

# LOGIC I—FUNDAMENTALS OF LOGIC

Based on the works of L. Ron Hubbard

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Basic Study Manual course (Effective Education Publishing, 11755 Riverview Dr., St. Louis, MO 63138, 800-424-5397).

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student (or the Academic Supervisor if it says that). A \* means get a checkout. All written work is turned in to the Academic Supervisor. (Note: A number of terms are defined in the glossary. Refer to it as a first action.)

**PURPOSE:** Learn the basic elements of logic and be able to use them in real situations.

**ESTIMATED TIME:** 30 hours.

## MATERIALS NEEDED FOR THIS COURSE \_\_\_\_\_

Data Sheet (DS) #8438 Drill Sheets for Logic I, to be attached to this study guide.

Study booklet, *Logic I: Fundamentals of Logic*, with these data sheets (DS):

6836      6837      6838      6839      6840      6841      6842      6854 (glossary)

Exam: 5207, 9050 (answers)

## NOTE TO THE ACADEMIC SUPERVISOR \_\_\_\_\_

It is strongly recommended that the supervisor have completed Logic I or a more advanced course in logic by L. Ron Hubbard. Logic II and Logic III are also recommended. Practical Applications E.8 and G.1 must be approved by a faculty member who has completed Logic I or equivalent.

## NOTE TO THE STUDENT \_\_\_\_\_

Drill sheets are attached to the back of this study guide. Where applicable, answers to the drills are given in DS #6842 Answers to Drill Sheets for Logic I, in the back of the study booklet. After you have done a drill you may look at the answer sheet, but don't make corrections to your answers before turning them in.

## A. THE ANATOMY OF THOUGHT (All quotes on this study guide are from *The Management Series* by L. Ron Hubbard.)

1. READ: DS #6836 The Anatomy of Thought, from the beginning to the heading "Administrative Trouble." \_\_\_\_\_
2. DEMONSTRATION: Show examples for each of the following. For each set of examples, show the characteristics that make it different, similar or identical.
  - a) different \_\_\_\_\_
  - b) similar \_\_\_\_\_
  - c) identical \_\_\_\_\_

3. READ: DS #6836 The Anatomy of Thought, section “Administrative Trouble.” \_\_\_\_\_
4. DEMONSTRATION: Three examples that you have observed of faulty thinking leading to trouble. \_\_\_\_\_
- \*5. READ: DS #6836, sections “Proper Definitions” and “Personnel.” \_\_\_\_\_
6. DRILL: Get a clipboard or pad and walk around your classroom.
- a) Observe and write down five facts. Don’t write any opinion, conclusion or guess, just facts that you see in front of you. \_\_\_\_\_
- b) Then observe or have five opinions and write them down. \_\_\_\_\_
- Supervisor pass.** \_\_\_\_\_
7. CLAY DEMONSTRATION: The difference between a basic law and an incidental fact. \_\_\_\_\_
8. DEMONSTRATION: Two incidental facts you can get from each of the following basic laws:
- a) A person is considered innocent until proven guilty. \_\_\_\_\_
- b) Man is basically good. \_\_\_\_\_
- c) A student is responsible for his own education. \_\_\_\_\_
9. ESSAY:
- a) Choose a subject you’ve studied recently, and list two laws and five incidental facts that you learned while studying it. \_\_\_\_\_
- b) Write up what would happen if a student were unable to tell the difference between these facts and laws while studying the subject you chose in part a). \_\_\_\_\_
10. READ: DS #6836 The Anatomy of Thought, the rest of the data sheet. \_\_\_\_\_
11. DEMONSTRATION: Choose an area that you’re familiar with, such as your school, a team or club you belong to. Find an example which illustrates the statement “The need for all discipline can be traced back to the inability to think.” From the list of ways out in DS #6836, choose a way out that could be used in your example. \_\_\_\_\_
12. DRILL: Get from your supervisor a copy of an actual research paper done by another student. The paper need not have been done recently. Take the first 10 statements or assertions made in the research paper and determine whether each is a fact or an opinion (you may have to do some research of your own to be sure). For each statement write whether it is a fact or an opinion and briefly how you determined this. **Supervisor pass.** \_\_\_\_\_

## B. LOGIC

1. READ: DS #6837 Logic, from the beginning to the heading “Unlocking Logic.” \_\_\_\_\_
2. ESSAY:
  - a) Give an example of a person who cannot think clearly and is not able to reach conclusions vital to making correct decisions. \_\_\_\_
  - b) Give an example of a person thinking clearly and reaching conclusions vital to making correct decisions. \_\_\_\_\_\_\_\_\_
- \*3. READ: DS #6837 Logic, sections “Unlocking Logic” and “Illogic.” \_\_\_\_\_
4. ESSAY:
  - a) Give three examples of the relay of information being illogical. \_\_\_\_
  - b) Give three examples of a situation being illogical. \_\_\_\_\_\_\_\_\_
5. DEMONSTRATION: Look at an area you’re familiar with and see if you can spot something omitted. Keep looking in familiar areas until you find three examples of omitted data. Write down what you find. \_\_\_\_\_
6. DEMONSTRATION: Think of some activity that you’re familiar with or observe an activity and show what the sequence is. Show what would happen if the sequence were altered. \_\_\_\_\_
7. ESSAY: Think of three examples of dropped out time and what would happen if they occurred. \_\_\_\_\_
8. ESSAY: Give three examples that you have observed of instances when someone was given data that had a falsehood in it. For each example write what happened to the person’s ability to think clearly and make sane decisions with the data. \_\_\_\_\_
9. DEMONSTRATION: An example that you have observed of:
  - a) Giving something more importance than it had. \_\_\_\_
  - b) Giving something less importance than it had. \_\_\_\_
  - c) Giving two or more things of different importance the same importance. \_\_\_\_\_\_\_\_\_
10. DRILL: Do Drill #1 for Logic I, attached to the back of the study guide. Turn your answers in to the supervisor. \_\_\_\_\_

11. PRACTICAL APPLICATION: Describe an example of each one of the five primary ways things can be illogical that happened to you recently or that is happening in your environment right now. **Supervisor pass.** \_\_\_\_\_
12. CLAY DEMONSTRATION: “REASON DEPENDS ON DATA. WHEN DATA IS FAULTY . . . THE ANSWER WILL BE WRONG AND LOOKED UPON AS UNREASONABLE.” \_\_\_\_\_
13. READ: DS #6837 Logic, the rest of the data sheet. \_\_\_\_\_
14. PRACTICAL APPLICATION: Find one each of the five conditions of logic in the classroom. Write up what you found and turn it in to your supervisor. \_\_\_\_\_

## C. FURTHER ILLOGICS

- \*1. READ: DS #6838 Further Illogics. \_\_\_\_\_
2. ESSAY: Give an example that you have observed of each of the further illogics. \_\_\_\_\_
3. DRILL: Do Drill #2 for Logic I, attached to the back of the study guide. Turn your answers in to the supervisor. \_\_\_\_\_
4. DRILL: Find out from your supervisor the name of a student who has been having trouble for a while with some aspect of his studies. Write down several questions that you think will get the student to give you plenty of information about what he thinks the problem is. Then interview the student having trouble and get as many statements as he can give about the situation. Note them down. On your own again, compare each statement to the logics and illogics learned so far. For each statement, determine whether the statement is logical or illogical, and if it is illogical, decide how (including whether it is the relay of information or the situation which is illogical). You may need to do further investigation to know enough to decide whether a statement is logical or illogical, such as asking questions of the student’s supervisor or making your own observations. Write a report presenting your conclusions. **Supervisor pass.** \_\_\_\_\_

## D. BREAKTHROUGHS

- \*1. READ: DS #6839 Breakthroughs, from the beginning to the heading “The Mind as a Computer.” \_\_\_\_\_
2. DRILL: Do Drill #3 for Logic I, attached to the back of the study guide. Turn your answers in to the supervisor. \_\_\_\_\_

3. DEMONSTRATION: “Unless you can test and establish the truth and value of the data being used, one cannot attain right answers. . . .” \_\_\_\_\_
4. DRILL: Find in your life or environment a clear example of an erroneous conclusion that someone has made and acted upon which resulted in a big problem. Determine what wrong data was involved. Explain what you found in a short report. If you cannot find out enough about the situation to determine the wrong data, pick another situation. \_\_\_\_\_
5. DEMONSTRATION: What data analysis is and what it has to do with data of comparable magnitude. \_\_\_\_\_
- \*6. READ: DS #6839 Breakthroughs, the rest of the data sheet. \_\_\_\_\_
7. DRILL: Do Drill #4 for Logic I, attached to the back of the study guide. Turn your answers in to the supervisor. \_\_\_\_\_

## E. DATA AND SITUATION ANALYZING

- \*1. READ: DS #6840 Data and Situation Analyzing, from the beginning to the heading “Experience.” \_\_\_\_\_
2. DRILL: Do Drill #5A and 5B for Logic I, attached to the back of the study guide. Turn your answers in to the supervisor. \_\_\_\_\_
3. READ: DS #6840 Data and Situation Analyzing, the rest of the data sheet. \_\_\_\_\_
4. DRILL: Learn verbatim the definitions of “situation,” “data,” “outpoint” and “pluspoint.” \_\_\_\_\_
5. DEMONSTRATION: Why you need to know the ideal and purpose of an organization to do data and situation analysis. \_\_\_\_\_
6. PRACTICAL APPLICATION:
  - a) Find an area that you are not familiar with. Without particularly becoming familiar with the area, interview people from that area and get some data about things they think could be improved about the area. See what outpoints you find and try to assign them to a part of the area. \_\_\_\_\_
  - b) Then ask someone who is familiar with the area what its ideal organization, purpose and operation is. Look at your list of outpoints and see if you still think they’re outpoints. Look to see if you still think you assigned them to the right area. See if there are other outpoints now visible. Write up what you did and any conclusions you can draw. \_\_\_\_\_

7. PRACTICAL APPLICATION: Find an area in your environment, in history or current events where something has not gone right. Depending on what area you choose, gather data by reading, observing and/or asking questions. Do a data analysis, comparing the data you find to the illogics. Write up your results for your supervisor. Save your report for a later practical application. **Supervisor pass.** \_\_\_\_\_
8. PRACTICAL APPLICATION: Using the data analysis you did in step 7 above do a situation analysis. If you need to gather more data about possible areas to assign outpoints to, do so. Write down your results. **Supervisor pass** per note on page 1. \_\_\_\_\_

## F. INFORMATION COLLECTION

1. DEFINE (using the glossary): indicator \_\_\_\_ bad indicator \_\_\_\_ \_\_\_\_\_
- \*2. READ: DS #6841 Information Collection, from the beginning to the heading “Administrative Cycle.” \_\_\_\_\_
3. DEMONSTRATION: An example of each of the rules in capital letters about collecting data. \_\_\_\_\_
4. DEMONSTRATION: The seven steps of data and situation analysis, and why you would do those instead of seeing an indicator and acting to handle. \_\_\_\_\_
5. ESSAY: Choose five different areas, and for each one give an example of an indicator. Explain how each one tells that a situation analysis needs to be done. \_\_\_\_\_
6. DRILL: Choose an area that you’re familiar with and an area that you’re not familiar with. Go to each area and watch for indicators. Write up what happens to your ability to find indicators in an unfamiliar area. \_\_\_\_\_
7. READ: DS #6841 Information Collection, the rest of the data sheet. \_\_\_\_\_

## G. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: You will be using the seven steps given in DS #6841 for data and situation analysis. First get approval from your supervisor on an area you have familiarity with that you would like to investigate, whether the area is in or out of school. Do the first three steps until you find a bad indicator. Then complete all seven steps, ensuring you first determine the purpose and ideal organization. Write down what you do on each step and the results of step 7 and have your supervisor check it. If you do it incorrectly, clear up your confusions and repeat on a

new area until you can do it correctly on your own. **Supervisor pass** per  
note on page 1. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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# **DRILL SHEETS FOR LOGIC I**

## **DRILL #5 FOR LOGIC I—DATA AND SITUATION ANALYZING**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

### **DRILL #5A: DOING A DATA ANALYSIS**

“The following are scattered outpoints in a high school that is not doing well at all. The main areas that comprise the high school are the administration, the faculty, the student body, the school maintenance crew and the athletic department. For each statement write down the type of outpoint (i.e., altered importance) and which area of the high school has the outpoint.

- “1. Faculty absenteeism is three times higher at this school than any other schools in the district.
- “2. The principal is pushing to get all parking spaces in the faculty parking lot assigned with painted signs for each one.
- “3. Several students have complained that teachers beat them in class.
- “4. The grounds maintenance crew has not mowed the lawns in a month.
- “5. The school nurse is babysitting several of the teachers’ children.
- “6. Most teachers never give any individual attention to students after class.
- “7. A survey of the faculty showed that eighty-five percent feel that the primary function of their job is to keep students off the streets during the day.

(continued next page)



## **DRILL #5A: DOING A DATA ANALYSIS (continued)**

“8. The football coach was recently arrested for drunk driving.

“9. Students at the school tested lower than any other school in the state in mathematics and language skills.

“10. By vote of the faculty, the Parent-Teacher Association was disbanded.”

## **DRILL #5B: DOING A SITUATION ANALYSIS**

Slot the outpoints from Drill 5A into the areas they apply to. Then write down which area is the target for handling.

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## **DRILL #4 FOR LOGIC I—DOING DATA ANALYSIS**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

“Analyze the following and write down each illogic found in sequence of finding it:

- “1. The team is doing very well this season despite the fact that it is in last place and attendance has dropped from an average of 55,000 to 35,000 per game. I have ordered all the front office staff to help raise attendance by doing door-to-door ticket sales and other duties such as running the office will have to wait until attendance improves. Unfortunately, we have a major problem with the team’s practice facility in that the fence around the practice field has holes in it and anyone can look in and see what the team is doing. The coaching staff have spent the majority of the last two weeks repairing the holes in the fence. One of the assistant coaches quit last week in disgust; he must not have been very loyal to the team.”

(continued next page)

#### **DRILL #4: DOING DATA ANALYSIS (continued)**

- “2. We will soon move the shoe store to new premises. My best salesclerk has been off searching for three weeks and has three possible buildings located which look to be good as regards locations. All have lots of local foot traffic. The one I am partial to has a lovely view from the penthouse, though it is not as large as the other two. It is also much higher in rent (more than we can afford), but its elegance is such that it will attract us many more customers and thereby increase our income. All are okay per local zoning laws. On the basis of all the attached data, I recommend we rent the building with the penthouse.”

#### **DRILL #4: DOING DATA ANALYSIS (continued)**

- “3. I do not have time to do my job as I am overloaded with paperwork. I don’t have any idea of how to sort out this situation on my job but I do know that the cause of it is these other people who dump all this paper on me. Look at my junior, Joe—he’s a real nuisance. I had to kick him out of my office the other day so I could get some work done. He should be shown how to do his job. Besides he’s unutilized because I don’t have time to show him. I don’t need to be shown how to do my own job—I need some peace and quiet.”

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**DRILL #3 FOR LOGIC I—  
FINDING DATA OF COMPARABLE MAGNITUDE**  
(by L. Ron Hubbard)

Circle the numbers of the following which would not be data of comparable magnitude and write down a datum that would be comparable to the first item of each pair.

1. The statistics of General Motors and Joe's garage.
2. The *Encyclopedia Britannica* and the *Oxford English Dictionary*.
3. The president of the United States and the prime minister of Great Britain.
4. Italy and France.
5. Japan and Monaco.
6. A report from the firm's president and a report from a mailroom clerk.
7. Surgery performed by an experienced heart surgeon and surgery performed by a veterinary school undergraduate.
8. A report from a drunk and a report from a police officer.
9. The gross national product and the income of Pete's Donut Shop.
10. A completed job and a tea party.
11. An armed attack upon another country and enacting trade restrictions against that country.

### **DRILL #3: FINDING DATA OF COMPARABLE MAGNITUDE (continued)**

12. A legal suit against a publisher and a small claims suit.
13. A hippopotamus and an ant.
14. The president of a company who didn't know his job and a secretary who didn't know her job.

## **DRILL #2 FOR LOGIC I—SPOTTING THE CORRECT ILLOGIC**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

“Each of the following has one of the three illogics from DS #6838 Further Illogics in it. Write down what the illogic is and why.

- “1. The first thing that he noticed when he arrived in California was that all the people act and dress the exact same way.
- “2. Policemen do not have to obey the speed limit like other motorists do because they enforce the laws, they are not subject to them.
- “3. Don’t bother trying to buy a car from Joe’s car lot as they are all cheaply made and will break down within a few months.
- “4. We don’t allow our employees to shop in this store because they are not customers.
- “5. The general restricted everyone in the battalion to the base because three soldiers had gone AWOL.
- “6. Since we are at war with Japan, all persons of Japanese descent must be interned until the end of the war.”

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## **DRILL #1 FOR LOGIC I—SPOTTING THE CORRECT ILLOGIC**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

“Each of the following has one of the five illogics in it. Write down what the exact illogic is and why:

“1. Quickly look over the situation in your area, write a report and get it published. Then, send it up to me for approval.

“2. England lost the war.

“3. The board meeting will have to be cancelled because the painters will be painting the room upstairs and the noise will disturb them.

“4. All 18 of the children were inspected and three were found to have colds. I have, therefore, ordered an all-out program to keep all schoolchildren indoors all day long.”

(continued next page)



## **DRILL #1: SPOTTING THE CORRECT ILLOGIC (continued)**

5. Voters are being asked to pass a law against factories in the city because the river has become polluted.
  
- “6. When you arrive, first reserve a table for two at the hotel restaurant, then check in to the hotel and finally, check to ensure your baggage has arrived safely.
  
- “7. Meet her today on the corner of Main Street and 4th Avenue, next to the mailbox. She’ll only have ten minutes to wait for you, so be there on time.”

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# LOGIC II—INTERMEDIATE LOGIC

Based on the works of L. Ron Hubbard

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Logic I—Fundamentals of Logic course.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student (or the Academic Supervisor if it says that). A \* means get a checkout. All written work is turned in to the Academic Supervisor. (Note: A number of terms are defined in the glossary. Refer to it as a first action.)

**PURPOSE:** Learn the elements of logic to help resolve problems.

**ESTIMATED TIME:** 50 hours. (30 hours if Review section not needed.)

## MATERIALS NEEDED FOR THIS COURSE \_\_\_\_\_

Data Sheet (DS) #8456 Drill Sheets for Logic II, to be attached to this study guide.

Study booklet, *Logic II: Intermediate Logic*, with these data sheets:

6836	6837	6838	6839	6840	6841	6845	6846
6847	6848	6849	6850	6851	6852	6854 (glossary)	

Exam: 5208, 9051 (answers)

## NOTE TO THE ACADEMIC SUPERVISOR \_\_\_\_\_

It is strongly recommended that the Academic Supervisor have completed Logic I and Logic II or a more advanced course in logic by L. Ron Hubbard. Logic III is also recommended. Practical Applications I.1 and I.2 must be approved by a faculty member who has completed Logic II or equivalent.

## NOTE TO THE STUDENT \_\_\_\_\_

Drill sheets are attached to the back of this study guide. Where applicable, answers to the drills are given in DS #6852 Answers to Drill Sheets for Logic II, in the back of the study booklet. After you have done a drill you may look at the answer sheet, but don't make corrections to your answers before turning them in.

**A. REVIEW** (If you have recently completed Logic I, the following review section may be omitted.) (All quotes in this study guide are from *The Management Series* by L. Ron Hubbard.)

1. **READ:** DS #6836 The Anatomy of Thought. \_\_\_\_\_
2. **ESSAY:** Give an example of faulty thinking leading to administrative trouble. \_\_\_\_\_
3. **DEMONSTRATE:** Show the difference between a fact and an opinion. \_\_\_\_\_
4. **DEMONSTRATE:** Show the difference between a basic law and incidental fact. \_\_\_\_\_

5. DEMONSTRATE: Show an example of a confusion between a basic law and an incidental fact that could cause trouble for a student. \_\_\_\_\_
6. DEMONSTRATE: sanity \_\_\_\_\_
7. DEMONSTRATE: In your environment find an example of thought confusion and its effects. \_\_\_\_\_
8. READ: DS #6837 Logic. \_\_\_\_\_
9. ESSAY:
  - a) Give an example for each of the five primary ways a thing can be illogical. \_\_\_\_\_
  - b) Give an example for each of the five primary ways a relay of information can be illogical. \_\_\_\_\_
10. DEMONSTRATE: "REASON DEPENDS ON DATA." \_\_\_\_\_
11. READ: DS #6838 Further Illogics. \_\_\_\_\_
12. DEMONSTRATE: Give two examples of each of the three further illogics. \_\_\_\_\_
13. READ: DS #6839 Breakthroughs. \_\_\_\_\_
14. ESSAY: Give two examples of two data of comparable magnitude. \_\_\_\_\_
15. DEMONSTRATE: Show what data analysis is and why it is necessary to any logic system. \_\_\_\_\_
16. DEMONSTRATE: "VALID ANSWERS MAY ONLY BE ATTAINED IN USING VALID DATA." \_\_\_\_\_
17. READ: DS #6840 Data and Situation Analyzing. \_\_\_\_\_
18. DRILL: Learn the definitions of "pluspoint," "outpoint," "data," "situation" verbatim, and say them to another student. \_\_\_\_\_
19. DEMONSTRATE: Show an example of data and situation analyzing. \_\_\_\_\_
20. DEMONSTRATE: Why you need to know the ideal organization and purpose on which the activity is based to do data and situation analysis. \_\_\_\_\_
21. PRACTICAL APPLICATION: Find an area in your environment, in history or current events where an erroneous conclusion was made. Depending on what area you choose, gather data by reading, observing and/or asking questions. Do a data analysis, comparing the data you find

to the illogics. Write up your results and save them for a later practical application. **Supervisor pass.**

22. PRACTICAL APPLICATION: Using the data analysis you did in step 21 above, do a situation analysis. If you need to gather more data about the subject to know possible areas to assign outpoints to, do so. Write up your results. **Supervisor pass.**

23. READ: DS #6841 Information Collection.

24. DEMONSTRATE: Show each of the rules in capital letters about collecting data.

25. ESSAY: Give five examples of “indicators.”

26. DEMONSTRATE: The seven steps given in DS #6841 Information Collection.

## B. DATA SYSTEMS

1. READ: DS #6845 Data Systems.

2. ESSAY:

a) Write up two examples you have observed where you, another or others have accepted a datum as true because it came from a “reliable source.”

b) Write down two other data that several people have said are true but which might not be true. For each of the examples, work out how you could prove or disprove the data.

## C. FAMILIARITY

\*1. READ: DS #6846 Familiarity from the beginning to the heading “Accurate Observation.”

2. DEMONSTRATE: “A PERSON MUST HAVE AN IDEAL SCENE WITH WHICH TO COMPARE THE EXISTING SCENE.”

3. DRILL:

a) For two activities you are familiar with, write up an ideal scene for each.

b) For these same activities, write up what the ideal scenes might seem to be to someone unfamiliar with them.

c) For each of these same activities, write up two examples of what an unfamiliar observer could miss as an outpoint.

4. ESSAY: Give three examples that you have observed of being reasonable, whether it was yourself or someone else that was being reasonable. \_\_\_\_\_
5. DRILL: Observe someone at work or in study. Notice what happens when the person encounters an outpoint. You may talk to the person if needed. Continue this until you spot someone being reasonable about an outpoint. Repeat this until you feel confident that you can tell when someone is being reasonable. Write up what you observed and what the specific effects were (or could be) of the persons being reasonable. (This drill can be done or completed outside of class time on supervisor approval.) \_\_\_\_\_
6. READ: DS #6846 Familiarity, section "Accurate Observation." \_\_\_\_\_
7. DEMONSTRATE:
  - a) Show each of the eight steps of the Cycle of Observation. \_\_\_\_\_
  - b) Show the additional step which makes it the Cycle of Control. \_\_\_\_\_

## D. SANITY

1. READ: DS #6847 Sanity from the beginning to the heading "Normal Scene." \_\_\_\_\_
2. ESSAY: Give two examples of fixed ideas, explaining how each one blocked or could block accurate observation. \_\_\_\_\_
- \*3. READ: DS #6847 Sanity, section "Normal Scene." \_\_\_\_\_
4. DEMONSTRATE: "THE PURPOSE OF THE ACTIVITY MUST BE PART OF THE IDEAL ONE HAS FOR THAT ACTIVITY." \_\_\_\_\_
5. DRILL: Do Drill #1 for Logic II, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
6. DRILL: Write down the purpose and ideal for these activities (you may do any research necessary):
  - a) a student \_\_\_\_\_
  - b) a newspaper \_\_\_\_\_
  - c) two examples of your own \_\_\_\_\_
7. DRILL:
  - a) Select two areas of your school and write down an ideal scene for each that is based on a fixed idea that would prevent production. (For instance, *Children should always be quiet and orderly.*) \_\_\_\_\_

- b) Write down what kind of actions the person in charge of each area would take if he operated on that fixed idea. \_\_\_\_
- c) Now write down a sane ideal scene for each area. \_\_\_\_
- d) Write down what kind of actions the person in charge of the area would take if he operated on that sane ideal scene with no fixed idea. \_\_\_\_

\*8. READ: DS #6847 Sanity, section “Urges to Improve.”

9. DEMONSTRATE: “THE FACT THAT SOMETHING IS ACTUALLY OPERATING AND SOLVENT CAN OUTWEIGH THE UNTESTED ADVANTAGES OF CHANGING IT.”

10. DEMONSTRATE:

- a) “Reality consists of the way things are. One can improve upon this to bring about an ideal and lead the reality up to it.” \_\_\_\_
- b) “One can also degrade the reality by dropping the representation (description) of the scene well below the actual.” \_\_\_\_

11. READ: DS #6847 Sanity, the rest of the data sheet.

12. DRILL: Choose an area of history or current events that you think is insane. Research that area until you can come up with at least three outpoints. List any pluspoints that you spot about the area.

## E. ERRORS

1. READ: DS #6848 Errors.
2. DRILL: Do Drill #2 for Logic II, attached to the back of this study guide. Turn your answers in to the supervisor.
3. PRACTICAL APPLICATION: Observe your classroom or another area you’re familiar with. Spot at least five outpoints and write them down. Spot at least five errors and write them down. **Supervisor pass.**

## F. THE MISSING SCENE

1. READ: DS #6849 The Missing Scene.
2. DEMONSTRATE: What a missing scene is, and what happens when there is a missing scene.
3. ESSAY: Tell why “Some knowledge of the scene itself is vital to an accurate and logical assembly or review of data.”

#### 4. PRACTICAL APPLICATION:

- a) Go to an area that you are familiar with. Find an example of an incorrectly included datum and an omitted datum. Write up your results. \_\_\_\_
- b) Go to an area that you are not familiar with. First see if you can find an incorrectly included datum and an omitted datum. Then ask enough questions to become familiar with the area, including its purpose. Finally, find another example of an incorrectly included datum and an omitted datum. Write up your results. \_\_\_\_

**Supervisor pass.** \_\_\_\_\_

#### G. THE SITUATION

- \*1. READ: DS #6850 The Situation, to the heading “How to Find a Situation.” \_\_\_\_\_
2. DEMONSTRATE: A situation. \_\_\_\_\_
3. DRILL: For each of the following areas write down what the ideal scene could be and an example of a possible situation in the area.
  - a) the personnel division of a school \_\_\_\_
  - b) a restaurant \_\_\_\_
  - c) a basketball team \_\_\_\_\_\_\_\_\_
4. DRILL: Choose two activities that you do or have done. For each activity give its ideal scene and a possible situation. \_\_\_\_\_
- \*5. READ: DS #6850 The Situation, the rest of the data sheet. \_\_\_\_\_
6. DEMONSTRATE: Work out how data and situation analysis (from DS #6839 Breakthroughs) fit with the seven steps of how to find a situation given in DS #6850 The Situation. **Supervisor pass.** \_\_\_\_\_
7. DRILL: Learn the seven steps of How to Find a Situation verbatim and say them to another student. \_\_\_\_\_
8. DRILL: Do Drill #3 for Logic II, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
9. DEMONSTRATE: The three points that determine how a person would handle a situation. \_\_\_\_\_
10. PRACTICAL APPLICATION:
  - a) Do the seven steps of how to find a situation on some area of your environment. Don’t choose a major problem, but something on

which you can do these steps in a half-hour to an hour. Write up the results. \_\_\_\_

- b) Keeping in mind the three points that determine how something is handled, work out handlings for the situation that you found in part a). (You are not expected to oversee the handling steps but should give the results to the area investigated.) \_\_\_\_

Repeat this practical application as many times as necessary until you can do the steps rapidly and correctly. \_\_\_\_

**Supervisor pass.** \_\_\_\_

## H. HOW TO FIND AND ESTABLISH AN IDEAL SCENE

- \*1. READ: DS #6851 How to Find and Establish an Ideal Scene from the beginning to the heading "Departure." \_\_\_\_
2. DEMONSTRATE: An example in life of resolving a situation by isolating a change. \_\_\_\_
3. ESSAY: Explain how it can be that someone finds himself resisted when proposing an ideal scene for an area. Give an example of how you think this could apply to some aspect of your life or environment. \_\_\_\_
4. READ: DS #6851 How to Find and Establish an Ideal Scene, section "Departure." \_\_\_\_
5. ESSAY: Imagine that someone has a car which isn't running properly, and is always making him late for appointments, etc. Describe what that person might do about this if he were:
- a) an inactive carping critic
  - b) a reactionary
  - c) a revolutionary
  - d) logical. \_\_\_\_
- \*6. READ: DS #6851 How to Find and Establish an Ideal Scene, sections "Ideal Scene and Purpose" and "Methods of Awareness." \_\_\_\_
7. DRILL: Write down what you think the purpose, ideal scene and statistic are for:
- a) a student \_\_\_\_
  - b) a supervisor \_\_\_\_
  - c) a word clearer \_\_\_\_
  - d) two more activities in your own life \_\_\_\_



- \*8. READ: DS #6851 How to Find and Establish an Ideal Scene, section “Why.” \_\_\_\_\_
9. DEMONSTRATE USING CLAY: How to use the ideal scene and statistic to see a departure and find the WHY. \_\_\_\_\_

## I. FINAL APPLICATIONS

### 1. PRACTICAL APPLICATION:

- Do the seven steps of how to find a situation from DS #6850 The Situation on an area of the school. Write up your results and correct as necessary until your supervisor approves your investigation. \_\_\_\_\_
- Then propose a handling for the situation found in step a). Get your supervisor’s approval. \_\_\_\_\_
- Implement the handling to bring about a definite improvement. \_\_\_\_\_
- Repeat steps a), b) and c) as necessary, until you can do this sequence without correction. \_\_\_\_\_

Write up your results.

**Supervisor pass** per note on page 1. \_\_\_\_\_

2. PRACTICAL APPLICATION: In the classroom or your immediate environment find a statistic that has recently worsened. Locate and revert the change per DS #6851 How to Find and Establish an Ideal Scene. Make sure an improvement occurs. Write a report on your results.
- Supervisor pass** per note on page 1. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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# **DRILL SHEETS FOR LOGIC II**

## **DRILL #3 FOR LOGIC II—HOW TO FIND A SITUATION**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

By applying steps 1–7 of how to find a situation in DS #6850 The Situation to the following report, determine the situation in an advertising agency. Consider all the data as factual and accurately described.

“The number of new ads produced has been going down for several weeks now. I was looking over the graph when the head of accounts walked by and commented how wonderful it was to have all these new accounts signing up with our agency.

“Just after lunch I walked into one of the junior account executive’s office and found him on the phone to one of our most prominent customers insisting that this fellow renegotiate his account with us this afternoon because if he did it next Monday it would be too late to count on this month’s statistics.

“I then wandered into the design studio and found that the creative heads were unaware of how many new accounts had been signed on in the past three weeks. I found this surprising.

“They told me the head of the design studio is rarely in the building except when showing around the representatives from prospective new accounts and that otherwise he is rarely seen.

“I asked to see the graph of their completed ads and found it has been leveling for several weeks now.

“A quick trip back to accounts revealed that twelve companies had opened new accounts. However, none were known about in the design studio. Strange.

“After leaving accounts, I overheard several of the people from creative complaining that surely their designs couldn’t be keeping the new accounts out of the studio as they had just won an award for a campaign they had developed and successfully run.

“I decided to stand around the building for a while the next day to see what these guys were really up to.

“I noticed four new accounts being shown around the building. What a great sight.

“The following day two people from the design studio came to me again complaining about no new accounts coming into the studio. The last new account they had started on had been four weeks ago.’

## **DRILL #2 FOR LOGIC II—SPOTTING ERRORS**

(from Policy Letter 26 Nov 1990 by L. Ron Hubbard)

Circle which of the following are errors:

1. A bucket of spilled paint.
2. A production supervisor spending five hours a day handling interoffice memos.
3. A graph with a line for assets and a line for liabilities with much higher liabilities than assets.
4. A secretary with a misspelled word in a letter.
5. The usual weekly report not received from the regional office in Phoenix.
6. A broken typewriter.
7. Two different amounts reported on the same statistic for the same week.
8. A book with an upside-down dust jacket.
9. An updated report.
10. A bad cup of coffee.
11. A cigarette butt on a floor.
12. A tape recording with small parts of it erased.
13. A flub by an auto mechanic.
14. No cows on a dairy farm.

## **DRILL #2: SPOTTING ERRORS (continued)**

15. A false report.

16. A head nurse (with fifteen staff) personally caring for all the patients in a hospital ward.

17. A scrambled-up file for an organization's bills.

18. A wrong address.

19. A printed brochure being sent for authorization to issue it.

20. Reporting a government contract as a success before the contract is signed.

21. A cluttered desk.

22. A misrouted despatch.

23. A missing mail pack.

24. A lost dustcloth."

# **DRILL #1 FOR LOGIC II—ALIGNING PURPOSES AND IDEALS**

(by L. Ron Hubbard)

The following purposes and ideals do not align. Rewrite the ideals to align with the purposes:

1. PURPOSE: To build inexpensive, long-lasting cars for the broad public.  
IDEAL: A three-man factory hand-building the fastest most luxurious cars in the world.
  
2. PURPOSE: To deliver high-quality meals in quantity.  
IDEAL: A restaurant with one chef who can get by if there aren't too many customers.
  
3. PURPOSE: To be a great artist.  
IDEAL: A great artist working for me who signs my name to his paintings.
  
4. PURPOSE: To be rich and famous.  
IDEAL: Lay around the beach all day and never work.
  
5. PURPOSE: To have a highly profitable design studio.  
IDEAL: A quiet place where no one bothers us so we can be left alone to daydream.

# LOGIC III—ADVANCED LOGIC

Based on the works of L. Ron Hubbard

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Logic II—Intermediate Logic course.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student (or the Academic Supervisor if it says that). A \* means get a checkout. All written work is turned in to the Academic Supervisor. (Note: A number of terms are defined in the glossary. Refer to it as a first action.)

**PURPOSE:** Learn to use the basics of logic to evaluate and resolve problems.

**ESTIMATED TIME:** 50 hours. (35 hours if Review section not needed.)

## MATERIALS NEEDED FOR THIS COURSE

Data Sheet (DS) #8226 Drill Sheets for Logic III, to be attached to this study guide.

Study booklet, *Logic III: Advanced Logic*, with these data sheets:

6836	6837	6838	6839	6840	6841	6845	6846
6847	6848	6849	6850	6851	6857	6858	6859
6860	6861	6862	6863	6864	6865	6866	6868

6854 (glossary)

Exam: 5211, 9052

Other references:

Access to periodicals, newspapers and magazines.

## NOTE TO THE ACADEMIC SUPERVISOR

It is strongly recommended that the supervisor have completed Logic I, Logic II and Logic III or a more advanced course in logic by L. Ron Hubbard. Practical Applications C.5 and L.1 must be approved by a faculty member who has completed Logic III or equivalent.

## NOTE TO THE STUDENT

Drill sheets are attached to the back of this study guide. Where applicable, answers to the drills are given in DS #6868 Answers to Drill Sheets for Logic III, in the back of the study booklet. After you have done a drill you may look at the answer sheet, but don't make corrections to your answers before turning them in.

A. **REVIEW** (If you have recently completed Logic II, the review section of Logic III may be omitted.) (All quotes on this study guide are from *The Management Series* by L. Ron Hubbard.)

1. **READ:** DS #6836 The Anatomy of Thought. \_\_\_\_\_

2. **DEMONSTRATE:** Write up an example of thought confusion and its effects that has occurred, or could occur, in your life. \_\_\_\_\_

3. **READ:** DS #6837 Logic. \_\_\_\_\_

4. READ: DS #6838 Further Illogics. \_\_\_\_\_
5. READ: DS #6839 Breakthroughs. \_\_\_\_\_
6. DEMONSTRATE: “VALID ANSWERS MAY ONLY BE ATTAINED  
IN USING VALID DATA.” \_\_\_\_\_
7. READ: DS #6840 Data and Situation Analyzing. \_\_\_\_\_
8. ESSAY: Give an example of data and situation analyzing. \_\_\_\_\_
9. READ: DS #6841 Information Collection. \_\_\_\_\_
10. READ: DS #6845 Data Systems. \_\_\_\_\_
11. READ: DS #6846 Familiarity. \_\_\_\_\_
12. DEMONSTRATE: “A PERSON MUST HAVE AN IDEAL SCENE  
WITH WHICH TO COMPARE THE EXISTING SCENE.” \_\_\_\_\_
13. ESSAY: Give three examples of being reasonable. \_\_\_\_\_
14. READ: DS #6847 Sanity. \_\_\_\_\_
15. DRILL: Work out the purpose and ideal of the activity of a sport or other  
activity you are familiar with and explain how the purpose relates to the  
ideal. \_\_\_\_\_
16. ESSAY: An example of the trouble one could run into if one violated the  
statement “THE FACT THAT SOMETHING IS ACTUALLY  
OPERATING AND SOLVENT CAN OUTWEIGH THE UNTESTED  
ADVANTAGES OF CHANGING IT.” \_\_\_\_\_
17. DEMONSTRATE: An example of a destructive fixed idea in someone’s  
ideal scene for an activity. \_\_\_\_\_
18. READ: DS #6848 Errors. \_\_\_\_\_
19. ESSAY: Choose three different areas and for each area give an example  
of an error and an outpoint. \_\_\_\_\_
20. READ: DS #6849 The Missing Scene. \_\_\_\_\_
21. DEMONSTRATE: Show an incorrectly included datum. \_\_\_\_\_
22. READ: DS #6850 The Situation. \_\_\_\_\_
23. DEMONSTRATE: Show a situation. \_\_\_\_\_

24. DEMONSTRATE: Show the three points that determine how a situation would be handled. \_\_\_\_\_
25. DRILL: Learn the seven steps of how to find a situation verbatim, and say them to another student. \_\_\_\_\_
26. READ: DS #6851 How to Find and Establish an Ideal Scene. \_\_\_\_\_
27. ESSAY: Write up an example in life of resolving a situation by isolating a change. \_\_\_\_\_
28. ESSAY: Give an example from your life or from literature of each of the following:
  - a) an inactive carping critic \_\_\_\_\_
  - b) a reactionary \_\_\_\_\_
  - c) a revolutionary \_\_\_\_\_
29. DRILL: With data from DS #6851 How to Find and Establish an Ideal Scene in mind, write down what you think would be the purpose, ideal scene and statistic for two different careers. \_\_\_\_\_
30. ESSAY: Explain how you use the ideal scene and statistic to see a departure from the ideal scene and find the WHY. \_\_\_\_\_
31. (Optional) PRACTICAL APPLICATION:
  - a) Find an aspect or area of your school which has a continuing problem of some kind. Do steps 1–7 of how to find a situation. \_\_\_\_\_
  - b) Bearing in mind the three points that determine how a situation would be handled, propose a handling for the situation you have found. Write it up and get your supervisor's approval. \_\_\_\_\_
  - c) Carry out the handling to bring about an improvement. Repeat these two steps until you can do them without correction. \_\_\_\_\_

**Supervisor pass.** \_\_\_\_\_

## B. IRRATIONALITY

1. READ: DS #6857 Irrationality, from the beginning to the heading "Losing One's Way." \_\_\_\_\_
2. DEMONSTRATE: "Any and all irrationality is connected to departures from an ideal scene. Therefore outpoints indicate departures. It must follow then that rationality is connected to an ideal scene." \_\_\_\_\_



3. DRILL: Do Drill #1 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
4. DRILL: Locate three outpoints in an area with which you are very familiar. Write down in what way each is a departure from the ideal scene. \_\_\_\_\_
- \*5. READ: DS #6857 Irrationality, sections “Losing One’s Way” and “Building the Ideal Scene.” \_\_\_\_\_
6. DEMONSTRATE: Show an example of how one could lose one’s way in handling a situation. \_\_\_\_\_
7. READ: DS #6857 Irrationality, the rest of the data sheet. \_\_\_\_\_
8. ESSAY: Give a specific example which shows why “THE CORRECTLY STATED IDEAL SCENE WILL HAVE A PRODUCTION STATISTIC.” \_\_\_\_\_
9. DRILL: Do Drill #2 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
10. PRACTICAL APPLICATION: Bearing in mind that the education of children is one of the activities of the second dynamic, work out the ideal scene, purpose and statistic of your school, your family and of yourself as an individual family member and student. Determine if these are fully aligned and if not state what you might do to align them, and what would be the effect of aligning them. Write up what you worked out and turn it in to your supervisor. \_\_\_\_\_

## C. WORKING AND MANAGING

1. READ: DS #6858 Working and Managing, from the beginning to the heading “Prediction.” \_\_\_\_\_
2. DEMONSTRATE: “So long as ‘character’ can be reviled, so long as ‘opinion’ is used, so long as governments run on rumours and false reports, the social scene will continue to be a mess.” \_\_\_\_\_
3. DEMONSTRATE USING CLAY: “. . . the most dangerous worker-manager thing to do is to work or manage from something else than statistics.” \_\_\_\_\_
4. DRILL: Do Drill #3 for Logic III parts A, B and C, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
5. PRACTICAL APPLICATION: Find a class or other activity whose statistics recently went down. Survey the students in the class (or if not a

class, the people associated with the activity) with the question: *What would make things run better in this area?* Survey at least 10 people and write down their data. Then carry out an investigation to determine what actually changed when the statistic went down, and work out what should really be done to bring the statistic back up. Compare the investigation to your survey answers. Write a report describing what happened and your conclusions. **Supervisor pass** per note on page 1.

6. READ: DS #6858 Working and Managing, the rest of the data sheet.
7. DEMONSTRATE: The purpose of prediction, and how outpoints are useful in prediction.

## D. WRONG TARGET

- \*1. READ: DS #6859 Wrong Target.
2. DEMONSTRATE: wrong target.
3. DRILL: Do Drill #4 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor.
4. ESSAY: Make up and write down five examples of a wrong target.
5. DRILL: Locate two examples of wrong targets in newspapers or magazines or that you have observed or experienced. Write them down and explain why each is a wrong target.

## E. INVESTIGATORY PROCEDURE

1. READ: DS #6860 Investigatory Procedure, from the beginning to the heading "Investigations."
2. DEMONSTRATE: Show the two reasons justice goes astray.
3. ESSAY: Work out and write down two examples of how an altered sequence could block an investigation.
4. READ: DS #6860 Investigatory Procedure, the rest of the data sheet.
5. DEMONSTRATE: Show a correct sequence of investigatory actions.
6. DRILL: Do Drill #5 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor.
7. DRILL: Write down three examples of things you would investigate and three examples of things you wouldn't investigate.

## 8. DRILL:

- a) Locate an outpoint in an area of your environment and follow it up until you know something you didn't know about the area before you started. Write down your results. \_\_\_\_
- b) Locate a pluspoint and follow it up until you know something that you didn't know before about that area. Write down your results. \_\_\_\_

## F. NARROWING THE TARGET

1. READ: DS #6861 Narrowing the Target. \_\_\_\_\_
2. ESSAY: An example of how the cycle of "outpoint, correct" fails to improve a scene. \_\_\_\_\_
3. DRILL: Do Drill #6 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_

## G. SUMMARY OF OUTPOINTS

1. READ: DS #6862 Summary of Outpoints. \_\_\_\_\_
2. DRILL: Do Drill #7 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
3. PRACTICAL APPLICATION: In a news periodical, find one example of each of the six outpoints given in DS #6862 Summary of Outpoints, and of the three outpoints given in DS #6838 Further Illogics. Write them down. \_\_\_\_\_

## H. THE REAL WHY

- \*1. READ: DS #6863 The Real Why. \_\_\_\_\_
2. DEMONSTRATE:
  - a) a mere explanation \_\_\_\_
  - b) wrong why \_\_\_\_
  - c) a real why \_\_\_\_\_\_\_\_\_
3. DRILL: Do Drill #8 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_

4. DRILL: Think of two example situations for each of the following. Explain your reasoning for each and what could happen if a handling was based on it. Write them down.

a) wrong Whys \_\_\_\_

b) mere explanations \_\_\_\_

c) right Whys \_\_\_\_

\_\_\_\_\_

5. DRILL: Write down five times in the past when some situation existed that concerned you. Write down what you thought was the Why at that time. Examine these and determine which were real Whys, wrong Whys and mere explanations.

\_\_\_\_\_

6. PRACTICAL APPLICATION: Get a list from the supervisor of several students behind target on their current courses. Ask each one, "Why are you behind target?" Accept whatever answer is given and write it down next to the student's name. Continue on with the course, but at the end of the next course day, survey the same students again, this time asking if they caught up to any degree on their targets, and if so what they did that was successful and note that down. Then on your own again go over each of the answers to your original survey and classify them as "mere explanation," "wrong why," or "real why" based on the information you gathered. Save your work for a later drill.

\_\_\_\_\_

## I. MORE OUTPOINTS

1. READ: DS #6864 More Outpoints.

\_\_\_\_\_

2. DEMONSTRATE:

a) wrong source \_\_\_\_

b) contrary facts \_\_\_\_

\_\_\_\_\_

3. DRILL: Write down three examples of wrong source and three examples of contrary facts.

\_\_\_\_\_

4. PRACTICAL APPLICATION:

a) Find an example each of wrong source and contrary facts in your environment. \_\_\_\_

b) Find an example each of wrong source and contrary facts in periodicals. \_\_\_\_

\_\_\_\_\_

## J. THE WHY IS GOD

- \*1. READ: DS #6865 The Why is God.

\_\_\_\_\_

2. **PRACTICAL APPLICATION:** Look over again the answers you got to the survey done on step H. 6 above. Note which of the “mere explanations” or “wrong whys” you labeled are also a “Why is God.” Turn your work in to the supervisor. \_\_\_\_\_
3. **DRILL:** Do Drill #9 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. \_\_\_\_\_
4. **DRILL:** From your own experience in life write down two examples of the “Why is God.” \_\_\_\_\_

## K. PROPER FORMAT AND CORRECT ACTIONS

- \*1. **READ:** DS #6866 Proper Format and Correct Action, from the beginning to the heading “Data.” \_\_\_\_\_
2. **DEMONSTRATE USING CLAY:** A situation (give yourself plenty of room and save this clay demonstration to add more to it later). \_\_\_\_\_
- \*3. **READ:** DS #6866 Proper Format and Correct Action, sections “Data” and “Statistics.” \_\_\_\_\_
4. **DEMONSTRATE USING CLAY:** “It is the TRAIL followed that counts.” Add this onto your previous clay demonstration, continuing the example. Give yourself plenty of room and save this clay demonstration to add more to it later. \_\_\_\_\_
- \*5. **READ:** DS #6866 Proper Format and Correct Action, section “The Why.” \_\_\_\_\_
6. **DEMONSTRATE USING CLAY:** “. . . the Why must be something which *YOU CAN DO SOMETHING ABOUT YOURSELF FROM YOUR LEVEL OF AUTHORITY OR INITIATIVE* that will lead to THE IMPROVEMENT OF A POOR EXISTING SCENE TOWARD THE IDEAL SCENE.” Add this to your previous clay demonstration, continuing the example. Give yourself plenty of room and save this clay demonstration to add more to it later. \_\_\_\_\_
- \*7. **READ:** DS #6866 Proper Format and Correct Action, section “The Ideal Scene.” \_\_\_\_\_
8. **DEMONSTRATE USING CLAY:** Add an Ideal Scene to the clay demonstration you have been doing. Give yourself plenty of room and save this clay demonstration to add more to it later. \_\_\_\_\_
- \*9. **READ:** DS #6866 Proper Format and Correct Action section “Handling.” \_\_\_\_\_

10. DEMONSTRATE USING CLAY: Add a handling to the clay demonstration you have been building. Show targets and supervision. Give yourself room and save this clay demonstration to add more to it later. \_\_\_\_\_
- \*11. READ: DS #6866 Proper Format and Correct Action, the rest of the data sheet. \_\_\_\_\_
12. DEMONSTRATE USING CLAY: Add the review step to the clay demonstration you have been building. \_\_\_\_\_
13. DRILL: Do Drill #10 for Logic III, attached to the back of this study guide. Turn your answers in to the supervisor. (Note: Each example has one inconsistent point.) \_\_\_\_\_
14. DRILL: The purpose of this drill is to familiarize yourself with the format given in DS #6866 Proper Format and Correct Action. Imagine a scene, making it as realistic as possible, and write up the results of an imaginary evaluation of the area using the format. **Supervisor pass.** \_\_\_\_\_

## L. FINAL APPLICATION

1. PRACTICAL APPLICATION: Carry out an investigation (evaluation).
  - a) Gather enough data to determine what you would like to investigate, and get this approved by your supervisor. \_\_\_\_\_
  - b) Do your investigation through to a proposed handling, and write up your results in the format given in DS #6866 Proper Format and Correct Action. Check to make sure that you have used the format correctly, for example, “. . . the DATA you give is not a lot of reports. It is a brief summary of the ‘strings pulled’ on the outpoint or pluspoint route to finally get the Why.” Review your report for consistency of all points before you turn it in to your supervisor for approval. \_\_\_\_\_
  - c) When your report and proposed handling are approved, carry out your handling and the review step. Write a report on the results of the review step. \_\_\_\_\_
  - d) If you required correction on any aspect of your evaluation, repeat (a) through (c) until you receive a full pass without correction. \_\_\_\_\_

**Supervisor pass** per note on page 1. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

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# DRILL SHEETS FOR LOGIC III

## DRILL #10 FOR LOGIC III—MAINTAINING CONSISTENCY

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

In the following sample evaluations underline where the inconsistency is and then correct it so everything is consistent. Write these down.

1. *Situation:* Insurance sales department contacting and selling less clients.

*Data:* Five extra sales personnel in the area in the last month. A new district sales manager has been on for fourteen months. Only persons selling insurance policies in any volume are those sales personnel who have been with the insurance firm for two years or more. Three experienced salesmen have been lost from the department in the last six months. The district sales manager is spending weeks training his sales personnel before they are allowed to sell although all new sales personnel have experience in sales.

*Statistics:* Insurance sales downtrending for the last six months. This statistic paralleled by number of clients interviewed.

*Why:* The district sales manager is holding up getting the new salesmen working due to arbitrary training on sales.

*Ideal Scene:* The sales department with sufficient working salesmen who contact and sell an ever-increasing number of insurance policies.

*Handling:*

1. Demand that your experienced salesmen increase their sales.  
DISTRICT SALES MANAGER \_\_\_\_\_
2. Handle the personnel director so he will hire further salesmen.  
OFFICE MANAGER \_\_\_\_\_
3. Place an ad in the local newspaper for ten more salesmen for the sales department.  
PERSONNEL DIRECTOR \_\_\_\_\_
4. Hire ten new salesmen as they respond to the ad.  
PERSONNEL DIRECTOR \_\_\_\_\_
5. Once these new salesmen are hired get them trained so they can sell.  
DISTRICT SALES MANAGER \_\_\_\_\_

(continued next page)



## DRILL 10: MAINTAINING CONSISTENCY (continued)

2. *Situation:* Fire in the back room.

*Data:* Smoke in the house coming from somewhere in back. Little boy ran out of house just after smoke was noticed. Boy was carrying matches in his hand.

*Statistics:* Very dangerous as to viability of house.

*Why:* Little boy started a fire in the back room.

*Ideal Scene:* A comfortable world where man can produce without hindrance.

*Handling:*

1. Grab the fire extinguisher and put out the fire. \_\_\_\_\_

2. Find the little boy and get him straightened out. \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

### 3. *Situation:* Ship's water supply contaminated.

*Data:* Three people reported sick right after new water supply was obtained. Water analysis revealed a very high chlorine content. A whole case of empty chlorine bottles was found in the trash. The steward who chlorinates new water questioned and found to not know proper amount of chlorine to put in water. Found he never read his job duties although told to do so by his senior. He even claimed that he was trained so that he could get a bonus for completing the training program for employees.

*Statistics:* Dangerous as to health of passengers and crew.

*Why:* Water in foreign ports dangerous so chlorination must be done.

*Ideal Scene:* Water supply uncontaminated and usable with no danger to health.

*Handling:*

1. Immediately switch to use of water supply in uncontaminated tanks left over from before new supply taken on.  
ENGINE ROOM \_\_\_\_\_
2. Dock the steward's pay and falsely claimed bonus for over-chlorinating water.  
PURSER \_\_\_\_\_
3. Get someone on the job who can be trusted and get him trained.  
PERSONNEL DIRECTOR \_\_\_\_\_
4. Let the excess chlorine evaporate from the contaminated water so it can be used.  
NEW PERSON RESPONSIBLE FOR CHLORINATING \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

### 4. *Situation:* Cleaner flubbing badly.

*Data:* The cleaner spending twice as long as other cleaners on cleaning the same amount of space. An inspection of the area this cleaner is assigned to found the area covered in dust and just as dusty as when the cleaner started. The cleaner has been observed to not clean his dusting cloths while cleaning the space or after he is done and using dirty cloths to clean with.

*Statistics:* This cleaner's "square feet of clean space" statistic is lousy.

*Why:* Cleaner is not routinely cleaning his dusting cloths while cleaning and after use.

*Ideal Scene:* A cleaner using dust-free cloths that result in a dust-free space.

*Handling:*

1. Give the cleaner new dustcloths each time he starts to clean.

SUPPLIES IN-CHARGE \_\_\_\_\_

2. See that the cleaner turns in his dirty cloths each night.

CLEANING IN-CHARGE \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

5. *Situation:* No sales brochures being produced by the printer.

*Data:* Investigation of the print shop found the printer spending a lot of time taking apart and putting back together the printing press. The sales department is not using the brochures they do have in stock. Two salesmen were found to have been using the brochures they did have for scrap paper. The printer was found to have been 'improving' the printing press through changing the parts in it for others of his own manufacture after having read a brochure on the latest printing presses.

*Statistics:* Statistics show no sales brochures have been produced in the last six weeks while prior to that point the volume had been increasing for some months.

*Why:* The printer has put the press out of operation through attempting to upgrade it with new parts.

*Ideal Scene:* The print shop with an operational printing press that will provide the brochures to improve sales.

*Handling:*

1. Have the printer cease putting new parts in the press and restore the press to its original form. PRINT SHOP FOREMAN \_\_\_\_\_
2. Get him into production and handling the backlog of brochures to be produced. PRINT SHOP FOREMAN \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

6. *Situation:* No completed cars being produced off the assembly line.

*Data:* There were no cars produced last week and in prior weeks the number of completed cars has been declining. Several complaints have been received from the assembly line workers that they are running out of parts. The new foreman was found to not know how to order new parts from the warehouse.

*Statistics:* The number of completed cars has declined over the last four weeks and none were produced last week.

*Why:* The warehouse is not supplying enough parts for the assembly line to produce completed cars.

*Ideal Scene:* Sufficient parts being routinely provided from the warehouse for the assembly line to produce completed cars.

*Handling:*

1. Get the new foreman briefed on how he can order parts from the warehouse. PLANT MANAGER \_\_\_\_\_
2. Have him order all parts needed to handle the backlog of incomplete cars of the assembly line and more to keep the line running. PLANT MANAGER \_\_\_\_\_
3. Get the backlog of incomplete cars handled and new cars being produced. FOREMAN \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

7. *Situation:* The public are not coming into our restaurant.

*Data:* The promotion department was running an ad for our food in the local newspapers. This ad was stopped two months ago as the promotion director thought it wasn't producing a result and wasn't shown the statistics of new customers coming into the restaurant.

*Statistics:* A count of the checks done each night shows that the number of public coming into our restaurant is steadily increasing.

*Why:* The promotion department is no longer promoting for new customers as promotion is thought not to work.

*Ideal Scene:* The promotion department creating ads that bring new customers into the restaurant.

*Handling:*

1. Show the promotion director the statistics of new customers.  
RESTAURANT MANAGER \_\_\_\_\_
2. Place the ad that was being used earlier in the local newspapers.  
PROMOTION DIRECTOR \_\_\_\_\_
3. Place new ads in magazines read in this town to increase further  
the number of customers. PROMOTION DIRECTOR \_\_\_\_\_
4. Gauge the success of your ads by using the response shown in the  
number of new customers. PROMOTION DIRECTOR \_\_\_\_\_

(continued next page)

## DRILL 10: MAINTAINING CONSISTENCY (continued)

8. *Situation:* Plant production being endangered through broken equipment.

*Data:* An outpoint count was done on all reports coming in. They add up as follows: general manager 5, plant manager 4, foreman 32, warehouse manager 7, personnel director 8. The common denominators of most complaints concern staff changes. Several reports of broken equipment due to untrained workers using them.

*Statistics:* Plant statistics are overall level with only one statistic rising: bills paid.

*Why:* The foreman is changing the jobs of staff on the assembly line and putting them on equipment they are untrained for.

*Ideal Scene:* A foreman who is trained in the correct utilization of his workers.

*Handling:*

1. Get the assembly line workers back onto the jobs and equipment they are trained for. PLANT MANAGER \_\_\_\_\_
2. Get the foreman trained on the correct utilization of assembly line workers. PLANT MANAGER \_\_\_\_\_
3. See that all equipment on the assembly line is corrected and working. PLANT MANAGER \_\_\_\_\_

## DRILL #9 FOR LOGIC III—IDENTIFYING “THE WHY IS GOD”

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Circle the letter of the following which indicate the “Why is God.”

1. *Situation:* Money paid for golf lessons is down. (From the golfing instructor’s viewpoint.)
  - a. The salesmen in the pro shop have stopped signing up students.
  - b. The owner of the golf course is not recruiting good maintenance crews.
  - c. I haven’t observed the salesmen and gotten them straightened out on signing up more students.
  - d. The owner of the course never pays any attention to the golfing school.
  - e. I haven’t properly trained my assistant instructors.
2. *Situation:* Unfavorable newspaper reports about one of my clients. (From a press agent’s viewpoint.)
  - a. The newspapers are all against us.
  - b. I haven’t contacted, made friends with or given any news stories to any reporters in my area.
  - c. The newspapers only print bad news.
  - d. I have not studied up on how to get favorable press for a client.
  - e. Nobody reads the newspapers these days anyway.
3. *Situation:* The expense account from a recent business trip is a mess. (From the executive’s viewpoint.)
  - a. Taxis were too expensive, so I had to rent a car.
  - b. I was too busy with the purpose of my trip and hadn’t time to keep a proper accounting of my expenses.
  - c. I failed to keep a proper accounting of my expenses.
  - d. The currency exchange caused the records to not balance.
  - e. People wouldn’t give me receipts.

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## **DRILL #9: IDENTIFYING “THE WHY IS GOD” (continued)**

4. *Situation:* A car ran into a student on her way home from class. (From the student's viewpoint.)
  - a. I crossed the street without looking both ways.
  - b. My shoes made it difficult for me to run.
  - c. I've felt upset by one of the other girls at school for a week and didn't mention this to anybody to try to resolve it.
  - d. Whoever gave that driver a license should be jailed.
  - e. It was not a pedestrian crossing and I shouldn't have crossed there.
5. *Situation:* Company policy on handling decreasing revenues is not being applied to this office. (From the general manager's viewpoint.)
  - a. I didn't get the policy known and applied in the office.
  - b. I erroneously thought it no longer applied.
  - c. It no longer applies because it's so old.
  - d. The office rarely has this situation occur.
  - e. There's no executive on the job to see employees are knowledgeable on company policy.
6. *Situation:* An employee is chronically late for work. (From the boss' viewpoint.)
  - a. His alarm didn't go off.
  - b. There was a bus strike.
  - c. He's not being responsible for arriving on time.
  - d. His breakfasts are being served him too late.
  - e. I didn't handle this tendency in him when I first spotted it.

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## **DRILL #9: IDENTIFYING “THE WHY IS GOD” (continued)**

7. *Situation:* Book sales of nonfiction books have dropped very low. (From the store owner’s viewpoint.)
- a. People don’t buy nonfiction books these days.
  - b. There are no salesclerks in the store selling books.
  - c. We only sell nonfiction books by little-known authors.
  - d. Everyone has read all the good nonfiction books.
  - e. Newspaper ads are really supposed to sell nonfiction books anyway.
8. *Situation:* Two thefts have occurred recently in the school. (From the school principal’s viewpoint.)
- a. I’ve let schoolyard security inspections go by the wayside and the schoolrooms are insecure.
  - b. I didn’t dismiss the new janitor when he was caught stealing money from the cafeteria two months ago.
  - c. The police aren’t fast and efficient enough.
  - d. People must keep track of their own belongings.
  - e. It must have been a burglar in the neighborhood.
9. *Situation:* No promotion is going out for this garage. (From the promotion director’s viewpoint.)
- a. The boss won’t okay any money for promotion.
  - b. I have no one working with me in the promotional department.
  - c. I don’t really know anything about promotion and have made no attempt to train myself in the field.
  - d. I never submitted any requests for promo expenses, but have been blaming the boss for not giving me any.
  - e. My secretary quit.

## **DRILL #8 FOR LOGIC III—DISTINGUISHING BETWEEN WRONG WHYS, MERE EXPLANATIONS AND RIGHT WHYS**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

In each of the following indicate which would most likely be right Whys, wrong Whys or mere explanations.

1. *Situation:* Promotional mail out badly slumped.

“Whys”: a. It was Christmas.

b.No postage money was allocated.

c.Mail clerk was tired.

d.A salesman was transferred to the Chicago office.

2. *Situation:* The tape recorder won't play.

“Whys”: a. It works only when dropped.

b. It was made in a foreign country.

c. It hasn't been plugged in.

d. The operator is ill.

3. *Situation:* There is no Personnel Director in the regional office.

“Whys”: a. The head of the office is not about to put one on the job.

b.It's only a small office.

c.The company's personnel hiring system doesn't work in that office.

d.There's no one good enough for the post.

4. *Situation:* Students are leaving the adult education classes of one particular teacher and not completing the course.

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**DRILL #8: DISTINGUISHING BETWEEN WRONG WHYS, MERE EXPLANATIONS AND RIGHT WHYS (continued)**

“Whys”: a. The students were too dull.

b. The teacher never learned study technology.

c. The classroom is too hot.

d. The teacher is overloaded.

5. *Situation:* The foreman has trouble getting his workers to produce.

“Whys”: a. This group of workers is rough to handle.

b. Company policy doesn't apply to this group.

c. The foreman is being paid by a rival company to sabotage production in this shipyard.

d. The shipbuilding industry is always slow in the winter.

## **DRILL #7 FOR LOGIC III—IDENTIFYING OUTPOINTS**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Write down which one of the six outpoints is in each of the following sentences:

1. She put in a request for six black pens, six green pens, six red pens and six blue pens because she was very angry at the Supply Executive.
2. “Please excuse Johnny from school today because I have a sore throat. Sincerely, Johnny’s mother.”
3. If that work project is not corrected by the time the cows come home, you’ll be in hot water!
4. Catch the train before it arrives and you’ll make it to work on time.
5. The workman changed his product to “jobs started” when he found that he could produce more of this product than “jobs completed and turned over to the next department.”
6. Sanity is the ability to recognize differences and similarities.
7. All dogs have fleas.
8. Cotton cloth is made from the fibers of the cotton plant. The plant comes in a variety of different colors. The names of some cloths woven from cotton are calico, cretonne, damask, denim, gingham, lawn, pique and seersucker.

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## **DRILL #7: IDENTIFYING OUTPOINTS** (continued)

9. The foreman had the entire factory work overtime because one department produced fewer products for that week.
10. Be ready for a lecture tomorrow given by Professor Brown on the concepts of numerology. Don't start any big projects until after the lecture, just stand by. And, for goodness' sake, be there on time!
11. We don't have as many salesmen out selling as they are so poorly dressed. In a few weeks a few of the salesmen will have some nicer clothes and we will surely be able to get some of our products sold.
12. Another weekend is coming up. Clean up your desks and empty your wastebaskets. Turn off the lights, grab your coats, lock the doors, close the windows—and we're off!
13. I don't think I can study for my exams this weekend as there are some good shows on the TV and I have my friends coming around to watch them.
14. He tried and tried and tried. He kept on for sixteen hours and still couldn't do it. His partner went out to the garage to see if he could help, but he refused that help. He finally gave up, slumped into the kitchen and exclaimed that he was a total failure.
15. Martin Luther, the German theologian, religious reformer and founder of the Lutheran Church spoke at University Hall. He was very well received.
16. I can't produce more than fifty pairs of shoes this week because I have only been given enough leather for that many. But it's not so bad, because they will be good shoes, even if I don't do as many as are needed.

## **DRILL #6 FOR LOGIC III—NARROWING THE TARGET**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

In the following sets, circle the number of the one which would be the area to investigate.

- A. The number of cars sold at this automobile dealership is decreasing over the last month.
  - 1. Salesman 'A' sold the same number of cars this month as last month.
  - 2. Salesman 'B' sold fifteen less cars this month than last month.
  - 3. The sales manager has a new wardrobe.
- B. The ship's engine won't start.
  - 1. The oil pump is operational.
  - 2. The fuel tank was filled.
  - 3. The Engineer wants to leave the ship for good.
- C. The factory seems very chaotic and employees upset.
  - 1. The statistics from the assembly line are gradually rising.
  - 2. The statistics from the sales division are dropping steeply.
  - 3. The statistics from the accounts department are rising steeply.
- D. The crime rate is increasing.
  - 1. Gun manufacturing and sales are normal.
  - 2. Population increase is usual.
  - 3. Criminals are being granted extended furloughs from prison as an experiment in readjusting them to society.
- E. The secretary is ill.
  - 1. She is having a lot of problems with her marriage.
  - 2. The company newsletter was just printed.
  - 3. Income is uptrending.

**DRILL #5 FOR LOGIC III—  
IDENTIFYING THINGS TO INVESTIGATE**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Circle the numbers of the following which would be things to investigate.

1. Number of pairs of shoes sold are down from 110 to 60.
2. Income gradually rising.
3. The library's front door is missing.
4. The new salesman did not show up for work today and the petty cash box is empty.
5. The new promotional campaign is pulling in more sales than any other campaign in the company's history.
6. The car engine won't start.
7. The branch office is spending more money than it is earning.
8. The accounts balance.
9. A spokesman from the car manufacturing plant announced that the company will have to lay off forty percent of the employees.
10. The chief executive officer is ill.



## **DRILL #4 FOR LOGIC III—SPOTTING A WRONG TARGET**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Circle the numbers of the following which contain a wrong target.

1. Since vitamin A is harmful if too much is taken, all vitamins over ninety milligrams in strength must only be sold on a doctor's prescription.
2. We must vote against any industrial construction in this city because all environmental pollution comes from factories.
3. Because he was found hiding in the closet at the scene of the crime, the police arrested him as the murderer.
4. I don't have to be concerned about my health anymore as I've just bought full health insurance coverage.
5. As America's balance of trade is in deficit, our new credit trade agreements with Russia will solve them.
6. We found a salesman who was ripping off the company so we are not hiring any more people.
7. He is studying the Physics Course as part of his training to be an engineer.
8. He's fifty-five and has quit his job to become an opera singer and has just started his singing lessons.
9. A girl was murdered in the town at 8:00 P.M.; therefore, no girls may go out after sunset.
10. As sales are beginning to taper off, we should get out lots of promotion to pull in business.
11. To prevent any further thefts, the building shall be locked at all times.

## DRILL #3 FOR LOGIC III—IDENTIFYING VALID DATA

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

A. Circle the numbers of the following which do *not* align or have little to do with the fact that a dentist's statistics are downtrending for the last six months.

1. He's really a nice guy.
2. The phone book deleted his name from their listings.
3. He needs to promote for new business.
4. He should get new office equipment.
5. He works hard.
6. He's from a good family.
7. The price of gold went up by five percent.
8. He is basically well-intentioned.
9. He has three malpractice suits in court right now.
10. He trained at a good school.

B. Circle the number of the following which do *not* align or have little to do with the fact that the assets of the 1st National Bank are steeply uptrending for the last year. The person referred to in the examples is the president of the bank.

1. He's a college graduate with an MBA.
2. He gets drunk too often.
3. I doubt that he has anything to do with how well the bank is doing.
4. He names, wants, demands and gets the products of each area throughout the entire bank.
5. He should be forced to resign because he was curt with one of the tellers recently.
6. He's the laziest guy I know.

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### **DRILL 3: IDENTIFYING VALID DATA (continued)**

7. He plays too much golf.
8. He did not go to graduate school.
9. His father was a lawyer, not a banker.
10. He wears a mustache.

C. In the following report write down those things which are stable facts that can be used for evaluation.

“I did a full observation of the job site at the new housing development yesterday and found that the construction foreman, Pete, is really not doing the job. The number of apartment units completed showed little improvement this week over last week, with only five more built this week than last. I looked more closely into what he does all day long and I’m quite sure he’s useless. There were ten new carpenters started on the job today. I’d hardly call that good. I went to the owner of the construction company and asked him about Pete, but he’s obviously not aware of the situation because he thinks Pete is doing fine. I told him what I found but he wouldn’t listen. I think both of these people are doing something illegal. Although both have rising trends over the last 6 weeks on their graphs it’s impossible for a couple of dolts like them to accomplish that. I had to make this report so that you are sure to have all the data on what is going on with this job because something fishy is going on.”

## **DRILL #2 FOR LOGIC III— CORRECTING IDEAL SCENES AND STATISTICS**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Each of the following jobs has an incorrectly stated ideal scene and statistic. Rewrite them so that they align to bring about actual production that fits the activity.

1. Job: Car painter  
Ideal Scene: A safe place to loaf around  
Statistic: Number of hours successfully evading work.
  
2. Job: Typist  
Ideal Scene: Good relations with the boss  
Statistic: Number of cups of coffee served.
  
3. Job: Newspaper salesman  
Ideal Scene: A busy street  
Statistic: Number of people and cars passing by.

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## DRILL 2: CORRECTING IDEAL SCENES AND STATISTICS (continued)

4. Job: Printing machine operator  
Ideal Scene: Getting out lots of counterfeit money  
Statistic: Number of dollars of counterfeit money printed.
5. Job: Mass producer of coffee cups  
Ideal Scene: Each cup unique and a work of art  
Statistic: Number of favorable articles published by art critics.
6. Job: Book salesman  
Ideal Scene: No one bothering me  
Statistic: Number of people who come in that never see me.

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## **DRILL 2: CORRECTING IDEAL SCENES AND STATISTICS (continued)**

7. Job: Postman

Ideal Scene: A postal route with no dogs

Statistic: Number of dog owners reporting their dogs missing.

8. Job: Schoolteacher

Ideal Scene: A calm, quiet classroom

Statistic: Number of square feet of calm, quiet space.

9. Job: Private investigator

Ideal Scene: Self-amusement

Statistic: Number of amusing reports written.

## **DRILL #1 FOR LOGIC III—SPOTTING IRRATIONALITY**

(from Policy Letter 26 Nov 90 by L. Ron Hubbard)

Circle the numbers of the following which indicate a departure from the ideal scene. Write down why and name the outpoint.

1. An employee got promoted to head of the company his first week on the job.
2. All company bills paid up.
3. A false report on a child's report card from school.
4. All employees put onto inventory of the warehouse for five days straight.
5. An operational engine in a car.
6. Statistics rising for the last ten weeks.
7. A motorcycle with no seat.

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## **DRILL #1: SPOTTING IRRATIONALITY (continued)**

8. A classroom full of students.
9. A pig in a parlor.
10. Germany is invading Poland.