

The

Technical Bulletins

of

Dianetics and Scientology

by

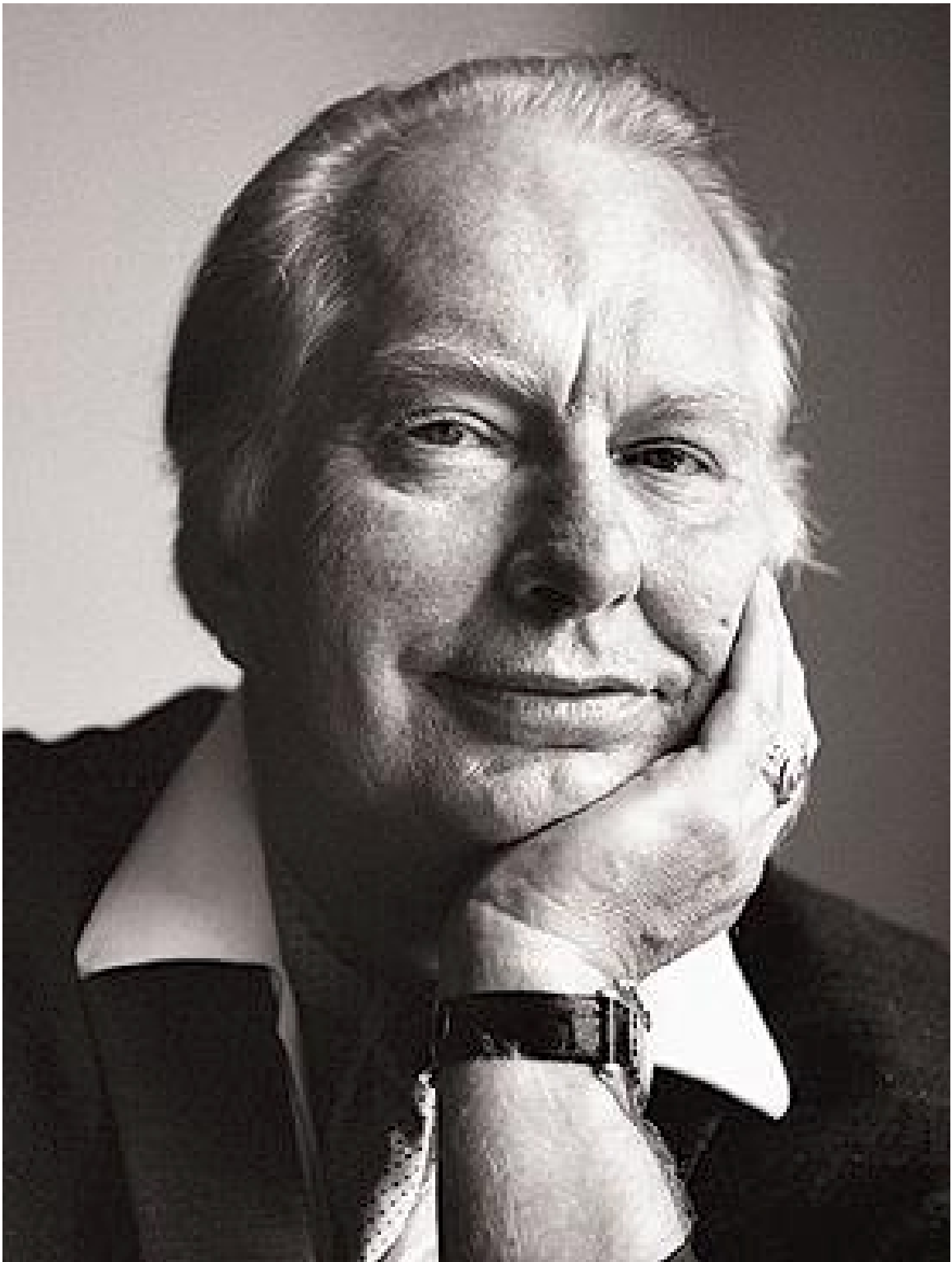
L. Ron Hubbard

FOUNDER OF DIANETICS AND SCIENTOLOGY

Volume
XIII
1980

*I will not always be here on guard.
The stars twinkle in the Milky Way
And the wind sighs for songs
Across the empty fields of a planet
A Galaxy away.
You won't always be here.
But before you go,
Whisper this to your sons
And their sons —
“The work was free.
Keep it so. “*

L. RON HUBBARD



L. Ron Hubbard
Founder of Dianetics and Scientology

TECHNICAL BULLETINS

1980

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HCO BULLETIN OF 30 AUGUST AD15R

REVISED 30 DECEMBER 1979
(Only revision is series number.)

Remimeo
Saint Hill
Executives
Saint Hill
Students
Art Series 1

ART

For some fifteen years I have been studying, amongst other branches of philosophy, the subject of ART.

The reason for this is: Art is the least codified of human endeavors and the most misunderstood. What is Art? is one of the least answered of human questions.

Art abounds with authorities. It was chosen because «that field containing the most authorities contains the least codified knowledge.» The obvious invitation is to answer the question and codify the subject. This has now been done.

The subject was originally brought up in a conversation with Donald H.

Rogers at 42 Aberdeen Road, Elizabeth, New Jersey, in 1950.

As this zone of human activity seemed to stand outside the Field of Dianetics and Scientology, I thereafter worked with it on a casual basis.

Having published 15,000,000 words between 1929 and 1941, I was not unacquainted with the arts. Since 1950 I have worked with other arts than that of literature in order to make an advance on the general subject of ART.

I have made a breakthrough at last in this matter. And I find it is applicable to what we are doing and therefore also has practical value.

To make it a matter of record rather than a filed sheaf of notes, I am publishing these findings as an HCOB. I also feel they will be of some assistance in forwarding Scientology.

As in the case of all «pure research» (by which is meant study without thought of possible application) there is a sudden payoff in these answers including the better dissemination of Scientology and the rehabilitation of the artist.

My incidental studies in the fields of photography and music materially assisted these discoveries.

Approaching the state of Clear has also assisted in comprehending this rather vast subject of ART. It is adventurous to state one has solved such a sweeping subject but here at least are the fundamentals and basics.

The following are rough notes but are in fact the basics of that branch of activity we call ART. THE FUNDAMENTALS OF ART

BASIC DEFINITION

ART is a word which summarizes THE QUALITY OF COMMUNICATION.

It therefore follows the laws of communication.

Too much originality throws the audience into unfamiliarity and therefore disagreement, as communication contains duplication and «originality» is the foe of duplication.

TECHNIQUE should not rise above the level of workability for the purpose of communication.

PERFECTION cannot be attained at the expense of communication.

Seeking perfection is a wrong target in art. One should primarily seek communication with it and then perfect it as far as reasonable. One attempts communication within the framework of applicable skill. If perfection greater than that which can be attained for communication is sought, one will not communicate.

Example: A camera that shoots perfectly but is not mobile enough to get pictures. One must settle for the highest level of technical perfection obtainable below the ability to obtain the picture.

The order of importance in art is:

(1) The resultant communication

(2) The technical rendition.

(2) is always subordinate to (1). (2) may be as high as possible but never so high as to injure (1).

The communication is the primary target. The technical quality of it is the secondary consideration. A person pushes (2) as high as possible within the reality of (1).

A being can take a lot of trouble with (2) to achieve (1) but there is a point where attempting (2) prevents (1).

If the ardours of (2) prevent (1), then modify (2), don't modify (1).

Perfection is defined as the quality obtainable which still permits the delivery of the communication.

Too much time on (2) of course prevents (1).

It is usually necessary to lower a standard from absolute perfection to achieve communication. The test of the artist is how little it is lowered not how high it is pushed.

A professional in the arts is one who obtains communication with the art form at the minimum sacrifice of technical quality. There is always some sacrifice of quality to communicate at all.

The reduction of mass or time or impedimenta or facilities toward the ability to render a result is the exact measurement of how much technical perfection can be attempted. The rule is if one is being too perfectionistic to actually achieve a communication, reduce the mass, time, impedimenta or facilities sufficiently low to accomplish the communication but maintain the technique and perfection as high as is reconcilable with the result to be achieved and within one's power to act.

No communication is no art. To not do the communication for lack of technical perfection is the primary error. It is also an error not to push up the technical aspects of the result as high as possible.

One measures the degree of perfection to be achieved by the degree of communication that will be accomplished.

This is seen even in a workman and tools. The workman who cannot accomplish anything but must have tools is an artistic failure.

«Art for art's sake» is a complete paradox as a remark. «Art for the sake of communication» and «Attempted perfection without communicating» are the plus and minus of it all.

One can of course communicate to oneself, if one wishes to be both cause and effect.

One studies art only if one wishes to communicate and the search for artistic perfection is the result of past failures to communicate.

Self improvement is based entirely on earlier lack of communicating.

Living itself can be an art.

The search for freedom is either the retreat from past failures to communicate or the effort to attain new communication. To that degree then the search for freedom is a sick or well impulse.

Searching for and discovering one's past failures to communicate an art form or idea about it will therefore inevitably rehabilitate the artist.

However, due to the nature of the Reactive Mind, full rehabilitation is achieved only through releasing and clearing.

How much art is enough art? The amount necessary to produce an approximation of the desired effect on its receiver or beholder, within the reality of the possibility of doing so.

A concept of the beholder and some understanding of his or her acceptance level is necessary to the formulation of a successful art form or presentation. This includes an approximation of what is familiar to him and is associated with the desired effect.

All Art depends for its success upon the former experience and associations of the beholder. There is no pure general form since it must assume a sweeping generality of former experiences in the beholder.

Artists all, to a greater or lesser degree, need comprehension of the minds and viewpoints of others in order to have their work accepted; since the acceptability of a communication depends upon the mental composition of the receiver. Scientology then is a must for any artist if he would succeed without heartbreak.

In any art form or activity one must conceive of the beholder (if only himself). To fail to do so is to invite disappointment and eventual dissatisfaction with one's own creations.

An artist who disagrees thoroughly with the «taste» of his potential audience cannot of course communicate with that audience easily. His disagreement is actually not based on the audience but on former abilities to communicate with such audiences or rejections by a vaguely similar audience.

The lack of desire to communicate with an art form may stem from an entirely different inability than the one supposed to exist.

Professionals often get into such disputes on how to present the art form that the entirety becomes a technology, not an art, and, lacking progress and newness of acceptance, dies. This is probably the genus of all decline or vanishment of art forms. The idea of contemporary communication is lost. All old forms become beset by technical musts and must nots and so cease to communicate. The art is the form that communicates not the technology of how, the last contributing to the ease of creating the effect and preservation of the steps used in doing it. A form's reach, blunted, becomes involved with the perfection alone, and ceases to be an art form in its proper definition.

A communication can be blunted by suppressing its art form: Example: bad tape reproduction, scratched film, releasing bits not authorized. This then is the primary suppression.

On the other hand, failing continuously to permit a non-destructive communication on the grounds of its lack of art is also suppressive.

Between these two extremes there is communication and the task is to attain the highest art form possible that can be maintained in the act of communicating. To do otherwise is inartistic and objectionable.

These, therefore, are the fundamentals of ART.

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Revision assisted by
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for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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(Changes not in Script)

Class VIII
Class III and
above

LIST CORRECTION—THE SHORT L4

(Only valid for a list recently done)

This list is the shorter version of the standard L4BRA. Its use is for sorting out the error in a current listing and nulling action or on a recently done L&N list. It contains the most common errors that foul up L&N actions. Its virtue is in its brevity which itself can increase results by pinpointing the error quickly, thus enabling the auditor to handle it quickly.

Assess the list M5.

If the situation does not resolve completely use an L4BRA.

1. WAS IT THE FIRST TIME ON THE LIST?

(Indicate and give pc his item.)

2. WAS THE LIST INCOMPLETE?

(Complete the list and give the pc his item.)

3. WAS THE ITEM BYPASSED?

(Locate which one.)

4. WAS THE ITEM SUPPRESSED?

(If so, the list may have to be nulled with Suppress, the nulling question being «On (item) has anything been suppressed?». Rehab the item by getting the Suppress button in on the item if necessary and clean it up and give it to the pc again.)

5. WAS THE ITEM INVALIDATED?

(If so, the list may have to be nulled with Invalidate, the nulling question being «On (item) has anything been invalidated?». Rehab the item by getting the Invalidate button in on the item if necessary and clean it up and give it to the pc again.)

6. WAS THE QUESTION MEANINGLESS?

(If so, check for MUs on the question. If question still meaningless indicate it to the pc.)

7. WAS THE LIST OVERLISTED?

(If so, indicate the list was overlisted. Get the item by nulling the list with Suppress, the nulling question being «On _____ has anything been suppressed?» for each item on the overlong list. Give the pc his item.)

8. WERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN?

(Add them to the list. Renull the whole list and give the pc his item.)

9. WAS IT LISTED OUT OF SESSION?

(Reconstruct the list from recall and add the items to the list.

Get the item and give it to the pc.)

10. WAS THE ITEM DIFFERENT WHEN SAID BY THE AUDITOR?

(Find out what the item was and give it to the pc correctly.)

11. WAS THE ITEM NOT GIVEN TO YOU?

(Find what the item is, clean it up with Suppress and Invalidate and give it to the pc.)

L. RON HUBBARD

FOUNDER

LRH:jp:de:bk

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Keeping Scientology Working Series 17

Remimeo
Registrar's
Hat
Ltr Reg Hat
OES Hat
Tech Sec Hat
Qual Sec Hat
Dir Success
Hat
Dn C/S
Checksheet

HANDLING WITH AUDITING

There is no reason or excuse not to actually HANDLE a pc's desire or complaint with auditing.

By handle is meant finish off, complete, end cycle on.

To give you an idea of the reverse—in admin we sometimes find terminals that refer despatches to others, let them drift, give excuses why not. This all adds up to NOT HANDLING. This is the basic reason for DEV T (Developed, meaning excessive, traffic). Like the stationery company writes somebody in the org to please specify the number of sheets wanted. So whoever's hat it is refers it to somebody else who refers it to another who fails to answer. In this way, the org can look industrious while accomplishing nothing. Nobody HANDLES it.

You can get a similar situation going with pcs. Nobody HANDLES the pc. And if you keep this up, your whole area fills up with unhandled pcs, the org's repute goes down and stats eventually crash.

The org is being paid to HANDLE pcs. It is not being paid to put them off or explain or let them drift away.

Here is an example from the early 1960s. An org had it going that anybody who was feeling bad and demanding help got a review. The review consisted of a Green Form to F/N. While this would clean up an ARC Brk or PTP or a poor prior session, it sure wasn't about to remedy a feeling of nausea. So a pc would cone in with a feeling of nausea. He would be sent to Review, get a Green Form and F/N on an ARC Break. Then Review would shrug off the fact that the pc was still nauseated by saying all it could do was a GF! In short, it wouldn't handle the pc.

Another recent case—pc with migraine headaches. Got some (evidently poor) Dianetic Auditing. No change. When the pc's friend complained, he was told it was «the illegal life she was living» and no action was taken. So the pc went to another

org and there they refused auditing due to painkillers (instead of waiting 2 or 3 days until it wore off).

These are cases of NOT HANDLING.

The idea of non-handling can also go into fees. A pc once paid a Franchise for auditing to be done in an org. The Franchise did not forward the fee so the org sent the pc back home.

Service and HANDLING are the same thing. When you give service you handle.

There are thousands of ways of not handling. Letting backlogs occur in Tech and Qual is probably the most serious to org income and to field repute. Also if a person is goofed up in Tech he probably is suffering and to be put off in Qual for any reason at all is a severe blow to the org. A 3 hour Qual backlog is too long.

So, part of HANDLING cases is HANDLE N - O - W !

I recall a Qual backlog I once found of 10 pcs. They were of all varieties—but the main fault was just nobody had the idea except the pcs that they should be handled NOW. And HANDLED. I sat down and did four of them in the next four hours and grabbed off auditors from Admin and Exec areas and handled the rest. Within 6 hours of finding this backlog, they were all HANDLED, happily, finally and wholly satisfied.

What was required was (a) a determination to handle cases, (b) a surety they could be handled and © the actual handling. All three points are needful.

Only two things prevent the above. When the help factor is low in the org or its auditors, there is no real determination to handle cases. A commercialism enters where the payment of the money is more interesting than the delivery of the service. This is self-defeating. One has to have the money but one won't continue to get money unless one is vitally interested in actually delivering service—which means actually handling the cases.

The certainty that one can handle case, depends in the main upon good training and exact application of the technology. There can be an awful lot of tech to apply but the point is to apply the tech that is applied with exactness. «Squirrelling» is not really different processes—it is careless, incomplete, messed up auditing procedure. An auditor auditing a process that reads with excellent TRs to an F/N with good indicators seldom has any loses. But even given good procedure, one occasionally gets a lose. This tends to reduce one's certainty that he can get a result on a pc. Usually it isn't one's own pcs that cause this—it's hearing about some pc who didn't get a result, but not hearing the whole story.

If one's command of the subject of auditing is poor he doesn't recognize why there was a lose. A pc lies about having eaten or slept or is being audited on someone else's determination or some such thing and because of these, the pc gets a lose. This causes the auditor to have a lose.

Some auditors can get 20 wins and 1 lose and then mourn only about the 1 lose.

What is missed here—with pc loses—is that it is almost always a short-term lose. They lost in this one but nobody thinks to KEEP AT IT WITH DIANETICS AND SCIENTOLOGY UNTIL IT'S A WIN.

I've seen somebody audited for years before he finally and forever lost his chronic trouble. He would get better and then relapse, never quite so bad. And finally he recovered totally.

So there must be some idea extant amongst auditors that all «wins» in auditing must be fast, total and appreciated volubly. This isn't always the case. In fact, it is in the minority.

So an auditor's and an org's certainty should depend only on being certain of eventual permanent result and to be very extra happy when it is fast, total and appreciated.

To handle a case one keeps at it. So the pc got an intensive. So the pc wasn't handled in that intensive. Well, one doesn't just dust it off and say that's it forever.

The Case Supervisor looks harder and gets the Registrar to get more auditing bought.

If Dianetics didn't handle, Scientology will. If this process didn't handle completely, that process may.

This is the winning attitude. I know one case that's still goofed up after a decade. The medics put a steel pipe in his leg bone. He won't get it taken out and insists on auditing only. So every few months somebody tries again. Sooner or later this case will be handled. The point is to keep trying to handle, not dream up reasons it can't be.

Auditor, brought up with the idea that 5 hours of auditing should always resurrect a decayed corpse haven't been brought up right. Some SP around them has been making demands of the subject and auditing that BUILD IN LOSES.

Girl with migraine, 15 hours of Dianetics, still has migraine. Okay. So we don't brush her off. We get her to buy a good long Scientology intensive and do a full «GF 40». Still has migraine. So we now do another Dianetic Intensive.

We don't mislead her. We say, «Okay, you want to get rid of your migraine. So we'll stay with you if you'll work along with us as long as it takes. It might happen fast, it might happen slow. You might have to go all the way to OT Grades. But we'll try all the way.

A Registrar that promises instant miracles is cutting the Tech Sec's throat and the GI as well!

The condition can be handled. The whole point is, for the good of the pc and the org it eventually must be handled.

There are literally thousands of processes and approaches available for use.

The pc expects the condition to be handled. So one way or another one gets the pc handled. To do otherwise is to court disaster for the org.

Now and then a pc gets away, nearly always because of errors that get the pc upset with the subject of auditing, never when the org wasn't still trying to handle. A session was goofed and not repaired, somebody in the org inferred the condition couldn't be handled, that's the sort of thing that loses pcs.

Keep on trying to handle and you will succeed.

Auditing is remarkable enough already not to cripple it by leading pcs to expect instant results every time.

But the main point is, you audit a pc with Dianetics and Scientology until the pc's case is handled.

And sooner or later, it will be.

L. RON HUBBARD
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Remimeo

C/S Series 6

Keeping Scientology Working Series 20

WHAT THE C/S IS DOING

In DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH considerable stress is placed on the words and phrases in engrams. This is still functional. However as I did further research I found that (a) many pcs were unable to get the words in the engram and (b) the apparent force of the words was derived wholly from the pain, emotion, effort contained in the engram. In Standard Dianetics the words in an engram play no major role in the auditing.

The use of the words to de-aberrate and concentration on phrases in engrams is valid but junior in force to the pain, misemotion, etc. in the engram. Thus if you run out the force the words drop into insignificance. This is often how the pc gets cognitions: the words and meaning concealed in the engram are changing value and devaluating. The pc can then think clearly again on a subject previously pinned down by the force. Get the force out and the words take care of themselves and need no special handling.

The meaning of things plays a secondary role in processing to forces.

Thetans find counter-forces objectionable. Almost all chronic (continual) somatics have their root in force of one kind or another.

In that the handling of things with bodies involves force to greater or lesser degree, incapability and derangement of mental values is proportional to the thetan's objection to force.

This objection descends down to a wish to stop things. It goes below that into overwhelmedness in which propitiation and obsessive agreement manifest themselves.

LOW TAs

The low TA is a symptom of an overwhelmed being.

When a pc's TA goes low he is being overwhelmed by too heavy a process, too steep a gradient in applying processes or by rough TRs or invalidative auditing or auditing errors.

A low TA means that the thetan has gone past a desire to stop things and is likely to behave in life as though unable to resist real or imaginary forces.

HIGH TA

Chronically high TAs mean the person can still stop things and is trying to do so.

However, all one has to do is restimulate and leave unflat an engram chain to have a high TA. High TA is reflecting the force contained in the chain.

An «over-run» means doing something too long that has engrams connected with it which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence Over-run.

If this overrun persisted unhandled eventually the pc would be overwhelmed and one, in theory, would have a low TA.

MENTAL MASSES

Mental masses, forces, energy are the items being handled by the C/S on any pc.

If the C/S loses sight of this he can wander off the road and go into the thickets of significance.

Engrams, secondaries, locks all add up to mental masses, forces, energies, time, which express themselves in countless different ways such as pain, misemotion, feelings, old perceptions and a billion billion thought combinations buried in the masses as significances.

A thetan can postulate or say or reason anything. Thus there is an infinity of significances.

A thetan is natively capable of logical thought. This becomes muddled by out-points held in by mental forces such as pictures of heavy experiences.

As the masses and forces accumulated and copied from living build up, the logic potential becomes reduced and illogical results occur.

PC SEARCH

The pc is continually searching for the significance of a mass or force - what is it, why is it.

The C/S is easily led astray by this.

All forces in the bank contain significances.

All forces can be unburdened and lightened up by the various procedures of auditing.

The search of the pc is for significance.

The action of the C/S is reduction of forces.

THE E-METER

The E-Meter records what force is being discharged in every slash, fall and blowdown. The amount of TA per session is the C/S's index of gain.

Note that a discharged process no longer gives TA and gives case gain.

The amount of significance recovered or realized by the pc only shows up as cognitions.

As the TA works off the case, then one has two indicators:

1. There is needle and TA action.
2. The pc cognites.

One shows that force is coming off. Two shows that thought is releasing from force.

BACKWARDS C/Sing

If a C/S processes toward significance only he will get cases that do not progress.

The needle action detects not so much significance as where the force is.

Diving toward significance the C/S winds up shortening grades, looking for «magic one-shot buttons» and overwhelming cases by shooting them on up the grades while levels remain loaded with force.

RELIABLE INDICATORS

When a pc gets no more TA action on Level I he will have made Level I and will know it. He will therefore attest to «No problems».

The reliable indicators are TA action and cognitions while a level is still charged.

Diminished TA action and cognitions mean the purpose of the level has been reached.

A feeling of freedom and expansion on a subject is expressed in a normal TA and a loose needle.

The pc will now attest to an ability regained.

F/N ABUSE

To process only to F/N and even chop off the cognitions on a process abuses the indicator of the F/N.

You can find many pcs who bitterly resent F/N indications. They have been:

- A. Not run on all the processes of a level;
- B. Still have force on the subject;
- C. Were chopped off before they could cognite.

The ARC Break in this is UNFINISHED CYCLE OF ACTION.

The proper End Phenomena for a process is F/N Cognition VGIs. Now look at that carefully. That is the proper end phenomena of a PROCESS. It is not the end phenomena of a LEVEL or even of a TYPE of process.

Let us say there are 15 possible Scientology processes for orienting a pc in his present location.

To run one of these 15 and say, «F/N that's it. You're complete.» is a Quickie impatient action that rebounds on the pc eventually. If there are 15, run 15!

Possibly the pc on no. 12 will cognite he's really right where he is.

Only then could you cease to work at it.

An F/N Cog VGIs tells you a process is finished, not a whole class of actions!

Thus 2 ½ minutes from 0 to IV is not only impossible, it is murderous.

It will result in an overwhelm, a low TA or a high TA eventually.

Level I says, amongst other things, «Problems Processes». There are certainly half a dozen. Each would be run to F/N Cog VGIs. When these and the other processes of the Level are run, the pc will come to have no further reaction to problems and will be able to handle them.

A cognition on lower levels is not necessarily an ability regained. Thirty or forty cognitions on one lower level might add up to (and probably would) the realization that one is free of the whole subject of the level.

It is safe to run more processes. It is unsafe to run too few.

PC ABILITIES

It is not enough for the pc to have only negative gains of deleting force. Sooner or later he will have to begin to confront force.

This comes along naturally and is sometimes aided by processes directly aimed at further confront. «What problem could you have?» sooner or later is needed in one form or another.

What force can the pc now handle?

All auditing in a body—and any living in a body—makes a being vulnerable. Bodies break, suffer, intensify pain.

Sooner or later a pc will go Exterior. The Interiorization Rundown must be ordered as the next action or you will have a pc with a high TA. 2-way comm Ext-Int must be given in a following session (not the same one) so the full cognitions will occur.

After this the pc is less subject to the body and his ability to confront force will improve.

Do not be too worried or surprised if after this the pc has some minor accident with the body. Exterior he forgets its frailty. However, such things are minor. He is «learning how to walk» a new way and will run into chairs! He gets this figured out after a while.

Pcs sometimes improve their ability to handle force while interior so as to have mysterious headaches or new body pressures. Inevitably they have been exterior and need Interiorization run. They were just using too much force while still inside!

Thus force is the thing, significance very secondary.

Force of course is made up of time, matter, energy, flows, particles, masses, solids, liquids, gasses, space and locations. All this gets inherently handled in processes published long since.

The pc tends to dive for the thought imbedded in the force. He will tell you he's being processed to find out who his parents were or why he is sterile or who did him in, etc., etc. The C/S who chases after this is a deerhound illegally chasing mice!

C/S PURPOSE

The C/S is there to make certain that the pc makes gains and attains the actual abilities of the level.

The C/S is for the pc.

C/S auditor control exists only to keep the auditing standard, the TRs good, the processes ordered done and to End Phenomena each one.

No other reasons for C/Sing exist.

L. RON HUBBARD

FOUNDER

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(Reissued as part of
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Remimeo

C/S Series 9

Keeping Scientology Working Series 10

SUPERFICIAL ACTIONS

One of the reasons Scientology tended toward disuse in the late 1960s was not its workability. It was a growing cultural disinclination to do things thoroughly.

«Fast, quick results» was interpreted as seconds or minutes. In old psychotherapy as practiced in the 18th Century it required ONE YEAR of weekly consultation to see if anything could be done about a case and FOUR MORE YEARS to produce a meager superficial result. Compared to that two or three hundred hours of processing was nothing.

As we began to dominate this field in terms of persons handled and results obtained, psychiatry invented «instant psychiatry» by which no result was gotten in no time.

SPEED became the primary consideration of the culture. Jet planes, fast cars «saved time». But an old Chinese, when told by a driver that he had saved 4 minutes in speeding back from town asked, «What are you going to do with the 4 minutes?»

Time itself is a basis of aberration. Dropping time out is the consideration of factory managers of production lines as «the faster something can be made the more you have of it». But look at this again. Something can be done so fast it isn't done at all! The difference between a very fine camera and a cheap one is speed of manufacture. Cheap cameras don't get their parts carefully machined or matched—they don't fit together—they break, cease to work. A fine Run can be told by the lack of tool marks on the hidden places. A cheap gun's inner bolt is a mess of scars. It isn't smooth in operation. It didn't take much time to make but it also jams and freezes up when you try to use it. Maybe you've heard of «hotter than a 2 dollar pistol». A 2 dollar pistol is «hot» because it's so quickie made it usually blows up and blows off a hand.

There is a point where SPEED is simply a cover for a cheap worthless product.

Let us take a filthy room. A lazy housekeeper comes in and sweeps a few bits of dust under the carpet, leaves soot all over the windows and garbage on the mantle and says it's clean. Somebody else not afraid of work spends an hour at it and leaves a really clean room.

SHORT PGMS

A short pc program is economically and efficiently for the birds.

In the first place a C/S has to know the extent of his tech will to be able to think up light processes in quantity.

It one heard a C/S say, «But I don't have time to spend an hour doing a long program for the pc,» one is listening to something peculiar. If one spent an hour or two doing up a real long 20 action program to repair the pc, then for the next 20 C/Ses it takes only a few minutes to look over the session and order the next action on the list.

If one had no program one would have to study the folder each time. One

actually saves C/S time by doing long programs both to repair and to get the pc back on the Class Chart where he'd gotten to.

Further, auditing is sold by the hour and it WASTES money and income and pcs to short program them.

«Yes but we sell result! If we can get 200 pcs done in 100 auditing minutes we would make #18,233 clear profit.....»

Well the cruel answer to that was when orgs began to do that on lower grades they didn't attain the result on the pc and stats went DOWN!

Power was once priced against the fact of 50 to 100 hours of auditing. It retained the price and by cutting out all End Phenomena or real gain it was at last being given in 20 minutes. And after just so many years of this economic dishonesty, SHs crashed! They had sold out the real value of the product for a quick buck. The «field» became «ARC Broken» and few takers came to an SH. It is a very long hard road back. And it is very costly one.

«Quickie Grades», instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

Let's just face up to the facts of life!

Selling out the integrity of the subject for a buck wrecks the subject.

SUCCESS

The real stat of an org is Success Stories.

Honest grades and time spent in C/Sing and in auditing to obtain them add up to success for the individual, the org, its field, the country and the planet.

The time it takes to process somebody is how long it takes to get each single result available. It is not how slowly or quickly it is done. A book is not a good book if it takes 7 years to write. And a bad book isn't always written in 2 weeks. It takes as long to write a good book as you get a good book. The result is the result and TIME IS JUST AN ENTERED ARBITRARY.

A person who overwhelms at Grade IV is an easily overwhelmed person. It might take 50 hours just to repair the case and the person's life. That might be 20 or 30 steps on the program.

If the C/S can't dream up 8 or 9 ways to repair past auditing and 15 or 20 ways to repair a life, then it's time to go back and read THE ORIGINAL THESIS, EVOLUTION OF A SCIENCE, DMSMH, 8-80, 8-8008 and listen to a hundred or so SHSBC tapes.

«Yes, but I have no time to _____ .» Well, that's also saying «It can't be done well.»

But there is time. If anyone looked over his area he would be able to throw out the time-wasting actions if it comes to that.

«Look. I'm the C/S, the D of P and have to audit 3 _____ .»

That's a statement that the job has already been done so badly that no persons show up to take over the extra hats! And the no-result programs cripple the economics and that becomes no help.

I have seen Mary Sue take over an HGC that had tons of unsolved cases and too few auditors and have watched her solve one case at a time and within 2 weeks have 35 auditors and no backlogs and in six weeks no unsolved cases! She was using the «old», «historical», «background», «we don't use them anymore» processes!

So it not only can be done, it is the thing to do.

That org's stats soared. It became solvent. It ran at a high run and was a happy org.

SICK PCs

When there are sick people on a list one doesn't just «give a Dianetic Assist» and send to a doctor and write them off.

If one knows his tech, there was a reason the person got sick. One also knows a sick person goes into overwhelm easily.

One can do a touch assist, a contact assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCOB 24 July '68, two-way comm on suppression, 3 S & Ds, assessment for area of illness, prepcheck on area, ruds on area, hello and okay with the affected area, reach and withdraw from area, two-way comm, recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, prepcheck on the body or its part, more HCOB 24 July '69, more ruds, assessment of failed purposes, two-way comm on the sickness.

That's not a program. It's just a helter-skelter list of a lot of things to do. It would not greatly matter what order they were done in but lighter actions should be the earlier. And in a program auditing repair comes before life repair.

EXPECTANCY

Now if a C/S or an auditor has a magical complex, he expects ONE process to run a person from wog to OT VI and in ONE minute.

The missing knowledge is «gradient scales». Stairs and ladders have steps and rungs. It takes TIME to climb a tower.

The magical complex thinks of processes as incantations or charms. A person C/Sing would always be trying to find THE process the Pc should be run on. The think is that THE process, once discovered, would take no time at all and the pc would magically become well!

Pardon me, but that's pure goofiness.

And it would set the C/S up for constant FAILURE.

One sees such a person scrambling through processes, trying to guess «which one which one which one. Oh there's one! Now we run it for 3 minutes on the pc. Oh dear. It didn't work. He isn't well. Let's see what's here still. Scramble scramble. Oh, here's one. This green paper is probably the right color. Auditor! Run this on the pc. Oh dear, it didn't work. He isn't well yet. So! We will take these 5 major processes and run them all in one session and add six grades. Do that! Do it! It's a desperate situation. Oh dear, the pc blew. Well I guess the subject doesn't work or I'm a failure»

That is NOT how one should C/S.

If a workman was supposed to cure an ox hide and was told salt would do it and he had a magical complex, what would he do. Well, he might take a small salt shaker and sprinkle the corner of the hide (thinking the right thought) and find that the hide rotted in a few days. He could then conclude salt didn't cure ox hides. If someone kept hammering at him to cure ox hides with salt and he kept sprinkling the corner (knowing it wouldn't work) he'd get a very odd idea about his orders! But who would suspect that this workman thought it was magic! An honest rubbing of salt all over and into the ox hide is the meaning of «salt will cure ox hides»!

But that would take work. It would take TIME! It would have to be honestly and thoroughly done. But one would have cured ox hides and gotten shoes and a profit and pay and everything for one had a product.

Magical thought in auditing isn't likely to give anyone a product of really able people!

SHORT-CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale.

There are 18 pairs. Each pair should be run to F/N, Cog, VGIs.

An auditor told to run Rising Scale can run along the 18 pairs until one F/Ns. And leave it.

The process has been short-cut. And with that shortcut went its ability to restore fertility:

So one hears Rising Scale will sometimes restore fertility or change eyesight. Orders it done. It is done to 1 F/N. No real result occurs.

Or take Dianetics. Dianetics can be chopped «to save TIME». First feeble flutter of an F/N, no Cog, no VGIs, auditor barking «Did it erase? Did it erase?» Final result, no real gain. There goes the subject. Half an hour to run chain, no extra 30 seconds for the real F/N, the Cog, the VGIs.

SO ONE WASTES A RESULT FOR THE SAKE OF SAVED TIME.

THE AGE

It is a symptom of the age that there is no time. But in the Data Series

PLs one finds that «omitted time» is a basic insanity.

That a body lives only about 70 years puts an awful limit on Man.

Man's Empires endure at most only about 300 years if that.

70 years is not enough time to make a real career and 300 years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take 70 years or 300 years to process a pc. A year maybe up to homo novis. A few years to OT. Even traveling it casually slow.

25 hours to repair someone's life and 50 to 100 hours to get him up to no somatics with Dianetics is pretty satisfactorily fast.

What's this take? A week to repair. 2 to 4 weeks for full Dianetics. At 25 hours a week. That's very little.

And it's enough to tell him to get trained so he can have all he wants.

SPEED LIABILITY

When speed is the consideration, not results, you get a very cheap camera or car. And you can expect it to fall apart very soon. You also get a cheap reputation.

We are in the Leica and Cadillac and Rolls Royce product class without trying.

Why settle for «Quickie Grades»?

You get no students that way and that's the heavy org income. You get no expanding field. And you won't ever get a cleared planet.

We've learned all this the hard way. So let's not let it go unheeded.

The place to handle the situation is with C/Sing.

And to gain the co-operation of C/Ses to make results real results by insisting that speed is the fast road to poverty in the long run.

If the C/S burden is too heavy, start pushing training. Then you'll get help.

Honest C/Sing gives an honest result.

It takes as long to correct a case as it takes. It takes as long to make a person well as it takes. It takes as long to get a real lasting grade result as it takes.

And that's a lot longer than the time spent on it in the late 60s.

ALL pcs «have to be OT tomorrow». Why let them C/S their case by demanding it only take 2 minutes?

Self C/Sing is no more effective than self auditing.

Registrars as well as pcs try to grab the C/S hat. «I will sell you a marital intensive because you have such a bad cold.» And Execs, «Run this staff member on money.....»

Well, a C/S's hat is the C/S's. And he should wear it for honest results. And damn others trying to C/S and wreck his job.

THERE ARE NO CONSIDERATIONS WHICH FORGIVE ANY RESULT THAT IS NOT THOROUGH AND HONEST FOR EVERY PROGRAM OR GRADE.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JUNE 1970RB

ISSUE II

RE-REVISED AND REISSUED 27 SEPTEMBER 1980
(Revisions in Script)

Remimeo
C/Ses
Tech
Qual
Keeping
Scientology
Working
Technical
Checksheet

(This bulletin has been revised to give additional references for handling cases who have had «Quickie» Grades; to delete the reference to expansion of the Non-Interference Zone in regard to Dianetic Clears, as this was misinterpreted by some to mean no Grades could be run on a Dianetic Clear whereas it is Dianetics that is not to be run on Dianetic Clears; and to update the bulletin and include it in the Keeping Scientology Working Series.)

C/S Series 12RB
Keeping Scientology Working Series 9

GLOSSARY OF C/S TERMS

REFERENCE:

HCOB 5 Apr 77 EXPANDED GRADES
HCOB 24 Sep 78 III DIANETIC CLEAR
HCOB 22 Jun 78R NED Series 2R
NEW ERA DIANETICS FULL PC PROGRAM OUTLINE
THE CLASSIFICATION, GRADATION AND AWARENESS CHART
HCOB 1 Dec 78R PROGRAMMING THE DIANETIC
CLEAR FOR HIS NEXT STEP
HCOB 23 Jun 80 CHECKING QUESTIONS ON GRADES PROCESSES
HCOB/PL 27 Aug 80 Keeping Scientology Working Series 21
EXAMPLES OF QUICKYING AND FALSE DECLARES
HCOB/PL 28 Aug 80 Keeping Scientology Working Series 22
HOW TO HANDLE THE QUICKIE IMPULSE
HCOB/PL 29 Aug 80 Keeping Scientology Working Series 23
HOW NOT TO MISS OUT ON GAINS
FROM YOUR AUDITING
HCOB/PL 30 Aug 80 Keeping Scientology Working Series 24
WINS, «STATES» AND GRADE CHART DECLARES
HCOB/PL 31 Aug 80 Keeping Scientology Working Series 25
PROGRAMMING AND HANDLING CASES WHO
HAVE BEEN QUICKIED OR FALSELY DECLARED

When this bulletin was first issued in 1970, the RECOVERY PROGRAM included:

The pack of LRH EDs 100 INT 10 May 70 LOWER GRADES UPGRADED
102 INT 20 May 70 THE IDEAL ORG
103 INT 21 May 70 FAST FLOW GRADES CANCELLED
104 INT 2 Jun 70 AUDITING SALES AND DELIVERY PGM NO. 1
106 INT 3 Jun 70 WHAT WAS WRONG
107 INT 3 Jun 70 ORDERS TO DIVISIONS
FOR IMMEDIATE COMPLIANCE
10 SH 6 Jun 70 SH PCS
108 INT 11 Jun 70 AUDITING MYSTERY SOLVED
101 INT 21 Jun 70 POPULAR NAMES OF DEVELOPMENTS

which comprised the program to recover full use and results of EXPANDED LOWER GRADES.

(With the revision and reissue of this bulletin in 1980, LRH EDs 106R INT and 107R INT have been updated and reissued. A new Classification and Gradation Chart is being issued and the full Keeping Scientology Working Series is being released, all of which are to be used to again recover and maintain full use and results of EXPANDED LOWER GRADES.)

PROGRESS PROGRAM:

What was called a «Repair Program» on the first issue of the C/S Series (HCOB 24 May 70, now HCOB 23 Aug 71, C/S Series 1, AUDITOR'S RIGHTS) has since been renamed a PROGRESS PROGRAM. It has been found that case gain which has not been earlier achieved can be consolidated by a PROGRESS PROGRAM. It can take 25 hours or more, and can be done by any Classed Auditor who is qualified to run the needed processes, as long as it is C/Sed by a qualified C/S who has also starrated the C/S Series and the HCOBs referenced at the beginning of this issue. The PROGRESS PROGRAM is quite a technical development in itself. It is the answer to a pc who had «Quickie Grades» and didn't actually reach full abilities in earlier Scientology auditing. It is followed by an Advance Program which follows below.

ADVANCE PROGRAM:

This is what was called a «Return Program» in the first issue of C/S Series 1. The name has since been changed from «Return» to «Advance» as more appropriate. It gets the pc really up to where he should be. It may take 50 hours or more.

EXPANDED LOWER GRADES:

Pcs won't like being told they «have to have their lower grades rerun». Actually that's not a factual statement anyway. The lower grades harmonic into the OT Levels. They can be run again with full 1950-1960 to 1970 processes as given on the Saint Hill courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. See also HCOB 5 Apr 77, EXPANDED GRADES and HCOB 22 Jun 78R, New Era Dianetics Series 2R, NED FULL PC PROGRAM OUTLINE. There are no Dianetic or Scientology single or «Quickie» lower grades anymore.

DIANETIC CLEAR:

The state of Clear can be achieved on Dianetics.

It is not however attained by feeding people cognitions; Clears are made through auditing.

A Dianetic Clear must not be run on engrams, R3RA or any version of R3R or Dianetics.

After Dianetic Clear, you can and must run Grades 0-IV if the pc has not yet had Scientology Grades. You do not run the pc on the R3RA section of the new Service Fac handling, however. He can be given Touch or Contact Assists (as can Clears and OTs), but not a Dianetic Auditing Assist nor any Dianetic auditing.

A Dianetic Clear does the Purification Rundown and the Survival Rundown if he has not had these. He is given the Scientology Drug Rundown (unless he has previously completed a full NED Drug Rundown or other Dianetic Drug Rundown). He is run on Expanded ARC Straightwire and Expanded Grades 0-IV, to full Ability Gained for each Grade not previously standardly declared.

When each Grade has been fully handled to Ability Gained, the next step is the Solo Auditor Course at a Saint Hill or Advanced Org.

A Dianetic Clear is not run on Power, R6EW or the Clearing Course, but, upon completion of the Solo Auditor Course, goes directly onto OT 1.

CLASSIFICATION CHART:

This chart «Classification and Gradation Chart» has been reissued many times.

All issues are more or less valid. All the processes listed in the Processes Run Column and more are used in Expanded Lower Grades. The chart is valid.

QUICKIE GRADES:

Persons were too demanding to be done quickly. On many cases these grades as given were valid but a large number of cases needed Expanded Lower Grades. 20 minutes from Grade 0 to IV and 5 minutes Power was far more than many could stand up to. These and all others who haven't fully made it need a PROGRESS PGM and an ADVANCE PGM «to pick up all the latent gain they missed».

DIANETIC PCS:

Dianetic pcs should be audited on New Era Dianetics until no somatics, then go up through ... Expanded Lower Grades to Power, R6EW, Clearing Course and OT Levels.

TRAINING:

Any pc who has trouble needs training and the amount of time required in Expanded Lower Grades and so on makes it cheaper to be trained.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 AUGUST 1970R

REVISED 22 SEPTEMBER 1980

Revised and Reissued as part of
Keeping Scientology Working Series.
(Revisions in Script)

Remimeo
Tech
Qual
C/Ses
Class VIII
Checksheet
Class VIII

(Only revisions are under Quickie Grades and Actions, second paragraph, «OT IV» to «Grade IV», to align with the discovery that one must not run Dianetics on a Clear or OT, and in fifth paragraph, same section, to align with New Era Dianetics.)

C/S Series 17R
Keeping Scientology Working Series 15

INCOMPLETE CASES

OVERSHOOTING and UNDERSHOOTING are two very defeating errors in C/Sing.

OVERSHOOTING would be defined as going beyond a completion or completing a completion.

In such a circumstance the pc for instance reaches an F/N VGI point in Review and then the C/S decides to handle the case in Review.

Example: 2 or 3 sessions have been goofed. Review patches them all up to F/N VGIs all okay. Then a C/S C/Ses to Review the case to repair the errors. The case feels invalidated, caves in, needs further repair.

I have seen more than one folder where this cycle has been done three times!

In one of these an action had to be taken to patch up a goof so the pc could go back onto a grade. The goof was patched up to F/N VGIs. The correct action would have been to put the pc back on the incomplete grade. But no, a new Review cycle was laid out, audited, pc caved in. A new cycle to repair this was entered in upon. It was successful. The pc got F/N VGIs at Exam. The C/S ordered a new Review of the case, the case caved in, was then patched up and finally got an F/N VGIs. And was ordered to be reviewed.....

Studying what was wrong with the cases I found the above. I ordered an assessment of a list, got «unnecessary actions» and got the cases back onto the incomplete cycle of the grade and they did fine.

This can be done with a grade. It was the fault of early Power.

UNDERSHOOTING would be to leave a cycle incomplete and go off to something else.

Example: Case sent to Review or given a Review session to repair goofs. One goof is handled but there are three to handle. Case returned to the grade before being set up.

This can be so bad that the case never made any grade at all.

The modern Repair (Progress) Pgm as outlined in this C/S series takes care of this.

QUICKIE GRADES AND ACTIONS

Quickie grades left us with a totality of incomplete cases.

You look over a folder and you see the pc at «Grade IV». The folder is thick. He has had lots of auditing. He has aches and pains, problems, makes people wrong.

Probably he could be audited for another thousand hours without ever coming right! Unless there was an orderly program to complete his case level by level on the Class and Grade Chart.

It would take a Repair (Progress) Pgm and then an Advance Pgm that included each grade to completion.

He would have to have his ruds put in, any flubs at once handled session to session, just to complete Dianetics. Finally, his chronic somatics gone, he would simply F/N on the Health Form (now the Original Assessment Sheet) and you would have a well and happy pc who remained that way. That would complete his Dianetics with his attestation.

And so on right on up the Grades, each one done fully to the voluntary declare for that grade as per the Grade and Class Chart.

In doing Dianetics, Grades, etc. you still have to get in ruds and handle the case so it is set up for each major action and repair the flubs at once when they occur.

While completing an action you have to keep the case running, not audit over ARC Brks, PTPs, W/Hs and flubs.

The best answer is NO FLUBS. But when they occur they must be repaired in 24 hours.

When repaired (and not re-repaired and re-re-repaired with overshoots) you get the case back on the same cycle that was incomplete.

COMPLETE CASES

A case is not complete unless the lowest incomplete Grade Chart action is complete and then each completed in turn on up.

As you look over current folders who have had years of auditing, some of them you generally don't find any completed actions and you do find overshoots on Reviews.

It is not the least bit hard to handle these cases. This C/S series shows you how. Auditing and Life Repairs (Progress), Advance Pgm completing fully each incomplete grade.

The C/S is blessed who follows these two rules:

RECOGNIZE A COMPLETION OF AN ACTION AND END IT OFF.

RECOGNIZE AN INCOMPLETE ACTION AND COMPLETE IT.

Don't overshoot, don't undershoot.

Follow the rules.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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(Reissued as part of Keeping Scientology Working Series)

Remimeo
C/Ses
All
Auditors
Level 0
HGC
Checksheet
C/S Series 20

Keeping Scientology Working Series 19

PERSISTENT F/N

A FLOATING NEEDLE can persist.

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind «Quickie Grades» (0 to IV in one session. This also occurred in power when it was run all in one day). The auditor would attain a bonafide full dial F/N. The pc was still cogniting, still in a big win. The auditor would «clear the next process command», he would see an F/N. He would «clear the next process command», and see an F/N. BUT IT WAS THE SAME F/N!

Result was that processes 2 and 3 WERE NEVER RUN ON THE CASE.

This is really what is meant by «Quickie Grades».

In 1958 we got real Releases. You could not kill the F/N for days, weeks.

Several processes had this effect. Today's real Clear also goes this way. You couldn't kill the F/N with an axe.

By running a lot of Level Zero processes, for instance, you can get a real swinging unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day's session!

Now if in one session you ran all of Level Zero and went on up to Level One, you would just be auditing a persistent F/N. The pc would get no benefit at all from Level One. He's still going «Wow» on Level Zero.

If you ran Level Zero with one process that got a big wide floating F/N and then «ran» Level I, II, III and IV, you would have just a Level Zero Release. The pc's bank was nowhere to be found. So next week he has problems (Level I) or a Service Fac (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he's a Grade IV. So now we have a «Grade IV» who has Level I, II, III and IV troubles!

A session that tries to go beyond a big dial-wide drifting floating F/N only distracts the pc from his win. BIG WIN.

Any big win (F/N dial-wide, Cog, VGIs) gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc have his win. When you get one of these dial-wide F/Ns, Cog, VGIs WOW you may as well pack it up for the day.

GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on Flow 1, $\frac{3}{4}$ of a dial on Flow 2, a full dial on Flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session.

First action $\frac{1}{3}$ dial F/N. Then no F/N, TA up. Second action a dial F/N. Then no F/N. Third action $\frac{3}{4}$ dial F/N. Fourth action full dial-wide floating swinging idling F/N.

You will also notice in the same session—long time for 1st action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that you are vasting your time and processes.

You have hit an «unkillable F/N», properly called a persistent F/N.

It's persistent at least for that day. Do any more and it's wasted.

If an auditor has never seen this be bad better get his TR 0 bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out his flubs. For that's what's supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get to the Examiner.

If you only have a «small F/N» it won't get to the Examiner. However, on some pcs maybe that's good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, well audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comms into session with a dial-wide floating swinging F/N and anything you say or do does nothing whatever to disturb that F/N.

It's a real Release man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent he will have no objections. If it isn't he will object. So have him come back tomorrow and carry on whatever you were doing.

SUMMARY

The technical bug back of Quickie Grades or Quickie Tower was the Persistent F/N.

This is not to be confused with a Stage 4 (sweep, stick, sweep, stick) or an ARC Broke needle (pc Bad Indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

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Remimeo

(Only changes are in question numbers 74 and 78)

(Revisions in Script)

I M P O R T A N T

L3RG

DIANETICS AND INT RD REPAIR LIST

This list includes the most frequent Dianetic errors.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER TO CLEAR EACH WORD ON THIS LIST. IF A QUESTION READS AND THE PC SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN C/S 1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY FULL REPAIR OF IT PER THE INSTRUCTIONS.

1. WAS THERE AN EARLIER SIMILAR INCIDENT?

Indicate it. Run the chain to full EP.

2. WAS THERE NO EARLIER SIMILAR INCIDENT?

Indicate it. Determine if the chain erased or if the last incident needs to be run through again. Complete the chain to full EP by indication or by running it to full EP. Scn handling would include Date/Locate if needed.

3. WAS THERE AN EARLIER BEGINNING?

Indicate it. Handle with R3RA and complete the chain to full EP.

4. WAS THERE NO EARLIER BEGINNING?

Indicate it. Complete the chain to full EP R3RA DEF on last incident if unflat.

5. WAS AN F/N INDICATED TOO SOON?

Indicate it. Run the last incident (or chain) to full EP.

6. DID THE AUDITOR STOP JUST BECAUSE THERE WAS AN F/N?

Indicate it. Complete the chain to full EP using commands DEF on the last incident run.

7. WAS AN F/N INDICATED TOO LATE?

Indicate it. Get off the postulate made at the time of the incident. Indicate the overrun.

(Scn handling would include D/L if needed.) Then, if the pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RG on it.

8. WAS THE POSTULATE BY-PASSED?

Indicate. Get the postulate. Indicate that the chain was overrun. (Scn handling would include a D/L if necessary.) If pc jumped chains, handle as above.

9. HAS THE INCIDENT ERASED?

Indicate. Get the postulate made at the time of the incident. Indicate the overrun. (If any difficulty, Scn handling would include a D/L.)

10. WAS AN F/N NOT INDICATED AT ALL?

Indicate. Get off the postulate if not already given. Indicate the overrun. (D/L by Scn auditor if necessary.) If jumped chains, handle as in 7.

11. WAS THERE NO CHARGE ON THE ITEM IN THE FIRST PLACE?

Indicate it, and that it shouldn't have been run. Scn handling would include D/L if necessary.

12. DID YOU JUMP CHAINS?

Indicate it. Reorient to the original chain. Find out if it erased and get the postulate if not previously given. Indicate the overrun, or run the chain to full EP. Then locate last incident pc ran on the chain he jumped to. As this has now been restimulated but not run, do an L3RG on it. Scn handling would include D/L if necessary.

13. DID YOU JUMP FLOWS?

Indicate it. Reorient to the original chain and take it to full EP using commands DEF. If necessary and the pc is still upset about the other flow, do an L3RG on it.

14. WERE THERE FLUBBED COMMANDS?

- Indicate it, E/S to F/N.
15. DID THE AUDITOR GOOF ON A SEQUENCE OF COMMANDS? _____
- Indicate it, E/S to F/N.
16. DID YOU NOT HAVE A COMMAND? _____
- Indicate it, E/S to F/N.
17. DID YOU HAVE A MISUNDERSTOOD ON THE COMMAND? _____
- Find it and clear it.
18. SHOULD THE INCIDENT BE RUN THROUGH ONE MORE TIME? _____
- Indicate it. R3RA DEF on the incident, run chain to full EP.
19. TOO LATE ON THE CHAIN? _____
- Indicate it. Get the Earlier Similar incident and complete the chain with R3RA to full EP.
20. WAS A CHAIN NOT COMPLETED? _____
- Indicate it. DEF on the incident, fun chain to full EP.
21. INCIDENT GONE MORE SOLID? _____
- Indicate it. Check for earlier incident or earlier beginning and complete the chain to full EP.
22. WAS AN INCIDENT SKIPPED? _____
- Indicate it. Find out what it was, run it and complete the chain to full EP.
23. WAS AN INCIDENT LEFT TOO HEAVILY CHARGED? _____
- Indicate it. Find out what it was, run it through again. Complete the chain to full EP.
24. DID YOU SAY SOMETHING WAS ERASED JUST BECAUSE YOU WERE TIRED OF RUNNING IT? _____
- Indicate it. Complete the chain to full EP with R3RA DEF on the last incident run.
25. STOPPED RUNNING AN INCIDENT THAT WAS ERASING? _____
- Indicate it. DEF on the incident and erase it. Get full EP.
26. WENT PAST BASIC ON A CHAIN? _____

Indicate it. Get full EP. Then, if pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RG on it. Scn handling would include D/L if necessary.

27. WAS AN EARLIER MISRUN INCIDENT RESTIMULATED?

Indicate it. Find out what it was and do an L3RG on it.

28. DID TWO OR MORE INCIDENTS GET CONFUSED?

Indicate it, sort it out with an L3RG on it.

29. WAS AN IMPLANT RESTIMULATED?

Indicate it. If no joy do an L3RG on the time of the restimulation.

30. WAS THE INCIDENT REALLY AN IMPLANT?

Indicate it. If necessary do an L3RG on it. Scn handling would include D/L if needed.

31. WRONG ITEM?

Indicate it was a wrong Item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, turn the pc over to an Scn auditor who is classed to do an L4BRA.

32. NOT YOUR ITEM?

Indicate it, E/S to F/N.

33. NOT YOUR INCIDENT?

Indicate it, E/S to F/N. L3RG if any trouble.

34. DID THE PREASSESSMENT ITEM GOTTEN HAVE NO CHARGE ON IT?

Indicate the item was uncharged and should not have been taken up and all items connected with it should not have been run. (Scn handling would include D/L if necessary.)

35. WAS THERE ANOTHER PREASSESSMENT ITEM THAT SHOULD HAVE READ?

Get what it was and note its read as the pc gives it. Find out if the Preassessment item taken up is uncharged. If so handle as above. If not, continue with the action you are on to EP and handle the new item given in its order.

36. WAS THE ORIGINAL ITEM ALREADY HANDLED?

Indicate that the original item was already handled and that items connected with it should not have been run. (Scn handling would include a D/L if necessary.)

37. (OMIT WHEN RUNNING DRUGS) WAS THERE NO INTEREST IN RUNNING AN ITEM? _____

Indicate it, and that it shouldn't have been run. Scn handling would include D/L if needed.

38. WAS THE SAME THING RUN TWICE? _____

Indicate it. Spot the first erasure, indicate the overrun. Scn handling would include D/L if needed.

39. WAS THERE A WRONG DATE? _____

Indicate it. Get the correct date and run the incident (if unflat) and chain to full EP.

40. WAS THERE NO DATE FOR THE INCIDENT? _____

Indicate it. Get the date and run the incident (if unflat) and chain to full EP.

41. WAS IT A FALSE DATE? _____

Indicate it. Get the correct date and run the incident (if unflat) and any chain to full EP.

42. WAS THERE AN INCORRECT DURATION? _____

Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.

43. WAS NO DURATION FOUND FOR THE INCIDENT? _____

Indicate it. Get the duration and run the incident (if unflat) and any chain to full EP.

44. WAS THERE A FALSE DURATION? _____

Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.

45. DID YOU RESENT DURATIONS? _____

Indicate it. E/S to F/N. Run the incident (if unflat) and any chain to full EP.

46. WAS AN EARLIER DIANETIC UPSET RESTIMULATED? _____

Locate what it was, indicate it. Sort out with an L3RG if necessary.

47. WAS AN EARLIER ARC BREAK ON ENGRAMS RESTIMULATED? _____

Indicate it. Sort it out with an L3RD.

48. WAS THERE AN ARC BREAK IN THE INCIDENT? _____

Indicate it. Run the incident, if unflat, to full EP.
49. WERE YOU PROTESTING? _____

Indicate it, clean it up E/S to F/N.
50. DID THE AUDITOR DEMAND MORE THAN YOU COULD SEE? _____

Indicate it, E/S to F/N. If any difficulty, turn the pc over to an Scn auditor classed to do an L1C if necessary.
51. DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING? _____

Indicate it, E/S to F/N. If any difficulty, turn the pc over to an Scn auditor classed to do an L1C as necessary.
52. WERE YOU PREVENTED FROM RUNNING AN INCIDENT? _____

Indicate it, E/S to F/N. Run the incident (if unflat) to full EP. If any difficulty turn the pc over to an Scn auditor classed to do an L1C on it.
53. DID THE AUDITOR SIMPLY STOP GIVING COMMANDS? _____

Indicate it. Complete the chain by running the last incident found DEF to full EP.
54. WAS A COGNITION INTERRUPTED? _____

Indicate it. Get the cognition and any postulate connected with it. (If any difficulty at this point turn pc over to an Scn auditor for an L1C.) Continue chain if unflat, or indicate the overrun.
55. WAS THERE A POSTULATE THAT WAS NOT EXPRESSED? _____

Indicate it. Get the postulate and indicate the overrun. (Scn handling would include L1C or D/L if needed.)
56. WERE YOU DISTRACTED WHILE RUNNING AN INCIDENT? _____

Indicate it, E/S to F/N. Run the incident (if unflat) and any chain to full EP. If any difficulty, turn pc over to a classed Scn auditor for L1C.
57. WERE YOU AUDITED OVER AN ARC BREAK? _____

PROBLEM? _____

WITHHOLD? _____

Indicate it. If you are trained to do so, handle the out-rud. If not, turn the pc over to an Scn auditor classed to handle out-ruds. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams.
58. WERE YOU HELD UP BY THE AUDITOR? _____

Indicate it, E/S to F/N. _____
59. WAS AN ITEM SUPPRESSED?

Indicate it. Get the suppress off E/S to F/N, then run the item and any chain to full EP. _____
60. WAS AN ITEM INVALIDATED?

Indicate it. Get the inval off E/S to F/N, then run the item and any chain to full EP. _____
61. WAS AN ITEM ABANDONED?

Indicate it, get the item back and run the item and any chain to full EP. _____
62. WAS A CHAIN ABANDONED?

Indicate it, get the chain back and run to full EP. _____
63. WAS THE ITEM ORIGINALLY MISWORDED?

Indicate it. Get the correct wording and give it to him. _____
Handle to full EP if unflat.
64. WAS THE WORDING OF THE ITEM CHANGED?

Indicate it. Get the correct wording and give it to him. Run it (if unflat) to full EP. _____
65. WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED?

Indicate it. Get the item the pc was actually running, handle to full EP. Then L3RG on the item actually assessed. _____
66. STUCK PICTURE?

Indicate it. Do an L3RG on it. You can also unstick it by having him recall a time before it and a time after it. _____
67. ALL BLACK?

Spot the black field or picture. Get the correct duration. If no go, L3RG on it. _____
68. INVISIBLE?

Spot the invisible field or picture. L3RG on it. _____
69. CONSTANTLY CHANGING PICTURES?

Indicate there was a misassessment and a wrong item was taken off the list. Get the correct item and run it, or L3RG on that session.

70. WHEN YOU SAID IT WAS ERASED DID IT STILL HAVE A MASS? _____

Indicate it. DEF, checking for earlier beginning, run to erasure and full EP. If necessary do an L3RG on it.

71. WAS THERE A PERSISTENT MASS? _____

L3RG on it.

72. WAS THERE TROUBLE WITH A PRESSURE ITEM OR PRESSURE ON AN ITEM? _____

L3RG on it.

73. DID YOU GO EXTERIOR? _____

Indicate it. Handle if you are an Scn auditor. Turn the pc over to an Scn auditor for a full Int RD or become a classed Scn auditor and handle.

74. WAS YOUR INT RD MESSED UP? _____

If so, indicate it to pc. If properly trained to do so, do an Int RD Correction List (HCOB 29 Oct 71RA). If Int Correction has already been done on the pc get an FES of the Int RD and its corrections. When all errors are corrected the C/S may order the End of Endless Int Repair RD per Int Series 4RA.

75. WERE YOU AUDITED OVER DRUGS, MEDICINE OR ALCOHOL? _____

Indicate it. L3RG on that time, then verify all chains to ensure they erased. Note for C/S attention to verify if Objectives and all other points of full drug handling have been done.

76. WAS A PAST DEATH RESTIMULATED? _____

Indicate it. If it doesn't blow run it out Narrative Secondary R3RA.

77. DID YOU ATTAIN SOME STATE AND IT WAS INVALIDATED? _____

Indicate it. Return folder to C/S for handling.

78. DID YOU GO CLEAR AND NOBODY WOULD LET YOU DECLARE? _____

If so, 2WC to F/N. Send the folder to C/S for programming. One would never simply send the person to Declare without having done a full and complete Dianetic Clear Special Intensive which showed beyond any doubt that the person was indeed Clear. To do otherwise can wreck the person's chances for making any case gain.

79. WAS THERE NOTHING WRONG IN THE FIRST PLACE? _____

Indicate it. Continue the action you were on.

80. WAS THIS LIST UNNECESSARY?

Indicate it. If it doesn't F/N turn the pc over to an Scn auditor for a rehab or become an Scn auditor to handle.

81. WAS THE REAL REASON BEEN MISSED?

Indicate it. Locate the real reason and handle.

82. WAS SOMETHING ELSE WRONG?

Locate what it is and sort it out.

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ISSUE II

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Remimeo

C/S Series 46

Keeping Scientology Working Series 18

DECLARES

It is the C/S's responsibility that a pc or Pre-OT is sent to Declare?

This is not an Admin point I'm making. It is a technical point.

Every so often a pc is found hung up in not having declared and attested the state attained.

A Declare Completes his cycle of action and is a vital part of the action.

One never forces or feeds one to the pc. I recall one org where the entire tech and income structure crashed, the C/O and several personnel had to be removed because they were forcing «clear cogs» on their Dianetic pcs who hadn't had them (and then telling them they couldn't be audited further on Scientology) (Connie Broadbent, ASHO), March '70).

So this goes 2 ways.

THE PC OR PRE-OT WHO KNOWS HE MADE IT MUST BE SENT TO EXAMS AND C & A TO ATTEST.

THE PC OR PRE-OT WHO HASN'T MADE IT MUST NEVER BE SENT TO EXAMS TO DECLARE AND ATTEST.

This gives us a third:

PCs AND PRE-OTs WHO HAVEN'T MADE IT MUST BE HANDLED UNTIL THEY HAVE MADE THAT SPECIFIC DECLARE, EVEN THOUGH IT MEANS SIGNING UP FOR MORE AUDITING.

TRUTH is the keynote, the essence, the point here.

All the «PR» (slang for promotional talk) in the world will not supplant truth.

The pc KNOWS he made something. Therefore he must be sent to declare it whether it's a standard grade or not!

The pc who hasn't made it KNOWS he hasn't and so when forced to declare or ordered to attest tends to cave in.

His concept of the validity of the org and honesty of Scientology depends on this, and really on this alone.

The correct declare or not declare decision of the C/S is a vital C/S action.

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RE-REVISED 4 SEPTEMBER 1980

(Revisions not in Script)

Remimeo
Courses
Checksheets
Professional
TRs Course

(This Bulletin has been revised to fully define TRs and to include data on the cycle of communication upon which the TRs are based.)

TRAINING DRILLS REMODERNIZED

This HCOB cancels the following:

Original HCOB 17 Apr 61	TRAINING DRILLS MODERNIZED
Revised HCOB 5 Jan 71	TRAINING DRILLS MODERNIZED
Revised HCOB 21 Jun 71 III	TRAINING DRILLS MODERNIZED
HCOB 25 May 71	THE TR COURSE

(REFERENCES: HCOB 5 Apr 73R	AXIOM 28 AMENDED Rev. 4.9.80
HCOB 23 Sep 79	CANCELLATION OF DESTRUCTIVE BTBs AND BPLs ON TRS
HCOB 24 Dec 79	TRS BASICS RESURRECTED
HCOB 18 Apr 80	TR CRITICISM
HCOB 5 Apr 80	Q & A, THE REAL DEFINITION)

This HCOB is to replace all other issues of TRs 0-4 in all packs and checksheets, excepting those TRs Booklets specifically designed for Div 6 Courses.

TRS DEFINITION

The term «TRs» is an abbreviation for Training Regimen or Routine. TRs are also often referred to as Training Drills.

While each individual TR drill has its own specific purpose, the overall purpose and definition of TRs is given here fully and finally:

TRS ARE METHODS OF DRILLING THE COMMUNICATION FORMULA AND BECOMING EXPERT IN ITS HANDLING AND USE.

That definition applies to any TR. At times over the years when it has been dropped out or obscured or misunderstood, auditor training quality and results have suffered.

Therefore, this full and final definition is to be posted in LARGE letters in any course room where Professional TRs are taught. It should be emblazoned upon the foreheads and minds of TR Course Supervisors and all students on TRs Courses in training to become auditors. It should be known broadly and understood and emphasized.

In 1971, due to the following factors, I found it necessary to modernize TRs 0 to 4.

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.
4. Almost all confusions on Meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

THESE FACTORS HOLD VERY TRUE TODAY AND ALWAYS WILL.

Academies were tough on TRs up to 1958 and have since tended to soften.

Professional TRs Courses are not a tea party.

The TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

A more gradient approach to TRs is taught on specially packaged co-audits for those with no prior technical training, where the same degree of flawlessness and skill demanded of a professional auditor is not demanded of the untrained co-auditor.

And there is still another gradient of TRs found on courses for new public in Division 6, where the person is getting his first experience in handling communication in his life and livingness.

But on a Professional TRs Course for auditors absolutely standards are lowered. PROFESSIONAL AUDITORS IN TRAINING ARE GIVEN REAL TRs—ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCOB MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THE A-R-C TRIANGLE

As TRs are methods of drilling the communication cycle, one cannot expect to master TRs without familiarity with that cycle. And basic to the drilling or any real use of the comm cycle is an understanding of Affinity, Reality and Communication, which make up the ARC Triangle. There is no attempt here to repeat all of the existing data on the ARC Triangle and its use. Any student put on TRs must first have done a sound study of this theory. The data exists in the books:

THE PROBLEMS OF WORK, Chapter 6: Affinity, Reality and Communication

THE FUNDAMENTALS OF THOUGHT, Chapter 5: The ARC Triangle

DIANETICS 55! and in various HCOB Bulletins in the Technical Volumes.

A student ready for TR drills would know and would have demonstrated how Affinity, Reality and Communication interrelate. He would be familiar with how one improves the level of ARC by first raising one side of this important triangle in order to raise the next side and the next, and how ARC brings about Understanding.

When he has that data he's better prepared to handle the comm cycle.

THE FULL CYCLE OF COMMUNICATION

Communication Defined

If one were to put it very simply, it could be said, correctly, that communication is the interchange of ideas across space.

A finer statement of this is given in the following definition from Axiom 28:

COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The simplest statement of the formula of communication is CAUSE-DISTANCE-EFFECT.

When we do a close inspection of this formula and the cycle involved, its many elements come to view.

The Parts Of The Full Communication Cycle

The full cycle of communication is made up of these components:

Observation, Confront, Consideration, Intention, Attention, Cause, Source-point, Particle or Impulse or Message, Distance, Estimation of Distance, Control (Start-Change-Continue-Stop), Direction, Time and Timing, Velocity, Volume, Clarity, Interest, Impingement, Effect, Receipt-point, Duplication, Answer, Acknowledgement, Understanding. It also includes Nothingness or Somethingness.

Each TR drill is designed to train the student in one or more of these various components, until he has become expert in handling each part of the communication cycle and the communication cycle as a whole.

When a student understands and has fully demonstrated the basic theory of communication in clay, including the theory of the ARC Triangle and how it works in practice and the use of the communication cycle and all of its parts, he is well equipped to begin his training in TRs.

DRILLING TRS ON A PROFESSIONAL TRS COURSE

The student first studies the TR, clears any misunderstood words in it and makes sure he understands it. Then he DRILLS it. He must DO TRs.

If during the drilling he has questions about the TR, he restudies it and gets right back onto drilling it.

AT NO TIME MAY A COACH OR SUPERVISOR GIVE A VERBAL INTERPRETATION OF THE HCOB. All queries and questions are handled by referring the student to the HCOB, getting him to restudy or re-word clear the drill. Then getting him to DO the drill.

In addition to this Bulletin, the supervisor may have the student and his twin study, in HCOB 18 Apr 80 TR CRITICISM, the section on the specific TR drill they are trying to do.

ON PROFESSIONAL TRS, DONE THE HARD WAY, STUDENTS DRILL EACH TR TO A PASS, ONE AT A TIME.

This is the rough, tough way it was done earlier, in the '60s, with results. The earlier action of getting a student through each TR itself, one at a time, and increasing the gradient of toughness as he does that TR, is what has proven successful.

IF A STUDENT HAS TROUBLE AND HANGS UP AND CAN'T PASS AN UPPER TR, HE HASN'T MADE IT ON THE LOWER TRS. THIS HAS BEEN PROVEN CONCLUSIVELY. START HIM BACK AT THE BEGINNING OF THE TRS AGAIN. HE RE-DRILLS EACH TR UNTIL HE DOES IT COMPETENTLY TO A PASS.

If he then hangs up on the lower TRs, you would put him all the way back to restudy ARC and the cycle of communication, as there will be something there he hasn't grasped.

TRs are coached and supervised with attention and with the intention of getting the student to win. By win we mean honestly mastering each TR as he goes.

There's got to be a supervisor THERE to ensure this occurs.

Lax, permissive coaching or lax, permissive supervision have no place on a Professional TRs Course. They are simply an extension of the permissiveness of modern education where nobody winds up educated. This is not how we train.

Permissiveness is nothing more than a symptom of the inability to confront.

A professional TRs Course is TAUGHT and taught HARD, not permissively.

The above points are those which make up the expertise of how it is done. There are not many of these points but they have to be emphasized.

TRAINING DRILLS 0-4

THESE TRS ARE DONE EXACTLY PER THIS HCOB WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: OT TR 0 1971 REVISED 1980

NAME: Operating Thetan Being There

THEORY: OT TR 0 is the drill which provides an undercut to the actual use of the communication formula. For any communication to take place, it requires somebody there. On OT TR 0 the student is drilling simply being there as potential Cause or Source-point or potential Effect or Receipt-point.

COMMANDS: None.

POSITION: Two students sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train the student simply to be there comfortably. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Students sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, «system» or vias used or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. THERE,

COMFORTABLY. This does not mean the student is supposed to be completely unfeeling or unaware. And he does not get into a figure-figure or go into weird additives or considerations. There is NO complexity to this drill. It means exactly what it says—simply BE THERE, COMFORTABLY.

Students do not coach each other on OT TR 0. The Supervisor does the coaching, covering the whole classroom, spotting any twitches, squirming, etc., and flunking them. If a student goes to sleep or starts boiling off, the supervisor gets him back onto the drill. He simply keeps the students at it.

PATTER: None for students. Supervisor starts the drill with «Start» and uses «That's it» to terminate the drill. When he needs to flunk a student he uses «Flunk» and indicates what the flunk is on.

When a student can BE there comfortably for some time, the drill is passed.

NOTE: OT TR 0 would only be coached on a student by this twin if the student had flunked a later TR and been put back onto OT TR 0. It is then up to his twin to get him through, coaching him as the supervisor would, with the supervisor also keeping an eye on it. This means the student coach (who would have his eyes open for this coaching) sits across from the student who is doing OT TR 0, observing him and flunking twitches, squirming, etc. During this coaching, the coach would use «Start» «Flunk» and «That's it» as given in the Patter section above.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students Confronting with their eyes, blinking, etc.

Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to clarify coaching of OT TR 0 and emphasize the drill as a gradient to actual confronting.

NUMBER: TR 0 CONFRONTING REVISED 1961 RE-REVISED 1980

NAME: Confronting.

THEORY: On TR 0, in addition to potential Cause or Source-point or potential Effect or Receipt-point, the following parts of the comm cycle are entered in: Observation, Distance, Consideration Attention, Confront.

COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes open, a comfortable distance apart—about three feet.

PURPOSE: To train student to confront another person with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of another person, to BE there comfortably and CONFRONT and not do anything else but BE THERE AND CONFRONT.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle, be embarrassed or anaten, or exhibit any reactive body motion which would be distractive to a preclear.

TR 0 requires some coaching. It can be done uncoached for an initial period to accustom students to confronting and to permit some time for student to get through the initial manifestations he may encounter when first doing the drills. Thereafter, the drill is coached on a student by his twin, and vice versa, on a turnabout basis.

It will be found the student tends to confront WITH a body part, rather than just confront, or tends to use a system of confronting rather than just BE there. This can show up in any number of ways including fidgeting, giggling, twitching, or any distractive motion or manifestation. Flunks are given for those as they are indications of non-confront, and they would be taken up and coached on the drill.

Automatic body functions which are not distractive, such as normal breathing, swallowing, blinking, are not taken up by the coach or the supervisor.

To clarify what has been known in the past as «Blinkless TR 0», the statement should be made that this does NOT mean the person never blinks. It is defined here finally and in full to mean that when a person's TR 0 is in he doesn't exhibit manifestations of inability to confront, including blinking nervously or flinching or doing anything else that would be distractive to a pc and shows a non-confront.

PATTER: When TR 0 is coached, coach uses «Start» to begin the coaching period. He uses «Flunk» when the student shows any manifestation of non-confront, indicates what the non-confront is, and uses «Start» to begin the drill again. «That's it» is used to terminate the drill.

NOTE: The drill is mis-named if Confronting means to DO something to the person. The whole action is to accustom an auditor to BEING THERE three feet in front if another person without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to BE there and CONFRONT.

On a Professional TRs Course the student passes when he can just be there and do a straight, uninterrupted 2 hours of good, acceptable confront.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be «interesting». Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised in 1980 by L. Ron Hubbard to clarify «Blinkless TR 0» and coaching, and to include theory on the communication cycle.

NUMBER: TR 0 BULLBAIT REVISED 1961 RE-REVISED 1980

NAME: Confronting Preclear Bullbaited.

THEORY: On TR 0 Bullbaited the student drills being there as potential Cause or Source-point and being there as Effect or Receipt-point, with Duplication. He is also drilling Observation, Distance, Consideration, Attention, Confront and particularly confronting a preclear who is being Cause of Source-point. The gradient of confront is increased on this drill, with emphasis on the fact that the student is confronting a preclear no matter what the preclear says or does.

COMMANDS: Coach: «Start» «That's it» «Flunk».

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably and confront a preclear in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does. It is on TR 0 Bullbaited that the student learns to CONFRONT A PRECLEAR.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably and confront, «bull baiting» can begin. Anything added to BEING THERE AND CONFRONTING THE PRECLEAR is sharply flunked by the coach. Twitches, sighs fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach: «Flunk! you coughed. Start.» This is the whole of the coach's patter as a coach. Coach then repeats whatever he had said or does that caused the student to react. He continues to coach the student on that «button», flattening it to a win for the student before going on to another button or other bullbaiting.

Button: An item, word, phrase, subject, voice tone, mannerism, anything that causes a person to react, causes him discomfort, embarrassment, upset or to laugh uncontrollably, etc. It is called a «button» because when you push it you get a reaction.

PATTER AS A CONFRONTED SUBJECT: Bullbaiting is done on a gradient, giving the student lighter situations to begin with so student is not plunged into overwhelm at the start. Coach gets the student through the lighter situations and confronting those, then gradually stiffens the gradient, giving the student more and more to confront. The coach may say anything or do anything except leave the chair. The student's «buttons» should be found (these will be spotted by the coach during drilling) and each button flattened before it is left. A button is never left unflat. Any words that are not coaching words may receive no response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably and confront a preclear without being thrown off or distracted or reacting in any way to anything the coach says or does.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be «interesting». Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to emphasize the purpose of TR 0 Bullbaited and to include data on «buttons» and the comm cycle.

NUMBER: TR-1 REVISED 1961 RE-REVISED 1980

NAME: Dear Alice.

THEORY: On TR 1, the student is using Observation, Consideration and confront as previously drilled. He is also drilling being Cause or Source-point, awareness of Effect of Receipt-Point, and as Cause getting a Message (or Impulse or Particle) across a Distance to Receipt-point with Attention, Interest, Control, correct Direction, correct estimation of Distance, Time and correct Timing, correct Velocity, correct Volume, Clarity and Impingement, and with the Intention that it is received and duplicated at Receipt-point.

PURPOSE: To train the student to deliver a command newly and an a new unit of time to a preclear without flinching or trying to overwhelm or using a via, and to deliver a command with the intention that it is received.

COMMANDS: A phrase (with the «he said» omitted) is picked out of the book «Alice in Wonderland» and read to the coach. It is repeated until the coach is satisfied it arrived where he is. In other words it must be received by the coach. **POSITION:** Student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach.

It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says «Good». The operative word here is received. The communication must be received at Receipt-point as when that has occurred duplication can take place.

Any datum that every command must sound exactly like the last command is false. Each question or command is delivered in a new unit of time. When that does not occur the same tonality will be noted, command after command, and the student

appears robotic. A command delivered naturally is one that is delivered newly in a new unit of time.

Don't buy an unchanging student or a wrongly done TR.

If a student is unchanging (delivers 3 or 4 robotic TR-1s in a row) flunk him, coax him to do it correctly, make sure he knows and understands the drill and do all possible to get him delivering a command naturally that arrives. But if there is still no change, put him back on OT TR 0 as he hasn't made it on his lower TRs.

PATTER: The coach says «Start», says «Good» without a new start if the command is received. He says «Flunk» if the command is not received. «Start» is not used again. «That's it» is used to end the activity or to terminate for a brief discussion. Any discussion is kept to a minimum. If student has a question it is acknowledged, student studies the TR again for any necessary clarification and is put back on the drill. If session is terminated for a discussion, coach must say «Start» again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly. When the coach thinks the student has done it he asks the student if he has done it. If the coach is satisfied that he is receiving the commands, each newly in a new unit of time, and the student is satisfied that he has done it, he passes on to the next TR.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability. Further revised by L. Ron Hubbard in 1960 to emphasize the purpose of the drill and to include theory on the comm cycle.

NUMBER: TR 2 REVISED 1978 RE-REVISED 1980

NAME: Acknowledgements.

THEORY: On TR 2, the student is using all of those parts of the comm cycle previously drilled. He is also drilling switching from Cause (Source-point) to Effect (Receipt-point) in order to receive, Understand and Duplicate the preclear's Answer, and then back to Cause to give the Acknowledgement.

The real emphasis here is on the drilling of Control (the Start-Change-Stop of a communication), is he uses the Acknowledgement to bring the communication to a full stop. Timing, Velocity, Volume and Impingement also enter into this drill.

PURPOSE: To teach the student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop. The student must understand and appropriately acknowledge the comm and in such a way that it does not continue the comm.

COMMANDS: The coach reads lines from «Alice in Wonderland» omitting the «He says» and the student thoroughly acknowledges them. The student says «Good», «Fine», «Okay», «I heard that», anything only so long as it is appropriate to the pc's comm—in such a way as actually to convince the person who is sitting there as the preclear that he has heard it. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what was said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgement across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go

on and that an acknowledgement must be appropriate for the pc's comm. The student must be broken of the habit of robotically using «Good», «Thank you» as the only acks.

To teach further that one can fail to get an acknowledgement across or can fail to stop a pc with an acknowledgement or can take a pc's head off with an acknowledgement.

PATTER: The coach says «Start», reads a line and says «Flunk» every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says «Flunk». «That's it» may be used to terminate for discussion or terminate the session. «Start» must be used to begin a new coaching after a «That's it».

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new comm and begins a new period of time. Revised 1961 and again

in 1978 by L. Ron Hubbard. Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

NUMBER: TR 2 ½ REVISED 1978 RE-REVISED 1980

NAME: Half Acks.

THEORY: The same parts of the comm cycle are drilled on TR 2 ½ as on TR 2, with one exception; the emphasis here is on drilling Acknowledgement and Control in such a way as to bring about the «Continue» (or «change») part of the Control cycle.

PURPOSE: To teach the student that a half acknowledgement is a method of encouraging a pc to communicate.

COMMANDS: The coach reads lines from «Alice in Wonderland» omitting the «He says» and the student half acks the coach. The coach repeats any line he feels was not half acked.

POSITION: The student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student that a half acknowledgement is an encouragement to the pc to continue talking. Curb over-acknowledgement that stops a pc from talking. Teach him further that a half ack is a way of keeping a pc talking by giving the pc the feeling that he is being heard.

PATTER: The coach says «Start», reads a line and says «Flunk» every time the coach feels there has been an improper half ack. The coach repeats the same line each time the coach says «Flunk». «That's it» may be used to terminate for discussion or terminate the session. If the session is terminated for discussion, the coach must say «Start» again before it resumes.

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA. Revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

NUMBER: TR 3 REVISED 1961 RE-REVISED 1980

NAME: Duplicative Question.

THEORY: On TR 3 the student is drilling using all the parts of the comm cycle, with emphasis on getting a communication duplicated and completed.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions,

and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: «Do fish swim?» or «Do birds fly?»

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

Duplicating the auditing question without variation in a new unit of time does NOT mean a robotic duplication of tone of voice, command after command. It means that the original question asked is asked in a new unit of time without variation of the question. Any idea that the student must give every command sounding exactly like the last command is a false datum and only serves to mis-train the student into robotic delivery.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, if he or she «Q and As» with excursions taken by the coach.

Q and A means: Asking a question that is based on the last answer. It never completes any cycle. (Ref: HCOB 5 Apr 1980, Q & A, THE REAL DEFINITION.)

The student is also flunked for robotic delivery of the question or command.

PATTER: The coach uses «Start» and «Flunk». «That's it» is used to terminate the session. «Start» must be used to begin a coaching session again after a «That's it».

The coach is not bound after starting to answer the student's question but may comm lag or give a commenting type answer to throw the student off.

Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: «Do fish swim?»

Coach: «Yes»

Student: «Good»

Student: «Do fish swim?»

Coach: «Aren't you hungry?»

Student: «Yes»

Coach: «Flunk»

When the question is not answered, the student must say, gently, «I'll repeat the auditing question», and do so until he gets an answer. Anything except commands, acknowledgement and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command (or with a long comm lag) is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, «Start», «Flunk», «Good» or «That's it» should have no influence on the student except to get him to give a repeat

statement and the command again. By repeat statement is meant, «I'll repeat the auditing command.»

«Start», «Flunk», «Good» and «That's it» may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as «I just had a cognition.» 'Coach divertive' statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a 'Blow' (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard.

The old TR has a comm bridge as part of its training but this is now part of and is taught in Model

Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty. Further revised by L. Ron Hubbard in 1980 to include the definition of Q and A, flunks for robotic delivery of question, and to include theory on the comm cycle.

NUMBER: TR 4 REVISED 1961 RE-REVISED 1980

NAME: Preclear Originations.

THEORY: On TR 4 the student drills handling another's origination of a communication cycle as well as handling his own cycle of communication, and ensuring that both of these cycles are completed. All the parts of the cycle of communication come into play is this drill.

PURPOSE: To teach the student not to be tongue-tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout as origination.

COMMANDS: The student runs «Do fish swim?» or «Do birds fly?» on coach. Coach answers but now and then makes startling comments from , prepared list (see Attachment of this HCOB, taken from the Preclear Origination Sheet at the back of The Book of E-Meter Drills). Student must handle originations to satisfaction of coach.

POSITION: Student and coach sit facing each other at a comfortable distance apart.

TRAINING STRESS: The student is taught to hear origination and do three things.

1. Understand it;
 2. Acknowledge it;
- and
3. Return preclear to session.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the coach's patter is the same as in TR 3 («Start», «Flunk», «That's it» and «Start» to resume the coaching session after a «That's It»).

The student's patter is governed by:

1. Clarifying and understanding the origin.
2. Acknowledging the origin.
3. Giving the repeat statement «I'll repeat the auditing command», and then giving it.

Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3.) Flunks are given if the student does more than

1. Understand;
2. Acknowledge;
3. Return pc to session.

Flunks are also given for too abrupt a shift of attention or too slow a shift of attention back to the session, or for failure to return the pc to session at all.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as «pc» is a flunk.

Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment. By Originate is meant a statement or remark referring to the state of the coach or fancied case. By Comment is meant a statement or remark aimed only at student or room. Originations are handled, Comments are disregarded by the student.

The coach uses the Comments & Originations Sheet, attached to this issue, choosing items at random to drill the student in handling.

When the student has mastered 1. Understanding; 2. Acknowledging; 3. Returning pc to session, the gradient is upped and the student is flunked for any part of the comm cycle being out. This would include non-confront, failure to get a communication across, using a half acknowledgement improperly (and thus inviting the pc to continue endlessly when the pc isn't even answering the question asked) when a full stop acknowledgement is required, failure to encourage the pc to continue when it is necessary, failure to get the question answered or to deliver each command in a new unit of time, as well as any flub in handling preclear originations.

The drill is passed when the student can handle cycles of communication smoothly and naturally.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks, Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

As TR 5 is also part of the CCHs it can be disregarded in the comm course TRs despite its appearance on earlier lists for students and staff auditors.

ROBOTIC TRS

Stiff, unnatural TRs are robotic TRs. Students and auditors who haven't mastered the TRs will handle communication robotically.

Anatomy Of A Robot It can be said of robots that:

1. They don't know what a comm cycle is.
2. They have never really passed OT TR 0.

3. They have never really passed TR 0.
4. They have never really passed TR 0 Bullbait.
5. They don't do TR 1 in a new unit of time each time they give it, so they all sound alike and they probably have TR 3 mixed up with TR 1, or they are stuck in an unflat 0 Series (OT TR 0, TR 0, TR 0 BB).
6. They don't realize their TRs are addressed to the person in front of them but are probably addressed to the instructors for a pass.

And so, with a combination of the above, these students and auditors will look like robots. They would never get the product of a pc interested in his own case and willing to talk to the auditor. And it's possible that they don't know that that is their product.

The point is, however, that it would be almost impossible for any student or auditor to go on looking like a robot if he actually did the TRs.

The remedy for robotic TRs is to put the student back onto restudy of the basics, the ARC Triangle and the cycle of communication, and then to re-drill the TRs from OT TR 0 on up, each one this time to a real pass.

With these standard actions done he will reach the EP and wind up a Valuable Final Product.

VALUABLE FINAL PRODUCT AND END PHENOMENON

OF TRS ON A PROFESSIONAL TRS COURSE

The PRIMARY VALUABLE FINAL PRODUCT of TRs is:

A Professional auditor who with comm handling alone can keep a pc interested in his own case and willing to talk to the auditor.

The SECONDARY VALUABLE FINAL PRODUCT of TRs is:

A person with the session and social presence of a professional auditor and that presence can be summed up as a being who can handle anyone with communication alone and whose communication can stand up faultlessly to any session or social situation no matter how rough.

The END PHENOMENON of TRs is:

A being who knows he can achieve both of the above flawlessly and from here on out.

With honest drilling of the cycle of communication on TRs these skills are fully achievably.

And any being mastering these skills is capable in the extreme.

L. RON HUBBARD
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HCO BULLETIN OF 24 OCTOBER 1971RA

RE-REVISED 25 MAY 1980

(This issue is re-revised to include data on the Mark VI meter.)

Remimeo
Add to
E-Meter Books,
Studies,
Checksheets

(References to footplates have been deleted)

(Revisions not in Script)

Ref:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

FALSE TA

Some pcs have a very difficult time in auditing due solely to can (electrode) outnesses.

Some auditors have heavy losses because they do not realize the troubles that can come from electrodes and thus remedy them.

TA USE

The TA must be between 2 and 3 for a correct F/N.

When the TA is reading falsely a pc can be butchered.

Example: Auditor talking the TA down. It gets to «3.1» by his meter.
So he gets the pc to talk a bit more to get the TA between 2 and 3 and F/N.
The TA suddenly rises to 3.8.

Pc and auditor go desperate. What has happened is that the TA was a false read. It was really reading 2.9 and F/Ning but for reasons given below it read «3.1». Thus the auditor overran the F/N and by keeping on invalidated the release, pulled the pc's attention out of session and demanded more than the pc had to give.

Example: Auditor two-way communicating with pc to get the TA up from «1.8».
The TA suddenly sinks to 1.6, pc goes into apathy.

What happened was a missed F/N. For reasons covered below the TA at 1.8 was false and was really at 2.1 and F/Ning.

Example: Pc being asked for an earlier similar incident because TA is at «4.0».
Pc can't get one, gets desperate, TA goes to 5.0.

For reasons given below the TA was at 3.0 but was reading falsely at «4.0».

Some cases get upset at the very idea of F/N when these mistakes are made.

More than one case has missed all his wins for a year because of a false TA.

So it is very important to know how a false TA comes about and how to avoid it.

A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.

However, totally false tone arm readings can exist and an auditor must know how these come about.

TRIM

A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position.

Further, when a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

The trim can be quietly checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET.

If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.

DISCHARGED

A cadmium cell meter discharges very suddenly when it does go flat.

In mid-session the meter can run out of battery. The TA will cease to act well and may go very false.

The remedy is to keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hours for every 10 of auditing on a 110 AC volt charging current. (1 hour for every 6 of auditing with a Mark VI.)

A meter lasts much longer than this in practice but the above is very safe.

Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. Thus guarantees lots of charge in the battery and no chance of a meter going flat in session.

If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.

ONE-HAND ELECTRODE

A single hand electrode with two terminals separated by a rubber works.

BUT it always gives a falsely high TA.

A Solo auditor who does not know this can get a release point and go half mad wondering why he is F/Ning at 4.0!

The answer is to make a «single hand» electrode out of two small cans (about 3 ¼ inches by 2 1/8 inches or 9 ½ cm by 5 ½ cm) (or even smaller for a very small handed pc). Glue a thin circle of foam rubber solidly to the bottom of one can so it reaches out slightly around the bottom. (Don't glue it up the sides.)

Put the alligator jaw clips one to each can. Now put the can bottoms together and hold them in one hand. Mark the TA (1)-meaning one hand (such as 3.75 (1)). Now take the cans one in each hand and mark the TA (2)-meaning two hands (such as 3.0 (2)).

Audit with them in one hand. Keep your worksheets with (1) marks (such as 3.5 (1)). Check at start and middle and end by taking a can in each hand and putting down the 2 can read (such as 2.5 (2)).

It is too much trouble to totally change cans and the distraction can change the TA read.

This two small can arrangement is not quite accurate. It gives a lower TA than big cans. But the difference is slight. It can scare you with a 1.9 when trim is 2.0 and real TA is 2.0. If this happens check with big cans.

(As an added tip a Solo auditor usually keeps the back of his hand on his leg while Solo auditing. The small 7 ½ volt current gives a tingle to the leg that is distracting when one's hand is moist. put a piece of foam rubber in a plastic sack. Lay the sack on the leg, put your hand on this pad. It insulates the area and is very comfortable.)

MOIST HANDS

When a pc's hands sweat a lot you will get a low TA.

Contrary to 19th century superstition the meter does not work on sweat.

Very sweaty hands as found on nervous persons gives a false TA. It goes low.

Many «low TA cases» are just sweaty hand cases.

Paper handkerchiefs (Kleenex) are a standard item for an auditing room— for grief charges and burning eyes, etc. These should be available.

If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0. Or the 1.6 was really 1.8 and the trim was 1.8 = 2.0.

Have the pc wipe hands, check and correct trim before you bypass all a «low TA's» F/Ns!

TAs can go low. Invalidation of the pc, lousy TRs can drive one low. If so the TA comes back up on repair.

But don't brand a case a low TA case until you make sure his hands are dried and the meter trimmed.

Also, very small cans or cans too small for the pc can give a slightly low reading.

DRY HANDS

Some pcs have extremely dry hands, usually from industrial chemicals such as chlorine in dishwater or skin scale.

This can give a wildly high TA.

The pc can be worried to death with high TA repairs when in fact he just doesn't have contact with the electrode.

A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands.

ARTHRITIC HANDS

A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans.

This gives a high TA.

Use wide wrist straps and you'll get a right read.

SLACK GRIP

Sometimes a rare pc lets his hands go slack on the cans, particularly if they are the wrong size cans, too big.

This gives a mysterious «high TA.» It is false. The TA will come down only to 3.2 and F/N and of course an overrun then really gives a high TA. And the pc goes a bit frantic and begins to believe things don't erase or release.

Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.

CAN SIZE

The most common fault is wrong can size.

For a normal or large handed pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 1/2 cm by 7 cm. This can be altered as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is standard.

This can is too large for people with small hands. These should use a can 3 3/4 inches by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts.

A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

Cans of course should be STEEL with a thin tin plating. Regular soup cans.

Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.

COLD PC

A pc who is too cold sometimes has a falsely high TA.

Wrap him in a blanket or get a warmer auditing room.

The auditing environment is the responsibility of the auditor.

LATE AT NIGHT

Between 2 and 3 A.M. or late at night a pc's TA may be very high. The time depends on when he sleeps usually.

This TA will be found normal in regular hours.

RINGS

Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam.

FLOATING TA

Many an auditor before now has gone a bit mad trying to handle a floating TA. They are not very common and are startling.

What happens is the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial.

This gives a false TA of sorts as it can't be read.

Some auditors seeing it for the first time have even sent the pc out of the room so they could «adjust» the meter or get another one!

Thus the very highest state of release can be invalidated as where is the TA?

RUSTY CORRODED CANS

You'd think soup was very expensive the way some auditors hold onto old cans.

Corroded cans can falsify TA. Get new ones now and then.

TIGHT SHOES

And then there was the vain lady who wore shoes too small for her feet.

She removed them every session. The session went well each time.

Then she put on her agonizing shoes and went to the Examiner and the C/Ses and auditors all went mad trying find out why every exam had a high TA.

Tight shoes.

The E-Meter is accurate. It is a lovely instrument.

You have to fit the pc to it.

Good luck.

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FOUNDER

Revisions assisted by
LRH Technical
Compilations Unit

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HCO BULLETIN OF 12 NOVEMBER 1971RB

RE-REVISED 25 MAY 1980

This issue is re-revised to update references.

Remimeo
Add to
E-Meter Books
Studies
Checksheets
(Revisions not in Script)

FALSE TA ADDITION

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUNDUP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

Until the cans warm up, the reading is generally false and is false in the direction of high.

A chilled pc almost always has a high TA until he or she gets warm. Just throwing a coat over the pc's shoulders can bring down a TA in a cool room. But some pcs are «cool blooded» and the shock of ice cold cans can drive the TA up and it takes a while to drift down.

This has a great effect on examinations where the cans are used very briefly.

A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them.

There are probably many other ways to warm up cans to body temperature.

FOOTPLATES

Tests show that footplates do not read on the meter. The use of footplates is thereby cancelled.

PCs WHO FALSIFY

Some pcs (rare) take mistaken pride in being able to push the TA up by straining or tensing.

By just moving into the body the TA can be sent up by an otherwise exterior pc.

Some pcs also take a road out by «getting an F/N at will.» They have various tricks that do this, the main one being to «think of something else» and get an F/N.

Any of these (rare) pcs are manifesting out-of-sessionness. They aren't in session.

The definition of in session is «interested in own case and willing to talk to the auditor.» Remedy that and they cease such tricks.

Usually they aren't being run on what they are interested in or have comm blocks or withholds or no confidence.

They are easy to detect and easy to handle.

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Revision assisted by
LRH Technical Compilations
Unit

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HCO BULLETIN OF 18 FEBRUARY 1972RA

RE-REVISED 25 MAY 1980

ISSUE I

Remimeo

(References for footplates have been deleted.)

(This issue is re-revised to update the references.)

FALSE TA ADDITION 3

Ref: HCOB 8 Jun 70 LOW TA HANDLING
HCOB 16 Aug 70R C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA FALSE TA
HCOB 12 Nov 71RB FALSE TA ADDITION
HCOB 15 Feb 72R FALSE TA ADDITION 2
HCOB 18 Feb 72RA FALSE TA ADDITION 3
HCOB 16 Feb 72 C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD C/S 53RL SHORT FORM
HCOB 24 Nov 73RE C/S 53RL LONG FORM
HCOB 19 Apr 75R OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB C/S Series 99RB, SCIENTOLOGY
F/N AND TA POSITION
HCOB 21 Jan 77RB FALSE TA CHECKLIST
HCOB 24 Jan 77 TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R FALSE TA DATA
HCOB 4 Dec 77 CHECKLIST FOR SETTING UP
SESSIONS AND AN E-METER
HCOB 13 Jan 77RB HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,
HOW TO SET UP YOUR MARK VI E-METER

A meter is a meter.

Meters are used to measure water, natural gas, and many other things.

An E meter is used to measure a pc.

If you rig a meter up so as to falsify its reads you get a wrong result.

You could rig up a water meter so it read that twice as much water had flowed and then sit around and wonder all week why the swimming pool never filled up.

The ACCURACY of a meter depends upon its being honestly set up and honestly used.

The HONESTY of the auditor determines his results.

The whole field of psychotherapy was dishonest from the days of witch doctors to psychiatry. Falsified data came from lack of knowledge of the mind. This made its practitioners DISHONEST.

We do not and must not follow that fatal road.

The technology we have WORKS to definite positive predictable results.

Results are obtained if the auditor has honestly studied and understood his materials and honestly applies them.

Falsifying study leads to falsifying meters and this gives bad results on pcs.

HONEST use of the materials and the meter gives an honest result.

One who does not know his materials and who cannot do his drills then thinks he has to make a meter cheat.

HONEST use of the meter by an HONEST auditor is the route to GOOD RESULTS.

LOW TAs

A bad practice has arisen to «beat» the low TA.

This is to have the pc wipe his hands every few minutes to get the TA up above 2.0.

Not only does this distract the pc and yank him out of session, but it is by inference putting his attention on the meter, a thing a good auditor does NOT do in a formal session. The pc's attention must be on his own case in a session, not on the meter or his hands.

But the best answer is to get the pc up scale so he doesn't have perspiring hands.

Overwhelming TRs is the commonest reason for low TAs. Not all the hand wiping in the world will cure poor TRs.

Some auditors «spook» (leap off the road like a horse frightened by something blowing along) at the very thought of high or low TAs. This is because they haven't got the TRs to handle a low TA nor the tech to handle a high one.

Making a meter read falsely low with cream or falsely high with talcum powder or wiping hands continually will not handle the pc's CASE.

That is what the auditor is there to do, not make his session look good!

The funniest one I have ever heard was a Solo auditor who had high TA trouble. So he used to fill up a bathtub with scalding water, fill the bathroom full of clouds of steam and then sit in the bath, holding onto his electrodes «Solo auditing.»

It gave him a lower TA but it sure didn't give him any case result.

We maybe ought to have a contest as to who can come up with the most comical actual instances of falsifying meter reads.

One «auditor» «solved it» by just calling F/Ns whenever she got tired of the pc regardless of TA position. After a year or more of this she saw the light and put herself in Ethics.

The funny part is that her co-auditor had been doing the same thing on her!

HONEST TA IS THE BEST POLICY.

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Revisions assisted by

LRH Technical

Compilations Unit

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HCO BULLETIN OF 27 MARCH 1972RB

ISSUE III
REVISED 9 NOVEMBER 1980

Remimeo
All Auditors
All C/Ses

(Cancels BTB of 27 March 1972R Issue III, same title.)

(Revised to clarify the use of this correction list and to align with recent technical developments.)

(Revisions in Script)
Study Corr List 3RB

AUDITOR CORRECTION LIST

AUDITOR RECOVERY

Reference: HCOB 24 October 76R C/S Series 96R

DELIVERY REPAIR LISTS

This list is designed to get the auditor back in the chair.

Assessed properly with good assessment TRs, this list will allow the auditor to recognize which way his tech has been out.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all Reading Items.

It can be followed up by other auditing/Debug actions as adjudicated by the C/S or Cramming Officer to fully handle areas the auditor is having difficulty with as disclosed by the assessment of this list.

NAME: _____ DATE: _____

AUDITOR: _____

1. GIVEN A WRONG WHY?

(L4BRA and handle.)

2. GIVEN A WRONG WHY FOR AUDITING FAILURES?

(L4BRA and handle.)

3. CRAMMING GAVE A WRONG WHY?

(L4BRA and handle.)

- 4. GIVEN A WRONG ETHICS CONDITION?
(L4BRA and handle.) _____
- 5. TOLD YOU WERE PTS AND YOU WEREN'T?
(2wc E/S to F/N. L4BRA if any trouble.) _____
- 6. AS AN AUDITOR HAVE YOU HAD AN ARC BREAK?
(ARCU CDEINR E/S to F/N.) _____
- 7. UPSET WITH A C/S?

D OF P?

TECH SEC?

SENIOR EXEC?

(ARCU CDEINR E/S to F/N.)
- 8. AS AN AUDITOR HAVE YOU HAD A PROBLEM?

(2wc E/S to F/N.)
- 9. PROBLEMS WITH PCs?

(Do C/S Series 50, HCOB 15 July 71.)
- 10. AS AN AUDITOR, HAS A W/H BEEN MISSED?

(Pull it, 2wc E/S to F/N.)
- 11. OVERTS ON PCs?

(Pull them, 2wc E/S to F/N.)
- 12. W/Hs ABOUT PCs?

(Pull them, 2wc E/S to F/N.)
- 13. AUDITING WITHOUT STUDYING THE FOLDER AND UNDERSTANDING
THE PC'S CASE?

(2wc E/S to F/N.)
- 14. AUDITING WITHOUT AN FES?

(2wc E/S to F/N.)

15. BREAKING THE AUDITOR'S CODE?

(2wc what E/S to F/N.)

16. HAD SOME SORT OF OUT ETHICS?

(2wc E/S to F/N.)

17. DISCUSSING PCS' CASES?

(2wc E/S to F/N.)

18. AUDITING A PC OVER AN: ARC BREAK?

(ARCU CDEINR E/S to F/N.)

PROBLEM?

(2wc E/S to F/N.)

W/H?

(2wc E/S to F/N.)

OVERT?

(2wc E/S to F/N.)

OUT ETHICS?

(2wc E/S to F/N.)

19. OUT 2D?

(2wc E/S to F/N, handle as a W/H.)

20. OUT 2D WITH PCs?

(2wc E/S to F/N, handle as a W/H.)

21. EVALUATION?

(2wc E/S to F/N.)

22. INVALIDATION?

(2wc E/S to F/N.)

23. FORCED A PC TO RUN A PROCESS?

(2wc E/S to F/N.)

24. DISINTERESTED?

- (2wc E/S to F/N, handle any out ruds.) _____
25. FALSELY PASSED TRS? _____
- (2wc E/S to F/N.) _____
26. FLUBBED COMMANDS? _____
- (2wc E/S to F/N.) _____
27. NOT AUDITING FOR THE PC? _____
- (2wc E/S to F/N.) _____
28. DIDN'T WRITE IT DOWN ON THE W/S? _____
- (2wc E/S to F/N, handle as a W/H.) _____
29. FALSIFIED A W/S? _____
- (2wc E/S to F/N, handle as a W/H.) _____
30. AUDITING FOR SPECIAL FAVORS? _____
- (2wc E/S to F/N, handle as a W/H.) _____
31. COLLECTED FALSE BONUSES? _____
- (2wc E/S to F/N, handle as a W/H.) _____
32. DIDN'T STARRATE PROCESSES? _____
- (2wc E/S to F/N.) _____
33. DIDN'T WANT THE LIST TO READ? _____
- (2wc E/S to F/N.) _____
34. CALLED AN F/N WHEN THERE WASN'T ONE? _____
- (2wc E/S to F/N, handle as a W/H.) _____
35. DIDN'T CALL AN F/N WHEN THERE WAS ONE? _____
- (2wc E/S to F/N, handle as a W/H.) _____
36. SAID THE LIST F/NED WHEN IT DIDN'T? _____
- (2wc E/S to F/N, handle as a W/H.) _____
37. DOG CASES? _____

- (2wc E/S to F/N. Pull all W/Hs.)
38. RABBITED? _____
- (2wc E/S to F/N.)
39. GOT DESPERATE? _____
- (2wc E/S to F/N.)
40. SQUIRRELLING? _____
- (2wc E/S to F/N, handle as a W/H.)
41. TRIED UNUSUAL SOLUTIONS? _____
- (2wc E/S to F/N, handle as a W/H.)
42. AUDITING WITHOUT A METER? _____
- (2wc E/S to F/N, handle as a W/H.)
43. COFFEE SHOP AUDITING? _____
- (2wc E/S to F/N, handle as a W/H.)
44. USING NON-STANDARD PROCESSES? _____
- (2wc E/S to F/N, handle as a W/H.)
45. USING CONFIDENTIAL PROCESSES ON LOWER LEVEL PCs? _____
- (2wc E/S to F/N, handle as a W/H.)
46. AUDITING ORG PCS OUTSIDE THE ORG? _____
- (2wc E/S to F/N, handle as a W/H.)
47. C/SING IN THE CHAIR? _____
- (2wc E/S to F/N, handle as a W/H.)
48. AUDITING WITHOUT A C/S? _____
- (2wc E/S to F/N, handle as a W/H.)
49. AVOIDING CRAMMING? _____
- (2wc E/S to F/N.)
50. DIDN'T GET ALL OF THE WITHHOLDS? _____

- (2wc E/S to F/N.) _____
51. AUDITED UNSESSIONABLE PCS? _____
- (2wc E/S to F/N.) _____
52. MOONLIGHTING? _____
- (2wc E/S to F/N.) _____
53. SHOULD BE RETRAINED? _____
- (2wc E/S to F/N. STUDENT REHAB LIST.) _____
54. PTS TO SOMEONE IN THE ENVIRONMENT? _____
- (2wc to F/N.) (C/S to program as needed for further PTS handling.) _____
55. NEVER AUDITED? _____
- (2wc E/S to F/N.) _____
56. NO HELP FROM A D OF P? _____
- (2wc E/S to F/N.) _____
57. TROUBLE WITH TECH SERVICES? _____
- (2wc E/S to F/N.) _____
58. AUDITING A WRONG C/S? _____
- (2wc E/S to F/N.) _____
59. AUDITING A WRONG PROGRAM? _____
- (2wc E/S to F/N.) _____
60. LOSSES ON PCS? _____
- (2wc E/S to F/N.) _____
61. WERE YOU TAKEN OFF AUDITING? _____
- (2wc E/S to F/N.) _____
62. A PC YOU FAILED TO HELP? _____
- (2wc E/S to F/N.) (3 Way Help/3 Way Failed Help Triple or Quad.) _____
63. AUDITING AN NCG? _____

(2wc E/S to F/N.) _____
64. COULDN'T HELP A PC?

(2wc E/S to F/N.) (3 Way Help/3 Way Failed Help Triple or Quad.) _____
65. AN EARLIER TIME YOU FAILED TO HELP?

(2wc E/S to F/N.) _____
66. COULDN'T SOLVE IT?

(2wc E/S to F/N.) _____
67. CAN'T GET A PC IN SESSION?

(2wc E/S to F/N.) _____
68. MISUNDERSTOOD WORDS IN AUDITING?

(Find and clear them, each to F/N.) _____
69. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?

(Find and clear them, each to F/N.) _____
70. COULDN'T UNDERSTAND THE TECHNICAL TERMS?

(Find and clear them, each to F/N.) _____
71. AN EARLIER SIMILAR SUBJECT WAS MISUNDERSTOOD?

(2wc, find what word in the subject was Mis-U and clear it up.
Clear each word to F/N.) _____
72. WAS YOUR TRAINING INADEQUATE?

(2wc E/S to F/N and STUDENT REHAB LIST.) _____
73. RUSHED THROUGH COURSES?

(2wc E/S to F/N and STUDENT REHAB LIST.) _____
74. SEEKING STATUS?

(2wc E/S to F/N.) _____
75. YOU HAD DISAGREEMENTS?

(Find out what, find the Mis-U words and clear to F/N.) _____
76. EARLIER PRACTICE IN YOUR ROAD?

(2wc E/S to F/N.) (Pgm for GF 40 Expanded Handling.)

77. AFRAID OF AUDITING SOMEONE?

(2wc E/S to F/N.) (Fear of People RD.)

(Note: Do not run R3RA on a Clear or OT.)

78. TROUBLE WITH: TR 0?

TR 1?

TR 2?

TR 2 ½?

TR 3?

TR 4?

ASSESSMENT DRILLS?

(2wc E/S to F/N.) (TIP for handling.)

79. YOUR TRS WERE INVALIDATED?

(2wc E/S to F/N. Rehab any win.)

80. COULDN'T GET YOUR QUESTION ANSWERED?

(2wc E/S to F/N.)

81. COULDN'T GET PAID?

(2wc E/S to F/N.)

82. COULDN'T MASTER AN E-METER?

(2wc, find out what he didn't understand about it and clear up to F/N.)

83. METER IN THE WRONG PLACE?

(2wc E/S to F/N.)

84. NOT ENOUGH DRILLING ON PROCESSES?

(2wc E/S to F/N.)

85. COULDN'T GET READS?

- (2wc E/S to F/N.) _____
86. WEREN'T SURE OF E-METER READS?
- (2wc E/S to F/N.) _____
87. CAN'T TELL AN F/N?
- (2wc E/S to F/N.) _____
88. WORRIED ABOUT TA?
- (2wc E/S to F/N.) _____
89. COULDN'T F/N A LIST?
- (2wc E/S to F/N.) _____
90. COULDN'T TELL AN R/S?
- (2wc E/S to F/N.) _____
91. TROUBLE WITH THE ASSESSMENT?
- (2wc E/S to F/N.) _____
92. TROUBLE WITH L&N?
- (2wc E/S to F/N.) _____
93. NOBODY TO AUDIT?
- (2wc E/S to F/N.) _____
94. PREVENTED FROM AUDITING?
- (2wc E/S to F/N.) _____
95. FORCED TO AUDIT UNDER BAD CIRCUMSTANCES?
- (2wc E/S to F/N.) _____
96. NOT GETTING ANY CRAMMING?
- (2wc E/S to F/N.) _____
97. WAS TOLD TO RETRAIN WHEN IT WASN'T WARRANTED?
- (2wc E/S to F/N.) _____
98. TECH DOESN'T WORK FOR YOU?

(2wc E/S to F/N.) (Note for further handling by Qual.)
99. TECH DOESN'T WORK ON YOU?

(C/S 53RL GF M5 and handle.)
100. SOMETHING WRONG WITH YOUR EYESIGHT?

(2wc what E/S to F/N.)
101. RESTIM?

(C/S 53RL.)
102. TROUBLE WITH YOUR OWN CASE?

(C/S 53RL.)
103. SOMETHING ELSE WRONG?

(2wc what and if no joy GF M5 and handle.)

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“QUICKIE” DEFINED

The reason an auditor can say he doesn't “quickie a rundown” (and none ever say they do) is because he has no definition for the word QUICKIE.

The word has been used to designate rundowns that were not completely and fully done.

It is not a slang word.

In the dictionary you will find “Quickie also quicky: something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies).”

What happens in auditing, for instance, is a “Grade Zero Expanded” is “done” by just doing a single flow to its first F/N.

That is obviously “quickie”.

A more subtle one is to do a “PTS Rundown” with no Ethics action to begin and no check for stability, holding gain and not ill a week or two after the RD. Only if both these actions were done would one have a “Complete PTS Rundown” as it would give a PRODUCT—A PC no longer PTS.

So what makes a Quickie “completion” quickie?

Is it length of time? Not necessarily.

Is it fewness of processes? Not necessarily as power can be done quickie simply by not hanging on for the EP and only going to F/N.

To define COMPLETE gives us the reverse of Quickie.

“COMPLETE: To make whole, entire or perfect; and after satisfying all demands or requirements.” A Completion is “the act or action of completing, becoming complete or making complete”.

So “completing” something is not a loose term. It means an exact thing. “End after satisfying all demands or requirements” does not mean “doing as little as possible” or “doing what one can call complete without being detected”.

Anything that does not fully satisfy all requirements is QUICKIE.

So “quickie” really means “omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved”.

In short a quickie is not doing all the steps and actions that could be done to make a perfect whole.

Standard auditing actions required for ages that auditors cleared each word of each command. Yet when they went quickie they dropped this. When this was dropped, GAINS ON 75% OF ALL PCS LESSENERD OR VANISHED. We are right now achieving spectacular wins on pcs just by clearing up commands and words on all lists. We are finding that these pcs did not recover and NEVER BEFORE HAD BEEN IN SESSION even though previously “audited” hundreds of hours.

By omitting an essential action of clearing commands, processing did not work because the pc never understood the auditing commands!

So quickie action did not save any time, did it? It wasted hundreds of hours!

Quickie Programs are those which omit essential steps like Vital lists or 2wcs to get data. FESs for past errors are often omitted.

To slow down the torrent of quickie actions on clearing commands HCO PL 4 Apr 72 Issue III ETHICS AND STUDY TECH has Clause 4 “An auditor failing to clear each and every word of every command or list used may be summoned before a Court of Ethics. The charge is OUT TECH.’

Ethics has to enter in after Quickie Tech has gotten in. Because quickie tech is a symptom of out-ethics. HCO PL 3 April 72 (Est 0 Series 13) DOING WORK and HCO PL 4 Apr 72 (Est 0 Series 14) ETHICS are vital know-how where a C/S is faced with Quickie actions—or flubby ones that will not cure.

Essentially Quickie Tech is simply dishonest. Auditors who do it have their own Ethics out in some way.

To be sure their confront is down.

There are numerous remedies for the quickie impulse. The above mentioned Policy Letters and plain simple TR 0 are standard remedies. TR 0 properly done and completed itself usually cures it.

Quickie study in ‘67 and ‘68 almost destroyed auditing quality. LRH ED 174 INT which really pushes in Study Tech will achieve the primary really for quickie—the auditor didn’t understand the words himself.

Wherever Quickie tendencies or false stats (the quickest quickie possible) show up, the above PLs had better be gotten into full use fast.

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HCO BULLETIN OF 30 JANUARY 1973 RD

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(Revisions in Script)

Remimeo
All
Supervisors
All Word
Clearers
Word Clearing Series 46RD

METHOD 9 WORD CLEARING THE RIGHT WAY

(Cancels BTB 30 January 1973RA Word Clearing Series 46RA METHOD 9)

(Ref: M9 PICTURE BOOK—which will be issued in due time as part of a special course. HCOB 23 March 78RA Revised 14 Nov 79, Word Clearing Series 59RA, CLEARING WORDS.)

Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It was revised 19 Dec 79 to include developments on how one goes about clearing a word. This revision is on page 7, section 7 "CLEAR THE WORD". There were five other changes, all minor. This 13 Sept 80 revision (of Step 8 of the procedure and the examples of correct M9 that follow) serves as 4 clarification and elaboration of the fact the Method 9 Word Clearing must be done with comprehension of the material being word cleared. Earlier write-ups on this subject, not by myself, stated that the person's Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood.

Usually, as was covered long since in study Tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.

HISTORICAL

Method 9 word clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technology nevertheless began to spread in use. It was found that not only non-English students didn't know what they were reading but as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that 31 school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can't read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough supervisors to personally M9 all the people on the planet, much less a medium, size class, has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn't read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken and egg problem. Therefore, the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course. This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of word clearing today. You would be utterly amazed to find somebody who habitually reads Western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)" and he understands from this, "He roamed around the

mountains.” He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has, already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points whirl a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of word clearing and should be learned very well.

HOW TO LEARN METHOD 9

Method 9 word clearing is a way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the word clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional word clearer. Method 9 does not require expertise and it does not require a meter as many other methods of word clearing do. Method 2 word clearing is very similar to Method 9 but it requires the use of a meter to pick up the misunderstandings. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the Supervisor gets the student through the picture book version of M9, which will be issued in due time as part of a special course and drills him so that he can do Method 9 word clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.

MISUNDERSTOOD WORDS

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

A misunderstood word keeps a person from duplicating what the written material, actually say. It causes the Communication Formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstandings are known to the person doing Method 9. A word can be misunderstood because of a false (totally wrong) definition, an incorrect definition, an incomplete definition, an unsuitable definition, a homonymic (one word which has two or more distinctly separate meanings) definition, a substitute (synonym—a word which has a similar but not the same meaning) definition, a no (omitted) definition, a rejected (by the person himself, usually due to a false datum) definition or an invented (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB 17 Jul 79 Issue I, THE MISUNDERSTOOD WORD DEFINED.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is “not understood” (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

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

WHY METHOD 9 WORKS

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

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

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

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

Other manifestations can occur.

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

Anytime the person makes an error in his reading or reacts in some non-optimum way, a misunderstood will ALWAYS be found just before that point or sometimes at that point itself.

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

The student looks over what he has read. He feels uncertain about the word "slowly". He tells this to the word clearer and the word "slowly" is looked up in the dictionary and used in sentences until the student fully understands it.

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

THE GLIB STUDENT

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

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

In today's schools, students are actually instructed to go right on past words they don't understand; to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstandings have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions, and read on, leaving misunderstandings piled up behind him.

In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus they invented various drills to force the student not to make these "comprehension errors". They did not have the tech or even know what caused these manifestations. You hate the reasons for them in Method 9 and in Study Tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he read them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the Supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the suppression deepen when he hits the really big Mis-U's. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstandings so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mis-trained glib student is to get him to read a paragraph and then, employing a method known as "clay table", get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

METHOD 9 ON COMMON READING MATERIALS

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

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

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

HOW TO DO METHOD 9

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

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

2. DICTIONARIES ARE AVAILABLE.

A good, simple English language dictionary, and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary". This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions.

Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects ever heard of under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstands in future. The word clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstands. ... (If you don't want to spend ten years M9ing one page, it is best to get him through Method 8 on simple English words. This will be part of a special course which will greatly improve someone's level of literacy.)

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

The student reads the text aloud to the word clearer. He is not on the meter. While the student reads, the word clearer follows his own copy of the same text, watches the student and listens to him.

The word clearer must be very alert and see or hear any non-optimum reactions of the student while he is reading.

5. NON-OPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A non-optimum reaction by the student to what he is reading is the clue to the word clearer that the student has encountered a misunderstood word. The word clearer and student must now locate the exact misunderstood word or symbol. It will be found just before or sometimes at the point the non-optimum reaction occurred.

6. FIND THE MISUNDERSTOOD.

If it is not obvious to the student that he has reacted and he just continues reading, the word clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the word clearer to steer the student to the misunderstood. It is either at the point of the non-optimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

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

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

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

7. CLEAR THE WORD.

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

This is how a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (Math., Biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example "give in" is an English idiom meaning "yield". Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

8. READ THE SENTENCE OR PARAGRAPH AGAIN.

The word clearer then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so. The word clearer must now ensure that the student understands the sentence and/or paragraph that contained the misunderstood. If the student does not originate this The word clearer must ask him to tell him what the sentence or paragraph means. He does not just let the student continue reading with no comprehension of the text that contained the misunderstood.

If the student still doesn't understand the sentence or paragraph there will be another misunderstood word or symbol probably earlier in the text, that needs to be found and cleared. Only when he fully understands the section of the text that contained the misunderstood does the student continue on with the M9. He would continue reading from the sentence that had the misunderstood in it, not just the point where he had the non-optimum reaction.

Any further non-optimum reactions are handled by finding the next misunderstood word or symbol and clearing it, as above.

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

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

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

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

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

METHOD 9 CAUTION

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

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

When students are M9ing each other on the same study materials, they do NOT first just read the materials as this will only give them misunderstands. They take the materials being

word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section, and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstandings could be missed. The whole text would be covered in this way.

EXAMPLES OF STUDENT REACTIONS

AND THEIR CORRECT HANDLING

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

Given here are some examples of student reactions and correct handlings by the word clearer:

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

Example:

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

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

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

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

He tells the word clearer and they clear the word "collie".

The word clearer now has the student re-read the sentence that had the misunderstood in it and the following sentence. The student does this and the word clearer ensures he now understands the sentences.

They continue on with the M9 starting with the sentence that has the word "collie" in it.

- B. The student adds an extra word.

Example:

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

The student says: "The child went to the school."

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

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

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

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

"The" is then looked up and cleared.

After clearing the word "the" the word clearer has the student take a look at the sentence again and tell him what it means. The student now understands the sentence perfectly so the M9 is continued from that sentence.

- C. The student leaves out a word.

Example:

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

The student says: "Robert visited the city."

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

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

The word found is then cleared.

The word clearer now has him re-read the sentence that the misunderstood was in.

The student reads the sentence and frowns.

The word clearer says: "All right, is there another word or symbol there that you don't understand?"

They look even earlier in the text and find another word that the student went by that he didn't understand. The word is cleared fully and the word clearer has him read the earlier passage where the misunderstood was found again. The word clearer then has the student tell him what that passage means. The student does so and now understands the passage, so the M9 is continued from that point in the text.

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

Example:

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

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

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

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

The word clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstands. So the word clearer starts spot checking the student on the definitions of the words on the page.

The word clearer asks, "What's the definition of 'tools'?" The student says, "It means 'implements of work'." The word clearer says, "That's fine. What's the definition of 'assorted'?" The student gives it to him correctly, so the word clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word "was".

Student says, "It's something you saw with." The word clearer says, "Let's have a look at 'was' in the dictionary." Each definition of "was" is then cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb "to be".

After this is fully cleared up the word clearer has the student re-read the sentence and tell him what it means.

The student says: "There was a huge pile of assorted tools in the woodshed. Oh yes, I understand that, it means that there was a large pile of different sorts of tools in the woodshed. That makes sense."

The word clearer now has him continue on with the M9.

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

Example:

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

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

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

The student says, "Well, it just doesn't make sense."

The word clearer asks, "What doesn't make sense?"

The student says, "I don't see why it says 'think' here."

The word clearer says, "All right. Let's have a look at 'think' in the dictionary."

"Think" is then looked up in the dictionary, but the student can't seem to get it, even though he understands all the words in the definition.

The word clearer asks, "Tell me, what part of speech is 'think' in that sentence?"

The student says, "Uh, I don't know."

The word clearer says, "Okay. Well, right here in the dictionary it says 'Verb'. What does that mean to you?"

Student: "Mm..." (long pause).

The word clearer says, "All right." He gets a grammar book and says, "Have a look at this definition of 'verb'."

"Verb" is then cleared but while clearing it, the student says, "Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve." And as he has cognited and has now got it straight M9ing continues. He uses it in sentences until he's really got it, then they go on to the next definition of "think" in the dictionary.

After all the definitions of "think" are cleared the word cleaner has the student re-read the sentence. The student does so, with no error. The word clearer asks him what the sentence means and the student tells him accurately with understanding.

The M9 is continued from that point in the text.

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

Example:

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

The student says: "The sun----was shining on the flowers."

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

The student very carefully looks back over the page, but he can't find any words he doesn't understand.

The word clearer says, "Okay. I'll spot-check you." He gives the student a thorough spot-check, but no misunderstood words are found.

The word clearer then asks, "Show me where you were last doing really well on this text."

The student shows him. It's three paragraphs back.

The word clearer says, "Good. We're going to check from this point back for any misunderstood words."

He extensively spot-checks the student in that area, and the student's misunderstood word is finally found and cleared.

After ensuring that the student understands the part of the text where the misunderstood was found, the M9 is continued from the sentence in which the misunderstood occurred.

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

Example:

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

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

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

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

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

The word clearer says, "You were looking uncertain as you read that last sentence."

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

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

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

The word clearer says, "Well, let's have another look at it."

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

Each definition of "for" is cleared fully and then the word clearer asks the student to re-read these sentences and tell him what they mean. The student has a good grasp of the material and so the M9 is continued from the sentence that had the word "for" in it, with the student reading smoothly and effortlessly.

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

1 -- The page says: "The girls were delighted to see one another."

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

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

The student looks at the page a long time. The word clearer can see he is looking earlier and earlier on the page. Finally the student says, "I can't see any words I don't understand, but this line seems a bit strange to me:

'It was Christmas Eve. Alice was listening to "Silent Night" when Carol came into the room.'

The word clearer says, "All right. Let's do a spot-check in that area.

What does 'Carol' mean?"

The student says, "That's a girl's name."

The word clearer says, "Good. What do the quotation marks show in that sentence?"

The student says, "Hm. Well, someone said 'Silent Night' to Alice."

The word clearer says, "All right. I want you to read this section in the grammar book on quotation marks."

The student reads the section aloud and says, "Oh, I see. 'Silent Night' is a song and you use quotation marks around the names of songs. I've got it now!"

The word clearer says, "Great," and has the student give some examples of the use of quotation marks. They then return to the text.

2 -- The page says: "The men walked quietly through the dockyard."

The student says: "The men walked quietly through the dockyard."
(Student leans forward and looks at the page more intently.)

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

The student looks over the sentence. "Well, I've never seen 'dockyard' used like that before. It doesn't make sense."

The word clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the word clearer and says, "And all this time I thought a dockyard was a place where you built docks, I never could understand why...."

3 -- The page says: "The car drove off, leaving a trail of dust in the air."

The student says: "The car drove off, leaving a trail
(student squints his eyes at the page) of dust in the air."

The word clearer says, "Is there some misunderstood word or symbol in that area?"

Student looks bewildered. "No, the sentence just doesn't make sense."

Word Clearer says, "All right. What is the definition of 'trail'?"

"Oh, that's the impression of a horse hoof where a horse has been."

The word clearer says, "Okay, look up the word 'trail'." The word is cleared and the student sees that he had a totally wrong definition.

The word clearer now has him read that sentence again and tell him what it means. The student is still confused about the sentence and thinks it means that the car drove off a cliff or something.

They clear the word "off" fully and find that the sentence now makes perfect sense to the student. The M9 is continued from that sentence.

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

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

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

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

The student says, "I'm not sure I have the right definition for 'bright'. Could we look it up?"

The word clearer says, "Sure," and they look up the word "bright".

The student then re-reads the sentence and tells the word clearer what it means. The M9 is continued from that sentence.

J. The student begins reading with more effort. This includes

reading very carefully or unnaturally or robotically or reading in such a way as to show that the words have no meaning to him, or that he doesn't understand what he is reading.

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

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

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

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

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

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

The student finds his misunderstood and it is cleared.

After ensuring that the student understands this section of the text, the M9 is continued from the sentence where the student found the misunderstood.

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

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

TRs AND M9

To be a very successful M9 word clearer, one's TRs must be in. One has to be able to TR-3 the question and get the actual misunderstood, yet at the same time, one should never go robotic or rote on the Method 9 procedure. For example it may happen that half-way through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn't then ask him for him misunderstood. Just acknowledge his win and carry on with your word clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

QUARRELS OR UPSETS

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

1. "Misunderstoods" that were really understood were forced off on the student, or
2. Actual misunderstands were not detected and were passed by.

1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.

2. If the above doesn't handle it, then one knows that misunderstands have been missed. Have the twin who is doing the word clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstands. It will usually be found that several misunderstands have been missed, not just one.

WORKSHEETS

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

Worksheets are stapled to the student's exam form when word clearing is complete. They are filed in his pc folder.

TEACHING THE STUDENT

TO DO METHOD 9

This is done using this HCOB or the M9 Picture Book (which will be issued in due time as part of a special course). This is a simple picture book which is handed to the student. He goes through the book and then does some M9 drilling as contained in the back of it. The Supervisor checks him out and corrects him if needed, using only the data in the M9 Picture Book and this HCOB. No verbal Tech or opinions are thrown in.

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

Method 9 is a great civilization saver.

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

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

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HCO BULLETIN OF 5 APRIL 1973R

REVISED 24 SEPTEMBER 1980

Remimeo
HAS Course

(Revisions in Script)

(Revised to include the full list of the
component parts of Communication.)

AXIOM 28 AMENDED

AXIOM 28.

COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of the full Communication cycle are:

Observation, Confront, Consideration, Intention, Attention, Cause, Source-point, Particle or Impulse or Message, Distance, Estimation of Distance, Control (Start-Change-Continue-Stop), Direction, Time and Timing, the Velocity of the impulse or particle or message, Volume, Clarity, Interest, Impingement, Effect, Receipt-point, Duplication, Answer, Acknowledgement, Understanding, Nothingness or Somethingness.

A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way.

When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

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HCO BULLETIN OF 23 NOVEMBER 1973RB

RE-REVISED 25 MAY 1980

References to footplates and
any specific brand of hand cream
have been deleted.

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(Revisions not in Script)

DRY AND WET HANDS

MAKE FALSE TA

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 18 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73 RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

A couple of years ago some auditors were solving high TA problems by putting hand cream on the pcs' hands when they were calloused and talcum powder on a pc's hands when they were too wet. Since no research had been done they were censured.

Research has now been done on this matter of dry and wet hands.

Apparently when a person has taken certain medicines or chemicals, or uses detergent soaps or is in contact with certain chemicals (such as those in some furniture polishes) the ordinary skin oils vanish. These oils are needed to make an electrical contact with the cans.

When these oils are absent, there is no adequate electrical contact and the "TA is high".

When a person is deficient in certain minerals or vitamins such as magnesium or B Complex, his hands can be excessively wet.

Either of these two conditions in hands can produce an incorrect TA position.

The dry condition produces a false high TA.

The overly wet condition produces a false low TA.

The TA depends on normally moist hands. This does not mean the meter works on "sweat". It does mean the meter works only when there is a correct electrical contact.

Too much and too greasy hand cream could produce too low a TA.

Vanishing creams don't work as they are found to actually dry out the skin after repeated application and so produce a falsely high TA.

Too much powder or drier could produce too high a TA.

Therefore one must not go to extremes.

DRY HANDS

The excessively "dry" hand is seen as shiny or polished looking. It feels very dry.

The correct treatment is to use a hand cream, but not a greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease.

This restores normal electrical contact.

Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while. Hand cream is never applied during session.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed.

Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.

WET HANDS

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray.

It can be wiped off after application and should work for two or three hours.

If the TA then goes too high, use hand cream on top of it.

SUMMARY

While much work could be done still, the above is enough for a practical result.

WARNING

Hi TAs and Lo TAs do not widely F/N. If you are getting wide persistent F/N with the TA too high (above 3) or too low (below 2) you have a pc whose hands are too dry or too wet. Using this HCOB should correct it and in future sessions you should continue the remedy on that pc.

NOTHING in this HCOB excuses the misreading or falsifying of a TA. Get the TA in normal range with this HCOB before you start calling processes ended.

CS-53RL and the False TA Checklist HCOB 21 Jan 1977RB are your tools for handling too high and too low TAs.

The only other conditions I know of that make an auditor mess up a pc's TA are:

- (a) A discharged meter (registers high).
- (b) An incorrectly set meter by trim button.
- (c) A "fleeting F/N" where the pc F/Ns so briefly the auditor misses it and overruns.
- (d) Bad TRs.
- (e) Unflat processes.
- (f) Overrun processes.
- (g) Heavy drugs or medicines.

False TA often comes to light when the auditor runs out of reasons it is hi or low and it dawns on him that he is dealing with false TA. In the latter case he should know all MATERIALS ON THIS SUBJECT OF FALSE TA (given on HCOB 21 Jan 1977RB FALSE TA CHECKLIST as references) AND REMEDY THE FALSE TA SITUATION AND THEN RESUME NORMAL AUDITING. He must not go on calling hi or low TA F/Ns just by assuming the TA is false.

Given a contact the meter always tells the truth.

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Revision assisted by
LRH Technical
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HCO BULLETIN OF 23 APRIL 1975RA

RE-REVISED 25 MAY 1980

(This issue is re-revised to update
references and delete reference
to a specific brand of hand cream.)

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(Revisions not in Script)

VANISHING CREAM AND FALSE TA

Ref:HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
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HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGYF/N AND TA POSITION
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HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO	

SET UP YOUR MARK VI E-METER

After further and more extensive tests vanishing creams have proven unsuitable as a solution to dry hands.

In some cases vanishing creams have actually dried out pcs' hands and caused a false high TA.

Some hand creams have been workable when applied to a pc's hands, rubbed in and any excess wiped off.

A cream called Locorten was found workable but it contains cortisone which burns the eyes if you rub them with your hands. Further tests are underway on Locorten without cortisone but these are not yet complete.

Another hand cream formula was found 90% effective upon test and is somewhat similar to the Locorten formula without cortisone. Its formula is:

75 grams Emulsified Cetomacropolis Wax
(80% cetostearyl alcohol and 20% cetomacrofol 1000)
100 grams Cetyl Alcohol
20 grams Sorbitol Solution - 70%
1 gram Sorbic Acid
up to
500 grams water.

You could have this cream made up by any pharmacist.

A NOTE ON FOOTPLATES

Footplates obscure F/Ns and reads.

Their use is hereby cancelled.

FALSE TA HANDLING

It has never been OK to call a pc's attention to his hands or TA or meter during a session. Therefore when handling a false TA get the TA in range with hand cream or can size or grip before session.

Don't check for hand cream or can grip or change cans during the session except as directed on correction lists such as a C/S Series 53 under false TA.

Otherwise it throws the pc out of session and puts his attention on his TA.

Use the session for auditing.

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Revision assisted by LRH

Technical Compilations Unit

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HCO BULLETIN OF 6 DECEMBER 1976R

REVISED 27 MAY 1980

(Also HCO PL 6 Dec 76R)

(Revisions in Script)

Remimeo
All Registrars
All Case
Supervisors
All Ds of P
All Auditors
GO

ILLEGAL PCS, ACCEPTANCE OF

HIGH CRIME BULLETIN

It shall be a Committee of Evidence offense for a Case Supervisor or Auditor to C/S or accept for processing and process any pc:

1. Who is terminally (fatally) ill, regardless of what the org or Registrars may have promised or asserted. Such diseases as advanced cancer are included.
2. Who has an extensive psychiatric history which includes heavy drugs, or shocks of various kinds, or so-called psychiatric brain operations or institutionalization.
3. Who has been denied processing by the Guardian Office for reason of past history or connections or current state as it may affect the safety and security of the org.

It shall also be a Committee of Evidence offense for any ED/CO, Org Exec Sec, Technical Secretary, Director of Processing or other executive or staff member to bring pressure or persuasion upon any Case Supervisor or Auditor to process such persons.

It is not that such cases cannot in many instances be handled. It is that neither Scientology nor the org, but doctors and psychiatrists, have brought about the condition and such conditions are outside the zone of responsibility of the org.

Registering such pcs is already illegal, but where it has occurred intentionally or accidentally, no one has the right to force such persons upon Case Supervisors or Auditors for any reason.

Any promise made by an org to such a person or his relatives is not binding upon an organization or its staff and such promises are also a Comm Ev offense.

Special Petition may be made by the person concerned to the Guardian Office, the representatives of which may act to correct injustices or erroneous use of this policy Letter. But the Guardian Office itself does not have the right to persuade or insist that Case Supervisors or Auditors accept the person for processing unless it is very clearly demonstrated that the person does not fall under any of the above three categories.

Doctors are too often careless and incompetent, psychiatrists are simply outright murderers. The solution is not to pick up their pieces for them but to demand medical doctors become competent and to abolish psychiatry and psychiatrists as well as psychologists and other infamous Nazi criminal outgrowths. Society and police agencies should deal with such offenses. It is not up to Scientologists to salvage the wreckage created by these professions, but to prevent it from happening in the first place by reforming a degraded society.

Until such time as doctors have become fully competent and psychiatry and psychology have been recognized for what they are and abolished, Case Supervisors and Auditors are actionable for surrendering their rights and handling such. It is not that they cannot. They must not.

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Revisions assisted by
Ellen Grover
AVC I/A
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1976RB

RE-REVISED 25 MAY 1980

This issue is re-revised to update reference HCOBs
for False TA.

URGENT—IMPORTANT

Remimeo
All Auditors
All Interne
Supervisors
All C/Ses

C/S Series 99RB

SCIENTOLOGY F/N AND TA POSITION

Through verbal tech just located, it has been found that some auditors have been ordered to disregard all F/Ns that were above 3.0 or below 2.0 on the meter.

Auditors have also called F/Ns which were ARC break needles, thus falsely indicating to the pc.

These two actions—disregarding actual F/Ns because the TA was not between 2.0 and 3.0 and calling “F/Ns” that were actually ARC break needles— have upset many preclears.

The outnesses here are: A. not considering pc indicators as senior and B. not noting pc indicators when calling an F/N and C. ignoring and giving junior importance to the technology covered in false TAs. (See list of references at end of this HCOB or the Subject Index of the HCOB Volumes.)

Auditors have even been led to falsify worksheets (giving TA as in range when it actually was not when calling an F/N) because they might “get in trouble” for calling an F/N in the wrong range, such as 1.8 or 3.2.

The CORRECT procedure for out of range F/Ns is:

1. Look at the pc's indicators.
2. Call the F/N regardless of its range.
3. Mark down the ACTUAL TA position.
4. Handle the false TA at the earliest opportunity when it will not

intrude into the current cycle on which the pc is being audited. (You don't interrupt a Quad R3RA, for instance, to handle false TA; you complete it and then, when directed by the C/S, you handle the false TA.)

5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of this error.

E-Meter cans can monitor or change TA position when the palms are too dry or too wet or when the cans are too big or too small or when the wrong hand cream is

used. The E-Meter does not read on hand moisture along as was long believed by people in electronics. But TA depends upon resistance to electrical current in the palms, leads, and meter as well as its main resistance which happens to be mental masses or lack of them.

To simply tell some interne "Always disregard an F/N not in correct range" is to set him up for loses and set the pc up for crashes. The correct information is that an F/N which isn't in range is accompanied by pc indicators that indicate whether it is an F/N or not. AND indicator you better get the false TA handled fast as soon as it won't interrupt the current cycle. AND you always note where it F/Ned so the C/S can C/S for false TA handling.

Where an ARC break needle (which looks like an F/N) is observed, whether it is in range or out of range (2.0 to 3.0 or below 2.0 or above 3.0) you LOOK at the pc and establish the pc's indicators before falsely calling an F/N. A pc who is about to cry is NOT an F/Ning pc and if you indicate an F/N to that pc you will further the ARC break and suppress the emotional charge that is about to come off.

REPAIR

Where the above matters have not been fully understood and errors have occurred on pcs, it must be assumed that:

1. Auditors have falsified their worksheets as to TA position and thus built up withholds and make themselves blowy.
2. That every pc who has ever had high or low TA trouble has had F/Ns disregarded and ARC break F/Ns falsely indicated.
3. That a briefing and drilling of all internes and auditors must occur on this HCOB.
4. That a brief program or clean-up of disregarded F/Ns and falsely called ARC break F/Ns be done on every pc.
5. That every such pc be considered as having false TA troubles and these must be C/Sed for and corrected.
6. That all auditors and internes be drilled on all HCOBs relating to pc indicators.

SAMPLE CLEAN-UP C/S

Disregard TA position, use only F/Ns and pc indicators in doing this C/S.

1. It has been found that some of your F/Ns (release points) may have been disregarded by past or present auditors.
2. Have you ever felt an F/N (release point or end of an action) had been bypassed on your case?
3. Find and rehab the overrun of the release point to F/N. Check for any other bypassed F/Ns and rehab them.
4. Have you ever felt an F/N should not have been indicated by the auditor when it was?
5. Find the point and get in suppress on it and complete the action.

Check “Are there any other F/Ns which should not have been indicated by the auditor when they were?” and handle as above.

6. Find and run the ARC breaks bypassed, with ARC break handling.
7. Find and handle the false TA in totality.

DIANETIC F/Ns

An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.

An auditor running R3RA is NOT looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in its place. Release the postulate and the chain blows. That’s it.

The auditor must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing that chain.

An F/N seen as the incident is erasing is not called.

The pc does not have to state that the incident has erased. Once he has given up the postulate, the erasure has occurred. The auditor will see an F/N and VGIs. NOW the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.

It’s the postulate—not the F/N that we are going for in New Era Dianetics.

POWER F/Ns

F/Ns are disregarded in power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

REFERENCE HCOBs FOR FALSE TA

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER

HCOB 13 Jan 77RB HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW
TO SET UP YOUR MARK VI E-METER

PC INDICATORS HCOBs

References:

HCOB 29 Jul 64	GOOD INDICATORS AT LOWER LEVELS
HCOB 28 Dec 63	INDICATORS PART ONE, GOOD INDICATORS
HCOB 23 May 71R VIII	RECOGNITION OF RIGHTNESS
Rev. 4.12.74	OF THE BEING
HCOB 22 Sep 71	THE THREE GOLDEN RULES
	OF THE C/S HANDLING AUDITORS
HCOB 21 Oct 68R	FLOATING NEEDLE

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Revision assisted by
LRH Technical
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LRH:RTC:djm
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 JANUARY 1977RB

RE-REVISED 25 MAY 1980

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(This revision removes the data not written by myself which inferred one would use aluminum tubing to remedy a false TA. It also removes reference to any specific brand of hand cream.)

(Revisions in Script)

(Ellipsis indicates deletion)

HANDLING A FALSE TA

Ref: HCOB 8 Jun 70 LOW TA HANDLING

HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73 RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 7 Feb 79R	E-METER DRILL 5RA
BTB 24 Jan 73R II	EXAMINER AND FALSE TA
BOOK: E-METER ESSENTIALS	
BOOK: INTRODUCTION TO THE E-METER	
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,	
HOW TO SET UP YOUR MARK VI E-METER	

It has recently been discovered that auditors have been mishandling false TA by assessing with the meter to find what the cause of the false TA is instead of directly checking the pc themselves.

A recent example of this is the original False TA Checklist (HCOB 29 Feb 72RA Revised 23 April 75 now HCOB 21 Jan 1977RB, FALSE TA CHECKLIST) was being used by assessment on the meter to try to find the pc's false TA cause. The false TA was not remedied as the auditor never even felt the pc's hands:

Never even checked the pc's grip: Never felt what the pc's hands felt like with cream on them: The auditor just checked the lines on the meter and when a read was obtained the pc was asked and nothing came of it. The false TA, now being unhandled, due to the auditor's confusion caused the pc to be audited over further false TA and drove the pc into desperation. I had to jump in and handle this one. All I did was check the grip and I found that the can size was way too big and part of the pc's hand (the palm cup) was not touching the can thus causing the TA to read higher = false TA. The cans had to be reduced to 1 1/4 inch diameter ... tubing! This particular pc was also misapplying hand cream. The quantity was incorrect and the way the pc was putting it on was not handling the false TA. This pc needed to put hand cream on extensively then wipe off the hands with Kleenex and then put a bit more on and rub it all over the hands and ensure that the thumbs were being covered. One more factor that messed up the case was the sensitivity was set too high and consequently F/Ns were missed and the TA shot up.

Once in a while a pc will sit with his legs crossed for some time, cutting off circulation and causing a false high TA. This corrects itself when legs are once again returned to the normal sitting position.

So you have to watch it. Make sure that the sensitivity is set correctly for that pc so you don't miss the F/Ns.

NONE OF THIS WAS DONE BY AUDITOR ASSESSING A LIST. IT WAS DONE BY OBSERVING THE PC'S HANDLING OF CANS AND POSITIONS AND SEEING WHAT IT DID TO TA POSITION.

The main point here was the auditor thought that a false TA was think and would register on the meter. That is as silly as asking the meter if you should buy ice cream today or not. The meter can't answer when the answer is required of the preclear. How the hell would the meter know if the pc's hands were dry or cold. The auditor has to feel them, touch them, check for dryness by feeling them. Do they FEEL dry? Do they FEEL cold? Are the pc's feet so cold that no circulation gets through? Do you know without feeling them? Does the hand cream you are using dry up? How do you know without feeling the pc's hands? I have known a pc to say no it hasn't dried up because the pc hated wearing cream and didn't want to put more on. So feel the hands. Don't just ask the pc and then assume that that is it. You will mess up cases and won't handle the false TA.

False TA is in the physical universe. It is something that really exists. When you start checking for meter reads you are violating this law. It is in the physical universe not the pc's think or bank. It can badly mess up a case to not find the cause of false TAs and then carry on with auditing.

Understanding the meter and what the meter reads on and understanding false TA and what causes it are the basics behind finding a false TA and remedying it so that the pc can happily continue on with auditing and advance.

If you think that you have solved a false TA yet the pc still has high or low TA F/Ns then you haven't solved it at all and you had better roll up your sleeves and get bright and go in there and find it. And the way you do this is to check the pc. What do the hands feel like? What type of clothing is the pc wearing? Feel for tight clothes. Don't just take the pc's word. Maybe they like wearing tight shoes but look at that 4.5 F/N. Let them wear tight shoes out of session but get rid of those tight shoes in session so you can get an accurate reading meter.

Don't use this to hassle pcs and interject it into sessions whenever you please. When you see a false TA phenomena note it down and the C/S will include it in the

program to be handled. This is covered in HCOB 10 Dec 76RB F/N AND TA POSITION.

There is no pc on this planet or any planet who wants to experience over-repair and misery due to false TAs. You will be doing pcs a great service to handle it for them so they can happily be audited after that. Don't Q&A with the pc's considerations just find what "in the physical universe" is causing the false TA and remedy that in the physical universe.

Note: The False TA Checklist has been rewritten and issued as HCOB 21 Jan 77RB.

L. RON HUBBARD

FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1977RB

RE-REVISED 25 MAY 1980

(Re-revisions in script)

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech Checksheets

(This HCOB has been revised to include additional data on False TA and the full list of references on False TA. The layout of the list of handlings has been arranged to follow the line for checking, and reference to any specific brand of hand cream has been taken out.)

FALSE TA CHECKLIST

Ref:

HCOB 8 Jun 70 LOW TA HANDLING
HCOB 16 Aug 70R C/S Series 15R.
 GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA FALSE TA
HCOB 12 Nov 71RB FALSE TA ADDITION
HCOB 15 Feb 72R FALSE TA ADDITION 2
HCOB 18 Feb 72RA FALSE TA ADDITION 3
HCOB 16 Feb 72 C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD C/S 53RL SHORT FORM
HCOB 24 Nov 73RE C/S 53RL LONG FORM
HCOB 19 Apr 75R OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB C/S Series 99RB,
 SCIENTOLOGY F/N AND TA POSITION
HCOB 13 Jan 77RB HANDLING A FALSE TA
HCOB 24 Jan 77 TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R FALSE TA DATA
HCOB 4 Dec 77 CHECKLIST FOR SETTING UP
 SESSIONS AND AN E-METER
HCOB 7 Feb 79R E-METER DRILL 5RA
BTB 24 Jan 73R II EXAMINER AND FALSE TA
BOOK: E-METER ESSENTIALS
BOOK: INTRODUCTION TO THE E-METER
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,
HOW TO SET UP YOUR MARK VI E-METER

«This Bulletin cancels HCOB 29 February 1972RA Revised 23 April 1975 as it is misleading and has caused some auditors to assess the pc on the meter to find the cause of false TA instead of checking directly with the pc.»

This Bulletin reinstates the False TA Checklist with specific handlings that are directly from the issues that I wrote on false TA.

«The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc. change.

«The checklist is kept in the pc folder and is entered on the Folder Summary as an action done.

«The value of operating with correct can size should not be underestimated, the reference HCOBs state why.»

The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc's hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc's hands with cream on them to see if the cream has dried up, would see if the pc's hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling follows each line as you check it. This is for simplicity, as that is the way this checklist is done, each line being handled as you go.

R-FACTOR TO PC: «I AM GOING TO CHECK THE CANS, YOUR HANDS AND VARIOUS OTHER THINGS TO ADJUST EVERYTHING FOR BEST ACCURACY.»

FALSE TA CHECKLIST AND HANDLING SHEET

1. IS THE METER FULLY CHARGED?

Handling:

«Keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hrs. for every 10 of auditing on a 110 AC volt charging current. (Mark VI will get about 6 hrs. for every 1 hr. charged.)

«Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.» LRH (HCOB 24 Oct 71RA False TA)

NOTE: To ensure an accurate check, the meter should be turned on a minute or two before turning to test.

2. IS THE METER TRIMMED CORRECTLY?

Handling:

«A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position. When a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

«The trim can quietly be checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.» LRH (HCOB 24 Oct 71RA False TA)

3. ARE THE LEADS CONNECTED TO THE METER AND CANS?

Handling:

«A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.» LRH (HCOB 24 Oct 1971RA) Reference for setting up a meter is covered in E-Meter Drills Book, EM 4, and the Mark VI owner's manual if one is using a Mark VI.

4. ARE THE CANS RUSTY?

Handling:

«Corroded cans Can falsify TA. Get new ones now and then.» LRH (HCOB 24 Oct 71RA)

5. ARE PC'S HANDS EXCESSIVELY DRY REQUIRING HAND CREAM?

Handling:

«A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands. The excessively dry hand is seen as shiny or polished looking. It feels very dry. The correct treatment is to use a hand cream, but not a greasy hand cream or vanishing cream. A good hand cream rubs all the way into the hand and leaves no excess grease. Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.» LRH (HCOB 23 Nov 73RB Re-revised 25 May 1980 Dry and Wet Hands Make False TA)

6. ARE THE PC'S HANDS EXCESSIVELY WET REQUIRING POWDER?

Handling:

«If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0 ... Have the pc wipe hands. LRH (HCOB 24 Oct 71RA)

«Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray. It can be wiped off after application and should work for two to three hours.» LRH (HCOB 28 Apr 75RA)

7. THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS?

Handling:

Above per wet hands.

8. THE PC'S GRIP ON THE CANS IS NOT BEING CONTINUALLY CHECKED BY THE AUDITOR IN A WAY THAT INTERRUPTS THE PC?

Handling:

«Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.» LRH (HCOB 24 Oct 71RA)

8A. IS THE PC USING THE WRONG TYPE OF CANS?

a) corrugated

b) cellophane bonded to metal

c) wrong metal

The right metal is tin-plated steel, not cellophane bonded or painted.

Handling: Replace with the correct cans. «Cans of course should be steel with a thin tin plating.» LRH (HCOB 24 Oct 71RA)

8B. ARE THE CANS TOO SHORT FOR THE PC'S HANDS TO COVER?

Handling:

Replace with cans of correct length so that the whole hand has contact with the can. (Ref. HCOB 24 Oct 71Ra)

9. TA POSITION FOR LARGE CANS?

Size approx 4 ½ inches by 3 inches or 11 cm by 8 cm

Handling: «For a normal or large handed pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 ½ cm by 7 cm. This can be altered as big as 4 ½ inches by 8 inches diameter or 11 cm by 8 cm. This is standard.» LRH (HCOB 24 Oct 71RA)

10. TA POSITION ON MEDIUM CANS?

Size approx 4 7/8 inches by 2 5/8 inches or 12 ½ cm by 7 cm

Handling: Covered above.

11. TA POSITION ON SMALL CANS?

Size approx 3 ¾ inches by 2 1/8 inches or 9 cm by 5 cm

Handling: «This can should be 3 ¾ inches by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts. A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

«Cans of course should be steel with a thin tin plating. Regular soup cans. Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.» LRH (HCOB 24 Oct 71RA)

11A. CAN SIZE FOR A CHILD IS INCORRECT?

Handling:

Size can go down to photographic aluminum 35 mm film cans for a child. Size approx 2 inches by 1 3/16 inches or 5 cm by 3 cm. Note down TA position.

11B. IF THE ABOVE MENTIONED CAN SIZES AREN'T CORRECT FOR THE PC'S HANDS

OTHER SIZES CAN BE TRIED

Handling: 1 ¼» tubing or 1 ¾» tubing as well as other can size checked to see which fits the pc's hand. Note TA position.

12. ARE THE CANS TOO LARGE FOR THE PC?

Handling: «Can size to match the pc avoids slack can grip or tiring the hands into going slack.» LRH (HCOB 24 Oct 71RA)

Check the pc's grip and see if the hand is touching all of the can and if the size is comfortable. (Ref. HCOB 13 Jan 77RB Handling a False TA)

13. ARE THE CANS TOO SMALL FOR THE PC?

Handling:

Per above. Check how the pc is holding the cans and if the entire hand is on the cans and if they are comfortable and adjust accordingly per above.

14. ARE THE CANS JUST RIGHT FOR THE PC?

Handling:

Check the grip and see if the can size is correct for the pc. Do the cans comfortable fit the pc's hands with the hand touching the cans so it gets an accurate reading on the meter? If the can size is correct then you must ensure that the grip is also correct on the cans.

15. ARE THE CANS COLD?

Handling:

«Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

«Until the cans warm up, the reading is generally false and is false in the direction of high. Some pcs are 'cool blooded' and the shock of ice cold cans can drive the TA up and it takes awhile to drift down.

«A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them. There are probably many other ways to warm up cans to body temperature.» LRH (HCOB 12 Nov 71RB)

15A.DID THE PC WASH HIS HANDS JUST BEFORE SESSION?

Handling:

Use a bit of hand cream to bring hands back to normal amount of moisture.

16. ARE THE PC'S HANDS DRY OR CALLOUSED?

Handling:

Covered above under pc's hands excessively dry requiring hand cream.

There are ways to apply the hand cream so that it is correct for that individual pc and does handle the false TA. You can spread it on extensively then wipe it off and then rub a bit more in ensuring the thumbs are included is one way. (Ref. HCOB 13 Jan 77RB)

The point is to feel the hands with the cream on them to see if it has handled the excessively dry hand that is seen as shiny or polished looking.

And it now should no longer feel dry. (HCOB 23 Nov 73RB Re-revised 25 May 80)
The correct treatment is to use a hand cream but not greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact. Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed. (HCOB 25 Apr 75RA Re-revised 25 May 80)

17. DOES THE PC HAVE ARTHRITIC HANDS?

Handling:

«A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans. This gives high TA. Use wide wrist straps and you'll get a right read.» LRH (HCOB 24 Oct 71RA Re-revised 25 May 80)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS?

Handling:

Check the grip. Does the angle of the cans go across the palms of the pc? Is the natural curl of the fingers sufficient to hold the cans in place, and is the placement of the cans at an angle ensuring that the maximum skin area is touching the cans? (Ref. BOOK OF E-METER DRILLS) See if the palm is touching the can and not elevated off. (Ref. HCOB 13 Jan 77RB)

19. CHECK THE PC'S GRIP DOES HE HOLD THE CANS CORRECTLY?

Handling:

Covered in above section. Also check to see if the pc is holding the cans so tight that it is causing the hands to sweat and read falsely low. (Ref. HCOB 13 Jan 77RB and HCOB 7 Feb 79R E-METER DRILL 5RA)

20. IS THE PC HOT?

Handling:

Get a fan in the room or handle the room so that it is cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL?

Handling:

Don't audit a pc who has not had sufficient rest or is physically tired. (Ref. HCO PL 14 Oct 68RA The Auditor's Code)

22. IS THE PC COLD?

Handling:

«A pc sometimes has a falsely high TA. Wrap him in a blanket or get a warmer auditing room. The auditing environment is the responsibility of the auditor.» LRH (HCOB 24 Oct 71RA)

28. IS THE PC HUNGRY?

Handling:

Get the pc something to eat and don't audit a pc who has not bad enough to eat or is hungry. (Ref. HCO PL 14 Oct 68RA The Auditor's Code)

24. IS IT TOO LATE AT NIGHT?

Handling:

«Between 2 and 8 A.M. or late at night a pc's TA may be very high. The time depends on when he sleeps usually. This TA will be found normal in regular hours.» LRH (HCOB 24 Oct 71RA)

25. IS THE AUDITING BEING DONE NOT IN THE PC'S NORMAL REGULAR AWAKE HOURS?

Handling:

Covered above.

26. ARE THERE RINGS ON THE PC'S HANDS?

Handling:

«Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam.» LRH (HCOB 24 Oct 71RA)

If the rings can't come off use a small strip of paper around them to shield the rings touching the can.

27. IS THE PC WEARING TIGHT SHOES?

Handling:

Remove them. (Ref. HCOB 24 Oct 71RA, HCOB 18 Jan 77RB)

28. IS THE PC WEARING TIGHT CLOTHES?

Handling:

If it turns out that tight clothing is affecting the TA ensure that the pc doesn't wear tight clothes in future sessions. If possible have the pc remove the tight clothing and see what the effect was that it had on the TA and make sure no more tight clothes are worn in future sessions.

29. IS THE PC USING THE WRONG HAND CREAM?

Handling:

Using the reference materials find the right hand cream and test it on the pc.

Note TA position.

30. IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE BODY?

Handling:

Watch how the pc puts on hand cream and see if it covers the entire hand, thumb included. If not then have the pc put on hand cream covering the entire hand and pick up the cans and note TA position. Some pcs may have to put cream on and wipe it off and then re-apply it. (Ref. HCOB 13 Jan 77RB)

31. IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?

Handling:

Get a new chair that is comfortable for the pc.

32. IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE CONDITION?

Handling:

C/S Series 53 Assessment or Hi-Lo TA Assessment. Done To F/Ning assessment.

So standard tech handles the high and low TA. The C/S Series gives more data on the subject.

33. HAS THE PC GONE INTO DESPAIR OVER HIS TA?

Handling:

Handle the false TA with using this list as a guideline so that the cause of false TA is found and fully handled with the pc by the various handlings covered above. When false TA is handled check TA worries, TA hassles and L1C best read.

This handling sheet is used in conjunction with the items that are checked. This gives you the way to handle them.

Refer to reference material in reference section above for further data on handling a false TA.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 26 JANUARY 1977R

REVISED 25 MAY 1980
(Revisions not in Script)

This issue is revised to up-date references.

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

FOOTPLATES USE FORBIDDEN

There have been several recent revisions of False TA issues. This issue will just clearly list out all the issues and their dates so there is an easy reference for data on false TA handling.

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUNDUP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

The use of footplates is forbidden. A recent dispatch to myself from LRH quotes him, «I tested footplates and they don't read! Not on the bank.»

The above issues cover how to handle a false TA. Use them to resolve TA problems not footplates.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 30 JANUARY 1977R

REVISED 25 MAY 1980

Remimeo

(Revised to add all relevant issues pertaining to false TA.)

(Revisions not in Script)

FALSE TA DATA

There have been several recent revisions of False TA issues. This issue will just clearly list out all the issues and their dates so there is an easy reference for data on false TA handling.

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Non 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 78RD	C/S 5SRL SHORT FORM
HCOB 24 Nov 78RE	C/S 53RL LONG FORM
HCOB 19 Apr 78R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

L. RON HUBBARD

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Revision assisted by
LRH Technical
Compilations Unit

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Saint Hill Manor, East Grinstead, Sussex
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REVISED 30 DECEMBER 1979

Remimeo

(Only revision is series number.)

Art Series 5

ART AND COMMUNICATION

When a work of painting, music or other form attains two-way communication, it is truly art.

One occasionally hears an artist being criticized on the basis that his work is too «literal» or too «common». But one has rarely if ever heard of any definition of «literal» or «common». And there are many artists simply hung up on this, protesting it. Also, some avant-garde schools go completely over the cliff in avoiding anything «literal» or «common»—and indeed go completely out of communication!

The return flow from the person viewing a work would be contribution. True art always elicits a contribution from those who view or hear or experience it. By contribution is meant «adding to it».

An illustration is «literal» in that it tells everything there is to know. Let us say the illustration is a picture of a tiger approaching a chained girl. It does not really matter how well the painting is executed, it remains an illustration and it IS literal. But now let us take a small portion out of the scene and enlarge it. Let us take, say, the head of the tiger with its baleful eye and snarl. Suddenly we no longer have an illustration. It is no longer «literal». And the reason lies in the fact that the viewer can fit this expression into his own concepts, ideas or experience: he can supply the why of the snarl, he can compare the head to someone he knows. In short he can CONTRIBUTE to the head.

The skill with which the head is executed determines the degree of response.

Because the viewer can contribute to the picture, it is art.

In music, the hearer can contribute his own emotion or motion. And even if the music is only a single drum, if it elicits a contribution of emotion or motion, it is truly art.

That work which delivers everything and gets little or nothing in return is not art. The «common» or overused melody, the expected shape or form gets little or no contribution from the hearer or viewer. That work which is too unclear or too poorly executed may get no contribution.

Incidental to this, one can ask if a photograph can ever be art, a controversy which has been raging for a century or more. One could say that it is only difficult to decide because one has to establish how much the photographer has contributed to the «reality» of «literalness» in front of his camera, how he has interpreted it, but really the point is whether or not that photograph elicits a contribution from its viewer. If it does, it is art.

Innovation plays a large role in all works which may become art. But even this can be overdone. Originality can be overdone to the point where it is no longer within any possible understanding by those viewing or hearing it. One can be so original one goes entirely outside the most distant perimeter of agreement with his viewers or listeners. Sometimes this is done, one suspects, when one has not spent the labor necessary to execute the work. Various excuses are assigned such an action, the most faulty of

which is «self-satisfaction» of the artist. While it is quite all right to commune with oneself, one cannot also then claim that it is art if it communicates with no one else and no other's communication is possible.

The third flow, of people talking to one another about a work can also be considered a communication and where it occurs is a valid contribution as it makes the work known.

Destructive attitudes about a work can be considered as a refusal to contribute. Works that are shocking or bizarre to a point of eliciting protest may bring to themselves notoriety thereby and may shake things up; but when the refusal to contribute is too widespread, such works tend to disqualify as art.

There is also the matter of divided opinion about a work. Some contribute to it, some refuse to contribute to it. In such cases one must examine who is contributing and who is refusing. One can then say that it is a work of art to those who contribute to it and that it is not to those who refuse to contribute to it.

Criticism is some sort of index of degree of contribution. There are, roughly, two types of criticism: one can be called «invalidative criticism», the other «constructive criticism».

Invalidative criticism is all too prevalent in the arts for there exist such things as «individual taste», contemporary standards and, unfortunately, even envy or jealousy. Too often, criticism is simply an individual refusal to contribute. One could also state that «those who destructively criticize can't do.»

«Constructive criticism» is a term which is often used but seldom defined. But it has use. It could probably be best defined as criticism which «indicates a better way to do», at least in the opinion of the critic. Those who simply find fault and never suggest a practical means of doing it better rather forfeit their right to criticize.

Art is probably the most uncodified and least organized of all fields. It therefore acquires to itself the most «authorities». Usually nothing is required of an «authority» except to say what is right, wrong, good, bad, acceptable or unacceptable. Too often the sole qualification of the authority (as in poor teaching of some subjects) is a memorized list of objects and their creators and dates with some hazy idea of what the work was. An «authority» could considerably improve his status by using rather precise definitions of his terms. The modern trend of seeking the significance in what the artist meant is of course not likely to advance the arts very much.

Viewing and experiencing art on the basis of what one is contributing to it and what others contribute to it is a workable approach. And it would result in improved art and improved appreciation.

Such a viewpoint, interestingly, also includes some things into the field of art not previously so viewed.

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Revision assisted by

Maggie Sibersky

HUBBARD COMMUNICATIONS OFFICE
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REVISED 30 JUNE 1980

(Also issued as an HCO PL of same date, same title.)

(Revisions in Script)

Remimeo
Exec Hats
Tech & Qual
Hats
HAS Hat
Dir I&R
LRH Comm Hats
Interns
KOTs
All Orgs
All Missions
All Auditors
All C/Ses
All Cramming Officers

(With the revision of this issue, Method 9 Word Clearing is no longer mandatory in High Crime checkouts or on Internships. As the requirement of M9 resulted in High Crime checkouts taking too long and being backlogged or completely omitted, a new and highly successful method of word clearing and doing High Crime checkouts has been developed. This new method has been thoroughly tested and takes 80% less time to do but has resulted in zero flubs and crams on materials checked out in this way.)

HIGH CRIME—ADDITION

HIGH CRIME CHECKOUTS AND WORD CLEARING

Ref:

HCOB	24 Oct 76R	C/S Series 96R (Modified by this HCOB/PL)
HCOB	30 Jan 73RB	Word Clearing Series 48RB
		METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB/PL	26 Mar 79R	Esto Series 35R
Rev.	25.5.79	Word Clearing Series 60R
		MISUNDERSTOOD WORDS
		AND CYCLES OF ACTION
HCOB	16 Jul 79	Product Debug Series 5 Word Clearing Series 63
		THE «ELUSIVE» MIS-U OR CRASHING MIS-U
HCO PL	8 Mar 66	HIGH CRIME
HCO PL	4 Apr 72R III	ETHICS AND STUDY TECH
HCO PL	24 Sep 64	INSTRUCTION AND EXAMINATION,
		RAISING THE STANDARD OF
HCO PL	4 Oct 64	THEORY CHECKOUT DATA Reiss. 21.5.67

For many years the top Auditors, Case Supervisors and Supervisors have used word clearing in their High Crime Checkouts, but until now there has not been an issue that makes this a mandatory action.

From now on, High Crime Checkouts require word clearing in addition to starrates. The miracle results of word clearing make all the difference in the world to the quality of technical delivery.

CONSEQUENCES OF NO WORD CLEARING

Lack of word clearing has recently brought about some false declares and a return of Quickie Grades.

In many orgs it was found that new HCOBs were not being word cleared AT ALL.

The right thing to do is make full use of Word Clearing Technology.

If a persons goes past a misunderstood in the materials he is trying to study, he will go blank on the following section of the materials, he will not understand the materials, will not be able to apply them, will often get very confused ideas about what he thinks the materials stated, and will alter tech!

WORD CLEARING REQUIREMENTS

The purpose of High Crime Checkouts on anyone doing Tech or Qual functions, is to ensure that the materials have been studied, duplicated, understood and will be applied exactly. This is done in order to guarantee 100% Standard Tech in training and processing.

From now on the following is required in all High Crime Checkouts:

1. Go through the material, look for and clear the definitions of each word or term you do not fully understand, and use the word or term in sentences until you understand it conceptually.
2. Then study the material for understanding, and for how you are going to apply it.
3. With your twin, demonstrate the important theory principles and rules.
Drill commands, questions and actions.
4. Get a meter check done on each page of the material to find out if there is any misunderstood on it (Method 4). If there is any misunderstood or confusion, it is to be cleared, and then study that page again (as the section following the misunderstood would have been a blank in the student's memory). Each page of the material is to be handled this way.
5. Then get a starrated checkout, done in accordance with: HCO PL 24 Sep 64

INSTRUCTION AND EXAMINATION, RAISING THE STANDARD OF; HCO PL 4 Oct 64, Reiss. 21 May 67, THEORY CHECKOUT DATA; HCO PL & Mar 66 HIGH CRIME.

If this checkout is flunked, repeat steps 1 through 5.

MATERIALS STUDIED MUST BE FULLY CLEARED OF MISUNDERSTOODS, AND STUDIED AND DEMONSTRATED TO FULL CONCEPTUAL UNDERSTANDING. COMMANDS AND ACTIONS MUST BE DRILLS UNTIL FLUBLESS.

When the checkout has been passed it is recorded on the intern's checksheet, or in the case of Tech/Qual personnel, in the High Crime log, in the Qualifications Division.

Should anyone bog doing the steps 1 through 5 above, then Qual personnel are expected to handle with False Data Stripping, Crashing Misunderstood handling, Method 9 Word Clearing, Debug Tech, Word Clearing Correction List, Cramming Repair List, Study or Student Correction Lists.

ETHICS PENALTY

Violations of High Crime policy are High Crimes per the Justice Code. High Crime Checkouts are required of Tech and Qual staff in order to safeguard Technology and to Keep Scientology Working. Therefore, the following are actionable:

1. WHENEVER A CASE IS FOUND TO HAVE BEEN LOUSED UP AND THE AUDITOR AND/OR CASE SUPERVISOR HAS NOT DONE HIS HIGH CRIME CHECKOUTS ON THE

ACTIONS BEING AUDITED, AND/OR C/Sed ON THE CASE, THE AUDITOR AND/OR CASE SUPERVISOR IS SUBJECT TO AN IMMEDIATE COMM EV.

2. IF THE HIGH CRIME LOG IS NOT KEPT UP TO DATE THEN THE CRAMMING OFFICER IS SUBJECT TO AN IMMEDIATE COURT OF ETHICS, AND IF REPEATED, TO A COMM EV.

3. IF ANY STUDENT BLOWS OR IS LATER FOUND TO BE UNABLE TO APPLY THE MATERIALS HE HAS STUDIED, THEN THE SUPERVISOR RESPONSIBLE IS LIABLE TO COMM EV IF HIS/HER HIGH CRIMES ON SUPERVISION HAVEN'T BEEN DONE.

4. ALL TECH/QUAL EXECUTIVES SHARE RESPONSIBILITY FOR ENSURING THAT HIGH CRIMES ARE DONE BY THEIR STAFF, AND MAY BE NAMED AS INTERESTED PARTIES IN ANY JUSTICE ACTION TAKEN ON HIGH CRIME POLICY VIOLATIONS.

5. ANY FAILURE TO KEEP HIGH CRIME POLICY IN, OR ANY NEGLIGENCE ABOUT IT, OR PERMITTING HIGH CRIME CHECKOUTS TO BACKLOG, CAN RESULT IN A JUSTICE ACTION NOT ONLY ON THE TECH/QUAL PERSONNEL INVOLVED, BUT ALSO ON THE EXECUTIVES THAT ARE SENIOR TO THE TECH/QUAL DIVISIONS, THE LOCAL KEEPER OF TECH, AND THE EXECUTIVES OF THE ORGANIZATION. WHETHER TECHNICALLY TRAINED OR NOT, ALL OF THE ABOVE ARE SUBJECT TO SUCH A JUSTICE ACTION.

FORMER HIGH CRIME CHECKOUTS

Where High Crime Checkouts have been done previously and attested they remain valid. But, if the Auditor, Case Supervisor or Word Clearer is later crammed on those materials the cramming must include full use of Word Clearing, Student Corrective actions and Qual Corrective actions.

Where False Data Stripping, Crashing Mis-U Tech, O/W handling and Service Facsimile Tech are available and in use, these are to be employed in Qual (but not as part of a High Crime Checkout, as the «checkout» is done to ensure that the person has studied, does understand and can apply the material).

A new method of doing High Crime Checkouts has been given in this issue. This does not relieve Qual of its usual function of fully using Word Clearing, Study Tech, and other Qual Corrective actions. And when Qual finds that any of these actions have been flubbed, Qual ensures that the person who flubbed the action is corrected, as well as correcting the person the action was flubbed on.

TECHNICAL RESULTS

The Technology works when it is applied exactly.

Exact application depends on complete understanding.

Complete understanding depends on freedom from misunderstood words.

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Revision assisted by

Senior C/S Int

for the

BOARDS OF DIRECTORS

of the

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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REVISED 10 APRIL 1980

Remimeo
All Staff
BPI
(Revisions in Script)
(Ellipses indicate Deletions)

PURIFICATION RUNDOWN AND ATOMIC WAR

References:

HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES
Rev. 4.12.79 THE SWEAT PROGRAM
HCOB 6 Feb 78RA-1 THE PURIFICATION RUNDOWN—Add. 20.12.79
ERRATA AND ADDITIONS
PAB 74, 6 Mar 56 OFFICE IN IRELAND
Technical Bulletins Vol II, pg 376
ABILITY 47, 1957, ca THE RADIATION PICTURE AND
mid-May SCIENTOLOGY
Technical Bulletins Vol III, pg 44
HCOB 3 Jun 57 EXPLANATION OF THE ABERRATIVE
CHARACTER OF RADIATION
Technical Bulletins Vol III, pg 52
PAB 119, 1 Sep 57 THE BIG AUDITING PROBLEM
Technical Bulletins Vol III, pg 107
HCOB 27 Dec 65 VITAMINS
Technical Bulletins Vol VI, pg 123
BOOK: ALL ABOUT RADIATION, May 1957

I want Scientologists to live through World War III.

And I want them to be able to continue to make all the spiritual gain which is there to be had in their Dianetics and Scientology guidance and counseling.

There are factors in the society today which contribute to the restimulation of the effects of toxic substances in the environment upon the thetan, the being himself.

Atomic War has been more or less neglected as a news subject since the late '50s. But that doesn't make it any less a threat. All it takes is one psychopath politician with access to the war-peace button. And today there are a dozen atomic armed nations.

Further, the increased use of atomic power for electrical supply (without also developing proper tech and safeguards in its use) poses a non-military threat.

And the deterioration of the upper atmosphere of the planet, by jets and pollutants, is year by year letting more and more sun radiation through to the planetary surface.

Apparently, radiation can cause a cumulative effect. And, like an engram; has earlier similars back to a basic engram. It would seem therefore, that the more one is exposed to radiation the greater the restimulation and the less resistance he has and the more effect the radiation has on him. In other words, a build up occurs.

The primary purpose of the Purification Rundown is the Spiritual improvement of the person by handling the restimulative effects of the accumulation of drugs and toxic substances.... And, according to the success stories pouring in, it certainly does that.

One of the parts of the Purification Rundown is Niacin. The discoveries I made with this vitamin in the '50s began with its apparent effect on the restimulation of the being by radiation exposure. At that time there was a lot of bomb testing and general radiation exposure and we had lots and lots of preclears who had been subjected to atomic tests, atomic accidents and, in at least one case, to materials that had been part of an old atomic explosion. We were engaged in the spiritual salvaging of these people and we succeeded in that.

As radiation would seem to be cumulative, once one has gotten rid of the cumulative effect of it and the restimulation of the spiritual being that this engenders, one could be far less subject to new blasts of it and their restimulative effects. In other words, once a basic has been run out or handled, new incidents of a similar kind become very minor. While there is no claim that one would be made wholly immune to new incidents, he could be far less spiritually affected by them and freer spiritually as an individual to cope with them.

.....

Bombarded by radiation from atomic plant fallout, from lessened atmosphere protection, people today are far more subject to being victims in the time of atomic war. The cumulative effect of radiation has set them up to a rapid demise in the face of heavy atomic fallout.

With individuals thus far more subject to being spiritually affected by all of this, it brings us to the interesting probability that those who have had a full and competent Purification Rundown could fare better than others not so fortunate....

And that poses the interesting possibility that only Scientologists will have had the spiritual gain that would enable them to function in areas experiencing heavy fallout in an Atomic War.

I want all Scientologists to have the benefit of such spiritual improvement.

L. RON HUBBARD
FOUNDER

The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a Spiritual Being. The Purification Rundown is a Spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth by L. Ron Hubbard. No part of the Rundown is intended as the diagnosis, prescription for, or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

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HCO BULLETIN OF 11 JANUARY 1980

ISSUE I

Remimeo
Cramming Officers
C/Ses
Tech/Qual
C/S Series 108

Cramming Series 21

QUAL CORRECTIVE ACTIONS ON OTs

References:

C/S Series 107 AUDITOR ASSIGNMENT POLICIES,
CRAMMING ASSIGNMENT POLICIES
C/S Series 98 «AUDITING FOLDERS, OMISSIONS
IN COMPLETENESS»

The reason why it is necessary to have OT versions of the various Qual corrective actions is that an OT's case can be messed up if mis-audited or mis-crammed, and the purpose of Qual corrective actions is to improve or correct the staff member.

The major cause of trouble in seeking to correct OTs has been violations of the auditor assignment policy, whereby a person of lower case level than the OT was trying to audit or cram the OT. Not only does this put the OT on a withhold of confidential data, but a person of lower case level has no reality on the materials of the case level of the OT and can easily stir up aspects of the case that should have been left alone, or, if taken up handled fully. Additionally if the OT did get messed up, then he could only be repaired by using repair actions appropriate to his case level. A non-OT III Cramming Officer or auditor could not possibly repair BPC on an OT III.

Where Cramming Officers have limited their actions to simply word clearing the materials that the person had gone past misunderstands on, it has worked out OK. But if the action being done led into the person's case then there is a liability of a messed up case and ineffective staff member.

Some of the Qual corrective actions such as False Data Stripping and some of the questions on the Product Debug Checklist are not directed toward the person's post alone but are directed towards the person's case by asking about intentions or reactions or considerations or directing the person to recall past events. The statement: «I'm not auditing you.», doesn't prevent a case action from occurring if one then proceeds to ask auditing questions.

The worst repercussions of all have stemmed from offline case actions done as some sort of squirrely «2WC» which wasn't a valid part of the cramming action anyway.

When subjective questions are asked one invariably is into a case action. Definition of «Subjective»: «Consultation with the preclear's own universe, with his mock ups, and with his own thoughts and considerations.» (Book: The Creation of

Human Ability, p. 167.) «Recall, think, remember or return on the time track processes are subjective.» (HCOB 2 Nov 57RA.)

Subjective actions, especially when metered, lead into the person's case.

If mis-done, particularly if mis-metered, these can ball the case up.

OTs when correctly handled with the correct tech appropriate to their case level, handle very quickly and easily. So it is important to know what to do and what not to do.

The solution to this is in having specialized lists for OTs, and forbidding the use of non-OT actions on OTs, and forbidding non-OTs from seeking to audit or cram OTs.

HOW TO DETECT FLUBBED CRAMMING

There are ways to detect and isolate what happened in a mis-done cramming:

- The person crammed has any BIs about the cramming action;
- The person continues to goof in the same area or subject;
- The person Red Tags on the cramming or within three days after the cramming action;
 - The person gets sick, misemotional on the subject of the cram, or turns on somatics, within three days of the cramming action;
 - The person is introverted on the subject of the cram;
 - The person comes to next session after the cram with TA or needle behavior worsened from what it was prior to the cram (such as TA used to be in normal range and now is high or low, or Sens setting for 1/3rd dial drop on can squeeze is now higher due to tighter needle, an unusual needle pattern has now appeared, etc.).

A sharp C/S can usually spot a mis-done cram from the worksheets of the cramming action and must insist that these are legible and accurate (ref:

HCOB C/8 Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS).

These indicators above apply to flubbed cramming at any case level, (not just OTs), and must be repaired within 24 hours. Where the person is of an upper case level, the C/S and auditor must be of comparable case Level (C/S Series 107).

ACTIONS THAT CAN BE DONE

There are actions that are OK to do in Cramming and will not get into the person's case. These relate to his post or study and are objective.

Definition of «objective»: «Of or having to do with a material object as distinguished from a mental concept, idea or belief» (dictionary). «Means here and now objects in PT as opposed to 'subjective'.» (HCOB 2 Nov 57RA.)

Questions or actions by the Cramming Officer which are objective and pertain to the person's post, the materials which cover his post, the materials he is studying, clearing words misunderstood, hatting actions and post or product debugs (provided subjective questions are not asked on OTs) are all OK.

The most usual and successful cramming action is simply to take the materials or text that covers the subject of the cramming order and word clear and cram those materials. This is always safe and OK to do. (The only other caution is not to give verbal data, nor to evaluate or invalidate or throw the person's Ruds out while doing the cram!)

Word Clearing Methods 2, 3, 4, 5, 6, 7, 8 and 9 are OK to do on OTs (but not Method One, which asks for «earlier similar?»).

Finding and clearing Crashing Misunderstood Words is OK.

Demonstrating meanings of words and terms and principles either with a Demo Kit or on Clay Table are OK.

Starrate checkouts on materials are OK.

Product Debug Tech is OK to do on OTs (provided the subjective questions on the assessments are omitted).

All of the actions given in this section can and should be used in Cramming, and these have no liability.

OTs when handled correctly in Cramming (or in auditing) are very fast and easy to handle, and correct very readily.

L. RON HUBBARD

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As assisted by

Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Remimeo

Art Series 9

To do a montage, shot or work of art that talks one must:

1. Figure out what your message is.
2. Decide to communicate the message.
3. Put things or arrangements in that contribute to the message.
4. Take out or exclude things or arrangements which don't contribute to it.

It also helps to know what is meant by «message». (Def: Message—is a unit communication of a significance.)

It also helps to know the definition of «montage» which is—a series of shots with one message.

One should also know the definition of a shot and should understand that a short cut or glimpse of something is just a blip or some frames as opposed to a scene or a «picture» and there is really a missing word for this in the English language.

A scene is a picture with a message in its own right.

A shot is anything and it has no message in its own right and doesn't talk unless connected to other shots or scenes.

One should also know what is a sequence and what is an action sequence.

A sequence is a series of scenes related by location or general subject.

In films or a photo story it is comparable to a chapter in a book.

An action sequence is often fast cut to give the appearance of rapid movement and will never be a montage as each picture in it is a scene and therefore has its own message.

Individual shots in a montage have little meaning in themselves individually but when cut together deliver a single message.

By confusing an action sequence and a montage or a montage shot and a scene, one gets very little audience reaction and after all, that's the name of the game.

Doing things for self-satisfaction is for professors who can't.

All of this comes under the heading of integration. Integration consists of uniting the similar.

If you try to unite the totally dissimilar and unrelated you don't have integration and you don't have art. You have chaos.

The principle of integration applies to all editing and composition in all fields.

The above 1, 2, 3 and 4 is a formula that helps one to achieve clear aesthetic communication of art.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 11 FEBRUARY 1980

(Also issued as HCO PL of 11 Feb 80, same title)

Remimeo
All Registrars
All Case Supervisors
All Ds of P
All Auditors
All Ethics Officers
GO

**ILLEGAL PCS, ACCEPTANCE OF
ADDITION REGARDING PURIFICATION RD**

Ref:	
HCOB/PL 6 Dec 76	ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME BULLETIN
HCOB 6 Feb 78RA Rev. 4.12.79	THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM

This bulletin enforces Church Policy of not accepting psychiatric cases for services and makes it known that this includes the Purification Rundown. (These policies are stated in HCO PL/HCOB 6 Dec 76, ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME BULLETIN and these policies apply in full to the Purification Rundown as well as other services currently being delivered, and to any future services.)

While psychiatric cases could possibly benefit from the Purification Rundown, it would have to be administered under clinical conditions and medical supervision and at the signed responsibility of those responsible for the case. Such cases could not be included in the general normal run of persons undergoing the Purification Rundown.

This is issued not because of any inability to help such persons, but because of the fact that such persons are often, after psychiatric treatment, in a state of risk to themselves, to others and to their environments.

L. RON HUBBARD

FOUNDER
As assisted by
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HCO BULLETIN OF 14 FEBRUARY 1980

Remimeo

**RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES
 ON THE PURIFICATION RUNDOWN**

(Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
 Re-rev. 4.12.79 REPLACES THE SWEAT PROGRAM
 HCOB 6 Feb 78RA-1 THE PURIFICATION RUNDOWN
 Add of 20.12.79 -- ERRATA & ADDITIONS
 HCOB 3 Jan 80 PURIFICATION RUNDOWN AND ATOMIC WAR)

The original bulletin on the Purification Rundown (HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM) contains, as a record of researches and results, the approximate amounts of the various nutritional vitamins on which most persons were started on the Rundown.

The table below gives further research data on approximately how these vitamins were increased, in ratio, when the Niacin was increased as the person progressed on the Rundown.

NIACIN	VIT A	VIT D	VIT C	VIT E	VIT B COMPLEX	VIT B1	MINERAL MINERAL
100 to 400 mg	5,000 to 10,000 I.U.	400 I.U.	250 to 1000 mg	800 I.U.	2 Capsules	350 to 600 mg	1-2 tabs
500 to 1400 mg	20,000 I.U.,	800 I.U.	2 to 3 gm	1200 I.U.	3 Capsules	400 to 650 mg	2-3 tabs
1500 to 2400 mg	30,000 I.U.	1,200 I.U.	3 to 4 gm	1600 I.U.	4 Capsules	450 to 700 mg	3-4 tabs
2500 to 3400 mg	50,000 I.U.	2000 I.U.	4 to 5 gm	2000 I.U.	5 Capsules	750 to 1250 mg	4-5 tabs
3500 to 5000 mg	50,000 I.U.	2000 I.U.	5 to 6 gm	2400 I.U.	6 Capsules	800 to 1300 mg	5-6 tabs

Cal Mag was increased from 1 to 1 ½ to 2 glasses daily, depending upon individual need.

The dosages in the table above show the variations of individual tolerances encountered and the ranges of increase which proved most effective in the majority of cases.

The table does not include any additional vitamins which might be needed in cases of other specific vitamin deficiencies an individual may have, which may need to be determined by a medical doctor.

It should be stressed here that individual tolerances were and always must be taken into consideration in each case. Quantities of Vitamin C especially would need to be carefully increased according to the person's tolerance of it, as too much Vitamin C results in stomach upsets or diarrhea for some people.

The Vitamin B Complex used was one which contained:

B1 - 50 mg	Folic Acid - 100 mcg
B2 - 50 mg	Biotin - 50 mcg
B6 - 50 mg	Choline - 50 mg
B12 - 50 mcg	(Bitartrate)
Pantothenic Acid - 50 mg	Niacinamide - 50 mg
PABA - 50 mg	Inositol - 50 mg

all in a base of Lecithin, parsley, rice bran, watercress and alfalfa.

NOTE: The majority of Vitamin B Complex tablets on the market include Niacinamide in small amounts, which is the substance invented to keep from turning on the Niacin flush and as such is worthless. (Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 11.) The likelihood is that this amount of Niacinamide in a B Complex tablet acts only upon its own Niacin content to eliminate any flush from its own content. Results from the piloting of the Rundown, where plenty of Niacin flush was experienced on different dosages of Niacin itself, in combination with other vitamins and minerals, indicate that the inclusion of the Niacinamide in the B Complex had little if any effect upon the flush that resulted from the additional dosages of Niacin taken. However, where a B Complex tablet can be found that includes Niacin rather than Niacinamide, that would be the preferable tablet to use. It is also possible to have a B Complex tablet especially made up that includes actual Niacin in amounts equal to the B1 and B6 amounts instead of Niacinamide, particularly if one is ordering it in fairly large amounts.

Where a B Complex tablet that includes Niacin is used this adds that much more to the daily Niacin intake and this must be taken into consideration when increasing Niacin and B Complex dosages.

The multi-mineral tablet used contained the following mineral amounts per each 9 tablets (in other words, one tablet would provide only 1/9 of the following mineral amounts):

- 500 mg calcium
- 250 mg magnesium
- 18 mg iron
- 15 mg zinc
- 4 mg manganese
- 2 mg copper
- 45 mg potassium (protein complex)
- 225 mg iodine (kelp).

In this tablet the minerals, except the potassium and iodine, were «chelated»* (bonded with) super amino acids*, in a base of selenium, yeast, DNA, RNA, ginseng, alfalfa leaf flour, parsley, watercress and cabbage.

*AMINO ACIDS, to define them very simply, are basic organic compounds which are essential to the body's breakdown and absorption of foods.

«CHELATION» is taken from a Greek word meaning «claw». It is a process by which minerals are held, as if by a claw, by amino acids. This bonding of a mineral with an amino acid exists in nature as a necessary step for the mineral to be absorbed and used by the body. Thus, with this step already provided, the mineral is more easily absorbed and used.

Most multiple mineral formulas include the major mineral elements required by the body but not all of the trace minerals. «Trace» minerals are those minerals which have been found essential to maintaining life even though they are found in the body in very small—i.e. «trace»—amounts. The main trace minerals currently include: cobalt, copper, iodine, manganese, molybdenum, zinc, selenium, chromium and lithium. Tin was also added as an essential trace mineral as late as 1970. Nutritional researchers are the first to admit that the work in this field is very far from complete, and there will undoubtedly be other trace minerals added to the list as such research is continued.

Currently, also, there are fairly wide differences of opinion among nutritionists as to the minimum daily requirements of the various minerals and especially the trace minerals.

Minerals are found in a wide variety of foods. Natural foods, undamaged by processing, are the best sources of minerals as they exist in unprocessed foods in the combinations in which they are most effective. But minerals can also be lacking in foods grown in mineral-depleted soil. Additionally, of course, there is no one food that supplies them all.

Therefore, it may be necessary to use more than one type of multi-mineral tablet to ensure one is getting all of the minerals, including the trace minerals, that are required by the body.

The additional research data released in this issue is not to be construed as a recommendation of medical treatment or medication. It is given here as a record of the food supplements in the form of nutritional vitamins and minerals which were found effective in the piloting and development of the Purification Rundown.

Three of the more informative books on the subject of nutritional vitamins and minerals are:

«Let's Get Well», by Adelle Davis.

Published by Harcourt, Brace & World, New York, N.Y.

«Body, Mind and The B Vitamins», by Ruth Adams and Frank Murray.

Published by Larchmont Books,
25 W. 145th Street,
New York, N.Y. 10036

«New Life Through Nutrition», by Dr. Sheldon C. Deal.

Published by New Life Publishing, 1001 North Swan Road, Tucson, Arizona, 85711.

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HCO BULLETIN OF 29 FEBRUARY 1980

Remimeo

THE PURIFICATION RUNDOWN:

PREGNANCY AND BREAST-FEEDING

(Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
Rev. 4.12.79 REPLACES THE SWEAT PROGRAM
BOOK: DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH)

Pregnant women should not be routed onto the Purification Rundown.

During pregnancy there is a certain amount of fluid exchange between the mother and the fetus, via the placenta. It has been found that on the Purification Rundown, toxins which might have been lying dormant in the body are released and eliminated via sweat-out. In the case of pregnancy, some of these toxins, instead of being eliminated, could be transmitted to the fetus in a flow of fluids from the mother to the unborn child. There is no reason to risk the possibility of subjecting the unborn child to the effects of such toxins which, even if present but remaining dormant, might not otherwise reach him.

Similarly, mothers who are breast-feeding their babies should not do the Purification Rundown until the baby is no longer being breast-fed, as any toxins released during the Rundown could be imparted to the baby in the mother's milk.

The Purification Rundown would be done by the mother after the birth of the child and after any final medical check which pronounced the mother in good health, and, in the case of breast-feeding, when the baby had been completely weaned and was on his own formula.

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HCO BULLETIN OF 7 MARCH 1980

Remimeo

DIETS, COMMENTS UPON

(Nothing in this HCOB should be interpreted as prescribing or recommending dieting or diets. It is a summary of personal opinions reached after research into the field.)

Locating and remedying deficiencies and excesses in vitamins, minerals, enzymes, sugar, protein, oil and fats, carbohydrates and bulk fiber as well as other dietary elements is the keynote of dieting. No special substance or food or abstinence from it is a whole answer.

Diet should be considered a subject where one seeks a balance of body support elements and determines quantity.

The problem of weight is resolved by counting daily calories of consumption of the diet as a whole. This is the only contemporary successful method which proves itself. Fasting, magic foods eaten to the exclusion of others, dozens of dietary fads alike tend to be more harmful than beneficial.

At times, personal allergies have to be taken into account. In some persons, disease or illness has to be allowed for. But in both cases the artificial creation of deficiencies in vitamins, minerals and other elements must be guarded against and made up for in some other way.

When large dosages of certain vitamins, minerals or foodstuffs are given, an artificial deficiency can apparently be created in others not given. Increase of some elements, just by the fact of being increased, demands increases in others. When intake of some elements is markedly increased, balance must be maintained by proportionately increasing others. vitamin or mineral does not work alone—it must be accompanied by other elements with which it combines to do its work. It will even rob bones, muscles and tissue to obtain the missing elements. Artificial deficiencies can be so created.

Any vital substance on which body support depends, when too reduced or omitted from consumption, can be depended upon to result in a nonoptimum physical condition.

When very obvious, it becomes a «disease». And when less obvious and even undetected, it becomes a «not feeling good».

There is a distinct possibility (after mental and spiritual factors) that the largest distinctive contributive factor in aging is the composite of cumulative deficiencies.

Predisposition to other types of illness is in many instances occasioned by these deficiencies even when the precipitation is viral or bacterial.

Prolongation of illness is guaranteed when deficiencies remain present and unremedied.

A lot of people probably go on drugs because they feel so terrible due to dietary deficiencies. And drugs, themselves, cause wholesale vitamin and mineral deficiencies, which then progressively worsen. Recovery from drugs requires a full repair of these deficiencies.

The bugbear is that man does not know what man's optimum diet really is. And another difficulty arises in that not all essential elements to life support have been isolated.

Improvement in these two areas of research is what will produce greater longevity and better health for man, barring mental factors, which of course we have now isolated and resolved.

As we are dealing with a being in an organism, our work is impeded by man's slow progress in biochemical and physiological spheres and the attendant authoritarianisms and faddisms which always arise around uncodified or little known subjects.

The most useful published, popular compilations on the subject of diets and biochemistry to date were done by the late Adelle Davis in her four books: «Let's Get Well», «Let's Eat Right To Keep Fit», «Let's Cook It Right» and «Let's Have Healthy Children».

An improperly fed and cared for body is a kind of trap. And as long as one is pushing a body around, he should make a sincere attempt, without becoming its slave, to provide it with the fuel, care and exercise required to keep it functioning.

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Remimeo
C/Ses
Qual
Tech
Auditors
Cramming Officers
Supervisors
C/S Series 109R

CONDITIONAL STEP FOLLOWING

THE PURIFICATION RUNDOWN AND OBJECTIVES

(REF:
HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
REPLACES THE SWEAT PROGRAM
HCOB 16 Oct 78 REPAIR CORRECTION LIST
HCOB 24 Nov 73RD C/S Series 53RL SF or LF
HCOB 2 Jun 78RA CRAMMING REPAIR ASSESSMENT LIST
HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES)

This bulletin has been revised to position its conditional repair step more correctly after the Purification Rundown and Objectives have been done, as that is where the majority of those who need the step will benefit from it most.

The technical reason for this lies in the fact that Objective processing is a lower gradient than Subjective processing. The following from HCOB 12 May 80, DRUGS AND OBJECTIVE PROCESSES, gives an even more precise statement as to why this is so:

«As the (Objective) process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions.»

HCOB 12 May 80 should be studied in its entirety for an understanding of the effects of drugs and of Objective Processes. But the statement above clarifies at once why most pcs who need repair and who have not flattened Objectives are not yet up to being audited on subjective repair actions (or at least not with maximum gain) until Objectives are handled. Such repair, attempted over and over but needed Objectives, can drag on, be ineffective and delay a pc from getting onto his next step and up the Bridge. It has done so in several reported cases.

Occasionally a pc might need some type of repair following his Purification RD and before Objectives (such as Int or Out Lists). And certainly not all Purification pcs who need repair of earlier actions are incapable of handling subjective processes. These are points for C/S adjudication, and the C/S is guided in this by his understanding of how and why Objectives work and what they accomplish.

When a person has completed the Purification Rundown and has had full Objectives, before he then goes onto or back onto a subjective auditing program of any kind, it may be necessary to:

1. CORRECT ANY FAILED AUDITING REPAIR HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.

2. REPAIR AND COMPLETE ANY FAILED AUDITING PROCESS HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.

3. REPAIR ANY FAILED CRAMMING, CORRECTION OR ESTO ACTIONS HE WAS GIVEN BEFORE OR DURING THE PURIFICATION RUNDOWN.

These are not necessarily actions that would be done on every pc, one for one. They are steps to be considered by the C/S in each such case he programs, particularly if the person has had a rough auditing history or a rough study or training history.

THE WHY FOR REPAIR OF REPAIR

FOLLOWING PURIFICATION AND OBJECTIVES

We know that deposits of drugs and biochemical substances in the body can prevent or inhibit case gain. Thus, where a case has been in rough shape and/or had extensive repair before the Purification Rundown, it is possible he could receive limited gain at that time. He may be hung up in failed auditing actions or errors in the repair from that period. To simply continue to give him subjective auditing over such hang-ups could give him losses or limited benefit.

But when he has eliminated the debilitating effects of drug residuals on the Purification Rundown and when Objective Processing has brought him into present time, in better control and in better communication with his environment, auditing repair and other actions can be effectively carried out with full realization and/or resurgence of case gain.

Additionally, we know that mental auditing actions and even sometimes Objectives do not work in the presence of drugs or other harmful deposits. We also know that drugs and drug residues impede learning. So it is obvious that persons loaded up with street or medical drugs or other harmful toxins would not be able to be crammed or repaired before or during the Purification Rundown or Objective Processing with the same effectiveness as they would be once these actions were complete.

Thus you are likely to find cases around who were mis-crammed or messed up on cramming who now, after Purification and Objectives, need a sort-out on those actions and the errors in all of it handled.

A civilization on drugs or made up of unhandled ex-druggies cannot learn. The Purification Rundown, coupled with well-run Objectives, can reverse that.

What has now been borne out conclusively (and quite resoundingly in some cases) is that once a person is free of these harmful residues and is well-oriented in present time he can now study more efficiently and learn, perhaps for the first time. He is now better able to absorb and use information, and he often can also better appreciate what is going on around him. For our purposes in programming cases this tells us that any failed cramming or correction actions undertaken prior to or during Purification can now be effectively handled to get the person back on the rails and winning.

Failed cramming or correction can hang a person up and affect his auditing gain as well as his post performance. Mishandled auditing or mishandled auditing repair and auditing losses can affect the person's post performance as well as his case gain. So one checks both areas (auditing and cramming) for any failed handling that may need repair.

SEQUENCE OF ACTIONS TO TAKE

When the person has completed the Purification Rundown, and has gone on to receive full Objectives or filled in any Objective Processes previously missed, these are the steps one would follow:

1. Ensure the person is maintaining a proper personal schedule and has not

dropped out any supplementary nutrition, exercise or adequate sleep in the amounts he needs now to function best. (Ref: HCOB 6.2.78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 18.)

2. A. Check, by folder study or FES, to determine whether or not correction

of auditing repairs, or the repair or completion of auditing processes given prior to the Purification Rundown, is needed. (Note: As auditing is not done concurrently with the

Purification Rundown, these would be actions that preceded the Rundown. However, if any such action was done during the Rundown, this would also need to be checked for result.)

B. If case repair is indicated, use:

HCOB 16 Oct 78 REPAIR CORRECTION LIST and/or
HCOB 24 Nov 73RD C/S Series 53RL Short or Long Form
or other appropriate list to detect and get handled the exact outness.

3. A. Determine if cramming or correction repair would be needed by a review

of any cramming, correction, Esto or hatting action the person was given before or during the Purification Rundown, and the results of these.

B. If, per folder study, cramming or correction repair is indicated, use:

1. HCOB 2 Jun 78RA Cramming Series 18R
Rev. 30.8.81 CRAMMING REPAIR ASSESSMENT LIST
to detect and get handled the exact outness.

4. When any past failed actions are fully handled to VGIs, re-program.

One wouldn't harass or hold up a pc with any unnecessary repair or over-repair or overrun, either in auditing or cramming. But to omit or ignore any of these actions where they are needed would be to lead the person into losses in his future auditing or losses and failure on his post or in his job. So let's not risk that, as it's totally avoidable.

A person complete on the Purification Rundown and Objectives, with his long-standing barriers to successful auditing, study or training removed and his confront and awareness up, is ripe for all the gains to be had, repair-wise or otherwise. He'll get all the gains to be had if he's handled and programmed correctly.

A wise and skilled C/S will get the needed actions and only the needed actions done, on a spot-on basis.

There are now hundreds of completed preclears rolling off the Purification Rundown and through the SRD, many of them ready to take off and fly on their next auditing. The others may only need one or more of the actions listed in this bulletin to clear the way for all the latent and potential gains awaiting them.

I count on you to get each and every one of them flying!

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Assisted by
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Accepted by the
BOARD OF DIRECTORS
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OF CALIFORNIA

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HCO BULLETIN OF 5 APRIL 1980

TR Courses

Q & A, THE REAL DIFFERENCE

There are several definitions for the term «Q & A».

In Scientologese it is often used to mean «undecisive», not making up one's mind.

Q stands for «Question». A stands for «Answer». In «perfect duplication» the answer to a Question would be the Question.

The real definition as it applies to TRs is «The Question proceeding from the last Answer.»

Example:

Question: How are you?

Answer: I'm fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four?

etc., etc.

The above example is a grievous auditing fault. As each question is based on the last answer, it is called «Q and A». It could also be called «Q based on last A».

It never completes any cycle. It tangles pcs up. It violates TR 8. Don't do it.

I trust the above handles any confusion on this subject.

L. RON HUBBARD
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for the
BOARDS OF DIRECTORS
of the
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 APRIL 1980

RELEASED 31 JULY 1981

Remimeo
C1 IV Auditors and above
Acad Supers and above

AUDITOR BEINGNESS

Ref:	
HCOB 18 Aug 71RA II	TRAINING DRILLS REMODERNIZED Re-rev. 4 Sep 80
HCOB 24 Dec 79	TRS BASICS RESURRECTED
HCOB 18 Apr 80	TR CRITICISM
HCOB 26 Apr 71 I	TRS AND COGNITIONS
HCOB 10 Jun 79	Art Series 8 A PROFESSIONAL

The data in this bulletin is for use by a student auditor or an auditor only after he has been thoroughly trained and drilled in TRs including Upper Indoc TRs, and after he has been trained in metering.

When one is free of uncertainties on the technical basics of his profession and has mastered the mechanics of those technical basics he can move up into another strata and assume the full beingness of a professional in his field.

So an auditor applies the Auditor Beingness step after he has acquired a good mastery of his basics, TRs and metering. To do otherwise would be out gradient, out sequence and would rarely, if ever, be successful.

BEINGNESS, correctly defined, is: THE RESULT OF HAVING ASSUMED AN IDENTITY.

ATTITUDE IS: THE OPINION ONE HOLDS OR THE BEHAVIOR ONE EXPRESSES TOWARD SOME PERSON, PLACE, THING OR SYMBOL AS A RESULT OF THE CONCEPT HE HAS OF IT.

TRs reflect an auditor's attitude.

And what is back of attitude? It is certainty and beingness.

Your beingness and attitude toward the pc are the things which your TRs measure. If you as an auditor simply go into a robotic imitation of a tone level or attitude or identity you aren't there at all. It will be apparent in your TRs.

It is the beingness which comes first and that gets reflected in your attitude and your attitude, in turn, is then reflected in your TRs.

And what directly influences beingness? Certainty. Before one can assume the beingness of an auditor he must have certainty on the materials of auditing. That means certainty on TRs and certainty on the meter and his own metering.

The importance of all these factors is based on the fact that they, each one, immediately and directly affect the pc's «in-sessionness.»

TRS AND METERING: THE TWO FOREMOST ACTIONS

There is a very good reason why you do TRs and metering as your two foremost actions. It has to do with the pc being «in session.»

Any auditor worthy of the title has the goal of his pc achieving case gain. Toward that end, the first aim of the auditor is to put the pc in session. Until and unless that happens, nothing else is going to happen in the way of case gain for the pc.

With your TRs in, the pc is confident that he is being listened to and that he is getting the attention that is desirable for the resolution of his case. Therefore he's willing to talk to you.

If your metering is very exact and you're not leaving the pc up in the air or plowed in with mis-reads or false reads, he has confidence in what you're saying because what you say reads is what he feels. There's a coordination there.

So between these two things we get the definition of «in session» for a pc which is: INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.

If your TRs are rough and your metering is bad you won't get that reaction in a pc and you won't get enough case gain to bother with.

THE BASIC THING THAT MONITORS CASE GAIN IS: PC INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.

Without that, you won't get any case gain on a pc. With it, given that he is audited on the correct processes, the pc's case progress is assured.

TRs And In-Sessionness

There is some interesting data which points up this matter of TRs and in-sessionness.

Back in the days before we had TRs I had a funny phenomenon occurring. I would audit somebody in London, then go away and time would march on. I'd come back, pick up the same pc and find him at the exact point where I'd left him, even though he had been audited by a lot of other auditors. That would be 6 or 8 months and lots of auditing hours later. It would be explained away with, «Well, of course, Ron is a good auditor,» and naturally they were saying that. Actually, that would be quite a critical thing to say about the other auditors as, while we didn't have pc programs then, we did have processes that advanced a pc's case. That being true, how did it happen that that pc stayed parked right where I had left him? The answer is elementary. When I was auditing him he was interested in his own case and willing to talk to the auditor. That was all.

The phenomenon was pronounced and it showed up in other ways. Every now and then I would arrive at the London Org and people would come in from the surrounding cities or areas and hang around in the hall. I was moving around the org a lot and as I would move out into the hall someone would rush up to me and tell me an awful tale of woe. This person's husband had just left her, or that person had just gone through a bankruptcy or something horrible. They would give me these stories and I would acknowledge them and then start to say something about what we might do about it. But they didn't listen any further to what I was saying after the acknowledgement; at that point they would go off and seem perfectly happy.

It didn't just happen once; it was rather a consistent phenomenon. I never did anything to solve any of those problems, and they were legion— there were hordes of them. Very peculiar. I began wondering what exactly this phenomenon was and the HCO Area Secretary at the time volunteered: «They just want you to know about it and that makes them feel better.» But the truth of the matter was that it was simply TR-2.

They were willing to talk to me about their troubles and I was concerned, I was interested in them, and I did acknowledge that it was a rough scene, etc. And apparently that was adequate to convey to them that they had now talked about their

troubles and been heard, and that was it. Somebody was willing to listen to them and acknowledge and that, apparently, would blow it. That's TR-2.

I am not holding myself up here as the last word in TRs. The whole point I am making is the fact that if your TRs were good enough you could almost bypass processes and get a surface level of case gain. You wouldn't get anything in depth but you would get a surface level of case gain.

The phenomenon described above has been going on for a long time. It's been going on since the earliest days of Christianity and I'm sure the Christians picked it up from somebody before that. It's a basic mechanism so somebody picked up this confessional idea somewhere along the line. It's very far from the only mechanism there is in the mind, but it in itself was good enough to carry the Roman Catholic Church through hundreds of years over the out TRs of those father confessors. (There is no way that confront and TR 0 could be construed as in when the father confessor goes into his box, pulls the curtain and then listens to a confessional.)

Also, anything that Freudian analysis ever had to offer depends exclusively upon this same mechanism—the person feeling that he has been listened to. But there is not a psychoanalyst in the business who ever heard of TR-2. You want to know how someone being analyzed can sit there and talk for hours and hours on the same subject? Obviously the psychoanalyst's TR-2 is out because he's making the pc overrun.

And all the psychiatrists know how to do is give the person another pound of tranquilizers or electric shock. That is lousy TR-2. It is not even a substitute.

Some years ago I didn't even know TRs existed, that they were anything special or could be broken down into anything. But in Phoenix, Arizona, when I was giving live demonstrations on closed circuit TV for students, one staff member came out very, very excited about a discovery he had made. His discovery was: «You acknowledge what the pc says!» There apparently wasn't another auditor the length and breadth of the world who was doing that, so I decided I had better study this. It led into, over the years, a very deep analysis of the cycle of communication. Apparently nobody had ever analyzed this before but there is a very full analysis of cycles of communication now and the bulk of it is contained in the early Saint Hill lectures.

You are now studying the near ultimate of this strata of auditing.

The whole point here is: if your TRs were good enough you would be known as a great auditor without doing a single thing. I'm not advising that you shouldn't do another single thing but I want to point up that just this factor alone—good TRs—makes people feel better. It becomes safe to talk to the auditor and they become willing to talk to the auditor with confidence they will be listened to and acknowledged.

It comes down to the definition of «in session»: interested in own case and willing to talk to the auditor. That definition of in session is such that I can C/S and spot, even from fragmentary worksheets, whether or not the pc is in session. When I am first C/Sing on a new line that is really all I look for. If it's out, I mend it. When I've got it mended then we can begin to get someplace.

If you've got thousands of years of background history where they were getting along without knowing a blasted thing about TRs and it still had a workability, you can see where you could get if you really knew your TRs.

The potential is there and it is up to every auditor to realize it.

Metering And In-Sessionness

The pc's in-sessionness is going to be influenced by your understanding of the meter and your metering. When you have confidence in the meter and your metering ability you build greater confidence on the part of the pc.

First, it's got to be real to you as an auditor that the meter has something to do with the being you have it attached to, that it does connect up with that person's bank and that the meter works. It is important for the pc to realize that too.

There is a drill which makes this real to both auditor and pc. It's called the pinch test.

Whenever I have a new meter to test I put someone on the cans, give him an R-factor on what I'm going to do, and then I just reach over and pinch the person. Then I ask him to recall the pinch and when he does I see a meter read occur. I know then whether that meter works or not.

The theory behind this is quite simple. Life has the ability to register an impingement and to retain it or reduplicate it. Life has that ability and that is all the meter measures.

So, when you do a pinch test you'll see the meter read. You can actually see the meter read before you pinch if you reach up and then don't pinch. It is simply a matter of reactions. The meter is measuring reactions to impingements in life. That is all there is to it. In a pinch test it is measuring the reaction to the impingement of the pinch.

There is another datum that can be stated here to make it even clearer to an auditor how the meter connects up with the pc's bank. The E-Meter is an interlocking device with the electrons of the bank. With the bank you have a sheet of energy there and it is made out of electricity. When you pass a current of electricity near the thing it is going to monitor that current of electricity and that is what shows up on the meter.

The auditor who understands that datum will have certainty on the fact that when the meter reads it is reading on something.

If the meter reads when you ask about «ARC break» it is reading either on the fact that the pc has an ARC break or that he is startled to be asked if he has an ARC break when he really has a problem, but it is reading on something. You don't just walk on by it.

This is what I had to teach Class VIII's: that you check Suppress and False when all is not running well. Because for a meter to read something must exist for it to read on. And normally it is exactly what you said. You said «Do fish fly?» and it read. There is something there. An accurate meter does not idly read.

Your knowledge of the meter and Four skill with a good operating meter has to be such that you have certainty on this and can't be given a sales talk and sold on the idea that «There's nothing there, really; it just happened to read.»

Without that certainty it goes off the rails. Instead of asking, «What was that withhold?» and really cleaning it up, you'll say, «Well, maybe. . . All right, maybe it was in some part life or something so let's go on to the next question» NO! There goes your pc out of session. That's it. He can't be interested in his own case now. His own case has just been alter-ised.

Without certainty on the fact that when the meter reads it reads on something, you're going to waffle on what you ask the pc. That will deteriorate your beingness and your attitude and put the pc out of session.

An auditor must also be a technician on meter interpretation.

He observes the meter reaction; that's an observation. After observation there is a point of interpretation.

Those are two different steps. You have to get observation down pat before you get into interpretation. So sandwiched in between your auditing question and interpretation is observation.

What the auditor must not miss is his observation of the needle on the dial, that it moves and that it reacts and that it does so because it is connected to the pc. So there is a point of action in there which is observation.

An auditor determines to find out something. That is an interrogation. It is followed by an observation, and that is followed by an interpretation.

You've got to single out the observation as to what it is, and then the interpretation as to what it is, and the causation that makes the meter read as to what it is. You will then have these things unstuck and separated out from each other.

There is nothing complicated about any of this unless someone makes it complicated. You can have a million interpretations and one truth. What makes the road hard to travel is that the interpretations (or alter-ises) are, every one of them, liable to be given the same importance as the truth.

There can be an infinity of «facts» and only one truth, so that one truth gets lost like a drop of water in the ocean. Which is the drop of water? I'll tell you what the drop of water is: it is the point of observation. And part of that observation is the fact that the meter is connected to the pc and the pc does have a bank. It then becomes clear that the meter reads because there is something there for it to read on.

So there is an area of confidence in the meter for the auditor which contributes to his auditor beingness. This results in greater confidence on the part of the pc which, in turn, contributes to the pc's ability to be in session.

BEINGNESS AND ATTITUDE

Once you have acquired certainty on your TRs and metering, the next step is beingness.

This can give rise to an infinity of questions: «What is this 'beingness'?» «How do I assume a beingness?» «Is it an artificial beingness I'm wearing?» «Do I need to adopt a different beingness?»

It is NOT a matter of a listing question, such as «what am I being?» It is something you simply have to work out for yourself; there isn't anybody who can do it for you.

In sorting this out, one can get into such matters as interesting and interested. It should help to realize there is nothing worse than an interesting auditor. It's a wrong beingness.

If you're disturbed by having to sit on a hard chair as an auditor, it will color your beingness. It will color your attitude. If your confront of evil is very low it will show up especially on your TR 0 and will cause you to do all sorts of odd-ball things with your TRs.

What does confront of evil have to do with beingness? Well, what being can confront evil? It is not necessarily an evil being. Let us say a pc comes in and says, «I have just strangled a dog and took a great deal of pleasure in it,» and you say «WHAT???!!!» You are never going to get him in the kind of shape where he doesn't go around strangling dogs. Why? Because he has just learned that he shouldn't talk to the auditor.

Whatever you're doing as an auditor, if you're doing it through a colored beingness you've got a mis-attitude and your pc becomes unwilling. You start developing session withholds in the pc. These will be innocent withholds, such as «I don't have any interest in that but I won't tell him so,» or «I didn't really think that read.....» They will most likely be innocent withholds, but you now have a pc who isn't in there pitching. And that's the point at which the session deteriorates.

If you're not sure of your beingness, if you haven't decided upon your beingness, if your beingness is wobbly, then your attitude toward the pc will be uncertain and

wobbly. And your attitude toward the pc will then color your TRs. In that case you can ask «Do fish fly?» until hell freezes over and drill and drill and drill continuously and religiously.

And you are not going to get anywhere until you get your beingness and your attitude settled.

What IS auditor beingness? Well, what are you being as you sit in the auditing chair auditing the pc? Are you a beingness somebody would be willing to talk to? The general attitude connected with your TRs is what signals this.

Your beingness as an auditor is something you yourself must DECIDE upon. It's a step to be taken when you are certain of your auditing basics. It could be done in minutes or it could require hours or days. But if you take a look at all of this data and apply it, you actually could simply decide «What is my beingness as an auditor?» and «Exactly what is my attitude toward pcs?» and your beingness as an auditor might suddenly go click. Your attitude then will fall comfortably into place, and that will be reflected in your TRs.

These are the skills you need to acquire. But it is basic simplicities you are after, as I have described them here.

I've given you an analysis of the scene that hasn't been stated quite this way before. It begins with certainty on technical basics, TRs and metering. It's then a matter of assuming an auditor beingness which comes across in your attitude. At that point your TRs, already well drilled, can be brought up easily to a point of flawlessness.

And from there it's a short step to your pcs, each and every one, interested in own case and willing to talk to the auditor.

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HCO BULLETIN OF 18 APRIL 1980

Remimeo
TR Supervisors
Cramming Officers
Auditors
C/Ses
Ds of T

TR CRITICISM

Ref :
HCOB 24 Dec 79 TRs BASICS RESURRECTED
HCOB 5 Apr 80 Q & A, THE REAL DEFINITION
HCOB 10 Apr 80 AUDITOR BEINGNESS
HCOB 16 Aug 71RA TRs REMODERNIZED

During 1979, Ron made a thorough study of current TR training, examining the materials and checksheets in use, conducting TR course pilots, and critiquing video-recorded TRs done by students. He isolated and handled the difficulties that TR supervisors and students had been having. His reorganization of TR training is represented in HCOB 24 Dec 79 TRs BASICS RESURRECTED. During this period while Ron was sorting out TR training I had the privilege of working with him and being trained by him in criticizing TRs. This Paper summarizes what I learned from Ron, and my own experience in teaching TRs and getting them done from a C/S (Case Supervisor) point of view.

COMMENTS ON FAULTS WITH STUDENTS ON TRs

OT TR-0

Because this TR is so simple, students tend to make it complicated. It requires that the student do this TR in its simplicity and not add to it. All sorts of hidden standards get interjected into it by students, coaches and supervisors. One handling is to clear misunderstood words in the TR, restudy the TR and get them doing it again.

An important clarification is that OT TR-0 is just being there—the confront part is left until TR-0.

The coaching on OT TR-0 is mostly done by the supervisor. It is an actual waste of time to have two students coaching each other on it as there is very little to do. A supervisor can note somebody twitching. Even if the supervisor ignores it and just insists that the class go on doing OT TR-0, the guy will come through. The supervisor can cover a whole classroom of OT TR-0. The students don't do any coaching, the supervisor does. Even an isolated student when the rest of the class has gone on—the supervisor would keep his eye on him in spite of whatever else the supervisor was doing. And if he went to sleep or started boiling off or whatever, the supervisor would get him back onto it again. (But if a student flunked on a later TR and was returned to OT TR-0 it would be up to his twin to get him through. The twin does a lot of coaching only after somebody has been returned to it when the rest of the class is doing something else.)

TR-0

All too often students and coaches tend to get into trying to get the student to do something with his body, like trying to hold it still, trying not to blink, trying to hold a poker face, etc. These of course violate TR-0, as then the student is not confronting the

coach, but has attention fixated on his body (to such a degree sometimes that he can be oblivious of the coach). Not that the student should be allowed to writhe and twitch on TR-0, but the emphasis needs to be first and foremost on getting the student to confront the person opposite him (the coach). Then later in the TR, iron out physical manifestations, twitches, blinks, etc. (but if physical manifestations persist, OT TR-0 is unflat and must be flattened).

Although OT TR-0 isn't coached by the coach, TR-0 does require some coaching, in order to get the student to sit there and confront—which is the purpose of TR-0.

TR-0 BULL-BAIT

The purpose of TR-0 is just to get the guy to sit there and confront. But the purpose of TR-0 Bull-bait is to get the student able to confront a preclear. The purpose of these TRs must be stressed. OT TR-0 gets the student able to just be there. TR-0 gets the student able to be there and confront. TR-0 Bull-bait gets the student able to confront a preclear.

The coach must use some sense and reality in his bull-baiting of the student, in order to present situations which test or could throw the student off his confront. Then the coach must flatten each of the student's buttons as it is encountered.

A gradient scale of toughness is essential. First the coach presents the student with lighter situations to confront, flattens that, then steps it up gradually until finally the student can confront anything that the coach (or a preclear) might say or do. Don't overwhelm the student at the start. Use a gradient. Always flatten each button encountered. Then step it up and make it tougher. Unfortunately coaches sometimes lose sight of the purpose of this TR -- to make the student able to confront a preclear—and get off into doing something else such as dramatizing their own banks or trying to entertain or impress the rest of the class, neither of which has anything to do with coaching TR-0 Bull-bait. In fact on TR-0 Bull-bait, the coach must be in PT and be very alert in what he is doing, and in observing the student so that he can spot any break in the student's confront and flatten it. A coach who goes off into his own dramatizations is actually unflat on OT TR-0 and TR-0 himself and should be put back to flatten them; he won't be able to coach TR-0 Bull-bait, much less be able to drill it himself, until his own OT TR-0 and TR-0 are in.

The coach must use a gradient scale of toughness in his bull-baiting, must be alert for and flatten any button of the student's that he encounters, and must get the student up to being able to confront a preclear. This requires good coaching with reality and with the purpose of this TR in mind. It is very much the supervisor's job to ensure that this gets done.

TR-1

Most troubles on TR-1 go straight back to out earlier TRs (i.e., OT TR-0, TR-0, and TR-0 Bull-bait); for example, the student mumbles to himself as he is unaware of or unable to confront the person he is talking to. Or, does the reverse and talks loudly, harshly, mechanically, which is also a non-confront of the person to whom he is talking.

Affinity level of the student-auditor is very important, and all too often the student or auditor whose TR-1 is out lacks affinity. He can't reach or be the other person (coach or pc), so has difficulty communicating.

Sounding like a machine or robot is very not OK on TR-1. The student-auditor must be able to communicate naturally, with affinity, and reach the person he is talking to.

TR-2

This used to be abused by an ultramechanical «Good», or «Thank you» to everything the pc or coach said. This was largely handled by the mid-78 revision of TR-

2, in which it is stated that the auditor should acknowledge with a statement appropriate to what the pc said.

A recognition of what would be an appropriate acknowledgement depends on the student's or auditor's reality. It isn't just a matter of clearing the words «appropriate» and «acknowledgement» (though this would help); it is also necessary that the student-auditor have a sufficiently high reality level that he can recognize what is, and what is not, appropriate. But this isn't really too difficult. If someone were to tell you that he had broken his leg, it would not be appropriate to say «Good»! Reality is important in TR-2.

TR-3

Here most trouble comes from lack of understanding of what is meant by the term «Q & A», coupled with lack of understanding of the term «cycle of action» and why one should complete each cycle of action. Additionally, there is the bank tendency not to complete cycles but to Q & A instead. part of the trouble here is that the term «Q & A» has various different definitions and descriptions, like: «failure to complete a cycle of action», «changing when the pc changes», «accepting orders from the pc», and «question and answer». The materials on the subject of Q & A are contained in many different HCOBs and articles and tapes and unless a student takes the time and trouble to look up and study and work out all the various references (which very few people will do), he/she winds up with a misconception of what «Q & A» is. E.g., an auditor fixates on «not accepting orders from the pc about what to run on him» as a definition for «Q & A». The pc says «the room is too hot», and the auditor doesn't handle the room temperature as it would be (he thinks) «accepting an order»; or pc gets upset and suggests «Why don't you assess a BPC list?», and the auditor freezes because he feels that if he does so he will have Q & Aed. These may seem offbeat but I've seen them happen all too often. And yet these are usually accompanied by the auditor Q & Aing madly with every misdirection from the pc's bank and never getting a question answered—or a cycle completed on the pc.

I think this would be handled by: (a) a compilation of all the various texts on the subject of Q & A and on cycles of action into one comprehensive text; (b) an announcement to the effect that duplication processes (such as Opening Procedure by Duplication) cure the tendency to Q & A by increasing the ability to duplicate and to complete cycles of action.

Run has now released HCOB 5 Apr 80 Q & A, THE REAL DEFINITION, which clarifies exactly what Q & A is.

TR-4

The errors on this TR are most commonly either too abrupt a shift of attention or too slow a shift of attention back to the process (including no shift back to the process!). Beginning students love to get a pat phrase or set of phrases to use to mechanically/robotically «handle» all originations with. Then later they tend to get into all kinds of Q & A with originations. Basically it depends upon the student-auditor's ability to understand, which comes straight back to the student-auditor's own ARC level, as well as whether the student-auditor understands what he/she is supposed to be doing on the TR, and why.

UPPER INDOC TRs

TRs 8 - 9 (Upper Indoc TRs) are also essential to professional auditor training.

TR-6

Here again the coach plays a vital role in that the coach must start off with a light gradient, and must ensure on this TR that the student becomes fully accustomed to, familiar with, and relaxed about controlling another's body. A lot of confusion is likely to

blow off on this TR and the coach must get the student through it and to a point where the student learns that it is perfectly OK to run 8-C on another's body. The coaching here should be in the direction of encouragement and getting the student to do it. The coach should not present opposition as that is the subject of a later TR. This TR should concentrate on getting the student to do it, and showing him the importance of precision, accuracy and positiveness when running 8-C.

TR-7

In this TR the coach starts presenting opposition on a gradient and getting the student more and more capable of continuing to run perfect control without being thrown or sinking to a lower tone level when faced with opposition. Hence the importance of getting the student very expert in TR-6 before embarking on this TR. And if the student has a hard time of it on this TR then drop back to and flatten TR-6, or any earlier out TR.

Here again (as in TR-0 Bull-bait), the coach must be a coach, and not get carried away with his own dramatizations. Dramatization by the coach has nothing to do with coaching. (This doesn't mean that the coach shouldn't present dramatizations to the student, but the coach has to be in PT and not in his own bank.) Supervisors need to ensure that coaches do coach and neither overwhelm the student utterly, nor be so namby-pamby that the student's confront isn't raised. Hence the necessity for good coaching and for the supervisor to be on the ball and ensuring that the students and coaches are working on the TR.

TR-8

An error on this is to fail to ensure that the term «tone 40» is well cleared, also the word «intention» as these terms are often subject to misinterpretation.

The coach needs to ensure that the student does do the TR and doesn't become mechanical and just go through the motions. This is necessary because this TR has to do with intentions. It is however easy to observe whether the student is using intention or not, and to coax and persuade the student into doing so. The coach does have to get the student to do it. It is often a good idea to have the student and coach take turns in doing and coaching this TR, to increase reality on it. (The same is true of other TRs too.)

TR-9

As this TR depends for its success on the student having mastered the earlier TRs 0-4, 6-8, any weaknesses in earlier TRs will show up here. The remedy for failure on this TR is to get the earlier unflat TRs fully in.

The student and coach could err in either too readily quitting on TR-9, and drop back to earlier TRs rather than persist and get the student through and able to do it. Or, they will err in going on and on with the student failing.

It is a point of supervisor judgement as to whether to keep them at it and get them through, or whether to return to and get in earlier TRs. The supervisor decides this on the basis of whether the student is making progress on the TR, whether the coach is coaching correctly, and handles accordingly.

Earlier in TR training students were cycled through the TRs several times over. The idea here was to increase the gradient each time through, with the student getting better at it each time. This was to get the student more familiar with the TRs and to prevent the student from being stuck in a lose by miscoaching. The Professional TR Course is not run this way. The liability of cycling the student through the TRs is that the TR training then becomes permissive and doesn't result in professional auditors.

Most auditors entering the Professional TR Course have already done lower level TR courses and have had objective processes. And where they haven't, cycling is an answer (but it isn't THE answer).

Permissiveness in professional TR training is the main way that TR training for pro auditors went out. There are various purposes and uses for TRs. There are permissive TRs for new public, public Comm Course TRs, a therapeutic TR course as contained in the Survival Rundown, and there is the Professional TR Course. The uses and purposes of these various TR courses need to be kept separate. On the Professional TR Course we make a real pro auditor.

The way to run the Professional TR Course is by getting the student to do it, one TR at a time, to a full pass on each TR. It is up to the twins to get each other through with professional coaching and high standards. The supervisor's job becomes very crucial. The supervisor is there to get them through to a full pass on each TR and graduated from the course as pro auditors. A supervisor who does his part in this diligently and effectively is worth his weight in gold as he is making pro auditors whose TRs will stand by them through the years of auditing ahead.

Should the student fail on a TR on the Professional TR Course, he is started over from the beginning of the line-up, this time getting in each TR to a full pass, with his coach ensuring that he does, and the supervisor very actively in there making sure that the student becomes a real pro.

COPYING

It could be said with some humor that students on TR courses tend to obsessively copy. Unfortunately they do. They copy other students, they copy (or try to) what their auditor sounded like, or what they think he sounded like. And not infrequently, I have caught out students getting hold of another student's passing tape and trying to copy it. On TR critiquing there are repeating waves of all the students' TRs suddenly starting to sound alike. This usually traces to either an opinion leader (not someone who can get results as an auditor, but one who pretends to be an authority), or it traces to a bunch of students going out-ethics and trying to copy what they think students who passed sounded like.

Invariably these copy the worst traits or characteristics in others' TRs, and after all that isn't surprising as if they understood the TRs materials in the first place, they wouldn't be compelled to try to copy others. It probably stems from some impulse to beat the system by attempting to steal the beingness of another whom they consider to be a winning valence = no beingness of their own.

DRUGS

I am convinced that most of the trouble with TR training in recent years is due to the increased incidence of heavy druggies arriving on TR courses. Now there is the point that doing TRs is therapeutic to druggies, helping them get over withdrawal symptoms as practiced by Narconon and in HGCs, and as an essential part of an effective Drug RD. But we need to differentiate between the use of TRs to help a druggie get over drugs, and the use of TRs in training a professional auditor. Of course TRs do give case gain even to nondruggies.

One of the more obvious case gains visible on a lower level case from TRs is physical changes such as increased whiteness of the whites of the eyes, color changes in the iris, reduction or disappearance of creases and wrinkles from frowning and facial ridges, cessation of obsessive and continual body motion, and on many the awareness of a mind or bank as separate from themselves or their body. In order to avoid students on TR courses being cases and to preserve these two different uses of TRs, a delineation could be made of these two different uses, both valid in their own right: TRs for case gain, and TRs for pro auditor training.

Heavy druggies have invariably failed in auditor training on TRs courses until their drugs were handled, the minimum being a Purification RD, but I think that many would also need Objectives and a Drug RD in order to succeed on a Professional TRs Course.

OBJECTIVES

Partly covered above under TRs 6-9, and under Drugs.

A very successful action was done on Flag, on Ron's advice, of putting all tech trainees through a checklist and course called the «Tech TRs Course and Objectives Co-audit». On that course the students did all TRs 0 - 4, 6 - 9, and co-audited a full battery of objective processes on each other (on a read it, drill it, do it basis). After this, they actually studied and drilled TRs 0-4, and did their electronic attest (getting TRs tapes passed on actual auditing sessions during their internship). Those working on getting their TR tape passed had already co-audited a full battery of objective processes on each other. (And the additional advantage of co-auditing these processes is that they got it both ways, on themselves as a pc, and they learned the discipline of running Objectives as an auditor, both being important.)

(This whole line-up of TRs 0-4, Upper Indocs, co-auditing Objectives and much more, is now available on the Survival Rundown.)

In 1979 while viewing a batch of student TR videos, Ron analyzed the difficulty these students were having with TRs as due to their lack of «R» (Reality) and «A» (Affinity). He pointed out that they were trying to Communicate («C»), but their own «A» and «R» were so depressed, that their «C» couldn't be brought up (without raising their «A» and «R»). In other words these students hadn't made the case gains available from objective processes and ARC Straightwire. Until a person has been audited on objective processes and ARC Straightwire, he can't see, and he is out «R» and out «A». Ron also stressed that these are essential to the making of a Scientologist, as on these processes a pc will make quite a breakthrough. He/she will realize the communication formula, and that something is really real, affinity goes up, and the pc goes into ARC with the environment and life. This is an important step in becoming a Scientologist. And these gains are a very necessary prerequisite to pro auditor training. (SOED 1367 INT, 14 Jan 80 SPEEDING UP SLOW OR BOGGED STUDENT AUDITORS AND INTERNES implements and gives a supervisor the ways to handle these points above when they are found out on tech trainees and Professional TR Course students.)

AFFINITY, REALITY, COMMUNICATION & UNDERSTANDING

As pointed out above, unless the student-auditor can rise to a high enough level of ARC, then he won't succeed on a pro TRs course (nor in sessions as an auditor). He probably needs to be at least 3.0 or 3.5 on the tone scale to be able to do pro TRs successfully (or to audit successfully). If he is lower on the tone scale, his own ARC level is insufficient to be able to engage in a positive or theta exchange of communication with another being.

There is an essential basic that needs greater stress, and that is that we are seeking in TR training to bring about the ability in a being to be able to communicate (in ARC) with another being, to complete communication cycles, not to get sidetracked into another subject, etc. The fundamental being the ability to get into ARC with another person, and to maintain that ARC.

That ability is partly acquired by case gain and partly by training.

ESSENTIAL MATERIALS FOR STUDY IN TR TRAINING

The following materials (which haven't always been on TR course checksheets) are essential in that the student must study and understand and be able to apply them to succeed on pro TR training:

The ARC Triangle

The Cycle of Action

The Communication Formula

Materials on Q & A

The Axioms 21 - 28 (especially Axiom 28)

Book: THE FUNDAMENTALS OF THOUGHT

Book: DIANETICS '55! (chapters on communication)

Book: THE PROBLEMS OF WORK (on A, R, and C)

Book: THE MECHANICS OF CONTROL AND S-C-S

Material on «Beingness», especially HCOB 10 Apr 80 AUDITOR BEINGNESS

These materials above are in addition to the HCOBs on TRs.

ESSENTIAL STUDY ACTIONS

1. Study of the ARC triangle.
2. Study of the cycle of action and the cycle of communication.
3. Study of the communication formula.
4. Representing the communication formula in clay.
5. Representing Chapter VII of DIANETICS '55! in clay.
6. Study of each TR, including clearing misunderstands and getting off false data.
7. Work out how each TR relates to the communication formula.

(Note: This is only useful when the student knows what the comm formula is and understands it.)

8. Study of the end phenomena and valuable final products of TRs (as given in HCOB 24 Dec 79 TRs BASICS RESURRECTED).

OTHER DATUMS

It is up to the supervisor to get the students to do the TRs, and to get them through each TR to a pass. This is the make-break point of any TR course -- the supervisor getting the students to do the TRs.

Only supervisors who have done a Professional TRs Course and have themselves gotten a pass on TRs, have succeeded in running a TRs course.

In practice I have had to dig the supervisor out of the video room. By which is meant that the TR supervisor starts spending all his time looking at videos that students have made of their TRs, to see if there is a video good enough to send up for a pass, instead of the supervisor spending most of his time on the floor in the course room getting the students' TRs in, and then when the student has made it on TRs, then and only then, make a video. Otherwise the supervisor gets glued to the TV screen. (This is also a kind of stat push instead of going for quality products.)

TR courses have been subject to corruption in stat pushes in that different items on TR checksheets have different amounts of points and there have been certain items that give higher points than other items and in times of stat push the students are

gotten to do or redo the items that yield higher points to get the student points up before Thursday 2:00 p.m., without any regard for training these students to be able to do TRs and thereby producing graduates who can apply what they have learned (i.e., quality products). Such a course can appear «upstat» due to «power» stats—student points—while crippling tech training in academy, internship and messing up the HGC with failed auditors. (A point of some bitterness with me.)

Maybe a genuine desire to make auditors who can audit, on the part of the supervisors and executives in a training org, is amore important factor than I have realized, and possibly more of the difficulties over the past year on TR training are due to its lack.

I think with some derision of a fellow who claimed ineffectiveness due to out tech on his case, but omitted to mention that he was audited and C/Sed by those he was responsible for training. So a possible solution is to permit the executives and supervisors over a tech training area to only be audited and C/Sed by those they have trained in order to give them more incentive to train auditors who will be able to audit successfully.

TR CRITIQUING

I feel there is a wide gap between being able to do TRs successfully oneself and being able to successfully critique another's TRs. It's quite another level of skill.

Points in my experience in learning to critique TRs under Ron are:

1. There's a danger of not being certain enough and seeing an auditor or TR student do something that I wouldn't have done, but dismissing it on the basis that what I would or wouldn't do is not a valid criterion. That has always been a mistake as the reason I didn't like what I saw or heard was because it was a TR outness—otherwise it wouldn't have jarred my attention. The handling I found for this was (whenever I saw or heard something I didn't like on a TR tape/video) to replay it until I could isolate exactly which of the TRs 0 - 4 had been violated and how exactly. Or, how it violated or omitted part of the comm formula or the ARC triangle. In other words, by comparing it to the basic technical data, reviewing the basic tech data, and isolating the exact departure from those basics.

2. Writing up critiques of TR videos before they were critiqued by Ron, and then after he had critiqued them, comparing his and my critiques, and on any that differed replaying the video and watching it again until I clearly saw what I had missed previously. Then again reviewing the basic tech data on that area.

3. Working out the ideal scene for a session (see definition of «in session»), and the auditor's TRs in relation to this.

4. Working out the purpose of TRs and of each TR. Comparing this to the purpose of auditing, the definition of «in session» and how these relate.

5. Having high ARC for auditors and for pcs generally and an earnest desire to help them succeed.

6. Not letting an auditor go on failing on a TR course but getting the guy debugged, or some act of compassion even if as little as a letter to let him know that someone cared and to get some hope back up, getting O/Ws pulled, word clearing done, inspection of the course for WIAC PL outnesses, coming down on any dilettante attitude, verbal tech, or out-ethics.

7. A measure of humility borne of awareness of goofs I have made so as not to become authoritarian or out of reach and thus communication, with the students and supervisors.

8. Asking myself the question: «Would I want to be audited by this TR student or auditor?», and if not, establishing why not, and what would have to be done to correct it.

9. Always narrowing down and establishing the tech data or tech basic that was violated in any error and getting the guy onto the HCOB or book that covered this point so as to get him on source and avoid verbal tech or interpretation.

10. Withstanding the make-wrongs or bids-for-sympathy from those not up to a pass, seeking another way through than by achieving competence.

11. Knowing that it is possible to do the TRs and to do them right and an awareness of how valuable correct TRs are in auditing, both from my own experiences as an auditor and as a pc, on both good TRs and flubbed TRs.

EXAMPLES AND REMEDIES

1. Student and coach don't seem to know what they are supposed to be doing on any TR, or are doing something they ought not to be doing, or are omitting part of the TR. Remedy: Get them both word cleared on the TR, and, have them both restudy the TR materials. Then get them back onto and doing the TR.

2. Despite word clearing and restudy of the TR, the student and coach can't apply what they have studied or are misapplying the data, or get confused and can't think with the basic data. Remedy: Get any verbal tech off per HCOB/PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH. Get FALSE DATA STRIPPING done on both student and coach.

3. Despite drilling, the student cannot seem to be brought up to confronting. Or the student sounds and acts «dead». Or the student is nattery, critical or gets into «joking and degrading». Remedy: See HCOB 3 Feb 79 Issue II CONFRONT TECH HAS TO BE PART OF THE TR CHECKSHEET. Get the person's O/Ws pulled, especially tech O/Ws.

4. Student is displaying roller-coaster, or is NCG (no case gain) as a student, or is being out-ethics. Remedy: Route to ethics for handling (per HCO PL 5 Apr 65 THE NO-GAIN-CASE STUDENT).

5. Student is showing a lack of perception, is wooden, out of PT, stuck back on the track or in drug pictures, can't learn despite word clearing, is dull, lacks self-determinism. Remedy: Put the person onto and through the Purification RD.

6. Student has done the Purification RD, but is not fully in PT, lacks perception or coordination. Doesn't perceive PT environment rapidly and with clarity. Or, lacks experience on TRs and objective processes. Remedy: Put him onto the Survival Rundown.

7. Student is lacking in Affinity, Reality, Communication or Understanding.

Remedy: Get the student to do the parts of and the whole ARC triangle in clay. (Use the books: THE PROBLEMS OF WORK, THE FUNDAMENTALS OF THOUGHT, and DIANETICS '55! as references.)

8. If after the above the student is still lacking in ARC, or doesn't seem sufficiently high toned to have and maintain ARC. Remedy: Have the student's ARC Straightwire Grade looked into and repaired and completed to its full result. Or get the Expanded ARC Straightwire Grade run if not previously run.

9. The student doesn't understand or can't apply the communication formula, or doesn't see how the TRs relate to the comm formula. Remedy: Get the student word cleared on the comm formula, then restudy it and demonstrate it in clay. (Note: After doing the comm formula in clay, the student can work out how each TR relates to the comm formula, and how the TRs relate to auditing. But this comes after doing the comm formula in clay, as otherwise he may not have sufficient comprehension of the comm formula.

10. The student doesn't understand or can't apply the comm formula and communication cycle, or the mechanics of communication. Remedy: Get the student to demonstrate in clay, Chapter VII, of DIANETICS '55!

11. Students or coaches not working or coaching in the direction of getting the TRs in better, or coaching without reality; unaware of how the TRs relate to auditing. Remedy: Thoroughly word clear and study the primary and secondary valuable final products of TRs and the end phenomenon of TRs (HCOB 24 Dec 79 TRs BASICS RESURRECTED). Work out the ideal scene for a session (see def: «in session»), and how each TR contributes to this when in, and detracts from it when out.

12. Student feels that he has gotten a TR done correctly once or twice or very briefly, and is afraid of «overrunning» it or that he might not get it right the next time or thereafter. Remedy: Pro auditor training is not a case action, but drilling to consistent and continual perfection of TR rendition. Once a person's TRs have been gotten in, they don't go out. A real pro can audit from there on out with perfect TRs. Point this out as the standard and get the student to continue the drill until fully and consistently competent.

13. The student gets part-way through the TRs and hangs up on a TR and can't make it to a pass on that TR. Or, the student has undue difficulty on a later TR. Remedy: Realize that the reason for the trouble is an outness an an earlier TR (or TRs). put the student back to the earliest TR that is out, and get these in fully.

14. The student gets through to the end of the TRs but hasn't made it fully, or cannot get a tape pass. Remedy: Realize that this is due to earlier TR outnesses and that he won't succeed until all earlier TRs are fully in. Put the student back to the beginning of the line-up (by which is meant he re-word clears, restudies the materials, does the clay demos again and starts at OT TR-0). Take each TR, from OT TR-0 on up, to a full pass.

15. Student failing and other remedies haven't handled. Remedy: Get the «TR Debug Assessment» assessed and handled to and F/N on each line. Do any additional handlings indicated as needed by this assessment.

16. For any lack of progress at an acceptable speed and to an excellent result. Remedy: Get the supervisor out on the floor in the course room actively and energetically getting the students to DO THE TRs!

17. After having done all the above, and the student's TR rendition is mechanically correct, and he has been very thoroughly drilled in all the TRs, including Upper Indoc TRs, there is something lacking in his attitude or presence that leaves him short of being a pro auditor. Remedy: Have him study and apply the data on auditor beingness. (Note: This data may only be studied or attempted after the student has become very proficient in and is thoroughly drilled in all the TRs including Upper Indocs. To attempt this action earlier would be a waste of the tech as it would be premature and out gradient. But when the student has been very thoroughly drilled in the TRs and has fully mastered them, then this action of doing the «Auditor Beingness» step will put the final polish on his TRs and will make him into a real professional auditor whose pcs go «into session» on his TRs alone and stay in session throughout the session. His pcs will rave about his auditing and the case gains they make. And there is the final reward for honestly and thoroughly doing each of the TRs, exactly the way Ron has laid them out in the materials, each to a full pass!)

IDEAL TR TRAINING LINE-UP

1. Beginning or public TR training course, Comm Course.
2. The Purification Rundown.
3. The Survival Rundown.
4. A Drug Rundown.

5. Method One Word Clearing (preferably co-audited).
6. Expanded ARC Straightwire Grade (again preferably co-audited).
7. THE PROFESSIONAL TR COURSE.

(Done to professional auditor standard, but not only for auditors, as the quality of having TRs of pro auditor standard is of great value to any Scientologist and will last with him as an ability from here on out.)

L. RON HUBBARD
FOUNDER
As assisted by
Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 APRIL 1980

(Also issued as HCO PL 13 Oct 68R Rev. 21 Apr 80)

Remimeo
Exam Hat
Qual
Tech
All Auditors

CANCELS BPL 26 Jan 70R EXAMINER AND FLOATING NEEDLE
(Revisions in Script)

EXAMINER

An examination is given the preclear after each session, or when the pc wants to make any statement concerning his case, or when data is requested by the C/S.

The preclear exam is done by the pc examiner in Qual.

It is done on a meter.

The whole duty of the examiner is to note the TA and needle behavior of the pc.

This duty is done muzzled. No talk or chatter.

The pc comes in. The examiner smiles, indicates for the pc to sit down.

The examiner hands the pc the cans.

If the pc says or asks something social that has nothing to do with the exam the examiner nods or acks politely.

The examiner notes the TA and the needle and looks up at the pc for his statement.

When the pc says what he wants to say, the examiner says «Thank you very much», and he indicates an F/N if he sees one.

The examiner then indicates with an arm gesture the way out.

This is the whole drill.

To do, say, anything else will invalidate the pc and or lose the F/N he or she got in session. You don't as an examiner care about anything except TA, needle behavior, statement and pc indicators. The pc will tell you what he wants to. You don't have to ask for it.

The only addition to the above would be that, should the pc have a Floating TA, the examiner would indicate it.

The examiner should know the exact definition of Floating Ta, per the Tech Dictionary, and be drilled in being able to recognize such.

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HCO BULLETIN OF 22 April 1980

Remimeo
Auditors
Surveyors
Examiners
Ethics Officers

ASSESSMENT DRILLS

Ref:

HCOB 6 Dec 73	C/S Series 90 THE PRIMARY FAILURE
HCOB 28 Feb 71	C/S Series 24 METERING READING ITEMS
HCOB 15 Oct 73	C/S Series S7 NULLING AND F/NING PREPARED LISTS
HCOB 22 Jul 78	ASSESSMENT TRs THE BOOK OF E-METER DRILLS

(Note: It is required that anyone doing the following drills shall have done a TR course, an Upper Indoc course and the drills of the E-Meter Drill Book.)

According to HCOB 6 Dec 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) His TR 1 and (b) His Metering.

In 1978 this was further studied and in HCOB 22 Jul 78 ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

E-METER

To begin, an auditor should review his E-Meter drills and practice E-Meter Drill 27 on page 82 of the Book of E-Meter Drills, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of the Book of E-Meter Drills has been replaced with E-Meter Drill 5RA and if not done, should be done. This E-Meter Drill 5RA is the only change in the original book. Further, it applies to the Mark VI just as well as it applied to the Mark V for which the book was written—the controls and actions of the Mark V and Mark VI are practically identical, though the Mark VI moves up to higher level cases.

Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses it is simply that he has not adequately done the drills in the Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter. The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

ASSESSMENT TRAINING DRILLS

The following drills have the letter «Q» after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TP tech normal to TRs is followed.

TR 1-Q1

NUMBER: TR 1-Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any useable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:

[GRAPHICS INSERTED]

TRAINING PROCEDURE: If the student is a girl, the coach asks her to say «Apple» as a statement. The coach then strikes the C above middle C (as given in the data above) and then the C above middle C. If the student is a man, the coach asks him to say «Apple» as a statement and then strikes middle C and then the F below middle C. This is repeated—saying «apple» and striking the two notes until the pitch of a statement can be duplicated by the student. (In the event, the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say «apple» as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say «apple» as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about doing it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film «Tone 40 Assessment».

TR 1-Q2

NUMBER: TR 1-Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal habits in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as «How's it going?» «Do you like the weather?», etc. appropriate to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover and the time they will meet again. They then go off individually, not together. The student pauses next to people encountered and asks a social question, listens to his OWN voice tones and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1-Q3

NUMBER: TR 1-Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The Book of E-Meter Drills used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of start, flunk, that's it. The student uses single words from the prepared lists of the Book of E-Meter Drills, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitches to TR 1-Q1. The student is flunked for out TR-1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him combine his questions with TR 4. In this case the student acknowledges appropriately, uses «I will repeat the Question.» and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.

TR 1-Q4

NUMBER: TR 1-Q4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of the Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists of the Appendix of the Book of E-Meter Drills; the questions in these drills are reworded so that the item occurs as the last word; Example: List 2, pg 85 of the Book of E-Meter Drills states that the Assessment Question is «Which tree do you like best?». This is converted, for each question, to «Do you like _____?»; Prepared List 4 is converted to «Do you dislike _____?»; etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill #5RA must be used to start. Any TR errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 8-Q

NUMBER: TR 8-Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: Same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill:

Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtray. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. At the conclusion of the whole drill imagine the ashtray saying «Yes, yes,

yes, yes» in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8-Q1

NUMBER: TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention + Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of start, flunk, that's it. For the student, all commands relating to starting a session, giving an R factor, assessing a prepared list, keeping the admin, indicating any item found and ending a session. The Book of E-Meter Drills for Prepared Lists as in TR 1-Q4. Origins for coach as per pages 58, 59 and 60 of that book.

«Squeeze the cans», «Take a deep breath and let it out», «This is the session», «We are going to assess a prepared list» (assessment), «Your item is _____ « (indicate any F/N) «End of Assessment» «End of Session».

TRAINING STRESS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper Tone 40 with full intention exactly placed. The student must not walk to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc.

(This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

TR 4/8-Q2

NUMBER: TR 4/8-Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8-Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

COMMANDS: The usual coach TR commands. Two copies of the Book of E-Meter Drills. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper

session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R factor is «We are going to list a question.» And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, «I will now assess the list.»

TRAINING STRESS: The laws of Listing and Nulling HCOB 1 Aug 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for Internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April, 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student doing these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs including Upper Indoc or his metering drills as contained in the Book of E-Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a surveyor or examiner or ethics officer) is assured.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 APRIL 1980

Remimeo

PREPARED LISTS, THEIR VALUE

AND PURPOSE

No matter how complicated or confusing the environment is getting, if you have a stable datum of exact action it can see you through.

The Prepared List provides the auditor with a stable action when a session or case is confusing and can bring things under control.

The idea of such lists and their development are original to Dianetics and Scientology. They are made possible because these subjects embrace the full extent of thought, the spirit and actual and potential aberration. Thousands of hours of research and development have gone into these lists. Thousands of case histories have been reviewed and condensed to make the lists possible. They are, in themselves, a considerable tour de force.

They have often meant the difference between a failed case and a spectacular result. Just as they are important, a knowledge of them and skill in their use is vital to auditing success.

HISTORY

Probably the oldest «prepared list» is the White Form, (now called THE ORIGINAL ASSESSMENT SHEET—HCOB 24 Jun 78R). This provided a series of questions which would give one the background of the preclear. It dates from 1950. By it one can get the probable this life areas of the preclear's heaviest charge.

SELF ANALYSIS was written in 1951. It contains processing lists a preclear could run on himself.

Group Auditing materials of the middle 80s contained lists of commands which were run on groups. Done on a meter, it provides a case entrance.

The «Joburg» of 1961 is probably the next historical point. It was a list of the possible withholds a preclear might have. It was called the «Joburg» because it was developed in Johannesburg, South Africa.

The «L1» was probably next. The original gave a list of session rudiments which might have gone out and enabled the auditor to get the session rudiments back in. It is still in use as «L1C» or «List One C».

The «Green Form» was developed in the early 60s so that Qual Review at Saint Hill would have a tool to analyze a case.

Correction lists for various auditing actions began to appear. These corrected an action in progress that had gone awry.

In 1973, the famous «C/S 53» (meaning «Case Supervisor Series 53») was devised and continued to be improved and reissued.

Today there are dozens of Prepared Lists. There is even a prepared list to repair repaired lists in general.

THEORY OF PREPARED LISTS

A Prepared List is an assembly of the majority of things which can be wrong in a case, an auditing action or a session.

Such lists are quite remarkable, actually. Only a thorough knowledge of aberration makes such a list possible. When you look over the extent of Prepared Lists, you will see that they contain a grasp of the subject of aberration never before available.

USE

While an auditor is expected to have studied and mastered all this theory, it is a bit much to expect that in the confusion of a case or session gone wrong he will be able to spot instantly, without help, exactly WHAT has gone wrong. Prepared Lists, where they exist, and his E-Meter will sort this out for him. All the auditor has to have is a general insight that something is going wrong, know in general what is being handled in the case, knows what list to use and then, with good TRs and metering, do an assessment of the Prepared List. Usually the trouble will come right, since the exact point will have been located. It is sometimes enough to merely indicate the point found to discharge it somewhat. One can F/N what is found or one can go into very wide, extensive handling. The point is, the use of the Prepared List has spotted the trouble. What is demanded of the auditor or C/S is WHICH Prepared List to use, but this is determined by what has been going on.

TYPES OF PREPARED LISTS

There are four general types of Prepared Lists. These are:

A. An ANALYSIS list. This is a type of Prepared List which analyzes a case broadly or analyzes a session. The purpose of it is to find out what to address in the case in order to program it. The White Form, the Green Form and the C/S 53 can all be used for this purpose. There are other such lists and there is even a Prepared List to debug production.

B. A direct AUDITING list. Prepared Lists exist which deliver direct auditing commands or questions which, run on the oc, produce an auditing result. The lists of SELF ANALYSIS and the various Confessional Lists form this type of Prepared List.

C. A CORRECTION list. This type of list corrects an ongoing action. Examples are the Word Clearing Correction List, the Int Rundown Correction List, the Dianetic Correction List. There is a bit of a grey area in this type of list as one can also use some of them for analysis as in the case of a Course Supervisor Correction List or a Student Correction List. The C/S 53 can also serve as a correction list. The real difference is what the list is being used for—to analyze to find out what to program or start or to correct something already in progress.

D. DRILL lists. These are used in training as dummy lists to get an auditor used to handling the meter and Prepared Lists. Such lists are contained in the Book of E-Meter Drills.

METHOD OF HANDLING

There are three methods of handling Prepared Lists, depending on the type of list.

There is simply the method of asking the questions in sequence and getting the answer from the preclear. This would apply to a White Form or to auditing Prepared Lists as in Self Analysis or in Group Auditing. Very few lists are handled in this way.

The second way is called «Method 3» wherein the list is assessed on a meter and when a read is noted, the meter-reading question is taken up with the preclear and F/Ned. Method 3 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

The third way is called «Method 5». This type of assessment assesses the whole Prepared List rapidly without getting the preclear to talk and the reads are then noted. The largest read or reads are then taken up and F/Ned. Method 5 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

TRS AND METERING

Whether or not a Prepared List reads depends upon the auditor's TRs and Metering. At one time or another Case Supervisors have had a great deal of trouble with this. Accuracy as to what really read was greatly in question. This came to view on Flag in the early 70s when Prepared Lists that had been assessed by Class IV trainees were then reassessed, same list, same pc shortly after the first list assessment, by Class XIIs. Totally different results were found—lists on which few or no reads were obtained by the Class Class IV trainees were found to be very live by the Class XIIs. The difference of quality of TRs and metering were what made the difference with the prepared list response. HCOB 22 April 1980 contains the drills which remedy this. It is the TRs and metering of the auditor that makes a prepared list reliable, not the list itself.

The champion list of all time is the C/S 53. On one page, any general thing that can be aberrated in a thetan has been assembled. There are two forms of it—Short Form for preclears who know the terms and Long Form for preclears who are unindoctrinated (they are the same lists but the Short Form is in single word and the Long Form is a full question).

A Director of Processing giving a D of P Interview can use one of these and obtain enough material to enormously help a Case Supervisor. It is not the only D of P Interview action but it is very helpful when used.

An auditor can debug a program or a session with it.

It can analyze a case for programming and it can also be used to correct a program or to correct a session.

Originally it was developed to handle high and low Tone Arm cases and although it still says this, it also says it can «correct case outnesses». And today, this is its greatest use.

PRIORITY of handling outnesses is a vital part of C/S 53. The first three groups of items -- (Interiorization outnesses), B (List errors) and C (rudiments) -- give the necessary order of handling. If Int is reading, nothing else can be handled until it is. List errors take the next priority. Then rudiments. If one were to try to repair a case out of sequence, a mess could occur. So this Prepared List also gives the sequence in which outnesses must be handled.

The main fault is using a C/S 53 is overuse—an auditor reaching for it when he gets in trouble instead of improving the auditor's own TRs, metering or knowledge of programming in the first place.

But the C/S 53 is one of the most valuable tools an Auditor or a Case Supervisor has.

GENERAL CASE HANDLING

The Prepared Lists of all types place in the hands of the Case Supervisor and the auditor a procedure by which a case can be analyzed and programmed.

Some auditing can be done direct from Prepared Lists.

WORD CLEARING PREPARED LISTS

It can happen that a Prepared List gets stalled on misunderstood words.

For many Prepared Lists there are also full word clearing lists which can be done on the pc.

At one time it was thought that before one did a list one should ALWAYS word clear it. However, this has the liability that a pc who is in one kind of trouble can't sit still until a full word clearing action is done.

The amount of trouble which came from Prepared Lists came more from assessing and metering errors than it did from misunderstood words.

When one is using a prepared list on a pc who has never had it word cleared, it is usually enough to check that the read isn't coming from a Mis U.

Early in a pc's auditing, about the time he gets a CS-1, the more critical prepared lists should be word cleared and the fact noted in his folder. But when one is doing this word clearing, tone arm action or significant reads should also be noted. One is liable to think he is word clearing whereas he is actually assessing.

True, there are a lot of tech words on a prepared list that the pc isn't likely to know. Unfortunately, the discoveries of Scientology exceed common language and require terms of their own. But a pc catches on to this quite rapidly. They are new ideas to him (even though he was been living with them all the eons of his existence). When the word is cleared, the idea is also thrown into action. So it is important to note meter reads and and tone arm actions when clearing the words of prepared lists.

No hard and fast rules can be drawn on this point of word clearing Prepared Lists. If you have already word cleared the key words of a key Prepared List before you need it, thank your stars. Otherwise, carry on and hope.

SUMMARY

A Case Supervisor and an auditor owe it to themselves to have a good command of this subject of Prepared Lists. There are many issues on the subject. There are dozens of Prepared Lists.

Knowing what Prepared Lists exist is a vital step for a Case Supervisor and auditor. Knowing what each is used for is equally important. Knowing which lists have word clearing lists already prepared is of assistance.

One has to know enough general tech in order to select what Prepared List to use.

The ability to assess, as it applies to TRs and metering is extremely important in using Prepared Lists.

When it comes to analyzing, auditing and correcting cases and actions, the Prepared Lists are a jewel box that glitters with potential success.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 1 MAY 1980

Remimeo
Survival RD I/C
Survival RD C/S
Survival RD Supers
Survival RD Review Auditors

Survival Rundown Series 1

THE SURVIVAL RUNDOWN

Ref: HCOB 2 May 80	SURVIVAL RUNDOWN PC PROGRAM SRD Series 2
HCOB 2 May 80	SURVIVAL RUNDOWN Issue II
	ADMINISTRATION SRD Series 3
HCOB 6 Feb 78RA	THE PURIFICATION RD REPLACES THE SWEAT PROGRAM

When a person has fully completed the Purification Rundown he is in shape to get the most possible gain from his auditing.

We needed a rundown that would be exactly the right action after the Purification Rundown and so I have developed the SURVIVAL RUNDOWN, a very highly effective, life changing rundown!

Done properly on successful Purification RD graduates, the Survival RD puts the being in a position where he can be at cause and really survive in this universe.

It was quite obvious from the beginning that the next step after the Purification RD would be Objective Processing and this was stated in HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM. It was also found though that a thetan, upon completion of the Purif RD, feels he is on the road towards increased survival potential if this physical universe. The idea of giving Objective processing was then expanded upon, resulting in the overwhelmingly successful Survival Rundown which has been fully piloted and results in an individual with greatly increased survival potential who is in PT and able to control and put order into his environment.

It is important that one understands just how the Purification RD and the Survival RD are related.

The Purification Rundown is a BIOCHEMICAL handling. By this is meant «the interaction of life forms and chemical substances.» It handles those factors which produce a constant restimulation or drugs and drug related pictures. Thus, when it is completed, gains from mental and spiritual processing can fully occur.

The Survival RD is a BIOPHYSICAL handling. By biophysical we mean «the interaction and relationship of the being to the physical universe and the material things of the environment or universe.»

BIO means: life, of living things. (From the Greek «BIOS» which means life, or way of life.)

PHYSICAL means: of or pertaining to the body or thing of a material nature, or to the material universe perceived by the senses; pertaining to or connected with matter; material.

Thus, biophysical handling would be auditing the person on those processes which get him, as a thetan, better aware of his body and his physical surroundings, in better communication with these things and in better control of them.

We have had, since the early years of Scientology, the Objective processes which accomplish this. That they now accomplish it more successfully than ever before when preceded by the handling of the effects of drugs and toxins on the being on the purification Rundown is a very rewarding discovery, but there is more than that that has been discovered.

On the Survival Rundown this is amplified by the addition of brand new technology on the handling of disorganization and disorder. This is coupled with Objective Processes, a full battery of TRs and an array of drills which put a thetan at cause over handling MEST cycles of action and people (the Admin TRs). It is very simple but, after the Purification RD, it has produced very dynamic results on all levels of cases.

DEFINITION OF OBJECTIVES

If the word «Objective» is not properly defined and is not understood, then one will not have any inkling as to why these processes work.

DEFINITION OF OBJECTIVE:

Noun:

1. Something real and observable.

Adjective:

2. Existing outside the mind as an actual object and not merely in the mind as an idea; real.

3. About outward things, not about the thoughts or feelings of the speaker, etc.

«Subjective» has to do with feelings and thoughts and internal mind things. OBJECTIVE is the reverse of subjective. Objectives are the reverse of thinking and significance.

Thus, Objective Processes deal with the real and observable. They are processes which call for the preclear to spot or find something exterior to himself in order to carry out the auditing command.

Broadly, Objective Processes also include:

1. Control Processes, which place the preclear's body and actions under the Auditor's control and which then invite the preclear's own control of his body and actions.

2. Duplication Processes, in which communication is established by having the preclear mimic and duplicate physical actions.

There is a wide range of Objective Processes to use to accomplish the handling of biophysical factors for any pc.

WHY OBJECTIVES FOLLOW PURIFICATION

When one has taken a searching look at the biochemical scene, it becomes obvious how and why Objectives quite naturally follow the biochemical handling the person has had on the Purification Rundown.

As covered in the original issue on the Purification Rundown, large segments of today's society have been subjected to drugs, medical or otherwise, and the intake of other biochemical poisons which are so much a part of our current scene.

Effects of these substances can and do prevent the person from making case gain, or optimum case gain, from any type of processing, including Objective processing.

One does not need to be a «druggie» in the common sense of the word to be affected by this. It is a factor to be dealt with by practically anyone who has been around and living in our biochemical-oriented society in recent past years.

It is known that drugs, pain-killers, tranquilizers, etc. block off sensations. Any drug may be taken to drive a person out of an unbearable present time or out of consciousness altogether. In most cases, people who have taken street drugs or medical drugs have done so to avoid the pain of a sick or injured body or to avoid painful situations in the environment.

Drugs however (whether alcohol, tranquilizers, marijuana, LSD or other biochemical substances) produce a threat to the person like any other poison. This can be due to the blocking off of sensation and awareness or to their direct effect on the nervous system, cells or tissues, but is also in great extent due to the fact that they deplete the body of needed and

important vitamins and minerals. They can and do create nutritional deficiencies and these can be severe and continuing.

The immediate threat is to the body, but under threat the thetan often reacts by going out of present time. Anyone forced into a dangerous environment tends to go either fully into present time or retreat from present time. Without benefit of processing, the likelihood is the person goes out of P.T. in more cases than not.

Residuals of these poisonous substances lodged in the body tend to have much the same effect. They can contribute to a continuation of any nutritional deficiency caused by the drug in the first place. They tend to put the person out of communication with his body or at the very least with those parts of the body most severely affected by toxic deposits. Hence, they also tend to put the person out of communication with his environment and with present time to a greater or lesser degree.

Therefore, when one has handled the biochemical effects of such a situation on the Purification Rundown, the next logical step is the biophysical handling which gets the person into present time and in control of his body and in good communication with the things of his environment. It is done with Objective Processes. These processes can also work to un-fixate attention from the body where, for some, it may have been stuck for some time.

REPAIR OF BRAIN DAMAGE

OR OTHER CELLULAR DAMAGE FROM DRUGS

There is another factor here, which is that many people are concerned over the possibility that marijuana, LSD and other drugs so damage the brain or the nervous system and cells as to make complete recovery impossible.

There is probably more hope to be had here than was originally considered.

There are soldiers who have experienced bullet wounds in the brain who totally lost the power of speech or some other facility, but it is a matter of record that, when carefully schooled and exercised, other new brain cells have become usable and the lost ability has been regained.

Research may show that, even when drugs have damaged the nervous system or cells, the ability to think and act and react may probably be regained:

- a. if the residual effects of these drugs are handled,
- and
- b. if any damage is repaired by diet, vitamins, etc.

Whether the drugs have harmed the body directly or harmed it by creating vitamin and mineral deficiencies, once the original drug poisons are handled and the damage bypassed or handled with correct nutrition, it is entirely possible that such recovery could take place.

Thus, though many are worried about drug and poison damage being irreversible, based on the above research this may not necessarily be the case.

Taking all possibilities into consideration, it may be that, with the proper spiritual handlings being done on the biochemical level (as with the Purification Rundown) and the biophysical level (as with the Survival Rundown) thoroughly and well, there could be considerable hope for a full resurgence of physical health and spiritual well-being for someone who has suffered from the harmful effects of drugs and toxins.

WHO GETS AUDITED ON THE SURVIVAL RUNDOWN?

For any starting pc, the beginning of the Bridge now consists of:

1. The Purification Rundown
2. The Survival Rundown
3. Full Drug Rundown

And following that would come all of the remainder of the Dianetics and Scientology processes, mental and spiritual, in proper sequence, which make up the full Bridge.

It is the responsibility of the C/S to ensure that any new pc is programmed and handled according to these steps, and to ensure that pcs already on the Bridge are not being prevented from making case gain due to any of the above having been omitted or quickied.

Any person who has never had Objectives must be C/Sed for this Rundown as his next step after the Purification Rundown is completed.

For those who have had Objectives prior to the Purification Rundown, it must be a matter of C/S adjudication as to whether the person would then be given further Objectives or not. (Those Objective Processes that were previously received would of course be verified at the proper place on the Survival RD and either rehabbed or flattened.)

Many pcs now doing the Purification Rundown may have had many hours of Objectives and had valid and lasting gain from them. The C/S must establish whether this is the case and, if so, he would simply rehab each Objective run or, as needed in some cases, any overall EP of Objective processing is rehabbed or Date/Located.

Many may have missed Objectives totally, or been quickied on them. For such cases, the Survival Rundown (preceded by successful completion of the Purif Rundown) is the point at which a lack of Objectives or quickied Objectives would be remedied.

There will also be those who have had Objectives which were done over the effects of heavy drug and toxic restimulation, which could have prevented case gain even from Objectives if these were done before the Purification Rundown. In these cases the Objectives previously run would be verified and flattened as needed.

Obviously, if there is evidence that Objectives have been quickied or omitted or if the person did not do well on them, the C/S would need to ensure that this was handled on the Survival Rundown.

STEPS OF THE SURVIVAL RUNDOWN

0. CONTINUATION OF DAILY VITAMINS AND EXERCISE

Not only does the continuation of daily vitamins and exercise make sense but this was in high demand by Purification RD graduates. They wanted to continue the daily regimen of properly maintaining their bodies after their completion of the Purif and so this is therefore included in the Survival RD.

It is suggested that the minimum daily requirements of vitamins and minerals be continued while on the Survival RD, per HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 18 under «End Phenomena» and HCOB 5 May 80 CONTINUATION OF DAILY VITAMINS AND EXERCISE.

It is also recommended that the system of twinning on the daily exercising is followed on the Survival RD. This is for two reasons: (1) twins 8-C each other on maintaining the daily schedule and regimen and (2) it is a good safety precaution.

Due to individual schedules, the person's course twin may not always be his exercise twin but it is usually preferred.

00. REPAIR OF PAST REPAIRS IN AUDITING

With the benefit of increased case gain potential one receives from the Purification RD, you will find that cases who had bugged repair cycles, incomplete case actions, apparently failed case actions and botched or apparently unsuccessful Qual correction actions can now be set straight and swiftly repaired.

This step of the RD is fully laid out in HCOB C/S Ser 109 CONDITIONAL STEP AFTER PURIF and HCOB 13 Jan 70 C/S Ser 3 SESSION PRIORITIES—REPAIR PROGRAMS AND THEIR PRIORITIES.

1. ENVIRONMENT LOCATIONAL

This step is extremely simple to do but produces very big wins on Purif grads. They are in a state of now having their attention unfixated from the body and this locational moves them right into communication with their present time environment. You'll be amazed at the responses this step gets! This step is laid out in HCOB 6 May 80 ENVIRONMENT LOCATIONAL.

2. REACH AND WITHDRAW ON MEST LOCATIONS

The Survival RD issue which covers this step includes data about Reach and Withdraw that I discovered had never been broadly released. The theory of this action is contained in HCOB 7 May 80 REACH AND WITHDRAW ON MEST LOCATIONS.

Once the thetan has been gotten into communication with his environment, his reach and confront is then raised on this step of the Survival RD. Three areas are covered—the outdoor environment, the individual's personal living area & MEST, and his work space. This step alone has produced some of the most dramatic changes which occur on this Rundown.

The Reach and Withdraw and the Environment Locational are not to be underestimated because of their simplicity. You must realize that, after the Purif, you have a thetan with a fresh clean viewpoint and an anxiousness to become reacquainted and causative over the physical universe which he is operating in. This Reach and Withdraw step does just that. (NOTE: Those co-auditing the Survival RD are purposely gotten onto the Locational and Reach and Withdraw steps before any admin hatting, TRs, etc. so that they get immediate wins on the course. It also improves their study.)

3. OT TR 0 - TR 4 and TRs 6 - 9

The TRs on the Survival RD are done on either Section II of the SURVIVAL RUNDOWN TRs AND CO-AUDIT COURSE CHECKSHEET (HCO PL 12 May 80) or on sections II - III of the SURVIVAL RUNDOWN TRs COURSE CHECKSHEET (HCO PL 13 May 80) (for HGC pcs on the Survival Rundown).

The TRs 0-4 on the Survival RD incorporate some of the most recent technical breakthroughs in the area of TRs. Theory on the communication formula, ARC and TR basics is included.

These are not Professional Auditor's TRs (Hard TRs) but are a gradient below that. The Training Drills on the Survival RD are done towards the purpose of improving an individual's understanding of communication, his ability to communicate and to raise his level of intention. They can be cycled through if necessary per study tech on gradients.

It has been found that at this step of the Survival RD, many individuals truly duplicate the data about communication for the first time regardless of how many times they read it previously. Also, life ruins in the area of communication have been handled. Doing TRs at this point in an individual's auditing is actually very therapeutic.

For those co-auditing the Survival RD, the above TRs of course are necessary drilling for their auditing of their twin.

4-16. OBJECTIVES

The Objective Processes run at this point of the Survival Rundown are as follows:

4. CCH 0 (Locational processing Step—per HCOB CCH 0 -- LOCATIONAL PROCESSING STEP)
5. Objective ARC
6. CCHs 1-4
7. CCH 5
8. CCH 6
9. CCH 7
10. CCH 8
11. CCH 9
12. CCH 10
13. Start-Change-Stop On An Object
14. Start-Change-Stop (Body)

These are run in the above sequence, each fully to its EP.

The remainder of these basics:

15. SOP 8-C
16. Opening Procedure by Duplication (Op Pro By Dup)

are then given the person as the final part of his next auditing step, the NED Drug Rundown.

In other words, when the person has not yet had a Dianetic Drug Rundown, SOP 8-C and Op Pro By Dup are the Objectives given after all of the steps of the NED Drug Handling are complete. (Ref: HCOB 15 July 71RC, Revised 31.1.79, C/S Series 48RD, NED Series 9RB, DRUG HANDLING.)

Exception: If the pc is Clear or OT he would not be given the NED Drug RD or any other Dianetics but would simply get all of the above Objectives 4 - 16, in sequence, as part of the Survival RD.

Any pc who is on or between R6EW, Clearing Course, OT I, OT II, OT III or who is a NED for OTs pc would not receive any other auditing action than the one he is on as he is in the Non-Interference Zone.

Also, in other cases where the preclear has completed a Drug Rundown but is getting additional Objectives following his Purification Rundown, SOP 8-C and Op Pro By Dup are verified or run as part of the Survival Rundown.

The list above comprises those Objective processes which have been chosen as the basic objective rundown. This does not mean that other objectives cannot be run. There are many, many more objective processes in Scientology, and these are covered extensively in HCOBs, PABs, books and tapes. The C/S is at liberty to get the pc run on other objectives if needed after the specified processes have been run to their full End Phenomena.

Note: Objectives are also used early on when a person is first coming off drugs to prevent withdrawal symptoms, but that is not a full Objectives handling and such persons have to be fully completed on Objectives after Purification and TRs have been done.

Note: A full list of Source references for the basic Objectives is given on the Attachment accompanying this bulletin.

17. R2-69 PLEASE PASS THE OBJECT

This process is fully presented in the book CREATION OF HUMAN ABILITY.

It is placed at this point on the Survival RD as a gradient to the Order versus Disorder step. On R2-69 the thetan is allowed to place an object in various locations. He even comes up to «games» on the subject and will regain the ability to causatively put an object somewhere.

18. R2-22 SPANNING ATTENTION

This is also a CREATION OF HUMAN ABILITY process.

The preclear now increases his attention concerning objects. He will be able to causatively put his attention on numerous objects and thus increase his ability to handle the MEST UNIVERSE.

19. HANDLING OF DISORGANIZATION

I have developed this process just for the Survival RD. It is not run outside of the Survival RD or in any other place on this RD.

R2-69 and R2-22 gives us a pc who knows he can causatively place an object somewhere and who can have his attention on more than one object at a time.

Step A of the Handling of Disorganization process is geared towards the realization that (a) objects can exist in an orderly fashion, (b) one can do something with objects and, © it is a simple task to return an object to its original location after doing something with it.

On step B of this process, the pc will realize that (a) he can self-determinedly organize objects,(b)the key to handling disorganization is to organize and locate MEST objects and return them to their original location once used, which is the EP of the process. It is laid out in HCOB 9 May 80 HANDLING OF DISORGANIZATION.

The Handling of Disorganization Process was tailor-made to precede the Order Versus Disorder step. It is the gradient that really ensures the Order Versus Disorder step is completely effective.

20. ORDER VERSUS DISORDER PL STEPS

The full theory of this step is covered in HCO PL 14 Feb 80 ORDER VERSUS DISORDER. It is done exactly per the above PL with the exception of step #2 which has been expanded in HCO PL 10 May 80 ORDER VERSUS DISORDER—STEP #2 EXPANDED.

This step, quite obviously, gets an individual's personal and working environment into order. It increases his organization and helps him to causatively produce whatever his products are. It also would include the handling of anyone in the condition of Confusion (per page 7 of the Order Versus Disorder PL and per HCO PL 9 Feb 74R THE EXPANDED CONFUSION FORMULA).

An individual's survival depends to a large degree on his ability to put order into things and produce a valuable product. Without this, the individual is out exchange with his environment and other people. An individual who is not producing is not surviving and in fact becomes mentally or physically ill. He is incompetent. His morale is out the bottom and he is not expanding.

An individual who can bring about order and who can produce a valuable product has high morale. He is in exchange with his environment and other people, and it is exchange which maintains the inflow and outflow that gives a person space around him and keeps the bank off of him. Such an individual has a high survival potential, indeed!

21. FINAL REACH AND WITHDRAW STEP

The Order Versus Disorder step of the Survival RD can seem to be a bit of an other-determined action as the individual's working and living areas are inspected, he is 8-Ced into putting order into any disorder encountered and then re-inspected. (This is covered in HCOB 11 May 80 FINAL REACH AND WITHDRAW STEP.)

This final Reach and Withdraw step raises the individual's Havingness and ARC towards the objects/areas he has now put into order. This also increases his causativeness in these areas so that he will maintain the order he has put them into.

22. ADMIN TRs

The Admin TRs (HCOB 17 May 80 ADMINISTRATIVE TRs) increase one's causativeness over the everyday confusions, randomities, justifications, excuses, traps and insanities of MEST and people. They enable one to comfortably confront such things when encountered.

All of the Admin TRs should be done at the end of the Survival RD even if previously done as the individual will get increased benefits from them after the gradient steps of the Survival RD. (The only exception is the fact that TR R/W MEST is not done on the Survival RD as its purpose is accomplished on an earlier RD step—R/W ON MEST LOCATIONS.)

At this point on the Survival RD, one's potential to handle the MEST Universe and other people is raised out the roof!

EP

The EP of the Survival Rundown is «Feeling in Present Time and able to control and put order into the environment. Greatly increased survival potential.»

CO-AUDIT VS HGC AUDITING

The Survival RD is set up so that it can easily be delivered in any org or mission, on a co-audit basis or in an HGC.

I do want you to know that in the piloting of the Survival RD, some of the biggest wins expressed were auditor wins from those co-auditing this Rundown. The Survival RD is now one of the first places an individual learns to audit. The issues and the checksheet are specially designed to make it very easy gradient for even the newest Scientologists.

Becoming an auditor raises a person's self-respect and feeling of value. He becomes more effective as a being because he knows he can help others. His confront is higher. His case gain is twice that of someone who only receives auditing.

THE SURVIVAL RD AND STAFF

I want to make it very clear that the Survival RD is intended for staff as well as public. All staff that complete the Purification RD should be programmed for the Survival RD. They can

easily co-audit it and should. It has everything to do with enhancing our staff members, making them into auditors, getting them up the Bridge and improving their production.

Without able staff members we have no hope of flourishing and prospering. And besides, who more deserves to get up the Bridge than our staff?

C/SING THE SURVIVAL RUNDOWN

To C/S the Survival RD one must be a Graduate C1 IV C/S. He must be familiar with the co-audit technology and high crimed on all Survival Rundown issues and related tech. It is advised that he himself do the Survival RD at the soonest opportunity.

Specific data concerning C/Sing the Survival RD is found in HCOB 4 May 80
C/SING THE SURVIVAL RUNDOWN.

The Survival Rundown is the key to increased survival for your public, staff and the org. Run standardly it changes conditions beyond belief. It will directly affect stats and production and morale will soar, both for the individual and the org.

Most importantly, it is a big step on the Bridge and opens the way to mental and spiritual processing with more gains than ever before. You will also be training auditors and paving the way for more people to get up the Bridge.

Here's to the best, biggest and widest Bridge ever!

L. RON HUBBARD
FOUNDER
as assisted by
TECH PROJECT I/C

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HCOB 1.5.80
ATTACHMENT

MATERIALS ON OBJECTIVES

There is a wealth of data on Objectives in earlier Scientology materials, and these materials must be well known by any C/S or HGC auditor or Co-audit Supervisor attempting to deliver this Rundown.

References for the basic Objectives are given here under each of the processes:

CCH 0

HCOB 8 May 80	CCH 0 -- LOCATIONAL PROCESSING STEP
HCOB 4 Dec 57	CLEAR PROCEDURE CONTINUED STEP ONE:
	PARTICIPATION IN SESSION BY THE PC
PAB No. 133 1 Apr 58	PROCEDURE CCH
HCOB 15 Oct 58	ACC CLEAR PROCEDURE
	OBJECTIVE ARC
HCOB 19 Jun 78	NED Series 3 OBJECTIVE ARC

CCHs 1-4

HCOB 1 Dec 65	CCHs
HCOB 5 Apr 62	CCHs AUDITING ATTITUDE
PAB 133	PROCEDURE CCH (Tech Vol III, pg 238)
PAB 134	PROCEDURE CCH CONTINUED (Vol III, pg 247)
HCOB 15 Oct 58	ACC CLEAR PROCEDURE PAB 150 DUMMY
	AUDITING STEP THREE: DUPLICATION
	(Vol III, pg 354)
PAB 151	DUMMY AUDITING STEP FOUR: HANDLING
	ORIGINATIONS (Vol III, pg 370)
PAB 154	CCH CONCLUDED (Vol III, pg 400)
HCOB 5 Jun 81	PROCESSES ALLOWED
HCOB 23 Jun 61	RUNNING CCHs
HCOB 27 Jun 61	ROUTINE ONE
HCOB 29 Mar 62	CCHs AGAIN. WHEN TO USE THE CCHs

Tapes:

5707C05 FC-4	BASIC THEORY OF CCHs
5707C07 FC-15	CCH—STEPS 1 THROUGH 4: DEMONSTRATION
6106C22 SH Spec 18	RUNNING CCHs
6203C29 SH Spec 126	CCHs

CCHs 5-10

HCOB 11 Jun 57	TRAINING AND CCH PROCESSES
PAB 135	PROCEDURE CCH CONTINUED (Vol III, pg 254)
PAB 131	THE SCALE OF WITHHOLD (Vol III, pg 230)
PAB 87	SCIENTOLOGY PROCESSING (Vol II, pg 441)

CCHs IN GENERAL

PAB 122	THE FIVE LEVELS OF INDOCTRINATION AND
	PROCEDURE CCH (Vol III, Pg 128)
HCOB 4 Dec 57	CLEAR PROCEDURE CONTINUED
BOOK: Scientology Clear Procedure Issue One (Vol III, pgs 172-193)	
HCOB 3 Jul 59	GENERAL INFORMATION
HCOB 11 Apr 62	DETERMINING WHAT TO RUN
HCOB 12 Apr 62	CCHs PURPOSE
HCOB 26 Apr 62	RECOMMENDED PROCESSES HGC

START-CHANGE-STOP

BOOK: Control and the Mechanics of S-C-S PAB 97 START-CHANGE-STOP (Vol II, pg 521)

HCOB 28 Jul 58

CLEAR PROCEDURE

HCOB 2 Feb 81

UK CASES DIFFERENT

SOP 8-C

PAB 34

OPENING PROCEDURE SOP 8C (Vol II, Pg 76)

PAB 47

OPENING PROCEDURE 8-C (Vol II, pg 146)

BOOK: Creation of Human Ability, R2-18

BOOK: Phoenix Lectures, Chapter 18

BOOK: Dianetics 55!, Chapter XII

OP PRO BY DUP

HCOB 4 Feb 59

OP PRO BY DUP

BOOK: Creation of Human Ability, R2-17

BOOK: Phoenix Lectures, Chapters 19 & 20

BOOK: Dianetics 55!, Chapter XII

OBJECTIVES IN GENERAL

HCOB 14 May 82

CASE REPAIR

HCO PL 17 May 65

CCHs

HCOB 19 Mar 78

QUICKIE OBJECTIVES

HCOB 26 Aug 78

MORE ON DRUGS

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 2 MAY 1980
ISSUE I

Survival RD
Only

Survival Rundown Series 2

SURVIVAL RUNDOWN

PC PROGRAM

(REF: HCOB 1 May 80 SRD Series 1 SURVIVAL RUNDOWN
HCOB 2 May 80 II SRD Series 3
SURVIVAL RUNDOWN ADMINISTRATION
HCOB 4 May 80 SRD Series 4
C/SING THE SURVIVAL RUNDOWN)

This program lays out the steps of the Survival RD. It is to be put in the front inside cover or the pc's PT folder and is to be used as the program for the RD. Its sequence is not to be altered in any way.

The Survival RD is to be run only on SUCCESSFUL Purification RD completions and the C/S is responsible for verifying this before he begins anyone on his Survival RD Pgm.

IF THE PC HAS RECEIVED ANY OF THE FOLLOWING STEPS PREVIOUSLY, THEY SHOULD BE VERIFIED/FLATTENED AT THE APPROPRIATE PLACE OF THE RD.

0. The pc continues daily vitamins and exercise

00. A. Any needed correction of auditing repair given before the Purif RD

B. Any needed repair or completion of any failed auditing process given before the Purif RD

C. Any needed repair of cramming, correction or ESTO actions given before or during the Purif RD

1. ENVIRONMENT LOCATIONAL

2. REACH/WITHDRAW ON MEST LOCATIONS:

A. OUTDOOR ENVIRONMENT

B. PC'S PERSONAL LIVING AREA AND MEST

C. PC'S WORKING AREA

3. TRs (TRs 0-4, TRs 6-9)

4. CCH 0 (Locational Processing Step)

5. OBJECTIVE ARC

6. CCH I-IV

7. CCH V

8. CCH VI

9. CCH VII

10. CCH VIII

11. CCH IX

12. CCH X

13. SCS ON AN OBJECT

14. SCS ON THE BODY

15. SOP S-C (omit if pc's next step is the Dianetic Drug RD)

16. OP PRO BY DUP (omit if pc's next step is the Dianetic Drug RD)

17. R2-69 PLEASE PASS THE OBJECT

18. R2-22 SPANNING ATTENTION

19. HANDLING DISORGANIZATION PROCESS

20. ORDER VERSUS DISORDER PL STEPS

21. FINAL REACH/WITHDRAW STEP

22. ADMIN TRs

Case Supervisor

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MAY 1980

ISSUE II

Survival RD I/Cs
C/Ses
Review Auditors
Co-Audit Supervisors
Theory Supervisors
Administrators
Survival Rundown Series 3

SURVIVAL RUNDOWN ADMINISTRATION

(Ref: HCOB 1 May 80 SURVIVAL RUNDOWN
HCOB 29 May 80 CO-AUDITS: HOW TO RUN THEM)

Vital to the administration of the Survival Rundown is having adequate terminals to keep the lines moving quickly so that there are no stops or slows.

This issue lays out the hats that need to be worn for smooth Survival RD delivery.

In a smaller org or mission, some of these can be double-hatted but a larger course will need each post single-hatted in order to successfully handle the load.

SURVIVAL RD I/C

A Survival RD Co-Audit of any size must have a Survival RD I/C. He has the overall responsibility for Co-Audit's success and the success of the Survival Rundown. He is senior over the Co-Audit Supervisor, Theory Supervisor, Review Auditing Section and the Survival RD Admin. It is optimum that he has done the Survival RD himself. (If this function is held from above, it would most likely be held by the D of T or Tech Sec but could be held by the Survival RD Co-Audit Supervisor as a last resort.)

He is in charge of overseeing the routing of pcs/students through their Review cycles to completion.

He spot checks the Survival RD student DRs every day to ensure all is going well and makes sure any outnesses are corrected by the proper terminals.

The stat of the I/C is Survival RD PC Comps, Review Comps and Student Comps.

The Survival RD I/C ensures the Co-Audit Supervisor, Theory Supervisor and Admin wear their hats at all times. If anything comes on his lines that is another's hat, he pushes it down to them to handle. He writes crams on any goofs the supervisors may make and ensures the C/S issues pink sheets on the co-auditors as needed. He also ensures the supervisors pink sheet any outnesses.

The I/C really makes sure WHAT IS A COURSE PL is IN. He slams in all points. He makes sure HCOB 30 Oct 78 COURSES THEIR IDEAL SCENE is in. He isn't reasonable and doesn't tolerate Q & A, non-compliance or out-ethics. He 8-Cs things with ARC and an uncompromising attitude. He is a stable terminal in the delivery of the Survival RD.

A tight line with the Dir Review or the Qual Sec should be kept concerning the Reviews getting scheduled and done. Having people «waiting for Review» is not OK and the line must be 8-Ced by the Survival RD I/C.

He ensures all steps of the RD are being followed to the letter including the continuation of daily vitamins and exercise.

PUBLIC AND STAFF SURVIVAL RUNDOWN I/Cs

As with the Purification RD, many orgs have an I/C for the public and an I/C for the staff. This system can be applied to the Survival RD as well. (In this case the Staff I/C, if held from above, would most likely be held by the SSO. See HCO PL 29 Oct 79 SSO RESPONSIBILITY FOR STANDARD STAFF COURSES while the Public I/C would be held as covered on page 1.)

It is certain that orgs and missions will get their public through the Survival RD. It is just as essential though, that staff members are gotten through the Survival RD.

The most workable way to organize the staff onto and through the Survival RD is for the Survival RD I/C (whether he is handling only staff or both staff and public) to make up a master list of the org's staff members who have successfully completed the Purification RD and any that are currently on the Purif RD. This can be in a log or, better yet, on a board. He uses this as his guide to where individuals are at. He then knows who should be routed onto the Survival RD, who is on the Review step, who is on the Co-Audit steps, etc.

This would look something like this:

NAME	ON PURIF	PURIF COMP	(Conditional) REVIEW STEP	SURVIVAL RD CO-AUDIT STEPS	SURVIVAL RD COMP

The above is not a substitute for the course progress board but enables the I/C to keep track of where the staff members all are. There are plenty of org terminals keeping track of where the public are and 8-Cing them on to their next services, but staff members tend to get neglected. I want all staff members to receive the benefits of the Survival RD and I am charging the Qual Sec or SSO or Staff Survival RD I/C— whoever is assigned the hat—with getting their staff members through this RD. Liaise with the C/S and get my staffs (including yourselves) through the Purif RD, the Survival RD and on up the bridge. It's time someone gets concerned about staff members' enhancement. I am especially making these new rundowns easy to deliver to staff and I expect them gotten through them and on up to Clear and OT:

CASE SUPERVISOR

The C/S reads the DRs every day and C/Ses every step of the Rundown. He makes sure the Rundown is done in the exact sequence and with no interjected or off-line case actions (Ref. C/S Series 29 & 38).

This includes such actions as Post Purpose Clearing, Debug Checklist, False Data Stripping and Crashing MU Finding. These should be done before the Rundown is started. If needed during the Rundown for the person's post, the C/S would have to OK it and it would be limited to FDSing, Word Clearing and Debug actions not requiring L & N or other case handlings such as Service Fac Handling.

Rudiments and word clearing in Cramming do not require C/S OK.

The best action is to just get the pc through the program and he'll then be easier to debug.

The Case Supervisor should be available during the co-audit course time if at all possible. The actions sometimes EP rapidly and if the Case Supervisor is not available, the co-auditors lose valuable auditing hours due to waiting for their next C/S. (If the Co-Audit Supervisor is qualified, he can C/S a co-auditor's session rather than having his co-auditors wait several hours or overnight for the Case Supervisor to get to the folders—this is only a cope action though.)

REVIEW AUDITORS

The Survival RD Review Auditors must be Graduate Class IVs so that they can audit all of the required review steps.

The Review Auditors deliver the Repair step of the Survival RD, step 00. They also do any review actions that come up during the Rundown that cannot be handled easily by the Co-Audit Supervisor. They handle students needing extensive word clearing per TWINNING HCOB.

When you start the Rundown in an org, you would get the pcs who need the least Review in session first so that the co-audit can get rolling right away.

The way you get the reviews done is you take your available Senior Class IV auditors (if you don't have enough, you better recruit and train them in a TTC), and assign as many pcs to each auditor as they can handle in one day. Then those pcs go in every day until their repair is complete. As you complete pcs, you start new ones and finish their repairs in the same way.

You complete cycles of actions on pcs. Don't start everybody at once and leave them hanging in the middle for weeks.

By finishing programs, running co-audits and recruiting and training auditors, you will get your public and staff up the bridge.

THEORY SUPERVISOR

The Theory Supervisor is responsible for keeping WHAT IS A COURSE PL in on his Survival Rundown students. He calls roll for all the students (to ensure maximum 8-C) and after the roll call those who are working on practical report to the Co-Audit Supervisor.

The Theory Supervisor makes sure that the twins study together and do any necessary M3s, M9s, theory coaching, etc. on each other to get through the course's theory materials.

If both are doing fine on theory, they would not twin on the theory of course, but in the event one hits a rough spot, he would be coached through it by his twin.

When holding the final muster for the day, enough time must be allowed the students to fully fill out their DRs. If this is not done you will end up with very little DR data as they will be hurriedly written. (This applies to the Co-Audit Super also.)

CO-AUDIT SUPERVISOR

The Co-Audit Supervisor is in charge of the Practical Section of the Survival Rundown TRs and Objectives Course.

He supervises the drilling of TRs, processes, and the co-auditing of the Survival RD steps.

In the morning before course starts he reviews all the folders which came out from the C/S. He separates them out and puts them on the proper stacks (D of P, Declare, to Co-Auditor, Co-Audit Sup handling, Ethics, to MO, to Review).

Every student on the Rundown writes a Daily Report which the Survival RD Co-Audit Sup reads every day. The Survival RD Admin places these DRs in the folders after the Co-Audit Sup has read them and handled any BIs (he notes his handlings on the DR). They then go to the C/S, who also reviews them. The Co-Audit Sup is responsible for the quality of the DRs and keeping the students winning.

He handles any Bad Indicators such as no wins or cogs mentioned or difficulties mentioned, by 2-way comm with the student and standard handling in liaison with the Theory Sup, Word Clearer and C/S as appropriate. He involves the twin in the handling per the TWINNING HCOB.

The Co-Audit Sup should be a Survival RD completion or at least have received his Objectives. The Co-Audit Sup must be qualified to fly ruds, rehab overruns and do Interviews. He can be trained on all of these actions on the new Co-Audit Supervisor Checksheet (HCO PL 2 June 1980 CO-AUDIT SUPERVISOR COURSE).

If a co-audit session bogs, the co-auditor alerts the Co-Audit Sup before ending session and the Co-Audit Sup takes over and handles the pc exactly per CS Series 1 and HCOB 19 Mar 78 QUICKIE OBJECTIVES.

If the pc was in the middle of an unflat process and not at a good flat point, the Co-Audit Sup, after repairing the pc, would quickly correct the auditor and the session would resume. Then both twins would be thoroughly corrected as needed, after the session was over.

TIGHT SCHEDULING

The Rundown must not be done on a loose schedule. Tight scheduling is very important. A proper personal schedule is also vital to the Rundown's success.

Getting enough sleep, enough exercise and enough food and vitamins are obviously necessary for proper bio-physical handling. You don't want the body being a PTP to the thetan.

SURVIVAL RUNDOWN ADMIN

The Survival Rundown Admin has the responsibilities outlined in HCO PL 16 Mar 71R WHAT IS A COURSE as regards course materials. (If this function is double-hatted, it would most likely be held by the Co-Audit Supervisor.)

As the student only needs one pack for the course and a few books, it is not hard to have numerous complete packs for the students and there is no excuse not to.

A Progress Board must be kept up to show progress through the checksheet. This progress board should show the dates that the students are targetted to complete the various sections.

The Admin sees that each student turns in a DR every day. When the Co-Audit Sup and the I/C have finished with the DRs, the Admin files the DRs in the pc folders and sends the folders to the C/S.

The Survival Rundown Admin is the Folder Page for the Co-Audit and is the only one allowed to go into the C/S Office.

When the Co-Audit Sup or a co-auditor needs a pc folder, the Admin rapidly locates and delivers it.

The following is a list of some of the successful actions done by the SRD Admin on the pilot:

1. Using good 8-C on the students.
2. Keeping the progress board in PT.
3. Making sure that the DRs are gotten into the folders and the folders are gotten to the C/S in time, so that the folder is C/Sed for the next day.
4. Keeping the area in order (HCO PL 14 Feb 80 ORDER VERSUS DISORDER).
5. Keeping the files accurate and up to date.
6. Ensuring admin supplies and course materials are readily available.
7. Keeping Dev-T off the lines.
8. Maintaining a high level of particle flow.
9. Grooving in each new student on the admin lines which consist of Daily Reports, where to report student points, where pc folders go, etc.
10. Rounding up students that didn't show up for course.
11. Keeping close track of all students, especially when in Qual or Ethics, allowing none to fall off the line.
12. Keeping up a daily log that lists each student enrolled on the course and shows:
 - a. that the student has turned in his DR
 - b. that the DR has been filed in the pc folder and the folder has been turned in to the C/S

SAMPLE LOG

[GRAPHICS INSERTED]

A = Absent
NR = No Report
X = Student not scheduled for that day

The sequence or flow line of handling DRs is:

1. Students write their DRs and turn them in to the basket marked SRD DRs.
(SRD = Survival Rundown)
2. a. The Admin picks up the DRs and logs them.
 - b. If any student has not turned in a DR the Admin would write up a short report with the student's name at the top of the page and «No Report» written clearly in large letters in the middle of the page. This then takes the place of the student's omitted DR.
 - c. If the student was absent the Admin would similarly write up a report. He would include data as to why the student was absent, if anyone tried to call him and any bad indicators that were noted.

In this way there is a report for every student scheduled for class that day, whether the student wrote one or not.

3. The Admin hand routes the reports to the Co-Audit Sup.
4. The Co-Audit Sup reads the DRs and spots any with bad indicators.
5.
 - a. Any bad indicator is plainly circled in red, by the Co-Audit Sup.
 - b. If the bad indicator has to do with the student's auditing, the

Co-Audit Sup makes note of it and ensures the student is available for a session the next day (even if the student was not scheduled to come in the next day).

- c. If the bad indicator is on study, the Co-Audit Sup makes a note of the report and writes in red on the report any other relevant data. The Co-Audit Sup would then ensure that the student is handled first thing the next day. This may necessitate word clearing, or the student may need to see the MO about his vitamins or his exercise. But whatever it is it is always handled as a first action. The full handling is then reported on the next day's student DR.

6. The Admin hand-routes the DRs to the I/C.
7. The I/C spot checks the DRs.

8. The Admin picks up all the DRs and files them in their respective pc folders, logs the folders as «to the C/S» and then immediately takes the folders to the C/S's IN stack.

9. The folders are C/Sed.

10. After the folders are C/Sed they are picked up from the C/S OUT stack by the Admin and are taken to the Co-Audit Sup. Drill these lines and get a smooth operation going.

Really deliver!

L. RON HUBBARD
FOUNDER
As assisted by
Tech Project I/C

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HCOB 2.5.80 II
ATTACHMENT

SURVIVAL RD
DAILY REPORT

DATE: _____

NAME: _____

POST: _____

CASE LEVEL: _____

TRAINING LEVEL: _____

DATE YOU STARTED THE RD: _____

RD STEP YOU ARE CURRENTLY ON: _____

WINS OR COGS: _____

ANY DIFFICULTIES: _____

ANY COMMENTS CONCERNING THE RD OR A RD STEP: _____

HOW ARE YOU DOING ON CONTINUING YOUR DAILY EXERCISE AND VITAMINS?

WHAT VITAMINS TAKEN? _____

WHAT EXERCISE DONE? HOW LONG? _____

Signature

Supervisor Comments: _____

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1980

(Cancels BTB 26 April 1969, Reiss. 7.7.74, BAD INDICATORS)

Remimeo
Tech
Qual
All Auditors
C/Ses

PC INDICATORS

References:

HCOB 3 May 1962R	ARC BREAKS, MISSED WITHHOLDS Rev. 5.9.78
HCOB 28 Dec 196S	ROUTINE VI, INDICATORS, PART ONE: GOOD INDICATORS
HCOB 29 Jul 1964	SCN I to IV, GOOD INDICATORS AT LOWER LEVELS
HCOB 7 May 1969R	FLOATING NEEDLE Iss. V, Rev. 15.7.77
HCOB 14 May 1969	F/N AND ERASURE
HCOB 21 Jul 1978	WHAT IS A FLOATING NEEDLE?
HCOB 16 Jun 1970	WHAT THE C/S IS DOING C/S Series 6
HCOB 23 May 71R	RECOGNITION OF RIGHTNESS Iss. VIII OF THE BEING
HCOB 22 Sep 1971 C/S Series 61	THE THREE GOLDEN RULES OF THE C/S, HANDLING AUDITORS
HCOB 25 Sep 1971RA	TONE SCALE IN FULL Rev. 4.4.74
HCOB 18 Sep 1967	SCALES
BTB 6 Nov 1972RA	Auditor Admin Series 11RA Iss. IV THE EXAM REPORT
HCO PL 8 Mar 1971	EXAMINER FORM
HCOB 18 Mar 1974R	E-METERS, SENSITIVITY ERRORS
BTB 7 Nov 72R	Auditor Admin Series 20R, Iss. V MISCELLANEOUS REPORTS

In this new issue, Bad Indicators have been reviewed and reorganized, and an entirely new list of Good Indicators has been introduced.

INDICATORS: DEFINITION AND USE

INDICATE: To direct attention to, point to or point out; show.

- Webster's New World Dictionary of the American Language

INDICATOR: A person or thing that indicates.

- Webster's New World Dictionary of the American Language

AN «INDICATOR» IS A CONDITION OR CIRCUMSTANCE ARISING IN A SESSION (OR BEFORE OR AFTER IT FOR THAT MATTER) WHICH INDICATES WHETHER THE SESSION (OR CASE) IS RUNNING WELL OR BADLY.

IT IS SOMETHING ONE OBSERVES.

OBNOSIS means observing the obvious. It is something you do with your eyes. And your meter.

Indicators are used to program the case. Good indicators mean keep it going. Bad indicators mean correction must be done.

You have to be able to SEE them, KNOW what they are and write them down in the worksheets when they occur.

BAD INDICATORS

1. CHART OF HUMAN EVALUATION. Pc not moving up the Tone Scale in an intensive or during a program.
2. CHART OF HUMAN EVALUATION. Pc's chronic tone unchanging despite one or more intensives.
3. CHART OF HUMAN EVALUATION. Pc's chronic tone dropping despite intensives.
4. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not wanting more auditing.
5. WORKSHEETS. MISCELLANEOUS REPORTS. Pc protesting another session.
6. EXAM REPORTS. OBNOSIS. Pc looking worse after session.
7. WORKSHEETS. MISCELLANEOUS REPORTS. Pc doesn't seem to have time to get audited.
8. WORKSHEETS. METER. Pc not able to locate incidents easily.
9. CHART OF HUMAN EVALUATION. WORKSHEETS. OBNOSIS. Pc less certain about things than he/she was formerly.
10. HUMAN CHART OF EVALUATION. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not doing as well in life as he/she was.
11. METER. WORKSHEETS. Pc's somatics don't seem to blow or erase.
12. MISCELLANEOUS REPORTS. ETHICS REPORTS. Pc in ethics trouble after last auditing.
13. WORKSHEETS. METER. Pc protesting auditing actions.
14. WORKSHEETS. OBNOSIS. Pc wandering all over the track, unable to stay with an incident to handle.
15. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc misemotional at session end.
16. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc demanding unusual solutions.
17. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc trying to explain condition to auditor or others, either verbally or by writing notes.
18. WORKSHEETS. EXAM REPORTS. Pc continuing to complain of somatics after they have been run.
19. WORKSHEETS. MISCELLANEOUS REPORTS. EXAM REPORTS. Pc self-auditing after session.
20. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc dependence on medicine not lessening.

21. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc continuing other practices.
22. OBNOSIS. EXAM REPORTS. Skin tone dull.
23. OBNOSIS. EXAM REPORTS. Eyes dull.
24. OBNOSIS. EXAM REPORTS. Pc lethargic.
25. TONE SCALE. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc not becoming more cheerful under auditing.
26. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc wanting special auditing.
27. METER. WORKSHEETS. No Tone Arm action on running incidents or getting audited.
28. WORKSHEETS. Pc not cogniting.
29. OBNOSIS. WORKSHEETS. Pc dispersed.
30. OBNOSIS. METER. WORKSHEETS. Pc overwhelmed.
31. OBNOSIS. WORKSHEETS. Pc bored with auditing.
32. OBNOSIS. MISCELLANEOUS REPORTS. Pc not available for sessions.
33. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc tired.
34. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc has attention on auditor.
35. WORKSHEETS. OBNOSIS. Pc not wanting to run process or incident.
36. WORKSHEETS. OBNOSIS. MISCELLANEOUS REPORTS. Pc taking drugs or excessive alcohol.
37. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc not sure auditing works for him/her.
38. CHART OF HUMAN EVALUATION. WORKSHEETS. Pc not handling environment more easily.
39. MEDICAL OFFICER REPORTS. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc ill after last session. (Usually a list error.)
40. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc critical of auditor or organizations.
(Means Missed Withholds.)
41. WORKSHEETS. OBNOSIS. Pc dopey or boiling off.
42. GRADE CHART. Pc not going up to the next grade or level.
43. METER. WORKSHEETS. EXAM REPORTS. Pc has dirty needle.
44. METER. WORKSHEETS. Pc gets no reads on the meter or has a stuck needle.
45. METER. WORKSHEETS. Despite corrections for False TA, the pc has a chronic high TA.
46. METER. WORKSHEETS. Despite corrections for low TA, pc has a chronic low TA.

47. METER. WORKSHEETS. EXAM REPORTS. No F/Ns.
48. METER. WORKSHEETS. No change of meter characteristic.
49. EXAM REPORTS. No change in Exam Reports.
50. CHART OF HUMAN EVALUATION. OBNOSIS. WORKSHEETS. No change.
(Note: There is additional data on indicators in HCOB 3 May 1962R,
ARC BREAKS, MISSED WITHHOLDS, where indicators concern Missed Withholds.)

GOOD INDICATORS

1. WORKSHEETS. OBNOSIS. Pc willing to talk to the auditor.
2. WORKSHEETS. OBNOSIS. While in session, pc interested in own case.
3. METER. WORKSHEETS. A good read on the breath test shows pc is eating and sleeping well.
4. WORKSHEETS. Rudiments, session to session, easier to get in and stay in.
5. OBNOSIS. TONE SCALE. WORKSHEETS. EXAM REPORTS. Pc cheerful.
6. METER. WORKSHEETS. Needle F/Ning at session start.
7. METER. Tone Arm moving in the range of 8.0 to 2.0.
8. METER. Needle moving easily as pc does the process.
9. METER. WORKSHEETS. Blowdowns occur on right items and cognitions.
10. METER. Tone Arm counter showing normal or better TA for the session.
11. METER. WORKSHEETS. Change of characteristic in meter behavior every few sessions.
12. METER. WORKSHEETS. Tone Arm blows down on cognitions.
13. METER. WORKSHEETS. Cognitions and F/Ns go together.
14. WORKSHEETS. EXAM REPORTS. Somatics vanish in processing.
15. WORKSHEETS. EXAM REPORTS. Pc blowing somatics and aberrations more easily.
16. WORKSHEETS. METER. CHART OF HUMAN EVALUATION. Pc responses associated with what is being run.
17. TONE SCALE. CHART OF HUMAN EVALUATION. Pc moves on the Tone Scale.
18. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc understanding self better.
19. OBNOSIS. EXAM REPORTS. Eyes are brighter.
20. OBNOSIS. EXAM REPORTS. Improved skin tone.
21. WORKSHEETS. EXAM REPORTS. Ears pop more open.
22. WORKSHEETS. Pc cogniting.
23. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Life problems lessening.
24. WORKSHEETS. EXAM REPORTS. Pc getting through the program okay with wins.

25. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc's havingness in life and livingness is improving.
26. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc getting case gain.
27. EXAM REPORTS. Change of characteristic of Exam Reports.
28. WORKSHEETS. MISCELLANEOUS REPORTS. Pc wanting more auditing.
29. GRADE CHART. SUCCESS STORIES, WORKSHEETS. EXAM REPORTS. Pc going on up the Grade Chart not quickied and winning.

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HCO BULLETIN OF 4 MAY 1980

SURVIVAL RD C/Ses
Co-Audit Sups
Review Auditors
Survival Rundown Series 4
C/S Series 110

C/SING THE SURVIVAL RUNDOWN

Ref: HCOB 1 May 1980 SRD Series 1 THE SURVIVAL RUNDOWN
HCOB 2 May 80 I SRD Series 2 SURVIVAL RUNDOWN PC PROGRAM
HCOB 2 May 80 II SRD Series 3 SURVIVAL RUNDOWN
ADMINISTRATION
HCOB 19 Mar 78 «QUICKIE OBJECTIVES»

PROGRAMMING

The C/S does not robotically program pcs for the Survival Rundown. The majority of pcs do need it and should get it at an appropriate place in their program, the best time being immediately following the Purification Rundown.

In some cases it is best to continue a pc on his current program. The full use of the C/S Series will be necessary to determine this.

It is not the intent on the Survival Rundown to run already EPed objectives and grind the pc into the ground.

Objectives are verified and rehabbed or run in the correct program sequence.

PURIFICATION RD VERIFICATION

It is essential to the success of the Survival RD that any pc routed onto it is a SUCCESSFUL Purification Rundown completion. By successful is meant—he has had the EP of the Purif RD per HCOB 6 Feb 78RA PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM. Check the pc's completion routing form and success story to verify he's an actual completion. If things look very amiss, get the pc's purif RD FESed by a trained, competent purif C/S.

REVIEW

The conditional review step of the Survival RD is fully covered in C/S Series 109. If this step is needed it must not be brushed off. Do thorough folder studies. Make sure the FES is in PT and that you can see what actions the case may need. Get whatever is reading on repair lists handled fully. Get any incomplete processes completed. Fully handle any PTSness as the pc won't make it on the Survival RD with unhandled PTSness.

Review actions may also need to be done once the pc has gotten into the Survival RD Co-Audit actions. Several of the pilot cases had various past BPC show up while on the later RD actions. This happens because the Objective Processes themselves unburden the case further and BPC that may not have been available when first put onto the Survival RD can show up as the case is in essence becoming «auditable» for the first time. This must be watched for.

OBJECTIVES TABLES

The Co-Auditors on the Survival RD are trained on the action of making up Objectives Tables. This is covered in HCOB 16 May 80 PREPARING AN OBJECTIVES TABLE. The Co-Auditor whose pc has previously received Objectives can be requested to make up an Objectives Table for the C/S, listing each Objective Process run, when it was run, what occurred on the process, etc. The C/S can use the Objectives Table along with studying the sessions where needed, to program the pc's Objectives on the Survival RD. Objectives that were obviously not quickied would be rehabbed if necessary. If the pc has a lot of charge on his Objective Auditing you may need to C/S for an L1C on his Objectives before having the verify & rehab/ flatten step done.

The Objectives Table is a very useful tool for C/Ses but must not be used in the place of folder study. The C/S must be familiar with all of the Objective process references listed on the attachment to HCOB 1 May 80 THE SURVIVAL RUNDOWN so that he can correctly adjudicate whether any previously run Objectives were taken to their proper End Phenomena.

PCs WHO PROTEST THE RD

You may encounter some Purification grads who protest doing the Survival RD.

These will usually fall into 3 categories:

1. Those who need case repair.

The first step after the completion of the Purification Rundown is a Review cycle (where needed) and it is certain that when a pc has any past bad auditing or cramming, any incomplete process or unacknowledged state, he will need that handled. Whatever it may be, you can easily locate it as a C/S by folder study and a C/S 53 assessment.

If this is the case and the review cycle is done correctly, the pc will then feel fine about doing the Survival RD.

2. Those who have been previously run or O/R on Objectives or O/R on Objective processes as a whole.

The first thing that must be done is to R-factor the pc that he will NOT be receiving any Objectives he has already EPed.

There are some cases who have had several batteries of Objectives run on them. If this is the case with any pc you have who is protesting doing the Survival RD you must check for any O/R on Objectives and/or any unacknowledged state attained on Objectives and rehab or Date/Locate as needed.

It may just require an indication of the fact that the pc's Objectives have been O/R, if this is obvious by folder study. The important factor is that you will have no success with the Survival RD unless any outnesses on previously run Objectives get indicated and handled appropriately.

3. Those who are totally set up for Solo Auditing and have been programmed for the Solo Levels as their next step.

If a pc in this category protests the Survival RD, don't push him.

Continue him on the program he has already been R-factored on.

ACKNOWLEDGING WINS AND STATES ATTAINED

C/Ses are going to have to consciously shift their approach on cases that have completed the Purification Rundown. The main thing that you have to realize is that you are now dealing with unsuppressed cases. They respond exactly the way they are

supposed to. They make gains much more rapidly than they did before the Purif RD and this has to be watched for.

In the piloting of the Survival Rundown, it was found that many pcs began originating wins or states of release which they had achieved earlier in auditing that were never properly acknowledged. On the Survival RD steps themselves, the pcs experienced life-changing wins and also began going exterior with exceptional ease. All of these things must be watched for closely by the C/S. They show up in the student's DRs, exam statements and session worksheets.

Per HCOB 21 July 73 RECOVERING STUDENTS AND PCs—«Invalidation of case or gains includes being made to go on past a win. This acts as an invalidation. Some pcs who made it are hung up from then on out because no one asked them to declare it. Remedy is to get it declared.»

CAUTIONS

The following is a list of situations which may crop uP during the Survival RD that must be watched for and handled:

1. Int going out
2. Unhandled PTSness
3. Unhandled Repair
4. Previous incomplete processes needing completion
5. Past unhandled ethics situations needing handling (The Survival RD raises one's ethics level which sometimes brings to light some past out-ethics which the individual then needs to handle.)
6. A Survival RD step acting as an O/R or unnecessary action
7. Mutual Out Ruds/Ethics between co-audit twins

(Handled per HCOB 17 Feb 74 C/S Series 91 MUTUAL OUT RUDS and HCOB 21 Aug 79 TWINNING.)

UNFLAT OBJECTIVES

Although it may not be commonly recognized, unflat Objectives really take their toll on a case. The Survival RD picks up unflat Objectives and sets a case straight. In the piloting of the Survival RD there were several cases where the pc felt that he had some unexplainable case problem and had gone into apathy about moving up the Bridge. Once the unflat Objectives were fully flattened, the cases experienced full case resurgences and pc originations of «I now feel I can move up the Bridge!»

So don't underestimate the power of Objective processing: It is an essential step of full case handling for all cases.

C/SING CO-AUDITORS

When you C/S the Survival RD for co-auditors you must ensure you are familiar with the tech on co-audits and how they are run. Realize that these auditors are green and are co-auditing on this RD on a «read-it, drill-it, do-it» basis. The co-auditors must not be put down with invalidations and accusations and injustices but handled with patience and validation per HCOB 22 Jan 77 IN-TECH, THE ONLY WAY TO ACHIEVE IT.

When a co-auditor makes an auditing error, you correct him with the use of Pink Sheets from the approach of how one handles a green auditor (per C/S Series 63 C/SING FOR NEW AUDITORS OR VETERANS). Be very familiar with the materials on

the Survival RD TRs AND CO-AUDIT CHECKSHEET so that you know what data the co-auditors can be held responsible for.

The Survival Rundown is a fabulous new RD.

Get yourself familiar with all of the materials it encompasses and C/S it standardly. You can change lives with it. And you will!

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HCO BULLETIN OF 5 MAY 1980

Survival RD Only
MLOs
Survival Rundown Series 5

CONTINUATION OF DAILY

VITAMINS & EXERCISE

(Ref: HCOB 6 Feb 78RA	THE PURIFICATION RUNDOWN
HCOB 1 May 80	REPLACES THE SWEAT PROGRAM
HCOB 2 May 80 I	SRD Series 1 THE SURVIVAL RUNDOWN
	SRD Series 2 SURVIVAL RUNDOWN PC PROGRAM)

VITAMINS

A continuation of the vitamins, minerals, oil vegetables and Cal-Mag, at least at the rate of recommended daily requirements in balanced amounts is continued after the purification Rundown on the Survival Rundown per the above referenced HCOB (HCOB 6 Feb 78RA), page 18 under «End phenomena».

The vitamins taken should be determined on an individual basis based on what the person needs physically to remain healthy. It has been found for example, that some do not need to continue the intake of oil and Cal-Mag throughout the Survival Rundown.

EXERCISE

A continuation of the daily exercise discipline is also carried out on the Survival Rundown. The daily time spent exercising will vary, depending on what the individual feels he needs to stay healthy.

During the piloting of the Survival Rundown the minimum time spent daily was 15-30 minutes and the exercise consisted of activities such as running, brisk walks, hand ball, swimming and weight-lifting.

Twinning on these daily exercises is advised.

DAILY REPORTS

Daily Reports are filled in by everyone on the Survival Rundown for Case Supervision data and full information on the continuation of the daily vitamins and exercise is reported. This also should include any comments the individual has on how these activities are going and any difficulties or wins that are experienced.

The idea is to continue to lead a healthy life with proper nutrition, sleep and exercise. When an individual has a properly cared for, well exercised body his attention is to that degree freed up for spiritual gains.

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HCO BULLETIN OF 6 MAY 1980

Survival RD Only

Survival Rundown Series 6

ENVIRONMENT LOCATIONAL

(Ref: ABILITY 73 May 58 ASSISTS IN SCIENTOLOGY
PAB 153 1 Feb 59 CCH
SCIENTOLOGY CLEAR PROCEDURE Issue I—STEP EIGHT
HCOB 2 Nov 57RA AN OBJECTIVE RUNDOWN) Rev. 22.2.75

The purpose of this process is to help the individual locate things and himself in his environment, thus it is called an «environment locational». This process will get the preclear into communication with his environment and will extrovert him.

This is an Objective process.

«OBJECTIVE: (Dictionary Definition) 'Of or having to do with a material object as distinguished from a mental concept, idea or belief.' Means here and now objects in PT....

«SUBJECTIVE: (Dictionary Definition 2nd meaning) 'Proceeding from or taking place in an individual's mind.'

«Look around or physical contact processes are obviously 'Objective'. Recall, think, remember or return on the time track processes are obviously 'Subjective'.

«Pcs who have been on drugs obviously have to be run on Objective, not Subjective, processes.

«Anyone can be brought more into present time with Objective processes.»

(HCOB 2 Nov 57RA AN OBJECTIVE RUNDOWN.)

CLEARING THE COMMAND

It is important in any processing that the preclear understand the words being used and the command itself.

Therefore the first step in using any command for the first time is the clearing of it. This is simply done by clearing each word in the command, starting with the last word, and then clearing the command itself.

In this process for example, the auditor clears the word «that» then «at» then «look» by asking the pc «What is the definition of the word _____?». If the pc is not sure or incorrect (he need only know the definition of how it is being used in the command you are clearing), you have him clear the appropriate definition in the dictionary. You then clear the command by asking «What does the command (question) _____ mean to you?».

THE PROCESS

1. Take your pc to any place in his environment.
2. Tell your pc that you are going to run a Locational Process on him

and that he is free to tell you anything that may occur while the process is being run.

3. a. Run the command «LOOK AT THAT (something visible in his environment).»
 - b. Indicate each thing you are telling the pc to look at by pointing to it.
4. When the pc has done the command, acknowledge him and repeat the command, indicating a different thing.
5. Repeat steps 3 & 4 until the pc has a cognition and VGIs. (Various locations may be used as desired.)
6. Bring your pc to the examiner.
7. Write up what occurred while running the process and hand it in to your co-audit supervisor.

This process may take just several minutes or it may take a number of sessions.

«If running a Locational turns on a somatic it must be run until the somatic is flat. Therefore, the auditor has no business attempting Locational or getting the pc involved unless he intends to do something about it.»

If you have any questions as to what to do or how to handle something that has come up while running the process, go to your co-audit supervisor for assistance.

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HCO BULLETIN OF 7 MAY 1980

Survival RD Only

Survival Rundown Series 7

REACH AND WITHDRAW ON MEST LOCATIONS

Reach and Withdraw is a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them.

One would not expect a person to be at cause over or to have much control or understanding of or skill in something with which he was not familiar. The keynote of familiarity is communication.

Reaching and withdrawing are two very fundamental actions in this universe.

By REACH we mean touching or taking hold of. It is defined as «to get to», «come to» and/or «arrive at».

By WITHDRAW we mean move back from, let go.

Life itself is composed of reaching and withdrawing.

Communication is actually based on reach and withdraw.

A person is out of communication with something because he is withdrawing from it and is not about to reach out or contact any part of it.

If a person cannot reach and withdraw from a thing he will be the effect of that thing.

A person who cannot reach and withdraw has no space. Everything is caved in on him. And this is awfully true in these druggie contemporary times.

If a person can reach for something and withdraw from it he could be said to be in communication with that thing.

To be in communication with something is to be at cause over it.

A highly effective action called «Reach and Withdraw» has been developed to bring a person into communication with and more at cause over objects, people, spaces, boundaries and situations.

It also extroverts a person from something he tends to be introverted into.

The commands for Reach and Withdraw are:

1. «Reach that _____ .»
2. «Withdraw from that _____ .»

The following commands may be substituted if the wording is more appropriate to the particular person, place or thing being addressed:

1. «Touch that _____ .»
2. «Let go of that _____ .»

A person, place or thing is named in the blank and the commands are given alternately (1, 2, 1, 2, and so on) repetitively, with an acknowledgement given after the execution of each command.

This is done on that one thing until the person has a minor win or 3 consecutive sets of commands with no change in the person's motions or attitude. Then another person, place or thing is chosen and the commands are taken to a win on that item and so on.

When the person has a win or cognition (sudden realization about something) and good indicators on the whole area being addressed, the Reach and Withdraw process is ended.

When running Reach and Withdraw on another, always point to the object (or person, space, etc.) each time you give a command so that there will be no mistake made by the person you are giving the command to. You also walk around with the person you are doing the Reach and Withdraw on, ensuring that he actually does get in physical contact with the points or areas of objects, spaces and boundaries.

In choosing objects, you usually progress from the smaller to the larger objects available. You can also include walls and floors and other parts of the environment.

We used to do Reach and Withdraw on ship stewards by having them walk into the dining room and walk out of the dining room over and over. This is used when you're running Reach and Withdraw on a room or a space rather than an object. Of course, we also included doing Reach and Withdraw on the other objects connected with the steward's duties.

REACH AND WITHDRAW ON THE SURVIVAL RUNDOWN

On the Survival Rundown there are three specific areas that you will be doing Reach and Withdraw on. These are the steps that you follow:

1. Clear the words «Reach» and «Withdraw» with the person, using the

definitions given on page 1 of this issue. This is done by you defining the words for the person and actually physically demonstrating them for him so that he will understand what he is supposed to do.

2. Do reach and withdraw on the following:

- A. The outdoor environment

- B. The person's personal living area and belongings

- C. The person's working area.

You do the Reach and Withdraw on the first one of the above until the person has a win or cognition and good indicators on the whole area being addressed and then you take him to the examiner, write up what occurred and turn it in to your co-audit supervisor and if all is OK, you then go on to the next area listed above, etc.

If you need any help while doing the above, go to your Co-Audit Supervisor.

Reach and Withdraw is very easy to do. It is enjoyable for both the person receiving it and the person administering it and has very valuable results.

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Survival RD Only

Survival Rundown Series 8

CCH 0 LOCATIONAL PROCESSING STEP

(Ref: Professional Auditors Bulletin #133 PROCEDURE CCH—under «CCH 0»)

This is step 4 of the Survival Rundown.

CCH 0 is to be done in the first CCH session you give, before you start Objective ARC. It can be used in following sessions if needed but it is not a substitute for Ruds and if your pc has out ruds that would interfere with any session and prevent your properly running the Objectives, you should send your pc to your Co-Audit Supervisor.

The process commands for the Locational Processing step of CCH 0 which you will be running are:

1. Call the pc's attention to the room
 - a. Have the pc look around the room.
 - b. Ask the pc if it's all right with him to be audited in the room.
 - c. If it's OK go onto the next step; if it's not OK, find out why and handle it.
2. Call the pc's attention to the auditing environment
 - a. Have the pc locate his auditor.
 - b. R-Fac the pc that you are going to be running an Objective Process on him and you will now begin the process.

You would then proceed with the exact process steps of whatever Objective you are C/Sed to run on your pc for that session.

If you have any questions or run into any trouble, go see your Co-Audit Supervisor for assistance.

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HCO BULLETIN OF 9 MAY 1980

Survival RD Only

Survival Rundown Series 9

HANDLING OF DISORGANIZATION

PROCESS

This process enables a pc to see how he can easily put organization into disorganization.

R2-69 and R2-22 bring a pc up to causatively placing an object somewhere and being able to have his attention on more than one object at a time.

The Handling of Disorganization Process has two steps.

Step A is geared towards the realization that (a) objects can exist in an orderly fashion, (b) one can do something with objects and (c) it is a simple task to return an object to its original location after doing something with it.

Step B of this process leads the pc to the realization that he can self determinedly organize and locate MEST objects and return them to their original location once used.

PROCESS #1

0. Auditor and pc are seated at a table with a container of at least 8 objects.
- 1A. The auditor puts the objects on the table in front of the pc in a neatly arranged order.
- 1B. Auditor points to one of the objects and tells the pc to pick it up and do something with it.
- 1C. The auditor acknowledges the pc and holds out his hand for the pc to return the object to the auditor's hand.
- 1D. The auditor then returns the object to exactly the same place the pc originally picked it up from.
- 1E. Repeat steps B through D until the pc has a realization.

PROCESS #2

0. Auditor and pc are seated at a table with a container of at least 5 objects.
- 2A. The auditor has the pc put the objects on the table in a neatly arranged order. (NOTE: The pc chooses where and how the objects are arranged.)
- 2B. The auditor tells the pc to choose one object.
- 2C. The auditor tells the pc to pick it up and do something with it.
- 2D. The auditor tells the pc to put the object back in exactly the same place he originally picked it up from.
- 2E. Repeat steps 2B through 2D until the pc has a realization.

This process is very easy to run.

Your pc may turn on yawning and go through some slight dopiness but this is common. Just continue the process until this turns off. You may also see your pc experience various emotions from boredom up to playing games.

You should have a very interesting time of it.

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Survival RD Only

Survival Rundown Series 11

FINAL REACH AND WITHDRAW STEP

The Order Versus Disorder step of the Survival RD, which precedes this R/W step, 8-Cs the individual into putting order into any disorder encountered. This final Reach and Withdraw step will then raise the pc's Havingness and ARC towards the objects/areas he has now put into order.

It is run exactly as laid out in HCOB 7 May 1980 Survival RD Series 7
REACH AND WITHDRAW ON MEST LOCATIONS.

The difference between this R/W step and the earlier one on this rundown is what the R/W is run on, as laid out below:

0. Upon completion of the Order Versus Disorder step of the Survival Rundown, the C/S inspects the pc folder and lists any MEST objects or areas that showed up during the Survival RD as being disorganized or disorderly.

(NOTE: The C/S should list the above items of step 0 in order of charge or disorganization/disorder if at all possible.)

1. Reach and Withdraw is then run on the first item on the list drawn up by the C/S, to EP.
2. The pc is taken to exams.
3. Steps #1 & 2 are repeated for each item listed.

Although it is optimum to have the pc verified as F/Ning at Exams after each Reach & Withdraw process run on this step, the auditor may find that it is inconvenient to travel back to where the Examiner is after each R/W is run. In this case it is not necessary to have the pc get an exam each time, as long as no problems arise.

It may also become too repetitious to have the pc get an exam after each final R/W if there is a list of 3 or more items. In this case use your judgement. If it is convenient and the pc seems fine about it then have him go to the Examiner each time. Otherwise, apply the above.

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Remimeo

DRUGS AND OBJECTIVE PROCESSES

DRUGS AND THE BACKTRACK

There was a discovery about a decade ago that drug withdrawal symptoms could be eased by objective processes. Such processes as the CCHs, 8-C, remedies of havingness and even TRs were found to aid a person in coming off drugs and became part of standard routines to accomplish this.

In 1973 another observation was made, that the current civilization seemed to be regressing. «Regression» means a «return to earlier or more infantile behavior patterns». Men's shoe styles had become little boy shoe styles; the most popular women singers were singing lullabies; cars were being treated like toys and abused rather than maintained. More recently it was observed that life attitudes had become less responsible, that «playing» took a higher value, that productivity was declining steeply, that people seemed to require more and more care by the state—and all of these things seemed to indicate that people were getting stuck at or going back to childhood or infancy.

There is another observation: people taking drugs tend to go backtrack. Sometimes, when seeking to get a druggie to run engrams, he will balk and adversely react; apparently he has already hit the backtrack while on «trips» and it terrified him.

On such evidences one could construct a theory that drugs tend to throw people out of present time and park them on the backtrack. Experiments of the late forties did show that certain drugs and gases did throw people backtrack and into engrams. The «visions» that turn on under the influence of such a drug as peyote or when inhaling volcanic gases are probably simply the restimulation of backtrack. (It should be noted in passing that inducing engrams with drugs and gases in the hope of running them out does NOT work— one only runs them IN.) So it can workably be assumed that drugs do throw people out of present time.

OBJECTIVE PROCESSES

The thing that characterizes OBJECTIVE processes is that they bring about interaction between the individual and the existing physical universe. This is different than SUBJECTIVE processes in that these interact between the individual and his part or himself.

Objective processes do several things: they remedy havingness, they locate the person in his environment, they establish direct communication with the auditor and, last but not least, they bring a person to present time.

«Present time» is a very important factor in mental and spiritual sanity and ability. A human being can be stuck in literally thousands of different past moments. His behavior and attitudes are influenced by such past incidents and experiences. As a matter of fact a person can be totally regressed and can be in an incident of the past to the entire exclusion of present time.

As an example, if you were to walk through an insane asylum and say, to each patient you met, «Come up to present time», as an authoritative command, you would get a small percentage of complete recoveries. In one instance when this was done, those on whom this had been done got up in «group session» that night and volunteered how glad they were to be here. What would have happened is that the person would have come out of his past track incident or incidents and would have moved up to present time and sanity. While this process is not a «sure cure» for all insane, it does demonstrate the point. Those on whom it did not work can be supposed to have been just too mired down in their backtrack.

Drugs, of course, do not only regress a person. They do other things. And amongst these is a communication dulling. This is best observed when drugs are seen to reduce pain. This is simple a communication shut off. Drugs can also temporarily restimulate (before they ruin them)

body glands and produce momentary feelings of well being. Part of this is probably a communication shut off from the bank. Drugs can also speed up the burning of reserves of vitamins; alcohol probably burns up rapidly all reserves of Vitamin B1; other drugs also burn up all available niacin and C. This speeded burn up can also bring about a temporary feeling of well being. But when the reserves are gone, the delusions called delirium tremens (D.T.s) and withdrawal symptoms are nightmares indeed. But this again is simply the bank caving in on someone and he is now parked back on the track, not only with the nightmare but with the incidents in the past which caused them.

CONCLUSION

Objective processes, properly chosen and run, bring the person gradually more and more into present time.

As the process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions. His attention has been pulled out of his bank and has been placed on the physical universe around him.

Because it is the backtrack that is causing his aberration, putting his attention on the physical universe tends to de-aberrate him.

The backtrack contains mass and taking his attention off of this backtrack mass tends to lose it for him. But the masses around him in the physical universe substitute for the track mass and he receives a remedy of havingness.

Objective processes are not in themselves a total answer; a certain amount of subjective processes must be run to remove the reasons he is being called back into the past. Vitamin, mineral and nutrition reserves must also be replaced or the body also pulls him in and affects him.

This tells you as well why «mest work» and exercise have a de-aberrating effect upon a person. They are a sort of objective process in themselves even though they do not replace objectives.

Objectives also by-pass misunderstood words and significances. This makes them runnable with a minimum of word clearing and error.

Having an idea of why objective processes work assists one in applying them. One can see the person change masses, become located, and above that coma bit by bit more and more into present time.

It is not that the physical universe itself is therapeutic. It is that it provides a single reference point including time, location and mass.

Without objectives, no being is likely to recover in his infinity of future.

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 MAY 1980

Survival RD
Basic Courses

CORRECTED & REISSUED

16 November 1981
Correction in Script.

DEMONSTRATIONS

DEMONSTRATION—Showing something by examples.

DEMO—Abbreviation for «demonstration».

Part of Scientology study technology is the use of «demonstration» when a student is studying concepts and ideas.

The student is often asked to show such things as definitions of terms, basic principles, etc.

Two ways of demonstration that are commonly used are:

1. Demo Kit Demonstration—meaning the use of various small objects such as corks, caps, paper clips, batteries, etc. These objects are kept in a box or container called a «demo kit». Each student should have one. The Pieces are used while studying, to represent the things in the material being read. Demonstrating helps make concepts and ideas more real. A demo kit adds mass (physical matter), reality and doingness to the significance and so helps the student to study.

When a student is required to do a demonstration using his demo kit, he simply takes whatever demo kit items he wishes and has them represent the ideas he is studying.

An example of this is:

The student is reading about how a student and his twin should sit across from each other, each with a dictionary and a demo kit.

To demonstrate this, he picks a blue battery and decides that that represents the student. He picks out a red battery and decides that represents his twin. He places the batteries across from each other. He then picks out two pennies which he decides will represent the demo kits and he places a penny (demo kit) beside each of the batteries (students). He then picks out two paper clips which he decides will represent dictionaries and places them next to each of the batteries (students).

The student now has sitting in front of him some actual objects that represent what he has read and he feels much better because the information isn't just in his head.

The demo kit pieces can be moved around by the student if he is studying about an activity or an action.

If a demo is being done for a twin or the supervisor, the student explains what the objects represent and what he is doing with them (but the idea is to actually have the objects showing any action, not the student's explanations).

2. Clay Demonstration—meaning the use of clay in demonstrating or representing facts, ideas, procedures, etc. that the student is studying about. Clay demos also add mass, reality and doingness to the significance and so help the student to study.

Clay demos give a proper balance of mass and significance. They are used to teach a student to apply.

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

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

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

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

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

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

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that real learning is being put aside for the sake of speed.

«Demo» on a checksheet usually refers to using a demo kit.

«Clay Demo» on a checksheet refers to using clay to demonstrate per the Procedure given above.

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

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as assisted by
Technical Project I/C

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HCO BULLETIN OF 15 MAY 1980

Survival RD
Co-Audit Courses

**HOW TO WRITE UP A SESSION
(FOR NEW AUDITORS)**

Every auditing session is carefully kept track of and reported on by the auditor.

This issue lays out how to write up a session and gives examples of the forms that are used. Look at the forms attached to the back of this issue as often as you like, so that you have a proper balance of mass with the significance you are being presented with.

The following are terms that are used in connection with auditing and writing up an auditing session:

ADMINISTRATION: The action or fact of keeping auditor's reports and other records related to an auditing session. (Abbreviation: Admin)

CO-AUDIT: A team of any two people who are helping each other reach a better life with Scientology or Dianetic processing.

CO-AUDITOR: One who audits another co-auditor under supervision and after training at a given level.

PC EXAMINER: That person in a Scientology church assigned to the duties of noting pc's statements, E-Meter phenomena and pc indicators after a session or when a pc wishes to volunteer information.

CASE SUPERVISOR: That person in a Scientology church who gives instruction regarding the auditing of preclears and supervises the auditing of preclears. (Abbreviation: C/S)

Proper session admin is a very important activity. As a co-auditor, you are part of a team including the case supervisor, the co-audit supervisor and the pc examiner. Every member of this team has his separate duties in ensuring your co-auditing sessions are technically correct and that accurate and agreed-upon administration procedures are followed.

Part of your duties concerning the admin of your auditing sessions is to make it clear what happened in the session itself so that the session can be properly supervised by the C/S and so that an accurate record exists of what occurred. These records are kept in the pc's folder.

Here are the things that are always included in your session write-up:

WORKSHEET: A worksheet is supposed to be the complete running record of the session from beginning to end. (Abbreviation: W/S)

AUDITOR REPORT FORM: An auditor's report form is made out at the end of each session. It gives an outline of what actions were taken during the session and the exact process commands used. (Abbreviation: ARF)

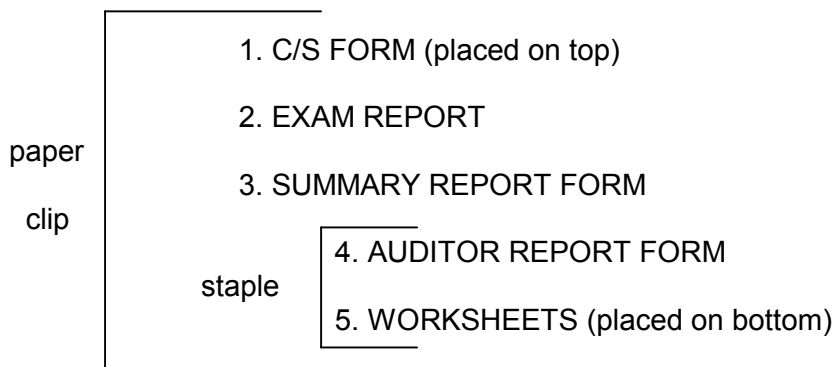
SUMMARY REPORT FORM: A report written after the session on a fill-in type standard form which is simply a summarized record of what happened and what was observed during the session. (Abbreviation: SRF)

EXAM REPORT: A report made out by the Examiner when the pc goes to the pc examiner after session or goes on his own volition. It contains the meter details, pc's indicators and the pc's statement.

C/S: A case supervisor's direction of what to audit on a pc. C/S also stands for the action of writing the direction, meaning to «case supervise».

An example of each of the above session admin terms is attached to the back of this issue.

The order in which these reports are clipped together and put into the pc's folder for presentation to the case supervisor is as follows: staple



The case supervisor usually writes the C/S (case supervisor directions of what to audit on a pc) for the next session. If the co-auditor is certain of what the next session action should be, he can fill it in himself and the case supervisor will OK it providing the co-auditor has recommended the correct next action for the pc. The case supervisor also grades the session just given. He lets the auditor know how well done the session was based on how standardly it was delivered.

FOLDER SUMMARY: The folder summary is a white piece of paper stapled to the left inside front cover of the pc's folder. The folder summary is a list of all of the auditing actions that have been done on a pc. It is in consecutive date order and shows what processes were audited and their end results. It includes each session's date, total time and the exam result. (Abbreviation: FS)

Attached is an example of what the folder summary should look like.

Extra copies of all of these forms will be available from your course admin or the organization's bookstore.

All of these reports (except the session worksheets) are filled out at the end of each session. They must be written very legibly so that the case supervisor can read them and see what occurred in the session.

The worksheet is written as the session is going on. It is a running record of the session and what happens during the session. The auditor does not, by any means, pay more attention to his admin than he does to his pc or to his communication cycle with his pc. He must, however, write down the main occurrences of the session. The most convenient way of keeping worksheets in a non-metered co-audit session is to have your worksheet paper on a clipboard and available for notations during the session.

After the session, the co-auditor can fill in (with red ink) any details he may have missed writing down during the session. He also goes over the worksheets he wrote during the session, and clarifies any words that are not easily readable, by **BLOCK PRINTING** the word above the one that is hard to read, as in the following example:

VERY

The pc was xxxxx happy.

The block printing (as with any after session clarification of a worksheet) is done in red ink. The original worksheets are never thrown away, copied, erased, deleted from, etc. in any way other than as described above.

Standard admin is a vital part of the technology of auditing and is something that every good auditor adheres to and takes pride in.

L. RON HUBBARD

FOUNDER

as assisted by

TECH PROJECT I/C

LRH:MM:mz

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HCOB 15.5.80
ATTACHMENT #1

C/S FORM

PAT SMITH (red)
JAN JONES (red)

22 Feb 80 (red)

SESSION GRADE _____ (red)

Session went very well. (red)

Next C/S:

1. Reach and Withdraw on Outdoor Environment (blue)
2. Reach and Withdraw on Pc's Personal Living Area and MEST (blue)
3. Reach and Withdraw on Pc's Working Area (blue)

Jan Jones (red)

HCOB 15.5.80
ATTACHMENT #2

HUBBARD COMMUNICATIONS OFFICE
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HCO POLICY LETTER OF 8 MARCH 1971

Remimeo
Examiners Hat
Tech Services
Hat
Mimeo on 16
sub paper

(Replaces and Revises HCO PLs of 9 May 69
and 26 Jan AD 20, «Exam Form».)

EXAMINERS FORM

(Important Note: This form is handled exactly as per HCO PL of 26 Jan AD20 AND NO EXAMINER MAY EXAMINE UNLESS STARRATE ON THAT PL, and HCO B 5 Mar 71 (C/S Series 25) AND AN E-METER COURSE. Students and pcs can be very upset if this post's duties are not done correctly and org pc and course results ruined.)

After Session	✓	Qual Div (Place)	FLAG
Volunteered		Date	22Feb80
Medical		Time	12:00 pm

PC or Pre OT Name Mihael M.

Last Grade Attained Purification R/D

Grade, Course or Action Being Attested _____

PC's Statement (write down exactly what PC says)

I had a great session!

TA Position & any BD	2.3	PC Indicators	VGIs
State of Needle		F/N (Wide)	
F/N Indicated to PC		Yes	
		Mark Brown	
		(Signature of Examiner)	

ROUTE THIS FORM TO TECH SERVICES WHICH ROUTES IT INTO THE FOLDER.

WHEN ILLNESS REPORTED MAKE THIS OUT WITH A CARBON UNDER IT AND ROUTE ORIG TO T/S AND FOLDER AND CARBON TO MO OR QUAL SEC. RUSH ROUTE ANY ROLLER COASTER LATER REPORT OR SICK RPT TO FOLDER TO PREVENT C/S ERRORS.

L. RON HUBBARD
FOUNDER

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HCOB 15.5.80
ATTACHMENT #3

CO-AUDIT

SESSION SUMMARY REPORT FORM

The auditor checks each one off and fills in the appropriate data.

DATE: 22 Feb 80

PC: Pat Smith

AUDITOR:

Jan Jones

PROCESS RUN: Environment Locational

PC GAINS: PC got into PT.

SESSION OBSERVATIONS:

1. How did pc do in relation to what was run? Great.
2. Effectiveness of process: Excellent.
3. Emotional state of the pc and whether this improved:
Bored. Improved to happy.
4. Any misemotion: No.
5. Preclear appearance: Neat. Well groomed.
6. Mannerisms: Twitches in mouth occasionally.
7. Mannerism changes: Stopped twitching his mouth.
8. Any change in skin tone: Got pinker.
9. Did color of eyes change? Yes Get brighter? Yes Get dull?
10. Any comm lags: Yes.
11. Any cognitions: Yes.
12. Any pains turn on? No Pains turn off?
13. Any sensations turn on? No Sensations turn off?
14. Any difficulties: No.
15. Did you complete the C/S instructions? Yes.
16. Was the pc happy at session end? Yes.

HCOB 15.8.80
ATTACHMENT #4

CO-AUDIT
AUDITOR'S REPORT FORM

PRECLEAR Pat Smith

DATE 22 Feb 80

AUDITOR Jan Jones

TOTAL SESSION TIME 18 minutes

PROCESS	TIME	RESULTS AND COMMENTS
Start of Session	11:50	PC VGIs
Environment Locational		
Clear Command—«Look at that (object)»		PC understood command
Start of Process	11:52	
1. Look at that (object).		PC cognited «I feel much more in present time!»
End of Session	12:08	F/N VGIs at Exam

Pat Smith
Jan Jones

PC is well fed and rested
- yes

Start of Session
11:50

PC—VGIs

Clear definitions of command:

That V

(PC gives correct definition)

at V

(PC gives correct definition)

look V

(PC gives correct definition)

(1)

Clear command:
«Look at that (object)»

PC—I would view EYES object
with my

11:52 Start of Process

Look at that (object).

Command given repetitively about 25 times
first in the course room and then outside.

PC looks at objects, becoming brighter.

Then originates—I feel much more in
Present Time!

INDICATORS Very good

PC very bright

End of Session 12:08

FOLDER SUMMARY

PC: Pat Smith

<p>18 Mar 71 time: 1 Hr</p>	<p>(Name of Objective process) Process unflat Exam: F/N GIs</p>		
<p>20 Mar 71 time: 2 Hrs 20 min</p>	<p>(Name of Objective process) Process run to its End Phenomena Exam: F/N VGIs</p>		
<p>21 Mar 71</p>	<p>PC Declares Completion of (Name of Objective process)</p>		
<p>22 Feb 80 time: 18 min</p>	<p>Environment Locational—run to E/P. Exam: F/N VGIs</p>		

HCOB 15.5.80
ATTACHMENT #7

NON-METERED CO-AUDIT AUDITOR'S REPORT FORM

PRECLEAR

DATE

AUDITOR

TOTAL SESSION TIME

PROCESS	TIME	RESULTS AND COMMENTS

HCOB 15.5.80
ATTACHMENT #8

NON-METERED CO-AUDIT SESSION SUMMARY REPORT FORM

The auditor checks each one off and fills in the appropriate data:

DATE: _____

PC: _____ AUDITOR: _____

PROCESS RUN: _____

PC GAINS: _____

SESSION OBSERVATIONS:

1. How did pc do in relation to what was run?
2. Effectiveness of process:
3. Emotional state of the pc and whether this improved:
4. Any misemotion:
5. Preclear appearance:
6. Mannerisms:
7. Mannerism changes:
8. Any change in skin tone:
9. Did color of eyes change? Get brighter? Get dull?
10. Any comm lags:
11. Any cognitions:
12. Any pains turn on? Pains turn off?
13. Any sensations turn on? Sensations turn off?
14. Any difficulties:
15. Did you complete the C/S instructions?
16. Was the pc happy at session end?

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HCO BULLETIN OF 16 MAY 1980

Remimeo
Survival RD
Tech
Qual

PREPARING AN OBJECTIVES TABLE

OBJECTIVES: Objective processes deal with the real and observable. They are processes which call for the preclear to spot or find something exterior to himself in order to carry out the auditing command.

TABLE: An arrangement of data in a definite and compact form for convenient reference.

If your preclear or co-audit twin has previously received any Objective Processing, you may need to prepare an OBJECTIVES TABLE to aid the case supervisor. This table will provide an easy-to-refer-to list of the Objective processes that have been run, when they were run, how long they were run each session and what occurred while they were run.

This is the format that is followed when writing up an Objectives Table:

PROCESS	DATE	TIME	WHAT OCCURRED
(name of process)	17Apr 76	30 minutes	PC brightened up and originated «I just came totally into Present Time. This is incredible!» VGIs

Under the process section you write down the exact Objectives that have been run starting with the first Objective run and you fill in the table (in date order) for all that have been run (or verified as having been done). It is possible that a pc has had some Objectives run more than once, so make sure that you note each time the process was run. You can look in the Folder Summary to find out when any Objective was run and which of his Pc folders the session will be in. (Your supervisor can help you on this.)

For each Objective Process session given, note the process run stating its exact name, the date, the time (excluding session time spent on other actions) and a summary of what occurred. The summary of what occurred must include any cognitions the pc had, any changes in the pc that were noted and especially any data concerning the end result of the process.

Don't attempt to rewrite the entire worksheet when filling in an Objectives Table, but do include brief statements of any cognitions, pc indicators and any other relevant data. Include any evident auditor errors.

The attached Objectives Table sample will give you an idea of what the Objectives Table should include.

The case supervisor will then use the Objectives Table in conjunction with proper folder study, as an aid in case supervising and programming. This table can save the C/S valuable hours and has the additional benefit of familiarizing the co-auditor or auditor with his pc's previously run Objective Processing.

Once the Objectives Table is fully filled in and the case supervisor has studied it, it is placed in the back of the pc's current folder. It can then be referred to at any time during a pc's Objective Processing or for the programming of the case.

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ATTACHMENT

SAMPLE OBJECTIVES TABLE

PROCESS	DATE	TIME	WHAT OCCURRED
(Objective process run)	9 Sept 68	2:35 2 hours 35 minutes	Pc experienced changes in emotion. At end of process pc said «I feel 3 feet behind my head! It's great to be able to control your body from an exterior viewpoint» Exam: F/N, VGIs
(Objective process run)	11 Sept 68	1:30 (1 hour 30 min)	Pc was bored for first half hour, said he must be flat on the process. Then he realized he had been out of present time and somewhat stuck in the past. Auditor continued and pc brightened up even more, gave cognition that he saw the difference between the MEST universe in present time and his mental image pictures from the past. Pc was very bright. Exam: F/N, VGIs
(Objective process run)	18 Sept 68	:45 (45 min)	Pc had lots of comm lags for the first 20 minutes. Comm lag reduced after this. Got to a flat point and auditor ended off. No cognitions. Exam: F/N, GIs
(Objective process run)	19 Sept 68	1:30 (1 hour 30 min)	Process from last session was continued. Pc went through several periods of dopiness, then alertness and then came out of it. Pc cognited he'd been in a fog from his days of taking drugs. Felt at end of process that he really was more here and could confront life better. Very, very good indicators. Exam: F/N, VVGIs
(Objective process run)	12 June 75	:05 (5 min)	Process command was only given a few times, then the pc said «I feel good.» Auditor ended off. Exam: no F/N. Co-Audit Supervisor checks to see if the process is unflat and finds it is.

(Objective process run)	12 June 75	2:45	Same process continued. Pc's leg process run) which had always hurt him got better he volunteers an excellent success story after session and states he feels he has regained the ability to be at cause over his body. Exam: F/N, VGIs
(Objective process run)	13 June 75	1:15	Pc has a nice win of feeling more in process run) communication and cause over his environment. The session is continued. Then auditor ended for supervisor assistance, as the session wasn't going as well. Co-Audit Supervisor checked if the process had been overrun, finds that it had, and rehabilitates the win the pc had. Exam: F/N, VGIs

ETC ...

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HCO BULLETIN OF 17 MAY 1980

Cancels BTB 7 Feb 71

Reissued 16 Jul 74 same title

Remimeo
Survival RD
SO Orgs
Scn Orgs
Staff Training Colleges
Tech
Qual
SSOs
FEBC Course

ADMINISTRATIVE TRAINING DRILLS

ADMIN TRs

These training drills were originally developed as a training aid for administrators for the purpose of training them to get compliances and complete cycles of action concerning administrative actions and orders.

The Admin TRs (training routines) are designed towards increasing one's causativeness over the everyday confusions, randomities, justifications, excuses, traps and insanities of the physical universe (Matter, Energy, Space and Time) and people (groups). They enable one to comfortably confront such things when encountered.

Needless to say, such abilities, if attained, would greatly increase any individual's survival in this world and since these Admin TRs do produce these abilities they are of extreme value.

These drills start off very gradiently and work up to a high pitch of confront and handling by the individual.

They are done with a twin and they must be coached with full understanding of the need to give the individual doing them wins. He must not be driven out the bottom or into overwhelm due to forcing him to confront too much too quickly.

Each drill is run to a win where the individual is doing the drill comfortably and without effort and is happy about his ability to do it.

Even if an individual feels he will experience little change on some of the beginning drills, he will upon doing them, become aware of an increase in awareness or just a good feeling about doing them.

On the later drills the individual (when coached on a gradient of getting tougher and tougher) will find that he can confront and handle any such activities or randomities he may encounter.

These drills must be coached with positive, knowing, predictable control towards the individual's willingness to be at cause concerning the things and activities being addressed.

Do these drills well and you will witness a tenfold increase in SURVIVAL POTENTIAL for individuals as well as administrators!

TR MEST 0

NAME: Confronting MEST.

COMMANDS: «Confront that _____ .» (names object.)

POSITION: Student and Coach sitting or standing a comfortable distance apart.

PURPOSE: To accustom Student to confront MEST and to hold a position in relation to it. To be there and not do anything else but be there.

TRAINING STRESS: To teach Student to confront exactly what is indicated without vias and without additive gestures or emotional reactions. The Coach chooses a small object connected to the Student's post. Coach points to the object and gives Command, «Confront that _____ (names object)». Student does so. Coach makes no comments. As soon as Student is comfortable confronting the object with no reaction, the Coach acknowledges, chooses a new object and repeats the cycle. The Drill continues using gradiently larger objects for gradiently longer periods of time. Flunks are given for breaks of confront, additive actions and reactions. pass when the Student can confront any object comfortably without reaction and has Good Indicators on the Drill.

NOTE: Do NOT flunk the Student if sudden GIs come in and he feels good about the Drill. This is a desired change.

TR MEST 1

NAME: MEST Intention.

COMMANDS: «Move that _____ (object)».

POSITION: Student and Coach sitting or standing a comfortable distance apart.

PURPOSE: To train Student to deliver an order and intention concerning the control and handling of MEST.

TRAINING STRESS: To teach the Student that his own intention has something to do with the handling of MEST in his environment. The Student must deliver the command clearly and with sufficient intention to carry through and accomplish the moving of the MEST object by the Coach. The Coach does NOT Bull-Bait but only carries out the order if it is received clearly and with good intention. A selection of objects from the student's post is used. The Student acks the Coach for carrying out the command. Flunks are given for failure to get the object moved, failure to confront the action or failure to confront the MEST involved. The Drill is passed when the Student can do the Drill easily and comfortably with no back-off from the action of getting the MEST moved by another.

TR MEST 2

NAME: Acknowledging MEST Cycles.

COMMANDS: None. Coach originates handling of MEST. **POSITION:** Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train Student to recognize, accept and thoroughly acknowledge the completion of an action in the MEST universe.

TRAINING STRESS: To teach the Student that his acknowledgement can end a cycle of action and that his intention to end it is senior to effort. The Coach originates a cycle of action such as giving the Student a small object, moving an object to another location or picking up an object to look at. Student acknowledges the action when it is complete. Student may do anything at first to get his acknowledgement across but gradiently is smoothed out until he can end cycle effortlessly. Coach flunks for failure to recognize when an action is complete, failure to freely accept the action and failure to end the cycle with good intention. Pass when the Student can do the Drill easily and comfortably.

TR MEST 3

NAME: MEST Duplicative Command.

COMMANDS: «Pick up that _____ (named object)».

«Hand it to me please.»

«Put it down there.» (Student indicates place.)

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to not give up but to continue his intention to complete a cycle of action in the physical universe. To do each cycle in a new unit time and not as a blur with other cycles.

TRAINING STRESS: To teach the Student not to be thrown off and not to Q & A if he doesn't get immediate compliance to his command, and to keep on until he does get the cycle of action completed in the physical universe.

The Coach may stop complying with the cycle of action at any point and hold the cycle frozen at that point. The Student must repeat the last given command until he gets the cycle of action started again and follow it through to completion. No verbal Bull-Baiting or physical originations by Coach.

Flunks are given for poor intentions, failure to repeat the exact command, failure to confront the MEST or confront and get the cycle of action completed in the physical universe.

Pass when the Student can do the drill comfortably and easily.

TR MEST 4

NAME: MEST Cycle Alter-Is.

COMMANDS: Same as MEST 3.

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to get his intended cycle of action carried out in the physical universe in spite of counter-intention and alter-is and to distinguish between a genuine attempt to comply and a deliberate non-compliance or alter-is.

TRAINING STRESS: To teach Student not to be startled or thrown off and not to give up or Q & A with non-compliance, inaccurate or incompetent attempts to complete cycles of action in the physical universe. The Drill is the same as TR MEST 3 with the addition that the Coach may deliberately perform the wrong action at any time or may attempt to pass the object to the Student when he has not asked for it. The Student repeats the order whenever the Coach freezes the cycle of action or deliberately does a wrong command. The Student acknowledges the Coach and repeats the order when the Coach does the command almost correctly or attempts to hand the object to the Student when it is not so ordered.

Flunks are given as in MEST TR 3 and also for acknowledging a deliberate non-compliance or alter-is and for failing to acknowledge a genuine attempt at compliance and eventual completion. If the Student accepts the object on the Coach's origination it is also a flunk.

Pass when the Student can do the Drill comfortably and easily with no confusion or non-confront.

TR PEOPLE 0

NAME: Confronting People.

COMMANDS: «Confront that person.

or

«Confront those people.»

POSITION: Coach and Student ambulatory.

PURPOSE: To accustom Student to confronting people and to hold a position in relation to them. To be there and not do anything but be there.

TRAINING STRESS: To teach Student to confront people singly and in groups without vias or additive gestures and without reacting or being afraid or embarrassed. The Coach and Student walk round to where various people or groups of people are located at work etc. The Coach indicates a person or group of people to the Student and gives him the appropriate command. The Student complies. The Coach has the Student confront larger and larger groups of people on a gradient. Flunks are given for breaking confront or for being disturbed when people stop what they are doing and become interested in the Student.

Pass when the Student can confront people easily and feels good doing the Drill.

TR PEOPLE 1

NAME: People Intention.

COMMANDS: «Hello.»

POSITION: Student and Coach both standing and sitting or one standing and the other sitting, at varying distances apart. Coach doing some action such as reading, writing, sorting papers, tying shoelace, etc.

PURPOSE: To teach the Student that he can get an order and intention across to another person under varying conditions and when they have their attention elsewhere, so that it is received.

TRAINING STRESS: To teach the Student that he can get through to others no matter where their attention may be and that his intention to reach them is the senior factor. The Coach takes up a position and occupies himself with another action. The Student approaches and says, «Hello». The hello must be delivered so that it reaches the Coach and gets his full attention. The distance between the Student and Coach is increased on a gradient up to 20 feet away. Stress is on correct intention not on volume or force. The Coach acks when the Student reaches him.

Flunks are given for failure to confront or for failing to reach with good intention.

Pass when the Student can do the Drill easily without effort and can get the Coach's attention from 20 feet away.

TR PEOPLE 2

NAME: People Acknowledgements.

COMMANDS: None. Coach originates.

POSITION: Various. Student and Coach standing and sitting. The Student may occupy himself with another simple action and Coach approaches Student to give origination.

PURPOSE: To train a Student to use an acknowledgement as a method of correctly ending a cycle of action for other people.

TRAINING STRESS: The Student is trained to acknowledge a report or message given so that the person knows it was heard and understood. The Coach approaches or gives from a distance a sensible report or message concerning the completion of some simple post cycle. The Student acknowledges Coach so that Coach knows he has been heard and that the cycle is ended. The Coach may then employ one or two other people to give reports to the Student in succession. Flunks are given for Student non-confront or for failure to end the cycle with his acknowledgement.

Pass when the Student can comfortably be receipt of a report on a complete cycle of action and can end cycle on the action without under or over acknowledgement.

TR PEOPLE 3

NAME: Group Command.

COMMANDS: «Hello.»

POSITION: Student and Coach ambulatory.

PURPOSE: To teach the Student to get an order and intention across to a group of people when their attention is elsewhere, to get an answer and to acknowledge it.

TRAINING STRESS: To teach a Student that a group of people can be approached without upsetting them, and that an order can be given, and compliance acknowledged. Coach indicates a group of people chatting or some such activity (not engaged in important cycles of action) and directs Student, «Say 'Hello' to that group.» Student does so without upsetting the group. He repeats the «Hello» if necessary to get a reply from the majority of the group. Student then acknowledges the group.

Flunks are given for failure to confront, failure to get the attention of the group, failure to get an answer from the group (majority) and failure to acknowledge the answer. (If necessary, other students can be used and can pose as a group occupied with other actions.) Pass when

Student can do the Drill comfortably and successfully without back-off or strain and without upsetting a group.

TR PEOPLE 4

NAME: Selected Group Command.

COMMAND: «Hello.»

POSITION: Coach and Student ambulatory, plus selected group of three or more persons standing or sitting.

PURPOSE: To train Student to get an order and intention across to a group of people, to get an answer and to acknowledge despite counter-intention from the group.

TRAINING STRESS: The same as for TR PEOPLE 3 except that a selected group of people are used who are instructed only to look up and answer the Student when his intention really reaches them. (No Bull-Baiting is allowed.) Student repeats the order until he gets compliance and then acknowledges the group.

Flunks are given for back-off, poor intention, failure to get the order complied with and failure to correctly acknowledge the execution of the order. (The reply to the «Hello».)

Pass when the Student is really getting his intention through easily and he is getting compliance and acknowledging.

TR MEST BULL-BAIT

TR MEST BB 0

NAME: Confronting MEST with distractions.

COMMANDS: «Confront that _____ (named object).»

POSITION: Student and Coach standing or sitting at a desk with a stack of papers or objects on the desk.

PURPOSE: To accustom Student to confronting MEST and to hold a position in relation to it. To be there and not do anything but be there despite attempts to distract him and prevent him from confronting.

TRAINING STRESS: Same as TR MEST 0 with the addition that the Coach Bull-Baits and verbally attempts to distract the Student from confronting the paper or objects. When the Student can do this comfortably without breaking his confront of the MEST, the Coach may start moving and changing the MEST, adding other objects and taking them away and shifting them. (Do not get too wild.) Verbal Bull-Baiting is kept in also.

Flunks are given for failure to confront the MEST or the Bull-Baiting.

Pass when the Student can do the Drill comfortably without flunking.

TR MEST BB 1:

NAME: MEST Intention with Distraction.

COMMANDS: «Hand me that book.»

POSITION: Student and Coach seated a comfortable distance apart. Coach has a book on his knees.

PURPOSE: To train the Student to deliver an order and intention concerning the control and handling of MEST and get compliance despite distractions and attempts to prevent him doing so.

TRAINING STRESS: Student is trained to get his intention concerning the control and handling of MEST across to the Coach and get compliance in spite of Bull-Baiting and resistance by the Coach.

The Coach only gives the Student the book when the intention gets across to him strongly enough that he wants to comply.

Flunks are given for breaks of confront, giving up and poor intention. Pass when Student can do the Drill comfortably, getting his intention across without being affected by the Bull-Baiting and getting compliance to the command.

TR MEST BB 2

NAME: MEST Cycle Acknowledgement with Distractions.

COMMANDS: None. Coach originates handling of MEST.

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train Student to recognize, accept and thoroughly acknowledge the completion of an action in the physical universe despite distractions and attempts to prevent him doing so.

TRAINING STRESS: To teach the Student to recognize and acknowledge the completion of a cycle of action in the physical universe in spite of distraction and «noise» and attempts to prevent recognition of the fact that the cycle has occurred. And that his acknowledgement can end a cycle of action in spite of noise, and that his intention to do so is senior to effort. The Coach originates a cycle of action such as moving an object from one location to another. Before, during, and after doing so he attempts to distract the Student by Bull-Baiting and chatter so as to prevent the Student realizing that the cycle has occurred or to prevent him from acknowledging it. Student learns to observe the cycle in the MEST universe rather than listen to the Coach. Coach flunks for Student failure to recognize and acknowledge when the cycle is completed, failure to accept the cycle freely and failure to end the cycle with good intention. Also for becoming the effect of Bull-Baiting. Pass when the Student can do the drill easily without flunks.

TR MEST BB 3

NAME: MEST Duplication Command with Distractions.

COMMANDS: Any orders composed of 2 or 3 separate simple actions such as «Pick up that pen and put it on the chair then place it beside the paper in the middle of the desk.»

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to not give up but to continue his intention to complete a cycle of action in the physical universe despite attempts to distract him and prevent him from doing so. To do each cycle in a new unit of time and not as a blur with other cycles.

TRAINING STRESS: To teach the Student not to be thrown off and not to Q & A if he doesn't get immediate compliance with his order. To continue to repeat the order with full intention until he gets the cycle completed in the physical universe. The Coach tries to throw the Student off with Bull-Baiting or by not completing the cycle of action.

Flunks are given for earlier TR failures, for poor intention and for failing to get compliance.

Pass when the Student can comfortably do the Drill.

TR MEST BB 4

NAME: MEST Cycle Alter-Is and Distraction.

COMMANDS: Same as in MEST BB 3.

POSITION: Student or Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to get his intended cycle of action carried out in the physical universe despite counter-intentions, alter-is and other distractions and excuses.

TRAINING STRESS: Same as in MEST BB 3 with the addition that student must acknowledge originations concerning the cycle being performed by the Coach when necessary to get the order complied with accurately. The Coach may muddle up the sequence of the actions and also do verbal Bull-Baiting, reasons why the cycle is impossible, etc.

Flunks are given for failure in earlier TRs of this series and particularly for poor intention or failure to get the cycle completed.

Pass when Student can successfully do the Drill comfortably, using intention but not effort.

TR PEOPLE BB 0

NAME: Confronting people with Distractions.

COMMANDS: «Confront that Person.»

POSITION: Coach and 3rd person standing or sitting a comfortable distance apart. Student a comfortable distance to the side of them.

PURPOSE: To train the Student to get one person to confront another at his order and not be thrown off or Q & A with reactions, excuses and reasons why this should not be done.

TRAINING STRESS: To train the Student to use his confront and intention through the «via» of another person where the one person may not be willing to confront and the other not willing to be confronted. The Student gives the order to the Coach who complies or gives reasons or excuses why he should not. The other person may give the Coach reasons why he should not be confronted but may not speak to the Student. The Student must succeed in getting the Coach to confront the 3rd person despite that person's objections.

The Coach complies when the Student's confront and intention makes him want to do so.

The Coach flunks Student for failure to get the Coach to confront the third person.

Pass when the Student can do Drill without flunks.

TR PEOPLE BB 1

NAME: People Intention with Distractions.

COMMANDS: «Give that book to _____ (person's name).»

POSITION: Coach standing or sitting close to the Student, observing him. The Student and a 2nd person are standing or sitting a comfortable distance apart with a 3rd person a little way off. Student has a book.

PURPOSE: To train the Student to get his intention across on the via of another person and to get the Command through despite distractions.

TRAINING STRESS: To teach Student that he can get his intention to carry through to a 3rd person or persons via a relay terminal. Student gives 2nd person the order, «»Give that book to _____ .» The 2nd person may give excuses and reasons not to do it and the 3rd person can do the same. The 2nd person may return to the Student with the book and «explain» how the 3rd person won't accept or let him carry out the command. Stress is on getting the Student to improve his intention and get compliance to his orders.

Flunks are given by the Coach for failure to get the 2nd person to comply, for Q & A, for giving up and for an earlier TR outness.

Pass is given by the Coach when the Student can easily get the command complied with by the 2nd person.

TR PEOPLE BB 2

NAME: Return Compliance and Acknowledgement.

COMMANDS: «Tell _____ (3rd person's name) to bring me that book.»

POSITION: Coach standing or sitting close to the Student, observing him. The Student and a 2nd person are standing or sitting a comfortable distance apart with a 3rd person a little way off.

PURPOSE: To train Student to get a command carried out in the physical universe via another person.

TRAINING STRESS: To teach Student that he can get physical actions complied with via another person, regardless of the excuses or reasons why of both persons. The Student hands the 2nd person the book and gives the order, «Tell _____ to bring me that book.» Command with intention is repeated until the 3rd person complies at which time the Student acknowledges him fully. The 2nd person may Q & A with the 3rd person's unwillingness and attempts to alter-is and non-comply.

Flunks are given by the Coach for any failure of earlier TRs and for failing to have enough intention to get the 2nd person to get the 3rd person to comply and for failure to acknowledge the completed cycle of action.

Pass is given by the Coach when the Student can get a command carried out in the physical universe via another person.

TR PEOPLE BB 3

NAME: Command Relay.

COMMANDS: «Tell _____ to give that book to _____» (3rd and 4th persons named).

POSITION: Coach standing or sitting close to the Student, observing him.

Student and 2nd person standing or sitting a comfortable distance apart and a 3rd person standing a few steps further off holding a book and a 4th person a few steps further off still.

PURPOSE: To train Student to get a command complied with on a relay.

TRAINING STRESS: To teach Student that his intention can be stepped up to a point where it will carry through terminals on a relay. The Student gives the command to the 2nd person who orders the 3rd person to give the book to the 4th person. The 2nd person may Q & A with the command, with the 3rd person's unwillingness to do it and with the 4th person's inattention or unwillingness to receive the book.

Flunks are given by the Coach for any break up of the Student's TRs or failure to persist and get full compliance.

Pass is given by the Coach when the Student can get all persons on a relay to carry out the command.

TR PEOPLE BB 4

NAME: Group Compliance.

COMMAND: «Give that paper to those people and tell them to put it on their table.»

POSITION: Student standing. Coach standing close to the Student, observing him. A 2nd and 3rd or more other people are seated in two groups at two tables a few paces apart.

PURPOSE: To train the Student to get compliance with his orders and intentions between groups of people and to teach him that intention is senior to effort.

TRAINING STRESS: To teach the Student that his persistent intention can overcome the counter-intentions of groups of people and that he can get them to comply with his orders despite group think, counter effort and other distractions. The Student gives the people at one table the command and has them comply and gets the cycle completed. He may order only one group. These may give excuses and argue between themselves and give reasons why it can't be done—so may the second group when the paper is taken to them. The Student repeats the order with full intention to the first group or a person from the first group until it is fully complied with.

Flunks are given by the Coach for Student failure to persist, for breaking-up or any other TR outness.

Pass is given by the Coach when Student has succeeded in getting full compliance with ease and knows he can handle groups intention.

TR R/W MEST

NAME: Reach and Withdraw MEST.

COMMANDS: «Reach that _____ .» (named object)

«Withdraw from that _____ .» (named object)

Coach acknowledging Student for execution of command.

POSITION: Student and Coach ambulatory.

PURPOSE: To put the Student at cause over the MEST of his post and area.

TRAINING STRESS: The Coach indicates different objects on a gradiently larger scale and sees that the Student executes the commands. The Coach asks from time to time, «How are you doing?» The Coach handles any physical manifestations of the Student by asking «What is happening?»

The TR is run to a win for the Student.

TR R/W PEOPLE

NAME: Reach and Withdraw from People.

COMMANDS: «Touch that _____ .» (named object)

POSITION: Student and Coach and third person ambulatory.

PURPOSE: To familiarize the person with handling people.

TRAINING STRESS: Student must get the third person to comply with his command in spite of the Coach's physical attempts to block the person from doing so. The Student may in turn block the Coach so he can't interfere or may move him out of the way so that the third person can comply with the command. Stress should be on intention not on force. The Drill is run until the Student can quite comfortably take whatever action is necessary to get his command complied with and feels easy about the necessary Reach and Withdraw from the Coach and third person in order to do so. The Coach and third person in order to do so. The Coach may use verbal Bull-Baiting also.

The TR is run to a win and Cog for the Student.

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Developed and Piloted aboard

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for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 18 MAY 1980

Remimeo
Tech
Qual
Survival RD
NED
Academy Levels
SHSBC

START—CHANGE—STOP

COMMANDS

(Ref: HCOB 28 Jul 58 CLEAR PROCEDURE
PAB 97 1 Oct 56 START-CHANGE-STOP CONTROL AND

THE MECHANICS OF S.C.S.

SCIENTOLOGY: CLEAR PROCEDURE—ISSUE ONE)

Start, Change and Stop is the anatomy of control.

This is the cycle of action.

There is no such thing as bad control, only nonpositive control. Good control is positive control and positive control is not bad control.

Start-Change-Stop is the name of an Objective process. It has two stages, both of which are designed to gradiently raise the pc's ability to control.

The process is often abbreviated as «SCS».

SCS ON AN OBJECT

The first stage of running Start-Change-Stop is «SCS ON AN OBJECT».

Starting, changing and stopping an object is a lower level than moving the body.

The following are the commands for SCS ON AN OBJECT. (This has been taken from parts of the LRH film script «SCS» which is scheduled for academy showing.)

COMMANDS—SCS ON AN OBJECT

START:

1. «I am going to ask you to start the (object) and when I tell you to start, you start the (object) in that direction (Auditor indicates a direction with his hand). Do you understand that?»
2. «Start.»
3. «Did you start the (object) ?»

(Repeat commands 1,2,3,1,2, etc. until pc is easily doing the commands on that object.)

CHANGE:

1. «This spot we are going to call 'A'.» (Auditor indicates spot «A» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
2. «This spot we are going to call 'B'.» (Auditor indicates spot «B» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
3. «This spot we are going to call 'C'.» (Auditor indicates spot «C» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
4. «This spot we are going to call 'D'.» (Auditor indicates spot «D» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
5. «When I ask you to change the (object), I want you to change the (object's) position from 'A' to 'B'. Do you understand that?»
6. «Change.»
7. «Did you change the (object)?»
8. «When I ask you to change the (object), I want you to change the (object's) position from 'B' to 'C'. Do you understand that.»
9. «Change.»
10. «Did you change the (object)?»
11. «When I ask you to change the (object), I want you to change the (object's) position from 'C' to 'D'. Do you understand that?»
12. «Change.»
13. «Did you change the (object)?»

(Repeat commands 1-13, 1-13, etc. until pc is easily doing the commands on that object.)

(Note: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same as the previous time as it makes the process too much like duplication, brings the preclear to predict the process too easily and he will do it machine-wise.)

STOP:

1. «I am going to tell you to get the (object) moving in that direction (Auditor indicates direction with his hand). Somewhere along the line I will tell you to stop. Then you stop the (object). Do you understand?»
2. «Get the (object) moving.»
3. «Stop!»
4. «Did you stop the (object)?» (Repeat commands 1,2,3,4,1,2,3, etc. until pc is easily doing the commands on that object.)

The auditor would now run Start again on the same object and so on, until neither Start, Change nor Stop produces any change.

The auditor starts SCS ON AN OBJECT by running commands on a small gradient object (such as a paper clip).

When the first object is flat, the auditor runs SCS on an object that is larger (such as a brick, a beach ball, etc.) until this is flat and then goes to a larger object and so on until the pc has a realization about Starting, Changing and Stopping objects and can do so easily. (This can happen at any point while running SCS ON AN OBJECT.)

SCS ON THE BODY

The second stage of running Start-Change-Stop is «SCS ON THE BODY».

The pc is at this point, processed towards the ability to be in control of his body.

The following are the commands for SCS ON THE BODY. (This has been taken from parts of the LRH film script «SCS» which is scheduled for academy showing.)

COMMANDS—SCS ON THE BODY

START:

1. «I am going to ask you to start the body. I am not going to ask you to stop.»
2. «When I ask you to start the body, start the body. OK?»
8. «Start!»
4. «Did you start the body?»

(Repeat commands 1,2,8,4,1,2,3,4, etc. until the pc is easily doing the commands.)

CHANGE:

1. «This spot we are going to call 'A'.» (Auditor indicates spot «A» with a piece of marked paper on the floor.)
2. «This spot we are going to call 'B'.» (Auditor indicates spot «B» with a piece of marked paper on the floor.)
3. «This spot we are going to call 'C'.» (Auditor indicates spot with a piece of marked paper on the floor.)
4. «This spot we are going to call 'D'.» (Auditor indicates spot with a piece of marked paper on the floor.)
5. «When I ask you to change the body, I want you to change the body's position from 'A' to 'B'. Do you understand that?»
6. «Change.»
7. «Did you change the body?»
8. «When I ask you to change the body, I want you to change the body's position from 'B' to 'C'. Do you understand that?»
9. «Change.»
10. «Did you change the body?»
11. «When I ask you to change the body, I want you to change the body's position from 'C' to 'D'. Do you understand that?»
12. «Change.»

13. «Did you change the body?»

(Repeat commands 1-13, 1-13, etc. until pc is easily doing the commands.)

STOP:

1. «I am going to tell you to get the body moving in that direction (Auditor indicates direction with his hand). Somewhere along the line I will tell you to stop. Then you will stop the body. Do you understand?»

2. «Get the body moving.»

3. «Stop!»

4. «Did you stop the body?»

(Repeat commands 1,2,3,4,1,2,8,4, etc. until pc is easily doing the commands.)

STOP SUPREME:

1. «I'm going to ask you to get the body moving. And at some point I am going to tell you to stop. And when I do, I want you to stop the body as fast as you can and hold it as still as you can. OK?»

2. «Get the body moving.»

3. «Stop!»

4. «Did you do it?»

(Repeat commands 1,2,3,4,1,2,3, etc. until pc is easily doing the commands.)

The auditor would now run Start again on the body and so on, until neither Start, Change, Stop nor Stop Supreme produces change. The pc will be able to do the steps of SCS easily and will have a realization about Starting, Changing and Stopping the body. (This can happen at any point while running SCS ON THE BODY.)

Whenever the pc is standing to execute a command, the auditor is standing next to the pc. He also ensures that he is touching the pc (hand lightly on pc's arm or elbow etc.) when he gives the pc the R-factor such as in steps 5, 8 and 11 above.

The auditor of course always acknowledges the pc for every execution of an auditing command.

The only way to err on running SCS is to run it with imprecision and bad ARC. It is perfectly easy to be precise with high ARC.

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 MAY 1980

Remimeo
All Orgs

Also issued as an HCO PL of the same date and same title.

CANCELLATION OF BTB 11 AUGUST 1974

REGISTRAR SALESMANSHIP DRILLS

BTB 11 August 1974, REGISTRAR SALESMANSHIP DRILLS is hereby cancelled. The drills given as Registrar Salesmanship Drills omitted the basic LRH policies and tech that make a successful Registrar.

These would include such basics as the Dissemination Drill, use of the Tone Scale and the communication formula.

There are now new Registrar Drills which incorporate the LRH policies and tech of basic Registrar skills. These are issued in HCO PL 27 May 1980, REGISTRAR DRILLS.

There is also a new series—«Big League» Registration Series—issued as HCO PLs so Registrars now have all the techniques they need to have tremendous success.

L. RON HUBBARD
FOUNDER
Assisted by Kathy Stewart
CS-4
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 MAY 1980

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All Staff
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All Missions
C/Ses
MOs,
MLOs
Purif I/C
Tech
Qual

PURIFICATION RUNDOWN CASE DATA

References:

HCOB 6 Feb 78RA Re-rev. 4.12.7	THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM
HCOB 6 Feb 78RA-1 Add. of 20.12.79	THE PURIFICATION RUNDOWN— ERRATA AND ADDITIONS
HCOB 30 Dec 79	HOW TO BUILD A SAUNA
HCOB 3 Jan 80R Rev. 10 Apr 80	PURIFICATION RUNDOWN AND ATOMIC WAR
HCOB/HCO PL of 11 Feb 80	ILLEGAL PCs, ACCEPTANCE OF ADDITION REGARDING
PURIFICATION RUNDOWN	
HCOB 14 Feb 80	RESEARCH DATA ON NUTRITIONAL
VITAMIN INCREASES ON THE PURIFICATION RUNDOWN	
HCOB 29 Feb 80	THE PURIFICATION RUNDOWN: PREGNANCY AND BREAST-FEEDING
HCOB 7 Mar 80	DIET, COMMENTS UPON

The Purification Rundown is undertaken by those who wish to free themselves from the restimulative effects of drug residues and biochemical factors which would otherwise prevent or inhibit them from making the spiritual improvement which is possible with Dianetic and Scientology processing.

From the floods of highly enthusiastic letters and reports of glowing results that continue to roll in, it accomplishes this with resounding benefit and successes that are even beyond the original expectations.

Since the initial release of the research data, those who have completed the Rundown number well up in the thousands. Along with the numerous accounts received of wins and changes and gain have come requests for more data on some aspects of the Rundown.

To satisfy these requests, several Case Supervisors who were doing case supervision of the Purification Rundown and a number of people who were on or had completed the program were interviewed so as to obtain more information for your use in handling the rundown.

In all, six Case Supervisors from five major areas and a total of 120 persons from those areas were carefully surveyed. Their data is given in this HCOB, along with additional data from unsolicited reports, where the information was verified by folder study.

These summarized findings are based on results from a wide spectrum of cases, including those with heavy, medium or light strict drug history, those with history of medical drugs in varying degrees, and some few with minimal drugs of any kind reported.

This information is not intended to take the place of individual medical advices given to persons by their doctors in doing the Rundown.

1. WHAT IS THE OPTIMUM DAILY LENGTH OF TIME ON THE PURIFICATION RUNDOWN FOR

MOST PEOPLE?

From the many cases interviewed and from C/S data, five hours exercise and sauna daily has been found to be ideal for the majority of people on the Purification Rundown. The Rundown apparently works like a bomb when the highest percentage of this time is spent in the sauna and a lesser percentage in running. (Example: A good ratio has been found to be approximately 20 to 30 minutes of running to get the circulation up, and the remainder of the time in the sauna, for a total of five hours.)

Not everyone has gone immediately onto a full five hour stint right from the start (and some have successfully done the entire program on a shorter daily schedule, as covered later in this issue). In both the running and the sauna, where the right gradient was applied, particularly when beginning the program, it went very smoothly. Age and current physical condition and stamina can all enter into it. Among the many surveyed were those who required a few days to work up to five hours daily but once there it proved to be the optimum daily period for them, as it has for so many people.

Additionally, on such a schedule the Purification Rundown can and has been completed effectively in the shortest possible amount of time.

Most people approached the 5 hour daily program eagerly and enthusiastically. Some were found apt to plunge in a bit out-gradiently at the start, and this was handled by having them work up gradually to where they could run 20 to 30 minutes without strain and take the sauna time at the rate they could handle it, especially to begin with.

One area reported a few people staying in the sauna too long with no break and turning on headaches and other unnecessary reactions that way. The purpose should not be to see how long one can stay in the sauna for any one stretch of time, and this had to be clarified with several such enthusiasts. What worked best was when the person had a good sweat going and had been in the sauna sweating for a while then coming out, getting some fresh air and space and cooling off, as needed, and going right back in for more sweating. When plenty of liquids (many people take water jugs into the sauna), enough salt or potassium or Bioplasma were used the sauna time went very well.

These are some of the points which were found to get and keep the person winning.

2. CAN THE PURIFICATION RUNDOWN BE SATISFACTORILY COMPLETED ON LESS THAN FIVE HOURS DAILY?

This has been piloted where circumstances honestly prevented some persons from doing the Rundown 5 hours daily. It was found that the Rundown can be completed effectively by a good many cases on less than five hours per day, provided the person is getting benefit and change on the shorter schedule.

The shorter schedules ranged from 4 hours down to a minimum of 2 ½ hours daily, always with a higher percentage of time spent in the sauna than in running.

The absolute minimum daily period found to give good return on the Rundown was 2 ½ hours total running and sauna time. This period would then be spent as

follows: Approximately 20 to 30 minutes of running and the remaining two hours or so in the sauna.

The same gradients applied when the person was on or starting on a 2 ½ hour daily schedule as on any other schedule.

C/S approval would be obtained for the person to do the Rundown on this shorter schedule, as there are other factors that enter into it. Any medical advice or order for the person to be on the shorter schedule would, of course, need to be followed.

The Rundown can and in most cases has taken longer to complete on a shortened daily schedule, but survey results show that it can be done successfully by a good many people at a minimum of 2 ½ hours daily provided all other points of the Rundown are standardly maintained.

3. DOES THE EXTENT OF A PERSON'S DRUG HISTORY SEEM TO BE A FACTOR IN HOW MUCH TIME WOULD BE SPENT DAILY ON THE PURIFICATION RUNDOWN?

Per all the research and survey data thus far, the extent of drug history is definitely a factor in determining how much time daily an individual would spend on the Rundown.

Beyond any doubt the survey showed that those with heavy or even mediumly-heavy drug histories benefited most from the 5 hour daily schedule. This can apply to persons with heavy medical drug histories as well as to those who have had heavy street drugs.

There are reports on record of persons with heavy drug histories who, though they had done fairly well at the beginning of the Rundown on 2 ½ hours a day (some phenomena turning on and blowing), did not begin to turn on restimulation of actual «trips» and blow through them until they got onto a 5 hour daily schedule.

Others reported that if something turned on while in the sauna they made it a point to stick carefully to the sauna time (taking short breaks as necessary for water, salt or potassium, or to cool off) until the manifestation blew, and they then came out feeling good and refreshed. These same persons reported that if they short-cut the sauna time because something uncomfortable had turned on they came out feeling bad or dull and it would then take longer to blow through the manifestation.

Even some people with very light drug histories reported feeling calmer and more uptone after a stint in the sauna which was long enough to permit them to get through any restim or discomfort that had turned on.

There is everything to be said for putting a person on a schedule which will permit him to handle these factors, and it was found particularly important that those with heavy or mediumly-heavy drug histories were scheduled properly so that they were able to get full return from the action and wind up with the EP.

4. WHO DETERMINES WHAT DAILY LENGTH OF TIME THE PERSON SHOULD BE ON ON THE RUNDOWN?

On any question as to daily schedule, the C/S would adjudicate as to the daily time period for the individual.

In any case where the person was doing the Rundown on a special medical program, the C/S would ensure any doctor's orders regarding schedule were adhered to.

The C/S's first consideration would be what is going to give the person the most gain. Wherever possible the person would do five hours daily and most people have done this. In instances where a shorter daily schedule was actually required for best results on some individuals, the schedule was adjusted per C/S adjudication.

In cases where persons honestly had limited time, these were considered for the minimum 2 ½ hour daily time period, as it would have been altered importance to deny them the Rundown otherwise. But it was necessary to ensure that each person could and did make progress on the shorter daily schedule as he continued it and, if not, getting him onto the proper regimen.

Some who started at 2 ½ hours daily later requested to move up to the five hour period, and there have been cases where persons on the shorter schedule were getting heavy restimulation of drugs which they could not handle on the shorter period and when switched to the five hour period by the C/S they did remarkably better. This can occur, apparently, with street drug or medical drug users and is something for the C/S to bear in mind. The heavier drug cases were, where possible, put on the five hour schedule to begin with.

Again, per the survey data, correct gradient was the watch-word here, as in all aspects of the Purification Rundown.

The C/Sing of cases on the Rundown would not be done rotely but always done on an individual basis with the individual never pushed further or faster than he could go. (To do otherwise would be a violation of the tech of the Rundown and a violation of the tech on gradients.)

The successful action has been to get the person on a schedule where he is winning and able to handle what comes up, and then ensure he gets in that amount of time each day and preferably at the same time each day. Regularity of schedule plays a big part in completing the Rundown smoothly and effectively, with all the benefit to be had.

5. WHAT REACTIONS HAVE BEEN NOTED WHEN PARTS OF THE RUNDOWN WERE SKIMPED OR WHEN THE RUNDOWN WAS DONE IRREGULARLY?

LIMITED GAIN PER HOUR

One of the factors examined closely in the course of this survey was whether or not there was a common sauna time limit for most people (within the 5 hours) after which the person got tired and the individual got less return for the remainder of the period. In those cases where the Rundown was being carried out very standardly there were no reports of such tiredness setting in before the 5 hours were up, which were due to length of time spent in the sauna. (Some of these cases reported they experienced tiredness as part of a restimulation of drug reactions, etc., but they were able to spot it as such and blow through it within the 5 hour period.)

However, there were 24 reports from individuals stating they did get tired in the sauna well within the 5 hours and get limited or no benefit from it beyond that tiring point. The daily time limits for gain reported by these 24 cases varied widely from person to person, the reported limits ranging from 4 hours down to 2 ½ hours or less. The individual's drug history did not seem to be a factor, as the reports came from persons whose drug histories ranged from heavy down to few or no drugs, medical or otherwise.

These 24 cases were looked into carefully and when all the pertinent data was examined (some of it obtained by metered interview), what showed up were departures from the standard procedure as given in the Purification Rundown HCOBs.

The departures found were (in order of frequency):

- a. Not enough sleep
- b. Insufficient salt or potassium or Bioplasma taken while in the sauna or before running, OR a combination of a. and b.
- c. Dropped out vitamins that day, skimping on vitamins or taking

vitamins sporadically

d. An undetected and/or unhandled vitamin deficiency.

In one case out of the 24 the person was found to be anemic and he should not have put himself onto the program. This was handled by getting the person onto a special medical program to be carried out under medical supervision before the Rundown could be completed.

Correction of the other cases brought about smoother progress and much improved results.

At best, any one of the above-listed outnesses or omissions could result in the person tiring too quickly, experiencing unnecessary discomfort, getting limited gain per hour and prolonging the Rundown unnecessarily. The apparency would be that the Rundown was not working when in actual fact it was not being applied standardly.

Where a person on any schedule reports he is tiring at a certain point and getting little or no benefit per hour spent beyond that point, one would need to determine if an adjustment of the daily time period was needed. But, as has been found, additionally and always one would carefully examine exactly what the person was doing on each section of the Rundown and get any outnesses rectified.

Regardless of whether the person is on the maximum or minimum daily schedule, departures from other aspects of the procedure would decrease the benefits until these departures were handled.

SLEEP

In the 24 cases mentioned above and in some other cases reporting problems on the Rundown, by far the most common outness found was lack of sufficient sleep.

This is covered in the original bulletin under the section on a properly ordered personal schedule. However, it should be re-emphasized here that adequate sleep has been found to be a vital factor in the correct application of this Rundown. People function best when they are sufficiently rested.

Some tiredness has not been uncommon at certain intervals during the course of the Rundown, even when the procedure was being carried out standardly. It can occur when the person first goes onto the program and needs to build up to the full daily time period on a gradient. It can also occur as part of the restimulation in connection with medical or street drug residues or as part of restim of an old illness, etc., any of which the person might run through while on this program. There are many cases on record of persons on the Rundown turning on and blowing through periods of tiredness or fatigue connected with past illness and/or medical or drug experiences and coming through them far brighter and more energetic.

But it must be borne in mind that the Purification Rundown can be strenuous. Trying to do it on too little sleep would be a severe violation. A person observably needs enough sleep in order to cope with the changes he is undergoing. Per C/S reports, where this has been violated the person has often wound up having a rough time of it. Quite apart from any mere tiredness, any reactions which are there to be restimulated by drug residuals can (due to insufficient sleep) produce unnecessary and non-optimum reactions.

Adequate sleep while on the Purification Rundown has proven to be every bit as important as it is when one is on a routine auditing program and is part of a properly ordered personal schedule. One obviously can't expect to make the gains possible on the Purification Rundown unless this point is in.

And one must be okay medically to go onto the Rundown in the first place.

SAUNA VENTILATION

Correct ventilation of the sauna is covered in HCOB 30 Dec 79, HOW TO BUILD A SAUNA, and it is reiterated here as a must.

Improper sauna ventilation is reported as a contributive factor in a person tiring too quickly. It reportedly can bring on lassitude (weariness of body or mind from harsh climate), air hunger or any number of other symptoms which some persons have, in error, attributed to other causes. This has in some cases prolonged the Rundown or given the appearance of the Rundown being unflat when actually it was complete.

Those immediately responsible for delivering the Purification Rundown, as well as the executives of the org, are responsible for ensuring the sauna has been constructed and is being operated standardly, with a sufficient oxygen supply for the number of persons using it. This also ties in with correctly staggering the scheduling of people for the sauna. One wouldn't jam too many people in the sauna at once, from the standpoint of ordinary comfort as well as sufficient oxygen supply.

OVERHEATING AND SALT DEPLETION

An R-factor on the effects of over-heating was found to be essential for a person beginning the Rundown, as well as basic hatting on how to handle this on an emergency basis should it occur.

The symptoms of overheating and/or salt or potassium depletion— dizziness, feeling faint, weakness, clammy skin, becoming overheated, etc.— are taken up in HCOB 6 Feb 78RA and HCOB 6 Feb 78RA-1, THE PURIFICATION RUNDOWN, ERRATA AND ADDITIONS.

Beginning persons would need hatting on these points so as not to confuse these symptoms with the manifestations that can turn on when restimulation in connection with drug residuals is occurring. It is common knowledge and a matter of good common sense that over-heating and/or salt or potassium depletion can be prevented by sufficient salt, Potassium or Bioplasma intake and by cooling off periodically as necessary during the sauna period. But where these symptoms occurred they would be handled and not considered something the person must «go through».

Additionally, if perspiration ceases while in the sauna—the body suddenly stops sweating and the skin becomes hot and dry—it's an indicator that needs immediate handling. This is a clamping down on the part of the body, a resistance to expel, and it is the first sign of a heat stroke.

The Standard First Aid personal Safety booklet put out by the American National Red Cross covers the symptoms of heat exhaustion/heat stroke and the immediate aid to be given for such.

One would get the person out of the sauna at once and cool him off with a cold or cool shower or sponging, or start with a lukewarm shower and gradually make it cooler. Fluids, and salt, potassium or Bioplasma would be given.

This reference would be kept on hand, readily available, in the sauna location.

Hatting on all the above points would be included in the R-factor the person is given when he begins the Rundown. Salt or potassium depletion as a chronic condition would be handled in liaison with the person's doctor.

NUTRITION

What showed up throughout the survey data was the importance of the daily nutritional vitamins, minerals, oil, Cal Mag and vegetables and the role that these nutritional elements play in handling, on the Purification Rundown, the traumatic effects of the restimulation of drugs, as covered in some detail in the original bulletin.

In each area it was observed that dropping out any of these supplements while on the program, skimping on them or taking them only sporadically, contrary to the program as approved by the person's doctor, could create or intensify deficiencies which would then throw a curve into the Rundown that would show up in any number of ways—tiring quickly, lack of energy, upset stomach, nausea, a general «not feeling good» or actually getting sick in some way, to name a few.

Any omissions of these standard elements were found to interfere with the progress and purpose of the Rundown, which is to free up the individual for spiritual improvement by handling the restimulative effects of accumulated residual drugs and toxins.

With the increase in numbers of those doing the Rundown, many more persons are now reported to have successfully completed it under close supervision on the nutritional vitamin and mineral increases, including Niacin, within the ranges given in the original research data published in HCOB 14 Feb 1980 (RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES ON THE PURIFICATION RUNDOWN), with approval for such supplements from a medical doctor.

Many areas report it has also been helpful to have a good familiarity with the Adelle Davis books on nutrition and diet, as listed by title in HCOB 7 March 1980, DIETS, COMMENTS UPON.

Where individual tolerances were taken into consideration under medical supervision and any vitamin imbalance or deficiency handled under medical supervision, as stipulated in the bulletins on the Rundown, these ranges as published in the issues on the original research were reported to be highly workable for most.

In areas where the Rundown has been successfully delivered, the person's originations regarding his tolerance for or reactions to certain vitamins were never ignored. These would always be looked into and a correct solution worked out in alignment with the data in the original bulletin, with the assistance of the medical liaison officer in liaison with the doctor or between the individual and his doctor.

In reported cases where the person was having some difficulty and some nutrient imbalance was the actual cause of the upset, where the vitamins and minerals were properly adjusted as above there was invariably improvement.

But it was necessary to first determine that the person actually was taking the vitamins and other nutritional elements he was supposedly taking and in what amounts, or if he was taking them only sporadically.

It is the responsibility of the person who has undertaken to do the Rundown to keep those overseeing the Rundown well informed as to his daily actions and the results. It is also his responsibility to see his doctor where any irregularity or upset indicates such. Naturally it is also his option to see his doctor at any point he wishes on his progress on the Rundown.

From all the reported data, it is not unusual at certain Points of the Rundown for some to protest a bit at the large quantities of vitamins taken. The protest is not in regard to results or benefits but simply in regard to the quantities to get down. While the Niacin was always taken all at one time, in several areas it was found most viable to take the remainder of the vitamins at various intervals during the day, after meals or with snacks. One medical doctor has suggested that absorption of the needed nutrients is better accomplished in this way. The exception to this would be where one or more of the vitamins or minerals had been specifically suggested by the M.D. to be taken at certain set intervals.

Also reported was the datum that there is a hidden factor to look for if a person is having difficulty and that is the person is not eating but is going along mainly on something like vitamins And Niacin and yoghurt alone. Or he has made some other

major change in his eating habits. This was found in one area and totally explained why the person was having trouble on the Rundown.

Departures such as this were found quite often to come about as the result of exchange of verbal data among persons doing the Rundown, so this line was watched to ensure the procedure was being followed as given, not someone else's version of it or some experimentation of it on his own.

SCHEDULE IRREGULARITIES

Probably the biggest single factor found in keeping the person progressing smoothly on through to successful completion of the program was regularity of the actions. That included regularity of the timed schedule, nutrition, sleep, and the whole works.

Where any one part of the procedure was being done erratically it would throw the other parts out, or give that appearance, and the effect could sometimes be quite puzzling to the C/S or to the person's doctor and others assisting in the administration of the program.

Per C/S observation and other survey data, where people who had otherwise been doing well began skipping a day here or there, skimping or cutting down on the daily purification time or missing sleep, it usually resulted in upset of some degree. They began to report «feeling bad» or feeling «sickish» or actually getting sick following some irregularity or disruption of the routine. Where this occurred, the discomfort or upset was more severe among those with heavier drug histories.

A possible explanation of this is that the process has been interrupted and one is getting a backloging of the drug and other toxic effects rather than a routine release of these at the same rate as when the person was on schedule. Therefore the person could be subject to a piling up of the restimulative effects of these at a rate not easily handled by him, and this could be further compounded by any continuation of an erratic schedule.

The handling was to get the person onto or back onto a proper and predictable daily regimen and maintain it through to completion of the Rundown.

What was stressed here was that in this, as well as all parts of the Purification Rundown, it is a matter of the person following the normal and generally accepted rules for good health. He would then be in the best possible shape to attain the lasting spiritual benefits which are available to him. This is, of course, the sole and ultimate objective of the Purification Rundown.

DETERMINING AND HANDLING WHAT WAS WRONG

Here are some of the more successful actions reported from an area with high Purification Rundown completions.

Any bad indicators, odd or strange indicators, upset, etc., would be always picked up and handled at once.

If the person was in some heavy restimulation and just wanted to get through it without interruption he was not forced or badgered but permitted to go through it easily and gradually at his own rate and he would then come out the other side all right. Per reports, most people know when they are in a drug restimulation and will tell you.

In a case where the cause of upset wasn't immediately obvious, the Purif I/C or D of P would simply sit down with the person and talk it over to find out what was going on.

What worked very well was to have the individual himself read over all points of the Rundown as contained in the issues and he himself would then very often spot and point out where he went off the rails. And in most cases he would prove to be right. It was very often found to be a matter of something having been altered or added or

dropped out and this would be resolved by getting him back on the correct regimen and doing it by the book.

If it didn't appear to resolve, no guesswork or experimentation was done. The person would be sent to his doctor for a medical check and any necessary adjustment of his regimen.

In summary, it has been found that there are any number of ways in which one can depart from the correct procedure and the effects of one such departure can be similar to or appear to be similar to those of another, which can make some cases look complicated indeed, and unnecessarily so. So it has also been found that it is vital to indoctrinate the person on the standard actions of the Rundown at the outset and then do everything possible to preserve that standardness throughout.

6. ON THE PURIFICATION RUNDOWN, HAS IT BEEN FOUND THAT THE ALL BLEND OIL MUST BE TAKEN «STRAIGHT» OR CAN IT BE MIXED WITH SOME OTHER FOOD?

Per survey data, some individuals had reported difficulty taking the All Blend Oil by itself, usually due more to the texture than to the actual taste.

The handling, as there seemed to be no reason why the oil could not be taken in orange juice or mixed with some other food of the person's choice and taken that way, was to have many people on the Rundown do just that, with good result. Others simply took the oil straight. (An exception, in taking the oil mixed with other food, is that you would not cook food in the oil and consider that the All Blend Oil ration for the day!)

As the oil will coat the stomach and intestinal walls for a certain period, which can prevent the full assimilation of other nutrients, especially the water soluble vitamins, one doctor has suggested that it is probably best taken before going to bed or at least at a different meal time than when the vitamins and minerals are taken.

Regarding the amount of oil to be taken, this did vary with the individual. However, a medical doctor who is also a Scientology auditor and Purification Rundown C/S and who has handled numerous people on the Rundown has reported that the most standard oil dosage found to be required thus far by most persons he has handled on the Rundown is between 2 and 4 tablespoonsful a day. Others (particularly some 250 pounders he has on the Rundown) are on considerably more oil than this. The recommendation of this medical doctor is that on any oil dosage one would reduce the intake if the oil showed up in a bowel movement or in the body sweat, as in such case there is an excess of oil which is not being put to use but simply expelled.

7. HAVE THERE BEEN ANY REPORTS OF A DIFFERENCE IN RESULTS WHEN NIACIN IS TAKEN IN POWDER FORM INSTEAD OF IN TABLET FORM?

Per reports thus far, this seems to vary among different individuals.

The observation of one medical doctor supervising the Rundown is that these variances are not unusual.

Some persons have reported more immediate and/or intense results when Niacin was taken in powder form. This difference was most often reported by persons who had reached the higher dosages, had little or no results from a large, highly compressed tablet and then switched to the same dosage in powder form and got more intense results.

However, at least two people report that they got results when taking 100, 200, 300, and 400 mgs of Niacin in tablets of 100 mg each; then, when 500 mgs were taken in a single 500 mg tablet nothing occurred. However, next day when 500 mgs were taken in 5 tablets of 100 mg each results were obtained at the 500 mg dosage.

Still others reported effective results from Niacin tablets of any dosage including the large tablets of higher dosage.

What has been done in one area is to use tablets of 100 mg Niacin each until the 1000 Niacin dosage is reached and to use Niacin in powder form thereafter. Where this is done, or where Niacin in powder form is used exclusively, the measurement was and would need to be exactly done.

The label on a powdered Niacin container should carry instructions as to how to measure the powder content. With the brands that have been used, one teaspoon provides 3000 mg of pure Niacin. Note that this is per the English System of Weights & Measures. One would need to use the standard measuring teaspoon. In areas of the world where the Metric System is used (and where «teaspoon» sizes vary), an amount equivalent to a standard teaspoon measurement would be 4.9 milliliters.

8. WHAT HAS BEEN OBSERVED TO BE THE MOST SUCCESSFUL GRADIENT GENERALLY IN INCREASING NIACIN ON THE RUNDOWN?

Within the boundaries of the medical doctor's advice for the individual, the most workable gradient in the majority of cases observed was generally found to be starting the person on 100 mgs of Niacin and increasing it in increments of 100 mgs until the person was up to 1000 mgs daily. A steeper gradient was then used as one went up to higher dosages. It was found that many persons could take increases of from 300 to 500 mgs at one time when they reached the higher dosage ranges. Note that this does not refer to a daily increase, necessarily, but refers to the gradient in which the dosage was upped when an increased dosage was indicated.

Any increase was always based on individual tolerance, and there were exceptions to the «generally successful gradient» described above in every area surveyed. Certain individuals would and did require moving up on a lesser gradient according to their tolerances and according to individual medical advices.

On the other hand, in some instances a «grinding» phenomenon was observed where the individual:

a. held to a certain Niacin dosage of say, 500 mgs day after day,
until nothing whatsoever was happening

or

b. held to an increase of only 100 mgs at a time in the higher ranges

of Niacin, even though he was getting only brief, mild results, was very able to tolerate these effects and felt he could handle a steeper gradient.

By «grinding» phenomenon is meant an effect similar to running an engram late on the chain over and over without going earlier and the person getting irritated and frustrated with the Rundown and reeling he is not making the progress he could be making.

In these instances, it was observed that when the persons who could progress at a faster rate with larger Niacin increases (always with the other vitamins and minerals increased in correct ratio and by individual tolerance) did so, they went smoothly along on the Rundown, handling what did crop up.

In all surveyed areas, when to introduce an increase in Niacin was found to be as important as the amount of increase.

When Niacin was increased:

a. after the effect of a certain dosage had diminished
(not vanished totally),

AND

b. when any other manifestations and restimulation which had turned on at that dosage had blown or diminished (as covered in the procedure given in the original bulletin),

good progress was made on the Rundown on a one for one basis, providing all other points were standardly in.

In other words, it was recognized that there would very likely be various reactions and restimulations (as covered in the original bulletin) all of which would need to be taken into consideration when Niacin amounts were increased.

When this was done correctly excellent results were obtained. Questions arising on such increase were handled according to the person's individual medical approval to do the Rundown and further individual medical advices as needed.

It should be mentioned here that, along with this survey data, reports have been received of persons found taking Niacin quietly on their own without being on the Purification Rundown and without being under any supervision, medical or otherwise, just to see what it would handle. This is not advised in any HCOB. It could result in artificially created deficiencies or in things turning on which are not then properly run out. Also, where a pc being audited was at the same time experimenting on his own with Niacin dosages, it could present some puzzling aspects of the case to the Case Supervisor and could throw a curve into the C/Sing or programming.

The Purification Rundown has been carefully researched and piloted. It is concerned with freeing up the individual for future spiritual improvement. As such it is a programmed action carried out daily under C/S supervision and with medical approval for the individual to be on the Rundown and medical advices given as required. There is no issue which advises or advocates a person experimenting with it on his own.

9. HAS ANYONE COMPLETED THE RUNDOWN TO FULL END PHENOMENA BEFORE REACHING 5000 MILLIGRAMS OF NIACIN?

Per the original research and all reported survey data, there are a number of people who have completed the Rundown to full end phenomena on dosages under 5000 mgs of Niacin. Others have gone as high as that dosage before completing.

Apparently in some areas there was, earlier on, some misinterpretation of the purification Rundown HCOBs to the effect that one would be required to work up to a point where a 5000 mg Niacin dosage produced no effect, in order to achieve the EP—which is not the case. There is no statement in any HCOB to this effect.

The End Phenomena is reached when the individual is free of the restimulative presence of residuals of past drugs and other toxic substances. He will no longer be feeling the effects of these impurities going into restimulation and there is a marked resurgence of overall spiritual well being.

The fact of having a heavy drug history does not necessarily prolong the Rundown. It can do so but it is not true in all cases. More important than anything else is keeping all points of the Rundown in standardly, maintaining a well-balanced personal schedule with enough rest and nutrients, and getting as much exercise and sauna as possible on a routine daily basis.

On such a schedule, persons of varying drug histories, some heavy, some light, have completed the Rundown in 18 to 20 days at five hours a day, reaching the EP at amounts of Niacin which differed with different individuals. Some have done so in less time.

From reports based on direct observation, apparently what can happen in some cases (not all) is that the residuals of past drugs and other chemicals (sometimes every drug or medicine the person has taken) can restimulate and turn on heavily in the first week or ten days of the Rundown at lower dosages of, say, up to 1000 Niacin. It doesn't always happen in an orderly fashion and it can be severe but the person will handle these drug residuals, blow through any accompanying manifestations, and after that it can go totally flat with no effects showing up on the higher amounts of Niacin. Others will turn on these effects in a more graduated sequence, one following the other, and it can take longer.

From the original research and piloting of the Rundown, and from the reports of those currently delivering it and the personal reports from those who have completed or are on it, one can expect any variety of manifestations to crop up, not all of them comfortable by any means.

Where the person was on a sensible and well-kept schedule, with all other parts of the Rundown fully in, these manifestations would de-intensify and blow without undue discomfort or hang-up. As the toxic substances became active, he would experience their restimulative effects and come through these periods with nice wins. One would then see a gradual brightening of the person as he progressed.

Reported also was the fact that sometimes, especially on the lower Niacin dosages, one could get a person coming through some drug experience with such a sense of relief and release and such a big win that he would report he had completed when he actually had more to do. Or a person would have an auditing-type cognition or a whole string of such cognitions and mistake that for the EP. These, of course, are excellent wins but not necessarily the End phenomena. Big wins can be expected during the course of the Rundown, but in cases where the person was discontinued on the strength of such a win before all the toxic residuals had been handled, the person would come up with more to be done and would have to be returned to the Rundown to complete it. One must be able to recognize the difference between a good win and the actual EP.

In all those areas surveyed, where a person was progressing well on the program he could be observed to be becoming more uptone and aware. He would start reporting exactly what was going on, what drug was turning on, what impurities and restimulations he was running out. He could usually tell if he had hit a tolerance level on a certain vitamin. All of these are valid reactions throughout the run. As the person would release and blow through whatever was there to turn on, the manifestations became less day by day, and he would reach a point where no further manifestations were coming up. He would look and feel remarkably better, brighter and more alert; he would have come through good wins and he would often know and state that he felt free of impurities and their associated restimulative effects and originate on his own that he had done it. With all those indicators one could be pretty sure he had done it.

The amount of vitamin and mineral nutrients, exercise and sweat out it has taken and will take to accomplish this on the Purification Rundown is an individual matter.

There is no hard and fast rule laid down anywhere that says a person must work up to 5000 mgs Niacin before he is complete.

10. WHAT IS THE «WIND DOWN» THAT FOLLOWS PURIFICATION RUNDOWN COMPLETION?

There is no such thing, unless one would give that term to the action of coming down off heavy vitamin and other nutrient dosages on a steep gradient, rather than abruptly, following Purification Rundown completion, as suggested in the original bulletin (HCOB 6 Feb 78RA, page 18).

In one area it was found that this section of the bulletin was being misinterpreted to mean one gradually did less of all the elements of the Purification Rundown—i.e., less sauna, less exercise, less vitamins, etc., each day, and this was being called a «wind down». This is not stated in any of the HCOBs, and is not a valid action.

The suggestion that is made is that one doesn't abruptly simply cease the extra nutrients he has been taking, but comes down from high dosages on a steep gradient to what would be a moderate daily normal requirement for him, per medical advices. And that along with this some moderate daily exercise will help him maintain good health.

Continuing all the elements of the Purification Rundown would amount to continuing the Rundown itself past the point of valid completion, and further, would delay the person getting onto the auditing he is programmed for as his next step.

ADDITIONAL QUESTIONS ON END PHENOMENA AND NIACIN

Certain additional questions have arisen regarding the End Phenomena of the Rundown in relation to Niacin which should be taken up here so that the data is broadly known.

The first of these is:

11. CAN THE RUNDOWN BE CONSIDERED FLAT IF THE PERSON SEEMS TO HAVE REACHED THE EP AND IS GETTING NO MORE MANIFESTATIONS TURNING ON OR NO OTHER CHANGE OCCURRING BUT STILL GETS A SLIGHT RESULT FROM 5000 MGS NIACIN?

The person could very well be complete, but there are several factors to be looked at regarding this point.

The person could be hung up on some outness in the early stages of the Rundown, which would show up on a full review of his Purification Rundown history. One could do a full inspection of his folder, particularly in the area of minerals and vitamins, what effect they had, were these dosages standard and kept in the proper balance, was the Rundown administered standardly and done regularly. The person could be interviewed as well, and you might find some outness such as he doesn't like vegetables, he never eats vegetables, etc., etc. So parts of the Rundown could have been violated, and this could be showing up in the manifestation described above. It may be that he has some deficiency which has been bypassed and thus some sort of hang-up was created. There is the possibility that if the Rundown hasn't been done properly throughout, one could get such a hang-up. And with that there's a possibility of some deficiency alongside it which won't allow a complete discharge. A medical check would be done if the folder shows irregularities to determine if this is the case and, if so, to get it remedied. Getting any such deficiency remedied and getting all points of the Rundown in standardly would bring it to successful completion, in a case where such outnesses have existed.

There is also the possibility that the person simply has more to do on the Rundown.

And there is the possibility, and this may be by far the most common, that the person has reached the EP and is in overrun.

If he has done the Rundown standardly and has reached the End Phenomena as described earlier in this bulletin and in HCOB 6 Feb 78RA, the chances are he is complete on the Rundown despite the fact he is still getting some slight result from 5000 mgs of Niacin.

It is possible to overrun the Purification Rundown if one is not well aware of what is to be looked for in the End Phenomena. There have been cases of overrun where the person was continued for some weeks at 5000 mgs (5 grams) of Niacin with nothing more turning on than a slight effect. And there have been cases of overrun that occurred at less than 5000 mgs of Niacin.

The possibility exists here that if the point of completion of the Rundown is reached and bypassed the person could begin to dramatize a Niacin flush. It would be like any other bypassed condition, such as a bypassed F/N.

The condition tends to hang up because it is not acknowledged or signaled to have ended. This is simply an educated guess as to how this could occur, but it is also borne out by careful study of several cases on record where bypass of the EP and overrun did take place.

After the person has been on the regimen for some time, has come through good changes and is handing you the indicators of the EP, carrying him on the Rundown for six or seven days with no further effects at any dosage is really an overrun. In some of these cases it appears that 5000 mgs Niacin isn't doing anything that 3500 mgs of Niacin didn't do.

To repeat, the End Phenomena can and has been reached on 5000 mgs of Niacin and on dosages of lower than 5000 mgs. Once the drug and chemical residuals are handled they're handled. The person will feel the difference. Upping the dosage does not necessarily find more to be handled. And continuing the person past the EP can hang the whole thing up and produce a slight effect as a dramatization, either sporadically or each time the Niacin is taken.

This can then become confusing to the person himself and to the C/S. If the overrun is continued you'll see the person begin to go downtone, even if only slightly. His indicators become a bit less bright, he may become disheartened. He may now be efforting to produce some result that isn't there to be had and begin to feel the action is interminable. Certainly the person will appear less enthusiastic about the whole procedure and may begin to protest it. The picture now looks as if the Rundown is unflat whereas what has happened is that he achieved the EP, reached a point where he felt great, was getting no further manifestation of any kind (if even for only a day) and the fact was not acknowledged but bypassed. Overrun phenomena then sets in.

C/Ses report there have been a few cases who «rabbited» (wanted to run away from continuing the Rundown to its EP because it was uncomfortable, or out of other considerations) and insisted they were complete after a very few days at low Niacin dosage when little or nothing had yet turned on. But these cases were few and easily detected and handled by bringing them to a better understanding of the Rundown and its purpose and what it does. In two such cases where the persons were allowed to attest after too brief and skimpy a run, they both went into drug restimulation which should and would have been handled routinely on the Rundown. After full review of these cases, with medical participation, they were put back on the Rundown and completed it properly.

Judging from reports, including the many personal reports received, by far the majority are eager beavers who can't wait to turn on something on the Rundown and blow through it. They report drugs, medicines, anesthetics, alcohol, restimulation of various biochemical reactions, somatics or other manifestations turning on and blowing, and they report them all enthusiastically and with great relief and look for more! Such cases will often know and tell you when they've honestly reached the EP.

One C/S also reported he had had cases on his lines where the person from all indications was complete and stated he was complete but wanted to continue a bit longer «just to make sure». Allowed to go on, these cases promptly got into overrun Phenomena, went downtone and were getting no change. In each case, when all was checked out, it was found the EP had been reached at the point the person stated he was completed. So it appears that on the Purification Rundown just as in other Rundowns it doesn't do to continue past a valid EP. Should it happen it is handled simply by having the person spot when he did complete and acknowledging it.

What also showed up in the survey data was the rare bird who would try to handle his whole case on the Rundown and who looked for some result above and beyond the EP of this Rundown. Such a case would need to be given a very thorough R-factor on the Rundown and be carefully C/Sed, with medical liaison as necessary, throughout.

It was found important to make real the fact that all that is being looked for here is the person free of the restimulative effects of past drug and toxic residuals so that the person can then be audited with optimum gain and spiritual enlightenment.

It is up to the Case Supervisor to know each case, to be familiar with the progress of each case, to keep the medical liaison lines in, and to know well the indicators to

expect when the End Phenomena has been reached so that it can be acknowledged and validated.

Another question that has come up with some frequency is:

12. WHAT COULD ACCOUNT FOR A PERSON WHO HAS GENUINELY COMPLETED THE RUNDOWN WITH NO NIACIN REACTION AT 5000 MGS (OR LESS) THEN GETTING A REACTION LATER AT LOWER NIACIN DOSAGES?

Such a reaction, where the person has actually done the Rundown standardly to its End phenomena, does not mean the Rundown is unflat.

To understand this reaction one needs a good understanding of the bank and how it works. The specifics of what has happened in these instances can be quite variable, but what you are looking at here in general is that there has been an environmental shift or change which produced another type of bank key-in.

To begin with, we are living in a two-pole, a two-terminal universe. (Ref: HCOB 8 June 63R, Rev. 3.10.77, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, Bulletin 2: HANDLING THE TIME TRACK). It takes a two-terminal situation to hang something up.

On the Purification Rundown we are looking at two things: one, the actual drugs and toxic residuals in the body (and medical autopsies have shown that they are there), and two, the bank mock-up or facsimile of the drugs, drug residuals and their effects.

These two conditions are hung up—one of them playing against the other, in perfect balance. What the person is feeling is the two conditions, one of them the actual presence of the drug residuals, the other the bank mock-up of them. The thetan can actually, via his bank, mock up a perfect synthesis or a counterfeit of drugs. So you are getting two reactions here, one of them a total counterfeit but no less real to the person, nevertheless. The counterfeit is just bank restimulating and, oddly enough, the bank can approximate practically every drug there is under the sun. The bank can also approximate the effects of radiation and it will look just exactly like a physiologically caused effect.

I don't think the bank can necessarily key in a physiological reaction where an actual physical basis for such has not existed somewhere on the person's track. It can deform or change positions or rates of metabolism. It can change endocrine conditions and therefore can change various bodily conditions. And it is true that a thetan can mock up a facsimile strongly enough so that it hurts.

Probably the reason why the Purification Rundown works is that it handles the one side of it and thus fixes the person up so that the other side, the bank facsimile side of it, is no longer restimulative or in constant restimulation. It's as simple as that.

What, amongst other things, is happening on the Purification Rundown is that you cause an upset of this perfect balance and suddenly this balance goes b-z-z-z-t! The balance isn't there anymore so you don't get the cross reaction anymore. But it takes auditing to totally erase the bank. In other words, while the balance has been upset, all of the bank facsimiles are not gone. They're not keying in and they're not being reinforced by the presence of drug residuals but they're not necessarily blown.

A thetan can mock up anything. Thus, as the person is coming down off the Rundown on gradient Niacin and other vitamin dosages, he can hit an area where some factor in the environment can cause the facsimile to go into restimulation again. You can get a bank reaction which, so far as anyone could tell, would be absolutely identical to what the physiological reaction would be.

It doesn't mean there are still accumulated residuals. It is that the bank or facsimile side of this two-terminal hang-up isn't necessarily flat. It was flat for that period of time. Now the person drops back, moves into another environment, another

period of time, probably goes out in the sun and gets himself a nice sunburn or something of this sort, and his bank cross-reacts.

That is the basic theory behind this type of manifestation.

Upon completion of the Purification Rundown, the person is now in good shape to receive auditing and get optimum gain from it. Auditing is what handles the bank. When the Purification Rundown is completed and the person has fully flattened Objectives, the Drug Rundown is his next step, and it is on the Drug Rundown that one handles the mental and spiritual reactions from drugs. An OT would (after OT III) be given the OT Drug Rundown. Or, if the person is on NED for OTs, he would receive the NED for OTs Drug Rundown.

Thus, we are not looking at an endless run on the Purification Rundown. We're seeking simply to handle the drug deposits and toxic residues in their restimulation and reinforcement of the bank, and vice versa. And by breaking up the balance of these two and handling the one side of it on the Purification Rundown we are freeing up the person to handle the other side of it, the bank facsimile side of it, in auditing—and successfully.

With these factors handled the individual is now ready for all the spiritual gain that can be achieved in his future processing.

If these summarized findings are of interest and helpful to those in the many, many areas where the Purification Rundown is being delivered, I am pleased to be able to give you this data.

L. RON HUBBARD

FOUNDER

As assisted by
LRH Technical
Compilations Unit

LRH:RTCUNsp
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The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a Spiritual Being. The Purification Rundown is a Spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth in the writings of L. Ron Hubbard and adopted by the Church. No part of the Rundown is intended as the diagnosis, prescription for, or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1980

Survival RD
Co-Audit Supervisors
Review Auditors
C/Ses

Survival Rundown Series 15

SURVIVAL RD CORRECTION LIST (SRD-CL)

This is a correction list for errors that may be made during the Survival Rundown. It can be assessed by the Co-Audit Supervisor (if fully qualified to assess and handle this list) or in a session by a Review Auditor. It is arranged so that it can be handled in the same sequence as the list, and is usually done Method 3, but in the case of a heavy upset, assess it Method 5. Each reading question is to be taken to an F/N per the instructions. (Any further handling (as given in the list) can then be done, after the reading questions have been F/Ned.)

This list has two main uses:

A. When difficulty is encountered during a co-audit session and the Co-Audit Supervisor needs to get the session rolling again. In this instance the list would be assessed and handled until the cause of the difficulty had been handled and then the Co-Audit session would be continued. The whole list need not be done, and shouldn't be continued past the point when the co-audit could resume.

B. When used by a Review Auditor, in which case the whole list would be done to insure that all possible sources of bypassed charge were found and handled. (Should someone on the SRD feel unwilling to continue session or the SRD, or actually discontinue, assess this list Method 5 and indicate the largest read. Then handle the remaining reads.)

1. DID YOU GO EXTERIOR?

(If so, find when, and rehab. Do not continue the same process that the person went exterior on as it has EPed.)

2. HAVE YOU HAD DIFFICULTY BEING AUDITED AFTER HAVING GONE EXTERIOR?

(Indicate that the person was audited after Exterior. Turn this over to a Review Auditor to handle per Int Series HCOBs.)

3. IS THERE SOMETHING THAT HASN'T BEEN UNDERSTOOD?

(Find out what, and clarify it. If a misunderstood word, clear it with a Dictionary or the Tech Dictionary, to F/N. Then have the person study the material again where the word was encountered. If it was a command that was misunderstood, clear any MU words and reclear the command. (C/S is then to adjudicate if the process should be taken up.))

4. IS THERE SOMETHING THAT WASN'T ACKNOWLEDGED?

(Find out what it was and acknowledge it. If no F/N, find out if there was an earlier similar time when something wasn't acknowledged, to F/N.)

5. IS THERE AN UPSET WITH SOMEONE?

(Find out what the upset is and who with, and assess it as an ARC Break to F/N or E/Sim to F/N.)

6. IS THERE ANY PRESENT TIME WORRY? _____

(Find out what it is, and handle it, or 2WC to F/N or E/Sim to F/N.)

7. IS THERE SOMETHING YOU THOUGHT OF THAT YOU DIDN'T TELL YOUR AUDITOR? _____

(Encourage the person to tell it, using the Prompters from HCOB 10 Dec 64. See Tech Dictionary. Handle to F/N.)

8. IS THERE SOMETHING YOU HAVE DONE THAT YOU SHOULDN'T HAVE? _____

(Pull the overt to F/N or E/Sim to F/N.)

9. HAS THERE BEEN ANY INVALIDATION? _____

(Find out what was invalidated, by whom, and how it was invalidated, to F/N or E/Sim to F/N.)

10. HAS THERE BEEN ANY EVALUATION? _____

(Find out what the evaluation was and by whom, to F/N or E/Sim to F/N.)

11. WERE THE AUDITING COMMANDS FLUBBED? _____

(2WC to get data, and to get off the person's reaction to it, to F/N, or E/Sim to F/N. Correct the auditor with the reference and get the process run correctly.)

12. WAS A PROCESS RUN INCORRECTLY? _____

(Handle as in #11.)

13. WAS A PROCESS LEFT UNFLAT? _____

(Find out which process, and get the process continued to full EP.)

14. DID A REACTION TURN ON DURING A PROCESS? _____

(Find out what process, and indicate that the process is unflat, to F/N, or E/Sim to F/N. Ensure that the unflat process(es) gets flattened.)

15. WAS A PROCESS ENDED WHILE IT WAS STILL PRODUCING CHANGE? _____

(Find out what process, and indicate that the process is unflat, to F/N, or E/Sim to F/N. Ensure that the unflat process(es) gets flattened.)

16. WAS A PROCESS «2 WAY COMM'D TO AN F/N», INSTEAD OF RUNNING THE PROCESS TO EP? _____

(Indicate that the process is unflat. Get it flattened.)

17. DID YOU GET AN F/N BY TALKING ABOUT THE PROCESS, INSTEAD OF RUNNING THE PROCESS? _____

(Indicate that the process is unflat, as the process itself was not run to EP. Get the process flattened.)

18. DID SOMEONE SUGGEST A PROCESS WAS UNNECESSARY OR SHOULDN'T BE RUN?

(2WC to F/N, getting the data. Get the process run, so the pc doesn't miss the gain available from it.)

19. DO YOU THINK THAT THESE PROCESSES ARE UNNECESSARY?

(Get off the person's considerations about why he/ she thinks the processes are unnecessary, to F/N, or E/Sim to F/N. If the pc is now ready to continue the SRD let him do so. If not, turn this in to the C/S.)

20. ARE YOU PROTESTING ANYTHING?

(Find out what the pc is protesting, to F/N, or E/Sim to F/N.)

21. ARE YOU ASSERTING SOMETHING?

(Find out what the pc is asserting, to F/N, or E/Sim to F/N.)

22. DID YOU HAVE A COGNITION THAT YOU DIDN'T MENTION?

(Get the pc to tell the cognition. If it was the EP for a process indicate that it was. If not the EP, acknowledge the cognition. and have the process continued. Do not attempt to «2WC the process to F/N», as the process itself must be run to F/N.)

23. WAS A COGNITION NOT ACCEPTED?

(Handle as in #22.)

24. WAS A PROCESS CONTINUED AFTER IT WAS FLAT?

(2WC to get the data. If the process was run to EP, rehab it.)

25. HAVE YOU ATTESTED OR DECLARED ANY STATE THAT YOU DIDN'T HONESTLY AND FULLY ATTAIN?

(Get off the withhold of the pc having done this, to F/N, or E/Sim to F/N. If the pc is now willing to continue the SRD, continue it. If not, turn the data in to the C/S.)

26. WERE YOU NOT SURE WHAT TO DO?

(Find out by getting data and take it to F/N, or E/Sim to F/N. If a process command, clear the command, and get the process correctly run and flattened.)

27. WAS THERE ANY LACK OF UNDERSTANDING?

(2WC to get data and take it to F/N or E/Sim to F/N. If it was an ARC Break, assess it as an ARC Break.)

28. DID SOMEONE GIVE YOU VERBAL DATA?

(2WC to F/N or E/Sim to F/N. Then handle with the correct reference.)

29. DO YOU HAVE MUTUAL OUT RUDS WITH YOUR TWIN?

(Fly mutual Out Ruds on both the pc and the twin.)

30. HAS THERE BEEN ANY ENTURBULATION ON COURSE?

(2WC to F/N or E/Sim to F/N.)

31. ARE THERE ANY DISAGREEMENTS?

(Get the disagreements off by 2WC to F/N, or E/Sim to F/N.)

32. HAS THE SAME PROCESS BEEN RUN AGAIN AFTER IT HAD BEEN FLATTENED EARLIER?

(Find out which process and when it was flattened and indicate the overrun. Rehab.)

33. HAVE YOU BEEN GIVEN UNNECESSARY REVIEWS OR REPAIRS?

(Indicate. Let pc tell you about it. If no F/N, E/Sim to F/N. Then complete the SRD, or if earlier SRD processes were quickied, flatten them from the earliest on forward.)

34. HAVE YOU BEEN AUDITED ON SUBJECTIVE PROCESSES, BEFORE THE SRD WAS COMPLETE?

(Indicate that this could be an error, as subjective processes are best run after the SRD. Get off pc's considerations about it, to F/N, or E/Sim to F/N. Complete the SRD.)

35. WERE THERE ANY OTHER ERRORS IN THE AUDITING?

(2WC to find out what, and get the person's reaction to these off to F/N, or E/Sim to F/N.)

36. HAS ANYONE INVALIDATED YOUR GAINS OR PROGRESS?

(Find out who and get the invalidation off to F/N, or E/Sim to F/N. Send to an Ethics Officer for PTS handling.)

37. ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO YOU?

(Find out who, and 2WC for data and take it to F/N. Turn the data over to an Ethics Officer to handle.)

38. ARE YOU CONNECTED TO SOMEONE WHO DOESN'T APPROVE OF YOU DOING THE SURVIVAL RUNDOWN OR SCIENTOLOGY?

(2WC to get the data and take it to F/N. Turn the data over to an Ethics Officer to handle.)

39. IS THERE SOMETHING WRONG WITH YOUR PURIFICATION RD?

(2WC to get the data and take it to F/N. Turn the data over to a Purification RD C/S to handle.)

40. HAVE YOU TAKEN DRUGS OR MEDICINE WHILE ON THE SURVIVAL RUNDOWN?

(2WC to F/N. Also find out why the person took the drugs or medicine, and whether physically ill or other reason. Get the data to the C/S.)

41. ARE YOU PHYSICALLY TIRED OR HAD INSUFFICIENT REST? _____

(2WC to get data. Indicate that one shouldn't be audited without sufficient rest. Get a handling worked out so that the person does get sufficient rest.)

42. HAVE YOU BEEN AUDITED WHILE HUNGRY OR IMPROPERLY FED? _____

(2WC for data. Get the person to eat if hungry now.)

43. IS THERE ANY UNHANDLED ETHICS SITUATION? _____

(Get the data, and take it to F/N, or E/Sim to F/N. Turn the data over to an Ethics Officer to handle.)

44. ARE YOU INVOLVED IN SOMETHING UNETHICAL? _____

(2WC for data and pull any withhold about it to F/N or E/Sim to F/N. If ethics handling is needed, turn the data over to an Ethics Officer for appropriate handling.)

45. WAS THERE REALLY NOTHING WRONG IN THE FIRST PLACE? _____

(2WC and if there wasn't, indicate it, to F/N or E/Sim to F/N.)

46. IS THERE SOMETHING ELSE WRONG, NOT COVERED ON THIS LIST? _____

(Indicate it. If the person knows what it is have him tell you about it to F/N or E/Sim to F/N. Otherwise, get a C/S 53 done by a Review Auditor.)

L. RON HUBBARD
FOUNDER
As assisted by
Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 28 MAY 1980

Remimeo
All Orgs
All Divisions
C/Ses
Co-Audit Supervisor's Course
Co-Auditors

CANCELS Co-Audit Series 0-18, as issued on:

BTBs 4 Dec 76 and 4 Dec 76R
Issues I through XVII.
(Co-Audit Series 2R, 3R, 3R Addition, 8-1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
and 18.)
and
BTBs 8 Dec 76, Issue I, 8 Dec 76R, Rev. and
Reiss. 3 Apr 77, Issue II 8 Dec 78-1, Addition of 3 Apr 77, Issue I.
(Co-Audit Series 0, 1R and 0-1.)

Co-Audit Series 1

CO-AUDIT DEFINED

The co-audit has just come back into its own.

The introduction of the Purification Rundown has brought thousands flocking into orgs and missions around the world and from the wins being reported on this very basic action we can be assured that, with standard handling, this flow will continue.

Already we have a vast public fresh from the purification Rundown and ready for all the gain awaiting them on their next steps on the Bridge. We have entire staffs through purification and poised at the starting line for their next enhancement action.

With so many now prepared for and in vital need of the technical levels that follow purification, how do we get all of this tech delivered?

The answer: CO-AUDITS.

CO-AUDIT DEFINED

The co-audit is an early Scientology and Dianetics innovation.

It was the bright idea used in the early days to get a lot of auditing done in more volume and on a broader scale than would ever have been possible on a one-for-one basis at that time. It was also the means of training the many who were demanding training in this new technology, and providing them with the opportunity to get their own cases handled while at the same time giving them a subjective reality on the processes they were delivering to others.

The term «co-auditing» is an abbreviation for «cooperative auditing».

A CO-AUDIT IS: A TEAM OF ANY TWO PEOPLE WHO ARE HELPING EACH OTHER REACH A BETTER LIFE WITH SCIENTOLOGY OR DIANETIC PROCESSING.

It is a cooperative action toward a very worthwhile goal. It was then and is today a very valuable tool.

Co-audits are our quickest and most economical way of restoring vitality and purpose to the society, something I know all Scientologists are working with me to achieve.

Co-audits will handle the many, staff and public alike, who are reaching for those auditing actions which will bring them up through the next levels toward clearing and who are willing to bootstrap their way up through these levels.

THE PURPOSE OF A CO-AUDIT IS TO GET CO-AUDITORS UP THE GRADE CHART.

TYPES OF CO-AUDITS

Co-auditing is not a limited activity. Any pair of Scientologists who have the interest and desire to help each other up the Grade Chart can co-audit.

There are beginners' co-audits for new people. There are professional co-audits for trained auditors. Where specially designed co-audit packages are issued, non-professional co-audits can now be conducted for public on some of the first steps of the Grade Chart. Co-audits (professional and non-professional) should always be available for staff.

HAS CO-AUDIT

The HAS Co-Audit is for new public who have had no previous experience with the subject of auditing at all. Under very close supervision and using processes which undercut most reality levels, it gives a person new to Scientology his first taste of auditing, both as an auditor and as a preclear.

The co-auditors do «muzzled» auditing which means that the auditor says only two things. He gives the command and acknowledges the answer to that command. If the preclear says anything that is not an answer to the command the auditor nods his head and awaits an answer before giving an acknowledgement. If he runs into any difficulty the auditor puts his hand out behind him and waits for the supervisor to come and handle the situation.

HAS co-audits are a fabulously successful way of introducing new public to the gains available to them through auditing and training. HAS co-auditors discover for themselves, through giving and receiving auditing, that Scientology and Dianetic auditing is workable technology which enables them to help others and be helped in return.

HAS co-auditors frequently attain greatly improved levels of communication, responsibility and certainty. Some have major case gain.

CO-AUDITING OF SPECIFIC RUNDOWNS

Rundown co-audits are especially designed co-audit packages set up to permit co-audit team members, regardless of their training or lack of it, to audit each other through the full steps of that rundown.

Included in a rundown co-audit are any and all study and training steps needed to prepare co-auditors to successfully audit each other to the full EP of the rundown.

SURVIVAL RUNDOWN CO-AUDIT

The Survival Rundown, currently being released, is the first individual rundown to be offered as a co-audit package. It takes co-auditors, even those with no previous tech training, and trains them up to do a very proficient job of delivering the Survival Rundown to one another—and has them delivering it as they learn!

This rundown co-audit gets the co-auditors into session, giving and receiving processing on the Survival Rundown, with tremendously successful results—and FAST.

OTHER RUNDOWN CO-AUDITS

It is expected that co-audit packages on other rundowns will be released from time to time in the future. These rundown co-audit packages would be carefully planned and tailored to include the minimal but correct and necessary training gradients for delivery to public as well as staff.

This does not mean that, in the absence of such a package for a specific rundown, co-auditing could not be done. Auditors trained in the skills of a level of a particular run. down could co-audit that rundown, provided they are at that level pc-wise and training-wise. The co-audit would need to be organized and be properly supervised and C/Sed throughout, but the organization could be as minimal as providing a setup for one such co-audit team.

PROFESSIONAL CO-AUDITS

A professional co-audit is a co-audit between auditors trained on the skills of a level who are auditing each other on that level.

Professional co-audits have long been a favored and highly successful method whereby Scientologists could move up the auditing and training sides of the Bridge.

Professional co-audits are for auditors who are doing the Professional Training Route and for auditors who have completed their training but haven't themselves moved up the Grades. Professional co-audits are offered in Department 11 (Department of Training).

Academy and Briefing Course students could and should co-audit and get themselves up the Grade Chart as they go, in pace with their training.

Professional co-auditing can be done following each auditor training course. It can also be done on special co-audits set up by orgs so that these auditors can continue to co-audit under the supervision of org tech terminals and use org facilities.

Such co-audits for public students would be charged for at a nominal fee and would include C/Sing, etc.

A person can get all of his New Era Dianetics and Grades auditing on these co-audits.

NOTE

Orgs do not have the license to offer public non-professional co-audits on NED (Full NED Programs) or the Grades.

Training courses are already very much streamlined.

Any public interested in co-auditing New Era Dianetics or the Grades should be routed on to the NED Course or the Academy Levels where they can rapidly complete their study and get on to the professional co-audits.

Thus an org's concentration as far as public co-audits go would be on Div 6 co-audits, specific rundown co-audit packages and professional co-audits on New Era Dianetics and the Grades.

STAFF CO-AUDITS

Staff co-audits are by far the most advantageous method for an org to ensure its staff get and stay in good case shape and move on up the Bridge.

A well-run staff co-audit is the answer to the problem of how does an org, already short on auditors, get all its staff audited.

The staff co-audit can be arranged to be done by trained staff auditors (teamed with each other) and/or untrained staff (teamed with each other).

It can include any processing from the beginning of the Grade Chart up through Expanded Grade IV as well as processing on special rundowns designed for co-audit purposes.

In the case of untrained staff co-auditing, this would ideally begin with the Survival Rundown Co-Audit, in which the staff member is trained on Co-Audit TRs and Upper Indocs and then co-audits with his twin on a full battery of Objectives and other actions, to completion of the Rundown.

Following this, the untrained staff co-auditors would need to be gradually programmed and C/Sed and taken step-by-step through the next Grade Chart action on a «read-it, drill-it, do-it» basis.

«Read-it, drill-it, do-it» means:

1. The co-auditors twin up and study and check each other out on the basic issues and skills for the process or Grade to be audited.
2. They drill the actual actions involved in running the process, under tight supervision of a trained Co-Audit Supervisor.
3. They then audit each other on the process to EP, under the tight guidance of a trained co-audit supervisor.

Do you want to see an immediate upsurge in staff morale, activity level and enthusiasm? Establish a staff co-audit.

Specifics on setting up staff co-audits and how to supervise and run them are covered in HCOB 30 May 1980, Co-Audit Series 3, STAFF CO-AUDITS and HCOB 29 May 1980, Co-Audit Series 2, CO-AUDITS: HOW TO RUN THEM.

GUIDING FACTOR

The Grade Chart is the guiding factor in any co-audit. One doesn't audit a pc on processes or rundowns above his Grade in violation of the Grade Chart regardless of where the auditing is done or whether it is an HGC type of action or a co-audit action.

HISTORY OF CO-AUDITS

The development of public and staff co-audits and the HA8 Co-audit can be followed in the numerous materials issued over the years on the subject, a list of which is included below:

1955

Tech Volume II, Page 162, Section 7.

1957

HCOB 13 Jun 1957 STUDENT INTENSIVES & CO-AUDITING PROCESSES

1958

HCOB 22 Dec 1958 NEW HGC PROCESS (A New Straightwire)

1959

HCOB 10 Mar 1959 SUPPLEMENTAL DATA SHEET TO HCO

BULLETIN OF FEB 16, 1959

HCOB 17 Mar 1959 DO IT YOURSELF THERAPY

HCOB 25 Mar 1959	HAS CO-AUDIT AND COMM COURSE
HCOB 8 Apr 1959	HAS CO-AUDIT AND COMM COURSE
HCOB 21 May 1959	HGC PROCESSES AND ACC PROCESSES AS OF MAY 21, 1959
HCOB 9 Jun 1959	NEEDED MATERIAL
HCOB 10 Jun 1959	CO-AUDIT FORMULA
HCOB 21 Jul 1959	HGC ALLOWED PROCESSES
HCOB 3 Sep 1959	WHY VICTIM WORKS AS A PROCESS
HCOB 25 Sep 1959	HAS CO-AUDIT
HCOB 29 Sep 1959	THE ORGANIZATION OF A PE FOUNDATION
HCOB 30 Oct 1959	TO RETAIN CO-AUDIT PCS, INTEREST IN CASE
HCOB 31 Oct 1959	CREATE PROCESSES, DANGERS AND ADVANTAGES
HCOB 15 Dec 1959	HAS CO-AUDIT
HCOB 15 Dec 1959	URGENT CHANGE IN ALL CO-AUDIT COURSES
Tapes: 5905C12 6LACC-1	CLEARING
5905C13 6LACC-2	SECOND LECTURE ON CLEARING METHODOLOGY
5905C14 6LACC-3	CLEARING TECHNOLOGY
1960	
HCOB 2 Feb AD10	THE CO-AUDIT TEAM
HCOB 4 Feb 1960	THEORY OF RESPONSIBILITY PROCESSING
HCOB 7 Apr 1960	A NEW SUMMARY OF AUDITING
HCOB 14 Apr 1960	NEW PE DATA
HCOB 20 Nov 1960	HAS CO-AUDIT ENDED
HCOB 22 Dec 1960	HAS CO-AUDIT RESUMED
HCOB 29 Dec 1960	THE NEW PE AND NEW HAS CO-AUDIT
1961	
HCO PL 23 Jan 1961	PE COURSE ABOLISHED
1962	
HCOB 15 Mar AD12	SUPPRESSORS
HCO PL 21 Oct 1982	AUDITING SUPERVISION AND AUDITING INSTRUCTORS, DUTIES OF
HCOB 15 Dec 1962	CO-AUDIT AND MISSED W/Hs
1963	
HCO PL 17 Jun 1963	STAFF CLEARING PROGRAM
HCOB 21 Jul 1963	CO-AUDIT—ARC BREAK PROCESS
1964	
HCO PL 19 Mar 1964	STAFF REGULATIONS, STAFF INTENSIVES
HCOB 10 Dec 1964	LISTEN STYLE AUDITING
HCOB 26 Dec 1964	ROUTINE 0-A EXPANDED
1974	
HCOB 17 Feb 1974	MUTUAL OUT RUDS

The processes contained in some of the above issues now appear at different levels of the Grade Chart or are pre-Grade processes, and they would only be co-audited in their correct sequence, as pre-Grades or on the Grades or Expanded Grades.

SUMMARY

The HAS CO-AUDIT as it is currently being delivered is covered in detail in FDD 234 DIV VI INT Series, the HAS Co-Audit Series 1-17.

Data on how to set up and supervise co-audits for specific rundowns, NED and the Grades Processes is contained in HCOB 29 May 1980, Co-Audit Series 2, CO-AUDITS: HOW TO RUN THEM. That issue and Co-Audit Series 3 give full information on running staff Co-Audits.

One would use the entire Co-Audit Series and its references to deliver successful co-audits of any kind.

The GRADE CHART, HCO PL 23 July 1969, AUDITOR ASSIGNMENT POLICES and HCOB 21 Dec 1979, C/S Series 107, AUDITOR ASSIGNMENT POLICIES, etc., provide the guidelines for pairing up co-auditors and for the co-audit processes to be run.

Co-audits are for use. They spark immediate interest. They quickly bring people up to doingness. There is no better exchange for the auditing one gets than to deliver it to another and that in itself produces gain. They're the fastest, most satisfying method of getting lots of auditing delivered, of making lots of Releases and providing actual auditing experience.

If you want to turn your org scene into one of a bustling beehive of activity, get your co-audits established and running. It is within the means of any org to do so.

L. RON HUBBARD

FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 MAY 1980

Remimeo
All Orgs
Tech
Qual
Co-audit
Supervisor Courses
Supervisors
C/Ses
Survival
Rundown
Sup Checksheet

Co-audit Series 2

CO-AUDITS: HOW TO RUN THEM

One of the simple secrets of a successful co-audit is administration.

Without smooth workable lines and hatted terminals on those lines who really know their business and run a snap and pop operation no org or mission can expect to succeed with their co-audits.

However, where lines and terminals are in and functioning smoothly, rapidly, routinely, you'll have a high volume of co-auditors, many released pcs routing on to their next services, an active, uptone courseroom and new public banging on the door demanding co-audit courses.

It's a very simple matter to run a highly successful co-audit. The key to that success is standard administration.

This issue lays out the basic general features of administering co-audit courses. Any co-audit course, whether it is a specific rundown co-audit package, a professional co-audit on NED or the Grades or other type of co-audit, it follows the principles and guidelines laid out herein.

CO-AUDIT REQUIREMENTS

Any fair sized co-audit course, if one is to set it up to succeed, will require at least:

A Co-audit Supervisor—to supervise co-auditing actions. The co-audit supervisor must be tech trained to a level which enables him to handle the materials being co-audited. The level of tech training required for the co-audit supervisor will vary depending on the type of co-audit being supervised and the level of the materials being co-audited.

Course Supervisors—for the theory and practical sections of co-audits where some preparatory training is done.

In a small org or mission these posts might be covered by one person, but it is not optimum.

Add to this:

A C/S to case supervise the co-auditing sessions.

A Course Admin (who might be able to service more than one co-audit), and

A Co-audit I/C, who has the overall responsibility for one or more

co-audits.

and one would have an ideal scene, personnel-wise, for a co-audit set up to deliver in volume and expand.

CO-AUDIT THEORY

(Ref: HCO PL 2 Dec AD12 SUPERVISOR'S STABLE DATA Reiss. 7.9.67
HCO PL 24 Oct 68 SUPERVISOR KNOW-HOW RUNNING THE CLASS
HCOB 25 Mar 59 HAS CO-AUDIT AND COMM COURSE
HCOB 25 Jun 71R BARRIERS TO STUDY.)

Anyone dealing with the administration and supervision of a co-audit course must realize first and foremost that it is not a study course. It is not a study activity. It is a doingness activity. Students are there to do the actions of auditing, not to learn theory. This must be the supervisors' orientation towards the course.

The students enrolling on the course are going to be eager beavers and the Course Supervisors must have the attitude of contributing to the enthusiasm the students will bring to the course. The students will be there to move further along the Bridge and this is what the supervisors must make sure happens.

Auditing, auditing, auditing is what is stressed and that is what is delivered.

On a professional co-audit, the co-auditors will have been already trained in the theory and skills of the level they are auditing.

On a rundown co-audit package, co-auditors will often have no previous technical training. New co-auditors do have to learn what they will be applying but this has been cut down to the bare bones essentials. They are given mainly the «How» and only enough of the «Why» to make their co-audit actions meaningful.

The student is not being trained here to think with his materials. He is being trained to exactly apply the auditing procedure rat-tat-tat. If the pc does «A», the auditor is trained to respond with «B». And auditor and pc alike soon learn that this produces results.

Also, for all their eagerness these students will not necessarily have done a Student Hat so they will be operating without the benefit of a command of study tech.

For these reasons, the supervisors must be particularly good at spotting and handling the manifestations of misunderstood words and manifestations of skipped gradients. The third barrier to study, lack of mass, probably won't be as prevalent on a co-audit as on a straight study course, but will possibly occur on any of the co-audit's theory sections. Not being trained in study tech, the students will not necessarily be able to spot these things. The supervisors must be alert for them and handle them when they occur.

TWINNING AND COURSE ATTITUDE

(Ref: HCOB 21 Aug 79 TWINNING
HCO PL 21 Oct 62 AUDITING SUPERVISOR AND

AUDITING INSTRUCTORS, DUTIES OF

HCO PL 23 Jul AD19 AUDITOR ASSIGNMENT POLICIES
HCOB 21 Dec 79 AUDITOR ASSIGNMENT POLICIES,
GRAMMING ASSIGNMENT POLICIES)

HCOB 21 Aug 79 TWINNING is applied to the letter on co-audits. Nowhere is this piece of tech more applicable than on a co-audit course.

Twinning also enhances the atmosphere the supervisors must establish on the course.

Co-auditors are twinned according to comparable case and training level, as covered in the above references. Once twinned they are not musical chaired.

It is important that the Co-audit Supervisor twin students correctly. Properly twinned co-auditors will fly along while poorly twinned ones will generate problems, and where there is a big difference in ability, create an out-exchange situation in which the faster twin is always coaching the slower one to get him to catch up.

A Co-audit Course is a team activity. It is a jump-in-and-do-it activity and the supervisors establish this as the operating tone of the course from the first day. The activity level of the course is very high.

The Co-audit Course supervisors would exemplify this attitude by being human dynamos in the courseroom and this would rub off on the students.

The Co-audit supervisor's activity level must be high because he deals heavily in individual attention to each student, co-auditor and pc. He must maintain a high level of ARC with each student. He must always be approachable by the students and stay in good comm with them.

The students will not be perfect students nor will they be free necessarily of their drug engrams (before their Drug RD) and these points make individual attention for students a prime supervisor duty.

THE COURSE ROOM/THE CO-AUDITING ROOM

The Course Supervisor(s) and the Co-audit Supervisor(s) have different and distinct zones of operation on a co-audit course.

Ideally, the course is divided into a study section, a practical section and a co-audit section. These would exist in separate rooms, each with its own supervisor(s) in order to provide the best possible study and auditing environments.

Where the above is not possible, the theory part of the co-audit course would be done in one room with the theory supervisor and the practical and co-auditing part of the course would be done in another room, with the co-audit supervisor.

The theory and practical sections are not put together in the same room.

(Ref. HCOB 24 Jan 77 TECH CORRECTION ROUND-UP.)

The theory course room, practical course room and co-audit course room would be as near as possible to one another in the org. It is, after all, one course!

In the co-audit room, the auditing tables would be set up with the auditors facing outwards from the center of the room and pcs facing inwards toward the center. In this way, the co-audit supervisor can monitor each session from the center with a minimum of walking about.

NEW STUDENTS

When a new student enrolls he is greeted and welcomed by the Course Supervisor (and the Co-audit Supervisor if available). Right then and there the student gets indoctrinated with the idea that this is a gung-ho activity, that the students help each other out and take responsibility for one another. He is also infoed about twinning and given the datum that the better the auditing he delivers the better will be the auditing he receives. This is factually true and has been proven over the years. He is informed that it is to his advantage and best interests to become as competent an auditor as possible.

BEGINNING MUSTER

The Co-audit Course begins on schedule with a roll call of both the students on theory and the co-auditor teams (who are mustered in the study room). Roll call is done this way so that there is only one roll book and accurate 8-C can be run.

Tight scheduling must be maintained in both theory and co-audit room. Every minute counts if these students and co-auditors are to get the most out of their scheduled periods.

Immediately after the initial muster the two teams split up—students on theory sections to their seats in the study area; co-auditors to their sessions in the co-audit room.

RUNNING THE COURSE

All Points of HCO PL 16 Mar 71R WHAT IS A COURSE? must be in on any co-audit course. HCOB/PL 30 Oct 78 COURSES THEIR IDEAL SCENE must also be in.

A standard roll book, routine roll call each period, student graphs, a progress Board, are all used. The materials that will be needed on the course must be readily available. (This includes auditor admin materials.)

The course and the co-audit are both run with good stiff control and ARC.

The Supervisor gets right onto targeting students for the period after the beginning muster. He then works to ensure every pair of students makes or surpasses their targets.

If there are a lot of checkouts for him to do, it is best to have a sign-up sheet at the front of the room. This puts order into the activity and makes it predictable for the students. On a course of any size at all, a sign up sheet is a necessity to keep things from falling into chaos.

Heaven forbid that the course supervisor would ever be caught at his desk during course hours! No. He would be right on the floor ensuring the students studying their course packs were learning the data and that the students drilling had their drills down cold. He'd be watching for students manifesting MUs and jumping in to handle when he spotted one.

He gives students studying their packs spot checks to ensure they are getting what they are studying. If they aren't, he gets the MU found. If he can't get it located quickly, he sends the student to the course word clearer or, lacking one or when extensive word clearing is needed, to Qual for word clearing.

On practical checkouts the Supervisor cannot really afford to turn it into a coaching session and get stuck with one pair of students at the expense of everyone else in the class. Either the student being checked out has the drill down or he doesn't. If he does, great, pass. If he doesn't, the Supervisor issues the student a pink sheet with the error(s) noted and what he has to do to correct it so the student will pass on the next checkout.

Pink sheets are handled in the course/co-audit room, by the student co-auditor's twin or the supervisor. Only if the student became hopelessly bogged would he be sent to Cramming.

The supervisor would give every student individual attention and wouldn't get stuck with any one pair of students for too long a period.

He would be moving from team to team, seeing how they were doing, checking out their drilling, correcting outnesses when he saw them, always encouraging them and establishing the reality that they can audit successfully.

He would use every bit of supervisor tech at his disposal to get students through their drilling and onto the co-audit. And quickly. The student reads the material, drills it and he does it. One, two, three.

RUNNING THE CO-AUDIT

The Co-audit Supervisor's job is to ensure that auditing occurs and that it is successful auditing and that the pcs make the expected gains on their auditing.

Before the co-audit class starts, when the folders have come out from the C/S, the Co-audit Sup checks each one, notes what the pc needs and puts the folder in its proper stack (to Co-auditor, D of P, Declare, Co-audit Sup handling, Ethics, MO, Review, etc.). He then battle plans his day to get all the actions done in the proper sequence. For example, he would plan to do pc «A»'s D of P Interview, get pc «B» to the MO, get pc «C» into session with his co-auditor, make sure pc «D»'s MAA interview gets done by the MAA, etc. In this way he assures that the pcs make the fastest progress possible.

He doesn't want to spend time on these administrative cycles once there are sessions going, so he gets them planned out before course.

After roll call and muster at the start of class the Co-audit Supervisor gets right down to 8-Cing co-audit teams into session. He passes out the folders from the C/S and handles any questions or uncertainties the auditor may have about the C/S instructions. He does this by reference to course materials and not by verbal tech. He then arranges the co-audit teams in the auditing area and gets the sessions going.

The Co-audit Sup must budget his time wisely so that maximum co-audit production can occur. If one twin needed ruds to start a session and another twin needed a D of P interview but would not be going right into session after it, the Sup would do the ruds first and get those twins into session. Then he would do the D of P interview.

Once the sessions have started he is there observing the sessions.

He acts as a monitor for each co-audit session.

He ensures that if it's muzzled co-auditing that is to be done, the co-auditor remains muzzled giving only command and acknowledgement.

He is there to help out if a co-auditor gets into something he can't handle. If a co-auditor gets into trouble he alerts the Co-audit Supervisor by putting his hand out behind him. The Co-audit Supervisor comes over and, getting in comm with both the auditor and pc, finds out what is happening. This is done with good TRs and all points of the Auditor's Code in. The Co-audit Supervisor would put in a good R-factor to the pc about what was going on and include the pc in any discussion. The pc may say he spotted why he had done something and that he felt really good at that point and that would be the bug right there—overrun. In a metered session the Co-audit Supervisor might have to look over the worksheets to find out where the session went amiss. Once he finds the goof, he shows the auditor what to do per Source references, to remedy it and gives the pc another R-factor about what the auditor will do.

The Co-audit Supervisor has to know his tech cold and be able to figure out at a glance what is wrong with a session and instruct the co-auditor (with the proper Source reference) what to do to put it right.

At no time does he criticize or belittle the auditor, or in any way lower the auditor's altitude in the session. The Co-audit Supervisor doesn't violate Auditor's Code clause 20 by explaining or justifying any auditor mistakes to the pc. Nor does he invalidate the pc or evaluate for the pc and tell him what is going on with his case. The Supervisor steps in only to isolate the bug, get any BPC found and indicated and get the auditor to resume the session.

If the cause of the session difficulty isn't apparent the Co-audit Supervisor would R-factor both pc and auditor that he is going to put the pc on the meter (if he isn't already) and find what's bugging the session. He makes it clear that he is not taking over auditing the pc; he is simply finding the session bug. He takes the auditor's chair and, using the appropriate prepared correction list for the co-audit materials he assesses it down to the first read and indicates it to the pc. If the co-auditor is trained to handle the read, the supervisor instructs the auditor on what to do to handle it (according to the list instructions) and gets the co-auditor back in the chair and running the session. (The co-audit supervisor would keep copies of the appropriate correction lists on his clipboard and readily available.)

Should the Co-audit Supervisor find that what reads on the list is something that the co-auditor is not trained to handle but which the supervisor is qualified to handle (such as an out rud, overrun, etc.), the supervisor may handle it then and there providing it would not keep him away from supervising his other co-auditors for too long a period of time.

As soon as the pc's BPC is handled to F/N and VGIs the supervisor turns the session back over to the co-auditor.

If the trouble is something which would require more extensive handling, such as an Int Rundown or review auditing of some sort or if the Co-audit Supervisor is not qualified to handle the charge found on the prepared list, he would indicate the charge found to the pc and R-factor him that the folder would have to go back to the C/S for instructions. He would then turn the session back over to the auditor to end it.

REPEATED SESSION BOGS

The Co-audit Supervisor may find that after he has straightened out a session it bogs again. In this case the Supervisor would probably do the appropriate correction list Method 5, all the way through, and isolate all the points that were out. He would then get the co-auditor to handle them or handle them himself, as described above. In those cases where the Co-audit Supervisor was not qualified to handle the reads or where handling was lengthy, he would indicate to the Pc that the folder would have to go back to the C/S for further instructions and then turn the session back over to the auditor to end it.

INTERRUPTING SESSIONS

The supervisor must be able to quickly recognize any bad indicator and must stay on the alert for them. If he notices something going wrong in a session he doesn't have to wait until the auditor puts out his hand for help but can gently step in and handle.

The Co-audit Supervisor must, however, give the auditor more than sufficient opportunity to spot that something is wrong with the session. If the supervisor interrupts sessions all the time and bypasses the auditor, the auditor may stop taking responsibility for the pc and the session because «if anything was wrong with the session the supervisor would jump in and take over». The auditor might decide he doesn't have to concern himself with how his pc is doing because «the Supervisor will do all of that».

The goal in all of this is to get a win for the co-audit team and get the pc through his auditing.

RULE

The rule to follow in handling session difficulties is:

IF THE CO-AUDITOR CAN HANDLE IT, HE HANDLES IT.

The Co-audit Supervisor always maintains an encouraging attitude, good TRs and the certainty that the auditor will pull off the session. He never expects the auditor to do anything above his training level, but he does expect him to successfully audit what he has been trained to do.

The Co-audit Supervisor never steals the co-auditor's hat, but only borrows it for very short periods of time and even then doesn't exclude the co-auditor from the proceedings. He doesn't allow himself to become the auditor no matter how much the pc may seem to demand it or how rattled the auditor may appear at having made some goof. With ARC and certainty he isolates the bug in the session, gets the co-auditor to straighten it out or straightens it out himself and gets the co-auditor to continue the session.

POINT OF CAUTION

The Co-audit Supervisor must be sure not to become the pc's auditor completely because then the pc is likely to reactively create more trouble in order to get further attention.

If at all possible, the co-auditor must handle the session and bring his pc through it. Coming through a rough session to a win is a tremendous morale booster and nothing will more raise an auditor's confidence in the tech and his ability to apply it.

AUDITORS DO NOT LEAVE THEIR PCS

The Co-audit Supervisor never assists an auditor who has left the auditing chair or walked off from his pc to get the Co-audit Supervisor to help. Should an auditor leave his pc to seek assistance, the Co-audit Supervisor firmly, but with ARC tells the auditor to go back to his pc and put his hand out behind him. The supervisor then assists that auditor as soon as he possibly can.

Permitting a co-auditor to leave his pc violates the Auditor's Code, Clause 10, «I promise never to walk off from a preclear in session», is bad form and adds unnecessary randomness to the co-audit room. Co-auditors must be R-factored about this procedure before they begin auditing.

SESSION ADMIN

The Co-Audit Supervisor monitors the sessions until the last one is finished. He gets the auditors to write up their sessions correctly and legibly for their pcs' folders. The supervisor is responsible for the quality of the co-auditors' admin and must see that the folder admin is correctly done.

The Co-audit Supervisor also keeps a Log Book in which each co-auditor logs the number of hours he audits daily. In this way both the co-auditors and the Co-audit Supervisor have a ready record of the total number of hours co-audited for the week.

Any co-auditors who finish their sessions early and have their admin done and folders turned in before the end of the class period can spend the remaining course time helping out by drilling with other students or drill themselves, etc.

When the last session is over for the course period the Co-audit Supervisor gets the folders over to the C/S office after the co-auditors have written them up. He would make it a point to attend the end-of-class-muster and should ensure that his co-auditors are also there.

However, sessions that were still in progress at the end of the course period would not be ended for these musters, nor would the Co-audit Supervisor leave any sessions in progress to attend the musters.

END-OF-CLASS MUSTER

This muster is held for the entire class, at the end of the course period. The purpose of the muster is to share wins and validate the students who are doing well and auditing. This has the effect of establishing for the other students that it can be done easily and that they, too, will make it. The supervisors should never miss an opportunity to make this point. Students who are auditing should be encouraged to relate their wins to the class.

The Co-audit Supervisor can add to the wins being related by the students and co-auditors and pcs, and punch up for the students not yet auditing, the gains they can experience and the fact that they can do it. Besides boosting group morale—it happens to be the truth.

MUTUAL OUT RUDS

The theory of mutual out ruds is covered in HCOB 17 Feb 74, C/S Series 91 MUTUAL OUT RUDS. Mutual out ruds can stack up on courses and the supervisors must be sharp in recognizing indicators in a pair of students with out ruds on the rest of the group, and get them handled.

A co-audit team withdrawn or out of comm with the rest of the class could be a mutual ARC Break or withholds. A pair going around looking overly concerned or hunted likely have a mutual problem. Two students joking or being snide obviously have withholds from the group.

Now these things could also stem from something misunderstood in their training and the supervisor must detect this and handle by finding the MUs and straightening out the student's drilling and procedure. Whatever the cause, the supervisor must not let mutual out ruds go unhandled and the C/S must order checks for mutual out ruds when necessary to keep a co-audit team's ruds in on each other and on the group. Failing to do this can cost dearly in terms of lost gains for pcs.

Mutual out-ethics must be spotted and handled as well.

BLOWY STUDENTS

Students who are blowy or who have blown must be recovered and handled. They must first be checked for BPC in their sessions and out tech on their cases and then checked over for MUs and overts and withholds as co-auditors.

Since they are engaged in both receiving and giving auditing, both aspects must be thoroughly checked. When the session BPC is found or the out-Int handled or the O/Ws pulled such blowy feelings will cease.

The blown student's twin is responsible for recovering his course partner per HCOB 21 Aug 79 TWINNING.

REMEDIES

As mentioned before, students on the co-audit will be eager beavers but may be unhatted on study tech and will need help over any rough spots they may encounter in the river.

The supervisors have to know and use their available tools to guide the student through such impasses.

On the study portion of the course, the Course Supervisor has to be able to spot a student with an MU a mile off and handle it rapidly and with ARC. If he cannot locate the MU or bug easily he utilizes the course Word Clearer. If the student is really plowed in it is a job for Qual. Don't let the bogged student stagnate on course and don't ever buy any confused «it-can't-be-dones». We've had co-audits for over 30 years in

Dianetics and Scientology and the Co-audit Courses have always been very, very successful.

The lack of mass phenomena won't be as likely to occur here as on a theory course because of the amount of practical prior to the auditing section but it must be handled and remedied quickly if it does occur.

The most frequently observed manifestation on the drills section will very likely be the skipped gradient. (Ref: HCOB 25 Jun 71R, BARRIERS TO STUDY) If the student is having trouble with a drill he's come up on too steep a gradient. The remedy is to cut back to the action or drill where he was doing well, where he understood it and was not confused. Find out what he missed right at the tail end of that action or drill, because that's where he thought he had it down pat and went on and right there he skipped a gradient. Clear up what he missed at that point and bring him forward again, on the right gradient, to where he was having trouble. Now he will be able to do the drill because he truly understands the earlier gradient.

The badly bogged student probably needs a trip to Qual for handling. In such cases the bogged student's twin goes, too. For one half of a co-audit team to get so plowed under means it is very likely that something is awry with the other half of the team. Qual would check both students and probably have to straighten both out.

The Co-audit Supervisor would mainly be remedying bogged sessions. It may sometimes occur that the Co-audit Supervisor notices something out with a session while watching, before the auditor puts out his hand or is even aware something is wrong. The supervisor wouldn't let the session fall completely to pieces even though the co-auditor hadn't asked for help. Neither would he just jump in without giving the co-auditor ample opportunity to handle the session difficulties himself.

After determining what was wrong, the supervisor would place his hand gently on the auditor's shoulder and get in comm with the pc and auditor. Without eval or inval he would instruct the auditor with the appropriate Source reference, on how to correct the situation.

For example, in a Dianetic Co-audit the supervisor notices that the pc's TA has been going up and up but the auditor isn't checking for an earlier incident. The supervisor would place his hand on the auditor's shoulder gently, R-factor the pc that he wanted to interject something into the session and then suggest to the auditor that he try checking for an earlier incident or earlier beginning. Then he sees to it the auditor does so and gets on with the session.

It is important to let the co-auditor teams know what the Co-audit Supervisor's purpose is. He is there to run the class, oversee the sessions and ensure that the pcs achieve the greatest gains possible from their auditing. He is not there to run the session or audit the pc. The co-auditors do the auditing.

RED TAG SESSIONS

In the event of a session that red tags at exams it must be repaired within 24 hours per C/S Series 86RD, THE RED TAG LINE.

Occasionally a pc will red tag at exams after the session. When this happens, the supervisor does not take a condemnatory attitude towards the auditor. And he certainly does not let the auditor rabbit from further auditing even if the pc must go to Qual for a review session.

Normally, the co-audit team will audit on a turnabout basis. On Monday Joe audits Bill for the first part of the class time and then Bill audits Joe for the second part of the class period, etc. Or on Monday Joe audits Bill, on Tuesday Bill audits Joe and so on. In the event of a red-tagged session the pc would continue to get sessions until repaired and the red tag removed. It is optimum for all concerned that the co-auditor be instructed on how to handle the goofed session and repair it himself if this is feasible.

However a review session in Qual may be needed. That is up to the C/S who should keep in mind that this is not an HGC operation and that the co-auditor handles his pc except in dire circumstances.

Sending the pc to review would only be done if the session bug couldn't be spotted in the worksheets or by observation or if a Scientology auditor was needed to fly the ruds or do a Date/ Locate, handle Int, etc.

If the co-auditor can handle it and it is within the scope of the co-audit materials, he would take the pc right in the next day and handle it. He may need to do a bit of drilling on his procedure first but would still go back in there and handle his pc. This keeps the members of the co-audit team taking responsibility for each other. Of course, the red tag session must be repaired in 24 hours no matter who does it. This rule is invariable.

STATS

The Course Supervisor's stats are:

1. Student Points.
2. Number of students moved through the theory and onto the auditing portion of the course that week.

The Co-audit Supervisor has the stats of:

1. Co-audited WDAH (minus 10 hours for every day a red tag session goes unhandled).
2. Co-audit course completions.

The Co-audit student/auditor has the stats of:

1. Student Points.
2. Number or co-audited WDAHs.

I have given you the essentials for a successful co-audit.

For any co-audit, following the instructions in this issue will give you a bustling, high morale co-audit course with shiny completions rolling out the other side and further up the Bridge.

Co-audits throw the gates to the Bridge wide, wide open. They enable orgs to deliver far more auditing hours to more public and staff than anyone ever dreamed possible. And it's economical for the orgs and public, too.

Scientology is in an international boom, Supervisor, and I am counting on you to do your part in keeping the boom going.

While we now have thousands making daily progress up the Bridge, we have the line-up to handle millions. Millions of Clears and OTs.

Do your job well and we'll have wins all around.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 MAY 1980

Co-Audit Courses
Tech
Qual
Co-Audit Series 3

SUPERVISING CO-AUDIT TRS

(Ref: HCOB 24 Dec 79 TRs BASICS RESURRECTED)

Between Dept 17 TRs Courses for brand new people, which are fairly permissive, and Professional Auditor TRs which result in a smooth, flawless comm cycle required by a professional auditor, we have Co-Audit TRs.

These are the TRs given to those who are not yet on the professional training route but who are training to give and receive auditing on a co-audit basis on rundowns and other co-audits designed for the non-professional.

They are the same drills, TRs 0-4, that are done on the Professional TRs Course. They would be preceded by some study of the ARC Triangle and the Comm Formula. And Co-Audit TRs would also have to include Upper Indoc TRs. But on Co-Audit TRs, you are not trying to make a pro auditor.

You give the co-auditor a chance to get his feet wet, to get a taste of what's expected of him on TR drills and to get some experience with them. You coach and supervise him to some good wins, to where he gets the hang of it, and you leave it at that.

The way to accomplish this is to start him on an easy gradient and have him cycle through the TRs, getting a bit stiffer each time he cycles through.

He would cycle through TRs 0-4 first, until he had achieved some confidence with those TRs.

He would then go onto Upper Indoc TRs 6-9, cycling through those TRs 6-9, getting a bit stiffer each time through, until he had achieved some confidence with TRs 6-9.

If the student is then having trouble and really flubbing on a certain TR, he might want to spend a bit more time on that one. But do not let him get stuck on trying to master one TR. The fault will be in an earlier TR or in the theory study of ARC and communication where something was not grasped or learned fully enough. So after he's had a go at the TR he finds difficult and is still not making it, put him back to the beginning to restudy the basics on ARC and communication and then put him through TRs 0-4 and 6-9 again. He'll come through it, and it needn't be a long drawn-out business. In fact, it should not be.

You want him up to being able to apply his TRs passably in a co-audit session with a terminal of comparable case level and training to his own. That doesn't mean your coaching or supervision is any less spot on. It doesn't mean the co-auditor doesn't give it the best he's got, or that he's permitted to be sloppy or chop up pcs. It does mean that you don't demand of a person on a non-professional co-audit the same polish, the same expertise you're going to demand of a student on an auditor training course who will need to perfect his comm cycle to the point where he can handle any case, any pc, any situation confidently and with ease.

Don't confuse these two levels of TRs. Don't let your professional auditors-in-training get by with anything less than perfect TRs.

But with the person who's there to bootstrap his way through giving and getting some auditing any way he can, realize you're not out to make a professional auditor of him—yet.

Get him to the point where he can handle a session passably. When he's had some wins at that, when he's discovered just what can be accomplished in auditing sessions, he'll probably be reaching for professional auditor training. And that's when you give him professional auditor TRs, done the hard way.

Keep Co-Audit TRs in their own sphere.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 31 MAY 1980

All Orgs
All Staff & Execs
Qual Sec
SSO
Co-Audits

Co-Audit Series 4

STAFF CO-AUDITS

(Refs: HCO PL 20 Jul 70 Reiss. 26.12.79 HCO PL 14 Dec 70 HCO PL 17 Jun 63 HCO PL 21 Oct AD12 HCOB 7 Apr 60 HCOB 21 Aug 79 HCO PL 22 May 76 HCO PL 30 Nov 76R Rev. 25.4.79 HCO PL 29 Oct 79 HCO PL 23 Jul AD19	CASES AND MORALE OF STAFF Personnel Series 14 Org Series 10 GROUP SANITY STAFF CLEARING PROGRAM AUDITING SUPERVISOR, AND AUDITING INSTRUCTORS, DUTIES OF A NEW SUMMARY OF AUDITING TWINNING STAFF SECTION OFFICER HAT ONLY SSO CAN TIP SSO RESPONSIBILITY FOR STANDARD STAFF COURSES AUDITOR ASSIGNMENT POLICIES CO-AUDIT SERIES HCOBs.)
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Org staffs are made up of individuals. The better the case shape of each individual staff member, the more viable the org.

If an org is going to prosper, its staff must be getting audited, making case gain and actively progressing on the Grade Chart. Failure to use the tech on one's own staff is one of the fastest ways to allow the tech to go out or slip into disuse or become alter-ised.

Staff need a reality on the tech they work so hard to deliver—not just those technically trained who do the actual delivery but those working in admin capacities as well.

And quite apart from the fact that inattention to staff cases will result in a failing org and dwindling viability and potential, is the fact that staff members work hard and deserve the benefit of the tech they are handling and making available to others.

How does an org get all its staff audited? Every org should have Staff Staff Auditors as provided on the org board. Not all orgs do have them, but where they do these auditors serve a needed function and are valuable. The truth is, although they should, small orgs often don't have such an auditor and in a large org such auditors are hard put to handle all staff cases on a regular basis.

So how does an org get all its staff audited? The answer of course is STAFF CO-AUDITS.

We have had co-audit tech since the early days and it's high time we revitalized it and put it into active use as one of an org's standard functions.

To create an immediate upsurge in staff morale, activity level and enthusiasm all you have to do is establish a going Staff Co-Audit. It takes only some good planning and a bit of determination. Among staff the need and the want and the interest is there. If you want to prove it just fan that interest a bit and watch what happens!

HOW TO ORGANIZE A STAFF CO-AUDIT

Qual is responsible for staff cases. A Staff Co-Audit would be organized and set up in Qual, in the Department of Enhancement under the SSO.

The first actions of the Qual Sec and SSO would be to work out the bare bones essentials for a co-audit and get an I/C selected.

An org of any size will require a Co-Audit I/C, and if the I/C is also going to be the Co-Audit Supervisor he had better be someone who knows how to audit and can run good 8-C or he won't be able to handle the entire scene or individual co-audit teams when they run into trouble.

In a small org where there's no-one available to be the Co-Audit I/C, the SSO holds the hat from above. And if there's no SSO posted, it's the responsibility of the Qual Sec to get a Staff Co-Audit set up and running.

But regardless of who does the initial planning and set up, there's got to be a trained Co-Audit Supervisor in attendance at all scheduled co-audit times who is actively running the show. And he will need at least some part time help.

A Staff Co-Audit doesn't eliminate the need for Staff Staff Auditors. Staff Staff Auditors are very much a part of the Qual org board, and even with a staff co-audit running they would still need to handle individual cases and would also be used as Review auditors for the co-audit.

If the org has no staff C/S, C/Ses will need to be set up. These can be assigned from trained staff who volunteer or are selected to help out on this basis after production hours.

Get some space allocated, arrange for any needed furniture, chairs, tables, adequate paper, etc., and most important of all—the needed tech materials. Don't let lack of equipment be a hug. In one successful co-audit a couple of years ago and in early co-audits as well, staff audited with a meter on one knee and a clipboard on the other! Not ideal but where it's necessary it can be done and simply adds to the esprit de corps. It's a matter of what it takes to get the job done.

Set up a schedule that will accommodate the majority of staff. Two scheduled co-audit periods may have to be arranged so as not to disrupt regular production. This would be done in liaison with other execs.

As soon as the general plan is established, hold a rousing good staff muster and let the entire staff know what's going to be done. The Staff Co-Audit is for everyone—the trained and the untrained. The original maxim holds true—any two people can do it. The untrained will simply need tighter guidance in order to carry it off. Get some real enthusiasm generated and you'll find you have no shortage of volunteers to help with the initial set up. The way to get a staff co-audit rolling is to make it an all-hands action.

The rest of the planning and execution takes shape from there. It includes:

1. Review of all staff cases and staff folders made ready for C/Sing. Get the

staff cases sorted out as to category, as covered in HCO PL 20 Jul 70, CASES AND MORALE OF STAFF. Where staff cases have been neglected you may need a corps of FESers to begin with to get all the folders FESed so the C/S can operate with full data.

2. Get the folders programmed and C/Sed.

3. Arrange that any staff who need medical treatment, PTS handling or Ethics

handling are handled on a priority basis so they can get onto the co-audit as soon as possible. This gets done simultaneously with getting the co-audit into operation.

4. While all this is going on, the Co-Audit I/C or the Co-Audit Supervisor or

both get themselves trained up and boned up on all the tech on co-audits and how to run them.

5. Set up the necessary admin lines and lines for folders to and from the C/S.

6. Get the staff who can start immediately, twinned up according to

comparable training and case level per HCO PL 23 Jul AD19, AUDITOR ASSIGNMENT POLICIES, HCOB 21 Dec 79, C/S Series 107, AUDITOR ASSIGNMENT POLICIES, etc., and HCOB 21 Aug 79 TWINNING. Note: It's not ideal to twin up family

members or marital teams, if it can be arranged otherwise. The possibility of mutual out ruds between such teams is greater as well as the possibility of overts or withholds from each other, which may result in unnecessary difficulty on the co-audit. Twin them up with other partners and it will all go more smoothly. Additionally, don't break up any successful existing co-audit teams when setting up the co-audit. Keep these maintained.

7. START the staff co-audit and keep it rolling.

WHAT IS RUN ON A STAFF CO-AUDIT

All programming and C/Sing of cases for a staff co-audit is done against the Grade Chart.

On a staff co-audit you have two main zones of activity—co-auditing for the trained and the untrained.

In the first group you'll have staff with different levels of training and in both groups you'll have different levels of cases.

Where twinning is concerned, the two groups are handled separately.

Those in the trained group are twinned with others in the trained group, taking training and processing levels into consideration.

Those in the untrained group are twinned with others in the untrained group, taking case levels and study speed into consideration.

From there it's a matter of what needs to be run to get the person on or up the Grade Chart.

While the co-auditing is all done in one room it will save wear and tear on the Co-Audit Sup to have the trained staff seated together in one section and the untrained staff together in another section nearby. This way he can more easily keep an eye on the new green auditors and pcs who will require the most attention. But he does not neglect one group for the other. (It is not mandatory for professionally trained co-auditors to be closely supervised in the class room while they are in session. They normally can be trusted to audit in a separate auditing room if the pc prefers this to the classroom co-auditing set up.)

Ideally, all staff would do:

1. The Purification Rundown (not an audited action)
2. The Survival Rundown (which is designed for co-audit purposes for the trained and untrained alike, as well as for use in the HGC) and
3. The Drug Rundown

in that sequence, if they have not already completed those steps. This is a matter for the C/S to determine according to individual cases.

Those who are complete on the above opening steps for all cases would then be programmed for their next Grade Chart action, whatever that might be.

TRAINED CO-AUDITORS: Trained personnel are expected to apply the skills of the highest level they were trained in if that's what is required for the pc. Some of them may need redrilling on certain actions or study of new bulletins that have come out since they were trained.

When a team of trained staff co-auditors have completed all the processes of one Grade on each other at the level of any formal training they've had, they can move into auditing at the next higher level, either taking it on a read-it, drill-it, do-it basis or getting fully trained on that level before resuming their co-audit.

UNTRAINED CO-AUDITORS: Co-auditing on the Survival Rundown provides an excellent starting point for new, beginning co-auditors.

Should you have an untrained staff member who has already had full Objectives as a pc he could still train on the Survival Rundown steps and deliver them to his twin, and his twin would give him any Survival RD steps he hadn't previously received.

If you have an untrained team where both have had full Objectives, or full Objectives and Drug Rundowns, they'd fill in any new or omitted steps and would be programmed for their next Grade Chart actions. You'd need to give these untrained staff co-auditors some basic definitions

to begin with— auditor, preclear, session, etc. Then teach them the comm cycle and get them through Co-Audit TRs. Do not make it a long runway. You want them in there auditing and they can be polished up as they go.

Muzzled auditing is the keynote for the beginning co-auditor. It is covered fully in the HCOBs listed in Co-Audit Series 1 and the various tapes on co-audits given on the Co-Audit Supervisor Course Checksheet (HCO PL 2 Jun 80). It is simple enough for any co-auditor to do and it lends itself perfectly to the early Grade Chart processes as well.

If the untrained co-auditor remains muzzled there's very little trouble he can get into. But he will hit some trouble spots somewhere along the line and he'll need to be bailed out by the Co-Audit Supervisor, set straight and given a boost to keep going. The attitude is always that he can do it, because the truth of the matter is that he can and he will make it, taken up on the right gradient approach.

Untrained staff co-audit teams who are kept at it can get each other through the Survival Rundown, Drug Rundown, NED and the Grades, training and auditing on a read-it, drill-it, do-it basis as they go. They won't be fully classed auditors but the experience will be invaluable and the gains tremendous and it wouldn't take much to get them classified after that.

Expanded Dianetics and power processing would only be co-audited by auditors fully trained and classed to deliver the tech of those processes.

RESPONSIBILITY OF CO-AUDITORS: The entirety of the TWINNING HCOB (HCOB 21 Aug 79) applies to co-audit teams. That and The Auditor's Code make up the co-auditor's Bible. Co-auditors are responsible for getting each other through. They do twin checkouts, find and handle each other's misunderstandings, drill their materials until they're confident, and deliver the tech to each other. For the untrained, it's a read-it, drill-it, do-it operation and it makes auditors. A co-auditor is responsible for the quality of the auditing he gives and gets. You'll find most staff eager to meet the challenge.

HOW A STAFF CO-AUDIT IS RUN

All the tech on how to run a co-audit in HCOB 29 May 80, Co-Audit Series 2, and other Co-Audit HCOBs applies to a Staff Co-Audit.

The I/C and any Staff Co-Audit Supervisor must know this tech well and keep it fully applied.

Put a good auditor onto handling the Staff Co-Audit because he'll need to be able to handle all levels of cases, bail any of them out at any time, and run good 8-C on the entire room.

He's got to be able to jump in and handle ruds if needed, spot bad indicators, find and indicate bypassed charge, assess lists, give D of P interviews, correct co-auditors and keep all the sessions moving. He's alert and on the move, with an eye on every session in progress:

For a co-audit of any size (and most staff co-audits will be large) he'll need an assistant. The assistant can be assigned to the post or arranged for on a volunteer basis, but the Co-Audit Supervisor should be given back-up he can rely on.

Running a large co-audit in a common room can be a noisy business, and there will be distraction for pc and auditor alike. But it can be done, preclears become used to it, auditing does get delivered, and it makes a far better auditor when one learns his trade under co-audit circumstances.

Don't expect it all to go smoothly, because it won't. There's plenty of randomness on any co-audit but there's apt to be more of it on a staff co-audit because of the different case and training levels involved. The Co-Audit Supervisor holds it all together and keeps the co-auditors auditing.

Staff Co-Audits are tightly scheduled and tightly controlled. There's a roll book kept, with a roll call for each scheduled period, graphs are kept, and all points of What Is A Course must be well in.

With the twinning system firmly established it's not likely a Co-Audit MAA would be needed, but one can be assigned if it becomes necessary.

Correction is done by pink sheets which are handled in the Co-Audit room. Should that not always be workable, the person could be sent to the Cramming Officer. But he must be handled swiftly so co-auditing is not held up.

If a staff member simply is not making gains on the co-audit, even with debugging from the Co-Audit Supervisor, he would be turned over to a Staff Staff Auditor, an Intern or a Review auditor for auditing and returned to the co-audit when he could make it.

Red tags on a staff co-audit, as in any other auditing, must be handled within 24 hours.

The Co-Audit Supervisor rolls up his sleeves and makes sure it all gets done. And his job is made easier as it goes along by an enthusiastic and winning staff.

Let's pump some new life into org staffs everywhere with Staff Co-Audits that get people up the Grade Chart. You have all the tech you need to do it. Everybody wins, and the boost in staff morale, in staff spirit and staff effectiveness will be quite astounding.

It's the way to make fully qualified staff members. And you'll be making auditors at the same time!

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 JUNE 1980

Co-Audit Course
Checksheets
Tech
Qual

Co-Audit Series 5

C/SING FOR CO-AUDITS

Ref: HCOB 2 Oct 71, C/S Series 63 C/SING FOR NEW AUDITORS
OR VETERANS
HCOB 16 Jun 70, C/S Series 6 WHAT THE C/S IS DOING
HCOB 7 Apr 60, A NEW SUMMARY OF AUDITING

The whole of the C/S Series applies, of course, in C/Sing for co-audits. But most particularly, where co-audits are involved, the C/S must remember that he is more often than not C/Sing for green, inexperienced auditors or, in the case of some co-audits, even non-tech trained auditors who are co-auditing on a read-it, drill-it, do-it basis. And the pc who is being audited by this new, untried auditor will himself be, more than likely, a new, inexperienced pc.

This calls for a gradient approach, both from the standpoint of C/Sing for the case and C/Sing for the inexperienced auditor.

The purpose of a co-audit is to get people up the Grade Chart. Any C/Sing is always done from that viewpoint.

To accomplish this best on a co-audit, C/Ses are kept simple and within the do-ability of the pc and the auditor. The guidelines here are well laid out in HCOB 2 Oct 71, C/S Series 63, C/SING FOR NEW AUDITORS OR VETERANS, and the wise Co-Audit C/S will become very familiar with the cases and the abilities of his co-auditors and will use those guidelines accordingly.

Because of these factors, the Co-Audit C/S will need to keep even a sharper eye out than usual for any of the things that can come up or go awry in a session and cut across the progress of the case. The main things to watch out for and get handled when they do occur are:

1. Pc going exterior. (Int Rundown Series)
2. Unhandled PTSness. (HCOB 31 Dec 78, Iss II, OUTLINE OF PTS HANDLING,
and all of its referenced issues)
3. Unhandled Repair. (HCOB 31 Mar 80, C/S Series 109, CONDITIONAL STEP FOLLOWING THE PURIFICATION RUNDOWN)
4. Previous incomplete processing needing completion. (C/S Series 109)
5. Mutual Out Ruds/Mutual Out Ethics. (HCOB 17 Feb 74, C/S Series 91,
MUTUAL OUT RUDS, and HCOB 21 Aug 79, TWINNING)
6. Overrun/Underrun. (HCOB 19 Apr 72, C/S Series 77, «QUICKIE» DEFINED, and HCOB 21 Mar 74, END PHENOMENA)

The point here is not so much that these are more likely to occur on a co-audit than elsewhere (though this may be true in some cases). The point is that when

they do occur an inexperienced co-auditor is less likely to be aware of them or report them. And the pc himself is less likely to know what is going on.

C/Sing for a co-audit is not a delicate business. Co-auditors are usually eager to jump in with both feet and get the job done.

It's not a delicate business, but it is a matter of using a gradient approach. When the right gradient approach is used there's a lot of satisfaction for a C/S in bringing a co-audit team on up the line and winning, both as pcs and co-auditors.

L. RON HUBBARD

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HCO BULLETIN OF 19 JUNE 1980

(Also HCO PL 14 Oct 68RA Rev. 19 Jun 80)

CANCELS HCO PL OF 14 OCT 1968R

Remimeo
Class VIIIs
All Auditors

(Revisions in Script)

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of or before the issuance of certificates for the certificates to be valid.

I hereby promise as an auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.
2. I promise not to invalidate the preclear's case or gains in or out of session.
3. I promise to administer only Standard Tech to a preclear in the standard way.
4. I promise to keep all auditing appointments once made.
5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.
6. I promise not to process a preclear who is improperly fed or hungry.
7. I promise not to permit a frequent change of auditors.
8. I promise not to sympathize with a preclear but to be effective.
9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.
10. I promise never to walk off from a preclear in session.
11. I promise never to get angry with a preclear in session.
12. I promise to run every major case action to a floating needle.
13. I promise never to run any one action beyond its floating needle.
14. I promise to grant beingness to the preclear in session.
15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.
16. I promise to maintain Communication with the preclear and not to cut his comm or permit him to overrun in session.
17. I promise not to enter comments, expressions or enturbulence into a

session that distract a preclear from his case.

18. I promise to continue to give the preclear the process or auditing command when needed in the session.
19. I promise not to let a preclear run a wrongly understood command.
20. I promise not to explain, justify or make excuses in session for any auditor mistakes whether real or imagined.
21. I promise to estimate the current case state of a preclear only by Standard Case Supervision data and not to diverge because of some imagined difference in the case.
22. I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.
23. I promise to never falsify worksheets of sessions.
24. I promise to see that any fee received for processing is refunded following the policies of the Claims Verification Board, if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.
25. I promise not to advocate Dianetics or Scientology only to cure illness or only to treat the insane, knowing well they were intended for spiritual gain.
26. I promise to cooperate fully with the authorized organizations of Dianetics and Scientology in safeguarding the ethical use and practice of those subjects.
27. I promise to refuse to permit any being to be physically injured, violently damaged operated on or killed in the name of «mental treatment».
28. I promise not to permit sexual liberties or violations of patients.
29. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor _____

Date _____

Witness _____

Place _____

L. RON HUBBARD
FOUNDER
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 20 JUNE 1980

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 April 1972 Issue VI which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

L1C WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 19 March 1971 LIST-1-C L1C.

These words should be cleared on the pc before the L1C is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE L1C

A, acknowledged, action, actions, affinity, an, attention, auditing.

Been, before.

Command, communication, confusing, continued, cut.

Data, decision, did, disappointed, done.

Earlier, emotion, engram, error, evaluated, exterior.

For.

Given, go, goal, grasped.

Has, have, haven't, help.

Ignored, in, incident, interrupted, invalidated.

Known.

Listing, long.

Made, meaning, missed, misunderstanding, misunderstood.

No, not.

Occurred, of, other, overrun.

Perception, prevented, problem.

Reality, reason, refusal, refused, rejected, rejection, restimulated.

Said, shift, short, similar, situation, some, someone, something, startled, sudden.

Than, the, there, too.

Understood, unnecessary, upset.

Was, what, withhold, willingness, word, wrong.

You.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 22 JUNE 1980

Remimeo
C/Ses
Auditors
Tech/Qua

(Cancels BTB 9 April 1972R Issue X CLEARING LIST WORDS IN SCIENTOLOGY—INT RUNDOWN CORRECTION LIST REVISED as it did not include the new words from the revised Int Rundown Correction List, HCOB 29 October 1971RA INT RUNDOWN CORRECTION LIST REVISED.)

INT RD CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 29 Oct 71RA Interiorization Rundown Series 12, INT RUNDOWN CORRECTION LIST REVISED.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET.)

WORDS FROM INT RD CORRECTION LIST

A, about, action, after, against, afraid, already, an, and, another, anything, anywhere, ARC Break, are, assessed, assessment, audited, auditor.

Back, badly, be, because, been, begin, being, being in, being stuck in, body, button, by-passed, by-passed charge.

Can't, cause, caused, chain, charge, clear, cleared, concept, concerned, concerning, confused, continues, correction.

Damage, Dianetic, Dianetics, did, didn't, different, do, done, during.

Earlier, else, End of Endless Int Repair RD, engram, engrams, errors, exterior.

Failed, feel, find, first, flat, flow, for.

Get, go, going, going in.

Had, handling, has, have.

If, in, incident, instead, Int, Int RD, interiorization, into, is, it, item.

Jails, just.

Leaving, left, letting, list, long.

Misrun, misunderstood, move.

Neglected, no, not.

Of, okay, on, one, or, other, others, over, overdone, overrepaired, overrun, overt, out, out list.

Part, past, perfectly, place, post, practice, problem, push.

Read, recall, religion, repair, reviewed, run, rundown, running.

Scientology, secondary, several, should, some, something, stuck, subject.

Than, that, the, there, things, thinking, this, time, times, to, trying.

Unflat, understand, unnecessary.

Wanted, was, we, were, what, when, who, will, win, with, withhold, word, wording, worried, would, wrong.

You, your, yourself.

L. RON HUBBARD

FOUNDER

Assisted by

CMO Mission: Issues

Revision 2nd

for the

BOARDS OF DIRECTORS

of the

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HCO BULLETIN OF 23 JUNE 1980R

REVISED 25 FEBRUARY 1982
CANCELS THE ORIGINAL ISSUE

Remimeo
All Auditors
C/Ses
Academy Levels
Tech
Qual

CHECKING QUESTIONS ON GRADES PROCESSES

Ref: HCOB 12 Jun 70	C/S Series 2 PROGRAMMING OF CASES
HCO PL 17 Jun 70RA	URGENT AND IMPORTANT Re-rev. 27.4.81
	TECHNICAL DEGRADES
HCOB 19 Apr 72	C/S Series 77 Reiss. 30.8.80
	KSW Series 8 «QUICKIE» DEFINED
HCOB 27 May 70R	UNREADING QUESTIONS AND ITEMS
	Rev. 3.12.78
HCOB 3 Dec 78	UNREADING FLOWS
HCOB 30 Apr 79R	C/S Series 106R Rev. 31.3.81
	Dn Clear Series 12

AUDITING THE DIANETIC CLEAR

(HCOB 23 Jun 80 was not written by myself and was not approved by me. It falsely stated that an auditor was not to check the processes of a Grade for a read before running that process. This was called to attention by Snr C/S Int.)

EACH GRADE PROCESS, THAT IS RUN ON A METER, MUST BE CHECKED FOR A REA BEFORE IT IS RUN AND IF NOT READING, IT IS NOT RUN AT THAT TIME.

I believe that the HCOB in question, HCOB 23 Jun 80 has created an Out Tech situation of pcs being run on unreading processes on Grades, leading to pc protest, out of sessionness and a tendency on some auditors' parts to cease to expect a process EP! Though the issue was purported to be a handling of quickying, it gave rise to quickying.

«NO READS»

A process or question or command can be suppressed or invalidated which would prevent a read and could cause a miss if these buttons were not gotten in.

A process that has been started but left unflat (not taken to EP) may no longer read on the process question but would read on unflat? or incomplete?

These rules apply to subjective grade processes; they do not apply to processes that are not fun on a meter such as objective processes or assists (except for metered assist actions).

It is a Gross Auditing Error to run an unreading Grade process on a pc; it is also a Gross Auditing Error for an auditor to miss reads on processes or questions and so not run them. A C/S seeing too many processes or questions said to be unreading should suspect that the auditor's metering is out and get it checked in Cramming. If found to

be out, order a retread or retrain of the E-Meter Drills and put the auditor through the drills given in HCOB 22 Apr 80, ASSESSMENT DRILLS.

Actually, a process that «doesn't read» stems from three sources: (a) The process is not charged; (b) The process is invalidated or suppressed or © Ruds are out in session.

Factually PC interest also plays a part in this.

I think quickying came from (1) Auditors trying to push past the existing or persistent FNs or (2) Auditors with TRs so poor that the pC was not in session. Nearly all grade processes and flows will read on PCs in that grade chart area unless the above two conditions are present.

One also doesn't make a big production of checking as it distracts the PC. There is a system, one of many, one can use. One can say, «the next process is (state wording of the auditing question)» and see if it reads. This does not take more than a glance. If no read but, more likely, if it isn't charged, an FN or smoothly null needle, one hardly pauses and one adds «but are you interested in it?» PC will consider it and if not charged and PC in session, it will FN or FN more widely.

If charged, the PC would ordinarily put his attention on it and you'd get a fall or just a stopped FN followed by a fall on the interest part of the question.

It takes pretty smooth auditing to do this and not miss. So if in doubt, one can again check the question. But never hound or harass a PC about it. Inexpert checking questions for read can result in a harassed PC and drive him out of session so this auditing action, like any other, requires smooth auditing.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 23 JUNE 1980R
REVISED 15 SEPTEMBER 1980
ISSUE II

Remimeo
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Auditors
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(Cancels BTB 9 Apr 72R IV CLEARING LIST WORDS IN SCIENTOLOGY
WORD CLEARING CORRECTION LIST as it did not include the new words from
the revised WCCL, HCOB 27 Nov 78 WORD CLEARING CORRECTION LIST.)

(Revisions in Script)

WORD CLEARING CORRECTION

LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Nov 78 WORD CLEARING
CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on
him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above
references before clearing these words on a pc. The auditor uses Method 5 Word
Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly
cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate
place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE WORD CLEARING CORRECTION LIST

A, about, action, actual, already, an, any, apply.

Basic, been, being, but, by, by-passed, by-passed charge.

Cans, case, clear, cleared, clearing, confused, couldn't, courses.

Defined, definition, definitions, demo, dictionary, did, didn't, difficult, distracted, do,
done, during.

Earlier, else, enough, evaluation.

Fail, family, feel, find, first, F/N (noun and verb), F/Ns, forgetting, fully.

Get, good.

Hands, has, have, hear, him, hopeless.

Improper, in, in regard to, indicated, invalidated, invalidation, is it.

Just.

Keep, kept, knew, knowingness.

List, look, look up.

Make, missed, misunderstood, misunderstands.

Need, not, nothing.

Of, on, or, other, out-ruds, over, overrun, overwhelmed.

Place, protest, protesting, puzzled.

Read, reading, really, regard, rid.

Said, school, Scientology, sentences, should, similar, sized, some, something, specialized, still, studied, study, subject, subjects.

Technical, tell, than, that, the, them, there, these, tired, to, training, try.

Understand, understood, unreading, use, using.

Was, wasn't, were, what, when, which, why, win, with, word, word cleared, word clearer, word clearing, words, wrong.

You, your.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 24 JUNE 1980

(Also HCO PL 24 June 1980)

Remimeo
Dissem Secs
Distrib Secs
Regges
C/Ses

Survival Rundown Series 16

WHO DOES THE SURVIVAL RUNDOWN?

Ref: HCOB 1 May 1980 SRD Series 1 THE SURVIVAL RUNDOWN
HCOB 4 May 1980 SRD Series 4
C/S Series 110 C/SING THE SURVIVAL RUNDOWN
HCOB 23 Dec 1971 C/S Series 73

THE NO-INTERFERENCE AREA

HCOB 12 May 1980 DRUGS AND OBJECTIVE PROCESSES

The Survival Rundown has been especially developed as the next step after the Purification Rundown.

The Survival Rundown results in a person feeling in present time and able to control and put order into the environment. He will have greatly increased survival potential.

The majority of pcs do need the Survival Rundown and they should get it at an appropriate place in their program; the best time being immediately following the Purification Rundown. The C/S adjudicates this of course with full use of the C/S Series and the Survival RD Series.

The only prerequisite for the Survival RD is the Purification RD.

WHO WOULD NOT BE PUT ON THE SURVIVAL RD?

Any pc who is on or between R6EW, Clearing Course, OT I, OT II or OT III, or who has received NED for OTs auditing would not be put onto the Survival Rundown.

The above are the only Grade Chart points where a pc can not receive the Survival RD.

(Note: The Survival RD has not yet been piloted on any pcs who are on or have completed NED for OTs so such pcs are not to be C/Sed onto the Survival RD at this time.)

The Survival Rundown is the key to increased survival for your public, staff and the org.

Most importantly, it is a big step on the Bridge and it opens the way to mental and spiritual processing with more gains than ever before.

Flood people onto the Survival Rundown. Your org will boom with this rundown. It changes lives!

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JUNE 1980R

REVISED 28 JANUARY 1981

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(Cancels BTB 1 Dec 74 Issue II CLEARING LIST WORDS IN SCIENTOLOGY STUDENT CORRECTION LIST which did not include the new words from the revised Student Correction List, HCOB 27 March 72RA.)

(Revised to align with revision of HCOB 27 March 72RB Re-Revised 28 Jan 81 STUDENT CORRECTION LIST—REVISED.)

(Ellipses indicate deletions.)

STUDENT CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
	CLEAR TO F/N
HCO B 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCO B 9 Aug 78 II	CLEARING COMMANDS
HCO B 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 March 72RB STUDENT CORRECTION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on the student (pc). The auditor uses Method 5 word clearing when clearing these words on the student (pc).

This word list need only be cleared once in the student's (pc's) auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the student's pc folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDENT CORRECTION LIST

A, able, about, acceptable, admin, afraid, after, alcohol, all, already, an, and, another, any, application, ARC Break, ARC Broken, are, as, attest, available.

Bad, basic, be, been, behavior, being, breaking, but, by.

Can't, case, change, checksheet, class, clay demos, clear, clearing, cold, committed, completion, complicated, concerning, confused, consideration, correction, course, courses, cramming.

Data, decided, define, definitions, demo kit, demos, determinism, Dianetics, dictionaries, dictionary, did, didn't, diet, difficult, disagreements, disinterested, distracted, distracting, distraction, do, doesn't, doing, done, don't, drugs, duress.

Earlier, eat, else, enough, environment, errors, eyesight.

Failed, falsely, falsify, fellow, find, finish, finishing, first, follow, for, found, frequent, from, fully, fun.

Getting, given, go, gone, gradient, guide.

Had, hadn't, has, hasn't, hat, have, haven't, hear, help, him, hit, hot, how.

Ill, in, incomplete, interpreted, interruptions, invalidated, invalidation, is, it.

Kit, know.

Lack, language, learned, life, lighting, like, list, listen, listening, ... lose.

Made, manual, many, mass, materials, mean, medicine, memory, method, method one, method three, missing, misunderstood, misunderstands, mixing, more.

Native, need, never, no, noisy, not.

Of, on, or, other, others, out 2D, over, overt, overts, own.

Pack, packs, part, participate, past, personal, physically, poor, practical, practice, prerequisites, printed, problem, PTS.

Rather, read, really, reason, refused, ... remember, room, restim, rushed.

Said, same, Scientology, section, seeking, self, set, should, shouldn't, similar, skipped, small, smoke, some, somebody, someone, something, source, speak, stats, status, student, student's, students, studies, study, studying, subject, supervisor, supervisors, supposed, system.

Tapes, targets, tech, terms, the, there, think, this, threat, time, tired, to, told, too, trick, trouble, troubled, twin, typographical.

Under, understanding, unreal, ... upset, use, using.

Ventilation, verbal.

Want, was, were, weren't, what, when, why, win, with, withheld, withhold, withholds, without, won't, word, words, work, would, wrong.

You, your, you're, yourself, you've.

L. RON HUBBARD
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Revision assisted by
Research & Technical
Compilations Unit
Accepted by the
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JUNE 1980R

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(Cancels BTB 15 November 1974 CLEARING LIST WORDS IN SCIENTOLOGY STUDENT REHABILITATION LIST which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)
(Revisions in Script)

STUDENT REHABILITATION

LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R, Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38, METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64,

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Nov 74 STUDENT REHABILITATION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him per HCOB 9 Aug 78 Iss II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on the student (pc). The auditor uses Method 5 word clearing when clearing these words on the student (pc).

These words need only be cleared once in the student's (pc's) auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the student's pc folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDENT REHABILITATION LIST

A, about, added, advice, after, alcohol, already, an, and, apply, ARC, ARC Breaks, at, attestation, audit, auditing, available.

Bad, best, booted.

Came, certificates, checksheet, clear, clearing, coaching, confused, couldn't, course, courses.

Dictionary, didn't, disagreements, dispute, do, downgraded, drugs, duress.

Each, earlier, eat, else, enough, error, ethics, evaluation, eyesight exam examination.

Failed, false, family, fees, find, flunked, for, forced, from, fully.

Gave, get, getting, given, God.

Had, hadn't, have, having, HCOBs, help.

In, interference, interpreted, interruptions, invalidation.

Kept, knew, known.

Lied, list, live, lots.

Mad, made, master, materials, meter, method, method one, missing, misunderstood, money.

Never, no, nobody, not.

Of, off, often, on, or, other, out, out-ethics, out-2D, over.

Passed, pay, people, personal, physical, place, players, practical, prevented, problem, problems, PTS.

Quotas.

Reason, reasons, registrars, restim, resulting, rules.

Scientology, service, set, similar, simply, sleep, some, someone, something, stated, stopped, student, studied, study, studying, subject, supervisor.

Taking, tape, tape players, tapes, tech, terms, than, that, the, there, things, this, to, told, too, trouble, TRs, twin, 2D.

Under, understand, understood, unreal, use.

Verbal, violated.

Was, were, weren't, when, why, with, withhold, word, word clearing, words, wrong.

You, your.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 12 JULY 1980R

REVISED 5 NOVEMBER 1982
(Also issued as HCO PL, same date, same title.)

Remimeo
All
HCOs
Tech Sec
Qual Sec
Ds of T
Supervisors
Ethics Officers
Cramming Officers
Students
All Staff
All Hats

(Revised to include in the references additional early works on the subject of Ethics, to provide some added data on the subject and to correct a section of the issue which in its wording seemed to infer that by starting an ethics cycle on himself a person begins going downhill—which is not the case.)

THE BASICS OF ETHICS

References:

Dianetic Auditor's Bulletin Vol 1, No. 12, June 1951 Tech Vol I, Page 113	PREVENTIVE DIANETICS (Section on Morals & Ethics)
PAB No. 40 26 Nov 1954	THE CODE OF HONOUR Tech Vol II, Page 104
Book: SCIENCE OF SURVIVAL HCO PL 9 Jul 80	Chapter 21, ETHIC LEVEL ETHICS, JUSTICE AND THE DYNAMICS
ETHICS AND JUSTICE PACK IN VOLUNTEER MINISTER'S HANDBOOK HCO PL 1 Sep 65	ETHICS PROTECTION
HCO PL 29 Apr 65	ETHICS REVIEW
HCO PL 27 May 60	DEAR SCIENTOLOGIST
HCO PL 12 Apr 65	JUSTICE
HCO PL 11 May 65	ETHICS OFFICER HAT
HCO PL 6 Mar 66	REWARDS AND PENALTIES, HOW

TO HANDLE PERSONNEL AND ETHICS MATTERS

HCO PL 29 Dec 66	MATTERS JUDICIAL HISTORICAL
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PRECEDENCE OF ETHICS

HCO PL 18 Jun 68	ETHICS
HCO PL 4 Oct 68	ETHICS PRESENCE Rev. 8.7.80
HCO PL 7 Dec 69	ETHICS, THE DESIGN OF
HCO PL 7 Dec 69 II	THE ETHICS OFFICER, HIS CHARACTER
HCO PL 24 Feb 69	JUSTICE
HCO PL 7 Sep AD13	COMMITTEES OF EVIDENCE

SCIENTOLOGY JURISPRUDENCE, ADMINISTRATION OF
HCO PL 17 Mar 65 ADMINISTERING JUSTICE
HCO PL 24 Feb 72 INJUSTICE

Throughout the ages, man has struggled with the subjects of right and wrong and Ethics and Justice.

The dictionary defines Ethics as: «The study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others.»

The same dictionary defines Justice as: «Conformity to moral right, or to reason, truth or fact,» or: «The administration of law.»

As you can see, these terms have become confused.

All philosophies from time immemorial have involved themselves with these subjects. And they never solved them.

That they have been solved in Dianetics and Scientology is a breakthrough of magnitude. The solution lay, first, in their separation. From there it could go forward to a workable technology for each.

ETHICS consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or «has his ethics in» it is by his own determinism and is done by himself.

JUSTICE is the action taken on the individual by the group when he fails to take these actions himself.

HISTORY

These subjects are, actually, the basis of all philosophy. But in any study of the history of philosophy it is plain that they have puzzled philosophers for a long time.

The early Greek followers of Pythagoras (Greek philosopher of the sixth century B.C.) tried to apply their mathematical theories to the subject of human conduct and Ethics. Some time later, Socrates (Greek philosopher and teacher 470? - 399 B.C.) tackled the subject. He demonstrated that all those who were claiming to show people how to live were unable to defend their views or even define the terms they were using. He argued that we must know what courage, and justice, law and government are before we can be brave or good citizens or just or good rulers. This was fine but he then refused to provide definitions. He said that all sin was ignorance but did not take the necessary actions to rid Man of his ignorance.

Socrates' pupil, Plato (Greek philosopher, 427? - 347 B.C.) adhered to his master's theories but insisted that these definitions could only be defined by pure reason. This meant that one had to isolate oneself from life in some ivory tower and figure it all out—not very useful to the man in the street.

Aristotle (Greek philosopher 384 - 322 B.C.) also got involved with Ethics. He explained unethical behavior by saying that Man's rationality became overruled by his desire.

This chain continued down the ages. Philosopher after philosopher tried to resolve the subjects of Ethics and Justice.

Unfortunately, until now, there has been no workable solution, as evidenced by the declining ethical level of society.

So you see it is no small breakthrough that has been made in this subject in the last 80 years or so. We have defined the terms, which Socrates omitted to do, and we have a workable technology that anyone can use to help get himself out of the mud. The natural laws behind this subject have been found and made available for all to use.

ETHICS

Ethics is so native to the individual that when it goes off the rails he will always seek to overcome his own lack of Ethics.

He knows he has an Ethics blind spot the moment he develops it. At that moment he starts trying to put Ethics in on himself and, to the degree that he can envision long-term survival concepts, he may be successful, even though lacking the actual tech of Ethics.

All too often, however, the bank is triggered by an out-ethics situation and, if the individual has no tech with which to handle it analytically, his «handling» is to mock up motivators. In other words, he tends to believe or pretend that something was done to him that prompted or justified his out-ethics action, and at that point he starts down hill.

It is not his attempt to get his Ethics in that does him in. It is the automaticity of the bank which kicks in on him and his use of a bank mechanism at this point which sends him down the chute. When that happens, nobody puts him down the chute harder, really, than he does himself.

And, once on the way down, without the basic technology of Ethics he has no way of climbing back up the chute—he just caves himself in directly and deliberately. And even though he has a lot of complexities in his life, and he has other people doing him in, it all starts with his lack of knowledge of thy technology of Ethics.

This, basically, is one of the primary tools he uses to dig himself out.

BASIC NATURE OF MAN

No matter how criminal an individual is, he will be trying, one way or another, to put Ethics in on himself.

This explains why Hitler invited the world to destroy Germany. He had the whole war won before September, 1939, before he declared war. The allies were giving him everything he wanted; he had one of the finest intelligence organizations that ever walked; he had Germany well on the way to getting her colonies back and the idiot declared war! And he just caved himself and Germany right in. His brilliance was going at a mad rate in one direction and his native sense of Ethics was causing him to cave himself in at a mad rate in the other direction.

The individual who lacks any Ethics technology is unable to put in Ethics on himself and restrain himself from contra-survival actions so he caves himself in. And the individual is not going to come alive unless he gets hold of the basic tech of Ethics and applies it to himself and others. He may find it a little unpalatable at first, but when you're dying of malaria you don't usually complain about the taste of the quinine: you may not like it, but you sure drink it.

JUSTICE

When the individual fails to put in his own Ethics, the group takes action against him and this is called Justice.

I have found that Man cannot be trusted with Justice. The truth is, Man cannot really be trusted with «punishment». With it he does not really seek discipline, he wreaks injustice. He dramatizes his inability to get his own Ethics in by trying to get others to get their Ethics in: I invite you to examine what laughingly passes for «Justice» in our current society. Many governments are so touchy about their divine rightness in judicial matters that you hardly open your mouth before they burst into uncontrolled violence. Getting into police hands is a catastrophe in its own right in many places, even when one is merely the plaintiff, much less the accused. Thus, social disturbance is at maximum in such areas.

When the tech of Ethics isn't known, Justice becomes an end-all in itself. And that just degenerates into a sadism. Governments, because they don't understand Ethics, have «Ethics Committees» but these are all worded in the framework of Justice. They are even violating the derivation of the word Ethics. They write Justice over into Ethics continuously with medical ethics committees, psychological ethics committees, Congressional committees, etc. These are all on the basis of Justice because they don't really know what Ethics is. They call it Ethics but they initiate Justice actions and they punish people and make it harder for them to get their own Ethics in.

Proper Justice is expected and has definite use. When a state of discipline does not exist the whole group caves in. It has been noted continually that the failure of a group began with a lack of or loss of discipline. Without it the group and its members die. But you must understand Ethics and Justice.

The individual can be trusted with Ethics, and when he is taught to put his own Ethics in, Justice no longer becomes the all-important subject that it is made out to be.

BREAKTHROUGH

The breakthrough in Scientology is that we do have the basic technology of Ethics. For the first time Man can learn how to put his own Ethics in and climb back up the chute.

This is a brand new discovery; before Scientology it had never before seen the light of day, anywhere. It marks a turning point in the history of philosophy. The individual can learn this technology, learn to apply it to his life and can then put his own Ethics in, change conditions and start heading upwards toward survival under his own steam.

I hope you will learn to use this technology very well for your own sake, for the sake of those around you and for the sake of the future of this culture as a whole.

L. RON HUBBARD
FOUNDER
Adopted as Official
Church Policy by the
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INTERNATIONAL

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HCO BULLETIN OF 23 JULY 1980

Remimeo

CANCELS AND REPLACES BTB 8 DEC 72RA

SAME TITLE

CONFSSIONAL REPAIR LIST—LCRD

This is the Prepared List to use for repairing/correcting Confessionals, whether done in session or by a tech trained and qualified HCO terminal, or for repairing other O/W actions such as O/W write-ups.

If, after a Confessional or O/W write-up, the person Red Tags at the examiner or if he gets sick or upset or falls on his head, this list is assessed and handled to straighten the matter out. The repair action would be a 24 Hour repair priority.

If there is a bog during a Confessional action, the auditor would first check for Missed Withholds, False Reads and ARC Breaks in that order and handle what he found. (Ref. HCOB 30 Nov 78 CONFSSIONAL PROCEDURE.) This action will handle many bogs and resolve the difficulty. If it doesn't, use the following list.

The list can be assessed Method 3 or Method 5. All reading items are handled to EP per the instructions given.

The list should be used with a prefix which acts as a time limiter such as

«In this session _____ », «On your O/W write-up _____ », etc.

PRECLEAR: _____ DATE: _____

AUDITOR: _____

1. OUT INT? _____

Check to make sure the read on Int is a valid read and not a protest or false read. If it is a valid read, end off for C/S instructions.

2. LIST ERROR? _____

L4BRA and handle.

3. DID YOU HAVE AN ARC BREAK? _____

ARCU, CDEINR E/S to F/N.

4. DID YOU HAVE A PROBLEM? _____

2WC E/S to F/N.

5. HAS A WITHHOLD BEEN MISSED? _____

Pull it getting who nearly found out, etc. E/S to F/N.

6. DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST? _____

- Get all of the withhold, flatten it E/S to F/N. _____
7. DID YOU MISDIRECT THE AUDITOR? _____
- 2WC E/S to F/N. Flatten any unflat Confessional chains uncovered. _____
8. DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE? _____
- Pull it, E/S to F/N. _____
9. WERE YOU WAITING FOR A MORE ACCURATELY WORDED QUESTION? _____
- 2WC E/S to F/N. Then pull any overt chains that were missed. _____
10. DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU? _____
- Get what, flatten it E/S to F/N. _____
11. WERE YOU WORRIED ABOUT REPUTATION? _____
- Clean it up 2WC E/S to F/N. _____
12. ARE THERE OPINIONS YOU DON'T DARE SAY? _____
- Get what. 2WC E/S to F/N. _____
13. ARE YOU HERE FOR UNDISCLOSED REASONS? _____
- Find out why he's here, 2WC E/S to F/N. Note for further handling. _____
14. WAS THERE AN EARLIER OVERT UNDISCLOSED? _____
- Pull it and clean it up E/S to F/N. _____
15. WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC? _____
- Take it back to basic. _____
16. ARE YOU WITHHOLDING ANYTHING? _____
- Get what it is, E/S to F/N. _____
17. DID YOU TELL ANY HALF-TRUTHS? _____
- Get all of the withhold, flatten it E/S to F/N. _____
18. WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T? _____
- Get what. Pull it E/S to F/N. _____
19. DID YOU FAIL TO ANSWER A CONFESSIONAL QUESTION? _____
- Find out which question and handle. _____
20. IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOMETHING? _____

- Get it all E/S to F/N. _____
21. WAS A READ MISSED? _____
- Find out on what question and handle it to EP. _____
22. WAS A READING QUESTION NOT TAKEN UP? _____
- Find out which question and handle it to EP. _____
23. DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/NING? _____
- Indicate it if so. 2WC E/S to F/N. Find out what question or overt was being handled and handle it to F/N. _____
24. DID YOU TELL A LIE? _____
- 2WC E/S to F/N ensuring you get the lie or what he was covering up by lying and who missed it. Then flatten any unflat questions uncovered if necessary. _____
25. WAS A QUESTION LEFT UNFLAT? _____
- Find out which one, indicate it, flatten it. _____
26. DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE? _____
- 2WC E/S to F/N. _____
27. WAS THERE A FALSE READ? _____
- 2WC E/S to F/N. Indicate the false read if so. Can also clean it up with suppress, inval, protest, if needed. _____
28. SOMEONE DEMANDED A W/H YOU DIDN'T HAVE? _____
- 2WC E/S to F/N. Indicate it if so. _____
29. WAS THERE A FALSE ACCUSATION? _____
- 2WC E/S to F/N. _____
30. HAD YOU TOLD ALL? _____
- 2WC E/S to F/N. Indicate it if so. _____
31. HAS AN OVERT BEEN PROTESTED? _____
- Get what it was and get in protest button on it, check for E/S. _____
32. WAS THERE A WITHHOLD THAT KEPT COMING UP? _____
- Get who wouldn't accept it, who said it still read. _____
Indicate false read. 2WC the concern. _____
33. WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED? _____

Get what. Get who wouldn't accept it. Get off any protest and inval, and clean it up E/S to F/N.

34. DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID?

Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.

35. DID THE AUDITOR GET ANGRY AT YOU?

If this happened, indicate it is illegal to do so. 2WC E/S to F/N.

Clean up any ARC Break to F/N.

36. WERE YOU AFRAID OF WHAT MIGHT HAPPEN?

2WC E/S to F/N.

37. WAS THERE AN INJUSTICE?

2WC E/S to F/N.

38. WAS THERE A BETRAYAL?

2WC E/S to F/N.

39. WAS ANYTHING SUPPRESSED?

Clean it up E/S to F/N.

40. WAS ANYTHING INVALIDATED?

Clean it up E/S to F/N.

41. WAS ANYTHING PROTESTED?

2WC E/S to F/N.

42. WAS THERE ANY EVALUATION?

2WC E/S to F/N.

43. HAS SOMETHING BEEN MISUNDERSTOOD?

Clean it up, clearing any MU words each to F/N.

44. WAS THERE SOMETHING WRONG WITH THE METER OR CANS?

False TA handling.

45. WERE YOU TIRED OR HUNGRY?

2WC E/S to F/N.

46. HAD YOU RECENTLY TAKEN DRUGS

MEDICINE

ALCOHOL

2WC E/S to F/N. Note for C/S.
47. HAS SOMETHING BEEN OVERRUN?

Get what, rehab.
48. WAS A QUESTION OVERRUN?

Find out which question and rehab.
49. WAS AN F/N MISSED?

Find out on what and rehab.
50. WAS SOME ACTION UNNECESSARY?

Find out what it is. Indicate it if so. E/S to F/N.
51. WAS THE PURPOSE OF THE CONFESSIONAL ALREADY FULFILLED?

2WC to find out, if so. Indicate it if so. Rehab the EP of the Confessional.
52. WERE YOU IN THE MIDDLE OF ANOTHER AUDITING ACTION?

2WC E/S to F/N. Note for C/S.
53. IS THERE ANOTHER CONFESSIONAL LIST MORE APPROPRIATE TO YOUR SCENE?

2WC E/S to F/N. Note for C/S.
54. WAS THERE SOMETHING ELSE WRONG?

If so and it doesn't clean up on 2WC, GF M5 and handle.
55. HAS THE UPSET BEEN HANDLED?

2WC. If so, indicate it to F/N.

L. RON HUBBARD
FOUNDER
Revisions assisted by
Research and Technical
Compilations Unit
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 JULY 1980R

REVISED 10 SEPTEMBER 1980

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C/Ses
Auditors

(Cancels BTB 1 Dec 74 III CLEARING LIST Tech/Qual WORDS IN SCIENTOLOGY COURSE SUPERVISOR CORRECTION LIST STUDY CORR. LIST 2 which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

(Revision in Script)

COURSE SUPERVISOR CORRECTION LIST

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I Word Clearing Series 52R Rev. 24.7.74
CLEAR TO F/N
HCOB 21 Jun 72 I Word Clearing Series 38
METHOD 5
HCOB 9 Aug 78 II CLEARING COMMANDS
HCOB 17 Jul 79 I Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words used in HCOB 27 Mar 72R II COURSE SUPERVISOR CORRECTION LIST STUDY CORR. LIST 2R.

These words should be cleared on the Course Supervisor (the pc) before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

An auditor must have received high crime checkouts himself from Qual on the above references before clearing these words in session on the Course Supervisor (pc).

The auditor uses Method 5 Word Clearing while clearing these words on the Course Supervisor (pc).

These words need only be cleared once in the Course Supervisor's (pc's) auditing if correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE COURSE SUPERVISOR CORRECTION LIST

A, ability, about, afraid, after, agreeable, all, already, an, and, another, answer, any, anyway, apply, ARC Break, are, as, attained, available.

Be, been, being, believe, bog, bogged, bound, bulletins, by.

Can, cannot, can't, case, certain, class, classroom, clearing, competence, conflict, confront, confronted, consequences, consider, control, correction, course, cross, covered.

Definition, demos, did, didn't, disagreements, do, does, dog, doing, done, don't, double, drugs, duress.

Each, else, encountered, enough, every, experimenting.

Fail, falsify, feel, find, fixed, F/Ning, for, forced, found, found out, from, fully.

Get, getting, give, giving, go, good, graduated, graduates.

Had, handle, handled, has, hasn't, hatted, have, he, helped, helping, here, how.

Ideas, if, important, in, in order to, interesting, instead, interpreting, interrupting, is, issues, it.

Knew, know, knowledgeable.

Lack, leaving, less, like, list, lists, listen, listened, losses, lots.

Make, make it, many, materials, meter, M9, methods, misemotion, missing, misunderstood, misunderstands, more.

Native, neglecting, never, new, no, not.

Of, on, once, or, order, orders, other, others, outnesses, over, overt, overts, overwhelmed, own.

Patience, people, physically, policy, popular, post, powerful, preventing, problems, product, prove, purpose.

Questions.

Rather, really, reason, refer, regulated, responsible, right.

Said, same, second, should, shouldn't, situations, so, some, somebody, someone, something, staff, started, statistic, stats, status, still, student, Student Hat, students, studied, study, subject, supervise, supervised, supervising, supervision, supervisor, supervisors, suppressive.

Tape, tapes, teach, teaching, tech, tell, than, that, the, their, them, then, there, these, things, think, thinking, third, third partying, through, time, tired, to, told, too, trouble, TRs, trying.

Unable, understand, understanding, unwell, upset, use, using.

Verbal.

Want, were, what, when, who, why, will, with, withholds, word, words, work, worked, working, works, worth, would, wrong.

You, your, yourself.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

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of the

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HCO BULLETIN OF 29 JULY 1980

Remimeo

CRIMINALS AND PSYCHIATRY

Almost every modern horror crime was committed by a known criminal who had been in and out of the hands of psychiatrists and psychologists often many times.

There is no particular reason to enumerate endless case histories of this: they occur too frequently in news accounts and the newspaper morgues are thick with them. And as such stories develop it is found that the perpetrator had a long history, some even from childhood, of psychiatric and psychological treatment.

Such a record of failure does not seem to come to the attention of legislators and these continue to pour floods of money into the coffers of the psychiatrists, psychologists and their organizations. The public at large, by survey, seems to be aware of this state of affairs if not the whole facts: the only real customers the psychiatrist and psychologist have are the governments—the public does not of its own volition go to them.

The most charitable look at this would be that the psychologists and psychiatrists are simply incompetent. But other more sinister implications can be drawn.

Developed in the latter part of the 19th Century, they appeared on the militaristic scene of a re-arming and conquest-minded Germany. At that time, the arch-criminal Bismarck was laying the ground work for the slaughters of World War I and World War II. It fitted with the philosophy of militarism that man was an animal and that there was neither soul nor morality standing in the way of the wholesale murder of war.

Up until that time the Church had some influence upon the state and possibly some power in restraining bestiality and savagely insane conduct but, small as it might have been, it was incompatible with the unholy ambitions of the militarists. That man was only an animal after all, soulless and entitled to no decency, was bound to be a popular doctrine. That insanity consisted of urges to harm others would have been a very unpopular idea to government heads who had nothing else in mind. And so the notion that insanity was a physical disease was taken up avidly.

The basic tenet of psychology is that man is just an animal. The basic tenet of psychiatry is that insanity is a physical disease. Neither has any proof that these tenets are correct. That man can be reduced to animalistic behavior does not prove that that is his true basic nature. That some physical diseases also produce mental aberration does not prove that any «mental illness» has bacteria or virus and indeed none have ever been isolated.

The instigators, patrons and supporters of these two subjects classify fully and demonstrably as criminals.

If the crimes committed by a government in one single day were committed by an individual, that individual would be promptly put in a cell and probably even a padded cell.

Unfortunately, positions of power and authority attract to themselves beings who, all too often, need that altitude to exercise their lust for covertly or overtly harming others. Government positions are well suited to this use; they are also all too often held to be above any law. Some of the most notorious criminals in history have operated from government positions. This becomes statistically impressive when one counts the strewn corpses.

Looking this over (and it is amply documented in any history book or newspaper) one can begin to make some kind of sense out of it. Spawned by an insanely militaristic government, psychiatry and psychology find avid support from oppressive and domineering governments. The employer of these people classifies, even in the most generous view, as criminal. Thus it cannot be much wondered at that these subjects have no real success or even interest in detecting and handling criminals.

One cannot go so far as to say that psychiatry and psychology knowingly create criminals or actively plan and implant their patients to commit crimes, even though it might look this way in some cases. Rather, these subjects are false subjects, based on false principles which are well suited to the demands and ambitions of their employers. Their technology is incapable of detecting, much less helping, the criminal. It is even doubtful if their employers, the governments, would tolerate a subject which could detect and resolve criminality—for who would be the first ones detected? Some amongst the governments, of course. No, the wolf would only favor a jury of wolves to judge the crime of killing sheep. That is why you see governments flooding out money for psychologists in schools and psychiatrists in government departments.

With a complete, government supported monopoly in the field of the mind, potential criminals will go right on remaining undetected until they injure or slaughter citizens and, having done so, become unrelieved or even confirmed in their habit patterns in the hands of psychiatrists and psychologists and re-released upon the world to further injure and slaughter citizens.

The credence and power of psychiatry and psychology are waning. It hit its zenith about 1960: then it seemed their word was law and that they could harm, injure and kill patients without restraint. The appearance of an actual technology of the mind—Dianetics and Scientology—has played no small part in acting as a restraint. At one time they were well on their way to turning every baby into a future robot for the manipulation of the state and every society into a madhouse of crime and immorality. The world is still suffering from the effects of that domination.

There is no real reason why, using the proper technology, the criminal cannot be detected and also reformed. One might also, by the use of false data stripping, redeem a psychologist or psychiatrist—though this would be made difficult by the fact that he achieves all his power and money from the state which might have quite different purposes for him.

The world is turning, things change. And there may come a day when the mad dogs of the world are not given over to the charge of mad dogs. But that will be to the degree that you successfully carry forward Dianetics and Scientology.

L. RON HUBBARD
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HCO BULLETIN OF 30 JULY 1980

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THE NATURE OF A BEING

When one is associating with or attempting to guide or handle a person, it is necessary to know something of the nature of a being.

If a being were a single unit, separated from all other beings, conditions and current influences, the task of understanding him would be relatively simple and philosophers would have had it all worked out long before Dianetics and Scientology.

A single unit being responds to the most elementary and simple rules and laws you will find in Dianetics and Scientology. Affinity, Reality, Communication and Understanding; the time track; mental image pictures; the earlier incident holding the later in place; responses to Matter, Energy, Space, Time, Form as well as force; and the axioms. On this you can rest assured. And one might even wonder why we need all the additional bulletins and cautions and provisions and lectures.

The fact of the matter is that when one addresses a person, a human being «in the flesh» one is not addressing a simple being.

Possibly an example will illustrate this: I had just finished giving a Congress and a staff member had made some appointments for me to see people who wanted to talk to me. And, in a conference room, I was suddenly confronted by a woman who was demonstrably and actively insane. She was incoherent, she was being «pursued», she was utterly agitated. Well, I was not then and never was in the business of treating the insane. Yet here was a situation which had to be handled if only to maintain social calm. In those days there were many techniques for exteriorizing people and so I used one of them, putting her back of her head. promptly she went sane, calmly reviewed her problem with her husband, sensibly made up her mind what she was going to do to properly resolve the matter, thanked me and departed. For a brief time she had temporarily become a single unit being.

I have not given the example as a lesson in what to do in such cases for exteriorization techniques are not reliable. But only to illustrate the complexity of people.

What you see as a human being, a person, is not a single unit being.

In the first place, there is the matter of valence. A person can be himself or he can be under the belief that he is another person or thing entirely. This removes him a step from being a simple being.

Then there is the matter of being in a body. A body is a very complex contrivance, quite remarkable, quite complicated. And it is also quite subject to its own distortions.

There are also the entities (as discussed in «Dianetics, The Modern Science of Mental Health», pages 84-90, and also «The History Of Man», pages 13-14, 43, 75-77). These follow all the rules and laws and phenomena of single beings.

And then there is the matter of influences of other people around this human being.

From a single, simple being there is a progressive complication setting in as one adds all these other factors.

The single, simple being, without any further associations can be out of valence even miles away from other contacts.

It is the aggregate of all these factors which you address when you seek to guide or handle the usual human being.

This is also why objective processes are so effective—they get many of these factors all going in the same direction for once.

None of this is to say that it is impossible to handle all this. Far from it. But it does tell one why all the additional precautions (like don't overrun, like careful session procedures) are there in all those materials.

But mainly it tells you that full recoveries seldom happen fast and that cases require an awful lot of work and often for a very long time.

And like the woman at the Congress, one sometimes gets a sudden near-magical result. The trouble with that one was that she soon went back into her head and became again a composite, even though she now did have a sane plan of action to follow.

Results, if you follow the rules and laws carefully and with good heart, can be obtained. And you, knowing your business, can obtain them.

But don't become discouraged if it all doesn't happen fast and if it takes a long time. When you are handling a human being, you are handling a composite.

We did not construct the human mind or human body. We did not put the universe there to involve, oppress or complicate life. We are working with the end product of an awful lot of trials and tribulations.

If we were working with single beings, it would be a nothing to do. We are not. We are working with a complexity and we can do an awful lot, far more than anyone could do before us. And our work with life has effects and influences far beyond our auditing tables. It took vast, vast numbers of years and eons for life to get that involved and complicated. Be glad that it doesn't take even a tiny fraction of that to dig it out and smooth it out with Dianetics and Scientology.

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HCO BULLETIN OF 2 SEPTEMBER 1980

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REPAIR CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	IMPORTANT—ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Oct 78 REPAIR CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 word clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE REPAIR CORRECTION LIST

A, action, an, and, anyway, asked, assessed, assessment, attesting, audited, auditing, auditor.

Bad, be, been, being, by, by-passed, by-passed charge.

Case, charge, chart, complete, could, cycle.

Declare, did, didn't, do, done.

Ever, exterior.

Fall, false read, feel, felt, F/N, F/Ned, F/Ning, from.

Get, get on with, given, going, gone, grade, grade chart.

Had, handle, handled, has, have, high, high TA, how.

In, indicate, Int RD, is, it, item.

Just.

Kept, know.

List, lists, low, low TA.

Many, messed up, misassessed, missed.

No, not.

Often, on, one, other, out-list, over-repair, overrun.

Prepared, prepared list, prepared lists, prevented.

Read, really, repair, repaired, repairs, rundown.

See, should, some, something.

TA, take up, tell, the, there, think, time, to, told, too, TRs.

Unnecessary, up.

Want, was, wasn't, were, what, when, while, win, with, would, wrong.

You, your.

L. RON HUBBARD

FOUNDER

Assisted by
Susan Krieger
Mission Issues
Revision I/C
for the

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of the

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HCO BULLETIN OF 11 SEPTEMBER 1980

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(CANCELS BTB 9 Apr 72R CLEARING LIST WORDS IN SCIENTOLOGY L4BR which did not contain all of the words from the revised L4BRA, HCOB 15 Dec 68RA.)

L4BRA WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Dec 68RA L4BRA FOR ASSESSMENT OF ALL LISTING ERRORS.

These words should be cleared on the pc before the L4BRA is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE L4BRA

THE MISUNDERSTOOD WORD DEFINED

Another, answer, ARC Break, ashamed, asserted, auditor.

Because, been, before, being, by, by-passed, by-passed charge.

Carried, carried on, cause, charge, correct, correction, couldn't.

Denied, did, didn't, different, do, done.

Earlier, else, else's, errors, evaluated, exterior.

Fail, first, forced, found, from.

Given, gone.

Had, handled, has, have.

In, incomplete, interest, invalidated, is, it, item, items.

Kind.

List, listed, listing, long.

Made, meaningless, missed.

No, not, nothing, nulling.

Of, off, on, only, or, other, out, overrun, overt.

Past, place, in the first place, point, previously, process, protest, protested, PTP, pushed, put.

Question.

React, release, restimulated, right.

Said, session, some, somebody, someone, suggest, suggested.

Taken, that, the, there, this, thought, to, too.

Under, understand, understood, unnecessary, upset.

Volunteered.

Want, was, way, were, what, when, while, withheld, withhold, word, wrong.

You, your, yours, yourself.

L. RON HUBBARD

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HCO BULLETIN OF 16 SEPTEMBER 1980

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(Cancels BTB 1 Dec 74 Iss VII CLEARING LIST WORDS IN SCIENTOLOGY—
PTS RD CORRECTION LIST which omitted giving the references to be high crimed
before clearing words on a pc and the method of word clearing to be used.)

PTS RD CORRECTION LIST

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Apr 72 PTS RD CORRECTION LIST.

These words should be cleared on the pc before the PTS RD CORRECTION LIST is actually assessed per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 word clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE PTS RD CORRECTION LIST

A, about, achieved, additional, after, agree, all, all right, an, and, another, anyway, are, attest, audited, auditing, auditor.

Bad, be, been, believe, but, by.

Can't, caused, communication, complete, completely, condition.

Decided, detected, didn't, disagrees, disclosed, does, doing, don't.

Earlier, else, engram, errors, ever, everything.

Feel, feelings, first.

Gains, given, group.

Handle, handled, has, have, hold.

In, incomplete, is, it.

Know.
Lies, like, list, lost.
Middle, misunderstood, more.
Not, now.
Of, okay, on, only, onto, or.
People, person, physically, place, protested, PTS, PTS RD.
Really, rundown.
Said, Scientology, situation, someone, something, still, suppressive.
Than, that, the, there, this, to, told.
Understand, upset.
Want, was, wasn't, were, weren't, what, when, whole, with, words, wrong, who.
You, your.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

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HCO BULLETIN OF 17 SEPTEMBER 1980

ISSUE I

Remimeo
Auditors
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Tech/Qual

(Cancels BTB 28 April 74R DIANETICS CLEARING LISTS AND R3R as this BTB did not include the words from the revised issues, HCOB 28 June 78 New Era Dianetics Series 7 R3RA COMMANDS and HCOB 11 April 71RD L3RG, nor the Preassessment words.)

L3RG AND R3RA WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 11 April 1971RD IMPORTANT L3RG DIANETICS AND INT RD REPAIR LIST, the Preassessment List and R3RA Commands.

These words should be cleared on the pc before the L3RG or Preassessment List is assessed or R3RA Commands are run per HCOB 9 Aug 1978 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM L3RG R3RA PROCEDURE AND PREASSESSMENTS

A, abandoned, accept, aches, alcohol, all, already, an, and, another, ARC Break, are, assessed, at, attain, attitudes, audited, auditor.

Basic, be, because, been, beginning, black, by, by-passed.

Causing, chain, chains, changed, changing, charge, charged, clear, close, cognition, command, commands, completed, compulsions, confused, connected, continue, constantly, could.

Date, death, declare, demand, Dianetic, did, different, discomforts, dislikes, distracted, do, does, drugs, duration, durations.

Earlier, else, emotions, end, engrams, erased, erasing, expressed, exterior, eyes.

False, fears, feelings, first, flows, flubbed, F/N, for, from, found.

Get, giving, go, going, gone, goof, gotten.

Had, handled, happened, has, have, heavily, held up.

Implant, in, incident, incidents, incorrect, indicated, interest, interested, interrupted, Int RD, invalidated, invisible, is, it, item.

Jump, just.

Late, later, left, let, list, locate.

Make, mass, me, medicine, messed up, misemotions, misrun, missed, misunderstood, misworded, more, move.

New, no, nobody, not, nothing, numbnesses.

Of, okay, on, one, or, original, original item, originally, others, over.

Pains, past, persistent, picture, pictures, place, point, postulate, preassessment, preassessment item, pressure, pressures, prevented, problem, protesting.

Read, real, really, reason, refuse, resent, restimulated, return, run, running.

Said, same, say, saying, see, seem, sensations, sequence, should, similar, simply, skipped, solid, some, something, soon, sorenesses, start, starting, state (noun), still, stop, stopped, stuck, suppressed.

Tell, than, that, the, there, thing, this, through, time, tired, tirednesses, to, too, trouble, twice, two.

Unnecessary, unconsciousnesses, upset.

Was, we, went, were, what, when, while, with, withhold, wording, would, wrong.

You, your, yourself.

L. RON HUBBARD
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HCO BULLETIN OF 17 SEPTEMBER 1980

ISSUE II

Remimeo
C/Ses
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(Cancels BTB 9 April 72R Issue I CLEARING LIST WORDS IN SCIENTOLOGY GREEN FORM as this BTB did not include the new words from the revised Green Form, HCO PL 7 April 1970RC Rev. 4.7.80, GREEN FORM.)

GREEN FORM WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCO PL 7 April 1970RC Rev. 4 July 1980 GREEN FORM.

These words should be cleared on the pc before the Green Form is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE GREEN FORM

A, about, against, alcohol, altering, an, any, anything, ARC Break, are, arrested, aspirin, audited, auditing, auditor.

Bad, be, because, been, breaks, by, by-passed, by-passed charge.

Can't, Clear, code, coming, comm cycle, committed, confidential, connected, copies, could, crime, crimes, criminal, cured.

Dangers, data, debts, demanded, Dianetic Clear, do, doing, drugs, drunk.

Else, engram, enough, environment, environmental, erased, error, evaluated, exactly, experimenting, exterior.

Food, for, from.

Get, gone, group.

Had, handled, handwritten happen has, hasn't, have, here, hidden standard, hungry.

If, ignored, in, Int RD, invalidated, is, it.

Kept, know, knowledge.

Left, list.

Matching, materials, menace, mentioned, messed up, missed.

Non-standard, not.

Of, or, orgs, originations, over-repaired, overrun, overt.

Person, physically, picture, present time problem, process, PT.

Record, release, restimulation, review, rushed.

Scientology, self-auditing, sleep, someone, something, sufficient, suppressed, suppressive, study.

Taken, taped, tech, that, the, there, this, tired, to, tranquilizers, typed.

Unflat, unnecessary, unpaid, up, upsetting.

Was, what, which, with, withhold, worked, works, would, wrong.

You, your.

ADDITIONAL WORDS FROM RESISTIVE CASES ASSESSMENT

And, attested, after, antagonistic, attained.

Being, before.

Continuously, committing.

Doesn't.

Engrams, earlier.

Former.

Grades.

Misunderstood.

Never.

Out, overwhelmed, overts, on.

Part, practices, pretending, prior.

Run, rudiments.

Seriously, seeking, same.

Therapy, thrill, training.

Valence.

Want, went.

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 SEPTEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 Apr 72RA IX CLEARING LIST WORDS IN SCIENTOLOGY L1X HI LO TA LIST REVISED which did not include the new words from the revised L1X HI LO TA LIST, HCOB 1 Jan 72RB.)

L1X HI-LO TA LIST REVISED

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 1 Jan 72RB L1X HI-LO TA LIST REVISED.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE L1X HI-LO TA LIST REVISED

A, about, accused, acted, action, actions, acts, actual, afraid, after, alcohol, all, an, and, another, any, anyone, anything, ARC Break, ARC Broken, are, assessment, assigned, at, attacked, attention, audited, auditing, auditor, aware.

Bad, be, because, been, being, between, black, blow, break, by, BPC.

Cans, can't, can't have, case, cases, caused, causing, chain, chains, charged, clash, clothing, cognitions, commands, committed, committing, condition, confront, connected, connection, considerations, continue, correct, couldn't, cover, covered, cramming, cream, crimes, C/S.

Dare, date, Dianetic, Dianetics, did, didn't, disagreements, do, does, doing, done, don't, drink, drug, Drug RD, drugs, drunk, dry, duration.

Else, engram, engrams, EPs, erase, error, errors, evaluation, ever, exam, examiner, experienced, exterior.

Fail, false, false TA, faulty, feel, felt, fine, flows, F/Ns, for, found, found out, from.

Get, given, giving, go, going, gone, gone on, grip.

Had, hand, hands, handle, handled, happen, has, hassles, have, having, havingness, hear, here, hiding, high, hostile.

Ill, in, incidents, incomplete, incorrectly, indicated, indication, inspection, interested, interiorized, interruptions, interview, interviews, into, Int RD, invalidated, invalidation, invisible, involved, is, isn't, it, item, items.

Keeps on, kept, kicked, kind.

Labelled, leave, left, lie, life, like, list, listed, listening, listing, location, long, looking, loosen, loss, lost, low, LSD.

Masses, materials, may, medicine, mentioned, messed up, meter, might, mind, missed, misunderstood, misunderstands, must.

Need, no, not, nothing, not-ised, not-ising, nulling.

Objectives, of, okay, on, once, opinions, or, other, others, out, out rud, out-ruds, out ethics, over, overlisted, overrepair, overrepaired, overts, overrun, overwhelm, own.

Past, pc, persistent, personality, physically, picture, pictures, point, pot, practice, problem, problems, procedure, process, protested, protesting, PT, PTS, PTS Interview, puzzled.

Quad, quadded up, questions.

Read, reading, reads, really, reasons, recalls, release, repairing, report, restimulation, ruds, run, rundown, rushed, R3RA.

Sad, said, same, satisfied, say, saying, scared, Scientology, secondary, see, self-auditing, separated, session, sessions, should, shouldn't, sized, smoke, smoked, smoking, some, somebody, someone, something, sort, spaces, state, still, stops, stuck, studied, study, suppressed.

TA, take, taken, taking, talk, talking, Tech, telling, that, the, their, there, thing, think, this, thought, tight, tired, to, told, too, trapped, triple, tripled, trouble, trying, twice, two way comm, type.

Understand, understood, undisclosed, unflat, unrun, unwilling, up, upset, urgently, using.

Wait, waiting, want, was, way, we, wearing, well, went, were, weren't, wet, what, when, who, whole track, why, why finding, will, with, withheld, withhold, withholding, without, word clearing, words, wrong, wrongly.

You, your, you're, yourself.

L. RON HUBBARD

FOUNDER

Assisted by Susan Krieger
Mission Issues Revision I/C

BOARDS OF DIRECTORS

of the

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HCO BULLETIN OF 28 SEPTEMBER 1980

ISSUE III

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(Cancels BTB 9 Apr 72R II CLEARING LIST WORDS IN SCIENTOLOGY—LCR which did not contain all the words for the LCRD.)

CONFESSIONAL REPAIR LIST

LCRD WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 Jul 80 CONFESSIONAL REPAIR LIST—LCRD.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE CONFESSIONAL REPAIR LIST—LCRD

A, about, accepted, accurately, accusation, acknowledge, action, afraid, alcohol, all, already, an, angry, another, answer, any, anything, appropriate, ARC Break, are, at, auditing, auditor, avoid.

Back, basic, be, been, betrayal, but, by.

Call, cans, chain, coming, confessional.

Dare, demanded, did, didn't, different, don't, drugs.

Earlier, else, error, evaluation.

Fail, false, feel, find out, F/N, F/Ning, for, fulfilled.

Get, giving.

Had, half-truths, handled, happen, has, have, he, hear, here, hungry.
In, injustice, invalidated, is.
Kept, known.
Left, lie, list.
Medicine, meter, middle, might, misdirect, missed, misunderstood, more.
Not.
Of, off, once, one, opinions, or, out Int, overrun, overt, overts.
Part, problem, protested, purpose.
Question.
Read, reading, reasons, recently, reputation, rest.
Said, same, say, scene, should, some, someone, something, suppressed.
Taken, taken up, tell, telling, than, that, the, there, tired, to, told.
Undisclosed, unflat, unnecessary, up, upset.
Waiting, was, were, weren't, what, when, with, withhold, withholding, withholds,
worded, worried, wrong.
You, your.

L. RON HUBBARD

FOUNDER

Assisted by

Susan Krieger

Mission Issues Revision I/C

for the

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HCO BULLETIN OF 6 OCTOBER 1980
ISSUE I

Remimeo
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Tech/Qual

(CANCELS & REPLACES BTB 24 Dec 72RA Issue II Confessional Form 2
GENERAL STAFF CONFSSIONAL LIST which failed to give the correct reference
on how to do a Confessional, and omitted the end rudiments. Additional
Confessional questions have also been added to the list.)

Confessional Form 2R

GENERAL STAFF CONFSSIONAL LIST

REF: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or
internship.

The procedure for doing a Confessional is contained in HCOB 30 November
1978 CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face
up to his responsibilities in his group and the society and putting him back into
communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever stolen anything from a Scientology Organization? _____
2. Are you here only to get free processing? _____
3. Do you intend to leave this organization once trained? _____
4. Have you audited outside pcs for money while a member of this org? _____
5. Have you ever fed an org pc to an outside auditor? _____
6. Have you ever broken a contract with an org? _____
7. Have you ever shifted the blame to an innocent staff member? _____
8. As a staff member, have you failed to keep the org schedule? _____

9. Have you offered or delivered free services? _____
10. Have you accepted services from an organization without being invoiced? _____
11. Have you ever advised anyone against joining staff of a Scientology Organization or the Sea Org? _____
12. Have you ever given Scientology materials to a group opposed to Scientology? _____
13. Have you ever said discreditable things to the press or public concerning Scientology? _____
14. As a staff member have you failed to regularly attend staff study or take your enhancement time? _____
15. Have you ever refused to comply with legal orders from a senior? _____
16. Have you ever false reported as a staff member? _____
17. Have you falsified a statistic? _____
18. Have you ever followed an order you knew to be off-policy? _____
19. Have you given false evidence to an Ethics body? _____
20. Have you ever obstructed an Ethics investigation? _____
21. Have you withheld data to protect yourself or another? _____
22. Have you ever third partied a staff member? _____
23. Have you ever lied to a staff member? _____
24. Have you feigned illness to avoid work? _____

- 25. Have you failed to pay back loans you actually owe? _____
- 26. Have you caused upset to a public pc or student? _____
- 27. As a staff member, have you committed a problem? _____
- 28. As a staff member, have you ever devised a solution which then became a problem? _____
- 29. Have you ever had case on post?? _____
- 30. Have you prevented a fellow staff member from wearing his hat? _____
- 31. Have you done anything to get another removed from post for your own personal gain? _____
- 32. Have you ever engaged in a power push against a senior executive? _____
- 33. Have you ever used a Scientology position to obtain unusual favors? _____
- 34. Have you ever personally accepted a commission, percentage, bribe or gift for giving any firm or person this organization's business? _____
- 35. Have you engaged in any sort of 2D activities with public students or pcs? _____
- 36. Have you lived or slept with anyone other than your legal spouse? _____
- 37. Have you created a new 2D relationship while legally married to another person? _____
- 38. Have you ever advised anyone against following policy? _____
- 39. Have you prevented another from learning his post? _____
- 40. Have you prevented another from studying or training? _____

41. Have you ever slowed things down just because your seniors wanted them speeded up? _____
42. Do you ever privately laugh at the antics of your superiors? _____
43. Have you done anything to get another staff member in bad repute? _____
44. Have you ever damaged org property? _____
45. Have you wasted org supplies? _____
46. Have you juggled org accounts? _____
47. As a staff member have you produced any overt products? _____
48. Have you ever given out data which was contrary to HCO Bulletins or Policy Letters? _____
49. Have you ever pretended to quote HCOBs or PLs without showing the actual issue? _____
50. Have you ever prevented tech or policy from being known or correctly used? _____
51. Have you ever just pretended to work? _____
52. Have you taken credit for the work done by another? _____
53. Have you maligned another to enhance your own reputation? _____
54. Have you caused or contributed to an org mutiny? _____
55. Have you spent post time on matters not related to your post or org business? _____
56. Have you encouraged another to blow? _____
57. Have you done anything to damage the repute of a senior _____

Scientology Org?

58. Have you done anything to damage the repute of the Sea Org?

59. Have you discouraged org pcs or students from advancing to a senior org?

60. Have you ever lied to a public pc or student?

61. Have you ever lied to a potential pc or student?

62. Have you ever withheld that you had a PTS A situation with a parent or relative?

63. Have you falsely reported to a Sea Org Missionaire?

64. Have you ever false reported to Flag?

65. Have you ever reported compliance to an order or target which was not fully done?

66. Have you knowingly violated policy?

67. Have you blamed another for not doing your job?

68. Do you think it really doesn't matter whether you do a good job or not?

69. As a staff member, have you ever taken books, packs, pens, small amounts of money or other articles which did not belong to you?

70. Are you here purposely to upset or damage Scientology?

71. While on staff of a Scientology organization have you committed any civil crime?

72. Is there something an Ethics Officer shouldn't know about you?

73. Have you done something you wouldn't like LRH to know about? _____
74. As a staff member have you committed some overt that hasn't been revealed? _____
75. In this Confessional, have you told a half truth? _____
76. In this Confessional, have you told an untruth? _____
77. In this Confessional, has a withhold been missed? _____
79. In this Confessional, have you told all? _____

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 6 OCTOBER 1980

ISSUE II

Remimeo
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(CANCELS & REPLACES BTB 24 Dec 72RA Issue IV Confessional Form 4 SUPERVISOR CONFSSIONAL LIST which failed to give the correct reference on how to do a Confessional, and omitted the end rudiments. Additional Confessional questions have also been added to the list.)

Confessional Form 4R

SUPERVISOR CONFSSIONAL LIST

REF: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or must be on a Confessional course or Internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978 CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever given a student verbal data? _____
2. Have you taught a course without a checksheet? _____
3. Have you given students checksheets other than those officially approved? _____
4. Have you deleted materials from an approved checksheet? _____
5. Have you failed to provide course materials? _____
6. Have you failed to update and correct checksheets before issuing to new students? _____
7. Have you permitted a student to falsely attest? _____
8. Have you attested to a student's course completion without verifying

- his ability to apply the materials? _____
9. Have you ever permitted a student to blow? _____
10. Have you failed to remain in good ARC with your students? _____
11. Have you ever advised anyone not to take services at a
Scientology Org? _____
12. Have you blamed others for poor course attendance? _____
13. Have you ever become emotionally or sexually involved
with a student? _____
14. Have you falsified statistics? _____
15. Have you ever gotten angry with a student? _____
16. Have you ever interrupted a student who was doing well? _____
17. Have you ever failed to handle a bogged student? _____
18. Have you ever made a student re-do checkouts, drills or practicals
to boost stats? _____
19. Have you ever lied to, deceived or misdirected a student concerning
Scientology? _____
20. Have you ever lied to a student? _____
21. As a Supervisor have you ever left a course unattended? _____
22. Have you ever failed to refer a student to the materials? _____
23. Have you ever failed to keep a course exactly on schedule? _____
24. Have you failed to apply Word Clearing tech? _____
25. When word clearing students have you ignored reads? _____
26. Have you pretended you can read a meter? _____

27. Have you graduated someone you had misgivings about? _____
28. Have you ever used Supervisor status to obtain unusual favors? _____
29. Have you passed a student just to be kind? _____
30. Have you ever given a checkout on materials you were uncertain of? _____
31. Have you ever failed to correct a student's mistakes? _____
32. Have you ever become complacent about the existing scene in your course room? _____
33. Have you done something you wouldn't like your students to know about? _____
34. Have you ever failed to apply study tech? _____
35. Are you pretending that you know study tech? _____
36. Have you done admin or other duties during course time? _____
37. Have you ever permitted anyone to come into the course room and bother students for any reason? _____
38. Have you ever permitted a student to enturbulate a class? _____
39. Have you ever offloaded students instead of handling them? _____
40. Have you ever failed to recover a blown student? _____
41. Have you ever used your position as a Supervisor to procure students for another group? _____
42. Have you ever discussed or talked about your personal problems or case to a student? _____
43. Have you ever subjected a student to ridicule? _____
44. Have you C/Sed student sessions when not qualified to do so? _____
45. Have you ever flunked a student who really knew the data? _____

46. Is there something a student might find out about you? _____
47. Have you ever neglected to give praise to a student when due? _____
48. Have you ever run a slow course? _____
49. Have you blamed others for poor course enrollments? _____
50. Have you ever failed to spot a student's dope-off, glee or other manifestation of misunderstands and get them cleaned up? _____
51. Have you ever failed to use Supervisor Two-Way Comm when needed? _____
52. Have you ever failed to apply ethics tech when needed? _____
53. Have you ever invalidated a student rather than his mistake? _____
54. Have you ever allowed quickied drilling on checksheet drills? _____
55. Have you claimed false bonuses? _____
56. Have you not studied your hat? _____
57. Have you pretended qualifications not attained? _____
58. Have you personally studied past misunderstands? _____
59. Have you ever invalidated study tech? _____
60. Have you ever invalidated Scientology materials? _____
61. Have you ever failed to muster your students precisely on time, note absences and take action? _____
62. As a Supervisor, have you permitted students to goof off during course hours? _____
63. Have you permitted students to eat or smoke in the course room? _____
64. As a Supervisor have you ever stood around or sat at your desk not actively handling students? _____

65. Have you failed to get students through their course and graduated?

66. As a Supervisor have you produced any overt products?

67. Have you ever condoned out-tech?

68. As a Supervisor have you ever done anything you wouldn't want LRH to know about?

69. Concerning study or supervision have you committed any overt that hasn't been revealed?

70. In this Confessional, have you told a half truth?

71. In this Confessional, have you told an untruth?

72. In this Confessional, has a withhold been missed?

72. In this Confessional, have you told all?

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 OCTOBER 1980

BPI

DRUGS AND THEIR EFFECTS ON AUDITING GAINS

REFERENCES:

THE BASIC DIANETICS PICTURE BOOK THE BASIC SCIENTOLOGY PICTURE BOOK
HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN

REPLACES THE SWEAT PROGRAM

HCOB 1 May 80 Survival Rundown Series 1

THE SURVIVAL RUNDOWN

HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES HCOB 29 Aug 80

Keeping Scientology Working Series 23

HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING

My intention and wish for all Scientologists has always been for them to become more able through auditing and thereby lead happier and more successful lives. I count among my happiest moments the times when I receive letters from Scientologists telling me of their wins in auditing and how their lives have improved through Scientology.

Auditing is the road to freedom for everyone, and no matter where you are on the Bridge, I want you to make the greatest gains possible from any auditing you receive.

To this end I have written this issue (and had some illustrations done to accompany the text) which I trust will be of use to you as you move up the Bridge.

There are three conditions which, when met, help ensure that any person getting audited will be in a position to get the most out of his auditing. A person who:

1. is freed from the restimulative effects of drugs, medicines and alcohol and any lingering effects their residues may have,
2. has had his attention unstuck from incidents in his past experience,
and
3. is alert, in present time and in good communication with the things
around him

stands to make very good or even spectacular gain on whatever auditing he is receiving. This is quite in addition to the general feeling of well-being which accompanies meeting 1, 2 and 3 above.

Indeed, such a person is far above what passes for «normal» currently in the society.

Add on top of this, good auditing on the person's current program and you would have someone who was routinely doing very, very well in life.

There are reasons why the attainment of 1, 2 and 3 above are advantageous to the progress of any person's auditing.

The wins experienced in auditing will be greater and more stable if the person is free from the effects of drugs and if his attention is in PT and not stuck on past occurrences. What is more, the person will be in an optimum state to recover wins he experienced in any previous auditing. Regaining these former wins is not so easy if a person is still hindered by past drugs he has taken and has attention units stuck out of present time.

Additionally, the pc who is alert and in present time will be more capable of spotting and identifying any new state of existence he may reach or have reached as a result of auditing. The ability to identify these points of gain accurately can be very important.

The biggest factor in preventing the attainment of the three conditions mentioned above is, of course, drugs.

Drugs are essentially poisons. The degree they are taken determines the degree of effect they have. A small amount gives a stimulant. A greater amount acts as a sedative. An even larger amount acts as a poison and can be fatal. This is true of any drug.

Drugs have unfortunately become very common and widely used in our society during the last 15 or 20 years. In the 1960s it became apparent what drugs can do to a case.

Drugs can inhibit a person from achieving gains in auditing and can inhibit a person from achieving a full resurgence of a state validly attained. It has been found that a person is unauditably while under the influence of a drug. He won't make gains. Also, drugs often produce lingering effects which affect the person and have a definite inhibiting influence on a person's auditing progress until they are handled. And it isn't only the more notorious drugs like LSD or angel dust which have these effects. Common medicines such as aspirin and novocaine (to say nothing of alcohol) can mess a person up, too.

Even though there may be a period during which the person feels good or «high» from taking drugs, after the drug wears off the person ordinarily feels worse than before the drug was taken.

Drugs cause portions of the Reactive Mind to come in on the person and cause him to re-experience incidents out of his past. They sometimes also cause the person to hallucinate, which means to see things that aren't there.

Hallucination

[GRAPHICS INSERTED]

Reactive Mind

Present time reality Person on drugs

So, when a person is on drugs, what gets recorded in his mind is a combination of present time events and possibly hallucinations and other incidents out of his Reactive Mind.

[GRAPHICS INSERTED]

Drugs can ball up a person badly. Because they scramble things around so, drugs can make it very difficult for the person to think clearly. They can also make a person seem dull and stupid.

[GRAPHICS INSERTED]

In auditing it can be very difficult for a person who has been on drugs to fully contact actual incidents or parts of incidents in the bank due to the person's ability to do so being shut off by drugs. In his auditing he will not then be able to spot the source of those things which have undesirable effects on him.

[GRAPHICS INSERTED]

A person can become so confused by the effects of drugs he has taken that when he looks for something in his bank there doesn't seem to be anything there at all!

This can make the person think he has no Reactive Mind to audit. Of course, that is not the case. The actual fact is that the effects of drugs have shut off the person's ability to perceive and handle the bank.

Another thing that can happen as a result of drugs is that the person can become stuck in a «drug high», which means that the person is under the influence of a part of his Reactive Mind that was recorded when he was feeling the euphoric effects of drugs.

[GRAPHICS INSERTED]

This can cause him to «feel great» and feel he «has no problems» or «can't see anything so there must be nothing there». Again this is simply the effect of drugs shutting off the person's perception of his bank.

A fact we have come to learn in Scientology is that a person will not make the full gains available to him from auditing until the effects of the drugs he has taken are handled.

Fortunately, we have a program to handle this.

THE PURIFICATION RUNDOWN

It has been found that drugs can remain in the body after the effects have worn off. These drug residues can sometimes circulate through the system long after the person has taken the drug and make the person feel as though he were again «high». Drugs and other residues in the body, from our chemically oriented society, can prevent a person from realizing his full potential as a Spiritual Being through Scientology.

Through a program known as the Purification Rundown, the restimulative effects of these drug residues and other harmful substances can be eliminated.

The program consists of exercise, heavy sweating in a sauna, vitamins and other nutrients, good food and plenty of rest. The drug effects can be resolved through the exercise and sauna and the person's system can be built back up by the vitamins and this can put him in a position where he can really make gains in auditing.

[GRAPHICS INSERTED]

In Scientology we are interested in you, the Spiritual Being. Treating bodies is not our business. We are interested in helping people become more aware and spiritually free. The Purification Rundown assists this purpose by helping the person handle the harmful effects that drug residues in his body can have on him spiritually.

THE SURVIVAL RUNDOWN

After the person has successfully completed the Purification Rundown, his potential for increased awareness of the world around him can be greatly enhanced.

There is another step which helps make this potential a reality. It is also the next step in handling the harmful effects of drugs on the individual. This remarkable level is called the Survival Rundown.

The Survival Rundown consists of a whole series of very important auditing processes as well as other actions and drills which have worked wonders in the lives of many people.

The way the Survival Rundown works is this: it gets the person into present time and in control of his body and in good communication with the things of his environment. It also works to un-fixate a person's attention from the body where, for some, it may have been stuck for some time.

On the Survival Rundown there are processes which get the person in touch with the world around him and which reacquaint a person, newly purified from the Purification Rundown, with the physical universe and get him causative over it.

There are drills which improve the person's understanding of communication, increase his ability to communicate and raise his level of intention.

These drills are followed by a highly workable series of processes which further increase the person's control of his body and surroundings, further increase his ability to communicate with his surroundings and other people and increase his ability to have things for himself. The person's causativeness over specific physical universe objects and his ability to span his attention over wider and wider portions of the environment are also addressed and increased.

At this stage of the Survival Rundown, there are actions which lead to a greater understanding of physical universe relationships and their organization.

The gains up to this point in the Survival Rundown are considerable when thoroughly done. Then, with the person's self-determinism and control over the environment at higher levels than before, these increased abilities are focused on the person's work and living areas. The result of this is better personal organization and a great aid in accomplishing the things one

decides to accomplish. If a person is able to produce valuable products in his life he will be happier and have high morale. Such a person has a high potential for survival indeed!

All these actions, plus further drills to enable the person to handle everyday life situations, bring the person to the EP of the Survival Rundown which is «Feeling in Present Time and able to control and put order into the environment. Greatly increased survival potential.»

[GRAPHICS INSERTED]

Truly, this is a rundown which anyone can benefit from regardless of case level. We live in uncertain times in an uncertain world. But an individual can do something about his own survival, and the Survival Rundown is the most workable answer.

After a well done Purification Rundown and Survival Rundown, further auditing a person receives can go more quickly and smoothly and the gains can be much greater than auditing received before doing these rundowns.

[GRAPHICS INSERTED]

Handling the harmful effects of drugs is a vital step in any person's quest for spiritual freedom and so the Purification Rundown and Survival Rundown must be considered a standard part of the Bridge for anyone.

[GRAPHICS INSERTED]

These basic steps of the Bridge and those that follow them, will lead you to the states of Clear and OT and the attainment of these is something I very much want to see every Scientologist in the world achieve. Good luck!

L. RON HUBBARD

FOUNDER

Illustrations by the
Research and Technical
Compilations Unit
Approved and accepted by the

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HCO BULLETIN OF 23 OCTOBER 1980

Remimeo
Tech
Qual
Execs
C/Ses
KOTs
Auditors
Regges
Examiners
Qual Secs
HCO
C & A

CANCELS BPL 25 June 70RB Rev. 27 4.75 EXPANDED LOWER GRADES
CHART OF ABILITIES GAINED

(Also issued as HCO POLICY LETTER same title, same date.)

CHART OF ABILITIES GAINED

FOR LOWER LEVELS AND EXPANDED LOWER GRADES

REF: CLASSIFICATION, GRADATION AND AWARENESS CHART

HCOB 11 Nov 73 PRECLEAR DECLARE? PROCEDURE

BPL 25 June 1970RB, Rev. 27 April 75, EXPANDED LOWER GRADES, CHART OF ABILITIES GAINED is hereby CANCELLED as it failed to state the Ability Gained for all flows of the Expanded Lower Grades.

EXPANDED GRADES ARE ATTESTED TO BY THE PC DECLARING THE FULL STATEMENT OF THE ABILITY GAINED FOR ALL FOUR FLOWS.

The chart given below lists the Ability Gained for each of the Lower Levels plus the four flows of the Expanded Grades.

It is used by the Examiner when a pc is sent to «Declare?». The Examiner has the pc read the entire statement for the Ability Gained for that Grade (including all four flows) or Level and must accept only the pc declaring the full statement for the Ability Gained.

Declare procedure is done exactly as stated in HCOB 11 November 1973 PRECLEAR DECLARE? PROCEDURE.

LEVEL	ABILITY GAINED
GROUP PROCESSING COMPLETION (Not a mandatory level)	Awareness that change is available.
DIVISION 6 CO-AUDIT PROCESSES (Not a mandatory level)	Personal case improvement in oneself and the ability to help others with co-auditing.
REPAIR OF ONE'S LIFE (Not a mandatory level)	Awareness of truth and the way to personal integrity.

(NOTE: At C/S discretion, where a pc needs 2 Way Comm or rudiments or other repair put in on his life and livingness previous to his doing a major beginning action such as

the Purification Rundown, such repair can be done initially. This is not a mandatory action and would only be done as directed by the C/S.)

LEVEL	ABILITY GAINED
PURIFICATION RUNDOWN	Freedom from the restimulative effects of drug residuals and other toxins.
SURVIVAL RUNDOWN	Feeling in present time and able to control and put order into the environment. Greatly increased survival potential.
NED DRUG RUNDOWN	Freedom from harmful effects of drugs, alcohol and medicine and free from the need to take them.
DIANETIC CASE COMPLETION	A well and happy pc.
SCIENTOLOGY DRUG RUNDOWN	Freedom from harmful effects of drugs, medicine or alcohol and free from the need to take them.
EXPANDED ARC STRAIGHTWIRE	Knows he/she won't get any worse.

EXPANDED GRADE 0

COMMUNICATIONS RELEASE

- FLOW 1: Willing for others to communicate to him on any subject; no longer resisting communication from others on unpleasant or unwanted subjects.
- FLOW 2: Ability to communicate freely with anyone on any subject; free from, or no longer bothered by, communication difficulties; no longer withdrawn or reticent; likes to outflow.
- FLOW 3: Willing for others to communicate freely to others about anything.
- FLOW 0: Willingness to permit one's self to communicate freely about anything.

EXPANDED GRADE 1

PROBLEMS RELEASE

- FLOW 1: Ability to recognize the source of problems and make them vanish; has no problems.
- FLOW 2: No longer worried about problems he has been to others; feels free about any problems others may have with him and can recognize source of them.
- FLOW 3: Free from worry about others' problems with or about others, and can recognize source of them.

FLOW 0: Free from worry about problems with self and can recognize the source of them.

EXPANDED GRADE 2

RELIEF RELEASE

FLOW 1: Freedom from things others have done to one in the past. Willing for others to be cause over him.

FLOW 2: Relief from the hostilities and sufferings of life; ability to be at cause without fear of hurting others.

FLOW 3: Willing to have others be cause over others without feeling the need to intervene for fear of their doing harm.

FLOW 0: Relief from hostilities and sufferings imposed by self upon self.

EXPANDED GRADE 3

FREEDOM RELEASE

FLOW 1: Freedom from upsets of the past; ability to face future; ability to experience sudden change without becoming upset.

FLOW 2: Can grant others the beingness to be the way they are and choose their own reality; no longer feels need to change people to make them more acceptable to self; able to cause changes in another's life without ill effects.

FLOW 3: Freedom from the need to prevent or become involved in the change and interchange occurring amongst others.

FLOW 0: Freedom from upsets of the past one has imposed upon oneself and ability to cause changes in one's own life without ill effects.

EXPANDED GRADE 4

ABILITY RELEASE

FLOW 1: Ability to tolerate, and freedom from others' fixed ideas, justifications and make-guilty of self; free of need to respond in like kind.

FLOW 2: Moving out of fixed conditions into ability to do new things; ability to face life without need to justify own actions or defend self from others; loss of make-guilty mechanisms and demand for sympathy; can be right or wrong.

FLOW 3: Can tolerate fixed conditions of others in regard to others; freedom from involvement in others' efforts to justify, make guilty, dominate, or be defensive about their actions against others.

FLOW 0: Ability to face life without need to make self wrong; loss of make-self-guilty mechanisms, and self-invalidation.

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HCO BULLETIN OF 3 NOVEMBER 1980

Remimeo

(Originally LRH OODs item of 3 March 1972.

Also issued as an HCO PL same date, same title.)

EXERCISE

Health of a body requires some exercise. When a body is not exercised it goes down hill, diet or no diet.

Exercise and correct diet keep a body going.

This applies especially to auditors, desk workers and students.

That's why you should be out there getting some air in your lungs and some limberness in the muscles for a short time each day.

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Compiled & issued by
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HCO BULLETIN OF 4 NOVEMBER 1980
ISSUE I

Remimeo
HCO
Tech/Qual

(CANCELS & REPLACES BTB 24 Oct 73RA Re-rev. 10 Mar 77
Confessional Form 10R PRD CONFSSIONAL LIST which omitted
the End Rudiments.)

Confessional Form 10RA

PRD CONFSSIONAL LIST

REF: HCOB 20 November 197S CONFSSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978 CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

This Confessional List is for use on persons who have attested to the PRD but continue to have study difficulties or don't attend study or don't apply Study Tech. It can also be used on students having difficulty while on the PRD but does not replace the use of Word Clearing Correction Lists, Study Correction Lists, PCRd or any aspect of standard Supervision.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you failed to use Study Tech? _____
2. Did you have some other purpose for doing the PRD? _____
3. Did you take the PRD for status only? _____
4. Have you tried to be better than or beat someone else on course? _____
5. Have you quickied the PRD? _____
6. Did you fail to clear every definition in each word on the word lists?

7. Did you fail to use all the meanings in sentences until you had a conceptual understanding of each definition? _____
8. Did you skip clearing the derivations or idioms or any needed technical terms? _____
9. Did you try to rush through the PRD? _____
10. Did you use a dinky dictionary? _____
11. Have you gone by an area of study you knew you had confusions on and didn't clear it up? _____
12. Have you failed to use Study Tech since the PRD? _____
13. Have you ever alter-ised or misadvised others on the use of Study Tech? _____
14. Have you ever drifted off while listening to a tape? _____
15. Have you failed to use a demo kit when you needed to? _____
16. Have you given a non-standard checkout? _____
17. Have you given another student a false pass? _____
18. Have you cheated on the PRD exam? _____
19. Have you discussed the PRD exam with anyone outside the Qual Div? _____
20. Were you studying over withholds? _____
21. Is there anything about the PRD which you don't like and think should be changed? _____
22. Have you attested to the PRD without having fully achieved the end product of Super-Literacy? _____

23. Have you attested to Super-Literacy without having fully done the PRD Checksheet? _____
24. Did you withhold any subjects from your auditor on Method 1 word clearing? _____
25. During Method 1, did you fail to fully clear a misunderstood word? _____
26. Were you just pushed for student points by the Supervisor? (If so, ask: Who exactly have you made guilty of this?) _____
27. Were you less than 100% honest about your studies while on the PRD? (If so, ask: What was the nature of your dishonesty?) _____
28. Did you skip words on the word lists? _____
29. Did you brush off any words or definitions of words as «unimportant» and therefore not fully clear each word? _____
30. Did you attest to the PRD when you knew you had uncertainties on the materials? _____
31. Have you ever allowed yourself to be rushed through your materials so you could be counted as a stat? (If so, ask: Who exactly have you made guilty of this?) _____
32. Is there anything about the PRD, or the Academy, or Scientology, that you are making allowances for? _____
33. Have you secretly violated any course rule or regulation? _____
34. Have you been thinking unkind or critical thoughts about L. Ron Hubbard? Your Supervisor? Other students? Staff members? _____
35. Have you criticised the PRD, your Supervisors, or the D of T to others? _____
36. Have you ever falsely signed off items on a checksheet? _____
37. Have you incorrectly word cleared another student? _____
38. Have you pretended not to be bogged on study when you really were? _____

39. Have you ever felt that you were given an incorrect target on course? (If so, ask: Who exactly have you made guilty of this?) _____
40. Have you ever bluffed your way through a checkout? _____
41. Have you accepted a non-standard checkout so you could get on with it? _____
42. Have you done anything outside of course hours which you shouldn't have? _____
43. Have you withheld asking a question because you were afraid it would sound stupid? _____
44. Have you been keeping other students from doing their work? _____
45. Are you upset by my questions? _____
46. Have you been such a problem to your Supervisor that you've been robbing other students of their fair share of the Supervisor's time? _____
47. Is there anyone to whom you make a regular practice of discrediting Scientology, its organizations or its personnel? _____
48. Have you ever used a demo kit to keep the Supervisor off your back? _____
49. Have you ever, while on course, felt that you would not achieve your goals, by reason of poor supervising or poor coaching or twinning? (If so, ask: Who exactly have you made guilty of this?) _____
50. Have you prevented anyone, including Supervisors, from achieving goals concerning you, or others, in Scientology? _____
51. Have you ever been critical of Scientology terminology? _____
52. How do you feel about these questions? _____
53. In this Confessional, have you told a half-truth? _____

54. In this Confessional, have you told an untruth?

55. In this Confessional, has a withhold been missed?

56. In this Confessional, have you told all?

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the withhold session. (Ref: HCOB 10 Nov 78R-1 PROCLAMATION: POWER TO FORGIVE ADDITION.)

(NOTE: If this is being done as an HCO Confessional, the Proclamation of Forgiveness is omitted.)

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Assisted by

Mission Issues Revision I/C

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ISSUE II

Remimeo

(Originally LRH OODs item of 24 October 1971.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

VITAMINS

I have found some crew members are having stomach trouble.

Do not take vitamins in transparent gelatine capsules. The capsule melts in the upper stomach and can give you what feels like a stomach ulcer— too full, burning, pain after eating.

This is because the vitamin powder is dumped by the capsule when it melts into the upper area instead of the lower intestine as it should be.

A coated tablet is the answer. It's called «enteric (for intestine) coated».

There are «enteric gelatine capsules» made which dissolve an hour after being taken. You put vitamin powder in them.

To handle the «ulcer feeling»—pain or too full or burning—one takes 2 aluminum hydroxide tablets (one trade name is Maalox No. 2) (chewing them up) and a few swallows or a glass of milk every couple hours and in a day or two all should be back to normal—unless or course you continue to take harsh, fast dissolving pills!

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ISSUE III

Remimeo

(Originally LRH OODs item of 27 October 1971.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in accordance with the medical laws of any country in which a person seeks treatment.)

VITAMIN C

There are Vitamin C tablets that don't upset the stomach. 500 mg VITASCORBOL (French) can be taken in any quantity. They taste like circus lemonade if you care to suck them or chew them up. No stomach recoil.

Don't lay off Vitamin C. This is the only vitamin the body doesn't make so far as is known. It prevents scurvy.

If you feel you want something to drink or eat and you don't know what it is—it's Vitamin C. Take some and the odd craving goes away.

C can be taken up to thousands of mgs. It helps cure colds and a long list of things including fever, recovering from illness and fatigue.

When vitamins don't work, there's an aberration in the way of it. Same is true of any medicine or hormone.

Mind monitors structure. That couldn't be discovered until someone knew how to handle the mind! Namely us.

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HCO BULLETIN OF 4 NOVEMBER 1980

ISSUE IV

Remimeo
MO Hat

(Originally LRH OODs item of 27 January 1972.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

TEMPERATURES

Many persons run a daily temperature.

The cycle of temperature is different from one person to the next. In the morning the temperature is usually sub-normal (below 98.6 Deg F or 37 Deg C). In the late afternoon there is sometimes a small rise above normal.

This does not necessarily mean the person is ill.

When a person has been sick and is running a «low order fever» in late afternoons he should be up and around and should be down a little while if he feels too tired and then get up again.

Continuous lying in bed because of a «low order temperature» will weaken a person.

Low order temperature means one of a few tenths occurring once a day.

All people have low and then higher temperature cycles. It does not mean that a person is ill.

The AMA, since it makes its bucks out of temperatures doesn't bother to mention this in its medical literature and texts.

Silly Optimist: A person who expects to feel well all the time while running a meat body.

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ISSUE II

Remimeo

(Originally LRH OODs item of 16 April 1970. Also issued as an HCO PL,
same date, same title.)

ARBITRARIES

An arbitrary is a false order or datum entered into a situation or group. It is 3rd dynamic aberration.

An arbitrary is something entered without reason. For the tech on this I refer you to «Dianetics, Evolution of a Science». It is a fascinating subject, arbitraries.

I found one time that people hadn't read Problems of Work where confusion and the stable datum is first covered. When I got that text across, then why we had stable terminals become very plain. Stable data is the other side of the coin. An arbitrary could be said to be a false stable datum.

Now if we can get arbitraries understood we will make some progress.

Whenever we as an organization violate the basic philosophy of Dianetics and Scientology we get into muddy water.

The whole trouble for instance with C/Sing is that the theory of the mind is not learned, only the mechanical processes. When one doesn't know the basic put-together of the mind but only knows processes, one never learns WHY the processes are used or when to use them. So one can be an auditor but can fail as a C/S if he doesn't know WHY and therefore WHEN to use a process.

A C/S should be an expert on the Original Thesis and the first few chapters of the DMSMH and on 8-80 and 8-8008. I'll bet those studying C/Sing right now are still puzzling over processes!

Know your basics. They're in our very oldest books. All advances have been in how to handle basics better.

Applies to pcs and to organizations alike.

Know WHY and you can tell WHEN.

If you knew the most basic data given in Dianetics and Scientology books, and if you knew Scientology HCO Bulletins and policy Letters and Sea Org Flag Orders, you would never need an order at all. You would know the true intention and could work it all out.

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Remimeo
C/Ses
Auditors
Tech/Qual

(CANCELS BTB 9 Apr 72RA Iss VII CLEARING LIST WORDS IN SCIENTOLOGY—C/S SERIES 53 RI which was an incomplete word list for the longer C/S 53 RL.)

C/S SERIES 53 RL LONG FORM

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 24 Nov 73RE C/S Series 53RL LONG FORM.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

An auditor must have received high crime checkouts himself from Qual on the above references before clearing these words in session on the pc.

The auditor uses Method 5 Word Clearing while clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM C/S SERIES 53RL LONG FORM

A, action, actions, alcohol, all, an, another, any, anything, ARC Break, are, at, attacked, audited, auditing, auditor.

Bad, been, being, between, black, by.

Can, cans, can't, committed, couldn't, cream.

Date, deadness, Dianetic Clear, did, didn't, do, doing, done, don't, drugs, drunk, dry.

Else, engram, engrams, errors, evaluation, exam, exams, examiner, experienced.

False, faulty, feel, felt, F/Ns, for, forced, found.

Get, given, giving, go, going, gone, grip.

Had, hands, has, have, havingness, hear, high.

In, incidents, incomplete, indication, interiorized, interrupted, into, invalidation, invisible, involved, is, isn't, it, item, items.

Keeps, kept, kicked.

Like, list, location, long, look, loosen, loss, lost, low, LSD.

Medicine, meter, mind, missed, misunderstood, misunderstands, more.

Not, nothing.

Of, off, on, once, other, out, out-rudiments, over, overlisted, over-repaired, overrun, overts, overwhelming.

Past, physically, point, pot, practice, problem, protesting, PTS, pulled, put, puzzled.

Read, reads, really, release, repairing, reports, restimulation, run, rushed.

Sad, said, same, shying, see, session, sessions, sized, smoked, some, someone, something, sort, spaces, stops, study, suppressed.

TA, taken, than, that, the, there, thing, tired, to, too, trapped, twice.

Unconsciousness, understand, upset, used, using.

Want, wait, was, we, well, went, wet, what, when, why, with, withhold, withholding, word, word clearing, wrong.

You, your, you're.

L. RON HUBBARD
FOUNDER
Assisted by
Mission Issues Revision
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF
SCIENTOLOGY
OF CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 12 NOVEMBER 1980

ISSUE I

Remimeo
Auditors
C/Ses
Tech/Qual
Qual Sec

(Cancels BTB 27 March 72RA Issue IV Revised 14 Jan 75, CASE SUPERVISOR CORRECTION LIST which incorrectly added Debug end Confessional questions to a case handling list.)

CASE SUPERVISOR CORRECTION LIST

This list is designed to clean up any BPC a C/S may have on his post.

It does not replace the Debug Checklist or C/S Confessional but has its own purpose as stated above.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

This Correction List can be followed up by other auditing/ Debug actions as adjudicated by the C/S or Cramming Officer to fully handle areas a C/S (as a pc or as a C/S) is having difficulty with as disclosed by the assessment of this list.

NAME: _____ DATE: _____

AUDITOR: _____ POST: _____

1. OUT INT? _____

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is a valid read, end off for C/S Instructions.)

1. WRONG WHY? _____

(L4BRA and handle.) _____

2. WRONG ETHICS CONDITION? _____

(L4BRA and handle.) _____

3. TOLD YOU WERE PTS WHEN YOU WEREN'T? _____

(L4BRA and handle.) _____

4. AS A C/S IS THERE AN ARC BREAK? _____

- (ARCU CDEINR E/S to F/N.)
5. UPSET WITH A PC? _____
- (ARCU CDEINR E/S to F/N.)
6. UPSET WITH AN AUDITOR? _____
- (ARCU CDEINR E/S to F/N.)
7. UPSET WITH AN EXEC? _____
- (ARCU CDEINR E/S to F/N.)
8. AS A C/S DO YOU HAVE A PROBLEM? _____
- (2WC E/S to F/N.)
9. PROBLEMS WITH PCS? _____
- (2WC E/S to F/N.) (Do the 2WCs in HCOB 15 July 71, C/S Series 50.)
10. PROBLEMS WITH AUDITORS? _____
- (2WC E/S to F/N.) (Do the 2WCs in HCOB 15 July 71, C/S Series 50.)
11. AS A C/S HAS A WITHHOLD BEEN MISSED? _____
- (Pull it, E/S to F/N.)
12. WITHHOLDS ABOUT PCS? _____
- (Pull them E/S to F/N.)
13. WITHHOLDS ABOUT AUDITORS? _____
- (Pull them E/S to F/N.)
14. OVERTS ON PCS? _____
- (Pull them E/S to F/N.)
15. OVERTS ON AUDITORS? _____
- (Pull them E/S to F/N.)
16. PTS TO SOMEONE IN THE ENVIRONMENT? _____
- (2WC to F/N.) (C/S to program as needed for further PTS handling.)
17. WERE THERE NO EXAM REPORTS? _____
- (2WC E/S to F/N. If discreditable handle as a W/H.)

18. UNHANDLED RED TAGS?

(Handle as a W/H E/S to F/N.)

19. FALSE COMPLETIONS?

(Handle as a W/H E/S to F/N.)

20. ARE YOU ON DRUGS?

(2WC E/S to F/N.) (L3RG on the Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

21. ARE YOU ON MEDICINE?

(2WC E/S to F/N.) (L3RG on his Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

22. ARE YOU ON ALCOHOL?

(2WC E/S to F/N.) (L3RG on the Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

23. ADMIN LINES OUT?

(2WC E/S to F/N.)

24. TROUBLE WITH TECH SERVICES?

(2WC E/S to F/N.)

25. OVERLOADED?

(2WC E/S to F/N.)

26. OVERWHELMED?

(2WC E/S to F/N.)

27. NO HELP FROM A D OF P?

(2WC E/S to F/N.)

28. ILLEGIBLE WORKSHEETS?

(2WC E/S to F/N.)

29. PERMITTING OFF LINE CASE ACTIONS?

- (2WC E/S to F/N.)
30. WRONG C/Ses? _____
- (2WC E/S to F/N.)
31. FAULTY PROGRAMS? _____
- (2WC E/S to F/N.)
32. OUT ADMIN? _____
- (2WC E/S to F/N.)
33. MISSING DATA? _____
- (2WC E/S to F/N.)
34. WITHHOLDING DATA? _____
- (2WC E/S to F/N.) (Pgm for Vital Info RD.)
35. LOSSES ON PCS? _____
- (2WC E/S to F/N.)
36. BOOTED OFF POST? _____
- (2WC E/S to F/N.)
37. LOSSES ON AUDITORS? _____
- (2WC E/S to F/N.)
38. C/S Q AND A? _____
- (2WC E/S to F/N.)
39. TROUBLE WITH WRITING PROGRAMS? _____
- (2WC E/S to F/N.)
40. OVER-REPAIRING PCS? _____
- (2WC E/S to F/N.)
41. TROUBLE GETTING COMPLIANCE? _____
- (2WC E/S to F/N.)
42. SOME SORT OF OUT-ETHICS? _____

- (2WC E/S to F/N.)
43. FLUBBY AUDITORS? _____
- (2WC E/S to F/N.)
44. COULDN'T HELP A PC? _____
- (2WC E/S to F/N.)
- (3 Way Help/3 Way Failed Help. Each of the six legs to EP:
 Who have you failed to help?
 Who has failed to help you?
 Who has failed to help another?
- Who have you helped?
 Who has helped you?
 Who has helped another?)
45. AN EARLIER TIME YOU FAILED TO HELP? _____
- (2WC E/S to F/N.) (3 Way Help/3 Way Failed Help.)
46. COULDN'T SOLVE IT? _____
- (2WC E/S to F/N.)
47. TROUBLE WITH STUDY? _____
- (2WC E/S to F/N.) (Student Rehab List.)
48. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY? _____
- (Find and clear them each to F/N. WCCL if needed.) (Pgm for Method 1.)
49. AN EARLIER SIMILAR SUBJECT TO DIANETICS AND SCIENTOLOGY
 WAS MISUNDERSTOOD? _____
- (Get the earlier subject and clear the misunderstood words to F/N. WCCL if
 necessary.) (Pgm for Method 1.)
50. PERMITTING REGISTRARS TO C/S? _____
- (2WC E/S to F/N.)
51. YOUR TRAINING WAS INADEQUATE? _____
- (2WC E/S to F/N.) (Student Rehab List.)
52. YOU RUSHED THROUGH COURSES? _____
- (2WC E/S to F/N.) (Student Rehab List.)
53. SEEKING STATUS? _____

- (2WC E/S to F/N.) _____
54. PRETENDING TO KNOW? _____
- (2WC E/S to F/N.) (Pgm to handle as per Exp GF 40.) _____
55. DISAGREEMENTS? _____
- (2WC E/S to F/N.) _____
56. HIDDEN DATA LINE? _____
- (2WC E/S to F/N.) _____
57. EARLIER PRACTICE? _____
- (2WC E/S to F/N.) (Pgm for Exp GF 40.) _____
58. OUT 2D? _____
- (Handle as a W/H E/S to F/N.) _____
59. EVALUATION? _____
- (2WC E/S to F/N—Triple/Quad.) _____
60. INVALIDATION? _____
- (2WC E/S to F/N—Triple/Quad.) _____
61. HOPEFUL C/SING? _____
- (2WC E/S to F/N.) _____
62. AFRAID TO C/S? _____
- (2WC E/S to F/N.) _____
63. DON'T KNOW WHAT TO DO? _____
- (2WC E/S to F/N.) _____
64. TAKING INSTRUCTIONS FROM EXEC'S? _____
- (2WC E/S to F/N.) _____
65. COULDN'T GET PAID? _____
- (2WC E/S to F/N.) _____
66. PREVENTED FROM C/SING? _____

- (2WC E/S to F/N.) _____
67. INTERRUPTIONS? _____
- (2WC E/S to F/N.) _____
68. DOG CASES? _____
- (2WC E/S to F/N.) (C/S Series 80 Handling and C/S Confessional.) _____
69. GOT DESPERATE? _____
- (2WC E/S to F/N.) _____
70. MOONLIGHTING? _____
- (2WC E/S to F/N.) _____
71. DON'T LIKE CERTAIN AUDITORS? _____
- (2WC E/S to F/N.) (C/S Confessional.) _____
72. DON'T LIKE CERTAIN PCS? _____
- (2WC E/S to F/N.) (C/S Confessional.) _____
73. NOT GETTING ANY CRAMMING? _____
- (2WC E/S to F/N.) (Cramming Repair List if needed.) _____
74. CRAMMING DOESN'T WORK? _____
- (2WC E/S to F/N.) (Cramming Repair List.) _____
75. MISSING WITHHOLDS ON OTHERS BY FAILING TO WRITE CRAMMING ORDERS OR ETHICS CHITS? _____
- (2WC to F/N or E/S to F/N.) _____
76. ENCOUNTERED SITUATIONS NOT COVERED IN THE MATERIALS? _____
- (2WC E/S to F/N.) _____
77. TECH DOESN'T WORK FOR YOU? _____
- (2WC E/S to F/N.) _____
78. TECH DOESN'T WORK ON YOU? _____
- (C/S 53RL to F/Ning.) (GF M5 and handle.) _____
79. NOT GETTING ENOUGH SLEEP? _____

(2WC E/S to F/N.)
80. NOT EATING?

(2WC E/S to F/N.)
81. PHYSICALLY ILL?

(2WC E/S to F/N.) (Assist pgm including Medical Treatment as needed.)
82. RESTIM?

(C/S 53RL to F/Ning.)
83. TROUBLE WITH YOUR CASE?

(C/S 53RL to F/Ning.)
84. SOMETHING ELSE WRONG?

(2WC what and if no joy GF M5 and handle.)

L. RON HUBBARD
FOUNDER
Assisted by
Mission Issues Revision
BOARDS OF DIRECTORS
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 12 NOVEMBER 1980

ISSUE II

Remimeo
HCO
Tech/Qual

(CANCELS & REPLACES BTB 23 Feb 73RA Rev. 10 Mar 77 Confessional Form 6R REGISTRAR AND SALES PERSONNEL LIST which omitted the and rudiments. Additionally the wording of the questions has been improved and further questions have been added to cover aspects not previously taken into account.)

Confessional Form 6RA

REGISTRAR AND SALES PERSONNEL

CONFESSIONAL LIST

REF: HCOB 30 November 1978 CONFESSIONAL PROCEDURE

This is a Confessional for use in cleaning up overts and withholds on Registrars and Sales personnel.

Anyone doing a Confessional must be on or have completed a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978 CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever stolen money? _____
2. Have you ever sold anything that belonged to someone else? _____
3. Have you ever forced another into buying something he didn't want? _____
4. Have you ever used threats as a means of obtaining money? _____
5. Have you ever bribed someone to obtain money? _____
6. Have you ever accepted a bribe? _____

7. Have you ever blackmailed anybody? _____
8. Have you ever forged a signature, check or document? _____
9. Have you ever had another write a check for money he didn't have? _____
10. Have you ever falsely presented a service or product in order to make a sale? _____
10. Have you ever lied in order to close a sale? _____
11. Have you ever promised special favors to a prospect to get a sale? _____
12. Have you ever gone out 2D to get a sale? _____
14. Have you ever made a sale that was not in the best interest of the prospect? _____
15. Have you ever sought out wealthy public and sold them services they did not necessarily need or regged them for «donations» which were not really for any org service? _____
16. Have you persuaded a prospect to pay for services with money which did not belong to him thereby creating a PTS A situation for the prospect? _____
17. Have you persuaded or encouraged a prospect to borrow money under false pretenses? _____
18. Have you ever argued with a prospect? _____
19. Have you ever made a prospect wrong? _____
20. Have you ever ARC Broken a prospect? _____
21. Have you ever given a prospect misunderstood words or terms? _____
22. Have you ever failed to repair an upset with a prospect? _____
23. Did you ever fail to see that a prospect actually received

- what you sold him? _____
24. Have you ever been negligent in closing a sale? _____
25. Have you ever failed to close an important sale? _____
26. As a Reg have you ever failed to take an opportunity to disseminate Scientology? _____
27. Have you ever hindered a person's progress through Scientology? _____
28. Have you ever counted money on one week's GI that was not really received until a later week? _____
29. Have you ever refused to help another Reg close a sale? _____
30. Have you ever made false bonus claims? _____
31. Have you ever accepted a bonus you didn't earn? _____
32. Have you collected commissions or bonuses on reg cycles where checks bounced or pcs turned out to be illegal, and kept the commissions/bonuses anyway? _____
33. Do you still intend not to repay the org for any bonuses/commissions you have falsely claimed? _____
34. Have you ever reported false stats? _____
35. Have you charged more than the correct price? _____
36. Have you charged less than the correct price or fee? _____
37. Have you ever undercut another org's prices? _____
38. Have you ever misused special package deals authorized by Flag? _____
39. Have you ever tried to obtain sales by criticizing another org or mission? _____

40. As a Reg, have you ever ripped off mission public or public from a lower org? _____
41. Have you ever made loans or transfers on behalf of another without that person's prior knowledge and permission? _____
42. Have you ever debited someone's account without that person's prior knowledge and permission? _____
43. Have you ever received commissions or bonuses from illegally debiting someone's account? _____
44. Have you counted public transferring from another org as a Paid Start before ensuring the transfer was valid? _____
45. Have you promoted a transfer to help make a sale? _____
46. Have you ever taken another person's sale? _____
47. Have you ever failed to invoice monies received for services? _____
48. Have you ever encouraged or aided a prospect in false reporting to a bank or other loan agency to obtain a loan? _____
49. Have you ever given a Professional discount to an auditor whose cert was not valid and in full force? _____
50. Have you gone mutual out-ruds with the public about prices? _____
51. Have you sold courses to public that they do not intend to take just so they could receive auditing at a discounted price? _____
52. Have you ever committed the org to deliver free or cut-rate services? _____
53. Have you ever promised something you were uncertain the org could deliver, just to get a sale? _____
54. Have you ever made unauthorized deals to get the GI up? _____

55. Have you ever promised a return of fees in order to obtain a sale?

56. Have you ever accepted a check that you knew wasn't good?

57. Have you ever invoiced money or checks which were not good at the time of invoicing?

58. Have you ever permitted checks that weren't good to be counted on the org's income?

59. As a Reg have you concentrated on selling books in order to get book bonuses, while neglecting to sell major services?

60. Have you neglected people you thought didn't have much money?

61. Do you reg for «this week's GI» only?

62. Have you knowingly taken money for something that could not be delivered?

63. Have you ever made special arrangements which later caused an upset for the prospect or org?

64. Have you ever committed the HGC to servicing a pc without first getting a Tech Estimate and D of P OK?

65. Have you ever knowingly regged an illegal pc for auditing?

66. Have you ever tried to persuade technical staff or org execs to accept an illegal pc onto auditing lines?

67. Have you ever invalidated Scientology services to the public?

68. Have you ever taken another Reg's prospects?

69. Have you ever made another org or Registrar wrong in order to obtain a sale?

70. Have you ever held onto another org's income? _____
71. Have you ever counted money paid for transfer to another org as your org's income? _____
72. Have you ever held onto another org's customer? _____
73. Have you ever neglected to keep complete Registrar and sales records? _____
74. Have you relied on gimmicks, new services or special offers to make GI rather than knowing and fully using standard Reg tech? _____
75. Have you ever failed to keep yourself informed of what the org can deliver? _____
76. Have you ever failed to keep yourself informed of the results being obtained in Tech? _____
77. Have you failed to clean up your own misunderstandings on org services? _____
78. Have you ever failed to get yourself adequately briefed on new services you were supposed to sell or packages you were supposed to use? _____
79. Have you ever failed to do Reg drills when needed? _____
80. As a Reg have you ever avoided or refused correction? _____
81. Have you ever criticized the org or org executives to the public? _____
82. Have you done other things when you were supposed to be selling? _____
83. Have you only pretended to know your product? _____
84. Have you ever tried to make an org become insolvent? _____
85. Have you ever tried to handle a senior by keeping sales low? _____

86. Have you done anything to undermine the reputation of another? _____
87. Have you ever harmed Dianetics or Scientology? _____
88. Have you been secretly selling for another org? _____
89. Have ever used a sales position to build up a private practice? _____
90. Was it ever an overt to sell? _____
91. Have you committed any overts against L. Ron Hubbard? _____
92. Have you extravagantly spent org funds in order to close a sale? _____
93. Have you misused org funds? _____
94. Have you ever used the org's phones for personal calls? _____
95. Have you ever broken an appointment? _____
96. Do you have overts against a certain type of prospect? _____
97. Have you done anything that a prospect shouldn't find out about? _____
98. Do you have any overts against money? _____
99. Do you have any overts against training? _____
100. Do you have any overts against processing? _____
101. Do you have any overts against Scientology? _____
102. In this Confessional, have you told any half-truths? _____
103. In this Confessional, have you told an untruth? _____
104. In this Confessional, has a withhold been missed? _____

105. In this Confessional, have you told all? _____

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU
HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY
SCIENTOLOGISTS.

On any adverse reaction to the proclamation of Forgiveness, get the rest of the
withhold or repair the withhold session. (Ref: HCO PL 10 November 1978R-1
PROCLAMATION: POWER TO FORGIVE ADDITION.)

(NOTE: If this is being done as an HCO Confessional the Proclamation of
Forgiveness is omitted.)

L. RON HUBBARD

FOUNDER

Assisted by
Susan Krieger
Mission Issues

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1980

ISSUE I

Remimeo
Auditors
Tech/Qual
C/Ses

(Cancels BTB 1 Dec 74 Iss IV CLEARING LIST WORDS IN SCIENTOLOGY—AUDITOR CORRECTION LIST—STUDY CORRECTION LIST 3 which omitted giving the references to be high crimed before clearing words on a pc and the method of word clearing to be used. This word list has also been revised to include the additional words from HCOB 27 Mar 72RB III Re-rev. 9.11.80 Study Correction List 3RB, AUDITOR CORRECTION LIST—AUDITOR RECOVERY.)

AUDITOR CORRECTION LIST

WORD LIST

REFERENCES:

HCOB PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	W/C Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	W/C Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 March 72RB AUDITOR CORRECTION LIST.

These words should be cleared on the pc before the AUDITOR CORRECTION LIST is actually assessed Per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the Pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE AUDITOR CORRECTION LIST

A, about, afraid, all, an, and, answered, any, ARC Break, as, assessment, assessment TRs, audit, audited, auditing, auditor, auditor's, avoiding.

Bad, be, been, bonuses, breaking.

Call, called, can't, case, cases, chair, circumstances, code, coffee shop auditing, collected, commands, condition, confidential, couldn't, courses, cramming, C/S, C/Sing.

Desperate, Dianetics, didn't, disagreements, discussing, disinterested, doesn't, D of P, dog cases, down, drilling.

Earlier, else, E-meter, enough, environment, ethics, evaluation, exec, eyesight.
Failed, failures, false, falsely, falsified, favors, FES, flubbed, F/N, F/Ned, folder,
for, forced, from.
Gave, get, getting, given, got.
Had, has, have, help.
In, inadequate, in session, invalidated, invalidation, in your road, it.
Level, list, L & N, losses, lower.
Master, meter, missed, misunderstood, moonlighting.
NCG, never, no, nobody, non-standard, not.
Of, off, on, one, org, out-ethics, outside, out-2D, over, overt, overts, own.
Paid, passed, pc, pc's, pcs, pcs', place, practice, prevented, problem, problems,
process, processes, program, PTS.
Question.
Rabbitied, read, reads, restim, retrain, retrained, R/S, run, rushed.
Said, Scientology, seeking, senior (adj.), should, similar, solutions, solve, some,
someone, something, sort, special, squirreling, starrate, status, studying, subject, sure.
TA, taken, tech, technical, Tech Sec, Tech Services, tell, terms, the, there,
through, time, to, told, training, tried, trouble, TRs, TR 0, TR 1, TR 2, TR 2 ½, TR 3, TR
4.
Under, understand, understanding, unsessionable, unusual, upset, using.
Want, warranted, was, wasn't, were, weren't, W/H, W/Hs, when, why, with,
without, words, work, worried, write, wrong, W/S.
You, your.

L. RON HUBBARD
FOUNDER
Assisted by
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HCO BULLETIN OF 18 NOVEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 Iss V CLEARING LIST WORDS IN SCIENTOLOGY—CASE SUPERVISOR CORRECTION LIST as this BTB no longer corresponds with the latest Case Supervisor Correction List, HCOB 12 Oct 80. Further this BTB did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

CASE SUPERVISOR CORRECTION LIST

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	W/C Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	W/C Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
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These words should be cleared on the pc before the CASE SUPERVISOR CORRECTION LIST is actually assessed Per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE CASE SUPERVISOR CORRECTION LIST

A, about, alcohol, actions, admin, afraid, an, and, any, ARC Break, are, as, auditor, auditors.

Been, booted, by.

Case, certain, chits, completions, compliance, condition, couldn't, courses, covered, cramming, C/S, C/Ses, C/Sing.

Data, desperate, Dianetics, disagreements, do, doesn't, D of P, dog cases, don't, drugs.

Earlier, eating, else, encountered, enough, environment, ethics, evaluation, exam, exec, execs.

Failed, failing, false, faulty, flubby, for, from.

Get, getting, got.

Has, have, help, hidden, hopeful.

Ill, illegible, in, inadequate, instructions, interruptions, invalidation, is, it.

Know.

Like, line, lines, losses.

Materials, medicine, missed, missing, misunderstood, moonlighting.

No, not.

Of, off, off-line, on, or, orders, others, out, out-admin, out-ethics, out-int, out-2D, overloaded, overrepairing, overts, overwhelmed.

Paid, pc, pcs, permitting, physically, post, practice, pretending, prevented, problem, problems, programs, PTS.

Q and A.

Red tags, registrars, reports, restim, rushed.

Scientology, seeking, similar, situations, sleep, solve, some, someone, something, sort, status, study, subject.

Taking, tech, Tech Services, the, there, through, time, to, told, training, trouble.

Unhandled, upset.

Was, were, weren't, what, when, why, with, withhold, withholding, withholds, words, work, worksheets, write, writing, wrong.

You, your.

L. RON HUBBARD
FOUNDER
Assisted by
Mission Issues Revision
Approved & accepted
by the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 NOVEMBER 1980

Remimeo
HCO
Tech/Qual

(Cancels & Replaces BTB 24 May 73RA Re-Rev. 10 March 77, Confessional Form 8R, CASE SUPERVISOR CONFSSIONAL which failed to give the correct reference on how to do a Confessional and omitted the end rudiments. Additional Confessional questions have also been added to the list to cover various aspects not previously taken into account.)

Confessional Form 8RA

CASE SUPERVISOR CONFSSIONAL

Ref: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever evaluated the meaning of technical materials for an auditor? _____
2. Have you ever told an auditor how he should audit? _____
3. Have you ever pretended to quote HCOBs or PLs without showing the actual issue? _____
4. Have you ever failed to refer an auditor to an HCOB, book or tape? _____
5. Have you altered the content of an HCOB or PL in any way? _____
6. Have you ever C/Sed for a process which you'd seen but was never published? _____
7. Have you ever accepted Verbal Tech from anyone? _____

8. Have you ever misused or altered tech? _____
9. Have you given out instructions to an auditor that were contrary to HCOBs or PLs? _____
10. Have you tolerated out-admin in pc folders? _____
11. Have you ever OKed an auditor's C/S when you really couldn't tell what happened in the last session? _____
12. Have you ever C/Sed a case when the folder summary was confusing or out of date? _____
13. Have you ever gone on C/Sing a case when an FES should have been done? _____
14. Have you ever failed to get familiar with a case before C/Sing it? _____
15. Have you ever C/Sed a folder from just a glib study of the last session's admin? _____
16. Have you ever given up trying to correct an auditor's handwriting? _____
17. Have you ever C/Sed a case without Exam reports? _____
18. Have you ever failed to see that pc programs were actually completed? _____
19. Have you ever allowed a pc to be audited without the folder being C/Sed? _____
20. Have you ever just patched up a pc and then dropped him? _____
21. Have you permitted a frequent change of auditors on a case? _____
22. Have you ever let red tags remain unhandled for more than 24 hours? _____
23. Have you C/Sed a red-tagged session without first finding out _____

what really went wrong?

- 24. Have you ever C/Sed an ill pc without finding and handling the tech reason? _____
- 25. Have you ever not handled mis-C/Sing or mis-auditing on a case? _____
- 26. Have you ever neglected the cases of Execs? _____
- 27. Have you ever let staff cases go unhandled? _____
- 28. Have you ever failed to send an auditor to Cramming when you should have? _____
- 29. As a C/S have you ever neglected to handle auditors you were C/Sing for, who had out-TRs or out-metering? _____
- 30. Have you ever given a well done to an auditor when the session really wasn't? _____
- 31. Have you not studied your C/S hat? _____
- 32. Have you ever C/Sed while your High Crime checkouts were backlogged? _____
- 33. Have you been spending C/Sing time doing something else? _____
- 34. Have you ever backlogged or refused to do Cramming Orders that had been written on you? _____
- 35. Have you ever failed to insist that auditors you were C/Sing for kept up their High Crime checkouts? _____
- 36. Have you neglected to keep up inspections of the Tech and Qual lines per C/S Series 57? _____
- 37. Have you ever pushed quality and neglected quantity? _____
- 38. Have you ever pushed quantity and neglected quality? _____

39. Is there any technical question you are afraid to ask for fear it would make you look incompetent or stupid? _____
40. Have you ever C/Sed over tech misunderstandings? _____
41. Have you ever failed to get good results on a case? _____
42. Have you ever continued to C/S a case that baffled you without seeking help from a senior Tech terminal? _____
43. Have you ever «gone on hoping» while C/Sing a case? _____
44. Have you ever sent a pc to ethics when the real cause of the trouble was out tech? _____
45. Have you ever Q'd and A'd with a pc when C/Sing? _____
46. Have you ever Q'd and A'd with an auditor when C/Sing? _____
47. As a C/S, have you ever failed to hold your position on something? _____
48. Have you ever become involved 2D-wise with a pc you were C/Sing? _____
49. Have you ever let a Senior Exec tell you how to program a pc? _____
50. Have you ever let a Registrar tell you how to program a pc? _____
51. Have you ever let personal opinion sway you in C/Sing a pc's case? _____
52. Have you ever talked with a pc and then C/Sed his case from that talk? _____
53. Have you ever agreed with an auditor that the pc was responsible for the session going wrong? _____
54. Have you ever written a C/S based on some idea or opinion instead of following the C/S Series? _____

55. Have you ever not written a Cramming Order when you should have? _____
56. Have you ever failed to use ethics or justice on someone that
was being harmful or destructive on Tech or Qual lines? _____
57. Have you ever failed to use ethics on an auditor when
it was needed? _____
58. Have you ever not handled an examiner who falsely reported? _____
59. Have you ever failed to use ethics on a pc when it was needed? _____
60. Have you ever failed to take action when justice was misapplied
on an auditor or other tech personnel? _____
61. Have you accepted any illegal pc for processing? _____
62. Have you ever incorrectly labelled a pc «illegal»? _____
63. Have you ever used the Snr C/S to front for you? _____
64. Have you ever covered up errors in your C/Sing? _____
65. Have you ever blamed your errors on another C/S or auditor? _____
66. Have you ever blamed a pc? _____
67. Have you ever made a C/S wrong? _____
68. Have you ever C/Sed badly? _____
69. Do you have overts of omission on a Snr C/S? _____
70. Do you have overts of commission on a Snr C/S? _____
71. Do you have overts of omission on LRH? _____
72. Do you have overts of commission on LRH? _____

73. Have you ever not bothered to see that auditors were properly trained? _____
74. As a C/S, have you ever neglected to ensure the auditors under you were in good case shape? _____
75. Have you ever condoned or been involved in a TTC rip-off? _____
76. Have you ever failed to help establish a TTC? _____
77. Have you ever invalidated an auditor's intentions? _____
78. Have you ever invalidated an auditor's future? _____
79. Have you ever invalidated an auditor's potential? _____
80. Have you ever invalidated or harassed an Auditor when no technical goof had occurred? _____
81. Have you ever invalidated or harassed an auditor for doing a correct action? _____
82. Have you failed to recognize and acknowledge a technically perfect session? _____
83. Have you ever invalidated an auditor's willingness to audit? _____
84. Have you ever failed to strengthen an auditor's willingness to audit? _____
85. Have you ever let an auditor give up auditing and not do anything about it? _____
86. Have you ever snooped through a pc folder for personal interests? _____
87. Have you ever had a pc get extra exams just to get an F/N after session? _____
88. Have you ever C/Sed while not having read the basic books or _____

C/S Series?

- 89. Have you ever run a process you weren't qualified to run? _____
- 90. Have you ever C/Sed for an auditor to run a process that was above his training level? _____
- 91. Have you ever C/Sed solo folders without authority to do so? _____
- 92. Have you ever delivered processes which were unauthorized for the org you were at? _____
- 93. Have you ever done illegal solo sessions on yourself? _____
- 94. Have you ever read your own case folder? _____
- 95. Have you ever C/Sed your own case? _____
- 96. Have you ever guessed at or falsely reported the F/N VGI percentage? _____
- 97. Have you ever C/Sed for an action and then after the folder was sent to the auditor had doubts if it was the correct action? _____
- 98. Have you ever sent a pc to declare when you knew or had doubts if he'd made it? _____
- 99. Have you ever C/Sed a pc for higher Grades hoping that would handle the pc? _____
- 100. Have you ever C/Sed a pc to attest to a Grade without evidence of the full Ability Gained having been achieved? _____
- 101. Have you ever C/Sed for a multiple declare? _____
- 102. Have you ever C/Sed a pc to declare or attest to states being asserted just to avoid upsetting the pc? _____
- 103. Have you C/Sed a pc to attest to processes or a Grade run _____

in a former life although the pc could not recall the processes
and no release point could be found?

104. Have you ever let a pc attest to Clear when he hadn't made it?

105. Have you ever written a C/S to «2wc a process to EP»?

106. Have you ever let an auditor get an F/N by 2wc or discussion
of a level or process and call that the EP?

107. Have you ever C/Sed a pc to declare or attest to states
being asserted because you didn't know what else to do?

108. Have you ever C/Sed a pc to attest to states being asserted
because you felt you had to «validate the pc»?

109. As a pc, have you falsely attested to Grades, Levels or states?

110. Have you ever over-estimated a pc's true case level?

111. Have you ever under-estimated a pc's true case level?

112. Have you ever failed to see that a pc fully understood the
auditing procedure?

113. Have you ever C/Sed for major actions to repair a case?

114. Have you ever illegally audited pcs outside an org?

115. Have you ever illegally C/Sed case folders outside an org?

116. Have you ever broken your contract with an org?

117. Have you ever disclosed Class VIII Course data?

118. Have you ever disclosed data from a confidential process?

119. Have you ever been insecure with confidential materials?

120. Have you ever zeroxed or copied confidential materials? _____
121. Have you ever refused to C/S a case? _____
122. Have you ever refused to C/S for an auditor? _____
123. Have you ever refused to C/S for an org? _____
124. Have you ever threatened to quit your post as C/S? _____
125. Have you ever considered giving up C/Sing? _____
126. Have you ever left a Tech post to escape from something? _____
127. Have you ever considered leaving a Tech post to escape
from something? _____
128. Have you ever advised someone against getting auditing
at some org? _____
129. As a C/S, have you ever falsely or inaccurately represented
anything? _____
130. Regarding your C/Sing is there anything which shouldn't be known? _____
131. Is there anything about the auditors you C/S for which should
not be known? _____
132. Is there anything about the tech delivery at an org or mission
where you've C/Sed which shouldn't be known? _____
133. Have you committed a tech overt not covered in these questions? _____
134. Is there any question about your C/Sing which you would hate
to be asked? _____
135. Do you still have attention on one of these questions? _____

136. Is there another question I should have asked you?

137. In this Confessional, have you told a half-truth?

138. In this Confessional, have you told an untruth?

139. In this Confessional, has a withhold been missed?

140. In this Confessional, have you told all?

Give the pc the proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU
HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY
SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the
withhold or repair the withhold session. (Ref: HCOB 10 Nov 78R-1, PROCLAMATION:
POWER TO FORGIVE ADDITION.)

(Note: If this is being done as an HCO Confessional, the Proclamation of
Forgiveness is omitted.)

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

Approved & accepted by the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 24 NOVEMBER 1980

Broad Public Issue
Happiness Rundown Series 1

HAPPINESS RUNDOWN

This rundown is based on the booklet «The Way to Happiness.»

The booklet is being released on general public lines and it is not a church publication as it is not religious. Scientology has its own creed and codes and the fact that it also uses this booklet to aid in spiritual counselling is incidental to its public use.

A minister or pastoral counselor can, however, counsel on any subject and that the church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem if their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage. The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, «Your data may be quite correct but you have no proof that there is not something else that uses all this.» Their position is untenable philosophically. So, using this, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track. The U.S. government—and possibly some others—cannot finance religion, per the First Amendment. This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are anti-religious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief. This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't get the idea this is all derived from China. Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked—in China, in the Near East, in Europe—was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor. I never before applied it to straightening out ideas on the subject of morality. But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't

keep it—too severe—and they even forgot it ever existed after about the 1st century B.C. and only found it again this century. There have been novels and plays about someone trying to live the life of Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet, «The Way to Happiness,» contains a non-religious moral code based on common sense. It may be the first such code.

THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

This moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 sub-rules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are probably around 10 steps for each concept: there are therefore over 500 questions or actions. This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of realization/cognition that one really is on the Way to Happiness.

Although the rundown is handling very hot charge, it runs very lightly and smoothly.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown should steer the person in a direction where he is certain he can live a happier life. So the rundown should be quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

The rundown itself picks up specific confusions, transgressions and valence closures. It will probably get rid of a lot of shame, blame, regret. A person should feel pretty clean and sparky after it. The potential is there.

The Happiness Rundown could keep a lot of Class IV orgs and missions going. Two rundowns—the Purification Rundown and the Survival Rundown— have been made available. Now here is another. People could have their grades before or after this. It has no engram running and could be run anywhere up the chart, even on Clears.

The booklet itself will be running on through the society if well marketed. It should feed back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this rundown.

L. RON HUBBARD

FOUNDER

Approved & Accepted by the

BOARD OF DIRECTORS

of the

CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1980

Remimeo
Tech & Qual
All Levels
All Auditors
All Supervisors
All Internships
All C/Ses
Tech Checksheets
Examiners
Ethics Officers

FLOATING NEEDLE AND TA POSITION

MODIFIED

This Bulletin carries further the data given in:

HCOB 10 December 1978RB Re-revised 25 May 1980 and modifies but does not cancel all HCOBs that mention having to have the TA between 2.0 and 8.0 before the F/N can be considered valid, including:	URGENT—IMPORTANT C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION
HCOB 21 October 1968R	Revised 8 July 1977 FLOATING NEEDLE
HCOB 7 May 1969R, Issue V	Revised 15 July 1977 FLOATING NEEDLE
HCOB 21 April 1971RC	Revised 25 July 1978 C/S Series 36RC DIANETICS
HCOB 24 October 1971RA	Re-revised 25 May 1980 FALSE TA
HCOB 15 February 1972R	Revised 26 January 1977 FALSE TA ADDITION 2
HCOB 23 November 1973RB	Re-revised 25 May 1980 DRY AND WET HANDS MAKE FALSE TA
HCOB 8 June 1970	LOW TA HANDLING
HCOB 13 June 1970 Issue II	HUBBARD CONSULTANT STUDY STRESS ANALYSIS

Some recent tests I conducted have shown that a floating needle is a floating needle regardless of tone arm position.

This changes an earlier belief that, in order to be valid, the tone arm had to be between 2.0 and 3.0 for it to be called a floating needle.

Carefully examining dozens of F/Ns which occurred with the TA well above 3.0 and looking for any troubles with the case following calling the F/N an F/N, I found that there were no adverse consequences.

Therefore, it can be safely assumed that a floating needle is a floating needle regardless of where the tone arm position may be. It should be called, indicated and written as an F/N, with the TA noted.

Palm moisture, pc grip and other factors alter the TA position but not the F/N. The auditor must also be prepared to handle and handle false TA and nothing in this finding changes handling.

Tone arm positions register the relative mass of the case and nothing in this finding changes that. There are low TA cases and high TA cases and the state of the TA remains important and all data regarding TA positions are valid.

An ARC Break needle (an F/N accompanied by bad indicators) remains an ARC Break needle and nothing in this finding changes that. It must be handled. (One ordinarily checks for an ARC Break in this case.)

This finding about TA position and F/Ns has been corrected earlier. This present issue carries it further based on very thorough recent testing. There are apparently no liabilities of any kind in calling high and low TA F/Ns F/Ns.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 DECEMBER 1980

Remimeo
Tech
Qual
Academies
Class III
Auditors
and above

(Cancels BTB 6 Dec 68 RELEASE, REHABILITATION OF, not written by myself.)

REHAB TECH

REFERENCES:

HCOB 30 Jun 65	RELEASE, REHABILITATION OF, FORMER RELEASES AND THETAN EXTERIORS
HCOB 21 Jul AD15	RELEASE REHABILITATION
HCOB 2 Aug 65	RELEASE GOOFS
HCOB 30 Aug 80	Keeping Scientology Working Series 24 WINS, "STATES", AND GRADE CHART DECLARES
HCOB 15 Nov 78	DATING AND LOCATING

This bulletin is a condensation of the tech I first developed in 1965 on the subject of rehabs and release.

While there is considerably more data on these subjects in the Technical Volumes and on the Class VIII tapes, this issue sets forth the key data and presents the methods for rehabbing in one consolidated issue for the first time.

DEFINITIONS:

"Rehab" is a shortened version of "rehabilitate", which means: to restore to a former capacity or condition.

"Release" is the term for what occurs when a person separates from his reactive mind or some part of it or when he separates from some mass.

In Scientology we use the term "rehabilitate" most commonly to mean: restoring a state of release previously attained by the pc.

RELEASES

Scientology processes can be categorized as follows:

1. Those processes which direct the preclear's attention to the mental masses in his reactive mind in order to enable him to separate out from them.
2. Those processes which are aimed at increasing the preclear's abilities.

Both types of processes lead to release.

Both types of processes are necessary to bring a person up the levels of awareness and up each step of the Grade Chart to OT.

When you take a thetan out of a mass, that's a release.

When you erase the mass and leave the thetan there, that's an erasure.

Erasure is a different phenomenon from release.

In auditing, when the pc spots something in the bank he disconnects from the bank to a greater or lesser degree. That is a release. Or, when the pc becomes free of a difficulty or personal “block” or inability stemming from the mind, that is a release.

A person can and does go release many times in the course of his auditing. He may go release many times while being run on the processes of a Grade before he attains the ability of that Grade.

The Grades Releases are covered fully in HCOB 22 Sep 65, RELEASE GRADATION, NEW LEVELS OF RELEASE, in HCOB 27 Sep 65, RELEASE GRADATION, ADDITIONAL DATA, and on the Grade Chart itself. Further data can be found in HCO PL 23 Oct 80 II, CHART OE ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.

Oddly enough, the idea of release can translate through to the pc to include releases in life, too. For example, a person was in prison and they let him out. This might well read as a release on a pc being asked about former releases, and it would be okay. One sees how this can be in view of the basic concept of release, e.g. when you take a person out of a mass—any mass—that is a release.

So “release” points in life such as the above are valid, and, though one doesn’t ask for them specifically, should they come up during a former release rehab on a pc, they are to be handled.

However, the auditor must understand that such a release in no way means that a person is a release on a process or on one of the Grades! Prison might be a problem to someone but getting out doesn’t make him a problems Release! Don’t misconstrue one for the other and declare someone a Grades Release at some Level because he had a release in life.

Actually one can go release on any subject and theoretically one could rehab any release a pc had. The exact subjects a pc must be released on in order to make it up the Bridge are those listed on the Grade Chart. Occasionally it is necessary to rehab a win or state attained by the pc which is not specifically mentioned on the Grade Chart. But, again, one would not mistake it for a Grade Chart Release. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, “STATES”, AND GRADE CHART DECLARES.)

OVERRUN

Overrun occurs when the thetan considers that something has gone on too long or happened too often.

When the person begins to feel this way about something, he begins to protest it and try to stop it. This tends to make things more solid and builds up mass in the mind. People who are very intent on stopping things in life appear solid and massy.

In auditing, an overrun means the preclear came out of the bank and then went back into it again. For instance, the pc released on the process “From where could you communicate to your dog?” but the auditor continued the process after he should have indicated the F/N and gone on to something else. By continuing, the auditor throws the pc back into the bank again and wrecks the release state.

An overrun in auditing can also mean that the pc gained an ability to do something and the auditor continued the process or grade past the point where the ability had been regained. By pushing on, the ability can get invalidated. In both cases the person’s attention goes back onto his case and hangs up. The person can feel the mass of it again.

In life when something is overrun, the person begins to accumulate protests and upsets about the thing or activity he feels overrun on. His attention tends to stick on it. This also builds up mass.

An overrun, whether it occurred in auditing or in life, is handled in auditing using the tech of rehabbing.

THEORY OF REHABBING

The theory of rehabs is based on the following stable datum: This particular universe is built by twos. One cannot know a datum unless there is another datum to compare it to. This fact can also be seen to operate in the field of the mind. (Ref: Logic 8, Scientology 0-8, THE BOOK OF BASICS.)

Thus, in rehabbing a release point one is getting the pc to view one datum (a time of release from a mass) as compared to another datum (a time he was stuck in the mass) and when this is done the pc moves out of the mass once again. That is the simplicity of what occurs.

To expand on the mechanics involved, it can be described as follows:

When a person has been overrun, he is trying to stop the mass or thing he has gone back into. The other side to that is the time or times he was released from it. These are opposites: the “plus” of the mass and the “minus” of the time the mass wasn’t there. This idea of opposites tends to hang things up.

The idea then behind handling an overrun is to unstabilize this plus-minus pair by getting the pc to clearly spot the “minus” side of it. When this happens, the “plus” side goes.

When the pc’s attention is directed to the points when he was released from the mass he ceases to try and stop the mass and it goes. The release state then rehabilitates.

So the mechanism being worked with here is that the mass connected with an overrun can be knocked out by spotting the release connected with it. It is a very simple principle which has important uses in auditing.

TYPES OF REHABS

There are three types of rehab procedures for use in rehabbing releases or states.

The earliest is Rehab 1965 Style. This is followed by Rehab by Counting which I developed in 1968. Later on, in 1971, I developed the Date/Locate procedure.

Each of the three has its uses depending on what it is one is trying to rehab.

One does a Rehab ‘65 Style when one is rehabbing a specific point, such as the point a specific former release was attained.

A Rehab by Counting is done when, for instance, a process appears overrun in session or when one is rehabbing “releases” such as on drugs on the Scientology Drug Rundown, or at any time something is likely to have a number of releases connected with it.

A Date/Locate is used when one wants to directly spot the exact time and location of a specific incident and thus blow the mass connected with it. (Date/Locate is used on the last step of the Dianetic Clear Special Intensive to determine the exact point a person went Clear. The Date/Locate procedure has many other uses in other types of auditing as well, but in rehabbing its most frequent use is on the DCSI, per the above.)

INDOCTRINATING THE PC

The procedure for doing a rehab is quite simple when one understands the theory of it and makes sure the pc does, too.

Before doing any rehab or Date/Locate, clear the terms and procedure with the pc so that he understands. Use the data in this issue to clear the theory of release and rehabs, and to clear the procedure to be used—Rehab '65 Style or Rehab by Counting. Use data in HCOB 15 Nov 78, DATING AND LOCATING, in indoctrinating the pc to the Date/Locate theory and procedure. All the terms and steps of the procedure are covered in that issue.

The better the pc understands what is going on the smoother it will go. Do not skimp this indoctrination step. Any auditing efforts can go up in smoke if one tries to audit the pc over misunderstandings.

1. Clear the terms below with the pc, using demos and consulting the pc's understanding.

A. RELEASE:

1. a person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. 2. When the pc disconnects from the mass in his bank, that is a release. When this happens, the pc disconnects from the bank to a greater or lesser degree. 3. A person who has become free of a difficulty or personal "block" stemming from the mind. 4. When you take a thetan out of a mass, that is a release.

B. REHABILITATE:

to restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated "Rehab".

C. KEY-IN:

the action of some part of the reactive mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation $A=A=A$, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person.

D. KEY-OUT:

the action of the reactive mind or some portion of it dropping out of restimulation on the pc.

E. GRADE:

a series of processes culminating in an exact ability attained, examined and attested to by the pc. (See the Classification Gradation and Awareness Chart for the complete explanation of the different grades.)

Auditing processes result in a release. The auditing processes of a Grade, when done, result in the pc attaining the specific ability of that Grade.

2. Clear "overrun" with the pc, using the section "Overrun" in this issue.

Have the pc demo an overrun in auditing and in life.

3. Clear with the pc the stable datum on which rehabbing is based (under

"Theory of Rehabbing" in this issue). Have him demo each (using a demo kit) as needed to ensure he's got it. 4. Using a demo kit, clear with the pc the simple

mechanics of rehabbing (spotting the release connected with a mass). Ref: Section on "Theory of Rehabbing" in this issue.

5. Go over with the pc each step of the procedure to be used (Rehab '65 Style or Rehab by Counting or Date/Locate, if needed). Clear any words regarding these procedures, which have not previously been cleared in the pc's auditing. Use a demo kit as needed.

6. Cover meter dating with the pc so he understands its purpose and how it is done. Use E-Meter Drill 22 to explain it. Ensure the pc understands you don't want him dependent on the meter but that you will help him, using the meter, if necessary. (Ref: HCOB 4 Aug 63, ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.)

Be sure the pc understands the simple basics of rehabbing with no questions or confusions or misunderstood terms, before you begin any rehab.

Additionally, when doing any type of rehab session it is important to ensure the pc's ruds are in before starting.

REHAB PROCEDURES

PROCEDURE FOR REHAB '65 STYLE

I. Determine what is going to be rehabbed. This might be a release on a process, some other type of former release, the ability of a Grade attained or some other state achieved by the pc.

A. For a process, use the question:

"Were you released on (process)?"

a. Clear the question on the pc first, omitting the name of the actual process.

b. Then check the question (including the name of the actual process) on the meter.

c. If no read on the question, check Suppress and Invalidate.

d. If the pc says he was released but no read on the question, check

Suppress or Invalidate. If pc is assertive or protesty about having been released, check Asserted and/or Protest.

B. For rehabbing a state: One would simply orient the pc to the state

(having already verified that it is a valid state and having C/S instructions to do so)

and proceed with the rehab steps. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, "STATES", AND GRADE CHART DECLARES.) (Exception: The State of Clear would only be handled on a full Dianetic Clear Special Intensive. Any other states which might come up on that Intensive would, if valid, be handled routinely by the trained DCSI auditor, per DCSI procedure.)

C. Rehabbing Grades: Data on using '65 Style to rehab Grades is covered in the "Rehabbing Grades" section of this issue.

D. Rehabbing Former Releases: Data on using '65 Style to rehab former releases is covered in the "Rehabbing Former Releases" section of this issue.

II. When it has been determined that the pc was released on the process, the Ability Gained for a Grade had been attained or the state being rehabbed has been

established, one proceeds by first finding out when this occurred, per Step 1 below, and then continues with the remainder of the rehab steps:

1. Loosely locate the session or time in which it occurred.

(Note: This may have to be meter dated if the pc is unable to locate when it happened. For this reason, any auditor doing rehabs must be adept at E-Meter Drill 22, "E-Meter Hidden Date, This Life". Also, see HCOB 2 Aug 65, RELEASE GOOFS, point 4, Meter Mis-use.)

You simply want to determine when. The pc may give you the year, month and day of the release, he may describe it by significance ("The moment I thought to myself, 'That's why I wrecked the car!'",) or he may spot when it occurred by location ("It occurred when I was in session for the first time with Joe in his new auditing room."). The reference for this is:

HCOB 8 Jun AD13, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2, HANDLING THE TIME TRACK.

NOTE: The indicators which tell you that the release or state is

rehabilitated are an F/N on the meter and VGIs on the pc. If this occurs on any step of the rehab procedure, simply indicate the F/N and gently end off on that rehab action.

2. Get in Suppress, Invalidate buttons on the session or time.

3. Get in "unacknowledged" or "what was unacknowledged".

4. Indicate anything found to the pc as By-passed Charge.

5. Find the Key-in that was Keyed-out in that time or session.

(The person went release because something keyed out in that time or session.)

6. When this is found and recognized by the pc, the pc will recover the release and the process, Grade, state, etc. will be rehabilitated.

7. If this does not happen, find out what keyed in (at some point after the release) that ended the release state and get it loosely located as in Step 1.

8. Repeat Steps 2 to 6 on it.

9. **CONDITIONAL:** If, when the above is done, the release still has not rehabbed, get the pc to Itsa alternately the point of key-out when the pc released and the point of key-in afterwards, one after the other. (Use the meter to guide the pc, if necessary, by asking "What's that?" when you see a fall on the needle.) This isn't an alternate/repetitive question—"What was keyed out then?"/"What was keyed in then?"—but a use of these and any such wording, one after the other, as Itsa invitations until the release is regained and F/N, VGIs obtained.

CHECKING FOR EPs

If one wants to check if the pc has reached the EP of a process, or if one suspects that the EP may have been reached out of session, one can check "Did anything occur?" per HCOB 5 Dec 71 IMPORTANT END PHENOMENA and if the EP has been reached it can be rehabbed using the Rehab '65 Style. One would never ask leading questions or feed the EP to the pc in such situations. Simply check if anything occurred.

PROCEDURE FOR REHAB BY COUNTING

1. Establish there is something to be rehabbed. (Naturally, you can't rehab

a release if there isn't one. You couldn't rehab a process if the pc had never run it.)

The question would vary depending on the situation being rehabbed.

- a. If it looks (due to overrun phenomena) as though a process has been overrun in session, one could ask, "Have we by-passed a release point on this process?"
 - b. For rehabbing releases on drugs on the Scientology Drug Rundown, one would check, "Did you go release on (drug) ?".
2. If there is a release the question should read. If no read, check Suppress and Invalidate. There must be a read either on checking the question or on the pc's origination that there is a release there, before proceeding with the rehab.
 3. If no read but the pc says he was released, check if the release has been suppressed or Invalidated. If the pc is asserting release or being protesty about it, check Asserted and/or Protest.
 4. Sometimes the pc will F/N simply on spotting he was released. This can be quite common especially when the pc's ruds are in and the auditor's TRs are smooth. An F/N with good indicators tells you that the rehab is complete and the mass has keyed out or the state has been rehabilitated.
 5. If no F/N on spotting there was a release, ask the pc how many times he was released. Get him to count the number of times and when he gets it he will E/N.
 6. Sometimes the pc can't get the number and the auditor can then use the meter to count how many times and get it that way. He can ask the pc if he has some idea of approximate number of times and then use "More than _____ ?"/"Less than _____ ?". He uses the tech of E-Meter Drill 22 to establish the general range of the number of times. He would the count to the pc. ("Were you released on (_____) 10 times? 11, 12?", etc.)

The correct number of times will read and, when indicated, will F/N.

Rehab by counting is a simple procedure but it can get messed up by an uncertain attitude on the part of the auditor or by rough auditor TRs, so be sure you are confident and well drilled.

BRIDGING FROM REHAB BY COUNTING

TO '65 STYLE

If, even with the ruds in, doing a Rehab by Counting doesn't F/N, one can bridge over into a Rehab '65 Style and rehab it that way. Doing a Rehab '65 Style will clean up any by-passed charge on the release and allow it to rehab.

If on the Rehab by Counting the pc had said he was released several times, one would have to find the primary release point (the one "that is most real to him," or when he "had the biggest win," etc.) in order to do the Rehab '65 Style steps on that release point. Handled smoothly in this way, you will be able to rehabilitate the release, with F/N, VGIs.

DATE/LOCATE PROCEDURE

The Date/Locate procedure is very thoroughly covered in HCOB 15 November 1978, DATING AND LOCATING, and thus is not repeated here. It is based upon the fundamental principles of rehab tech, but the additional theory and full Date/Locate procedure contained in HCOB 15 Nov 78 must be understood and drilled well before it is done on any pc.

ADDITIONAL DATA ON SPECIFIC

USES OF REHAB PROCEDURES

If one is to handle rehabs he must know the fine differences involved in the application of rehab tech to each type of thing to be rehabbed.

For example, the rehabbing of Grades and the rehabbing of former releases differ from each other and they also differ slightly in some of their steps from the rehabbing of specific processes or states as covered earlier in this issue.

For this reason each is taken up separately here in its own section.

REHABBING GRADES

The rehabilitation of any Grade is done on the basis of actual auditing having been done to the end product of the specific Ability Gained for the Grade on all flows. (Note: pcs should be Quaded up by the time they receive their Grades.)

One does not rehab a Grade by checking "Did anything occur?" or "Were you released on Grade _____?" Of course something would have occurred on the Grade and the pc would have released each time a process or a flow on a process of the Grade F/Ned. This is not what you're looking for.

The End phenomena of a Grade is the attainment of an ability by the pc which he did not previously have. Each level of the Grade Chart results in a specific ability gained by the pc when he does that particular Grade. These are expressed on the Grade Chart in the "Ability Gained" column.

The specific ability for each of the four flows of a Grade is listed in HCOB/HCO PL 23 October 1980 Issue II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED GRADES. These are what you are interested in finding out and rehabbing, if they have been attained.

You want to determine that the pc has gained the ability for each flow of the Grade when you are rehabbing. It's not: Did he get his Grade 0 ability? It's: Is he willing for others to communicate to him on any subject? Does he no longer resist communication from others on unpleasant or unwanted subjects? Yes? Good, he's made it on Flow 1 of Grade 0.

Does he have the ability to communicate freely with anyone on any subject? Is he free from or no longer bothered by communication difficulties, and no longer withdrawn or reticent? Does he like to outflow? If so, he's attained the ability on Flow 2 of Grade 0.

One checks each flow of a Grade for the ability of that flow in this way. If the pc says he can't, or if he reads on the meter as being unable to communicate freely to others, for example, then you know he is not complete on that Grade. He would need to have an FES done at least as far back as the beginning of that Grade and any errors found corrected, and then more processes for that Grade run on all flows until the Ability Gained had been genuinely attained. Further data about handling the pc who hasn't made a Grade is contained in C/S Series 4.

A Dianetic pc who couldn't honestly say he was a well and happy human being would need more somatic items run out R3RA. One would never try to rehab a Grade the pc had never really been run on, or for instance, Q and A with a pc who asserted he was a Grade 2 Release because he went to confession as a youth. The Abilities Gained of the Grades are attained only by auditing on the various processes of each Grade. The results of well-run Grades are light years above anything that other fields or practices can offer, so don't sell them short by omitting or quickying them.

The procedure, then, for rehabbing a Grade is as follows:

1. Establish from folder study that the pc has run the processes of the Grade on all flows in the first place. There should be some evidence in the folder that the pc has attained the Grade, whether previously declared or not. He should have run enough processes for this to be evident.

2. Show the pc (with pc on the meter) the written statement of the Ability Gained for Flow 1 of the Grade, and have him read it. (Ref: HCOB/HCO PL 23 October 1980 II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.)
3. Then check with the pc as to whether he has attained (or “can do”) the ability for that flow of the Grade, as stated in HCOB/HCO PL 23 October 1980 II.
4. If he has attained it, rehab it by Rehab ‘65 Style.
5. Repeat Step 2 and 3 on the Ability Gained for each of the remaining flows (Flow 2, 3 and 0) of the Grade.
6. If the pc has attained the ability on each flow of the Grade, he is a valid release on that Grade.
7. If the pc doesn’t have the Ability Gained for one or more of the flows of the Grade, he doesn’t have the abilities of the Grade. The processes (and the flows) he ran on it would have to be FES’ed to locate any errors. The errors found would have to be corrected and any unflat process flattened. Then additional processes for that Grade would need to be run until the pc really had the Ability Gained for each flow of the Grade.

REHABBING FORMER RELEASES

Rehabbing former releases came into being in 1965 and was done most frequently in that year and the years immediately following it, after the Grades had been established. At that time it was necessary to clear up and get acknowledged the former releases a pc may have had during his processing in the previous years, and to determine that he had been released on each Grade before he went onto power and Clearing.

It is still a very valid tech that is used when needed.

It may in some instances be done, at the adjudication of the C/S, where a case is having trouble or is bogged and the C/S suspects from folder study that the case may be hung up on former release points.

In genning the pc in to this action ensure hs understands what is being looked for. Although one uses Rehab ‘65 Style, the action is not the same as rehabbing a Grade or even exactly the same as rehabbing a process. Here you are looking for times in the pc’s auditing history, recent or distant, when he felt good in sessions. This would not necessarily have to be a specific EP of a process the pc ran or the EP of a particular Grade. Rehabbing former releases is not limited by reference to any specific process or Grade. Also, when the pc is asked about an earlier release, he may offer up a time he felt released from something in life. If so, this would be checked and handled just as any other release point, as in this action you are going to rehab any and all validly reading release points the pc may offer. When a former release is found it is rehabbed by the ‘65 Style.

The procedure for rehabbing former releases is:

1. Ensure the pc’s ruds are in and that he has been through steps 1-6 of the section “Indoctrinating the pc”, in this issue.
2. Have the pc demo the idea of former releases as it applies to auditing and to life until he’s got it.
3. R-Factor the pc that you are going to rehab any former releases he may have had.

4. Clear the question: "Have you been released earlier?" Then check the question.
5. If you get a read on clearing or checking the question, find out what the release was on.
 - a. If no read on the question when cleared or checked, check Suppress and Invalidate.
 - b. If pc says he was released earlier but no read on the question when cleared or checked, check Suppress or Invalidate. If the pc is assertive or protesty about having been released, check Asserted and/or Protest.
6. When it has been determined that the pc has been released earlier, one then proceeds per Step 1 of Rehab '65 Style instructions until one gets an F/N and rehabilitation of the former release.
7. One then checks for any other former releases by checking, "Is there another time you were released earlier?" and handles per Steps 5 and 6 above.
8. Repeat Step 7 as long as the pc has former releases to rehab.
9. Conditional: If on Steps 5 a or b the meter doesn't read or ceases reading even after Suppress, Invalidate, Asserted and/or Protest are checked, or if an ARC Break needle turns on while doing the rehabs, one checks for and handles any ARC Breaks which may be present in the session or connected with the thing you are trying to rehab.

After handling any ARC Breaks, recheck for former releases and handle until the Auditor, pc and meter are in agreement that any former releases have been rehabbed and that there are no ARC Breaks preventing any former release from reading. It may be necessary to also check and handle the other rudiments (PTP and Missed Withholds) to ensure there is nothing preventing any former release from reading.

10. Conditional: If the pc has a big win in rehabbing former releases, one would let him have his win and end the session. When sessions are resumed, one would then check for and handle any remaining former releases.

When all the pc's former releases have been rehabbed, the action is complete.

ADVICE TO AUDITORS AND C/SES ON REHABS

Meter Dependence

In using the meter on a rehab of any sort, one does not want to get into a situation where the pc is made dependent on the meter for obtaining data. One uses the meter in a rehab only when the pc is unable to come up with the data needed. In getting the number of times released on a process, for instance, the auditor would get the pc to establish the number of times released and only if the pc could not get it would the auditor use the meter to find the number of times released. This all comes under increasing the pc's certainty of his data and is best expressed in HCOB 4 August 1963 ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.

Out Ruds

When a rehab is not going to an F/N, one usually finds that there is an out rud over which the rehab is being done. This can be:

- a. An out rud on the subject being rehabbed;
- b. An out rud on something before the release occurred;
- c. An out rud in the rehab session itself.

One has to find out what the out rud is, handle it and then the rehab should go easily to F/N.

If at any time an ARC Break needle turns on during a rehab, immediately find what the ARC Break is on and handle fully. Then take the rehab to F/N.

An ARC Break, particularly, may obscure a release and prevent it from reading. The remedy is to handle the ARC Break and then recheck for the release.

NOTE: That one has F/Ned the ruds or handled session outnesses to F/N does not mean the rehab is finished, so complete the rehab if needed once the ruds are in.

Rehabs are very simple to do provided the auditor's comm cycle is not rough or distracting and both he and the pc understand what is being done on a rehab and how the procedures go. The action is one of de-stimulation not re-stimulation. It is done with a light touch and is a smooth action. One doesn't get into forcing the pc on a rehab.

Drilling the different rehab procedures must be a part of any High Crime checkout on this bulletin so that the auditor can confidently handle any situation that might arise during a rehab.

The best way to run a session is to be so sharp as an auditor that you never let the pc overrun in the first place. But should this occur or should you inherit a pc that another auditor has overrun, or should life and livingness knock out a release state, this issue lays out the steps for restoring any type of release.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 20 DECEMBER 1980

Remimeo
BPI

(Also issued as an HCO Policy Letter
of the same date and sane title.)

PREREQUISITES FOR SOLO AUDITOR COURSE

AND ADVANCED COURSE LEVELS

The following are the new prerequisites as they appear on the 1980 Grade Chart for persons going onto the Solo Auditor Course, preparatory to doing the Advanced Course Levels.

1. Basic Study Manual or Student Hat.
2. The Purification Rundown.
3. The Survival Rundown (unless full Objectives have been run, each to its End Phenomena).
4. Any TRs Course, such as Co-Audit TRs on the Survival Rundown, or the How To Achieve Effective Communication Course (the new HAS Course), or a Professional TRs Course.
5. New Era Dianetics Drug Rundown (or full Drug Rundown received prior to the release of New Era Dianetics). Or Scientology Drug Rundown (for persons who have attained Clear before the Clearing Course and before completing a Dianetic Drug Rundown).
6. Dianetics fully run to Dianetic Case Completion (on any non-Clear).
7. ARC SW and Grades 0-IV fully run to End Phenomena, with the Ability Gained for each Grade (run Triple or Quad) with good Success Stories. All Expanded Grades Processes are run, if necessary, to achieve this.
8. If Clear has been attained before doing the Clearing Course: A full verification of the State of Clear done on the Dianetic Clear Special Intensive, with each step done and attested to by the C/S.
9. If Clear has not yet been attained: Power Processing (Grades V and VA) fully run to End Phenomena, before Advanced Courses are begun. To begin the Solo Auditor Course, the pc, if not complete on Power and VA, must be on Power or Power Set-Ups. A pc on Grade VI Set-Ups may also begin the Solo Auditor Course.

("Set-Ups" = A series of auditing actions given to ensure the pc is "set up" to receive a major action.) Solo Set-Ups can be done at a Saint Hill or an Advanced Org.

Advances made in the technology at both the beginning of the Bridge and in upper levels have resulted in these revised mandatory prerequisites. These steps fully and honestly done prepare the individual more fully than ever before for solo auditing successfully on his OT Courses.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 DECEMBER 1980

Remimeo
Qual
Class III Auditors
and Above

THE SCIENTOLOGY DRUG RUNDOWN

(References:

HCOB 30 Jun 65	RELEASE, REHABILITATION OF FORMER RELEASES AND THETAN EXTERIORS
HCOB 21 Jul AD15	RELEASE REHABILITATION
HCOB 7 Nov 65	RELEASE REHABILITATION ERROR
HCOB 19 Dec 80	REHAB TECH
HCOB 30 Jun 62	ARC PROCESS)

I have just finalized a new rundown concerning the handling of drugs. It is called the Scientology Drug Rundown and it uses Scientology auditing techniques to handle drugs on Dianetic Clears who, of course, cannot be run on engrams and the New Era Dianetics Drug Rundown. This rundown will make for smoother gains up the Grades and OT Levels for the Dianetic Clear because it will handle any charge on the case on the subject of drugs. And in some instances it could mean the difference between a case that is resistive and rocky and a case that flies in auditing.

THEORY

It is very important to handle the effects of drugs, medicine and alcohol on a case. In the 60's drug use became widespread in the culture and it was then that I discovered the need to audit out drugs as a first action on pcs. Drugs make it difficult to get stable auditing gains. In fact, a drug history makes one a resistive case in many instances until the drugs are handled.

This requires both an objective and a subjective handling. The Purification Rundown and Survival Rundown are objective handlings; they don't involve or directly address the person's own thinkingness to accomplish the intended results. These rundowns work wonders when done correctly.

Normally, the subjective handling consists of the New Era Dianetics Drug Rundown, wherein the pc's engrams and mental pictures concerning drugs are erased. The total package, then, is made up of objective and subjective handlings. Both are necessary to effect the proper result. The objective handlings (Purification Rundown and Survival Rundown) won't do the whole job by themselves.

The case which has gone Clear prior to receiving a NED Drug Rundown has had no means of handling the subjective aspects of drugs until now. You must not run engrams on a Clear, so the problem we were faced with solving was: how do you handle a case's charge on drugs if you can't run engrams on him? Well, I've put together a line-up which solves this problem simply and effectively—the Scientology Drug Rundown. It accomplishes a necessary release of charge on drugs, and thus helps to remove drugs as a case factor for Dianetic Clears and allows them to get the maximum gains out of the Grades and OT Levels.

THE LINE-UP

The Scientology Drug Rundown handles charge on drugs with the following tools:

1. Rehabbing chemical releases on drugs, which unsticks the person from

masses pulled in during drug experiences or “trips”.

2. Recalls on drugs to handle the charge on drugs and drug incidents.
3. Further Objective Processing to extrovert the person after the charge is handled.

REHABS OF RELEASES ON DRUGS

Definition: RELEASE—When the preclear disconnects from the bank that is a release. When you take a thetan out of a mass that is a release. This is not the same as getting rid of the mass which is called Erasure. There are many releases which normally occur in auditing. The Classification, Gradation and Awareness Chart, displayed in any org, explains these in detail.

Definition: REHAB (Short for REHABILITATION) -- When the person was originally released he had become aware of something that caused the reactive mind to destimulate at that point or become weak. This is a release. When the sudden point of awareness is again found, the release state can be regained or rehabilitated. The procedure of regaining a former release state is called a rehab.

Some years ago I made the discovery that drugs can give a person the sensation of releasing from the bank while pulling in mass on the person at the same time. This is one of the factors which makes drugs as deadly as they are.

When such “chemical releases” are located and rehabbed, the person becomes unstuck from mass pulled in during “trips”. This is covered in HCOB 23 Sept 68 DRUGS & TRIPPERS.

Drug rehabs were part of the original Class VIII Drug Rundown and are now reinstated as the first step of the Scientology Drug Rundown.

RECALL PROCESSING

One of the oldest methods of processing we have in Dianetics and Scientology is the recall process. It has been a mainstay of auditing techniques since 1951. It has a new application now on the Scientology Drug Rundown.

The charge a Dianetic Clear has on drugs can be released by running charged drugs using simple recall techniques. On the Scientology Drug Rundown this is done after the drug rehabs.

OBJECTIVE PROCESSING

In order to extrovert the pc’s attention after the recalls, one runs some objective processing. This isn’t a long parade of processes. It is just intended to get the pc extroverted and in PT.

AUDITOR REQUIREMENTS

In order to deliver the Scientology Drug Rundown, any auditor must:

1. Be at least a Provisional Class III Auditor.
2. Have high crimed this issue and drilled the procedure until he can attest he knows it cold.
3. Have high crimed HCOB 19 Dec 80 REHAB TECH and thoroughly drilled the rehab procedures until expert.

PRECLEAR PREREQUISITES

The Scientology Drug Rundown is for cases who have gone Clear before having completed a New Erg Dianetics Drug Rundown. I discovered in 1978 that we had been far more successful in making Clears than anybody had guessed. A number of these Clears had attained the state prior to getting their drugs run out using Dianetics. Also, some went Clear while on the Drug Rundown itself and were left with charge connected with drugs. So the prerequisites for someone receiving the Scientology Drug Rundown are:

1. Is Dianetic Clear (but NOT in the Non-Interference Zone. See C/S Series 73.).
2. Has not had a full NED Drug Rundown or was on it when Dianetic Clear was attained and so has charged drugs unrun.
3. Has done a successful Purification Rundown.
4. Has done the Survival Rundown or a full, thorough Program of Objectives.

It will be pointless to run someone on the Scientology Drug Rundown without points 3 and 4 above well in, so don't do it.

PROCEDURE

PRELIMINARY STEPS:

1. Fly the pc's ruds so he is F/N, VGIs before starting the rundown.

1A. **CONDITIONAL STEP:** If the pc has never had an Original Assessment Sheet done on him, do one per HCOB 24 June 1978R, New Era Dianetics Series 5R, ORIGINAL ASSESSMENT SHEET. Even though the pc is not going to be run on Dianetics, the Original Assessment Sheet must be done if he has never before had one in his auditing. This will provide the C/S, the D of P and the auditor with essential data on the case.

2. From the pc, get a list of each drug, medicine or alcohol he has taken this lifetime if one doesn't already exist in the folder. Note the read the item gives at the exact end of the pc's statement of the item. If a drug list already exists, it maybe used and a new list need not be made.

3. Clear the terms "release" and "rehab" and the rehab procedure with the pc if these have not been cleared previously. Use HCOB 19 Dec 80 REHAB TECH.

Make sure the pc has a good grasp of what rehabs are and how they fit into the Scientology Drug Rundown procedure as explained on page 2 of this issue.

A. DRUG REHABS:

1. R-factor the pc that you will now begin rehabbing releases on drugs.
2. Clear the question "Did you go release on _____?" and let the pc know you will fill in the blank with an item (drug) off the drug list and that this is the question you will use to check for releases on each drug.
3. Take the first drug off the list and check the question with the pc, noting any instant read.

NOTE: Each drug will be checked for release whether or not the drug read when listed. You are looking for periods when the pc felt released while he was under the influence of the drug and this is not dependent on whether the drug is reading in PT. To repeat, each drug on the list is checked for release, reading or not.

4. If the question reads and the pc was released, find out how many times he was released and it will F/N. Don't go at this too strenuously. It is a light action and the pc may F/N just on spotting that he had felt released on the drug.

5. If no read on the question but the pc says he did go release, check Suppressed or Invalidated. (The Assert or Protest buttons may be checked if the pc is assertive or protesty about having gone release.)

6. If the question reads but the pc says he didn't go release, the read is False or Protest. Find which and handle.

7. If no read on the question, check Suppress and Invalidate. If still no read, leave off trying to rehab it. Instead, do Step 8.

8. If the pc didn't go release on the drug (or if there is an ARC Break F/N while rehabbing it), put in ruds on the drug by checking and handling the following questions:

(a) "In taking (drug) was there an ARC Break?"

ARCU CDEINR E/S to F/N.

(b) "In taking (drug) was there a problem?"

Itsa E/S to F/N.

(c) "In taking (drug) was a withhold missed?"

Pull it E/S to F N.

An out rud can obscure a release, so after the ruds have been put in on the drug, re-check for a release. If still no release, that's it. Drop it and go on to the next drug.

9. Occasionally a rehab won't go to F/N even though the pc did release on the drug. If this occurs put in ruds on the period before the release using the following questions:

(a) "Before the release on (drug) was there an ARC Break?"

(b) "Before the release on (drug) was there a problem?"

(c) "Before the release on (drug) was a withhold missed?"

With the ruds in, continue the rehab.

10. If you get a release that just won't rehab clear the following question and ask the pc "Did you take anything earlier on the track that was similar to (drug) ?" (When you find and rehab that earlier drug, the one which wouldn't rehab also releases, so there is no need to go back to the one which was hung up.)

11. Repeat steps 3-10 as necessary for each remaining drug, medicine or alcohol on the drug list. Each item is checked for release whether it is reading or not. Of course, the rehab question itself must read before you proceed with any rehab steps.

12. When all the drugs on the list have been checked you can ask the pc if there are any other drugs he would like to add to the drug list. If so, add them, being sure to catch any read. Then, on any added items do steps 3-10 until all items on the list have been handled.

These steps comprise the first part of the Scientology Drug Rundown.

B. RECALLS ON DRUGS:

On this part of the rundown each reading drug on the drug list is run out using recall processing. PC INTEREST IS NOT CHECKED. If the item reads, run it.

O. CONDITIONAL: If the drug list used is one which already existed in the folder before the person went Clear the list would have to be reassessed at this point to see which items were reading in PT. It is possible that charge on some of the items would have keyed out or blown when the person went Clear and if the list were not assessed in PT, items might get run which do not have available charge. (Items added by the pc on step 12 of the Drug Rehabs section of this RD are validly reading if they read when the pc listed them.)

1. Taking the item with the largest read (sF or better), run it in the commands below. (Clear a flow before running it for the first time.)

NOTE: A flow must read before it is run as covered in HCOB 3 Dec 78

UNREADING FLOWS.

Flow 1: "Recall a time you took/had (drug being run) ."

Run it repetitively to F/N, Cog, VGIs.

Flow 2: "Recall a time you gave another (drug being run) ."

To F/N, Cog, VGIs.

Flow 3: "Recall a time another gave another or others (drug being run) ."

To F/N, Cog, VGIs.

Flow 0: "Recall a time you gave yourself (drug being run) ."

To F/N, Cog, VGIs. (Quad pcs only.)

NOTE: Ensure the pc tells you what he has recalled. A pc may just recall the time and not tell you about it unless you ask him "What was it?" or some such question.

2. When the first reading drug selected has been run to EP on each reading flow take the next best reading drug off the list and run it as covered in step 1.

3. Repeat steps 1 and 2 until all reading drugs have been run.

4. Reassess the items on the list which didn't read on first assessment. Run any now-reading items as per step 1. Use the Suppress and Invalidate buttons as needed.

5. Repeat the reassessment of any unreading items (using Suppress and Invalidate as needed) until all reading items have been run.

When all reading items have been run, the Recalls on Drugs portion of the rundown is completed.

C. OBJECTIVE PROCESS:

The final step of the Scientology Drug Rundown consists of running the pc on an objective process. The purpose of this is to extrovert his attention after it has been introverted while doing the subjective parts of the rundown. Almost any objective process would do.

One wouldn't rerun a person's CCHs 1-4 or anything like that, but one might very well run an Environment Locational on the pc per HCOB 6 May 80, SRD Series 6, ENVIRONMENT LOCATIONAL. Or one could do Reach and Withdraw on MEST locations per HCOB 7 May 80, SRD Series 7, REACH AND WITHDRAW ON MEST LOCATIONS.

Which objective process gets run is not so important as the point that something must be run to extrovert the person's attention. Whichever process is run it would be taken to a point where the pc was cheerful, fully extroverted and in present time.

This completes the rundown.

ABILITY GAINED AND EP

The Ability Gained of the rundown is "Freedom from harmful effects of drugs, medicine and alcohol and free from need to take them." Doing each step of the Scientology Drug Rundown fully will achieve that EP on any Pc who is fully set up for it in the first place.

There are gains to be had from this rundown which might not be expected from such a seemingly simple set of actions. Run a pc or two on the rundown and you'll see what I'm talking about.

One thing which you may observe on pcs is a point of sudden resurgence during or near the end of the rundown. At this point, the pc comes up to PT and out of drug masses or ceases to be introverted and becomes extroverted (both of the above are the same thing—the phenomenon of the person having been parked down the track due to drugs and then snapping up to PT). This is significant and shows that the EP of the rundown has been obtained.

Depending on the pc, this resurgence may happen suddenly, accompanied by a big cog, dial-wide F/N and VVGIs, in which case, one would be safe to end off the recall steps of the rundown. Any charge on drugs will have moved off. So you can run an objective process next and that would complete the rundown.

On other cases, the resurgence may not be as sudden, i.e. it will happen gradually with the pc rolling happily along, having his wins and cogs and feeling better session after session. He may remark that he is feeling more in PT and this is to be expected. In these cases, one continues handling reading drugs and reassesses the drug list as needed to ensure that all charged drugs and flows are run to EP. By the time this is done and the pc has run the ending objective process, if the auditing has been standard he will have come up to PT and out of drug masses just the same as the pc who achieves this as a big win and sudden resurgence. The end product is the same in both cases.

It is very important, however, that the recall step is not ended simply because the pc has a good win which is mistaken for the EP. To do this could result in the auditor and C/S being accused of taking part in a very disreputable activity—quickying. And nobody wants to be hung with that kind of reputation!

If there is any question as to whether a big win the pc has had represents the resurgence being looked for, continue the rundown after the pc has had his win. You will be safe in doing this. No one thus far has shown evidence of overrun when continuing the rundown past the point of a big win (after the persistent F/N dies down, of course) and in completing the steps of the rundown. (As a note, that possibility does exist though, if the pc's big win also happened to be the EP. Should this occur and the pc begin to manifest overrun of the rundown—and not simply overrun of a process or drug—then the EP is rehabbed and the rundown completed with the objective process.)

If no point of resurgence occurs in the pc, then something is amiss with the auditing the pc has received. An FES would have to be done to locate the errors and they would have to be repaired. The FES may have to only go back a few sessions or the whole case may need to be FESed.

TIPS

Pcs often have big wins on these recall flows, followed by persistent F/Ns. When this happens it is wise to let the pc have his win so you don't miss a reading drug or flow because of the F/N.

Occasionally the pc may run a flow that runs much longer and deeper than other flows.

Don't be surprised if drug manifestations turn on while running certain drugs—they blow when the process is taken to EP. And don't mistake the euphoria of a drug incident in restim for the EP of a flow.

It is not unusual for a pc to go through a revivification on this rundown. This isn't anything to puzzle over though, as it is simply something which may occur on this

rundown. If it does occur, don't stop the process. Carry on and the pc will come through it.

SPECIAL NOTE

Occasionally, a pc goes Clear in the middle of the NED Drug Rundown. In such a case, the correct thing to do is a verification and rehabilitation of the attainment of the state to full EP and resurgence, per the Dianetic Clear Special Intensive. After this is done, the Scientology Drug RD Recall steps are done on the remaining unhandled drugs which are now reading. You would have to reassess the unhandled portion of the drug list before doing any recalls to ascertain which drugs would now get run. The drug rehabs would not need to be done on these cases.

PREVIOUSLY RUN DRUGS

Once in a while a C/S will run across a Dianetic Clear who, despite having had a drug rundown, still has unhandled charge, incidents and masses in connection with drugs. Possible reasons for this are: drug residues left in the body which prevented auditing gains; lack of a full set of Objectives thoroughly done each one to EP; or poorly done or quickied auditing on the drug rundown itself.

Such a case might be obvious from an FES of the drug rundown the person had. Where such things as no Objectives run or "run to EP in 3 minutes", drug items unrun because the pc had "no interest" in the item (which usually means the person was no longer interested in taking the drug), reading items left unrun or items not run to full EP, are obvious from folder study, the C/S may find that the case would need the Scientology Drug Rundown. This would particularly apply to Dianetic Clears who still manifested heavily the effects of drugs whether in auditing, on post or in life. (Ref: HCOB 8 Jan 69, DRUGS AND "INSANITY"—NON COMPLIANCE AND ALTER-IS applies in particular, but all the 1969 HCOBs on drugs as well as later issues would also apply and help the C/S decide whether the case is one which would benefit from the Scientology Drug Rundown.)

The point here is that a case that has gone Dianetic Clear and had a poorly done drug rundown could possibly hang up on auditing on the Expanded Lower Grades because of unhandled charge on drugs.

If this proved to be the case through folder study and other indicators the basic handling would be:

1. Purification Rundown.
2. Survival Rundown.
3. End of Endless Drug Rundowns Repair List.
4. Scientology Drug Rundown.

This battery of actions would handle any lingering unhandled drug charge or manifestations on a Dianetic Clear due to botched earlier drug handling.

CAUTIONS AND REMEDIES

Never run Recalls on the same drug twice. Never run unreading drugs or flows. To do so may drop the pre-OT into more charge than one can easily get him out of. Should such happen and not resolve by the usual means (rehabbing the overrun, indicating an uncharged drug or flow was taken up and shouldn't have been or L1C on the session) the auditor can assess an L3RG and indicate any reads to key out the charge. No engram running would be done.

One should take care not to Q and A off the rundown into handling some other case manifestation or hidden standard. The purpose of the rundown is to handle drug

charge, enabling the pc to make case gain in his subsequent auditing (where other aspects of the case would be handled).

An auditor can mistakenly let the pc sit on and on if his TR-2 and session control are not in. This cuts down the effectiveness of the rundown. If the auditor doesn't control this (without ARC Breaking the pc, however) he can run the pc's havingness down and plow him in.

One must not audit this rundown (or any other, for that matter) over out ruds. If this has occurred, the action to take is to fly the pc's ruds checking for "audited over" ("Have you been audited over _____?") or an L1C on the recent session or sessions.

Should the rundown be messed up it can be repaired with the End of Endless Drug Rundowns Repair List.

SUMMARY

We now have a method for handling drugs on a person with unhandled drugs who, because he has gone Clear, should not be run on engrams. It is essential to handle drugs as covered in this issue. Otherwise one is placing the Pre-OT in jeopardy of waiting his auditing on the Grades as it will have been done over the bypassed charge of unhandled drug incidents. Once the pre-OT has attained OT III any remaining effects from drugs can be terminatedly handled on the OT Drug Rundown.

Using this simple procedure we can ensure that the Dianetic Clear attains all the gains possible in his Grade Chart auditing, quite in addition to the relief and expansion one experiences when freed from drug influences, as will occur on this new rundown.

We now have the means by which the effects of drugs can be effectively handled for anyone at any position on the Bridge.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 23 DECEMBER 1980

ISSUE I

Remimeo
Auditors
C/Ses
Execs
Tech/Qual

(Cancels BTB 27 March 72RA Issue V EXECUTIVE CORRECTION LIST
Study Corr List 5A as it contained Debug-type actions on a case-handling list.)

EXECUTIVE CORRECTION LIST

The Executive Correction List is designed to handle charge in the area of being an Exec or difficulties as an Exec. It could also be used to help a failed Exec clean up his charge.

It does not replace the Debug Tech Checklist in HCO PL 23 Aug 79 II and is not to be confused with it. The Debug Tech Checklist addresses a lack of products while this list is a case-handling list.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

This correction list can be followed up by other auditing/ debug actions as adjudicated by the C/S to fully handle areas an Exec is having difficulty with as disclosed by the assessment of this list.

PC's NAME: _____ DATE: _____

AUDITOR: _____

1. OUT INT? _____

(Check to make sure the read on Int is valid i.e. not a protest or false read. If it is a valid read, end off for C/S instructions.)

2. GIVEN A WRONG WHY? _____

(L4BRA and handle.)

3. GIVEN A WRONG WHY FOR EXEC FAILURES? _____

(L4BRA and handle.)

4. CRAMMING GAVE A WRONG WHY? _____

(L4BRA and handle.)

5. WRONG ETHICS CONDITION? _____

(L4BRA and handle.)

6. TOLD YOU WERE PTS AND YOU WEREN'T?

(2wc E/S to F/N. L4BRA if any trouble.)

7. AS AN EXEC DO YOU HAVE AN ARC BREAK?

(ARCU CDEINR E/S to F/N.)

8. UPSET WITH A STAFF MEMBER?

ANOTHER EXEC?

SENIOR EXEC?

(ARCU CDEINR E/S to F/N.)

9. AS AN EXEC DO YOU HAVE A PROBLEM?

(2WC E/S to F/N.)

10. PROBLEMS WITH OTHER STAFF MEMBERS?

(2wc E/S to F/N.)

11. AS AN EXEC HAS A WITHHOLD BEEN MISSED?

(Pull it, 2wc E/S to F/N.)

12. W/Hs FROM STAFF?

(Pull them, 2wc E/S to F/N.)

13. OVERTS ON STAFF?

(Pull them, 2wc E/S to F/N.)

14. OVERTS ON YOUR POST?

(Pull them, 2wc E/S to F/N.)

15. COUNTER-INTENTION?

(2wc E/S to F/N, handle as a W/H.)

16. SOME SORT OF OUT ETHICS?

(2wc E/S to F/N, handle as a W/H.)

17. OUT EXCHANGE?

(2wc E/S to F/N.)

(Exchange by Dynamics per HCO PL 4 April 72 ETHICS.)

18. LAZY?

- (2wc E/S to F/N.) (Exec Confessional.)
19. INACTIVE? _____
- (2wc E/S to F/N.) (Exec Confessional.)
20. OUT 2D? _____
- (2wc E/S to F/N, handle as a W/H.)
21. OUT 2D WITH PUBLIC? _____
- (2wc E/S to F/N, handle as a W/H.)
22. DO YOU HAVE OPINIONS YOU DON'T DARE SAY? _____
- (Get what. 2wc E/S to F/N.)
23. DOING OTHER THINGS ON POST TIME? _____
- (2wc E/S to F/N, handle as a W/H.)
24. FALSE REPORTED? _____
- (2wc E/S to F/N, handle as a W/H.)
25. FALSIFIED A STAT? _____
- (2wc E/S to F/N, handle as a W/H.)
26. COLLECTED FALSE BONUSES? _____
- (2wc E/S to F/N, handle as a W/H.)
27. COULDN'T GET PAID? _____
- (2wc E/S to F/N.)
28. GRANTING SPECIAL FAVORS? _____
- (2wc E/S to F/N, handle as a W/H.)
29. RECEIVING SPECIAL FAVORS? _____
- (2wc E/S to F/N, handle as a W/H.)
30. MOONLIGHTING? _____
- (2wc to F/N.) (C/S to program for further handling as needed.)
31. PTS TO SOMEONE IN THE ENVIRONMENT? _____
- (2wc to F/N.) (C/S to program for further handling as needed.)

32. ARE YOU CONNECTED TO SOMEONE HOSTILE TO DIANETICS OR SCIENTOLOGY?
(2wc E/S to F/N.) (PTS Interview.)
33. PTS STAFF MEMBERS?
(2wc E/S to F/N.)
34. DON'T KNOW WHAT TO DO?
(2wc E/S to F/N.)
35. LOSSES AS AN EXEC?
(2wc E/S to F/N.) (L1C.)
36. COULDN'T HELP?
(2wc E/S to F/N.) (3 Way Help/2 Way Failed Help.)
37. AN EARLIER TIME YOU FAILED TO HELP?
(2wc E/S to F/N.) (3 Way Help/2 Way Failed Help.)
38. COULDN'T SOLVE IT?
(2wc E/S to F/N.)
39. SELDOM REFER TO POLICY?
(2wc E/S to F/N.)
40. UNHATTED?
(2wc E/S to F/N.)
41. DON'T HAVE A HAT?
(2wc E/S to F/N.)
42. DON'T STUDY?
(2wc E/S to F/N.) (Student Rehab List.)
43. TROUBLE WITH STUDY?
(2wc E/S to F/N.) (Student Rehab List.)
44. FAILED AS A STUDENT?
(2wc E/S to F/N.) (Student Rehab List.)
45. BLOWN STUDY?

- (2wc E/S to F/N.) (Student Rehab List.)
 46. OFF COURSE TO HANDLE POST? _____
- (2wc E/S to F/N.) (Student Rehab List.)
 47. WAS YOUR TRAINING INADEQUATE? _____
- (2wc E/S to F/N.) (Student Rehab List.)
 48. RUSHED THROUGH COURSES? _____
- (2wc E/S to F/N.) (Student Rehab List.)
 49. INCOMPLETE COURSES? _____
- (2wc E/S to F/N.) (Student Rehab List.)
 50. FALSE ATTEST? _____
- (2wc E/S to F/N, handle as a W/H.) (Student Rehab List.)
 51. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY? _____
- (Find and clear them, each to F/N. WCCL if necessary.) (Method One Word Clearing.)
 52. AN EARLIER SIMILAR SUBJECT WAS MISUNDERSTOOD? _____
- (2wc—find what word(s) in the subject was Mis-U and clear it up.
 Clear each word to F/N. WCCL if necessary.)
 (Method One Word Clearing.)
 53. SEEKING STATUS? _____
- (2wc E/S to F/N.)
 54. ARE YOU PRETENDING? _____
- (2wc E/S to F/N.)
 55. YOU HAD DISAGREEMENTS? _____
- (Find out what, find the Mis-U words and clear to F/N.)
 (Disagreements handling per HCOB 19 Jan 66 DANGER CONDITIONS
 • TECHNICAL DATA FOR REVIEW AUDITORS.)
 56. EARLIER PRACTICE IN YOUR ROAD? _____
- (2wc E/S to F/N.) (Pgm for GF 40X Handling.)
 57. MISSING DATA? _____
- (2wc E/S to F/N.)
 58. WITHHOLDING DATA? _____

(2wc E/S to F/N.) (Vital Info RD.)

59. HERE FOR ANOTHER PURPOSE?

(Pull it, 2wc E/S to F/N. Note for further handling.)

60. EVALUATION?

(2wc E/S to F/N.)

61. INVALIDATION?

(2wc E/S to F/N.)

62. DISINTERESTED?

(2wc E/S to F/N, handle any out ruds.)

63. HAVE YOU COMPROMISED YOUR OWN REALITY?

(2wc E/S to F/N.)

64. COULDN'T GET YOUR ORDERS COMPLIED WITH?

(2wc E/S to F/N.) (Admin TRs.)

65. TROUBLE HANDLING PERSONNEL?

(2wc E/S to F/N.) (Program to include Fear of People R/D, if exec is not Clear or OT, and Professional TRs Course and Admin TRs.)

66. TROUBLE GETTING POLICY FOLLOWED?

(2wc E/S to F/N.)

67. NEGLECTING A BOGGED AREA?

(2wc E/S to F/N, watch for any out rud and handle.)

68. TROUBLE COMMUNICATING?

(2wc E/S to F/N.) (Program to include Exp Grade 0, Professional TRs Course and Admin TRs.)

69. 2D TROUBLES CAUSING CONFLICT ON POST?

(2wc E/S to F/N.)

70. DIFFICULTY COMPLETING A CYCLE OF ACTION?

(2wc E/S to F/N.)

71. AFRAID TO GIVE ORDERS?

(2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course and Admin TRs.)

72. OUT OF COMM?

(2wc E/S to F/N, watch for any out rud and handle.)

(Program to include Exp Grade 0 and Professional TRs Course.)

73. IS YOUR AREA UNDERMANNED?

(2wc E/S to F/N.)

74. ARE YOU CONSTANTLY HIT BY BAD NEWS AND DISASTERS ON YOUR LINES?

(2wc E/S to F/N.) (Any PTS handling needed.)

75. CONSTANTLY HAVING TO COPE?

(2wc E/S to F/N.)

76. CONSTANTLY PHASE I-ing YOUR AREA?

(2wc E/S to F/N.)

77. OVERLOADED ON POST?

(2wc E/S to F/N.)

78. CONFUSED BY TOO MANY THINGS TO DO?

(2wc E/S to F/N.)

79. OVERWHELMED ON POST?

(2wc E/S to F/N.)

80. NO BACK-UP?

(2wc E/S to F/N.)

81. WAS THERE A FAILED PURPOSE?

(Indicate it, 2wc E/S to F/N.)

82. NO HELP FROM YOUR SENIOR?

(2wc E/S to F/N.)

83. Q AND A?

(2wc E/S to F/N.) (Anti-Q and A Drill.)

84. AFRAID TO USE ETHICS?

(2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course.)

85. ARE YOU AFRAID OF THE PUBLIC?

(2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course.)

86. MIS-USE OF ETHICS?

(2wc E/S to F/N, watch for any out rud and handle.)

87. ARE YOU PROTECTING YOUR STATUS?

(2wc E/S to F/N.)

88. USING DURESS?

(2wc E/S to F/N.) (Exec Confessional.)

89. DOING SOMETHING OTHER THAN YOUR HAT?

(2wc E/S to F/N, watch for any out rud and handle.)

90. AS AN EXECUTIVE, HAVE YOU DECIDED YOU WON'T MAKE IT?

(2wc E/S to F/N.)

91. WERE YOU TAKEN OFF POST UNJUSTLY?

(2wc E/S to F/N.)

92. ARE YOU NOT REALLY ON POST?

(2wc E/S to F/N.)

93. ARE YOU TRYING TO LEAVE POST?

(2wc E/S to F/N.) (Exec Confessional.)

94. ARE YOU EXPECTING TO BE REMOVED FROM POST?

(2wc E/S to F/N.)

95. SHOULD YOU BE SOMEWHERE ELSE?

(2wc E/S to F/N.)

96. DON'T YOU LIKE THE STAFF YOU WORK WITH?

(General O/Ws on those staff.) (Exec Confessional/General Staff Confessional.)

97. 3RD PARTYING STAFF?

(General O/Ws on those staff.) (Exec Confessional and/or General Staff Confessional.)

98. USING UNUSUAL SOLUTIONS?

(2wc E/S to F/N, handle as a W/H.)

99. POLICY DOESN'T WORK FOR YOU?

- (2wc E/S to F/N.) (Note for further handling by Qual.)
100. TECH DOESN'T WORK ON YOU? _____
- (2wc E/S to F/N. GF M5 and handle.)
101. FAILED DEBUGS? _____
- (Assess Product Debug Repair List.)
102. DEBUGS DIDN'T WORK? _____
- (Assess Product Debug Repair List.)
103. THINGS GOT WORSE AFTER A DEBUG? _____
- (Assess Product Debug Repair List.)
104. FELT BAD AFTER CRAMMING? _____
- (2wc E/S to F/N.) (Cramming Repair List.)
105. FAILED CRAMMING? _____
- (2wc E/S to F/N.) (Cramming Repair List.)
106. CRAMMING DOESN'T WORK? _____
- (2wc E/S to F/N.) (Cramming Repair List.)
107. DON'T GET AUDITING? _____
- (Indicate it. 2wc E/S to F/N.)
108. TAKEN OFF AUDITING? _____
- (2wc E/S to F/N.)
109. ARE THERE STOPS? _____
- (Find out what. Clean up any protest.)
110. ARE YOU ON DRUGS? _____
- MEDICINE? _____
- ALCOHOL? _____
- (2wc to F/N.) (Program for full Drug handling including Purification RD, Survival RD and a Drug RD. If pc has had one or more of these, program for any needed repair.)
111. ATTENTION FIXED ON SOMETHING? _____

- (2wc E/S to F/N.) (Survival RD.)
112. NOT GETTING ENOUGH SLEEP? _____
- (2wc E/S to F/N.) (Handling to be worked out with D of P after session.)
113. NOT EATING? _____
- (2wc E/S to F/N.) (Handling to be worked out with D of P after session.)
114. ARE YOU PHYSICALLY ILL? _____
- (2wc to find what. Note BD item. 2wc to F/N and get further C/S instructions for handling if necessary.)
115. RESTIM? _____
- (Assess and handle a C/S 53.)
116. TROUBLE WITH YOUR OWN CASE? _____
- (Assess and handle C/S 53.)
117. IS THERE NOTHING WRONG? _____
- (Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N at first.)
118. SOMETHING ELSE WRONG? _____
- (2wc what and, if no joy, GF M5 and handle.)

L. RON HUBBARD
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 Assisted by
 Mission Issues Revision
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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 23 DECEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 VI CLEARING LIST WORDS

IN SCIENTOLOGY—EXECUTIVE CORRECTION LIST

- STUDY CORR. LIST 5 which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

EXECUTIVE CORRECTION LIST

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I Word Clearing Series 53R Rev. 24.7.74 CLEAR TO F/N
HCO B 21 Jun 72 I Word Clearing Series 38 METHOD 5
HCO B 9 Aug 78 II CLEARING COMMANDS
HCO B 17 Jul 79 I Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 December 1980 Issue I EXECUTIVE CORRECTION LIST.

These words should be cleared on the pc before the EXECUTIVE CORRECTION LIST is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE EXECUTIVE CORRECTION LIST

A, action, afraid, after, alcohol, an, and, another, ARC Break, are, area, as, attention, attest, auditing.

Back-up, bad, be, been, blown, bogged, bonuses, by.

Case, causing, collected, comm, communicating, completing, complied, compromised, condition, conflict, confused, connected, constantly, cope, couldn't, counter-intention, course, courses, cramming, cycle.

Dare, data, debug, debugs, decided, Dianetics, didn't, difficulty, disagreements, disasters, disinterested, do, doesn't, doing, don't, drugs, duress.

Earlier, eating, else, enough, environment, ethics, evaluation, exec, executive, expecting.

Failed, failures, false, false reported, falsified, favors, felt, fixed, followed, for, from.

Gave, get, getting, give, given, got, granting.

Had, handle, handling, has, hat, have, having, help, here, hit, hostile.

Ill, in, in your road, inactive, inadequate, incomplete, invalidation, is, it.

Know.

Lazy, leave, like, lines, losses.

Make, many, medicine, missed, missing, misunderstood, mis-use, moonlighting.

Neglecting, news, no, not, nothing.

Of, off, on, opinions, or, orders, other, out, out ethics, out exchange, out Int, out 2D, overloaded, overts, overwhelmed, own.

Paid, personnel, Phase I-ing, physically, policy, post, practice, pretending, problem, problems, protecting, PTS, public, purpose.

Q&A.

Really, reality, receiving, refer, removed, restim, rushed.

Say, Scientology, seeking, seldom, senior, should, similar, sleep, solutions, solve, some, someone, something, somewhere, sort, special, staff, staff member, staff members, stat, status, stops, student, study, subject.

Taken, tech, than, the, there, things, 3rd partying, through, time, to, told, too, training, trouble, trying, 2D.

Undermanned, unhatted, unjustly, unusual, upset, use, using.

Was, were, weren't, what, why, with, withhold, withholding, W/Hs, won't, words, work, worse, wrong.

You, your.

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