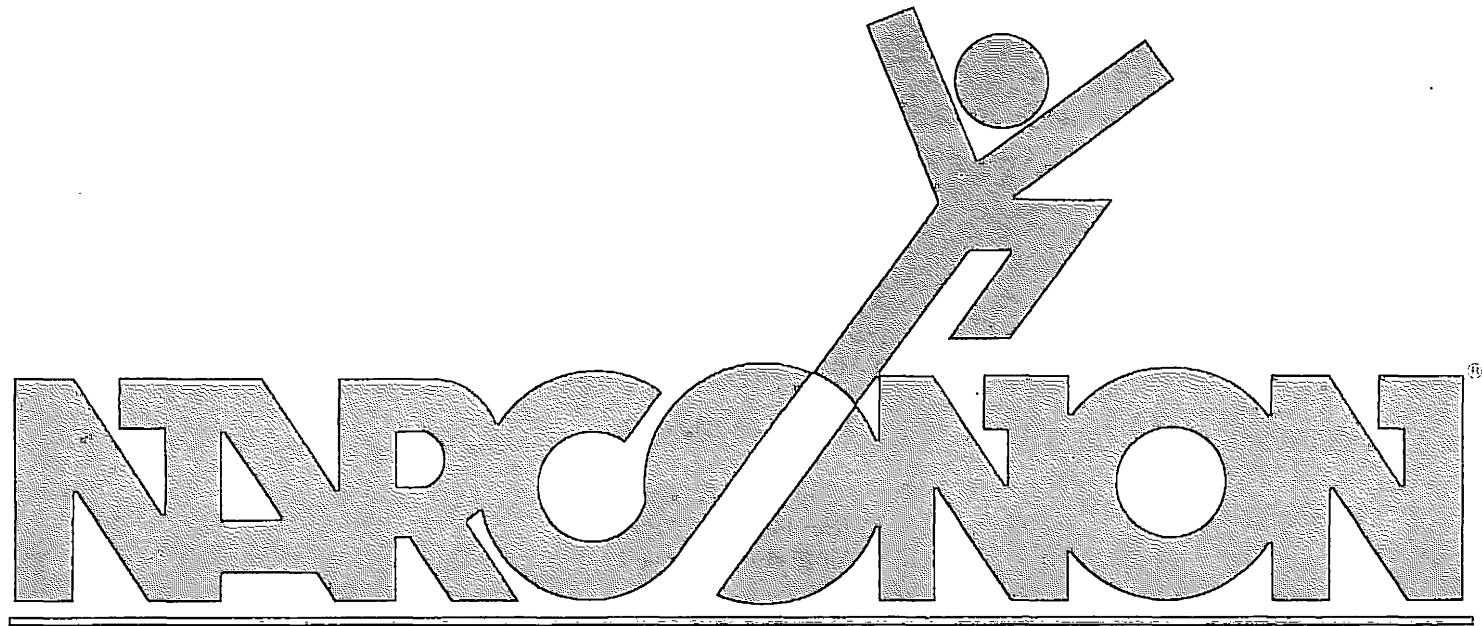




Changing Conditions in Life
Course

7

Based on the works of
L. Ron Hubbard



Changing Conditions in Life
Course

7

Based on the works of
L. Ron Hubbard

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

ISBN 0-88404-664-8

Copyright © 1991
L. Ron Hubbard Library
All Rights Reserved

This book is part of the works of L. Ron Hubbard. It is presented to the reader as part of the record of his personal research into life, and the application of same by others, and should be construed only as a written report of such research and not as a statement of claims made by the author or organization. Any verbal representations made to the contrary are not authorized.

No part of this publication may be reproduced without permission of the copyright owner.

Printed in the United States of America.

NARCONON is a trademark and service mark owned by the Association for Better Living and Education and is used with its permission.

Narconon® Changing Conditions in Life Course

Name: _____ Organization: _____

Address: _____

Date started: _____ Date completed: _____

This checksheet is part of the Narconon Program and is done following the Narconon Personal Values and Integrity Course.

The purpose of this course is to give you the knowledge you need so that you can change conditions in your life for the better.

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 "Introduction" starting on page 3 in your course booklet.
-

Section Two: Basic Definitions

1. Read pages 9–13 of “Basic Definitions” in your course booklet. _____
2. Demonstrate, using a demo kit, what a condition is. _____
3. Read pages 15–24 of “Basic Definitions” in your course booklet. _____
4. Demonstrate, using a demo kit, what a product is. _____
5. **PRACTICAL ASSIGNMENT:** Spot at least 5 products in the course room. Write these down. Use the sheet provided for this on page 27 in your course booklet. When you have finished, tear out the page and place it on the Supervisor’s desk. _____
6. Read pages 28–52 of “Basic Definitions” in your course booklet. _____
7. Demonstrate, using a demo kit, what a statistic is and what it reflects. _____

8. Read pages 54–56 of “Basic Definitions” in your course booklet.

9. Demonstrate, using a demo kit, what a trend is.

10. **PRACTICAL ASSIGNMENT:** Work out one or more statistics that could measure production in the following jobs:

Nurse

Secretary

Mechanic

Chef

Salesman

Artist

Use the sheets provided for this starting on page 58 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor’s desk.

11. **PRACTICAL ASSIGNMENT:** Describe a statistic which measures a production activity in your life. Note down what the statistic is. (NOTE: If the activity does not have a statistic, work out what the correct statistic should be.) Use the sheets provided for this starting on page 59 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk. _____

Section Three: The Conditions: States of Operation

1. Read "The Conditions: States of Operation" starting on page 63 in your course booklet. _____
2. Demonstrate, using a demo kit, what a formula is. _____
3. Demonstrate, using a demo kit, what you should do to improve the condition of an activity in your life. _____
4. Read "The Condition of Confusion" starting on page 66 in your course booklet. _____

5. Demonstrate, using a demo kit, what confusion is. _____
6. Demonstrate, using a demo kit, the steps of the formula for the condition of Confusion. _____
7. **PRACTICAL ASSIGNMENT:** You have a worker on your crew whose area is in a state of confusion. The tools are never where they can be found, wood is scattered everywhere, nails are lying all over the floor, other workers are having minor accidents in the area because things are in such a state of disorder that people can't move around safely in the shop. Work out how you would get the formula for the condition of Confusion applied to this worker. Use the sheets provided for this starting on page 79 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk. _____
8. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Confusion. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped

the situation. Use the sheets provided for this starting on page 81 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

9. Read "The Condition of Treason" starting on page 83 in your course booklet.
 10. Demonstrate, using a demo kit, how you would know that someone is in a condition of Treason.
 11. Demonstrate, using a demo kit, the steps of the formula for the condition of Treason.
 12. **PRACTICAL ASSIGNMENT:** Your friend is cheating on his wife. How could you help him get the formula for the condition of Treason applied to this situation? Use the sheets provided for this starting on page 93 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.
 13. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Treason. Note down why the formula should
-

have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 95 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

14. Read "The Condition of Enemy" starting on page 97 in your course booklet.

15. Demonstrate, using a demo kit, how you would know that someone was in a condition of Enemy to a particular group, project or organization.

16. Demonstrate, using a demo kit, the steps of the formula for the condition of Enemy.

17. **PRACTICAL ASSIGNMENT:** A group of students has just received drug education lectures and each has decided to not get involved in drug use. However, another student who, having found out they just received these lectures, has started promoting the "advantages" of taking drugs and invalidating their decision to be drug-free. How could you get the student to apply the formula for the condition

of Enemy to this situation? Use the sheets provided for this starting on page 103 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

18. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Enemy. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 105 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.
-

19. Read "The Condition of Doubt" starting on page 107 in your course booklet.
-

20. Demonstrate, using a demo kit, how you would know a person was in a condition of Doubt.
-

21. Demonstrate, using a demo kit, the steps of the formula for the condition of Doubt.
-

22. **PRACTICAL ASSIGNMENT:** Your younger brother has made friends with a group of teenagers that are known for heavy drug use. He can't make up his mind if he should continue to associate with them or find other friends. How would you help your brother apply the formula for the condition of Doubt to handle this situation? Use the sheets provided for this starting on page 113 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

23. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Doubt. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 115 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

24. Read "The Condition of Liability" starting on page 117 in your course booklet.

25. Demonstrate, using a demo kit, how you would know a person had gone into a condition of Liability.

26. Demonstrate, using a demo kit, the steps of the formula for the condition of Liability.

27. **PRACTICAL ASSIGNMENT:** A member of the soccer team at school is frequently late for training. He skips showing up for practice too many times, damages equipment through carelessness as well as loses some of the team equipment. Despite having received warnings and threats from the coach, he continues to mess up. The coach has now put him on probation. He has really become a liability to the team. How would you help him apply the formula for the condition of Liability to this situation? Use the sheets provided for this starting on page 131 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

28. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition

of Liability. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 133 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

29. Read "The Condition of Non-Existence" starting on page 135 in your course booklet.

30. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Non-Existence.

31. Demonstrate, using a demo kit, the steps of the formula for the condition of Non-Existence.

32. **PRACTICAL ASSIGNMENT:** A young boy has recently set up a lemonade stand and has been selling lemonade in order to earn enough money to get a bicycle, however his sales are moving so slowly that his activity is nonviable . Work out what steps you would take using the steps of the Non-Existence formula so that he can make his

project more viable. Use the sheets provided for this starting on page 157 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

33. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Non-Existence. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 159 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.
-

34. Read "The Condition of Danger" starting on page 161 in your course booklet.
-

35. Demonstrate, using a demo kit, how you would know to apply the formula for the condition of Senior Danger to an activity in your life.
-

36. Demonstrate, using a demo kit, the steps of the formula for the condition of Senior Danger.
-

37. **PRACTICAL ASSIGNMENT:** You are a parent. Your son or daughter was found to be skipping school by a truant officer. Work out how you would apply the Senior Danger formula to this situation. Use the sheets provided for this starting on page 169 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

38. **PRACTICAL ASSIGNMENT:** You are managing an auto repair shop and the mechanics have continued to repair about 10–12 cars on the average per week, and there is no increase in production. This has been going on for weeks with no improvement. Work out how you would apply the Senior Danger formula to this situation. Use the sheets provided for this starting on page 171 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

39. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the Senior Danger formula to increase production. Note down why the formula

should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 173 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

40. Continue reading "The Condition of Danger" on page 175 in your course booklet.

41. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Danger.

42. Demonstrate, using a demo kit, the steps of the formula for the condition of Danger.

43. **PRACTICAL ASSIGNMENT:** You are a salesman in a department store. Your sales have suddenly crashed for the week. Work out how you would apply the formula for the condition of Danger to handle your situation on the job. Use the sheets provided for this starting on page 195 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

44. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Danger to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 197 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

45. Read "The Condition of Emergency" starting on page 199 in your course booklet.

46. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Emergency.

47. Demonstrate, using a demo kit, the steps of the formula for the condition of Emergency.

48. **PRACTICAL ASSIGNMENT:** You are a student in school. You have been steadily falling behind in your studies and the end of the school term is

approaching. You have several reports which are now due and you have not done much work to get them prepared. Work out how you would apply the formula for the condition of Emergency to handle this condition. Use the sheets provided for this starting on page 219 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

49. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Emergency to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 221 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.
-

50. Read "The Condition of Normal" on page 223 in your course booklet.
-

51. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Normal. _____
52. Demonstrate, using a demo kit, the steps of the formula for the condition of Normal. _____
53. **PRACTICAL ASSIGNMENT:** You are a foreman of a construction crew. The crew's production is continuing to gradually increase. Work out how you would apply the formula for the condition of Normal. Use the sheets provided for this starting on page 241 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk. _____
54. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Normal to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 243 in your course booklet. When you have finished, tear

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

55. Read "The Condition of Affluence" starting on page 245 in your course booklet.

56. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Affluence.

57. Demonstrate, using a demo kit, the steps of the formula for the condition of Affluence.

58. **PRACTICAL ASSIGNMENT:** You have just received a large pay bonus for completing an important project on your job. Work out how you would apply the formula for the condition of Affluence to this situation. Use the sheets provided for this starting on page 263 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

59. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Affluence to increase production. Note down

why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 265 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

60. Read "The Condition of Power" starting on page 267 in your course booklet.

61. Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Power.

62. Demonstrate, using a demo kit, the steps of the formula for the condition of Power.

63. **PRACTICAL ASSIGNMENT:** You are a song writer. You have written many hit songs and you are now quite established in this field. How would you apply the formula for the condition of Power to this? Use the sheets provided for this starting on page 281 in your course booklet. When you have

finished, tear out the pages and place them on the Supervisor's desk.

64. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Power to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 283 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

65. Read "The Condition of Power Change" starting on page 285 in your course booklet.

66. Demonstrate, using a demo kit, when you would apply the formula for the condition of Power Change.

67. Demonstrate, using a demo kit, the steps of the formula for the condition of Power Change.

68. **PRACTICAL ASSIGNMENT:** You are taking over the running of a highly successful family business. It has been built up and is now a strong organization that is quite prosperous and is continuing to flourish. How do you apply the formula for the condition of Power Change to this so that the company will continue to expand and grow? Use the sheets provided for this starting on page 295 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

69. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Power Change to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation. Use the sheets provided for this starting on page 297 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

Section Four: The Sequence of the Condition Formulas and Their Steps

1. Read “The Sequence of the Condition Formulas and their Steps” starting on page 301 in your course booklet. _____
2. **PRACTICAL ASSIGNMENT:** Give an example of a time you have done something in an exact sequence because you knew that it was the correct sequence to follow. Use the sheets provided for this starting on page 303 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor’s desk. _____
3. **PRACTICAL ASSIGNMENT:** Describe an example of a time you, or someone you know of, misapplied a condition in life and the results of this misapplication. Explain what the correct sequence of steps would have been to handle the situation. Use the sheets provided for this starting on page 305 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor’s desk. _____

Section Five: Applying the Condition Formulas

1. Read "Applying the Condition Formulas" starting on page 309 in your course booklet. _____
2. Read "Repairing Past Ethics Conditions" starting on page 313 in your course booklet. _____
3. Demonstrate, using a demo kit, why it is important to repair a past ethics condition. _____
4. **DRILL:** With your Supervisor, drill the procedure for repairing past ethics conditions until you can confidently do this action on another. The Supervisor is to coach you by presenting different situations to be handled with this procedure. When you can confidently and correctly do this procedure on another, your Supervisor will give you a pass. _____
5. **PRACTICAL ASSIGNMENT:** You will now repair any past ethics conditions on each dynamic. You will begin with the first dynamic and work upward until all 8 dynamics have been taken up. Alternate with your twin doing the steps on a turnabout

basis. If you run into any difficulties, ask your Supervisor for help. Use the sheets and the Success Story forms provided for this starting on page 350 in your course booklet. (If more paper is needed, ask the Course Administrator who will see that you are supplied with extra paper for this procedure.)

- a. Do steps 1–8 for repairing past ethics conditions on your twin for the first dynamic. _____
- b. Now your twin does steps 1–8 on you for the first and second dynamics. (Note: The second dynamic is taken up by its parts— sex, family, children. Do steps 1–8 on each part of the second dynamic.) _____
- c. Do steps 1–8 for repairing past ethics conditions on your twin for the second and third dynamics. (Note: The second dynamic is taken up by its parts—sex, family, children. Do steps 1–8 on each part of the second dynamic.) _____
- d. Now your twin does steps 1–8 on you for the third and fourth dynamics. _____

- e. Do steps 1–8 for repairing past ethics conditions on your twin for the fourth and fifth dynamics. _____
- f. Now your twin does steps 1–8 on you for the fifth and sixth dynamics. _____
- g. Do steps 1–8 for repairing past ethics conditions on your twin for the sixth and seventh dynamics. _____
- h. Now your twin does steps 1–8 on you for the seventh and eighth dynamics. _____
- i. Do steps 1–8 for repairing past ethics conditions on your twin for the eighth dynamic. _____

6. You and your twin will now find the correct current condition for each of your dynamics.

As you establish the condition you are currently in on each dynamic, note it down on the sheets provided for this starting on page 376 in your course booklet. Once you have completed working out what your current condition is on each dynamic turn them in to your Supervisor so that he can verify that this procedure is now complete.

It is expected that you apply the formula for the correct current condition now found for each of your dynamics. This is not something done as part of the requirements for completing this course. It is part of successful living.

If you feel you need any assistance in getting through a condition formula, see your Course Supervisor. He will arrange for you to see the Ethics Officer.

a. Have your twin find his correct current condition for the first dynamic.

b. Now your twin will have you find the correct current condition for the first and second dynamics. (Take up the second dynamic by its parts—sex, family, children. Get a condition for each.)

c. Have your twin find his correct current condition for the second and third dynamics. (Take up the second dynamic by its parts—sex, family, children. Get a condition for each.)

d. Now your twin will have you find the correct current condition for the third and fourth dynamics.

- e. Have your twin find the correct current condition for the fourth and fifth dynamics. _____
- f. Now your twin will have you find the correct current condition for the fifth and sixth dynamics. _____
- g. Have your twin find the correct current condition for the sixth and seventh dynamics. _____
- h. Now your twin will have you find the correct current condition for the seventh and eighth dynamics. _____
- i. Have your twin find the correct current condition for the eighth dynamic. _____

Section Six: Exchange

1. Read "Conditions of Exchange" starting on page 381 in your course booklet. _____
2. Demonstrate, using a demo kit, what exchange is. _____
3. **DRILL:** Exchange objects with another student. Do this until you clearly see what it is. _____

4. Demonstrate, using a demo kit, what each of these conditions of exchange are:

a. Rip off

b. Partial exchange

c. Fair exchange

d. Exchange in abundance

5. **PRACTICAL ASSIGNMENT:** Describe an example of each of the following conditions of exchange that you have observed in life:

a. Rip off

b. Partial exchange

c. Fair exchange

d. Exchange in abundance

Use the sheets provided for this starting on page 409 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk.

6. Read "Exchange" starting on page 411 in your course booklet. _____
7. Demonstrate, using a demo kit, what criminal exchange is. _____
8. Demonstrate, using a demo kit, how one can be made to go criminal. _____
9. **PRACTICAL ASSIGNMENT:** Describe an example of a time when you have seen someone made to go criminal by permitting him to receive without his contributing. Write down what occurred and what happened as a result. Use the sheets provided for this starting on page 427 in your course booklet. When you have finished, tear out the pages and place them on the Supervisor's desk. _____
10. Read "Exchange by Dynamics" starting on page 429 in your course booklet. _____
11. **PRACTICAL ASSIGNMENT:** You and your twin will now do Exchange by Dynamics. _____
 - a. Ask your twin to explain what exchange is. If there is any hesitancy or uncertainty, have your

twin review the data he has studied on the subject of exchange and clear up any words that he does not fully understand.

- b. Now have your twin draw a big chart of his own and say what he gives the first dynamic and what it gives him; then what he gives the second dynamic and what it gives him, and so on up the dynamics. If your TRs are good and you have your twin's attention and he is willing to talk to you he will have quite a cognition. (If you run into any difficulty signal your Supervisor for assistance.) When he has completed his Exchange by Dynamics to its full end phenomena, signal your Supervisor. A Success Story form is provided for use, should your twin wish to write down any wins, gains or realizations he's had on this section.
-

- c. Now explain to your twin what exchange is. If there is any hesitancy or uncertainty, review the data you have studied on the subject of exchange and clear up any words that you do not fully understand.
-

d. Now receive Exchange by Dynamics from your twin. Draw a big chart of your own and say what you give the first dynamic and what it gives you; then what you give the second dynamic and what it gives you, and so on up the dynamics. Do Exchange by Dynamics to its full end phenomena. A Success Story form is provided for use, should you wish to write down any wins, gains or realizations you've had on this section. _____

Section Seven: Student Completion

I attest that I have studied the materials on this checksheet and can apply it to change conditions in my life for the better.

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. That this course is duly paid for.
- c. I have studied and understand all the materials of the checksheet.
- d. I have done all the drills of the checksheet.
- e. I am able to use the data in my life.

Student: _____ Date: _____

Certificates and Awards: _____ Date: _____

The student is presented the certificate of

NARCONON CHANGING CONDITIONS IN LIFE COURSE
GRADUATE

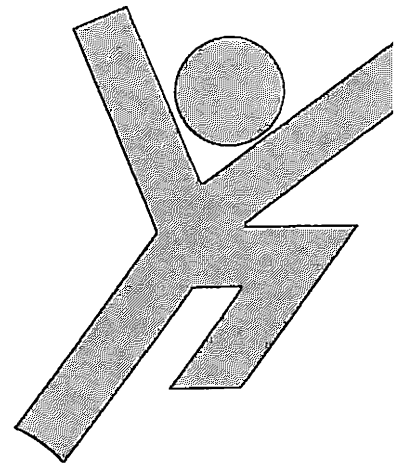
Certificates and Awards: _____ Date: _____

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

NARCONON is a trademark and service mark owned by the Association for
Better Living and Education and is used with its permission.

Section 1

Introduction



Introduction

Now that you have the basic data on ethics, the dynamics and how these affect your survival, there is some more data that you need so that you can actually change and improve conditions in your life.

Any activity or area of life is at any time, in a condition which is either improving, worsening or apparently staying the same.

If you found yourself in a state where some area of you life was not improving or was getting worse, you would have several choices of action:

1. You could try to adjust to the condition and suffer in the day-to-day grind (and become pretty frantic or hopeless).
2. You could try to improve the condition, taking random actions that may or may not work.
3. You could take definite and positive actions towards lasting and stable improvement.

Number three above is really the only way to change a situation for the better and continue to improve it.

On this course, you will find the information that you need to determine what condition an area of your life is in, and how to improve that condition.

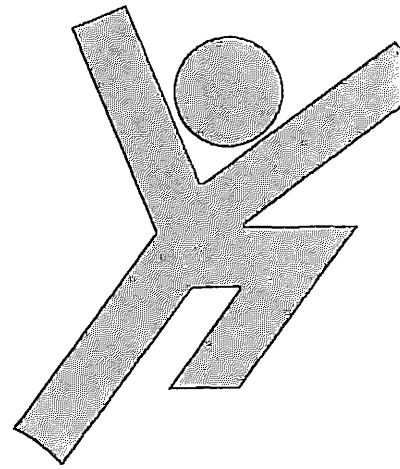
The data provided here has been extremely valuable to many, many people from around the world in changing conditions for the better and improving their lives.

By applying what you study in this course, you can change conditions for the better and become more successful in life.

Good luck!

Section 2

Basic Definitions



Basic Definitions

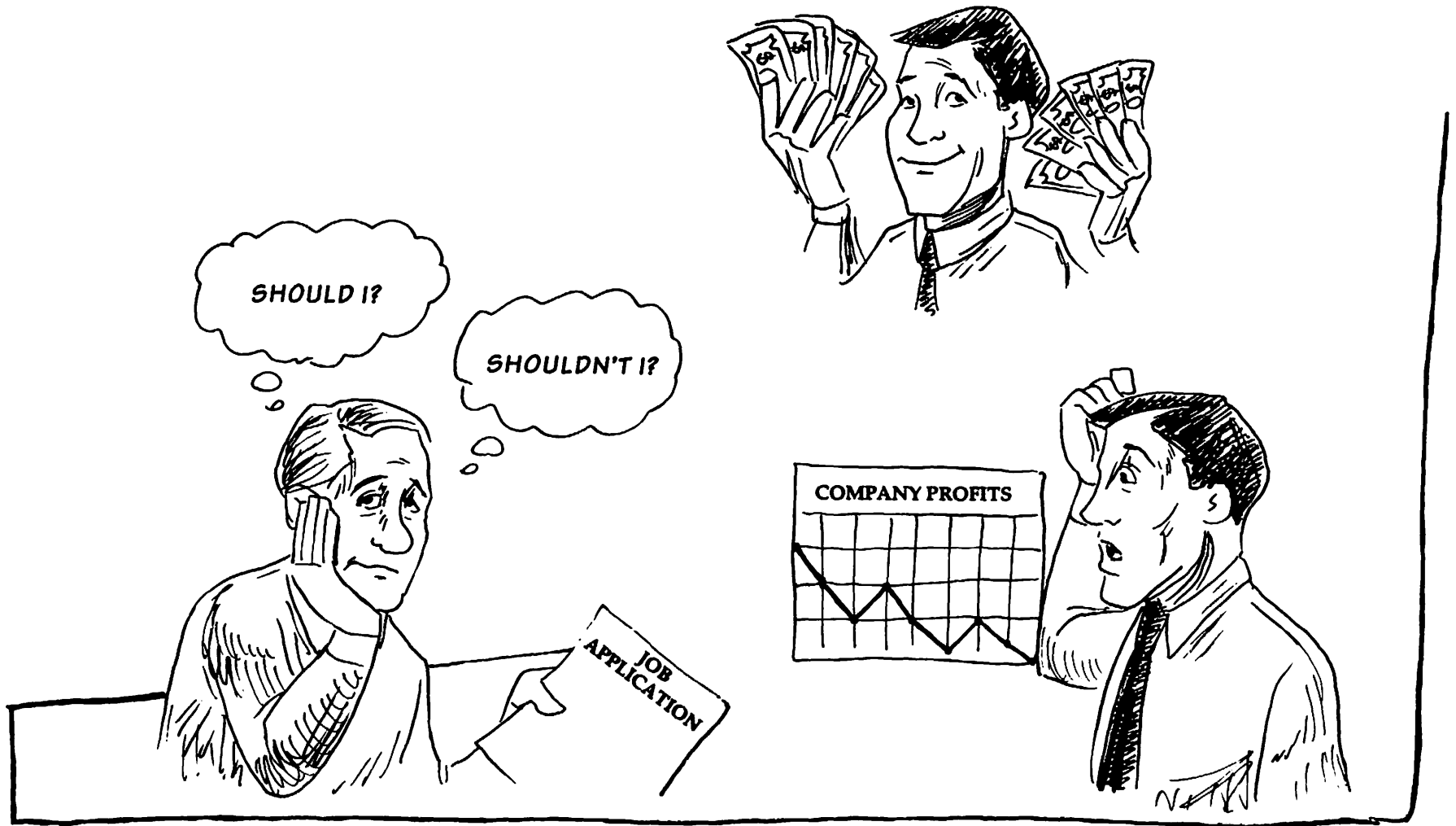
Before one learns the formulas for the various operating states, those formulas that when followed will improve conditions in your life, there are certain basic words and terms that need to be well understood so that one can fully apply the materials of this course.

With a good grasp of these terms you will have the fundamentals from which you can gain a full understanding of the data you need to know in order to change conditions for the better.

DEFINITION:

Condition: a state of existence. Organizationally, it is an operating state.

Any organization or person or area of a person's life is, at any given time, in a particular condition.



As an example, if you made \$10,000 last year and only \$2,000 this year, you obviously are slipping; if you made \$11,000 this year you are pretty stable; if you made \$50,000 this year you are affluent—all *compared* to the \$10,000 you made last year.

**THIS
YEAR**



**THIS
YEAR**



**LAST
YEAR**



**LAST
YEAR**



**LAST
YEAR**



**THIS
YEAR**



Narconon Changing Conditions in Life Course

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

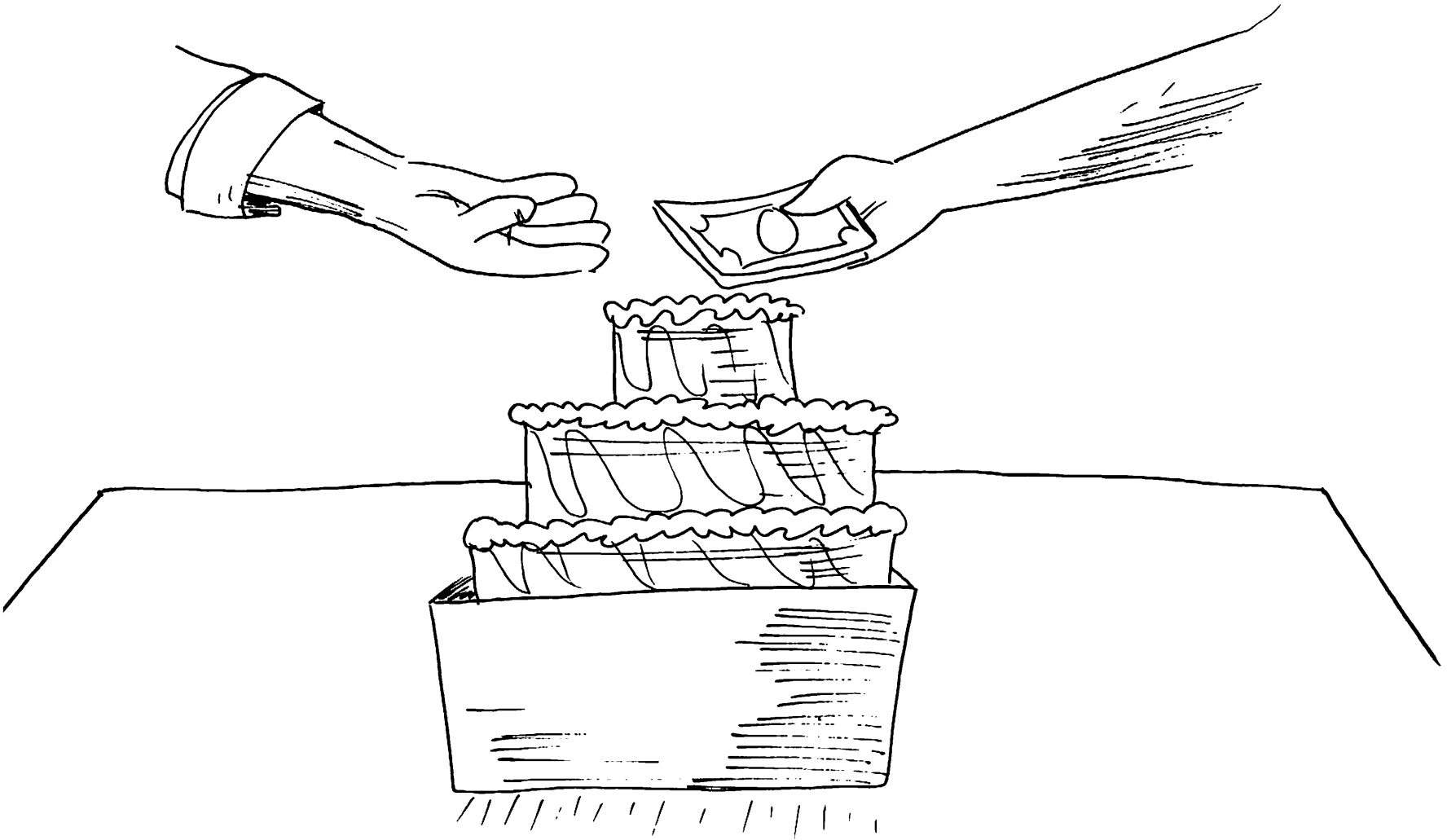
DEFINITION:

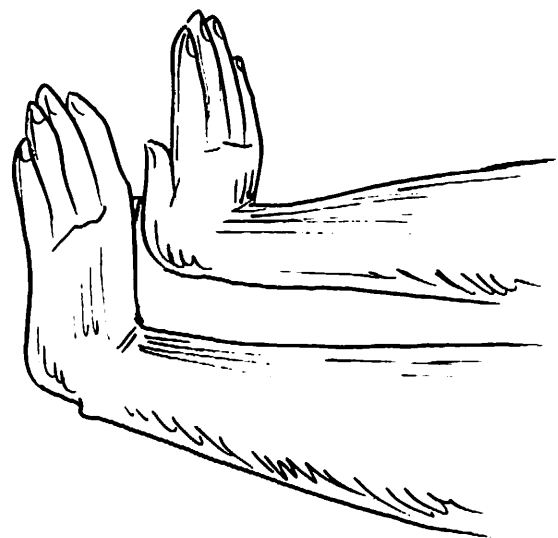
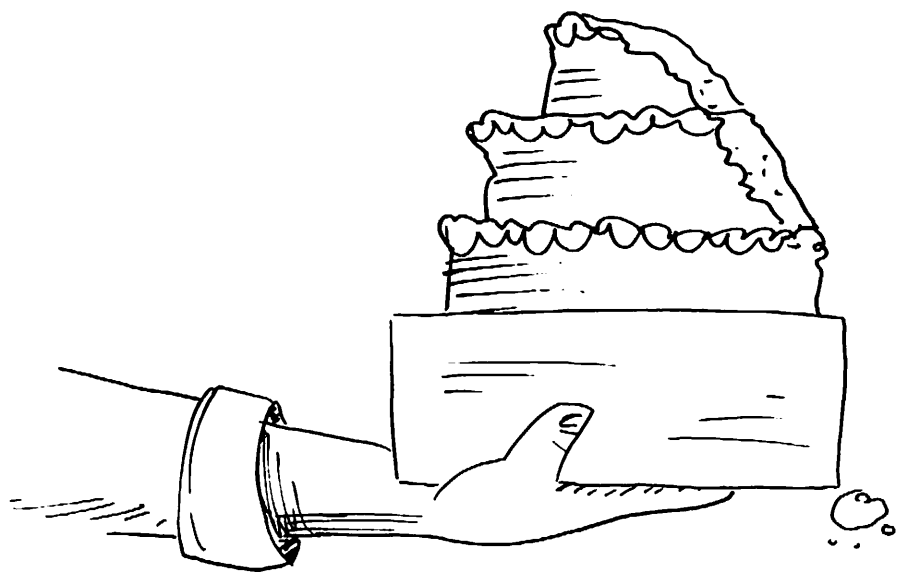
Product: someone or something that has been brought into existence; the end result of a creation.

A product is a finished, high-quality service or article in the hands of the consumer as an exchange for a valuable.



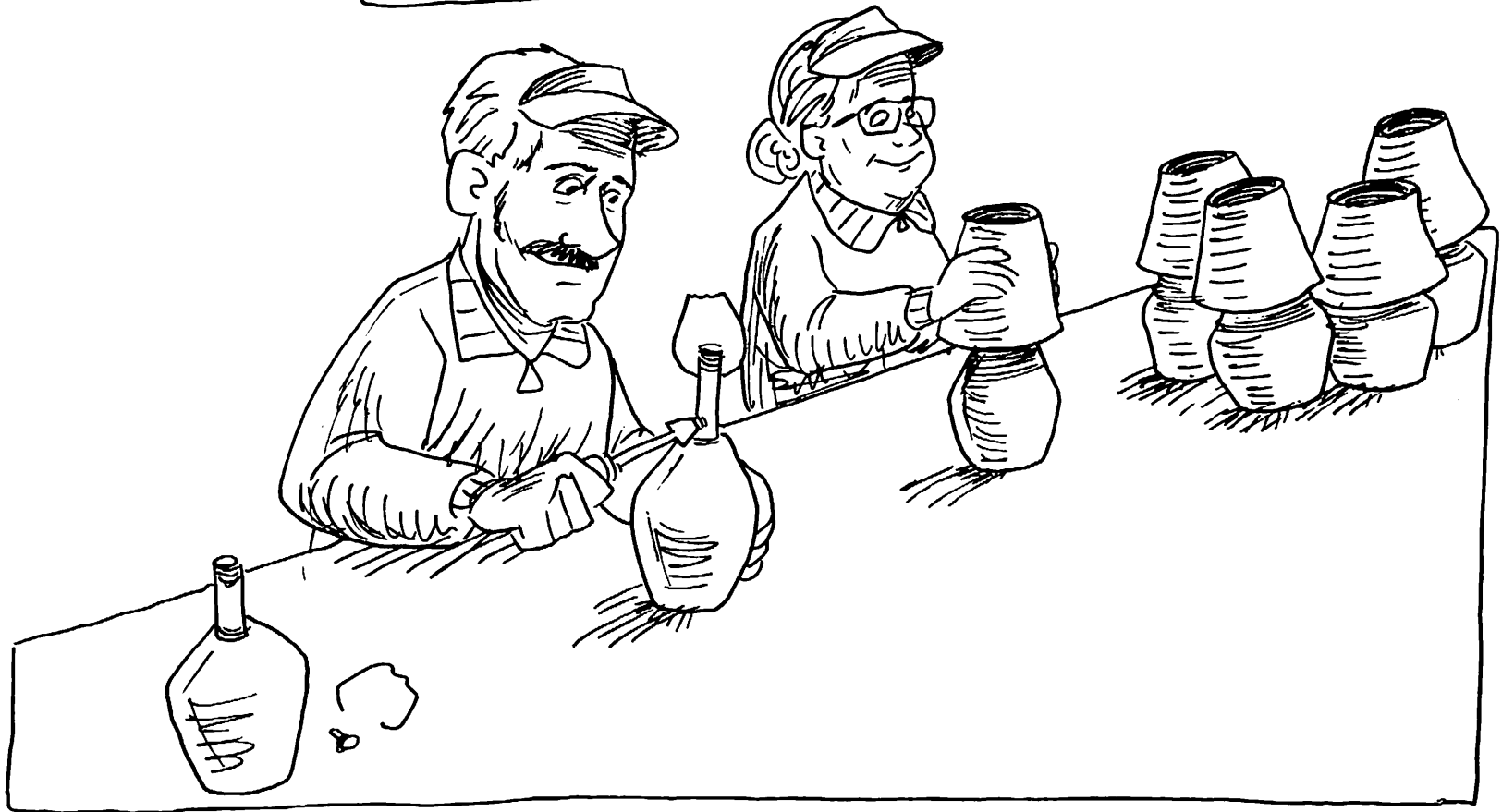
It is not a product at all unless it is *exchangeable*.

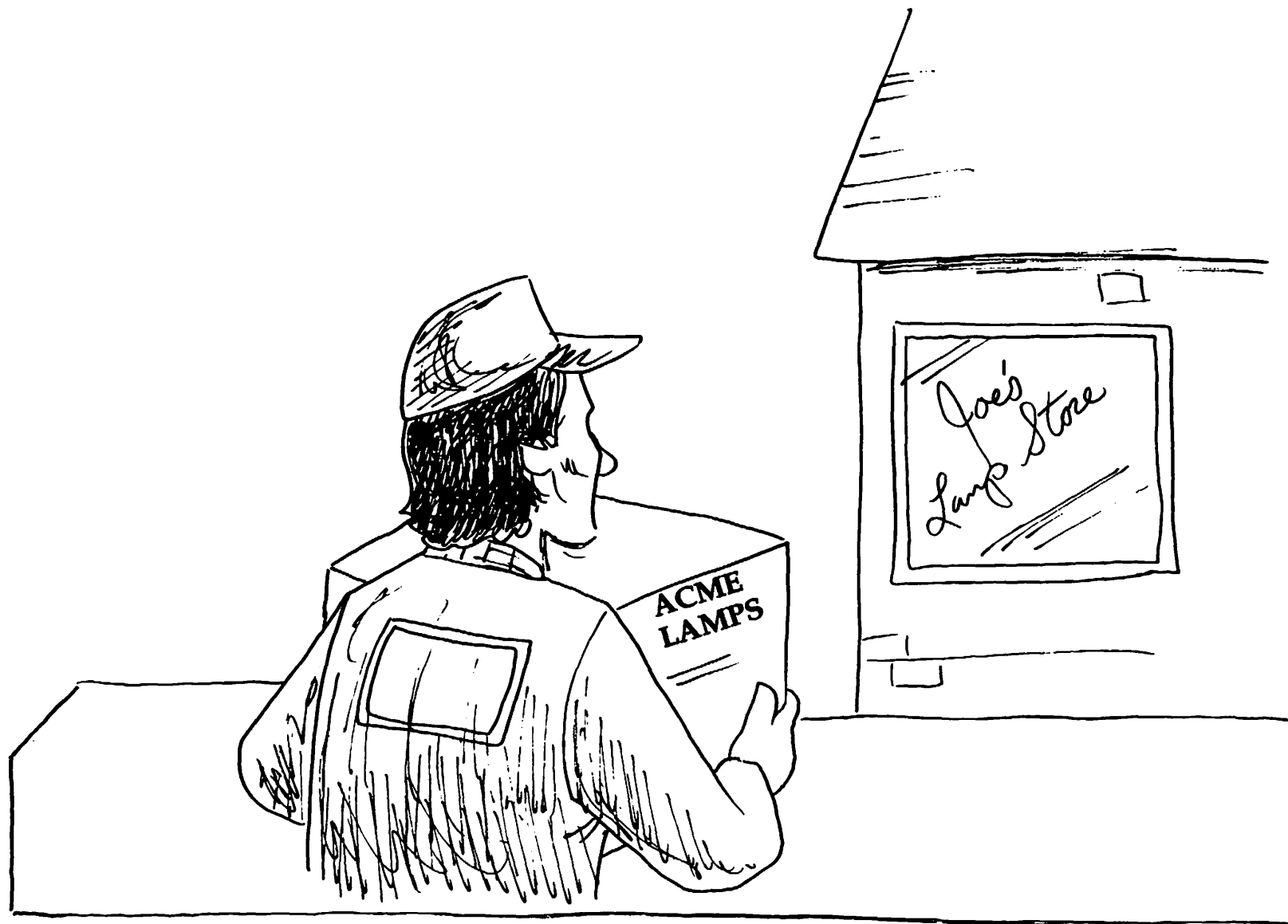




Even within a company or organization, an individual employee has to put his service or article in the hands of some other member of the organization before it can be called a product. The individual produces a product or products which, when flowed into another section of the company or outside the company in the society (community, state, nation or planet), then returns to him his pay and goodwill or at least sufficient goodwill to prevent his abandonment or destruction.

ACME LAMPS



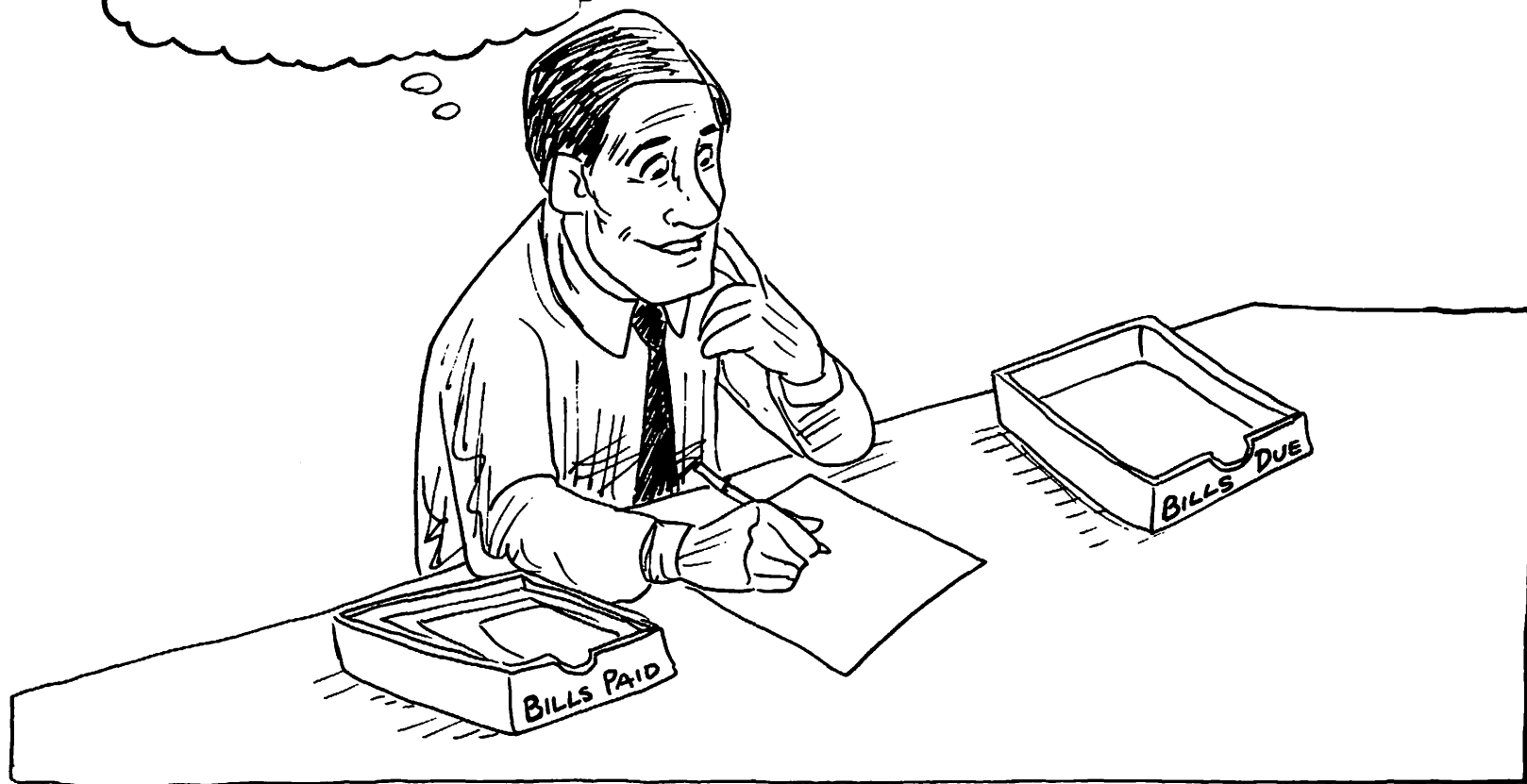


JOE'S LAMPS



ACME LAMPS

WITH THE INCOME WE'VE HAD,
WE CAN GET A LOT OF BILLS PAID
AND PAY OUR EMPLOYEES.



ACME LAMPS



Narconon Changing Conditions in Life Course

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

Narconon Changing Conditions in Life Course

To: Supervisor

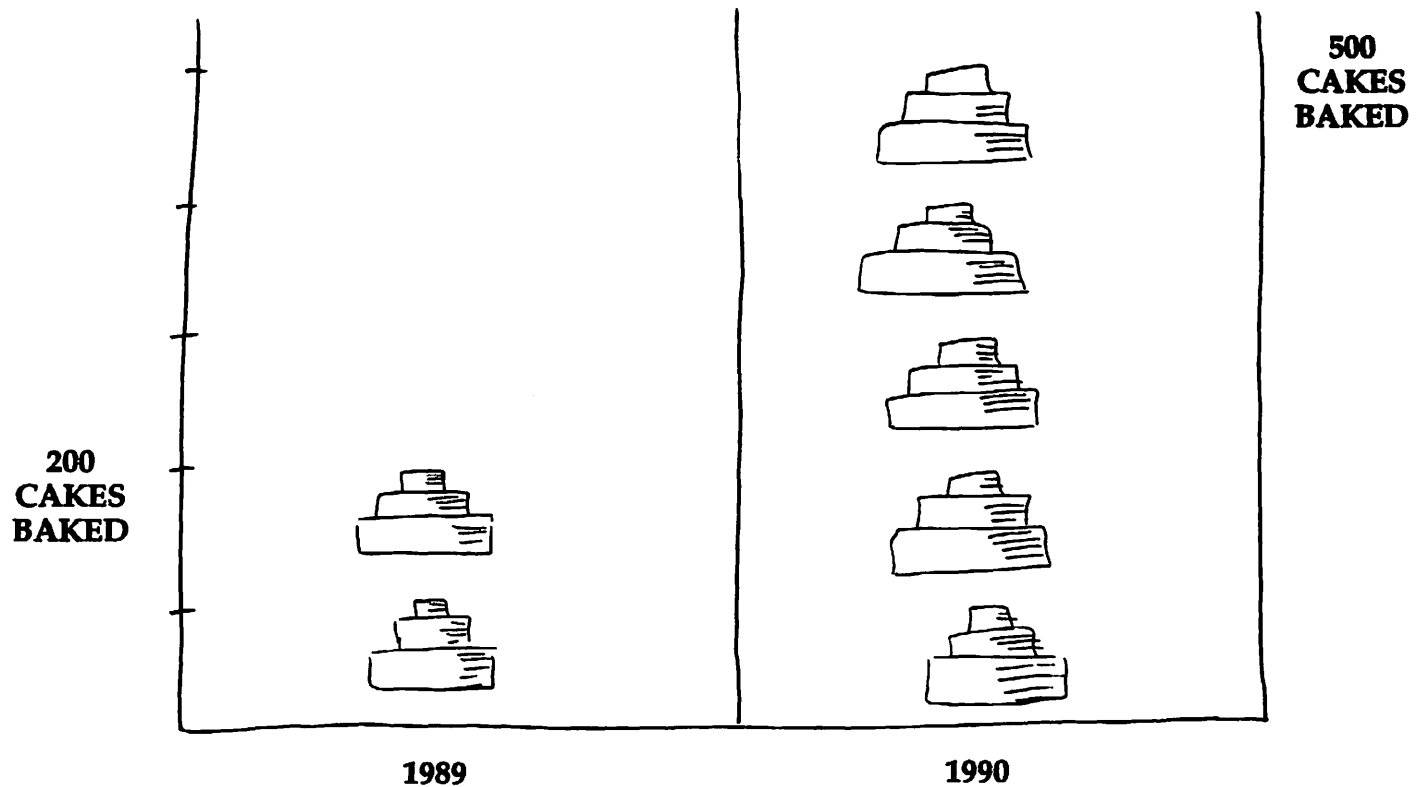
From: _____ Date: _____

Spot at least 5 products in the course room. Write these down.

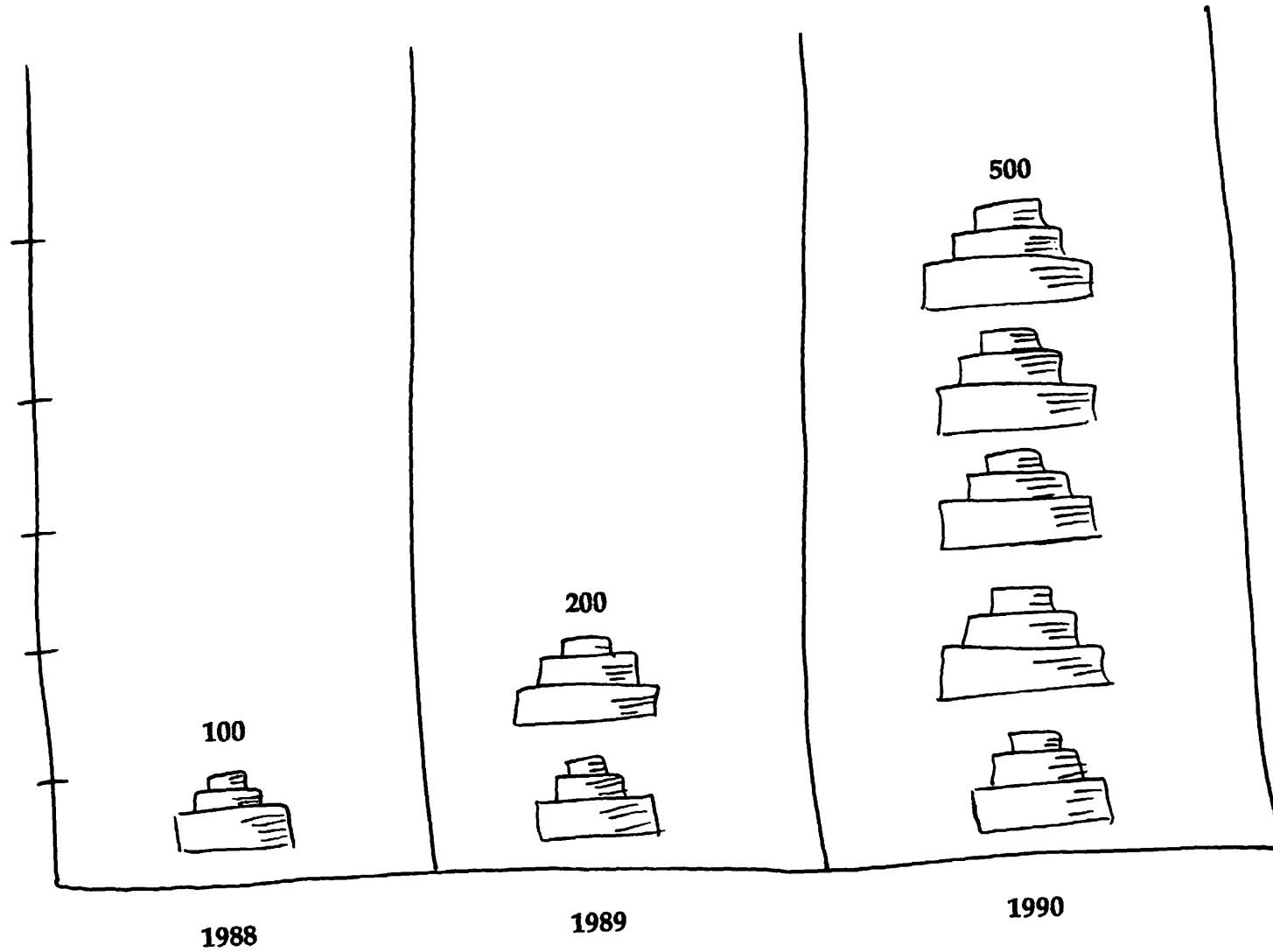
Tear out this page and place it on the Supervisor's desk.

DEFINITION:

Statistics: a number or amount compared to an earlier number or amount of the same thing. It is simply the relative rise or fall of a quantity compared to an earlier moment in time.



Two hundred cakes baked and five hundred cakes baked are statistics.

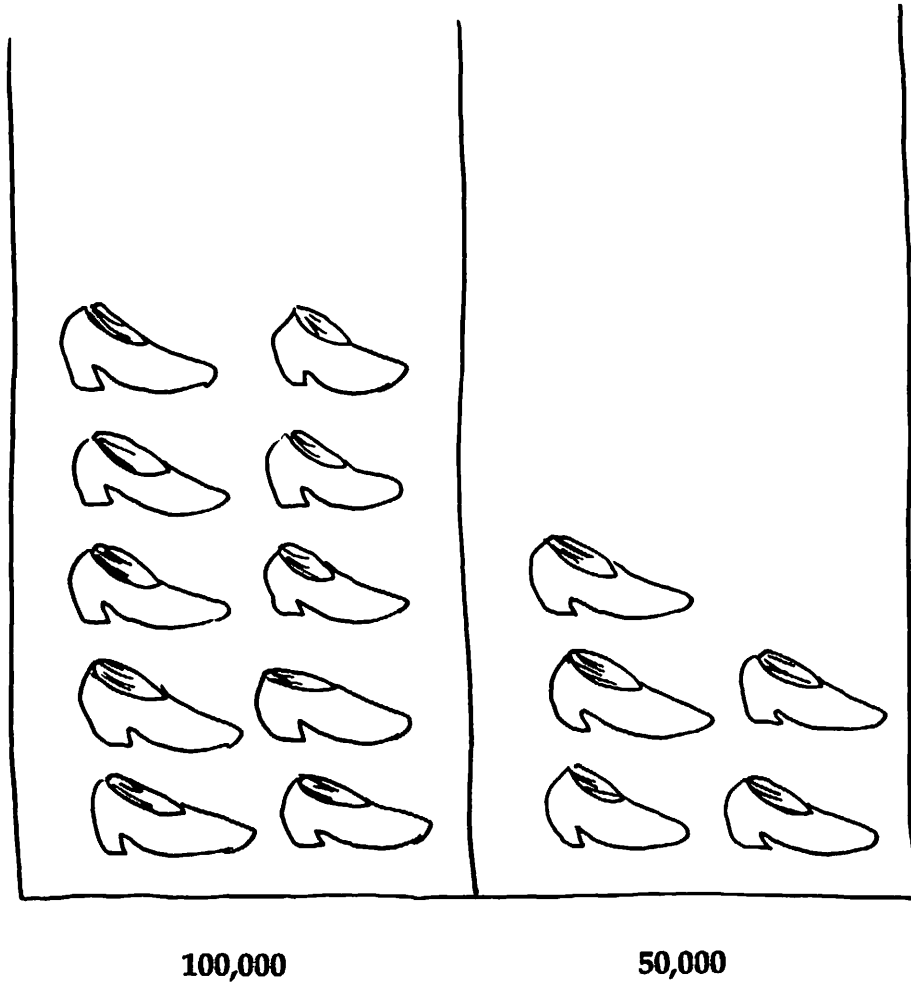


There were more cakes baked in 1990 than in 1988.

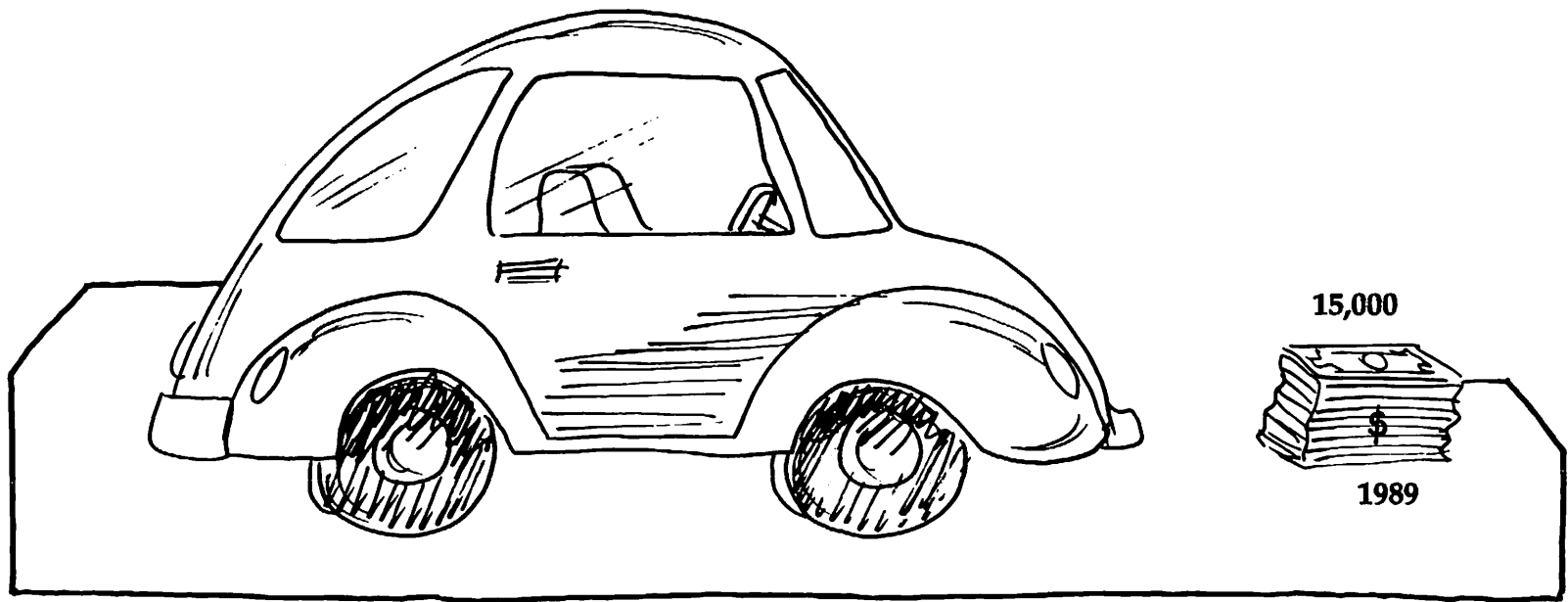
Statistics refer to the quantity of work done or the value of it in money. Statistics are the only sound measure of any production or any job or any activity. They tell of production. They measure what is done.

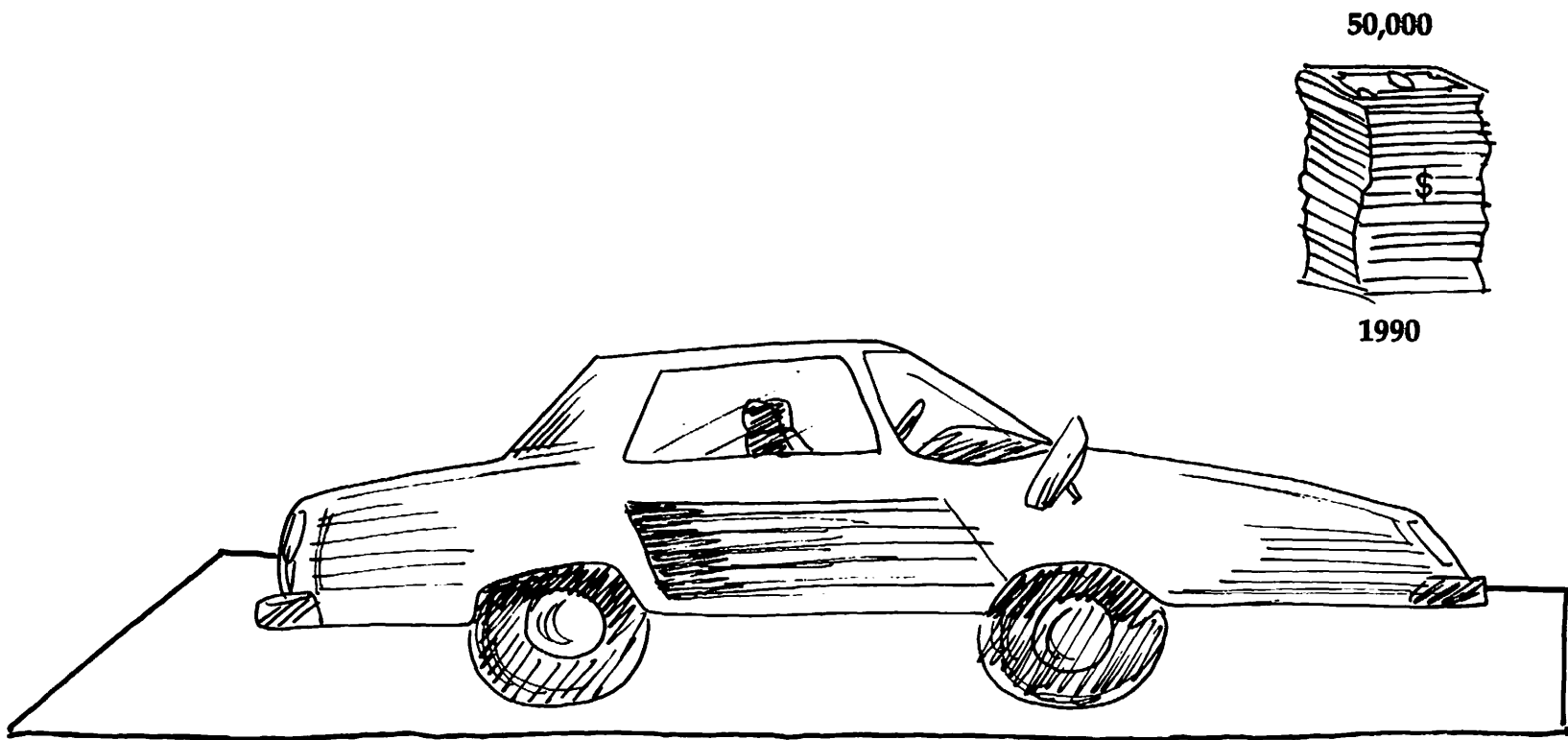
Any activity can be given a statistic.

For example, if a shoe store sold 100,000 correctly fitted pairs of shoes one year and 50,000 correctly fitted pairs of shoes the following, its production on its sales of shoes and therefore, its statistic ("number of pairs of shoes sold") is *falling*.



If you made more money this year than you did last year, your statistic of "income" is rising.



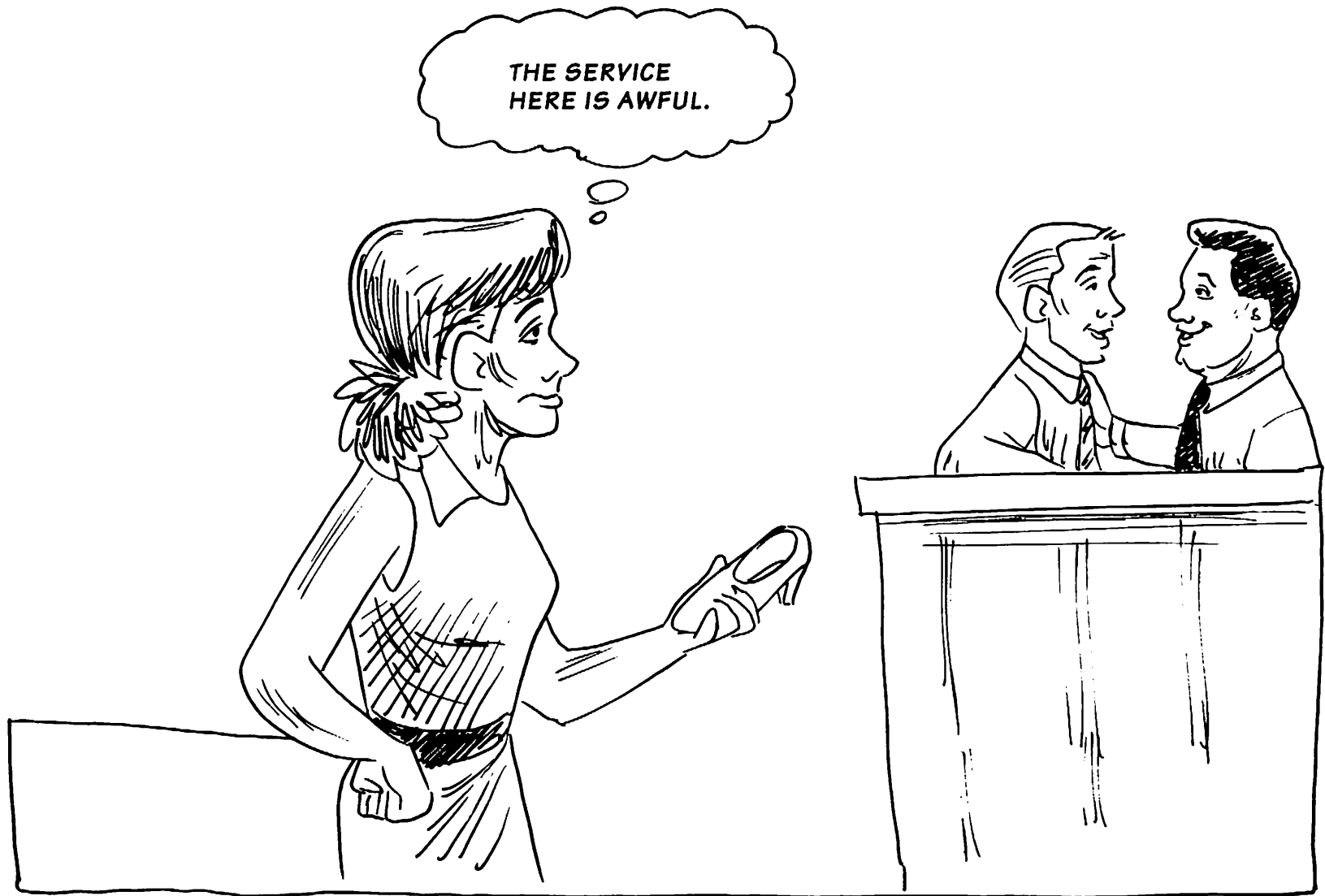


The CONDITION of any activity can be measured by *statistics*.
Statistics must reflect the actual desired PRODUCT.

An example of an incorrect statistic, say for a shoe salesman, would be “number of hours worked” or “number of shoes correctly fitted.” Those statistics would not allow the salesman to measure his PRODUCT as they would not reflect what he should be producing (i.e., shoes sold).

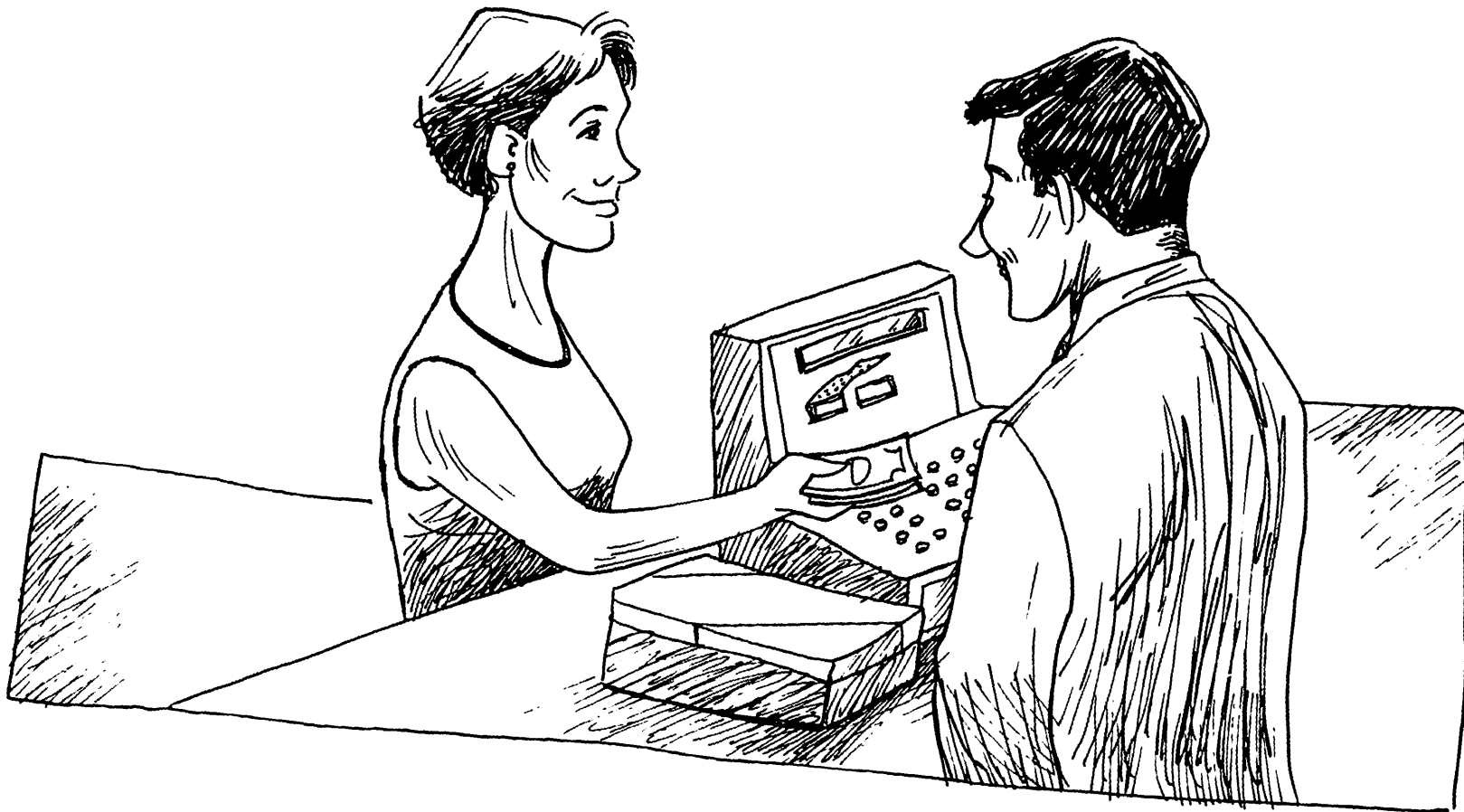


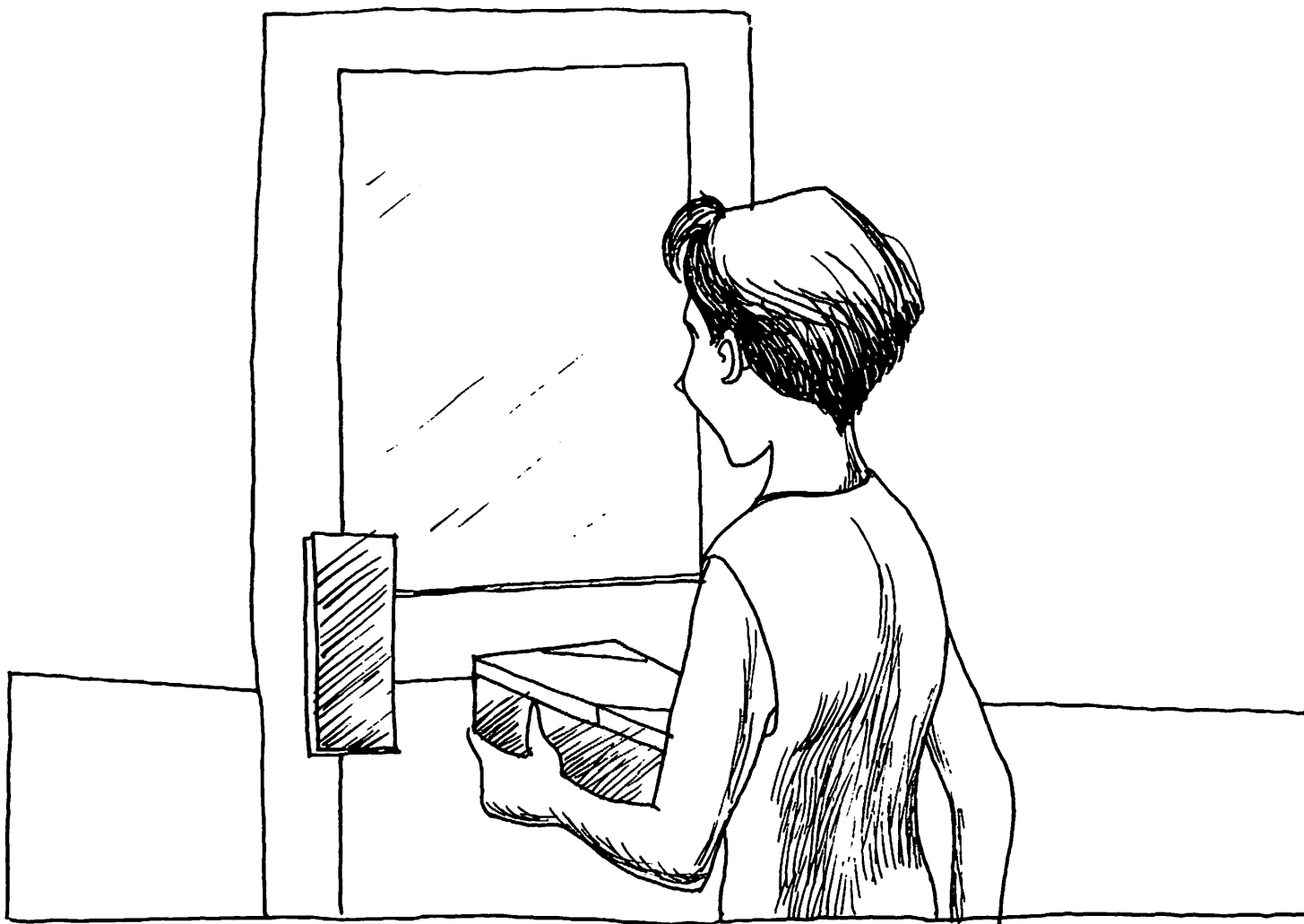
Or, if the salesman is only given the statistic of “income” he may conduct himself with more interest in the cashier than in servicing the customers.



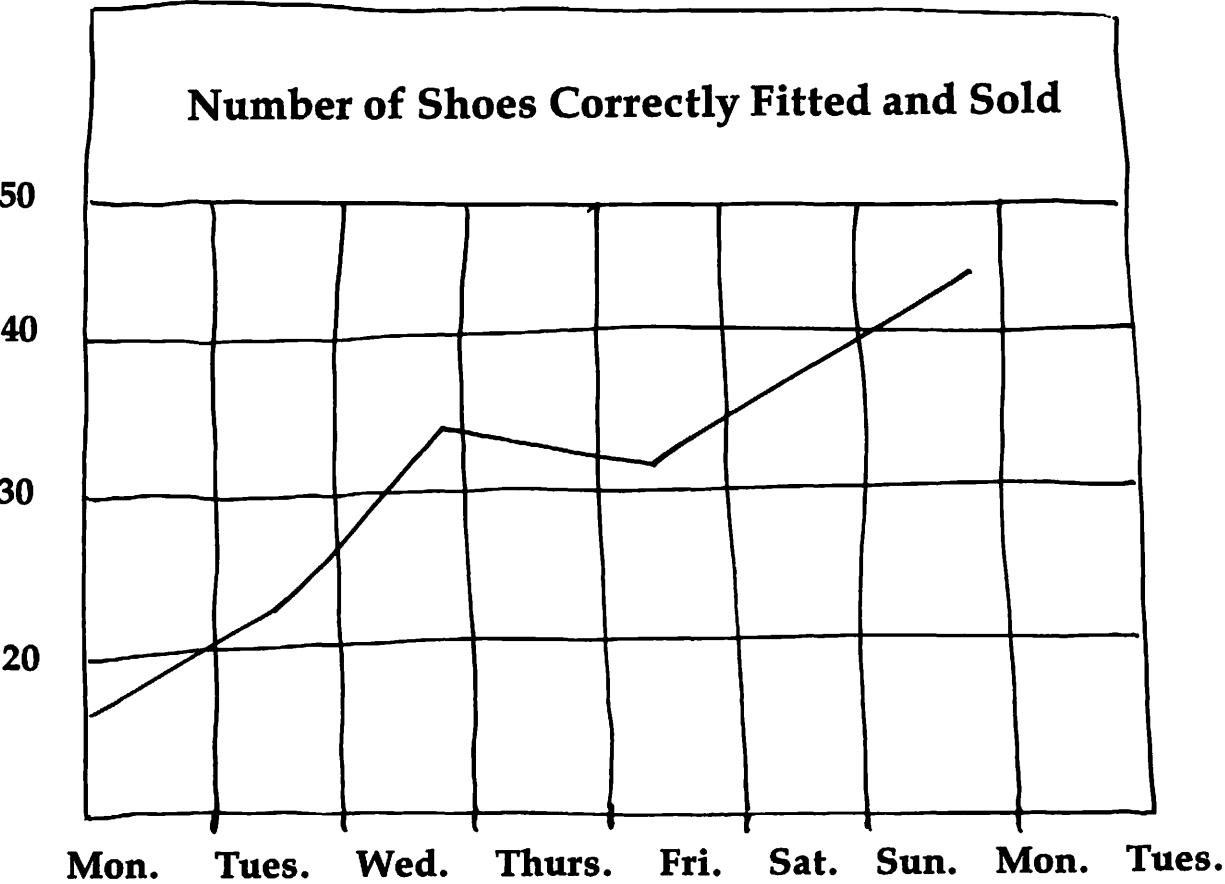
The correct statistic for a shoe salesman, one which would reflect the actual desired PRODUCT, could be “number of shoes correctly fitted and sold.” He could keep this statistic on a daily or even hourly basis.





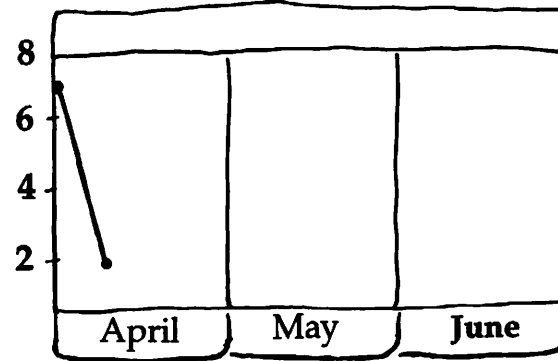


Statistics can be plotted on a *graph* against time.



If a writer were to write and sell seven stories one week and two stories the next week, his statistic of “well written stories sold” would be in a steep fall (decline).

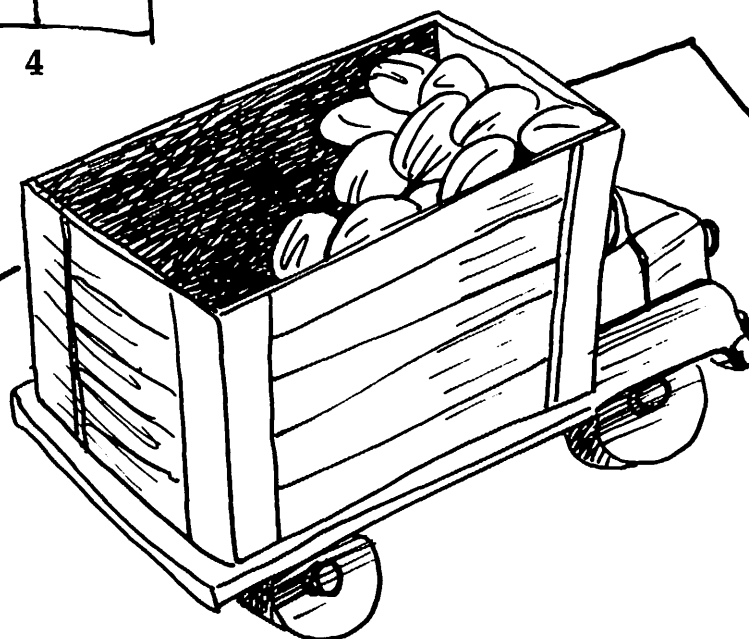
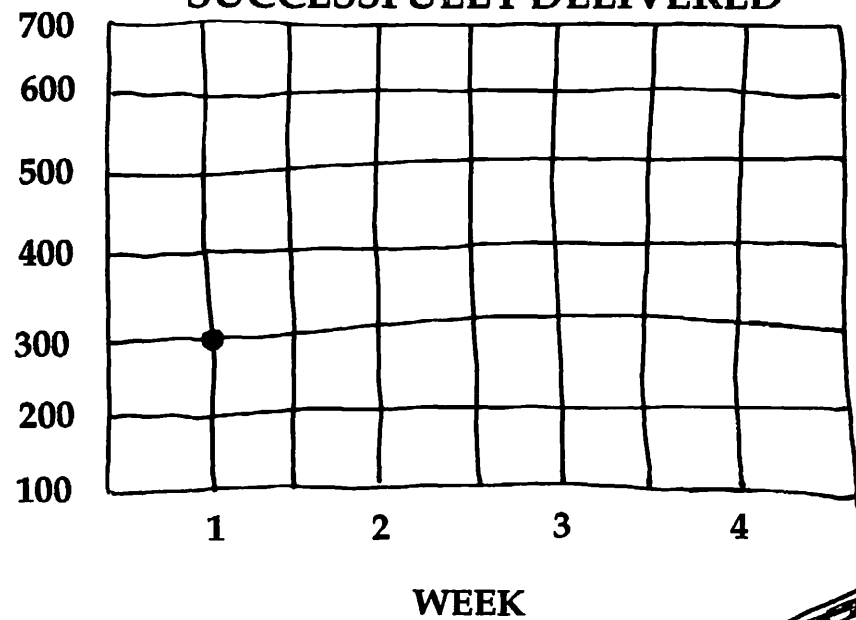
WELL WRITTEN STORIES SOLD



If a truck driver with a statistic of “tons of fruit successfully delivered,” delivered 300 tons of watermelon to several grocery stores in one week and the next week he delivered 500 tons of watermelon to even more grocery stores, his statistic would be rising.

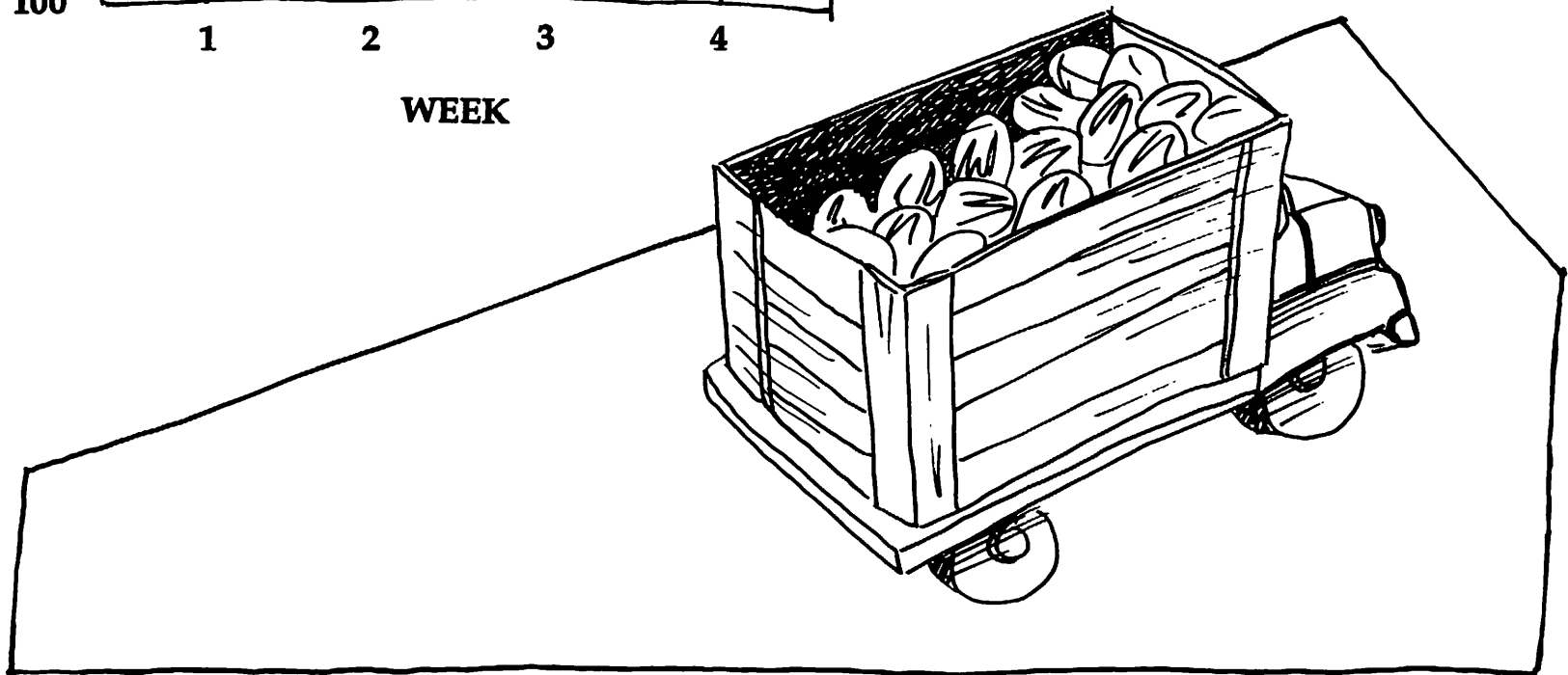
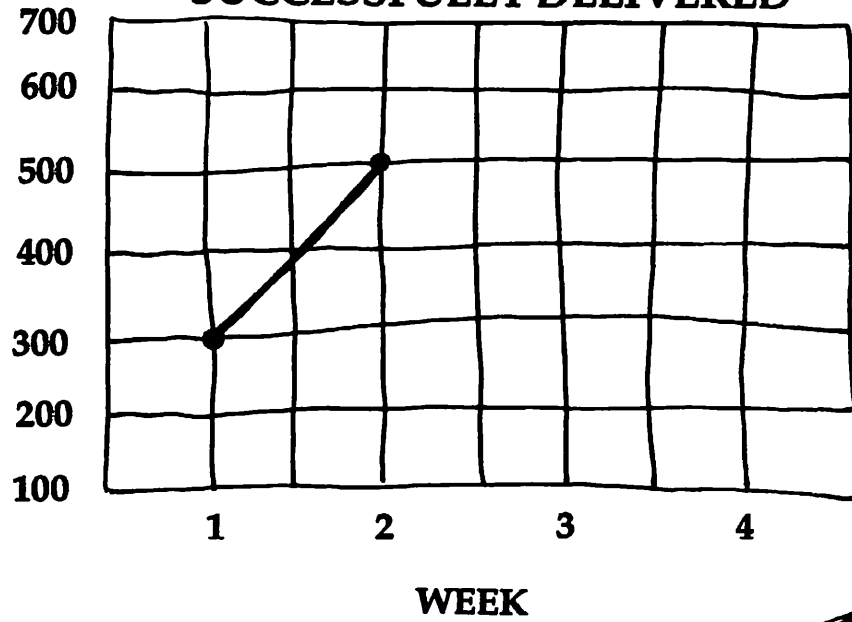
WEEK #1

TONS OF WATERMELON SUCCESSFULLY DELIVERED

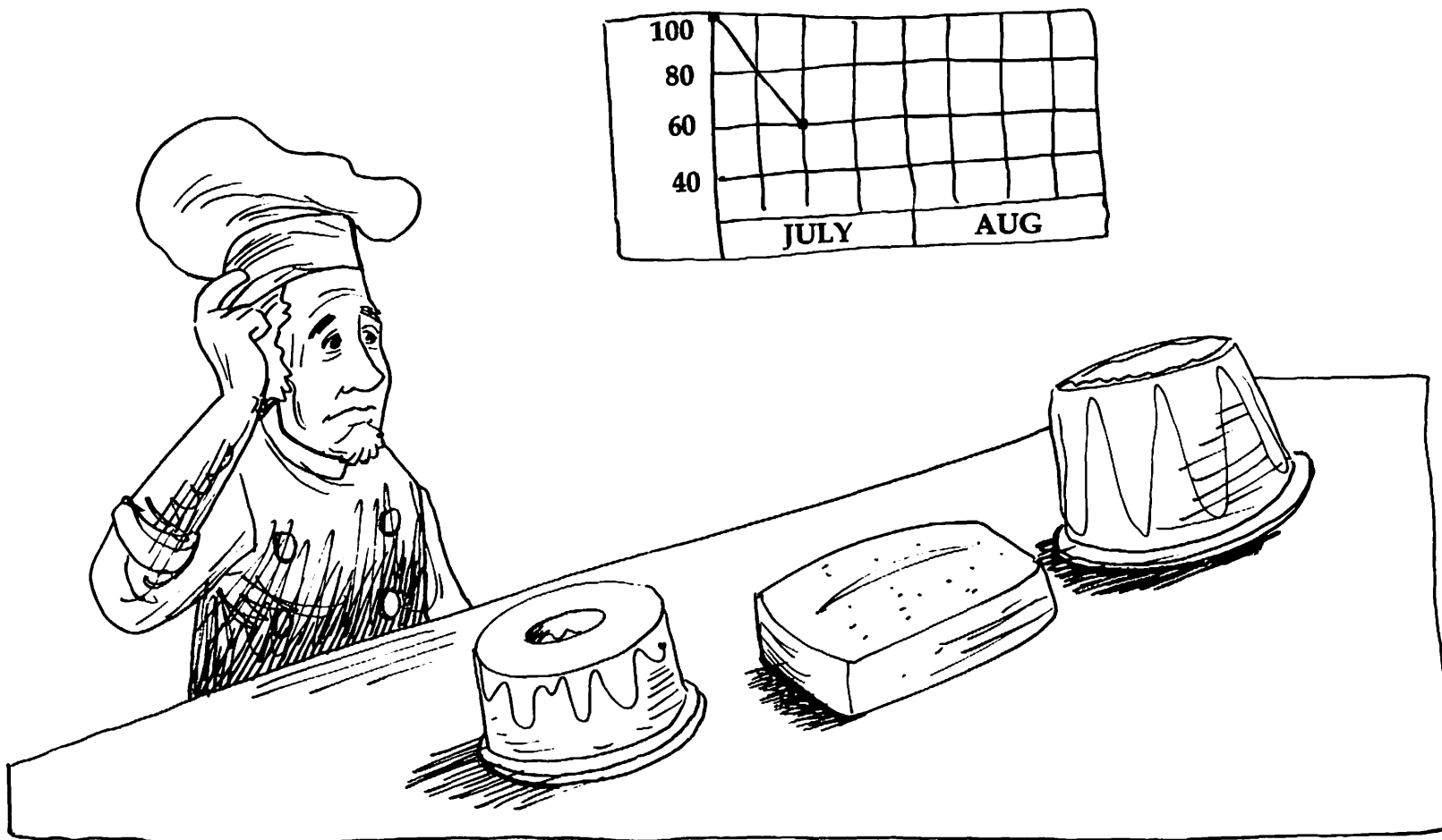


WEEK #2

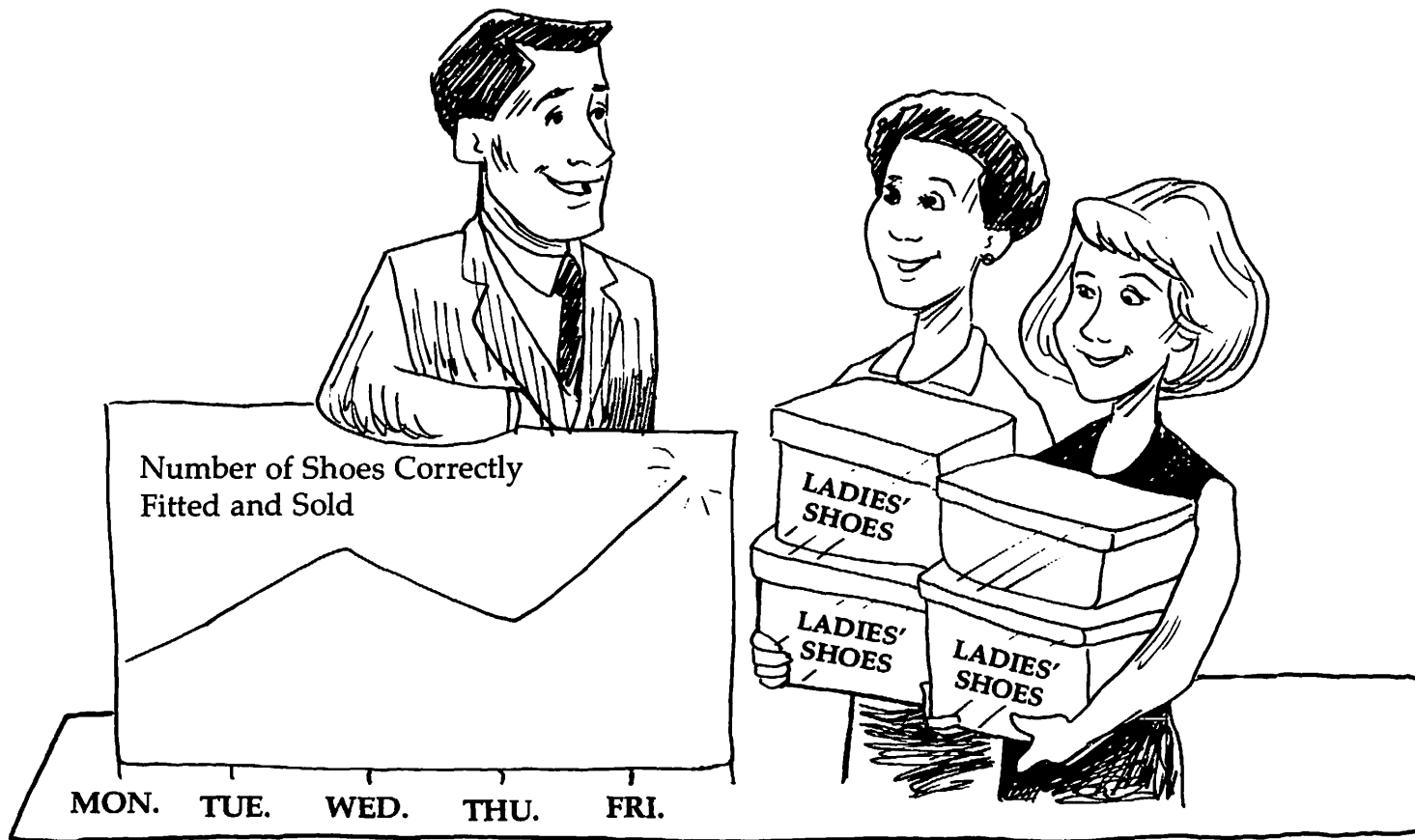
**TONS OF WATERMELON
SUCCESSFULLY DELIVERED**



If a baker with a statistic of “number of cakes baked” baked 100 cakes one week and the next week he only baked 60 cakes, his statistic would be falling.



One must realize that statistics are indicators of the real universe. They are not a thing in themselves. A statistic is simply an index of things as they have been and they inform you of the relative need of action.



Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what a statistic is and what it reflects.

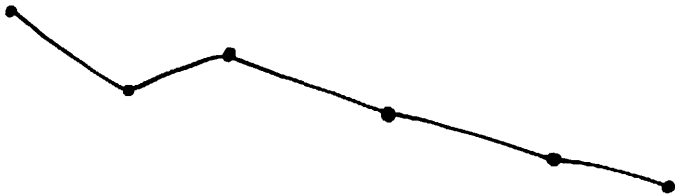
DEFINITION:

Trend: an inclination toward a general course or direction. Trend means the tendency of statistics to average out up, level or down, over several weeks or even months, as long as the situation remains.

Trends are used to estimate expansion or warn of contraction.

Here is an example of a trend showing contraction:

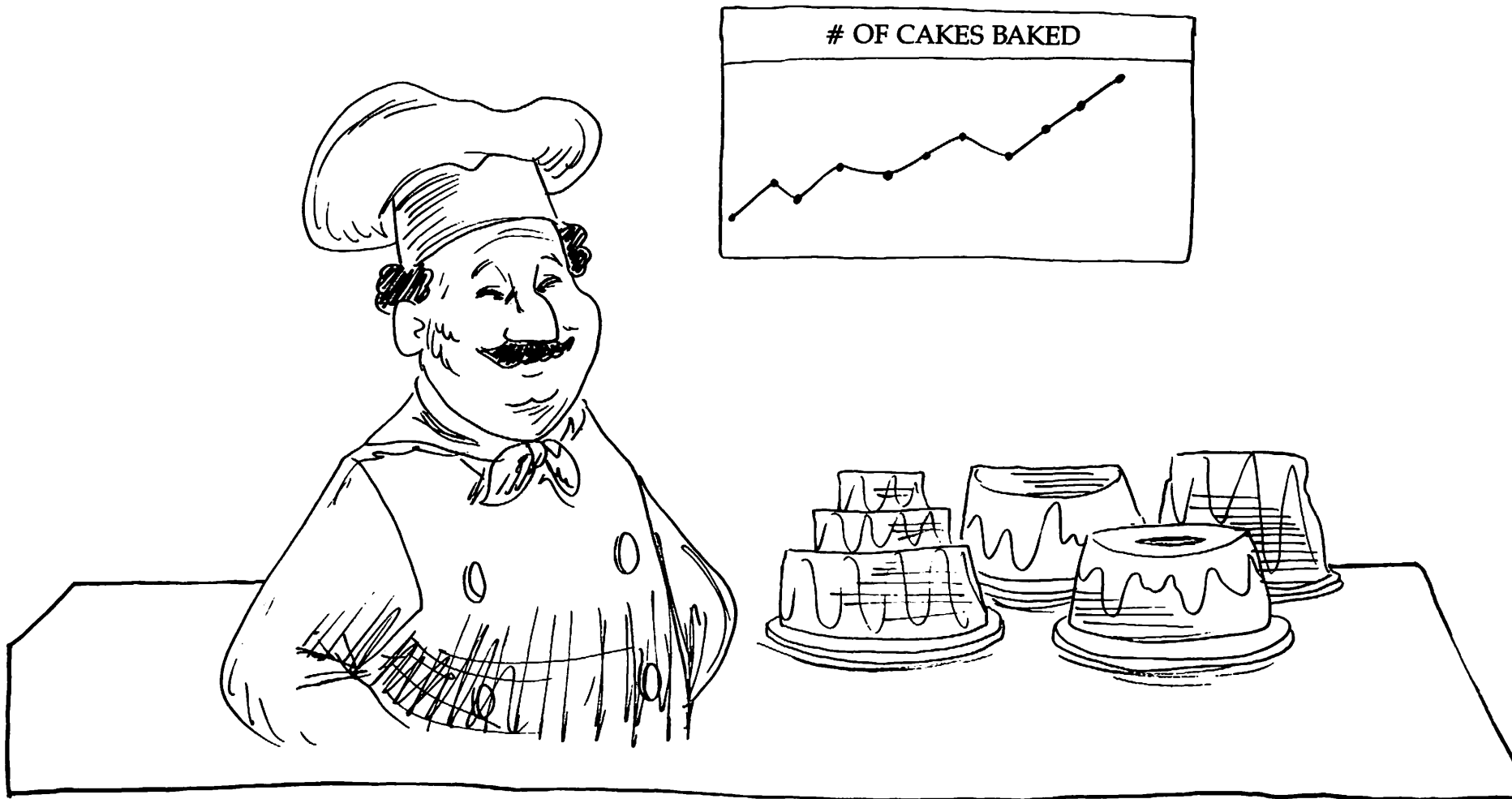
**NUMBER OF SHOES CORRECTLY
FITTED AND SOLD**



AT THIS RATE
WE'RE GOING
TO GO OUT OF
BUSINESS.



Here is an example of a trend showing expansion:



Narconon Changing Conditions in Life Course

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

Narconon Changing Conditions in Life Course

Work out one or more statistics that could measure production on the following jobs:

Nurse

Secretary

Mechanic

Chef

Salesman

Artist

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

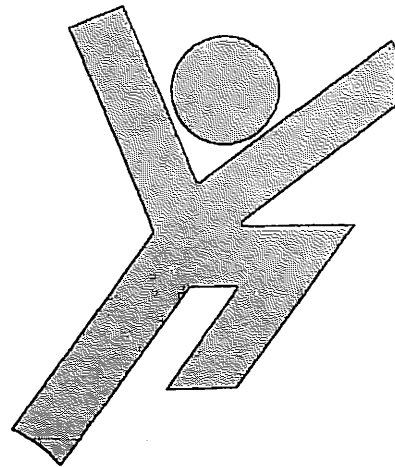
Describe a statistic which measures a production activity in your life. Note down what the statistic is. (NOTE: If the activity does not have a statistic, work out what the correct statistic should be.)

(Continue on next page.)

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

Section 3

The Conditions:
States of Operation



The Conditions: States of Operation

The basic tools used to get and keep ethics in are the ethics conditions and their formulas.

An organization or its parts or an individual passes through various states of existence. These, if not handled properly, bring about shrinkage and misery and worry and death. If handled properly they bring about stability, expansion, influence and well-being.

In the MEST universe there are formulas connected with these operating states. There are a number of exact steps for every one of them. They have been written up mainly for an organization, but they can also be applied by cross-relating them to an individual.

The formulas for these are the monitoring formulas for livingness.

Narconon Changing Conditions in Life Course

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

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what you should do to improve the condition of an activity in your life.

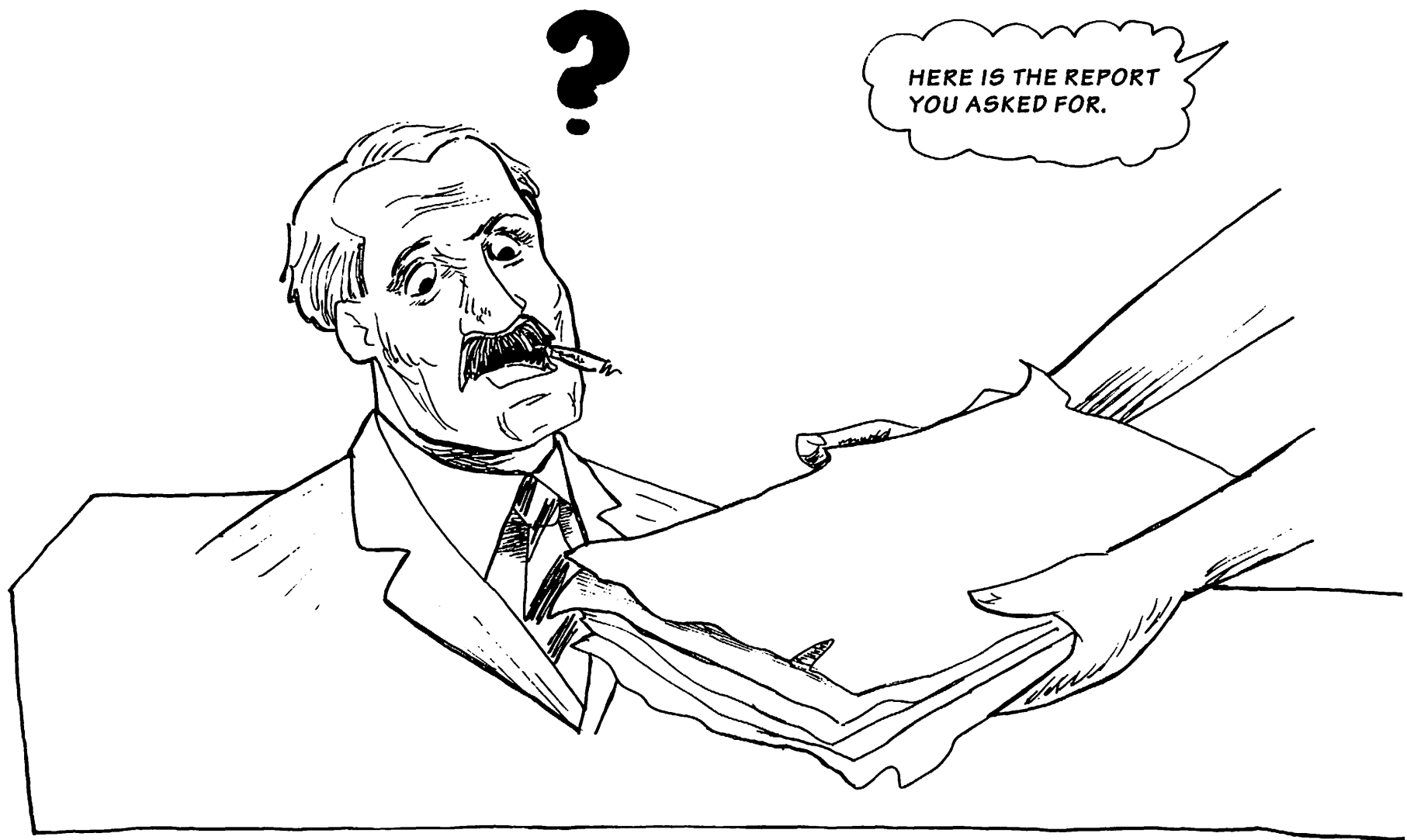
The Condition of Confusion

In a condition of Confusion the being or area will be in a state of random motion. There will be no real production, only disorder or confusion.









In order to get out of Confusion one has to find out where he is.

The formula for Confusion is:

Find out where *you* are.

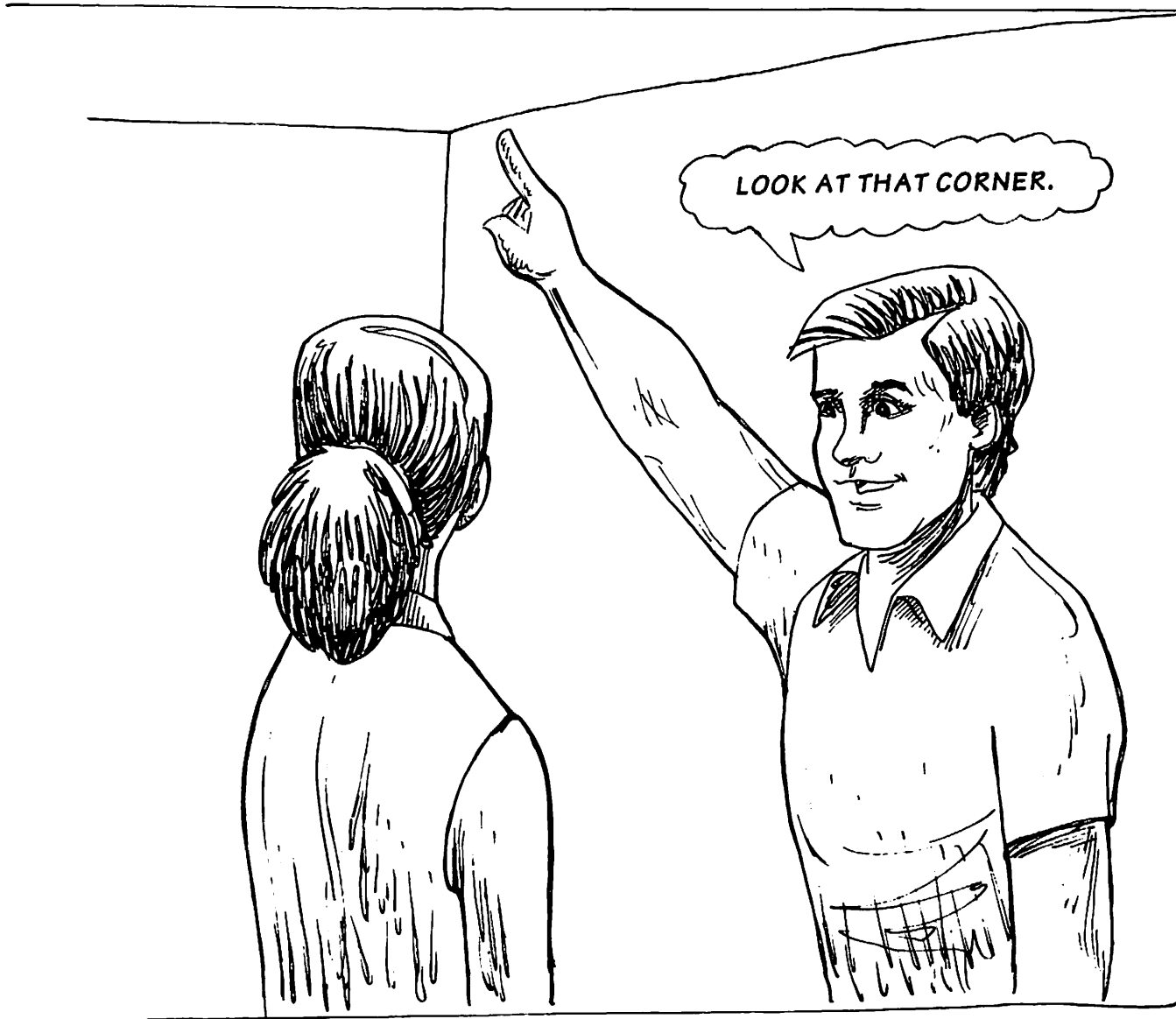
The additional formula for the condition of Confusion is:

1. Locational on the area in which one is.

(A Locational is done by walking around with the person, both indoors and out-of-doors, telling him, "Look at that [*indicated object*]," using objects such as a chair, a tree, a car, the floor, the ceiling, a house, etc. The person running the Locational would point at the object each time. It is simply run until the person is brighter and has a win.)

2. Comparing where one is to other areas where one was.
3. Repeat step 1.

Here is an example of a Locational.



THANK YOU.





THANK YOU.



Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what Confusion is.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Confusion.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You have a worker on your crew whose area is in a state of confusion. The tools are never where they can be found, wood is scattered everywhere, nails are lying all over the floor, other workers are having minor accidents in the area because things are in such a state of disorder that people can't move around safely in the shop. Work out how you would get the formula for the condition of Confusion applied to this worker.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Confusion. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

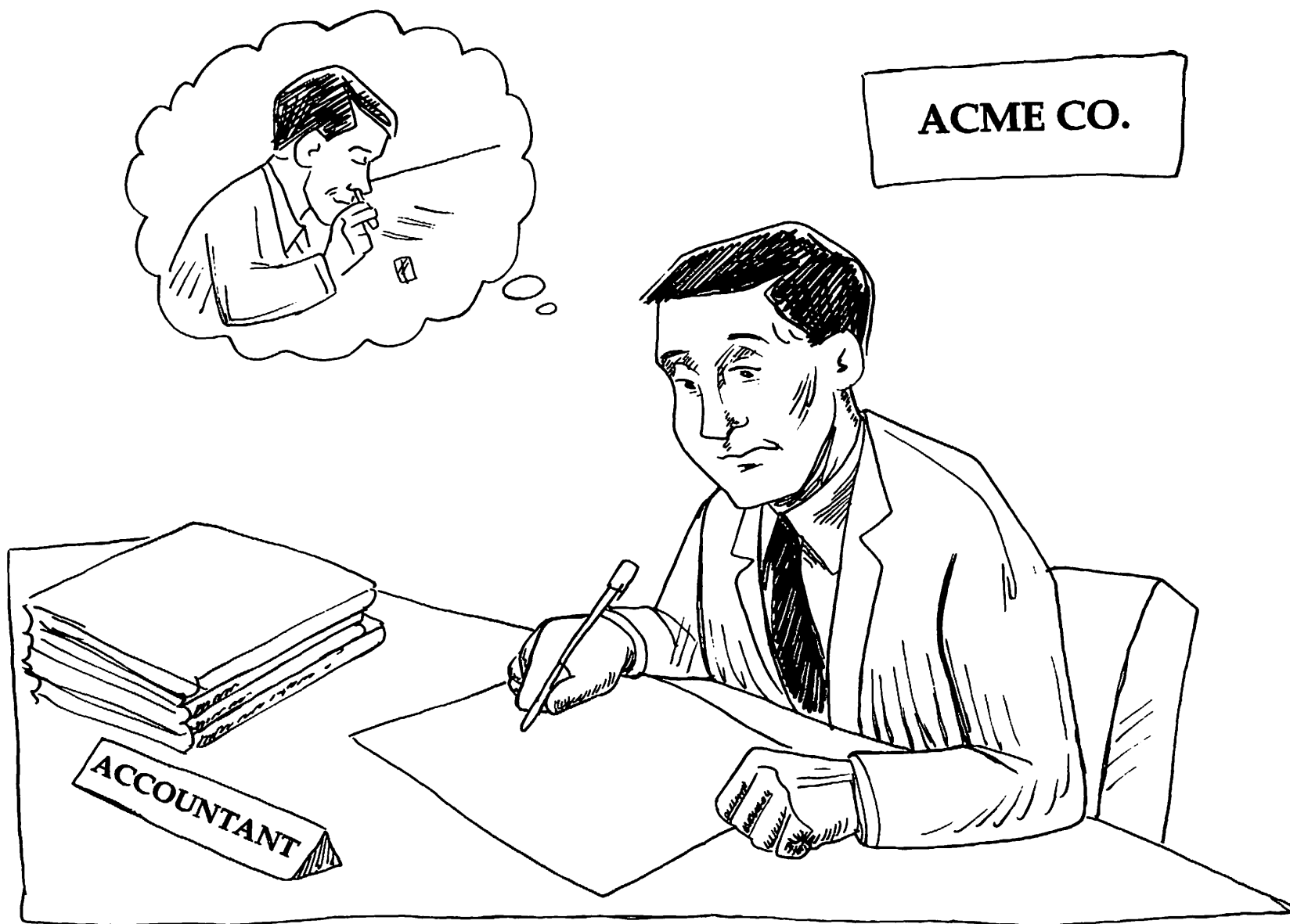
Tear out these pages and place them on the Supervisor's desk.

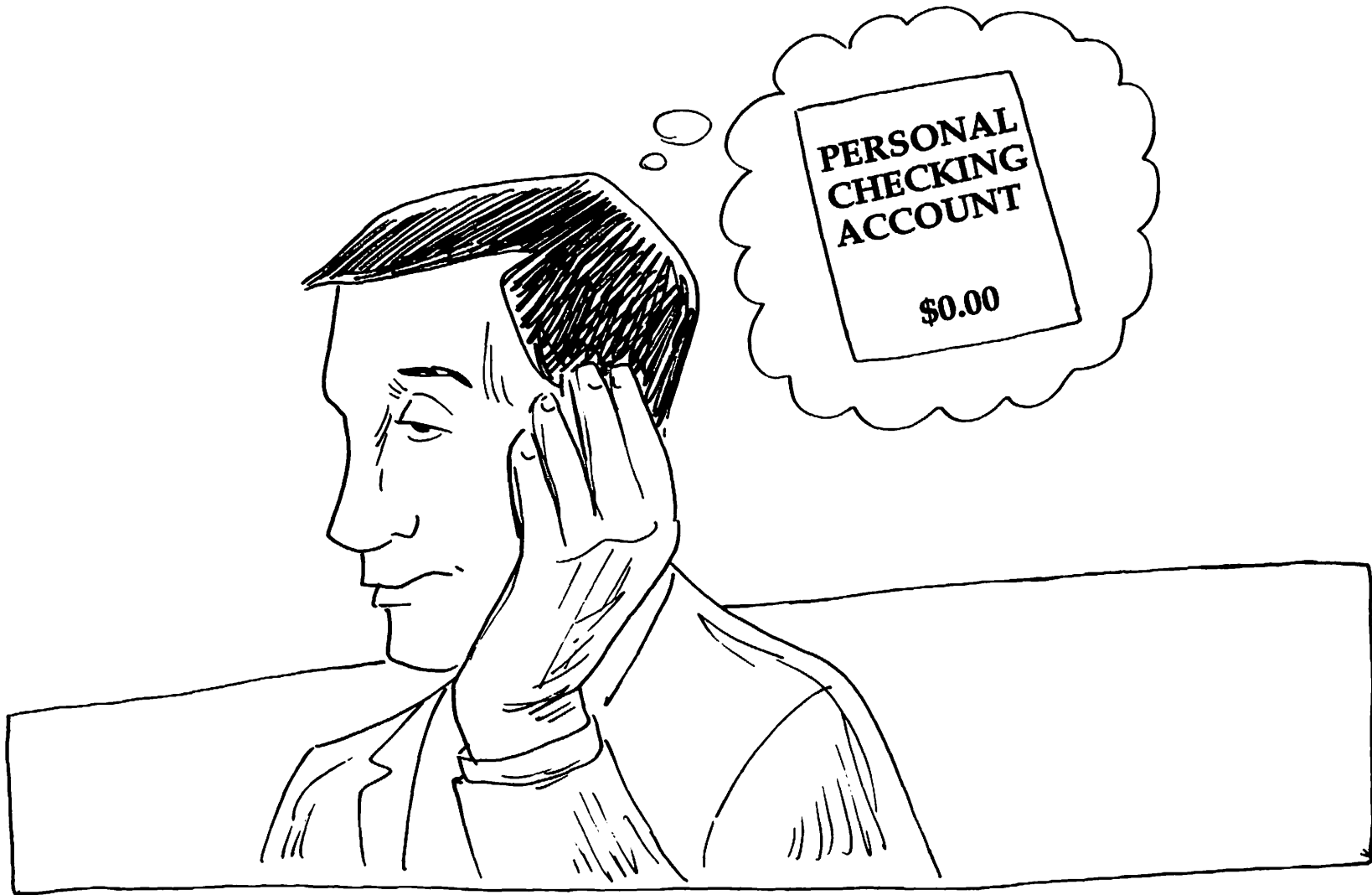
The Condition of Treason

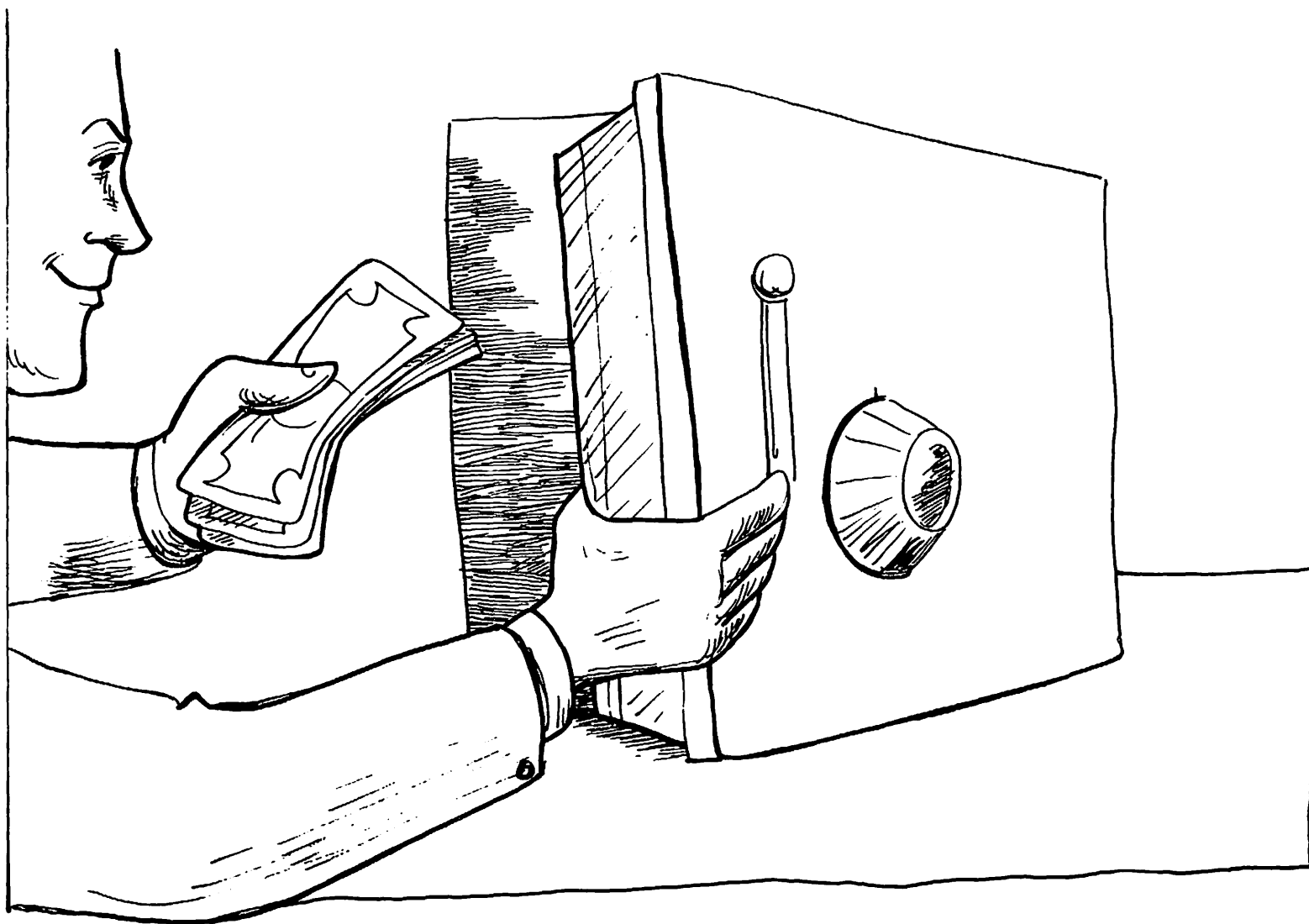
Treason is defined as betrayal after trust.

It will be found, gruesomely enough, that a person who accepts a job or position and then doesn't function as it, will inevitably upset or destroy some portion of an organization. By not knowing that he is The (*job name*), he is committing treason in fact.

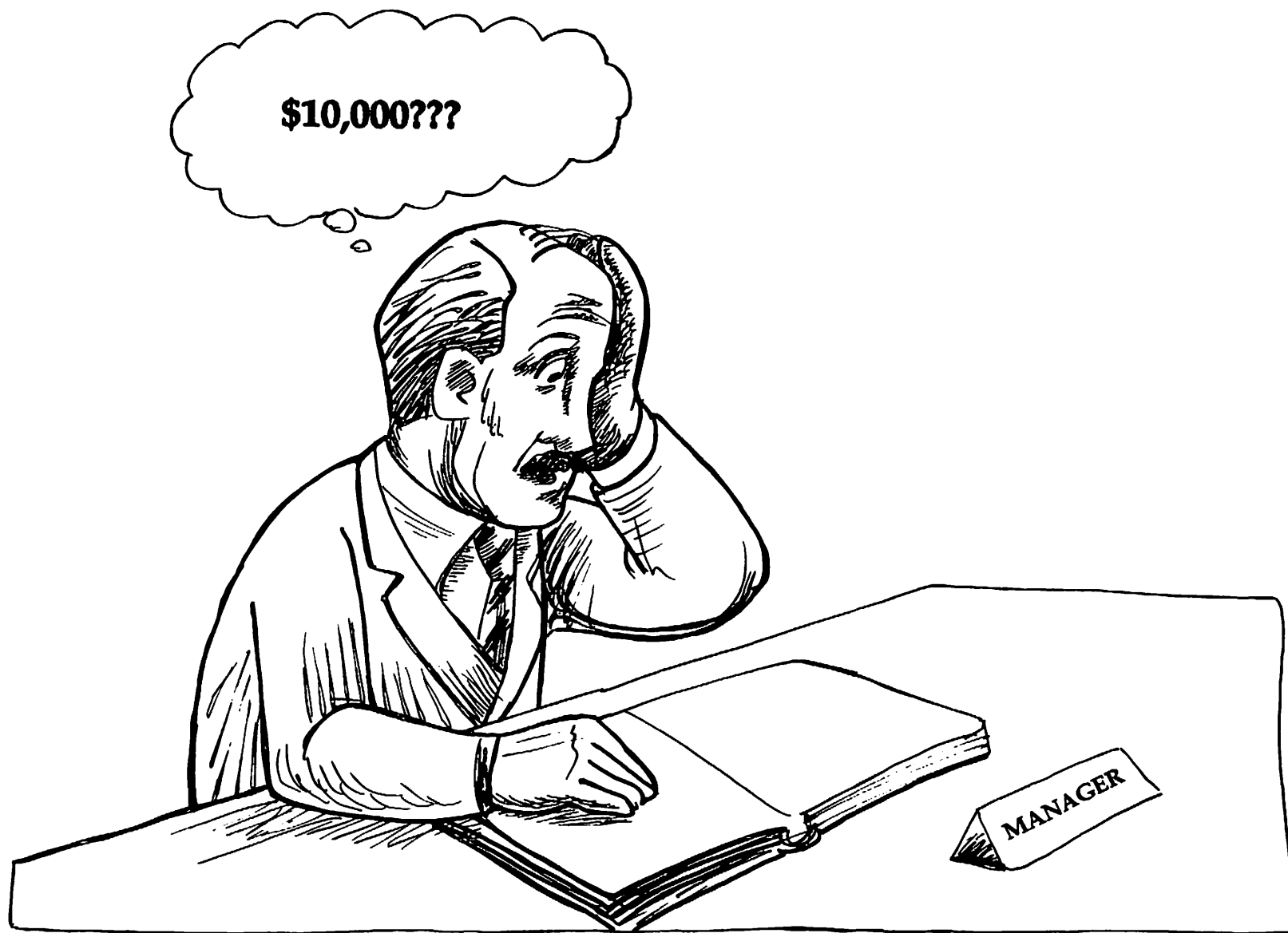
The results of this can be found in history. A failure to be what one has the job or position name of will result in a betrayal of the functions and purposes of a group.











The formula for the condition of Treason is:

Find out *that* you are.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know that someone is in a condition of Treason.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Treason.



Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Your friend is cheating on his wife. How could you help him to get the formula for the condition of Treason applied to this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Treason. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

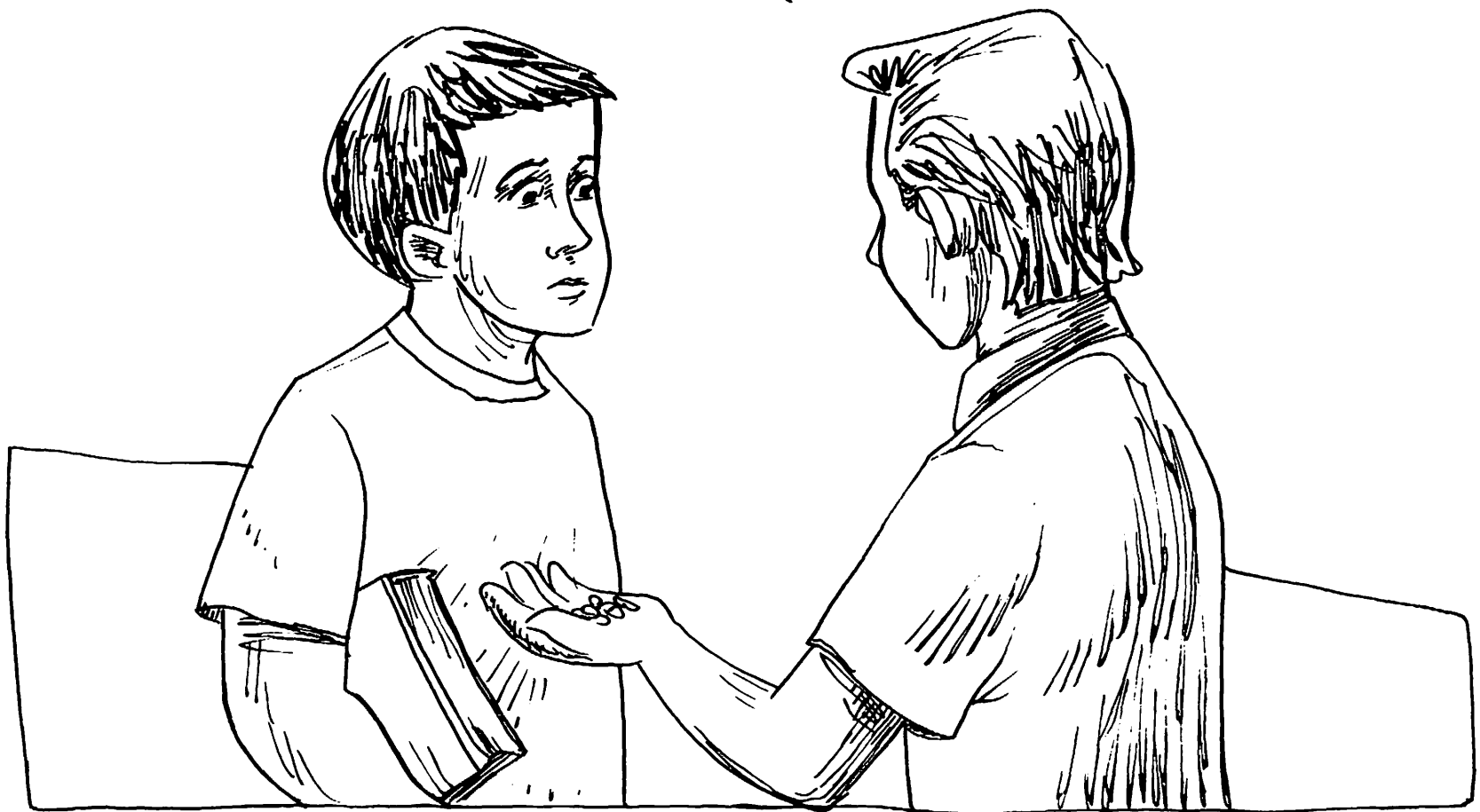
(Continue on next page.)

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

The Condition of Enemy

When a person is an avowed and knowing enemy of an individual, a group, project or organization, a condition of Enemy exists.

STOP BEING SUCH A
SCAREDY CAT AND TRY
THESE PILLS.



The formula for the condition of Enemy is just one step:
Find out who you really are.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know that someone was in a condition of Enemy to a particular group, project or organization.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Enemy.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

A group of students has just received drug education lectures and each has decided to not get involved in drug use. However, another student who, having found out they just received these lectures, has started promoting the “advantages” of taking drugs and invalidating their decision to be drug-free. How could you get the student to apply the formula for the condition of Enemy to this situation?

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the Condition of Enemy. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

The Condition of Doubt

When one cannot make up one's mind as to an individual, a group, organization or project, a condition of Doubt exists.



The formula is:

1. Inform oneself honestly of the actual intentions and activities of that group, project or organization, brushing aside all bias and rumor.
2. Examine the statistics of the individual, group, project or organization.
3. Decide on the basis of "the greatest good for the greatest number of dynamics" whether or not it should be attacked, harmed or suppressed or helped.
4. Evaluate oneself or one's own group, project or organization as to intentions and objectives.

5. Evaluate one's own group, project or organization's statistics.
6. Join or remain in or befriend the one which progresses toward the greatest good for the greatest number of dynamics and announce the fact publicly to both sides.
7. Do everything possible to improve the actions and statistics of the person, group, project or organization one has remained in or joined.
8. Suffer on up through the conditions in the new group if one has changed sides or the conditions of the group one has remained in if wavering from it has lowered one's status.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know a person was in a condition of Doubt.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Doubt.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Your younger brother has made friends with a group of teenagers that are known for heavy drug use. He can't make up his mind if he should continue to associate with them or find other friends. How would you help your brother apply the formula for the condition of Doubt to handle this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Doubt. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped to the situation.

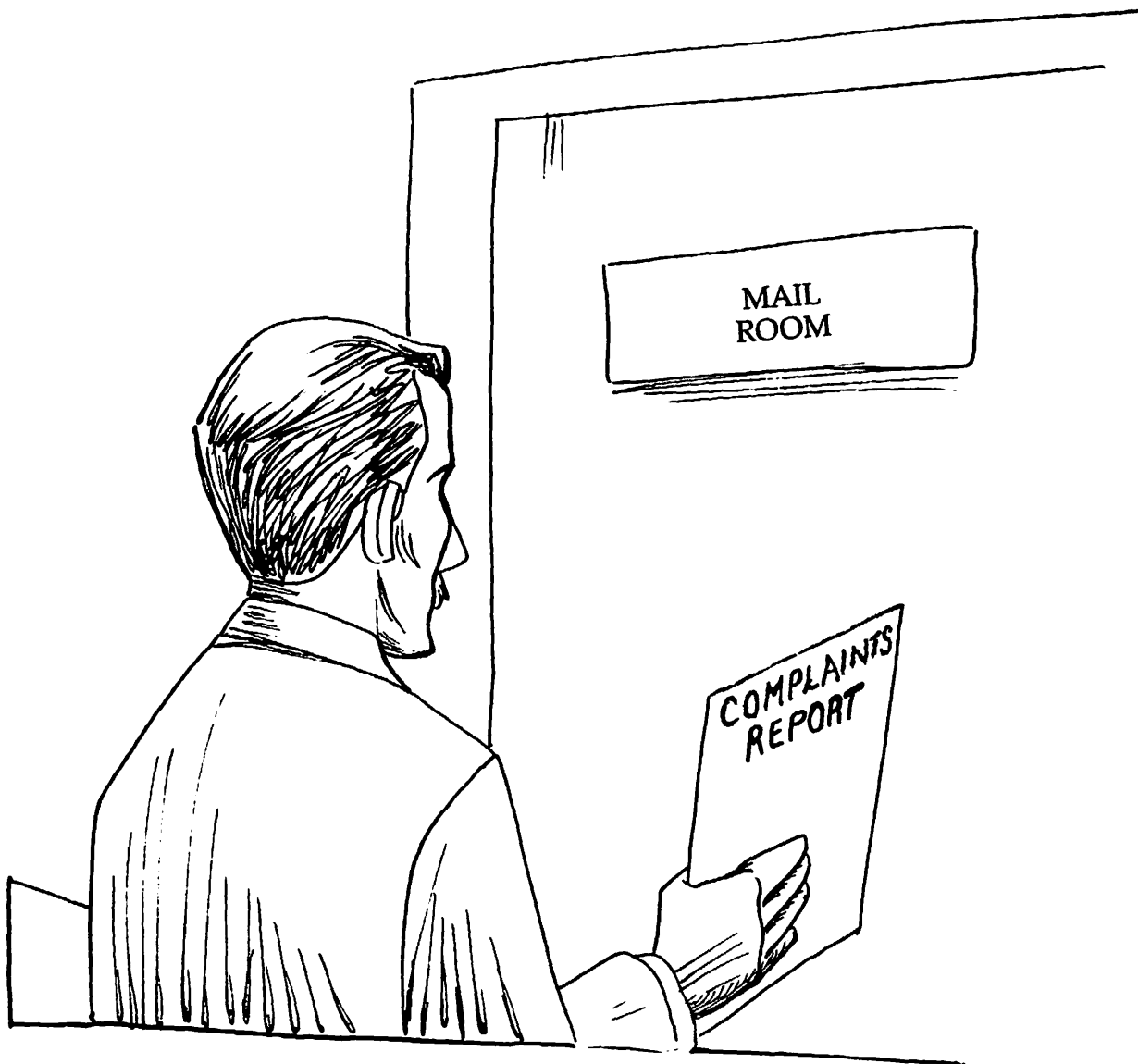
(Continue on next page.)

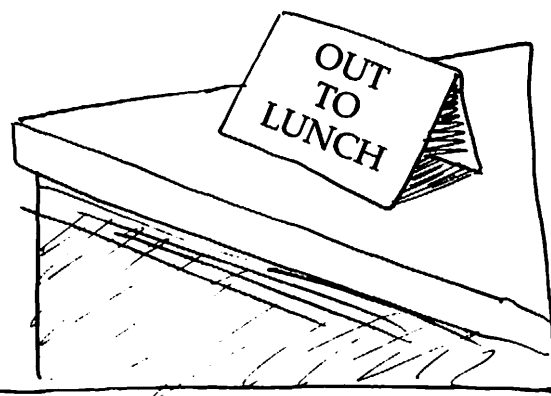
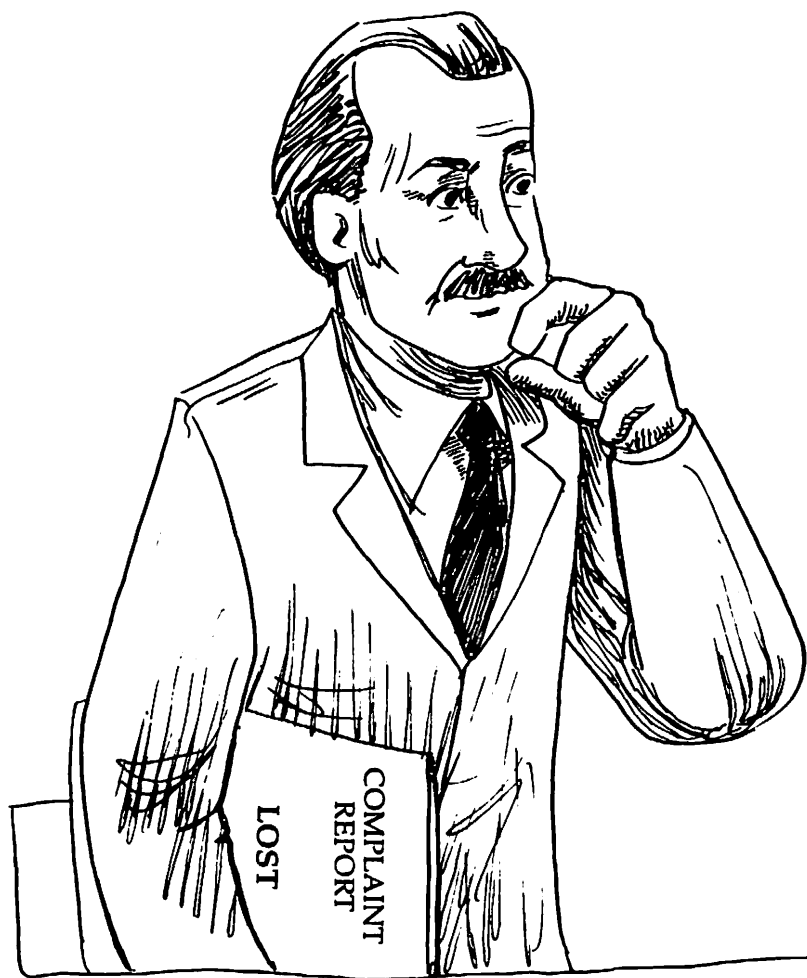
Tear out these pages and place them on the Supervisor's desk.

The Condition of Liability

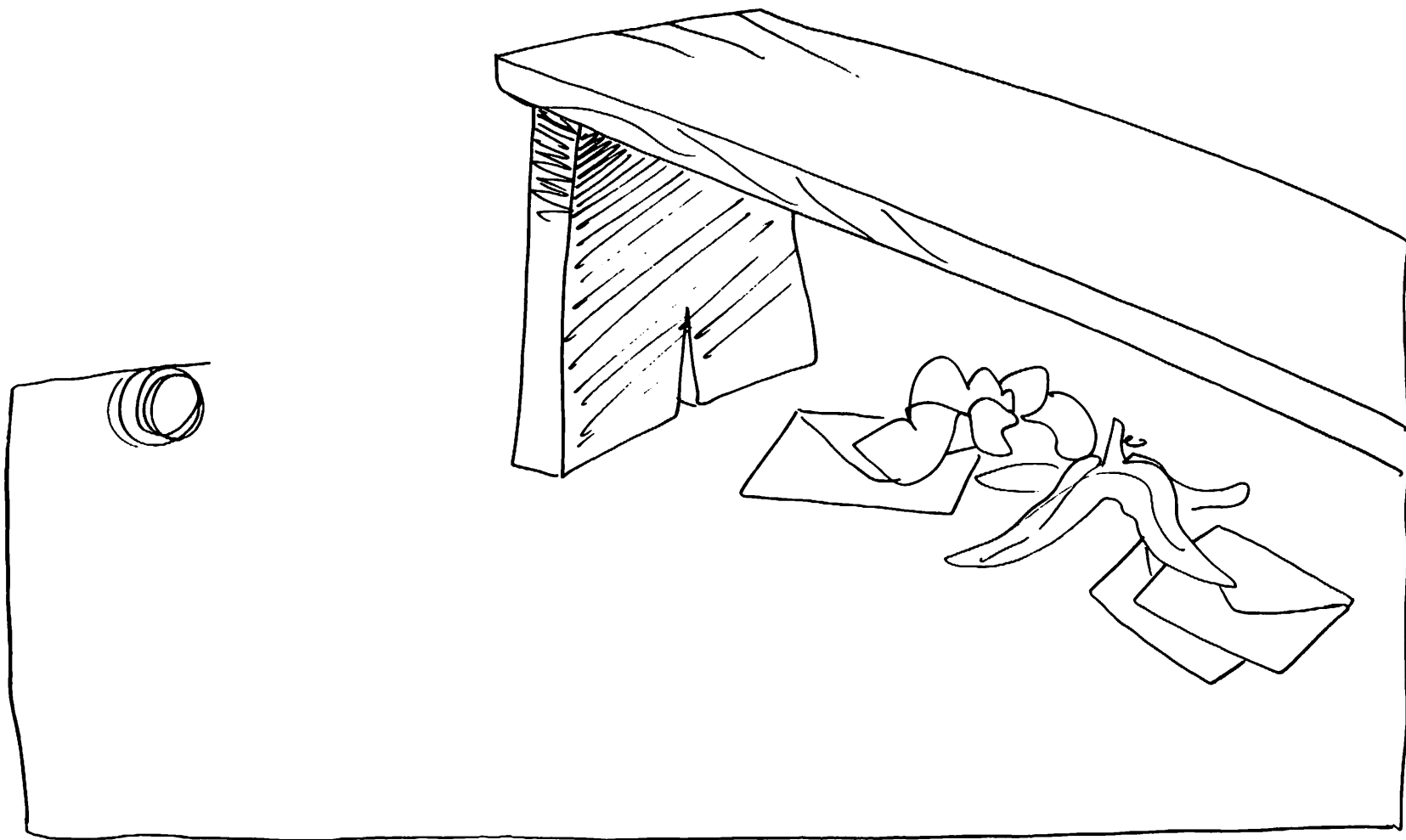
In a condition of Liability, the being has ceased to be simply nonexistent as a team member and has taken on the color of an enemy.

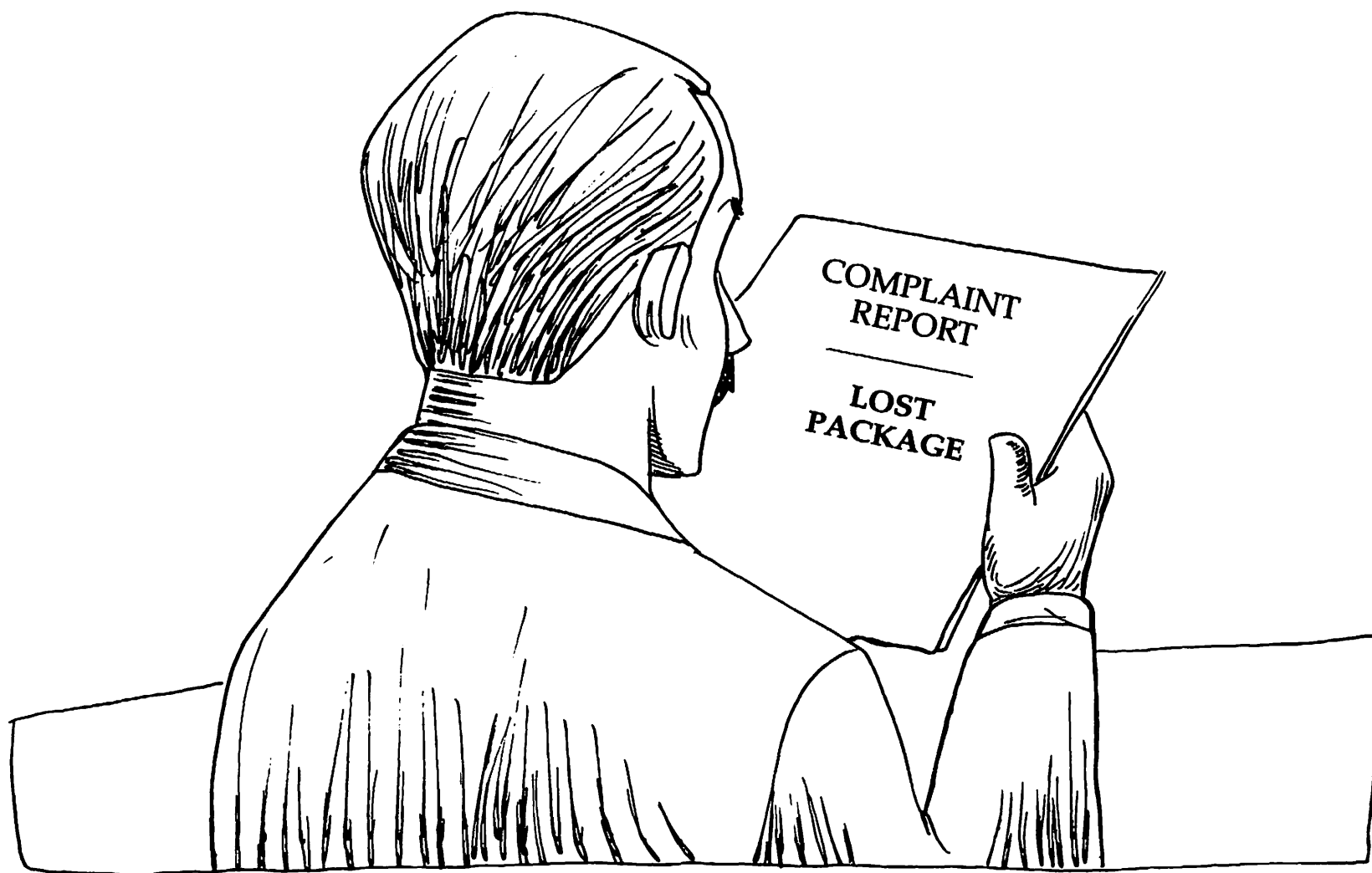
It is assigned where careless or malicious and knowing damage is caused to projects, organizations or activities. It is adjudicated that it is malicious and knowing because orders have been published against it or because it is contrary to the intentions and actions of the remainder of the team or the purpose of the project or organization.

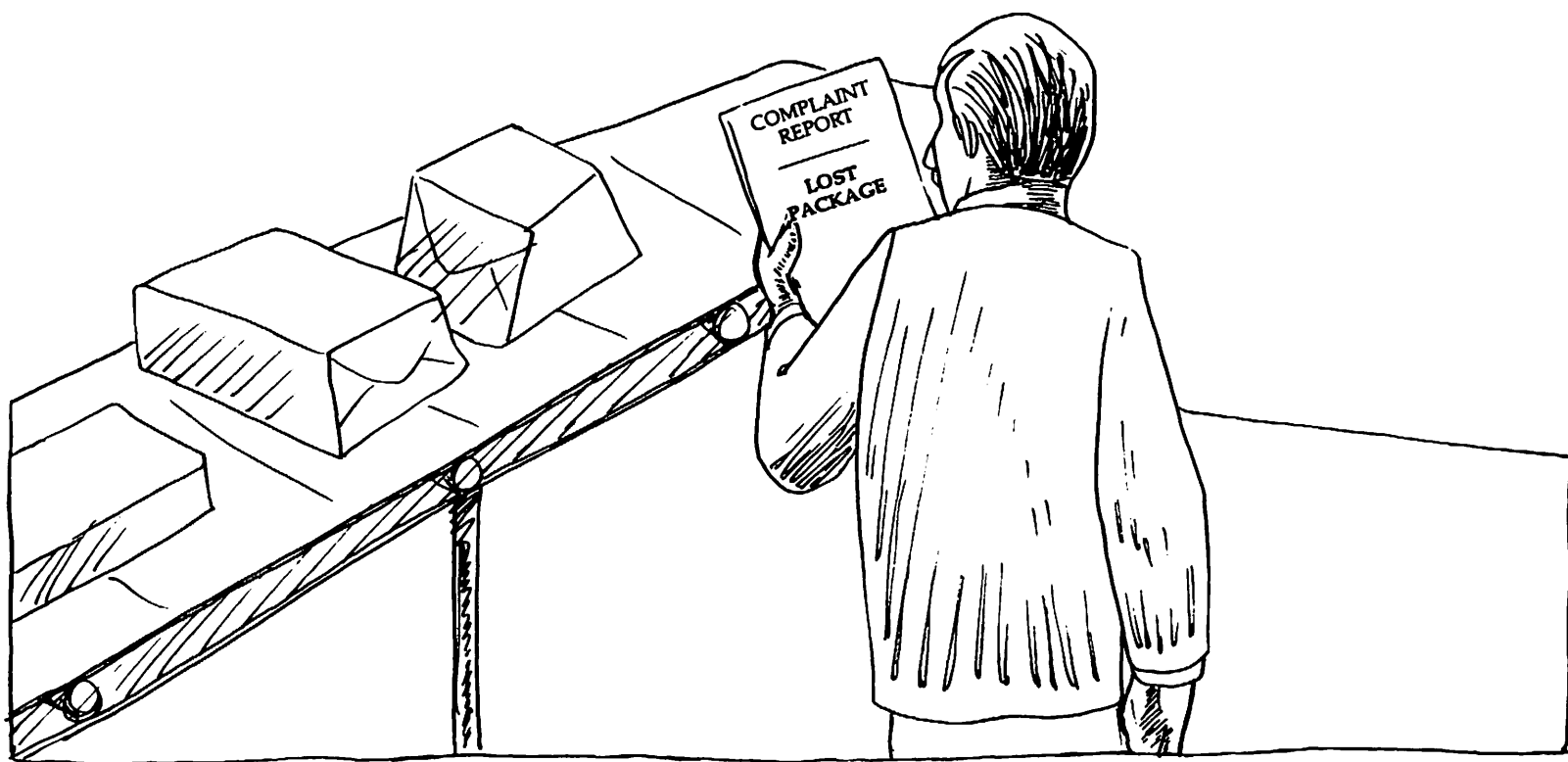


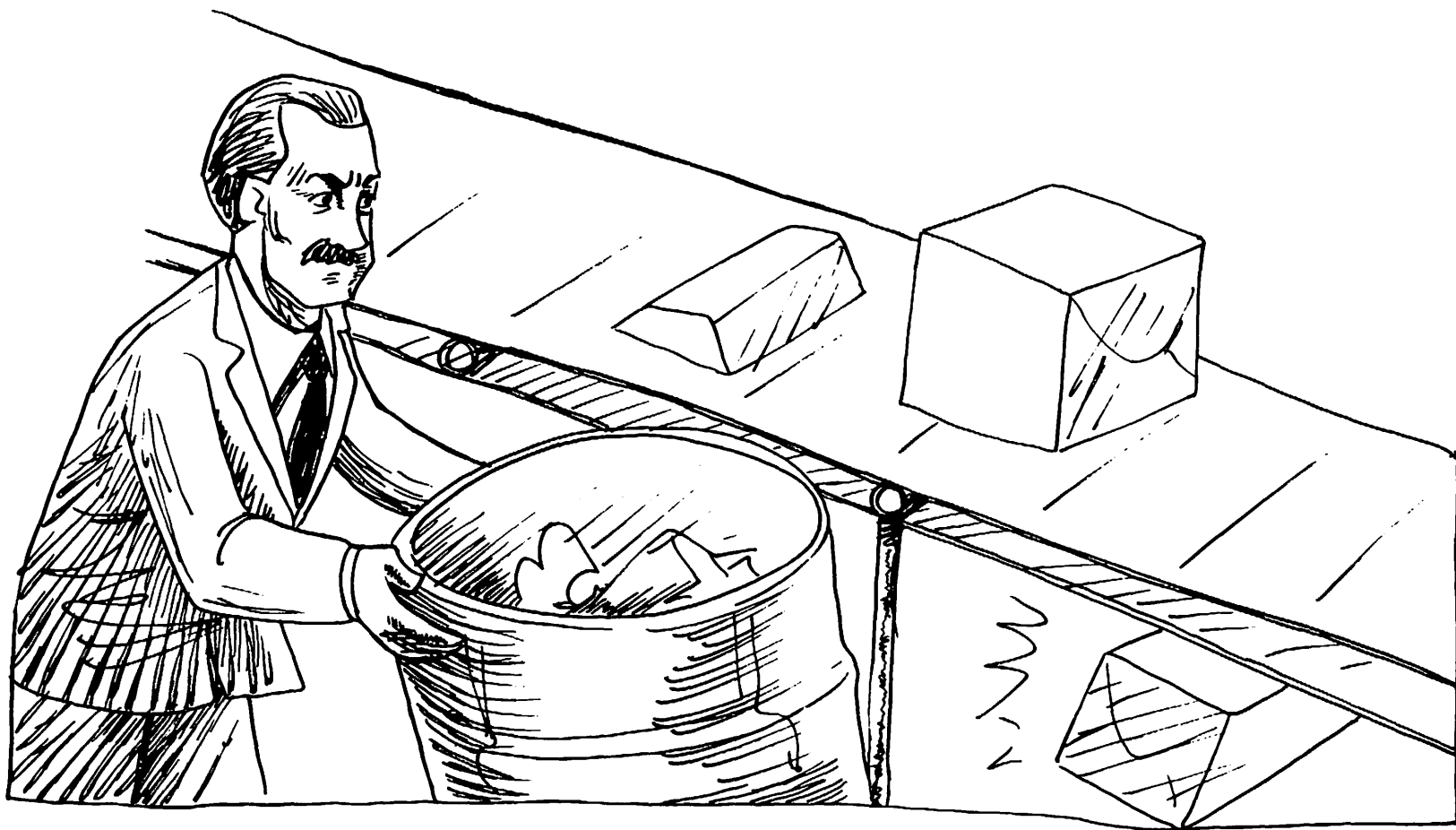
















It is a *liability* to have such a person unwatched as the person may do or continue to do things to stop or impede the forward progress of the project or organization and such a person cannot be trusted. No discipline or the assignment of conditions above it has been of any avail. The person has just kept on messing it up.

The condition is usually assigned when other attempts have been made to handle the person or when a long unchanged pattern of conduct has been detected.

When all others are looking for the reason the mail is getting lost, such a being would keep on losing the mail covertly.

The condition is assigned for the benefit of others so they won't get tripped up trusting the person in any way.

The formula of Liability is:

1. Decide who are one's friends.
2. Deliver an effective blow to the enemies of the group one has been pretending to be part of despite personal danger.
3. Make up the damage one has done by personal contribution far beyond the ordinary demands of a group member.
4. Apply for re-entry to the group by asking the permission of each member of it to rejoin and rejoining only by majority permission, and if refused, repeating (2) and (3) and (4) until one is allowed to be a group member again.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know a person had gone into a condition of Liability.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Liability.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

A member of the soccer team at school is frequently late for training. He skips showing up for practice too many times, damages equipment through carelessness as well as loses some of the team equipment. Despite having received warnings and threats from the coach, he continues to mess up. The coach has now put him on probation. He has really become a liability to the team. How would you help him apply the formula for the condition of Liability to this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Liability. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

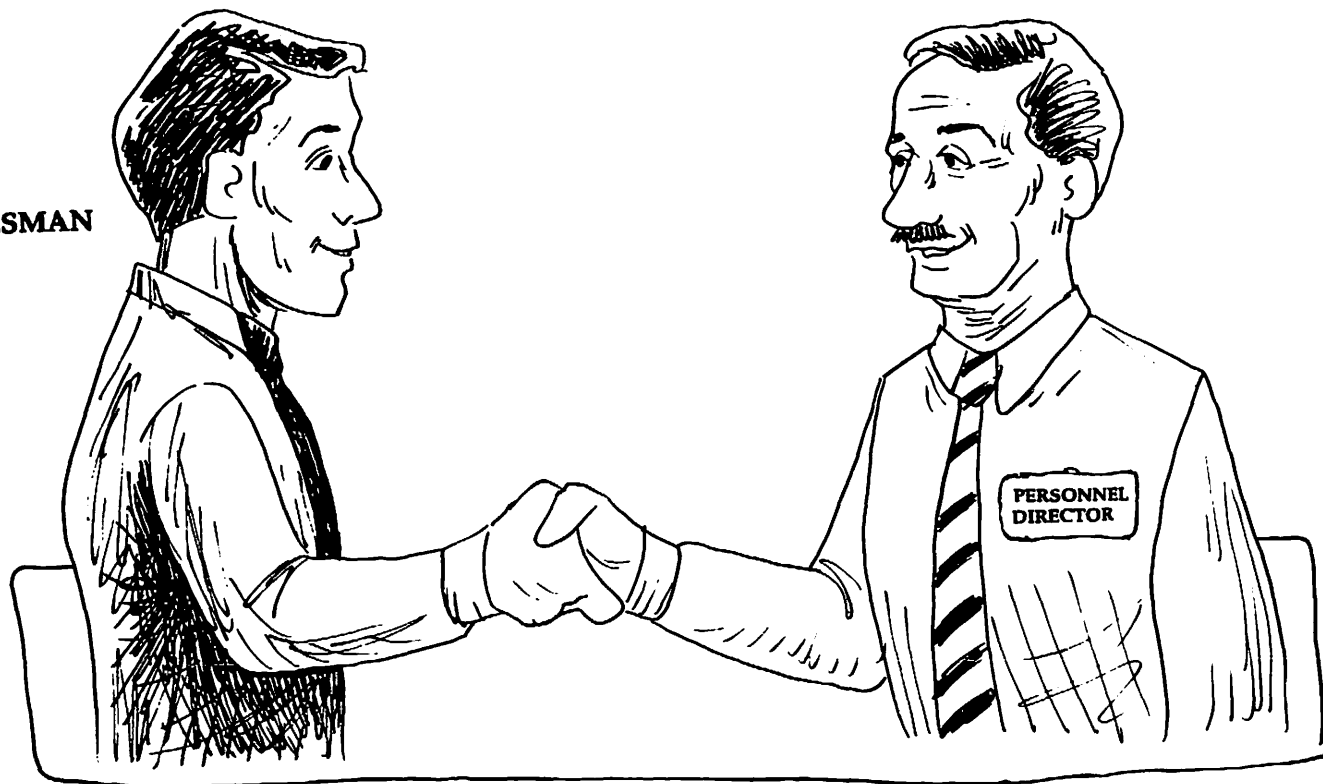
(Continue on next page.)

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

The Condition of Non-Existence

Every new appointee to a job begins in Non-Existence. Whether obtained by new appointment, promotion or demotion.

SALESMAN



He is normally under the delusion that he is now “**THE** _____” (new title). He tries to start off in a high condition as he is usually very aware of his new status or even a former status. But in actual fact he is the only one aware of it. All others except perhaps the Personnel Director are utterly unaware of him as having his new status.

Therefore he begins in a state of Non-Existence. And if he does not begin with the Non-Existence Formula as his guide, he will be using the wrong condition and will have all kinds of trouble.

The original formula for Non-Existence was:

1. Find a communication line.
2. Make yourself known.
3. Discover what is needed or wanted.
4. Do, produce and/or present it.

A new appointee taking over a going concern often thinks he had better make himself known by changing everything, whereas he (a) is not well enough known to do so and (b) hasn't any idea of what is needed or wanted yet. And so he makes havoc.

It is the duty of any staff member, new on the job or not, *to round up the communication lines that relate to his job, find out who needs vital information from him and get those lines in, in, in* as a continuing action.

When a person fails to do just that, he never comes out of Non-Existence; in the eyes of the organization, he is simply a zero.

Orders being issued by him usually wind up *cancelled* when discovered by some senior because they are not real. Joe was already handling it. Bill's schedule was thrown out by it. Treasury yells, "How come this expensive waste?"

Pretty soon, when staff hears it's so-and-so's order they just ignore it.

The bright hopes of such a staff member usually wind up as hopes he will be able to get transferred, the sooner the better. Everybody is agin him.

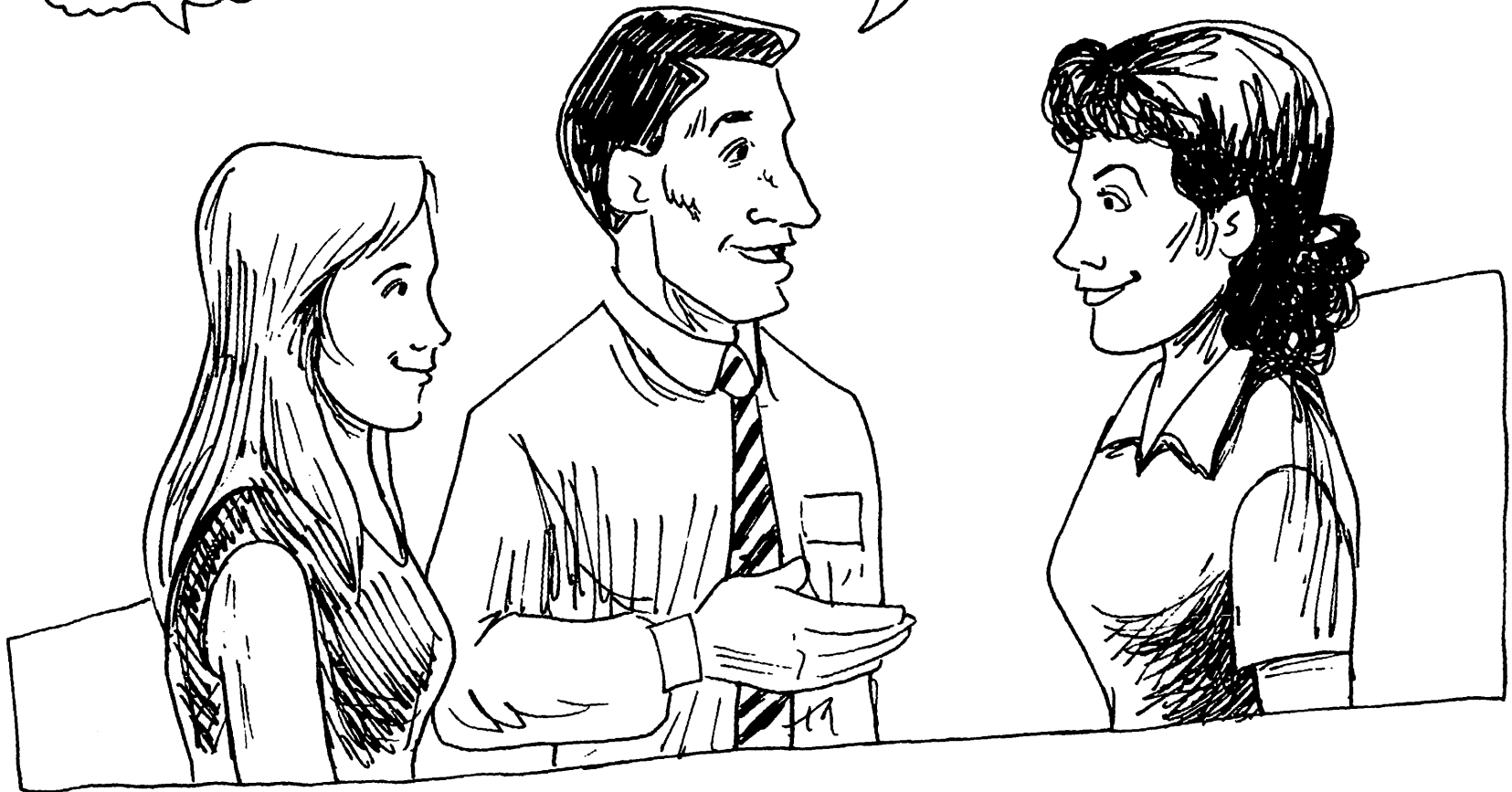
**SALES
SUPERVISOR**

SALESMAN



AND THIS IS OUR
CASHIER.

NICE TO MEET YOU.



But what really happened?

He never applied the Non-Existence Formula for real and so he stayed in Non-Existence. His actions did not coordinate because he *did not have the lines to give or receive information.*

It is really and factually not up to anyone else to round up his lines for him any more than it is up to others to do his breathing for him. The inhale and exhale of an organization is the take and give of *vital information and particles.*

Any staff member who finds himself in apparent Non-Existence, Liability or worse should rush around and find the communication lines that apply to his activity and post and insist that he be put on those lines.

Sometimes he is balked by security measures. Messages going out and coming in, meant only for some other executive or staff member, are not likely to be pried out of secretaries or the mail office with ease. Well, there's a thing called a security pledge. One signs it and if the information is not safeguarded by the person, he's for it. The bulk of such information does not relate to his job anyway. But some of it may.

Such a staff member or executive has to write down what information he has to have to handle his job and what information others have to have from him to do their jobs.

And then arrange communication lines so that he is an info addressee for communications on those lines.

Senior executives such as division heads or heads of an organization do have a responsibility for keeping staff informed. But they are usually also faced with security problems as well as a wish to look good. And their data is general for the whole division or organization. It does include specifics like "Mrs. Zikes is arriving at 1400 hours" or "the telephone company rep says the bill must be paid by 1200 hours today or we got no phones."

Havoc and single-handing occur where the bulk of the staff have omitted to get themselves on important communication lines and keep those lines flowing. Do not send to find why the statistics are down if ninety percent of the staff is in Non-Existence or worse! Simply because they never really found any comm lines.

Therefore the Non-Existence Formula is expanded to:

1. Find and get yourself on every comm line you will need in order to give and obtain information relating to your duties and materiel.
2. Make yourself known, along with your post title and duties, to every terminal you will need for the obtaining of information and the giving of data.
3. Discover from your seniors and fellow staff members and any public your duties may require you to contact, what is needed and wanted from each.
4. Do, produce and present what each needs and wants that is in conformation with policy.
5. Maintain your communication lines that you have and expand them to obtain other information you now find you need on a routine basis.
6. Maintain your origination lines to inform others what you are doing exactly, but only those who actually need the information.
7. Streamline what you are doing, producing and presenting so that it is more closely what is really needed and wanted.

8. With full information being given and received concerning your products, do, produce and present a greatly improved product routinely on your post.

I can guarantee that if you do this—and write your information concisely so it is quick to grasp and get your data in a form that doesn't jam your own lines—you will start on up the conditions for actual and in due course arrive in Power.

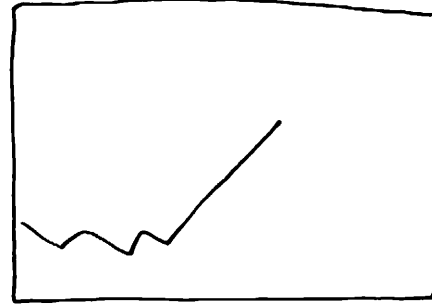




AT THE END OF EACH WEEK
I NEED A SALES REPORT
THAT INCLUDES THE TOTAL
OF YOUR SALES FOR THE WEEK.



APPLIANCES SOLD



THIS IS EXCELLENT AND
PRESENTS ME WITH A
CLEAR PICTURE OF WHERE
WE STAND.



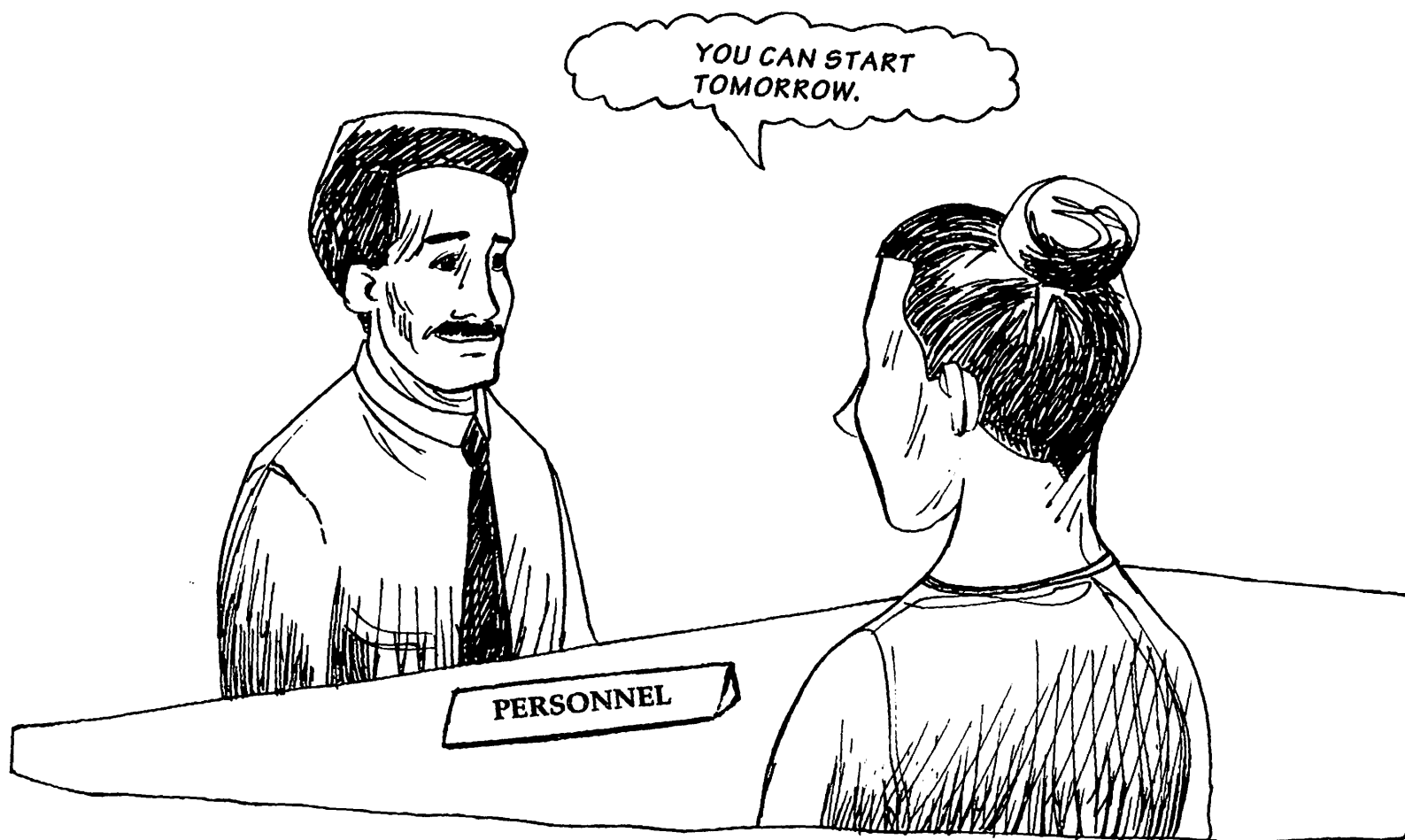
Sometimes he assumes he knows what is needed or wanted when it is only a fixed idea with him and is only his idea and not true at all and so he fails at his job.

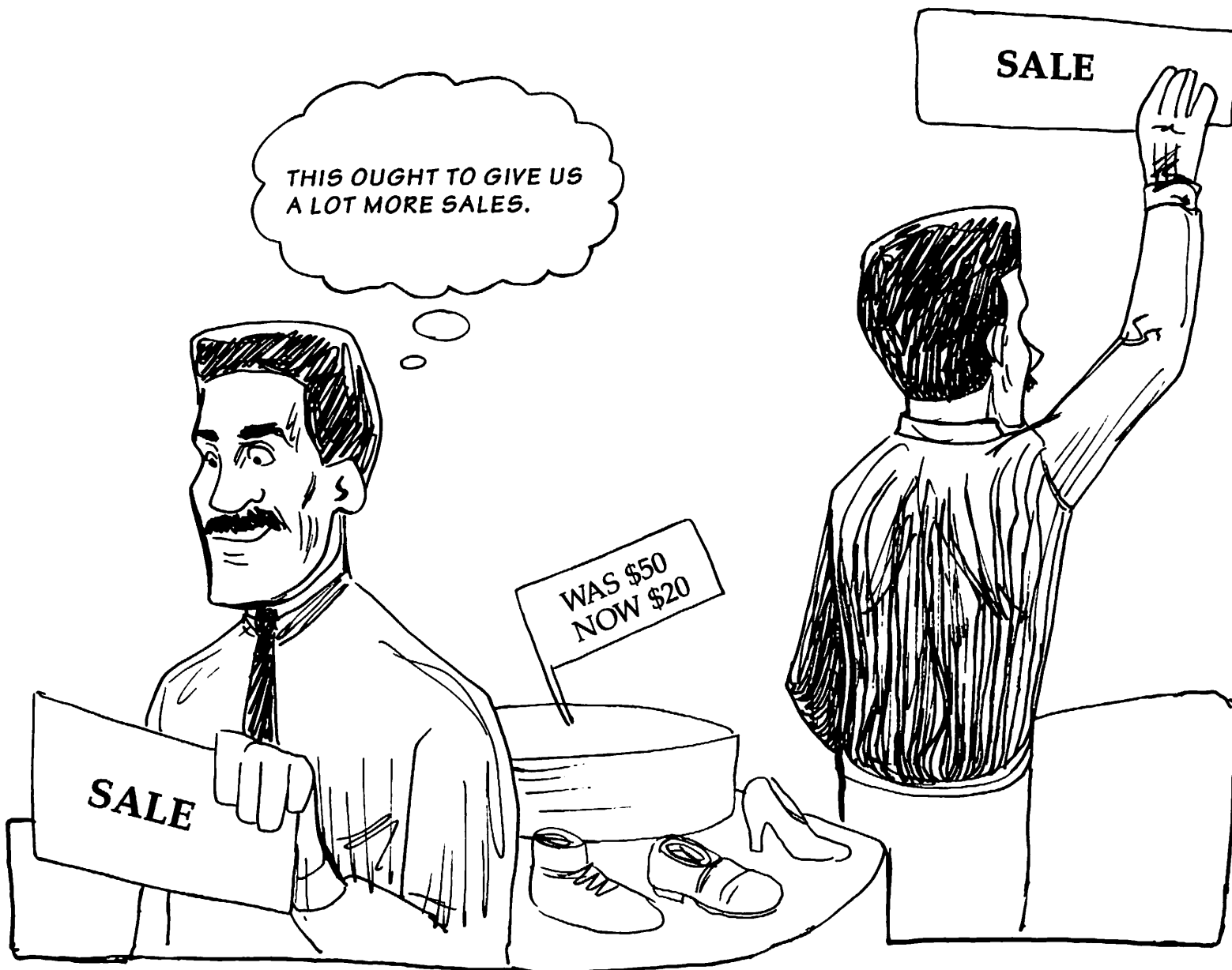
Sometimes he doesn't bother to find out what is really needed or wanted and simply assumes it or thinks he knows when he doesn't. He soon becomes "unsuccessful."

Now and then a new appointee is so "status happy" or so insecure or so shy that even when his boss or his staff comes to him and tells him what is needed or wanted he can't or doesn't even acknowledge and really does go in to Non-Existence for keeps.

Sometimes he finds that what he is *told* is needed or wanted needs reappraisal or further investigation. So it is always safest for him to make his own survey of it and operate on it when he gets his own firm reality on what is needed or wanted.

To handle *any* post you have to have *information* and furnish *information*. Where this is not done, the person finds himself doing projects that get rejected, projects that have to be redone, restraints put on his actions and finds himself sinking down the conditions. He gets in bad with his seniors *because he doesn't acquire and doesn't furnish* the vital information of *what is going on*.







Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Non-Existence.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Non-Existence.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

A young boy has recently set up a lemonade stand and has been selling lemonade in order to earn enough money to get a bicycle, however his sales are moving so slowly that his activity is nonviable. Work out what steps you would take using the steps of the Non-Existence formula so that he can make his project more viable.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

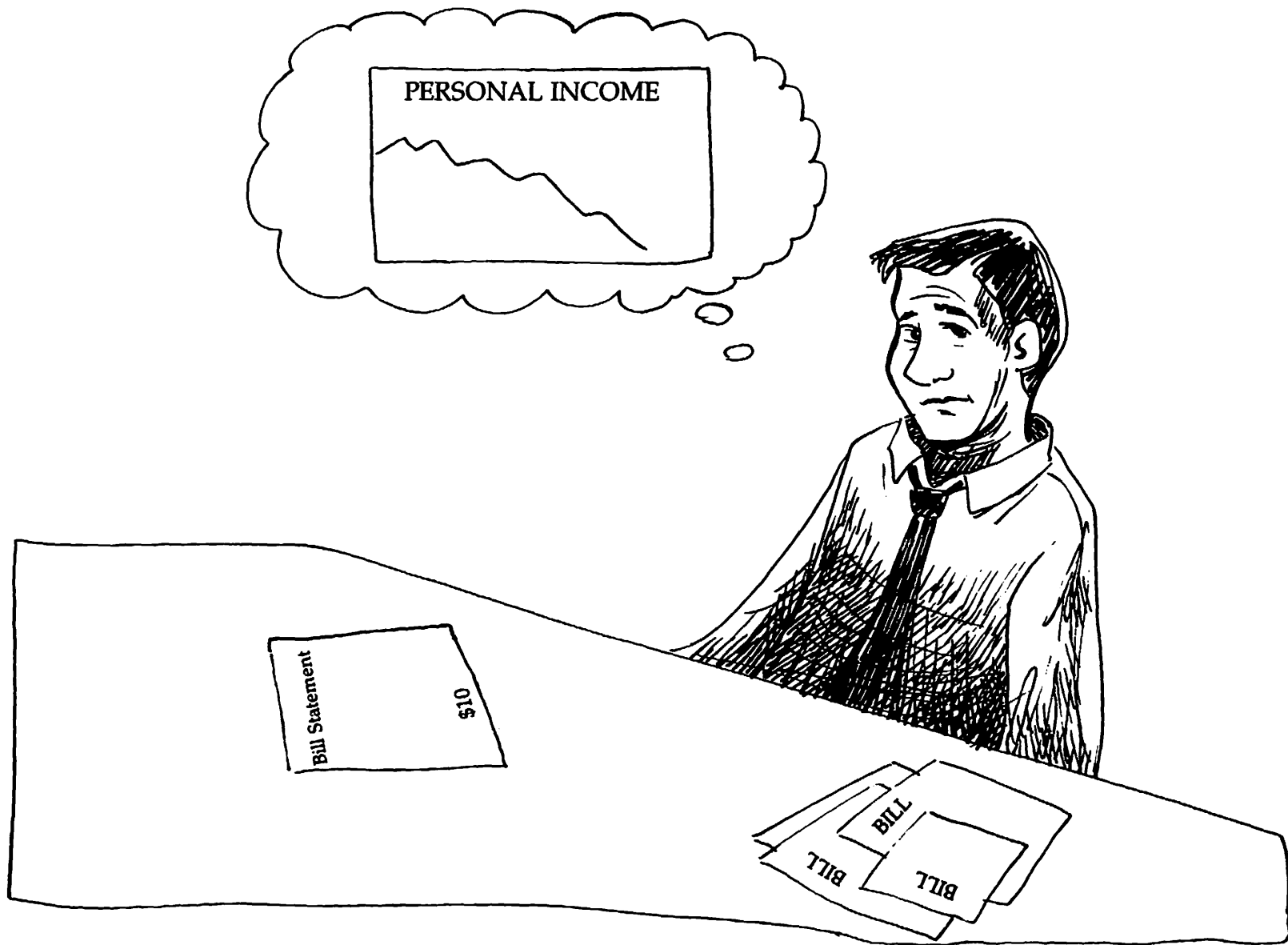
Describe an example of a time you, or someone you know of should have applied the formula for the condition of Non-Existence. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

The Condition of Danger

A Danger condition exists when statistics have shown a continuing steady decline or a steep, steep fall or when an executive suddenly finds himself or herself doing the job of the head of an activity because it is in trouble.



To handle a Danger condition and get one's statistic(s) to *rise*, one must do the proper formula for the condition of Danger.

There are three Danger Formulas.

- The Senior Danger Formula is the formula an executive, himself, applies when he assigns a junior or area under his control a condition of Danger.

- The Junior Danger Formula is assigned by an employer (or "senior") to his employee (or "junior") when the senior suddenly finds himself or herself forced into doing the junior's job and/or the statistics of the junior are in Danger.

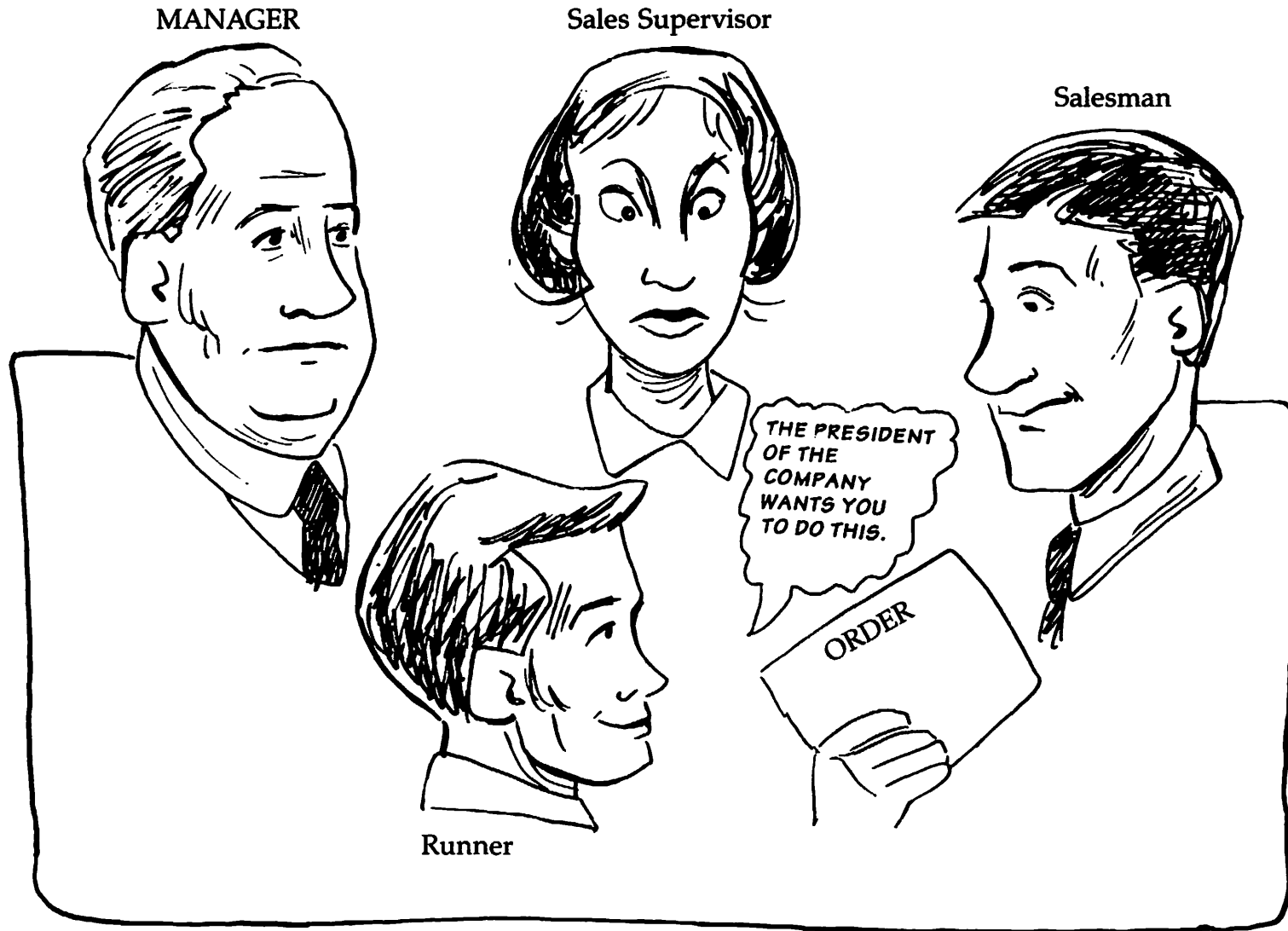
- The First Dynamic Formula was developed to enable an individual to get his own ethics in. Though it is generally used as part of the Junior Danger Formula, it, as itself, is totally applicable to any individual.

Senior Danger Formula

The *Senior* Danger Formula is the formula an executive, himself, applies when he assigns a junior or area under his control a condition of Danger. The formula for the condition of Senior Danger is:

1. Bypass (ignore the junior normally in charge of the activity and handle it personally).
2. Handle the situation and any danger in it.
3. Assign the area where it had to be handled a Danger condition.
4. Assign each individual connected with the Danger condition a First Dynamic Danger condition and enforce and ensure that they follow the formula completely, and if they do not do so, do a full Ethics investigation and take all actions indicated.
5. Reorganize the activity so that the situation does not repeat.
6. Recommend any firm policy that will hereafter detect and/or prevent the condition from recurring.

To *bypass* someone means to “jump the proper terminal in a chain of command.”



If you declare a Danger Condition, you must do the work necessary to handle the situation that is dangerous.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know to apply the formula for the condition of Senior Danger to an activity in your life.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Senior Danger.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are a parent. Your son or daughter was found to be skipping school by a truant officer. Work out how you would apply the Senior Danger Formula to this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are managing an auto repair shop and the mechanics have continued to repair about 10-12 cars on the average per week, and there is no increase in production. This has been going on for weeks with no improvement. Work out how you would apply the Senior Danger Formula to this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the Senior Danger formula to increase production. Note down why the Formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

Junior Danger Formula

Where a Danger condition is assigned to a junior, request that he or she or the entire activity write up his or her overts and withholds and any known out-ethics situation and turn them in at a certain stated time on a basis that the penalty for them will be lessened but if discovered later after the deadline it will be doubled.

This done, require that the junior and the staff that had to be bypassed and whose work had to be done for them or continually corrected, each one write up and fully execute the First Dynamic Danger Formula for himself personally and turn it in.

First Dynamic Danger Formula

The First Dynamic Formula was developed to enable an individual to get his own ethics in. Though it is generally used as part of the Junior Danger Formula, it as itself, is totally applicable to any individual.

The formula is converted for the First Dynamic as follows:

1st 1. Bypass habits or normal routines.

1st 2. Handle the situation and any danger in it.

1st 3. Assign self a Danger Condition.

1st 4. Get in your own *personal ethics* by finding what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight.

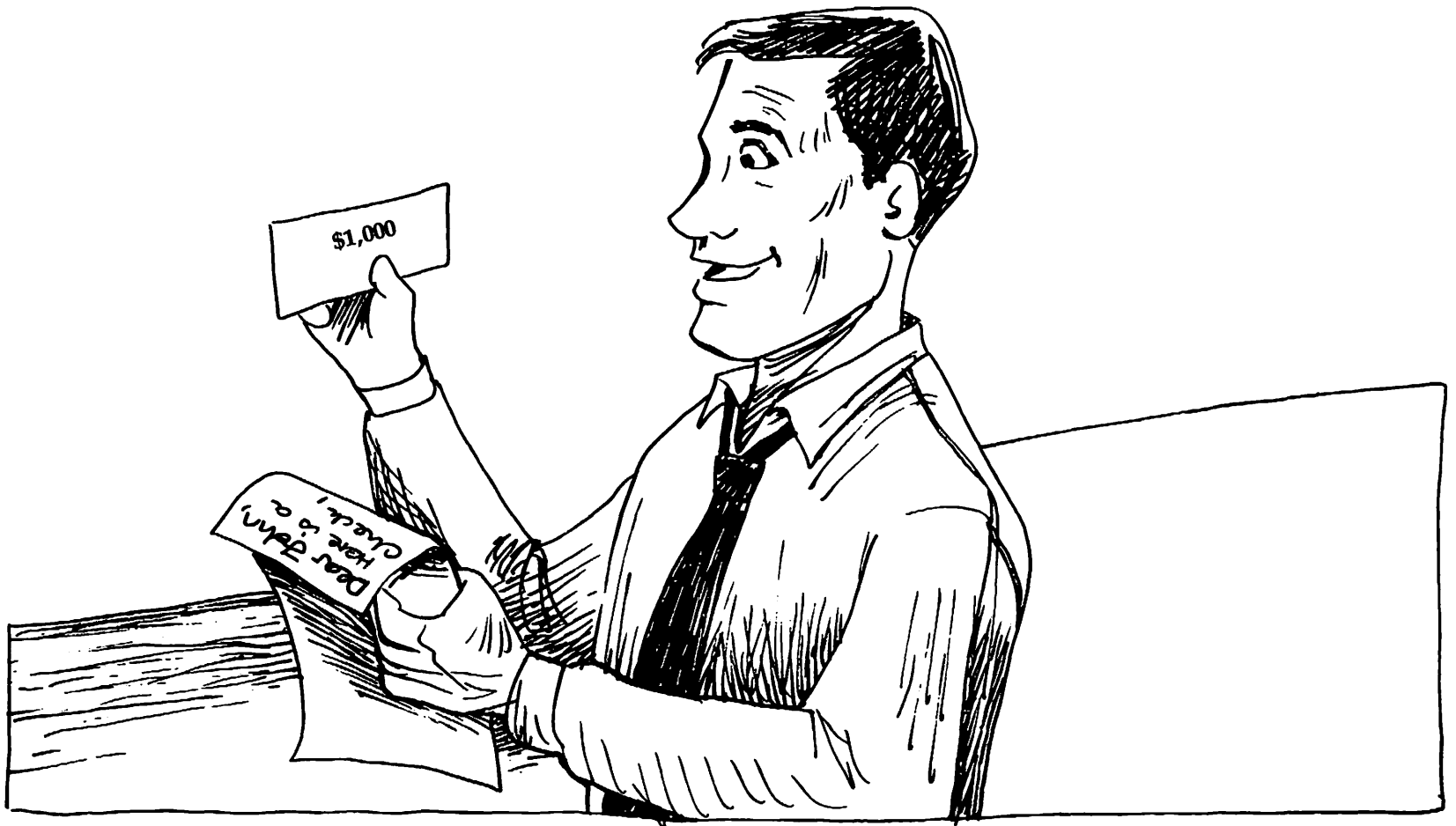
1st 5. Reorganize your life so that the dangerous situation is not continually happening to you.

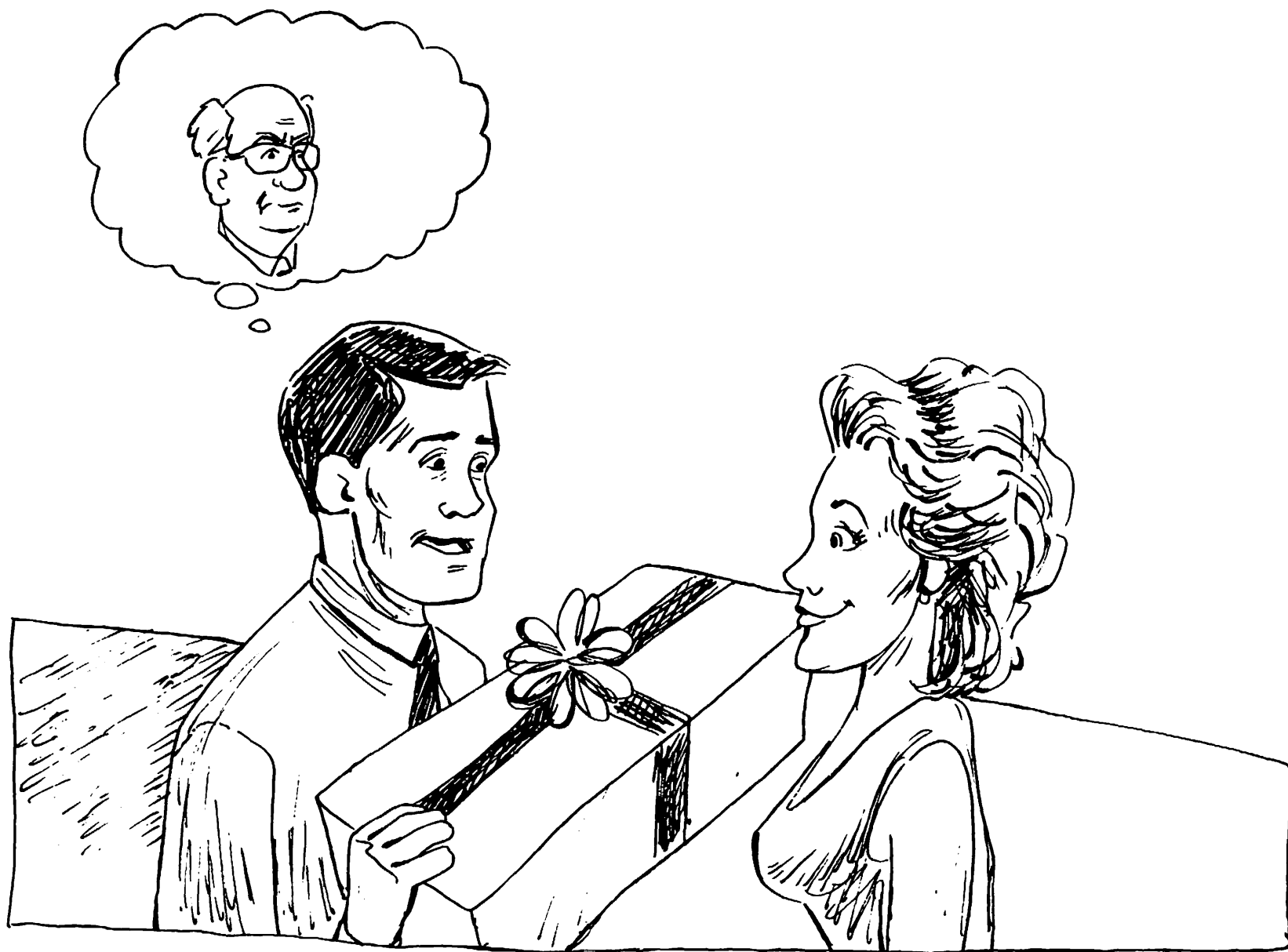
1st 6. Formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.

Here is an example of how the First Dynamic Formula could be applied.

The first step is (1) bypass habits and normal routines. You bypass habits or normal routines that might be continuing the situation. In other words, "bypass doing all this stuff you've been doing!"

Let us say a fellow was accepting money from his uncle, saying he was buying a house with it when he wasn't. He was spending it on a blonde. Now he's in continuous danger. His uncle might find it out at any moment and he expects to inherit his uncle's fortune some day, or something, so he's in a sort of quasi-panic; even though he isn't thinking about it, it's still sitting there.







NO, I HAVE TO SEND
IT BACK.



The next step is (2) handle the situation and any danger in it. Well, the situation with his uncle could be spotted as "He's got withholds and he's connected in some way and it's pretty weird and he's liable to be tripped." All right, he'd have to quit doing that—bypass habits or normal routines. In other words, quit accepting that money. But he'd also have to handle the situation and any danger in it.

Now, it'd be very dangerous to write, "Dear Uncle George: For the last year and a half, all the money you've been sending me to buy a house with, I have been spending on a blonde named Floozie." He'd have to figure out how to handle that so that there wasn't any danger in it. And it might take quite a bit of thinking.

If he just jumped up and said to his uncle, "Well, I've been lying to you, Uncle George. I've been wasting all of your dough," the possibility is that it'd come as such a shock to Uncle George that he'd disinherit him, shoot him and so forth—he'd really be in danger. So he'd have to figure out how to handle it. It might be as simple as, "Dear Uncle George: I have become a more honest man. Now, there are many dishonest things which I have done in my life and one of them is this. Now, you will probably shoot me for having done this, but actually I am using this money and I am using some of it to live on, and that is not fair to you."

DEAR UNCLE GEORGE,

I HAVE BECOME A MORE HONEST MAN.
NOW THERE ARE MANY DISHONEST THINGS WHICH
I HAVE DONE IN MY LIFE AND ONE OF THEM IS
THIS. NOW YOU WILL PROBABLY SHOOT ME FOR
HAVING DONE THIS, BUT ACTUALLY I AM USING THIS
MONEY AND I AM USING SOME OF IT TO LIVE ON
AND THAT IS NOT FAIR TO YOU.



The next step, (3) assign self a danger condition, is only there because people forget to assign it. And then you (4) get in your own personal ethics by finding what you are doing that is out-ethics and use self-discipline to correct it and get honest and straight.

And there might be some other “Uncle Georges.” Though you have to handle Uncle George and the blonde named Floozie, there may be more situations that haven’t been mentioned, and that must be handled.



The next step is (5) reorganize your life so that the dangerous situation is not continually happening to you. Well, that's easy, in this hypothetical case of Uncle George. Simply knock it off as far as this Floozie is concerned. Just knock off doing it. Instead of being up all night every night and so forth, he actually gets some sleep and does his job and amounts to something. That's a reorganization of it.



I'VE BEEN
MAKING
UNCLE GEORGE
THINK I WAS
SAVING THE MONEY.
I'VE BEEN LYING
TO HIM!

FLOOZIE, I DON'T HAVE ANY
MORE MONEY TO SPEND ON YOU!

IF THAT'S THE CASE, THEN
GOOD-BYE!



And then, (6) formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur. In other words, "I'm not going to tell lies so I can get money," or something like that, is all a guy would have to decide. It's actually asking the person at this point to reform. It's like a New Year's resolution . (People who don't keep such resolutions don't because they didn't get in the first five steps!)

When the correct formula for handling a Danger condition is not done, an organization or activity or person cannot easily get above that condition thereafter.





If a Danger condition does exist in an area and the Senior Danger Formula isn't applied, the condition will continue to worsen. If only the First Dynamic Formula or Junior Danger Formula is done by those in the area assigned Danger, you don't get a resolution. The senior formula must *also* be done by those assigning the condition.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Danger.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Danger.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are a salesman in a department store. Your sales have suddenly crashed for the week. Work out how you would apply the formula for the condition of Danger to handle your situation on the job.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Danger to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

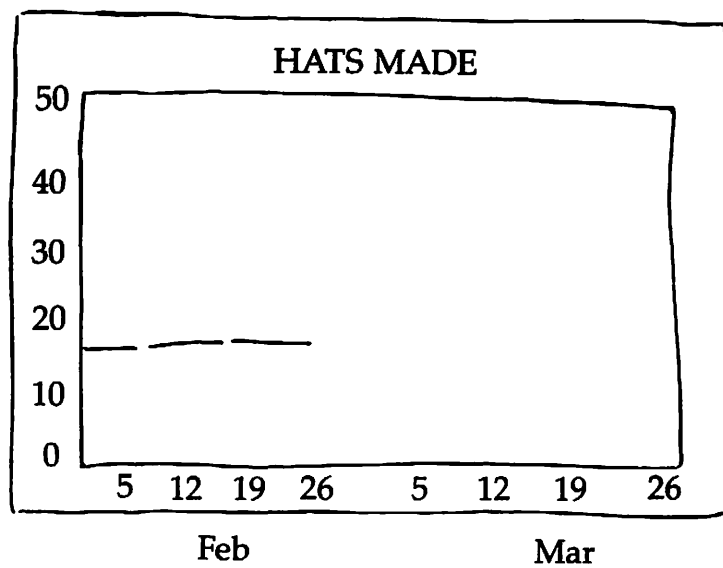
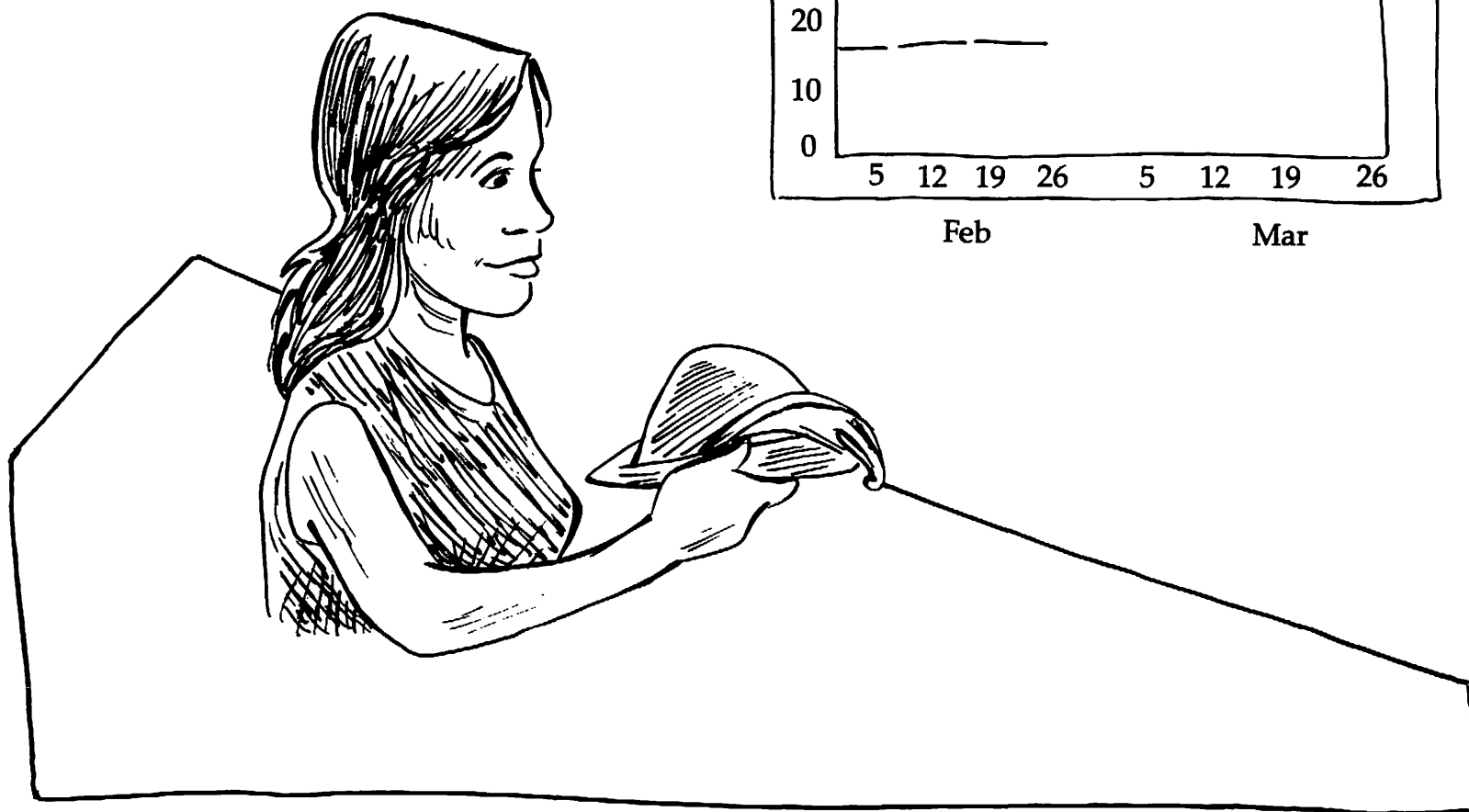
(Continue on next page.)

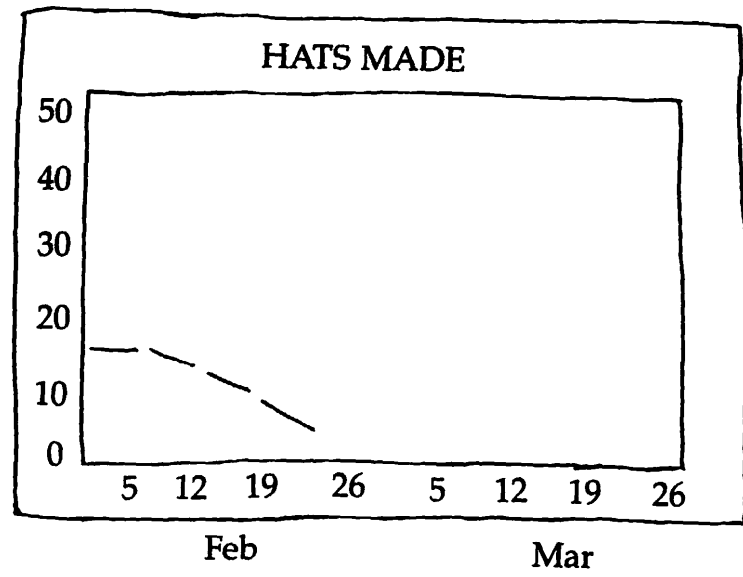
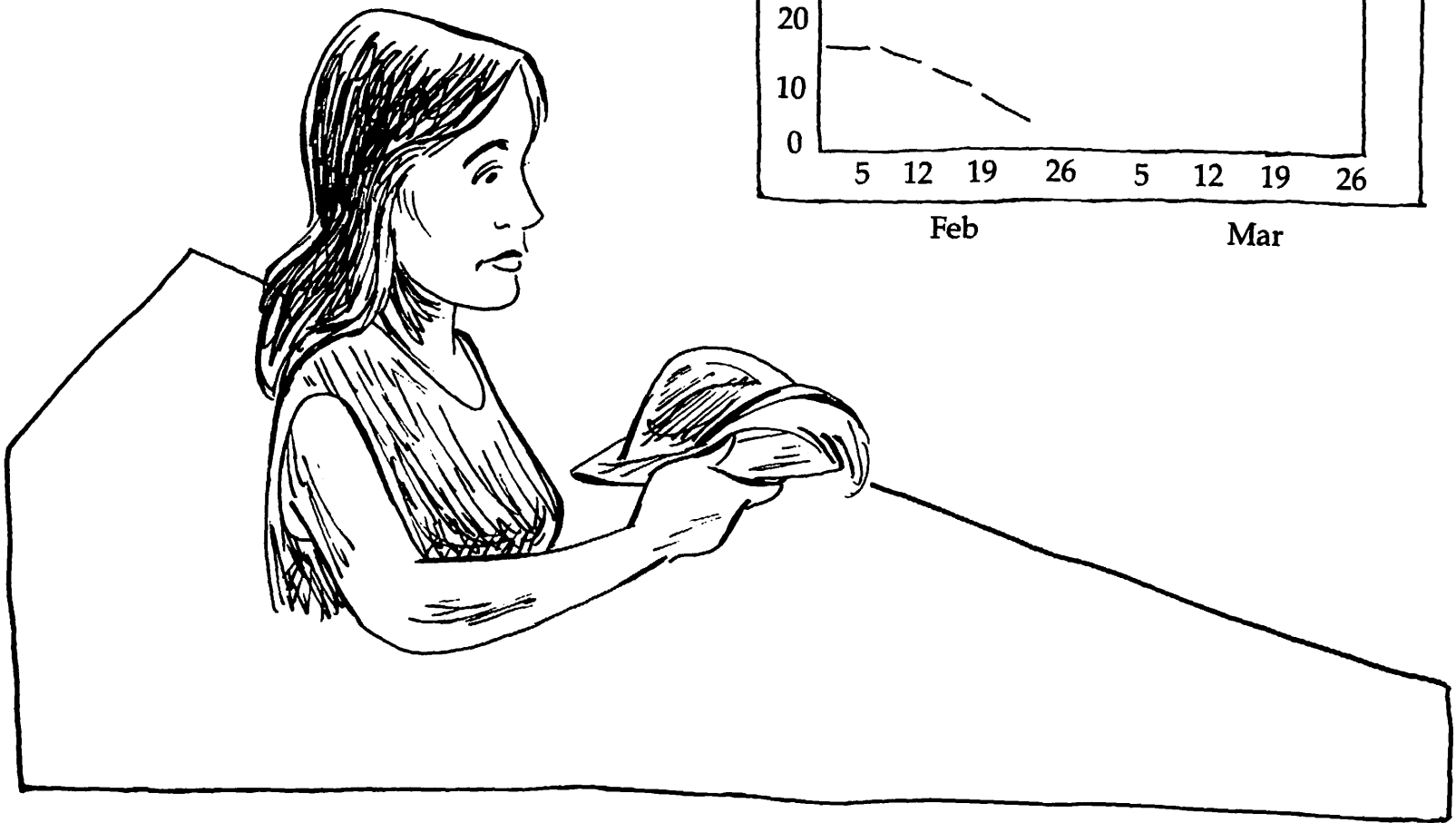
Tear out these pages and place them on the Supervisor's desk.

The Condition of Emergency

One applies the condition of Emergency when:

1. Statistics of an organization, department or portion of an organization or person appear to be *declining*.
2. Statistics of an organization or a portion of an organization or a person are unchanging.





The formula for the Condition of Emergency is:

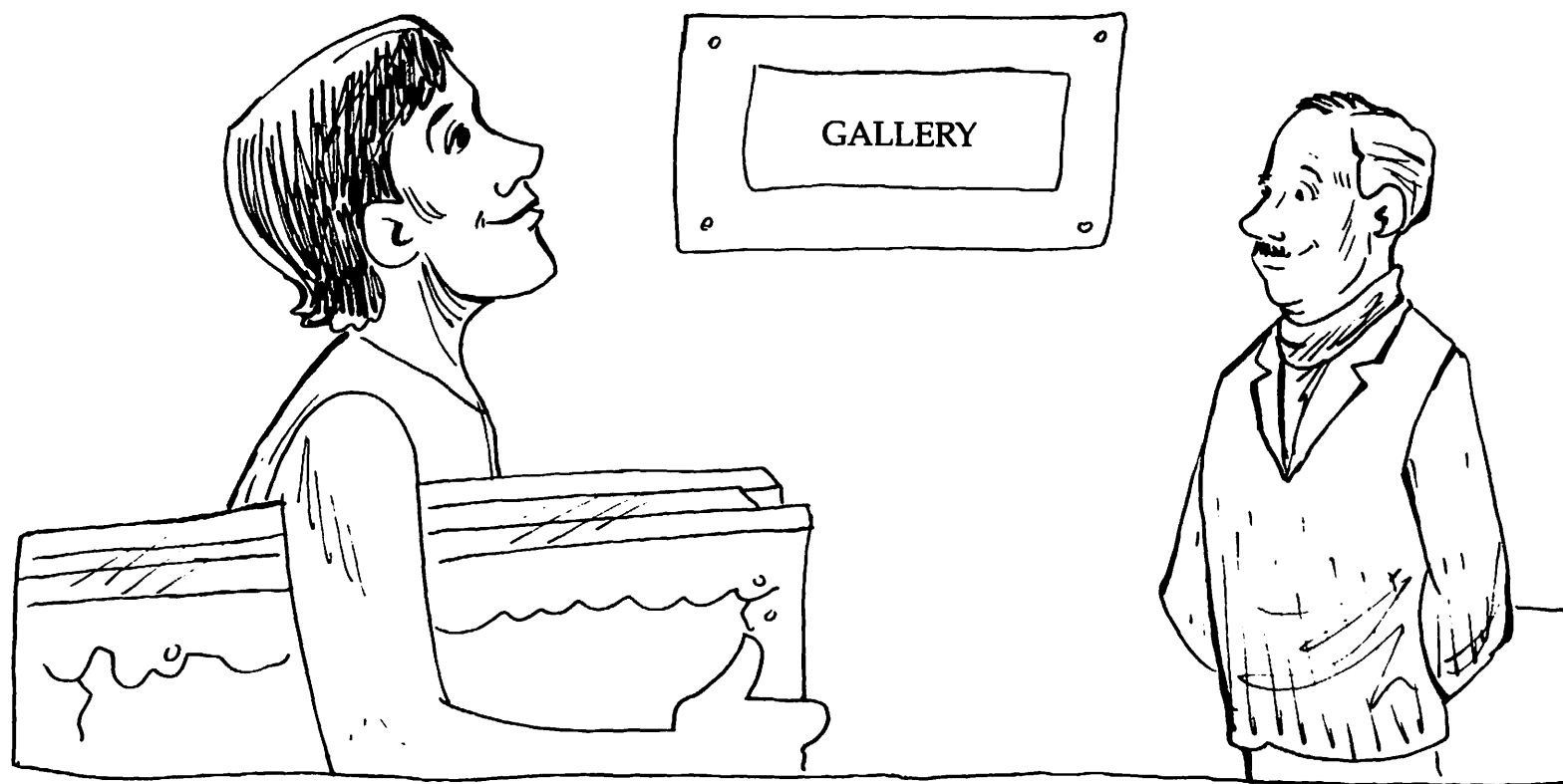
1. Promote, that applies to an organization. To an individual you had better say produce. That's the first action regardless of any other action, regardless of anything else, why, that is the first thing you have to put their attention on. The first broad, big action which you take is promote. Exactly what is promotion? Well, look it up in the dictionary. It is making things known; it is getting things out; it is getting one's self known, getting one's products out.

Take an artist for example. He finds his statistics are shot and he suddenly looks up one day and his bank balance is down to nothing and the landlord is camping on his doorstep. He must first and foremost promote. He better take those three paintings that he was busy dabbling with, sit up all night long and finish them real fast. He better wrap up all those other paintings that he'd already finished. He better get them off to a gallery awful quick and he had better call up a press boy of some kind or another and say, "I'm having an exhibition." It doesn't matter how many dollars or cents he has to borrow to make the phone calls or put an ad in the paper or get some literature printed saying that he is having an exhibit. That doesn't matter. He just promotes.







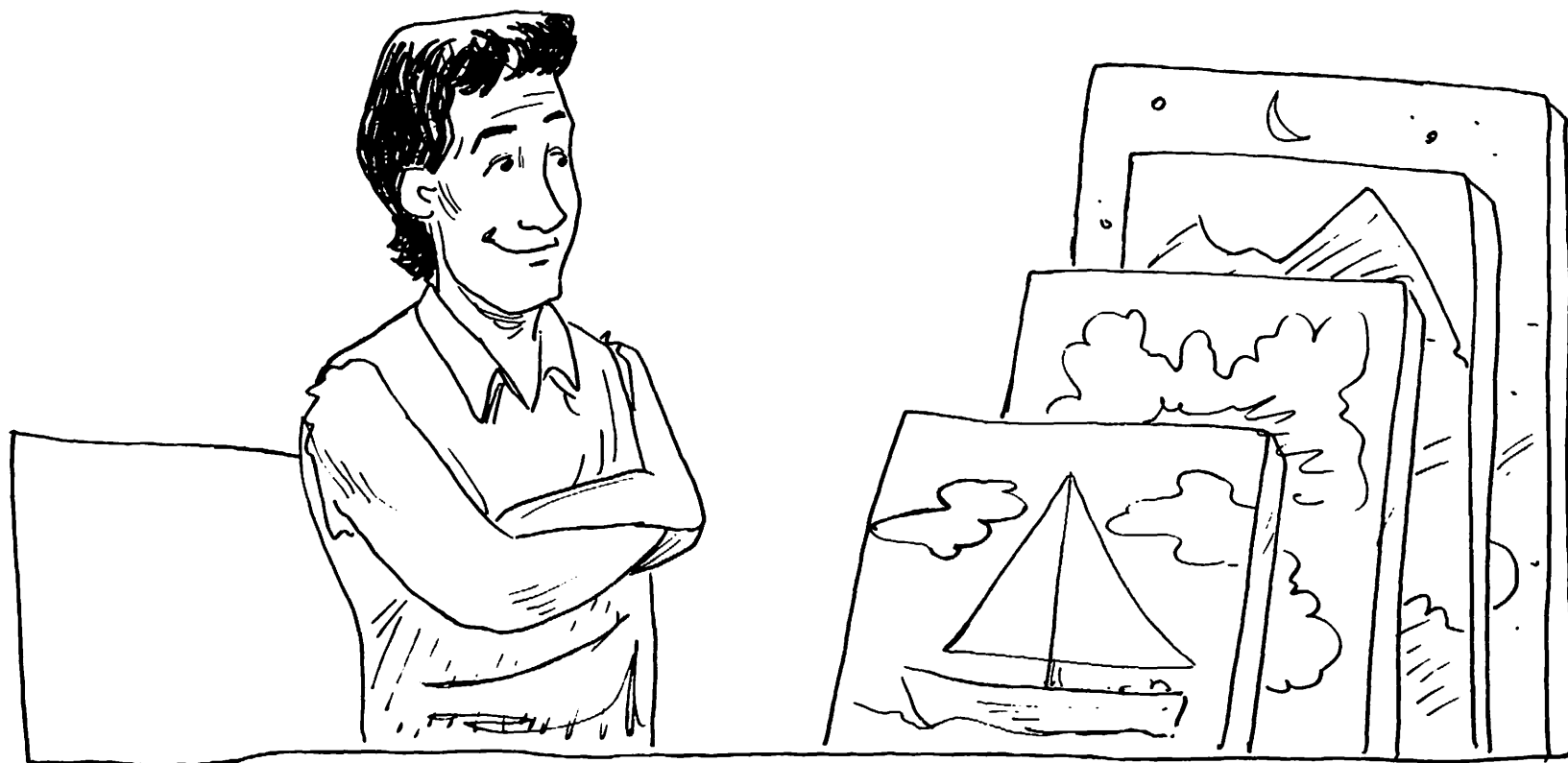


2. Change your operating basis. If for instance you went into a condition of Emergency and then you didn't change after you had promoted, you didn't make any changes in your operation, well you just head for another condition of Emergency.

So that has to be part of it; you had better change your operating basis; you had better do something to change the operating basis, because that operating basis led you into an emergency so you sure better change it.

If the artist as in the example above, were to change his operating basis by not letting his old paintings hang around half-way done and if he completed each one as he did it—and then sold it—that would be a change of operating basis.





3. Economize.

In the case of the artist (who may have sold half a dozen paintings during his promotion), he would continue his promotion and when his statistic starts to recover, he economizes. He doesn't buy any new equipment. He just economizes.



4. Prepare to deliver.

This could mean getting more personnel to help in the office, or, in the case of the artist, finding more places to sell his paintings, getting additional work space—whatever preparations need to be taken in order to deliver more of his product.

NEW AGE
GALLERIES



SUNSET
GALLERY



5. Part of the condition of Emergency contains this little line—you have got to stiffen discipline or you have got to stiffen ethics. Suppose that a condition of Emergency is assigned to some activity in an organization and, regardless of what caused the emergency, the activity just doesn't come out of it. The area has been directed to follow the formula, they have been told to snap and pop and get that thing straightened out, and they are still found to be goofing. The statistic is going down and continues to go down—what do you do? There is only one thing left to do and that is discipline, because life itself is going to disciple the individual.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Emergency.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Emergency.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are a student in school. You have been steadily falling behind in your studies and the end of the school term is approaching. You have several reports which are now due and you have not done much work to get them prepared. Work out how you would apply the formula for the condition of Emergency to handle this condition.

(Continue on next page.)

1. Name of the student: _____

2. Date of the test: _____

3. Score: _____

4. Teacher's name: _____

5. Teacher's signature: _____

6. Teacher's stamp: _____

7. Teacher's phone number: _____

8. Teacher's email address: _____

9. Teacher's home address: _____

10. Teacher's home phone number: _____

11. Teacher's home email address: _____

12. Teacher's social media handles: _____

13. Teacher's professional credentials: _____

14. Teacher's professional experience: _____

15. Teacher's professional references: _____

16. Teacher's professional portfolio: _____

17. Teacher's professional development: _____

18. Teacher's professional growth: _____

19. Teacher's professional impact: _____

20. Teacher's professional legacy: _____

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time, you or someone you know of, should have applied the formula for the condition of Emergency to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

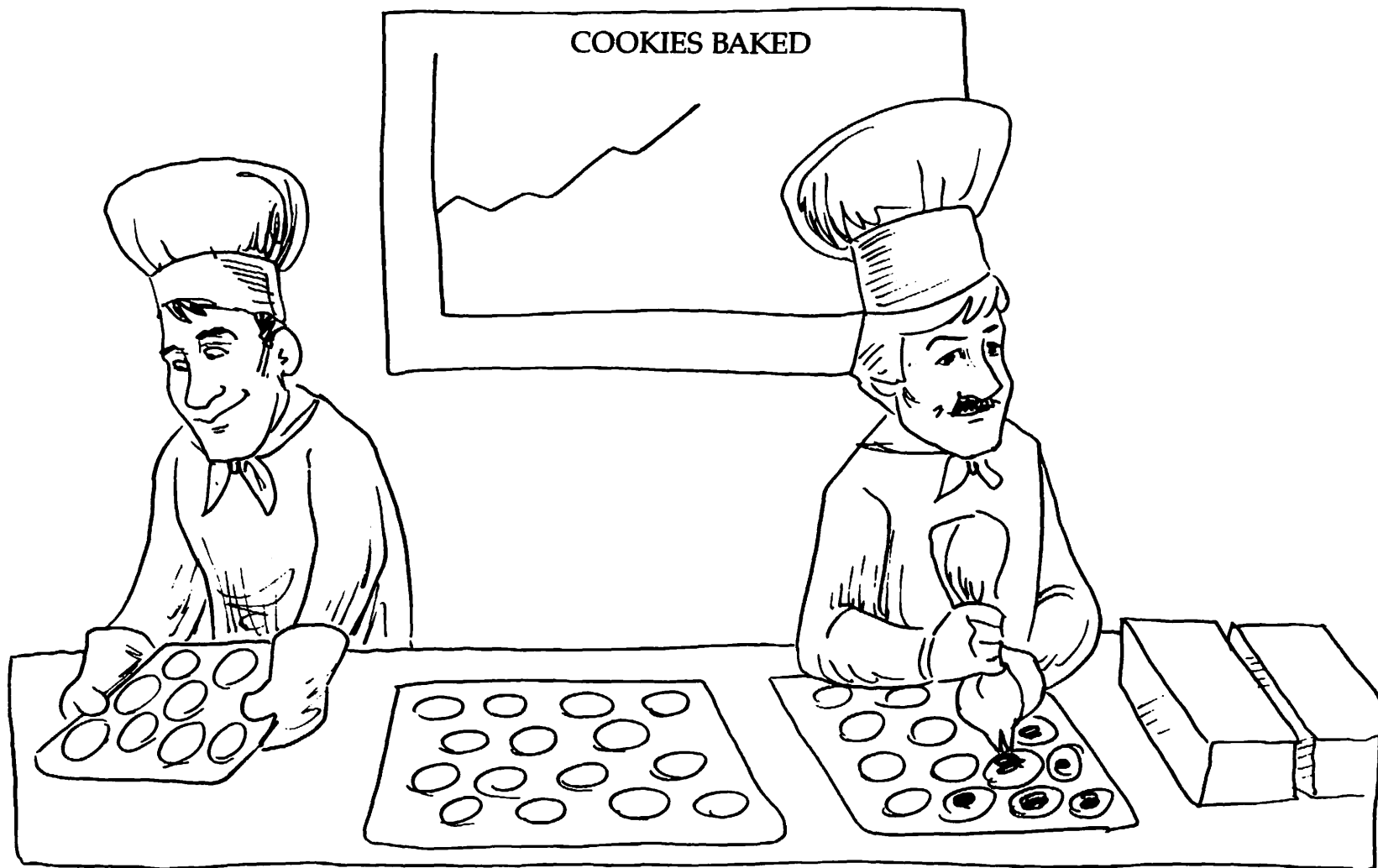
(Continue on next page.)

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

The Condition of Normal

The condition of Normal Operation does not mean “stability.” You could call it a condition of stability except for this one little factor: This universe does not permit a no-increase, no-decrease state.

Normal Operation must be a routine or gradual increase.



If there is no gradual increase there will not be a condition of stability. You cannot have a total, even state of existence which does not eventually fall on its head. The second you get this even state in this universe, it starts to deteriorate. So a state of stability would eventually deteriorate.

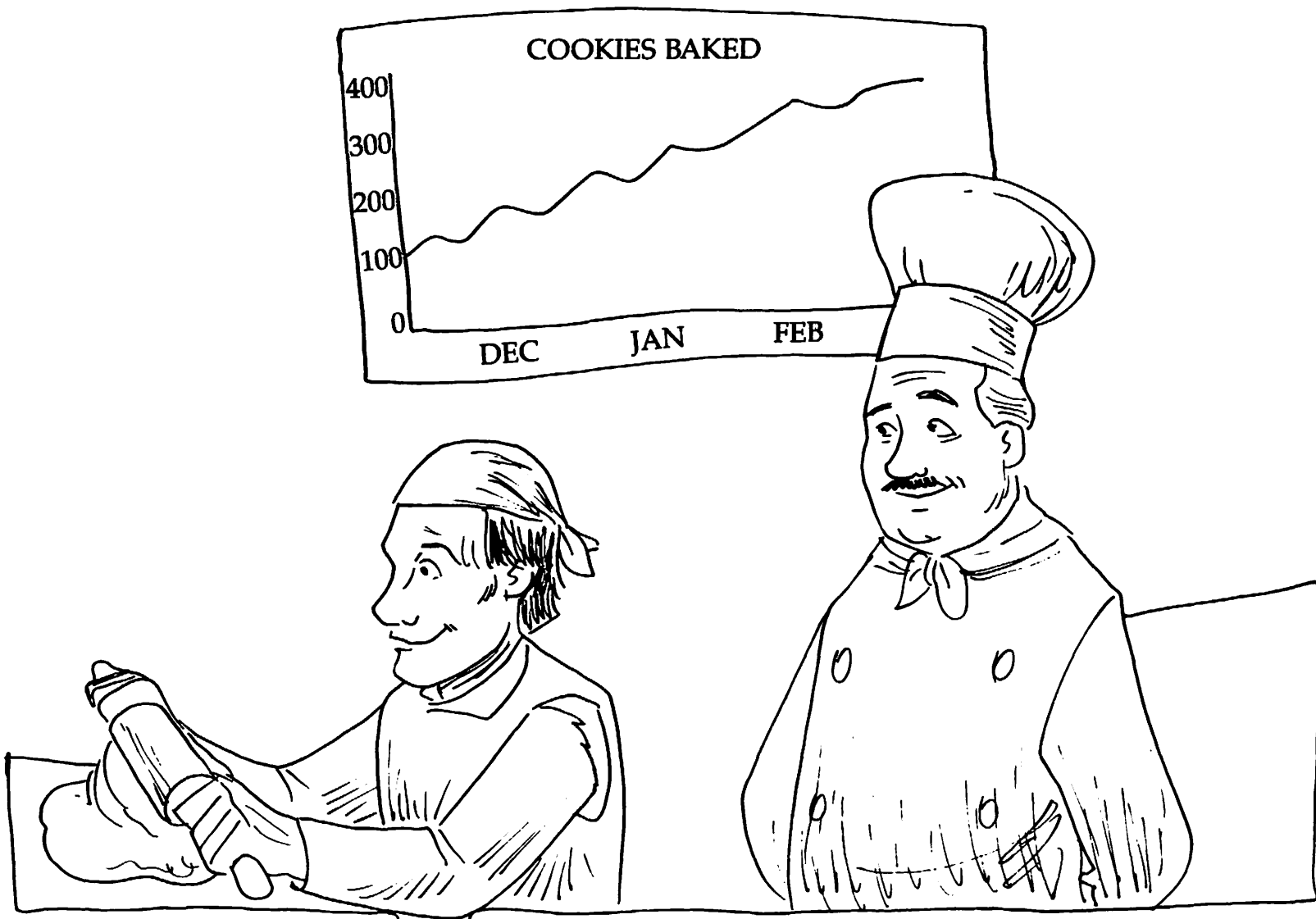
Well, to prevent a deterioration you must have an increase. That increase doesn't have to be spectacular but it has to be something.

The formula for the condition of Normal (which is done in this exact sequence) is:

1. The way you maintain an increase is when you are in a state of Normal Operation you don't change anything.

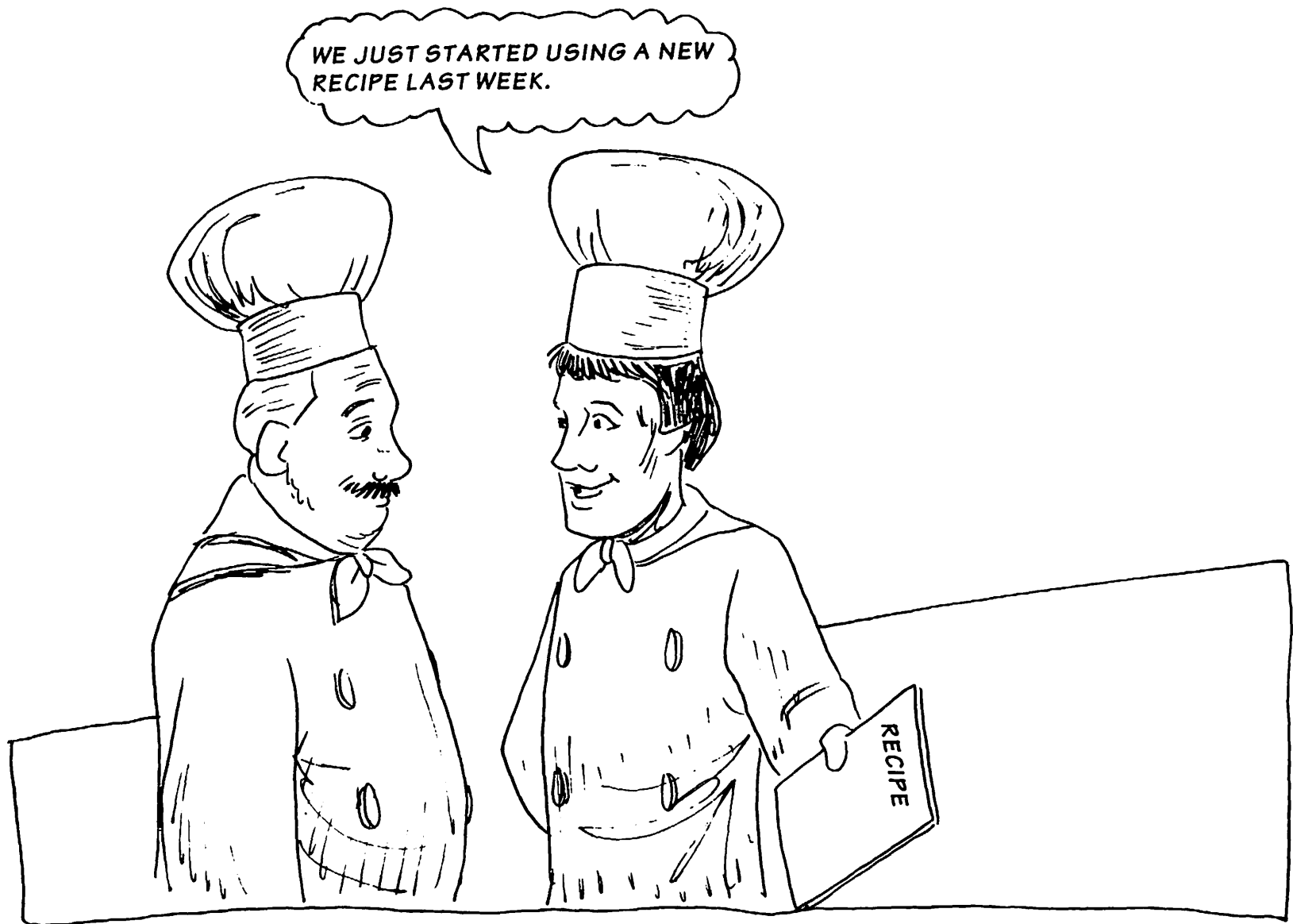


2. Ethics are very mild, the justice factor is quite mild, there are no savage actions taken particularly.

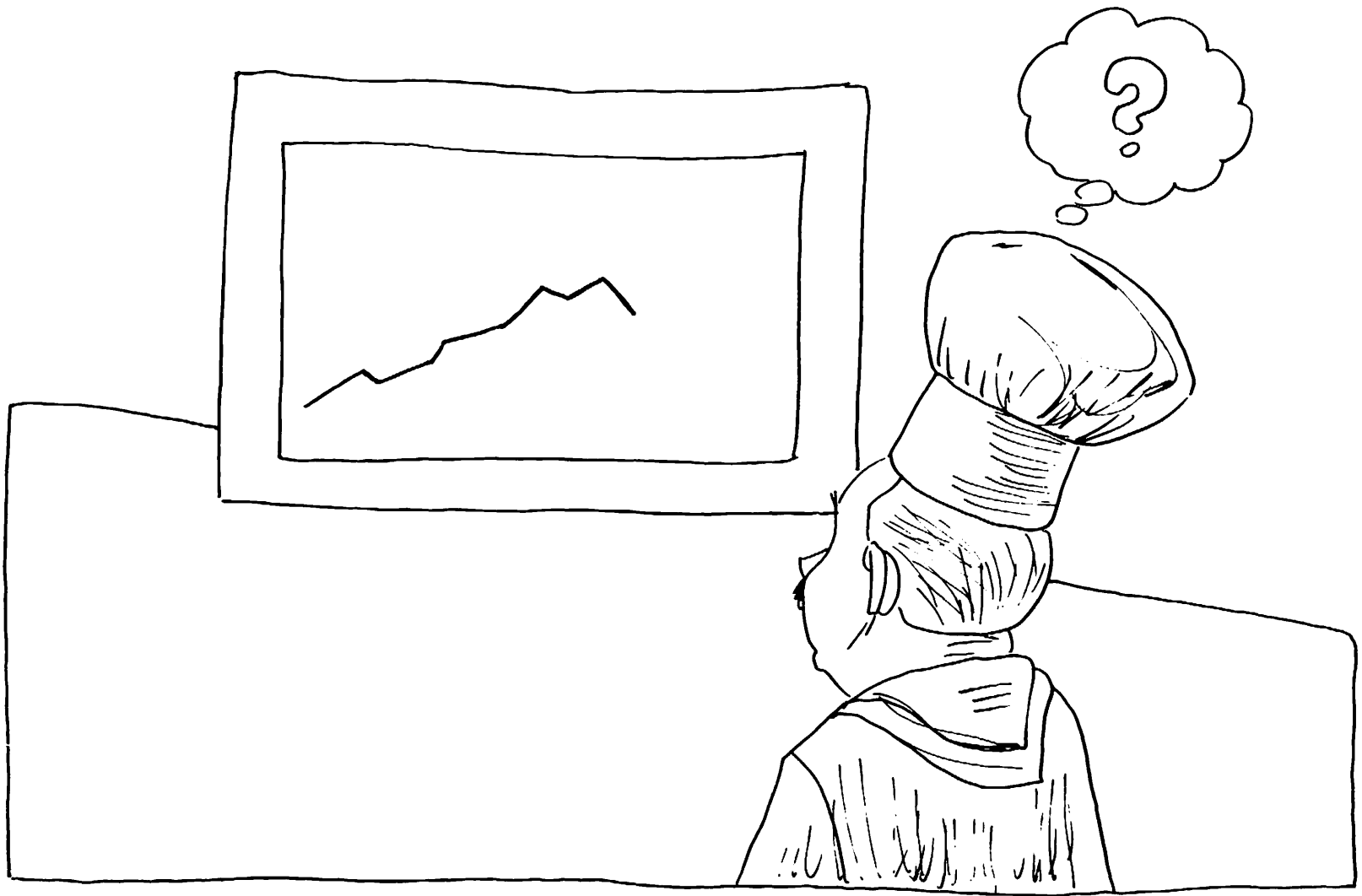


3. A statistic betters then look it over carefully and find out what bettered it, and then do that without abandoning what you were doing before.

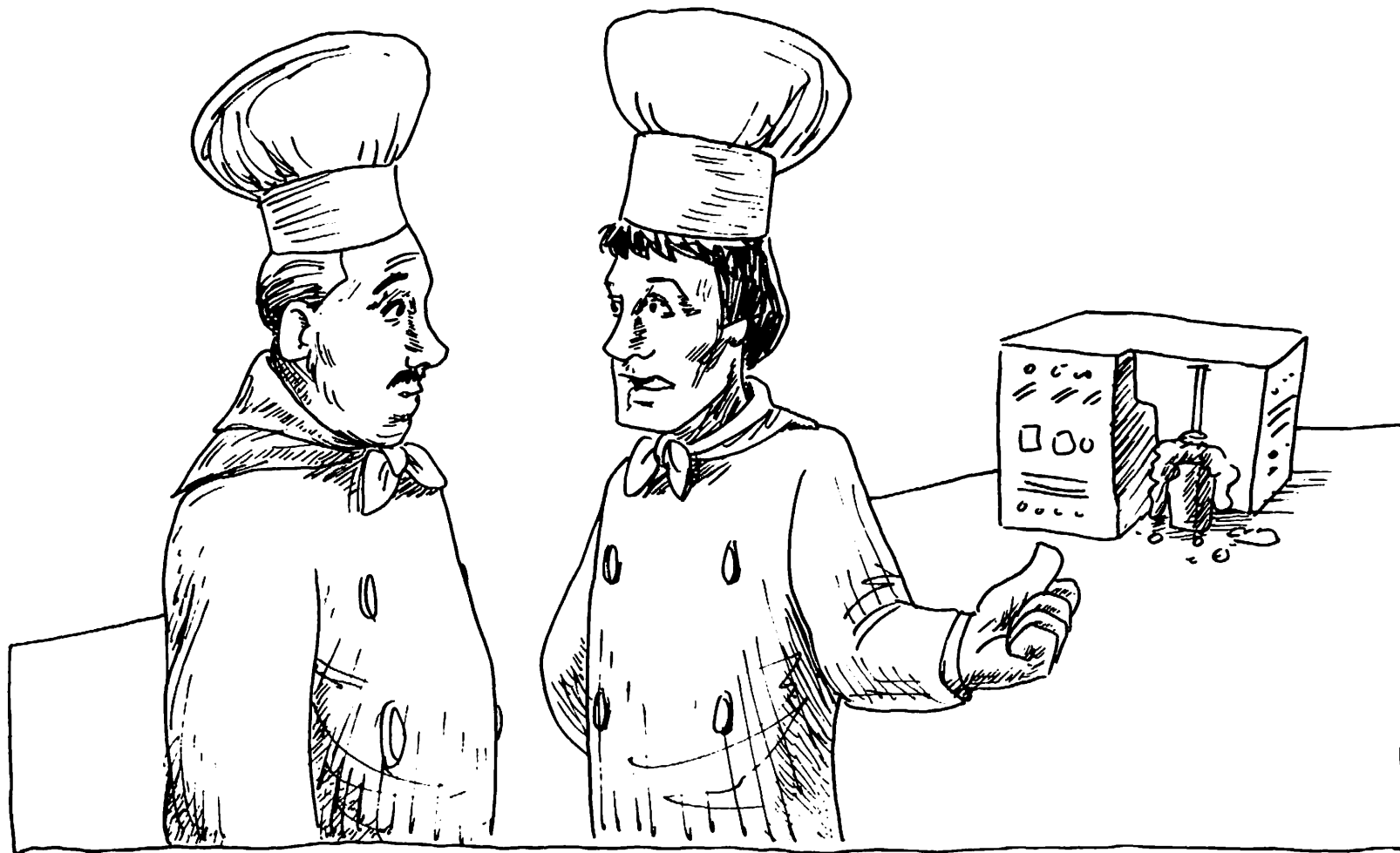




4. Every time a statistic worsens slightly, quickly find out why and remedy it.



WE HAD A SALESMAN COME BY AND
LET US USE A NEW MIXER. IT'S A
BIT COMPLICATED.





And you just jockey those two factors, the statistic bettering, the statistic worsening; repair the statistic worsening, and you will find out inevitably some change has been made in that area where a statistic worsens. Some change has been made; you had better get that change off the lines in a hurry.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Normal.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Normal.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are a foreman of a construction crew. The crew's production is continuing to gradually increase. Work out how you would apply the formula for the condition of Normal.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

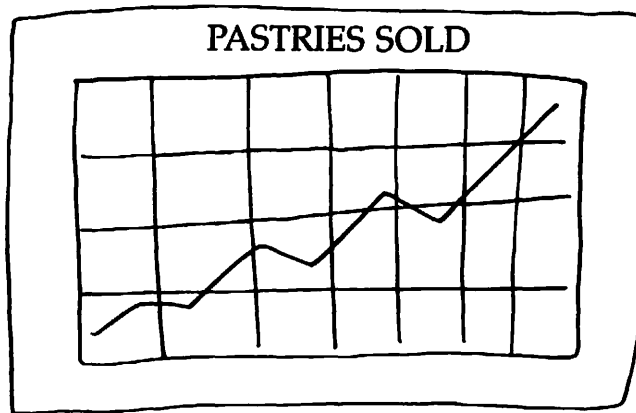
Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Normal to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

The Condition of Affluence

When you have a line going up steeply on a statistic graph, that's Affluence. Whether it's steeply up for one week or up steeply from its last point week after week after week, it's Affluence.



When you've got an Affluence, regardless of how you did it, the Affluence Formula applies.

You MUST apply the Affluence Formula or you will be in trouble. Anyone dealing with Affluence should be aware of the following peculiarities about it.

Affluence is the most touchy condition there is. Misname it or handle it off formula and it can kill you. You go plummeting down fast. It is, strangely enough, the most dangerous of all conditions in that if you don't spot it and apply the formula, you spatter all over the street! Spot and handle it right and it's a rocket ride.

The Affluence Formula is:

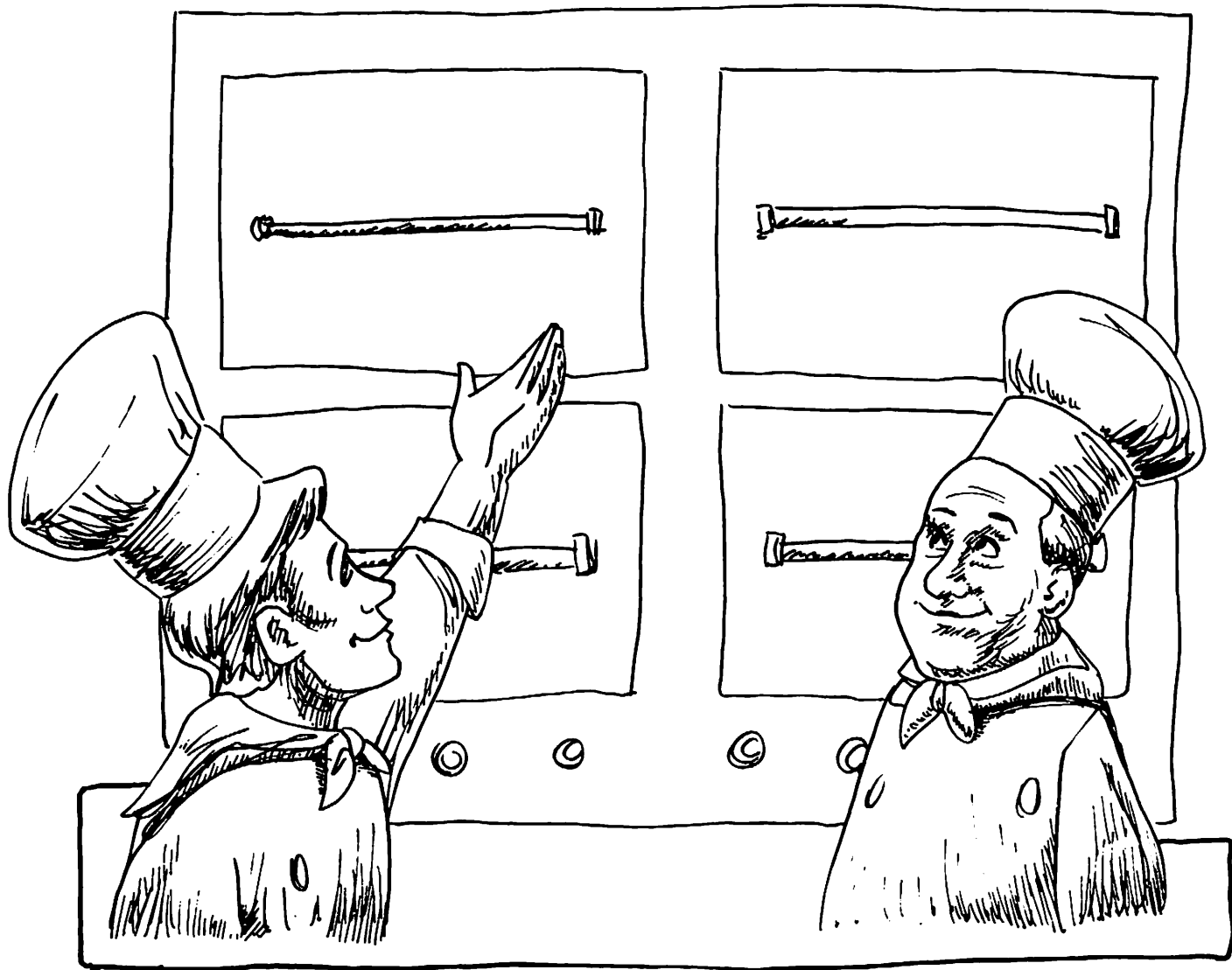
1. Economize. Now the first thing you must do in Affluence is economize and then make very, very sure that you don't buy anything that has any future commitment to it; don't hire anybody with any future commitments—nothing. That is all part of that economy; clamp it down.



2. Pay every bill. Get every bill that you can possibly scrape up from any place, every penny you owe anywhere under the sun, moon and stars and pay them.

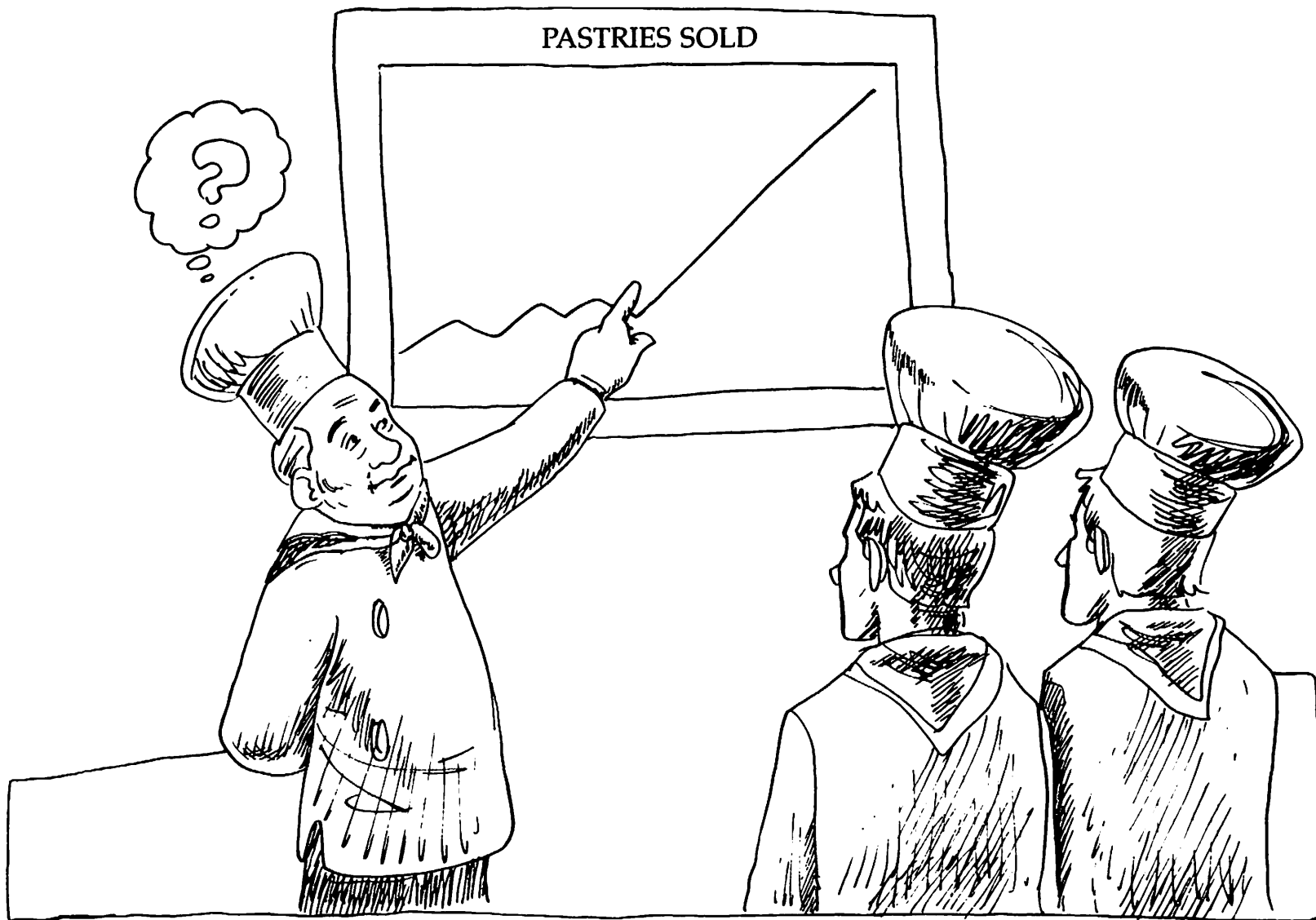


3. Invest the remainder in service facilities; make it more possible to deliver.

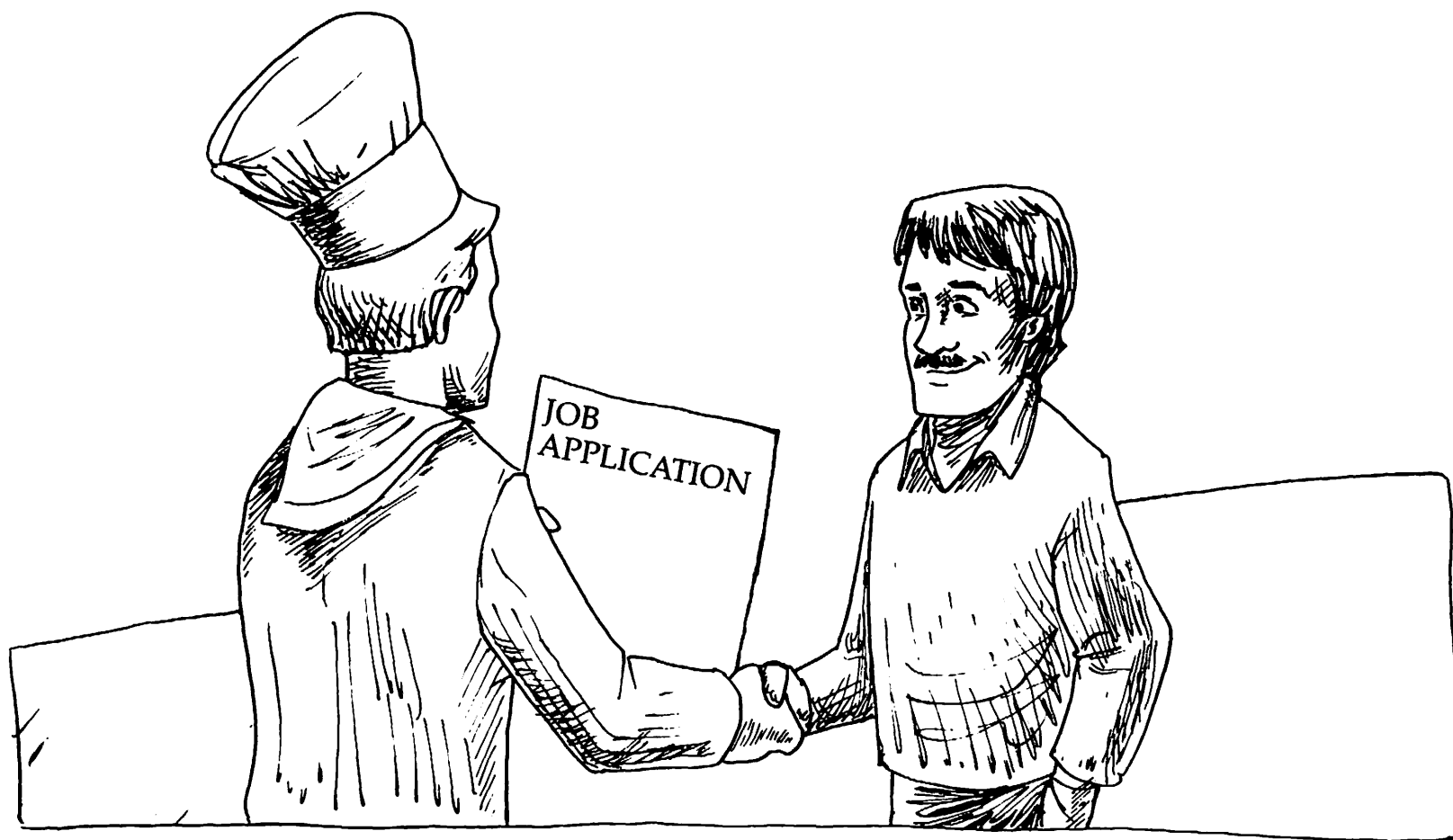


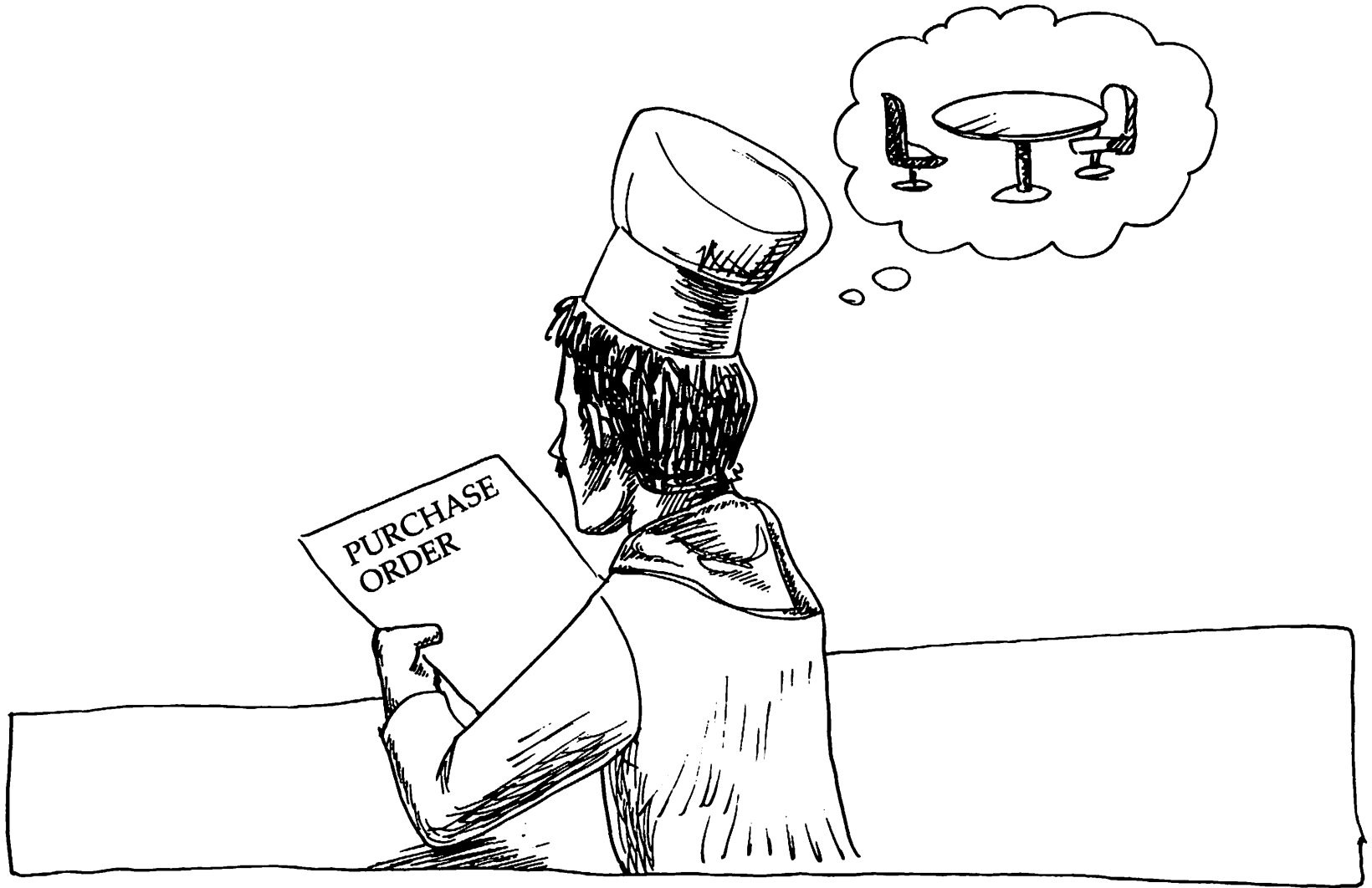
4. Discover what caused the condition of Affluence and strengthen it.

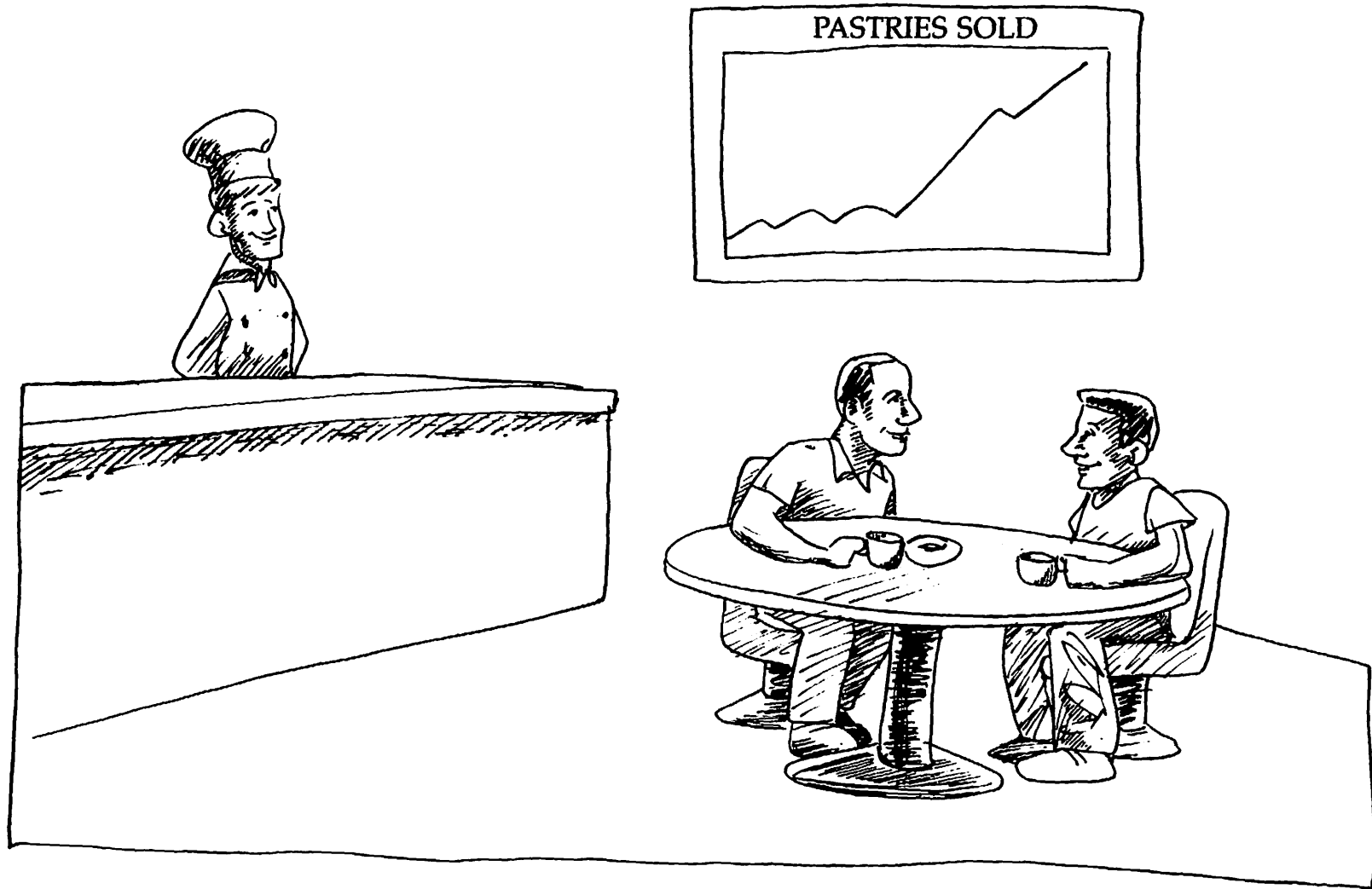
By reinforcing what caused the Affluence, you boost it up to a new higher point until eventually it peaks at what is truly a stellar range.











Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Affluence.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Affluence.



Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You have just received a large pay bonus for completing an important project on your job. Work out how you would apply the formula for Affluence to this situation.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time when you, or someone you know of, should have applied the formula for the condition of Affluence to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

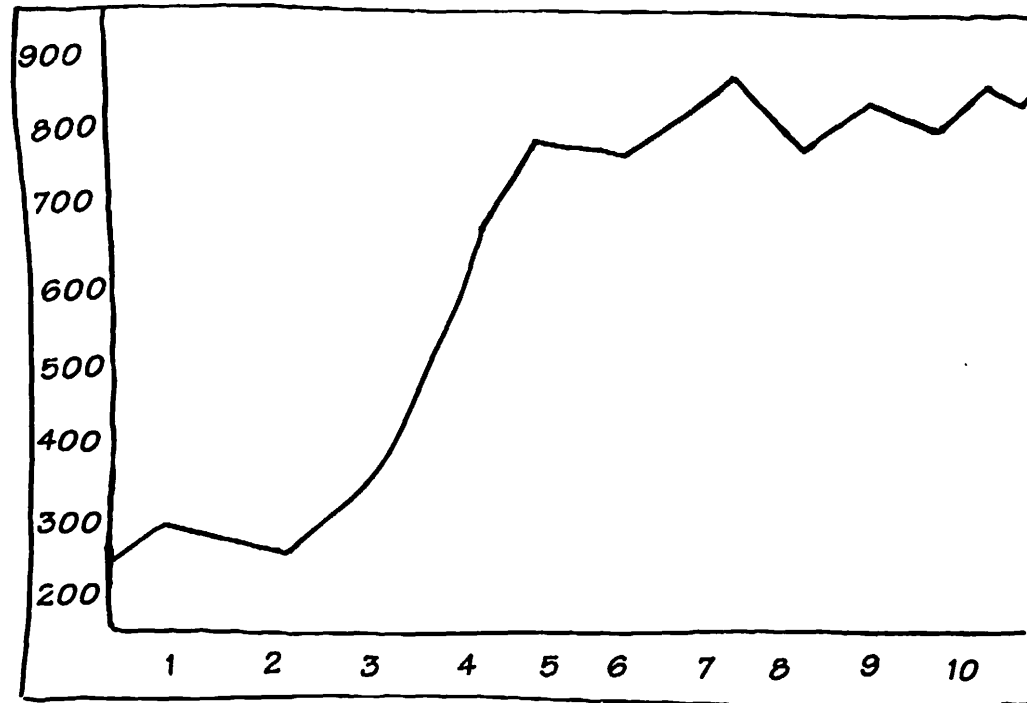
(Continue on next page.)

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

The Condition of Power

A Power statistic is a statistic in a very high range; it is a brand-new range in a Normal trend.

A Power statistic is not just a statistic that keeps steeply going up for a long time. Nor is it simply a very high statistic on a one-time basis. Power is not a one-week thing. It is a *trend*.



Definition: Power is a Normal in a stellar range so high that it is total abundance, no doubt about it.

Why do we call it Power?

Because there is such an abundance of production there that momentary halts or dips can't pull it down or imperil its survival.

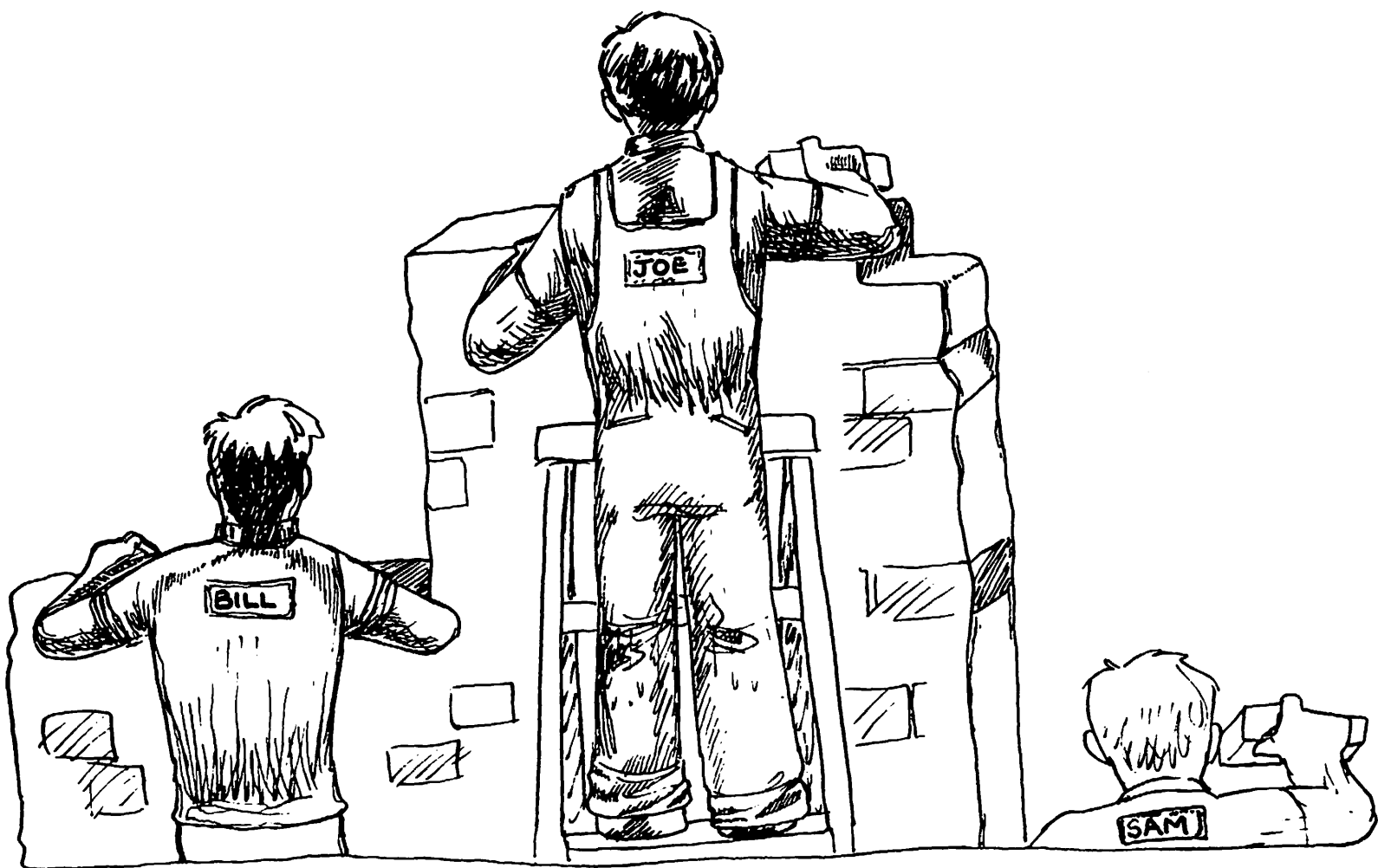
And that is Power.

The question could be asked, “ How much work can one guy do?” Or “How many bricks can a guy lay in a day?”

Of course, a person can only work so many hours in a day. He can only get so much individual production in a day. But he can get enough production in a day to support himself. He can get his production up into such abundance that he can take some time off. That depends on his efficiency and brightness.

At a certain peak of Affluence he will hit how many bricks he can lay. By increasing practice and efficiency he can keep that level of production going in a Normal.

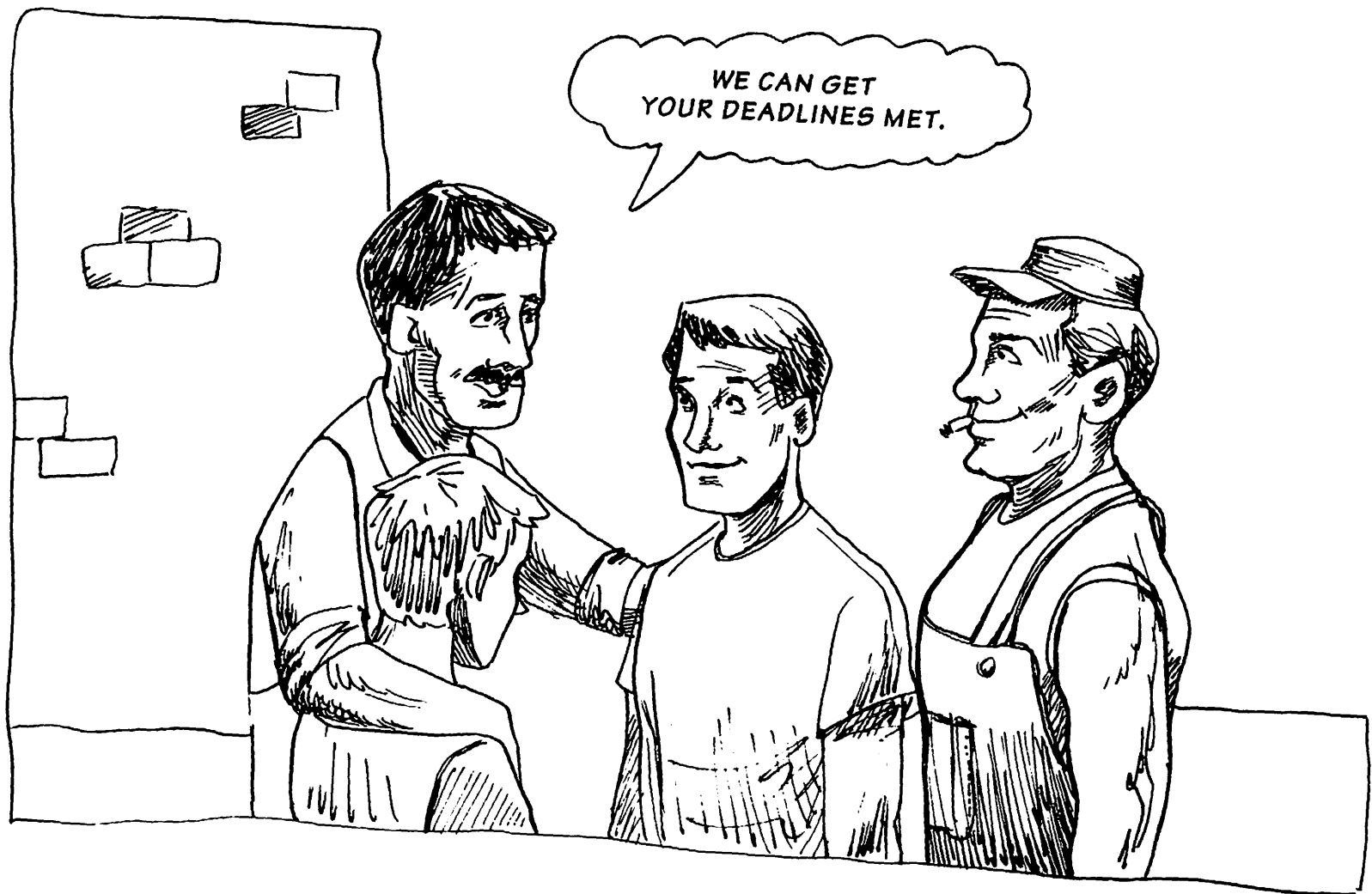
If he's laying so many bricks that nobody would ever think of firing him, why, he's in Power. That's a Power condition for an individual.



-

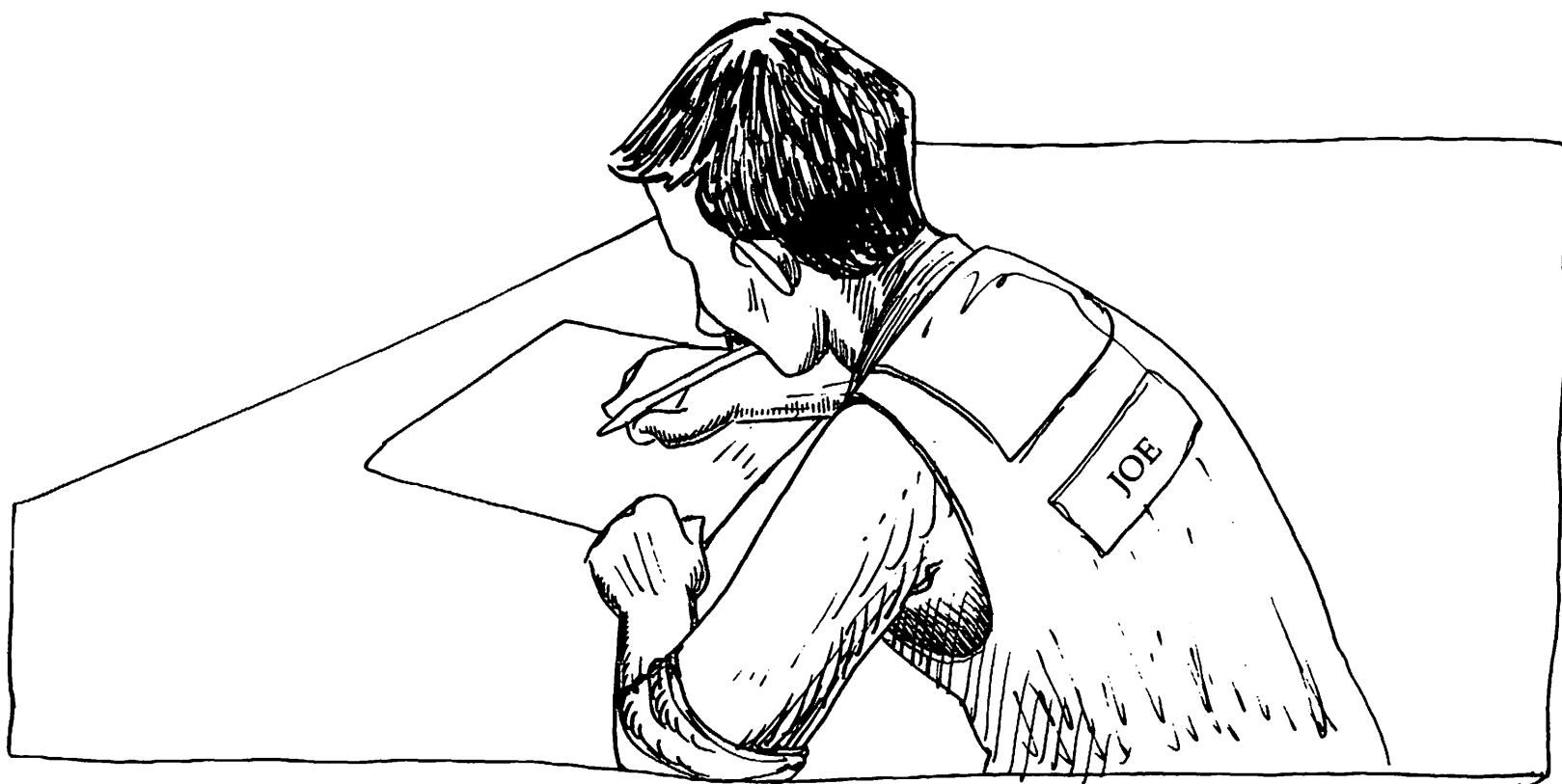
Here is the Power Formula:

1. The first law of a condition of Power is don't disconnect. You can't just deny your connections; what you have got to do is take ownership and responsibility for your connections.



2. The first thing you have got to do is make a record of all of its lines. And that is the only way you will ever be able to disconnect. So on a condition of Power the first thing you have to do is write up your whole job. You have made it possible for the next fellow in to assume the state of Power Change.

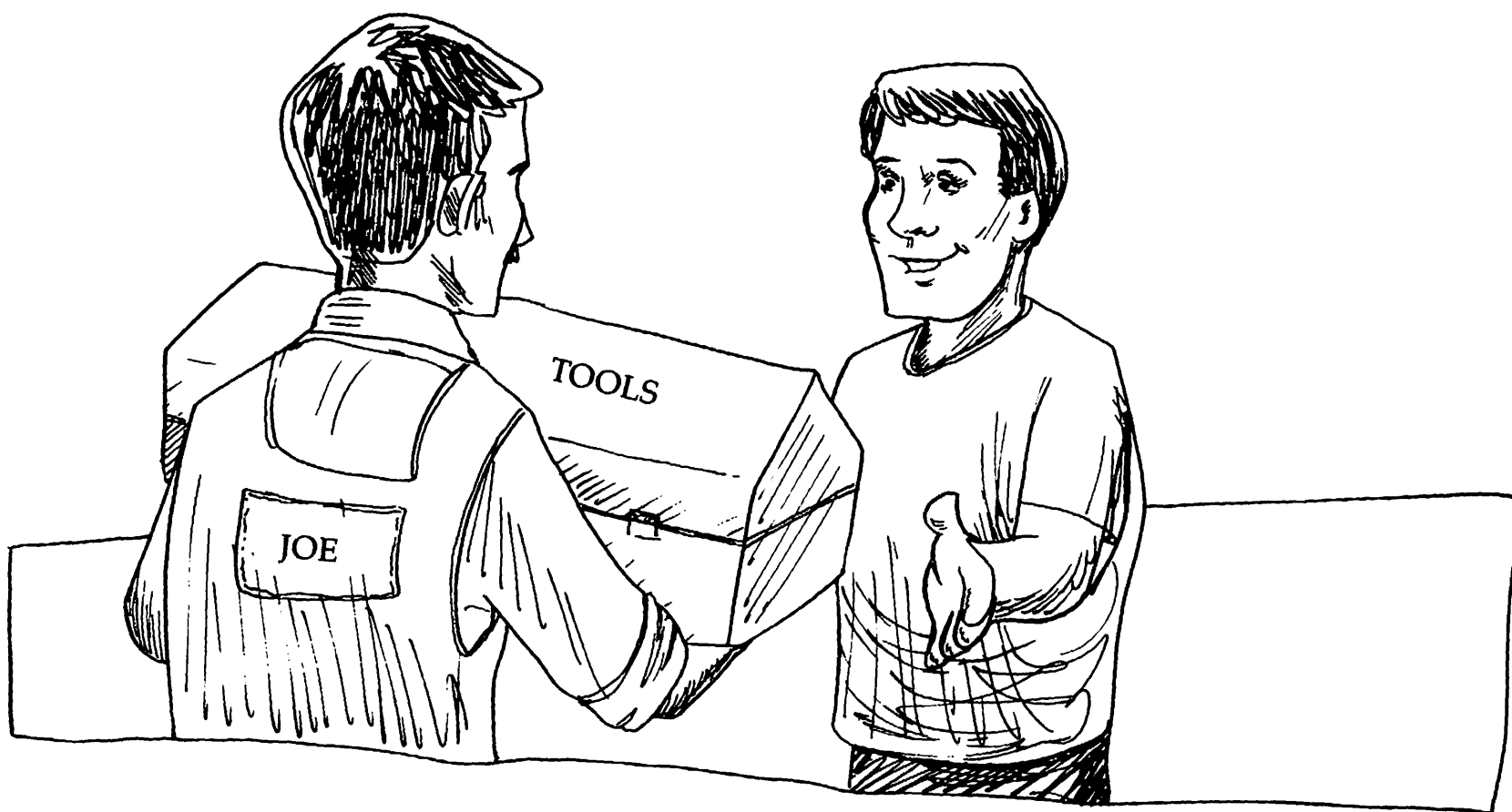
If you don't write up your whole job, you are going to be stuck with a piece of that job since time immemorial, and a year or so later somebody will still be coming to you asking you about that job which you held.



3. The responsibility is write the thing up and get it into the hands of the guy who is going to take care of it.



4. Do all you can to make the job able to be done.



Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how you would know an activity in your life was in a condition of Power.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Power.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are a song writer. You have written many hit songs and you are now quite established in this field. How would you apply the formula for the condition of Power to this?

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

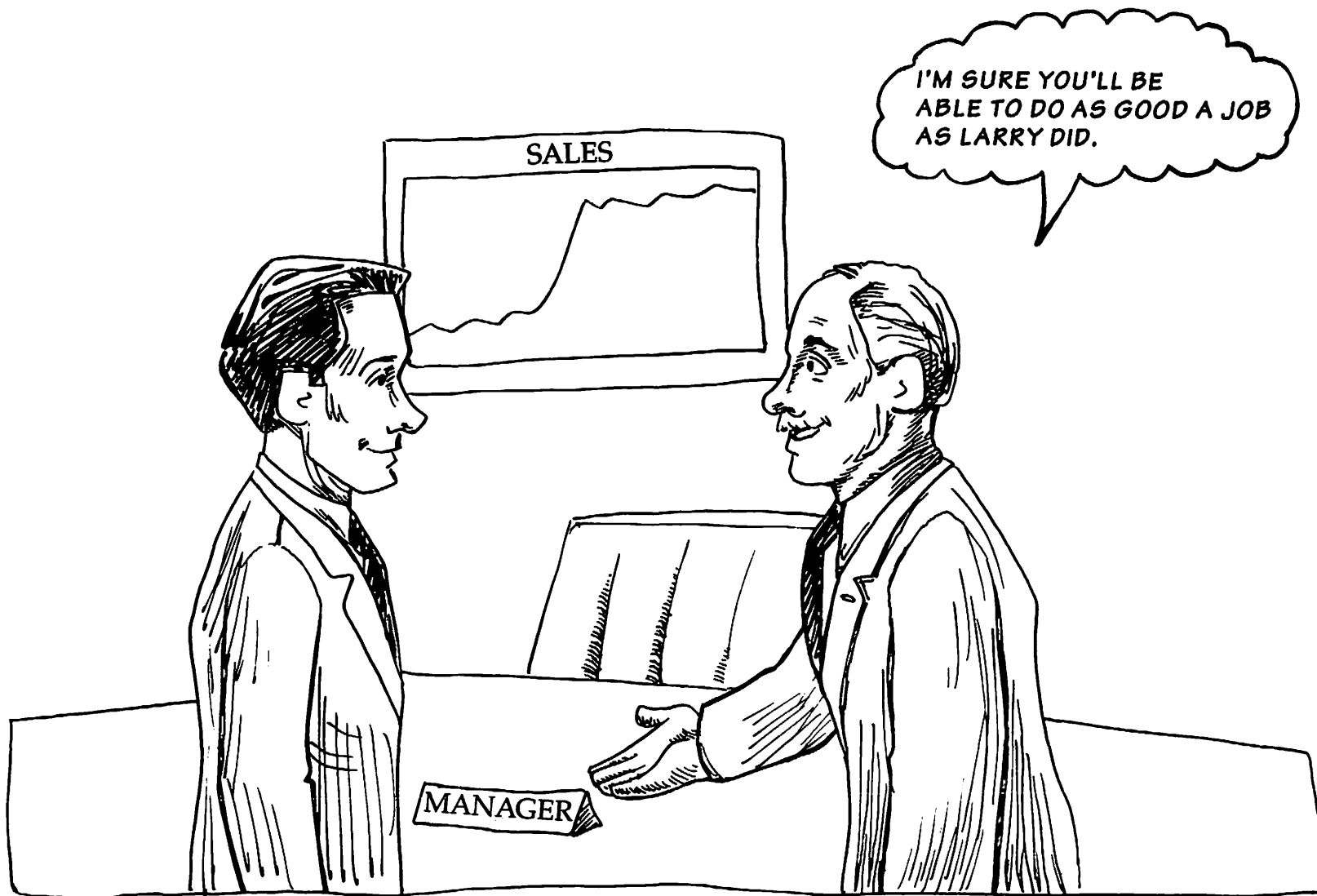
Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Power to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

The Condition of Power Change

Correctly applying the condition of Power Change makes it possible for a person to successfully take over a job his predecessor left behind.



There are only two circumstances which require replacement, the very successful one or the very unsuccessful one.

What a song it is to inherit a successful pair of boots; there is nothing to it; just step in the boots and don't bother to walk. If it was in a normal state of operation, which it normally would have been in for anybody to have been promoted out of it, you just don't change anything.

So anybody wants anything signed that your predecessor didn't sign, don't sign it. Keep your eyes open, learn the ropes and, depending on how big the organization is, after a certain time, why, see how it is running and run it as normal operating condition if it's not in anything but a normal operating condition.

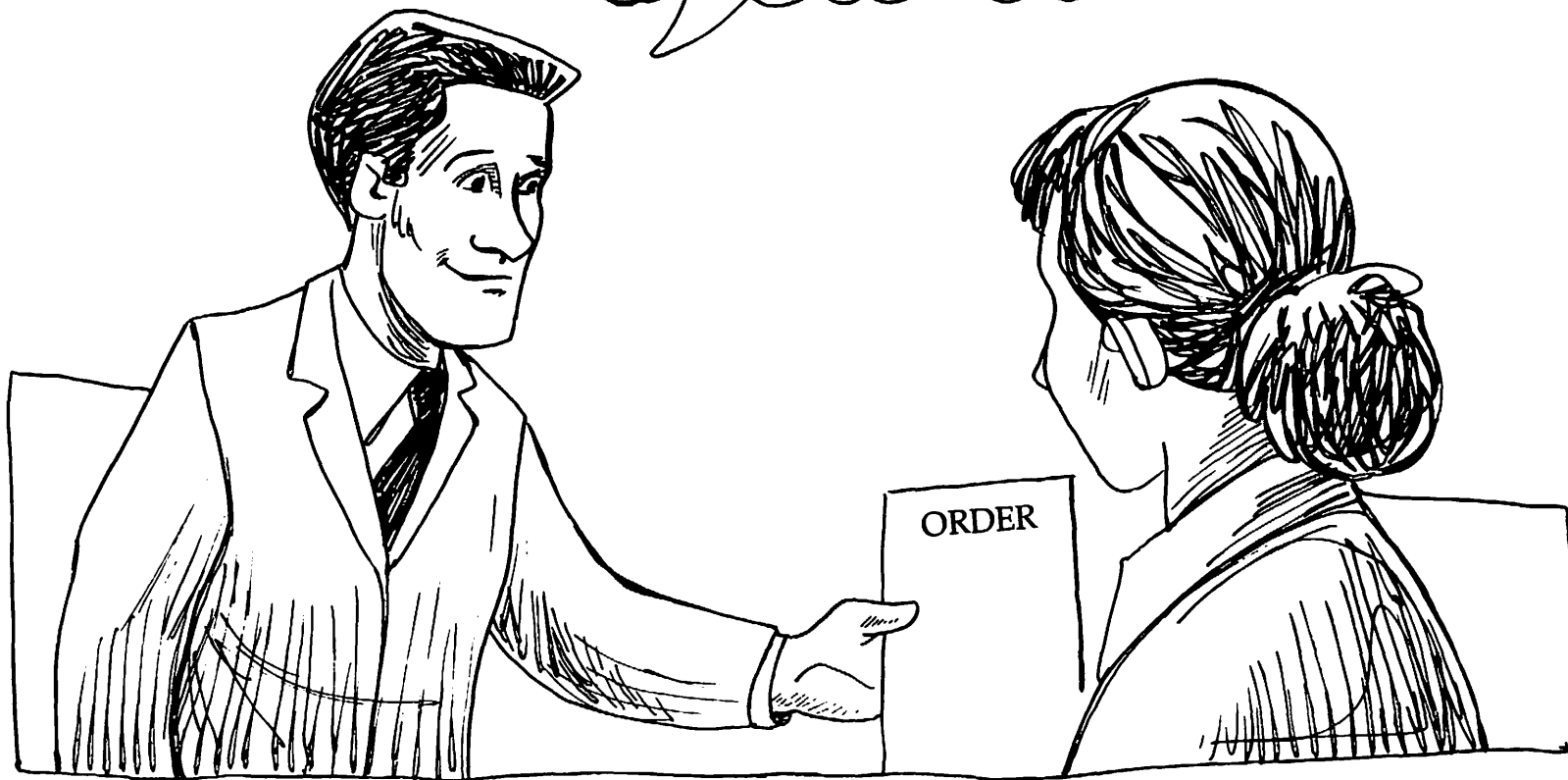


Go through the exact same routine of every day that your predecessor went through; sign nothing that he wouldn't sign; don't change a single order; look through the papers that had been issued at that period of time—these are the orders that are extant—and get as busy as the devil just enforcing those orders and your operation will increase and increase.

The fellow who walks into the boots of somebody who has left in disgrace had better apply the Emergency Formula to it, which is immediately promote.



THIS WAS
ISSUED BY LARRY AND
IT'S STILL NOT DONE.
PLEASE GET
THE SHIPPING DEPARTMENT TO
GET THIS DONE.





Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, when you would apply the formula for the condition of Power Change.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, the steps of the formula for the condition of Power Change.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You are taking over the running of a highly successful family business. It has been built up and is now a strong organization that is quite prosperous and is continuing to flourish. How do you apply the formula for the condition of Power Change to this so that the company will continue to expand and grow?

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

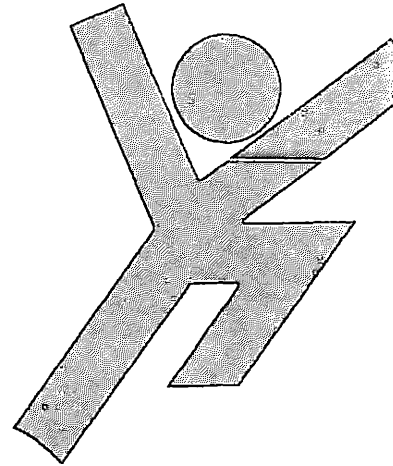
Describe an example of a time you, or someone you know of, should have applied the formula for the condition of Power Change to increase production. Note down why the formula should have been applied and the results of not doing so. Then describe how the formula would have helped the situation.

(Continue on next page.)

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

Section 4

The Sequence of
The Condition
Formulas and Their Steps



The Sequence of Condition Formulas and Their Steps

The condition formulas flow in sequence, one to the next, with the first step of one formula following the final step of the previous formula. The conditions, in their sequence, from highest to lowest are:

	Power
	Power Change
	Affluence
	Normal Operation
	Emergency
	Danger
	Non-Existence
The Lower Ethics Conditions	Liability
	Doubt
	Enemy
	Treason
	Confusion

The condition formulas flow in sequence, one to the next.

In the same wise, each step in a formula is in exact sequence and must be done in *that sequence*. It is totally fatal to reverse the order of sequence of two or more actions.

This is no different than other things where you follow the exact tried-and-true steps because you know that is *the* only way to do it. For example, you wouldn't get up in the morning, comb your hair, get dressed and *then* take a shower. That is the wrong sequence.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Give an example of a time you have done something in an exact sequence because you knew that it was the correct sequence to follow.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

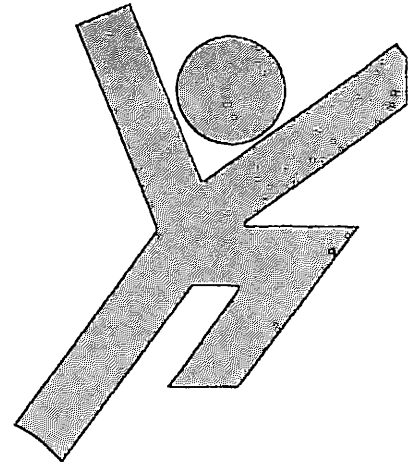
Describe an example of a time you, or someone you know of, misapplied a condition in life and the results of this misapplication. Explain what the correct sequence of steps would have been to handle the situation.

(Continue on next page.)

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

Section 5

Applying the Conditions Formulas



Applying the Conditions Formulas

As you have learned on this course, these conditions are operating states and there is a formula connected with every one of them.

These formulas apparently have to be followed in this universe or you simply go “appetite-over-tin-cup.”

So one in his own personal life, in his operation of a job, a state of organization, a state of family, a state of a civilization, the state of a planet, the state of a sector—all these will come under the heading of the conditions and if they are in one condition and operating on the formula of another they will fail.

It is a marvelous discovery that we find that these things exist, that they do regulate existence, regulate life, and that life can be followed successfully by their use.

Any individual, at any given moment, is operating in one of these conditions and regulated by it, whether or not he is aware of it.





Repairing Past Ethics Conditions

Failure to apply condition formulas and fully handle a condition one is in can hang a person up later and actually prevent him from getting the full results available from the application of the condition formulas in present time. He can continue to have trouble with the area or activity of the unhandled condition or that dynamic.

This not only applies to formal assignments or misassignments by Ethics Officers. Conditions occur in life that can go unsuspected or unhandled, and conditions get assigned by self or other dynamics.

An example is somebody who had decided to commit suicide at some point in his life. He was either at Enemy or Treason at the time. It needs to be sorted out and he needs to be gotten through that condition for that period of time, and this applies to every other condition.

A person jailed has been “assigned” a condition of Liability, just by that action. The formula would have to be applied if the person is to operate in the society in any higher condition.

False or wrongly assigned conditions (such as being assigned a condition of Liability when you weren't in that condition) or failures to properly complete a condition formula at some time in the past can cause a person to have difficulty applying conditions in present time.

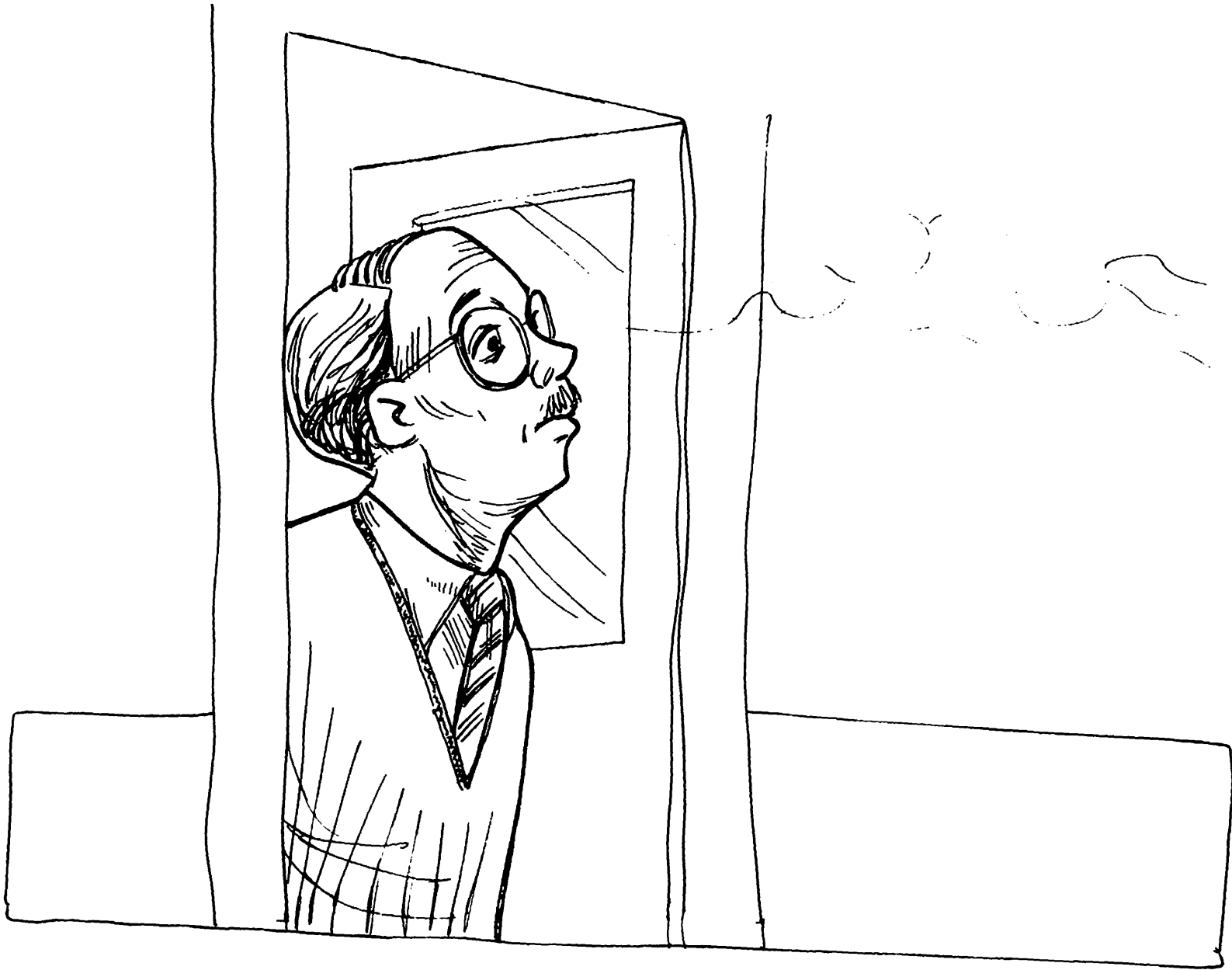
The handling is simply to handle in present time the correct condition for that situation or time period. This will clear up the area and the subject and the person will be able to apply conditions in present time without being hung up in these past failures and will not be denied the miraculous wins available from this technology.

An example of an unhandled past ethics condition.





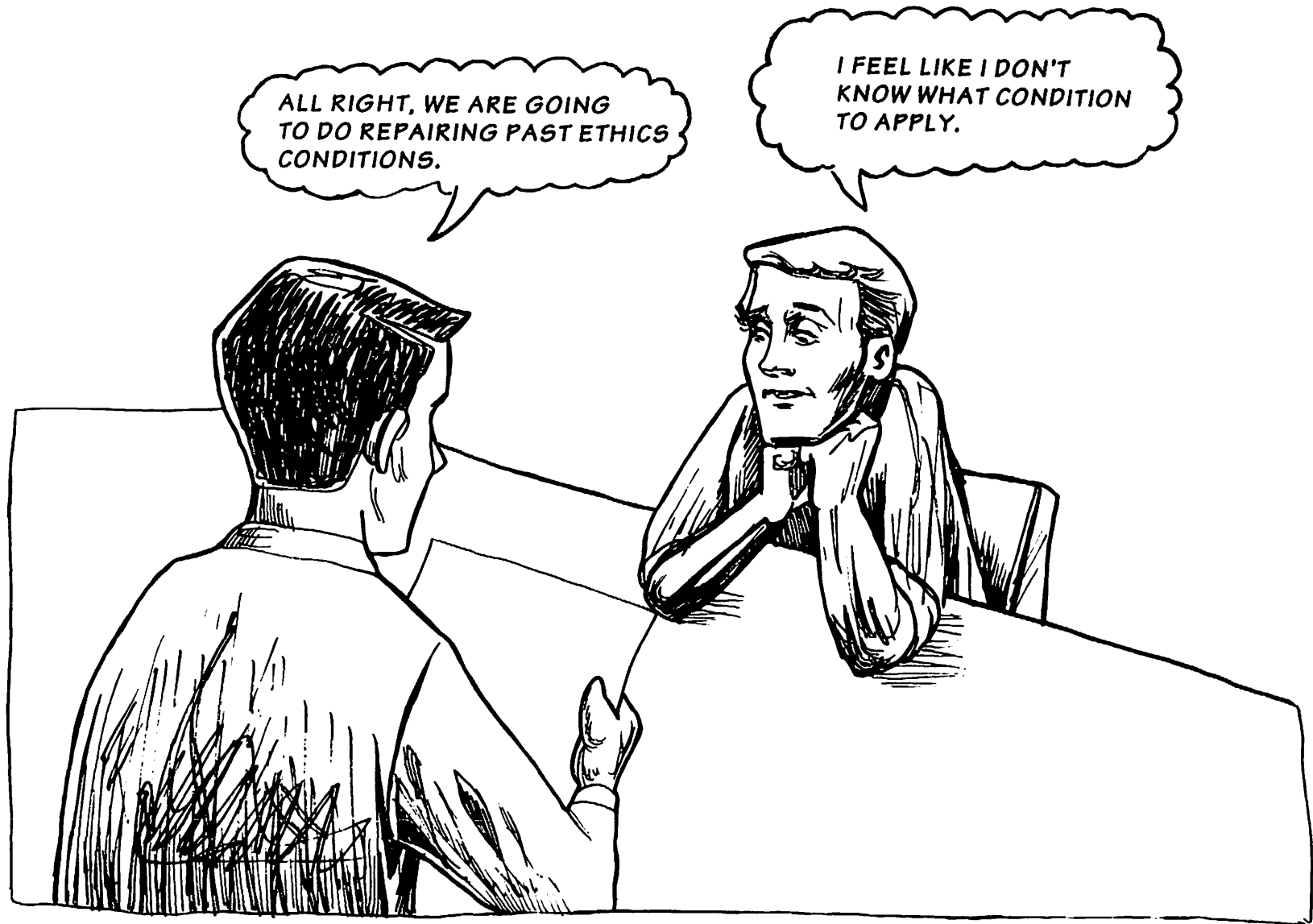








Years later . . .



Procedure

1. The first step is to ensure that the person being handled understands the dynamics, the definitions of ethics and justice and what an ethics condition is, as well as each of the conditions and their corresponding formulas. He is not very likely to succeed in handling conditions if he does not have a good grasp of the above.

On a person who has had little or no contact with the subject, you would first have him study over materials on the dynamics, ethics, justice, the ethics conditions and their formulas.

When he has studied these, go over the data with him and consult his understanding. Have him explain what a dynamic is and give examples of each of the dynamics. Have him give you the definitions of ethics and justice and explain what a condition is, give examples of times he has observed people in each condition, and demonstrate each of the conditions formulas. Handle any confusion or question by referring to the materials and finding and clearing up his misunderstood words.

If the person has previously studied these materials, there is no need to redo this step; go on to step 2 of the procedure.

2. Ask the person: "Have you ever failed to achieve the expected end phenomena of a condition, whether the condition was actually assigned or applied or not?" If the answer is "No" and the person is happy about it, the rest of these steps are not done as it would be unnecessary. (Make sure that it is understood that this question is not limited or restricted to only those conditions formally assigned to the person.)

"HAVE YOU EVER FAILED TO ACHIEVE THE
EXPECTED END PHENOMENA OF A CONDITION,
WHETHER THE CONDITION WAS ACTUALLY
ASSIGNED OR NOT?"



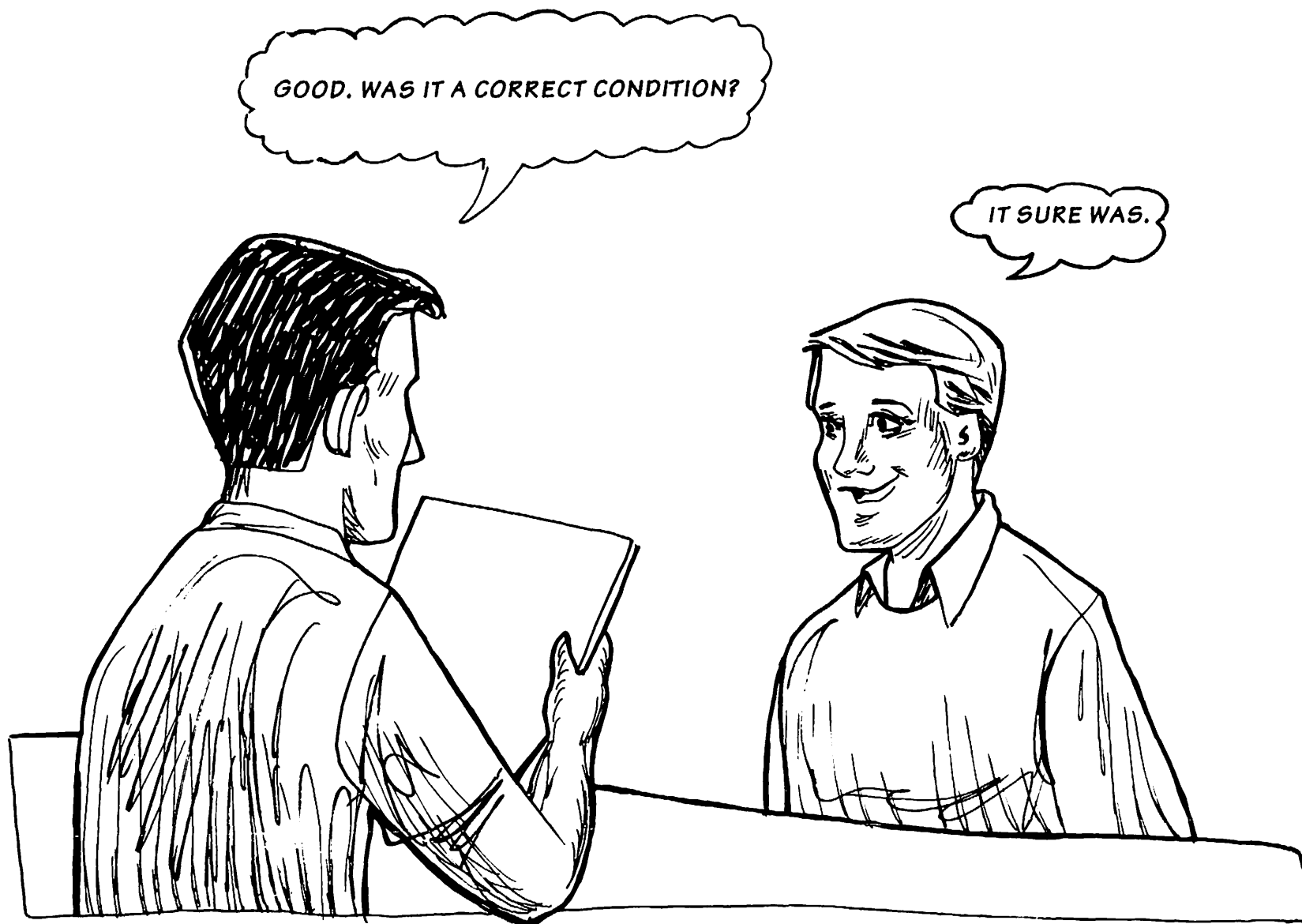


3. If the answer to the above is “Yes,” then ask: “What was the lowest condition that you didn’t feel you achieved the expected end phenomenon on.”

Make sure you get the *earliest* time this situation occurred. He may have attempted to apply the Treason Formula a number of times without getting the expected end phenomena, or he may never have even tried to apply the formula, despite having been in Treason at various times in his life. Get the *earliest* time this occurred for the lowest condition which he doesn’t feel he got the expected end phenomena on.



4. When this question has been answered, ask him if it was a correct condition.



5. If it was the correct condition, he must now either do the formula (if he failed to apply it) or complete it (if it was incomplete). He is applying the formula to that unhandled condition, not a present time situation or anything else. He is doing a formula not earlier applied or completing an old incomplete formula. Have him do each step of the formula.

ALL RIGHT. NOW YOU NEED TO APPLY
THE TREASON FORMULA TO THAT
UNHANDLED CONDITION.

OKAY.



6. If it was not a correct condition at the time, the correct condition is established (refer to the conditions and their formulas to help him decide what the condition should have been). Then have him apply that formula.

7. When he has honestly completed the formula he writes it up and takes it to the Ethics Officer or person doing the handling. If you are doing this procedure with your twin, verify that the formula is complete and signal your Supervisor. The Supervisor will review the write-up and if it is complete, send the person to the examiner.

If the Ethics Officer, Supervisor or person doing the handling is not satisfied that the formula is complete, it is returned to him, pointing out what is incomplete about it with reference to the relevant materials. Then he completes the formula and continues per the procedure below.



HEY, THIS IS GREAT.





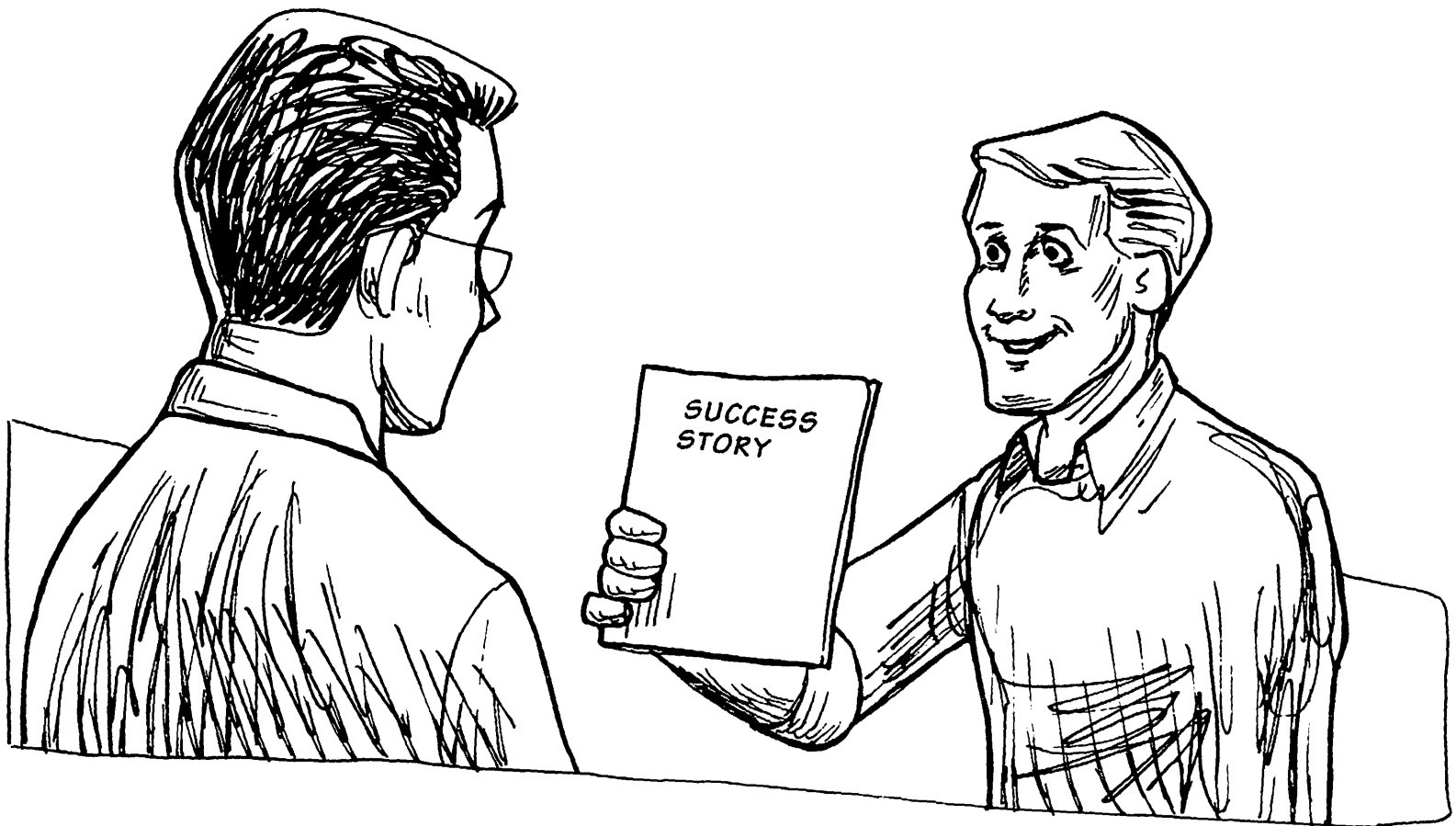


8. At the Examiner, the person is asked: "Do you have any doubts or reservations concerning attesting to the _____ condition being complete?" If the person is very good indicators on the question, and satisfied that he has no doubts or reservations about the formula now being complete, the Examiner acknowledges his win and asks him if he wishes to write a Success Story. The wins on these formulas are very often incredible and so the person should be given a chance to write a Success Story. The person would go to the Examiner as above for each condition formula as it is completed.

DO YOU HAVE ANY DOUBTS OR
RESERVATIONS CONCERNING ATTESTING
TO THE TREASON CONDITION BEING
COMPLETED?

NO. IT WAS GREAT!
I HAD A BIG WIN!





9. **CONDITIONAL:** If the person is not certain that the condition is complete, and still has reservations or doubts, you must take him back in and find out what is wrong and handle. You may find he was applying an incorrect condition, has misunderstoods on the condition or formula being applied, or simply didn't fully complete the formula. The handling is simply to ensure that any misunderstands are cleaned up, the correct condition established and done fully in all of its steps. If the situation won't resolve, write up the full data, gather up all worksheets, Examiner data, etc., and turn this in to the Supervisor. He will send it to the Case Supervisor.

10. Now that he has completed the condition formula, he applies the next higher condition and so on until he is up through Emergency and into Normal Operation. All worksheets, exams, etc., are then filed in the person's folder.

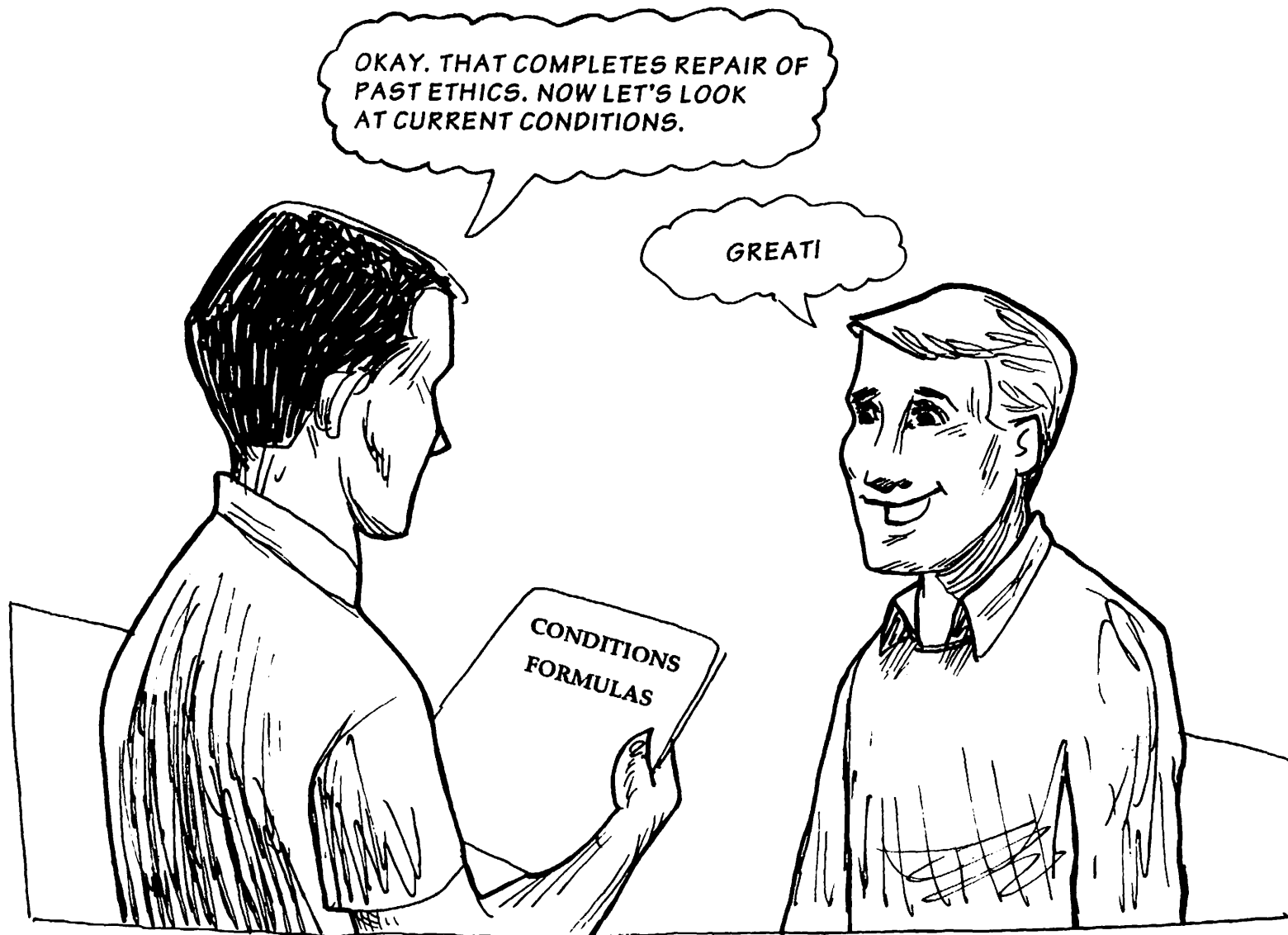
Following this procedure will normally be all that is necessary to put the person in shape to smoothly handle his present condition.

11. Now get him to find and apply the correct current ethics condition.

(Note: It may be discovered while doing the present time conditions that the person has other previously mishandled conditions including falsely assigned conditions. These would simply be handled with the above procedure.)

End Phenomena

The result of this action is that a person will now be able to look at his current conditions with a restored ability to apply the ethics conditions to himself and get all the gains available from these formulas.



Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, why it is important to repair a past ethics condition.

Narconon Changing Conditions in Life Course

With your Supervisor, drill the procedure for repairing past ethics conditions until you can confidently do this action on another. The Supervisor is to coach you by presenting different situations to be handled with this procedure. When you can confidently and correctly do this procedure on another, your Supervisor will give you a pass.

Narconon Changing Conditions in Life Course

- a. Do steps 1-8 for repairing past ethics conditions on your twin for the first dynamic.

(Continue on next page.)

- b. Now your twin does steps 1-8 on you, for the first and second dynamics. (Note: The second dynamic is taken up by its parts—sex, family, children. Do steps 1-8 on each part of the second dynamic.)

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics 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 Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the second dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

- c. Do steps 1–8 for repairing past ethics conditions on your twin for the second and third dynamics. (Note: The second dynamic is taken up by its parts—sex, family, children. Do steps 1–8 on each part of the second dynamic.)
- d. Now your twin does steps 1-8 on you, for the third and fourth dynamics.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the third dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the fourth dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

- e. Do steps 1–8 for repairing past ethics conditions on your twin for the fourth and fifth dynamics.
- f. Now your twin does steps 1–8 on you for the fifth and sixth dynamics.

(Continue on next page.)

(Continue on next page.)

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the fifth dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the sixth dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

- g. Do steps 1–8 for repairing past ethics conditions on your twin for the sixth and seventh dynamics.
- h. Now your twin does steps 1–8 on you for the seventh and eighth dynamics.

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the seventh dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Repairing Past Ethics on the eighth dynamic.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

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

Narconon Changing Conditions in Life Course

- i. Do steps 1–8 for repairing past ethics conditions on your twin for the eighth dynamic.

Narconon Changing Conditions in Life Course

Date: _____

Use this sheet to note down what condition you are currently in on each dynamic.

First dynamic _____

Second dynamic

Sex _____

Family _____

Children _____

(Continue on next page.)

Third dynamic _____

Fourth dynamic _____

Fifth dynamic _____

Sixth dynamic _____

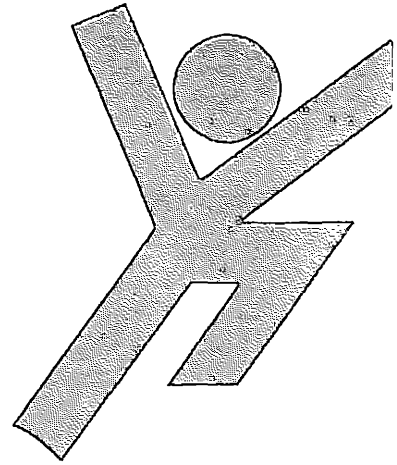
Seventh dynamic _____

Eighth dynamic _____

It is expected that you apply the formula for the correct current condition now found for each of your dynamics.

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

Section 6



Exchange

Conditions of Exchange

Exchange is something for something.

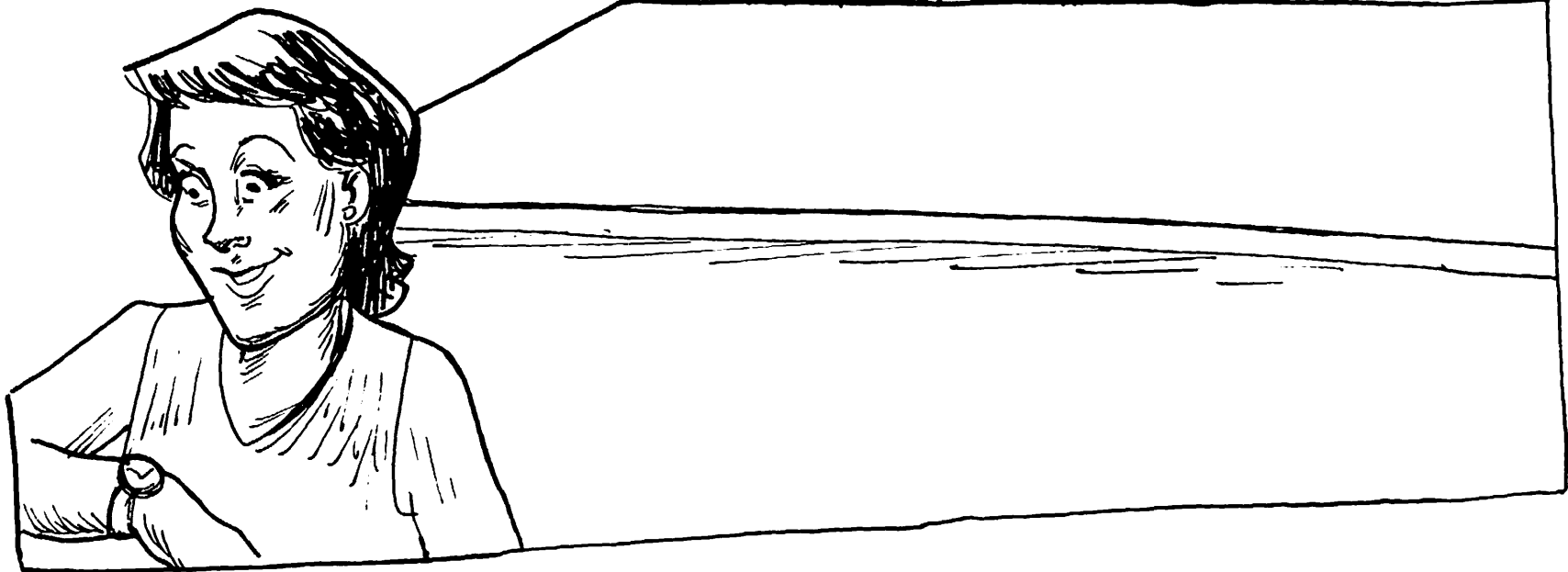


There are four conditions of exchange.

1. First consider a group which takes in money but does not deliver anything in exchange. This is called rip-off. It is the “exchange” condition of robbers, tax men, governments and other criminal elements.



YOU SOLD THAT PIECE OF JUNK
FOR \$25.00?



Two weeks later . . .



2. Second is the condition of partial exchange. The group takes in orders or money for goods and then delivers part of it or a corrupted version of what was ordered. This is called short-changing or "running into debt" in that more and more is owed, in service or goods by the group.

HERE'S THE CHECK FOR THE THREE GUITARS
I ORDERED.





Two weeks later . . .

SORRY, THE OTHER GUITAR STILL
HASN'T COME IN YET. TRY NEXT WEEK.





3. The third condition is the exchange known, legally and in business practice, as “fair exchange.” One takes in orders and money and delivers exactly what has been ordered. Most successful businesses and activities work on the basis of “fair exchange.”

THAT'S NOT A BAD PRICE FOR SUCH A
NICE DRESS.

YES, AND IT HAS A VERY GOOD FIT.





4. The fourth condition of exchange is not common but could be called exchange in abundance. Here one does not give two for one or free service but gives something more valuable than money was received for. Example: The group has diamonds for sale; an average diamond is ordered; the group delivers a blue-white diamond above average. Also it delivers it promptly and with courtesy.



WHERE DO YOU WANT THIS
MA'AM?

OVER THERE. THAT WAS FAST.





Now believe it or not, an organization's income and staff pay depends upon *which* of the above four exchanges is in practice by (a) the organization or group; or (b) the staff member in the group.

If exchange number one is in vogue, income will dry up with a thoroughness you wouldn't believe. Although the TV and movies try to tell one that robbery is the only way to get rich, this is not true. Those who engage upon it, whether they be stickup men, corporate con men or governments, are not long for this world. The bigger the group, the longer it takes for it to fall, but fall it assuredly does. And the individual who takes but does not give ends up with a deep-six in many ways quite rapidly.

The second condition of partial exchange can only keep a group or individual going just so long. The end result is painfully a demise of status or position and, most certainly, income. Many “third world countries” and even the bigger ones are in this plight right now. They take in but do not really produce or give. This is what inflation is all about. Unemployment ranks are full of such.

The third condition of “fair exchange” gives one a rather level progress. It is considered “honest,” is socially acceptable and very legal under law. It does not, however, guarantee any expansion or improvement of a group or the lot of a person. It is barely comfortable.

The fourth condition is the preferred one. It is the best one to try to operate on. Produce in abundance and try to give better than expected quality. Deliver and get paid for it, for sure, but deliver better than what was ordered and more. Always try to write a *better* story than was expected; always try to deliver a better job than was ordered. Always try to produce—and deliver—a better result than was hoped for.

This fourth principle above is almost unknown in business or the arts. Yet it is the key to howling success and expansion.

It is true for any company, it is true for the individual.

Where a group is concerned, there is another factor which determines which of the four conditions of exchange is in practice. It is group *internal* pressure. Where this only comes from executives, it may not get activated. Where it comes from individual group members in the group itself, it becomes assured. The internal demand of one staff member to another is what really determines the conditions of the group and establishes which of the four conditions above come into play.

Thus the organization collectively, in electing which of the four principles above it is following, establishes its own level of income and longevity and determines its own state of contraction or expansion.

While this is a must in an executive—to establish the principle being followed—the *real* manifestation only occurs from the pressure by individual staff members or others within the group.

Unions and workers in the auto industry elected to follow exchange number 2 above (partial exchange). This brought about the decline you see in auto companies. Had they elected to follow number 3 (fair exchange) they would not be in trouble. Had they elected to follow number 4 (exchange in abundance) they would now be in clover for the world today does not really have a truly good, economical, wreck-free car.

It is up to the individual staff member in a group what the group income is and what their own pay is. The organization cannot earn more and the individual staff member cannot be paid more than will be established by which principle above they elect to follow.

If they follow number three they will get along. But if they follow number four they will really flourish and prosper. *And* it is the only one which guarantees expansion.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what exchange is.

Narconon Changing Conditions in Life Course

Exchange objects with another student. Do this until you clearly see what it is.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what each of these conditions of exchange are:

- a. Rip off
- b. Partial exchange
- c. Fair exchange
- d. Exchange in abundance

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of each of the following conditions of exchange that you have observed in life:

a. Rip off

b. Partial exchange

(Continue on next page.)

c. Fair exchange

d. Exchange in abundance

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

Exchange

As covered earlier exchange is something for something.

Criminal exchange is nothing from the criminal for something from another.

Whether theft or threat or fraud is used, criminal think is to get something without putting out anything. That is obvious.

A person can be coaxed into this kind of thinking by

PERMITTING HIM TO RECEIVE
WITHOUT HIS CONTRIBUTING

HONESTY is the road to SANITY. You can prove that and do prove it every time you make somebody well by “pulling his withholds.” The insane are just one seething mass of overt acts and withholds. And they are very physically sick people.

When you let somebody be dishonest you are setting him up to become physically ill and unhappy.

When you let a person give nothing for something you are factually encouraging crime.

Don't be surprised that welfare districts are full of robbery and murder. People there give nothing for something.

When *exchange* is out the whole social balance goes out.

When you take on a person who just sits around making do-less motions while people service him and contribute to him DO NOT BE SURPRISED IF HE GETS SICKER AND SICKER.

He is contributing nothing in return and winds up in overwhelm!

Similarly if you actively prevented someone from contributing in return you could also make him very upset and sick.

There are numbers of ways these flows of exchange can be unbalanced.

It does not go same out as comes in. Equal amounts are no factor. Who can measure goodwill or friendship? Who can actually calculate the value of saving a being from death in each lifetime? Who can measure the reward of pride in doing a job well or praise?

For all these things are of different values to different people.

In the material world the person whose exchange factor is out may think he “makes money.” Only a government or a counterfeiter “makes money.” One has to produce something to *exchange* for money.

If he gives nothing in return for what he gets the money does not belong to him.

In one organization it was found that some considered their food, clothing, bed and allowance were not theirs because they produced. They were theirs “just by being there.” This funny “logic” covered up the fact that these people produced little or nothing on their jobs. Yet they were the first to howl when not getting expensive (to the organization) services.

Thus such a person, not trained for his job or made to produce, will get ill.

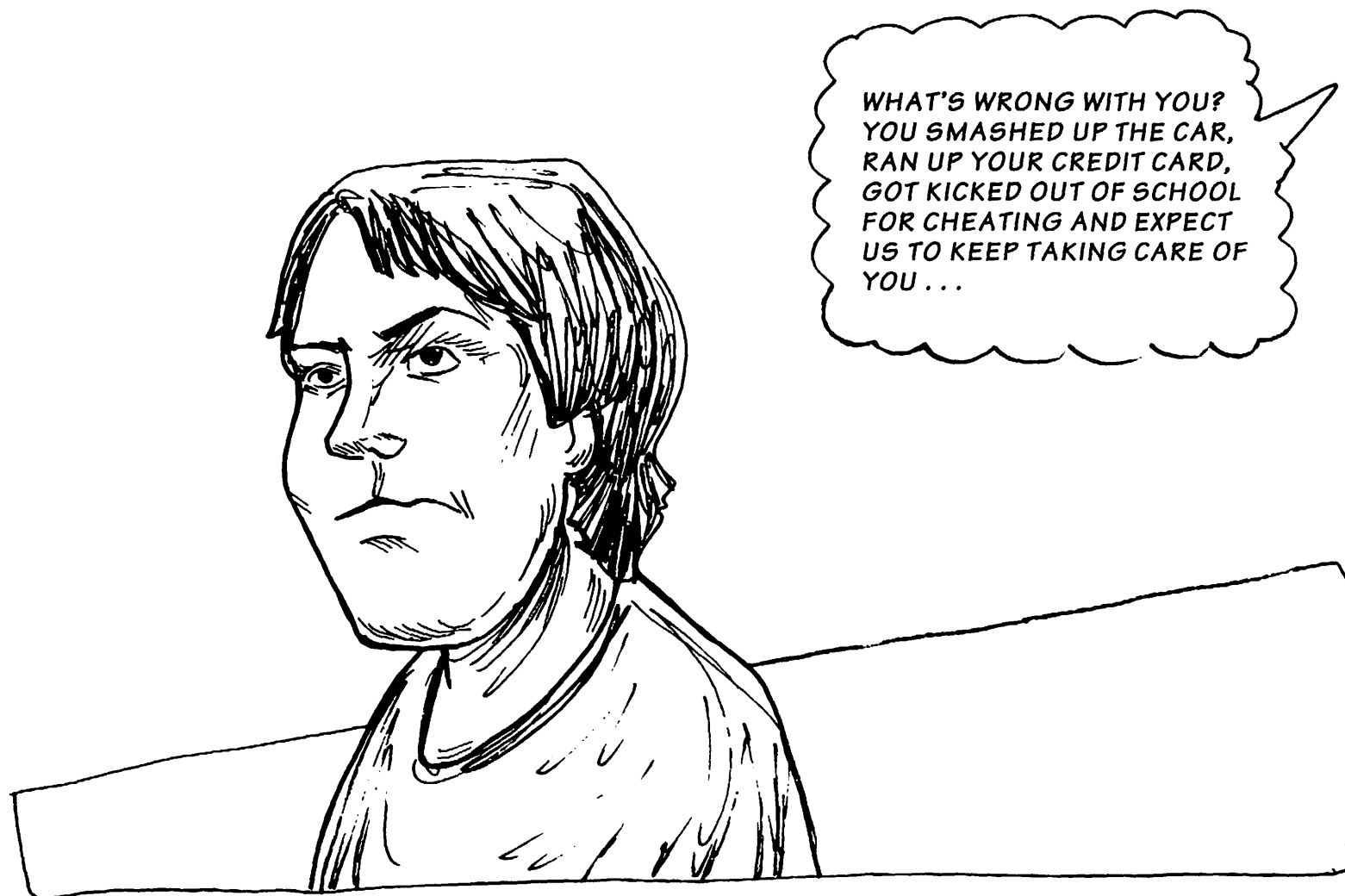
Here is another example of someone whose exchange factor is out:







Later . . .



WHAT'S WRONG WITH YOU?
YOU SMASHED UP THE CAR,
RAN UP YOUR CREDIT CARD,
GOT KICKED OUT OF SCHOOL
FOR CHEATING AND EXPECT
US TO KEEP TAKING CARE OF
YOU . . .



It is interesting that when a person becomes productive his morale improves.

Reversely it should be rather plain to you that a person who doesn't produce becomes mentally or physically ill. For his *exchange* factor is out.

So when you reward a nonproducer you not only deprive those around you who do produce, you also cave the nonproducing person in!

The riots of the ancient city of Rome were caused by these factors. There they gave away corn and games to a populace that eventually became so savage it could only enjoy torture and gruesome death in the arena!

A lot of this exchange imbalance comes from child psychology where the child is not contributing anything and is not permitted to contribute.

It is this which first overwhelms him with feelings of obligation to his parents and then bursts out as total revolt in his teens.

Children who are permitted to contribute (not as a cute thing to do but actually) make noncontributing children of the same age look like raving maniacs! It is the cruel sadism of modern times to destroy the next generation this way.

It is trained-in criminality.

However there is something that can be done about it.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, what criminal exchange is.

Narconon Changing Conditions in Life Course

Demonstrate, using a demo kit, how one can be made to go criminal.

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

Describe an example of a time when you have seen someone made to go criminal by permitting him to receive without his contributing.

(Continue on next page.)

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

Exchange by Dynamics

To help a person sort out his exchange, there is a remedy known as “Exchange by Dynamics.”

It is rather simple.

First, one has to know all about EXCHANGE. This is done by a study of the articles on exchange in this course booklet.

He should then get him to work on exchange as it relates to ALL HIS DYNAMICS IN RELATIONSHIP TO EVERY OTHER DYNAMIC.

That means that you clear up the definitions of dynamics with *care* and then have the person draw a big chart (of his own) and say what he gives the first dynamic and what it gives him.

Example of an Exchange by Dynamics chart:

1	1	Draw in arrows only as he does them.
1	1	
2	2	
2	2	
3	3	
3	3	
4	4	
4	4	

5

5

5

5

6

6

6

6

7

7

7

7

8

8

8

8

Go through the exchanges. What does he exchange with his own first dynamic?

1 1

What does it exchange with him?

1 1

Then what he gives the second dynamic and what it gives him. And so on up the dynamics.

When all the exchanges have been worked out on that step, have him move onto the next one.

Now have him consider “his own second dynamic.” What does his second dynamic give his first dynamic? What does his second dynamic give the second dynamic and what does it give him?

2	1
2	2

And so on until you have a network of these exchange arrows, each both ways.

Somewhere along the way, if your TRs are good and you have his attention and he is willing to talk to you he will have quite a cognition!

That, if it's a big one, is the end phenomena of it.

And don't be surprised if you see a person now and then change his physical face shape!

Narconon Changing Conditions in Life Course

To: Supervisor

From: _____ Date: _____

You and your twin will now do Exchange by Dynamics.

- a. Ask your twin to explain what exchange is. If there is any hesitancy or uncertainty, have your twin review the data he has studied on the subject of exchange and clear up any words that he does not fully understand.
- b. Now have your twin draw a big chart of his own and say what he gives the first dynamic and what it gives him; then what he gives the second dynamic and what it gives him, and so on up the dynamics. If your TRs are good and you have your twin's attention and he is willing to talk to you he will have quite a cognition. (If you run into any difficulty signal your Supervisor for assistance.) When he has completed his Exchange by Dynamics to its full end phenomena, signal your Supervisor. A Success Story form is provided for use, should your twin wish to write down any wins, gains or realizations he's had on this section.

- c. Now explain to your twin what exchange is. If there is any hesitancy or uncertainty, review the data you have studied on the subject of exchange and clear up any words that you do not fully understand.
- d. Now receive Exchange by Dynamics from your twin. Draw a big chart of your own and say what you give the first dynamic and what it gives you; then what you give the second dynamic and what it gives you, and so on up the dynamics. Do Exchange by Dynamics to its full end phenomena. A Success Story form is provided for use, should you wish to write down any wins, gains or realizations you've had on this section.

Narconon Changing Conditions in Life Course Success

You may use this space to write down any wins or gains you had on Exchange by Dynamics.

NAME: _____

DATE: _____

OK TO PUBLISH: _____

(Continue on next page.)

Tear out this page and place it 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.

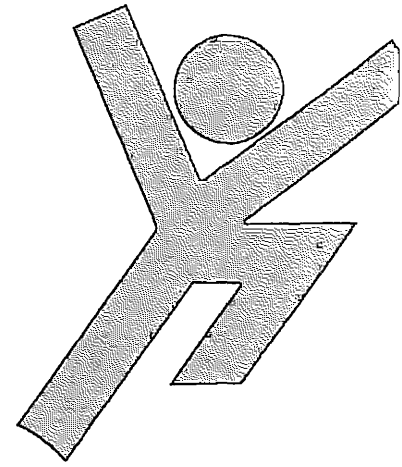
One of the areas he gave special attention to in his work was drug rehabilitation. During the explosion of drug use around the world in the 1960s and early 1970s, Mr. Hubbard found, despite propaganda to the contrary, that people could not advance mentally or spiritually unless the effects caused by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

affluent: having much money or property; prosperous; rich. *As an example, if you made \$10,000 last year and only \$2,000 this year, you obviously are slipping; if you made \$11,000 this year you are pretty stable; if you made \$50,000 this year you are affluent—all compared to the \$10,000 you made last year.*

agin: against; opposed to. *Everybody is agin him.*

appetite over tin cup: (*slang*) a pioneer Western US term used by riverboat men on the Missouri; it means thrown away violently, like “head over heels,” “bowled over.” *These formulas apparently have to be followed in this universe or you simply go appetite over tin cup.*

avowed: openly declared or frankly acknowledged. *When a person is an avowed and knowing enemy of an individual, a group, project or organization, a condition of Enemy exists.*

balked: blocked by an obstacle; hindered. *Sometimes he is balked by security measures.*

bias: a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question; prejudice. *Inform oneself honestly of the actual intentions and activities of that group, project or organization, brushing aside all bias and rumor.*

clover, in: living a carefree life of ease, comfort or prosperity. *Had they elected to follow number 4 (exchange in abundance) they would now be in clover for the world today does not really have a truly good, economical, wreck-free car.*

coaxed: persuaded gently or gradually. *A person can be coaxed into this kind of thinking by PERMITTING HIM TO RECEIVE WITHOUT HIS CONTRIBUTING.*

color: general nature or character. *In a condition of Liability, the being has ceased to be simply nonexistent as a team member and has taken on the color of an enemy.*

con men: US slang for confidence men, swindlers who persuade people to trust them. *Those who engage upon it, whether they be stickup men, corporate con men or governments, are not long for this world.*

corn and games: the practice in ancient Rome of feeding people and providing official public amusement (circuses in the arena) in order to prevent unrest. *Also known as "bread and circuses." There they gave away corn and games to a populace that eventually became so savage it could only enjoy torture and gruesome death in the arena!*

course, in due: in the usual or proper sequence (of events). *I can guarantee that if you do this—and write your information concisely so it is quick to grasp and get your data in a form that doesn't jam your own lines—you will start on up the conditions for actual and in due course arrive in Power.*

deep-six: (slang) a grave. *And the individual who takes but does not give ends up with a deep-six in many ways quite rapidly.*

demise: ceasing to exist; death. *The end result is painfully a demise of status or position and, most certainly, income.*

disinherit: take away the right to inherit; keep from being an heir. *If he just jumped up and said to his uncle, "Well, I've been lying to you, Uncle George. I've been wasting all of your dough," the possibility is that it'd come as such a shock to Uncle George that he'd disinherit him, shoot him and so forth he'd really be in danger.*

dough: (slang) money. *If he just jumped up and said to his uncle, "Well, I've been lying to you, Uncle George. I've been wasting all of your dough," the possibility is that it'd come as such a shock to Uncle George that he'd disinherit him, shoot him and so forth he'd really be in danger.*

exhibition: a public show or display, as of art. *He better get them off to a gallery awful quick and he had better call up a press boy of some kind or another and say, "I'm having an exhibition."*

extant: still in existence. . . . *look through the papers that had been issued at that period of time, these are the orders that are extant and get as busy as the devil just enforcing those orders and your operation will increase and increase.*

facilities: something that makes an action easy; aid; convenience. *Invest the remainder in service facilities; make it more possible to deliver.*

flourish: grow strongly; be successful or healthy. *But if they follow number four they will really flourish and prosper.*

formulas: exact methods or forms prescribed as a guide for thought, action, expression or statement. *Before one learns the formulas for the various operating states, those formulas that when followed will improve conditions in your life, there are certain basic words and terms that need to be well understood so that one can fully apply the materials of this course.*

formulate: put together and express in a clear and orderly way. *Formulate and adopt firm policy that will hereafter detect and prevent the same situation from continuing to occur.*

going concern: a project, business, operation, etc., that is successfully launched and functioning smoothly. *A new appointee taking over a going concern often thinks he had better make himself known by changing everything, whereas he (a) is not well enough known to do so and (b) hasn't any idea of what is needed or wanted yet.*

grind: laborious, usually uninteresting work. *You could try to adjust yourself to the condition and suffer in the day-to-day grind (and become pretty frantic or hopeless).*

havoc: great damage or destruction. *And so he makes havoc.*

howling: (slang) great. *Yet it is the key to howling success and expansion.*

i.e.: (Latin, *id est*) that is (to say). *Those statistics would not allow the salesman to measure his PRODUCT as they would not reflect what he should be producing (i.e., shoes sold).*

imperil: put in danger; endanger; jeopardize. *Because there is such an abundance of production there that momentary halts or dips can't pull it down or imperil its survival.*

inclination: leaning, slope, slant. Trend: *an inclination toward a general course or direction.*

index: a thing that points out; indication; sign; representation. *A statistic is simply an index of things as they have been and they inform you of the relative need of action.*

jockey: direct or maneuver by cleverness or skill. *And you just jockey those two factors, the statistic bettering, the statistic worsening; repair the statistic worsening, and you will find out inevitably some change has been made in that area where a statistic worsens.*

justice: the action taken on an individual by the group when he fails to take appropriate ethics actions himself. *Ethics are very mild, the justice factor is quite mild, there are no savage actions taken particularly.*

keeps, for: seriously and permanently. *Now and then a new appointee is so "status happy" or so insecure or so shy that even when his boss or his staff comes to him and tells him what is needed or wanted he can't or doesn't even acknowledge and really does go into Non-Existence for keeps.*

lines: communication lines, the routes along which communications travel from one person to another; the lines on which particles flow. *The first thing you have got to do is make a record of all its lines.*

livingness: the activity of going along a certain course, impelled (driven) by a purpose and with some place to arrive. *The formulas for these are the monitoring formulas for livingness.*

materiel: the materials and tools necessary to any work, enterprise, etc. *Find and get yourself on every comm line you will need in order to give and obtain information relating to your duties and materiel.*

MEST universe: the physical universe; the universe of matter, energy, space and time. *In the mest universe there are formulas connected with these operating states.*

monitoring: overseeing, supervising or regulating. *The formulas for these are the monitoring formulas for livingness.*

morale: the state of the spirits of an individual or group as shown by confidence, cheerfulness, discipline and willingness to perform assigned tasks. *It is interesting that when a person becomes productive his morale improves.*

overwhelm: a condition of being overcome completely in mind or feeling. *He is contributing nothing in return and winds up in overwhelm!*

plight: a condition, state or situation, especially an unfavorable or unfortunate one. *Many "third world countries" and even the bigger ones are in this plight right now.*

plummeting: falling or dropping straight down. *You go plummeting down fast.*

predecessor: the person holding a position or office before another. *Correctly applying the condition of Power Change makes it possible for a person to successfully take over a job his predecessor left behind.*

quasi-: seemingly but not actually the same as; part; halfway. *His uncle might find it out at any moment and he expects to inherit his uncle's fortune some day, or something, so he's in a sort of quasi-panic; even though he isn't thinking about it, it's still sitting there.*

raving: that talk wildly or senselessly, as from rage, delirium or insanity. *Children who are permitted to contribute (not as a cute thing to do but actually) make non-contributing children of the same age look like raving maniacs!*

reappraisal: a new and fresh evaluation; reconsideration. *Sometimes he finds that what he is told is needed or wanted needs reappraisal or further investigation.*

relative: as compared with something else; comparative. *It is simply the relative rise or fall of a quantity compared to an earlier moment in time.*

ropes, learn the: know or learn all the details, rules and organization of a business, method, etc. *Keep your eyes open, learn the ropes and, depending on how big the organization is, after a certain time, why see how it is running and run it as Normal operating condition if it's not in anything but a Normal operating condition.*

sadism: extreme cruelty. *It is the cruel sadism of modern times to destroy the next generation this way.*

seething: violently excited or agitated. *The insane are just one seething mass of overt acts and withholds.*

shot: in hopelessly bad condition; ruined. *He finds his statistics are shot and he suddenly looks up one day and his bank balance is down to nothing and the landlord is camping on his doorstep.*

single-handing: only one man, senior or junior, doing all the controlling and work of an activity. *Havoc and single-handing occur where the bulk of the staff have omitted to get themselves on important communication lines and keep those lines flowing.*

snap and pop: get moving, briskly and efficiently. *The area has been directed to follow the formula, they have been told to snap and pop and get that thing straightened out, and they are still found to be goofing.*

sound: correct, logical, well-founded. *Statistics are the only sound measure of any production or any job or any activity.*

stellar: by or as by a star performer; excellent; outstanding. *By reinforcing what caused the Affluence, you boost it up to a new higher point until eventually it peaks at what is truly a stellar range.*

survey: examination; investigation. *So it is always safest for him to make his own survey of it and operate on it when he gets his own firm reality on what is needed or wanted.*

terminal: anything used in a communication system; anything that can receive, relay or send a communication; a man would be a terminal, but a post (position, job or duty to which a person is assigned) would also be a terminal. *To bypass someone means to "jump the proper terminal in a chain of command."*

time immemorial: ancient times; beyond memory. *If you don't write up your whole job, you are going to be stuck with a piece of that job since time immemorial, and a year or so later somebody will still be coming to you asking you about that job which you held.*

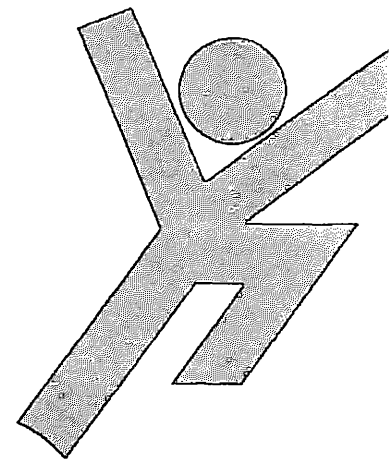
tripped: caught in a lie, error, etc. *Well, the situation with his uncle could be spotted, as, "He's got withholds and he's connected in some way and it's pretty weird and he's liable to be tripped."*

unions: short for *labor unions*: associations of workers to protect and further the welfare, interests and rights of their members. *Unions and workers in the auto industry elected to follow exchange number 2 above (partial exchange).*

vogue: popular favor or acceptance. *If exchange number one is in vogue, income will dry up with a thoroughness you wouldn't believe.*

wavering: showing doubt or being uncertain. *Suffer on up through the conditions in the new group if one has changed sides or the conditions of the group one has remained in if wavering from it has lowered one's status.*

wise: way; manner: used chiefly in such phrases as *in no wise, in this wise. In the same wise, each step in a formula is in exact sequence and must be done in that sequence.*



Supervisor Section

How to Supervise This Course

The Supervisor

The Narconon Changing Conditions in Life Course must have a Supervisor. He must be a trained Course Supervisor.

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

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

Materials

The Supervisor makes sure that each student has his own Narconon Changing Conditions in Life Course booklet.

Other materials the course must have include furniture, bulletin boards, routing forms, dictionaries and any other reference books that might be needed for the student's questions. It also includes the roll book, student files and any other items that will be needed.

Handling Students

The Supervisor must always keep in mind that he is much more expert in the subject of the course data than the student. He must not introduce data from his own higher training into the Narconon Changing Conditions in Life 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.

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.

Supervising Conditions Handlings

Students on the Narconon Changing Conditions in Life Course will be doing various actions to complete condition formulas. The

Narconon Course Supervisor closely coordinates and monitors the students through their handlings with the assistance of the Narconon Ethics Officer to ensure that students are gotten through their conditions formulas rapidly and achieve the desired result.

If the student does not have good indicators on doing an ethics condition formula, 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.

Handling Student Questions

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

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

Supervisor Presence

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

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

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

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

Daily, the Supervisor must read over each 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 Changing Conditions In Life Course.

Repairing Past Ethics Tips and Cautions

In order to get the tremendous results possible from properly administered repair of past ethics, the following tips and cautions are given:

A. Twins

When you are administering this action on a number of people who are twinned up and working to get each other through, you always work in the direction of having the twin handle the person he is working with and you wouldn't step in and handle until it was obvious that they really needed help. Encourage them to become skilled at handling one another's ethics as well as their own.

B. Overrun

A person doing this action could have a major win on one of the steps, continue past this point and bog. If the Ethics Officer or person doing the handling suspects this has occurred, he can check for this, get the data from the individual and, if necessary, the data is gotten to the C/S.

C. Misunderstoods

Misunderstood words on the conditions and their formulas can cause trouble. The Ethics Officer or person doing the handling should use Word Clearing liberally when the individual runs into difficulties in understanding or applying the conditions formulas.

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

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

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

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

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

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

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

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

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

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

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

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

Narconon Organizations

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

United States of America

Narconon Sacramento
1780 Creekside Oak Drive,
Suite 100
Sacramento, California 95833
Narconon Los Angeles
P.O. Box 94124
Pasadena, California 91109
Narconon Professional Center
P.O. Box 93453
Pasadena, California 91109
Narconon Chilocco
Route 2, Box 400
Newkirk, Oklahoma 74647
Narconon Boston
1 Salem Street, Suite 304
Malden, Massachusetts 02148
Narconon Florida, Inc.
5708 Lorraine Road
Bradenton, Florida 34202

Australia

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

Canada

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

Narconon Society of
British Columbia
2130 Kingsway
Vancouver, V5N 2T5
British Columbia, Canada
Narconon Canada
840 Pape Avenue, Suite 201
Toronto, M4K 3T6
Ontario, Canada

Denmark

Narconon Skellingsted
Amosevej 73
Skellingsted
4440 Morkov
Denmark

Europe

Narconon Europe
Ny Carlsbergvej 37
1760 Copenhagen V.
Denmark

France

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

Germany

Narconon Germany
Neuhauser Strasse 1
8162 Schliersee 2
Germany

Narconon Schliersee
Neuhauser Strasse 1
8162 Schliersee 2
Germany

Narconon Itzehoe
An Der B 77
210 Itzehoe
Germany

Holland

Stichting Narconon
Nederland
Deventerweg 93
7203 Ad Zupthen
Holland

Italy

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

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

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

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

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

Spain

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

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

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

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

Sweden
Riksorganisationen Narconon
Sweden
Box 3081
143 00 Varby
Sweden

Narconon Huddinge
Box 3081
143 03 Varby 3
Sweden

Narconon Huddinge Annex
Narconon Knutby
Gransta
740 12 Knutby
Sweden

Narconon Eslov
Sodergard/Skarhult
241 00 Eslov
Sweden

Switzerland

Narconon Romandie
1888 Les Plans Sur Bex
Switzerland

United Kingdom

Narconon
31A High Street
East Grinstead
West Sussex RH 19 3AF
England