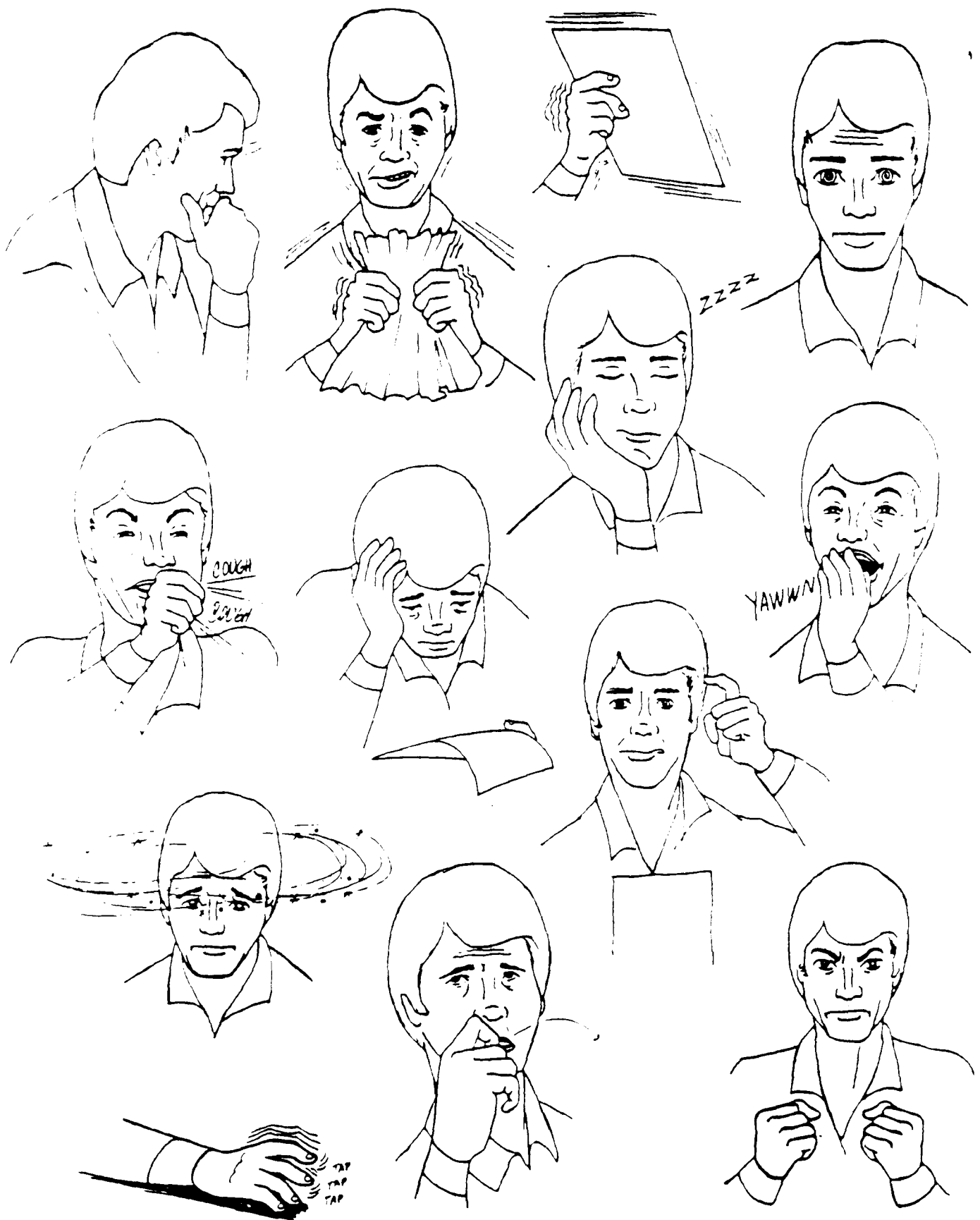
A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or the way he looks. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a nonoptimum action of some kind which must be noted and handled at once by the Word Clearer.

A nonoptimum reaction is anything the student does besides read the page *easily, naturally, and perfectly*. Examples of some of the nonoptimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.
2. Student stumbling on a word or saying it incorrectly.
3. Student pausing or reading more slowly.
4. Student frowning or looking uncertain.
5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.
6. Student reading with effort.
7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read "correctly" by someone who doesn't know anything about Mis-Us).

Other manifestations can occur.



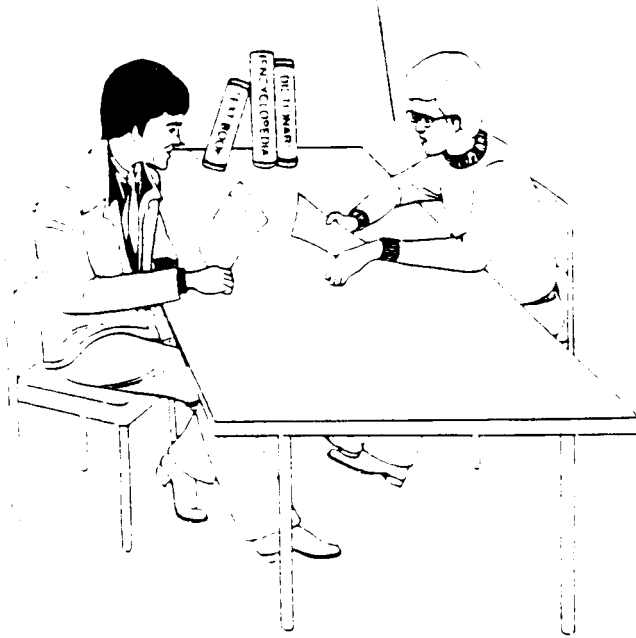
Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or penciled corrections in the text are very hard to make out. Thus, it is necessary to do M9 Word Clearing only in bright light, and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and deletions itself. All possible reasons why he cannot see the text and unclear text must be removed. Otherwise, the student will simply say he couldn't see it or the light was bad or some other wrong reason. Anytime the person makes an error in his reading or reacts in some nonoptimum way, a misunderstanding will ALWAYS be found *before* that point or sometimes *at* that point itself.

Example: The student is reading the page aloud. He reads, "Raymond walked home slowly and thoughtfully," then he frowns. The other student, who is M9ing him, says, "That's it. Is there some word or symbol there that you didn't understand?" (If the student wonders why he was stopped, the Word Clearer tells him what reaction he noticed.)

**Raymond walked home
slowly and thoughtfully.**

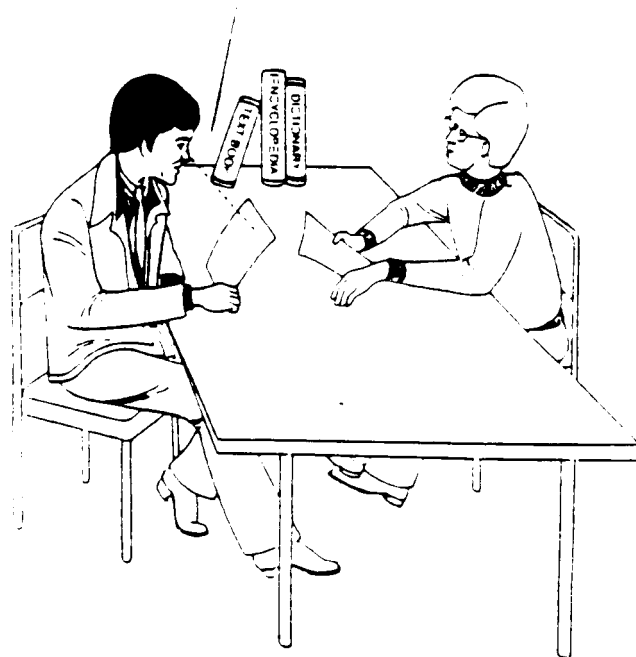


That's it. Is there some word
or symbol there that you didn't
understand?



The student looks over what he has read. He feels uncertain about
the word "slowly." He tells this to the Word Clearer.

I'm not sure what
"slowly" means.



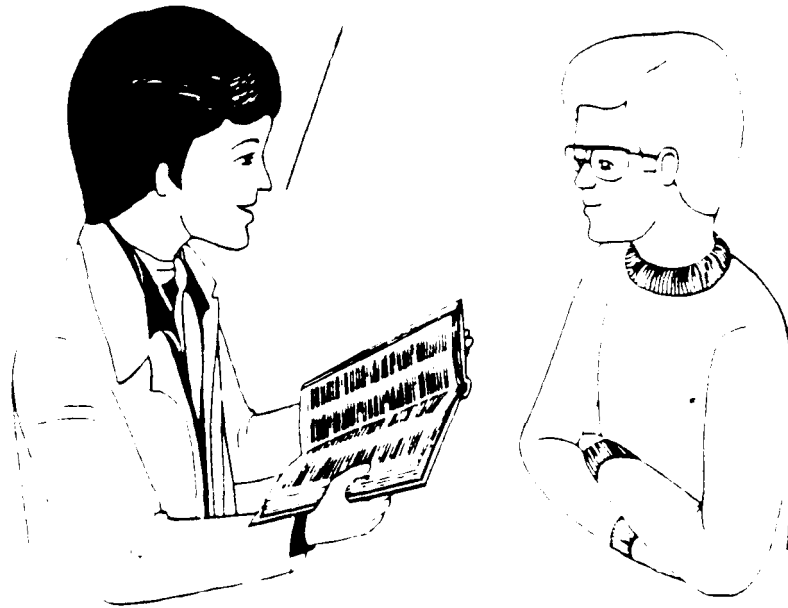


The word "slowly" is looked up in the dictionary and used in sentences until the student fully understands it.

Slowly. 1. in a slow manner; not rapidly....



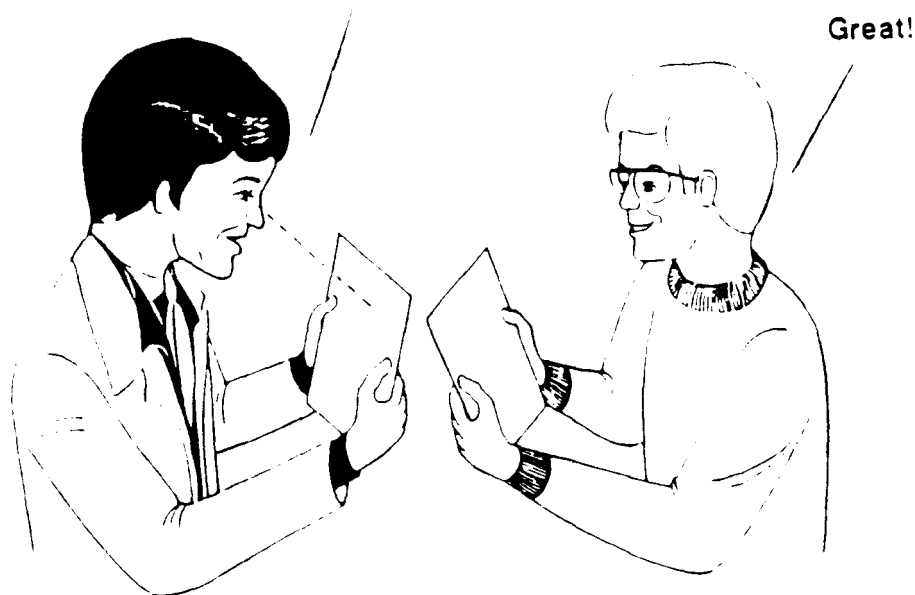
"He ate slowly." "She walked slowly." "The car drove slowly." "The feather slowly came down."



When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.



Raymond walked home
slowly and thoughtfully.



The Glib Student

Glibness⁷ is often trained into students by the current educational methods used in schools. The student is drilled to suppress⁸ or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a "good student" and a "good reader."

With this method, a student's understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

⁷ **glibness**: a condition of being glib.

⁸ **suppress**: to put an end to the activity or existence of; to keep from being known or seen.



In today's schools, students are actually instructed to go right on past words they don't understand, to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstandings have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions and read on, leaving misunderstandings piled up behind him. In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus, they invented various drills to force the student not to make these "comprehension errors." They did not have Study Tech or even know what caused these manifestations. You have the reasons for them in Method 9 and in Study Tech.

Method 9 on Common Reading Materials

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the Word Clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words. But after he has found and cleared a number of them using Method 9, the student will realize that he does have misunderstood words and that his misunderstands are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and *able to find and handle his own misunderstands* and he is on his way toward reading naturally, correctly and *with understanding*.

HOW TO DO METHOD 9

1. STUDENT AND WORD CLEARER SIT ACROSS FROM EACH OTHER.

The student and the Word Clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The Word Clearer must be able to see the student and the page in front of him at the same time.



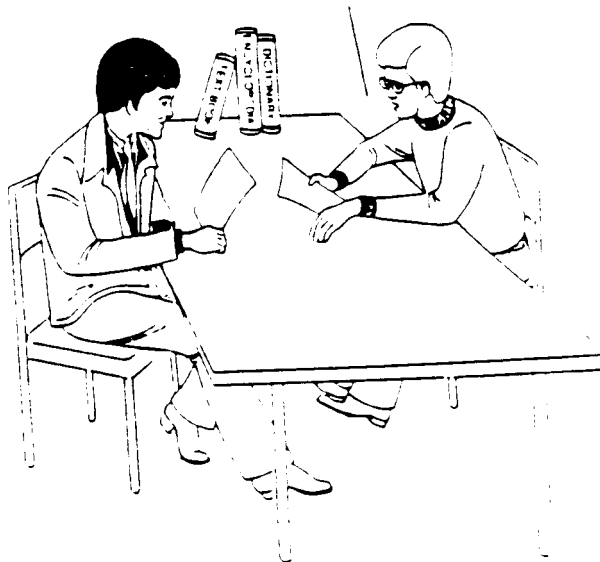
2. DICTIONARIES ARE AVAILABLE.

A good, simple English-language dictionary and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary." This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions. Always have to hand, at least in the classroom, the most extensive and voluminous⁹ set of dictionaries anybody ever heard of on all the subjects known under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he reads anything he doesn't fully understand he should tell the Word Clearer, or if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstands in future. The Word Clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstands.

**If you read anything that
you don't understand, let
me know and we'll look it up.**



⁹ voluminous: enough to fill volumes (books).

4. STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.

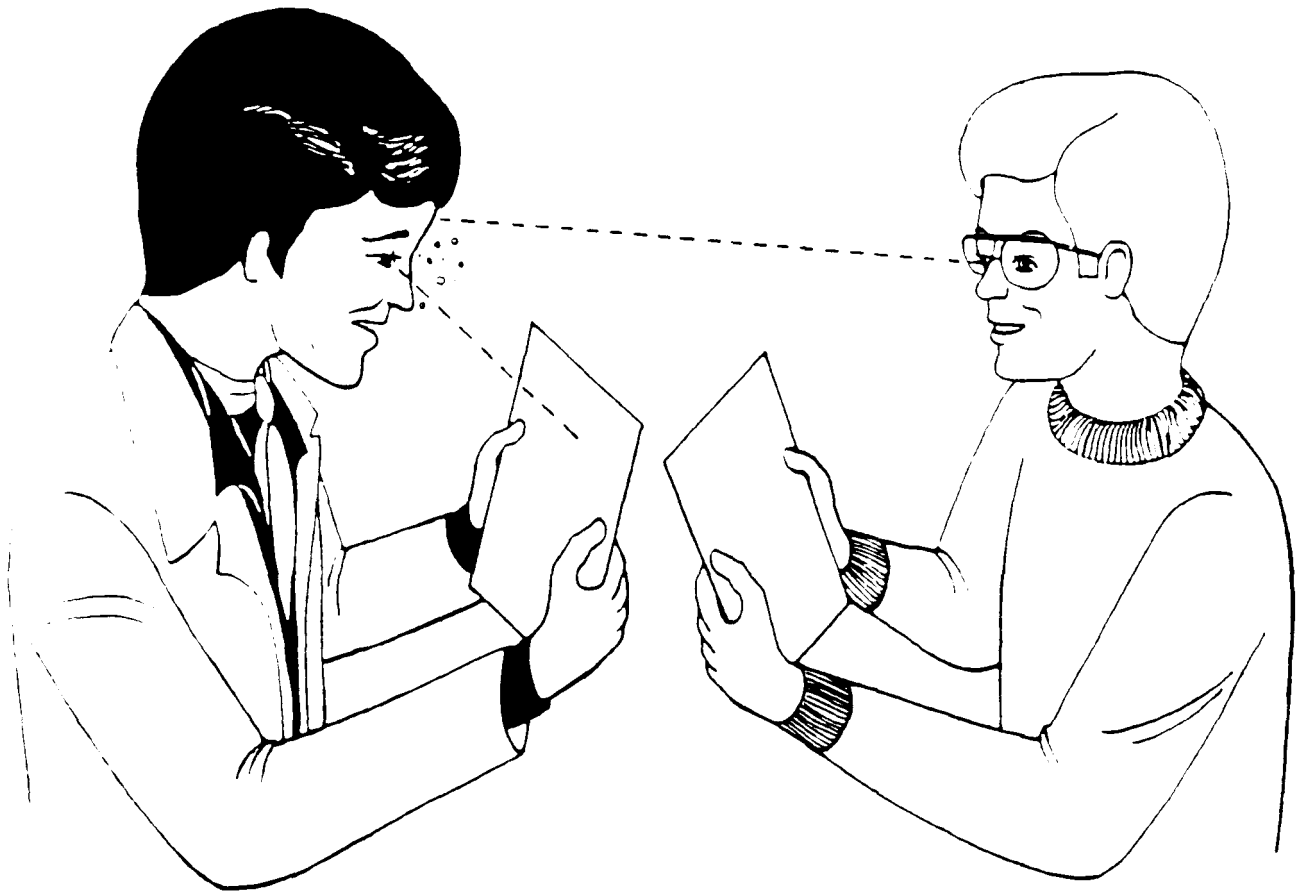
The student reads the text aloud to the Word Clearer. While the student reads, the Word Clearer follows his own copy of the same text, watches the student and listens to him.

The Word Clearer must be very alert and see or hear any nonoptimum reactions of the student while he is reading.



5. NONOPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A nonoptimum reaction by the student to what he is reading is the clue to the Word Clearer that the student has encountered a misunderstood word. The Word Clearer and student must now locate the exact misunderstood word or symbol. It will be found *before* or sometimes at the point the nonoptimum reaction occurred.



6. FIND THE MISUNDERSTOOD.

If it is not obvious to the student that he has reacted and he just continues reading, the Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

Is there some word or symbol
that you don't understand?



It is the duty of the Word Clearer to steer the student to the misunderstood. It is either at the point of the nonoptimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The student may be able to spot his misunderstood word right away and tell the Word Clearer what it is. Or he may have difficulty finding it and the Word Clearer will have to help him find it.

The Word Clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The Word Clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

7. CLEAR THE WORD.

Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstands. Therefore, he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared. This is now a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood.

The student reads the definition of the word aloud to the Word Clearer. (This is a wonderful place to catch some Mis-Us.) If there are any words in the definition that the student does not understand, they are first fully cleared. When the student understands all the words in the definition and understands the definition itself, he tells the Word Clearer, *in his own words*, what the definition means.

The student makes up sentences using the word correctly until he is very comfortable using the word. The sentences must show he knows how to use the word in the sense of the definition he's just cleared.

It is important for the student to use each definition of the word in enough sentences. Usually, one sentence for each definition of the word is not enough. The student may need to make up ten sentences, or even more, before he really understands a word and how to use it.

"I ate slowly." "She moved slowly."
"The car slowly stopped."

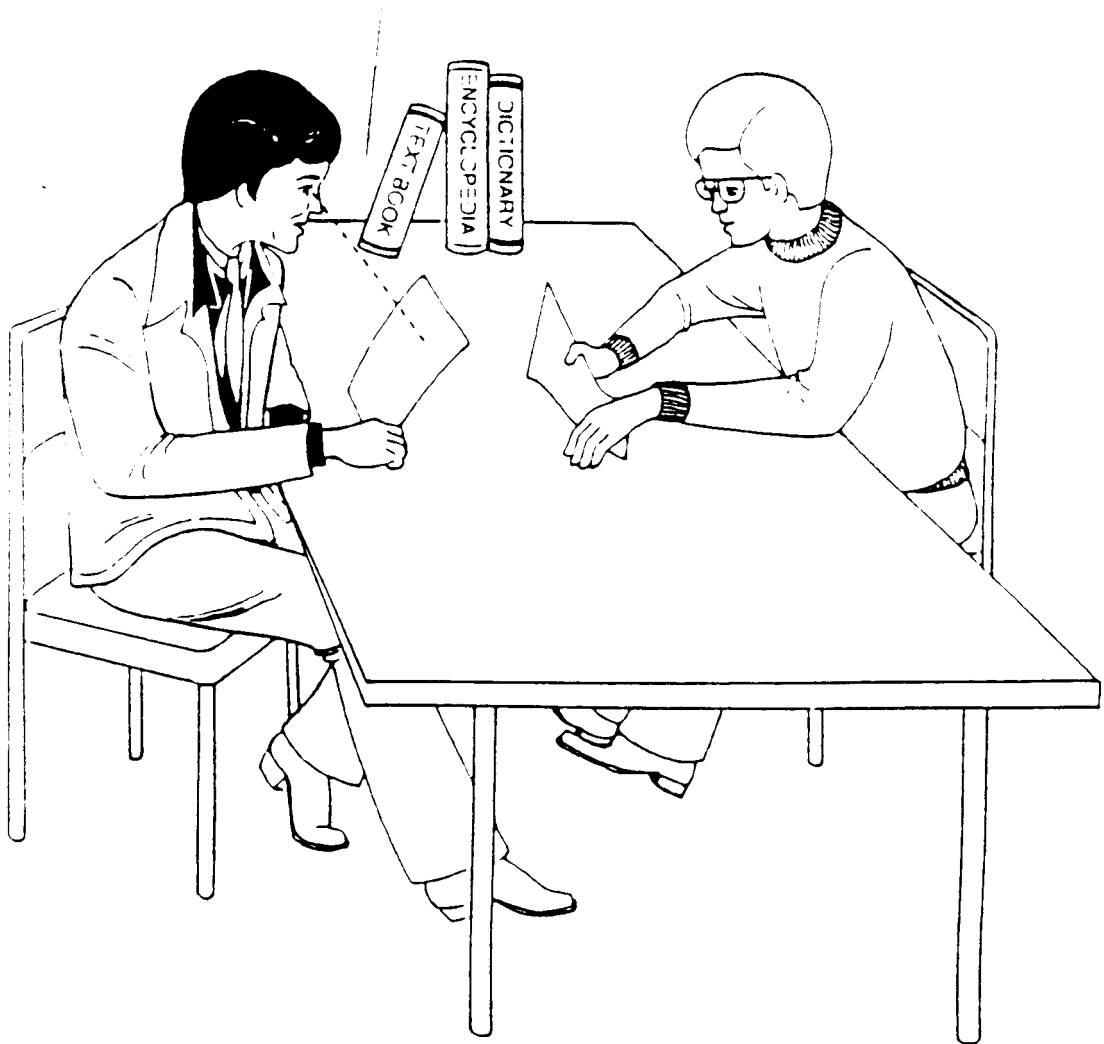


Then one clears each of the other definitions of that word, just as you learned in the earlier section of this course on handling misunderstood words.

8. READ THE SENTENCE AGAIN.

The Word Clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so, and if he reads it correctly with understanding, he continues reading the text. Any further nonoptimum reactions are handled by finding the next misunderstood word and clearing it, per the steps above.

Raymond walked home slowly and thoughtfully.



9. *METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.*

Method 9 is continued until the text to be word cleared is completed.

10. *STUDENT GOES TO EXAMINER¹⁰ AT THE END OF METHOD 9 WORD CLEARING.*

The student is always sent to the Examiner at the end of a Method 9 session.¹¹

And that's all there is to doing Method 9!

10. **Examiner:** the person who checks to ensure that excellent results have been obtained from Word Clearing, a course, etc.

11. **session:** a precise period of time during which a Word Clearer clears misunderstood words with a student.

METHOD 9 TIPS

When the Word Clearer has misunderstands of his own on the material being word cleared, he tends to go "wooden"¹² and just sits and does nothing to handle the student. The Word Clearer must always clear his own misunderstood words, or else when the student stumbles on a word, the Word Clearer won't even see it or hear it because of his own misunderstands. He can miss the student's stumble and never get the student's misunderstood word.

The Word Clearer can also miss a student's reactions when he has so much attention on the page that he becomes unaware of the student or doesn't even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials, as this will only give them misunderstands. They take the materials being word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his study partner on one section and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstands could be missed. The whole text would be covered in this way.

Examples of Student Reactions and Their Correct Handling

There are many, many different kinds of reactions that can occur when a student passes a word he doesn't understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the Word Clearer to understand Method 9 and to apply it exactly.

Given here are some examples of student reactions and correct handlings by the Word Clearer:

A. *The student changes a word in the sentence.*

Example:

The page says, "The boy then reached down and patted his dog."

The student says, "The boy *than* reached down and patted his dog."

¹² wooden: dull; stupid.

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks at the words "then," "boy" and "the." He knows those words. So he looks in the sentence before that one. In that sentence he sees the word "collie." He's not sure what that is.

He tells the Word Clearer and they clear the word "collie."

B. The student adds an extra word.

Example:

The page says, "The child went to school."

The student says, "The child went to *the* school."

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say "A child went to school" rather than, "*The* child went to school."

The Word Clearer says, "Okay, let's spot-check some words. What does 'the' mean in this sentence?"

The student looks blank for a moment and doesn't say anything. The Word Clearer says, "All right. We're going to look up the definition of 'the'."

"The" is then looked up and cleared.

C. The student leaves out a word.

Example:

The page says, "Robert then visited the city."

The student says, "Robert visited the city."

The Word Clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student reads over the sentence. He can't find anything he doesn't understand. The Word Clearer asks him to look over the next earlier sentence for a misunderstood word. The student can't find any there, either. The Word Clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

D. *The student leaves off a part of a word, such as an "s" or an "ed" at the end.*

Example:

The page says, "There was a huge pile of assorted tools in the woodshed."

The student says, "There was a huge pile of assorted tool in the woodshed."

The Word Clearer says, "That's it. You left the 's' off 'tools'. Have a look over that sentence or page and tell me what word or symbol was misunderstood."

The student says, "I don't have any misunderstood words on this page."

The Word Clearer acknowledges¹³ him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstandings. So the Word Clearer spot-checks the student on the definitions of the words on the page, one by one, getting the definition of each one until he finds the word which the student misunderstood. The word found is then cleared.

E. *The student stumbles on a word or says it incorrectly.*

Example:

The page says, "I think I'll go shopping."

The student says, "I th-think . . ."

The student stops after he stumbles. The Word Clearer says, "Is there some word or symbol there that you don't understand?"

F. *The student hesitates or pauses while he is reading or begins reading more slowly.*

Example:

¹³ **acknowledges:** something that informs another person that his statement or action has been noted, understood and received.

The page says, "The sun was shining on the flowers."

The student says, "The sun — was shining on the flowers."

The Word Clearer says, "That's it. What word or symbol was misunderstood just before that point?"

G. The student frowns, looks uncertain, goes stiff, or in some way, shows lack of comprehension.

Example:

The page says, "The family ate dinner together every night."

The student says, "The family ate dinner together every night."

While the student is reading, there is a slight look of uncertainty on his face.

The Word Clearer says, "That's it. Look over this section you've just read and tell me what word or symbol has been misunderstood."

The student says, "But why did you stop me?"

The Word Clearer says, "You were looking uncertain as you read that last sentence."

The student says, "Well, actually, I did have some attention back on the sentence before last."

The Word Clearer says, "Okay. Was there any misunderstood word or symbol there?"

The student says, "I have some attention on the word 'for,' but I've looked that up before."

The Word Clearer says, "Well, let's have another look at it."

"For" is then cleared and the student realizes that he hadn't fully cleared all of the definitions when he had previously looked it up.

H. The student tenses his body in some way. This could be tightening his grip, squinting, tensing his jaw, jerking his body, stiffening any body part, etc.

The page says, "The girls were delighted to see one another."

The student says, "The girls (tightens the muscles in his jaw) were delighted to see one another."

The Word Clearer says, "That's it. Look back over this section you have just read. Was there a misunderstood word or symbol there?"

I. *The student yawns, suppresses a yawn, gets watery eyes, etc.*

The page says, "A bright red apple was on the table."

The student says, "A bright red apple was (yawn) ."

The Word Clearer says, "Okay. Let's find the word or symbol that was misunderstood in this section."

J. *The student begins reading with more effort. This includes reading very carefully or unnaturally or robotically or reading in such a way as to show that the words have no meaning to him, or that he doesn't understand what he is reading.*

The page says, "The families were having a picnic on the beach."

The student says, "The families were having a picnic on the beach."

The student reads the page correctly, but he is being very careful not to make any mistakes.

The Word Clearer says, "That's it. Let's find the misunderstood word or symbol that you didn't understand before this sentence."

The student says, "Yes, I started feeling uncomfortable while I was reading the sentence before last."

The Word Clearer says, "Good. Let's look just before that for the misunderstood word."

The student finds his misunderstood and it is cleared.

The important point for the Word Clearer to remember is that WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech. If the student can't easily achieve this, he must go to the Supervisor for help.

Quarrels or Upsets

It occasionally happens that the students doing the word clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. "Misunderstoods" that were really understood were forced off on the student, or
2. Actual misunderstands were not detected and were passed by
 - A. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.
 - B. If the above doesn't handle it, then one knows that misunderstands have been missed. Have the study partner who is doing the Word Clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstands. It will usually be found that several misunderstands have been missed, not just one.

Worksheets

Worksheets are a written record of the Word Clearing session. They contain the student's name, the Word Clearer's name, the date and the name or title of what is being word cleared. The Word Clearer keeps worksheets during the Word Clearing session and writes down which words have been looked up and cleared and any other important information concerning the Word Clearing.

Joe Smith

November 3, 1989

Bill Brown

(title of what is being studied)

words cleared

①

"SLOWLY"

definition #3 ✓

1 ✓

2 ✓

derivation ✓

Worksheets are stapled to the student's exam form when Word Clearing is complete. They are then turned in to the Supervisor.

METHOD 9 WORD CLEARING DRILL

See the Supervisor who will assign another student who has com-

METHOD 9 WORD CLEARING DRILL

1. GET METHOD 9 WORD CLEARING ON THE FOLLOWING PARAGRAPH FROM YOUR STUDY PARTNER.

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

2. NOW METHOD 9 WORD CLEAR YOUR STUDY PARTNER ON THE ABOVE PARAGRAPH.

3. NOW METHOD 9 YOUR STUDY PARTNER ON THE FOLLOWING PARAGRAPH.

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

4. NOW HAVE YOUR STUDY PARTNER METHOD 9 YOU ON THE PARAGRAPH ABOVE.

5. NOW HAVE HIM METHOD 9 YOU ON THE FOLLOWING PARAGRAPH. THIS TIME HAVE THE SUPERVISOR WATCH YOU.

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

6. NOW YOU METHOD 9 YOUR STUDY PARTNER ON THE ABOVE PARAGRAPH. HAVE THE SUPERVISOR WATCH.

7. NOW METHOD 9 YOUR STUDY PARTNER ON THE FOLLOWING PARAGRAPH WITH THE SUPERVISOR STILL WATCHING.

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

8. NOW HAVE YOUR STUDY PARTNER METHOD 9 YOU ON THE ABOVE PARAGRAPH.

THIS DRILL IS COMPLETED WHEN ANY CONFUSIONS HAVE BEEN CLEARED UP AND YOU CAN DO METHOD 9 WORD CLEARING CORRECTLY.

The end result of a well-done Method 9 is a student who is certain he has no misunderstandings on that material so that he can easily study the material and apply it.

Method 9 is a great civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that Method 9 is done correctly, exactly by the book. Otherwise, people will be denied the enormous wins that can be attained with it.

SECTION NINE

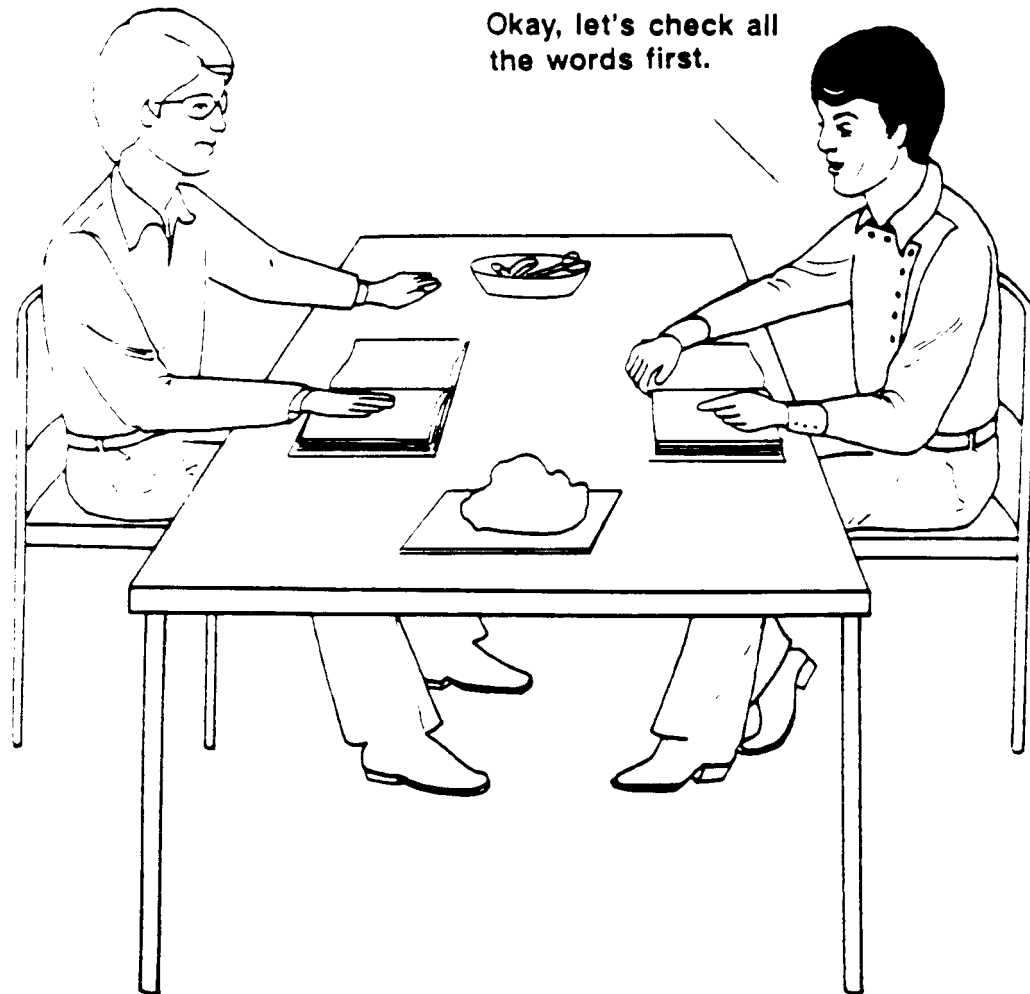
THEORY COACHING AND CHECKOUTS

THEORY COACHING¹

When a student is having trouble or is slow or glib while working on a theory assignment, he is *theory-coached*.

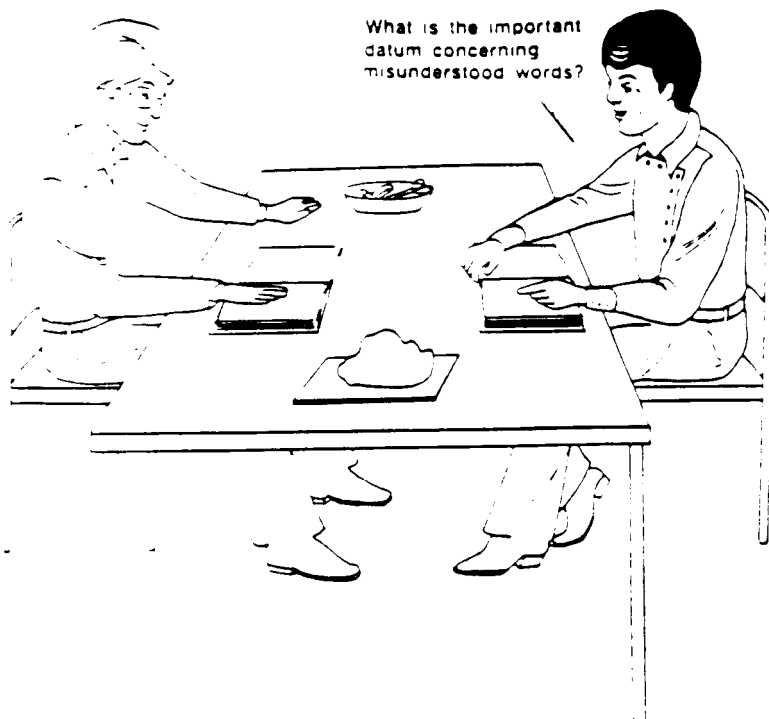
Coaching theory means getting a student to define *all* the words, give *all* the rules, demonstrate things in his materials with his hands or bits of things, and also may include doing clay demos.

Coaching is not examining.

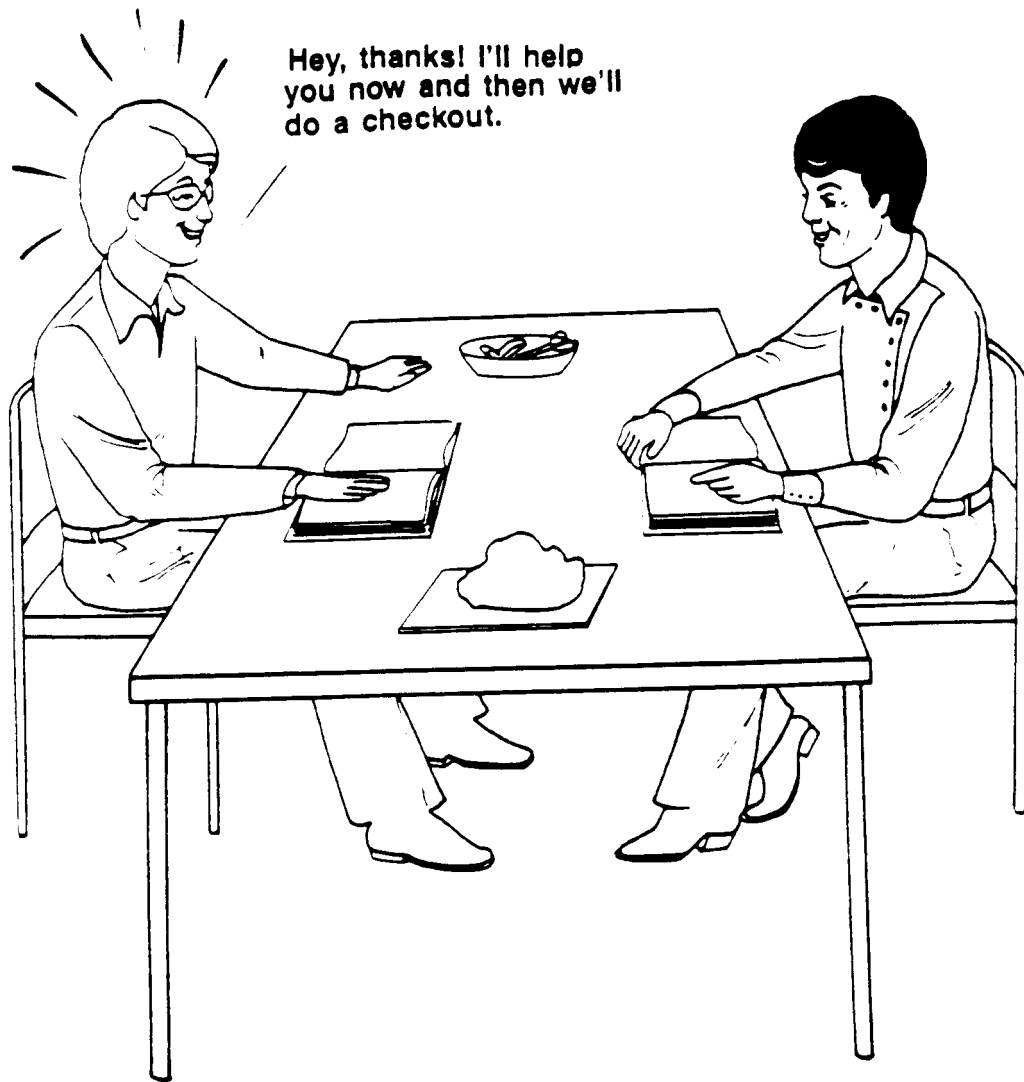


-
- ¹ **coaching:**(verb and noun) to train intensively by instruction, demonstration and practice. In training drills, one study partner is called the coach and the other the student. The coach, in his coaching actions, coaches the student to achieve the purpose of the drill. He coaches with reality and intention, following exactly the materials pertaining to the drill to get the student through it. When this is achieved the roles are often reversed—the student becoming the coach and the coach becoming the student.

The usual Supervisor action would be to have any student who is having any trouble or is slow or glib team up with another student of comparable difficulties and have them turn about² with each other with theory coaching.



2. turn about: to change to an opposite position, view, course, etc.; reverse.



Then when they have the material coached, they have a checkout. A checkout is the action of verifying a student's knowledge of an item given on a checksheet. The checkout is a spot checkout — a few definitions or rules and some demonstrations of them.

CHECKOUTS

It will never do a student any good at all to know some facts. The student is expected only to *use* facts.

It is so easy to confront *thought* and so hard to confront *action* that the Supervisor often complacently³ lets the student mouth words and ideas that mean nothing to the student.

ALL THEORY CHECKOUTS MUST CONSULT THE STUDENT'S UNDERSTANDING

If they don't, they're useless and will upset the student eventually.

Theory Checkout Data

Giving a checkout on the material a student has studied by seeing if it can be quoted or paraphrased⁴ proves exactly nothing. This will not guarantee that the student knows the data or can use or apply it nor even guarantees that the student is there. Neither the "bright" student nor the "dull" student (both suffering from the same malady⁵) will benefit from such an examination.

So examining by seeing if somebody "knows" the text and can quote or paraphrase it is completely false and *must* not be done.

Correct examination is done only by making the person being tested answer

- a. The meanings of the words (re-defining the words used in his own words and demonstrating their use in his own made-up sentences). and
- b. Demonstrating how the data is *used*.

"What is the first paragraph?" is about as dull as one can get. "What are the rules given about . . . ?" is a question one should never bother to ask. Neither of these tell the examiner whether he has the bright nonapplier or the dull student before him. Such questions just beg for the student's criticism and course blows.

3. **complacently**: pleased with oneself; self-satisfied.

4. **paraphrased**: to state the meaning of (a passage) in other words.

5. **malady**: sickness or illness.

Example of a Checkout

I would go over the first paragraph of any material I was examining a student on and pick out a few uncommon words. I'd ask the student to define each and demonstrate its use in a made-up sentence and "flunk" the first "well . . . er . . . let me see . . ." and that would be the end of that checkout.

Above all, I myself would be sure I knew what the words meant before I started to examine.

When the student had the words, I'd demand the music. What tune do these words play?

I'd say, "All right, what use is this text assignment to you?" Questions like, "Now this rule here about not letting people eat candy while dieting, how come there'd be such a rule?" If the student couldn't imagine why, I'd send him back to the words just ahead of that rule to find the one he hadn't grasped.

But if the student weren't up to the point of study where knowing *why* he used that rule was part of his materials, I wouldn't ask. It is very important that a student not be examined above his or her level.

How to Do Theory Checkouts

The important points of a text are:

1. The specific rules, axioms,⁷ or maxims;⁸
2. The doingness details, exactly how it is done; and
3. The theory of why it is done.

All else (except of course, that the student knows what the words mean) is unnecessary. All you have to demand is the above.

1. The rules, laws, theories, axioms and maxims *must* be known and the student must be able to *show* their meaning is also known to him or her.

2. The doingness must be exactly known as to sequence and actions but not verbatim (in the same words as the text).

6. flunk: to point out to a student that he has made a mistake or has failed to apply the materials being studied.

7. axiom: statement of natural law on the order of those of the physical sciences.

8. maxim: a rule of conduct or a statement of a general truth expressed in a few words.

3. The theory must be known as a line of reasoning, reasons why or related data and with accuracy, but not verbatim.

The date of the book, lecture, or manual is relatively unimportant, and other details of like nature should never be asked for.

If a student is ever going to apply the data, then above (1) must be down cold,⁹ (2) must be able to be experienced and (3) must be appreciated.

Asking for anything else is to rebuff¹⁰ interest and give a feeling of failure to the person being examined.

An examiner or study partner should examine with exactness on (1), alertness on (2), and seeing if the student understands (3). An examiner or study partner should not go beyond these points, asking for what person was mentioned, who did the test, what is the copyright date, what are the first words, etc.

Irrelevant examination questions only slow the student and extend the course.

It might also be noted that checkouts on course materials must also ask for demonstrations. Use paperclips, rubber bands, etc. The examiner or study partner should ask questions that require an ability to *apply*. *Give the student a situation and have him tell you how he would handle it.*

Be as tough as you please, but only on (1), (2) and (3) above.

On Giving Checkouts

Before any person may give another a checkout, he must himself have read or listened to the material. This will make it possible to consult the understanding and the ability to apply the material of the person being checked out.

Starrate Checkouts

Whenever a theory item on a checksheet is marked with a star (*), it means the item is to be starrate checked out. A "starrate checkout" is defined as "a very exact checkout which verifies the full and minute knowledge of the student of a portion of study materials and tests his full understanding of the data and ability to apply it."

9. **down cold**: known perfectly.

10. **rebuff**: refuse bluntly; snub.