



The Way to Happiness[™]
Course

8

Based on the works of
L. Ron Hubbard



The Way to Happiness™
Course

8

Based on the works of
L. Ron Hubbard

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

ISBN 0-88404-665-6

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.

THE WAY TO HAPPINESS and THE WAY TO HAPPINESS symbol are trademarks owned by L. Ron Hubbard Library and are used with its permission.

Narconon® The Way to Happiness Course

Name: _____ Organization: _____

Address: _____

Date started: _____ Date completed: _____

This checksheet is the last step of the Narconon Program and is done following the Narconon Changing Conditions in Life Course.

The purpose of this course is to give you the knowledge you need to achieve greater happiness for yourself and others.

When you have studied the first item called for in Section Zero 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.

There is a glossary provided at the back of this book which includes the definitions of difficult or uncommon words used in this course booklet. It also includes the definitions of difficult or uncommon words used in *The Way to Happiness* book that are not already defined in the footnotes of that book. Use the glossary or a dictionary any time you come across a word that you don't fully understand. This will help to ensure that you fully understand what you study on this course.

The end result of this course is an individual who understands the way to happiness and can apply the data to achieve greater survival and happiness for himself and others.

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

Section Zero: Introduction

1. Read the article "The Way to Happiness" on page 3 in your course booklet. _____
2. Read the article "How to Use this Book" starting on page 9 of the hardbound *The Way to Happiness*. _____
3. Read the article "Happiness" starting on page 17 of the hardbound *The Way to Happiness*. _____
4. Answer the questions given on pages 5–8 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk. _____

Section One: Take Care Of Yourself

1. Read the article "Take Care of Yourself" starting on page 25 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 11–22 in your course booklet, using the sheets provided for this. When finished, tear out these pages and place them on the Supervisor's desk. _____

3. **PRACTICAL ASSIGNMENT:** Go to the Supervisor and he will select another student to work with you. Have the student look at the “Take Care of Yourself” article of *The Way to Happiness*. Have him spot any outnesses in the way he takes care of himself and then help him correct these using the data in this section. Write down what you did and the result. Use the sheets provided for this on pages 23–24 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.
-

Section Two: Be Temperate

1. Read the article “Be Temperate” starting on page 31 of the hardbound *The Way to Happiness*.
 2. Answer the questions given on pages 27–36 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk.
-

Section Three: Don't Be Promiscuous

1. Read the article "Don't Be Promiscuous" starting on page 37 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 39–42 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk. _____

Section Four: Love and Help Children

1. Read the article "Love and Help Children" starting on page 47 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 45–55 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk. _____
3. Demonstrate, using a demo kit, how loving and helping a child would help put his or her feet on the way to survival. _____

Section Five: Honor and Help Your Parents

1. Read the article “Honor and Help Your Parents” starting on page 63 of the hardbound *The Way to Happiness*.

2. Answer the questions given on pages 59–66 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk.

3. Demonstrate, using a demo kit, how being on good terms with one’s parents or those who brought one up would increase a person’s own happiness.

4. a. Think of a person you know (a good friend or acquaintance) who has an unfulfilled obligation to his parents or those who brought the person up. Describe this obligation and how the person is indebted to his parents (or the people who brought him up) for his upbringing. Use the sheet provided for this on page 67 of your course booklet.

- b. Write down what the person could do to fulfill the obligation that you listed on page 67. Use the sheet provided for this on page 68 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.
-

Section Six: Set a Good Example

1. Read the article "Set a Good Example" starting on page 71 of the hardbound *The Way to Happiness*.
 2. Answer the questions given on pages 71–76 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
 3. **PRACTICAL ASSIGNMENT:** Work out something that you could do to set a good example for another or others. This should be a simple action that will not require a lot of time—something that you can easily do within your course period. Once you have worked this out, do it. Describe what you did, including the person or persons you set a good example for and the results of your doing that,
-

using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.

Section Seven: Seek to Live with the Truth

1. Read the article "Seek to Live with the Truth" starting on page 77 of the hardbound *The Way To Happiness*.
 2. Answer the questions given on pages 81–88 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
-

Section Eight: Do Not Murder

1. Read the article "Do Not Murder" starting on page 85 of the hardbound *The Way to Happiness*.
 2. Answer the questions given on pages 91–94 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
-

3. Demonstrate, using a demo kit, the difference between kill and murder.
-

Section Nine: Don't Do Anything Illegal

1. Read the article "Don't Do Anything Illegal" starting on page 91 of the hardbound *The Way to Happiness*.
2. Answer the questions given on pages 97–100 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
3. Demonstrate, using a demo kit, that when someone does something illegal, small or large, one is laid open to attack by the state.
4. Describe an example that you have observed or heard about, of someone committing an illegal act and how this laid the person open to attack by the state. Include in your write-up what consequences occurred as a result of this person having committed this act. Use the sheets provided for this starting

on page 101 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

Section Ten: Support a Government Designed and Run For All The People

1. Read the article "Support a Government Designed and Run for All the People" starting on page 103 of the hardbound *The Way to Happiness*.
2. Answer the questions given on pages 105–108 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
3. Describe an example from your own experience, of a government doing something for its people which enhanced their survival (this could include some constructive civil service or project you have seen). Use the sheet provided for this on page 109 in your course booklet. Now write down something that could have been done to contribute to what you wrote down on page 109, using the sheet provided

on page 110 of your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

Section Eleven: Do Not Harm a Person of Good Will

1. Read the article "Do not Harm a Person of Good Will" starting on page 115 of the hardbound *The Way To Happiness*.
 2. Answer the questions given on pages 113–116 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
 3. **PRACTICAL ASSIGNMENT:** Decide on something that you could do to advocate the support of a person of good will. Choose a simple action which will not require a lot of your time and which you know that you can easily do. Then do that action. Describe what you did and how doing that contributed to your own happiness and survival. Use the sheets
-

provided for this in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.

Section Twelve: Safeguard and Improve Your Environment

1. Read the article "Safeguard and Improve Your Environment" starting on page 123 of the hardbound *The Way To Happiness*.
2. Answer the questions given on pages 121–131 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk.
3. List out three things that you could do to get others to help take care of the planet, including the exact actions you would take in each case. 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.

Section Thirteen: Do Not Steal

1. Read the article "Do not Steal" starting on page 149 in the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 137–140 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk. _____
3. Describe an instance that you have observed or experienced where a mystery was created by a thief stealing something and what effect that created. Use the sheets provided for this starting on page 141 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____

Section Fourteen: Be Worthy of Trust

1. Read the article "Be Worthy of Trust" starting on page 157 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 145–149 in your course booklet, using the sheets provided for

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

3. Demonstrate, using a demo kit, how the confidence you have in the reliability of those around you affects your own survival. _____

Section Fifteen: Fulfill Your Obligations

1. Read the article "Fulfill your Obligations" starting on page 169 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 153–160 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor's desk. _____
3. Describe an actual obligation that another person has to you, using the sheet provided for this on page 161 in your course booklet. Now write down what you could do to assist or permit this person to satisfy or pay off this obligation to you, using the sheet provided for this on page 162 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____

Section Sixteen: Be Industrious

1. Read the article “Be Industrious” starting on page 179 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 165–168 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk. _____
3. Demonstrate, using a demo kit, what the basis of morale is. _____
4. **PRACTICAL ASSIGNMENT:** Work out something that you can do to persuade an idle person to decide on some productive activity and get busy with it. Work out something that is fairly simple to do and which will not require a lot of your time. Then get with the Supervisor and he will arrange for you to either do this with another student or after course. Then go and do it. Write down what you did and how that affected the person’s morale. Use the sheet provided for this on page 169 in your course booklet. When finished, tear out the page and place it on the Supervisor’s desk. _____

Section Seventeen: Be Competent

1. Read the article “Be Competent” starting on page 187 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 173–184 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk. _____
3. Demonstrate, using a demo kit, how one’s own survival and that of one’s family and friends depends in no small measure upon the general competence of others. _____
4. Demonstrate, using a demo kit, the acid test of any activity, skill or profession: can one DO it? _____
5. Using a subject or area that you would like to be more competent in, write an essay on how you could apply the data you have studied on look, learn and practice to achieve greater ability and skill in that area. Use the sheets provided for this on _____

pages 185–186 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk.

Section Eighteen: Respect the Religious Beliefs of Others

1. Read the article “Respect the Religious Beliefs of Others” starting on page 255 of the hardbound *The Way to Happiness*.
 2. Answer the questions given on pages 189–196 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk.
-

Section Nineteen: Try Not To Do Things To Others That You Would Not Like Them To Do To You

1. Read the article “Try Not to Do Things to Others That You Would Not Like Them to Do to You” start-

ing on page 267 of the hardbound *The Way to Happiness*.

2. Answer the questions given on pages 199–204 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk.
 3. Demonstrate, using a demo kit, a harmful act.
 4. Describe an example, from your own experience, of someone committing a harmful act. Write down what you noticed in that particular instance of how committing a harmful act, particularly when hidden, can cause a person to suffer severe changes in his attitudes toward others and himself, all of them unhappy ones and how this affected the person’s own happiness and the happiness of those around him. Use the sheet provided for this on page 205 in your course booklet. When finished, tear out the page and place it on the Supervisor’s desk.
-

Section Twenty: Try To Treat Others As You Would Want Them To Treat You

1. Read the article “Try to Treat Others As You Would Want Them to Treat You” starting on page 277 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 209–215 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk. _____
3. Choose five of the virtues listed in the article “Try to Treat Others As You Would Want Them to Treat You.” For each of the virtues you choose, pick a person that you know and describe exactly what you could do to treat that person with (virtue chosen), and how treating him or her that way would increase their happiness as well as your own. Use the sheets provided for this on pages 217–224 in your course booklet. When finished, tear out the pages and place them on the Supervisor’s desk. _____

4. **PRACTICAL ASSIGNMENT:** Choose a specific value or virtue from the article “Try to Treat Others As you Would Want Them To Treat You.” Work out something simple that you can do, during your course period, to treat another with that value or virtue. Tell your Supervisor what you will do. Once you have done this assignment write up what happened, using the sheet provided for this on page 225 in your course booklet. When finished, tear out the page and place it on the Supervisor’s desk. _____

Section Twenty-One: Flourish and Prosper

1. Read the article “Flourish and Prosper” starting on page 309 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 229–234 in your course booklet, using the sheets provided for this. When finished, tear out the pages and place them on the Supervisor’s desk. _____

3. Demonstrate, using a demo kit, a way that a person could seek to crush one down and make nothing of one's hopes and dreams, one's future and one, himself. _____
4. Demonstrate, using a demo kit, "The real handling of such a situation and such people, the real way to defeat them, is to flourish and prosper." _____
5. Give an example you have seen or experienced of an evil-intentioned person attacking someone else. Explain how this could have been handled using the precept "Flourish and Prosper." Use the sheet provided for this on page 235 in your course booklet. When finished, tear out the page and place it on the Supervisor's desk. _____

Section Twenty-Two: Epilogue

1. Read the "Epilogue" starting on page 317 of the hardbound *The Way to Happiness*. _____
2. Answer the questions given on pages 239–245 in your course booklet using the sheets provided for

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

3. **PRACTICAL ASSIGNMENT:** Give copies of the book *The Way to Happiness* to three people you know. (Follow the instructions given in the beginning of the book, entitled "How to Use This Book.") Write down who you gave the books to and any observations you had in doing this, using the sheets provided for this on pages 247–248 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk.
-

Section Twenty-Three: Final Course Exercise

1. Write an essay on how you can apply the datum, "If you can get others to follow the road, you yourself will be free enough to give yourself a chance to discover what real happiness is," in applying each of the precepts that you have learned on this course: Take Care of Yourself; Be Temperate; Don't be Promiscuous; Love and Help Children; Honor and Help Your Parents; Set a Good Example; Seek to Live With the Truth; Do Not Murder; Don't Do

Anything Illegal; Support a Government Designed and Run for All the People; Do Not Harm a Person of Good Will; Safeguard and Improve Your Environment; Do Not Steal; Be Worthy of Trust; Fulfill Your Obligations; Be Industrious; Be Competent; Respect the Religious Beliefs of Others; Try Not to Do Things To Others That You Would Not Like Them to Do to You; Try to Treat Others As You Would Want Them to Treat You; Flourish and Prosper. Use the sheets provided for this on pages 251–260 in your course booklet. When finished, tear out the pages and place them on the Supervisor's desk. _____

Section Twenty Four: Student Completion

I attest that I have studied the materials on this checksheet and I can apply the data I have learned to bring about greater survival and happiness for myself and those around me.

Student: _____ Date: _____

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

Supervisor: _____ Date: _____

STUDENT EXAMINER

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

Student Examiner: _____ Date: _____

STUDENT ATTEST AT CERTIFICATES AND AWARDS

I attest:

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

Student: _____ Date: _____

Certificates and Awards: _____ Date: _____

The student is presented the certificate of:

NARCONON THE WAY TO HAPPINESS COURSE GRADUATE

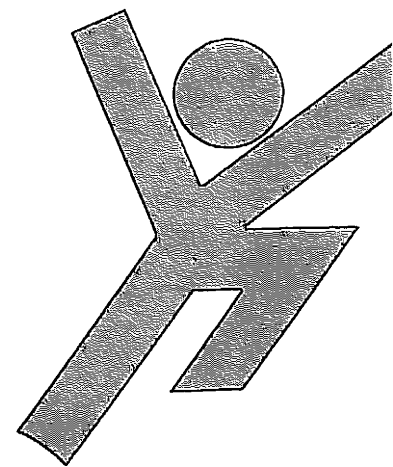
Certificates and Awards: _____ Date: _____

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

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

Section 0

Introduction



The Way To Happiness

The book used for this course is *The Way to Happiness*, which contains a common-sense guideline to better living. Doing the lessons of this course, you will learn such things as how to raise children who know right from wrong, how to ensure that people fulfill their obligations and how to maintain trust and honesty in the family and in relationships with others. By applying the precepts given in *The Way to Happiness* to yourself and those around you, you can gain pride and self-respect and can improve the quality of your life.

Get started, and discover the road to a much safer and happier life for you and others.

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is **survival**?

(Continue on next page.)

Give an example you have experienced of the difficulty of trying to survive in a generally immoral society.

(Continue on next page.)

What is happiness?

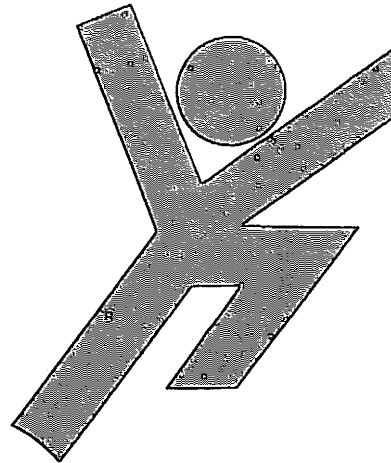
(Continue on next page.)

Give an example of a time that someone else's conduct affected your own happiness.

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

Section 1

Take Care of Yourself



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **get care when you are ill?**

(Continue on next page.)

Explain how you could handle someone who was ill but was not taking precautions or getting proper care.

(Continue on next page.)

What is meant by keep your body clean?

(Continue on next page.)

Explain why keeping one's body clean is important.

(Continue on next page.)

What is meant by **preserve your teeth**?

(Continue on next page.)

What could be the consequences of someone not taking care of his teeth?

(Continue on next page.)

What is meant by **eat properly**?

(Continue on next page.)

Give an example you have seen of what happens when a person doesn't eat properly.

(Continue on next page.)

What is meant by *get rest*?

(Continue on next page.)

Explain why getting enough rest is important to one's survival.

(Continue on next page.)

What is meant by **take care of yourself**?

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



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

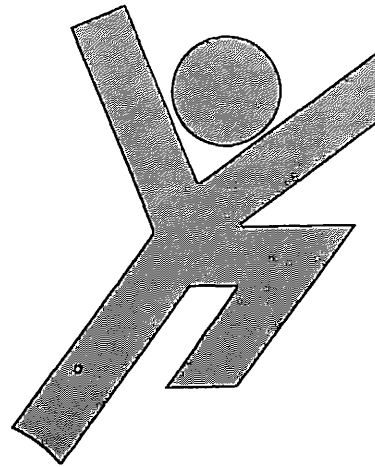
Go to the Supervisor and he will select another student to work with you. Have the student look at the "Take Care of Yourself" section of *The Way to Happiness*. Go over each point and help the student to correct any outnesses by using the data in this section. Write down what you did and the result.

(Continue on next page.)

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

Section 2

Be Temperate



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define **temperate**.

(Continue on next page.)

Describe someone you have known who was temperate.

(Continue on next page.)

What is meant by do not take harmful drugs?

(Continue on next page.)

Explain why you should discourage people from taking harmful drugs.

(Continue on next page.)

What is meant by **do not take alcohol to excess?**

(Continue on next page.)

Give an example you have seen of the effects of drinking too much alcohol.

(Continue on next page.)

What is meant by observing the points above, one becomes more physically able to enjoy life?

(Continue on next page.)

Give an example of how you could apply the precept “Be Temperate” to improve your own survival.

(Continue on next page.)

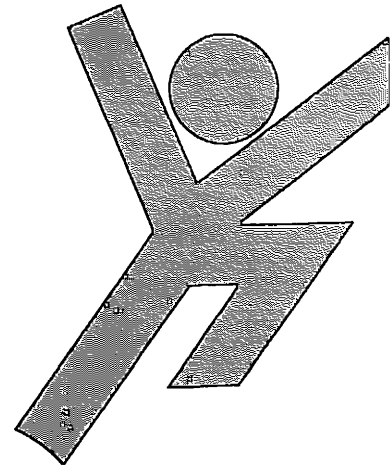
Describe an example, from your own experience, of a person you knew who took harmful drugs or drank alcohol to excess and how doing this affected his happiness and his ability to physically enjoy life.

(Continue on next page.)

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

Section 3

Don't Be
Promiscuous



Narconon The Way To Happiness Course

To: Supervisor

From: _____ Date: _____

Define **promiscuous**.

(Continue on next page.)

Give an example that you have seen or read about of the consequences of sexual promiscuity.

(Continue on next page.)

What is meant by **be faithful to your sexual partner?**

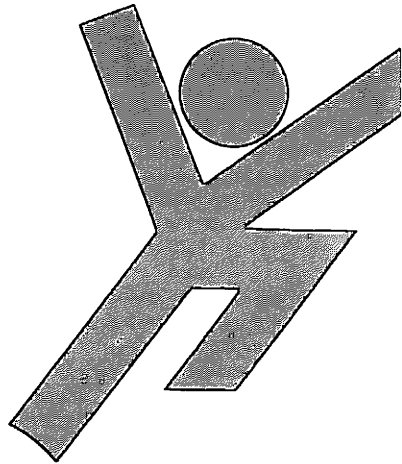
(Continue on next page.)

Explain how being faithful to one's sexual partner can increase one's happiness.

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

Section 4

Love and
Help Children





Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **today's children will become tomorrow's civilization?**

(Continue on next page.)

Give an example of how your own survival in later years could be affected by the way today's children are raised.

(Continue on next page.)

What is meant by a child is a little bit like a blank slate?

(Continue on next page.)

Give an example you have seen of how a child was influenced, either in a good way or in a bad one, by his upbringing.

(Continue on next page.)

What is a precept?

(Continue on next page.)

Explain how it could help a child to get him to understand and agree to follow the first precept in this book, "Take Care of Yourself."

(Continue on next page.)

What is meant by try to be the child's friend?

(Continue on next page.)

Define obligation.

(Continue on next page.)

Explain why it is important to let a child help.

(Continue on next page.)

What is meant by love and help children?

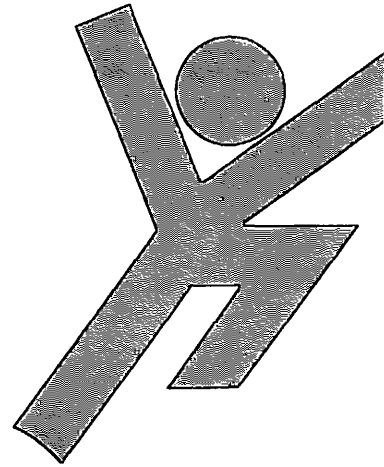
(Continue on next page.)

Give an example of how you could help a child.

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

Section 5

Honor and
Help Your Parents



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define **honor**.

(Continue on next page.)

Explain how subterfuges and lies can build a wall between a person and his parents.

(Continue on next page.)

Define compromise.

(Continue on next page.)

Give an example of a compromise between yourself and your parents.

(Continue on next page.)

What is meant by **honor and help your parents?**

(Continue on next page.)

Give an example you have seen of someone helping his parents.

(Continue on next page.)

What is meant by **being on good terms** with someone?

(Continue on next page.)

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

- a. Think of a person you know (a good friend or acquaintance) who has an unfulfilled obligation to his or her parents or those who brought the person up. Describe this obligation and how the person is indebted to his parents (or the people who brought him up) for his upbringing.

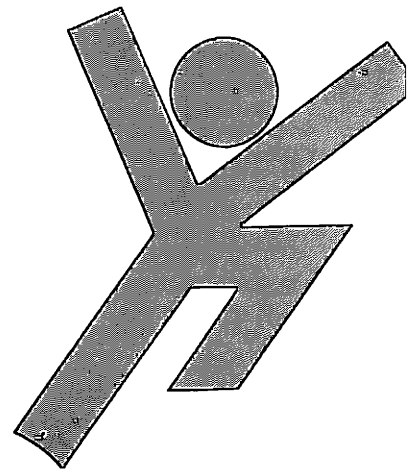
(Continue on next page.)

- b. Write down what the person could do to fulfill the obligation that you listed on page 67.

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

Section 6

Set a Good Example



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **set a good example?**

(Continue on next page.)

Explain how you could set a good example for a child.

(Continue on next page.)

Explain how you could set a good example for fellow workers at your job.

(Continue on next page.)

Explain how you could set a good example for another family member.

(Continue on next page.)

Define influence.

(Continue on next page.)

Give an example of how you have been influenced by someone.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Work out something that you could do to set a good example for another or others. This should be a simple action that will not require a lot of time—something that you can easily do within your course period. Once you have worked this out, do it. Describe what you did, including the person or persons you set a good example for and the result of your doing that.

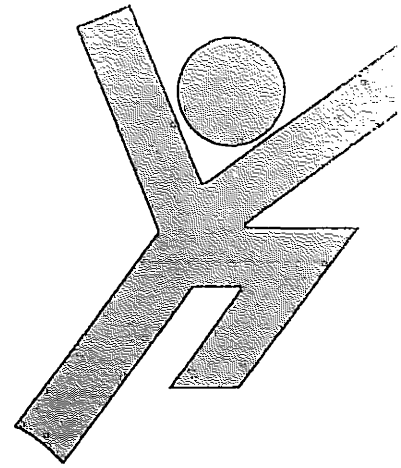
(Continue on next page.)

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

Section

7

Seek to Live
With the Truth



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define **truth**.

(Continue on next page.)

Give an example you have seen of how false data or lies can cause one to make mistakes.

(Continue on next page.)

What is meant by **what is *true* is what is true for *you*?**

(Continue on next page.)

Think of something that you were taught in school or told by someone else, and determine what was actually true for *you* on that subject. Write down what you discovered.

(Continue on next page.)

What is meant by **do not tell harmful lies**?

(Continue on next page.)

Give an example that you have seen or read about which shows the consequences of harmful lies.

(Continue on next page.)

What is meant by **do not bear false witness**?

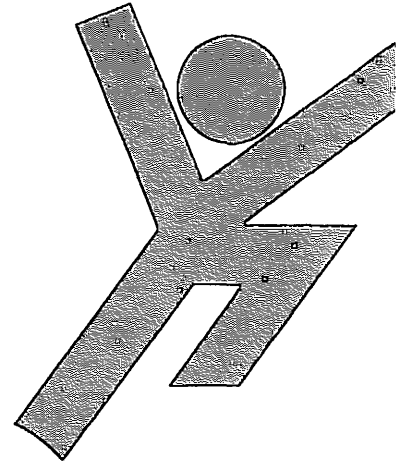
(Continue on next page.)

Give an example of a penalty connected with bearing false witness.

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

Section 8

Do Not Murder



Narconon The Way To Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **killing**?

(Continue on next page.)

Give an example of a difficulty which could arise out of a prohibition against all killing.

(Continue on next page.)

Define murder.

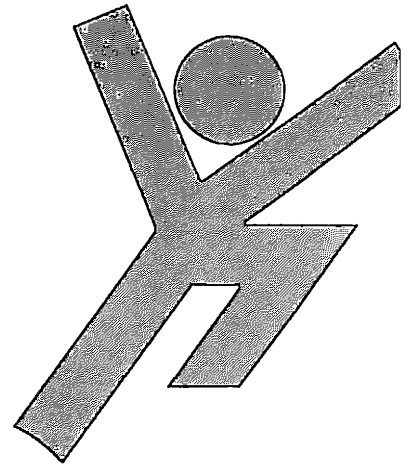
(Continue on next page.)

Give an example of something you could do to help prevent murder.

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

Section 9

Don't Do
Anything Illegal



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define illegal acts.

(Continue on next page.)

Give an example you have seen of how the imagined “advantages” in committing an illegal act turned out not to be worth it.

(Continue on next page.)

What is meant by the state and government tends to be a rather unthinking machine?

(Continue on next page.)

Give an example of how you could discourage those around you from committing illegal acts.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

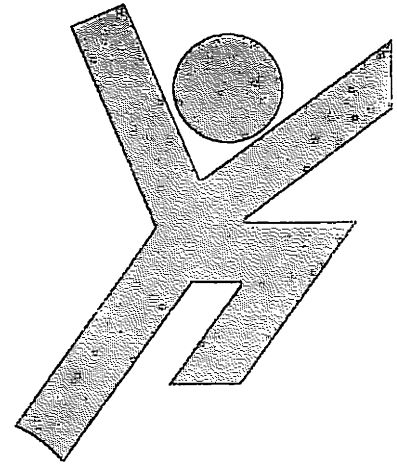
Describe an example that you have observed or heard about of someone committing an illegal act, and how this laid the person open to attack by the state. Include in your write-up what consequences occurred as a result of this person having committed this act.

(Continue on next page.)

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

Section 10

Support a Government
Designed and Run
for All the People



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by government organized and conducted solely for self-interested individuals and groups?

(Continue on next page.)

Give an example of how you could work to reform such a government.

(Continue on next page.)

What is meant by the subject called **“government”**?

(Continue on next page.)

Give an example of something you could do to help bring about a better government.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Describe an example, from your own experience, of a government doing something for its people which enhanced their survival (this could include some constructive civil service or project you have seen).

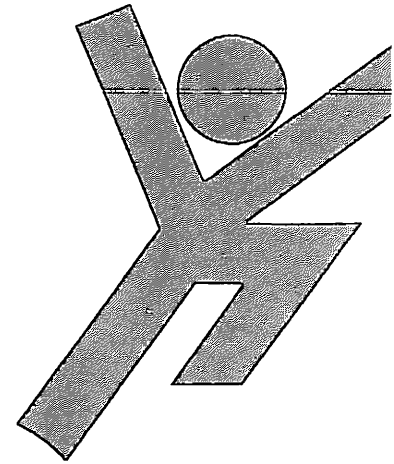
(Continue on next page.)

Write down something that could have been done to support or contribute to what you wrote down on page 109.

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

Section 11

Do Not Harm
a Person of Good Will



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is a **person of good will**?

(Continue on next page.)

Describe three people you know who are people of good will.

(Continue on next page.)

What is meant by **such people are easy to attack?**

(Continue on next page.)

Explain why one must defend people of good will.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

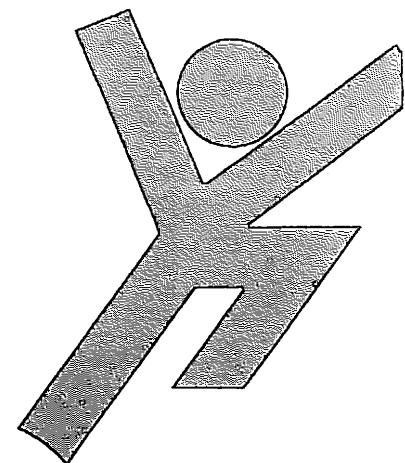
Decide on something that you could do to advocate the support of a person of good will. Choose a simple action which will not require a lot of your time and which you know that you can easily do. Then go outside the course room and do that action. Describe what you did and how doing that contributed to your own happiness and survival.

(Continue on next page.)

1. The following information is to be provided to the Supervisor's desk:

- a. A copy of the report of the investigation.
- b. A copy of the report of the investigation.
- c. A copy of the report of the investigation.
- d. A copy of the report of the investigation.
- e. A copy of the report of the investigation.
- f. A copy of the report of the investigation.
- g. A copy of the report of the investigation.
- h. A copy of the report of the investigation.
- i. A copy of the report of the investigation.
- j. A copy of the report of the investigation.
- k. A copy of the report of the investigation.
- l. A copy of the report of the investigation.
- m. A copy of the report of the investigation.
- n. A copy of the report of the investigation.
- o. A copy of the report of the investigation.
- p. A copy of the report of the investigation.
- q. A copy of the report of the investigation.
- r. A copy of the report of the investigation.
- s. A copy of the report of the investigation.
- t. A copy of the report of the investigation.
- u. A copy of the report of the investigation.
- v. A copy of the report of the investigation.
- w. A copy of the report of the investigation.
- x. A copy of the report of the investigation.
- y. A copy of the report of the investigation.
- z. A copy of the report of the investigation.

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



Section 12

Safeguard and Improve
Your Environment



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **be of good appearance**?

(Continue on next page.)

Describe someone you know who keeps up a good appearance.

(Continue on next page.)

Define morale.

(Continue on next page.)

Explain what appearance has to do with a person's morale.

(Continue on next page.)

What is meant by *take care of your own area*?

(Continue on next page.)

Give an example you have seen of a person who did not take care of his own area, and how that affected others around him.

(Continue on next page.)

What is meant by something that **“nobody owns”**?

(Continue on next page.)

Explain what happens to things that “nobody owns.”

(Continue on next page.)

What is meant by **help take care of the planet?**

(Continue on next page.)

Give an example of something you could do to help take care of the planet.

(Continue on next page.)

What is meant by safeguard and improve your environment?

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

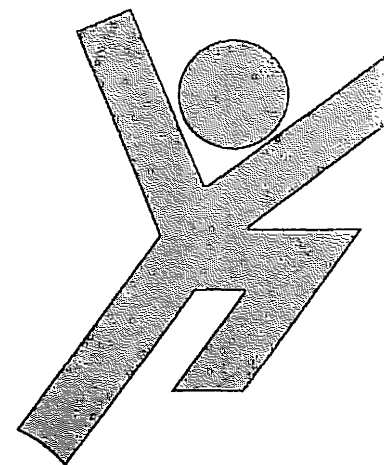
List out three things that you could do to get others to help take care of the planet, including the exact actions you would take in each case.

(Continue on next page.)

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

Section 13

Do Not Steal





Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **do not steal**?

(Continue on next page.)

Give an example you have seen or read about which shows the consequences of stealing.

(Continue on next page.)

What is meant by those who steal imagine they are acquiring something valuable at low cost?

(Continue on next page.)

Explain the actual price a thief has to pay for having stolen things.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

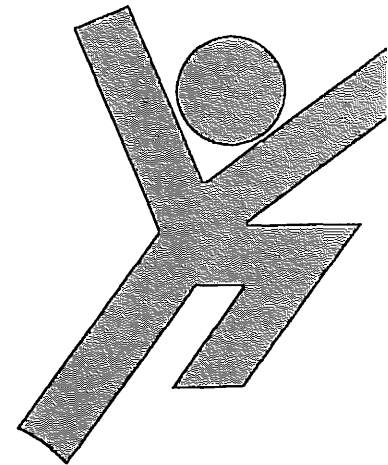
Describe an instance that you have observed or experienced where a mystery was created by a thief stealing something and what effect that created.

(Continue on next page.)

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

Section 14

Be Worthy of Trust



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **be worthy of trust**?

(Continue on next page.)

Describe someone you know who is trustworthy.

(Continue on next page.)

What is meant by *keep your word once given*?

(Continue on next page.)

Explain what can happen to a person who does not keep his word.

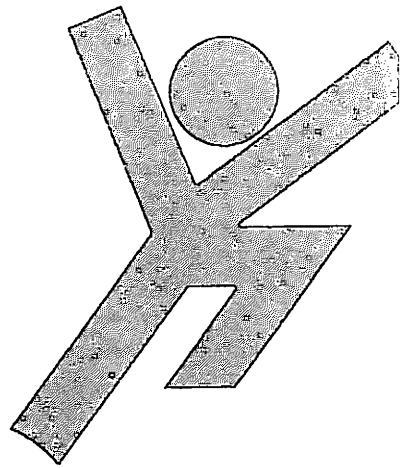
(Continue on next page.)

Describe an instance from your own life where you experienced the value of keeping your word once given.

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

Section 15

Fulfill
Your Obligations





Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **fulfill your obligations**?

(Continue on next page.)

Give three examples of obligations you have to others.

(Continue on next page.)

What is meant by it is an extreme disservice to a person not to permit him to satisfy or pay off his obligations?

(Continue on next page.)

Give an example you have seen of a person's reaction to not being allowed to pay off his obligations.

(Continue on next page.)

What is meant by **rationalizations**?

(Continue on next page.)

Give five examples of rationalizations.

(Continue on next page.)

What is meant by the weight of obligation?

(Continue on next page.)

Explain how you could help someone who found himself in the dilemma of unpaid obligations and debts.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Describe an actual obligation that another person has to you.

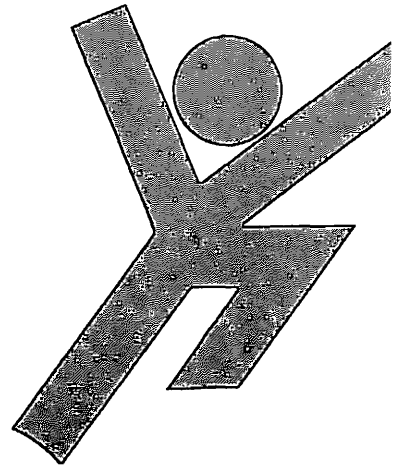
(Continue on next page.)

Now write down what you could do to assist or permit this person to satisfy or pay off this obligation to you.

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

Section 16

Be Industrious





Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **be industrious**?

(Continue on next page.)

Give an example you have seen of what happens to a person who is not industrious.

(Continue on next page.)

Define production.

(Continue on next page.)

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

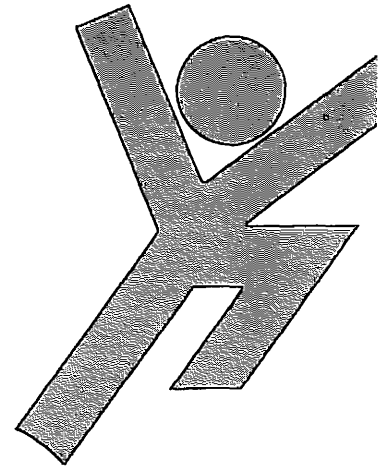
Work out something that you can do to persuade an idle person to decide on some productive activity and get busy with it. Work out something that is fairly simple to do and which will not require a lot of your time. Then get with the Supervisor and he will arrange for you to either do this with another student or after course. Then go and do it. Write down what you did and how that affected the person's morale.

(Continue on next page.)

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

Section 17

Be Competent



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define **competent**.

(Continue on next page.)

Describe someone you have known who was competent.

(Continue on next page.)

Define incompetence.

(Continue on next page.)

Give an example you have seen of how a person's incompetence can be a threat to you.

(Continue on next page.)

What is meant by look?

(Continue on next page.)

Give an example of how you could help a friend or family member sort out something that was confusing to them.

(Continue on next page.)

What is meant by learn?

(Continue on next page.)

Describe the way one should study so that he really learns and can use what he learns.

(Continue on next page.)

Define practice.

(Continue on next page.)

Give an example you have seen of the consequences of not being practiced at something one is trying to do.

(Continue on next page.)

What is meant by theory and data blossom only when applied and applied with practice?

(Continue on next page.)

Describe someone you have known who was truly professional in his field.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

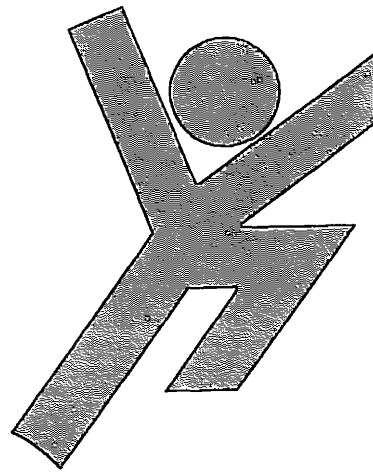
Using a subject or area that you would like to be more competent in, write an essay on how you could apply the data you have studied on *look*, *learn* and *practice* to achieve greater ability and skill in that area.

(Continue on next page.)

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

Section 18

Respect the
Religious Beliefs
of Others



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **respect the religious beliefs of others?**

(Continue on next page.)

Give three examples of religious beliefs which are different than your own.

(Continue on next page.)

What is meant by **religious tolerance**?

(Continue on next page.)

Give an example you have seen or read about which demonstrates that religious intolerance is a very nonsurvival activity.

(Continue on next page.)

What is meant by **the right to believe as one chooses** in the subject of religion?

(Continue on next page.)

Describe the safest way to talk about religion with someone who has different religious beliefs from your own.

(Continue on next page.)

What is meant by “faith” and “belief” do not necessarily surrender to logic?

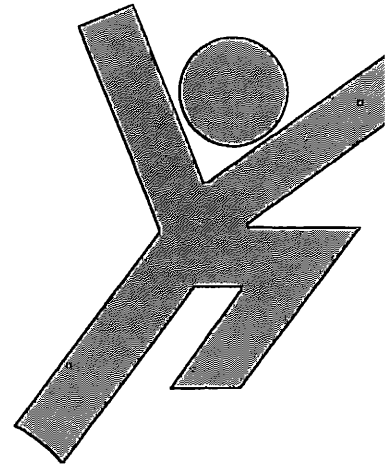
(Continue on next page.)

Give an example of a religious belief you have known or heard of which does not surrender to logic.

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

Section 19

Try Not to Do Things to
Others That You Would Not
Like Them to Do to You



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **The Golden Rule**?

(Continue on next page.)

Explain how “The Golden Rule” can be used as a standard of ethical conduct.

(Continue on next page.)

What is meant by the harm one does to others can recoil on oneself?

(Continue on next page.)

Give an example you have seen of someone doing harm to another and how it recoiled on himself.

(Continue on next page.)

What is meant by **not all harmful acts are reversible?**

(Continue on next page.)

Give an example of an irreversible harmful act against another.

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

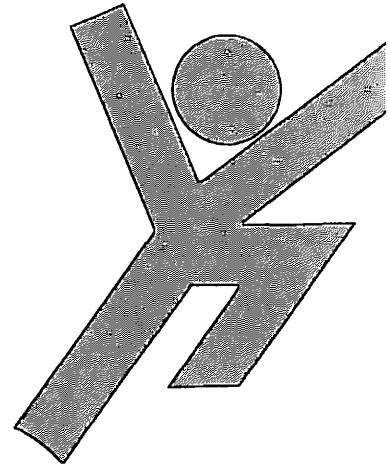
Describe an example, from your own experience, of someone committing a harmful act. Write down what you noticed in that particular instance of how committing a harmful act, particularly when hidden, can cause a person to suffer severe changes in his attitudes toward others and himself, all of them unhappy ones, and how this affected the person's own happiness and the happiness of those around him.

(Continue on next page.)

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

Section 20

Try to Treat Others
As You Would Want Them
to Treat You



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **“good behavior”**?

(Continue on next page.)

Work out how you would like others to treat you, and write down what you found.

(Continue on next page.)

Define virtues.

(Continue on next page.)

Give three examples of virtues.

(Continue on next page.)

What is meant by one actually sets an example of how he should be treated?

(Continue on next page.)

Give an example you have seen of a person being treated the same way that he treats others.

(Continue on next page.)

What is meant by “being good” can be a very active and powerful activity?

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Choose five of the virtues listed in the section “Try to Treat Others As You Would Want Them to Treat You.” For each of the virtues you chose, pick a person that you know and describe exactly what you could do to treat that person with (*virtue chosen*) and how treating him or her that way would increase their happiness as well as your own. Use this page and the following four pages, one for each virtue chosen.

Describe exactly what you could do to treat (*person chosen*) with (*virtue chosen*), and how treating him or her that way would increase their happiness as well as your own.

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

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

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

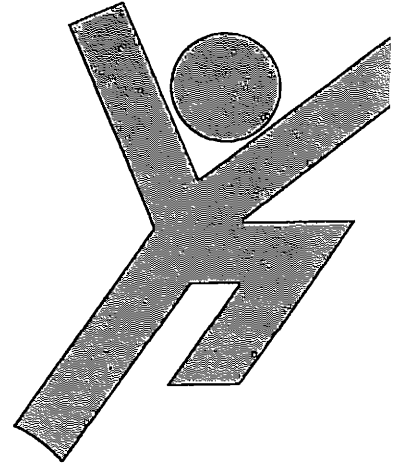
Choose a specific value or virtue from the section "Try to Treat Others As You Would Want Them to Treat You." Work out something simple that you can do, during your course period, to treat another with that value or virtue. Tell your Supervisor what you will do. Once you have done this assignment, write up what happened.

(Continue on next page.)

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

Section 21

Flourish and Prosper



Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Define **flourish**.

(Continue on next page.)

Give an example of something you could do to flourish.

(Continue on next page.)

Define prosper.

(Continue on next page.)

Give an example of something you could do to prosper.

(Continue on next page.)

What is meant by someone who is **evil-intentioned** toward one?

(Continue on next page.)

Give an example of an evil-intentioned person you have known or read about. What types of things did they do?

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

Narconon The Way to Happiness Course

To: Supervisor

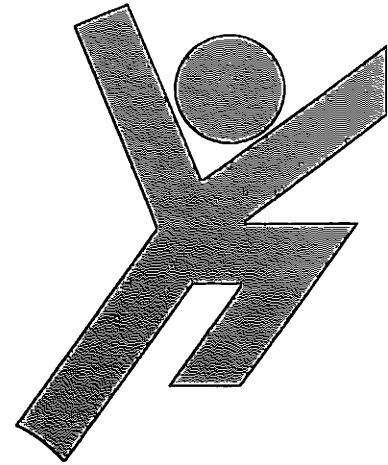
From: _____ Date: _____

Give an example you have seen or experienced of an evil-intentioned person attacking someone else. Explain how this could have been handled using the precept "Flourish and Prosper."

(Continue on next page.)

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

Section 22



Epilogue

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

What is meant by **happiness lies in engaging in worthwhile activities?**

(Continue on next page.)

Give an example of a worthwhile activity you have engaged in that made you happy.

(Continue on next page.)

What is meant by the precepts given in this book are really the edges of the road?

(Continue on next page.)

Give an example you have seen where one or more of the precepts in this book was violated and what the consequences were.

(Continue on next page.)

What is meant by **make a new beginning**?

(Continue on next page.)

Give an example of someone you know who could make a new beginning using the precepts in this book.

(Continue on next page.)

What is meant by *get others to follow the road*?

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

Narconon The Way to Happiness Course

To: Supervisor

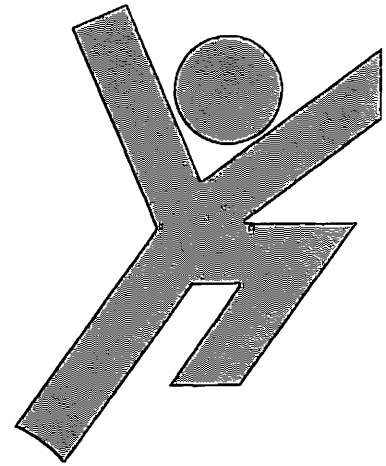
From: _____ Date: _____

Give copies of the book *The Way to Happiness* to three people you know. (Follow the instructions given in the beginning of the book, entitled "How to Use This Book.") Write down who you gave the books to and any observations you had in doing this.

(Continue on next page.)

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

Section 23



Final Course Exercise

Narconon The Way to Happiness Course

To: Supervisor

From: _____ Date: _____

Write an essay on how you can apply the datum, "If you can get others to follow the road, you yourself will be free enough to give yourself a chance to discover what real happiness is," in applying each of the precepts that you have learned on this course: Take Care of Yourself; Be Temperate; Don't Be Promiscuous; Love and Help Children; Honor and Help Your Parents; Set a Good Example; Seek to Live with the Truth; Do Not Murder; Don't Do Anything Illegal; Support a Government Designed and Run for All the People; Do Not Harm a Person of Good Will; Safeguard and Improve Your Environment; Do Not Steal; Be Worthy of Trust; Fulfill Your Obligations; Be Industrious; Be Competent; Respect the Religious Beliefs of Others; Try Not to Do Things to Others That You Would Not Like Them to Do to You; Try to Treat Others As You Would Want Them to Treat You; Flourish and Prosper.

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

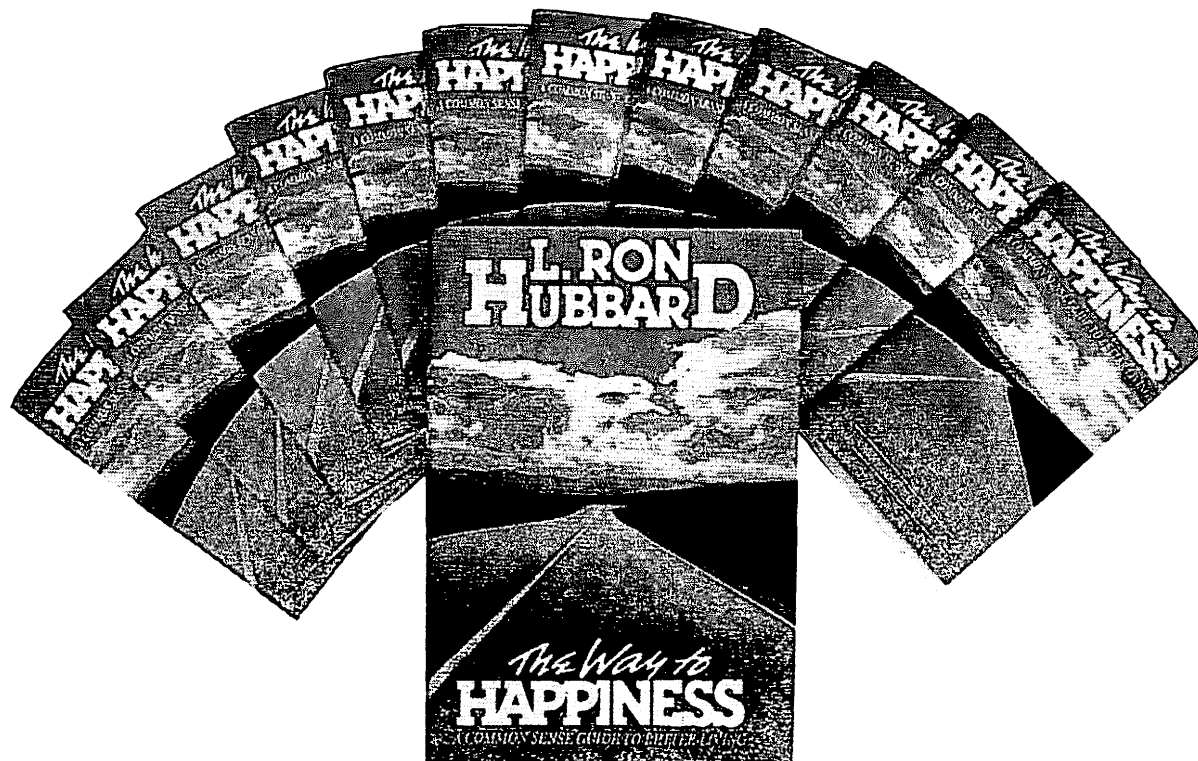
(Continue on next page.)

(Continue on next page.)

(Continue on next page.)

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

Help Maintain Honesty and Trust and Increase Your Happiness



Join the campaign for a happier world!

Distribute *The Way to Happiness* pocket-sized booklets.

You are important to other people. You are listened to.
You can influence others.

The happiness or unhappiness of others you could name
is important to you.

Without too much trouble, using this book, you can help
them survive and lead happier lives.

The Way to Happiness Foundation was formed in 1984
in response to overwhelming public demand for further
availability of this booklet. It is an organization made up
of persons like yourself who want to improve trust and
honesty. The Way to Happiness Foundation sponsors
activities to help schools and communities in which you
can become involved.

Write The Way to Happiness Foundation today!

The Way to Happiness Foundation
6324 Sunset Boulevard
Hollywood, California 90028

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.

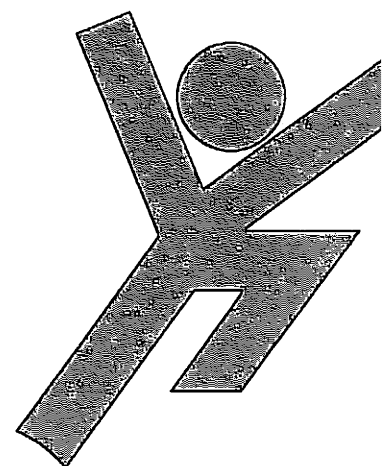
One of the areas he gave special attention to in his work was drug rehabilitation. During the explosion of drug use around the world in the 1960s and early 1970s, Mr. Hubbard found, despite propaganda to the contrary, that people could not advance mentally or spiritually unless the effects caused by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

The Way to Happiness 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 Way to Happiness*; this glossary is not meant as a substitute for a dictionary. The context from the book is included at the end of each definition for reference.

abroad: going around; in motion; current. *But one can raise his voice in caution when such abuses are abroad.*

academic: having to do with schools, colleges or teaching. *False data can come from many sources: academic, social, professional.*

acid test: severe or conclusive test. The term comes from the practice of applying acid to a metal to test whether it is gold or not. *Any activity, skill or profession—ditch digging, law, engineering, cooking or whatever—no matter how well studied, collides at last with the acid test: can one DO it? And that doing requires practice.*

animosity: a feeling of strong dislike or hatred; ill will. *And it is doubtful if one would build up much animosity toward those who treated him in this fashion.*

antireligion: any philosophy which is against or opposed to religion. *See also religion in this glossary. If all the brightest minds since the fifth century B.C. or before have never been able to agree on the subject of religion or antireligion, it is an arena of combat between people that one would do well to stay out of.*

- barbaric:** not civilized; rough and rude. *In some societies, when they are barbaric or become very degraded, it can even be the fashion to be a public eyesore.*
- benevolent:** wishing to do good to others, kindly and helpful. *You might want people to be benevolent toward you, not mean nor stingy.*
- benign:** tending to promote well-being; beneficial. *A benign government, designed and run for all the people, has been known to smooth the way: when such occurs, it deserves support.*
- blasting:** (informal) criticizing severely. *Instead of blasting you, you would probably want others to exhibit self-control.*
- blossom:** begin to thrive or develop. *But theory and data blossom only when applied and applied with practice.*
- blown away:** (slang) killed; assassinated; gotten rid of. *They had to be blown away.*
- bop:** (slang) hit; strike. *Even allowing for the occasional lapses—the news that startles one half out of his wits, the burglar one has to bop on the head, the nut who is driving slow in the fast lane when one is late for work—it should be fairly visible that one would lift oneself to a new plane of human relations.*
- brambles:** any rough, prickly shrubs. *Not unlike climbing a treacherous mountain through brambles but coming out on top with a new view of the whole, wide world.*
- brink:** point just short of. *The way to happiness has on its route the loving and the helping of children from babyhood to the brink of adult life.*
- Buddhism:** the religion founded by Gautama Buddha. The term *Buddha* derives from *Bodhi*, or “one who has attained intellectual and ethical perfection by human means.” The hope of Buddhism was, by various practices, to break the endless chain of births and deaths and to reach salvation in one lifetime. *The powerful religion of Buddhism in India vanished from there in the seventh century.*

censure: blaming or finding fault; disapproval. *Rather than concentrating on censure and punishment, you would prefer people were forgiving.*

cine: short for *cinema*: movie, film; motion-picture. *But in the same field of the cinema there is a complete reverse of this: several texts on cine lighting are excellent; if followed exactly, one gets a beautiful scene.*

civics: study of how one's government works and of one's duties and rights as a citizen. *In schools they mainly teach "civics" which is merely how the current organization is put together.*

Civilian Conservation Corps: the former US federal agency (1933–1943), organized to utilize the nation's unemployed youth by building roads, planting trees, improving parks, etc. *One notes that the Civilian Conservation Corps in the US, organized in the 1930s to absorb the energies of unemployed officers and youth, was one of the few, if not the only project of that depressed era that created far more wealth for the state than was expended.*

cloudy: not carefully thought out; confused; indistinct. *In a cloudy—and often crime-ridden—society one has to consult an attorney or be specially trained to know them all; such a society will tell one that "ignorance is no excuse for breaking the law."*

codify: arrange (laws, etc.) according to a system. *Support any legal, political effort to reduce, clarify and codify the laws that apply to that group.*

collides: comes together. *Any activity, skill or profession—ditch digging, law, engineering, cooking or whatever—no matter how well studied, collides at last with the acid test: can one DO it? And that doing requires practice.*

committing (something) to memory: learning (something) by heart; memorizing (something). *Another part of learning entails simply committing things to memory—like the spelling of words, mathematical tables and formulas, the sequence of which buttons to push.*

commodity: something of use, advantage or value. *Trustworthiness is a highly esteemed commodity.*

communicable: that can be passed along from person to person. *When they are ill, even with communicable diseases, people often do not isolate themselves or seek proper treatment.*

communist: of, like or supporting *communism*: a system in which the means of producing goods are owned by the community, and all of the people share in the work and the goods. *Even in communist states, the thief is sent to prison.*

compassionate: feeling or showing sorrow for the sufferings or trouble of another, with the urge to help; sympathizing deeply. *When you were down, you might like others to be compassionate.*

contemporary: of or having to do with the present time; modern. *It will be no accident if the child goes wrong: the contemporary society is tailor-made for a child's failure.*

contention: argument; dispute; quarrel. *They have their own zealots who attack the beliefs and religions of others: the result can be intolerance and contention.*

cornerstone: something of fundamental importance; foundation; basis. *Tolerance is a good cornerstone on which to build human relationships.*

counter: hinder or defeat by an opposing action. *The lawyer who has not drilled, drilled, drilled on courtroom procedure may not have learned to shift his mental gears fast enough to counter new turns of a case and loses it.*

crafts: trades or work requiring special skill. *The same principle applies to crafts and professions which mainly use the mind.*

crime-ridden: controlled or ruled over by crime. *In a cloudy—and often crime-ridden—society one has to consult an attorney or be specially trained to know them all; such a society will tell one that “ignorance is no excuse for breaking the law.”*

deft: quick but sure; skillful. *With that as reality, only then can one be deft and sure.*

degraded: having declined in moral qualities. *In some societies, when they are barbaric or become very degraded, it can even be the fashion to be a public eyesore.*

delusion: false belief or opinion. *This is just another delusion.*

demonstrably: obviously or apparently. *Get behind any demonstrably effective program that handles this threat to mankind and push.*

dexterity: skill in the use of one's hands, body or mind. *But there is another approach: if one is really practiced, his skill and dexterity is such that he doesn't have to "be careful" or "go slow."*

dilemma: any serious problem. *One can help a person who finds himself in the dilemma of unpaid obligations and debt by simply going over with him or her all the obligations they have incurred and have not fulfilled—moral, social and financial—and working out some way to discharge all of them the person feels are still owed.*

directives: general instructions on how to proceed or act. *But if they don't see it themselves, observe it for themselves, it may have little reality for them and all the directives and orders and punishment in the world will not resolve their muddle.*

discharge: pay (a debt) or perform (a duty). *No small part of the "revolt of childhood" is caused by others refusing to accept the only "coins" a baby or child or youth has with which to discharge the "weight of obligation": the baby's smiles, the child's fumbling efforts to help, the youth's possible advice or just the effort to be a good son or a good daughter commonly pass unrecognized, unaccepted; they can be ill-aimed, often ill-planned; they fade quickly.*

disfigured: having the appearance spoiled. *An environment disfigured with unkempt people can have a subtle, depressing effect on one's morale.*

dismal: dark and gloomy; dreary. *When some of old made it seem that to practice virtue required a grim and dismal sort of life, they tended to infer that all pleasure came from being wicked: nothing could be further from the facts.*

dogma: any belief held as a truth not to be questioned. *Even the “mechanist” and “materialist” of today sound much like the priests of old as they spread their dogma.*

duress: the use of force or threats to make someone do something. *Not all the orders and directives and punishments and duress will work upon a being that does not know how to learn and cannot learn.*

ebb: grow less or weaker; decline. *The opinions of authorities ebb and flow.*

ends: purposes or goals; aims. *Anyone trying to discourage you is trying to do so because they factually mean you harm or are seeking to serve their own ends.*

enormity: (informal) great size, especially of a problem, job, etc. *Such efforts, when they fail to discharge the enormity of the debt, can be replaced with any number of mechanisms or rationalizations: “One doesn’t really owe anything,” “I was owed it all in the first place,” “I didn’t ask to be born,” “My parents or guardians are no good” and “Life isn’t worth living anyway,” to name a few.*

entails: has as a necessary part or result; involves; requires. *Another part of learning entails simply committing things to memory—like the spelling of words, mathematical tables and formulas, the sequence of which buttons to push.*

esteemed: regarded as valuable; respected. *Trustworthiness is a highly esteemed commodity.*

eyesore: something unpleasant to look at. *In some societies, when they are barbaric or become very degraded, it can even be the fashion to be a public eyesore.*

fare: get along; do or be. *Fare well.*

flagrant: very bad and obvious. *The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur, simply by gently insisting that someone look.*

foul: make or become dirty, smelly, etc. *Cut down too many forests, foul too many rivers and seas, mess up the atmosphere and we have had it.*

frank: free in expressing one's real thoughts, opinions and feelings; not hiding what is in one's mind; open. *If the child is frank and honest, there cannot help but be an appeal that will reach.*

gloom: look sad or dismal. *See also dismal in this glossary. But few are unhappier than those who lead a purposeless, idle and bored existence: children gloom to their mother when they have nothing to do; the low-mindedness of the unemployed, even when they are on "relief" or the "dole" is legendary; the retired man, with nothing further to accomplish in life, perishes from inactivity, as shown by statistics.*

green: not trained or experienced. *A green salesman who has not rehearsed selling can starve for lack of sales.*

grips with, come to: take hold of seriously, as a problem. *School is where one should learn to study and where children can be prepared to come to grips with reality; to learn to handle it with competence and to be readied to take over tomorrow's world, the world where current adults will be in their later years, middle or old age.*

hardened: set in one's ways, especially ways that are wrong or immoral; habitual. *The hardened criminal never learned to learn.*

havoc: widespread destruction; great disorder. *This can give you some idea of the havoc false data can raise.*

henchman: a person who blindly follows and supports a leader. *Life really isn't like that: real villains are usually pretty crude people and their henchman cruder; Napoleon and Hitler were betrayed right and left by their own people.*

Hitler: Adolf Hitler (1889–1945), dictator of Germany from 1933 to 1945. Hitler's military advances contributed to starting World War II. He is known for killing millions of Jewish people in the belief that they would contaminate the German people. *A characteristic of a government that has gone criminal—as has sometimes happened in history—is that its leaders cannot learn: all records and good sense may tell them that disaster follows oppression; yet it has taken violent revolutions to handle them or a World War II to get rid of a Hitler and those were very unhappy events for mankind.*

hoodwinked: misled by a trick; deceived. *You could want to be treated with good sportsmanship, not hoodwinked nor tricked.*

humanities: the branches of learning concerned with human thought and relations, as distinguished from the sciences; especially literature, philosophy, history, etc. *In the marketplace, in the sciences, the humanities and in government, incompetence can threaten the lives and future of the few or the many.*

immorality: wickedness; wrongdoing. *Joy and pleasure do not come from immorality!*

impair: make worse, less, weaker, etc.; damage; reduce. *Such wrongs reduce one's survival and impair one's happiness.*

imperils: puts in danger. *This imperils the survival of everyone in the land; it even imperils those who attempt it.*

incurs: runs or falls into (something unpleasant or inconvenient); brings on oneself. *In going through life, one inevitably incurs obligations.*

inevitable: not to be avoided; sure to happen; certain to come. *It is inevitable that one gets dirty working or exercising.*

infer: lead to as a conclusion; imply. *When some of old made it seem that to practice virtue required a grim and dismal sort of life, they tended to infer that all pleasure came from being wicked: nothing could be further from the facts.*

inherent: existing in something as a natural or permanent characteristic or quality. *This is modified by several things: a) what the child basically can become due to inherent makeup and potential; b) what the child, himself, really wants to become; c) what one wants the child to become; d) the resources available.*

integrity: honesty or sincerity; uprightness. *And above all, you wouldn't want these people just pretending these things, you would want them to be quite real in their attitudes and to be acting with integrity.*

interpersonal: between persons. *Interpersonal and social chaos can result.*

intricate: hard to follow or understand because complicated and full of details. *In an age of intricate equipment and high-speed machines and vehicles, one's survival and that of one's family and friends depends in no small measure upon the general competence of others.*

justly: in a way that is deserved; rightly. *Murder justly bears the highest priority in social prevention and retaliation.*

lapse: a falling or slipping into a lower or worse condition, especially for a short time. *Even allowing for the occasional lapses—the news that startles one half out of his wits, the burglar one has to bop on the head, the nut who is driving slow in the fast lane when one is late for work—it should be fairly visible that one would lift oneself to a new plane of human relations.*

legendary: (informal) famous, often talked about. *But few are unhappier than those who lead a purposeless, idle and bored existence: children gloom to their mother when they have nothing to do; the low-mindedness of the unemployed, even when they are on "relief" or the "dole" is legendary; the retired man, with nothing further to accomplish in life, perishes from inactivity, as shown by statistics.*

legislative: having the duty and power of making laws. *They are the product of rulers, legislative bodies and judges.*

lot: a number of persons or things regarded as a group. *Men without faith are a pretty sorry lot.*

lured: attracted or led by something that seems pleasant; enticed. *Even the tourist, lured by a travel agency's call to leisure, gives a tour conductor a bad time if he has nothing for them to do.*

malice: active ill will; wish to hurt or make suffer. *Harmful lies are the product of fear, malice and envy.*

malice aforethought: a deliberate intention and plan to do something unlawful, as murder. *By definition it means, "The unlawful killing of one (or more) human being(s) by another, especially with malice aforethought."*

mandate: order or command. *It doesn't absolutely require a heavenly mandate nor a tedious search through the thick tomes of the philosophers to discover what "good" is.*

mechanisms: any physical or mental processes by which some result is produced. *Such efforts, when they fail to discharge the enormity of the debt, can be replaced with any number of mechanisms or rationalizations: "One doesn't really owe anything," "I was owed it all in the first place," "I didn't ask to be born," "My parents or guardians are no good" and "Life isn't worth living anyway," to name a few.*

media: newspapers and broadcasting, by which information is conveyed to the general public. *The violent criminal, the propagandist, the sensation-seeking media all tend to distract one's attention from the solid, everyday fact that the society would not run at all were it not for the individuals of good will.*

menace: a threat or danger; thing likely to cause harm. *They must conceive that one is dangerous to them in some way: that if one got up in the world, one could be a menace to them.*

mischance: bad luck; misfortune. *These governments are at risk: any untimely wind of mischance could blow them over.*

mock: make fun of; ridicule. *It can be said without the slightest fear of contradiction that others may mock one and seek by various means to push one onto the verge, to tempt one in various ways to lead an immoral life: all such persons do so to accomplish private ends of their own and one will wind up, if one heeds them, in tragedy and sorrow.*

monasteries: dwelling places of communities of persons under religious vows, especially monks. *According to its own historians the cause was sexual promiscuity in its monasteries.*

muddle: a confused state of mind. *But if they don't see it themselves, observe it for themselves, it may have little reality for them and all the directives and orders and punishment in the world will not resolve their muddle.*

mutual: done, said, felt, etc., by each toward the other; given and received. *Mutual trust is the firmest building block in human relationships.*

Napoleon: Napoleon Bonaparte (1769–1821), French military leader. He rose to power in France by military force, declared himself emperor and conducted campaigns of conquest across Europe until his final defeat by armies allied against him in 1815. *Life really isn't like that: real villains are usually pretty crude people and their henchman cruder; Napoleon and Hitler were betrayed right and left by their own people.*

novel: of a new kind or nature; strange; new; unfamiliar. *It is no novel or new idea that one owes his parents a debt for bringing one into the world, for raising one.*

nurse: nourish; protect; make grow. *Carlos acts tough to everyone so others tend to act tough toward Carlos—and if they don't dare out in the open, they privately may nurse a hidden impulse to act very tough indeed toward Carlos if they were ever to get a chance.*

nurture: promote the development of. *A civilization, to survive, must nurture the habits and abilities to study in its schools.*

nut: (*slang*) a person who does silly or crazy things. *Even allowing for the occasional lapses—the news that startles one half out of his wits, the burglar one has to bop on the head, the nut who is driving slow in the fast lane when one is late for work—it should be fairly visible that one would lift oneself to a new plane of human relations.*

opinion leaders: members of a group, company, community or nation who are looked to by others for evaluation and interpretation of events. Opinion leaders are the people in a group who are listened to, trusted, depended upon and whose opinions are accepted by the rest of the group. *It is, after all, the people and their own opinion leaders who sweat and fight and bleed for their country—a government cannot bleed, it cannot even smile: it is just an idea men have.*

oppression: cruel or unjust treatment. *The way to happiness is hard to travel when shadowed with the oppression of tyranny.*

oral: of the mouth. *This, or chewing gum after each meal, goes far toward defending others from oral diseases and bad breath.*

overwhelm: condition of being overcome completely, especially by force of numbers. *It does no good just to try to “buy” the child with an overwhelm of toys and possessions or to smother and protect the child: the result can be pretty awful.*

party: person who takes part in, aids or knows about. *You yourself, not even a party to it, can yet suffer because of it.*

passions: extreme emotions, especially emotions so strong that they may overcome a person's ability to think clearly and make him behave in a way he would normally avoid. *History and the newspapers carry floods of instances of the violence of human passions aroused by unfaithfulness.*

personify: are the embodiment (person or thing symbolizing some idea, quality, etc.) or perfect example of. *They personify false data.*

pretenses: false claims, excuses or shows. *The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur, simply by gently insisting that someone look.*

prevalent: existing or occurring generally; widespread. *More modernly, when sexual promiscuity becomes prevalent in an organization, commercial or otherwise, the organization can be seen to fail.*

probes: unmanned spacecraft carrying scientific instruments to record or report back information about space, planets, etc. *Recent discoveries by space probes to Venus have shown that our own world could be deteriorated to a point where it would no longer support life.*

projects: causes to move forward, or onward in any direction. *Sex is the means by which the race projects itself into the future through children and the family.*

propitiation: the act of preventing or reducing the anger of; the act of winning the favor of. *Superstition, propitiation of the right gods, ritual dances before the hunt, can all be viewed as efforts, no matter how faint or unavailing, to control destiny.*

punctured: reduced or put an end to, as if by piercing. *The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur, simply by gently insisting that someone look.*

rails, off the: into a disorganized or confused state. *The lives of some around you have gone off the rails because they do not know how to study, because they do not learn.*

rationalizations: instances of devising self-satisfying but incorrect reasons for (one's behavior). *Such efforts, when they fail to discharge the enormity of the debt, can be replaced with any number of mechanisms or rationalizations: "One doesn't really owe anything," "I was owed it all in the first place," "I didn't ask to be born," "My parents or guardians are no good" and "Life isn't worth living anyway," to name a few.*

reconcile: settle or resolve, as a dispute. *Children can reconcile their differences with their parents.*

reduce: put into a simpler form. *Support any legal, political effort to reduce, clarify and codify the laws that apply to that group.*

refuge: shelter or protection from danger, difficulty, etc. *When one is weak, it is a temptation to take refuge in subterfuges and lies: it is this which builds the wall.*

regard: respect and liking; esteem (good opinion). *One's regard for another is based, in no small degree, on whether or not the person keeps his or her word.*

religion: any specific system of belief, worship, etc., often involving a code of ethics. *The powerful religion of Buddhism in India vanished from there in the seventh century.*

repress: hold back; restrain. *Let them help—if you don't, they become overwhelmed with a sense of obligation which they then must repress.*

revelations: things revealed or made known, especially things which are surprising. *The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur, simply by gently insisting that someone look.*

reveled: took great pleasure (in). *They reveled in false data.*

revered: regarded with awe, great respect or devotion. *In all times and in most places, mankind has looked up to and revered certain values.*

right and left: in or from every direction; all around; on all sides. *Life really isn't like that: real villains are usually pretty crude people and their henchman cruder; Napoleon and Hitler were betrayed right and left by their own people.*

ritual: of, like or done as a rite: a formal act or ceremony carried out according to fixed rules. *Superstition, propitiation of the right gods, ritual dances before the hunt, can all be viewed as efforts, no matter how faint or unavailing, to control destiny.*

roadbed: the foundation on which a road or railroad is built. *If others do not help safeguard and improve the environment, the way to happiness could have no roadbed to travel on at all.*

set the stage for: prepare the way or situation for (an event); make a situation ready for something to happen. *Without working out each movement one makes to do something and then doing it over and over until one can get it done without even thinking about it and get it done with speed and accuracy, one can set the stage for accidents.*

shortcomings: faults or weaknesses, as in one's character. *If you had any defects or shortcomings, if you made a mistake, you might want people to be tolerant, not critical.*

slate: a tablet for writing on with chalk, made of a thin piece of slate: a hard rock that splits easily into thin, smooth layers. *A child is a little bit like a blank slate.*

smother: keep back; check; suppress. *It does no good just to try to "buy" the child with an overwhelm of toys and possessions or to smother and protect the child: the result can be pretty awful.*

solemnity: solemn (not smiling or cheerful) feeling or quality; seriousness. *There is little joy to be found in gloomy, restrained solemnity.*

sows: implants or spreads (feelings or ideas). *A thief sows the environment with mysteries: what happened to this, what happened to that? A thief causes trouble far in excess of the value of things stolen.*

stockbroker: a person in the business of buying and selling stocks (shares in a business) and bonds (certificates sold by a government or business as a way of raising money) for other people. *An undrilled new stockbroker could lose a fortune in minutes.*

strains: varieties, especially of microorganisms (any living thing too tiny to be seen without a microscope; especially any of the bacteria, viruses, etc.) *Incurable strains of such diseases now exist.*

subject: bound by loyalty or allegiance (to); obedient to some power or influence. *As a member of any group subject to laws, encourage the clear-cut publication of those laws so they can be known.*

subterfuges: plans or actions used to hide one's true purposes, get out of something unpleasant, etc. *When one is weak, it is a temptation to take refuge in subterfuges and lies: it is this which builds the wall.*

sulfuric acid: an oily, colorless, very strong acid formed of hydrogen, sulfur and oxygen. *The surface temperature can go roasting hot, the rain can turn to sulfuric acid.*

tables: lists of facts or figures systematically arranged, especially in columns. *Another part of learning entails simply committing things to memory—like the spelling of words, mathematical tables and formulas, the sequence of which buttons to push.*

terrain: ground or an area of land, especially with regard to its special features or its fitness for some use. *The litter which messes up the terrain and water supply, the dead brush which invites fire, these are things one need not contribute to and which, in otherwise idle moments, one can do something about.*

thereby: by means of that; in that way. *They will become much more valuable to themselves and others thereby.*

tolerance: a willingness to let others have their own beliefs, ways, etc., even though these are not like one's own. *Tolerance is a good cornerstone on which to build human relationships.*

tomes: books, especially very heavy, large or learned books. *It doesn't absolutely require a heavenly mandate nor a tedious search through the thick tomes of the philosophers to discover what "good" is.*

treacherous: seeming safe, reliable, etc., but not really so. *Not unlike climbing a treacherous mountain through brambles but coming out on top with a new view of the whole, wide world.*

undermine: weaken by secret or unfair means. *It does mean that seeking to undermine or attack the religious faith and beliefs of another has always been a short road to trouble.*

unkempt: not properly cared for; neglected; untidy. *An environment disfigured with unkempt people can have a subtle, depressing effect on one's morale.*

unscrupulous: paying no attention to what is right or proper; not honest. *Unscrupulous and evil men and groups can usurp the power of government and use it to their own ends.*

untimely: coming at the wrong time, especially too soon. *These governments are at risk: any untimely wind of mischance could blow them over.*

unwittingly: not knowingly; unintentionally. *When it cannot be discharged, those who are owed, often unwittingly, find themselves targets for the most unlooked-for reactions.*

usurp: take and hold by force or without right. *Unscrupulous and evil men and groups can usurp the power of government and use it to their own ends.*

Venus: the sixth largest planet and most brilliant in the solar system, second in distance from the sun. *Recent discoveries by space probes to Venus have shown that our own world could be deteriorated to a point where it would no longer support life.*

verge: (British) a grassy border, as along a road. *The precepts given in this book are really the edges of the road: violating them, one is like the motorist who plunges onto the verge—the result can be wreckage of the moment, the relationship, a life.*

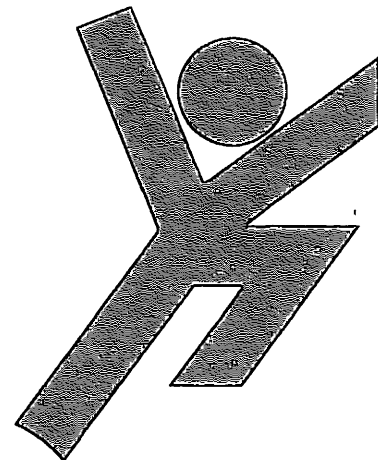
waived: not insisted upon or enforced; dispensed with. *Not all harmful acts are reversible: one can commit an act against another which cannot be waived aside or forgotten.*

wind: any influential force or trend. *These governments are at risk: any untimely wind of mischance could blow them over.*

wits: powers of thinking and reasoning, especially in a normal, effective way. *When another finds things almost too confusing and difficult to bear, when his or her wits are going around and around, get the person to just stand back and look.*

World War II: a war fought from 1939 to 1945, in which Great Britain, France, the Soviet Union, the United States and other allies defeated Germany, Italy and Japan. *A characteristic of a government that has gone criminal—as has sometimes happened in history—is that its leaders cannot learn: all records and good sense may tell them that disaster follows oppression; yet it has taken violent revolutions to handle them or a World War II to get rid of a Hitler and those were very unhappy events for mankind.*

zealots: people who show very great enthusiasm for something, as in working for a cause, especially those with too much devotion; fanatics. *They have their own zealots who attack the beliefs and religions of others: the result can be intolerance and contention.*



Supervisor Section



HOW TO SUPERVISE THIS COURSE

The Supervisor

The Narconon The Way to Happiness 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.

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

The Way to Happiness 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. He can also use the “Reading Aloud” method of Word Clearing.

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 The Way to Happiness Course.

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
PLE Grotte
70013 Castellana Grotte
Bari, Italy

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

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

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

Spain

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

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

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

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

Sweden
Riksorganisationen Narconon
Sweden
Box 3081
143 00 Varby
Sweden

Narconon Huddinge
Box 3081
143 03 Varby 3
Sweden

Narconon Huddinge Annex
Narconon Knutby
Gransta
740 12 Knutby
Sweden

Narconon Eslov
Sodergard/Skarhult
241 00 Eslov
Sweden

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