



NARCSION[®]

Personal Values and Integrity
Course

6

Based on the works of
L. Ron Hubbard



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L. Ron Hubbard

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

ISBN 0-88404-663-X

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Narconon® Personal Values and Integrity Course

Name: _____ Organization: _____

Address: _____

Date started: _____ Date completed: _____

This checksheet is part of the Narconon Program and is done following the Narconon Ups and Downs in Life Course.

The purpose of this course is to give you the knowledge you need in order to determine your own values and achieve high personal integrity and honesty.

When you have studied the first item called for in Section One of the checksheet and you are sure you understand it, put your initials and the date on the blank on the right-hand side of the page. Then go to the next item on the checksheet. Drills and other actions are initialed only when you have successfully done the action called for. By continuing through the checksheet in this way, step by step, you will be able to move smoothly through the course. Do not skip around on the checksheet or do its steps in some other order; the

sequence of the checksheet has been carefully worked out to ensure you cover all the information of the course on a proper gradient. When the checksheet is fully initialed, it is complete, meaning you may now be granted the award for completion.

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

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

If you need help, ask your Supervisor. A Supervisor does not tell the student the answers but shows the student where to find the answers. He is there to help you get the most out of this course.

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

Section One: Introduction

1. Read the article, "Introduction" starting on page 3 in your course booklet.
-

Section Two: The Dynamics of Existence

1. Read pages 7–13 of the article, “The Dynamics of Existence” in your course booklet. _____
2. Demonstrate, using a demo kit, what the first dynamic is. _____
3. Read pages 15–20 of the article, “The Dynamics of Existence” in your course booklet. _____
4. Demonstrate, using a demo kit, what the second dynamic is. _____
5. Read pages 22–28 of the article, “The Dynamics of Existence” in your course booklet. _____
6. Demonstrate, using a demo kit, what the third dynamic is. _____
7. Read pages 30–32 of the article, “The Dynamics of Existence” in your course booklet. _____
8. Demonstrate, using a demo kit, what the fourth dynamic is. _____

9. Read pages 34–39 of the article, “The Dynamics of Existence” in your course booklet. _____
10. Demonstrate, using a demo kit, what the fifth dynamic is. _____
11. Read pages 41–45 of the article, “The Dynamics of Existence” in your course booklet. _____
12. Demonstrate, using a demo kit, what the sixth dynamic is. _____
13. Read pages 47–48 of the article, “The Dynamics of Existence” in your course booklet. _____
14. Demonstrate, using a demo kit, what the seventh dynamic is. _____
15. Read pages 50–51 of the article, “The Dynamics of Existence” in your course booklet. _____
16. Demonstrate, using a demo kit, what the eighth dynamic is. _____
17. Read pages 53–58 of the article, “The Dynamics of Existence” in your course booklet. _____

18. Demonstrate to your Supervisor, using a demo kit, an example of a survival action on each dynamic and why that action would be a survival action.

The first dynamic

The second dynamic

The third dynamic

The fourth dynamic

The fifth dynamic

The sixth dynamic

The seventh dynamic

The eighth dynamic

19. Demonstrate to your Supervisor, using a demo kit, an example of a *nonsurvival* action on each dynamic and why that action would be a *nonsurvival* action.

The first dynamic

The second dynamic

The third dynamic

The fourth dynamic

The fifth dynamic

The sixth dynamic

The seventh dynamic

The eighth dynamic

20. Demonstrate, using a demo kit, what happens to the other dynamics when you knock out one of a person's dynamics.

Section Three: Ethics

1. Read the article, "Ethics" starting on page 65 in your course booklet. _____
2. Demonstrate, using a demo kit, what ethics means. _____
3. Demonstrate, using a demo kit, what ethics consists of. _____
4. Demonstrate, using a demo kit, what it means to be unethical. _____
5. **PRACTICAL ASSIGNMENT:** Describe, from your own experience, five actions you have observed that were unethical. Note down why they were unethical, using the sheets provided for this on pages 89–90 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____
6. Demonstrate, using a demo kit, what it means to be ethical. _____

7. **PRACTICAL ASSIGNMENT:** Describe, from your own experience, five actions you have observed that were ethical. Note down why they were ethical. Use the sheets provided for this on pages 93–94 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

8. Read pages 95–121 of the article "The Dynamics of Existence" in your course booklet.

9. **PRACTICAL ASSIGNMENT:** Describe an instance you have observed or experienced in which destruction was prosurvival and explain why that destruction was needed. Use the sheet provided for this on page 123 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk.

10. **PRACTICAL ASSIGNMENT:** Give an example of a problem from your own experience and work out what an optimum solution to that problem could have been, including how that solution would have affected each of the dynamics. Use the sheets provided for this on pages 125–126 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____
11. Demonstrate, using a demo kit, what ethics has to do with survival. _____
12. Demonstrate, using a demo kit, how you would determine if an action was right or wrong. _____

Section Four: Ethics and the Dynamics

1. Read the article, "Ethics and The Dynamics" starting on page 131 in your course booklet. _____
2. Demonstrate, using a demo kit, how unethical behavior on a dynamic affects the other dynamics. _____

3. **PRACTICAL ASSIGNMENT:** Describe from your own experience, a person you have observed who was unethical on a dynamic and how his or her unethical behavior affected the other dynamics. Use the sheet provided for this on page 173 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____
4. **PRACTICAL ASSIGNMENT:** Describe, from your own experience a person who you have observed as being ethical in life and how his dynamics were in communication with each other. Use the sheet provided for this on page 175 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____

Section Five: Ethics and Morals

1. Read the article "Ethics and Morals" starting on page 179 in your course booklet. _____
2. Demonstrate, using a demo kit, what morals are. _____

3. **PRACTICAL ASSIGNMENT:** Note down an example of moral conduct on each of the dynamics. Use the sheets provided for this on pages 193–195 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

The first dynamic

The second dynamic

The third dynamic

The fourth dynamic

The fifth dynamic

The sixth dynamic

The seventh dynamic

The eighth dynamic

4. **PRACTICAL ASSIGNMENT:** Note down why ethical conduct includes adhering to the moral codes of the society in which you live. Use the sheet provided for this on page 197 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

Section Six: Personal Integrity

1. Read the article "Personal Integrity" starting on page 201 in your course booklet. _____
2. Demonstrate, using a demo kit, what integrity is. _____

Section Seven: The Code of Honor

1. Read the article "The Code of Honor" on pages 211–212 in your course booklet. _____
2. Read point 1 of the Code of Honor starting on page 213 in your course booklet. _____
3. Demonstrate, using a demo kit, point 1 of the Code of Honor: "Never desert a comrade in need, in danger or in trouble." _____

4. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 1 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 219–220 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

5. Read point 2 of the Code of Honor starting on page 221 in your course booklet.

6. Demonstrate, using a demo kit, point 2 of the Code of Honor: “Never withdraw allegiance once granted.”

7. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 2 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 229–230 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

8. Read point 3 of the Code of Honor starting on page 231 in your course booklet. _____
9. Demonstrate, using a demo kit, point 3 of the Code of Honor: "Never desert a group to which you owe your support." _____
10. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 3 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 239–240 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____
11. Read point 4 of the Code of Honor starting on page 241 in your course booklet. _____
12. Demonstrate, using a demo kit, point 4 of the Code of Honor: "Never disparage yourself or minimize your strength or power." _____

13. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 4 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 245–246 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk. _____
14. Read point 5 of the Code of Honor starting on page 247 in your course booklet. _____
15. Demonstrate, using a demo kit, point 5 of the Code of Honor: “Never need praise, approval or sympathy.” _____
16. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 5 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 259–260 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk. _____
17. Read point 6 of the Code of Honor starting on page 261 in your course booklet. _____

18. Demonstrate, using a demo kit, point 6 of the Code of Honor: "Never compromise with your own reality."

19. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 6 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 269–270 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

20. Read point 7 of the Code of Honor starting on page 271 in your course booklet.

21. Demonstrate, using a demo kit, point 7 of the Code of Honor: "Never permit your affinity to be alloyed."

22. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 7 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 277–278 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

23. Read point 8 of the Code of Honor starting on page 279 in your course booklet.

24. Demonstrate, using a demo kit, point 8 of the Code of Honor: “Do not give or receive communication unless you yourself desire it.”

25. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 8 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 283–284 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

26. Read point 9 of the Code of Honor starting on page 285 in your course booklet.

27. Demonstrate, using a demo kit, point 9 of the Code of Honor: "Your self-determinism and your honor are more important than your immediate life." _____
28. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 9 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 297–298 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____
29. Read point 10 of the Code of Honor starting on page 299 in your course booklet. _____
30. Demonstrate, using a demo kit, point 10 of the Code of Honor: "Your integrity to yourself is more important than your body." _____

31. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 10 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 305 – 306 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

32. Read point 11 of the Code of Honor starting on page 307 in your course booklet.

33. Demonstrate, using a demo kit, point 11 of the Code of Honor: “Never regret yesterday. Life is in you today, and you make your tomorrow.”

34. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 11 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 313– 314 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

35. Read point 12 of the Code of Honor starting on page 315 in your course booklet.

36. Demonstrate, using a demo kit, point 12 of the Code of Honor: "Never fear to hurt another in a just cause." _____
37. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 12 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 321 – 322 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____
38. Read point 13 of the Code of Honor starting on page 323 in your course booklet. _____
39. Demonstrate, using a demo kit, point 13 of the Code of Honor: "Don't desire to be liked or admired." _____
40. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 13 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 331 – 332 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____

41. Read point 14 of the Code of Honor starting on page 333 in your course booklet. _____

42. Demonstrate, using a demo kit, point 14 of the Code of Honor: "Be your own adviser, keep your own counsel and select your own decisions." _____

43. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 14 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 341 – 342 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____

44. Read point 15 of the Code of Honor starting on page 343 in your course booklet. _____

45. Demonstrate, using a demo kit, point 15 of the Code of Honor: "Be true to your own goals." _____

46. **PRACTICAL ASSIGNMENT:** Describe how you could apply point 15 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life. Use the sheets provided for this on pages 355 – 356 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.
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Section Eight: Honesty

1. Read pages 359 – 365 of the article "Honesty" in your course booklet.
 2. Demonstrate, using a demo kit, what an overt is.
 3. Read pages 367 – 381 of the article "Honesty" in your course booklet.
 4. Demonstrate, using a demo kit, what a withhold is.
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-
-
-

5. **PRACTICAL ASSIGNMENT:** Give an example, from your own experience of someone committing an overt act. Use the sheet provided for this on page 383 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____
6. **PRACTICAL ASSIGNMENT:** Give an example, from your own experience of someone having a withhold. Use the sheet provided for this on page 385 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____
7. Demonstrate, using a demo kit, how a person becomes individuated. _____
8. **PRACTICAL ASSIGNMENT:** Describe from your own experience in life, someone you have observed to have individuated from an area in his life. Use the sheet provided for this on page 389 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____
9. Read the article, "Honest People Have Rights Too" starting on page 391 in your course booklet. _____

10. **PRACTICAL ASSIGNMENT:** Describe what freedom has to do with being honest and how you can apply this to your life. Use the sheets provided for this on pages 413–414 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk. _____
11. Read the article “Disclosing Overts and Withholds” starting on page 415 in your course booklet. _____
12. Demonstrate to your Supervisor, using a demo kit, the definitions of the following words:
- a. Time _____
 - b. Place _____
 - c. Form _____
 - d. Event _____
13. Demonstrate, using a demo kit, why it is important to disclose one’s overt and withholds. _____

14. **DRILL:** On the sheets provided for you on pages 441 – 442 in this course booklet, make up an overt and disclose it following the steps given in the article “Disclosing Overts and Withholds.” Turn this in to your Supervisor for his review. If the example you wrote up is incomplete or incorrect, the Supervisor will refer you to your material and show you the exact reference so that you can correct it. Do this drill until you can correctly disclose an overt. _____

15. **DRILL:** On the sheets provided for you on pages 443–444 in this course booklet, make up a withhold and disclose it following the steps given in the article “Disclosing Overts and Withholds.” Turn this in to your Supervisor for his review. If the example you wrote up is incomplete or incorrect, the Supervisor will refer you to your material and show you the exact reference so that you can correct it. Do this drill until you can correctly disclose a withhold. _____

Section Nine: Final Course Exercise

PRACTICAL: Write up your overts and withholds using the procedure covered in the article “Disclosing Overts and Withholds.” Begin with the first dynamic. When you have completed that write-up to its end phenomena and have gotten acknowledged for writing them up by the Course Supervisor, write up your overts and withholds on the second dynamic, and so on until you have done a write-up for each dynamic.

Use the sheets provided for this, starting on page 447 in your course booklet. When finished, tear out the pages and hand them in to the Supervisor.

Success Story forms are provided for your use, should you wish to write down any wins, gains or realizations you’ve had from doing this action.

(NOTE: This action is intended to enhance your own personal integrity. These overts and withholds will be kept totally confidential. They will be seen by your Course Supervisor or a qualified Narconon Ethics Officer if he is assisting in the supervision of this action. What you write down will not be used against you. When you are finished writing up your overts and withholds, the Course Supervisor will read your write-ups and acknowledge you for disclosing them. He will then give them back to you.)

1. Write up your overts and withholds on your first dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
2. Write up your overts and withholds on your second dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
3. Write up your overts and withholds on your third dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____

4. Write up your overts and withholds on your fourth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
5. Write up your overts and withholds on your fifth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
6. Write up your overts and withholds on your sixth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
7. Write up your overts and withholds on your seventh dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____
8. Write up your overts and withholds on your eighth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief. _____

Section Ten: Student Completion

I attest that I have studied the materials on this checksheet and I know how to apply the data I have studied on personal values and integrity.

Student: _____ Date: _____

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

Supervisor: _____ Date: _____

STUDENT EXAMINER

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

Student Examiner: _____ Date: _____

STUDENT ATTEST AT CERTIFICATES AND AWARDS

I attest:

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

Student Attest: _____ Date: _____

Certificates & Awards: _____ Date: _____

The student is presented the certificate of
NARCONON PERSONAL VALUES AND INTEGRITY
COURSE GRADUATE.

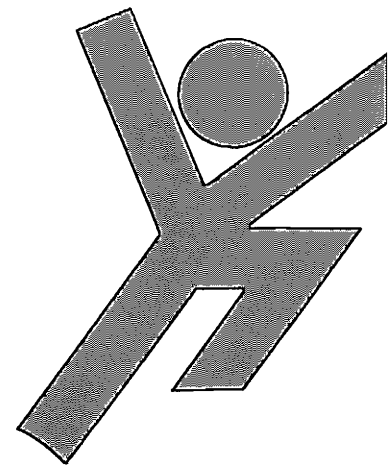
Certificates & Awards: _____ Date: _____

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

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Section 1

Introduction



Introduction

The subjects of personal values, integrity and honesty are all subjects which concern man.

When we look at inflation, the oil crisis, corruption of government, war, crime, insanity, drugs, sexual promiscuity and dishonesty, etc., we are looking at a culture on the way out. This is a direct result of individuals failing to maintain their own personal ethics. A person is not going to survive unless individuals begin to conduct themselves in an honest and ethical way.

But how can one regain his own sense of integrity and become more honest? How does one go about determining his own personal values and clear guidelines for ethical behavior? What is right and what is wrong? How can a person increase the survival of his family and friends as well as his own ability to live and be happy?

There is an answer. It starts with the individual himself.

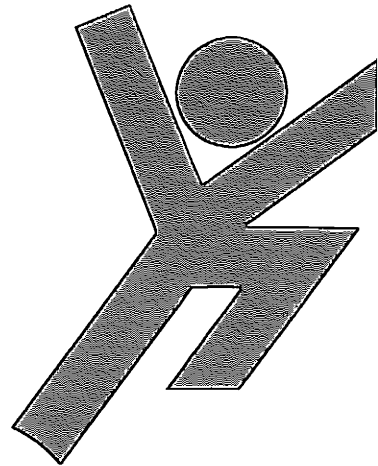
In this course you will find information that will help you determine your own personal values and guidelines for ethical behavior. You will be able to increase your happiness and lead a more rewarding life.

Many, many people have used the information you will learn to help them regain their sense of personal value and integrity and once again get joy from living life.

Good luck.

Section 2

The Dynamics of Existence



The Dynamics of Existence

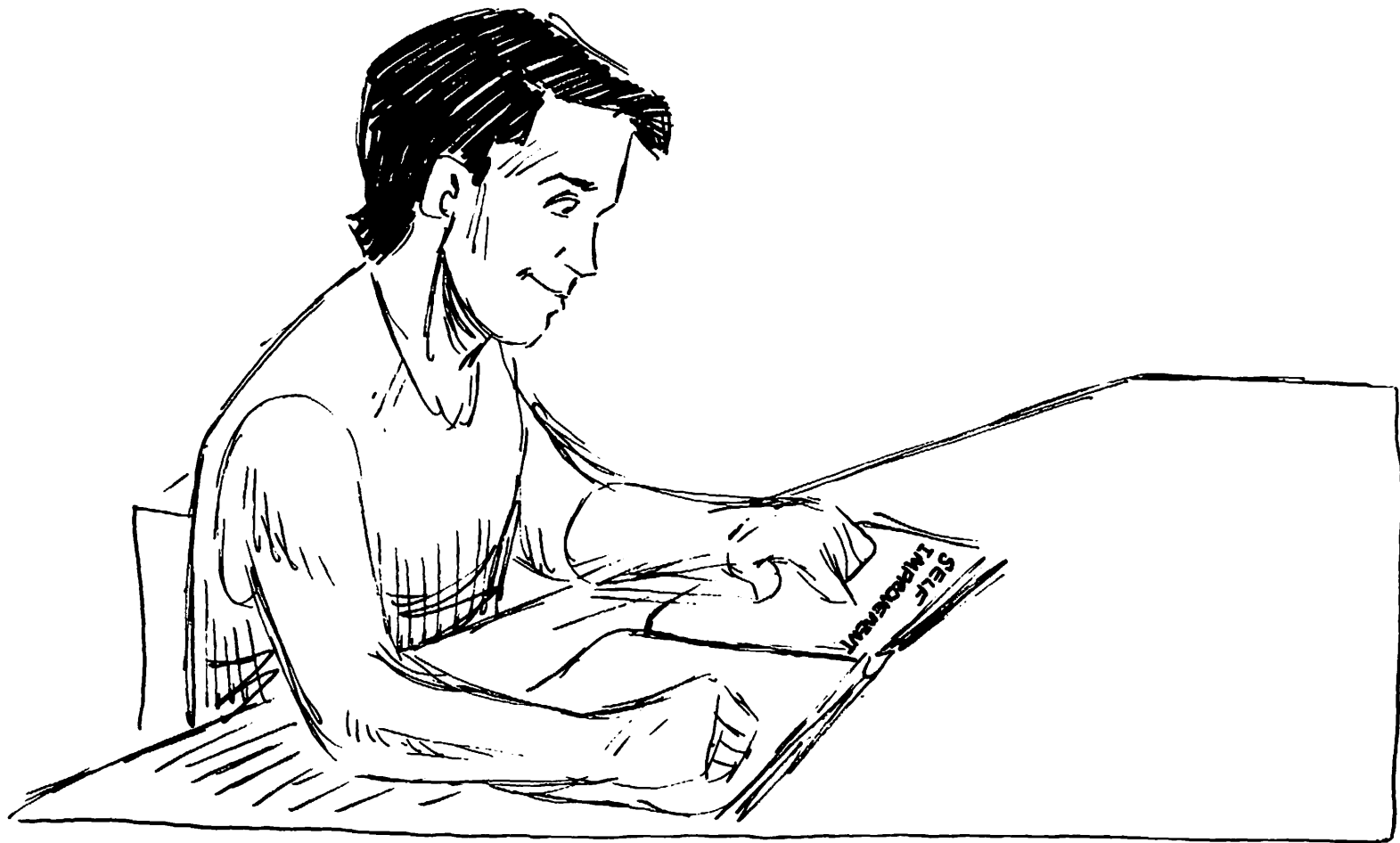
Survival is accomplished on eight routes which are known as the dynamics.

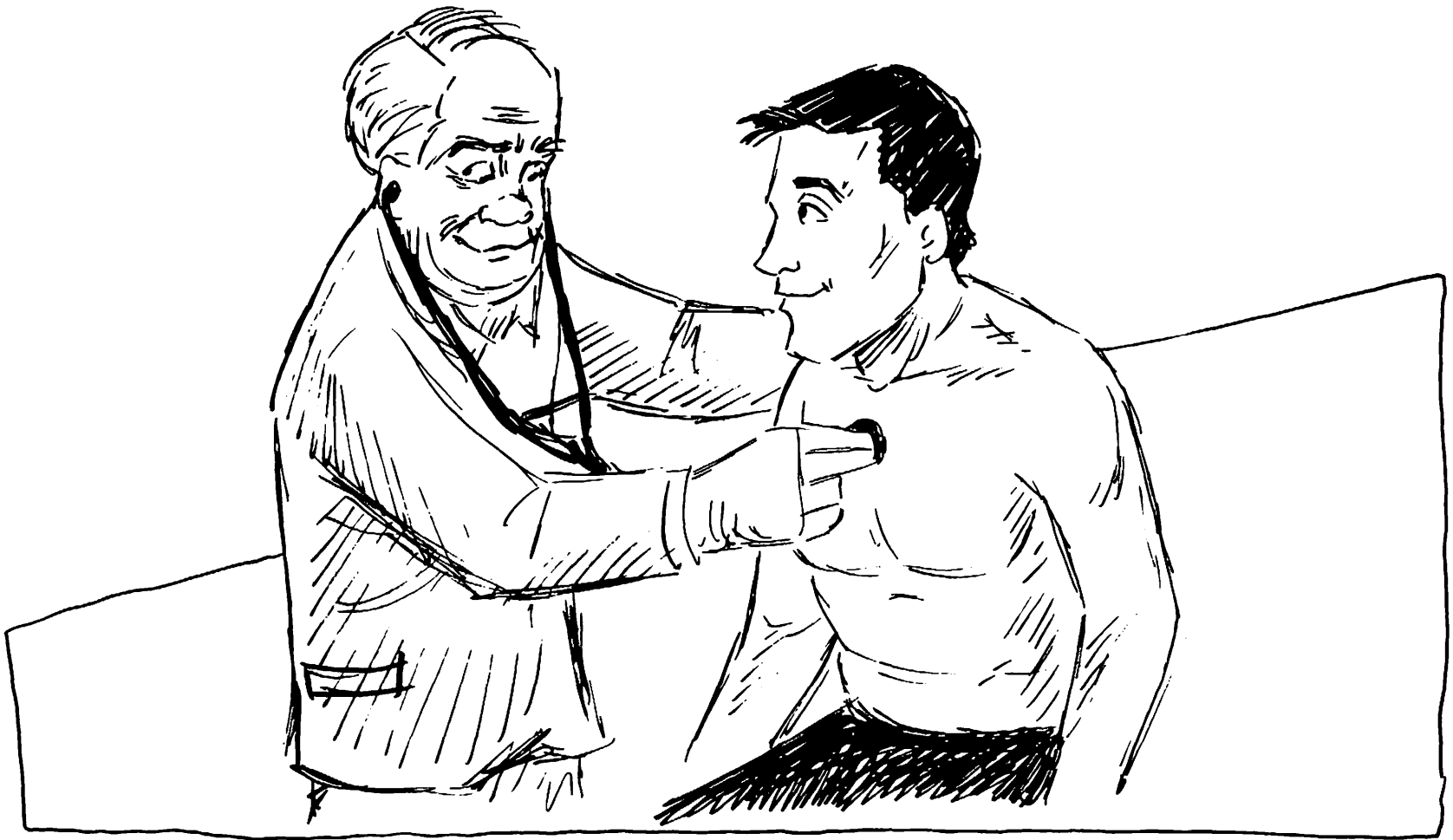
First Dynamic

The first dynamic is the dynamic of self. This would be man's urge toward survival for himself.











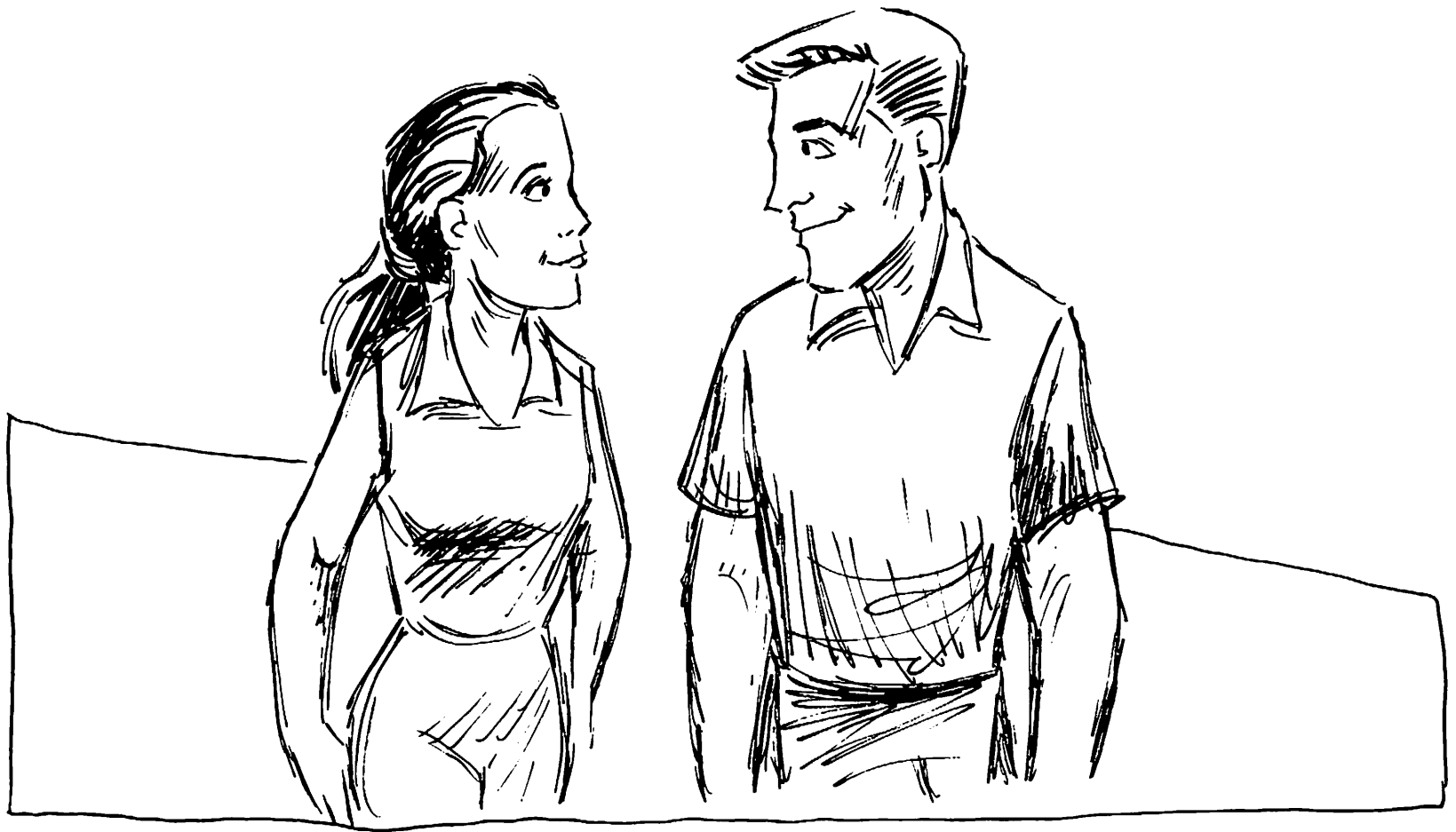


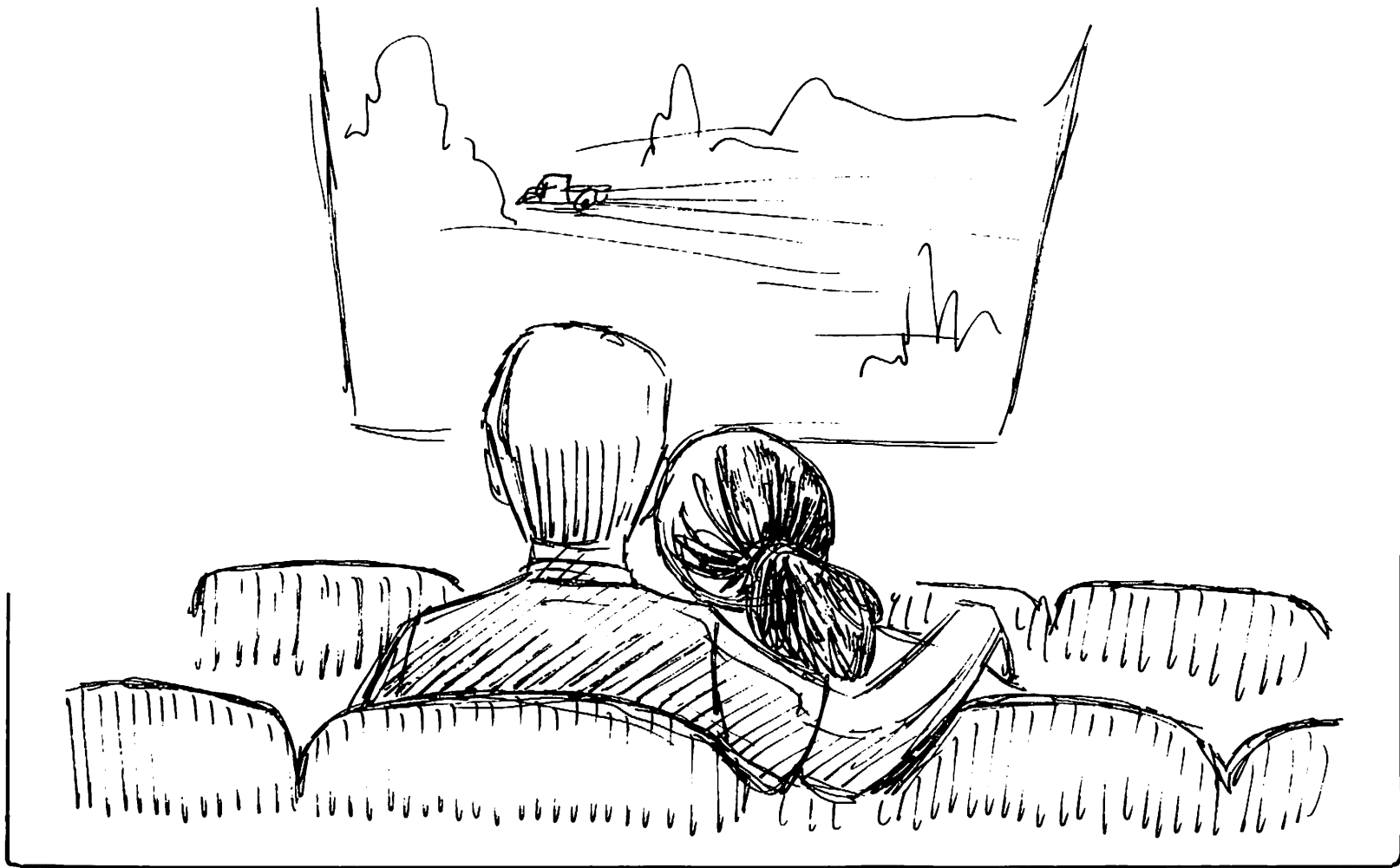
Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what the first dynamic is.

Second Dynamic

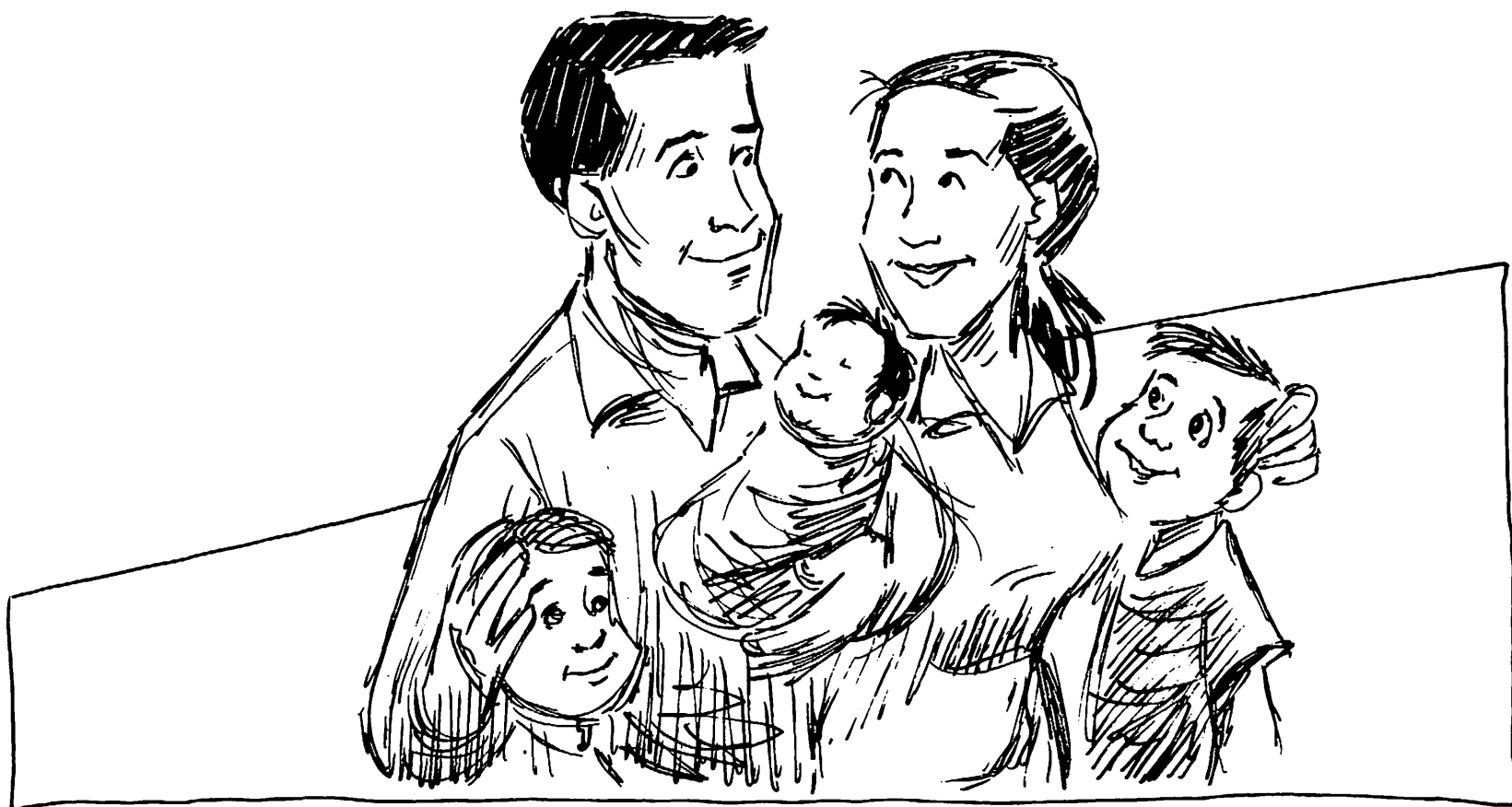
The second dynamic has two compartments: one is sex and the other is the rearing of children. This dynamic is man's urge toward survival as a future generation. On the first dynamic he is an individual. But by sex—procreation—he creates other individuals and future generations. This is an urge toward survival through children.











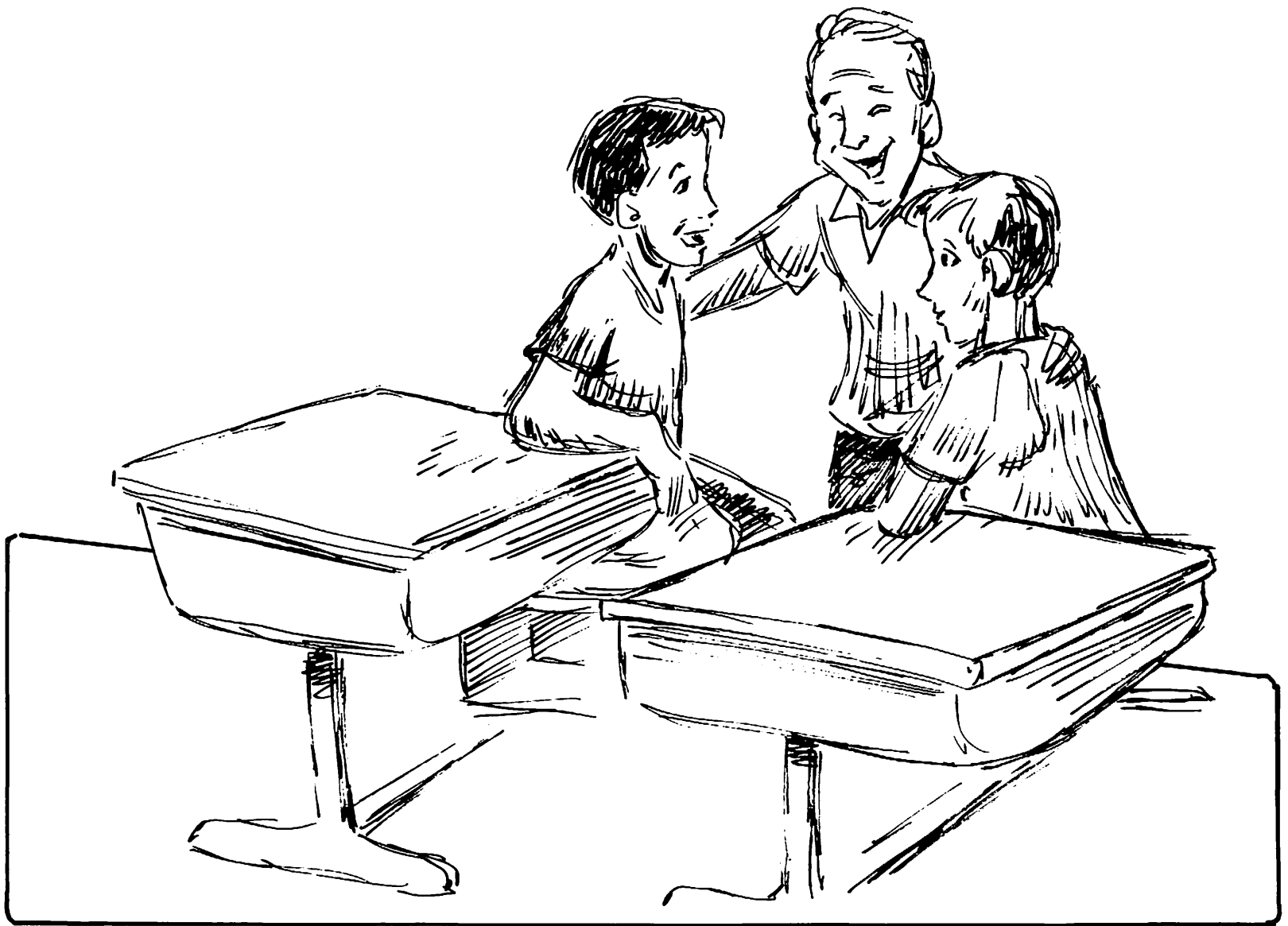
Narconon Personal Values and Integrity Course

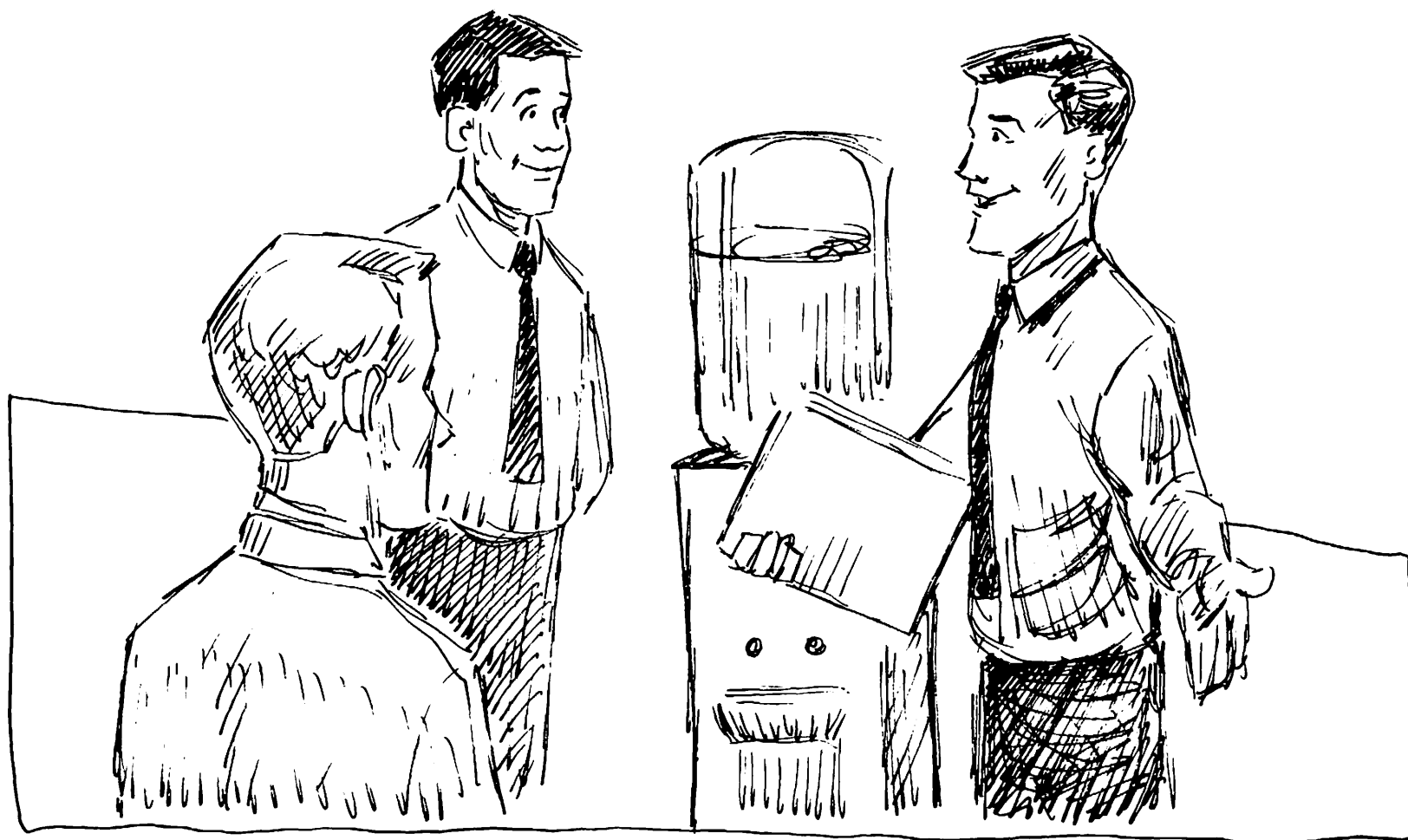
Demonstrate, using a demo kit, what the second dynamic is.

Third Dynamic

Dynamic three is groups; the urge on the part of the individual to survive as part of a group (with the individual himself furnishing this motivation). That covers any kind of a group—temporary or permanent groups, political groups, social groups or anything like this.

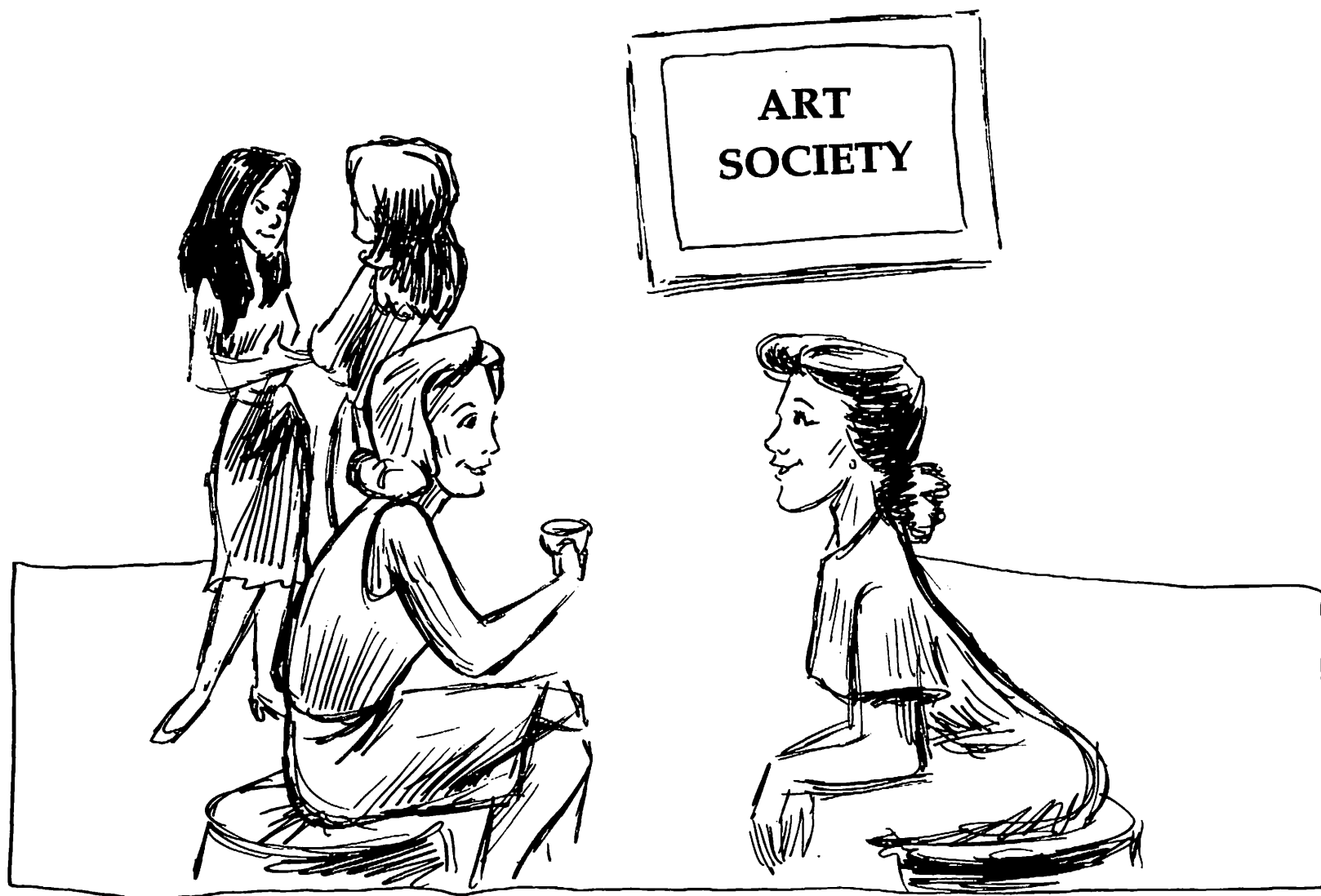












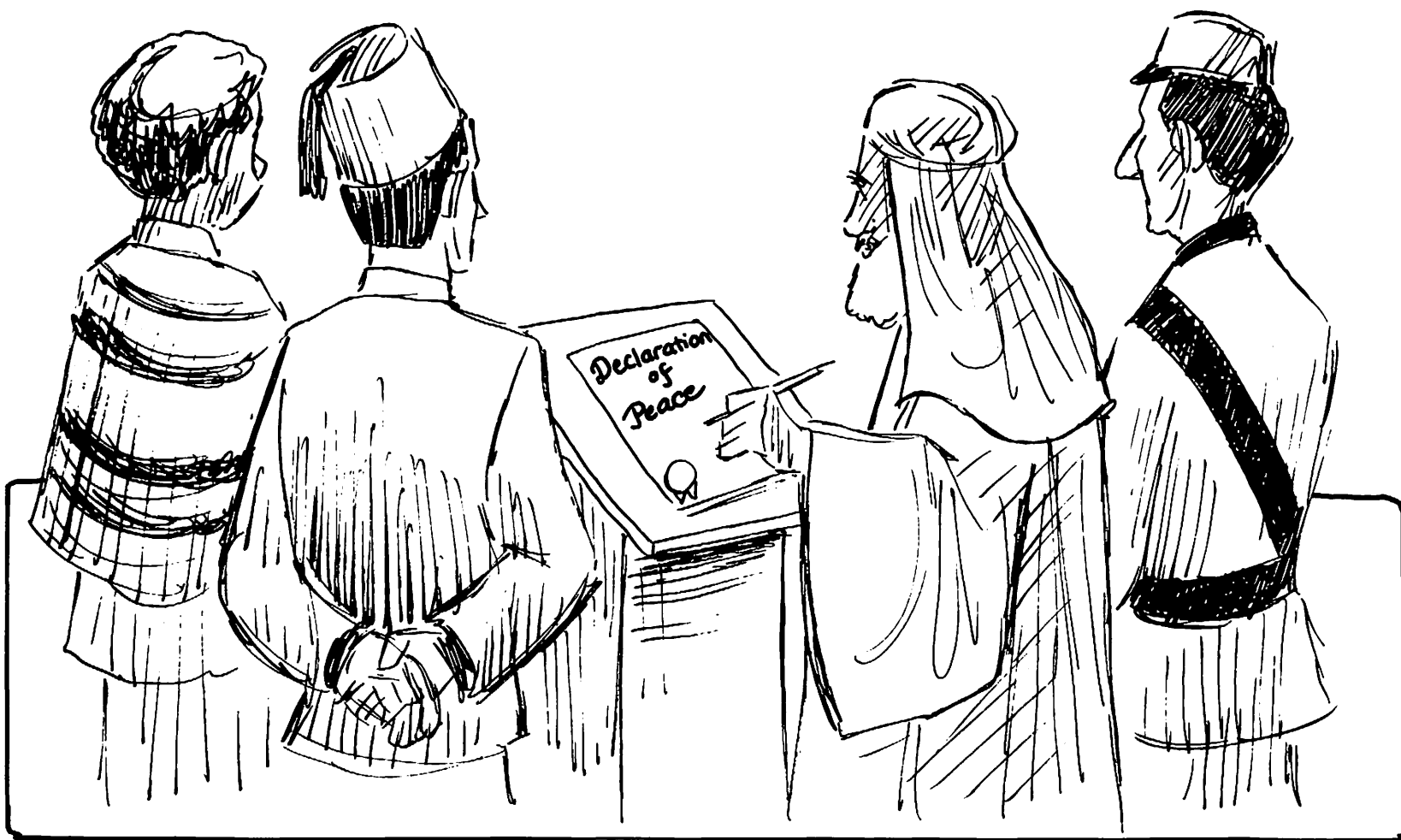
Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what the third dynamic is.

Fourth Dynamic

Dynamic four is survival through man as a species. Even if you had an American and Russian and they were army officers and highly antagonistic toward each other, and if one of Orson Welles's men from Mars suddenly showed up, you would find these two men joining hands to shoot the devil out of that foreign species, if it were conceived to be a menace to man. Man actually works on the fourth dynamic. War is a breakdown on this dynamic.





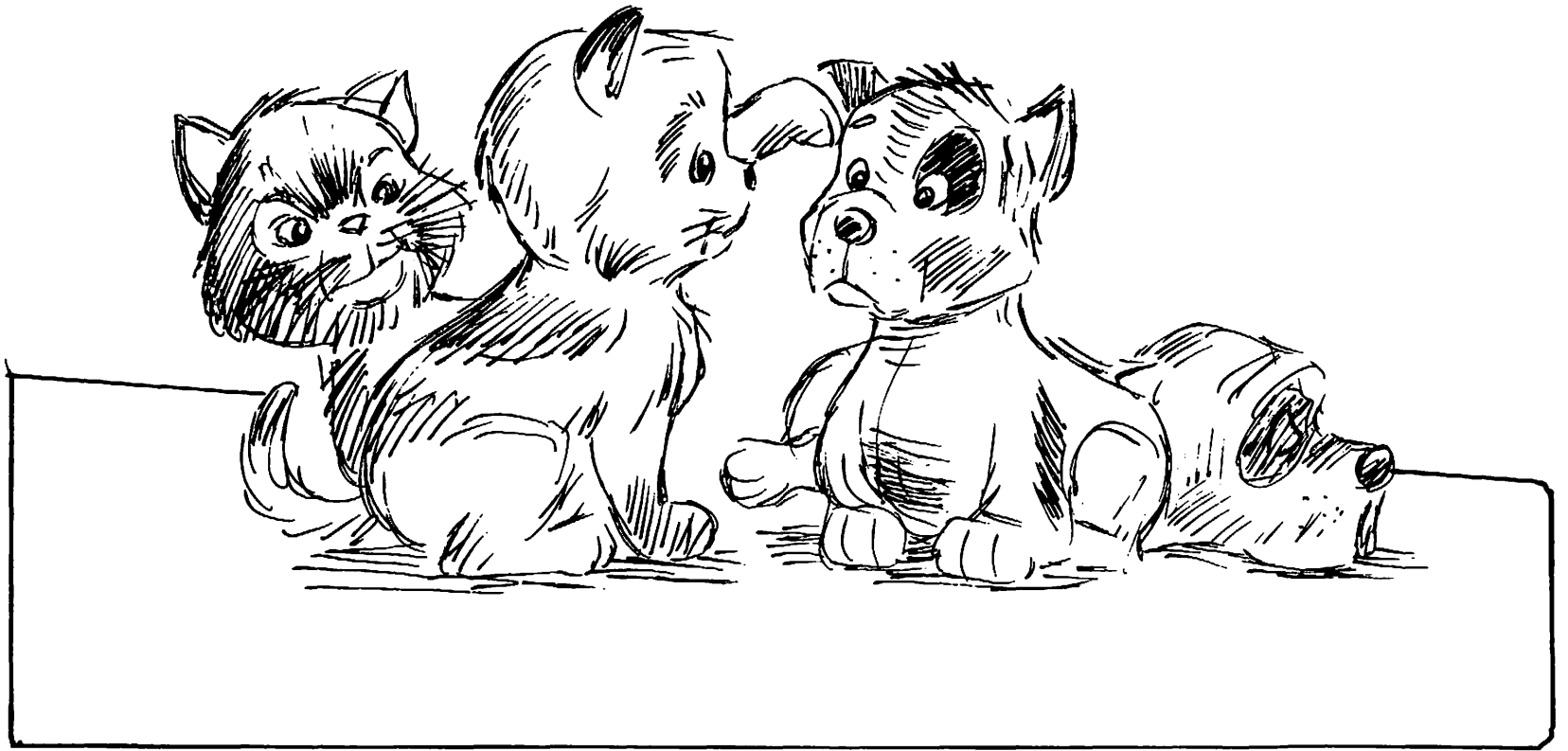
Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what the fourth dynamic is.

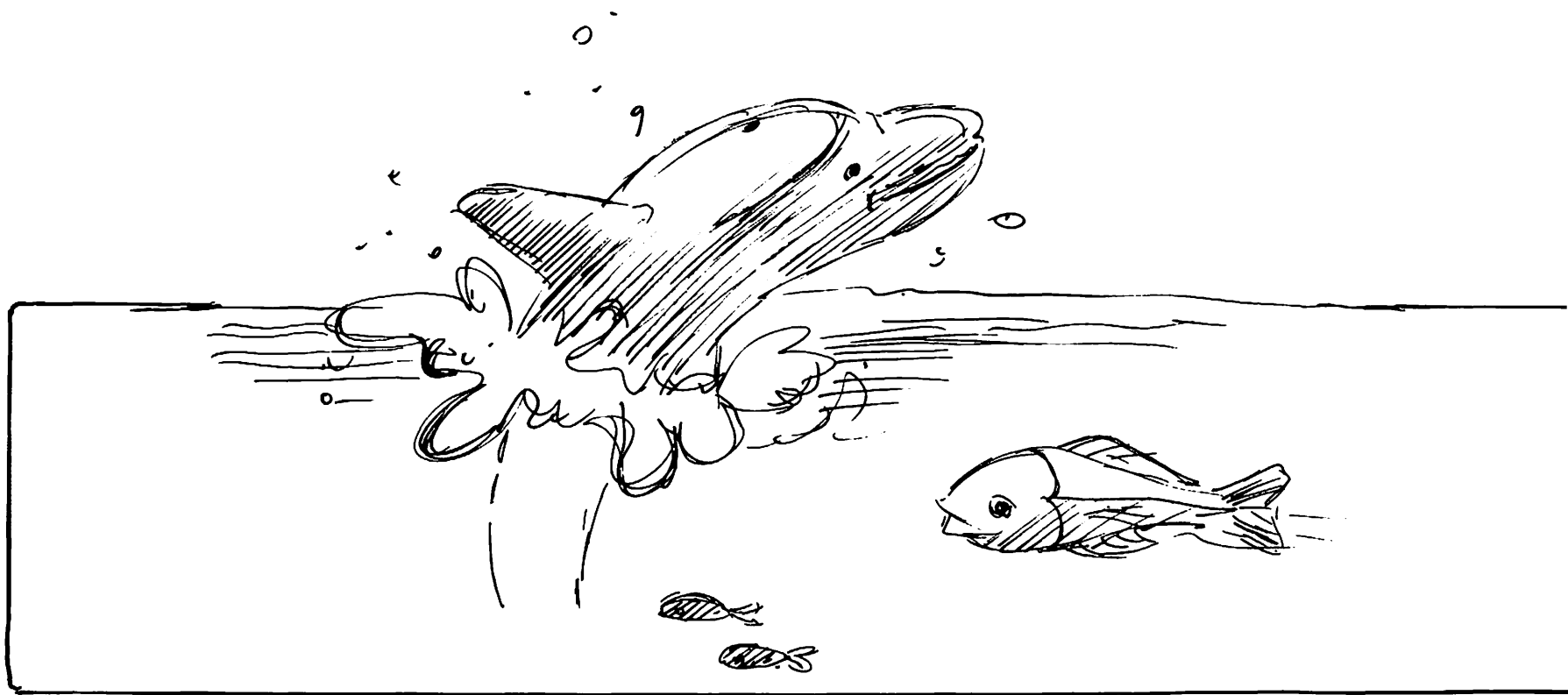
Fifth Dynamic

Dynamic five pertains to life—just life in general. That is vegetables, fish, trees, any kind of life. On the fifth dynamic an individual survives to make life survive.









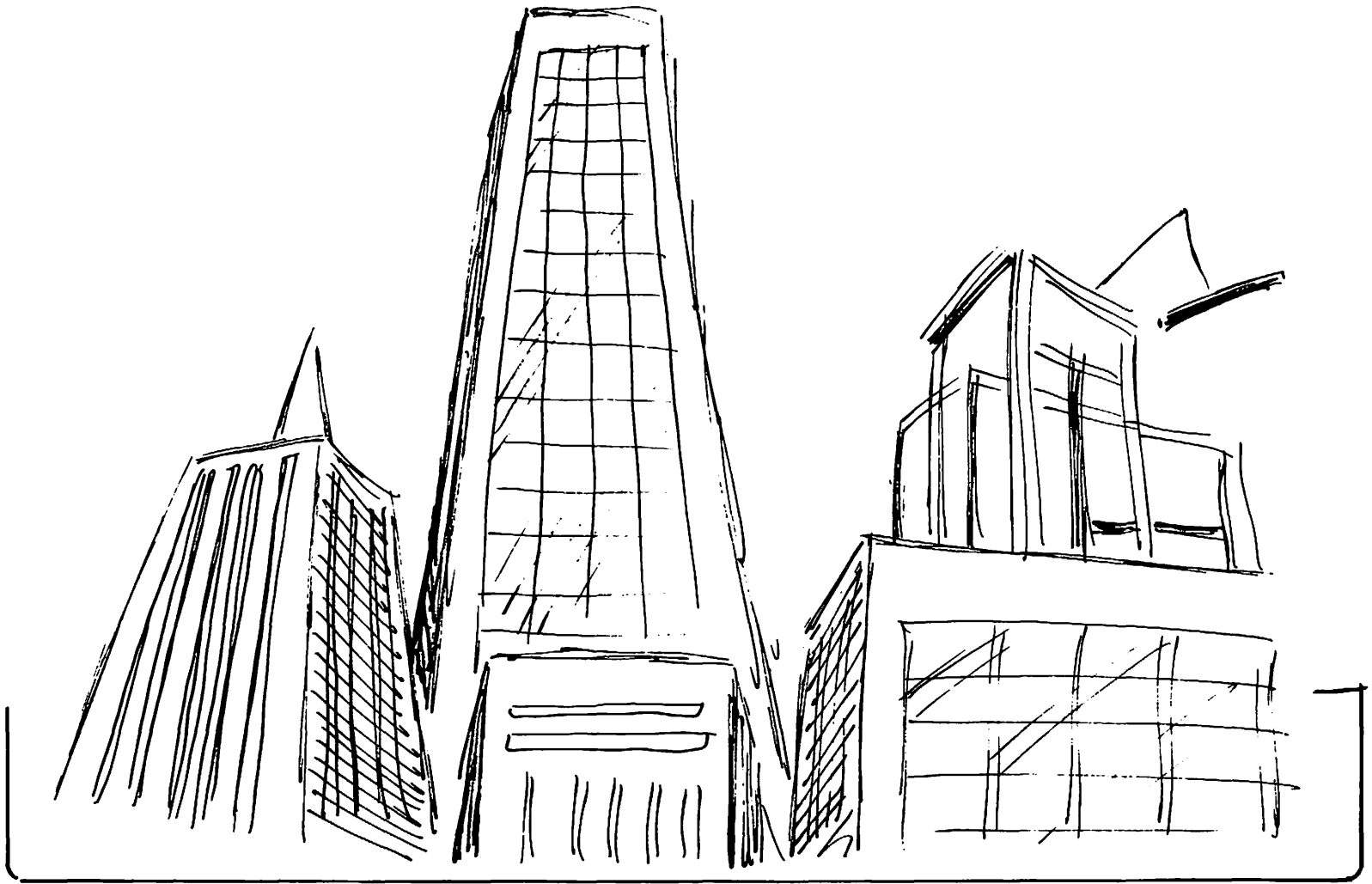


Narconon Personal Values and Integrity Course

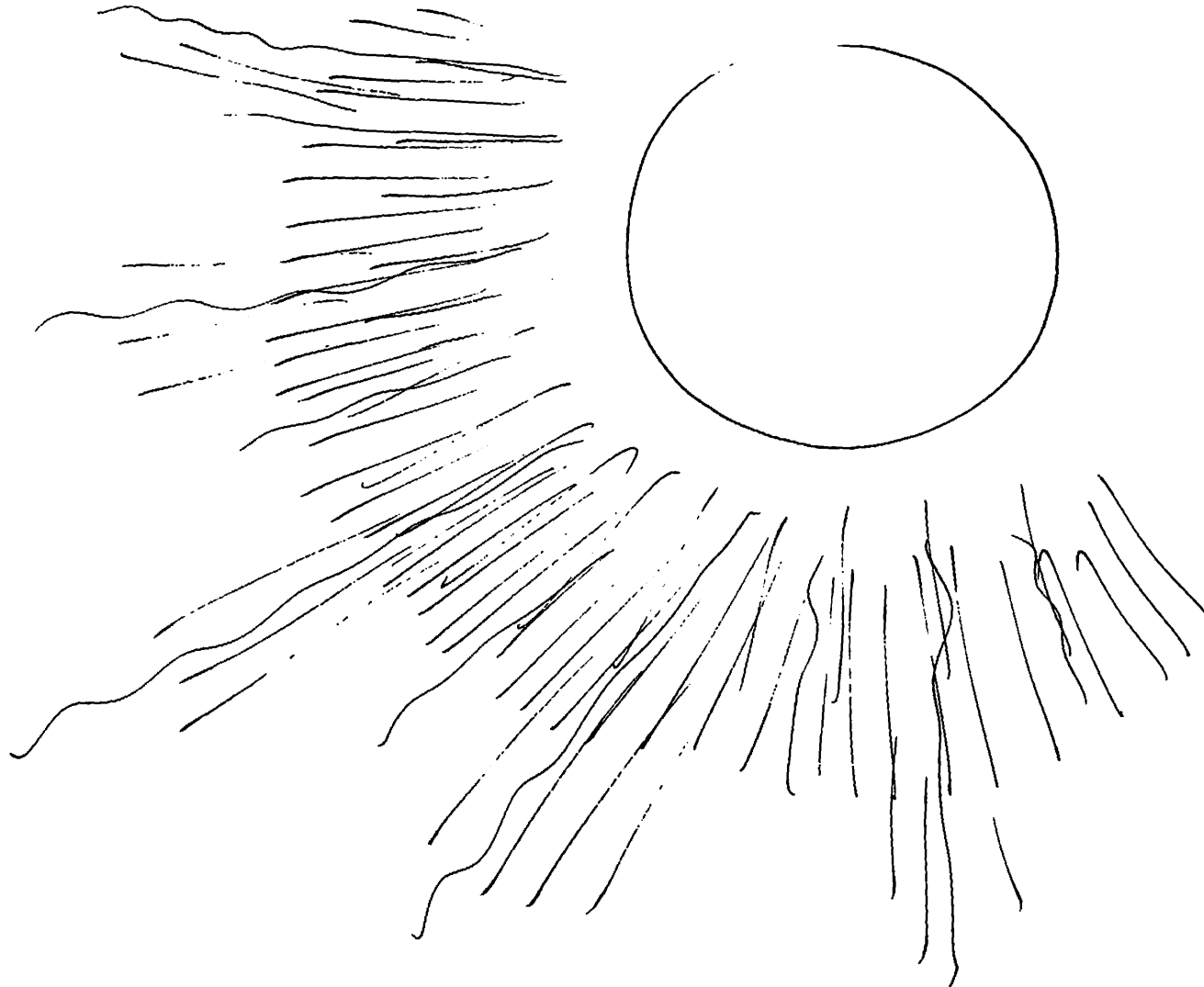
Demonstrate, using a demo kit, what the fifth dynamic is.

Sixth Dynamic

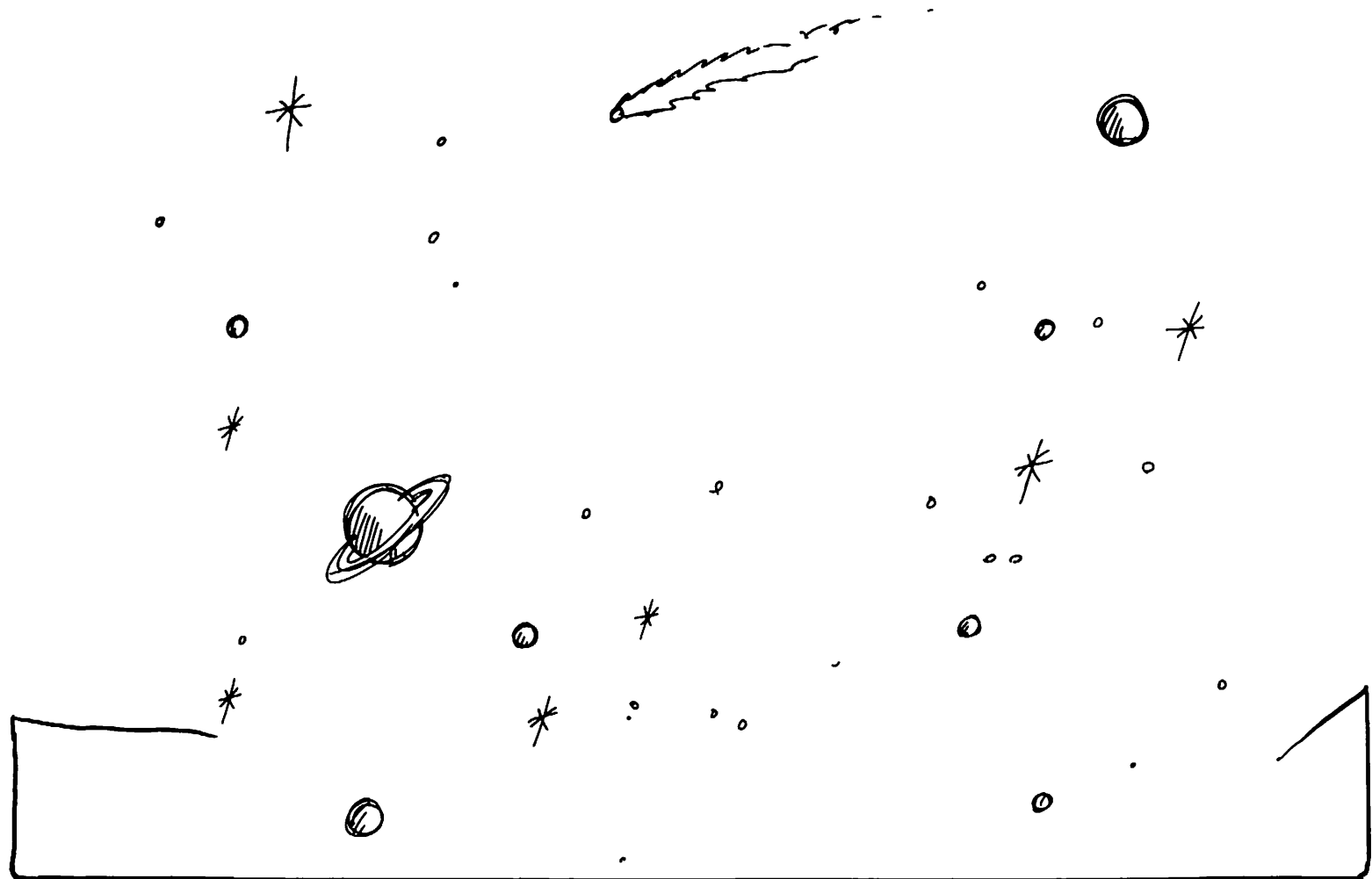
The sixth dynamic is the dynamic we call MEST—a term made from the first letter of each of the words *matter, energy, space* and *time*. That is the material universe. The individual actually has a thrust for the survival of the material universe.



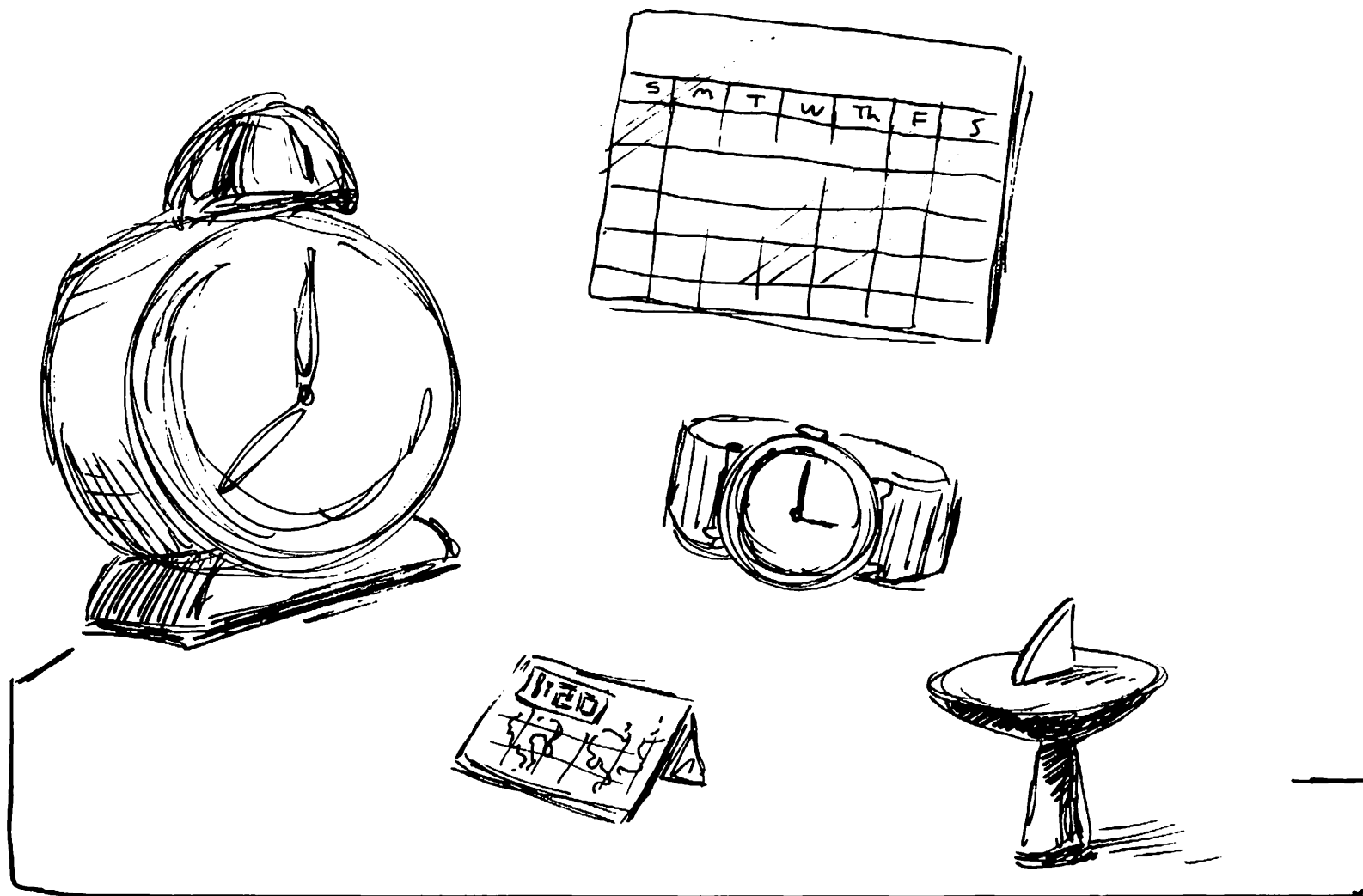
Energy



Space



Time



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what the sixth dynamic is.

Seventh Dynamic

The seventh dynamic is the dynamic of the spirit, the urge toward existence as or of spirits.

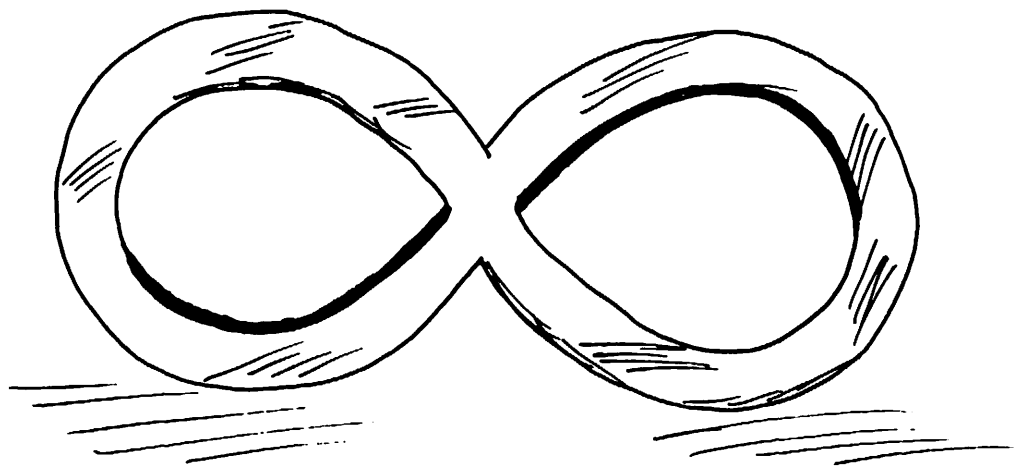


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Demonstrate, using a demo kit, what the seventh dynamic is.

Eighth Dynamic

The eighth dynamic we write as a number eight on its side, which stands for infinity, and this would be the dynamic of a Supreme Being, a Prime Mover Unmoved or Creator.



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Demonstrate, using a demo kit, what the eighth dynamic is.

An individual seeks survival on one or all of these dynamics and fails when he abandons a dynamic as a survival route. For instance, one who has abandoned all routes to survival except self, the first dynamic, is in a desperate state.

The individual who says, "I can live alone" is very interesting. He can't live without lichen and moss. They create soil so that the vegetables can grow. He can't live without a lot of odds and ends like, for instance, trees to make firewood. That is a life form and he has to be interdependent with this life form. Most important, he is interdependent with the physical universe as he would sure play the devil surviving as a human organism if he didn't have an earth to walk on.



The dynamics mean, simply, how many forms of survival there are. The number of dynamics merely adds up to the number of fields or entities a man has to be in cooperation with to get along.



The individual is trying to survive, one way or the other, on all these dynamics at once. No solution is an optimum solution unless it takes into account all the dynamics influenced by it and gives each one its optimum solution. That sounds complicated, but it means if you and Bill were in business together and you tried to do a solution that gave you all the benefit and didn't give Bill any, you would find that it would not work out.

It is fundamental in these dynamics that every time you get a solution where the other dynamics aren't taken into account, where their interests aren't taken into account, you get a general failure.

As soon as you knock out one of these dynamics on a human being and say, "For this individual, this dynamic cannot possibly exist," you get trouble, because they *all* get knocked out. They come down to the same level, in other words. If you cut out half of one dynamic, you have cut out half of the rest of the dynamics. This package of dynamics is very vital to the survival of an individual.

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Demonstrate to your Supervisor, using a demo kit, an example of a survival action on each dynamic and why that action would be a survival action.

The first dynamic	_____
The second dynamic	_____
The third dynamic	_____
The fourth dynamic	_____
The fifth dynamic	_____
The sixth dynamic	_____
The seventh dynamic	_____
The eighth dynamic	_____

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Demonstrate to your Supervisor, using a demo kit, an example of a *non*survival action on each dynamic and why that would be a *non*survival action.

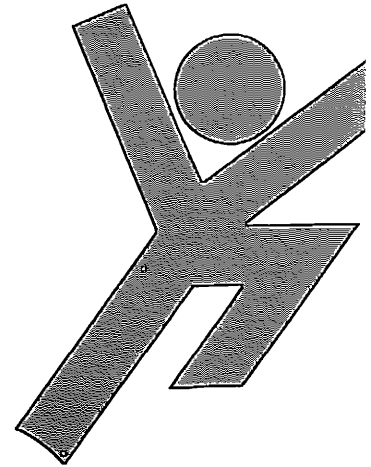
The first dynamic	_____
The second dynamic	_____
The third dynamic	_____
The fourth dynamic	_____
The fifth dynamic	_____
The sixth dynamic	_____
The seventh dynamic	_____
The eighth dynamic	_____

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what happens to the other dynamics when you knock out one of a person's dynamics.

Section 3

Ethics



Ethics

The whole subject of ethics is one which, with the society in its current state, has become almost lost.

Ethics actually consists of rationality toward the highest level of survival for the individual, the future race, the group, mankind and the other dynamics taken up collectively.

Ethics are reason.

Man's greatest weapon is his reason.

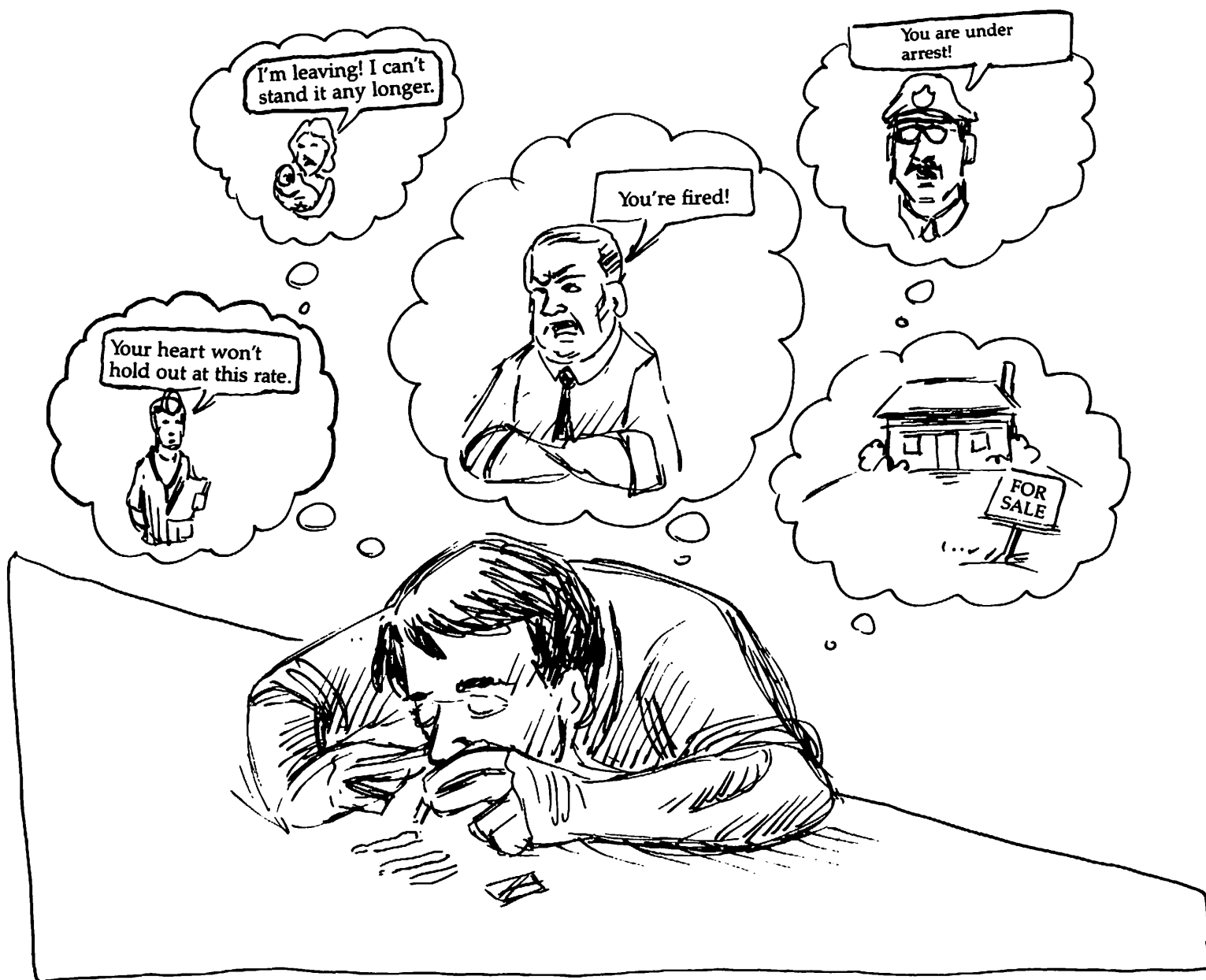
The highest ethic level would be long-term survival concepts with minimal destruction, along all of the dynamics.



An optimum solution to any problem would be that solution which brought the greatest benefits to the greatest number of dynamics. The poorest solution would be that solution which brought the greatest harm to the most number of dynamics.

Activities which brought minimal survival to a lesser number of dynamics and damaged the survival of a greater number of dynamics could not be considered rational activities.

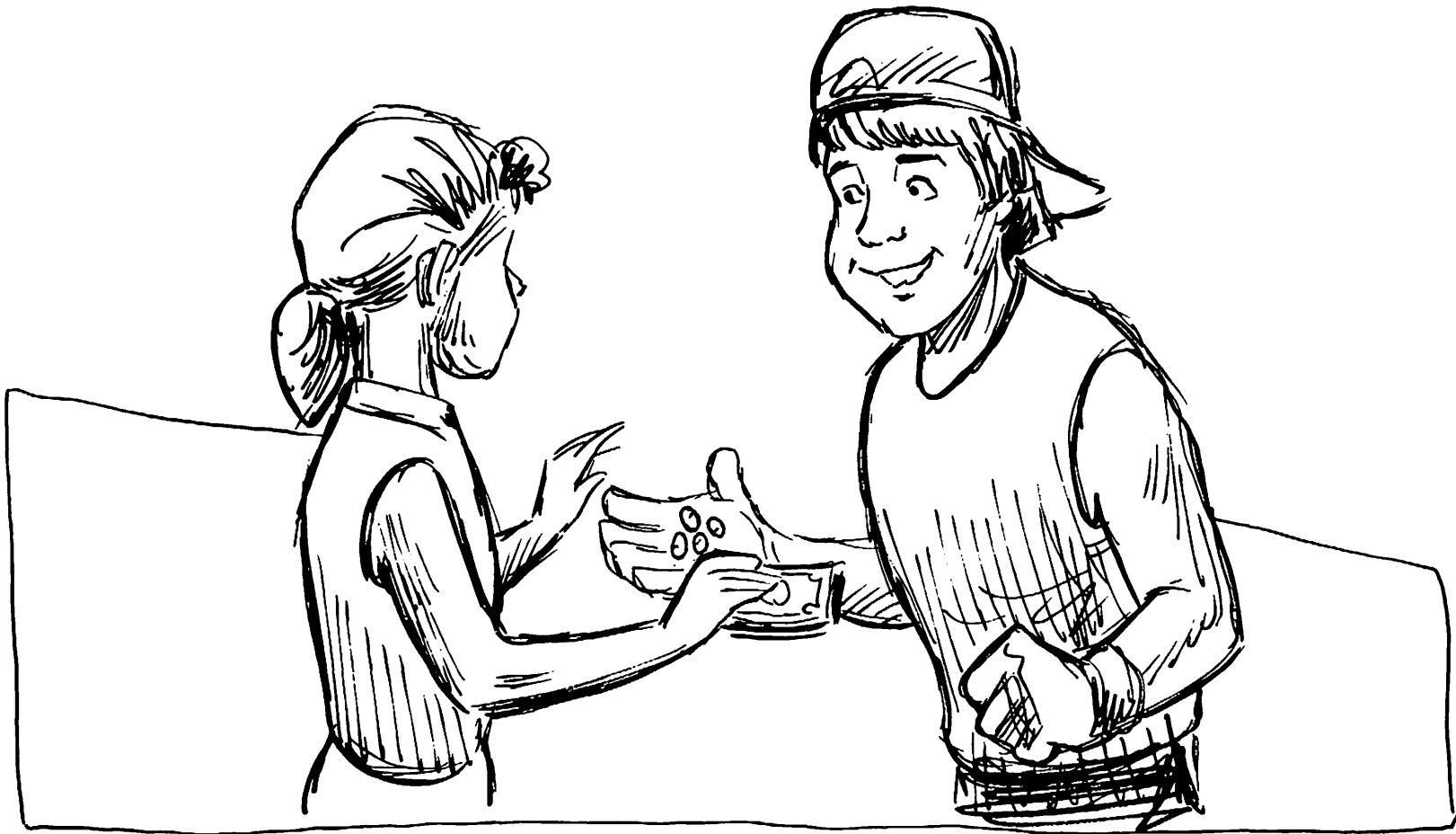
Let's look at an example of a solution that brings harm to the greater number of dynamics.



One of the reasons that this society is dying and so forth is that it's become too unethical. Reasonable conduct and optimum solutions have ceased to be used to such an extent that the society is on the way out.

By unethical we mean an action or situation in which an individual is involved, or something the individual does, which is contrary to the ideals, best interests and survival of his dynamics.

Here is an example of unethical conduct:



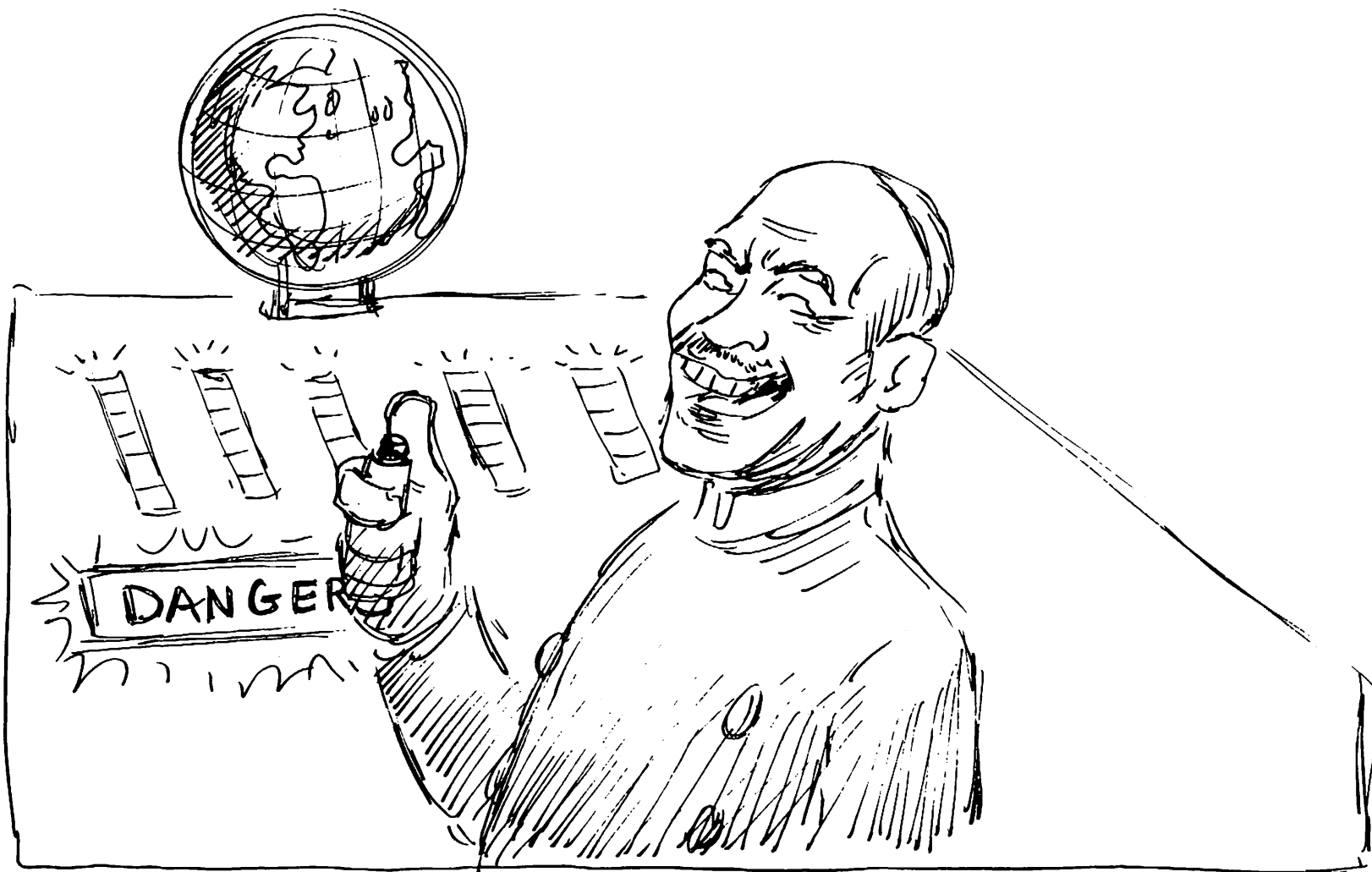




... AND NOT ONLY THAT!
BUT THEN HE PHYSICALLY
ATTACKED ME!



For a man to develop a weapon capable of destroying all life on this planet (as has been done with atomic weapons and certain drugs designed by the U.S. Army) and place it in the hands of the criminally insane politicians is obviously not a survival act.



For the government to actively invite and create inflation to a point where a depression is a real threat to the individuals of this society is a nonsurvival action to say the least.



This gets so batty that in one of the South Pacific societies infanticide became a ruling passion. There was a limited supply of food and they wanted to keep down the birthrate. They began using abortion, and if this didn't work, they killed the children. Their second dynamic folded up. That society has almost disappeared.

These are acts calculated to be destructive and harmful to the survival of the people of the society.

Ethics are the actions an individual takes on himself in order to accomplish optimum survival for himself and others on all dynamics. Ethical actions are survival actions. Without a use of ethics we will not survive.

FORGET IT HARRY, THE ACCOUNTS
WON'T BALANCE. THE RECORDS ARE
TOO MESSED UP. NO ONE WILL
HOLD YOU RESPONSIBLE ANYWAY.



IT'S MY JOB TO GET THESE ACCOUNTS
STRAIGHTENED OUT. I KNOW THE RECORDS
ARE THERE SOMEWHERE AND I INTEND
TO GET THE JOB DONE.





HERE THEY ARE, MR. ROBERTS.
ACCOUNTS ARE ALL SQUARED AWAY.

EXCELLENT HARRY. YOU JUST
GOT YOURSELF A RAISE!



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Demonstrate, using a demo kit, what ethics means.

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Demonstrate, using a demo kit, what ethics consists of.

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Demonstrate, using a demo kit, what it means to be unethical.

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To: Supervisor

From: _____ Date: _____

Describe, from your own experience, five actions you have observed that were unethical. Note down why they were unethical.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what it means to be ethical.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe, from your own experience, five actions you have observed that were ethical. Note down why they were ethical.

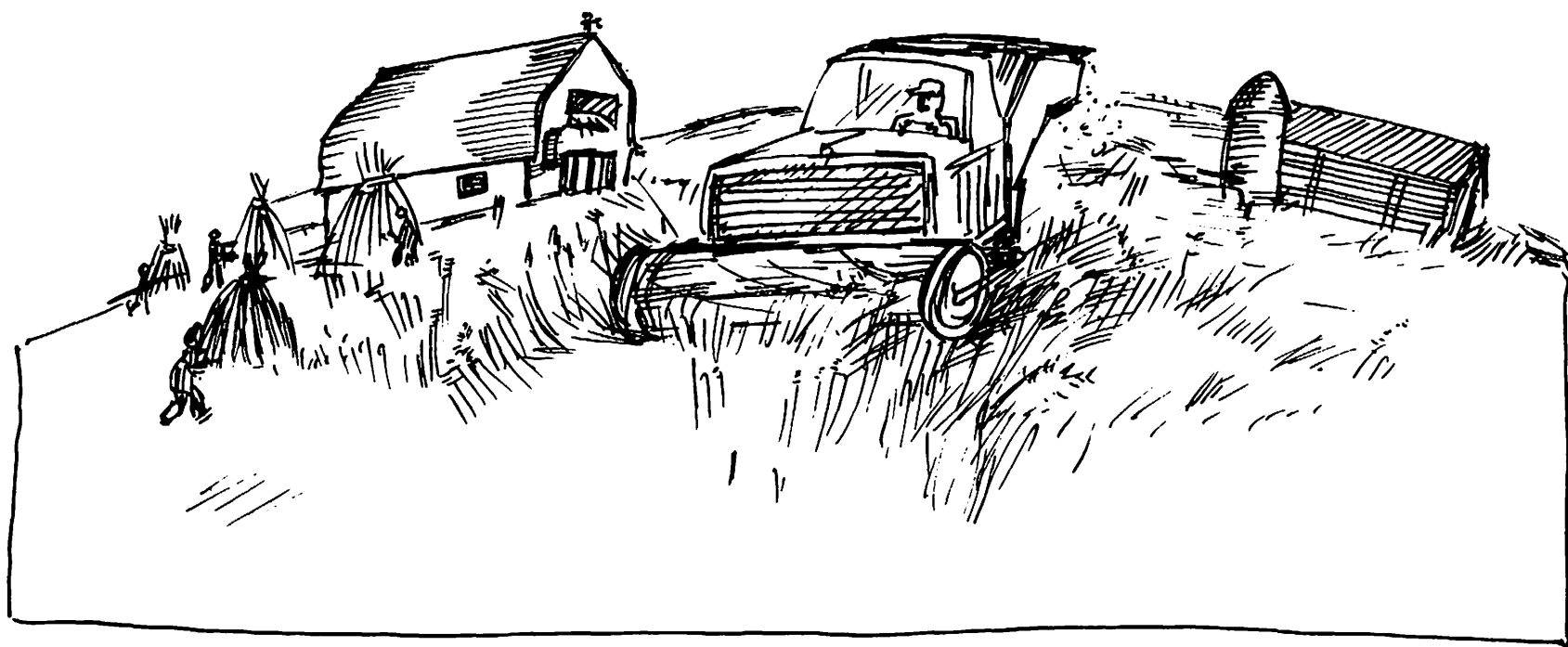
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Tear out these pages and place them on the Supervisor's desk.

The dynamic principle of existence is SURVIVE!









At first glance that may seem too basic. It may seem too simple.

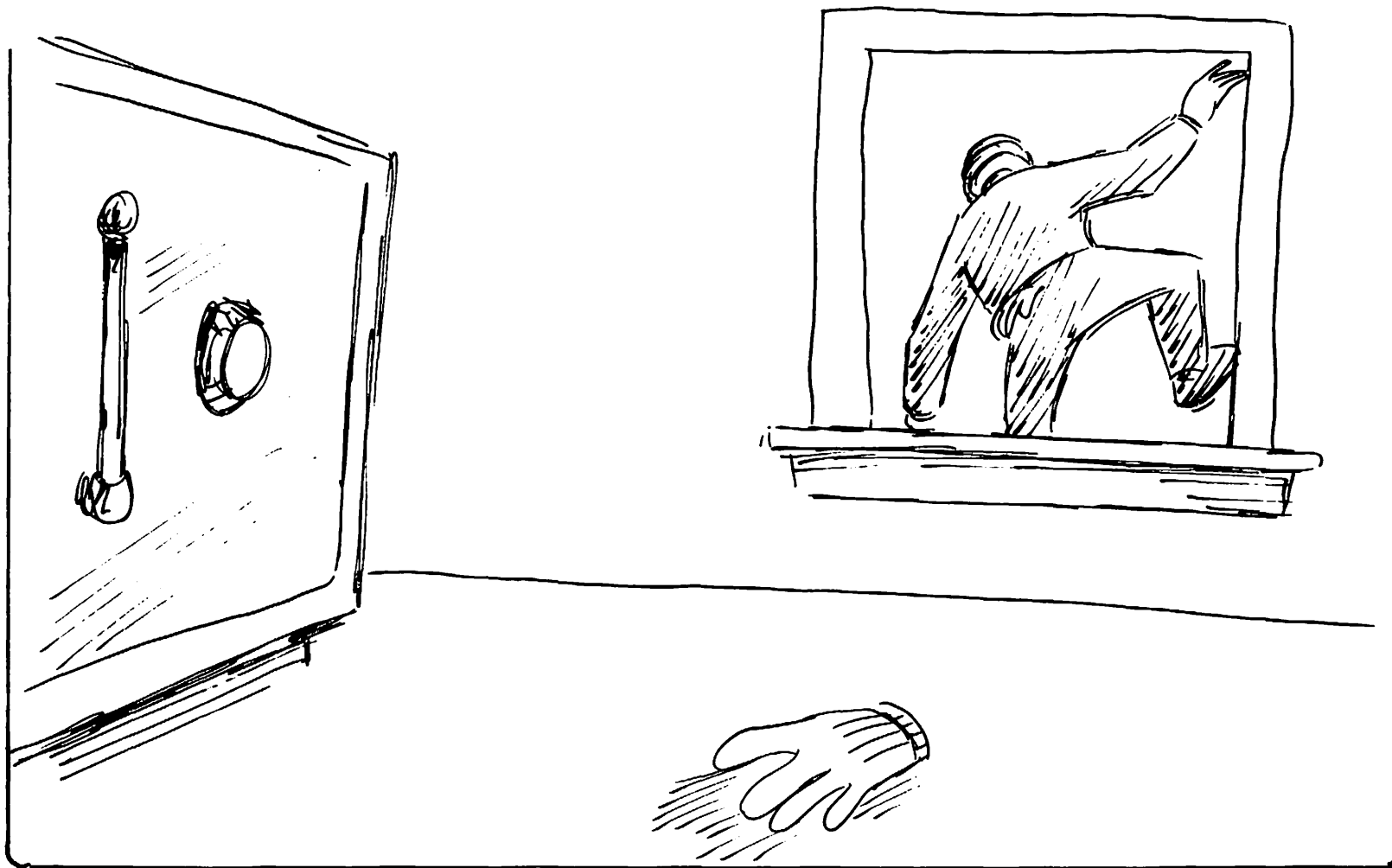
When one thinks of survival, one is apt to make the error of thinking in terms of “barest necessity.” That is not survival. Survival is a graduated scale, with infinity or immortality at the top and death and pain at the bottom.

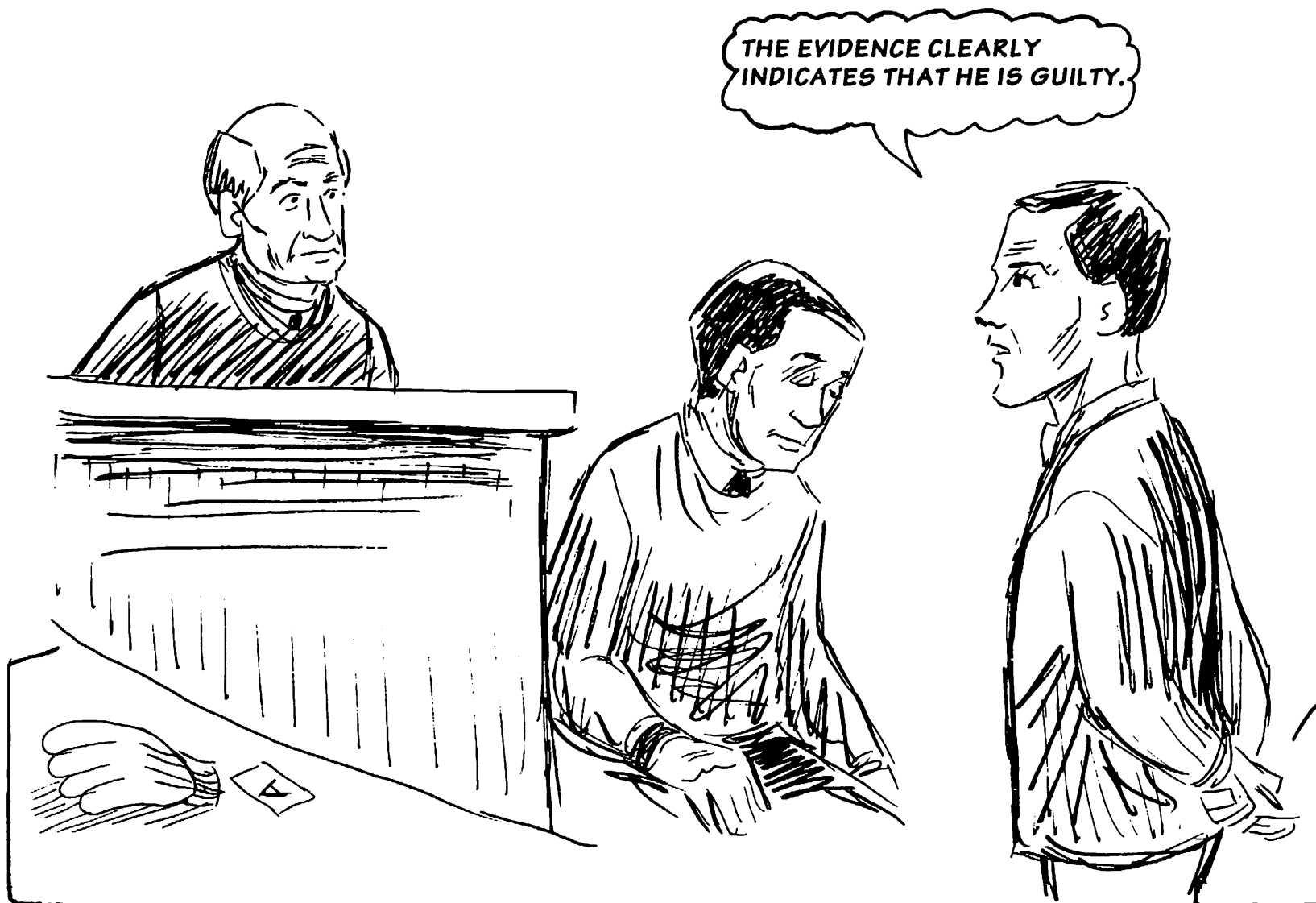
Man is basically good. This means that the basic personality and the basic intentions of the individual, toward himself and others, are good.

When a person finds himself committing too many harmful acts against the dynamics, he becomes his own executioner. This gives us the proof that man is basically good. When he finds himself committing too many evils, then causatively, unconsciously or unwittingly, man destroys himself; and he does himself in without assistance from anybody else.

This is why the criminal leaves clues on the scene, why people develop strange, incapacitating illnesses and why they cause themselves accidents and even decide to have an accident. When they violate their own ethics they begin to decay. They do this all on their own, without anybody else doing anything.

The criminal who leaves clues behind is doing so in hopes that someone will come along to stop him from continuing to harm others. He is basically good and does not want to harm others; and in the absence of an ability to stop himself outright, he attempts to become ethical by getting thrown in prison where he will no longer be able to commit crimes.





Similarly, the person who incapacitates himself with the illness or gets himself in an accident is trying to become ethical by lessening his ability to harm and maybe even by totally removing himself from the environment that he has been harming. When he has evil intentions, when he is being “intentionally evil,” he still has an urge to also stop himself. He seeks to suppress them and when he cannot do so directly, he does so indirectly. Evil, illness and decay often go hand in hand.

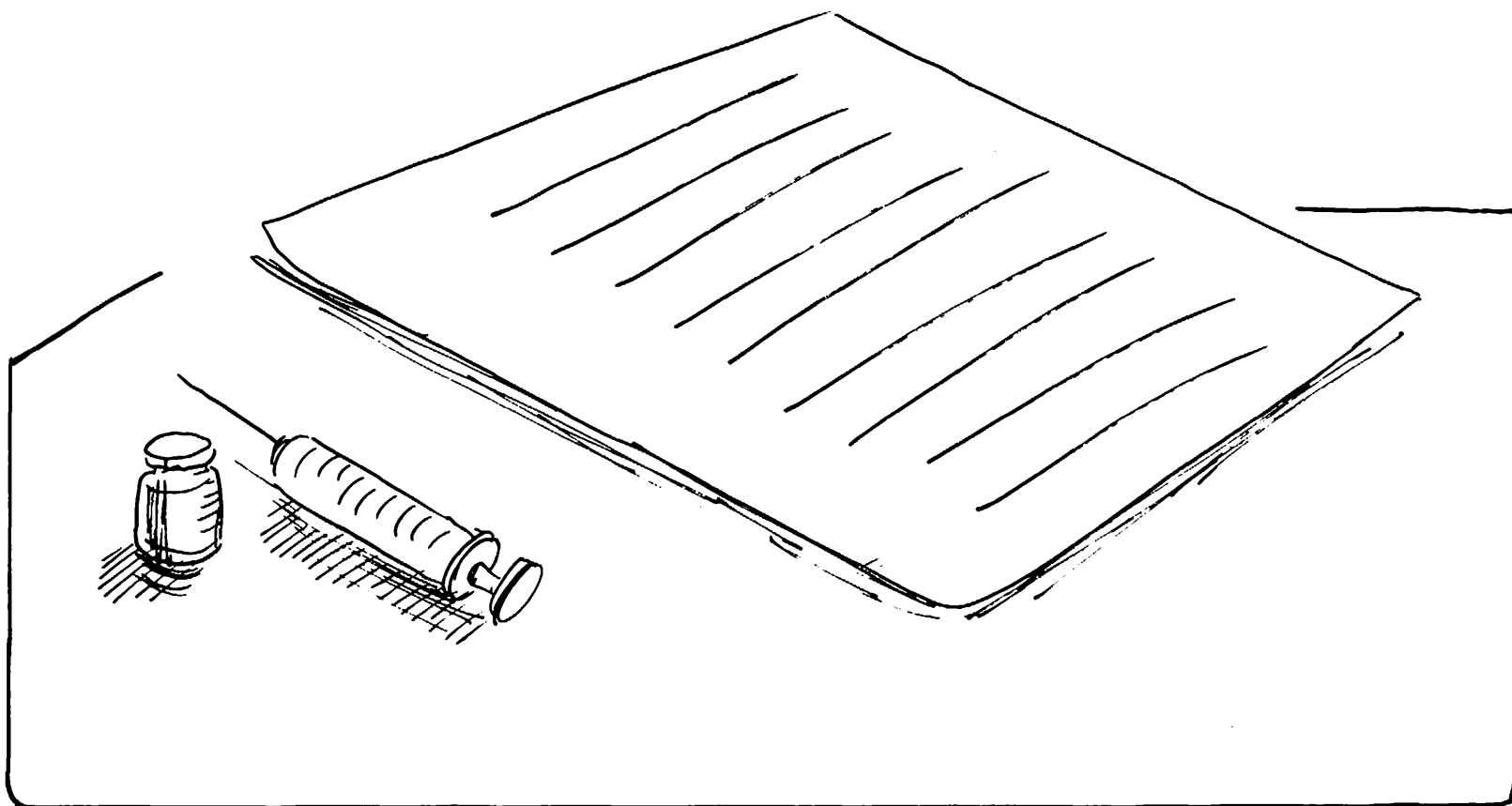
Man is basically good. He is basically well-intentioned. He does not want to harm himself or others. When an individual does harm the dynamics, he will destroy himself in an effort to save those dynamics. This can be proven and has been proven in innumerable cases. It is this fact which evidences that man is basically good.

On this basis we have the concepts of right and wrong.

When we speak of ethics we are talking about right and wrong conduct. We are talking about good and evil.

Good can be considered to be constructive survival action. It happens that no construction can take place without some small destruction, just as the tenement must be torn down to make room for the new apartment building.

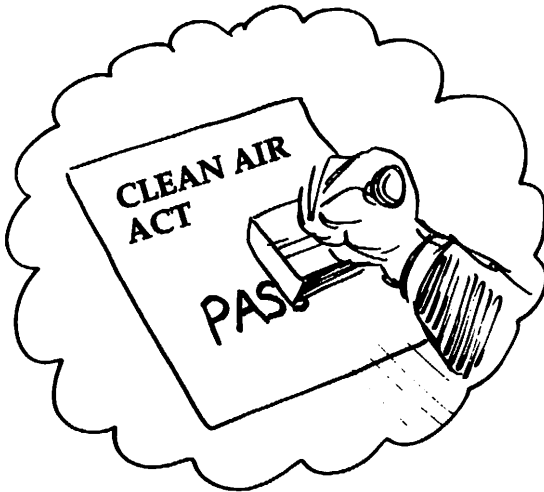
To be good, something must contribute to the individual, to his family, his children, his group, mankind or life. To be good, a thing must contain construction which outweighs the destruction it contains. A new cure which saves a hundred lives and kills one is an acceptable cure.



Good is survival. Good is being more right than one is wrong. Good is being more successful than one is unsuccessful, along constructive lines.

Things are good which complement the survival of the individual, his family, children, group, mankind, life and MEST.

Acts are good which are more beneficial than destructive along these dynamics.



Evil is the opposite of good, and is anything which is destructive more than it is constructive along any of the various dynamics. A thing which does more destruction than construction is evil from the viewpoint of the individual, the future race, group, species, life or MEST that it destroys.

When an act is more destructive than constructive it is evil. It is unethical. When an act assists succumbing more than it assists survival, it is an evil act in the proportion that it destroys.

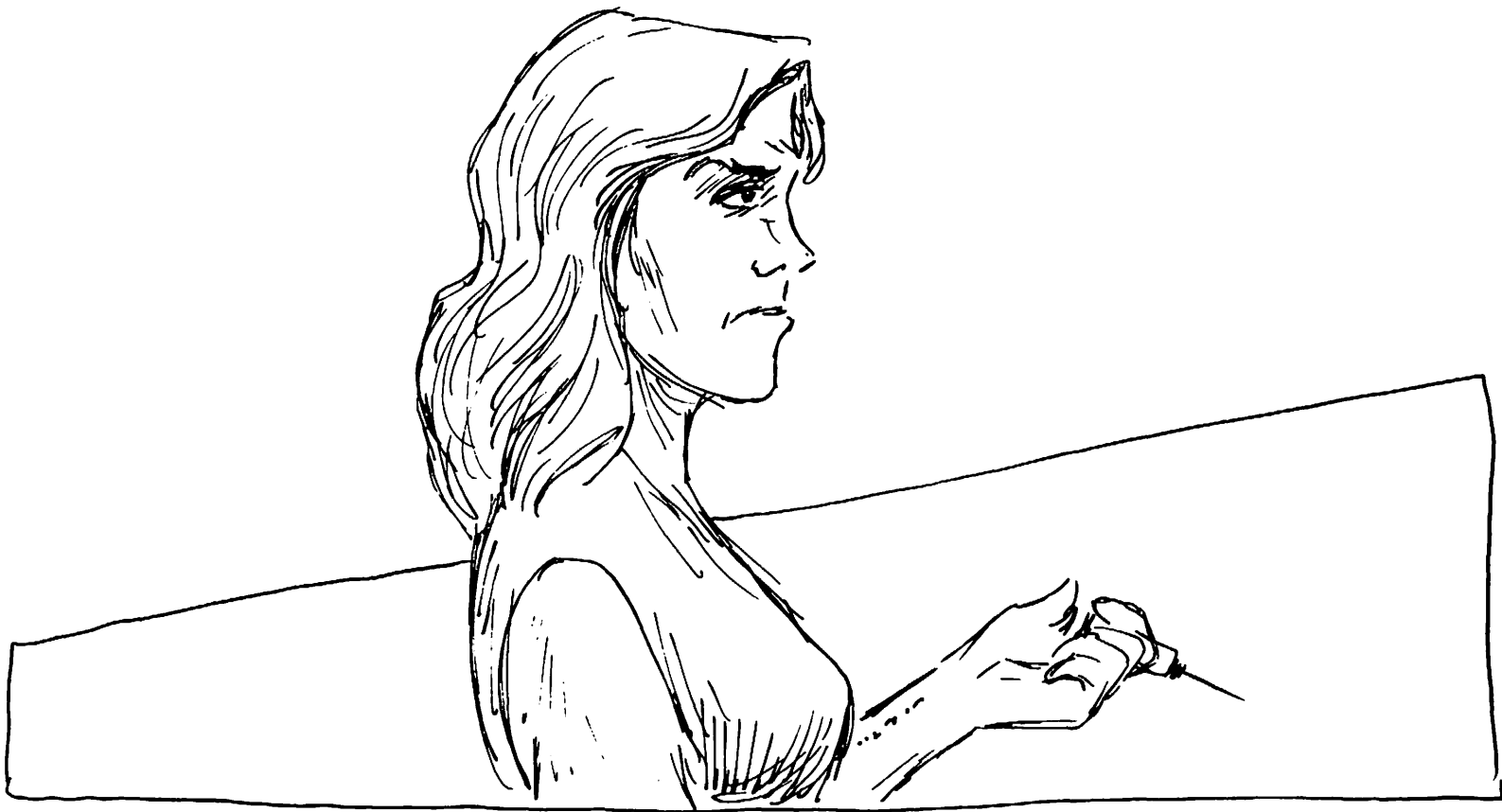


Good, bluntly, is survival. Ethical conduct is survival. Evil conduct is nonsurvival. Construction is good when it promotes survival.

Construction is evil when it inhibits survival. Destruction is good when it enhances survival.

An act or conclusion is as right as it promotes the survival of the individual, future race, group, mankind or life by making the conclusion. To be entirely right would be to survive to infinity.

An act or conclusion is wrong to the degree that it is nonsurvival to the individual, future race, group, species or life responsible for doing the act or making the conclusion. The most wrong a person can be on the first dynamic is dead.





The individual or group which is, on the average, more right than wrong (since these terms are not absolutes, by far) should survive. An individual who, on the average, is more wrong than right will succumb.

While there could be no absolute right or absolute wrong, a right action would depend upon its assisting the survival of the dynamics immediately concerned; a wrong action would impede the survival of the dynamics concerned.

Dishonest conduct is nonsurvival. Anything is unreasonable or evil which brings about the destruction of individuals, groups, or inhibits the future of the race.

The keeping of one's word, when it has been sacredly pledged, is an act of survival, since one is then trusted, but only so long as he keeps his word.

To the weak, to the cowardly, to the reprehensibly irrational, dishonesty and underhanded dealings, the harming of others and the blighting of their hopes seem to be the only way of conducting life.

Unethical conduct is actually the conduct of destruction and fear. Lies are told because one is afraid of the consequences should one tell the truth. Destructive acts are usually done out of fear. Thus, the liar is inevitably a coward and the coward inevitably a liar.

The sexually promiscuous woman, the man who breaks faith with his friend, the covetous pervert are all dealing in such non-survival terms that degradation and unhappiness are part and parcel of their existence.

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To: Supervisor

From: _____ Date: _____

Describe an instance you have observed or experienced in which destruction was prosurvival and explain why that destruction was needed.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Give an example of a problem from your own experience and work out what an optimum solution to that problem could have been, including how that solution would have affected each of the dynamics.

(Continue on next page.)

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

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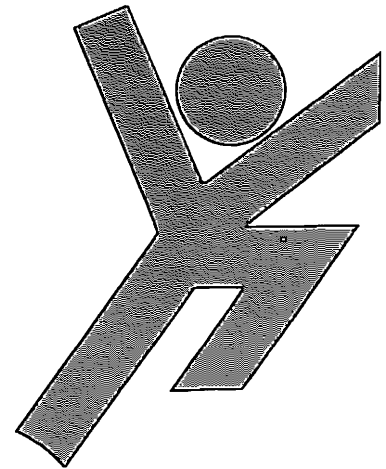
Demonstrate, using a demo kit, what ethics has to do with survival.

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Demonstrate, using a demo kit, how you would determine if an action was right or wrong.

Section 4

Ethics and the Dynamics



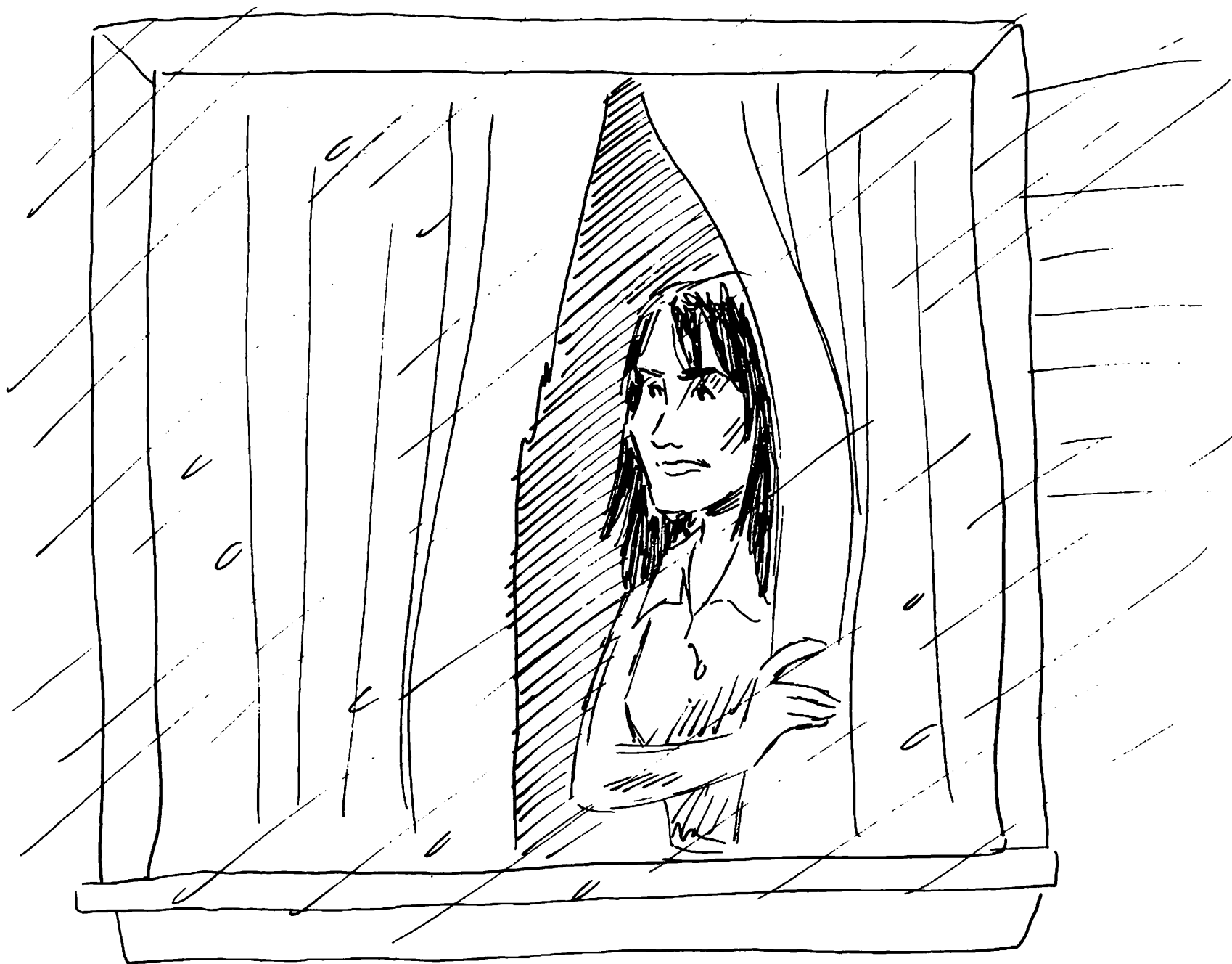
Ethics and the Dynamics

It is important to remember that all these dynamics comprise life. They do not operate singly without interaction with the other dynamics.

Life is a group effort. None survive alone.

If one dynamic becomes unethical, it goes out of communication with (to a greater or lesser degree) the other dynamics. In order to remain in communication, the dynamics must remain ethical.

Let us take the example of a woman who has totally withdrawn from the third dynamic. She won't have anything to do with any groups or the people of her town. She has no friends. She stays locked in her house all day thinking (with some misguided idea of independence or individuality) that she is surviving better on her first dynamic.



Actually she is quite unhappy and lonely and lives in fear of the other human beings. To ease her misery and boredom she begins to take sedatives and tranquilizers which she becomes addicted to and then starts drinking alcohol as well.



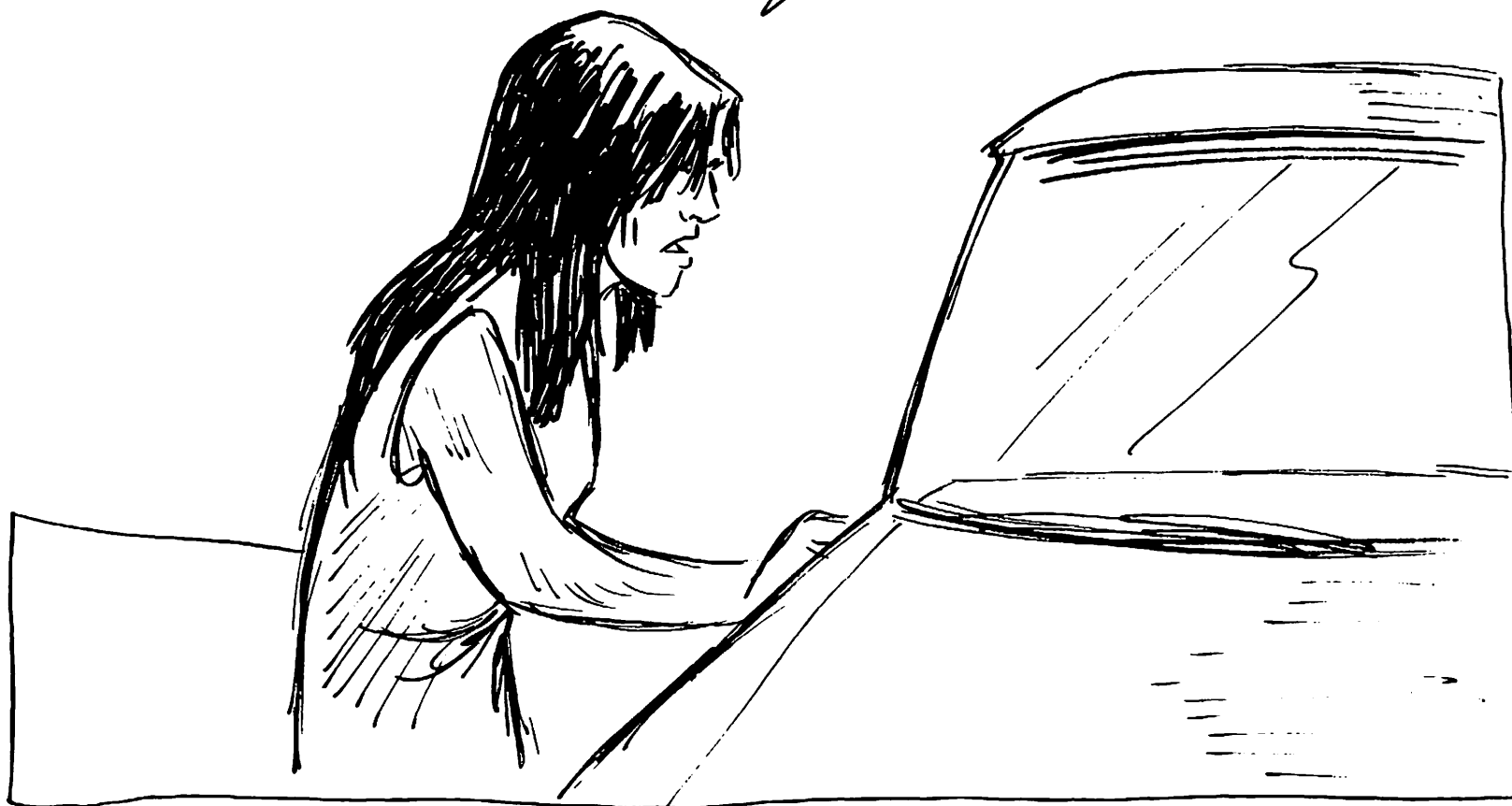
JOAN, YOU NEED HELP.
YOU'LL KILL YOURSELF.

SHUT UP!! ALL YOU DO IS
NAG, NAG, NAG. GET OUT!!!

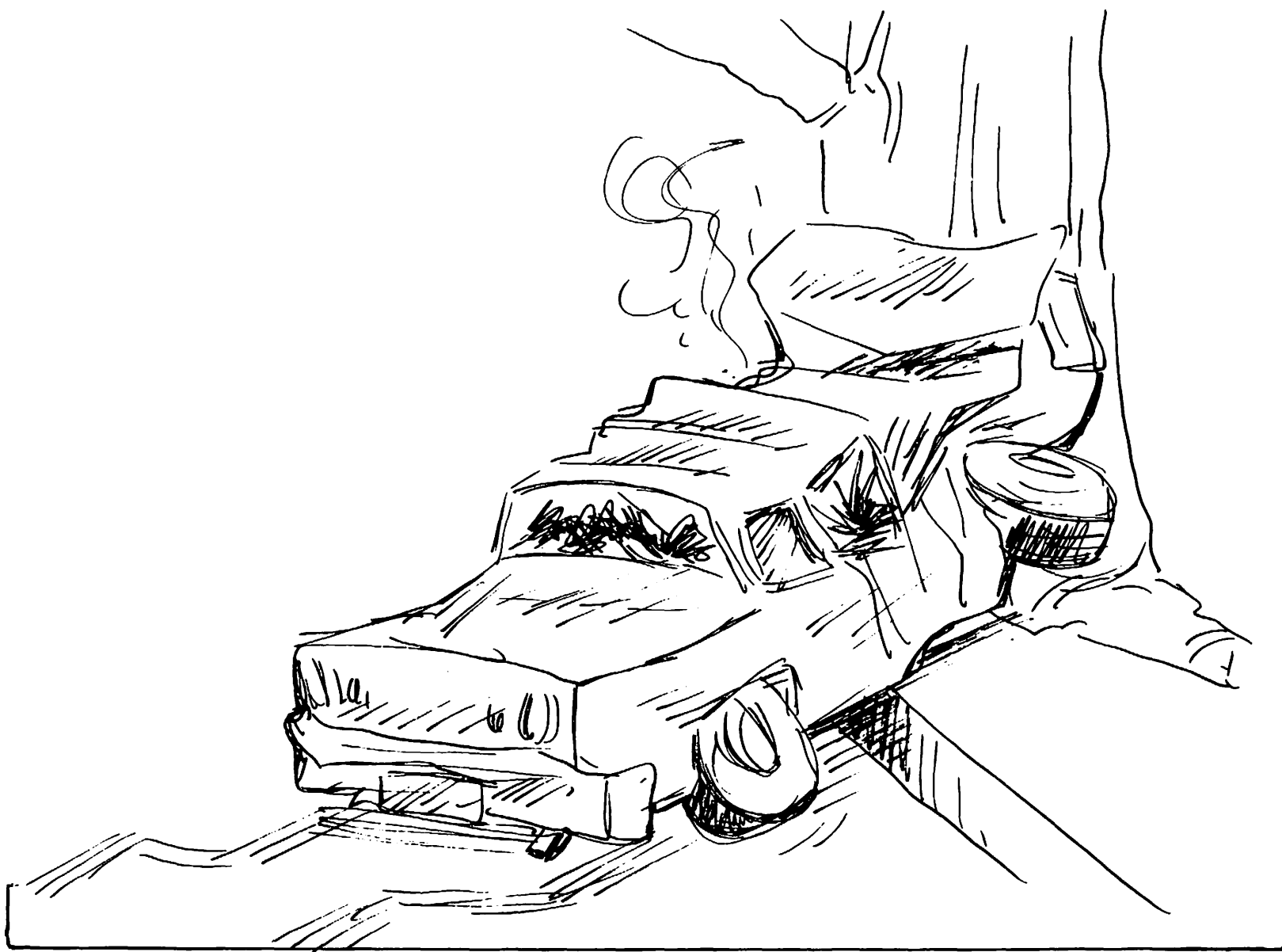


Later that night . . .

I'LL GO OUT FOR A DRINK, GET
AWAY FROM ALL THE NAGGING
THAT GOES ON AROUND HERE.



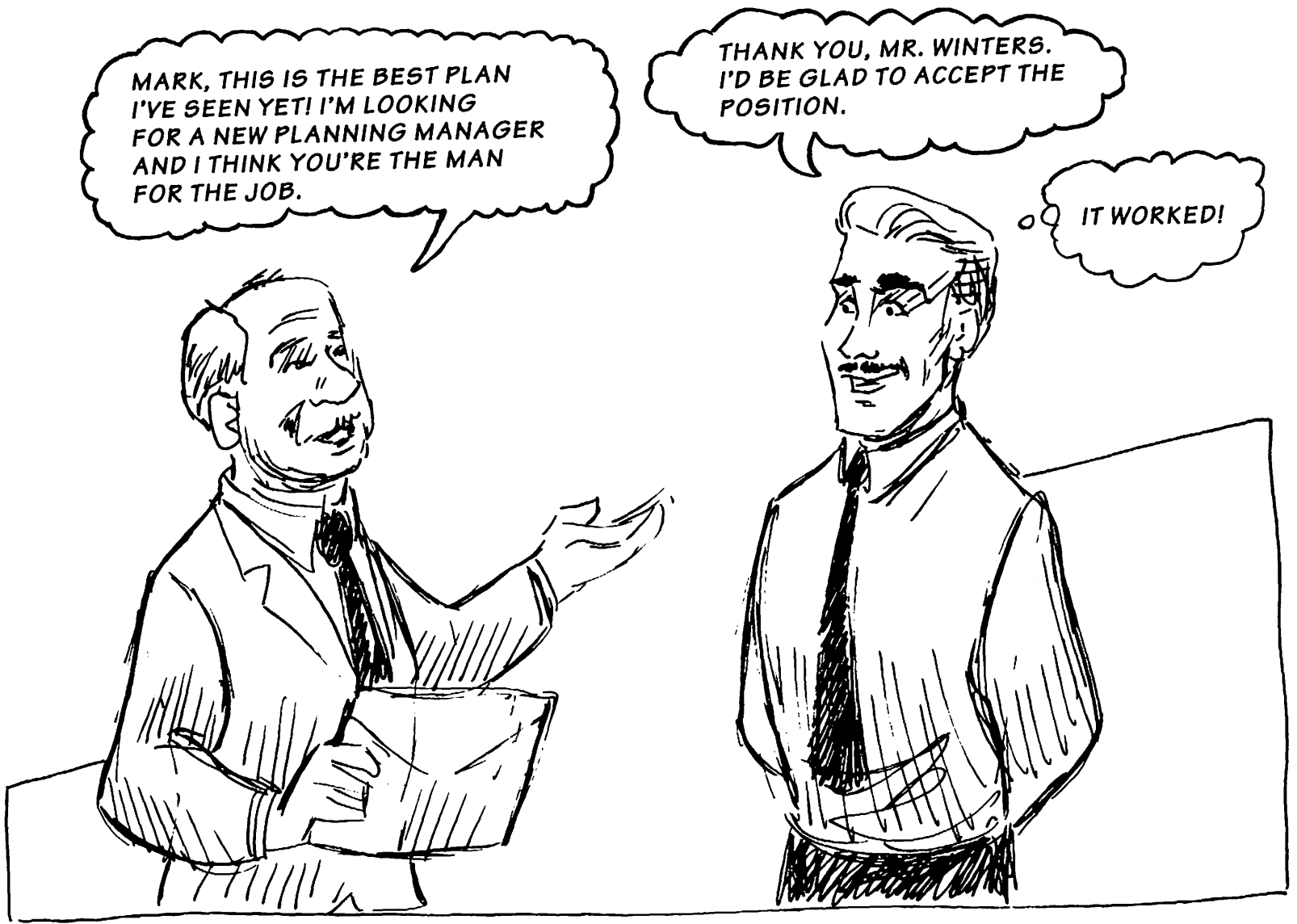
She is busy “solving” her dilemma with further destructive actions. You can see how she has driven her first, second and third dynamics out of communication. She is actively destroying her survival on her dynamics. These actions are unethical in the extreme, and it would not be surprising if she eventually killed herself with the deadly combination of sedatives and alcohol.



Or let us take the man who is committing destructive acts on the job. These acts need not be large; they can be as simple as showing up late for work, not doing as professional a job on each product as he is capable of, damaging equipment or hiding things from his employer. He does not have to be overtly engaged in the total destruction of the company to know that he is committing harmful acts.







MARK, THIS IS THE BEST PLAN
I'VE SEEN YET! I'M LOOKING
FOR A NEW PLANNING MANAGER
AND I THINK YOU'RE THE MAN
FOR THE JOB.

THANK YOU, MR. WINTERS.
I'D BE GLAD TO ACCEPT THE
POSITION.

IT WORKED!

Now, this man finds himself becoming more and more unethical as time goes along. He feels he must hide more and more and he does not know how to stop this downward spiral.

I CAN GET YOU THE DESIGNS OF
SPEED CAR INC. THEY ARE GOING
TO BE THE HOTTEST ON THE MARKET.

HOW MUCH WILL
IT COST?



Very likely it never even occurred to him that he could stop it. He is lacking the technology of ethics. He probably doesn't realize that his actions are driving his dynamics out of communication.

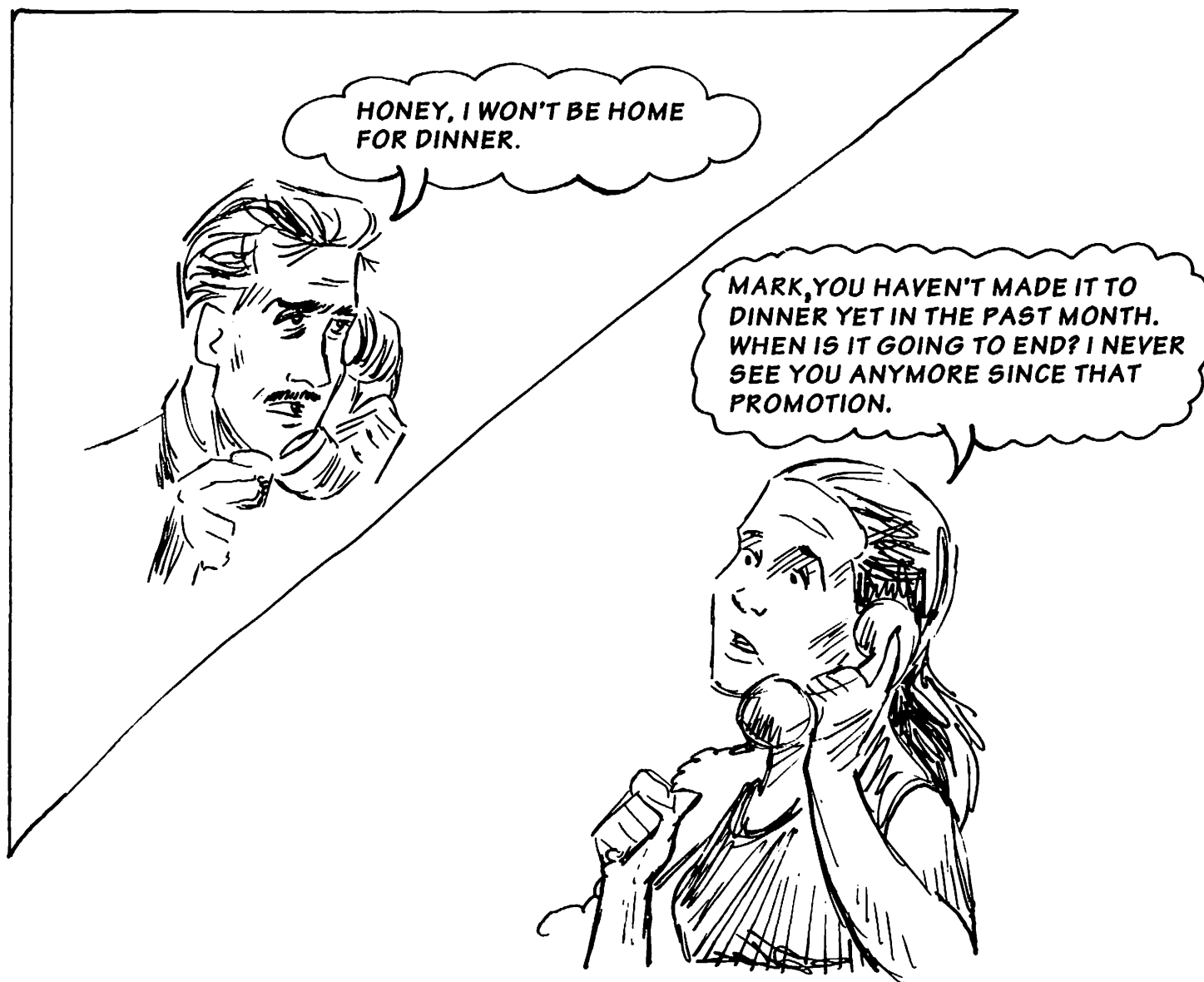
This may affect his other dynamics in various ways. He will probably be a bit miserable, and since he is basically good, he will feel guilt. He goes home at night and his wife says cheerily "How was your day?" and he cringes a little and feels worse.



He starts drinking to numb the misery.



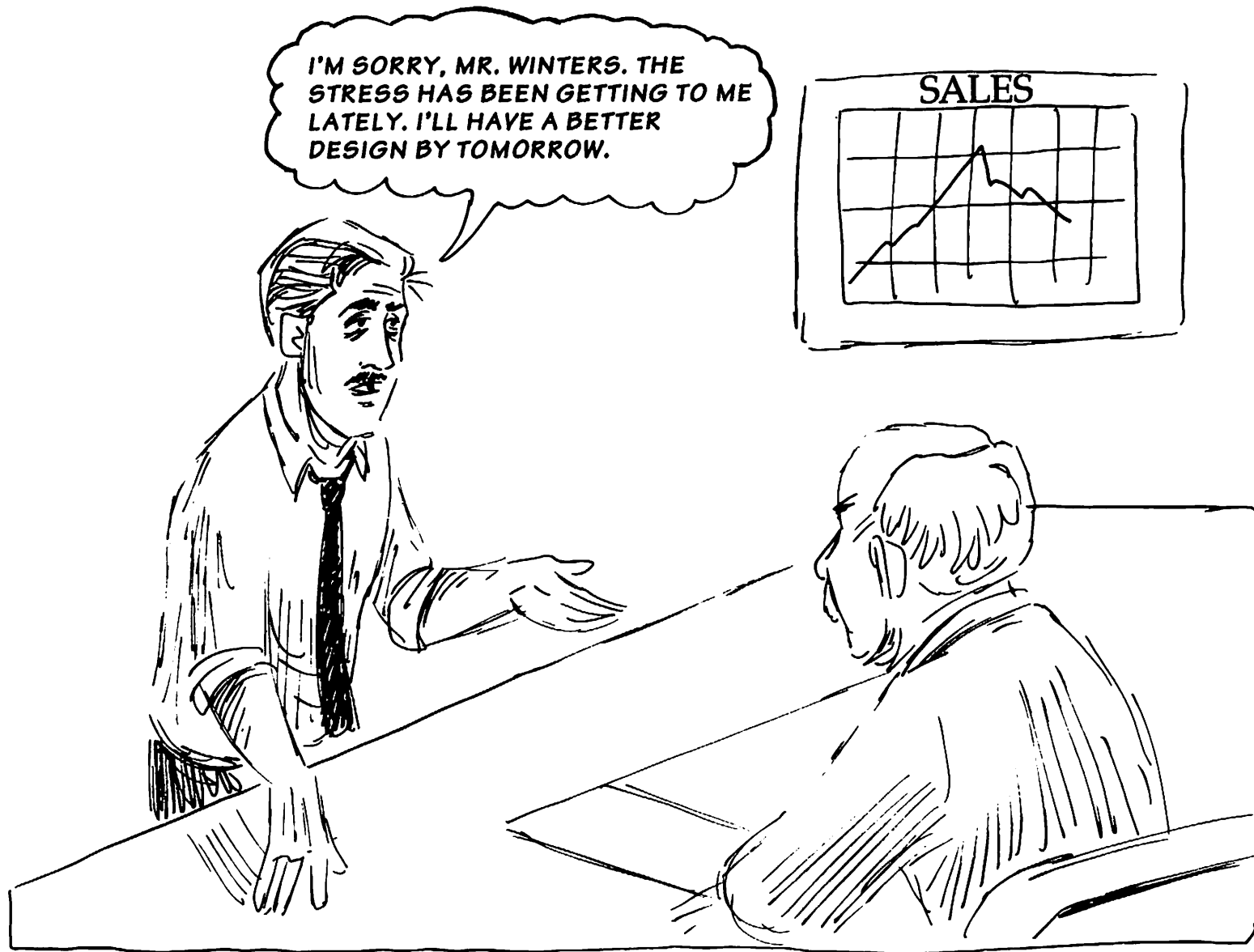
He is out of communication with his family.



He is out of communication on his job.



His performance at work worsens.



He begins to neglect himself and his belongings.



He no longer gets joy out of life. His happy and satisfying life slips away from him.



Because he does not know and apply ethics technology to his life and his dynamics, the situation goes quite out of his control. He has unwittingly become the effect of his own unethical activities. Unless he gets his life straightened out by using ethics, he will undoubtedly die a miserable man.

Now what kind of life is that? Unfortunately, it is all too common in our current times.

A person cannot become unethical on a dynamic without it having disastrous consequences on his other dynamics.

It is really quite tragic, the tragedy being compounded by the fact that it is so unnecessary. If man only knew the simple technology of ethics, he could achieve for himself the self-respect, personal satisfaction and success that he only believes himself capable of dreaming of, not attaining.

Man is seeking survival. Survival is measured in pleasure. That means, to most men, happiness, self-respect, the personal satisfaction of a job well done and success. A man may have money, he may have a lot of personal belongings, etc., but he will not be happy unless he is ethical and knows he came by these things honestly. These rich political and financial criminals are not happy; they may be envied by the common man for their wealth, but they are very unhappy people who more often than not come to grief eventually through drug or alcohol addiction, suicide or some other means of self-destruction.

Let us say we have a young woman who is somewhat happily married and decides to have an affair with her boss, who happens to be a good friend of her husband. This is quite obviously unethical, as well as against the law, although an amazing number of people would find this sort of behavior acceptable or mildly objectionable at most.



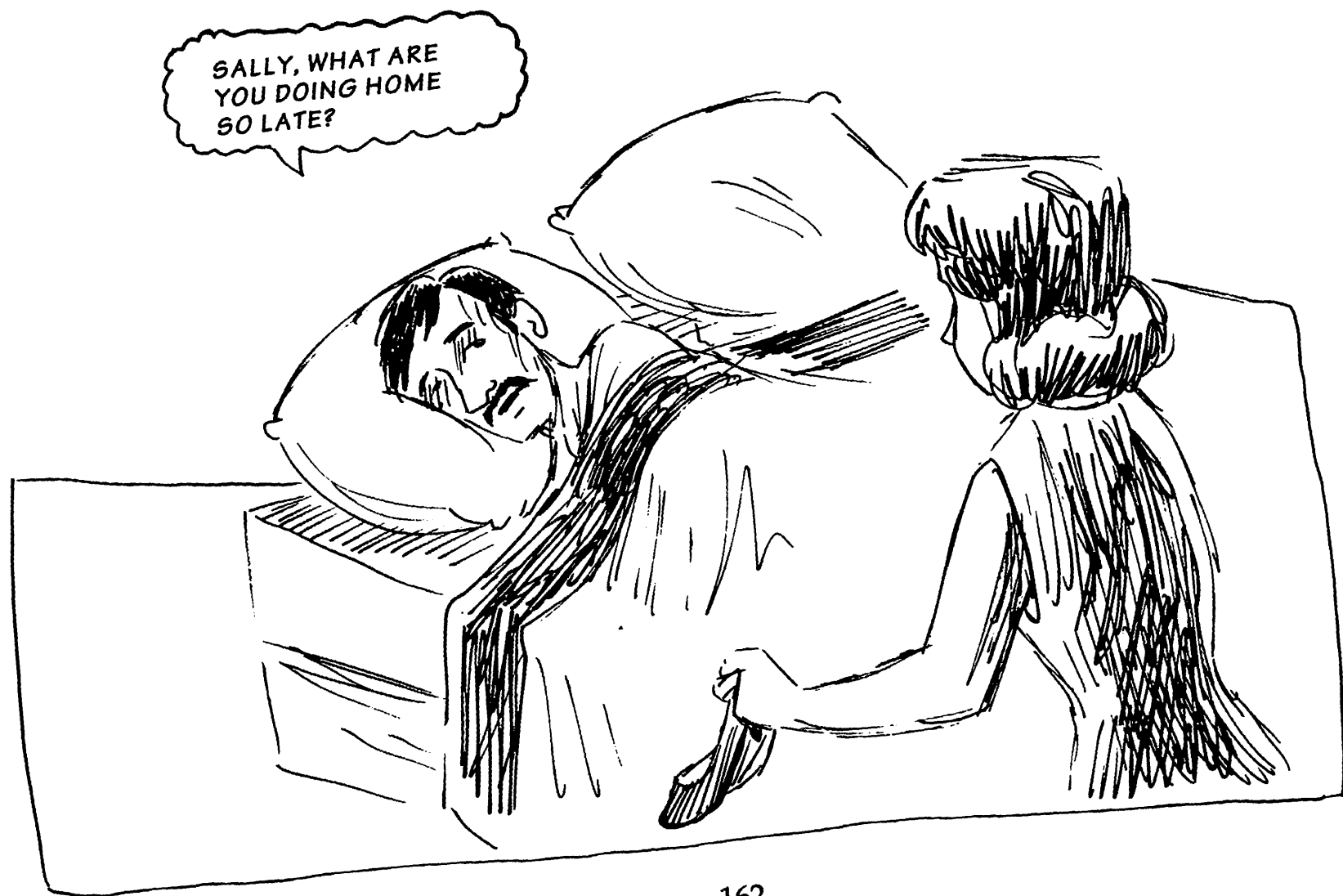
I NEED YOU TO STAY LATE
TONIGHT TO TYPE UP SOME
REPORTS FOR ME.

ALL RIGHT, JOHN.









This is quite a destructive act however. She will suffer from guilt; she will feel deceitful and unhappy because she knows she has committed a bad act against her husband.

Her relationship with him will certainly suffer, and since her boss is experiencing much the same thing in his home, she and her boss will begin to feel bad towards each other, as they begin to target each other for their misfortune.

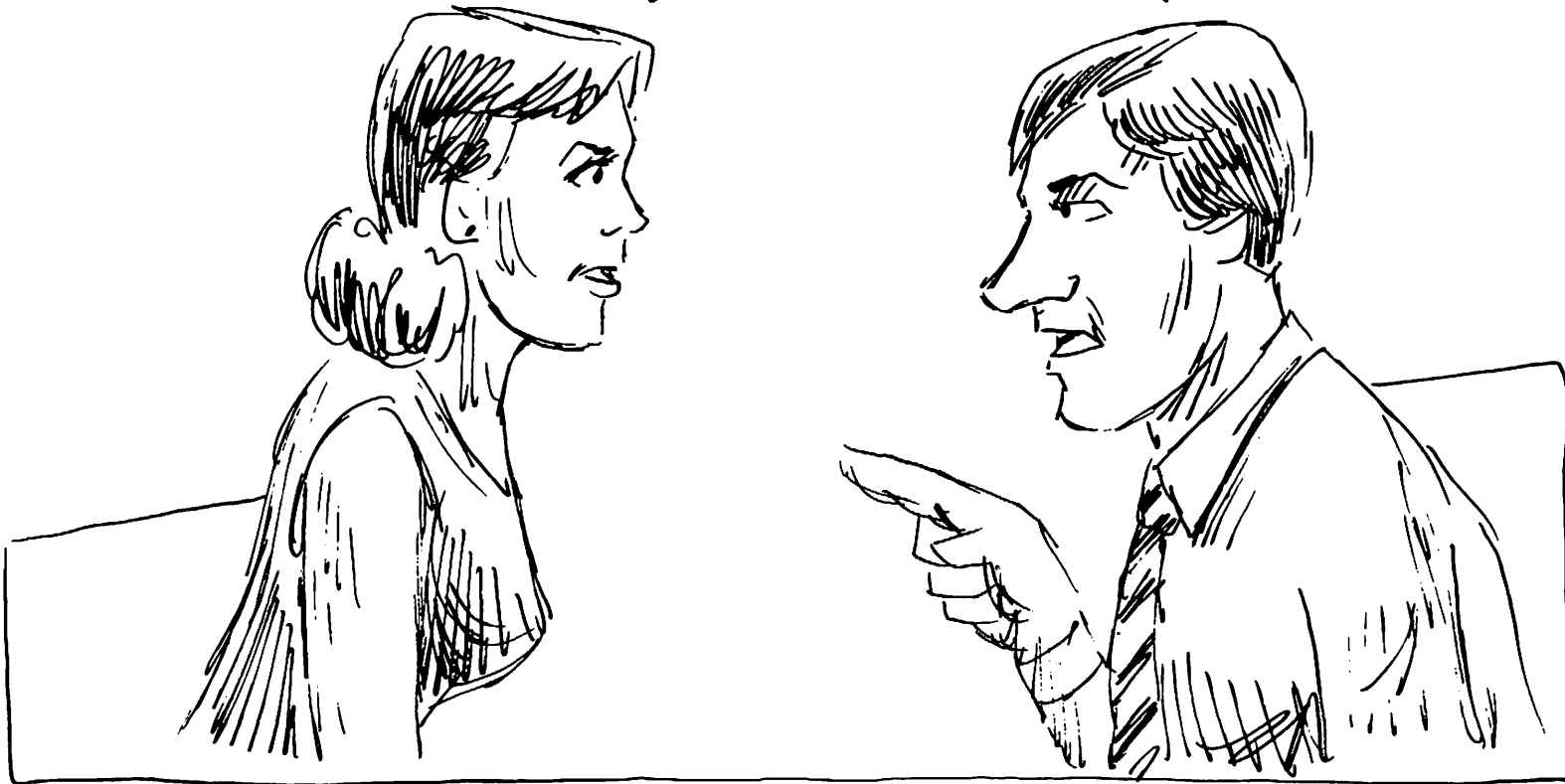
SALLY, I'M WORRIED. JOHN
HASN'T BEEN THE SAME LATELY.
HE'S HARDLY AT HOME AND NEVER
SEES THE CHILDREN. WHAT'S
GOING ON?

DON'T WORRY, JANE.
HE'S UNDER A LOT OF
STRESS ON THE JOB.
HE'LL BE FINE.

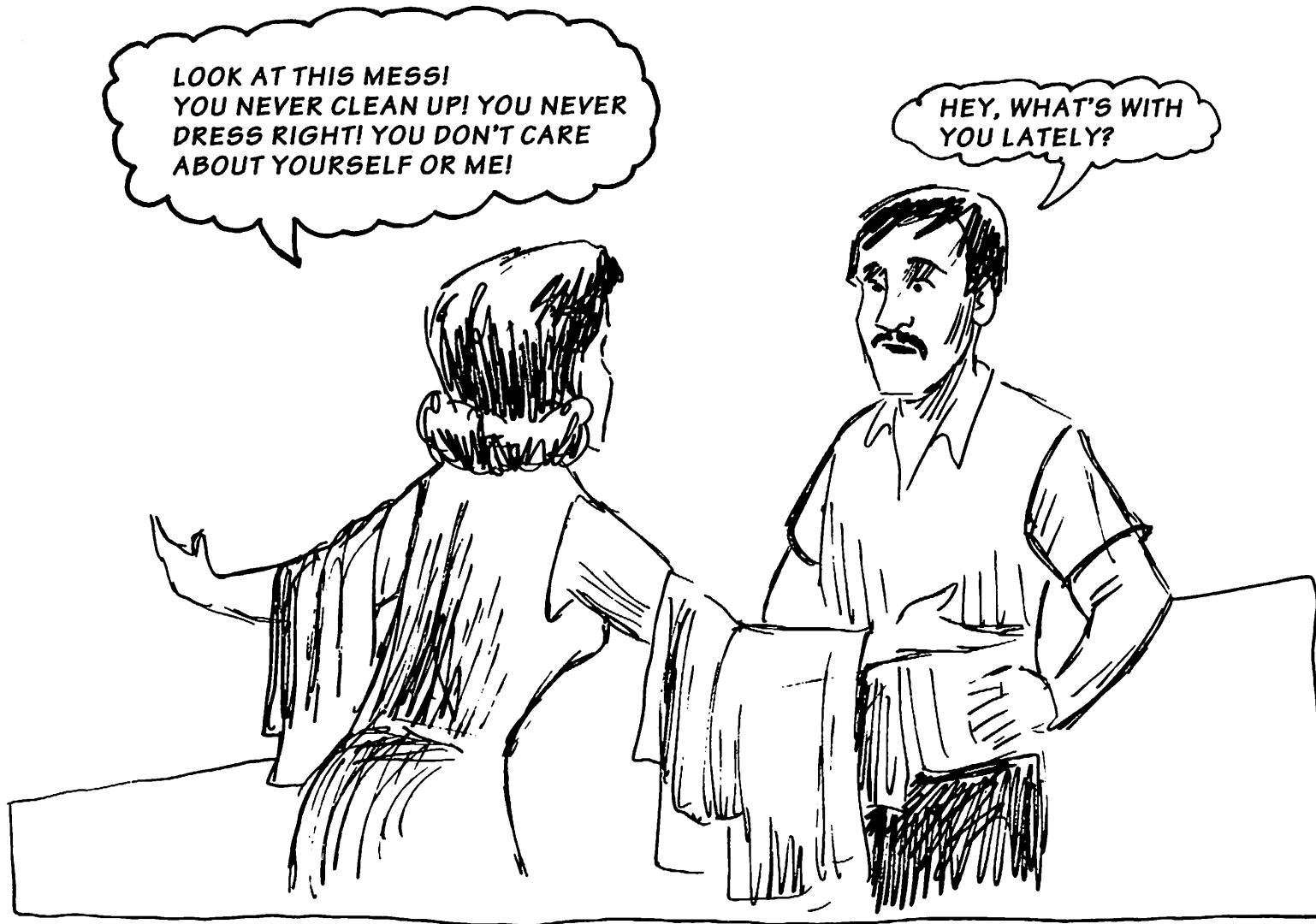
GULP.

YOU'RE ACTING LIKE AN IDIOT.
NOW YOUR WIFE IS ASKING ME
WHAT'S WRONG WITH YOU!

DON'T ACT SO INNOCENT. YOU
STARTED THIS WHOLE AFFAIR.
HOW DO YOU THINK I FEEL WHEN
I SEE YOUR HUSBAND AT THE GYM?



Their dynamics end up quite messed up and out of communication. Her second dynamic will be out of communication and she may even begin to find fault with and dislike her husband.



The situation at work is strained as she is now out of communication with her boss and her fellow workers.



Her boss has ruined his relationship and friendship with her husband.



She is so embroiled in these three dynamics that they go totally out of communication with her fourth, fifth and sixth dynamics. This is all the result of unethical behavior on a single dynamic.



The repercussions spread insidiously to all the dynamics.

Our survival is assured only by our knowledge and application of ethics to our dynamics in order to keep them in communication.

Through ethics we can achieve survival and happiness for ourselves and for planet Earth.

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, how unethical behavior on a dynamic affects the other dynamics.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe from your own experience, a person you have observed who was unethical on a dynamic and how his or her unethical behavior affected the other dynamics.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

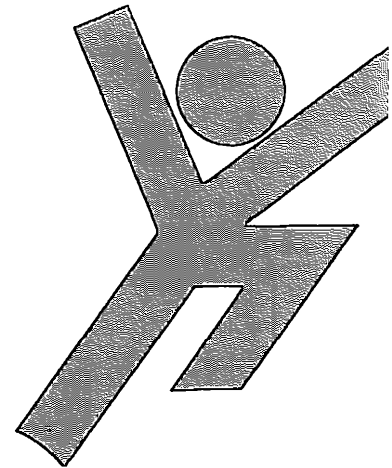
Describe, from your own experience, a person who you have observed as being ethical in life and how his dynamics were in communication with each other.

(Continue on next page.)

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

Section 5

Ethics and Morals



Ethics and Morals

Now we have ethics as survival. But what of such things as morals, ideals, love? Don't these things go above "mere survival?" No, they do not.

Romantic novels and television teach us that the hero always wins and that good always triumphs. But it appears that the hero doesn't always win and that good does not always triumph. On a shorter view we can see villainy triumphing all about us. The truth of the matter is that the villainy is sooner or later going to lose. One cannot go through life victimizing one's fellow beings and wind up anything but trapped—the victim himself.

However, one doesn't observe this in the common course of life. One sees the villains succeeding everywhere, evidently amassing money, cutting their brother's throat, receiving the fruits of the courts and coming to rule over men.

Without looking at the final consequences of this, which is there just as certainly as the sun rises and sets, one begins to believe that evil triumphs whereas one has been taught that only good triumphs. This can cause the person himself to have a failure and can actually cause his downfall.

As for ideals, as for honesty, as for one's love of one's fellow man, one cannot find good survival for one or for many where these things are absent.

The criminal does not survive well. The average criminal spends the majority of his adult years caged like some wild beast and guarded from escape by the guns of good marksmen.

A man who is known to be honest is awarded survival—good jobs, good friends. And the man who has his ideals, no matter how thoroughly he may be persuaded to desert them, survives well only so long as he is true to those ideals.

Have you ever seen a doctor who, for the sake of personal gain, begins to secretly attend criminals or peddle dope? That doctor does not survive long after his ideals are laid aside.

Ideals, morals, ethics, all fall within this understanding of survival. One survives so long as he is true to himself, his family, his friends, the laws of the universe. When he fails in any respect, his survival is cut down.

In the modern dictionary we find that ethics are defined as “morals” and morals are defined as “ethics”. These two words are not interchangeable.

You have already learned that ethics are the actions an individual takes on himself in order to accomplish optimum survival for himself and others in all areas of life and, that when one is ethical, it is by his own determinism and is done by himself.

An ethical code is a code of certain restrictions indulged in to better the manner of conduct of life. An ethical code is not enforceable, is not to be enforced, but is a luxury of conduct. A person conducts himself according to an ethical code because he wants to or because he feels he is proud enough or decent enough, or civilized enough to so conduct himself.

Morals are defined as a code of good conduct laid down out of the experience of the race to serve as a uniform yardstick for the conduct of individuals and groups.

Morals are actually laws.

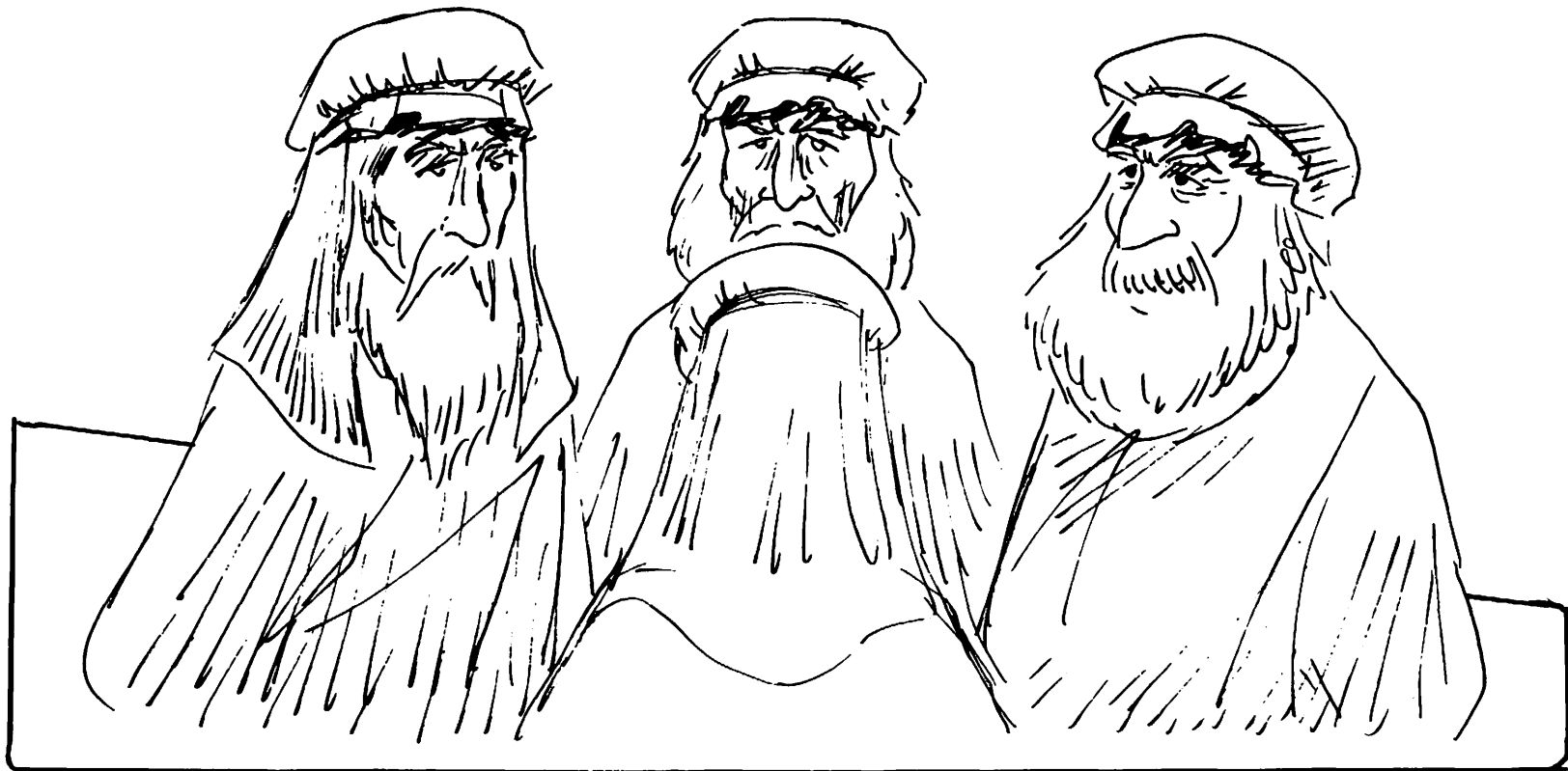
A moral code is enforceable. Mores are those things which make a society possible. They are the heavily agreed-upon, policed codes of conduct of the society.

The origin of a moral code comes about when it is discovered through actual experience that some act is more nonsurvival than prosurvival. The prohibition of this act then enters into the customs of the people and may eventually become a law.

Here is an example of how a moral code may have come about:



THOU SHALT NOT MURDER.



Today . . .



In the absence of extended reasoning powers, moral codes, so long as they provide better survival for their group, are a vital and necessary part of any culture.

Morals, however, become burdensome and protested against when they become outmoded. And although a revolt against morals may have as its stated target the fact that the code no longer is as applicable as it once was, revolts against moral codes generally occur because individuals of the group or the group itself has become unethical to a point where it wishes to practice license against these moral codes, not because the codes themselves are unreasonable.

If a moral code were thoroughly reasonable, it could, at the same time, be considered thoroughly ethical. But only at this highest level could the two be called the same.

The ultimate in reason is the ultimate in survival.

Ethical conduct includes the adherence to the moral codes of the society in which we live.

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Demonstrate, using a demo kit, what morals are.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Note down an example of moral conduct on each of the dynamics.

First Dynamic:

Second Dynamic:

(Continue on next page.)

Third Dynamic:

Fourth Dynamic:

Fifth Dynamic:

(Continue on next page.)

Sixth Dynamic:

Seventh Dynamic:

Eighth Dynamic:

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

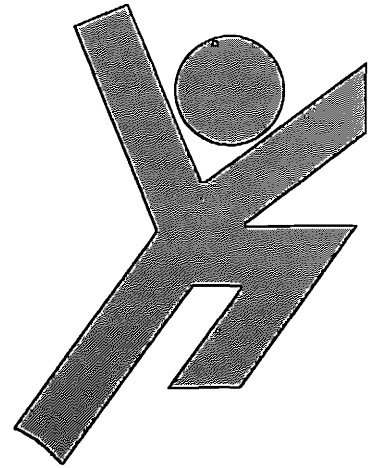
Note down why ethical conduct includes adhering to the moral codes of the society in which you live.

(Continue on next page.)

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

Section 6

Personal Integrity



Personal Integrity

WHAT IS TRUE FOR YOU is what you have observed yourself. And when you lose that you have lost everything.

What is personal integrity? Personal integrity is knowing what you know.

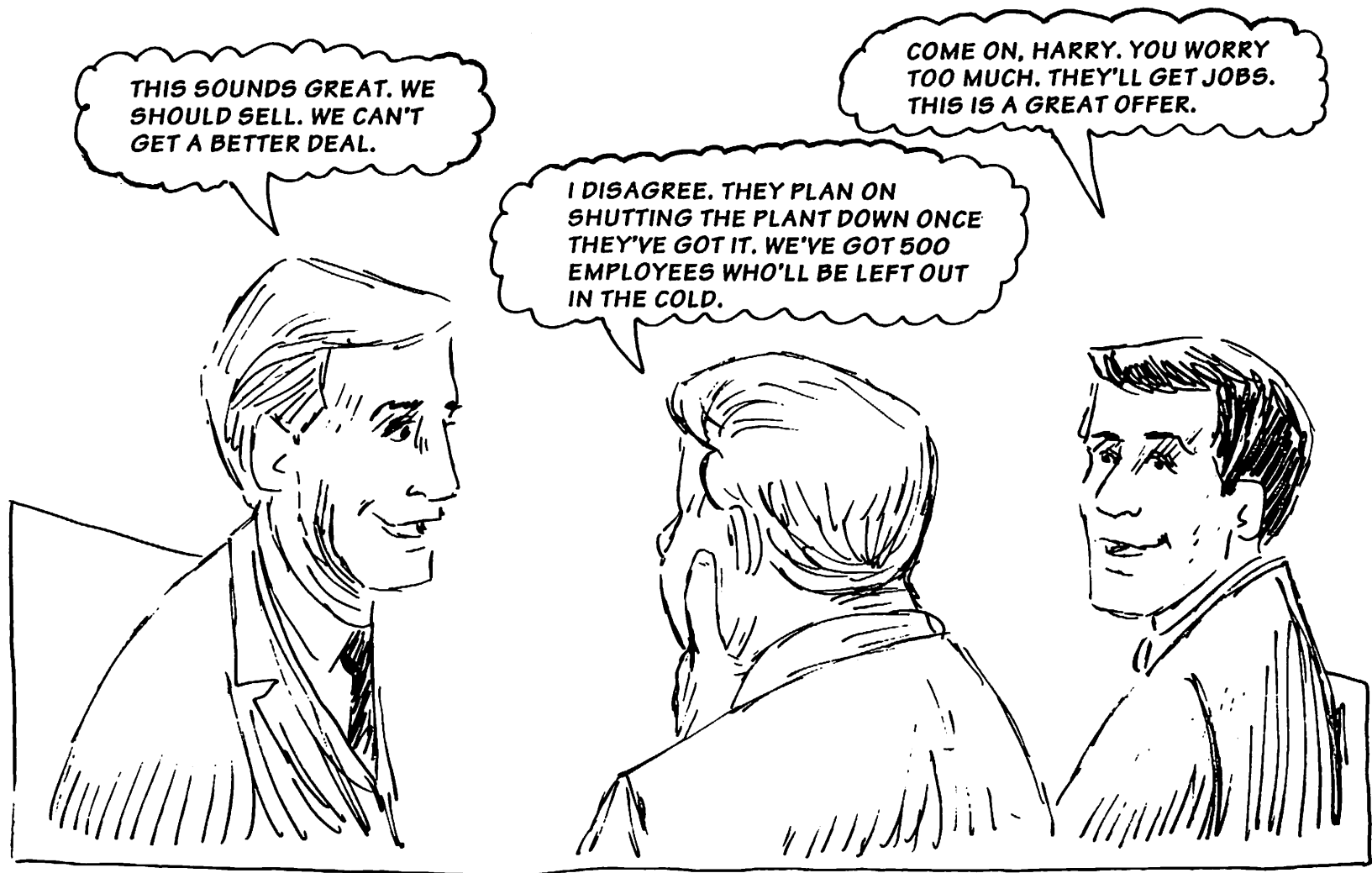
What you know is what you know and to have the courage to know and say what you have observed is integrity. There is no other integrity.

Of course we can talk about honor, truth, nobility, all these things—these esoteric terms. But they would all be covered very well if what we really observed was what we observed; that we took care to observe what we were observing and that we always observed to observe. And not necessarily maintaining a skeptical attitude, a critical attitude, or an open mind—but certainly maintaining sufficient personal integrity and sufficient personal belief and confidence in self and courage that we can observe what we observe and say what we have observed.

Nothing is true for you unless you have observed it and it is true according to your observation.



Later . . .



Later . . .





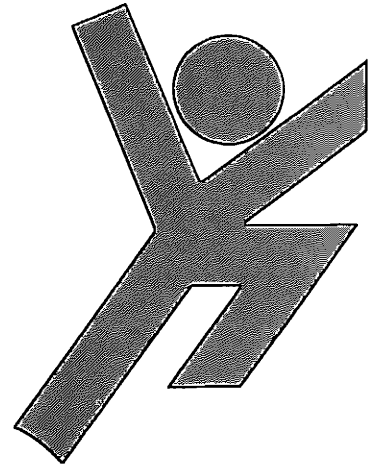


Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what integrity is.

Section 7

The Code of Honor



The Code of Honor

There exists an ethical code which is used in Narconon. It is called the Code of Honor.

The Code of Honor is a Code of Honor as long as it is not enforced. If a person is big enough or strong enough or sane enough, then he can indulge himself in the luxury of holding upon himself freely and on his own decision the Code of Honor. When such an ethical code begins to be enforced it becomes then a moral code. A person could continually and flagrantly flout the Code of Honor and experience no more than perhaps the slightest contempt or pity of his fellows.

Anyone practicing the Code of Honor would maintain a good opinion of his fellows, a much more important thing than having one's fellows maintain a good opinion of one.

The only difference between Paradise on earth and Hell on earth is whether or not you believe your fellow man worthy of receiving from you the friendship and devotion called for in this Code of Honor.

1. Never desert a comrade in need, in danger or in trouble.



WAIT! I'M
GOING BACK. HE
NEEDS HELP.







Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 1 of the Code of Honor: "Never desert a comrade in need, in danger or in trouble."

Narconon Personal Values and Integrity Course

To: Supervisor

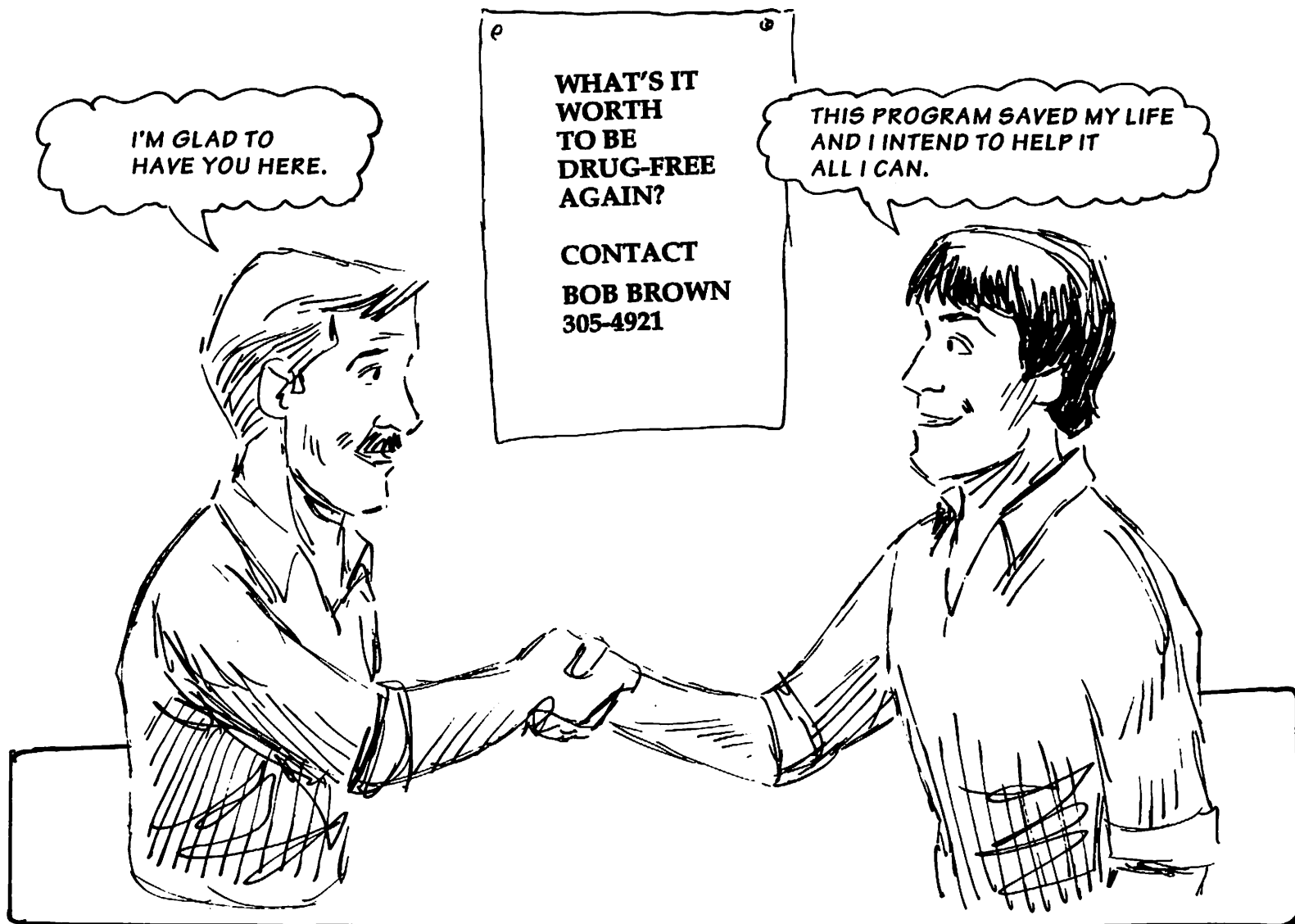
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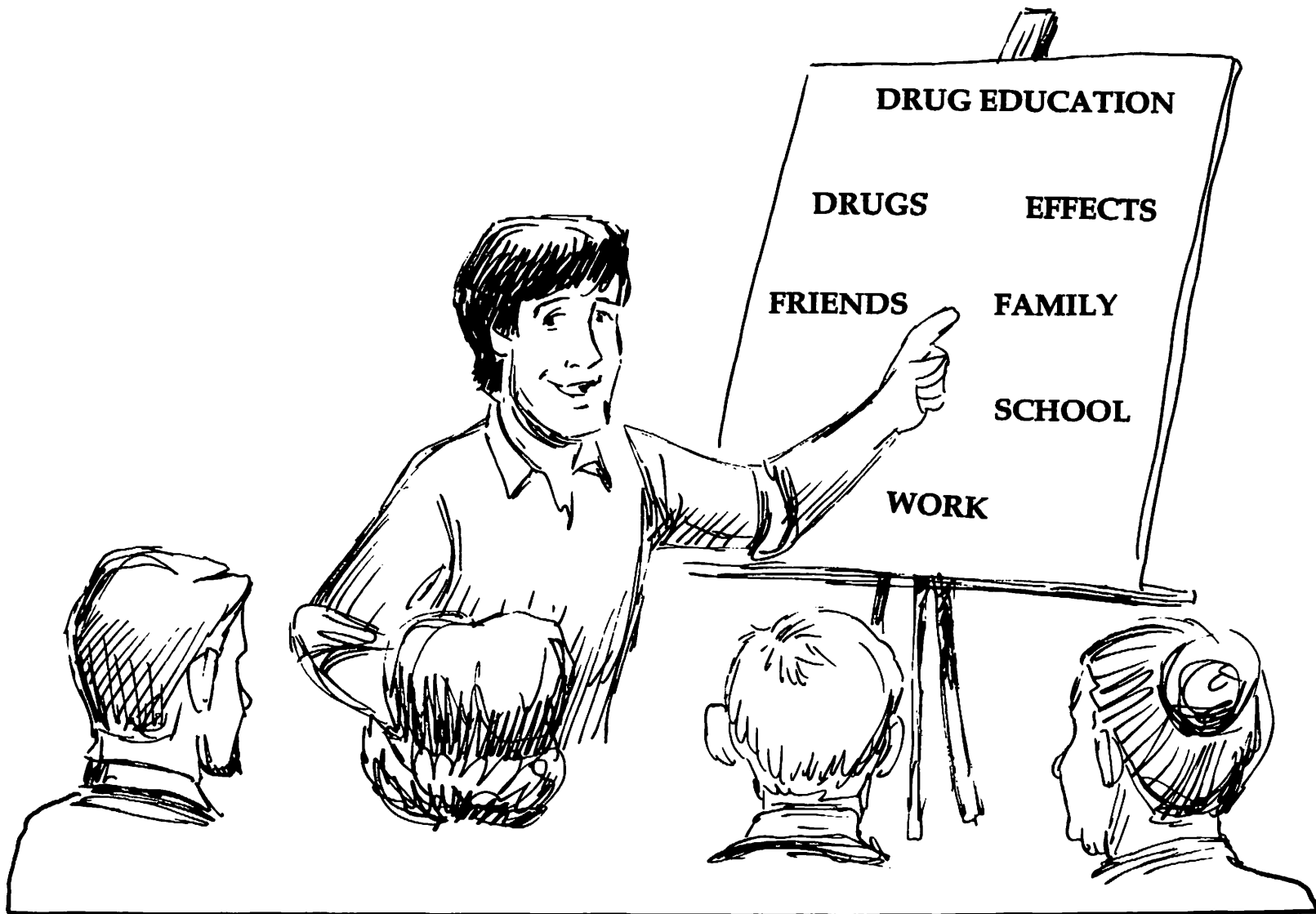
Describe how you could apply point 1 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

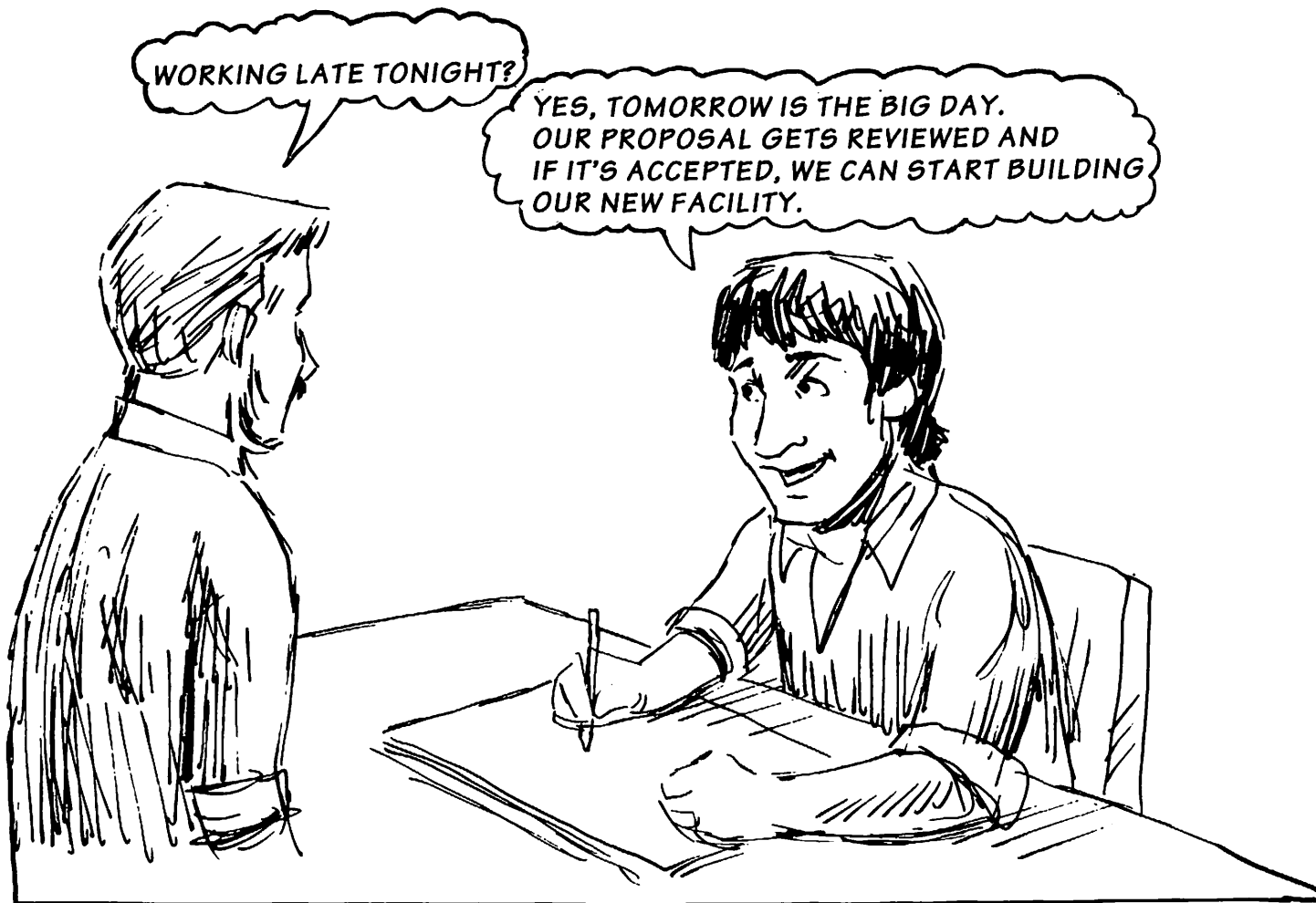
2. Never withdraw allegiance once granted.

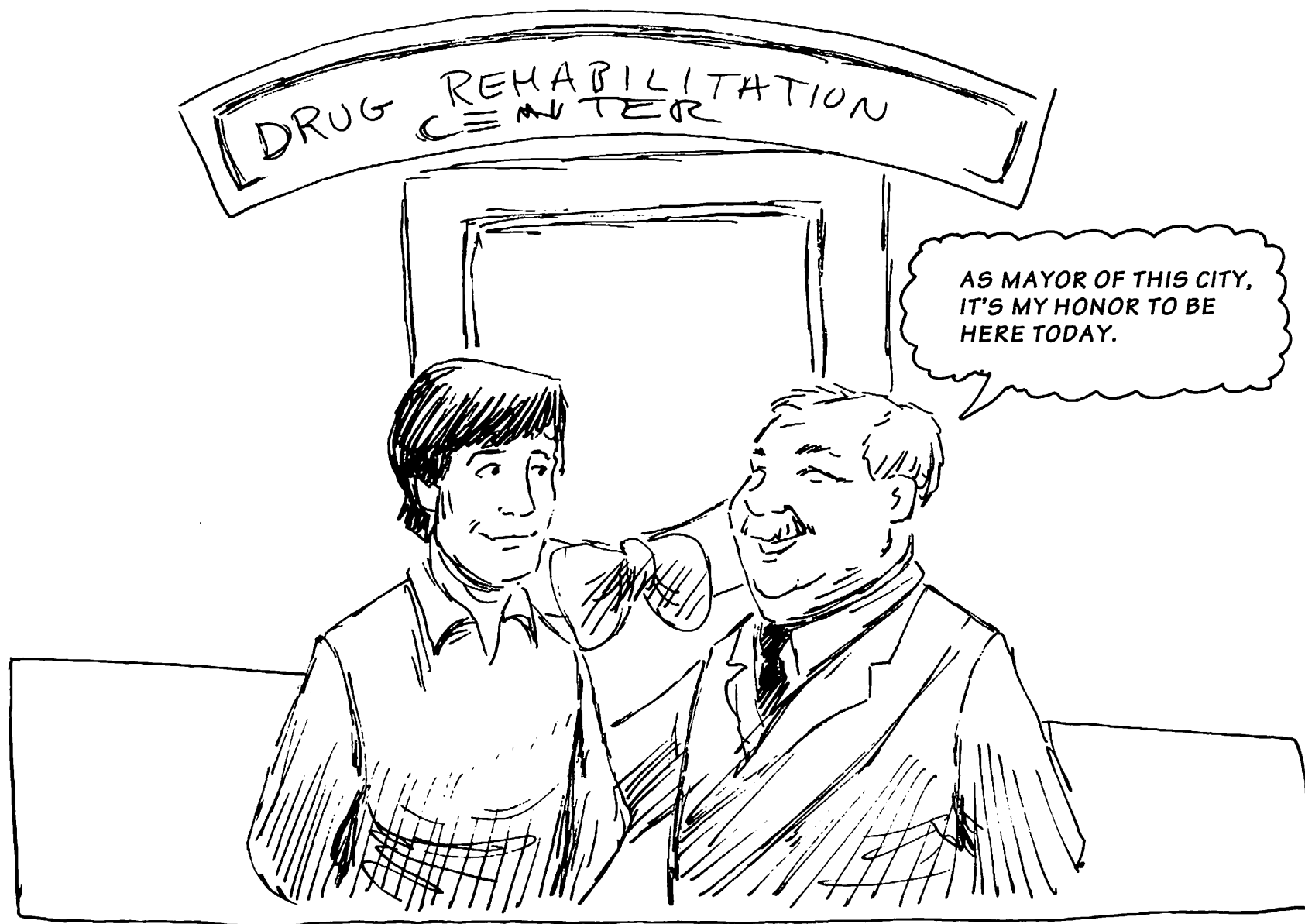




ACME COMPANY







THE PERSONNEL DIRECTOR OF THAT
EXCLUSIVE HEALTH CLUB DOWNTOWN
JUST CALLED. HE SAID HE WAS
INTERESTED IN OFFERING YOU A
POSITION THERE.

FORGET IT. THIS
PROGRAM HELPED ME
AND NOW I HAVE
COMMITTED MYSELF
TO HELPING IT.



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 2 of the Code of Honor: "Never withdraw allegiance once granted."

Narconon Personal Values and Integrity Course

To: Supervisor


From: _____ Date: _____

Describe how you could apply point 2 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

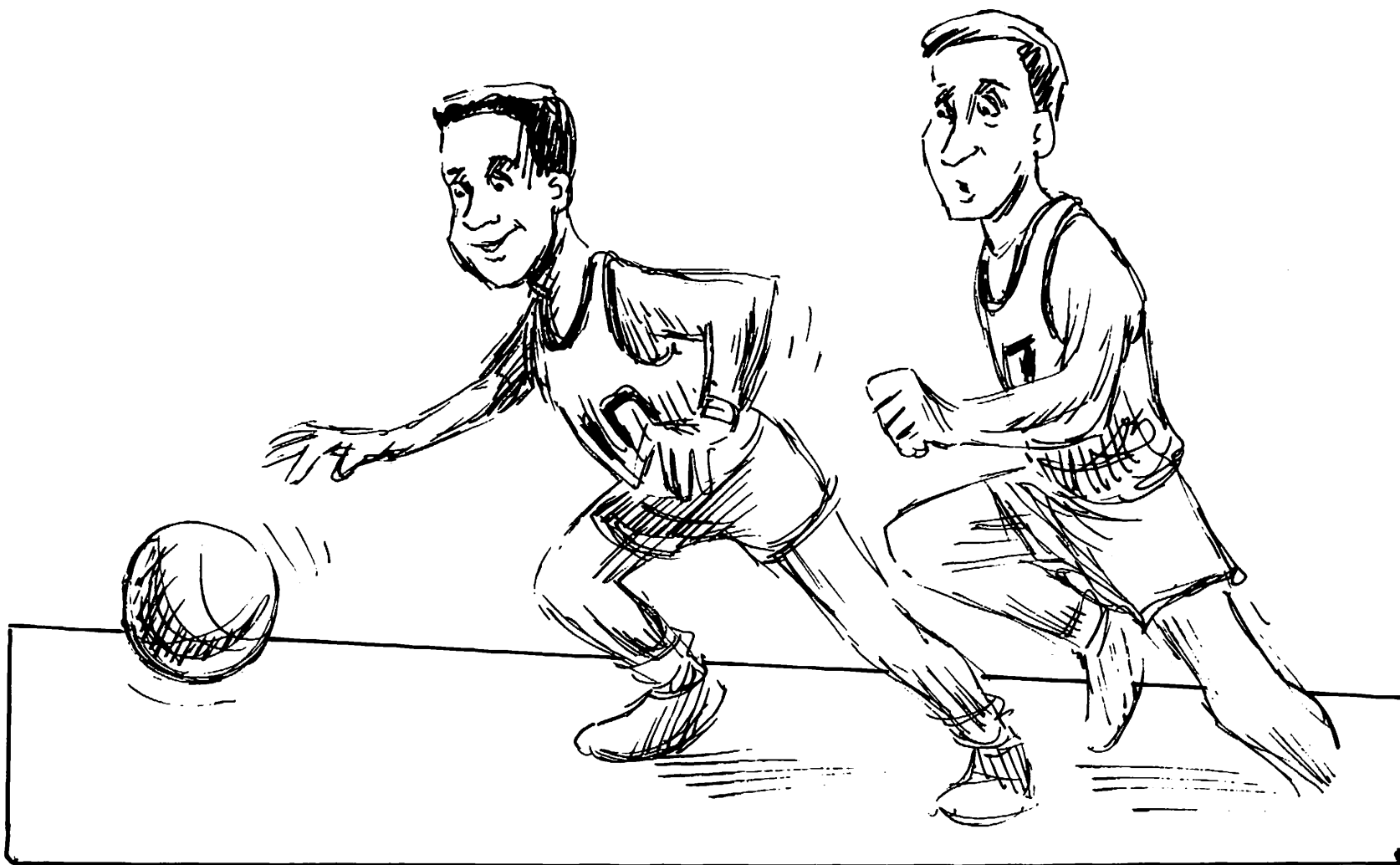
Tear out these pages and place them on the Supervisor's desk.

3. Never desert a group to which you owe your support.



I REALLY WANT TO BE ON THE TEAM.
I KNOW I AM NOT REALLY TALL, BUT I CAN
MOVE FAST AND I'LL PRACTICE EVERY DAY.

OKAY KID. WE'LL GIVE YOU A CHANCE
BUT YOU'LL NEED A LOT OF TRAINING
AND PRACTICE.



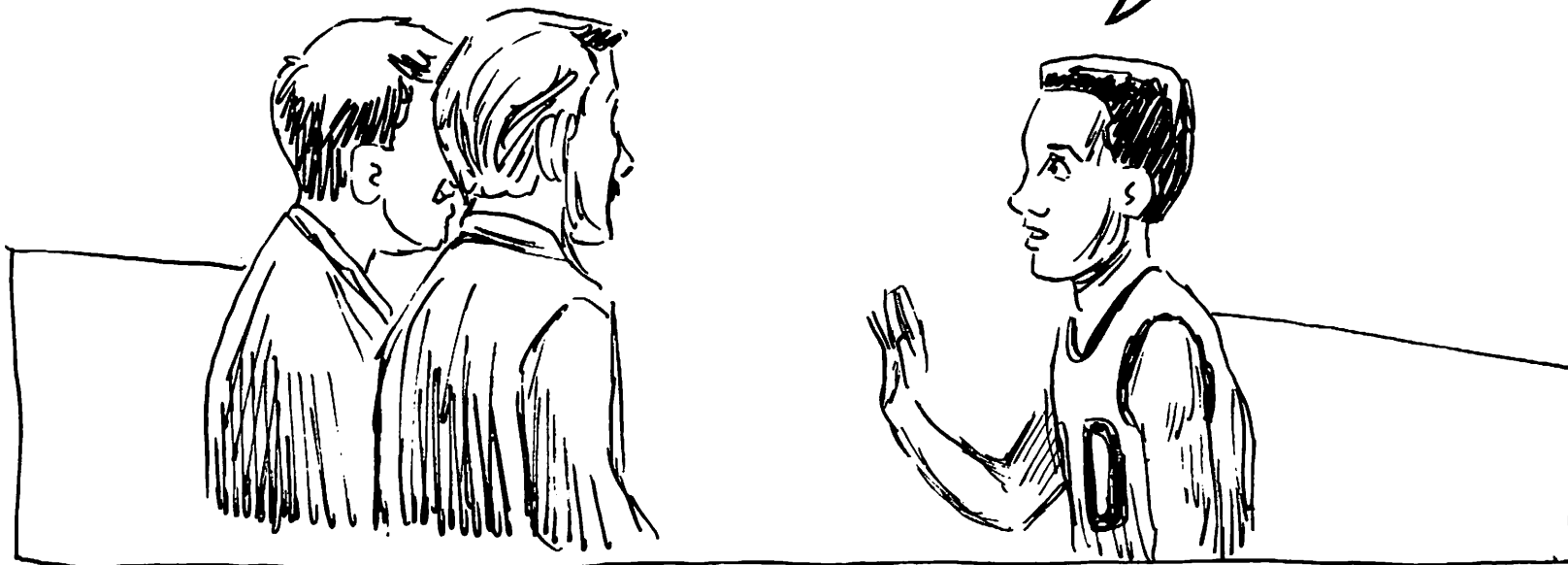
BILL, YOU'RE GETTING REALLY
GOOD. YOU SURE CAN MOVE
ON THE COURT.





HEY KID, YOU WERE PRETTY GOOD OUT THERE.
EVER CONSIDER TRANSFERRING TO STATE U.
YOU CAN BE ON THE BASKETBALL TEAM AND
GET A FALL SCHOLARSHIP.

NO THANKS. THIS TEAM TOOK ME
ON WHEN NO ONE GAVE ME A CHANCE.
I'M STICKING WITH THEM. THANKS
ANYWAY.



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 3 of the Code of Honor: "Never desert a group to which you owe your support."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 3 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

4. Never disparage yourself or minimize your strength or power.

Here's an example of someone not following this point of the Code of Honor:



Now here is an example of someone following this point of the Code of Honor:



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 4 of the Code of Honor: “Never disparage yourself or minimize your strength or power.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 4 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

5. Never need praise, approval or sympathy.

Here's an example of someone not following this point of the Code of Honor:







Here is an example of someone following this point of the Code of Honor:



WELL, I MESSED UP
A FEW CHORDS BUT THE
AUDIENCE DIDN'T NOTICE.

YEAH, YOU'VE DONE BETTER.





Later that week . . .



Next show . . .





Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 5 of the Code of Honor: "Never need praise, approval or sympathy."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 5 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

6. Never compromise with your own reality.

Here is an example of someone not following point 6 of the Code of Honor:

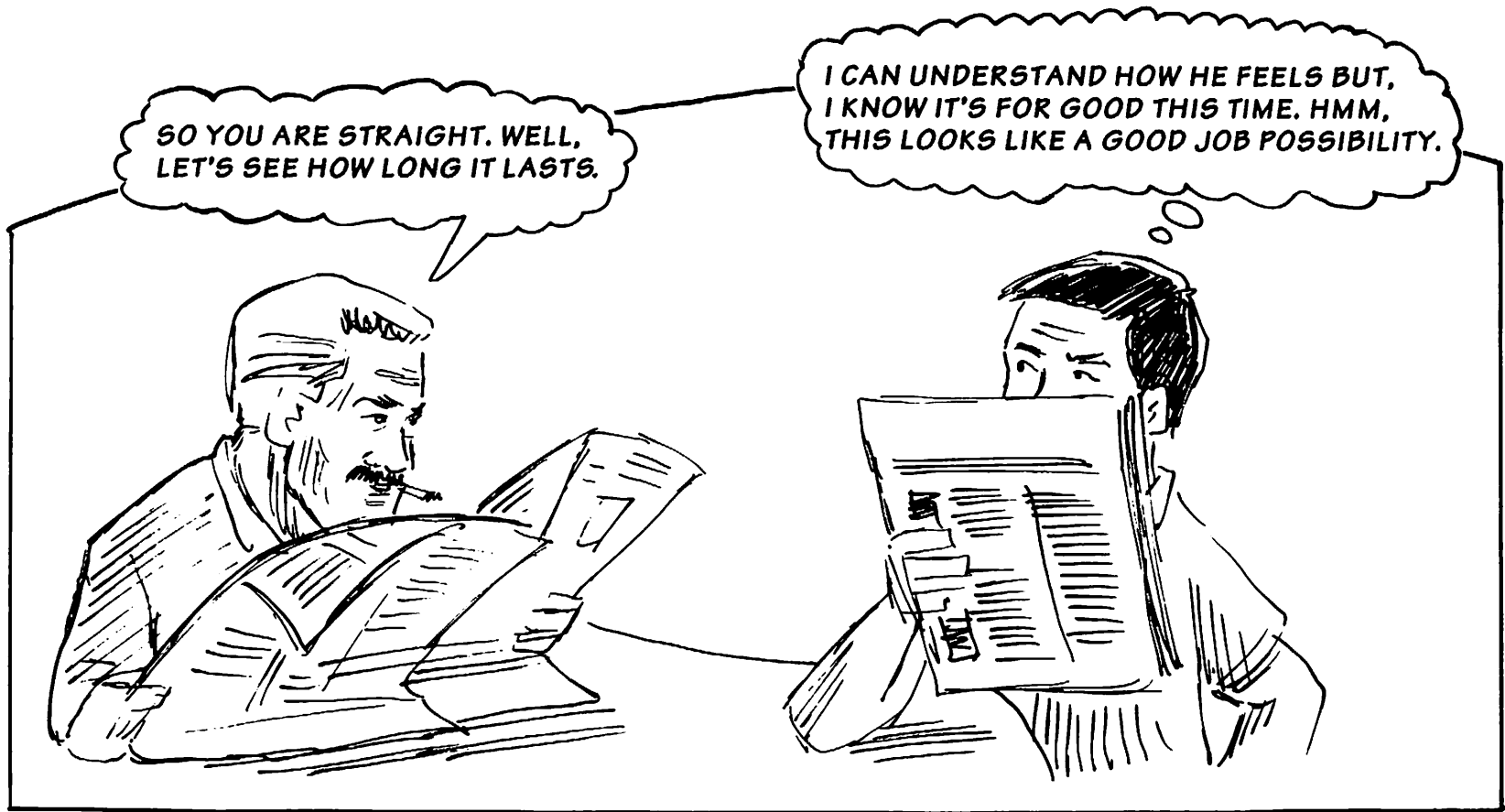






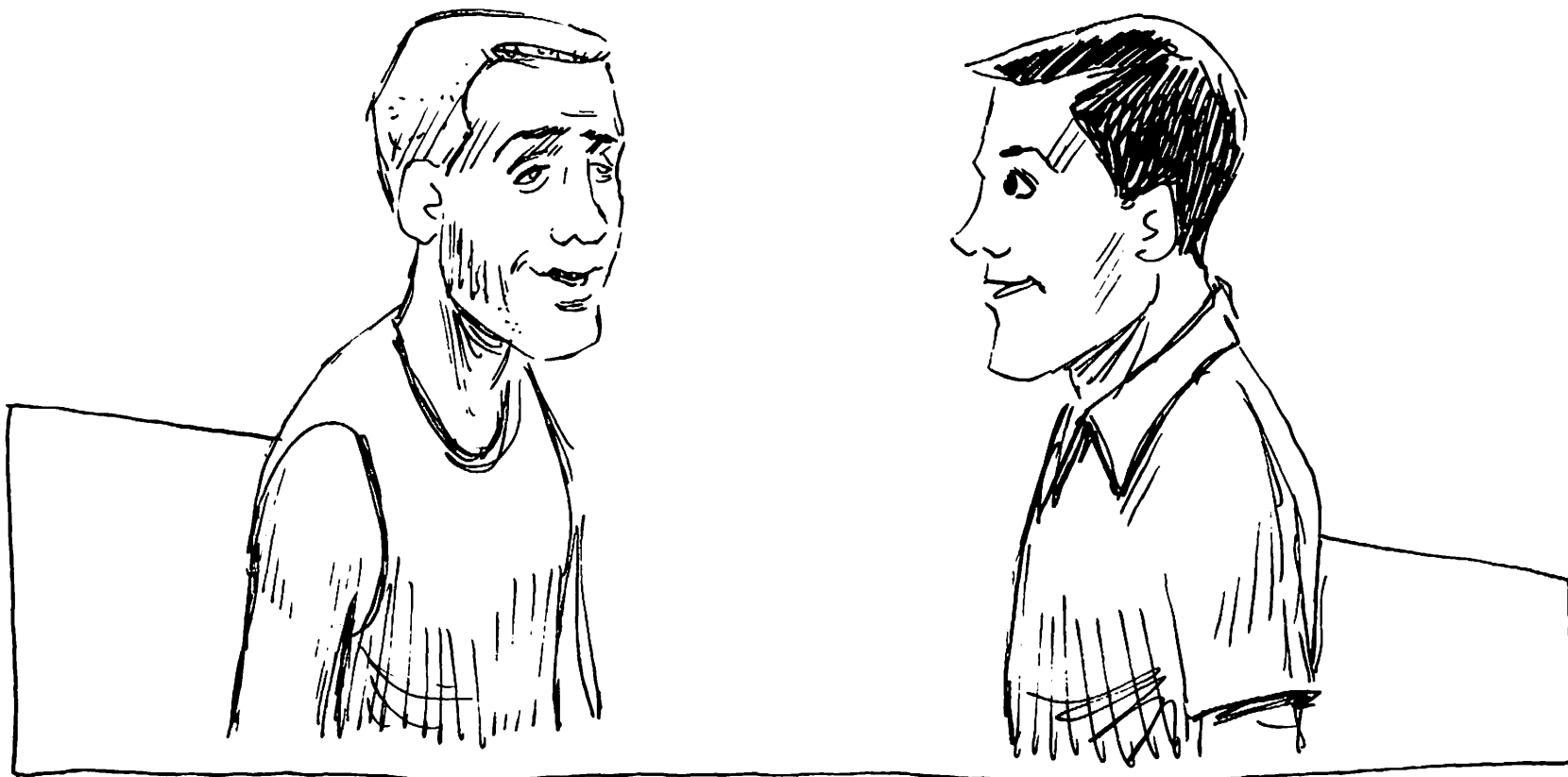


Here is an example of someone following point 6 of the Code of Honor:



HEY LARRY, SO I HEARD THAT
YOU ARE STRAIGHT.

THAT'S RIGHT. WHEN ARE YOU
GOING TO CLEAN UP YOUR ACT TOO?



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 6 of the Code of Honor: “Never compromise with your own reality.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 6 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

7. Never permit your affinity to be alloyed.

IT'S TIME WE GOT MARRIED. THE BUSINESS
IS GOING STRONG. WE'LL BE ABLE TO AFFORD A HOME.




OH MOTHER, CHRIS WANTS
US TO GET MARRIED!

CHRIS? HE'S GOT NOTHING.
YOU'D BE STUPID TO MARRY
HIM.



HIS BUSINESS HAS NO GUARANTEE.
AND THERE'S NO GUARANTEE THAT
HE WILL BE ABLE TO TAKE CARE
OF YOU. MARRY SOMEONE WITH
MONEY.





I'M SORRY THAT YOU DISAPPROVE, BUT I'VE
KNOWN CHRIS FOR YEARS AND I'M PROUD OF
WHAT HE IS AND WHAT HE'S DONE.

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 7 of the Code of Honor: "Never permit your affinity to be alloyed."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 7 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

8. Do not give or receive communication unless you yourself desire it.



JOE,
MAX IS ON THE PHONE.

MAX? I DON'T WANT TO TALK TO
HIM. HE'S INVOLVED IN DIRTY
DEALS. TELL HIM I'M NOT
INTERESTED.



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 8 of the Code of Honor: “Do not give or receive communication unless you yourself desire it.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 8 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

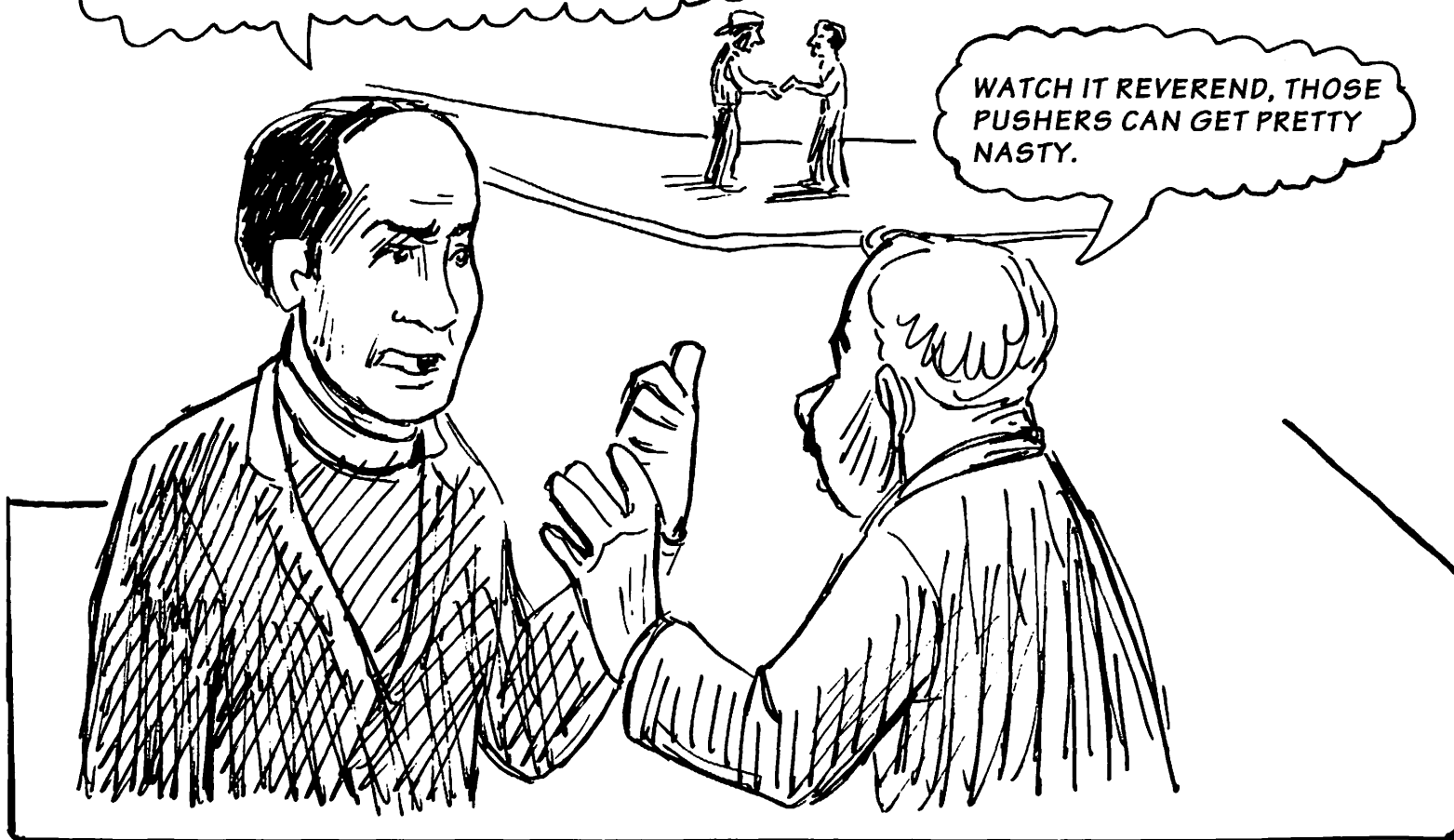
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Tear out these pages and place them on the Supervisor's desk.

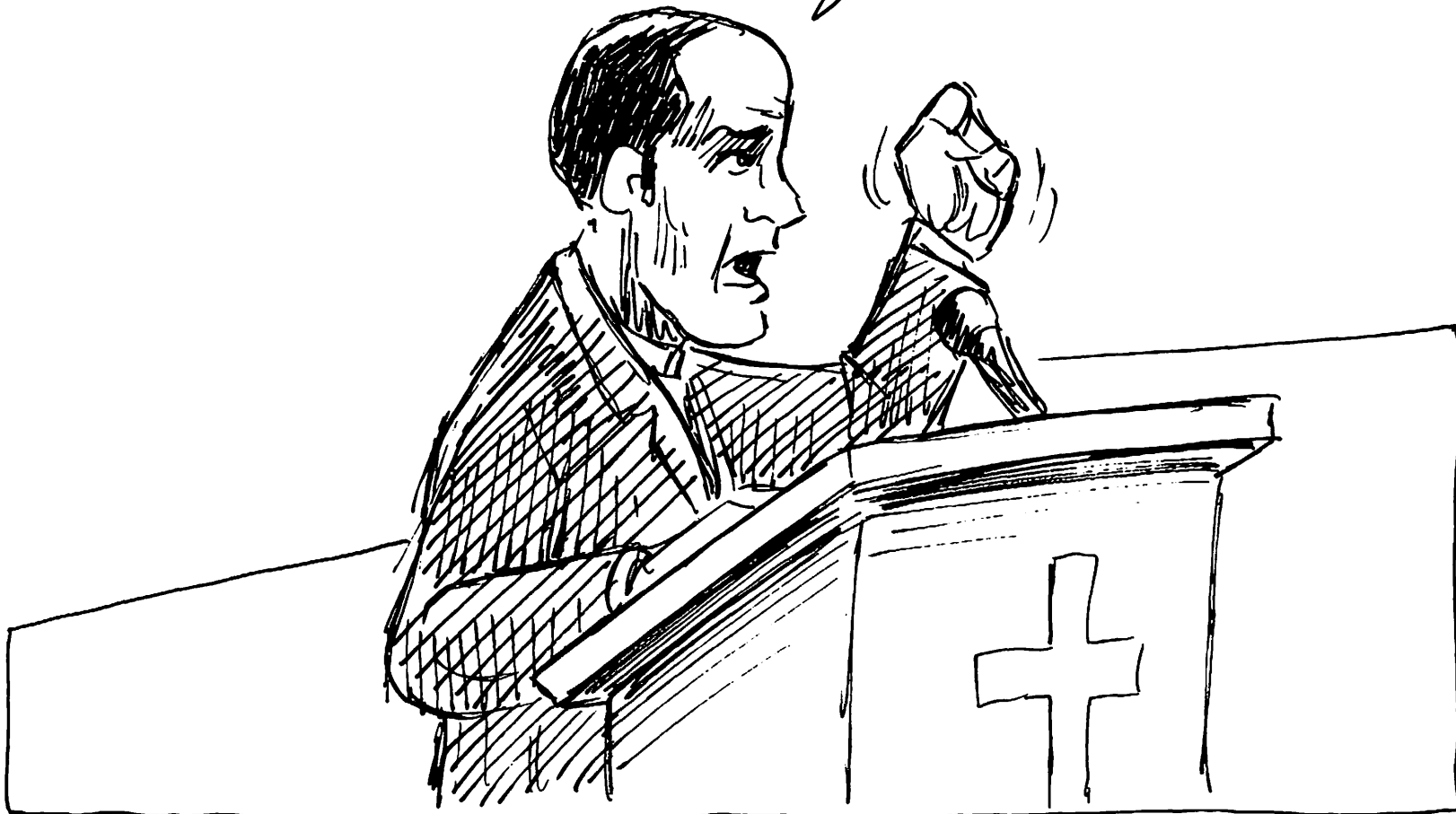
9. Your self-determinism and your honor are more important than your immediate life.

LOOK AT THAT! SELLING DRUGS IN THE
MIDDLE OF THE STREET. DRUGS ARE KILLING
OUR NEIGHBORHOOD. SOMETHING HAS TO
BE DONE ABOUT IT.

WATCH IT REVEREND, THOSE
PUSHERS CAN GET PRETTY
NASTY.

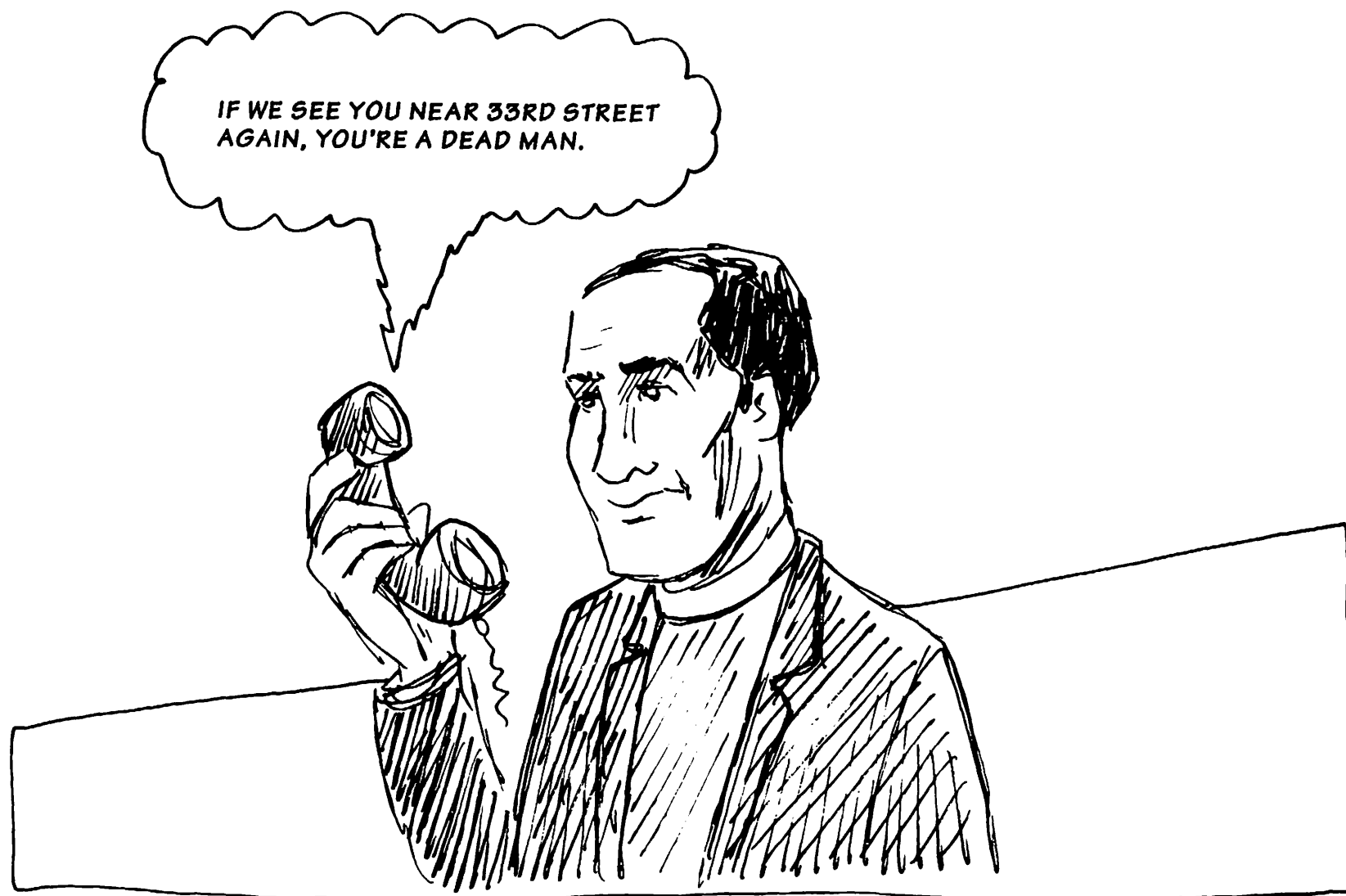


WE MUST HAVE COURAGE, WE NEED TO ORGANIZE AND WORK TOGETHER TO GET RID OF DRUGS IN OUR COMMUNITY. I SAY WE BAND TOGETHER AND DEMONSTRATE, GET THE POLICE TO GET THE PUSHERS OUT, AND GET THE DRUGS OUT OF OUR AREA!





Later . . .



**YOU CAN'T GO ON.
WE'VE HAD FOUR DEATH
THREATS IN THE LAST
TWO WEEKS.**

**NO, THESE KIDS ARE DYING.
WE MARCH TOMORROW. GET
THE MAYOR ON THE PHONE.**



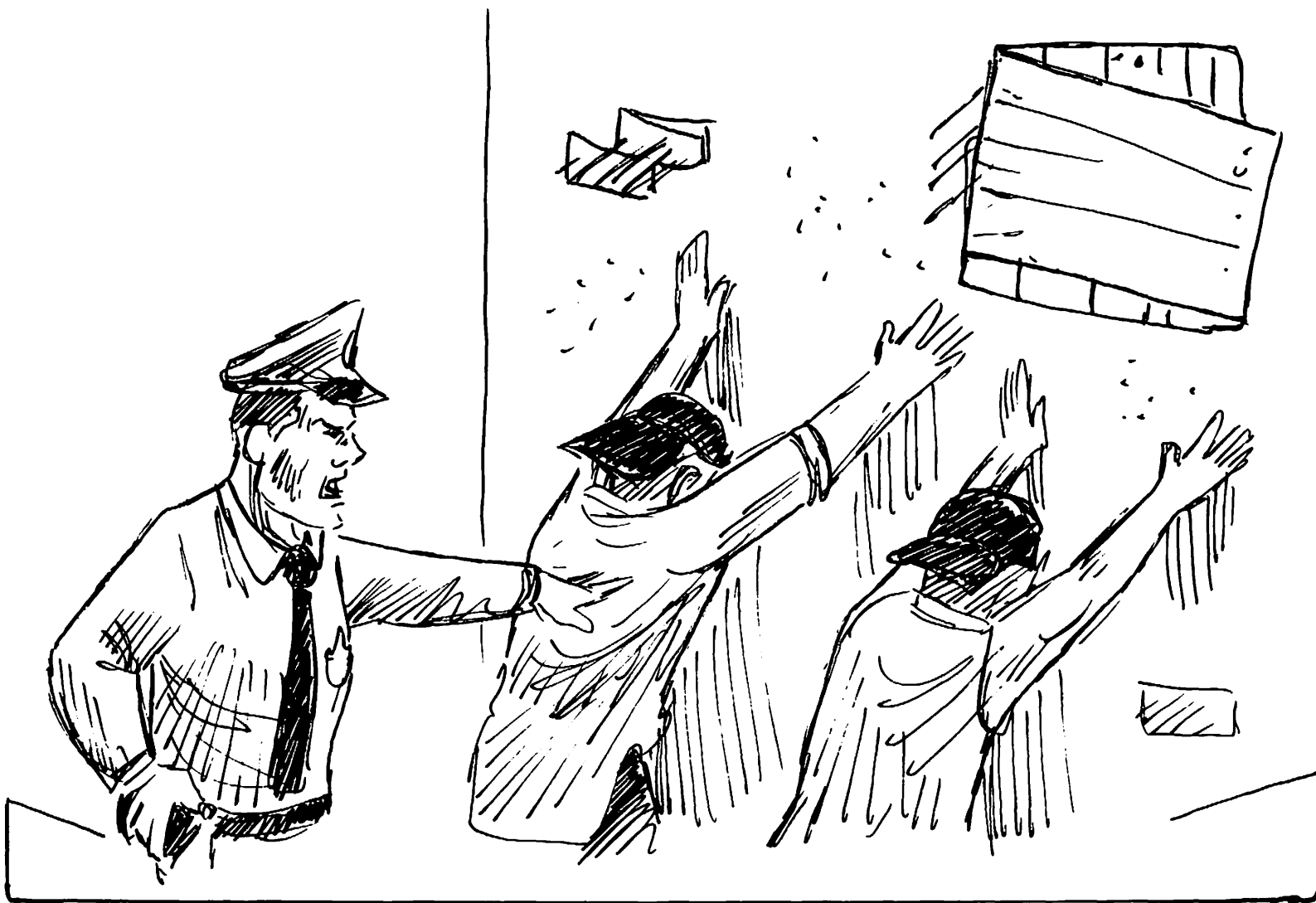
YES MR. MAYOR, MY MEN ARE
ONTO IT RIGHT NOW.



YOU GET YOUR MEN DOWN TO 33RD
AND YOU'D BETTER BUST EVERY PUSHER
IN THE AREA. I WANT IT CLEANED OUT
AND KEPT CLEAN.

YES SIR.







Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 9 of the Code of Honor: "Your self-determinism and your honor are more important than your immediate life."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

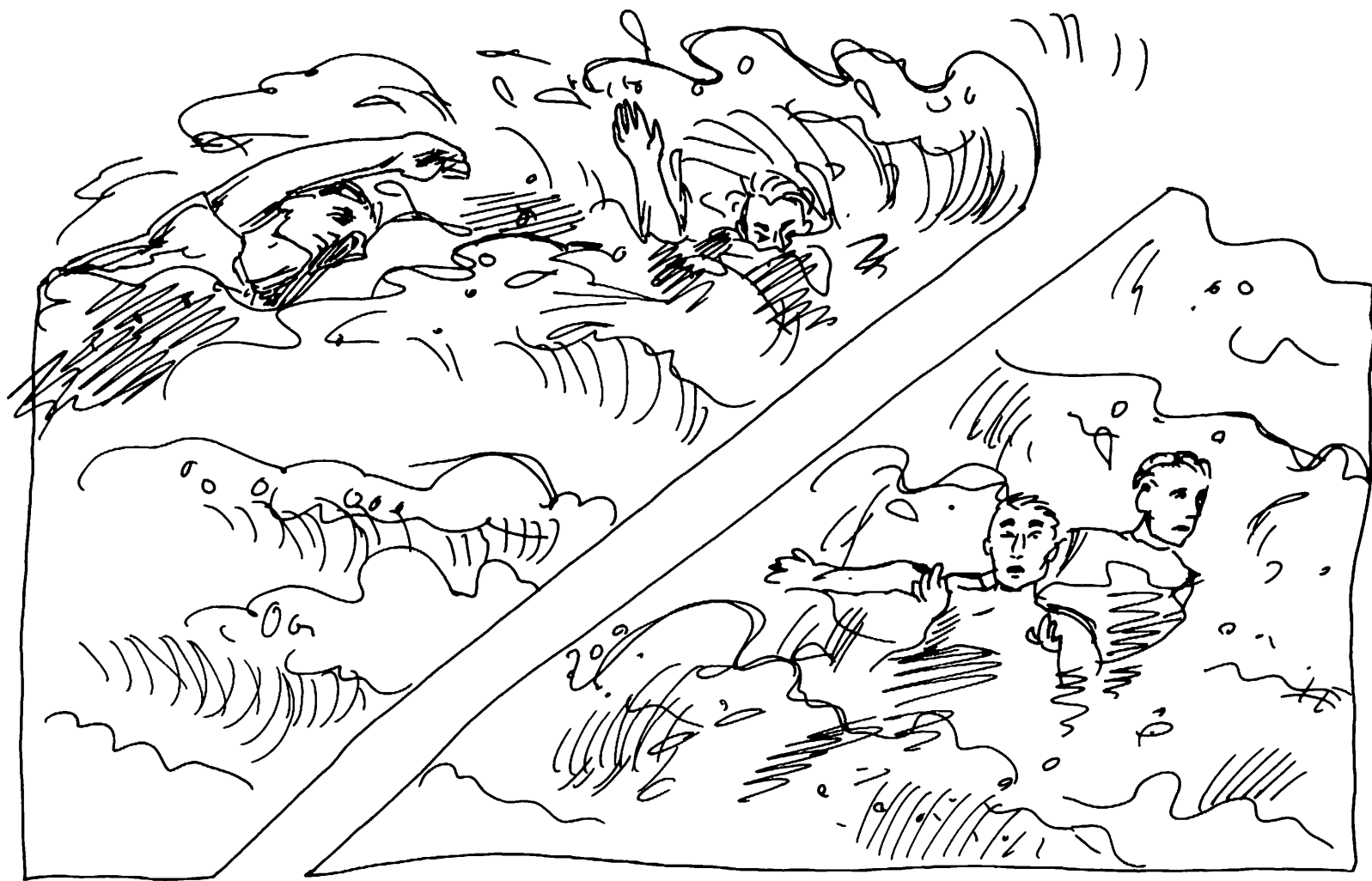
Describe how you could apply point 9 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

10. Your integrity to yourself is more important than your body.







Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 10 of the Code of Honor: “Your integrity to yourself is more important than your body.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 10 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

11. Never regret yesterday. Life is in you today, and you make your tomorrow.

I DON'T KNOW IF I CAN GET
YOU A CONTRACT WITH BAMMO
RECORDS. YOU MESSED
UP PRETTY BAD THE LAST TIME.

HEY, I'VE BEEN STRAIGHT FOR THE PAST
YEAR. I'VE WRITTEN SOME NEW SONGS.
THEY'LL BE HITS.



In the studio:



ALL RIGHT, HERE'S THE
HIT YOU'VE BEEN WAITING
FOR. THE LATEST FROM
NICK ROGERS.





Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 11 of the Code of Honor:
“Never regret yesterday. Life is in you today, and you make your
tomorrow.”

Narconon Personal Values and Integrity Course

To: Supervisor

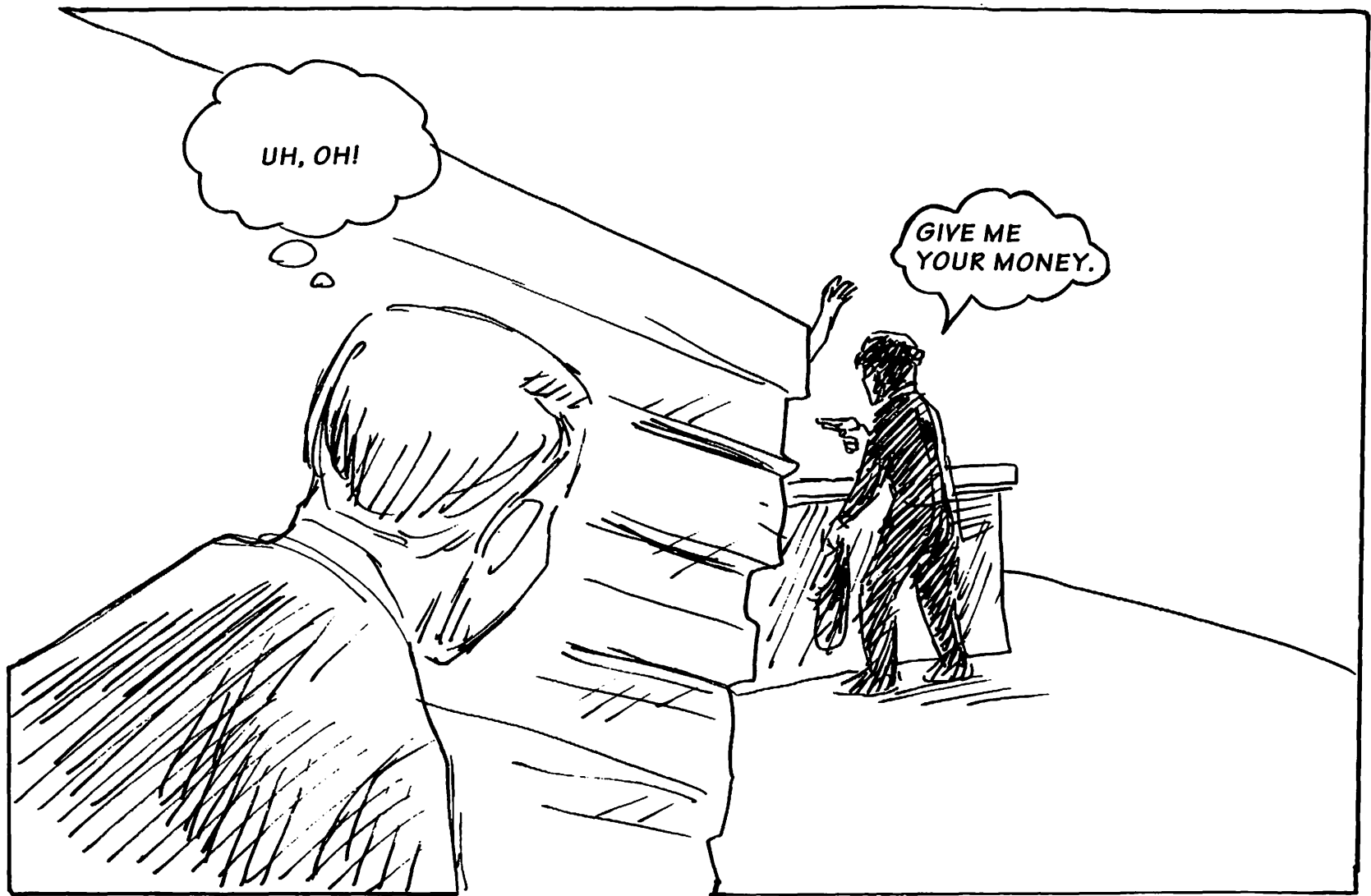
From: _____ Date: _____

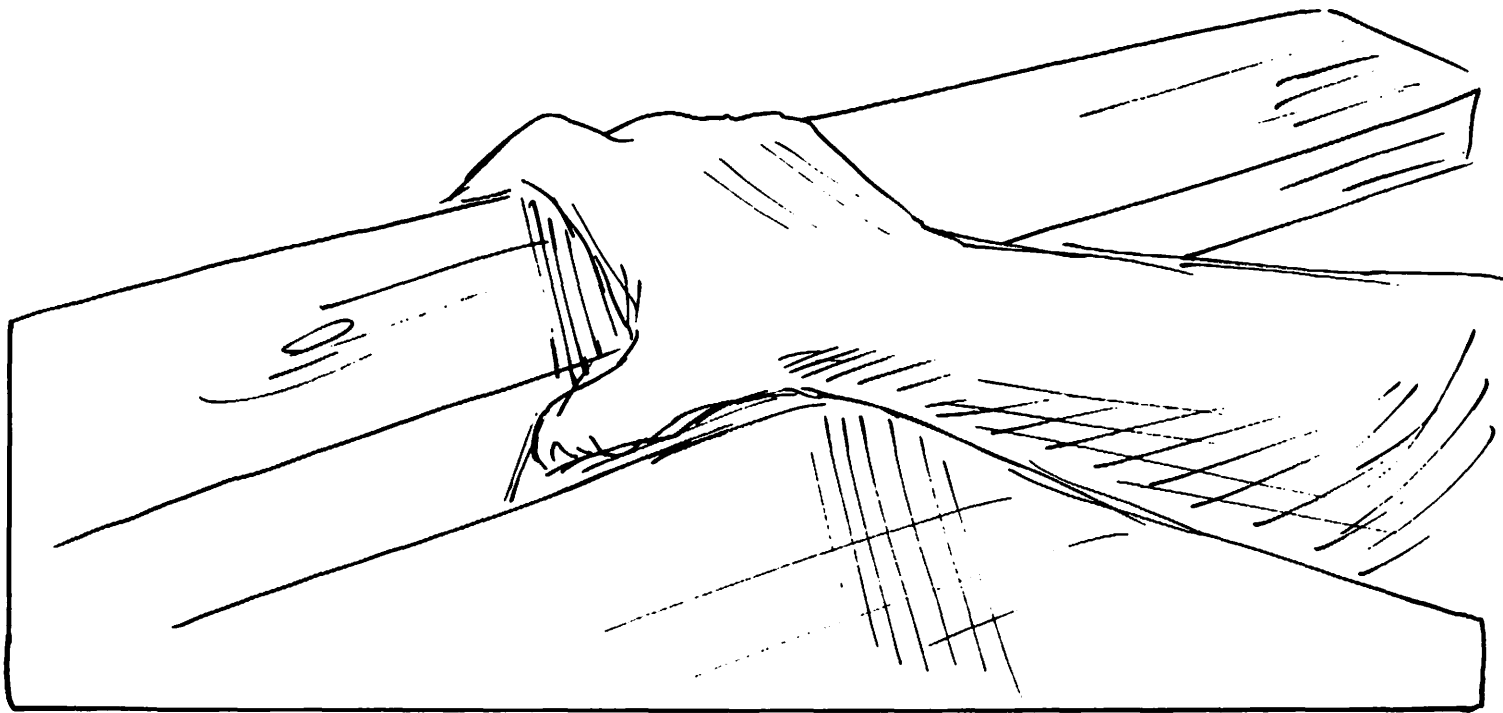
Describe how you could apply point 11 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

12. Never fear to hurt another in a just cause.









Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 12 of the Code of Honor:
“Never fear to hurt another in a just cause.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 12 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

13. Don't desire to be liked or admired.



YOU WANT TO HANG OUT
WITH US?
FOLLOW ME.

WOW! THIS IS OUR
CHANCE.









Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 13 of the Code of Honor:
“Don’t desire to be liked or admired.”

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 13 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

14. Be your own adviser, keep your own counsel and select your own decisions.

I'M TIRED OF BEING A
WAITRESS. I WANT TO DO
SOMETHING CHALLENGING.
I'VE ALWAYS WANTED TO
DESIGN CLOTHES.


SURE HON, AND WHO WILL
PAY THE BILLS?



YOU'RE TOO OLD FOR IT.
YOU'LL NEED TO GO TO SCHOOL
AND THERE'S NO GUARANTEE YOU
CAN MAKE IT.

HOW COULD SHE POSSIBLY
FIGURE OUT WHAT'S RIGHT
FOR ME?





COME ON JOAN. YOU'VE
BEEN A WAITRESS FOR
15 YEARS. YOU'RE TOO
OLD TO SWITCH NOW.

THANKS FOR THE "ADVICE"
BILL.



**FASHION INSTITUTE
ENROLLMENT**

I KNOW THIS IS THE
RIGHT THING TO DO.



Later . . .



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 14 of the Code of Honor: "Be your own adviser, keep your own counsel and select your own decisions."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe how you could apply point 14 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

15. Be true to your own goals.



YOU KNOW MOM, WHEN
I'M A FAMOUS SINGER,
YOU WON'T HAVE TO
KEEP THIS JOB.

THAT'S A SWEET THOUGHT.







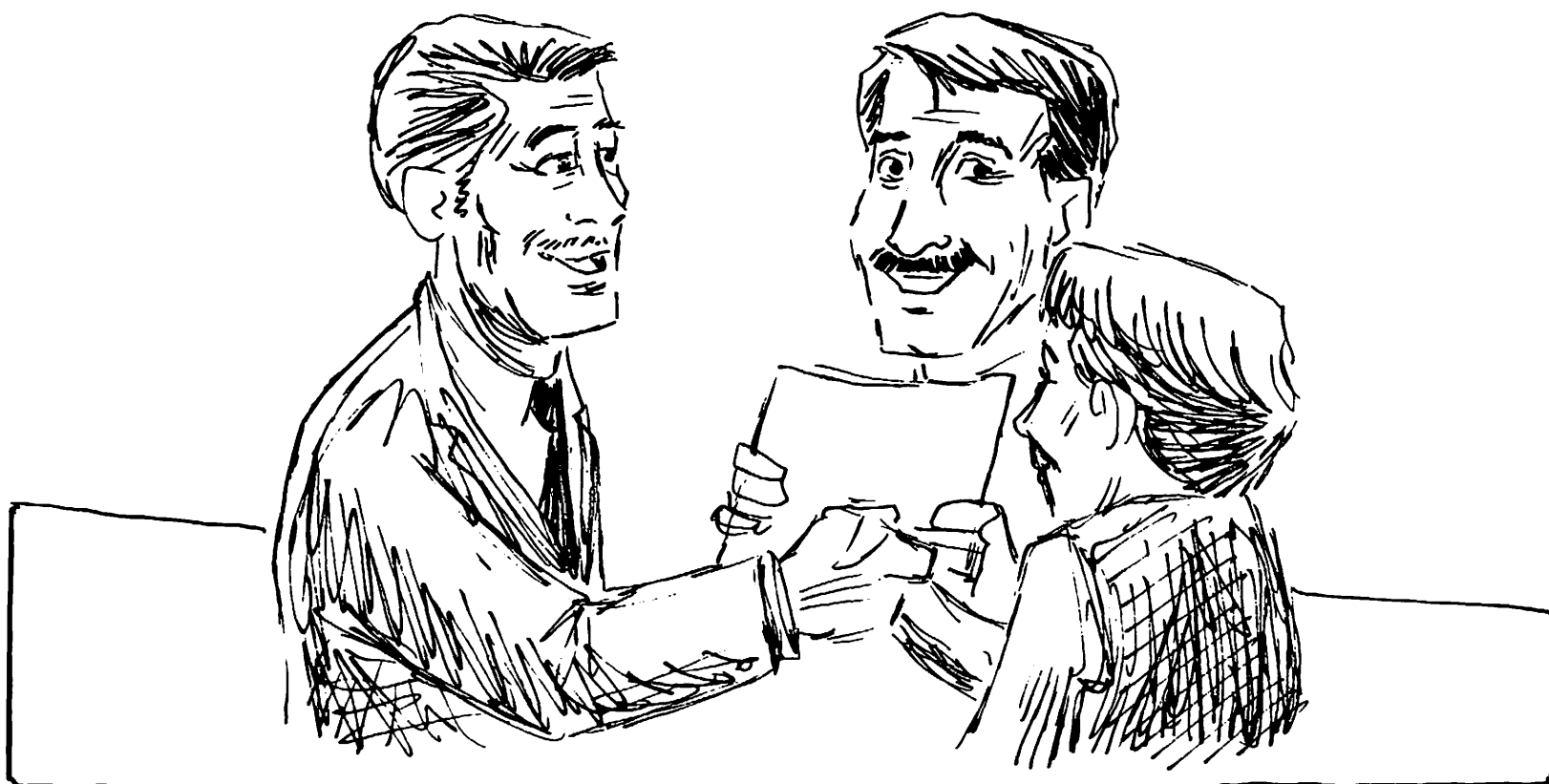
Later:

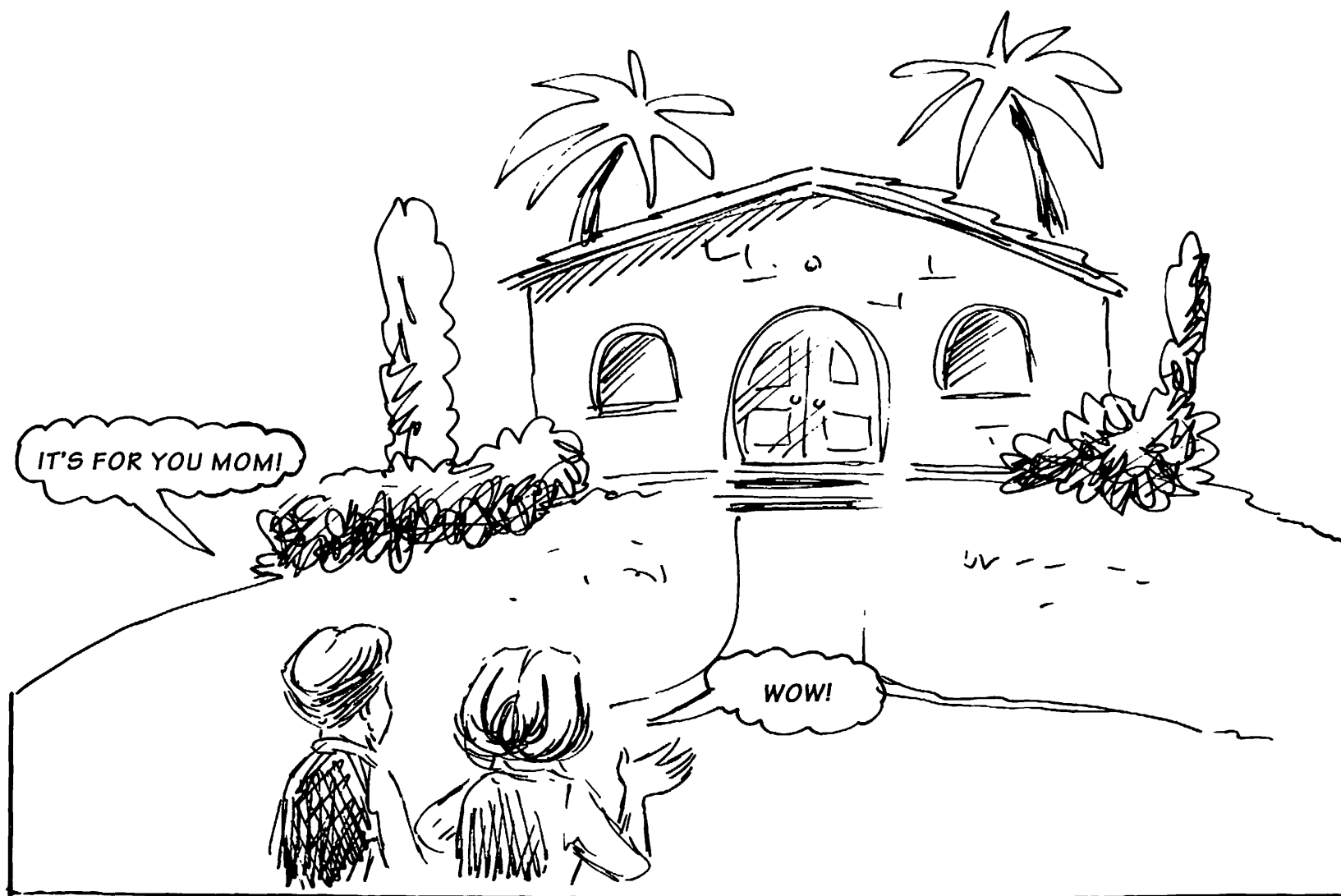


HERE YOU GO, MISS.









Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, point 15 of the Code of Honor: "Be true to your own goals."

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

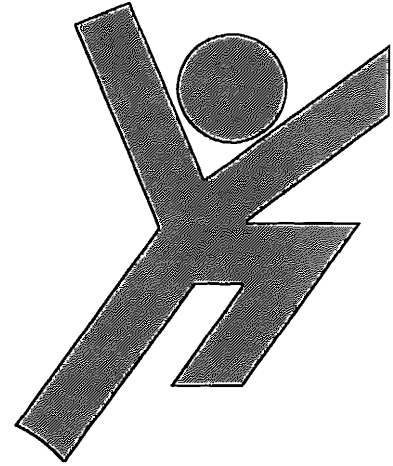
Describe how you could apply point 15 of the Code of Honor to a current situation in your life or could have applied it to a past situation in your life.

(Continue on next page.)

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

Section 8

Honesty



Honesty

Honesty is an integral part of ethical (survival) conduct.

Whenever people get together and operate as groups, they make certain agreements on codes of conduct which will contribute to the survival of the group as a whole. This is a moral code. People make agreements regarding what is right and what is wrong, what is moral and what is immoral—in other words, what actions contribute to the survival of the group, and what actions are destructive to the survival of the group.

When a person commits harmful acts against the agreed-upon moral code of a group, he or she often feels that he cannot tell others in the group about it because telling them would be another harmful act. But these harmful acts, unspoken but nevertheless damaging acts, can gradually mount up and cause a disintegration of the group.

It should be kept in mind that this applies to *any* group of people, of any size. It applies to one person and his relationship with one other friend or partner just as it applies to one person's relationship to a small group of a few co-workers, a club, a team, a giant corporation, or an entire nation.

Overt Acts

A harmful act against the mores of the group is called an overt act or an overt. When a person does something that is contrary to the moral code he has agreed to, or when he omits to do something that he should have done per that moral code, he has committed an overt act. An overt act violates what was agreed upon.

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. Overts are the biggest reason a person restrains and withholds himself from action.

An overt of omission is a failure to act resulting in the injury, reduction or degradation of another or others in their beingness, persons, possessions or dynamics.

An overt of commission is an intentionally committed harmful act committed in an effort to resolve a problem. It is that thing which you do which you aren't willing to have happen to you.

IT'S FRIDAY NIGHT. LET'S
GO HAVE A BEER AND PLAY
A GAME OF POKER WITH
THE BOYS.





YOUR WHOLE PAY CHECK
LOST PLAYING POKER??
HOW WILL WE EAT THIS
WEEK?



Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what an overt is.

Withholds

An unspoken, unannounced transgression against a moral code by which the person is bound is called a withhold. A withhold is, then, an overt act that a person committed that he or she is not talking about. Any withhold comes after an overt act.

MY PARENTS DON'T CARE
IF I SMOKE POT. WHAT
ABOUT YOURS?

FORGET IT. THEY'D PROBABLY
KICK ME OUT OF THE HOUSE.





IT'S THREE IN THE MORNING.
WHERE HAVE YOU BEEN?
WHY ARE YOUR EYES RED?

OH COME ON DAD. I
GOT A FLAT. OKAY?
I'M TIRED....



I HEARD YOUR DAD ALMOST
CAUGHT YOU LAST NIGHT.

SO WHAT? BESIDES, HE
DRINKS, SO WHAT'S WRONG
WITH A JOINT NOW AND
THEN?



The only person who can separate one from a group is the person himself, and the only mechanism he can do it by is withholding.

When a person commits overt acts against the moral code of his group, he has broken the agreement that the group was based upon.

When one then withholds what one has done and never mentions it to any other member of the group, he or she individuates from the group; pretending to be part of the group while no longer fully being part of it.

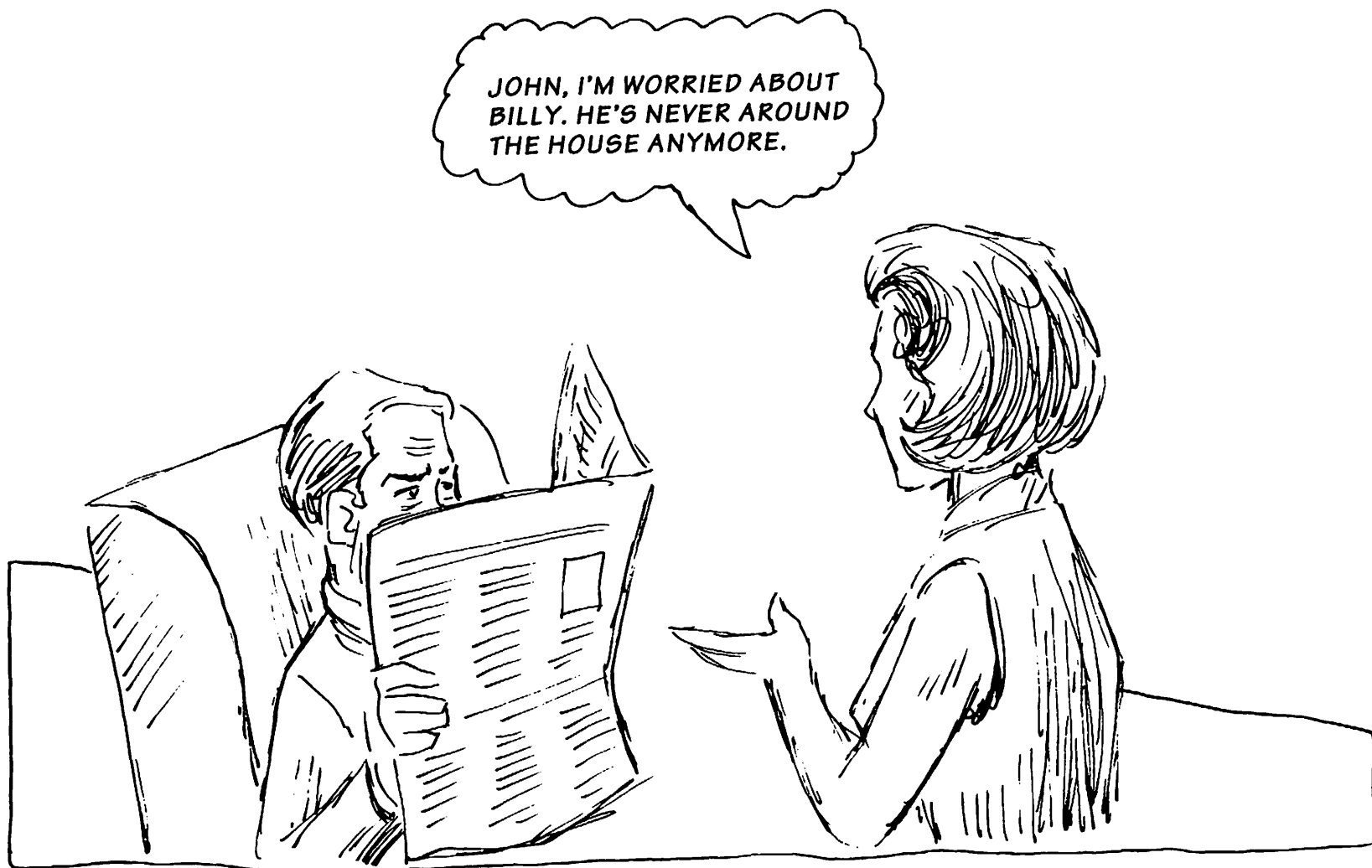


Once a person has committed an overt and then withheld the fact that he committed the overt, he or she tends to further withdraw from the group and from its activities and then often commits more overt acts against that group.









What can happen in a group is this: A person first commits an overt act against the group or one of its members, then commits more overt acts, and these overt acts are withheld. And so it goes—overt act, withhold, overt act, withhold, and the person grows further and further detached from the group.

These withholds can often appear to be quite trivial, but their effects upon the person who commits them and on his relationship with the group itself are not trivial.

Summary

Man is not happy unless he is honest. White, black, red or brown, this is true of all times and all races.

One CAN be honest. He will find a happier, more comfortable existence when he is.

And honesty is the highest level of survival.

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, what a withhold is.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Give an example from your own experience of someone committing an overt act.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Give an example from your own experience of someone having a withhold.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, how a person becomes individuated.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Give an example from your own experience in life, of someone you have observed to have individuated from an area in his life.

(Continue on next page.)

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

Honest People Have Rights, Too

After you have achieved a high level of ability, you will be the first to insist upon your rights to live with honest people.

It is a mistake to use “individual rights” and “freedom” as arguments to protect those who would only destroy.

Individual rights were not originated to protect criminals but to bring freedom to honest men.

Into this area of protection then dived those who needed “freedom” and “individual liberty” to cover their own questionable activities.

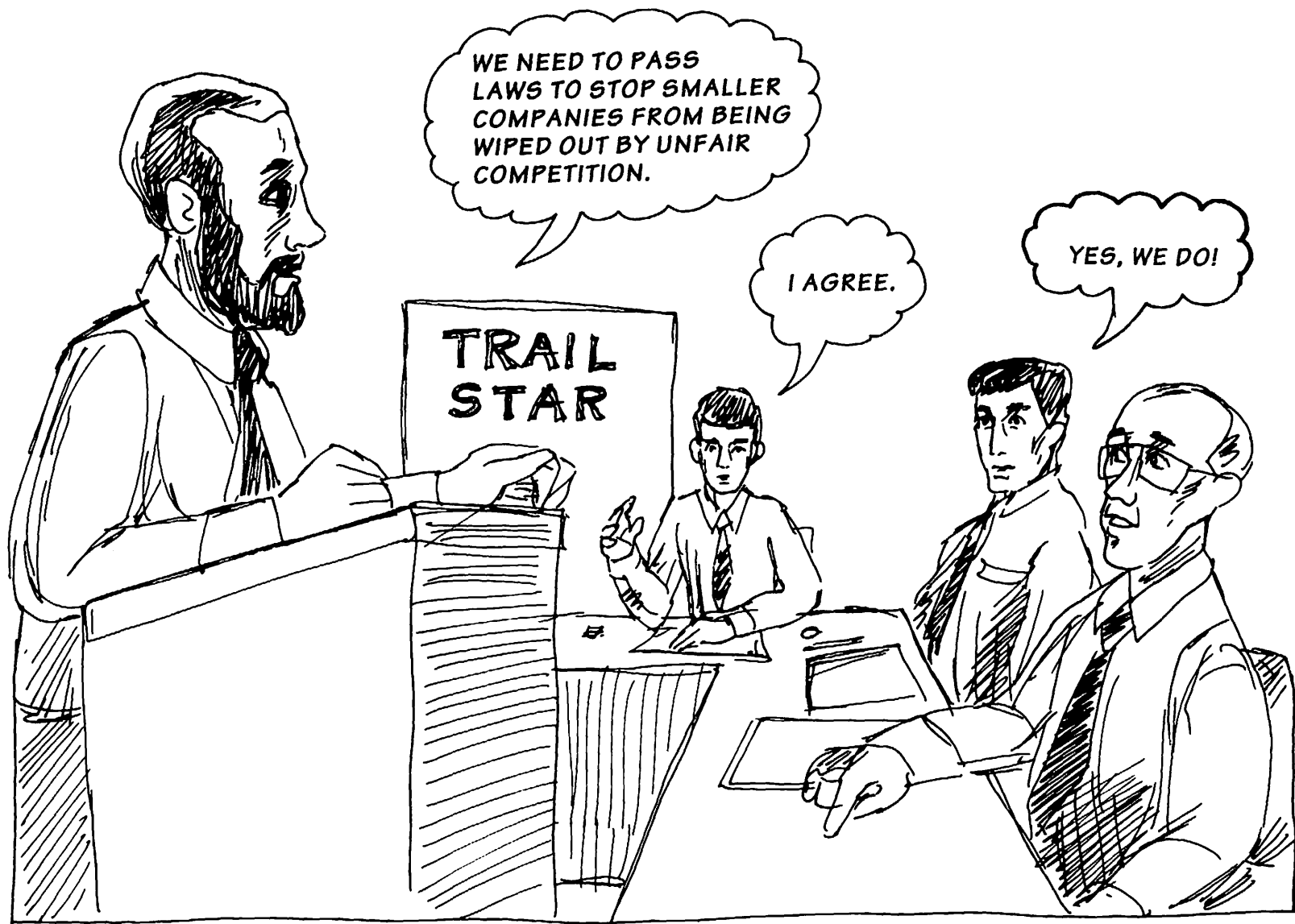


Freedom is for honest people. No man who is not himself honest can be free—he is his own trap. When his own deeds cannot be disclosed, then he is a prisoner; he must withhold himself from his fellows and he is a slave to his own conscience. Freedom must be deserved before any freedom is possible.



To protect dishonest people is to condemn them to their own hells. By making "individual rights" a synonym for "protect the criminal" one helps bring about a slave state for all; for where "individual liberty" is abused, an impatience with it arises which at length sweeps us all away.

The targets of all disciplinary laws are the few who err. Such laws, unfortunately, also injure and restrict those who do not err. If all were honest there would be no disciplinary threats.



There is only one way out for a dishonest person—facing up to his own responsibilities in the society and putting himself back into communication with his fellow man, his family, the world at large. By seeking to invoke his “individual right” to protect himself from an examination of his deeds, he reduces, just that much, the future of individual liberty for he himself is not free. Yet he infects others who are honest by using *their* rights to freedom to protect himself.

Uneasy lies the head that wears a guilty conscience.



And it will lie no more easily, by seeking to protect misdeeds by pleas of "freedom means that you must never look at me." The right of a person to survive is directly related to his honesty.

Freedom for man does not mean freedom to injure man. Freedom of speech does not mean freedom to harm by lies.

Man cannot be free while there are those amongst him who are slaves to their own terrors.

The mission of a techno-space society is to subordinate the individual and control him, by economic and political duress. The only casualty in a machine age is the individual and his freedom.

To preserve that freedom one must not permit men to hide their evil intentions under the protection of that freedom. To be free, a man must be honest with himself and with his fellows.

I'LL ENSURE EQUAL RIGHTS FOR ALL.







If a man uses his own honesty to protest the unmasking of dishonesty, then that man is an enemy of his own freedom.

We can stand in the sun only so long as we do not let the deeds of others bring the darkness.

Freedom is for honest men. Individual liberty exists only for those who have the ability to be free.

Who would punish when he could salvage?

Only a madman would break a wanted object he could repair.

IDIOT. YOU DENTED THE CAR.
YOU'RE SUSPENDED FROM DRIVING.



YOU SHOULD GIVE HIM
A CHANCE. HELP HIM
IMPROVE HIS DRIVING.



OK. LET'S SEE IF WE CAN FIND
OUT WHAT HAPPENED.



YOU'RE DOING BETTER. MAYBE YOU
CAN DO DELIVERIES AT WORK FOR ME.



The individual must not die in this machine age—rights or no rights. The criminal and madman must not triumph with their new-found tools of destruction.

The least free person is the person who cannot reveal his own acts and who protests the revelation of the improper acts of others. On such people will be built a future political slavery where we all have numbers—and our guilt—unless we act.

It is fascinating that blackmail and punishment are the keynotes of all dark operations. What would happen if these two commodities no longer existed? What would happen if all men were free enough to speak? Then and only then would you have freedom.

On the day when we can fully trust each other, there will be peace on earth.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Describe what freedom has to do with being honest and how you can apply this to your life.

(Continue on next page.)

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

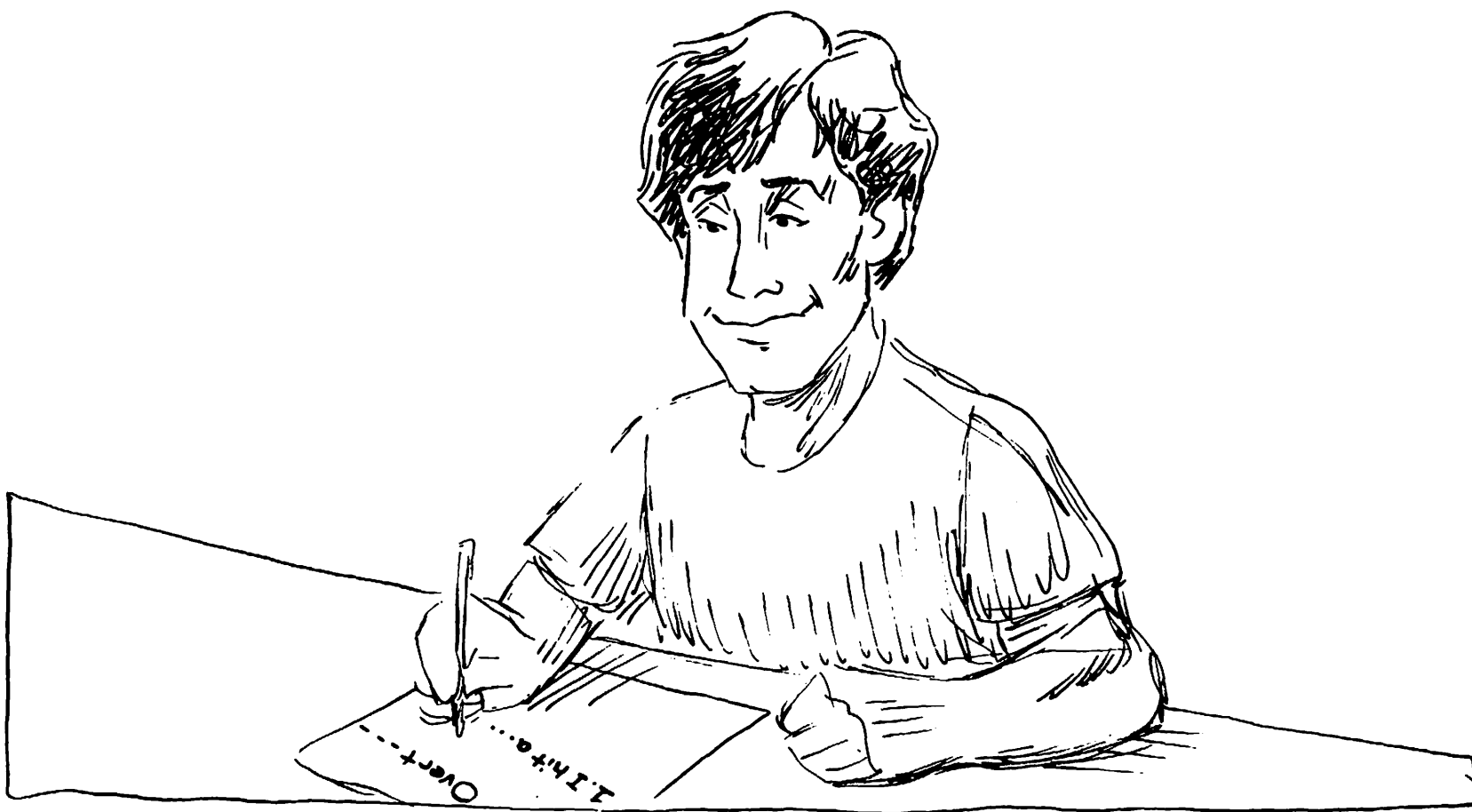
Disclosing Overts and Withholds

In Narconon, we have procedures whereby an individual is able to disclose his withholds and the overt acts underlying them. This is the first step toward taking responsibility for them and seeking to make things right again.

A person who has overts and withholds becomes less able to influence his dynamics and falls out of communication with those people and things he has committed overts against.



Writing one's overts and withholds offers a road out. By confronting the truth an individual can experience relief and a return of responsibility.





The procedure for disclosing an *overt* is:

1. Write down the exact overt—what was DONE.
2. Then state explicitly the *specifics* regarding the action, including,
 - a. Time (Definition: A precise instant, second, minute, hour, day, week, month or year, determined by clock or calendar; the point at which something has happened.)
 - b. Place (Definition: A definite location.)
 - c. Form (Definition: The arrangement of things; the way in which parts of a whole are organized.)
 - d. Event (Definition: That which happens; result; any incident or occurrence.)

For example:

"1. I hit a friend's car when backing out of my parking space at work and caused about five hundred dollars worth of damage to his car.

"2. On the 30th of June 1987, when I was leaving work, I was backing out of my parking space and hit the back end of my friend Joe's car. There was no one else around and the parking lot was almost empty. I drove away without leaving a note or telling Joe, knowing that I caused about five hundred dollars damage to his car which he had to pay for."

The procedure for disclosing a *withhold* is:

1. Write down the withhold—what was WITHHELD.
2. Then state explicitly the *specifics* regarding the action, including,
 - a. Time
 - b. Place
 - c. Form
 - d. Event

For example:

“1. I cheated on my wife (Sally) by seeing another woman and never told her about this.

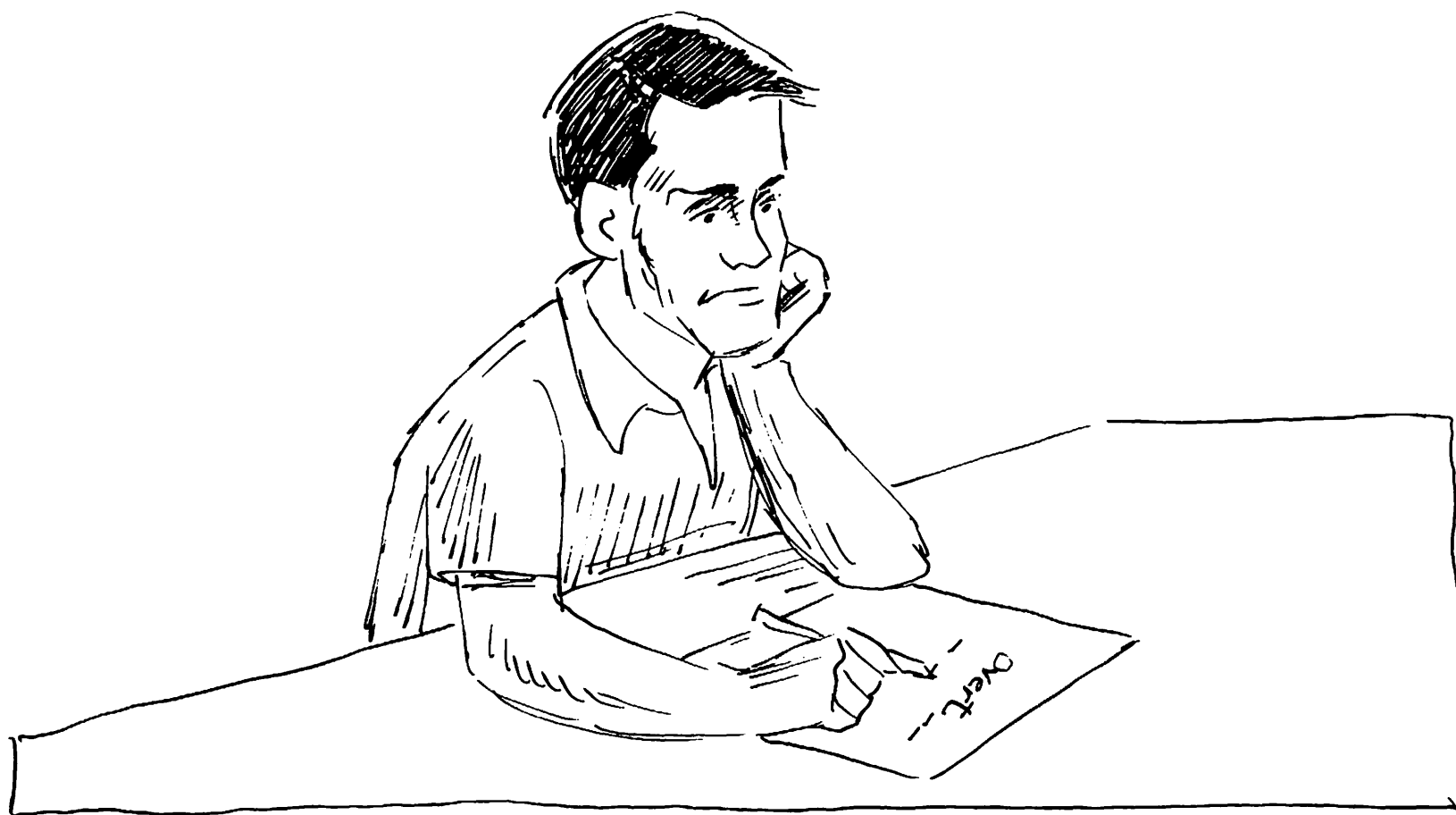
“2. Three years ago, when I first married Sally, I cheated on her by seeing another woman. I have never told Sally about this. One morning (in June 1985) I had told Sally I would take her to the movies that night and on my way home from work, when I was at Jones’ Department Store, I saw an old girlfriend of mine (Barbara). I asked Barbara to go out to dinner with me that night and she accepted. (She did not know I was married.) I told her I would pick her up at 8:00 p.m. that night. When I got home from the store I told Sally I had to go back to work to get some things done and would not be able to go to the movies with her.

“I then went out to dinner in another city with Barbara (at the ‘Country Inn’) so that I would not risk seeing any of my friends.”

The procedure for disclosing one's overts and withholds is very simple.

Once a person has disclosed his overts and withholds in this way, he is given an acknowledgment by the person administering the procedure (in this instance, the Course Supervisor) as an assurance that his disclosures have been received.

Such assurance helps the person to put an end to the bad things he has done, and unsticks him from a preoccupation with his guilt over them to where he can then put his attention on constructive activities.









SUE WOULD NEVER
HAVE GOTTEN INTO SO
MUCH TROUBLE IF I
HADN'T GIVEN HER THOSE
PILLS.

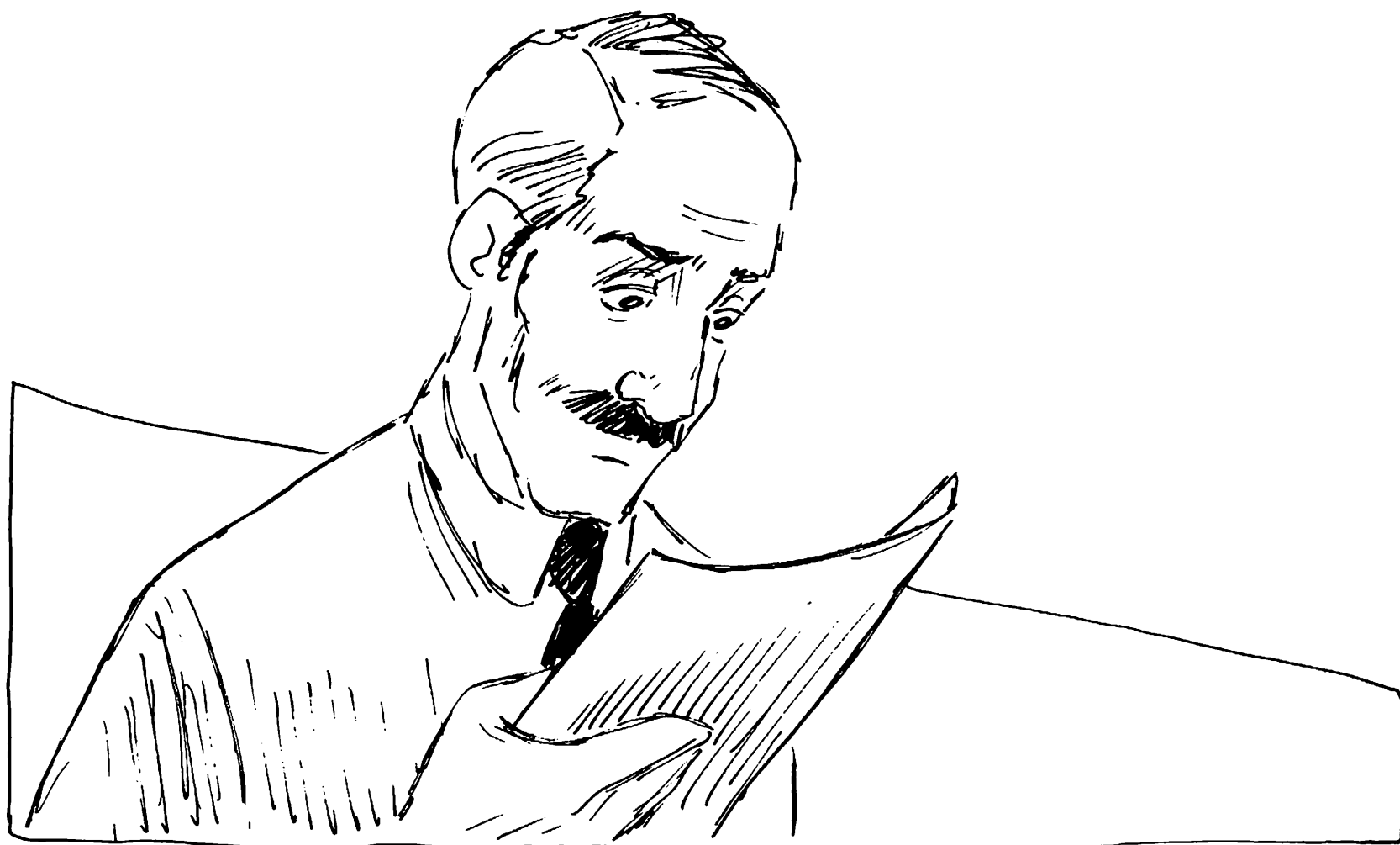




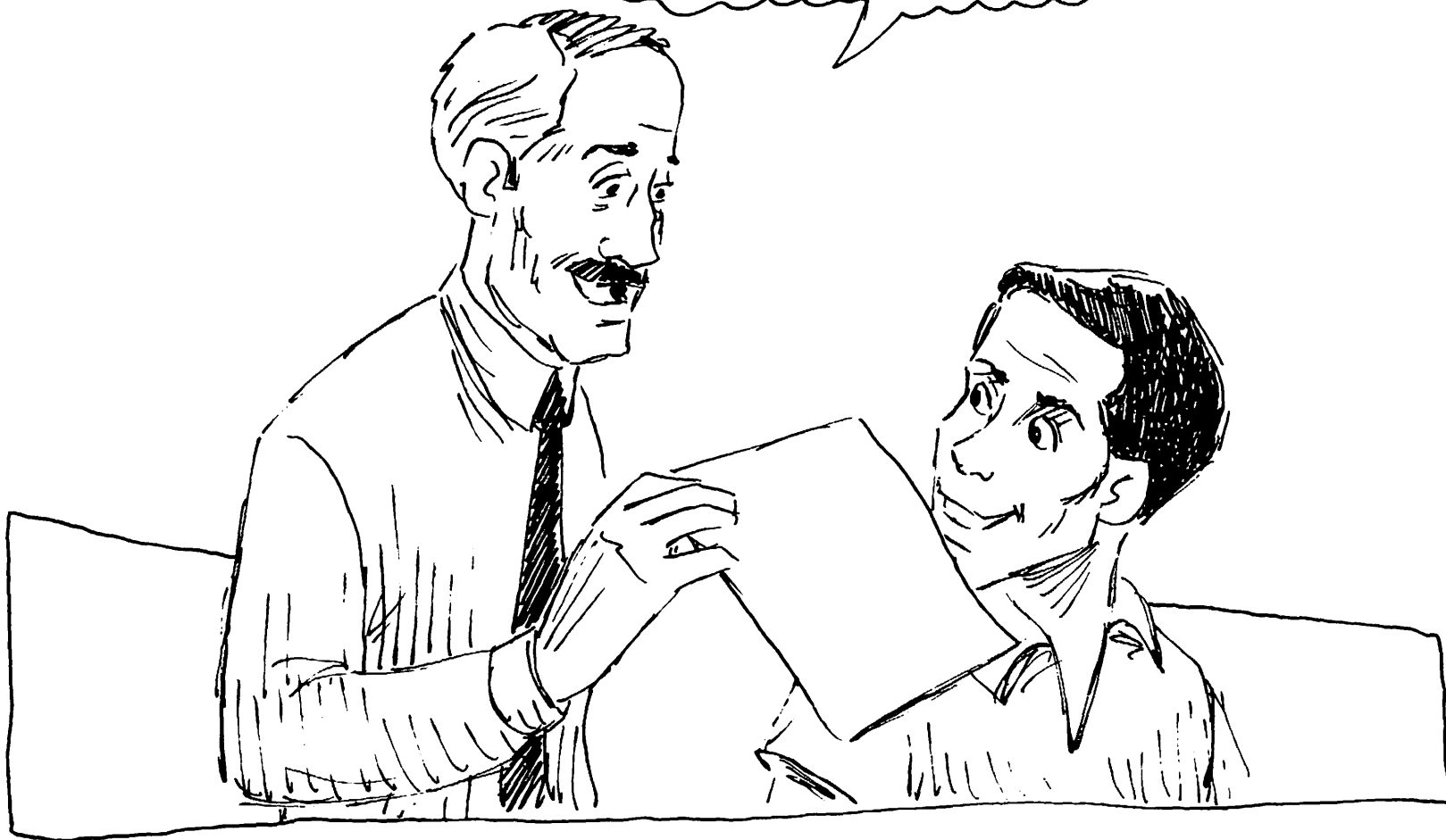


HERE'S THE WRITE-UP OF MY
OVERTS AND WITHHOLDS.





HERE ARE YOUR
OVERTS AND WITHHOLDS.
THANK YOU FOR
WRITING THEM UP.



Writing up one's overts and withholds can give a tremendous amount of relief and make life brighter and more enjoyable.

I FEEL A LOT BETTER!



Narconon Personal Values and Integrity Course

Demonstrate to your Supervisor, using a demo kit, the definitions of the following words:

- a. Time _____
- b. Place _____
- c. Form _____
- d. Event _____

Narconon Personal Values and Integrity Course

Demonstrate, using a demo kit, why it is important to disclose one's
overts and withholds.

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Make up an overt and disclose it following the steps given in the article "Disclosing Overts and Withholds." Turn this in to your Supervisor for his review. If the example you wrote up is incomplete or incorrect, the Supervisor will refer you to your material and show you the exact reference so that you can correct it. Do this drill until you can correctly disclose an overt.

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

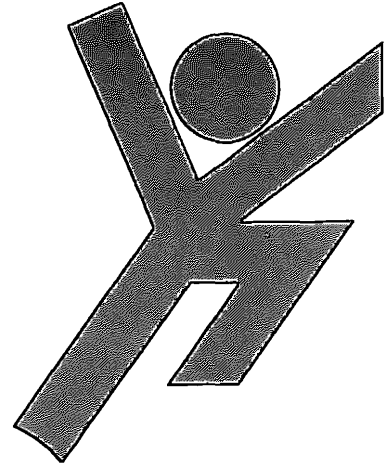
From: _____ Date: _____

Make up a withhold and disclose it following the steps given in the article "Disclosing Overts and Withholds." Turn this in to your Supervisor for his review. If the example you wrote up is incomplete or incorrect, the Supervisor will refer you to your material and show you the exact reference so that you can correct it. Do this drill until you can correctly disclose a withhold.

(Continue on next page.)

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

Section 9



Final Course Exercise

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your first dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

(Continue on next page.)

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the first dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your second dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

(Continue on next page.)

...the ...
...the ...
...the ...

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the second dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your third dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

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(Continue on next page.)

1. *How do you think the U.S. will deal with the global financial crisis?*

2. *What do you think the U.S. should do to deal with the global financial crisis?*

(Continue on next page.)

If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the third dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your fourth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the fourth dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your fifth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the fifth dynamic.

Name: _____

Date: _____

Ok to Publish: _____

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your sixth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the sixth dynamic.

Name: _____

Date: _____

Ok to Publish: _____

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your seventh dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

(Continue on next page.)

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains.

the 1990s, the number of people in the world who are undernourished has declined from 1.1 billion to 800 million. The number of people who are malnourished has declined from 1.5 billion to 1 billion. The number of people who are obese has increased from 100 million to 300 million. The number of people who are overweight has increased from 100 million to 300 million. The number of people who are obese and overweight has increased from 100 million to 300 million. The number of people who are obese and overweight has increased from 100 million to 300 million.

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the seventh dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

Narconon Personal Values and Integrity Course

To: Supervisor

From: _____ Date: _____

Write up your overts and withholds on your eighth dynamic. Do this until you are satisfied they are complete and you feel good about it and have experienced relief.

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If you need more paper, the Course Administrator will provide it.

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

Narconon Personal Values and Integrity

Course Success

You may use this space to write down any wins or gains you had while writing up your overts and withholds on the eighth dynamic.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

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

About the Author

About the Author

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

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

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

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

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

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

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

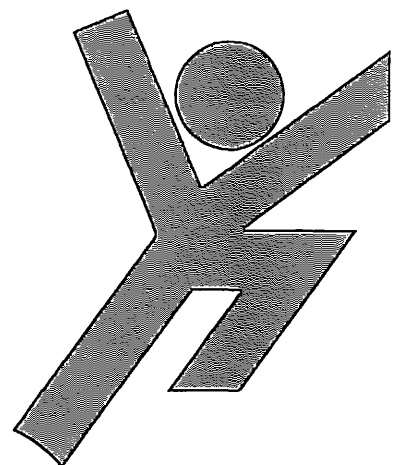
One of the areas he gave special attention to in his work was drug rehabilitation. During the explosion of drug use around the world in the 1960s and early 1970s, Mr. Hubbard found, despite propaganda to the contrary, that people could not advance mentally or spiritually unless the effects caused by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

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

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

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

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



Glossary

Narconon Personal Values and Integrity

Course

Glossary

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

absolutes: things that are unrelated to and independent of anything else. *The individual or group which is, on the average, more right than wrong (since these terms are not absolutes, by far) should survive.*

affinity: degree of liking or affection or lack of it. Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. *Never permit your affinity to be alloyed.*

allegiance: loyalty or devotion to some person, group, cause or the like. *Never withdraw allegiance once granted.*

alloyed: weakened or spoiled through the addition of something that reduces value or pleasure. *Never permit your affinity to be alloyed.*

amassing: gathering for oneself; collecting as one's own. *One sees the villains succeeding everywhere, evidently amassing money, cutting their brother's throat, receiving the fruits of the courts and coming to rule over men.*

atomic weapons: weapons using *atomic energy*: the energy released when the nuclei of atoms are split or fused. An example is the *atomic bomb*, which uses the splitting of atoms to cause an explosion of tremendous force accompanied by a blinding light. *For a man to develop a weapon capable of destroying all life on this planet (as has been done with atomic weapons and certain drugs designed by the US Army) and place it in the hands of the criminally insane politicians is obviously not a survival act.*

batty: (slang) insane; crazy. *This gets so batty that in one of the South Pacific societies infanticide became a ruling passion.*

beingness: condition or state of being; existence. *An overt of omission is a failure to act resulting in the injury, reduction or degradation of another or others in their beingness, persons, possessions or dynamics.*

blackmail: the crime of threatening to tell something harmful about someone unless he pays some money. *It is fascinating that blackmail and punishment are the keynotes of all dark operations.*

blighting: disappointing or frustrating. *To the weak, to the cowardly, to the reprehensibly irrational, dishonesty and underhanded dealings, the harming of others and the blighting of their hopes seem to be the only way of conducting life.*

calculated: planned or intended. *These are acts calculated to be destructive and harmful to the survival of the people of the society.*

casualty: any person, group, thing, etc., that is harmed or destroyed as a result of some act or event. *The only casualty in a machine age is the individual and his freedom.*

commodities: things of use, advantage or value. *What would happen if these two commodities no longer existed?*

compounded: increased or added to. *It is really quite tragic, the tragedy being compounded by the fact that it is so unnecessary.*

comprise: make up; form. *It is important to remember that these dynamics comprise life.*

compromise: weaken (one's principles, etc.) in order to gain something. *Never compromise with your own reality.*

comrade: a close friend; companion or fellow worker. *Never desert a comrade in need, in danger or in trouble.*

contempt: the feeling of a person toward someone or something he considers worthless or beneath notice; scorn. *A person could continually and flagrantly flout the Code of Honor and experience no more than perhaps the slight contempt or pity of his fellows.*

corruption: bribery or other dishonest dealings. *When we look at inflation, the oil crisis, corruption of government, war, crime, insanity, drugs, sexual promiscuity and dishonesty, etc., we are looking at a culture on the way out.*

counsel: private purposes or opinions. *Be your own adviser, keep your own counsel and select your own decisions.*

covetous: wanting greedily what belongs to another. *The sexually promiscuous woman, the man who breaks faith with his friend, the covetous pervert are all dealing in such nonsurvival terms that degradation and unhappiness are part and parcel of their existence.*

deceitful: tending to deceive (make [a person] believe what is not true); apt to lie or cheat. *She will suffer from guilt; she will feel deceitful and unhappy because she knows she has committed a bad act against her husband.*

degradation: a condition of lowered or corrupted moral character and self-respect. *The sexually promiscuous woman, the man who breaks faith with his friend, the covetous pervert are all dealing in such nonsurvival terms that degradation and unhappiness are part and parcel of their existence.*

depression: a period marked by less business activity, much unemployment, falling prices and wages, etc. *For the government to actively invite and create inflation to a point where a depression is a real threat to the individuals of this society is a nonsurvival action to say the least.*

determinism: condition of determining the action of someone or something. *See also self-determinism in this glossary. You have already learned that ethics are the actions an individual takes on himself in order to accomplish optimum survival for himself and others in all areas of life and, that when one is ethical, it is by his own determinism and is done by himself.*

devil, play the: variation of *have the devil's own time*: experience great difficulty. *Most important, he is interdependent with the physical universe as he would sure play the devil surviving as a human organism if he didn't have an earth to walk on.*

dilemma: an argument or a situation in which one must choose between things equally unpleasant or dangerous. *She is busy "solving" her dilemma with further destructive actions.*

disclose: make known; reveal. *In Narconon, we have procedures whereby an individual is able to disclose his withholds and the overt acts underlying them.*

disparage: speak of as having little importance or worth; belittle. *Never disparage yourself or minimize your strength or power.*

duress: use of force or threats. *The mission of a techno-space society is to subordinate the individual and control him, by economic and political duress.*

embroiled: drawn into a conflict or fight; involved in trouble. *She is so embroiled in these three dynamics that they go totally out of communication with her fourth, fifth and sixth dynamics.*

entities: things that have definite, individual existence in reality or in the mind. *The number of dynamics merely adds up to the number of fields or entities a man has to be in cooperation with to get along.*

esoteric: understood by or meant for only the select few who have special knowledge or interest. *Of course we can talk about honor, truth, nobility, all these things—these esoteric terms.*

ethics: rationality toward the highest level of survival for the individual, the future race, the group and mankind. Ethics is reason and the contemplation of optimum survival. A system of ethics has been developed by L. Ron Hubbard whereby a person can take certain actions to correct some conduct or situation in which he is involved which is contrary to the ideals and best interests of his group. Ethics consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or “has his ethics in,” it is by his own determinism and is done by himself. *This is a direct result of individuals failing to maintain their own personal ethics.*

fields: spheres of activity or operation. *The number of dynamics merely adds up to the number of fields or entities a man has to be in cooperation with to get along.*

flagrantly: in a very bad and obvious manner. *A person could continually and flagrantly flout the Code of Honor and experience no more than perhaps the slight contempt or pity of his fellows.*

flout: disobey openly and scornfully. *A person could continually and flagrantly flout the Code of Honor and experience no more than perhaps the slight contempt or pity of his fellows.*

folded up: ceased to function. *Their second dynamic folded up.*

fruits: advantages; benefits; enjoyment; profits. *One sees the villains succeeding everywhere, evidently amassing money, cutting their brother's throat, receiving the fruits of the courts and coming to rule over men.*

graduated scale: (also called a *gradient scale*) a scale of condition graduated from zero to infinity. On a scale of survival, everything above zero or center would be more and more survival, approaching an infinite survival (immortality), and everything below zero or center would be more and more nonsurvival, approaching an infinite nonsurvival (death). Absolutes are considered to be unobtainable. *Survival is a graduated scale, with infinity or immortality at the top and death and pain at the bottom.*

grief, come to: fail or become ruined. *These rich political and financial criminals are not happy; they may be envied by the common man for their wealth, but they are very unhappy people who more often than not come to grief eventually through drug or alcohol addiction, suicide or some other means of self-destruction.*

hell: any place or state of torment or misery. *To protect dishonest people is to condemn them to their own hells.*

ideals: goals or principles, especially those of a noble character. *But what of such things as morals, ideals, love?*

immortality: condition of not being liable or subject to death; undying. *Survival is a graduated scale, with infinity or immortality at the top and death and pain at the bottom.*

incapacitating: depriving of strength or ability; disabling. *This is why the criminal leaves clues on the scene, why people develop strange, incapacitating illnesses and why they cause themselves accidents and even decide to have an accident.*

infanticide: the practice of killing newborn infants. *This gets so batty that in one of the South Pacific societies infanticide became a ruling passion.*

infects: spreads feelings, ideas, etc., of a good or bad kind to (others). *Yet he infects others who are honest by using their rights to freedom to protect himself.*

infinity: anything infinite; endless or unlimited space, time, distance, quantity, etc. *The eighth dynamic we write as a number eight on its side, which stands for infinity, and this would be the dynamic of a Supreme Being, a Prime Mover Unmoved or Creator.*

inflation: an increase in the amount of money and credit in relation to the supply of goods and services, resulting in an increase in the general price level. An *inflation* exists where there is more money in circulation than there are goods. *When we look at inflation, the oil crisis, corruption of government, war, crime, insanity, drugs, sexual promiscuity and dishonesty, etc., we are looking at a culture on the way out.*

innumerable: too many to count; very many; countless. *This can be proven and has been proven in innumerable cases.*

insidiously: in a slow or not easily apparent manner; in a manner more dangerous than seems evident. *The repercussions spread insidiously to all the dynamics.*

integral: necessary for completeness; essential. *Honesty is an integral part of ethical (survival) conduct.*

integrity: adherence to moral and ethical principles; soundness of moral character; honesty. It comes from the Latin word *integritas*, meaning untouched, undivided, whole. *The subjects of personal values, integrity and honesty are all subjects which concern man.*

invoke: call for the help or protection of. *By seeking to invoke his "individual rights" to protect himself from an examination of his deeds, he reduces, just that much, the future of individual liberty—for he himself is not free.*

just: that is right or fair. *Never fear to hurt another in a just cause.*

keynotes: basic ideas or ruling principles. *It is fascinating that blackmail and punishment are the keynotes of all dark operations.*

license: excessive, undisciplined freedom, constituting an abuse of liberty. *And although a revolt against morals may have as its stated target the fact that the code no longer is as applicable as it once was, revolts against moral codes generally occur because individuals of the group or the group itself has become unethical to a point where it wishes to practice license against these moral codes, not because the codes themselves are unreasonable.*

lichen: a dry-looking plant that grows on rocks, walls, tree trunks, etc., usually green or yellow or gray. *He can't live without lichen and moss.*

marksmen: people who shoot well. *The average criminal spends the majority of his adult years caged like some wild beast and guarded from escape by the guns of good marksmen.*

mechanism: a system or means for doing something; especially, a physical or mental process, whether conscious or unconscious, by which some result is produced; for example, a defense mechanism. *The only person who can separate one from a group is the person himself, and the only mechanism he can do it by is withholding.*

menace: a threat or danger; thing likely to cause harm. *Even if you had an American and Russian and they were army officers and highly antagonistic toward each other, and if one of Orson Welles's men from Mars suddenly showed up, you would find these two men joining hands to shoot the devil out of that foreign species, if it were conceived to be a menace to man.*

morals: a code of good conduct laid down out of the experience of the race to serve as a uniform yardstick for the conduct of individuals and groups. *But what of such things as morals, ideals, love?*

mores: the customs, or customary practices, rules, etc., regarded as essential to or characteristic of a group. *A harmful act against the mores of the group is called an overt act or an overt.*

objectionable: likely to be objected to; not pleasant or agreeable. *This is quite obviously unethical, as well as against the law, although an amazing number of people would find this sort of behavior acceptable or mildly objectionable at most.*

oil crisis: a situation beginning in 1973, where oil and gasoline prices were caused to escalate rapidly, bringing about a rise in energy costs and prices of other raw materials. The stated cause of the oil price increases was a shortage of oil from Arab nations. However, oil companies reported an increase of 80 percent in profits in 1974 over 1973. *When we look at inflation, the oil crisis, corruption of government, war, crime, insanity, drugs, sexual promiscuity and dishonesty, etc., we are looking at a culture on the way out.*

optimum: most favorable or desirable; best. *No solution is an optimum solution unless it takes into account all the dynamics influenced by it and gives each one its optimum solution.*

organism: a living being; an individual animal or plant. *Most important, he is interdependent with the physical universe as he would sure play the devil surviving as a human organism if he didn't have an earth to walk on.*

Orson Welles's men from Mars: reference to a famous radio dramatization done in 1938 by Orson Welles (American actor and filmmaker) of *The War of the Worlds*, the story of an invasion of the Earth by warriors from Mars. Welles's play included several fictional radio news reports about the invasion. Many listeners who missed the beginning of the play thought that they were hearing about an actual Martian attack, and panicked. *Even if you had an American and Russian and they were army officers and highly antagonistic toward each other, and if one of Orson Welles's men from Mars suddenly showed up, you would find these two men joining hands to shoot the devil out of that foreign species, if it were conceived to be a menace to man.*

outmoded: no longer usable or practical; obsolete. *Morals, however, become burdensome and protested against when they become outmoded.*

outright: without holding back; openly. *He is basically good and does not want to harm others; and in the absence of an ability to stop himself outright, he attempts to become ethical by getting thrown in prison where he will no longer be able to commit crimes.*

overtly: openly; publicly. *He does not have to be overtly engaged in the total destruction of the company to know that he is committing harmful acts.*

part and parcel: an inseparable or essential part. *The sexually promiscuous woman, the man who breaks faith with his friend, the covetous pervert are all dealing in such nonsurvival terms that degradation and unhappiness are part and parcel of their existence.*

passion: a strong or extravagant fondness, enthusiasm or desire for anything. *This gets so batty that in one of the South Pacific societies infanticide became a ruling passion.*

peddle: sell (drugs) unlawfully. *Have you ever seen a doctor who, for the sake of personal gain, begins to secretly attend criminals or peddle dope?*

preoccupation: the state of being excessively concerned with something; absorption of the attention or intellect. *Such assurance helps the person to put an end to the bad things he has done, and unsticks him from a preoccupation with his guilt over them to where he can then put his attention on constructive activities.*

Prime Mover Unmoved: a concept originating with the Greek philosopher Aristotle. It means the first cause of all movement, itself immovable. *The eighth dynamic we write as a number eight on its side, which stands for infinity, and this would be the dynamic of a Supreme Being, a Prime Mover Unmoved or Creator.*

procreation: bringing living things into existence by the natural process of reproduction. *But by sex—procreation—he creates other individuals and future generations.*

promiscuity: having casual, random sexual relations. *When we look at inflation, the oil crisis, corruption of government, war, crime, insanity, drugs, sexual promiscuity and dishonesty, etc., we are looking at a culture on the way out.*

rationality: the quality or condition of being rational; reasonableness or the possession or use of reason. *Ethics actually consists of rationality toward the highest level of survival for the individual, the future race, the group, mankind and the other dynamics taken up collectively.*

reality: agreement upon perceptions and data in the physical universe. All that we can be sure is real is that on which we have agreed is real. Agreement is the essence of reality. *Never compromise with your own reality.*

rearing: helping grow up; bringing up. *The second dynamic has two compartments: one is sex and the other is the rearing of children.*

repercussions: far-reaching, often indirect effects of or reactions to some event or action. *The repercussions spread insidiously to all the dynamics.*

reprehensibly: in a manner deserving of blame. *To the weak, to the cowardly, to the reprehensibly irrational, dishonesty and underhanded dealings, the harming of others and the blighting of their hopes seem to be the only way of conducting life.*

revelation: the act of revealing or making known. *The least free person is the person who cannot reveal his own acts and who protests the revelation of the improper acts of others.*

sacredly: in a manner that must not be violated or disregarded. *The keeping of one's word, when it has been sacredly pledged, is an act of survival, since one is then trusted, but only so long as he keeps his word.*

sedatives: drugs intended to lessen excitement, nervousness or irritation. *To ease her misery and boredom she begins to take sedatives and tranquilizers which she becomes addicted to and then starts drinking alcohol as well.*

self-determinism: power of choice; power of decision; ability to decide or determine the course of one's actions. *Your self-determinism and your honor are more important than your immediate life.*

skeptical: not easily convinced; doubting; questioning. *And not necessarily maintaining a skeptical attitude, a critical attitude, or an open mind—but certainly maintaining sufficient personal integrity and sufficient personal belief and confidence in self and courage that we can observe what we observe and say what we have observed.*

species: group of related organisms that have certain permanent characteristics in common and are able to interbreed. For example, wheat is a species of grass. *Dynamic four is survival through man as a species.*

subordinate: place in a lower position; treat as or make less important or secondary. *The mission of a techno-space society is to subordinate the individual and control him, by economic and political duress.*

succumbing: failing to survive. *When an act assists succumbing more than it assists survival, it is an evil act in the proportion that it destroys.*

target: make a target (object of criticism or attack) of. *Her relationship with him will certainly suffer, and since her boss is experiencing much the same thing in his home, she and her boss will begin to feel bad towards each other, as they begin to target each other for their misfortune.*

techno-space: of or having to do with outer space (space beyond the atmosphere of the Earth) and advanced science or technology. *The mission of a techno-space society is to subordinate the individual and control him, by economic and political duress.*

tenement: a rundown and often overcrowded apartment house, especially in a poor section of a large city. *It happens that no construction can take place without some small destruction, just as the tenement must be torn down to make room for the new apartment building.*

tranquilizers: drugs that have a sedative or calming effect without inducing sleep. *To ease her misery and boredom she begins to take sedatives and tranquilizers which she becomes addicted to and then starts drinking alcohol as well.*

transgression: the violation of a law, command or duty. *An unspoken, unannounced transgression against a moral code by which the person is bound is called a withhold.*

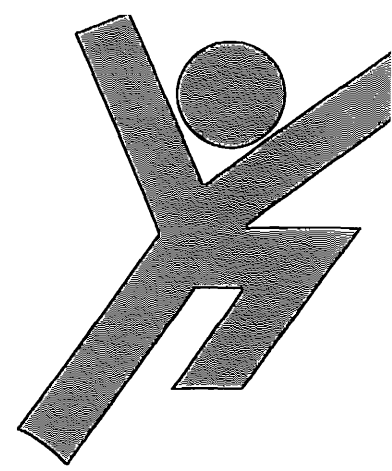
underhanded: not open or honest; secret; sly. *To the weak, to the cowardly, to the reprehensibly irrational, dishonesty and underhanded dealings, the harming of others and the blighting of their hopes seem to be the only way of conducting life.*

unwittingly: not knowingly; unintentionally. *When he finds himself committing too many evils, then causatively, unconsciously or unwittingly, man destroys himself; and he does himself in without assistance from anybody else.*

values: standards or principles considered valuable or important in life. *The subjects of personal values, integrity and honesty are all subjects which concern man.*

villainy: the actions or conduct of a villain (a person guilty of or likely to commit great crimes); outrageous wickedness. *On a shorter view we can see villainy triumphing all about us.*

yardstick: standard of measurement or judgment. *Morals are defined as a code of good conduct laid down out of the experience of the race to serve as a uniform yardstick for the conduct of individuals and groups.*



Supervisor Section

How to Supervise This Course

The Supervisor

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

It is the Supervisor's job to get the student through his check-sheet fully and swiftly with minimum lost time.

Handling Students

The Supervisor must always keep in mind that he is much more expert in the subject of the course data than the student. He must not introduce data from his own higher training into the Narconon Personal Values and Integrity Course and other Narconon courses

nor should he expect the student to know any data beyond the scope of what he has studied on his checksheet.

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

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

Student Difficulties

If the student does not have good indicators upon writing up his omissions and withholds the Supervisor, after having used all his standard tools, i.e. Word Clearing, etc., should send him to Review where he can receive special assistance to sort out any difficulties he is experiencing.

If there is any indication that a student is planning to commit a serious crime, the Supervisor must inform the Ethics Officer of this right away. The Ethics Officer interviews the student on the matter and does all he can to persuade the student not to do it. If the student is unwilling to change his mind, the Ethics Officer must abide by the law and alert the proper authorities so that immediate and proper actions can be taken for the welfare of all concerned.

Handling Student Questions

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

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

Supervising O/W Write-Ups

Students on the Narconon Personal Values and Integrity Course will be writing up overts and withholds. In order to enable a student to get the most benefit from writing his overts and withholds at Narconon it is important that this action be properly administered.

The Supervisor ensures that a space is provided where a student can write up his overts and withholds undistracted. It would not work to have a student writing his O/Ws up in a TRs course room,

but neither should the student be sent off to some other area where he would not be properly supervised. It is important that a student be supervised on this action so that any difficulties are spotted and handled quickly.

The Supervisor also ensures that the student is provided with a paper and pen.

End Phenomena

In doing an O/W write-up a student writes up his overts and withholds until he is satisfied that they are complete. The student will feel very good about it and will experience relief. One would not engage in carrying on an O/W write-up past this point.

When a student is done with his write-ups, he will hand them to the Supervisor. When the Supervisor receives these, he should look them over and, WITHOUT ANY INVALIDATION OR EVALUATION ACKNOWLEDGE THE STUDENT FOR WRITING THEM UP. Once the Supervisor has read the student's overts and withholds, he hands the write-ups back to the student. A student's write-ups are not kept by Narconon staff. A student should then be sent to the Examiner where he can communicate any wins and be allowed to write up any Success Story.

Supervisor Presence

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

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

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

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

Daily, the Supervisor must read over each drill or practical assignment that his students have written and placed on his desk. He should preferably do this during the same course period that the student handed it in. If any drill or practical assignment gives evidence of having been misdome or shows evidence of misunderstands, the Supervisor must see the student immediately and go over it with him and get it straightened out. If the Supervisor is reading these after the course period and notices something that needs handling, he *must* see the student first thing next course period and get it corrected.

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

Following the guidelines as laid out here will ensure that the Supervisor helps his students attain the maximum benefits from the Narconon Personal Values and Integrity Course.

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

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

Narconon Organizations

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