

The  
**Technical  
Bulletins**  
of  
Dianetics and Scientology

by  
**L. Ron Hubbard**  
Founder of Dianetics and Scientology

**VOLUME XI**  
**1977–1979**

Bridge Publications, Inc.

NEW ERA Publications International ApS



*Published in the USA by*  
**Bridge Publications, Inc.**  
4751 Fountain Avenue  
Los Angeles, California 90029

ISBN 0-88404-701-6

*Published in all other countries by*  
**NEW ERA® Publications International ApS**  
Store Kongensgade 55  
1264 Copenhagen K, Denmark

ISBN 87-7336-670-6

©1991  
L. Ron Hubbard Library  
All Rights Reserved

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

DIANETICS, FLAG, HUBBARD, NEW ERA DIANETICS, OEC, OT, PURIFICATION RUNDOWN,  
PURIFICATION, PURIF, SCIENTOLOGY, SHSBC, THE BRIDGE, *Ability* magazine, BOOK 1, BOOK ONE,  
E-METER, HCO, LRH, L. Ron Hubbard signature, the SCIENTOLOGY symbol, the DIANETICS symbol  
in circle, the Class VIII symbol and the Sea Org symbol are trademarks and service marks owned  
by Religious Technology Center and are used with its permission. SCIENTOLOGIST is a collective  
membership mark designating members of the churches and missions of Scientology.

*Printed in the United States of America*



# TECHNICAL BULLETINS

## 1977–1979

### Contents

#### 1977

HCOB	10 Jan. I	<b>How to Win with Word Clearing</b> <i>Word Clearing Series 55</i>	3
HCOB	10 Jan. II	<b>Ethics and Word Clearing</b> <i>Word Clearing Series 50</i>	5
HCOB	21 Jan.RB	<b>False TA Checklist</b>	6
HCOB	22 Jan.	<b>In-Tech, The Only Way to Achieve It</b> <i>Cramming Series 13</i> <i>KSW Series 21</i>	13
HCOB	24 Jan.	<b>Tech Correction Roundup</b>	14
HCOB	30 Jan.R	<b>False TA Data</b>	31
HCOB	5 Feb.	<b>Jokers and Degraders</b> <i>C/S Series 100</i>	32
HCOB	17 Feb.R	<b>Course Necessities</b>	34
HCOB	24 Feb.	<b>Expanded Dianetics Cases</b>	35
HCOB	1 Mar. II	<b>Confessional Forms</b>	36
HCOB	1 Mar. III	<b>Formulating Confessional Questions</b>	37
HCOB	1 Mar. IV	<b>A Valid Confessional</b>	40
HCOB	16 Mar.	<b>The Gambler</b> <i>Expanded Dianetics Series 22</i>	42
HCOB	27 Mar.R	<b>Auditing the Pc at Cause</b> <i>Expanded Dianetics Series 23</i>	43

HCOB	5 Apr.	<b>Expanded Grades</b>	44
HCOB	11 Apr.	<b>List Errors, Correction Of</b>	46
HCOB	17 Apr.R	<b>Recurring Withholds and Overts</b>	49
HCOB	7 May	<b>Long Duration Sec Checking</b>	51
HCOB	9 May	<b>Foreword of Expanded Dianetics Course</b>	52
HCOB	9 May II	<b>Psychosis, More About</b> <i>Expanded Dianetics Series 24</i>	54
HCOB	31 May	<b>LSD—Years after They Have “Come Off Of” LSD</b>	56
HCOB	14 June RB	<b>Paid Completions Simplified</b>	58
HCOB	26 Sept.	<b>Art and Communication</b> <i>Art Series 5</i>	63
HCOB	4 Dec.R	<b>Checklist for Setting Up Sessions and an E-Meter</b>	66

## 1978

HCOB	6 Feb.RD	<b>The Purification Rundown Replaces the Sweat Program</b> <i>Purif RD Series 1R</i>	71
HCOB	26 Feb.	<b>Internships Versus Courses</b>	92
HCOB	19 Mar.	<b>Quickie Objectives</b>	94
HCOB	23 Mar.RB	<b>Clearing Words</b> <i>Word Clearing Series 59RB</i>	95
HCOB	27 Mar. I	<b>Ethics Penalty for Word Clearers</b> <i>Word Clearing Series 58</i>	98
HCOB	3 Apr.R	<b>TR Debug Assessment</b>	99
HCOB	26 May I	<b>Dianetics: Urgent Command Change</b>	101
HCOB	2 June RC	<b>Cramming Repair Assessment List</b> <i>Cramming Series 14</i>	103

HCOB	2 June RC-1	<b>Cramming Repair Assessment List Word List</b> <i>Cramming Series 14-1</i>	109
HCOB	15 June R	<b>“The Key to Expanded Dianetics . . .”</b> <i>Expanded Dianetics Series 25</i>	111
HCOB	18 June R	<b>Assessment and How to Get the Item</b> <i>NED Series 4R</i>	112
HCOB	19 June	<b>Objective ARC</b> <i>NED Series 3</i>	120
HCOB	20 June	<b>Identity Rundown</b> <i>NED Series 15</i>	121
HCOB	21 June R	<b>New Era Dianetics</b> <i>NED Series 1R</i>	122
HCOB	22 June RA	<b>NED Full Pc Program Outline</b> <i>NED Series 2RA</i>	124
HCOB	23 June RA	<b>Preclear Checklist</b> <i>NED Series 16RA</i>	130
HCOB	24 June RA	<b>Original Assessment Sheet</b> <i>NED Series 5RA</i>	132
HCOB	26 June RA II	<b>Routine 3RA, Engram Running by Chains</b> <i>NED Series 6RA</i>	148
HCOB	28 June RA	<b>R3RA Commands</b> <i>NED Series 7RA</i>	159
HCOB	29 June	<b>Disability Rundown</b> <i>NED Series 14</i>	165
HCOB	1 July	<b>The Dianetic Prepared Assessment Rundown Action Fifteen</b> <i>NED Series 13</i>	166
HCOB	2 July	<b>Dianetic Student Rescue Intensive</b> <i>NED Series 11</i>	169
HCOB	3 July R	<b>Relief Rundown</b> <i>NED Series 10R</i>	170

HCOB	4 July R	<b>Second Original Assessment</b> <i>NED Series 12R</i>	171
HCOB	9 July RA	<b>Dianetic C/S-1</b> <i>NED Series 21</i>	173
HCOB	11 July	<b>The Preassessment List</b> <i>NED Series 4-1</i>	182
HCOB	14 July R I	<b>Typical Dianetic Chain</b> <i>NED Series 22</i>	184
HCOB	14 July R II	<b>A Typical Narrative Item</b> <i>NED Series 23</i>	186
HCOB	15 July RA	<b>Scientology Auditing C/S-1</b>	187
HCOB	19 July	<b>Dianetic Persistent F/Ns</b> <i>NED Series 17</i>	202
HCOB	20 July	<b>After the Fact Items</b> <i>NED Series 18</i>	203
HCOB	21 July	<b>What Is a Floating Needle?</b>	204
HCOB	22 July	<b>Assessment TRs</b>	205
HCOB	23 July	<b>List of Perceptics</b> <i>C/S Series 101</i>	206
HCOB	24 July	<b>Dianetic Remedies</b> <i>NED Series 24</i>	209
HCOB	5 Aug.	<b>Instant Reads</b>	213
HCOB	7 Aug.	<b>Havingness, Finding and Running the Pc's Havingness Process</b>	214
HCOB	9 Aug. I	<b>New Era Dianetics, A Requisite for Expanded Dianetics</b>	216
HCOB	9 Aug. II	<b>Clearing Commands</b> <i>Word Clearing Series 52</i>	217
HCOB	11 Aug. I	<b>Rudiments, Definitions and Patter</b>	220
HCOB	11 Aug. II	<b>Model Session</b>	226

HCOB	21 Aug.	<b>Running Flows That Won't Erase</b>	228
HCOB	26 Aug.R	<b>More on Drugs</b>	229
HCOB	3 Sept.	<b>Definition of a Rock Slam</b>	230
HCOB	5 Sept.	<b>Anatomy of a Service Facsimile</b>	232
HCOB	6 Sept. I	<b>Following Up on Dirty Needles</b>	236
HCOB	6 Sept. II	<b>Service Facsimiles and Rock Slams</b>	238
HCOB	6 Sept. III	<b>Routine Three SC-A, Full Service Facsimile Handling Updated with New Era Dianetics</b>	241
HCOB	7 Sept.R	<b>Modern Repetitive Prepchecking</b>	248
HCOB	8 Sept.RB	<b>Mini List of Grade 0–IV Processes</b>	251
HCOB	10 Sept.	<b>NED High Crime</b> <i>NED Series 25</i>	267
HCOB	12 Sept.R	<b>Dianetics Forbidden on Clears and OTs</b>	268
HCOB	12 Sept. II	<b>Overrun by Demanding Earlier Than There Is</b> <i>NED Series 26</i>	269
HCOB	13 Sept.	<b>R3RA Engram Running by Chains and Narrative R3RA—An Additional Difference</b> <i>NED Series 27</i>	271
HCOB	13 Sept. II	<b>Clears, OTs and R/Ses</b>	273
HCOB	16 Sept.	<b>Postulate Off Equals Erasure</b> <i>NED Series 28</i>	274
HCOB	19 Sept.R I	<b>End of Endless Drug RDs</b>	276
HCOB	19 Sept.R II	<b>The End of Endless Drug Rundowns, Repair List</b>	279
LRH ED 298 Int,	19 Sept.	<b>AD 28, The Year of Technical Breakthroughs</b>	281

HCOB	20 Sept.	<b>An Instant F/N Is a Read</b>	283
HCOB	20 Sept. II	<b>LX List Handling</b>	285
HCOB	20 Sept.R III	<b>NED Auditor Analysis Checklist</b> <i>NED Series 19R</i> <i>C/S Series 103R</i>	288
HCOB	24 Sept.RB I	<b>The End of Endless Int Repair Rundown</b> <i>Int RD Series 4RB</i>	298
HCOB	24 Sept. II	<b>Preassessment, AESPs and Int</b> <i>Int RD Series 13</i>	309
HCOB	24 Sept.RC III	<b>Dianetic Clear</b> <i>CCRD Series 1R</i>	310
HCOB	25 Sept.R I	<b>Quad Commands for Int Buttons</b> <i>Int RD Series 5R</i>	312
HCOB	25 Sept.R II	<b>Star-rate Checkouts for Interiorization Handling</b> <i>Int RD Series 14R</i>	318
HCOB	3 Oct.	<b>NED Rule</b> <i>NED Series 29</i>	322
HCOB	4 Oct.	<b>Interiorization Handling Simplified</b> <i>Int RD Series 1</i>	323
HCOB	16 Oct. I	<b>Repair Correction List</b>	327
HCOB	16 Oct. II	<b>C/S Checklist of Int Errors</b> <i>Int RD Series 16</i> <i>C/S Series 102</i>	330
HCOB	30 Oct.R I	<b>Courses—Their Ideal Scene</b>	333
HCOB	30 Oct.R II	<b>C/S Series 53, Use Of</b>	336
HCOB	10 Nov.RA I	<b>Proclamation, Power to Forgive</b>	340
HCOB	15 Nov.	<b>Dating and Locating</b>	342
HCOB	19 Nov.	<b>L&amp;N Lists—The Item “Me”</b>	353



HCOB	27 Nov.RB	<b>Word Clearing Correction List</b> <i>Word Clearing Series 35RI</i>	354
HCOB	28 Nov.	<b>Auditors Who Miss Withholds Penalty</b>	360
HCOB	30 Nov.R	<b>Confessional Procedure</b>	361
HCOB	1 Dec.RB	<b>Programing of Clears</b> <i>C/S Series 113RA</i>	371
HCOB	3 Dec.	<b>Unreading Flows</b>	373
HCOB	4 Dec.	<b>How to Read through an F/N</b>	374
HCOB	6 Dec.	<b>Revivification</b>	376
HCOB	8 Dec.R II	<b>Green Form and Expanded Green Form 40RF, Use Of</b>	377
LRH ED 301 Int,	17 Dec.	<b>Ron's Journal 30, 1978—The Year of Lightning Fast New Tech</b>	380
HCOB	29 Dec.R	<b>The Suppressed Person Rundown A Magical New Rundown</b>	394
HCOB	30 Dec.R	<b>Suppressed Person Rundown Problems Processes</b>	398
HCOB	31 Dec.RA II	<b>Outline of PTS Handling</b>	415
HCOB	31 Dec.RA III	<b>Educating the Potential Trouble Source, The First Step toward Handling: PTS C/S-1</b>	421

## 1979

LRH ED 301-1,	6 Jan.	<b>Correction to Ron's Journal 30, Requirements for Super Power Auditors</b>	429
HCOB	9 Jan.	<b>BTB Cancellation</b>	430
HCOB	28 Jan.	<b>C/S Qualifications</b>	431
HCOB	31 Jan.	<b>Mood Drills</b>	432
HCOB	3 Feb.R I	<b>Change the Civilization Eval</b>	434

HCOB	3 Feb. II	<b>Confront Tech, Has to Be Part of the TR Checksheet</b>	438
HCOB	7 Feb.RB	<b>E-Meter Drill 5RB, Can Squeeze</b>	439
HCOB	9 Feb.R II	<b>How to Defeat Verbal Tech Checklist</b> <i>KSW Series 23R</i>	446
HCOB	15 Feb.	<b>Verbal Tech: Penalties</b> <i>KSW Series 24</i>	447
HCOB	4 Mar.R	<b>Art in Its Basics</b> <i>Art Series 6</i>	448
HCOB	5 Mar.RB	<b>Dianetic Clear False Declares</b>	450
HCOB	26 Mar.RB	<b>Misunderstood Words and Cycles of Action</b> <i>Esto Series 35RB</i> <i>Word Clearing Series 60RB</i> <i>Product Debug Series 7R</i>	451
HCOB	15 Apr.	<b>Fine Arts Versus Illustrations</b> <i>Art Series 7</i>	453
HCOB	10 June	<b>A Professional</b> <i>Art Series 8</i>	454
<i>Freedom</i>	June	<b>AMA . . . Up to Its Old Tricks</b>	455
HCOB	17 June	<b>Crashing Mis-U: The Key to Completed Cycles of Action and Products</b> <i>Word Clearing Series 61</i> <i>Product Debug Series 3</i>	457
HCOB	18 June R	<b>The Crashing Mis-U Repair List—LC1R</b> <i>Word Clearing Series 62R</i> <i>Product Debug Series 4R</i>	469
HCOB	7 July	<b>Crashing Mis-U Definition</b>	475
HCOB	16 July	<b>The “Elusive” Mis-U or Crashing Mis-U</b> <i>Word Clearing Series 63</i> <i>Product Debug Series 5</i>	476
HCOB	17 July RB I	<b>The Misunderstood Word Defined</b> <i>Word Clearing Series 64RB</i>	479

HCOB	7 Aug.	<b>False Data Stripping</b> <i>Product Debug Series 8</i> <i>Esto Series 36</i>	484
HCOB	19 Aug.RA	<b>High-Crime Checkouts and Word Clearing</b> <i>Word Clearing Series 47</i>	494
HCOB	21 Aug.	<b>Twinning</b>	497
HCOB	23 Aug.R III	<b>Debug Tech</b> <i>Product Debug Series 1R</i> <i>Establishment Officer Series 37R</i>	507
HCOB	23 Aug. I	<b>Crashing Mis-Us, Blocks to Finding Them</b> <i>Word Clearing Series 65</i> <i>Product Debug Series 6</i>	516
HCOB	23 Aug.R II	<b>Product Debug Repair List</b> <i>Product Debug Series 10R</i>	522
HCOB	24 Sept.RA	<b>Flying Ruds in Cramming</b> <i>Cramming Series 15</i>	538
HCOB	25 Sept.RB II	<b>Method One Word Clearing</b> <i>Word Clearing Series 34</i>	540
HCOB	13 Oct.	<b>Conceptual Understanding</b> <i>Word Clearing Series 66</i>	543
LRH ED 307 Int, 1 Dec.		<b>Ron's Journal 31, 1980—The Year of Expansion</b>	544
HCOB	21 Dec.R	<b>Auditor Assignment Policies</b> <b>Cramming Assignment Policies</b> <i>C/S Series 107R</i> <i>Cramming Series 16</i>	550
HCOB	24 Dec.R	<b>TRs Basics Resurrected</b>	554
HCOB	30 Dec.	<b>How to Build a Sauna</b> <i>Purif RD Series 2</i>	561
<b>About the Author</b>			573
<b>Subject Index</b>			575
<b>Alphabetical List of Titles</b>			587
<b>Bibliography</b>			589
<b>Scientology Churches and Organizations</b>			601



# 1977

*Living in Southern California, Ron carried on with his work on films, writing scripts for 8 new Scientology instruction films.*

*He also wrote the script for a full feature-length screenplay entitled Revolt in the Stars.*

*Ron's technical research went ahead at full speed, making significant progress in such areas as E-Meter use, Word Clearing, study and training technology, case repair, handling the effects of drugs, the tech of Confessionals and Expanded Dianetics. Each new advance was released in the HCO Bulletins that follow.*



*Word Clearing Series 55*

**HOW TO WIN WITH WORD CLEARING**

By actual application of the tech Word Clearers can obtain much higher results and wins. Several recent examples have come up where some top tech and admin personnel were not duplicating issues and instructions, yet they had been word cleared on these materials with no MUs found. When word cleared again by someone who really knew his business, the MUs came off for hours with a resurgence of activity at the end. In a number of the cases success stories were written about never having found a misunderstood word before! All of the examples cited had the following common denominators:

1. The Word Clearer could really handle a meter and make a question read.
2. The Word Clearers had personal certainty on the workability of Word Clearing and could apply it exactly and find MUs to rave results.

**TRs AND METERING**

The fact that most Word Clearing starts off with the phrase "I am not auditing you" does not mean that TRs and metering do not apply. Quite the contrary, they are vital skills that need to be kept sharp by daily TRs just like any auditor and a weekly or monthly Qual check on TR 1 and the ability to make a question read. The reason is quite simple. A Word Clearer must grasp that all forms of Word Clearing that he can apply, either metered or unmetered, were developed to help the individual find the MUs he was unable to find himself. One must assume that the person has already looked up all the MUs he could find (it is after all an ethics offense to fail to clarify words not understood) and is now putting himself in the hands of the Word Clearer to find any MUs that may be just beyond his awareness. Any lack of impingement on metered Word Clearing or reasonableness about slips and slurs or missed definitions on nonmetered Word Clearing will leave a person "knowing" he has no MUs but wondering why he still has difficulty with the subject or post.

It may just be that people who find themselves resistive to Word Clearing have not grasped these points either, and wonder why they need Word Clearing when they don't "think" they have MUs.

**PERSONAL CERTAINTY**

Word Clearing works. There is no shortage of people who can attest to that. The only times Word Clearing would seem to fail would be if there were errors such as:

- a. No reads or missed reads

- b. Ignored slips and flubs in nonmetered Word Clearing
- c. Getting off into considerations or confusions without getting to the MUs that always exist at the bottom and then getting the MUs fully defined.

The remedy is simple. If one has been word cleared on an area without a resolution of the original difficulty, then MUs have been missed and one need only report right back to a Word Clearer and say, "I want my MUs found!" In some cases a WCCL may be required, but more often than not it's just find the missed MUs.

For anyone who has not yet experienced what it's like to find a real MU then just report to a Word Clearer and pick *any* subject or area of difficulty and start getting the MUs found until the subject or area now makes sense. Continue this on as many subjects as needed to leave no doubt as to the workability of Word Clearing. (The case gain from a real MU found can sometimes rival the biggest wins in auditing.) Any Word Clearer must have this certainty and pass it on to those he word clears.

The wins and gains are there for the taking. A better functioning org with highly productive staff and public is the reward. You deserve it. Just follow the tech as laid out in the Word Clearing Series and you will have it.

L. RON HUBBARD  
Founder

Assisted by CS-4/5



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JANUARY 1977  
Issue II

Remimeo

(Also issued as an HCO PL,  
same date and title)

*Word Clearing Series 50*

**ETHICS AND WORD CLEARING**

*Refs:*

HCOB/PL 4 Apr. 72R III	Word Clearing Series 48
Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB/PL 16 Nov. 73	Word Clearing Series 49
	STUDY TECH AND POST

While it has been made a Court of Ethics offense to fail to clarify words not understood, no provision has been made for this failure stemming from faulty Word Clearing which does not locate the MUs.

**THEREFORE:**

9. Any Word Clearer who word cleared materials on which misunderstandings have been found at a later date SHALL BE SUMMONSED TO A COURT OF ETHICS.

The charge is OUT-TECH.

The references for this policy letter are still very much in force.

L. RON HUBBARD  
Founder

Assisted by CS-4/5



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1977RB  
REVISED 25 MAY 1980

Remimeo  
Tech/Qual  
All Levels  
All Auditors  
All Tech  
Checksheets

**FALSE TA CHECKLIST**

*Refs:*

HCOB 8 June 70	LOW TA HANDLING
HCOB 16 Aug. 70R	C/S Series 15R
Rev. 7.7.78	GETTING THE F/N TO EXAMINER
HCOB 24 Oct. 71RA	FALSE TA
Rev. 25.5.80	
HCOB 12 Nov. 71RB	FALSE TA ADDITION
Rev. 25.5.80	
HCOB 15 Feb. 72R	FALSE TA ADDITION 2
Rev. 26.1.77	
HCOB 18 Feb. 72RA I	FALSE TA ADDITION 3
Rev. 25.5.80	
HCOB 16 Feb. 72	C/S Series 74
	TALKING THE TA DOWN MODIFIED
HCOB 23 Nov. 73RB	DRY AND WET HANDS MAKE
Rev. 25.5.80	FALSE TA
HCOB 24 Nov. 73RE II	C/S Series 53RM SF
Rev. 26.7.86	SHORT HI-LO TA ASSESSMENT C/S
HCOB 24 Nov. 73RF I	C/S Series 53RM LF
Rev. 26.7.86	HI-LO TA ASSESSMENT C/S
HCOB 19 Apr. 75	OUT BASICS AND HOW TO GET THEM IN
	VANISHING CREAM AND FALSE TA
HCOB 23 Apr. 75RA	
Rev. 25.5.80	
HCOB 24 Oct. 76RA	C/S Series 96RA
Rev. 12.7.88	DELIVERY REPAIR LISTS
HCOB 10 Dec. 76RB	C/S Series 99RB
Rev. 25.5.80	SCIENTOLOGY F/N AND TA POSITION
HCOB 13 Jan. 77RB	HANDLING A FALSE TA
Rev. 25.5.80	
HCOB 24 Jan. 77	TECH CORRECTION ROUNDUP
HCOB 26 Jan. 77R	FOOTPLATES USE FORBIDDEN
Rev. 25.5.80	
HCOB 30 Jan. 77R	FALSE TA DATA
Rev. 25.5.80	
HCOB 4 Dec. 77R	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
Rev. 19.8.87	E-METER DRILL 5RB
HCOB 7 Feb. 79RA	CAN SQUEEZE
Rev. 10.3.88	

Book: *E-Meter Essentials*  
Book: *Introducing the E-Meter*  
*Owner's Manual for Your E-Meter*

This bulletin cancels HCOB 29 Feb. 72RA, 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 ten of auditing for 240 AC volt charging current or two hours for every ten of auditing on a 110 AC volt charging current. (Mark VI will get about six hours for every one hour 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 midsession and give false TA and no reads or TA on hot subjects. (Ref: 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. 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 quietly be checked in midsession 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. (Ref: 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA) Reference for setting up a meter is covered in *The Book of E-Meter Drills*, 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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 skin 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA; HCOB 23 Nov. 73RB, 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

Antiperspirants 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. (Ref: HCOB 23 Nov. 73RB, DRY AND WET HANDS MAKE FALSE TA)

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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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, FALSE TA)



9. **TA POSITION FOR LARGE CANS?** \_\_\_\_\_

Size approx 5¼ in. by 3 in.

or  
13 cm. by 8 cm.

*Handling:* "For a normal or large-handed pc the can size is about 4⅞ in. by 2⅝ in. or 12½ cm. by 7 cm. This can be altered as big as 5¼ in. by 3 in. diameter or 13 cm. by 8 cm. This is standard." LRH (Ref: HCOB 24 Oct. 71RA, FALSE TA)

10. **TA POSITION ON MEDIUM CANS?** \_\_\_\_\_

Size approx 4⅞ in. by 2⅝ in.

or  
12½ cm. by 7 cm.

*Handling:* Covered above.

11. **TA POSITION ON SMALL CANS?** \_\_\_\_\_

Size approx 5 in. by 2⅛ in.

or  
12½ cm. by 5 cm.

*Handling:* This can should be 5 in. by 2⅛ in. or 12½ 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 in. long by 1⅜ in. 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.

A standard set of 5 different-sized pairs of tin plated cans exists which provides all sizes needed.

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 in. by 1⅜ in. 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:* 1¼ in. tubing or 1¾ in. 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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 comfortably 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. (Ref: HCOB 12 Nov. 71RB, FALSE TA ADDITION)

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, HANDLING A FALSE TA)

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. (Ref: HCOB 23 Nov. 73RB, DRY AND WET HANDS MAKE FALSE TA) 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. (Ref: HCOB 23 Apr. 75RA, VANISHING CREAM AND FALSE TA)

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 a high TA. Use wide wrist straps and you'll get a right read. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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: *The Book of E-Meter Drills*) See if the palm is touching the can and not elevated off. (Ref: HCOB 13 Jan. 77RB, HANDLING A FALSE TA)

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, HANDLING A FALSE TA, and HCOB 7 Feb. 79RA, E-METER DRILL 5RB)

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 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

23. **IS THE PC HUNGRY?** \_\_\_\_\_

*Handling:* Get the pc something to eat and don't audit a pc who has not had 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 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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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. (Ref: HCOB 24 Oct. 71RA, FALSE TA)

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, FALSE TA, and HCOB 13 Jan. 77RB, HANDLING A FALSE TA)

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 HAND?** \_\_\_\_\_

*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 reapply it. (Ref: HCOB 13 Jan. 77RB, HANDLING A FALSE TA)

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 LIC 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.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 JANUARY 1977

Remimeo  
All Course  
Supervisors  
All Ds of P  
All C/Ses  
All Qual  
Cramming  
Terminals

*Cramming Series 13*

*Keeping Scientology Working Series 21*

**IN-TECH, THE ONLY WAY  
TO ACHIEVE IT**

The dominating factor of tech being in, is whether the auditor really wants to do a good job and help the pc. It is a matter of professional competence and pride.

If the auditor does not have this, there is no amount of rules, reading or supervision that will bring about technical successes.

Fortunately, the vast majority of auditors have a high professional conscience and are willing to study, drill and do everything possible to perfect their tech. The Course Supervisor, the D of P, the C/S and Qual Cramming terminals must realize this and must do all possible to fortify it and must abstain from invalidations and accusations and injustices which tend to nullify it.

From this springboard of belief in the auditor and a willingness on the part of those training and handling him to strengthen the auditor's determination to be professionally competent, in-tech will only then blossom in an org.

L. RON HUBBARD  
Founder





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 JANUARY 1977

Remimeo  
All Auditors  
All Supervisors  
All Internships  
All HCOB Volume  
Buyers  
BPI

*URGENT AND IMPORTANT*

**TECH CORRECTION ROUNDUP**

Auditors and Scientologists for 27 years have tended to be suspicious of HCOBs and Policy Letters not written by myself.

Until a few months ago my opinion was that this, while flattering, was not entirely justified.

However, these last few months have sharply changed my belief into total agreement with all those who have expressed some fear of reinterpretations of bulletins by others.

I have been engaged for some months now in a roundup of out-tech issues.

And I have found, I am sorry to say, that mice have been gnawing at the pillars of the Bridge, putting up traffic barriers and false detour signs.

I have been finding serious out-tech issues and correcting them.

Whether because of misunderstood words (the commonest cause of out-tech alterations) or other reasons, there have been a staggering number of tech sectors that have been corrupted by issues by others that alter-ised.

The corrections I have been doing have been, are being or will be issued shortly. However, not all auditors and Scientologists keep pace with current issues and so I am here giving you a rapid summary of the gross departures from standard tech which have occurred in the past 3 or 4 years and their corrections.

So you were right!

A very few people (3 or 4) have wittingly or unwittingly brought about outnesses which could easily make the difference between successful case handling and failed cases.

Action has been taken to handle them and there are a great many good people at work now in compiling and reissuing the workable tech which I developed in the first place.

It is now forbidden to write an HCOB or an HCO PL and sign my name to it. If anyone helped compile it or wrote it, my name is followed by "Assisted by \_\_\_\_\_," the person who helped get it back together at my directions.

Also no Board Technical Bulletin may cancel an HCOB.



So from here on you are relatively safe.

I am always the first to tell you and this is no exception.

### **TECH CORRECTIONS**

There follows here a long list of incorrect procedures or data found to have been issued.

Also a brief rundown of the correct procedure will be found, which is the correct and standard tech.

What makes tech correct? When it doesn't get results, it is incorrect. When it gets the expected result, it is correct.

My own writings and researches are based wholly upon things that got and get results.

When another, through misunderstood words or other reasons, "interprets" or changes the original tech, it has been the general experience that results are not obtained.

By studying this list you may very well find some alter-ised points which caused you to have trouble or which caused confusion.

Therefore, the subjects themselves are described in summary form.

Not all issues are out yet which accomplish full correction. Their HCOB numbers therefore cannot be given. Some of the issues are not yet released but will be soon. However, there is no reason to deny you the essence of the material and so I am giving you the full list to date.

I trust this list and HCOB restore some stability.

I hope that any failures you may have had due to alter-ised materials will be spotted by you. And that you will be able to apply some of these right now and get the full materials later.

I like results, you like results. And the following may include some of the reasons you may have had a hard time with some sessions.

I am sorry for that. I have come back on tech lines especially to correct it, and have spent seven months spotting areas where there has been trouble or failures, evaluating them and discovering the alter-is of original materials and issues. In many cases the alter-is sure was hidden. This completes seven months of search for tech outnesses.

Here is the list.

### **A: PTS HANDLING**

The first shock (which actually began this current search for out-tech issues) was the discovery that PTS conditions were going unhandled across the world and had been for some time.

“PTS” means potential trouble source and means the person is affected adversely by a suppressive in his life. A PTS person can be a lot of trouble to himself and to others. The condition is not too difficult to handle, and to find that all the tech of handling it was in disuse explained why there had been a lot of trouble and upset on various lines.

After a great deal of search, it was found that PTS handling and another rundown (The Vital Information Rundown) had been restricted only to Expanded Dianetics. Thus one would find on pcs' programs that they were supposed to go all the way through Dianetics and their grades before their PTS condition was handled. In actual fact a person who is PTS cannot be audited on anything else until the PTSness has been straightened out. This was operating as an effective barrier to cases.

Fortunately, the Technical Bulletin Volumes were not quite off the press and this one was caught with HCOB 27 July 76, PTS RUNDOWN AND VITAL INFO RD, POSITION CORRECTED.

The first thing you do for a pc in *any* grade or without grades is handle his PTSness.

As long as the subject was hot, I decided to look further into it to make sure that the actual tech was still available and to get a pilot done to verify its use in actual practice since few had had any PTS handling for a couple of years.

I initiated a pilot project and it was well executed by CS-5.

The results of this project are found in HCOB 20 Oct. 76 II.

The outcome of this further research, as contained in that HCOB, was that the person, for full handling, should be gotten through his PTSness and *then* should study the complete pack of PTS/SP checksheet, BPL 31 May 71RC, so that he knows the full mechanics that had been wrecking his life. This is contained in HCO PL 20 Oct. 76 II.

While the above-named checksheet is quite adequate, a project is now in progress to collect up all original LRH Case Supervisor notes (C/Ses) and handwritten materials on PTSness so that additional issues may be brought out and the checksheet extended. The reason for this is that there is a sector of *nonaudited* handling of PTSness which has never been fully released. This comes under the heading of additional material and the existing PTS material is not only workable but is vital.

So this scene was rounded up and PTSness is again being handled successfully over the world.

As an additional note, a cassette is now being made for general distribution and sale which will soon be released so that PTS people can get one and send it or play it to persons antagonistic to their leading a better life.

#### **B: ORG DELIVERY**

No-auditing is a technical situation. The ability to procure auditing has a considerable bearing on people's case progress—naturally.

It was found that some organizations were slow in delivery and were backlogging, which tends to create a no-auditing situation amongst pcs.

To remedy this backlog, the Technical Secretary of every org was given a new statistic, "Value of Services Delivered." This gives an index of the delivery of the org and brings backlogs into view and will serve as a means of alleviating a no-auditing situation in the field where it exists as it calls the fact spectacularly to the attention of all management, local and international. This is HCO PL 12 Nov. 76.

Along with this another situation came to view which again was a matter of other people writing HCOBs.

The Director of Processing had been given in HCOB 16 June 72R a statistic which encouraged him to simply route pcs out of the org once they had completed a small part of their processing.

Accordingly the statistic of the Director of Processing in an org was revised in HCOB 16 June 72RA to "The Number of Pcs Routed Back into the Lines."

The Director of Tech Services was given a stat of getting actions completed on pcs.

With these two stats operating, one after the other, a no-auditing situation in an area is further alleviated.

People do not sufficiently consider no-auditing as the most basic failure of cases. It seems so "of course" that it gets entirely overlooked, yet it can cause a great deal of trouble.

### C: HSDC REDO

The first inkling that the Hubbard Standard Dianetics Course curriculum had gone adrift was noticing that two key drills had been omitted and even cancelled by others even though they were vital to an auditor's skill in handling a Dianetic session.

These drills were Dianetic Training Drills 101, 102, 103 and 104. These have to do with student auditors remembering their commands in session, making him practiced in using commands while handling his meter and admin, training him to use the right command in the right place according to what the pc does and finally training him to use commands and handle the session in spite of any and all distractions or reactions from a pc. Obviously if a Dianetic Auditor cannot do these things, he cannot run a Dianetic session.

These drills now have been emphatically reinstated in HCOB 17 July 69R, reissued 9 Dec. 76; they are for use in all Dianetic training.

Looking into this further, I found that there was a new unauthorized Dianetics Course which supposedly was based on *Dianetics Today* being issued which would be a sort of a competitive course to an HSDC. In following this further it was found that even the most fundamental formats of the HSDC which

I personally developed and piloted had been grossly alter-ised, that a number of persons had been writing HCOBs on the subject and that the format had been lost.

The original HSDC is being gathered together at this time with all instructions, C/Ses and drills in the pattern and format which was originally developed and which DID make GREAT auditors. So you can expect a considerable resurgence in the quality of Dianetic auditing some time in the future.

At the same time, a new course, which makes a Senior Dianetic Auditor, is being put together, which is a postgraduate step after a person has become an HSDC. This will take in all the materials found in *Dianetics Today* and should cover areas of special Dianetic application.

#### D: ROCK SLAMS

A rock slam (R/S) is defined as “a crazy irregular slashing motion of the needle.”

This particular meter reaction was found to be relatively unknown to auditors on an examination I made of some worksheets. They were calling dirty needles, dirty reads, rocket reads, body motion and even ticks as “R/Ses.” They were also missing real R/Ses.

As the R/S is probably the single most important and dangerous read on the meter, clarifications of this were in order.

Accordingly, I wrote HCOB 10 Aug. 76, R/Ses, WHAT THEY MEAN, and caused to be written from my notes HCOB 1 Nov. 74R, ROCK SLAMS AND ROCK SLAMMERS.

For a pc to be branded as an R/Ser is a very serious thing. Also for a real R/Ser to be overlooked by an auditor is a catastrophe both to the pc and to those around that particular person.

Therefore, this is very dangerous ground to have wrong.

These issues will help to clarify that.

At the same time I’m currently at work on a video tape which will be available in Academies some time in the future, which gives all meter reads.

Meanwhile, don’t make any mistakes on R/Ses. Read those bulletins.

Another confusion in this sector was how to define and identify a “List 1 R/Ser.”

All characteristics given in a list issued as HCOB 1 Nov. 74 and signed by another with my name were stated to have to be present before a person was a “List 1 R/Ser.” The incorrect HCOB is on page 344 Vol VIII of the HCOB Volumes and will be corrected in later editions.\*

“List 1” refers to Scientology related terminals as found on page 57 of *The Book of E-Meter Drills*.\*

\*[Editor’s Note: The correct issue of HCOB 1 Nov. 74RA, ROCK SLAMS AND ROCK SLAMMERS, is in *Technical Bulletins* Volume X.]

\*[Editor’s Note: List 1 does not appear in the current edition of *The Book of E-Meter Drills*, but can be found in HCOB 24 Nov. AD 12, ROUTINE 2-12, LIST ONE—ISSUE ONE, THE SCIENTOLOGY LIST, in *Technical Bulletins* Volume VI.]



The additional characteristics on this list only help to look for a List 1 R/S. I issued HCOB 1 Nov. 74R, revised 30 Dec. 76, which now corrects this error.

A List 1 R/Ser is simply one who R/Ses on List 1.

### **E: SEC CHECKING AND INTEGRITY PROCESSING**

Following down the trail of auditors missing R/Ses, it was found that Sec Checking had become a nearly lost art.

Sec Checking means, unfortunately, "Security Checking." That it was so misnamed in its origins obscures the fact that Confessionals have been part and parcel of religion nearly as long as religion has existed.

In actual fact the meter simply gets a pastor or minister over the very dangerous situation of missing a withhold on his parishioner. A person with a missed withhold can become very upset with the person who misses it; the meter, properly operated, makes sure that none are missed.

In an effort to get around what was thought to be a public relations scene, the name "Security Checking" was changed to "Integrity Processing." This was also a PR error, because the actual truth of the matter is, it originated as "Confessional" and should have simply been changed back to "handling of confessions."

This administrative demand of name alteration threw the original issues on "Sec Checking" into disuse.

Additionally, "Integrity Processing" did not include all the tech of Sec Checking. And some even thought they were different subjects!

The loss of Sec Checking, more properly called Confessionals, and the failure to use a meter to verify withholds resulted in many student blows (drop-outs) and has permitted the continuance of a great deal of natter and upset which are simply the result of missing withholds on people.

When you realize that a lot of the trouble of the Roman Catholic Church probably arose through not having a meter to verify the completeness of Confessionals, you can see what the loss of Sec Checking would do to our own churches and organizations. In other words, we were about to repeat history!

All this original "Sec Checking," properly Confessional, tech is being rounded up again and will be issued in checksheet form and there will be courses in "The Handling of Confessionals." But even before you receive these, you should resume the use of this metered tech as it will save you having people "mad at you" simply because you have missed withholds on them.

It is highly self-protective both from the viewpoint of the auditor and the organization to have the proper metered handling of Confessionals fully in.

BTB 31 Aug. 72RA, HCO CONFESSIONAL PROCEDURE, clarified the matter, but this bulletin was on a very limited distribution and is not known. It contains the tech I developed on Sec Checking in the autumn of '72.\*

*[Editor's Note: BTB 31 Aug. 72RA has been cancelled and is replaced by HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE, in this volume.]*



There should be no further confusion in this matter. “Sec Checking,” “Integrity Processing” and “Confessionals” are all the exact same procedure and any materials on these subjects is interchangeable under these titles.

The materials when all re-collected and consolidated and reissued will be under the title of “Confessionals.” But even before that reaches you, you had better determine to become an expert in it, since an auditor’s inability to handle this is a fast route to “how to win enemies and wrongly influence people.”

## **F: EXPANDED DIANETICS OVERHAUL**

Expanded Dianetics began in development in 1970. It is a very fully developed subject. However, for some reason or another, the *total* materials of Expanded Dianetics were never packaged and exported even when it was reported that they had been. Thus auditors who have been trained as Expanded Dianetics Auditors had been denied considerable key materials and have even lost the reason for Expanded Dianetics.

Contributing to this was the removal of “Sec Checking” (Confessionals) materials from the Expanded Dianetics Course to make up the “Integrity Processing Rundown.” Thus the course was stripped even further, for an Expanded Dianetics Auditor has to be very expert in the handling of Confessionals.

The actual extent of Expanded Dianetics can be described as follows: “ExDn consists of all the work I did on psychos and very difficult cases from 1970 forward, my C/Ses, case histories, any tape lectures or notes, which includes as well all data known to date on Confessionals, and all data on PTSes. The product of the course is an auditor who can handle psychos, R/Sers and any person’s evil intentions as well as any PTSes.”

That would be the full extent and skill of an Expanded Dianetics Auditor. There is considerable data connected with the subject and it is the only data—proven, workable data—man has on the subject of neurosis and psychosis, and is the first breakthrough made in this field as to its actual cause. This also embraces criminality.

While we are very far from being in the business of handling psychos, not all psychos are in institutions or classified as psychos in this society. Furthermore, PTS persons become PTS to people who are usually psycho.

Thus this whole scope and breadth of Expanded Dianetics has to be and is being recompiled and issued.

Furthermore, the position of Expanded Dianetics on the Grade and Class Chart was muddled up. Actually Expanded Dianetics can be given after a Drug Rundown, after Standard Dianetics, after Scientology grades, after Power, after OT III and at any point upwards after completion of grade OT III. A PTS Rundown can be given without regard to whether the person had had Expanded Dianetics or not. A PTS Rundown can be given anywhere and better had be.

An auditor is trained on Expanded Dianetics after he has become an HSDC, a Class IV Auditor.

An auditor does not have to be an Expanded Dianetics Auditor in order to deliver a PTS Rundown. All he has to do is complete the PTS checksheet and should be a Class IV in order to audit it. There are even some portions of the PTS checksheet, particularly as it would be revised, which can be delivered by a person who is not trained as an auditor at all, but this would be nonaudited handling which consists mainly of coaching the person as to how to handle his scene.

The complete Expanded Dianetics tech is, as I have said, being recompiled, issued and gotten back in.

### **G: WORD CLEARING**

Having discovered an executive who had “been word cleared” by a “Word Clearer” but who then required more than 4½ hours to clear the first two pages of the same material when handled by a higher classed auditor, I investigated the extent of Word Clearing training and use being out.

A study of the Word Clearing Series was ordered and it was found that there was little concentration on *metering* and *TRs*.

These seem to have been slighted because Word Clearing starts with the phrase “I am not auditing you” and this apparently has been taken to mean that one didn’t have to know his meter and TRs in order to word clear. HCOB 10 Jan. 77, Word Clearing Series 55, HOW TO WIN WITH WORD CLEARING, is a result of this investigation and should be given particular importance.

Another factor was spotted and is handled in BTB 12 Jan. 77, revised 16 Jan. 77, which was issued as a result of my having found that Word Clearers had a wrong stat. The stat of Well Done Auditing Hours would not apply to a Word Clearer. Their stat is now “Number of Misunderstood Words Honestly Found and Fully Handled in Applicable Materials.”

Another action is found in HCO PL 10 Jan. 77 II, ETHICS AND WORD CLEARING, wherein “Any Word Clearer who word cleared materials on which misunderstandings have been found at a later date shall be summoned to a Court of Ethics.”

The phrase “I am not auditing you” does not excuse ignorance on the Word Clearer’s part of a meter or a poor command of TRs. Of course this must also include his knowledge of Word Clearing tech. His TRs and metering must be excellent.

The marvelous wins that can be gotten with Word Clearing had been lost and with this should now be recovered.

### **H: F/N TA POSITION**

The subject of missing F/Ns (floating needles) on pcs is very important, as a pc who has had an F/N missed becomes overrun and can be very upset and his case can even be stalled.

The first instance I ran into of this (some years ago) had to do with the sensitivity setting on the meter. Most auditors apparently simply would set a





sensitivity knob on 5 and leave it there, regardless of how the pc advanced and regardless of who they were auditing. This would give them extremely wide F/Ns which would hit the pin, on one or both sides, and hang up, as they were unable to keep the needle on "set." The correct way to go about this is to always set the sensitivity knob by pc can squeeze. When the pc squeezes the cans, the sensitivity knob should give about a third-of-a-dial drop, no more, no less. Only in that way can you keep a needle on the "set" mark on the dial. Otherwise, F/Ns get missed. Some pcs have to go up to 128 (32) which is a front-face meter setting to get such a fall on a can squeeze and I have just noted a pc who had such a wide F/N swing that the sensitivity had to be set at 1 (32), which is about as low as the meter can go without turning off and even then this pc got a half-a-dial can squeeze fall and so had to be watched very carefully so that F/Ns were not missed. I mention this in case it has dropped out again.

The current discovery which just dropped with a clang was that in one internship an Intern Supervisor was using verbal tech which had then spread all over the world to the effect that you MUST NOT call an F/N an F/N unless it were between 2 and 3 on the tone arm dial and that any F/N-type motion which occurred with the TA above 3 or below 2 could not possibly be called an F/N. This was his own craziness and he wished it off with a bunch of verbal tech on an awful lot of auditors and caused an enormous amount of pcs subsequently to be very unhappy.

The result and remedy of this is contained in HCOB 10 Dec. 76, which is marked Urgent and Important. It is marked that way because apparently there are very few pcs around right now who haven't had F/Ns missed on them.

This HCOB should be very carefully studied. However, in brief, the correct procedure for out-of-range (above 3 or below 2) F/Ns is:

1. Look at the pc's indicators.
2. Call the F/N regardless of its range, if the indicators are all right.
3. Mark down the actual TA position when the F/N is indicated.
4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle of auditing.
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 points in his auditing when F/Ns were missed on him.

In other words, have your sensitivity correct and when an F/N occurs outside of the range between 2 and 3 know that it is an F/N by the needle motion and by the pc's indicators and call it, indicate it and put it down on the worksheet. Note the actual TA position. Then, before the next session or after you have finished a crucial cycle of auditing on the pc, in the next several sessions, go into the whole subject of his false TA and handle it.

Missing an F/N is very cruel on a pc because it invalidates his having released the charge on the subject on which he is being audited and tends to tell him that he is not better even though he feels better. There is one historic case of an auditor having gotten an F/N in the first ten minutes of auditing and then,

because it occurred slightly above 3, auditing the pc for an additional three hours with the TA climbing, the pc unhappy and no results being obtained from the processing. This sort of thing is pretty gruesome.

Verbal tech is no substitute for HCOBs.

### I: FALSE TA

Having written the HCOB just above telling auditors that they call the F/N regardless of where it was, providing the pc's indicators were okay and then handle the TA on the pc, I found that issues on correcting false TA had been messed up.

In both HCOB 29 Feb. 72R, revised 23 Nov. 73, and its successor HCOB 29 Feb. 72RA, revised 23 Apr. 75, careless reading could imply that the False TA Checklist was *audited* on the pc like any other prepared list. In other words this idiocy set in that the meter reads were going to be used to divine whether or not the meter knew whether or not the pc was responding properly. The list actually is a list of things the auditor *manually, mechanically* checks on the pc. He does not consult reads and he does not assess anything on the pc; he simply personally does a checklist and this was the checklist. It was not assessed to find a reading item. Therefore an auditor trying to correct false TA and get the TA to read between 2 and 3 by using a meter to *assess* the list would never find out what was going on and would be unable to get the meter into that position.

Accordingly, HCOB 13 Jan. 77 was directed to be written, and the full and entire checklist to be done by the auditor on the pc recompiled and updated. It is being issued as HCOB 21 Jan. 77.

Therefore it will now be very easy for an auditor to correct the false TA on a pc and he will be able to get the meter tone arm properly between 2 and 3.

You know, don't you, that a TA goes up more than a division when you start using a one-hand electrode? This is not a "false TA" that you can correct. Solo auditors using just one hand have their TAs riding around 3.7 and 4.5 on the tone arm. This is not a case of false TA. It is always checked by using both hands on the cans at the start and end of session. But here again false TA can occur if the hands are too dry or too wet or the can size is wrong.

You shouldn't have very much trouble with this. Actually it's a very simple matter, but the outnesses in this sector have caused an awful lot of trouble and I was very happy to be able to find the erroneous issues and get it straight for you.

A video which will eventually become available in Academies will also cover false TA handling.

### J: INCOMPLETE AUDITING FOLDERS

For some time Word Clearers, Sec Checkers, Ethics Officers and Cramming Officers have neglected to include their worksheets in the pc's actual folder.

This causes considerable difficulty for a Case Supervisor since the person may have wrong lists in "Why Finding," may have R/Sed on a Sec Check, may have had incomplete or incorrect Word Clearing and other tech outnesses in



between regular sessions. Where these folder omissions occur an FESer (Folder Error Summary maker) is often prevented from finding where the case went wrong.

Then there is the matter of no folders at all. Somebody has lost them or mislaid them, yet some auditor needs them desperately to find out-lists or to actually verify grades attained. The preservation and availability of auditing folders to the next auditor or a Case Supervisor years up the track is of very great importance.

Accordingly HCO PL 28 Oct. 76 and HCOB 28 Oct. 76, C/S Series 98 (which are both the same equal texts), were written by me to remedy these very dangerous tech outnesses.

### **K: FALSIFYING AUDITOR REPORTS**

Along with missing reports it was found that there had been some difficult situations created by the falsification of auditing reports.

From the small matter of saying that the TA was at 3.0 when actually is at 4.5 when the F/N occurred (thus obscuring the fact that false TA had to be handled), up to the very large crime of faking the fact that certain processes had been run when they had not, just to get a completion or a bonus, and up to falsifying the data or text which the pc gave, this matter of false Auditor Reports can cause enormous amounts of trouble.

The consequences and detection of the falsification of auditing reports is now contained in HCO PL 26 Oct. 76 I, the same text issued as HCOB 26 Oct. 76 I, C/S Series 97. This makes even the minor falsification of an auditing report a matter of Comm Ev and, if the crime is proven beyond reasonable doubt, there can result a cancellation of all certificates and awards, a declare and an expulsion order.

If you think this is unnecessarily harsh, think of the poor pc.

### **L: CHECKLIST FOR FESers**

It can happen that a pc is taken up into new grades without having completed earlier, more basic grades and without being set up for the later grade. This can result in somebody going through several grades just to cure a mild somatic or a PTP. It can also throw a pc in over his head.

For a long time there have been checklists showing the requirements for most major grades.

A recent instance of a pc going all the way through to OT III who had not completed anything caused me to investigate the reasons behind this.

It was discovered that very few Case Supervisors ever check a folder to find out if the pc has actually made the grades lower than the one that he is about to be put on.



A further check showed that few C/Ses ever looked up the earlier history of the case and this resulted in pcs being put up through levels for which they have not been set up and past levels they have not made.

A further investigation showed that these checklists were not in existence for every grade and action.

It became obvious that the people who should be using these checklists would be the Folder Error Summary auditors. These FESers are the only ones who thoroughly go through the folders and Case Supervisors depend on them. Thus if the FESer is not required to verify whether the pc has properly attained the level he is about to go onto and if he has been set up for the level, then nobody is going to check this over and a great many pcs are going to be audited on skipped gradients without setups and will get into difficulty.

I have ordered that checklists be made up for FESers to use for each major grade so that they can check off the requisites for each grade and thus handle this out-gradient situation. These checklists are being worked on at this time and will be issued in the near future.\*

In the meantime it is the duty of the FESer to indicate whether or not the pc has actually reached each grade to which he has attested and whether or not he is properly set up for the grade he is about to be embarked upon.

#### **M: AUDITOR RECOVERY**

It can happen here and there that an auditor who has been auditing eases off and ceases to audit.

There are various reasons for this. One of the common ones is a skipped gradient in his training. Another one is misunderstood words and the commonest one is omissions of omission or commission on the subject of auditing or pcs which have not been handled.

An LRH ED 176RB Int originally issued on 24 Apr. 72 was unfortunately revised two or three times by other people and lost its punch.

I reworked this and restored it to its earlier form on 7 Nov. 76 and this is available as LRH ED 176RB Int. The investigation and reissue being assisted by CS-7.\*

It is available in this form and in the near future will be issued as an HCOB.

#### **N: STUDY TECH**

During an investigation of pricing I discovered that "the Student Hat" had disappeared from use and in its place had been put an optional "Basic Study Manual." The fact is that the Basic Study Manual has its own uses and is very valuable but it does not begin to replace the Student Hat.

This meant actually that study tech had more or less disappeared in Academies and was not in general use.

\*[Editor's Note: the checklists referred to now appear in HCOB 29 Jan. 81RA, Auditor Admin Series 24RB, FES CHECKLISTS AND SUMMARY, in *Technical Bulletins* Volume XII.]

\*[Editor's Note: LRH ED 176RB Int was later cancelled and the original LRH ED restored. It can be found in OEC Volume 4.]

The actions taken were to make the Student Hat mandatory on a one-time basis before the next major course a person took and to include it free as a bonus to the person taking that course.

The Student Hat has been restored in totality as a requisite for study tech. This will make study much more positive and much faster.

The Basic Study Manual was put forward some time ago as a means of getting staffs hatted on their hat materials and as a fast method of getting people reading the materials of their posts. I suppose that is how it drifted over onto major courses, where it has no business.

Thus the Student Hat is back full force and if there are any blown students around you should realize that the reason for their blow is either lack of study tech or undisclosed overts. The thing to do is to get them back and push them through the Student Hat so they can win at their studies and get their overts off so they can look their fellow man in the eye.

There has been another training outness found which I will mention in passing. In some internships the entire Qual staff of the org has been employed in checking out students. Actually such checkouts are done by the students themselves, on each other where star-rates are required *in internships*.

It has also been found that twinning on theory occasionally creeps back in. People have not noticed that twinning on theory, meaning two students always study together, went out many years ago and has been cancelled. It makes a noisy classroom and prevents students from getting through their courses rapidly. Twinning on theory sets up too many difficulties such as the loss of one's twin by reason of graduation or transfer, being sent to Cramming, an odd number of people on the course so that one is without a twin and so on.

Practical is another matter. In practical, drilling is done on the twin basis.

The theory and practical are *never* in the same room; they must be in different rooms. The theory room must be very, very quiet where a student can concentrate and the practical room must be so situated as to allow students to make noise. If any Academy has a noisy theory classroom or if the Academy is difficult to study in, this is probably what is in violation: probably the twinning is going on in theory or the theory rooms are noisy. Only a practical room can be made noisy.

The two issues (putting twinning in on theory) have now been revised and cancelled. They are HCOB 26 Nov. 71, Tape Course Series 10, W/Cing Series 26, HANDLING MISUNDERSTOOD WORDS ON TAPE RECORDED MATERIALS, which has been revised and cancelled by BTB 26 Nov. 71RA (Tape Course Series 8, W/Cing Series 26RA) of same title. HCOB 7 Feb. 72 II, W/Cing Series 31, METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN, has been revised and cancelled by BTB 7 Feb. 72RA II, W/Cing Series 31RA, METHOD 3 WORD CLEARING.\*

The main point is you want a quiet and orderly theory training room and put the noisy demo and practical actions elsewhere. And also don't hang up people on theory because they lose their twins. Practical twins are highly interchangeable.

\*[Editor's Note: The BTBs named were cancelled by HCOB 27 Feb. 89, CANCELLATION OF WORD CLEARING SERIES BTBs. The complete Word Clearing Series can be found in the *Technical Series* Volume, Subject Volume 2.]



## **O: PROFESSIONAL RATES**

It was found in some cases that pcs would enroll on courses and then never take them just so they could have professional rates in their auditing.

This not only denied them the training they paid for but it was also making organizations short of auditors.

Accordingly, HCO PL 13 Nov. 76 was issued which clarified "professional rates" which makes it necessary for an auditor to be fully classed in the class of that org from which he is seeking service in order to qualify for a 50 percent professional discount in auditing. This does not apply to his family.

What's the matter with becoming an auditor? There are two or three billion pcs out there and only a few of us auditors. Have a heart and also lend a hand. Furthermore, how do you know what good auditing is unless you're trained?

## **P: SENIOR CASE SUPERVISOR LINE**

It was recently found that the Senior Case Supervisor, in at least one large org, spent most of his time giving advice to executives on personnel case requirements for the crew! This is so far from the duties of a Snr C/S that the HCO PL outlining their duties has been rewritten and has become HCO PL of 26 Sept. 74R, revised and reissued 21 Jan. 77, which tells a Snr C/S in effect to look after the tech quality in his org.

There is another modification on Snr Case Supervisors. Previously it was necessary for someone to go to a distant org and become a Class VIII before he could be qualified as the Snr Case Supervisor of an org. This is no longer necessary. HCO PL 24 Oct. 76 III modifies these requirements so that a Snr Case Supervisor can be trained by his local org.

In this same policy letter the award of Dean of Technology is outlined. These would be gold certificate Case Supervisors. They are Saint Hill Special Briefing Course Class VIII Course Auditors who have attained the case level to the class of his org and has a uniform record of case supervision.

This general overhaul of the Snr Case Supervisor and his lines and duties is in effort to correct out-tech and establish excellent tech in any org and its area.

## **Q: INTERNSHIPS**

It was found that very few internships were now being taught and an investigation undertaken by the Action Aide Flag Bureau at my orders finally uncovered that internship checksheets had been added to and added to and stirred about until they had become checksheets within checksheets, thus making internships interminable.

As a result of this, a special mission was put on the job of reforming internship checksheets.

These checksheets have now been issued and exist for every level as Board Policy Letters issued from 10 Nov. 76 up through BPL 25 Nov. 76 I. They have been greatly simplified and have made internships into very worthwhile actions.



These new simplified internship checksheets are in full use at this time.

Along with this internship program, HCO PL 25 Oct. 76 has been issued which requires that all past provisional certificates which have not been validated by an internship and which are one year or more old from the date of course completion are cancelled. It states such students should be notified and should be enrolled on the internship for the class. If a properly conducted internship is satisfactorily completed, their permanent certificate may be reissued.

All of this is in an effort to get auditors straightened out, getting wins and making them really proficient and professional in all areas of the world.

#### **R: ILLEGAL PCs**

It has occasionally happened that an auditor has had pushed off on him, by persuasion or pressure, cases who should not have been accepted by the org.

HCOB 6 Dec. 76 also HCO PL 6 Dec. 76 (identical texts) make this a high crime.

Certain types of cases may not therefore be forced off on auditors by anyone, and anyone seeking to force such a pc upon an auditor against policy is actionable by a Committee of Evidence.

#### **S: EXPANDED GRADES BEING REDONE**

It has been found that some processes were left out of Expanded Grades 0 to IV and that in some cases these grades had been quickied. Therefore, all Expanded Grades checklists are being reissued and will contain more extensive processes.

Until you have the new Expanded Grades checklists, the ones you are using are still okay.\*

#### **T: REPAIR LIST REVISED**

Through an oversight, an incomplete BTB 11 Aug. 72RA, revised 18 Dec. 74, C/S Series 83RA, was included on page 230 of Volume X of the HCOB Volumes.

A far more extensive write-up, LRH ED 257 Int of 1 Dec. 74, existed which gave much more data and many more prepared lists as repair tools for the auditor.

The LRH ED has now been issued as HCOB of 24 Oct. 76, C/S Series 96, DELIVERY REPAIR LISTS.

Although this issue has been updated to some degree, there are still one or two repair lists omitted. Therefore, this is about to be issued again as C/S Series 96R, which will include the additional and valuable lists.

#### **U: ROUTING FORMS AND STAFF STATUSES**

It has been found that Staff Status 0, I and II, Sea Org Products 0, I and II and org routing forms were not in full agreement with one another.

\*[Editor's Note: the new Expanded Grades checklists can be found in the *Grade Processes and Prepared Lists* volume, Subject Volume 4.]



This is taking a lot of straightening out and is very much in need of it, as in one major org it was found to be impossible for a new staff member to route onto post!

This is under full coordination rewrite and will be issued in the near future.

#### **V: STAFF SECTION OFFICER**

I have for some time been concerned about the lack of care some orgs had been giving their own staff members.

As a result HCO PL 22 May 76 was issued which established the post of Staff Section Officer who was responsible for the training and the processing of staff members.

To further enforce this, the Qual Divisions of orgs were given a new gross divisional statistic in HCO PL of 4 Nov. 76. This gave the dominant Qual divisional statistic as "Fully qualified and trained staff members in the org, cumulative."

Additionally, in HCO PL 10 Nov. 76 certain staff courses were made mandatory in orgs.

So as not to neglect staff cases, even when auditors were absent, a whole new project has been released concerning "co-audits."

This is actually a recovery of lost tech. There used to be co-audits, very successful ones, and they had their own special technology.

A tech mission to the UK reassembled the tech and got staff co-audits going with rave wins.

All of this technology and how it is done has been issued as Board Technical Bulletins dated around early Dec. 76 under the title of "Co-audit Series."\*

Both the co-audit tech and Group Processing fell under the category of lost tech, but have been restored, polished up and are being issued for full use.

#### **W: UNISSUED RUNDOWNS**

It came to my attention in July 76 that about 5 years worth of my developments on Flag had never been fully packaged up or issued for use. The reason for this is that the Tech Compilations Units which had previously worked on this were disbanded in 72 by the then CS-4 and was not reestablished.

Several years worth of intensive research and development are therefore backlogged in being issued.

Only one of these areas of development is restricted to Flag, as it is the famous "L" series of rundowns which require such technical accuracy that they can only be audited by a Class XII.

The rest of the rundowns, however, are fully capable of being fully compiled from the notes, lectures, issues and my case supervision notes and released.

\*[Editor's Note: These Board Technical Bulletins have been cancelled and replaced by the Co-audit Series HCOBs of May 1980. This series can be found in the *Technical Series* Volume, Subject Volume 2.]





Including the repackaging necessary for the HSDC, Expanded Dianetics and reissue of Expanded Grades, all mentioned above, there were nine rundowns in all which were never compiled or exported.

For that matter, the much earlier Class VIII Course was added to and varied and it also is being repackaged in its original form and exported and is now being taught again in Advanced Orgs.

The remaining rundowns are being worked on for issue as never having seen the light of day in Class IV, Saint Hill and Advanced Orgs.

All this is now being done. So soon this important new tech will appear and be available in orgs.

### **X: ADVANCED GRADES**

For a number of years people have wondered when OT VIII would be released.

Well, to tell you the honest truth, OT VIII has been in existence all those several years, and to it has been added a very large number of OT grades. None of them have been issued. Notes for all these grades are in existence.

What I have been waiting for is 2 or 3 months of free time to go over these materials and write them up and make them available through Advanced Organizations.

Now, I will make a bargain with you. If you get all the tech straightened out and the orgs and flaps and emergencies off my lines and get your training in and your Word Clearing in and everything flying and this civilization even more thoroughly pointed in a civilized direction, you will buy me those 3 months' worth of time so I will be able to afford the time to write up all these Advanced Levels I have researched. Do your job well and buy me these 3 months.

Is it a bargain?

**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)

**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.

*Refs:*

HCOB	8 June	70	LOW TA HANDLING
HCOB	16 Aug.	70R	C/S Series 15R GETTING THE F/N TO 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 I	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 Series 53RL SF SHORT HI-LO TA ASSESSMENT C/S
HCOB	24 Nov.	73RE	C/S SERIES 53RL LONG FORM
HCOB	19 Apr.	75	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 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

*The Hubbard Professional Mark VI, Owner's Manual, "How to Set Up Your Mark VI E-Meter"*

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 FEBRUARY 1977

Remimeo  
EDs, COs  
HESEs, S/Cs  
HCOs  
HASes  
HEJSCs  
Sec Checkers  
Case Supervisors  
Staff Section Officers

(Also published as HCO PL, same date)

*C/S Series 100*

**JOKERS AND DEGRADERS**

It is an old principle that people who do not understand something occasionally make fun of it.

A recent investigation, however, into the backgrounds and case condition of a small handful of people who were joking about their posts and those around them showed a somewhat more sinister scene.

Each of these persons fell into one or more of the following categories:

1. Were rock slammers (some List 1).
2. Were institutional-type cases.
3. Were "NCG" (meaning no case gain) (the only cause of which is continuous present time overts).
4. Were severely PTS (potential trouble source) (connected to rock slammers).

It might be supposed that misunderstood word phenomena could also be part of this. The rebellious student in universities is usually handled by clearing up his misunderstandings or curing his hopelessness for his future. However, the investigation did not find that any of these jokers or degraders were acting that way solely because of misunderstood words, but the possibility cannot be ruled out.

The four categories above were, however, fully verified.

All the persons investigated were found to be the subject of declining statistics, both having them and causing them. Their areas were enturbulated. At least one of the jokers was physically driving basic course students out of an org.

In some cultural areas, wit and humor are looked upon as a healthy release. However, in the case of orgs, this was not found to be the case. Intentional destruction of the org or fellow staff members was the direct purpose.

Therefore, all executives, HCO personnel and Case Supervisors as well as Qual personnel and Staff Section Officers have a valuable indicator. Where they have a joker or degrader on their hands, they also have one or more of the above four conditions in that person.



This opens the door to handling such people.

Properly assigned and then fully done conditions are the correct ethics handlings.

Correctly done Expanded Dianetics, which includes Confessionals, and fully done PTS handlings are the case remedies.

Where ethics tech itself is not known or neglected and where there are no HCOs, one can, of course, not expect the matter to be handled. And this would be too bad, because the case gain and life improvement available in proper ethics handlings, when fully followed through, can be quite miraculous.

Where rock slammers have been undermining the tech and it is not fully known or used or is altered into unworkability one cannot expect Confessionals to be properly done or Expanded Dianetics to be known and properly applied.

The joker is advertising his symptoms. He is also advertising an area of the org where there is enturbulation and down statistics as well as staff members being victimized.

Therefore, this is an administrative and technical indicator which cannot be overlooked and should be followed up.

Spotted, investigated and handled, this can be the beginning of an upward spiral for an organization.

Where someone is driving ethics out, tech is not likely to go in. You have to get in ethics and tech before you can begin to get in admin.

The next time you, as an executive, wonder why you are working so hard, look for the joker in the deck.

Humor is one thing. Destroyed orgs and human beings are quite something else.

It is our business to get the show on the road and get the job done.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 FEBRUARY 1977R  
REVISED 20 FEBRUARY 1977

Remimeo  
Tr & Serv Aide  
Pubs Orgs  
Course Supervisors  
All Students

*IMPORTANT*

**COURSE NECESSITIES**

Effective on receipt on all students who have not begun the levels named and on all interns for the relevant class:

1. All materials on Word Clearing are added to Level 0 checksheets.
2. All materials on Confessionals (formerly known also as Sec Checking or Integrity Processing) are added to Grade II.
3. All materials on listing and nulling and all materials on PTS/SP tech are added to Level IV.
4. All materials on co-audits are added to the Class V Grad checksheets.

Where the student has not earlier covered them or as review all the above materials are added to the Class V Grad checksheets.

5. All the above materials for a first time or review if earlier covered in lower levels are added to the Saint Hill Special Briefing Course.

It has been found that some Class IV Auditors who have gone through these levels do not know these vital technologies.

Those who have done so should take their Class V Grad in their local org or the SHSBC at their earliest ability to do so. Failure to attain a thorough command of the above-mentioned tech as well as the previous materials of the mentioned classes can give them losses on their preclears.

All Course Supervisors are responsible for seeing that these materials and current improved checksheets are available to such students without delay. The improved checksheets of this material exist and the bulk of the materials exists in HCOB Volumes where packs are not at once available.

Nothing in this HCOB states these materials cannot be independently studied by other persons or auditors of other or no class.

This HCOB does not assign these materials to pcs only at that level and they can be done at any level at need.

Auditors at or above Class IV who do not know these materials and can use them well had better do the relevant packs fast to get their tech up-to-date.

Keep Scientology Working.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 FEBRUARY 1977

Remimeo  
Expanded Dn  
Checksheet  
All Auditors

**EXPANDED DIANETICS CASES**

Those who “compiled” Expanded Dianetics materials previously chose only the case histories of the early research cases.

These cases were not completed on Expanded Dianetics at that time.

According to the Training and Services Aide, this has given auditors the impression that one does not complete Expanded Dianetics cases.

This conclusion is not correct. One DOES fully and completely complete Expanded Dianetics cases!

Not included in the “case histories” released was the later complete Expanded Dianetics auditing most of these cases did receive.

Therefore any impression that one does not complete Expanded Dianetics or that one uses small bits of it mixed up with other rundowns or grades should be amended. One DOES complete any such case.

They are often quite lengthy.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 MARCH 1977  
Issue II

Remimeo  
Confessional  
Auditors  
Class IV  
SHSBC

**CONFESSSIONAL FORMS**

(Compiled from LRH taped lecture SHSBC  
6109C26, "Teaching the Field Sec Checks")

Never subtract anything from a Confessional.

The best method is to write out a predetermined series of questions, as an additional thing, which is for that person particularly. You figure out about what their relationship to life has been, and then you write a little special series of questions.

It's always possible to write up an additional list. Don't make that the only Confessional form. Give that along with a standard Confessional.

You get the idea of what kind of life your preclear has been leading, what his professional and domestic zones are, and you adapt Confessional questions to that and you add it to standard forms.

L. RON HUBBARD  
Founder

Assisted by  
Training and Services Aide



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 MARCH 1977

Issue III

Remimeo  
Confessional  
Auditors  
Academy  
Grad V  
SHSBC

**FORMULATING CONFESSIONAL QUESTIONS**

(Compiled from LRH taped lecture  
"Teaching the Field Sec Checks," SHSBC 6109C26.)

Withholds don't add up to withholds. They add up to overts, they add up to secrecies, they add up to individuations, they add up to games conditions, they add up to a lot more things than O/W.

Although we carelessly call them withholds, we're asking a person to straighten out their interpersonal relationships with another terminal.

Our normal Confessional is addressed to the individual versus the society or his family.

It's what people would consider reprehensible that makes a withhold.

In a Catholic society, not having kept Mass would be a reprehensible action. In a non-Catholic society, nobody would think twice about it. So, most of our Confessionals are aimed at transgressions against the mores of the group. That is the basic center line of the Confessional.

You can have a special mores between the son and the mother, a special mores between the husband and the wife, just as you have a special mores, of course, between the auditor and the preclear.

It's a moral code that you are processing in one way or the other.

You are straightening out somebody on a moral code, the "Now I'm supposed to's." They've transgressed on a series of "Now I'm supposed to's." Having so transgressed, they are now individuated. If their individuation is too obsessive, they snap in and become the terminal. All of these cycles exist around the idea of the transgression against the "Now I'm supposed to's." That is what a Confessional clears up and that is all it clears up. It's a great deal more than a withhold.

You would go straight to a person's handling of masses and changes of space. On lacking a clue in that direction, you would go into his most confused motional areas (not e-motional).

This fellow has been a recluse ever since he was twenty. He has not done anything since he was twenty. He has never been anyplace since he was twenty.





His hidden standard is he would “get about more.” Could he find himself getting about more, he would know that Scientology was working. You find what area he was in before he was twenty. Staying in the house is a cure for something. So you put him on an E-Meter. You can’t find areas of moving heavy masses or changes in spaces before he was twenty because he wasn’t working. It probably lies in the zone of, maybe he was in the service? Maybe he was in a boarding school? So all of a sudden you hit the jackpot and you find an area of considerable activity. You’re looking for the area of considerable activity which lies prior to the difficulty. Then you run a Confessional on that area of activity.

You trace it back to boarding school. There’s one boarding school that he absolutely detests, he suddenly remembers. That’s what you do the Confessional on.

Every question you ask has to do with this boarding school. Just add up the factors. How many things can go on in a boarding school? How many people are present? What is there in a boarding school? There are students, boys, instructors, coaches, headmasters, buildings, athletic equipment and probably transport from there to home, etc.

Find out all the types of crimes that he might have been able to commit against these items. You can dream up a whole form.

One of the ways of doing it is taking an existing Confessional form and just moving it over to the zone of the school. That is not as satisfactory as just putting down all the things he really did in this school that he is never going to tell anybody.

It inevitably is going to be an area of tight mores. He has cut up against those mores, so has individuated himself against the school, so he cannot as-is any part of the track. He’s trapped in that particular zone and activity.

Any set of cut sensory perceptions will operate as overt bait. Forget is a version of not-know. So that any sensory perceptive cutoff is an effort not to know and you have a target.

Take everything that you’ve worked up to right there and now do a Confessional on it. Eventually you’ll get a “What do you know!” He’s too in the thing to see it. You can see it because you’re outside of it.

You write up every noun you could possibly think of on the subject of the zone or dynamic that he is having difficulty with and which he fails to cognite on in any way, shape or form. You can immediately assume that if he doesn’t cognite on that zone or area, that he’s really pinned down and that he has withholds from you and from the area on the subject of the area that not even he knows.

A cognition is totally dependent upon the freedom to know. Overts and withholds are dedicated to another thing; these are dedicated to not-knowingness. So if the person doesn’t cognite, you can immediately assume that he has a large area of not-knowingness on the subject that he doesn’t even suspect. You as an outsider to his case can suspect where this fellow is having trouble. You dream up a Confessional to match it. The formula for making up a Confessional is just

make up a list of all the items you can think of which have anything to do with that target.

Let's say his family; he's always had family trouble. You can get this from a pc's PTPs. If you look at the type of PTP that the pc has, you'll know that it is a present time problem of long duration. If it adds up to three or four times in a row of PTPs with his family, it must be a problem of long duration. The hottest way to get rid of that particular zone is to do a Confessional on it. Again, the way to do a Confessional is to make a list of all the nouns and all the doingnesses which you can think of and just ask the person if he has overts against any of them, has he done anything to, has he interfered with anything about, e.g., "Have you ever interfered with schooling?" "Have you ever done anything to schooling?" "Have you ever prevented schooling?"

It's little by little that this cognition will take place. It's not all going to take place in one bang.

In the long run it will be a bang, but the bang only took place because you took the pebbles off the top. When you've finally got the thing uncovered, he can look at it and blow it.

**THIS IS THE RULE: ANY ZONE OR ACTIVITY WITH WHICH A PERSON IS HAVING DIFFICULTY IN LIFE OR HAS HAD DIFFICULTY WITH IN LIFE IS A FRUITFUL AREA FOR A CONFESSIONAL.**

You will find out every time, he's got withholds in that zone or area.

One of the indicators of that is a present time problem. Therefore you know it's a problem of long duration. Three problems of short duration equals one problem of long duration. It's a good detector mechanism.

**THE RULE IN CONFESSIONALS IS BREAK THE PROBLEM DOWN TO ITS MOST FUNDAMENTAL EXPRESSION.**

Then write down those nouns associated with it and those basic doingnesses associated with the fundamental expression and then just phrase your Confessional questions on the basis "Have you ever . . . ?" and any other verb you want to put in. "Have you ever done anything to . . . ?" "Have you ever prevented . . . ?"

You don't have to be fancy, as the needle's going to fall every time you come close to it.

Any area where a person is having difficulty in, he is stupid in. Stupidity is not-knowingness. This is through overts. But the overt has to be hidden, so it must be an overt that is withheld.

So, these withholds then add up to stupidity and he, of course, has trouble.

There isn't anything complicated in it at all.

L. RON HUBBARD  
Founder

Assisted by  
Training and Services Aide



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

Circa 1965  
REISSUED AS

Remimeo  
Confessional  
Auditors  
Academy  
Class V Grad  
SHSBC

HCO BULLETIN OF 1 MARCH 1977  
Issue IV

**A VALID CONFESSIONAL**

The following Confessional is reissued for your use.

1. **DO YOU HAVE ANYTHING IN YOUR POSSESSION THAT REALLY BELONGS TO US?**
2. **DO YOU ILLEGALLY HAVE ANY CLEARING COURSE DATA?**
3. **HAVE YOU PASSED ON ANY CONFIDENTIAL INFORMATION TO ANYONE?**
4. **HAVE YOU FALSELY ATTESTED TO THE ETHICS OFFICER?**
5. **ARE YOU USING SCIENTOLOGY UNETHICALLY FOR YOUR OWN PERSONAL PROFIT?**
6. **HAVE YOU ALTERED ANY SCIENTOLOGY DATA?**
7. **HAVE YOU MISUSED ANY SCIENTOLOGY PROCESSES?**
8. **ARE YOU IN POSSESSION OF CONFIDENTIAL DATA YOU SHOULDN'T HAVE?**
9. **ARE YOU WITHHOLDING INFORMATION?**
10. **HAVE YOU BROKEN THE AUDITOR'S CODE?**
11. **HAVE YOU VALIDATED A SUPPRESSIVE PERSON?**
12. **HAVE YOU VALIDATED A SUPPRESSIVE GROUP?**
13. **HAVE YOU ALTERED STANDARD TECHNOLOGY?**
14. **DO YOU HAVE ANY KNOWLEDGE OF AN UNDISCLOSED CRIME AGAINST SCIENTOLOGY?**
15. **HAVE YOU SPREAD DESTRUCTIVE RUMORS?**
16. **HAVE YOU CLAIMED FALSE QUALIFICATION?**
17. **HAVE YOU ILLEGALLY RUN ANY VERSION OF THE POWER PROCESSES ON ANYONE?**
18. **HAVE YOU ILLEGALLY DISCUSSED THE POWER PROCESSES WITH ANYONE?**
19. **HAVE YOU ALTERED THE POWER PROCESSES COMMANDS?**
20. **HAVE YOU ILLEGALLY RUN THE POWER PROCESSES ON SOMEONE?**
21. **HAS ANYTHING BEEN MISSED?**



22. **HAVE YOU TOLD ANY HALF-TRUTHS?**
23. **HAVE YOU TOLD ANY UNTRUTHS?**
24. **DO YOU HAVE DISHONORABLE INTENTIONS?**
25. **DO YOU INTEND ABIDING BY POLICY?**
26. **DO YOU INTEND RUNNING THE POWER PROCESSES BEFORE YOU ARE TRAINED ON THEM?**
27. **HAVE YOU MIXED THE PROCESSES OF SCIENTOLOGY WITH OTHER PRACTICES?**
28. **HAVE YOU USED SCIENTOLOGY DATA TO RESTIMULATE ANOTHER?**
29. **HAS ANYONE GOT KEYED-IN AS A RESULT OF YOUR HAVING DISCUSSED HIGH LEVEL DATA WITH THEM?**
30. **HAVE YOU OVERWHELMED A PRECLEAR?**
31. **HAVE YOU GOOFED AND NOT PATCHED UP A CASE?**
32. **DO YOU AGREE WITH STANDARD TECHNOLOGY?**
33. **DO YOU INTEND ABIDING BY THE RULES?**
34. **DO YOU INTEND TO GIVE THE CLEARING COURSE MATERIAL TO ANYONE?**
35. **DO YOU INTEND TO RUN THE CLEARING COURSE MATERIALS ON ANYONE?**
36. **HAVE YOU INVALIDATED CLEARING?**
37. **HAVE YOU INVALIDATED THE STATE OF CLEAR?**
38. **ARE YOU HERE AS AN AGENT FOR SOMEONE?**
39. **HAS SOMETHING BEEN NEARLY FOUND OUT?**
40. **HAVE YOU GIVEN A FALSE ATTESTATION?**
41. **HAS ANYTHING BEEN MISSED?**
42. **WHAT QUESTION ON THIS LIST WOULDN'T YOU LIKE ME TO ASK YOU AGAIN?**
43. **ARE YOU CONNECTED TO A SUPPRESSIVE PERSON?**
44. **ARE YOU CONNECTED TO A SUPPRESSIVE GROUP?**
45. **HAVE YOU STOLEN ANYTHING FROM A SCIENTOLOGY ORG?**
46. **ARE YOU OUT TO GET EVEN WITH SCIENTOLOGY?**
47. **HAVE YOU EVER BROKEN INTO A SCIENTOLOGY ORG?**

L. RON HUBBARD  
Founder

Reissue assisted by  
Training & Services Aide



*Expanded Dianetics Series 22*

**THE GAMBLER**

An obsessive gambler is a psychotic just like a drug addict or an alcoholic.

They are handled the way you handle any other psychotic. They don't have to do anything for real in life because it all depends on chance and never on themselves. So you have them on the minus effect scale.

Life isn't real to a psychotic gambler and therefore they never really buckle down to anything. Consequences are unreal to them and criminal acts are incomprehensible as nothing is real anyway.

Getting off overts is nothing to such people because they are not there and take no responsibility for them. Everything else is responsible—not them. Thus you have to find the trail to the R/Ses on the subject and discharge those.

This aspect of such a case is the emergency number one handling.

It has to be recognized for what it is—PSYCHOSIS.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1977R  
REVISED 23 APRIL 1991

Remimeo  
Expanded Dianetics  
Auditors  
C/Ses

*Expanded Dianetics Series 23*

**AUDITING THE PC AT CAUSE**

*Refs:*

HCOB 19 June 70	C/S Series 7 C/S Q AND A
HCOB 26 Aug. 70R Rev. 22.9.80	C/S Series 17R INCOMPLETE CASES
HCOB 31 Mar. 71	C/S Series 31 PROGRAMING AND MISPROGRAMING
HCOB 28 Sept. 71	C/S Series 62 KNOW BEFORE YOU GO

Expanded Dianetics audits the pc at cause. PTS handling audits the pc at effect. When you start a case on or use a piece of Expanded Dianetics you are auditing the case at cause.

If you suddenly switch off Expanded Dianetics before it is complete, you cease to audit the case at cause and if PTS handling is done, you would switch the case over to effect.

This would be a valence shift and would worsen the case.

This is one of the consequences of not handling Expanded Dianetics fully and completely once it has begun.

Also note that Sec Checking audits the case at cause.

One might program a case to handle his PTSness, then handle by Sec Checking and then finish with Expanded Dianetics and be home perfectly safe.

If one sec checked a case, began Expanded Dianetics, failed to complete it and switched to PTS handling, the case would be audited out of sequence and would flip from being cause to being effect.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



Remimeo

### EXPANDED GRADES

Expanded Grades *can* be done:

- After Drug RD
- After Full Dn RD
- After Quad Grades
- After Expanded Dn
- After Power (but before Solo or Clear or OT I to III and not during these)
- After OT III
- After OT IV
- After OT V
- After OT VI
- After OT VII

In other words they can be done *after* any full completion of any one of the above.

A typical and IDEAL program for a pc would be:

- Sub Grade handling
- Drug Rundown
- Full Dianetics RD
- Quad Grades
- Expanded Dn
- Expanded Grades
- Power
- R6EW
- Clear
- OT I

- OT II
- OT III
- OT III X
- OT IV
- OT V
- OT VI
- OT VII.

However, due to bit and piece auditing done on some pcs Expanded Grades is sometimes entered at other points.

Quad Grades (or even Single Grades for that matter) never should have been abandoned and are restored.

Expanded Grades are NOT a requisite for Power but Quad Grades are.

Pcs flubbily can be programed backwards like Expanded Grades, Drug RD, Expanded Dn—etc., etc. But it is *far* from ideal.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 APRIL 1977

Remimeo  
Level III  
Level IV  
Class V Grad  
Snr SHSBC  
ExDn  
All Class IV  
Auditors

**LIST ERRORS  
CORRECTION OF**

It has been found that the correction of lists, a very vital piece of tech, has been a source of confusion in the field as it apparently has never been written up in an issue. It really is simple *if* you know your laws of L&N.

**VERIFYING A LIST**

The correct procedure for verifying/correcting past L&Ns is to check the items as to whether or not they are correct. Then do an L4BR on each list where the item is found to be incorrect. You would have to orient the pc to the listing question and the item. You do not direct the question to see if it read. And don't just do an L4BR and then not find the *right* item for the pc as part of the handling (unless the question proves to be uncharged or some such).

**NULLING A LIST**

One nulls a list when he doesn't get a BD F/N item on listing. The laws of L&N strictly apply. An L4BR would be used if the action bogs with still no item found. One would also null lists the pc made where no item had been found, such as a two-way comm which turned into a listing action with the pc giving off items or a list the pc somehow made while not on a meter. In these cases there is no item to verify with the pc as correct. Just cull the items into a list, work out with the pc what the question was if it's not already noted, and null the list.

**RECONSTRUCTING A LIST**

Sometimes you just don't have the list and can't get it or it's an old Why Finding or PTS interview for which there are no worksheets. In this case you get from the pc what the question was and then get him to give you the items that were already on the list as the item probably was already on the list and you don't want the pc to get into newly listing the question in PT and then getting into an overlisting situation. Just get him to give you the items he had already put on the list and more often than not you will get a BD F/N item. If you don't get the item that way, then you can extend the list.

**SELF-LISTING**

Watch it on these, as every random stray thought a person has about "why this or that" does not mean it's a self-list. But do look for it on a person who is manifesting the horrendous BPC an out-list can generate, who is introspected or



has been trying to figure out who is doing him in after just having seen the Ethics Officer. Just don't get into trying to make a list out of some nonstandard listing question that won't give you an item. And actually, the usual reason for self-listing is a prior wrong L&N item or an item not found. People will self-list to try to find the right item. So find and correct the earlier out-list.

### **LIST CORRECTION BLOWUP**

When you are going along correcting lists and suddenly you get a big pc blowup and it is not resolving on the list you are correcting, you had better quickly realize that you probably are not correcting the list that is out and you'd better find out which list it is. There is usually an earlier out-list to be found, if the list you are correcting does not resolve the upset.

### **LISTS NOT READING**

When you start getting key lists, such as Grades III and IV, not reading and no items found, it's time for that auditor to get a thorough overhaul on his metering, eyesight and to get off all his MUs on L&N. You also could be setting the pc up for a self-listing situation, as he has been given the listing question but no item has been found. So be very sure the question did not read even with Suppress and Inval and TRs were in before getting off a key L&N process.

### **USE OF L4BR**

The prepared list L4BR corrects L&N lists. It can be run on old lists, current lists, general listing. When a pc is ill after a Listing and Nulling session or up to three days after, always suspect that a listing action done on the pc had an error in it and get those lists corrected.

Sometimes it is obvious what the error was per the Laws of Listing and Nulling. For example, there could be two reading items left on the list in which case you would know to extend the list as it has been underlisted. If this didn't go, then an L4BR would be done on the list.

### **HANDLING AN L4BR**

You handle reading questions on the L4BR by the directions under the question that read. You don't just two-way comm these questions. For example, say question 4 read on the L4BR, "Is a list incomplete? sF." You then ask the pc, "What list is incomplete?" Locate it and get it completed to a BD F/N item. You don't just two-way comm "incomplete lists" to an F/N and leave it at that.

By the way, the L4BR is missing a line which is "Was it the first item on the list?" This is being added as it's quite common that it is the first item and is most often missed.

### **DO IT RIGHT**

An out-list can create more concentrated hell with a pc than any other single auditing error. So it's imperative that listing errors get properly corrected.



The best thing to do is to have the Laws of Listing and Nulling drilled line by line and down cold and just do it right in the first place. Then you will also see at once where old lists violated these laws and you will not be yourself doing lists that have to be corrected later.

L. RON HUBBARD  
Founder

Assisted by CS-4/5

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 APRIL 1977R  
REVISED 16 NOVEMBER 1989

Remimeo  
Tech Divs  
Qual Divs  
Auditors  
C/Ses

## RECURRING WITHHOLDS AND OVERTS

*Refs:*

Tape: 6211C01	The Missed Missed Withhold
HCOB 11 Sept. 68	FALSE READS
HCO PL 7 Apr. 70RE	GREEN FORM
Rev. 27.4.89	
HCOB 15 Nov. 78	DATING AND LOCATING
HCOB 30 Nov. 78R	CONFESSIONAL PROCEDURE
Rev. 10.11.87	
HCOB 23 July 80R	CONFESSIONAL REPAIR
Rev. 26.7.86	LIST—LCRE

The definition of a recurring withhold or overt is one that keeps coming up, repeats again or shows up again. It is simply a withhold or overt that has already been gotten off and comes up again as an answer to an apparent reading withhold or overt question.

### HOW WITHHOLDS OR OVERTS CAN RECUR

A withhold or overt that recurs can result from a situation like this: A case can get off a tremendous overt to an auditor who didn't accept the overt, and then in another session mention it to another auditor who thinks he saw a read when he didn't or pretends he saw a read. The pc may now believe he cannot get rid of the overt because it is still "reading."

The pc may become exasperated at again having to get off such an overt or withhold. He may become upset, seem resigned or protest at the prospect of having to again handle a recurring overt or withhold.

The other reason a withhold or overt can recur is when there is an unknown-to-the-pc incident or piece of incident at the bottom of a chain. An unknown incident can make a chain of incidents react on the needle. This can include the missed withhold aspect of someone having nearly found out about it.

A pc continues to feel uncomfortable about a withhold or overt from which the bottom has not been pulled. For instance, a pc tells Auditor A: "I kissed a boy last week." Later, she tells Auditor B: "I kissed a boy last week." Later still she tells Auditor C: "I kissed a boy last week." That is a recurring withhold. It means that neither Auditor A, Auditor B nor Auditor C got the unknown out of that withhold or its chain.

## HANDLINGS

There are several methods of handling recurring withholds and overts, depending on the manifestations seen in the pc:

1. If a pc gets upset with a withhold being demanded that he has already gotten off and he gets into protest about it, there is obviously a false read as the pc is getting off overts already gotten off:

HANDLING: Check for false reads on overts by asking the pc what overt he or she has gotten off more than once and tracing it back with the pc to what auditor or person said something read when it didn't. One would clean all these up to F/N. Protest, Invalidate and Suppress can be checked to clean up a false read. (Ref: HCOB 11 Sept. 68, FALSE READS)

If the above doesn't resolve the recurring overt or withhold, another handling can be done:

HANDLING: Ask the pc, "Who said or seemed to infer something read when it didn't?" Then this would be dated to blow and located to blow. (Ref: HCOB 11 Sept. 68, FALSE READS; HCOB 15 Nov. 78, DATING AND LOCATING)

2. If the situation occurs where a pc mentions he felt his overt wasn't accepted:

HANDLING: Find out who wouldn't accept it, E/S to F/N. (Ref: HCO PL 7 Apr. 70RE, GREEN FORM)

3. If the pc has been invalidated for getting it off:

HANDLING: Find out who invalidated the pc for getting off overts or withholds, E/S to F/N. (Note any terminals for later handling on the PTS RD.)

4. If the pc has been punished for getting it off:

HANDLING: Find out who punished the pc for getting off overts and withholds, E/S to F/N.

5. If none of the above manifestations of false reads are present when a withhold or overt recurs, the auditor treats it on the basis that there is something unknown about the incident or its chain and proceeds to do the following:

HANDLING: Pull all of the withhold or overt (including getting who missed it) and, if needed, get the earlier-similar withhold or overt and take the chain down to basic and F/N. (Ref: HCOB 30 Nov. 78R, CONFESSONAL PROCEDURE)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MAY 1977

Remimeo

**LONG DURATION SEC CHECKING**

It has been found on some cases which did not immediately R/S, even though their crimes and past would seem to indicate they should have R/Ses, that when Sec Checking was carried on for several sessions, one each on several consecutive days, R/Ses then began to show up. In two cases, List One R/Ses showed up on persons who had never been noticed as having R/Ses before.

It can then be concluded that R/Sers do not R/S necessarily on casual, brief Sec Checks.

Part of this phenomena is that the person quite commonly gives off very shallow overts of the order of "I stole a pen from HASI" or "I thought your TRs were bad and I didn't tell you" and other shallow PT answers to searching Sec Check questions.

This is so much the case that whenever I see shallow, wishy-washy "overts" coming off a case day after day, I suspect that sooner or later a good auditor will suddenly find real roaring overts and R/Ses sitting there.

The soft-spoken, quiet, "inoffensive" person is also a candidate for this sort of disclosure.

Particularly notable is the person who "has never done anything wrong in his whole life and has no overts of any kind."

These are just special cases of the same thing and an auditor should be alert to them.

L. RON HUBBARD  
Founder



HCO BULLETIN OF 9 MAY 1977

Remimeo

**FOREWORD OF  
EXPANDED DIANETICS  
COURSE**

(Issued on the 27th Anniversary of  
*Dianetics: The Modern Science of Mental Health*)

Expanded Dianetics contains our tech for the handling of the neurotic, psychotic and destructive impulses in man as well as some people who give themselves trouble or have trouble.

Dianetics as early as 1950 and 1951 had its successes in this field. Twenty years of research and experience isolated in 1970 what psychosis really was.

When Expanded Dianetics was first issued those who compiled the case histories left many of them out and those they included were not shown as completed. This omission gave the impression that one did not finish an Expanded Dianetics case. In the current checksheets this has been repaired.

Upper level auditors, in 1973, were using fragments of Expanded Dianetics along with other processes. This has been smoothed out in the present organization of the materials.

Such cases as those who can only be solved by Expanded Dianetics live difficult lives and are often difficult to manage. Thus the auditor must be very knowledgeable on these materials and very skilled. We can solve such cases. But only where people know their business.

There are far more such cases around than one would suspect.

The destructiveness of man and his apparent *general* tendency toward 4th dynamic suicide stems entirely from a few of these types in his midst.

So Expanded Dianetics actually begins taking form with the first words of the first chapter of *Dianetics: The Modern Science of Mental Health*:

“A science of mind is a goal which has engrossed thousands of generations of man. Armies, dynasties and whole civilizations have perished for the lack of it. Rome went to dust for the want of it. China swims in blood for the need of it. And down in the arsenal is an atom bomb, its hopeful nose full-armed in ignorance of it.”

The last words of DMSMH were “For God’s sake, get busy and build a better bridge!” Nobody built the better bridge. So I did.

This full issue of materials and subsequent research presents, 27 years later, all the tools we have in the field of handling destructiveness in cases.

Use of these technologies brings us to a potential realization of handling the state man is in.

L. RON HUBBARD  
Founder



*Expanded Dianetics Series 24*

**PSYCHOSIS, MORE ABOUT**

(Excerpted from HCOB 17 June 1971,  
which is a Flag-only bulletin.)

All aberration is to a greater or lesser degree nonsurvival.

To be rid of major aberrations is to have a new life.

To understand this one must understand the most severe aberration which is psychosis.

The actual basis of all psychosis is motive. It is NOT competence or incompetence.

Below all psychotic conduct lies an evil purpose.

Because psychiatry and psychology did not have this single technical fact, they defined psychosis as "incompetence," had the wrong target and so could not and never did understand psychosis and were thereby led into atrocities such as shocks and brain surgery and, in the country where these subjects originated (Germany), slaughtered 300,000 insane in gas chambers some time before Hitler came to power.

A true psychotic can be brilliant or stupid, competent or incompetent. It is his general motive or purpose that determines whether or not he is insane or sane.

Famous psychotics like Napoleon, Ivan the Terrible, Stalin and Hitler were all quite brilliant yet wound up destroying everything in sight including their own people.

They had a destructive basic purpose. Every psychotic has one. It is usually covert, hidden, but in full play against his unsuspecting friends.

The sole difference in motive is whether it is destructive or constructive.

Everyone has a basic purpose. The psychotic has a destructive one.

The test of a personality, then, is whether the result of a person's activity is destructive or constructive.

Man is basically good. When he finds he is being too destructive, he recognizes he is bad for others and seeks to leave. He will also try to become less powerful, ill or to kill himself.

The progress of psychosis then begins with a belief something is evil. This is followed with an effort to stop it. This stop becomes general. A basic purpose is then formed which contains an evil intent.

The being then goes on from disaster to disaster, seeking overtly or covertly to destroy everything around him.

At a guess about 15% to 25% of living human beings are psychotic and bring covert disaster to those around them and themselves.

The evil purpose is expressed by committing harmful acts and withholding them.

Ordinary overt/withhold processes, as in Grade II Expanded, can handle this condition providing the person can be audited and providing the evil purpose is also brought to view.

About one-third of the psychotics handled in this way recover their sanity fully and lead constructive decent lives. Two-thirds are either so far gone or irresponsible, hard to audit that they improve but are of little use.

Those already subjected to the brutalities of psychiatric "treatment" or psychological "counseling" are the most difficult.

Those who have been on drugs, particularly LSD 25 as developed by psychiatry "so their nurses would be able to experience what being insane feels like" around 1950, are very difficult cases.

L. RON HUBBARD  
Founder



HCO BULLETIN OF 31 MAY 1977

Remimeo

**LSD**  
**YEARS AFTER THEY HAVE**  
**“COME OFF OF” LSD**

Characteristics of persons who have been on it from examination of two cases:

1. They are disassociated—meaning they are separate from anything they are doing.
2. Whatever occurs has nothing to do with him.
3. Not responsible for their own action or anything else and it doesn't occur to them that they ever should be.
4. Their emotions are shut off to a greater or lesser extent.
5. Consequences mean little or nothing to them.
6. They are stupid.
7. Normal actions that another can do easily get mucked up by them.
8. They are unpleasant to associate with.
9. They are dehumanized and can be vicious or irrationally cruel.

Apparently they have become a sort of a vegetable or a zombie to a greater or lesser degree.

The LSD apparently stays in the system and is liable to go into action again, giving them unpredictable “trips.” Which could be quite fatal while driving and even walking around.

A Drug Rundown, which has to include LSD, cannot be considered complete until the person has undergone a long period of sweating and heavy liquids and exercise.

The way LSD got popular was because of Henry Luce, the head of *Time* magazine, who publicized it and glorified it from mid-1950 on. He and his wife were under psychiatric care and were on LSD.

Nearly as I can trace it, it was the Nazi intelligence drug developed in Switzerland and was probably intended for use in municipal water systems to paralyze the population just prior to an invasion, as the invading enemy would then find them all irrational.

It only takes a millionth of an ounce to produce a “full trip.”

When you are dealing with an LSD case or anyone who has ever taken LSD, you cannot and must not consider their Drug Rundown complete until they have been sweated and given liquids and exercised for months as well as heavily audited. They *can* recover with auditing and this handling, but it won't be very fast.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JUNE 1977RB  
REVISED 11 APRIL 1991

Remimeo

**PAID COMPLETIONS SIMPLIFIED**

*IMPORTANT:* The effective date for reporting this revised statistic on the OIC cable is W/E 23 May 1991.

Board Technical Bulletin 30 Aug. 71RF I and its revisions and additions are hereby cancelled. It is not valid, nor is any previous BTB on the subject of student, preclear or internship paid completions as they and their series cancel an HCOB. BTBs cannot cancel HCOBs.

HCO Bulletins from 30 Aug. 71, Issues I and II, dealing with paid comps, student and pc points, and ending with HCOB 30 Aug. 71R I are likewise cancelled.

The overall condition of an org is based on the statistic of "FULLY PAID COMPLETION ACCOMPANIED BY AN ACCEPTABLE SUCCESS STORY WITH ADDITIONAL POINTS FOR THE LAST SERVICE AS A BONUS FOR A FULLY PAID SIGN-UP FOR THE NEXT OR ADDITIONAL SERVICE, ALL AS VERIFIED BY HCO." This is the statistic of the CO or ED of the org and is determined by five basic categories of service explained below. These categories and the paid completions points awarded for each are:

- |                                |           |
|--------------------------------|-----------|
| 1. Major Training Service      | 20 Points |
| 2. Specialist Training Service | 10 Points |
| 3. Major Processing Service    | 5 Points  |
| 4. Minor Training Service      | 4 Points  |
| 5. Minor Processing Service    | 2 Points  |

**MAJOR TRAINING SERVICE**

These are the courses that make classed auditors.

This category is defined as any auditor training course delivered in Division 4 which results in a specific numbered class of auditor. Examples are Class 0, Class I, Class II, Class III, Class IV, Class V (NED), Class V Graduate. Likewise, C/S training courses that result in a specific numbered class of C/S are included in this category.

Any internship for a single class counts equally to a full course and is 20 points.



This category also includes the major training courses that are prerequisites for the auditor and C/S courses defined above. Examples of such courses are the Professional TR Course and Method 1 Co-audit Course. This category does not include the Technical Specialist courses, other technical courses that do not award a specific auditor or C/S class designation or any administrative training courses.

The Student Hat is included as a major course even if covered in payment by a classification course.

The Key To Life Course and Life Orientation Course are major training services and are included as well.

When scholarships form part of any training fee and when the balance was fully paid and the service successfully completed the full points of the course are credited to paid comps.

### **SPECIALIST TRAINING SERVICE**

This is defined as any of the Technical Specialist courses, any technical course that does not award a class number to an auditor or C/S or *any* ethics or administrative training course delivered in Division 4. Courses in this category count 10 points, as do any internships for these.

Examples of tech courses included in this category are the Hubbard Senior Security Checker Course, Hubbard Professional Course Supervisor Course, TRs & Objectives Co-audit Course, PTS/SP Course and the Purification Rundown Case Supervisor Course.

Examples of other training courses counted as specialist training services are the courses for the individual OEC Volumes, Elementary DSEC, the Professional Registration Course, Ministerial Course and the AOs' Philadelphia Doctorate Course to name a few.

### **MAJOR PROCESSING SERVICE**

This is simply any 12½-hour intensive completed on any formal HGC processing. It includes any rundown, Word Clearing or auditing action received by the preclear.

Additionally, each Purification Rundown completion is counted as 10 points when fully completed.

The 5-hour Clear Certainty Rundown intensive counts 5 points when completed and attested to. (If more hours are needed to finish the rundown, each additional 12½ hours completed counts another 5 points.)

Free auditing or service, student co-audits, staff auditing do not count on this stat.

### **MINOR TRAINING SERVICE**

These are any and all Division 6B courses and co-audits.

These include Success Through Communication Course, Hubbard Dianetics Seminar, Hubbard Dianetics Auditor Course, Anatomy of the Human Mind



Course, Life Improvement courses or any other training, co-audit course or home extension course (but not tape play services) offered by Division 6B and count 4 points each.

The Hubbard Qualified Scientologist Course, being longer and covering more material, counts 8 points.

### **MINOR PROCESSING SERVICE**

Audited Division 6B services, such as professional Book One auditing; Intro, Demo and Assist auditing and Group Processing comprise this category and are counted 2 points for each 12½ hours delivered.

These minor services (training or processing) must be paid, attended and completed to count on the stat.

### **ADDITIONAL POINTS FOR HIGHER ORGS**

Higher orgs have specific services which are specialties of that org and these have their own point values as laid out below. When a higher org delivers a service of a lower org, it counts the same points as that service receives in the lower org.

#### *SAINT HILLS*

Saint Hills get 60 points for each completed SHSBC level, 100 additional points for completion of the entire SHSBC and 200 points for the Class VI Internship.

Saint Hills count an additional 5 points for completion of Power or Power Plus (Grades V and VA).

#### *ADVANCED ORGS*

Advanced Orgs get 80 points for every Class VIII Course completed and another 100 for its internship.

AOs get 40 points for every Advanced Course completed and successfully Solo audited with a credit of 2 points for every 11½ hours Solo audited.

#### *FSO*

The FSO gets 60 points for New OT VI completions and 200 points for a New OT VII completion plus 2 points for every 12½ hours of Solo auditing.

Auditing intensives on the Ls receive 10 points per intensive plus an additional 20 points for each L completed.

### **CELEBRITY CENTRES**

Celebrity Centres get 20 points for every special “Celebrity Centre only” course completed in their Celebrity Centre Division 4A. (Note: This does not include Celebrity Centre Public Divisions services which are counted as any other org’s Public Division services.)



## **BONUS POINTS**

The five classes of service are interchangeable for the purposes of bonus.

Anyone who, having successfully completed a service in any category who then re-signs-up for any other service in any category is credited with double the amount of the service just completed.

These bonus points are intended to ensure:

- A. Quality of service
- B. Re-sign ups
- C. Bettered organization

Any Reg, Public or Div 2, may sign up or re-sign up for any or all the org's services.

Bonus points are received for every student or pc sent to an SH or AO or higher org, meaning double for the last service taken in the sending org and counted when the person signs up at the higher org.

## **PACKAGE SALES**

Where packages are sold such as multiple intensives or several courses, paid comps are credited on the successful completion of each part of the package—such as each 12½ intensive and the bonus points for the last intensive or course are automatically credited. This awards package sales. They must of course be fully paid to count as paid comps or bonuses.

No bonus points at all may be taken unless the person actually signs up for the next or another org service.

## **FAILURE TO COMPLETE**

No points at all may be taken for any service the person did not complete to the end.

## **PENALTIES**

The lack of bonus points on those who blow, request refunds, etc., operates as a penalty. Recovery or good handling so as to avert refund, as in ARC break pgms, operates to restore the paid comps and, if new service is signed up for, the bonus points that would otherwise have been denied the stat are now restored to it.

F/N VGIs ratio at the Examiner is retained as per the original HCOB 30 Aug. 71, PC COMPLETIONS. In any given day where the F/N ratio at the Examiner falls below 90%, at the Examiner, there is a penalty of one point subtracted from paid comps for each % below 90%. There is one point added to paid comps for each % above 90% for any given day where F/N VGIs ratio at the Examiner is above 90%.

If there is an unhandled red tag that is left unhandled for more than 24 hours, ALL HGC (or AO Solo and HGC) paid comps are lost for that day and for every successive day that that pc remains red tagged.



For every day there is no HAS, full-time competent Recruiter, a Qual Sec and a Staff Section Officer single-hatted on post in the org by reason of no appointment (not by reason of occasional absence by reason of leave or a day off) the CO or ED loses all his paid comps.

#### **VERIFICATION**

All paid comps and bonus computations must be verified by HCO. This verification consists of examining the actual invoices for the completed service to ensure it is fully paid, examination of C&A records and courses to ensure it was actually completed. For bonuses verification consists of examination of the actual invoices for re-sign-up and the past invoices of completion of the last service and other records to ensure the service was fully paid and fully completed.

Of course the easiest way to verify is to have an up-to-date filed into CF with invoices going into them.

Any query or question concerning this HCOB is to be referred to LRH Comm International via the local and Continental LRH Comm.

**L. RON HUBBARD**  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



*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 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” or “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.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 DECEMBER 1977R  
REVISED 19 AUGUST 1987

Remimeo  
All Levels  
All Auditors

**CHECKLIST FOR SETTING UP  
SESSIONS AND AN E-METER**

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc., etc., and in the vital interest of keeping the pc smoothly in-session—interested in own case and willing to talk to the auditor—the following checklist has been made.

An auditor should drill this checklist until he has it down thoroughly, without reference to it.

**A. PRE-APPOINTMENT:**

1. Paid invoice slip of pc. \_\_\_\_\_
2. Pc Folders:
  - 2a. Current. \_\_\_\_\_
  - 2b. Old. \_\_\_\_\_
3. Pc folder study by auditor. \_\_\_\_\_
4. Folder Error Summary. \_\_\_\_\_
5. A C/S for the session. \_\_\_\_\_
6. Any cramming actions on the C/S. \_\_\_\_\_

**B. CALL-IN:**

7. Enough time to do session. \_\_\_\_\_
8. APPOINTMENT (made by auditor or Technical Services). \_\_\_\_\_
9. Scheduling board (auditor, pc, room, time). \_\_\_\_\_

**C. ROOM READINESS:**

10. Clean up room. \_\_\_\_\_
11. Smells removed. \_\_\_\_\_
12. Room temperature handled. \_\_\_\_\_
13. Area and hall silence signs made. \_\_\_\_\_



- 14. Silence signs placed. \_\_\_\_\_
- 15. Knowing where the water closet is. \_\_\_\_\_
- 16. Right-sized table, sturdy, doesn't squeak. \_\_\_\_\_
- 17. Side table. \_\_\_\_\_
- 18. Adequate light if room gets dark. \_\_\_\_\_
- 19. Flashlight in case power fails. \_\_\_\_\_
- 20. Quiet clock or watch. \_\_\_\_\_
- 21. Blanket for pc in case gets cold. \_\_\_\_\_
- 22. Fan or air conditioner in case pc gets too hot. \_\_\_\_\_

D. AUDITING MATERIEL:

- 23. Paper for worksheets and lists. \_\_\_\_\_
- 24. Ballpoints or pencils. \_\_\_\_\_
- 25. Kleenex. \_\_\_\_\_
- 26. Antiperspirant for sweaty palms. \_\_\_\_\_
- 27. Hand cream for dry palms. \_\_\_\_\_
- 28. Dictionaries including tech and admin dictionaries and a nondinky one in language. \_\_\_\_\_
- 29. Grammar. \_\_\_\_\_
- 30. Auditing materiel, Original Assessment Sheets, prepared lists, including those that might be called for on other prepared lists. \_\_\_\_\_
- 31. E-Meter. \_\_\_\_\_
- 32. Spare meter. \_\_\_\_\_
- 33. Preliminary meter check for charge and operational condition. \_\_\_\_\_
- 34. Meter shield (to obscure meter from pc). \_\_\_\_\_
- 35. "In Session" sign for door. \_\_\_\_\_
- 36. Extra meter lead. \_\_\_\_\_
- 37. Different-sized cans. \_\_\_\_\_
- 38. A plastic bag to cover one can for pcs who knock cans together. \_\_\_\_\_
- 39. Finalize setting up room for session. \_\_\_\_\_



E. PC ENTRANCE TO AUDITING ROOM:

- 40. "In Session" sign on door. \_\_\_\_\_
- 41. Phone shut off. \_\_\_\_\_
- 42. Putting pc in chair. \_\_\_\_\_
- 43. Comfort of chair—check with pc and handle. \_\_\_\_\_
- 44. Adjusting pc's chair. \_\_\_\_\_
- 45. Check pc clothes, shoes for tightness and handle. \_\_\_\_\_
- 46. Check with pc if room is all right and handle. \_\_\_\_\_

F. METER SET UP FOR SESSION:

- 47. Check test (for charge). \_\_\_\_\_
- 48. See that needle is not dancing by itself or auditing itself. \_\_\_\_\_
- 49. Make sure 2.0 = 2.0 by trim. \_\_\_\_\_
- 50. Snap in leads. \_\_\_\_\_
- 51. Verify trim by calibration resistor onto alligator clips. \_\_\_\_\_
- 52. Put pc on. \_\_\_\_\_
- 53. Put needle on set. \_\_\_\_\_
- 54. Adjust pc sensitivity for 1/3-dial drop by pc can squeeze. \_\_\_\_\_
- 55. Go through False TA correction as needed including change of cans, cream, antiperspirant as needed. \_\_\_\_\_
- 56. Have pc take a deep breath, hold it for just a moment, then let it out through his mouth. See if needle gives a latent fall (which it should). \_\_\_\_\_
- 57. Check for adequate sleep. \_\_\_\_\_
- 58. Check to be sure pc has eaten and is not hungry. \_\_\_\_\_
- 59. Ask for any reason not to begin session. \_\_\_\_\_

G. START THE SESSION.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



# 1978

*1978 was a landmark year for technical breakthroughs. In fact, in Ron's Journal 30, Ron called it The Year of Lightning Fast New Tech. Just a few of these spectacular new advances are listed below.*

*New Era Dianetics was released, a refinement of all previous Dianetics techniques combined with new developments to give much faster results and far higher gain per hour of auditing.*

*A new Drug Rundown was also announced, incorporating New Era Dianetics tech and dramatically reducing the time needed to complete the action.*

*The Sweat Program, predecessor of the Purification Rundown, gave new hope to those persistently troubled by the effects of drug residues in their bodies.*

*The advanced new Hubbard Professional Mark VI E-Meter was released in 1978, making possible much greater metering accuracy than ever before—and a resulting increase in pc wins and gains.*

*An enormous improvement was made in the technology of Grade IV through the refinement and inclusion of materials previously limited to Class VI.*

*To give technical training a terrific boost in speed and accuracy, in 1978 Ron wrote scripts for 3 new technical training films and personally directed 6 such films.*

*He also directed 3 new dissemination films to introduce people to Scientology and the Bridge to Total Freedom.*



*Academy training checksheets were streamlined and the difference between courses and internships clarified—all to help make flawless, professional auditors at top speed.*

*Huge numbers of people were discovered to have achieved the state of Clear in Dianetics auditing—and with the tremendously powerful new NED technique, even more Clears were being made daily and moving on up to OT.*

*Research into a phenomenon Ron observed when an auditor attempted to run New Era Dianetics on an OT paid off with a fantastic breakthrough for Clears and OTs—an entirely new rundown called NED for OTs. From the first pilot auditing, the rundown produced results beyond any pre-OT's wildest dreams—and it continues to do so today as New OT V, Audited NED for OTs.*

*Purification Rundown Series 1R*

**THE PURIFICATION RUNDOWN  
REPLACES THE SWEAT PROGRAM**

*Refs:*

HCOB	5 Nov.	74	DRUGS, MORE ABOUT
HCOB	31 May	77	LSD—YEARS AFTER THEY HAVE “COME OFF OF” LSD
HCOB	25 Oct.	71	DRUG DRYING OUT
HCOB	2 June	71 I	Study Series 2 CONFRONTING

(This issue has been revised to incorporate data from recent research into the progress of cases in view of the current environmental and drug scene, and to give the full steps of the new Purification Rundown.)

(The Purification Rundown does not supplant technology developed and in use especially in Narconon for persons currently on drugs and apt to experience withdrawal symptoms when taken off of them. The rundown would be begun only after such technology was applied.)

(We are not concerned with handling bodies with the Purification Rundown. Our concern is freeing the individual up spiritually. The only dosages recommended are those classified as food. There are no medical recommendations or claims for it. The only claim is future spiritual improvement.)

(This data is released as a record of researches and results noted. It cannot be construed as a recommendation of medical treatment or medication and it is undertaken or delivered by anyone on his own responsibility. I receive no percentage of fees for administering this rundown and my development of it is a contribution and gift to my friends.)

---

*Glossary:* Any words you find in this HCOB which you do not understand can be found in a normal dictionary or in the *Dianetics and Scientology Technical Dictionary* or are explained in the following text.

---

The planet has hit a barrier that prevents widespread clearing—drugs and biochemical substances. These can put beings in a condition that can prevent case gain.

That’s the situation today.

What would you give for a rundown that undercut every case on the planet and could be administered by technicians who did not require long periods of training?

Sweeping breakthroughs have been made recently through my twenty-nine year study of the progress of cases against the environmental factors and biochemical aspect of our current society.

One immediate result of this is the Purification Rundown.

The Purification program is a program to purify and clean out of one's system the restimulative drug or chemical residues which could act to prevent case gain from Dianetics or Scientology processing. Based on the original Sweat-out Program, it is a new much more thorough and much faster version of that program, streamlined by the introduction of the sauna bath for sweating, and with a much broader use.

It should be clearly understood at the outset that the Purification Rundown is not a substitute for any kind of processing.

Rather, because of the biochemical problem that besets society today, it is the undercut that has become necessary to prepare the majority of pcs for making optimum case gain from their processing.

In point of fact, the Purification Rundown is for anyone.

### **BIOCHEMICAL FACTORS**

By "biochemical" is meant:

The interaction of life forms and chemical substances.

BIO means life; of living things. From the Greek "BIOS," life or way of life.

CHEMICAL: of or having to do with chemicals.

"Chemicals" are substances, simple or complex, which are the building blocks of matter.

We live in a chemical oriented society.

One would be hard put to find someone in the present-day civilization who is not affected by this fact. The vast majority of the public is subjected every day to the intake of food preservatives and other chemical poisons including atmospheric poisons, pesticides and the like. Added to this are the pain pills, tranquilizers and other medical drugs used and prescribed by doctors. And we have as well the widespread use of marijuana, LSD, angel dust and other street drugs which contribute heavily to the scene.

I have even found that there is such a thing as the "drug personality." Drugs can apparently change the attitude of a person from his original personality to one secretly harboring hostilities and hatreds he does not permit to show on the surface. While this possibly is not always the case, it does establish a linkage between drugs and increasing difficulties with crime, production, program execution and the modern breakdown of the social and industrial culture.

These factors are *all* part of the biochemical problem.

## WHY "PURIFICATION?"

We have known since 1968 that it is a mistake to try to do mental and spiritual handling on somebody who has been on drugs. People who have been on drugs do not make case gain until the drugs are handled. In the early '70s the Drug Rundown was developed and put into broad use and it included the auditing out of drugs, medicines and alcohol.

In 1977 I issued HCOB 31 May 77 in which I stated that LSD apparently stays in the system, lodging in the tissues and mainly the fatty tissues of the body and is liable to go into action again, giving the person unpredictable "trips."

The "restimulation" experienced by people who had been on LSD appeared to act as if they had just taken more LSD.

As it has been stated that it only takes one-millionth of an ounce of LSD to produce a drugged condition and because it is basically wheat rust which simply cuts off circulation, my original thinking on this over the years was that LSD sticks around in the body. That basically is the idea underlying the original Sweat Program. The remedy given was to sweat it out.

From the most recent research developments, it now appears that:

Not only LSD but other chemical poisons and toxins, preservatives, pesticides, etc., as well as medical drugs and the long list of heavy street drugs (angel dust, heroin, marijuana, etc.) can lodge in the tissues and remain in the body for years.

Even medicinal drugs such as diet pills, codeine, novocaine and others have gone into "restim" years after they were taken and had supposedly been eliminated from the body.

Thus it seems that any or all of these hostile biochemical substances can get caught up in the tissues and their accumulation probably disarranges the biochemistry and fluid balance of the body.

These substances must be eliminated if the person is to get the most possible gains from mental and spiritual processing.

The operating rule is that mental actions and even biophysical processes (Objectives, etc.) do not work in the presence of drugs.

Drug residues can stop any mental help. They also stop a person's life!

**THE ONLY REASON WE ARE HANDLING DRUGS AND DRUG DEPOSITS IN THE BODY IS SO THAT THE INDIVIDUAL CAN *THEN* GET CASE GAIN.**

**APPARENT GAIN OCCURS BY CLEANING UP THE BODY AND CAN BE SEEN AS AN END-ALL IN ITSELF. THIS IS NOT THE CASE.**

**DRUGS AND BIOCHEMICAL SUBSTANCES CAN *PREVENT* CASE GAIN FROM OCCURRING.**

Only when we have accomplished the biochemical handling can we then go onto the next step, the biophysical handling (the relationship of the being to the body, the environment or universe) and then onto mental and spiritual processing.

When you try to move these around and put them out of sequence you get losses.

*EXAMPLES:* Actual tests have demonstrated that a person who has been on heavy drugs requires up to ten times the time to obtain a result which a nondrug person attained in only six to eight hours of processing. Early tests are also showing that the learning rate of a person who has been on drugs is much lower than a nondrug person. The memory of a person who has been on drugs is such as to remove him from fear of consequences. Rate of case gain is enormously retarded by toxic substances such as drugs.

The reason we can make a breakthrough with this is because of the “theta-mest theory” covered in the text *Science of Survival*. Older scientific thought believed all life came from matter, a belief which goes back to the ancient Egyptian priests and remains today the dominant belief of chemists, psychologists and psychiatrists.

A life form is a combination of life itself and the physical universe. Certain elements in the physical universe are highly antipathetic to life and when introduced into life forms, inhibit proper functioning and even destroy.

The being (thetan) of course has potential pictures of these toxic substances and states and as long as they are in the body, these actual substances can restimulate a being. When they are gone from the body, the constant restimulation can cease. So it is actually a spiritual action that is being done.

A Case Supervisor should be aware of the fact that he is wasting his time if he ignores the above.

The removal of these life-hostile chemical substances from the body of any person apparently speeds, and in some cases even makes possible, case gain. It is even worth doing for its own sake.

The Purification Rundown, therefore, is for anyone.

There is probably not a pc today who is outside this requirement.

### THE PURIFICATION RUNDOWN

The rundown is a tightly supervised regimen which includes:

- Exercise
- Sauna Sweat-out
- Nutrition, including  
vitamins, minerals, etc.,  
as well as oil intake
- A properly ordered personal schedule.

An OCA and IQ test are given the person before starting the rundown and upon its completion.

With each of these points kept in and the introduction of the sauna bath for sweating out, it is a refined and streamlined version of the original Sweat-out and can be completed in a fraction of the time sweat-outs have taken in the past. Properly scheduled, with exercise and sauna sweat-out done five hours a day the program can be completed by many in two weeks' time. Some pcs may require more than that, some less.

*When the Purification Rundown Is Done:* The Purification Rundown could be considered mandatory to any person who has been on LSD or heavy drugs or who has a heavy medical drug history. Such a pc is not likely to get very fast case gain without it.

There are many pcs who have had hundreds of hours of auditing, including Drug Rundowns, who have never done a sweat-out of any kind. While tremendous gains have been made by such pcs which are not to be invalidated, there is no doubt but what a large majority of them would benefit by the Purification Rundown and benefit even further from future auditing as a result.

Additionally, there are those who have done sweat-out programs in the past who have not experienced all the gain from it possible, or who have skimped or are incomplete on sweat-outs.

In all cases such as those above, it is a matter for C/S adjudication as to whether or not the person would now do the program.

One would not interrupt a case that was running smoothly and making excellent gains progressively. One would not interrupt an ongoing auditing action to throw in such a program randomly.

On the other hand, where a pc is consistently not making the expected gains from his processing, or is not continuing up the Bridge on his grades, a C/S might suspect the need for this program and it now becomes a part of the tech of C/Sing to take this into consideration.

In the case of a pc who has started and is continuing up the grades, it would require the correct programing.

As the Purification Rundown is always done under C/S supervision, it becomes a matter for the C/S to decide.

*The Purification Rundown and Auditing:* Originally, sweat-outs were used to debar people from processing, so they were then permitted to be done during processing, which was not the most optimum solution.

Today, as the Purification Rundown via sauna can take as little as two weeks, it is not done concurrently with auditing. The program is done by itself, intensively, to completion under the daily supervision of the C/S.

### WARNING

This program can be strenuous and should not be undertaken by anyone who has a weak heart or who is anemic. It is therefore absolutely essential that the following rules are strictly adhered to:

1. Any person, before being put on the Purification Rundown, must first have written medical okay to do the program from an informed licensed medical practitioner. The C/S, the Medical Liaison Officer (MLO) and the Purification Program I/C must ensure this prerequisite is kept in.
2. The MLO must ensure that no one who has a weak heart or who is anemic is allowed onto the program. These points must be checked by a reliable licensed medical doctor before the person starts the program. People wishing to do the Purification Rundown who have a known heart condition or high blood pressure or who are anemic, and even those with certain kidney conditions must do a program which is of a much lower gradient. An exercise program and nutrition can be worked out for them with a medical doctor.
3. Blood pressure checks and tests for anemia are given periodically as the person goes through the program and if any signs of a weak heart or anemia should appear, the person is taken off the rundown and handled medically.

### EXERCISE AND SAUNA

In order to flush the poisons and chemical substances out of the body, the following actions are done.

1. *RUNNING*. The first action is running. The purpose of this is NOT to generate sweat but to get the blood circulating and the system functioning so that impurities held in the system can be released and are pumped out.

Running increases the circulation throughout the whole body, thus: (a) it carries out cell waste more rapidly and (b) causes the circulation to go deeper into the muscles and tissues so those areas which have been stagnant can now get rid of the accumulation of biochemical deposits and, in the case of LSD, the “residual crystals” which have been stored.

Running is done on a daily basis once the person has been assigned to this program. It is done in a rubberized or vinyl-type sweat suit when persons are not also being given sauna or steam bath treatment. When the Purification Rundown is being delivered with the sauna, the rubberized or vinyl-type sweat suit is omitted in running but the running is still done and is a necessary part of the rundown.

In other words:

- a. when the person is doing the Purification Rundown standardly and using the sauna he must also run to work up his circulation prior to going into the sauna, but he does NOT wear a rubberized or vinyl-type sweat suit when he runs.
- b. when a sauna is not available, some but much slower results are obtained by running in a rubberized sweat suit, as in the original Sweat-out Program (which has now been supplemented by my later discoveries).

The running should be done on a gradient. If you are so breathless that you can't talk to another while you are running, then you are straining too much, so cut the gradient.

2. *SWEATING IN THE SAUNA.* The second action, following the running, is sweating. A person goes into the sauna to sweat. The impurities can now be dispelled from the body and leave the system through the pores.

A sweat suit is NEVER worn in the sauna as this acts as insulation much the same as when a diver wears a wet suit to insulate against the cold of the sea. Wearing a sweat suit in the sauna would insulate against the heat and so inhibit and curtail sweating.

*Dry or Wet Sauna and Steam Baths:* Thus far, the use of a dry sauna has proved to be the most successful in inducing profuse sweating on most people. It is possible that some people may sweat more in a wet sauna; it may be that it is an individual matter and it has not yet been fully tested. There is no regulation on the rundown that outlaws the use of a wet sauna. Whichever type of sauna is employed, the whole idea is to use the system which permits the person to sweat the most.

Steam baths, at similar temperatures to the sauna, can be used by themselves when available. They serve much the same purpose as the dry sauna and it has been suggested that a steam bath may even work faster, but this has not been tested or confirmed. The steam bath is not preferable to a sauna but produces a similar effect. Either can be used.

The same tips and precautions apply to the use of a steam bath as to the sauna.

*Temperatures:* Sweating in the sauna is done at temperatures ranging anywhere from 140 degrees to 180 degrees. It is a matter of what temperature the person can take. Usually, but not always, a person beginning the rundown will start at a lower temperature and work up. Then as he progresses he will find he can take increasing degrees of heat.

*Precaution:* When people get too warm or feeling faint, or when the body temperature gets too high in the sauna, it is permissible for one to go out and take a shower and then go back into the sauna. One could get overheated to the point of simply keeling over due to the heat, and the handling for this is to take a cold shower. People who are having a hard time spending consecutive hours in the sauna are permitted to do so.

A similar manifestation can be caused by lack of salt or potassium, so one must watch for any symptoms of salt or potassium depletion and handle such manifestations with extra salt intake or potassium gluconate tablets, as covered in the section, *Salt and Potassium*, below.

It is advisable NOT to fall asleep in the sauna as overheating or salt or potassium depletion could occur while one was asleep.

*Running Time versus Sauna Time:* On the Purification Rundown, five hours a day are spent on a combination of running and sweating.

It should be emphasized here that the five-hour period is NOT fifty percent exercising and fifty percent sauna. The rundown gives best results and works like a bomb with a much lower percentage of time exercising and a much higher percentage in the sauna.



There are no arbitraries set as to the exact time limits for each, but the bulk of the five hours daily period of running and sauna sweat-out is best spent in the sauna after the circulation has been worked up by running.

One would not stint on the running, however, as the most benefit is obtained from the sweating when the circulation has been worked up so that the impurities are ready to be flushed out.

Running and sauna sweat-out should be done with another person, as restimulation of past drugs, medicines, even anesthetics, etc., can and often does occur, as the toxins get sweated out. This can include the restimulation of a full-blown "trip" from LSD or other drugs one may have taken. It is a safeguard, therefore, to be accompanied by a partner or twin.

*Eucalyptus Oil:* A small quantity of eucalyptus oil is sometimes added to the steam in a steam bath or similarly used in some saunas.

In a modern sauna or steam bath, the procedure is to simply put one or two capfuls of eucalyptus oil in a bucket of water in the room. As it then evaporates (the oil will evaporate before the water does), more can be added as needed.

Some people don't like the smell of eucalyptus at all, while others find it pleasant. If the solution is too strong it can cause watering of the eyes or nausea in some cases. Thus, one would survey before using it and, if used, it should be in appropriate small quantities.

Used correctly, eucalyptus has been reported to be beneficial in clearing up the lungs and clearing the sinuses. One person has reported his voice smoothing out as a result of using eucalyptus oil in the sauna.

It is not a mandatory step on the Purification Rundown, but as an optional step the data given here on the use of eucalyptus oil in the sauna or steam bath should be known.

Whether or not eucalyptus is used, it goes without saying that a sauna or steam bath should be kept hygienic and free of odors by scrubbing the room at least once, or oftener, daily.

*Salt and Potassium:* Salt (sodium chloride) is not mandatory for every individual on the program. It is only necessary as a treatment if the symptoms of salt depletion (heat exhaustion) occur. These are clammy skin, tiredness, weakness, headache, sometimes cramps, nausea, dizziness, sometimes vomiting or fainting.

As potassium is lost in sweating, some of the above symptoms can be from potassium depletion. So, if salt does not handle the above symptoms, then one would switch to either potassium gluconate tablets or "salt substitute" which is mainly potassium.

Salt and potassium must be available to anyone who is on the Purification Rundown. Ideally, they would be located very near the sauna, clearly labeled.

*Liquids:* While on this program, it is important that one drink plenty of water which greatly assists in flushing and cleansing the system out. Additionally, with all the sweating done in the sauna it would be dangerous not to replenish body fluids.

## PERSONAL SCHEDULE

It is important that a person on the Purification Rundown maintains a properly-ordered personal schedule.

This means that once one has started on the program he must stick to it sensibly and not skip days or do it in a random fashion.

It also means that one should get enough sleep.

If one proceeds through the program in an orderly fashion it will be faster and more effective.

## NUTRITION

When we speak of nutrition we are not talking about food, as such. We are talking about vitamins and minerals as well, as these are vital to proper nutrition and vital to the effectiveness of this rundown. We are not, however, talking about “diet” in the overused sense of the word.

### Diet and Food Fads

There are NO diets required on this rundown.

The person simply eats what he normally eats and he should make sure he gets some vegetables and that the vegetables aren't cooked to death. Vegetables contain a lot of minerals and fiber as well as some vitamins necessary to his recovery.

We are not food faddists. However, there is plenty of food faddism going on in society and you can easily start such a fad, so this must be watched on the Purification Rundown. If we don't watch it on all this we'll have people eating banana fronds split into diamonds and star shapes and blessed by some deity or other. Or a fad of “three lettuce leaves criss-crossed with two slabs of peanut butter an absolute must eighteen times a day” as the only food a person can have.

Food is subject to becoming very faddist and frankly people know very little about it.

I wrote an essay on this subject (HCOB 25 Mar. 75, DIET, THEORY OF A NATURAL DIET) to the effect that nobody has ever isolated the proper diet for *Homo sapiens*. It gives the formula of how one would go about finding the exact and proper diet. It tells you that all this diet faddism is based on no data.

So, there is no thought here of putting the person on any kind of special diet at all. There are no restrictions on what one may eat. We are not even trying to preach against toxic foods or campaign against diet abuses or junk foods or anything of that sort.

We are only trying to handle the *accumulation* of impurities built up in the body. If you wanted to defend your body against all future impurities then that is another program and not part of this one.

What is part of this scene is that a person will need certain nutrition in the form of vitamin intake and minerals.

One follows his normal eating habits. There are, however, some *additions* to the normal eating habits which consist of taking a quantity of "All Blend" oil each day, secondly, drinking lots of water to help flush out the system and thirdly, ensuring that the vitamin and mineral intake is adequate.

To put a person on a diet different than that to which he is accustomed is to introduce a sudden change in the midst of these other changes. A change of diet might be just one too many changes and is an additive to this rundown.

## Oil

There is an oil called "All Blend" which has four different oils in it (soy, walnut, peanut and safflower oil) which is available in the US in health food stores. If this type of oil is not obtainable elsewhere, one could blend it from these four oils in the proper amounts, or find an adequate substitute. "All Blend" oil would be best but any oil used must be cold-pressed and polyunsaturated. The oil must be kept refrigerated so that it does not go rancid.

Lecithin should also be taken on the Purification Rundown along with the "All Blend" oil and is obtainable from most health food stores in a granulated form. The amount of lecithin to be taken while on the Purif has been estimated to be between one to two tablespoons per day depending on how much oil the person is taking. In its granulated form it can be mixed with other food such as milk, yogurt or juice. (Ref. HCOB 28 Mar. 90, Purif RD Series 15, THE ROLE OF OIL ON THE PURIFICATION RUNDOWN)

Toxic substances tend to lock up *mainly*, but not exclusively, in the fat tissue of the body. (There is no such thing as a fat cell.) The theory, then, is that one could replace the fat tissues that hold these accumulations. The body will actually tend to hold onto something it is short of. Thus, if you try to get rid of something it is short of, it won't give it up. So, in the matter of oil, if the person takes some oil the body might possibly exchange the good oil for the bad fat in the body. That is the basic theory.

It is a theory of exchange. It is based on the Have-Waste formulas and processes which were extant in Scientology in the late '50s. That whole body of data applies to this oils scene.

### *Refs:*

PAB 123, 1 Nov. 57  
HCOB 29 May 58

THE REALITY SCALE  
STANDARD CLEAR PROCEDURE  
AND AN EXPERIMENTAL ROAD:  
CLEARING BY VALENCES

Book: *Scientology 8-8008*

Associate Newsletter No. 2, ca. early May 1953

Associate Newsletter No. 7, ca. late July 1953

If one wants somebody to clean up the fat tissue in the body, he had better give the body some fat in order to make up for the fat tissues the body is now

releasing or changing. The effort is to get the body to take good oil or fat in exchange for the bad fat it is holding onto. In this way we have some chance of getting the body to release fatty tissue which is impregnated with toxic substances.

### **How Much Oil?**

The exact quantity of oil needed by the person on the Rundown has not been definitely established, but it is very likely somewhere between two tablespoons and a half a cup. One tablespoonful of oil is not going to accomplish much. Too little oil won't let the body substitute the fat tissue. If too much is given it can cause diarrhea. One way to test for the right amount of oil for the person would be to put him on a scale and keep a close check on his weight. This should be done routinely in any event when a person is on the Purification Rundown. If the fat is being replaced in the body despite the intake of oil then the weight will not go up. If the body is simply assimilating the oil, with no exchange in fat tissue, the weight will go up. Change in weight would tend to indicate whether or not the body was exchanging old fat tissue for new fat tissue or simply adding new fat tissue.

All people, be they fat or thin, have some fatty tissue. Some of course have more fat stored in their bodies than others. On this program we simply want to get rid of the fat that contains the toxic substances, we are not even trying to make people lose weight.

(Worth mentioning here is also the fact, particularly in regard to thin people, that while toxic substances lock up *mainly* in fat tissue it does not mean that the person cannot have drug deposits inside cells.)

One could not expect the results that can be achieved on the Purification Rundown without sufficient oil intake.

### **Nutritional Deficiencies**

Having been an early discoverer and instigator of vitamin therapy over the past twenty-nine years, I know whereof I speak on the subject of nutritional deficiencies. My work covering vitamins and deficiencies, stimulants and depressants and the field of biochemistry goes back to the spring of 1950.

Though I have been interested in vitamins primarily only as they might aid, speed or assist auditing, my research along this line has been extensive. This is not to devalue the work and contributions of others in the nutritional fields.

It takes a mere skimming of the surface of this subject, however, to recognize that the Purification Rundown will not be effective in the face of a vitamin or mineral deficiency in the person.

One of the things that toxins and drugs do is create nutritional deficiencies in the body in the form of vitamin and mineral deficiencies. Obviously a C deficiency, a B complex deficiency and a niacin deficiency are brought about by drugs. There may be other deficiencies that we are not aware of at this time. But that list is certain.

Also, alcohol, for example, depends for its effects on a person being able to burn up B<sub>1</sub>. When it burns up all the B<sub>1</sub> in the system the person goes into DT's (delirium tremens) and nightmares.

In the case of other toxic substances the probability exists that other vitamins besides B<sub>1</sub> are burned up. What we seem to have hit on here is that the LSD and street drugs burn up not only B<sub>1</sub> and B complex (which we assume they do) but also create a deficiency in niacin in the body and that they possibly depend on niacin (one of the B complex vitamins) for their effect.

It is easily seen that there is a wide range of toxic substances which create nutritional deficiencies.

It is quite vital that any vitamin or mineral deficiency is being handled while the person is on this rundown.

In the piloting and development of the Purification Rundown, the most effective handling for this was found to be starting the person on the following:

*Vitamin A* — approximately 5000 IU per day.

*Vitamin B complex* — approximately 2 caps per day. Ensure the Vitamin B<sub>2</sub> and B<sub>6</sub> are balanced (approximately the same amount of each).

*Vitamin B<sub>1</sub>* — special additional amounts of B<sub>1</sub> are required, 250–500 mg or greater daily, depending on the amount of niacin given.

*Vitamin C* — 250–1000 mg daily, depending upon the person's tolerance. (As vitamin C can cause stomach problems or diarrhea, each person's tolerance must be worked out.)

Vitamin C has to be increased in proportion to the niacin given. Records exist wherein vitamin C has become so deficient in a drug user that he used up tens of thousands of milligrams per day before he began to eliminate any. Vitamin C deficiencies result in scurvy. "Live C" from raw onions or raw potatoes is sometimes necessary in addition to synthetic C and were the traditional remedies for scurvy.

*Vitamin D* — approximately 400 IU daily.

*Vitamin E* — approximately 800 IU daily.

*Niacin* — 100 mg daily to begin. It is then increased gradiently to as high as 5000 mg. Particularly B<sub>1</sub> and C have to keep pace with it as it is increased in dosage.

*Cal-Mag* — one glass daily, at least.

*Multi-Minerals* — (a balanced combination of minerals).

These would then be increased proportionately according to need and/or niacin increase as the person progressed on the rundown.

A person may have certain vitamin deficiencies which are not handled by the

above. When he routes onto the Purification Rundown he should be sent to a medical doctor who would determine what, if any, additional vitamin deficiencies he might have. Any such not covered in the above list would then be handled with specific supplements for those deficiencies.

Vitamins would be taken after meals or with yogurt. If taken on an empty stomach they could cause stomach burn.

## NIACIN

Niacin, as one of the B complex vitamins, is essential to nutrition. It is so vital to the effectiveness of the Purification Rundown that it requires some extensive mention here.

It can produce some startling and in the end very beneficial results when taken properly on the rundown, along with the other necessary vitamins and minerals in sufficient and proportionate quantities and along with proper running and sweat-out.

Its effects can be quite dramatic so one should understand what niacin is and does and have a good R-factor on it when starting the rundown. Taken in sufficient quantities it appears to break up and unleash LSD, marijuana and other drugs and poisons from the tissues and cells. It can rapidly release LSD crystals into the system and send a person who has taken LSD on a trip. (One fellow who had done the earlier sweat-out for a period of months and who believed he had no more LSD in his system took 100 mg of niacin and promptly turned on a restimulation of a full-blown LSD trip!)

Running and sweating must be done in conjunction with taking niacin to ensure the toxic substances it releases actually do get flushed out of the body.

### **Niacin: Background History**

Niacin's biochemical reaction is my own private, personal discovery. In the middle of the 1950s, I was doing work on radiation and I worked out that it must be niacin that operated on radiation. I was recently told by a doctor that the Dianazene formula of that time is remarkably workable today. Niacin runs out radiation. It will often cause a very hot flush and prickly, itchy skin which can last up to an hour or longer. It may also bring on chills or make a person feel tired.

The outpoint in medical thinking has been that they thought the niacin itself turned on a flush. So they invented something called niacinamide to keep from turning on this flush. Niacin all by its lonesome does not turn on any flush. What it starts to do is immediately run out sunburn or radiation. So the niacinamide they invented is worthless and it should be mentioned that it is.

In 1973 someone got a Nobel Prize for curing insanity with niacin, but it was fairly marked that he didn't know the facts of what was actually happening because it was then promptly abandoned as people found that prolonged quantities of niacin "gave very bad side effects." The truth of the matter is that if one continues niacin, always along with the other necessary vitamins in proper amounts, the bad effects will vanish. In other words, the work I did on this was picked up and misapplied and then abandoned. This is the background history of niacin.

Now more recently doctors in megavitamin research have been administering niacin to get people through withdrawal symptoms or get them over bad drug kicks and they have been using enormous doses of, for example, 5000 mg.

I have no personal knowledge that such enormous doses are necessary for handling drugs. It is very possible that, given the combination of all the points on the Purification Rundown, many people would be able to handle drugs with lesser amounts of niacin, something under 5000 mg.

### **Niacin Theory**

In theory, niacin apparently does not do anything by itself. It is simply interacting with niacin deficiencies which already exist in the cellular structure. It doesn't turn on allergies; it runs out allergies. Evidently anything that niacin does is the result of running out and running through past deficiencies.

*CAUTION:* The manifestations niacin produces can be quite horrifying. Some of the somatics and manifestations the person may turn on are not just somatics in lots of cases, in my experience. I have seen a full-blown case of skin cancer turn on and run out. *So, a person can turn on skin cancer with this and if that should happen, if niacin is continued the skin cancer has run out completely.*

Other things that may turn on are hives, flu symptoms, gastroenteritis (inflammation of the mucous membrane of the stomach and intestine), aching bones, upset stomach or a fearful or terrified condition. There seems to be no limit to the variety of phenomena that may occur with niacin. If it is there to turn on by niacin it apparently will do so with niacin.

The two vital and proven facts here are:

1. When the niacin was carried on until these things discharged they did run out, as they *will* do. (Sometimes people chicken out on it and don't finish the course and it leaves them hung up. This should not be allowed to happen.)

**IT IS A MATTER OF RECORD THAT WHAT TURNS IT ON WILL TURN IT OFF WHERE NIACIN IS CONCERNED.**

2. When the niacin dosage was increased and the whole lot of the rest of the vitamins being taken was also increased proportionately, the niacin itself, taken in large amounts, did not create a vitamin deficiency.

### **Increasing Niacin and Other Vitamin Quantities**

Most persons who have done the Purification Rundown started niacin at 100 mg a day (some took lesser amounts, depending upon tolerance) and increased the dosage as they progressed.

The best results were obtained when niacin was taken all at one time, not split up during the day. Taken with water on an empty stomach it can be very upsetting. It is found to be best taken after a meal or with yogurt or milk.

To increase the dosage, a specific quantity of niacin was administered each day until the effect that dosage produced diminished. One would then, next day, up the dosage on a gradient, say in amounts of 100 mg. In this way you get an

overlap of the old dosage becoming useless and the new dosage being needed. This tended to speed up the action considerably when continued each time the effect of the dosage diminished.

The other vitamins would have to be increased proportionately to niacin at the same time the niacin is increased as they are interacting in the deficiencies and more are needed.

It was found essential that C, B<sub>1</sub> and other B vitamins need to be given in ratio to the niacin being fed. In other words, as you up the niacin you would up the B<sub>1</sub> and the B complex. And also as the niacin is upped, the vitamin C would be upped. These things would have to be kept in ratio.

The theory here is that one, by overdosing one vitamin, can create a deficiency artificially of another vitamin. This is a principle I hit upon as early as 1950 and proved it. You can actually create a deficiency in C by administering B and calcium. All you have to do is pump those things to the guy in very, very heavy dosages and he will develop the deficiency characteristics of C. His teeth begin to hurt. Then when you give him C the manifestations go away. In other words, an overdose of X and Y can apparently create a deficiency in vitamin Z.

The reason for all this is that a vitamin is making certain changes in the body and these changes to occur fully also require the additional vitamin. But that additional vitamin isn't there. So it gives the manifestation of being in deficiency. All of this is my own private theory; it isn't anywhere else and it hasn't been subjected to tremendous and intensive research. But I sure can turn on a vitamin C deficiency in anybody by over-administering B and calcium.

In other words, vitamin rations would have to be in proportion to one another.

## MINERALS

Between 1945 and 1973 I studied the endocrine system. In 1973 it seemed that minerals and trace minerals operating in the blood stream and circulated by other body fluids were a key to glandular interactions. The theory is: Every gland in the body specializes in one or more minerals and actually that is how they make themselves interact one with another. The endocrine system of the body monitors the endocrine system of the body apparently through minerals.

As various drugs upset the whole endocrine system of the body you can see that the moment you start administering vitamins and sweat-out and things like that you're going to get a mineral demand in the body. Therefore, there would need to be certain mineral dosages right along with the rest of this package.

The principle here is that by giving one or two vitamins in excess amount you can create a nutritional deficiency of another vitamin which isn't being given or isn't being given in enough quantity.

Thus, what could slow down the Purification Rundown and make it appear unflat would be a nutritional failure—a failure to flank the niacin on either side by sufficient amounts of the other needed vitamins and minerals in proportion and a food intake which includes vegetables and oil.





In such a case one would be looking at *created* nutritional deficiencies—not conditions which were there to begin with to be run out.

Not knowing these things is probably what made the medics earlier believe that niacin had side effects. The side effects were probably somatics and manifestations half run out and deficiencies created by not flanking niacin with the other vitamins and minerals and oils necessary to cause a rebuild.

### CAL-MAG

Calcium is a must where any healing or exchange process is involved as it is a basic building block. But more important, it is calcium which affects the nervous system. I do not know the total relationship between calcium and toxic substances (and neither does anyone else) but it actually exists. The rationale back of this is that calcium in deficiency sets a person up for spasms. Nerve spasms occur in the absence of calcium. A person who thinks he is in high tension or something of the sort may simply have a calcium deficiency.

Calcium would be administered in company with magnesium. Magnesium itself has been proven necessary to keep the nerves smoothed out. The proven ratio is one half the quantity of magnesium to the quantity of calcium.

Something else odd about calcium is that it has to have an acidic base to operate in. If the system is too alkaline the calcium will not release the positive ion which makes it possible for the calcium to operate in the cellular structure and go through the vein walls and the intestinal walls and so forth. In other words, in an alkaline system calcium is ineffective and inactive. So this brings us up to vinegar, which would add the acidic base. With calcium, magnesium and vinegar, in their correct quantities, in water exactly per the recipe, we have Cal-Mag. That is what “Cal-Mag” is and what it does. I developed and worked this out in 1973 against the very best biochemical background and references and tests.

Calcium and magnesium can be taken in order to prevent sore muscles. Cal-Mag has been found to have the added benefit of balancing out the vitamin B<sub>1</sub> taken, as vitamin B<sub>1</sub> taken without calcium can cause serious teeth problems due to causing an imbalance of vitamins and minerals.

The Cal-Mag formula, as given in HCOB 5 Nov. 74, DRUGS, MORE ABOUT, is repeated here:

1. Put one level tablespoon of calcium gluconate in a normal-sized glass.
2. Add ½ level teaspoon of magnesium carbonate.
3. Add 1 tablespoon of cider vinegar (at least 5 percent acidity).
4. Stir it well.
5. Add ½ glass of boiling water and stir until all the powder is dissolved and the liquid is clear. (If this doesn't occur it could be from poor grade or old magnesium carbonate.)
6. Fill the remainder of glass with lukewarm or cold water and cover.

It will stay good for two days.



*NOTE:* There is a warning about Cal-Mag. Variations from the above can produce an unsuccessful mess that can taste pretty horrible. It can be made incorrectly so that it doesn't dissolve and become the most unpalatable, ghastly stuff anybody ever fed anybody. Possibly made incorrectly it is even unworkable. Made *correctly* it is a very clear liquid, quite pleasant to take and palatable. So the directions should be followed very explicitly to produce a proper Cal-Mag, pleasant to take and very beneficial.

## MANIFESTATIONS

Various manifestations turn up on the Purification program and these can vary widely from person to person. Anything from insect bites to a full-blown restimulation of an LSD trip may turn on and these all simply run themselves out and blow as the program is continued. If there are heavy drugs to be flushed out it is not uncommon for the person to experience a restim of whatever the effects of the drug or medicine were when he first took it. Old injuries or old somatics may turn on, flare up for a brief spell and vanish.

It is important to note that a given manifestation which turns on may turn on and vanish wholly or partly in any given day. Then it may turn on again the following day but less. If one increases the vitamin and mineral dosage at this time, the manifestation will turn on again. But it will be less. These things don't become more and more violent day by day, they become less and less day by day, providing the whole Purification Rundown is continued properly. At length, the vitamins, minerals, etc., no longer turn the manifestation on and it is gone. There is evidence that no amount of vitamins and mineral dosage above a certain final level for the given individual will turn the manifestation on again. The trick is to take a proper gradient with the vitamins and minerals. When you go out-gradient they can turn on awfully hard so don't get in a rush. And don't chicken out either.

Emotions that have been shut off may start to reappear. The person can blow through stupidity and become more aware. He may find he can do actions more easily and consequences start to take on a new meaning to him. Memory can return.

At first some individuals may feel other determinism about doing this program but that will gradually change and he or she will want to do it on his own determinism and for his or her own welfare. Most individuals embrace it with enthusiasm.

As long as the precautions listed earlier are well taken and the procedure followed exactly as given, the solution to any manifestation is to continue the program until the phenomenon blows. The manifestations become less and less frequent until finally they cease altogether.

## TRIPS

If a person is having trips during the program, he should take a lot of extra vitamin B complex and vitamin C in correct ratio to other vitamins as these aid the body, especially the liver in getting rid of the drugs in the system. Normally the vitamins and minerals in the program are sufficient for the body to handle the residual drugs which come out.



## ADMINISTRATION

The advices on the administration of the Purification Rundown are taken from the practical experience of large pilot projects. They should not be lightly disregarded. One may find that people administering the program tend to enter their own fads and hobbies into it, or needing it themselves, avoid delivering it. The Purification Rundown runs best when purely delivered.

Any org or person administering it should:

- A. Get a signed release or quitclaim from the person as is usual.
- B. See that the person understands that the action is being undertaken to help free him as a spirit and is not a medical treatment.
- C. No medication of a medical nature; vitamins, minerals and oils are food.
- D. Brief the person as to what he can expect and why, making no promises.
- E. Getting his promise to follow orders and complete the rundown and not blow it because it's uncomfortable or because he is lazy or has other appointments.

### Testing

A battery of tests should be done on the individual and should be done before and after the Purification Rundown. These would include OCA, IQ, any learning rate tests that may exist and any other tests which would give a before and after picture of the person. These of course, include weight, blood pressure, etc.

The Purification program must be tightly supervised to be successful. The program is done under the close supervision of the Medical Officer, the Purification Program In-Charge and the Case Supervisor, as well as a medical doctor as required.

### Purification Program In-Charge

The In-Charge will be the D of P (for org public) or the Director of Personnel Enhancement or other appointed person (for org staff). The Program I/C must closely supervise each person's progress on the program and must ensure the program is done faithfully and with all points of the program in. When supervising a large group, the Program I/C is assisted by one or more deputies and a Purification Program Admin, who maintains the progress board, handles filing in pc folders and transports folders to and from the C/S.

The person's daily schedule must be set up so that he is always running or sweating in the sauna with at least one other person.

It is important, especially when a group of people are doing the Purification program at the same time, that musters and roll calls are held by the Program I/C or his deputy. Where individuals are not doing the program in a group, they should twin up and each twin assumes responsibility for the other and sees that he does the program fully.

Anyone not keeping to his schedule or the program as written is handled by the Program I/C with warnings, cramming, chits, or ethics, as needed.

THE PROGRAM I/C IS RESPONSIBLE FOR SEEING THAT EVERYONE PARTICIPATING IN THE PROGRAM GETS THROUGH IT CORRECTLY AND COMPLETELY AND ATTESTS TO IT UPON COMPLETION.

### **Medical Doctor, Medical Liaison Officer**

Before beginning the Purification program, a person must first get written medical okay from a licensed medical practitioner. This is usually handled by the Medical Liaison Officer (MLO) or Medical Officer (MO) in the org in liaison with the Purification Program I/C. The MLO, when sending the person to a medical doctor for such okay, must ensure the medical doctor is informed about the program and that the exam would include ensuring the person's blood pressure is normal and that there is no evidence of a weak heart, anemia, kidney condition or other condition which would prevent the person from doing the program. Forms for such medical approval would be supplied by the organization.

In the case of a person who cannot go onto the program for medical reasons, the MLO should see if a more gradient program can be worked out for the person with a medical doctor, and the Case Supervisor must be informed of this.

While on the program, the person reports daily and, once the folder has been C/Sed, it is the Medical Liaison Officer (or the Program I/C) who issues him his vitamins, minerals, niacin and oil. Blood pressure and anemia checks are redone as needed and it is the MLO's responsibility to see these are done as required. The Medical Liaison Officer also writes up any medical reports on the person that are needed from her hat and ensures that these and any reports from the medical doctor are immediately filed in the person's pc folder for the C/S to inspect.

### **Case Supervisor**

C/S okay to begin the program is required. The C/S then continues to supervise the progress of each person on the program on a daily basis.

It must be noted that this is a fully C/Sed action.

### **Daily Reports**

Each program participant writes a daily report which includes:

1. How long he jogged.
2. How long he sweated in the sauna.
3. Vitamins taken and in what amount.
4. Minerals taken and in what amount.
5. Niacin taken and in what amount.
6. Cal-Mag taken and in what amount.
7. Salt taken and in what amount.
8. Weight (include any gain or loss).

9. Any occurrences, somatics, restimulations.

10. Wins.

The daily reports are given to the Program I/C or his deputy or are placed in his basket. They are read by the I/C to ensure the person is doing the program and then filed in his pc folder, which goes in to the C/S.

The C/S verifies each person's daily progress (initialing the daily report and any medical reports to show he has inspected them) and writes orders to correct any out-tech found, such as not taking the right vitamins, etc.

The folder is returned to the Program I/C who checks the written C/S and executes any C/S orders, such as getting the person back onto the correct vitamins, getting the person to attest, and so on.

The program is run in this fashion until it is completed.

### **END PHENOMENA**

The purpose of this program is very simply to clean out and purify one's system of all the accumulated impurities such as drugs, insecticides and pesticides, food preservatives, etc., etc., which by their presence and restimulative effects could prevent or delay freeing the being spiritually through processing. For someone who has taken LSD or angel dust this would include getting rid of any residual crystals from the body.

When this has been accomplished the program is complete.

As the person goes through the Purification program, one should be able to see an improvement in his physical well-being as he rids the system of its accumulated impurities.

Obviously if the person is still feeling the effects of past drugs or chemicals going into restimulation, the program cannot be considered complete and must be continued until all these manifestations have turned off completely.

The product of this program is a purified body, free from the impurities, drugs, etc., that had accumulated in it.

It is up to the C/S to send the person to attest when the above product has been achieved.

A continuation of the vitamins, minerals, oil, vegetables and Cal-Mag, at least at the rate of recommended daily requirements in balanced amounts is wise after the rundown is completed. A sudden cessation of such heavy a vitamin dosage can itself produce a letdown. It is possible the person should come off them on a steep gradient rather than abruptly. Particularly, where drug damage to the brain or nerves has occurred, the body needs these things to rebuild itself. If one doesn't do the above there can be a brief apparency of a letdown.

Remember that the person has probably been leading an unhealthy life without proper nutrition, sleep and exercise so it would be a good idea to recommend moderate daily dietetic and exercise disciplines so he will stay healthy, having nothing to do with therapy.

If such a letdown occurs the C/S should take the above into account, otherwise he may be puzzled. He will find a certain number skimped the rundown and are unflat but the majority of such simply went back to an exerciseless, five packs of cigs a day, vitamin and mineral deprived life. Such regimen recommendations are up to people who specialize in them. No fads please. The C/S must remember that the person should now be restored to any interrupted program or C/Sed for his next level or, if he is also PTS, should be de-PTSed. For most the next C/S would be Objective Processing. The person has not finished his processing with the Purification Rundown. He has just cleared the way to get real case gains.

### **LENGTH OF PROGRAM**

One should be able to get through the whole program in two weeks at five hours a day. Some will take more and some will take less.

If the procedure in this HCOB is exactly followed this will not become a long, drawn-out action.

### **SUMMARY**

With the Purification program we now have the means to get rapid recovery from the effects of the accumulation of the environmental chemical poisons as well as the medical drugs and street drugs which inhibit the progress of cases.

By reducing the time required for sweat-out and increasing its efficiency, we are able to make the Purification program a single, easily completed step.

With the inclusion of vitamins, minerals and oils we are able to work toward restoring the biochemical balance of the body and make it possible for the body to reconstruct itself from the damage done by drugs and other biochemical substances.

We have brought the person up to the level where he is now ready for processing and can truly achieve biophysical and then mental and spiritual gain.

From this step alone one will see some sparkling results.

The Purification Rundown should be ideally followed by auditing. The type of auditing most beneficial for the next step is Objective Processing. An enormous body of work exists for this next level, none of which is changed by the Purification Rundown. The Purification Rundown only undercuts it. As the world sinks we get below it to prop it up!

Let's give this program a total push and take a major step toward a drug-free society and planet!

**L. RON HUBBARD**  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



## INTERNSHIPS VERSUS COURSES

Courses are those activities done in Div 4, Dept 11 for the purpose of training a student on the theory and materials necessary to perform certain skills. The product of a course is a graduate who has learned his materials and successfully applies what he has learned.

Internships are those activities done in Div 5, Dept 14 for the purpose of perfecting the intern's application of the basic skills learned on the Div 4 course. The product of the internship is a flubless professional.

Courses and internships are two separate and distinct activities. When you confuse the two by failure to fully comprehend their actions and products you end up with overlong courses *and* overlong internships.

### FAST COURSES

A well-run course is where the student gets the theory. Through Word Clearing, demos, drills and actual practical application of the materials per his checksheet, the student is quickly gotten to a point where he grasps the simplicity of the fundamentals of the level and can apply them. Then from the viewpoint of experience with the basics he then rapidly studies the rest of the techniques that comprise the level. He can produce a competent result. This is a course graduate.

### FAST INTERNSHIPS

Internships are not where you learn theory. That belongs on the course. Internships are there to add polish to professional level. Interns by definition train "on-the-job" under skilled supervision. They acquire skills by *doing*, not by reading their theory again. They audit. They C/S. They supervise. They get their errors corrected and they audit, C/S and supervise some more. When they have done this in volume and polished up their rough edges so they can think with their materials without hesitation on what to do, they become professionals. This is an internship graduate.

### EXISTING SCENE

All too often it is being found that internships are being used to teach the course again. Weeks are being spent restudying the materials for checkouts. High-crime checkouts which have been done before are being done again. High-crime checkouts have become everything on a level rather than the basics, which is *not* a lot of issues for any level. The purposes expressed in the 5 Qual Okay to Audit Series plus polishing to professional standards the level just studied is the

true purpose of internships. Any course grad who wore his hat as a student should be able to sit down and check out his materials straight off as it is assumed he got it the first time.

So any attempt to turn an internship into a redo of the original course must be a solution to quickied or badly supervised courses. The right handling would be to reform your courses and get them straight and require retreads on that course for any who show they missed the materials when on the course.

### **THE REMEDY**

The internships will be streamlined on theory. Following HCOB 28 Apr. 71, OKAYS TO AUDIT IN HGCs, will make good auditors. To prevent the internships from becoming a long haul on theory it will now be required that the student pass an exam on the course materials before routing onto the internship. Passing grade will be 85%. Missed questions are handled in Cramming. Any who do not get a passing grade must retread the course before being allowed on the internship.

Should there be too many flunks then a Comm Ev must be requested by the org KOT or LRH Comm on the org's executives for neglect and failure to handle the courses.

### **SUMMARY**

The theory and routine practical belong on the course. If an internship gets heavily into theory then there must be poor courses and they had better be corrected and fast. This should settle any questions on the matter.

**L. RON HUBBARD**  
Founder

Assisted by  
CS-5



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 MARCH 1978

Remimeo  
Snr HSDC

### QUICKIE OBJECTIVES

*Refs:*

HCOB 12 Apr. 62	CCHs PURPOSE
HCOB 11 June 57	TRAINING AND CCH PROCESSES
HCOB 3 Feb. 59	FLATTENING A PROCESS
Book: <i>The Creation of Human Ability</i>	
HCOB 14 Aug. 63	LECTURE GRAPHS (#5)

Recent investigations into the effectiveness of Drug RDs, including their rate of repair and re-repair, revealed a marked tendency to quickie Objectives.

Failure to run Objectives fully and completely, especially on a case with an extensive drug history, can set up the pc for less than optimum gain on Dianetics. A Drug RD without full and complete Objectives is not a Drug RD.

#### TWO-WAY COMM

The easiest and very out-tech way to quickie Objectives is to run some commands and then put the pc on the meter and two-way comm to F/N or do some fast "rehab." But did the Objective Process ever get run? What actually F/Ned, the Objective or the two-way comm? Any Objectives run this way are invalid.

The tech of Objectives is extensive and still very much in force. *They have their own EPs* and with these they are fully run to actual change for the pc. Only this is valid handling of Objectives.

#### CURE

The way to handle auditors who quickie Objectives is a full word clearing of the subject and a big clay demo of the purpose of Objectives and a big clay demo of what effect Objectives have on running a Drug RD and R3R. Then get the auditor's own Objectives flattened.

Any Drug RD that needs to be repaired or redone must include a careful study of the Objectives to see if they were honestly run and if the valid Objective EPs on the processes themselves were obtained. Where the Objective was obviously quickied, just R-factor the pc you are going to flatten it and do so. If the EP of an Objective was questionable, you can ask the pc what happened and if he F/Ns on a real Objective EP, fine, otherwise flatten the process.

A fully completed Drug RD with Objectives sets the stage for the pc to fly up the Grade Chart, so do it right the first time.

L. RON HUBBARD  
Founder

Assisted by  
CS-5



***Word Clearing Series 59RB***

**CLEARING WORDS**

*Refs:*

HCOB 7 Sept. 74	Word Clearing Series 54 SUPERLITERACY AND THE CLEARED WORD
HCOB 17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED
HCOB 13 Feb. 81R Rev. 25.7.87	Word Clearing Series 67R DICTIONARIES

In research concerning Word Clearing, study and training done with various groups over the recent past months, it has become all too obvious that a misunderstood word remains misunderstood and will later hang a person up unless he clears the meaning of the word in the context of the materials being read or studied *and also* clears it in all of its various uses in general communication.

When a word has several different definitions, one cannot limit his understanding of the word to one definition only and call the word "understood." One must be able to understand the word when, at a later date, it is used in a different way.

**HOW TO CLEAR A WORD**

To clear a word, one looks it up in a good dictionary. Dictionaries recommended are covered in HCOB 13 Feb. 81R, Rev. 25.7.87, Word Clearing Series 67R, DICTIONARIES.

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.)

#### EXAMPLE

You are reading the sentence “He used to clean chimneys for a living” and you’re not sure what “chimneys” means.

You find it in the dictionary and look through the definitions for the one that applies. It says “A flue for the smoke or gases from a fire.”

You’re not sure what “flue” means so you look that up: It says “A channel or passage for smoke, air or gases of combustion.” That fits and makes sense, so you use it in some sentences until you have a clear concept of it.

“Flue” in this dictionary has other definitions, each of which you would clear and use in sentences.

Look up the derivation of the word “flue.”

Now go back to “chimney.” The definition, “A flue for the smoke or gases from a fire,” now makes sense, so you use it in sentences until you have a concept of it.

You then clear the other definitions. One dictionary has an obsolete definition and a geological definition. You would skip both of these, as they aren’t in common usage.

Now clear up the derivation of the word. One finds in the derivation that it originally came from the Greek word “kaminos,” which means “furnace.”

If the word had any synonym studies, usage notes or idioms, they would all be cleared too.

That would be the end of clearing “chimney.”

#### CONTEXT UNKNOWN

If you don’t know the context of the word, as in Word Clearing Methods 1, 5 (when done from a list), 6 or 8, you should start with the first definition and clear *all* definitions, derivation, idioms, etc., as covered above.

#### “WORD CHAINS”

If you find yourself spending a lot of time clearing words within definitions of words, you should get a simpler dictionary. A good dictionary will enable you to clear a word without having to look up a lot of other ones in the process.



## CLEARED WORDS

A CLEARED WORD IS ONE WHICH HAS BEEN CLEARED TO THE POINT OF FULL CONCEPTUAL UNDERSTANDING BY CLEARING EACH OF THE COMMON MEANINGS OF THAT WORD PLUS ANY TECHNICAL OR SPECIALIZED MEANINGS OF THAT WORD THAT PERTAIN TO THE SUBJECT BEING HANDLED.

That's what a cleared word is. It is a word that is understood. In metered Word Clearing, this would be accompanied by a floating needle and very good indicators. There can be more than one F/N per word. Clearing a word must end in an F/N and VGIs. Off the meter this would be accompanied by very good indicators.

---

The above is the way a word should be cleared.

When words are understood, communication can take place, and with communication, any given subject can be understood.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1978

Issue I

Remimeo

*Word Clearing Series 58*

**ETHICS PENALTY FOR WORD CLEARERS**

(Ref: HCOB 13 Sept. 71, Word Clearing Series 23,  
TROUBLESHOOTING, Para 3)

It has been found that the reason Word Clearers cease to be Word Clearers and blow Word Clearing and the reason Word Clearing drops out in orgs, lies in the failure of the Word Clearer to clear the words on himself at the same time he was clearing them on the preclear. This is done without losing one's presence as an auditor or Word Clearer and without winding up with the student word clearing the Word Clearer.

Hereafter when it is found that a Word Clearer has been accumulating misunderstood words by failure to clear them on himself, he will be subject to a Court of Ethics with minimum penalty the loss of a week's pay or allowance and if the offense is repeated he will be subject to a Comm Ev.

The offenses on this are frequent and are a basic Why on Word Clearing dropping out in orgs.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 APRIL 1978R  
REVISED 23 DECEMBER 1989

Remimeo  
Course Supers  
Cramming Officers  
Tech/Qual

**TR DEBUG ASSESSMENT**

*Refs:*

HCOB	16 Aug.	71R II	TRAINING DRILLS REMODERNIZED
	Rev. 5.7.78		
HCOB	24 Dec.	79R	TRs BASICS RESURRECTED
	Rev. 19.6.86		
HCOB	7 Aug.	83	ROBOTIC TRs
HCOB	8 Aug.	83	CYCLING THROUGH TRs ON A PROFESSIONAL TR COURSE

The purpose of this list is to give a TR Supervisor a standard list to find the cause of a student's bog on doing TRs, after standard Word Clearing actions have been done but have not resolved the situation.

The Supervisor must have an Okay to Operate an E-Meter and must have been passed on Assessment TRs in Qual to assess the list.

The assessment can be done right in the course room, by the Supervisor. The student is put on the meter and given an R-factor that you are going to do a short assessment to find out what the real trouble is on doing TRs.

Then the list is assessed Method 3.

If the person doing the assessment is not trained to handle a reading question, the folder is sent to the C/S immediately so that the reading question can be handled at once. Do not allow any slows on getting this done and the student fully handled.

- 1. HAVE YOU GONE EXTERIOR WHILE DOING A TR?** \_\_\_\_\_  
(Indicate. If no F/N on indication end off and send the folder to the C/S.)
- 2. WAS A WRONG ITEM GIVEN TO YOU?** \_\_\_\_\_  
(Indicate and send the folder to the C/S.)
- 3. WERE YOU PUT ON THE TR COURSE IN THE MIDDLE OF ANOTHER AUDITING ACTION?** \_\_\_\_\_  
(Indicate. If you are trained to do 2WC, 2WC the action he was incomplete on to F/N. Send the data to the C/S for okay or not okay on continuing TRs.)
- 4. WHILE ON THE TR COURSE DID YOU ALREADY HAVE AN UPSET IN LIFE?** \_\_\_\_\_  
(Handle the ARC break with ARCU CDEINR E/S to F/N or send the folder to the C/S.)



5. **WHILE ON THE TR COURSE DID YOU ALREADY HAVE A HEAVY PROBLEM?** \_\_\_\_\_  
 (Handle the problem with itsa E/S itsa to F/N or send the folder to the C/S.)
6. **WHILE ON THE TR COURSE DID YOU ALREADY HAVE AN UNWILLINGNESS TO LET SOMETHING BE KNOWN?** \_\_\_\_\_  
 (Pull the W/H E/S to F/N or send the folder to the C/S.)
7. **HAVE YOU BEEN FALSELY PASSED?** \_\_\_\_\_  
 (Indicate. If no F/N, handle as a W/H E/S to F/N or send the folder to the C/S.)
8. **HAVE YOU FALSELY PASSED SOMEONE?** \_\_\_\_\_  
 (Indicate. If no F/N, handle as a W/H E/S to F/N or send the folder to the C/S.)
9. **DID YOU FAKE PASSING SO YOU COULD GET OUT OF DOING MORE?** \_\_\_\_\_  
 (Indicate. If no F/N, handle as a W/H E/S to F/N or send the folder to the C/S.)
10. **ARE YOU INVOLVED IN SOME KIND OF OUT-ETHICS SITUATION?** \_\_\_\_\_  
 (Handle as a W/H E/S to F/N or send the folder to the C/S.)
11. **HAVE YOU BEEN DOING TRs OVER A MISUNDERSTOOD WORD?** \_\_\_\_\_  
 (Clear the misunderstood word or words. Each to F/N.)
12. **HAVE YOU BEEN OVERRUN ON A TR?** \_\_\_\_\_  
 (Indicate. Rehab if no F/N.)
13. **DO YOU HAVE FALSE DATA ABOUT TRs?** \_\_\_\_\_  
 (Handle with False Data Stripping.)
14. **IS THERE SOMETHING WRONG WITH YOUR TRs CLAY TABLE PROCESSING?** \_\_\_\_\_  
 (Indicate. Send the folder to the C/S.)
15. **IS THERE SOME OTHER REASON?** \_\_\_\_\_  
 (Get the question answered and send the folder to the C/S. If needed, send student to the HGC for handling.)
16. **WAS THIS LIST UNNECESSARY?** \_\_\_\_\_  
 (Indicate it and return student to course.)

L. RON HUBBARD  
 Founder

Revision assisted by  
 LRH Technical Research  
 and Compilations



## DIANETICS: URGENT COMMAND CHANGE

Ref:

HCOB 26 May 78 II

ROUTINE 3R REVISED

ENGRAM RUNNING BY CHAINS

It came to my attention the other day that Dianetics is being run using the wrong commands and even has some omitted procedure. This was quite a breakthrough to find as it explains some of the trouble that has been showing up with Dianetics throughout the world.

### MOVING THROUGH THE INCIDENT

When a pc is first made to run an incident he is given the command to move through the incident to some certain time later. On the second run through the pc has been given the command SCAN through to the end of the incident. This second command is *incorrect*. The pc should be made to move through the incident with each run through.

Scanning an incident is another tech entirely and is covered in the early PABs under scanning but when you scan a pc during engram running you don't get them back into the incident and couldn't possibly discharge that incident. As early as Book One I found that you had to return the pc to the incident and MOVE them through and if they bounced then you would command them to RETURN TO THE INCIDENT as that is what you are after. So R3R Command C is changed to "MOVE THROUGH THE INCIDENT."

### RETURNING THE PC TO THE INCIDENT

It will happen in Dianetic running that something in the incident that the pc is running will command them off the incident. This is called a BOUNCER. The pc just bounces right off the incident. The way to handle this is quite simple: you simply command the pc to RETURN TO THE BEGINNING OF THE INCIDENT and to move through the incident. Commanding the pc to RETURN TO THE INCIDENT will enable you to get the pc to move through it and the force of the incident will come off.

This is quite an interesting piece of tech that has been known and worked since the advent of Book One. It, unfortunately, fell out somewhere along the line and wasn't being used. It is now being reinstated and in fact its use is making a tremendous difference in Dianetics running right this very minute.

### GETTING THE POSTULATES IN THE BASIC INCIDENT

Now and again a pc will run Dianetics whereby they F/N on the basic incident and have VGIs but no cognition has come off. The pc has not fully viewed the postulates in the incident here to obtain full end phenomena.



When this occurs and you have your F/N and VGIs yet no cognition is voiced, ask the pc, “Was there something that you postulated in that incident?” The results will be quite astonishing and the pc will have his or her full end phenomena and that will be it for that chain.

To not allow a pc to fully view the incident that is basic and get all the charge and postulates out of it will leave the case charged up and sooner or later the case will go sour on Dianetics.

There may be more than one postulate in the basic incident. You as the auditor want to get off the postulates in the basic incident accompanied by F/N and VGIs. This is your Dianetic end phenomena.

When the pc voices the postulate and has the full end phenomena there is no need to check further.

The auditor has to know his HCOBs on end phenomena.

### **NARRATIVE HANDLING OF INCIDENTS**

We just had a pc the other day that ran for 25 hours on one incident and when that pc was finished with the incident the results were miraculous—a changed person with changed activities in life. The old rule applies of “it takes as long as it takes” is really true with Dianetics narrative running or any other Dianetics for that matter.

Narrative running can take a long time to get the pc through and what you are interested in here is running the incident narrative to erasure and only going earlier-similar if it starts to grind very badly.

Failure to properly run a narrative incident will give the auditor and C/S the idea that things don't seem to handle on this case. It also gives the pc losses on handling things for himself. All that is needed is sufficient running of the narrative incident to its full end phenomena and this will no longer be the case as Dianetics does work except when it is not applied correctly. Part of the application of narrative running is to ensure that enough run throughs have occurred so that the incident is fully discharged.

### **URGENT EMPHASIS**

Emphasis on the proper running of Dianetics cannot be stressed enough as it can make the difference between a well and happy preclear or one with losses in auditing, things not being handled and Dianetics getting a bad name when in fact it is the only technology ever known to handle the mind.

Dianetics, when properly applied, produces miracles so why settle for less. Apply it by the book and those miracles are yours to be had.

L. RON HUBBARD  
Founder

Assisted by  
LRH Tech Expeditor

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1978RC  
REVISED 18 JUNE 1988

Remimeo  
Cram Off Hats  
All Auditors

*IMPORTANT*

*Cramming Series 14*

**CRAMMING REPAIR ASSESSMENT LIST**

*Ref:*

HCOB 16 Jan. 84 II

Cramming Series 17  
REPAIR OF PAST CRAMMING

*HISTORY:* I recently made an important technical discovery that a person, org or area can be totally bogged by a miscram or by an R/Ser operating under the guise of a "Cramming Officer." In the particular instance, one R/Sing Cramming Officer had bogged an org and then a second R/Sing Cramming Officer took over to "repair it," resulting in a nearly total crash.

To remedy this, I developed the following Cramming Repair List. In subsequent use of it, including people who had been miscrammed elsewhere, the usage appeared quite miraculous.

It has been found that faulty, quicky or miscramming can result in continual goofs or an apparency of out-ethics as the person isn't correcting. This list covers the basic errors that can occur in cramming. It has also been found that a Cramming Officer who has consistent overt products will mess up an area. This list is used to correct such cramming.

This list can be used by an auditor in session who finds the pc has bypassed charge on his past cramming. It is also used when a bog or impasse occurs during or following a cramming action.

Its main use is to clear up an org or area where it is found that one or more Cramming Officers have been messing it up. In such an instance, it is applied to every past or present staff member. In such an instance particularly, its use can result in a miraculous resurgence of the org or area. Needless to say it can produce a remarkable resurgence in a person who has a history of being miscrammed.

The list is done in a session by an auditor or qualified Cramming Officer who has a Qual okay to assess a prepared list and Qual okay to operate an E-Meter.

Auditor/Cramming Officer Instruction: In case of a wrong Why, use L4BRA. In case of self-listing or out-list, use L4BRA. In case of any read find out who and when as needed to handle the question. If any question reads, keep at it until you F/N it. F/N every item on the list that reads, then F/N the whole list on a final assessment of it.



In calling these items to the pc call them as questions, not as statements. This is the case in this list or any other prepared list. Do not call them as statements as this will tend to evaluate for the pc and even invalidate him.

If the list does not F/N or if the cramming repair does not seem to be getting anywhere, do a C/S 53RM and return to and F/N the Cramming Repair List after you've handled the C/S 53.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. **WAS CRAMMING DONE OVER OUT-INT?** \_\_\_\_\_

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, 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, as applicable.)

(If you are not qualified to audit or repair Int, or if you are not in an auditing session and the read is valid, indicate that cramming was done over out-Int and then send the folder to the C/S.)

2. **WAS CRAMMING DONE OVER AN OUT-LIST?** \_\_\_\_\_

(L4BRA.)

3. **HAVE YOU BEEN GIVEN A WRONG WHY?** \_\_\_\_\_

(L4BRA.)

4. **DO YOU HAVE A WRONG WHY?** \_\_\_\_\_

(L4BRA.)

5. **AS A RESULT OF CRAMMING ARE YOU SELF-LISTING?** \_\_\_\_\_

(L4BRA.)

6. **DO YOU SELF-LIST?** \_\_\_\_\_

(L4BRA.)

7. **WERE YOU IN THE MIDDLE OF A MAJOR AUDITING ACTION?** \_\_\_\_\_

(Ind E/S to F/N.)

(C/S to program pc to complete the action.)

8. **DID THE CRAM INTERRUPT YOUR USUAL AUDITING?** \_\_\_\_\_

(Ind E/S to F/N.)



9. **WERE YOU CRAMMED OVER OUT-RUDS?** \_\_\_\_\_  
(Find out which and handle E/S to F/N.)
10. **DO YOU HAVE AN ARC BREAK?** \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)
11. **HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU?** \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)
12. **HAVE YOU BEEN UPSET WITH SOMEONE'S HANDLING OF YOUR AREA?** \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)
13. **HAVE YOU ARC BROKEN ANOTHER?** \_\_\_\_\_  
(ARCU CDEINR E/S to F/N.)
14. **DO YOU HAVE A PROBLEM?** \_\_\_\_\_  
(Get what and E/S to F/N.)
15. **HAVE YOU MADE ANY PROBLEMS FOR ANOTHER?** \_\_\_\_\_  
(E/S to F/N.)
16. **DID YOU STILL HAVE A PROBLEM WHEN YOU LEFT CRAMMING?** \_\_\_\_\_  
(E/S to F/N.)
17. **WAS CRAMMING A PROBLEM TO YOU?** \_\_\_\_\_  
(E/S to F/N.)
18. **DO YOU HAVE ANY WITHHOLDS?** \_\_\_\_\_  
(Get what and E/S to F/N.)
19. **HAVE WITHHOLDS BEEN MISSED?** \_\_\_\_\_  
(Get what and E/S to F/N.)
20. **HAVE YOU WITHHELD THAT OTHERS HAVE WITHHOLDS?** \_\_\_\_\_  
(Handle as W/H. E/S to F/N.)
21. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** \_\_\_\_\_  
(Find out what. Handle the M/W/H, E/S to F/N. Then clear the misunderstood word or abbreviation per Word Clearing tech.)
22. **HAVE YOU GOOFED AND NOT TOLD ANYBODY?** \_\_\_\_\_  
(Find out what. Handle as a M/W/H, E/S to F/N.)



23. **HAS THE CRAMMING OFFICER BEEN CRITICAL OF ANOTHER?** \_\_\_\_\_  
 (Get who and what E/S to F/N. Then check for “Have you been similarly critical?” Get M/W/H.)
24. **HAVE YOU BEEN CRITICAL OF ANOTHER?** \_\_\_\_\_  
 (Get prior overt. E/S to F/N.)
25. **HAVE YOU COMMITTED ANY OVERTS?** \_\_\_\_\_  
 (Get what and E/S to F/N.)
26. **DID YOU FEEL WORSE AFTER BEING CRAMMED?** \_\_\_\_\_  
 (Ind E/S to F/N.)
27. **HAVE YOU BEEN TOLD ANYTHING F/Ned WHEN YOU FELT IT HADN'T?** \_\_\_\_\_  
 (Find out what and ind E/S. Handle what hadn't really F/Ned.)
28. **HAVE YOU FELT SOMETHING SHOULD HAVE F/Ned WHEN THE CRAMMING OFFICER/AUDITOR DIDN'T INDICATE IT HAD?** \_\_\_\_\_  
 (Indicate. 2WC E/S to F/N. Rehab any O/Rs.)
29. **HAVE YOU HAD MISUNDERSTOODS THAT YOU STILL MISUNDERSTOOD AT THE END OF CRAMMING?** \_\_\_\_\_  
 (Get them and handle per Word Clearing tech.)
30. **HAVE MISUNDERSTOODS BEEN MISSED?** \_\_\_\_\_  
 (Get them and handle per Word Clearing tech.)
31. **HAS THE WRONG MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?** \_\_\_\_\_  
 (Find out what. Ind E/S to F/N. Clear up any Mis-Us.)
32. **HAS NO MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?** \_\_\_\_\_  
 (Find out what. Ind E/S to F/N. Clear up any Mis-Us.)
33. **DO YOU HAVE MISUNDERSTOODS NOW?** \_\_\_\_\_  
 (Find out what. Handle per Word Clearing tech.)
34. **DO YOU HAVE MISUNDERSTOODS THAT YOU HAVEN'T CLEARED UP?** \_\_\_\_\_  
 (Find out what. Handle per Word Clearing tech.)
35. **WERE YOU MADE TO LOOK UP WORDS YOU ALREADY UNDERSTOOD?** \_\_\_\_\_  
 (Indicate E/S to F/N.)



36. **COULDN'T YOU UNDERSTAND THE CRAMMING ORDER?** \_\_\_\_\_  
 (2WC E/S to F/N.)
37. **HAVE YOU BEEN TOLD YOU SHOULDN'T HAVE BEEN SENT TO CRAMMING?** \_\_\_\_\_  
 (Find out who and what. E/S to F/N.)
38. **HAVE YOU FELT PTS TO YOUR AREA?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Program to receive PTS or Pretended PTS handling once this list is complete.)
39. **IN CRAMMING HAS ANYBODY INVALIDATED YOU?** \_\_\_\_\_  
 (Find out who and what. Ind E/S to F/N.)
40. **IN CRAMMING HAS ANYBODY EVALUATED FOR YOU?** \_\_\_\_\_  
 (Find out who and what. Ind E/S to F/N.)
41. **WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN?** \_\_\_\_\_  
 (Find out what. Ind E/S to F/N. Handle the false data with False Data Stripping tech. Assess and handle a False Data Stripping Repair List if needed.)
42. **HAS FALSE DATA STRIPPING BEEN MESSED UP?** \_\_\_\_\_  
 (False Data Stripping Repair List.)
43. **HAS A PRODUCT DEBUG BEEN MESSED UP?** \_\_\_\_\_  
 (Product Debug Repair List.)
44. **WAS CRASHING MIS-U FINDING MESSED UP?** \_\_\_\_\_  
 (Crashing Mis-U Repair List.)
45. **WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED?** \_\_\_\_\_  
 (Clear it fully to F/N.)
46. **COULDN'T YOU FIND THE CRASHING MIS-U?** \_\_\_\_\_  
 (Crashing Mis-U Repair List.)
47. **IS THERE SOME OTHER REASON FOR TROUBLE IN YOUR AREA?** \_\_\_\_\_  
 (2WC E/S to F/N.)
48. **ARE YOU HAVING GENERAL CASE TROUBLE?** \_\_\_\_\_  
 (Find out what to F/N, C/S 53RM if necessary.)



49. **WERE SEVERAL CORRECTIVE ACTIONS BEING DONE ON YOU AT ONCE?** \_\_\_\_\_  
 (2WC E/S to F/N. Send folder to C/S for sort out and program to complete each needed action in correct sequence.)
50. **DID THE CRAMMING OFFICER RUSH YOU?** \_\_\_\_\_  
 (2WC E/S to F/N.)
51. **WAS A CRAM QUICKIED?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to Cramming to complete any incomplete cram after this list is handled.)
52. **DID THE CRAMMING OFFICER FAIL TO DRILL YOU?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to Cramming for any needed drilling after this list is handled.)
53. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** \_\_\_\_\_  
 (Ind E/S to F/N.)
54. **WAS THE CRAM DONE OVER SOME OTHER BYPASSED CHARGE?** \_\_\_\_\_  
 (Find out what and handle.)
55. **WAS THIS ASSESSMENT UNNECESSARY?** \_\_\_\_\_  
 (Ind E/S to F/N.)
56. **WAS THERE SOMETHING ELSE WRONG?** \_\_\_\_\_  
 (Find out what and handle. GF if no joy.)

L. RON HUBBARD  
 Founder

Revision assisted by  
 LRH Technical Research  
 and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1978RC-1  
ADDITION OF 3 JULY 1988

Remimeo  
C/Ses  
Auditors  
Tech/Qual

*IMPORTANT*

*Cramming Series 14-1*

**CRAMMING REPAIR ASSESSMENT LIST  
WORD LIST**

*Refs:*

HCO PL 4 Apr. 72R III	ETHICS AND STUDY TECH
Rev. 21.6.75	
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug. 78 II	CLEARING COMMANDS
HCOB 17 July 79RA I	Word Clearing Series 64RA
Rev. 30.7.83	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 2 June 78RC, Cramming Series 14, CRAMMING REPAIR ASSESSMENT 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 staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

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 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: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

**WORDS FROM CRAMMING REPAIR ASSESSMENT LIST**

A, action, actions, after, already, an, and, another, any, anybody, anything, ARC break, ARC broken, are, area, as, assessment, at, auditing, auditor.

Because, been, being, blown, but, bypassed charge.





Case, clear, cleared, committed, corrective, couldn't, cram, crammed, cramming, Cramming Officer, cramming order, Crashing Mis-U, critical.

Debug, did, didn't, do, done, drill.

Else, end, evaluated.

Fail, false data, False Data Stripping, feel, felt, find, finding, first, F/Ned, for, found, fully.

General, given, going, goofed.

Had, hadn't, handling, has, have, haven't, having.

In, indicate, interrupt, invalidated, is, it.

Left, look up.

Mad, made, major, material, messed up, middle, missed, missed withhold, Mis-U, misunderstood, misunderstands.

No, not, nothing, now.

Of, on, once, other, others, out-Int, out-list, out-ruds, over, overts.

Past, place, problem, problems, product, PTS.

Quickied.

Reason, result, rush.

Seemed, self-list, self-listing, sent, several, should, shouldn't, some, someone, someone's, something, still.

That, the, there, this, to, told, trouble.

Uncovered, understand, understood, unnecessary, upset, usual.

Was, were, when, why, with, withheld, withholds, words, worse, wrong.

You, your.

L. RON HUBBARD  
Founder

Compilation assisted by  
LRH Technical Research and  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JUNE 1978R  
REVISED 23 APRIL 1991

Remimeo  
BPI

*URGENT IMPORTANT*

*Expanded Dianetics Series 25*

The key to Expanded Dianetics is:

1. Incomplete or misdone Objectives.
2. Incomplete or misdone Drug Rundown including Purification Rundown.
3. Incomplete or misdone Dianetics.

When these are not done, incomplete or misdone, one does not have any real chance of getting down to the basic evil purposes of the case and will at best run off locks and so the case won't recover or will relapse.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



*New Era Dianetics Series 4R*

**ASSESSMENT AND HOW TO GET THE ITEM**

A great deal of material has existed about assessment of the preclear. In New Era Dianetics, Dianetic assessment has been summarized and simplified and added to. These New Era Dianetics assessment steps are precise. And they will detect and isolate the things that have to be handled to make a pc a well and happy being.

It is important to understand what assessment is and what you are attempting to accomplish when doing an assessment.

If you simply understand that you are trying to find an item that reads well, brings in the pc's indicators, in which the pc is interested, an item which was usefully worded and would run, you would have it.

In New Era Dianetics, several different kinds of assessment are used to get items to run out R3RA on the pc.

*The New Era Dianetics Original Assessment Items*

This is the first assessment done in New Era Dianetics. It has been known by various names, "Health Form," "Preclear Assessment Sheet" and is now reissued with only minor changes as HCOB 24 June 78RA, NED Series 5RA, ORIGINAL ASSESSMENT SHEET.

It contains the pc's physical history and background, and gives the auditor and C/S a picture of the case. It is an assessment as it is done on the meter and enables the auditor and C/S to see what needs to be handled.

*Original Item*

The original item is a condition, illness, accident, drug, alcohol or medicine, etc., that has been given by the pc to the auditor. This will come from the Original Assessment Sheet, from another New Era Dianetics rundown or may simply be offered by the pc.

Original items tend to be general in character, such as "lame" or a medical condition, and are either lacking things you will find on the Preassessment List

or are too broad to be audited. Pcs normally give items this way when asked for them on the New Era Dianetics Original Assessment Sheet, NED Series 5RA.

### *Preassessment*

Preassessment is a new procedure in New Era Dianetics. It is done with a prepared Preassessment List and determines what categories of somatics are connected to the original item, and which of these is the most highly charged.

It is called the preassessment because it comes before the assessment of the actual item to run out R3RA. (The item to be run out is now called the running item.)

Preassessment is done on the original item with the Preassessment List.

### *Preassessment List*

This is found in New Era Dianetics Series 4-1.

A prepared list of categories of somatics which is assessed in connection with the original item. (The list includes pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.)

### *Preassessment Item*

The largest reading item obtained on an assessment of the Preassessment List. This item is used to get running items.

## LISTING FOR RUNNING ITEMS

The auditor now takes the preassessment item and makes a list on a separate sheet of paper and asks the pc, “**What (preassessment item found) are/is connected with (original item found)?**”

The auditor writes down exactly what the pc says in a column and notes the meter reads at the exact moment the pc ends the statement of the running item.

The result is a list called the running item list.

If the pc gives you an exact feeling (“feeling scared,” “a burning feeling in my ear,” “a sharp pain in my toe”), the feeling is simply run out R3RA Quad if it reads and the pc is interested.

An item which states a somatic and is runnable is called a running item. Running items are exactly stated pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.

If the pc gives you a general type item like “stomach problems,” a drug, alcohol, medicine, medical term or narrative, which does not state a feeling (etc.), the feelings (etc.) for the item must be found so they can be run. The preassessment is done to get running items.

### *Running Item*

The auditor takes the best reading item on the running item list (possibly an LF or an LFD or an instant F/N) and checks with the pc, “Are you interested in this item?” and if so it becomes the running item which you will run by R3RA Quad.

Running items are sometimes abruptly volunteered by the pc and if they are within the categories of the assessment list they can be run, but be careful of (1) jumping onto some other subject than the original item you are trying to handle or (2) upsetting the pc because you refuse to audit it. Warning: If you go off New Era Dianetics assessment procedure, you will be potshooting all over a case and never finish it.

All this New Era Dianetics procedure is leading up to finding running items that will run and resolve the case. So the thing you are after in assessment is the running item and it is most accurately obtained as above.

This is done by taking the original item, say “stomach problems,” doing a preassessment on it and, with the preassessment item, finding a running item.

(Example: Stomach problems is the original item. A preassessment is done and “sorenesses” is the largest reading item on the Preassessment List. The auditor then lists for running items, using sorenesses, and gets “A dull soreness on my left side.” This is the running item, which will be handled with R3RA Quad.)

## **PREASSESSMENT**

Previous to New Era Dianetics you would have taken a Dianetic item such as a drug or a chronic condition or an accident and you would have asked the pc to give you the attitudes, emotions, sensations and pains connected to the item.

I have just developed a new procedure on the handling and running of Dianetics. It is called the preassessment. This is how it works.

1. The auditor obtains an original item from the pc. This will be from a drug list, the Original Assessment Sheet or other New Era Dianetics rundown. (It will be a drug, a condition, an illness, an accident, etc.)
2. He then preassesses the feelings on the Preassessment List to find out which preassessment item is the most highly charged in connection with the original item.
3. From the preassessment item (the largest reading Preassessment List item) the auditor can get specific somatics, called running items, from the pc. These running items will be the ones the pc is most interested in.

4. The running item found in step 3 is run R3RA Quad.

Example: The original item is “bronchitis.” The auditor assesses the Preassessment List below by asking the pc:

“Are \_\_\_\_\_ connected with bronchitis?”

pains	compulsions
sensations	fears
feelings	aches
emotions	tirednesses
attitudes	pressures
misemotions	discomforts
unconsciousnesses	dislikes
sorenesses	numbnesses

He gets an LF on misemotions. This is the largest read.

“What misemotions are connected with bronchitis?”

As the pc tells him, the auditor takes them down, noting meter reads while the pc is giving the items. (And that’s all there is to the preassessment.)

#### **PREASSESSMENT ITEM**

This is in turn the largest reading item on the Preassessment List above and then subsequently lesser reading items from the same list are taken up.

With the preassessment item gotten, the auditor can list to find the running items.

(Example: The preassessment item is “misemotion.” The auditor asks, “What misemotions are connected with bronchitis?”)

He writes down all the answers the pc gives him, with their reads.

Feeling like I want to give up X

Worried about my lungs LFBD

Feeling angry about not breathing F

Scared to death sF

The auditor would first run “Worried about my lungs” R3RA Quad and then would return to the next best reading item, in this case, “Feeling angry about not breathing.”

#### **RUNNING ITEM**

The auditor chooses the largest reading item the pc has given and checks interest for the next chain. This is the running item.

#### **ACTUAL AUDITING**

Having found the running item, the auditor then runs it out R3RA Quad.

## FINDING THE NEXT RUNNING ITEM

The auditor has a choice of taking a lesser reading item from the Preassessment List or the running item list or (safer) do a new preassessment on the same original item. (You don't stop working on the original item until it is gone completely and forever.)

Having done a preassessment on the same original item, you do a new running item list, take the best read (Fall, LF, instant F/N) and use it as your new running item.

## ASSESSMENT COMMANDS

Commands for the Original Assessment Sheet of the New Era Dianetics rundown:

1. Ask the question on the Original Assessment Sheet. Write answer and note meter read.
2. **“Are (preassessment item being called) connected with (original item being preassessed)?”**
3. **“What (largest reading preassessment item) are connected with (original item)?”**
4. **“Are you interested in running (largest reading or instantly F/Ning running item found in 3 above)?”**
5. Go straight into R3RA Quad, using the item in 4 if the pc is interested.

## HANDLING SOMATICS

The Preassessment List is designed to locate somatics which the auditor can then handle with R3RA.

By somatic is meant a pain or ache, sensation, misemotion or even unconsciousness. There are a thousand different descriptive words that could add up to a feeling. Pain, aches, dizziness, sadness, they are all feelings.

All chains are held together by the general various awarenesses which are named on the Preassessment List.

One generally identified difficulty given by the pc on the Original Assessment is, in actual fact, in almost all cases composed of pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes and numbnesses as well as one or more postulates. It is very possible that any major Original Assessment item contains 3 or 4 full chains for each one of these.

Hence an auditor really hasn't got a prayer of eradicating a major Original Assessment unless he runs 64 or more complete chains thoroughly and accurately. Some might give up with less and some might require many more.

If you follow the New Era Dianetics assessment procedure perfectly and flawlessly, well, you have every chance of achieving a well and happy human being.

### HANDLING NARRATIVES

A narrative is a story, an account, a tale.

For many years narratives were held in disrepute and auditors were sometimes warned against running them. The reason for this is that when you try to solve a case on narratives alone it takes several thousand hours of auditing.

However, to abandon narratives totally is to abandon some of the most dramatic case changes you can get.

Occasionally the pc will come into a session after a physically or emotionally painful experience, an accident, illness, loss or great emotional stress. Running these incidents out narrative erases the psychic trauma the person has undergone and speeds recovery.

You sometimes find that a person's whole life changed around the death of a relative or child or a divorce or an auto accident or some other similar catastrophe. This is usually found and handled in ACTION NINE in the HCOB 22 June 78RA, NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

When running a narrative, one is running out the narrative *incident*. A narrative needs to be run and run and run on that one incident. You are running that incident to erasure and you only go earlier-similar if it starts to grind very badly. The trick in running narratives is to find the earlier beginning each time the person is moved through it. (See ACTION NINE, NED Series 2RA.)

A condition or circumstance without an incident is NOT narrative. An example of this would be "obstruction of justice." It would not run as there is not an exact incident. "Hitting a cop" is a narrative. "Feeling sick about cops" is not a narrative as there is no story connected with it, but there is a somatic.

### RUNNING NARRATIVES

To run a narrative item, the auditor must first find out exactly what happened with the pc, then, by asking the pc "What shall we call this incident?" he will have the preclear's wording and can run it Narrative using the New Era Dianetics Narrative commands. One would run a narrative item ONLY if it reads well and the pc is interested in running it out.

Narrative handling to its full EP can give miraculous results, but it can take a long time to get the pc through it. A full Dianetic EP of postulate off (which IS the erasure), F/N and VGIs must be reached. If the pc gives a cognition which is not the actual postulate from the incident or doesn't sound like it to the auditor, the postulate is asked for.





## NARRATIVE ASSESSMENT COMMANDS

1. Ask the questions called for on the Original Assessment Sheet.
2. Note any original items that contain recent losses, illnesses, accidents, upsets or deaths and ask: "Are you interested in handling (description of item on the Original Assessment Sheet)?"
3. If the pc signifies that he is, go immediately into R3RA Narrative.

### ASSESSING TONE OF VOICE

The auditor does the assessing by asking the question as a question, not as a statement of fact. To assess the question as a statement tends to evaluate and can even invalidate the preclear.

You can go around asking questions with a tape recorder going. Play it back and you will notice the voice tone rises on a question and goes down on a statement. So the right way to assess the questions would be to have a slight upcurve at the end and actually assess it as a question.

ASSESSMENT IS DONE BY THE AUDITOR BETWEEN THE PC'S BANK AND THE METER. THERE IS NO PARTICULAR NEED IN DIANETIC ASSESSING TO LOOK AT THE PC. JUST NOTE WHICH ITEM HAS THE LONGEST FALL OR BD. THE AUDITOR LOOKS AT THE METER WHILE DOING AN ASSESSMENT.

Rote procedure gets heavily in the road of a Dianetic assessment. The pc gives a list, the auditor doesn't watch the reads and note them, then the auditor commonly goes back to assess the list. By that time the surface charge is off. He should have watched the meter in the first place and taken reads while the pc was originating the item. Why all this assessing of the finished list? Of course, when you already have a list done by another with no reads marked on it, you have to read it off and mark what reads. And using a list a second time, you have to read it off to the pc to see what reads.

In Dianetics one always handles an instant F/N first, then any LFBD, LF, F or sF, in that order. The largest reading items are the ones the pc can most easily confront. When the largest reading item is handled, go on to the next biggest reading item (and so on) until all reading items have been handled. This same principle applies to all New Era Dianetics auditing. Take up the biggest reading areas and handle those first.

You may find there is something plainly visible that is wrong with the preclear, like a broken leg, yet it may not read at all. Instead the meter is reading on the pain in his arm. You do the standard action of handling the items that the meter reads on.

In assessing a prepared list such as the Preassessment List, always take up the item which got an instant F/N first, followed by the next largest read.

In a list like the running items list you continue listing until the pc says that's all or you've got an F/N item. If you get in trouble right after listing a running item list on a pc and the pc seems upset and you are not a Scientology auditor, go get a Scientology auditor Class IV fast and have him repair the list for you as it may have become a Scientology list either through auditor error or inability to read a meter or missing a read or whatever.

The laws of listing and nulling always apply to Scientology lists and sometimes on rare occasions apply to a Dianetic list and can on these cases cause trouble.

Listing for a running item on the running item list usually doesn't cause trouble as it is already taken from the Preassessment List and is not a very broad question.

This and a failure to follow New Era Dianetics assessment and R3RA procedure exactly or failure to actually erase the basic on a chain is about all the trouble you'd run into.

Review New Era Dianetics Series 1R on what is expected of a student.

L. RON HUBBARD  
Founder

Remimeo

*New Era Dianetics Series 3*

**OBJECTIVE ARC**

I have recently added a new process to be done before the full battery of Objective Processes. It is called Objective ARC.

Objective ARC is the first Objective Process to be done on a pc. It is followed by CCHs 1-10, SCS on an Object, SCS, SOP 8-C and Op Pro by Dup as covered in HCOB 11 June 57, TRAINING AND CCH PROCESSES; PAB 80; PAB 97; PAB 34 and HCOB 4 Feb. 59, OP PRO BY DUP.

The commands of Objective ARC are run 1-2-3, 1-2-3, three commands given repetitively.

The commands are:

**“LOOK AROUND HERE AND FIND SOMETHING THAT IS REALLY REAL TO YOU.”**

**“LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND COMMUNICATING WITH.”**

**“LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND BEING AROUND.”** (An alteration of the original command because the original command was too steep.)

The pc and auditor are ambulant.

This process will bite suddenly and bring a person up to present time. It has been known to crack cases.

Of all Objectives, this process tends to be the shortest. It often ends with a very bright cog after only a few commands.

The end phenomena of this process would be person in present time, cognition and very good indicators, accompanied by an F/N.

The above will accomplish a great deal for the pc if done correctly and with flawless TRs.

L. RON HUBBARD  
Founder

Remimeo  
All Auditors

*New Era Dianetics Series 15*

**IDENTITY RUNDOWN**

We have never before had a Dianetic process specifically directed to getting a pc into valence. This result has occasionally been achieved by Standard Dianetics as one of many miracles produced, but previous to this there has been no Dianetic RD which specifically lends itself to handling valences.

You can, of course, order them into valence in an incident but that isn't in the realm of R3RA.

**PROCEDURE**

1. Have the pc make a list of all the things he has never wanted to have.
2. Do preassessment on those that read in 1. R3RA Quad reading items, first checking interest.
3. Have the pc list all the things he has never wanted to do.
4. Do preassessment on those that read in 3. R3RA Quad reading items, first checking interest.
5. Have the pc list all of the things he has never wanted to be.
6. Do preassessment on those items that read in 5. R3RA Quad reading items, first checking interest.

The end phenomena of this process is when the pc originates that he is in valence, or some similar remark such as for the first time he feels himself.

L. RON HUBBARD  
Founder

*New Era Dianetics Series 1R*

**NEW ERA DIANETICS**

New Era Dianetics is a summary and refinement of Dianetics based upon 30 years of experience in the application of the subject.

In that 30 years I have found much that could improve results if properly applied.

And in that 30 years, many issues have been written by others that were a bit altered and some materials have been lost. New Era Dianetics corrects these points.

Also, recently, I have done additional research and have come up with a few breakthroughs.

In 1950, I said we should build a better Bridge.

Well, in 1978, here is a better Dianetics section of the Bridge.

Old-timers in Dianetics will only approve these upgrades. There is no invalidation of what they know already to be true. But there are refinements about which they are jumping with joy.

New Era Dianetics is even more acceptable, even more workable.

I did this review to move Dianetics back into the "miracles as usual" band, and the student studying it and the auditor practicing it will find that if he follows its precision drills with precision he will be able to handle life and the spirit as never before.

Of course I cannot claim or guarantee that anyone audited on Dianetics or New Era Dianetics will become cured of illnesses which would best be handled by immediate medical treatment and I cannot promise any pc that all of his undesirable conditions will be eradicated, since that depends on the state of training and the accuracy of application by the student.

**THE STUDENT**

What does a student need to know and do to acquire the skill of a Dianetic Auditor?

0. The student needs to have completed the Student Hat. He needs to be able to handle study tech. Without that, his misunderstood words will wipe him out. Study tech is contained in the Student Hat. The definitions are in the Tech and Admin Dictionaries and standard dictionaries. The student must not go by a single word he does not know the definition of.

1. He should know the background of Dianetics as contained in several books on the subject, particularly *Dianetics: The Original Thesis* and *Dianetics: The Modern Science of Mental Health*.
2. He needs an E-Meter and must know how to handle it.
3. He should have good TRs as acquired in a TRs course.
4. He should have a good grasp of Objective Processes, both to make him a better auditor and to enable him to do full Drug Rundowns.

Objectives are actually Scientology processing but are necessary to finish up the NED Drug Rundown.

5. He should have a good grasp of the materials of New Era Dianetics.
6. He should be able to make and assess lists of Dianetic items as called for in specific assessments of a preclear in order to complete rundowns and preclears.
7. He must be able to do TR 101 to 104 flawlessly, using the commands of New Era Dianetics.
8. He must know how to do Dianetic Assists.
9. He must be able to assess and handle a Dianetic Repair List and do repair actions.
10. He must be able to handle Dianetic remedies and all other actions called for in a complete Dianetic course or processing.
11. He needs to be able to apply what he knows.

If the student can acquire the above skills he will achieve fine results.

It does not require mile-long checksheets to make a good Dianetic Auditor.

It *does* require study and hard, effective drilling.

And it requires a desire to help oneself and others and really make a better Bridge and a better world by putting it there in terms of faultless application.

Scientology goes on and is above Dianetics. But Dianetics is the solid base of all this research. So learn and apply it well.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 JUNE 1978RA  
REVISED 8 APRIL 1988

Remimeo  
NED Auditors  
C/Ses

*New Era Dianetics Series 2RA*

**NEW ERA DIANETICS FULL PC PROGRAM OUTLINE**

As a person goes through life and lifetimes, he collides with secondaries, losses, deaths of those he is closely connected with, injuries, accidents, illnesses, operations and emotional stresses. These of course are not all, but cover the main complaints and symptoms of pcs.

Dianetics lends itself to handle the current, past and occasional complaints and symptoms as above.

It achieves its results by addressing and handling the spirit and is in no way to be confused with medical or other practices.

The end phenomena of Dianetic auditing is a well and happy pc. These steps as laid out below if *ALL DONE* and with precision will give just that.

*NEW ERA DIANETICS FULL PROGRAM OUTLINE:*

THE ACTIONS OF THE NEW ERA DIANETICS FULL PROGRAM ARE TO BE RUN IN THE ORDER THEY ARE GIVEN. THE PRODUCT IS A WELL AND HAPPY PC AND THIS IS THE DIRECTION YOU GO, STEP BY STEP, TO ACHIEVE THAT PRODUCT.

*ACTION ONE: ORIGINAL ASSESSMENT SHEET*

This sheet is thoroughly filled out with the pc on the meter. It gives you the pc's history, what drugs and alcohol he has taken in this lifetime, illnesses, operations, present physical conditions, mental treatment, medicines and perception difficulties. The assessment is done at this point even if it has been assessed earlier in the pc's auditing.

At this point the data is taken only. Do not attempt to handle any of the items on this step. (Ref: HCOB 24 June 78RA, NED Series 5RA, ORIGINAL ASSESSMENT SHEET)

*ACTION TWO: HANDLE ANY PTSness*

It must be noted that you have to handle any PTSness before you can begin any auditing. Pcs who are PTS will not hold their gain. Therefore, any PTSness must be handled before auditing is begun. (Refs: HCOB 10 Aug. 73, PTS HANDLING; HCOB 20 Apr. 72, SUPPRESSED PCs AND PTS TECH; HCOB 9 Dec. 71RC, PTS RUNDOWN, AUDITED)



### *ACTION THREE: OBJECTIVE ARC*

I have added a new process to be done before the full battery of Objective Processes. It is called Objective ARC. This is the first process to be done on a pc and will bring a person up to present time. (Ref: Objective ARC is covered in HCOB 19 June 78, NED Series 3, OBJECTIVE ARC.) This process is part of the full battery of Objectives which follow the Purification Rundown and is part of Expanded Grade I. The C/S should verify whether or not the pc has already received it. If the pc has not received the process, it should be run to EP at this point in the NED program.

### *ACTION FOUR: PURIFICATION RUNDOWN*

A Purification Rundown is necessary unless the person has no heavy drug history and his OCA scores are all in the upper half of the graph (in such cases it is optional). It is also necessary when a person has been subjected to exposure to toxic substances which have lodged in the tissue and fat of the body. In future times psychiatrists or others of ill repute may develop other compounds such as LSD which lodge in the system; a Purification Rundown will be indicated in these. (Ref: HCOB 15 July 71RD III, NED Series 9RC, DRUG HANDLING) The preclear will ordinarily have had a Purification Rundown earlier and the C/S should verify that the preclear has successfully completed it. If the pc has not done the rundown, it should be done to EP at this point in the NED program.

### *ACTION FIVE: OBJECTIVES*

A battery of Objectives is done on this step. This consists of the following Objective Processes properly and fully done to their complete EP for each process: CCH 1-10, SCS on an Object and SCS on a Body. (Note: SOP 8-C and Op Pro by Dup are run on a later step.) (Ref: HCOB 15 July 71RD III, NED Series 9RC, DRUG HANDLING) Many pcs will have had a full battery of Objectives earlier in their auditing, following the Purification Rundown or as part of Expanded Grade I. The C/S should verify whether Objectives have already been run to EP; if they have not been, they are run at this point in the NED program.

### *ACTION SIX: TRs 0-9*

Next, the preclear will thoroughly do TRs 0-9. (Refs: HCOB 15 July 71RD III, NED Series 9RC, DRUG HANDLING; HCOB 16 Aug. 71R II, TRAINING DRILLS REMODERNIZED; HCOB 7 May 68, UPPER INDOC TRs) The C/S should verify that the preclear has thoroughly drilled all TRs 0-9 on earlier TRs courses or in Academy training. If these have not been thoroughly drilled, the preclear should do so on a proper course at this point in the NED program.

### *ACTION SEVEN: DIANETIC C/S-1*

Before we can even begin a pc on Dianetics, we have to indoctrinate him into what Dianetics is and what is expected from him as a pc.

This is standardly and effectively accomplished by using the Dianetic C/S-1, HCOB 9 July 78RA, NED Series 21, DIANETIC C/S-1.



## **ACTION EIGHT: NEW ERA DIANETICS DRUG RUNDOWN QUAD**

It has been proven time and time again that until you audit out, each by name, the drugs, alcohol and medicine a person has taken, he does not make good case gain.

A person who has been on drugs, alcohol or medicine seldom runs any other type of engram, seldom goes backtrack well and is subject to somatic, emotional and perceptic shut-offs, making any other type of Dianetic or Scientology auditing a difficult activity.

Therefore if drugs, medicine or alcohol, or individual names of them, read on the meter on the Original Assessment Sheet, they are handled **FIRST AND FOREMOST**.

(Note: You do not ask the pc for whole track drugs. You want only drugs, medicine or alcohol he has taken in this lifetime.)

In New Era Dianetics the Drug Rundown has five parts: (1) The Original Assessment in which the names of drugs, medicines or alcohol the pc has taken in this lifetime are obtained; (2) The running of each reading drug, medicine or alcohol Narrative R3RA Quad; (3) The preassessment of each of these and the running by R3RA Quad of the items; (4) The prior assessment to drugs or alcohol for each; (5) The final step of bringing the pc fully into PT and stabilizing him by the running of further Objectives, SOP 8-C and Op Pro by Dup.

### **1. The Original Assessment**

This has already been done as Action One. If he has had several actions since his last Original Assessment, it may be necessary to get the preclear to add to the list, and it is highly possible that he has taken more types of drugs in this lifetime than he remembered at the time the Original Assessment was done.

You have to have all drugs, medicines and alcohol by their actual names as known to the pc. It is not enough to use an item like “drugs,” “alcohol” or “medicine” as you will get nowhere. They have to be “heroin” or “penicillin” or “bourbon.”

### **2. Narrative Handling of Drugs**

Before any other handling, the pc runs out EACH of the reading drugs, medicines or alcohols Narrative R3RA Quad. This is done **FIRST**.

### **3. The Preassessment**

New Era Dianetics handling for drugs includes the use of the Preassessment List. This is a new procedure on the handling and running of Dianetics. Previous to this you would ask the pc for attitudes, emotions, sensations and pains connected with an item. Instead the preassessment is done. It ensures that every somatic is gotten off in connection with whatever you are handling. (Ref: HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM)

Each item found by preassessment is run by R3RA Quad as soon as the running item is found in every case. Then one continues with further preassessment until all possible drugs, medicines and alcohols are fully handled R3RA Quad.

#### 4. The Prior Assessment

After all reading drugs, medicines and alcohols have been preassessed and run out R3RA Quad, the prior assessment to drugs or alcohol is done. This step locates and runs out all the feelings, attitudes, misemotions, pains, etc., the pc had prior to first taking each drug, medicine or alcohol. (Refs: HCOB 15 July 71RD III, NED Series 9RC, C/S Series 48RE, DRUG HANDLING; HCOB 19 May 69RB, DRUG AND ALCOHOL CASES PRIOR ASSESSING)

#### 5. The Final Step—More Objectives

As a final step, the pc is brought fully into present time with further Objectives: SOP 8-C and then Op Pro by Dup, each run to its complete EP. These processes are part of the full battery of Objectives which follow the Purification Rundown and are part of Expanded Grade I. The C/S should verify whether or not the pc has already run them. If the pc has not received the processes, they should be run to EP at this point in the NED program. If these have been run earlier as verified by the C/S, another Objective Process, Spotting Objects, is run to bring the pc to PT and stabilize him. (Ref: HCOB 15 July 71RD III, NED Series 9RC, C/S Series 48RE, DRUG HANDLING)

This completes the New Era Dianetics Drug Rundown.

#### *ACTION NINE: RELIEF RUNDOWN*

Where the Original Assessment Sheet has shown losses by death or other severe changes in a person's life such as losses of position or pets or objects, it will be found that the person's life changed for the worse at that point.

The auditor spots these points of change either on the Original Assessment Sheet or by asking the preclear. These points are then handled with New Era Dianetics procedure.

It will be found that when all such great changes in a person's life have been handled the person will experience a considerable relief about life. (Ref: HCOB 3 July 78R, NED Series 10R, RELIEF RUNDOWN)

#### *ACTION TEN: DIANETIC REMEDIES—OPTIONAL*

The Picture and Masses Remedy and the Past Life Remedy are optional and are only done when you run into trouble. They are run after the Drug Rundown because unhandled drugs are the cause of most of that trouble. (Refs: HCOB 22 July 69 II, HIGH TA ASSESSMENT; HCOB 24 July 78, NED Series 24, DIANETIC REMEDIES; HCOB 16 Jan. 75R, PAST LIFE REMEDIES)



### ***ACTION ELEVEN: R3RA SERVICE FACSIMILE HANDLING***

The preclear's service facsimiles were located and released using R3SC on Expanded Grade IV. Action Eleven now *erases* those service facsimiles using R3RA. It may be that the pc has had this done earlier, and this should be checked for in the pc's folder. If not done earlier, the auditor takes each service fac that was found and run in brackets on Grade IV and runs it out with R3RA. A service fac is a brother to R/Ses and evil intentions—so erasing the pc's service facs can result in some tremendous gains in terms of sanity and ability. (Refs: HCOB 10 Apr. 88, NED Series 30, R3RA SERVICE FACSIMILE HANDLING, ACTION ELEVEN, and HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS)

### ***ACTION TWELVE: COMPLETE HANDLING ON THE ORIGINAL ASSESSMENT SHEET***

You have handled all drugs, alcohol and medicine and all losses the pc has had fully and completely. The pc is now set up to go ahead with handling the rest of his complaints and symptoms.

The full procedure of handling the remainder of this Original Assessment Sheet is laid out in full in HCOB 28 July 71RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON, and HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM. Follow these issues exactly.

### ***ACTION THIRTEEN: REASSESSMENT OF THE ORIGINAL ASSESSMENT SHEET***

When all Original Assessment Sheet items are handled as above, the Original Assessment Sheet is reassessed. The pc's memory will have improved if you've done a good job of auditing so far and his targets in processing will have changed.

So we reassess the Original Assessment Sheet and handle any now reading area. (Ref: HCOB 4 July 78R, NED Series 12R, SECOND ORIGINAL ASSESSMENT)

### ***ACTION FOURTEEN: DIANETIC STUDENT RESCUE INTENSIVE***

This is an optional step to be taken if your pc is having any trouble with study. It takes up and handles any and all somatics connected with the subject of study.

A Student Rescue Intensive is not run until the pc has been completed up to Action Twelve as it would interrupt this program because drugs, if he has taken any, are a probable contributory cause to being unable to study. Also the Dianetic Student Rescue Intensive is not a substitute for proper Word Clearing of Dianetic, Scientology and earlier courses and training. It does however make the latter much more effective. (Ref: HCOB 2 July 78, NED Series 11, DIANETIC STUDENT RESCUE INTENSIVE)

### ***ACTION FIFTEEN: PREPARED ASSESSMENT FORM***

This is an early step I developed in Dianetics which fell into disuse and abandonment. However, it can produce some amazing results and so is being



put back as a standard step in the running of Dianetics. It is done by assessing a prepared list of types of somatics and fully handling each one using New Era Dianetics.

When you have an F/Ning list and the pc is VGIs, it is the end of this step.

The procedure and list are covered on HCOB 1 July 78, NED Series 13, DIANETIC PREPARED ASSESSMENT RUNDOWN.

#### ***ACTION SIXTEEN: DISABILITY RUNDOWN***

This rundown handles anything the pc considers a disability; mental, physical or otherwise. It handles everything from being too short to not being able to speak Arabic or not wanting to go to parties. It takes each disability and handles it with R3RA. (Ref: HCOB 29 June 78, NED Series 14, DISABILITY RUNDOWN)

#### ***ACTION SEVENTEEN: IDENTITY RUNDOWN***

We have never before had a Dianetic process specifically directed to getting a pc into valence. The Identity Rundown now handles that. It specifically takes up and handles valences the pc may be in by using the New Era Dianetics tech. (Ref: HCOB 20 June 78, NED Series 15, IDENTITY RUNDOWN)

#### ***ACTION EIGHTEEN: AUDITING OUT SESSIONS—OPTIONAL***

Now and then it is necessary to audit out an auditing session or all auditing. One does this by R3RA, running the incident narrative to erasure and only going earlier-similar if it starts to grind very badly or, if all auditing, handling it session by session as a chain. (Refs: HCOB 23 May 69R, AUDITING OUT SESSIONS; HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS; HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM)

#### **IF YOU GET INTO TROUBLE**

If you run into any trouble on these Dianetic steps, use the L3RH and handle all reading items to EP. Or go to Cramming on Dianetics. (Ref: HCOB 11 Apr. 71RE, NED Series 20, L3RH)

#### **SUMMARY**

Completing all the above steps thoroughly and completely ensuring that all chains are run to full end phenomena is the only way you will have a well and happy pc.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JUNE 1978RA  
REVISED 8 APRIL 1988

Remimeo  
NED Auditors  
C/Ses

*New Era Dianetics Series 16RA*

**PRECLEAR CHECKLIST**

**INFORMATION:** When a pc is ready to start Dianetics, this form must be filled out with his name and commencing date and kept in the front of the pc folder.

As each step of Dianetics is done, the auditor plus C/S must attest by that step that this pc has done the step thoroughly per HCOB 22 June 78RA, NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

When all steps have been run and completed, the pc's Dianetic folders, with this checklist included, get sent to the Qual Sec for full verification and attest before the pc is allowed to attest to New Era Dianetics Case Completion.

After a grace period of 3 weeks after the date of this issue, it will be a comm-evable offense for the auditor, C/S and Qual Sec to let any pc attest to New Era Dianetics Case Completion without having thoroughly completed EACH step of this checklist.

PC NAME \_\_\_\_\_ STARTING DATE \_\_\_\_\_

ORG \_\_\_\_\_ COMPLETION DATE \_\_\_\_\_

AUDITOR(s) \_\_\_\_\_

\_\_\_\_\_

		Auditor Attest	C/S Attest	Qual Sec Attest
ACTION ONE:	Original Assessment Sheet	_____	_____	_____
ACTION TWO:	PTSness Handled	_____	_____	_____
ACTION THREE:	Objective ARC	_____	_____	_____
ACTION FOUR:	Purification Rundown	_____	_____	_____



		Auditor Attest	C/S Attest	Qual Sec Attest
ACTION FIVE:	Objectives (CCHs 1–10, SCS on an Object, SCS on a Body)	_____	_____	_____
ACTION SIX:	TRs 0–9	_____	_____	_____
ACTION SEVEN:	Dianetic C/S-1	_____	_____	_____
ACTION EIGHT:	New Era Dianetics Drug Rundown Quad	_____	_____	_____
ACTION NINE:	Relief Rundown	_____	_____	_____
ACTION TEN:	Dianetic Remedies (Optional) Picture and Masses Remedy	_____	_____	_____
	Past Life Remedy	_____	_____	_____
ACTION ELEVEN:	R3RA Service Facsimile Handling	_____	_____	_____
ACTION TWELVE:	Complete Handling on Original Assessment Sheet	_____	_____	_____
ACTION THIRTEEN:	Reassessment of the Original Assessment Sheet	_____	_____	_____
ACTION FOURTEEN:	Dianetic Student Rescue Intensive (Optional)	_____	_____	_____
ACTION FIFTEEN:	Prepared Assessment Form	_____	_____	_____
ACTION SIXTEEN:	Disability Rundown	_____	_____	_____
ACTION SEVENTEEN:	Identity Rundown	_____	_____	_____
ACTION EIGHTEEN:	Auditing Out Sessions (Optional)	_____	_____	_____
ACTION NINETEEN:	PC DECLARE (After full attest from Qual Sec)	_____	_____	_____

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 JUNE 1978RA  
REVISED 8 APRIL 1988

Remimeo  
BPI  
HGC  
All Auditors

(Cancels BTB 24 Apr. 69RA, PRECLEAR  
ASSESSMENT SHEET)

*New Era Dianetics Series 5RA*

**ORIGINAL ASSESSMENT SHEET**

*WHEN IS THE ORIGINAL ASSESSMENT SHEET DONE*

This Original Assessment Sheet is done as the beginning action of Dianetics and on all new cases. It is done in a formal auditing session in an auditing room with the pc duly signed up and in session.

*WHO DOES THE ORIGINAL ASSESSMENT SHEET*

The auditor assigned to audit the preclear does the assessment. It is included as part of the preclear's auditing time as it is valuable data collection on the preclear's case, done with the preclear on the meter.

*PURPOSE OF THE ORIGINAL ASSESSMENT SHEET*

The purpose of this form is to provide essential data regarding the preclear to the C/S, the D of P and the auditor, and to better acquaint the auditor with the preclear at the onset of auditing.

*HOW IS THE ORIGINAL ASSESSMENT SHEET DONE*

The assessment is done with the preclear on the meter.

The preclear is given the R-factor that you will simply be asking him for essential data about himself for the purpose given above.

The auditor notes down the data as the pc gives it. He does not take up the pc's answers to the questions, except, when necessary, to make sure the question is answered and the auditor has the facts straight. TA at start and end of the assessment is noted, along with any TA action during the assessment. Needle reactions to the questions are noted when the question is given, plus any needle reaction that occurs during the pc's reply.

*NEATNESS OF THE ORIGINAL ASSESSMENT SHEET*

The data should be written plainly and neatly on the assessment sheet so that it is readable, as the information is wanted. Auditor does not delay or hold up the pc giving answers, however, while he completes admin.

*WHERE DOES THE ORIGINAL ASSESSMENT SHEET GO WHEN COMPLETED*

When completed, the Original Assessment Sheet is kept in the preclear's folder. A note is made in the Folder Summary of the pc's folder that the Original Assessment Sheet has been done.

DATE: \_\_\_\_\_

ORIGINAL ASSESSMENT SHEET

Name of pc: \_\_\_\_\_ Age of pc: \_\_\_\_\_

Auditor: \_\_\_\_\_ Org: \_\_\_\_\_

TA position at start of assessment: \_\_\_\_\_

A. FAMILY:

1. Is mother living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

2. Date of death: \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

3. Pc's statement of relationship with mother: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

4. Is father living? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

5. Date of death: \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

6. Pc's statement of relationship with father: \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

7. List brothers, sisters and other relatives of the pc, date of death of any and any E-Meter reaction:

Relation	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Where and with whom do you live? \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

9. Are you currently associated with anyone who is antagonistic to mental or spiritual treatment or Scientology? \_\_\_\_\_

\_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

If yes, who? \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





10. Is anyone actively objecting to your getting treatment? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

11. Has anyone insisted you get treatment? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

12. Has anyone ever objected to your getting treatment? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

13. Has anyone encouraged you to get treatment? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

14. Has anyone ever objected to you getting better? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____



15. Has anyone ever assisted you in self-betterment? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

16. Does anyone not like you the way you are? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

17. Has anyone tried to make you change or be different? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, who?

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

**B. MARITAL STATUS:**

1. Married: \_\_\_\_\_ Single: \_\_\_\_\_ Divorced: \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

No. of times divorced \_\_\_\_\_ E-Meter Reaction \_\_\_\_\_

2. Pc's statement of relationship with spouse: \_\_\_\_\_

_____	_____
-------	-------

E-Meter Reaction \_\_\_\_\_

3. List any marital difficulties pc presently has:

Difficulty

E-Meter Reaction

_____	_____
_____	_____
_____	_____



4. If divorced, list reasons for divorce and pc's emotional feeling about divorce:

Reason, Emotional Feeling	E-Meter Reaction
_____	_____
_____	_____
_____	_____

5. List children, date of death of any child and E-Meter reaction:

Children	Date of Death	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**C. EDUCATION LEVEL:**

State the level of schooling pc has had, university education or professional training.

Schooling, Training	E-Meter Reaction
_____	_____
_____	_____
_____	_____

**D. PROFESSIONAL LIFE:**

State main jobs pc has held.

Job	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**E. DRUGS:**

(NOTE: LIST DRUGS, MEDICINE OR ALCOHOL TAKEN THIS LIFE-TIME ONLY.)

1. Are you taking any drugs currently? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

What Drug	Dates (How Long)	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____







**H. UPSETS:**

Are you upset with or cross about anything or anyone at this particular time?

Upset

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____

**I. DANGERS:**

1. Are you in any particular danger at this time?

Description

E-Meter Reaction

_____	_____
_____	_____
_____	_____

2. Are there engrams that match this in the past? \_\_\_\_\_

\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

**J. ACCIDENTS:**

List any serious accidents pc has had, the date of such, any permanent physical damage and E-Meter reaction.

Accident	Date	Physical Damage	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**K. ILLNESSES:**

List any serious illnesses pc has had, giving date of each, any permanent physical damage and E-Meter reaction.

Illness	Date	Physical Damage	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



**L. OPERATIONS:**

List any operations, the date of each and E-Meter reaction.

Operation	Date	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**M. PRESENT PHYSICAL CONDITION:**

List any bad physical condition pc presently has and E-Meter reaction to such.

Physical Conditon	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**N. PT ILLNESSES:**

1. List any illnesses the pc currently has.

Illness	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Do you have any recurring physical ailment?

Ailment	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**O. DISABILITY PAYMENT OR PENSION:**

List any disability payment or pension received by the pc, what it is for, how much and for how long it has been received.

What For	How Much	Duration	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**P. ANY FAMILY HISTORY OF INSANITY:**

Who	What	When	E-Meter Reaction
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Q. EYES:**

	E-Meter Reaction
Any tint in eye white? _____	_____
Eye color? _____	_____
Color blindness? _____	_____
Glasses? _____	_____

**R. BODY WEIGHT:**

	E-Meter Reaction
Overweight? _____	_____
Underweight? _____	_____

**S. ANY PERCEPTION DIFFICULTIES:**

What	E-Meter Reaction
_____	_____
_____	_____
_____	_____

**T. ANY PERCEPTION TROUBLE IN FAMILY:**

What and Who	E-Meter Reaction
_____	_____
_____	_____
_____	_____





**U. SICK OR DISABLED FAMILY:**

Who and What

E-Meter Reaction

_____	_____
_____	_____
_____	_____

**V. EARLIER ALLIES OR CLOSE FRIENDS:**

Who

E-Meter Reaction

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**W. HUSBAND OR WIFE PHYSICAL TROUBLES:**

What

E-Meter Reaction

_____	_____
_____	_____
_____	_____

**X. ATTITUDE TOWARDS ILLNESS:**

Attitude

E-Meter Reaction

_____	_____
_____	_____

**Y. ATTITUDE TOWARDS TREATMENT:**

Attitude

E-Meter Reaction

_____	_____
_____	_____

**Z. ANY CURRENT TREATMENT IN PROGRESS:**

Treatment

E-Meter Reaction

_____	_____
_____	_____
_____	_____



**AA. COMPULSIONS, REPRESSIONS AND FEARS:**

List any compulsions (things pc feels compelled to do), repressions (things pc must prevent himself from doing) and any fears of pc.

Compulsions	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Repressions	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Fears	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are you trying to change something someone else doesn't like?

What and Who	E-Meter Reaction
_____	_____
_____	_____



***BB. CRIMINAL RECORD:***

List any crime committed by pc, prison sentence, if any, and E-Meter reactions.

Crime	Sentence	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____

***CC. INTERESTS AND HOBBIES:***

List any interests and hobbies of pc.

Interest or Hobby	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

***DD. ARE YOU HERE ON YOUR OWN SELF-DETERMINISM?***

E-Meter Reaction
_____

***EE. PREVIOUS DIANETIC OR SCIENTOLOGY PROCESSING:***

1. List auditors, hours and E-Meter reaction to any processing done.

Auditor	Hours	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



2. List briefly processes run.

Process	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. List goals attained from such processing.

Goal	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. List goals not attained from such processing.

Goal	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

*FF. 1. DO YOU LOOK ON YOURSELF AS SOMEBODY ELSE?*

E-Meter Reaction \_\_\_\_\_

2. When you see pictures of the past, do you see yourself from a distance?

E-Meter Reaction \_\_\_\_\_



**GG. FORMER PRACTICES:**

1. What practices or treatments have you engaged upon in the past?

Practice or Therapy	Dates (How Long)	E-Meter Reaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Are you continuing any of the above in the present?

	E-Meter Reaction _____
If yes, what?	E-Meter Reaction
_____	_____
_____	_____

**HH. WHAT PROBLEMS ARE YOU TRYING TO SOLVE BY PROCESSING?**

Problem	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

**II. HAVE YOU EVER DONE ANYTHING HARMFUL TO DIANETICS, DIANETICISTS, SCIENTOLOGY, SCIENTOLOGISTS OR ORGANIZATIONS?**

What?	E-Meter Reaction
_____	_____
_____	_____
_____	_____
_____	_____

**JJ. ELECTRIC SHOCK/PLANT**

1. Have you been given electric shock? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, get the date and how many times.

Date	How Many Times	E-Meter Reaction
_____	_____	_____
_____	_____	_____



2. Were you instructed to come here? \_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

If yes, briefly get details.

\_\_\_\_\_

\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

NOTE: If the pc answers "yes" to either JJ-1 or JJ-2, the C/S must see that the pc is routed to the Ethics Officer for handling per policy on illegal pcs and sources of trouble. (Ref: HCO PL 6 Dec. 76RB, ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME PL, and HCO PL 27 Oct. 64R, POLICIES ON PHYSICAL HEALING, INSANITY AND SOURCES OF TROUBLE) If the pc was instructed to come into the org, the Ethics Officer's handling includes getting a full documented confession, including (as found) who so instructed the pc and where.

**KK. REALITY FACTOR:**

You know of course that people sometimes get cross at the auditor or run away when they are withholding information from them and we don't want you to do that.

Anything you tell me is confidential and is protected under ministerial confidence.

1. Is there anything we have missed or omitted while doing this assessment?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is there anything you would care to tell me about this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E-Meter Reaction \_\_\_\_\_

State of needle at the end of the above: \_\_\_\_\_

TA position at end of assessment: \_\_\_\_\_

**L. RON HUBBARD**  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 JUNE 1978RA

Remimeo  
All Auditors

Issue II  
REVISED 15 SEPTEMBER 1978

*New Era Dianetics Series 6RA*

**ROUTINE 3RA  
ENGRAM RUNNING BY CHAINS**

*Refs:*

HCOB	2 Dec. 69	RISING TA
HCOB	28 May 69RA Rev. 21.9.78	HOW NOT TO ERASE
HCOB	23 May 69RA Rev. 11.7.78	AUDITING OUT SESSIONS, NARRATIVE VERSUS SOMATIC CHAINS
HCOB	2 Apr. 69RA Rev. 28.7.78	DIANETIC ASSISTS
HCOB	13 Sept. 78	NED Series 27 R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA—AN ADDITIONAL DIFFERENCE
HCOB	16 Sept. 78	NED Series 28 POSTULATE OFF EQUALS ERASURE
<i>Cancel:</i>		
HCOB	26 May 78 II	ROUTINE 3R REVISED ENGRAM RUNNING BY CHAINS
BTB	6 May 69RA II	ROUTINE 3R REVISED ENGRAM RUNNING BY CHAINS

The search to unravel the mystery of the human mind was so long and so complex that it had many turnings. Methods were changed so as to be perfected as understanding increased in the research line.

Unfortunately this was taken advantage of by some of questionable intent. Because there had been changes and perfecting actions, they could introduce unworkable changes that would go relatively undetected.

Probably this is the fate of all subjects and why man is in a state of high material cultural achievement yet does not have really workable equipment and is in a terrible mess, surrounded on every hand by a failing material culture.

Probably the heaviest hat I've worn in recent years is the recovery of lost Dianetic and Scientology tech and eradicating and correcting alterations introduced into the subject by others.

Given a knowledge of the composition and behavior of the time track, engram running by chains is so simple that any auditor begins by overcomplication. You almost can't get uncomplicated enough in engram running.

In teaching people to run engrams in 1949, my chief despair was summed up in one sentence to the group I was instructing: "All auditors talk too much." And that's the first lesson.

The second lesson is: "All auditors acknowledge too little." Instead of cheerily acking what the pc said and saying "Continue," auditors are always asking for more data and usually for more data than the pc could ever give. Example: Pc: "I see a house here." Auditor: "Okay. How big is it?"

That's not engram running, that's just lousy "Q and A."

The proper action is: Pc: "I see a house here." Auditor: "Okay. Continue."

The exceptions to this rule are nonexistent. This isn't a special brand of engram running. It is modern engram running. It was the first engram running and is the latest and you can put aside any complications in between.

The rule is **ACKNOWLEDGE WHAT THE PC SAYS AND TELL HIM TO CONTINUE.**

Then there's the matter of being doubtful of control. Wrong example: Auditor: "Move to yesterday. Are you there? How do you know it's yesterday? What do you see that makes you think . . ." **FLUNK, FLUNK, FLUNK.**

Right example: Auditor: "Move to the beginning of that incident and tell me when you are there." (Pc answers.) "What do you see? . . . Good."

Another error is a failure to take the pc's data. You take the pc's data. Never take his orders.

### **EARLY ENGRAM RUNNING**

No auditor who knew earlier-than-June-1978 engram running should consider he or she knows how to run engrams.

Routine 3RA is itself. It has no dependence on earlier methods of running engrams. Failure to study and learn R3RA "because one knows about engram running" will cause a lot of case failure.

If you know old-time engram running, there is no attempt here to invalidate you or that knowledge or make you wrong in any way. Those are all ways to run engrams and gave you a better grasp on it. I only wish to call to your attention that R3RA is not old-time engram running.

### **ROUTINE 3RA**

Engram running by chains is designated "Routine 3RA."

It is a new triumph of simplicity. It does not demand visio, sonic or other perception at once by the pc. It develops them.

### **R3RA REVISED BY STEPS**

The first thing the auditor does is to make sure the room and session are set up. This means, in other words, that the room is as comfortable as possible and free from interruptions and distractions; that the auditor's meter is fully charged





and set up and that the auditor has all the administrative supplies he will need for the session. Prepared correction lists for Dianetics must also be included.

He has the C/S for that session.

The pc is seated in the chair furthest from the door and is asked to pick up the cans.

The auditor checks that the pc has had enough to eat by doing the metabolism test and also checks that the pc has the correct sensitivity setting by having the pc squeeze the cans and adjusting the sensitivity knob so that the needle registers one-third-of-a-dial fall when squeezing the cans.

The auditor then starts the session by saying "This is the session" (Tone 40).

The auditor then puts in the R (reality) factor with the pc by telling the pc briefly what he is going to do in the session.

#### *PRELIMINARY STEP:*

Establish the type of chain the pc is to run by assessment. (Ref: HCOB 18 June 78R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM)

### **R3RA COMMANDS**

#### **FLOW 1**

##### *STEP ONE:*

Locate the first incident by the command, "Locate a time when you had \_\_\_\_\_."

##### *STEP TWO:*

"When was it?" You accept any time or date or approximation the pc gives you. Do not attempt any dating drill.

##### *STEP THREE:*

Move the pc to the incident with the exact command, "Move to that incident." (This step is omitted if the pc keeps telling you he is there already.)

##### *STEP FOUR:*

"What is the duration of that incident?" Accept any duration the pc gives you or any statement he makes about it. Do not attempt to meter him a more accurate duration.

##### *STEP FIVE:*

Move the pc to the beginning of the incident with the exact command, "Move to the beginning of that incident and tell me when you are there."

##### *STEP SIX:*

Ask pc what he or she is looking at with the exact command, “What do you see?” (If the pc’s eyes are open, tell the pc first, “Close your eyes,” acknowledge him quietly for doing so and then give him the command.)

*STEP SEVEN:*

“Move through that incident to a point (duration pc said) later.”

*STEP EIGHT:*

Ask nothing, say nothing, do nothing (except observe the meter or make *quiet* notes) while pc is going through the incident. If pc comments before reaching the end, say, “Okay, continue.”

*STEP NINE:*

When the pc reaches the end of the incident, say *only*, “What happened?”

Take whatever pc says, acknowledge only as needful. Say *nothing* else, ask *nothing* else. When pc has told little or much and has finished talking, give him a final acknowledgment.

If the TA has risen (from its position at Step One), the auditor immediately checks for an earlier incident (step G). If no earlier incident, he asks for an earlier beginning to the incident (step H).

If the TA is the same or lower, he runs the incident through again (step A).

In going through an incident the second or successive times, one DOES NOT ask for date and duration or any description.

- A. (When the pc has told what happened and the auditor has acknowledged) “Move to the beginning of that incident and tell me when you are there.”
- B. “Move through to the end of that incident.”
- C. (When the pc has done so) “Tell me what happened.”
- Ca. “Is that incident erasing or going more solid?” (TA rising means the incident has gone more solid, so the question is unnecessary if TA is higher.)

If the incident is erasing, go through it again (step D).

If it has gone more solid, ask for an earlier incident (step G), and if no earlier incident, ask for an earlier beginning (step H).

- D. “Return to the beginning of that incident and tell me when you are there.”
- E. “Move through to the end of that incident.”
- F. “Tell me what happened.”
- Fa. “Is that incident erasing or going more solid?” (TA rising means the



incident has gone more solid so the question is unnecessary if TA is higher.)

If the incident is erasing, go through it again (step D).

If it has gone more solid, ask for an earlier incident (step G), and if no earlier incident, ask for an earlier beginning (step H).

- G. “Is there an earlier incident when you had a \_\_\_\_\_ (exact same somatic)?”  
Continue on down the chain of the SAME somatic using steps 2–9, A, B, C, D, E, F, G, H and EYE.
- H. “Is there an earlier beginning to this incident?” or “Does the one we are running start earlier?” or “Does there seem to be an earlier starting point to this incident?”  
(If not, give command D and put the pc through the incident again. If there is an earlier beginning, give command EYE.)
- EYE. “Go to the new beginning of that incident and tell me when you are there.” (Followed by B, C.)

#### POSTULATE OFF EQUALS ERASURE

When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through ask:

“Has it erased?”

The pc sometimes thinks the incident is erasing but it’s not erasing, so you have to go back to your G, H, EYE followed by 2–9, A–EYE. In some cases this can happen several times in one chain.

The postulate coming off is the EP of the chain and means that you have obtained an erasure. This will be accompanied by F/N and VGIs.

Getting the postulate is the important thing. Even if you get an F/N, you don’t call the F/N UNTIL you’ve gotten the postulate, at which time you have reached the EP and end off on that chain.

If the pc says the chain has erased, but the postulate made during the time of the incident has not been volunteered by the pc, ask:

“Did you make a postulate at the time of that incident?”

Only when the postulate has come off to F/N and VGIs can one consider that the full EP of a Dianetic incident or chain has been reached.

You must recognize what the postulate is when it comes up. If you overrun past the postulate, you can really mess a pc up and he may need extensive repair. All you’re trying to get off the line is the postulate. That is what is keeping the chain there.

If the pc has given the postulate to F/N and VGIs, that is it. You have the EP of that chain.

### GOING EARLIER

Ordinarily one runs an incident through twice (steps 1–9 then A–C) to unburden it and allow the pc to locate earlier incidents on the chain.

However, the TA rising on Step Nine is an indication that there is something earlier. If the auditor observes the TA rising, he should ask the pc if there is an earlier incident, using in the command the exact same somatic or feeling used in Step One. If there is no earlier incident, he asks if there is an earlier beginning.

An auditor should never solidify a pc's bank by putting him through an incident TWICE when by observation of the TA it is clear that the incident has gone more solid by the end of the FIRST run through.

Checking for an earlier incident after the first run through (if the TA has risen) is the solution to this.

If, after the second pass through, when you have asked the pc, "Is the incident erasing or going more solid?" and the pc doesn't know or isn't sure, ask for an earlier incident.

Never ask erasing/solid in the middle of an incident.

### BOUNCERS

If the pc is out of the session, out of the incident, bounces from the incident, etc., you would have to have him or her RETURN to the beginning of the incident and move through the incident, returning the pc to the incident as necessary.

The pc who bounces out of an incident on a "bouncer" has to be put back into the incident and continue running it.

The commands to do this are: As soon as you have seen that the pc has bounced, give him command D ("Return to the beginning of that incident and tell me when you are there."), followed with E, F, Fa.

### FLOWS 2, 3 AND 0

Step One and Step G (going earlier) commands for Flows 2, 3 and 0 are:

FLOW 2

*STEP ONE:*

"Locate an incident of your causing another (the exact somatic or feeling used in Flow 1)."

*STEP G:*

"Is there an earlier incident of your causing another (the exact somatic or feeling used in Flow 1)?"

### FLOW 3

#### STEP ONE:

“Locate an incident of others causing others (plural of the somatic or feeling used in Flow 1).”

#### STEP G:

“Is there an earlier incident of others causing others (plural of the exact somatic or feeling used in Flow 1)?”

### FLOW 0

#### STEP ONE:

“Locate an incident of you causing yourself (the exact somatic or feeling used in Flow 1).”

#### STEP G:

“Is there an earlier incident of you causing yourself (the exact somatic or feeling used in Flow 1)?”

Each of these Step One and Step G commands are run on the full verbatim 1–9, A–EYE steps as given herein.

### NARRATIVE R3RA

A narrative item is often run to run out the physical experiences the person has *just* undergone. This could be for example an accident, illness, an operation or emotional shock.

However, a condition or circumstance without an incident is NOT narrative. It’s just an incorrect item. An example of this would be trying to run the item “obstruction of justice.” It would not run as there is no exact incident there.

Narratives are too often just run through once or twice and abandoned. This, unfortunately, leaves the incident still charged and affecting the pc. A narrative needs to be run and run and run on that one incident. What you are doing is running the *incident* Narrative to erasure and only going earlier-similar if it starts to grind very badly.

Most narratives will run out by themselves without going earlier even though it takes a very long time, but if you want to change somebody’s life, that’s how you can do it.

When you are running a narrative, you always add the known incident to the command.

Using the earlier beginning command in running narratives is essential. For example: If the pc is running out a death of somebody closely related to him, you will find that the incident actually started when he heard the phone ring, then, going back earlier to when somebody looked at him peculiarly, etc. So using the earlier beginning command in narrative running is VITAL.



The commands for narrative are:

## FLOW 1

### *STEP ONE:*

“Return to the time you (specific incident) and tell me when you are there.”

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time . . .”).

Earlier beginning (step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (step EYE), then follow with steps B and C.

If there is no earlier beginning, return the pc to the incident with step A, followed by B and C, again checking earlier beginning (step H) at the end of each run through the incident. On third and subsequent runs through the incident use steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier-similar incident?”

## FLOW 2

### *STEP ONE:*

“Return to the time you caused another to/a (specific incident) and tell me when you are there.”

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time . . .”).

Earlier beginning (step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (step EYE), then follow with steps B and C.

If there is no earlier beginning, return the pc to the incident with step A, followed by B and C, again checking earlier beginning (step H) at the end of each run through the incident. On third and subsequent runs through the incident, use steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “Is there an earlier-similar incident?”

## FLOW 3

### *STEP ONE:*

“Return to the time others caused others to/a (specific incident) and tell me when you are there.”

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “Return to the time . . .”).

Earlier beginning (step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (step EYE), then follow with steps B and C.

If there is no earlier beginning, return the pc to the incident with step A, followed by B and C, again checking earlier beginning (step H) at the end of each run through the incident. On third and subsequent runs through the incident, use steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, "Is there an earlier-similar incident?"

## FLOW 0

### *STEP ONE:*

"Return to the time you caused yourself to/a (specific incident) and tell me when you are there."

Steps 2-9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, "Return to the time . . .").

Earlier beginning (step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (step EYE), then follow with steps B and C.

If there is no earlier beginning, return the pc to the incident with step A, followed by B and C, again checking earlier beginning (step H) at the end of each run through the incident. On third and subsequent runs through the incident, use steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, "Is there an earlier-similar incident?"

## SECONDARIES

Secondaries are run with the same commands as R3RA. If they are narrative secondaries, they are run with the same commands as Narrative R3RA engrams.

The earlier-similar command is, "Is there an earlier-similar incident?"

**ALWAYS RUN NARRATIVE INCIDENTS TRIPLE OR QUAD FLOW AS ABOVE.**

## AUDITOR KNOWLEDGE OF COMMANDS

These commands and procedures as given above *must* be thoroughly drilled with TR 101, 102, 103 and 104 before any Dianetic auditing may be done on a pc.

Pcs can be messed up by incorrect and sloppy commands.

## SPEED OF COMMANDS

Some pcs run fast and some run slow. An auditor must never rush a pc or hold him up when he is ready to go on with the next command. The auditor must never keep a pc waiting for him while he handles his admin or comm lags before giving the next command.

Timing and speed are especially crucial when the auditor gives the command to move through the incident after having told the pc to move to the beginning of the incident. With a slow command, the pc would wind up halfway through the incident before he receives the command to move through it.

The better an auditor knows his TRs, his process commands, his meter and admin, the faster and more accurately he can operate. Speed is very important, especially when auditing fast pcs.

### **PC INTEREST**

In doing R3RA it is necessary that (a) one chooses things the pc is interested in and (b) one does not force a pc to run things he is protesting being run on.

### **LAST INCIDENT FOUND**

If you ask if there is an earlier beginning and you have already checked for an earlier incident and the pc says there is no earlier beginning, you do not just walk off from the one he was just running. You send the pc through it again and it will erase with full end phenomena or the pc will then be able to see an earlier incident and continue with the chain.

### **COMPLETING CHAINS**

If you do sloppy R3RA and do one thing after another without getting the full EP of:

1. the actual postulate WHICH WILL BE THE ERASURE
2. F/N
3. VGIs,

you will get the pc stuck up on the track. You complete each chain to full EP as above, remembering that when the postulate comes off, THAT is your EP. The chain will have blown.

### **F/Ns**

In running Dianetics, you do not stop at the first sign of an F/N, you do not call F/Ns during the running. Dianetics runs only by asking the pc if it is erasing. You ignore F/Ns until the postulate has come off to F/N and VGIs. THEN you call the F/N and that's it for that chain.

### **BLOWING BY INSPECTION**

An auditor may occasionally encounter a pc who erases chains before he can even tell about them. Along about Step 3 of R3RA, the TA blows down, the needle F/Ns, the pc says, "It's gone," and VGIs come in. This is called blowing by inspection and occurs once in a while with a fast-running pc on a light chain.

If it was basic for that chain and the auditor fails to recognize and handle it, the pc will go into another chain or a heavy protest.





## **ENDING SESSION**

An R3RA session can be safely ended on a completed chain that ended with the full Dianetic EP as above stated.

This doesn't mean the end of all Dianetic auditing. In the next session another assessment will turn up more unwanted feelings, etc.

## **ENDING DIANETICS**

Dianetics is ended off only when a pc has become well and happy and remains that way.

And there you have it, engram running superior to any engram running ever done and giving superior and faster results.

## **SPECIAL NEW ERA DIANETICS RUNDOWN FOR OTs**

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

Clears and OTs are to be audited on the special New Era Dianetics Rundown for OTs, which is available at Advanced Orgs and Flag. (Ref: HCOB 12 Sept. 78R, DIANETICS FORBIDDEN ON CLEARS AND OTs)

**L. RON HUBBARD**  
Founder

*New Era Dianetics Series 7RA*

**R3RA COMMANDS**

This is a short list on R3RA commands.

STEP 1: **“Locate a time when you had \_\_\_\_\_.”**

STEP 2: **“When was it?”**

(Note: You accept any time or date or approximation the pc gives you. Do not attempt any dating drill.)

STEP 3: **“Move to that incident.”**

(This step is omitted if the pc keeps telling you he is there already.)

STEP 4: **“What is the duration of that incident?”**

(Accept any duration the pc gives you or any statement he makes about it. Do not attempt to meter him a more accurate duration.)

STEP 5: **“Move to the beginning of that incident and tell me when you are there.”**

STEP 6: **“What do you see?”**

(If the pc's eyes are open, tell the pc first, **“Close your eyes,”** acknowledge him quietly for doing so and then give him the command.)

STEP 7: **“Move through that incident to a point (duration pc said) later.”**

STEP 8: If pc comments before reaching the end, say, **“Okay, continue.”**

STEP 9: When pc has reached the end of the incident, ask, **“What happened?”** If the TA has risen (from its position at Step 1), the auditor immediately checks for an earlier incident (Step G). If no earlier incident, he asks for an earlier beginning to the incident (Step H).

If the TA is the same or lower, he runs the incident through again (Step A).

In going through an incident the second or successive times, one DOES NOT ask for date and duration or any description.

A. (When the pc has told what happened and the auditor has acknowledged) **“Move to the beginning of that incident and tell me when you are there.”**

B. **“Move through to the end of that incident.”**

C. (When the pc has done so) **“Tell me what happened.”**

Ca. **“Is that incident erasing or going more solid?”** (TA rising means the incident has gone more solid so the question is unnecessary if TA is higher.)

If the incident is erasing, go through it again (Step D).

If it has gone more solid, ask for an earlier incident (Step G), and if no earlier incident, ask for an earlier beginning (Step H).

D. **“Return to the beginning of that incident and tell me when you are there.”**

E. **“Move through to the end of that incident.”**

F. **“Tell me what happened.”**

Fa. **“Is that incident erasing or going more solid?”** (TA rising means the incident has gone more solid so the question is unnecessary if TA is higher.)

If the incident is erasing, go through it again (Step D).

If it has gone more solid, ask for an earlier incident (Step G), and if no earlier incident, ask for an earlier beginning (Step H).

G. **“Is there an earlier incident when you had a (exact same somatic)?”**

Continue on down the chain of the *same* somatic using Steps 2–9, A, B, C, D, E, F, G, H and EYE.

H. **“Is there an earlier beginning to this incident?”** or **“Does the one we are running start earlier?”** or **“Does there seem to be an earlier starting point to this incident?”**

(If not, give command D and put the pc through the incident again. If there is an earlier beginning, give command EYE.)

EYE. **“Go to the new beginning of that incident and tell me when you are there.”** (Followed by B, C.)

When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through, ask:

**“Has it erased?”**

The pc sometimes thinks the incident is erasing but it's not erasing, so you have to go back to your G, H, EYE, followed by 2–9, A–EYE. In some cases this can happen several times in one chain.

### POSTULATE OFF EQUALS ERASURE

The postulate coming off is the EP of the chain and means that you have obtained an erasure. This will be accompanied by F/N and VGIs.



Getting the postulate is the important thing. Even if you get an F/N, you don't call the F/N *until* you've gotten the postulate, at which time you have reached the EP, and end off on that chain.

If the pc says the chain has erased but the postulate made during the time of the incident has not been volunteered by the pc, ask:

**“Did you make a postulate at the time of that incident?”**

Only when the postulate has come off to F/N and VGIs can one consider that the full EP of a Dianetic incident or chain has been reached.

You must recognize what the postulate is when it comes up. If you overrun past the postulate, you can really mess a pc up and he may need extensive repair. All you're trying to get off the line is the postulate. That is what is keeping the chain there.

If the pc has given the postulate to F/N and VGIs, that is it. You have the EP of that chain.

### GOING EARLIER

Ordinarily, one runs an incident through twice (Steps 1–9 then A–C) to unburden it and allow the pc to locate earlier incidents on the chain.

However, the TA rising on Step 9 is an indication that there is something earlier. If the auditor observes the TA rising, he should ask the pc if there is an earlier incident, using in the command the exact same somatic or feeling used in Step 1. If there is no earlier, he asks if there is an earlier beginning.

An auditor should never solidify a pc's bank by putting him through an incident *twice* when by observation of the TA it is clear that the incident has gone more solid by the end of the *first* run through.

Checking for an earlier incident after the first run through (if the TA has risen) is the solution to this.

If, after the second pass through, when you have asked the pc, **“Is the incident erasing or going more solid?”** and the pc doesn't know or isn't sure, ask for an earlier incident.

Never ask Erasing/Solid in the middle of an incident.

### BOUNCERS

If the pc is out of the session, out of the incident, bounces from the incident, etc., you would have to have him or her *return* to the beginning of the incident and move through the incident, returning the pc to the incident as necessary.

The pc who bounces out of an incident on a “bouncer” has to be put back into the incident and continue running it.



The commands to do this are: As soon as you have seen that the pc has bounced, give him command D (“**Return to the beginning of that incident and tell me when you are there.**”), followed with E, F, Fa.

### FLows 2, 3 AND 0

#### FLOW 2:

**STEP ONE:** “**Locate an incident of your causing another** (the exact somatic or feeling in Flow 1).”

**STEP G:** “**Is there an earlier incident of your causing another** (the exact somatic or feeling used in Flow 1)?”

#### FLOW 3:

**STEP ONE:** “**Locate an incident of others causing others** (plural of the somatic or feeling used in Flow 1).”

**STEP G:** “**Is there an earlier incident of others causing others** (plural of the exact somatic or feeling used in Flow 1)?”

#### FLOW 0:

**STEP ONE:** “**Locate an incident of you causing yourself** (the exact somatic or feeling used in Flow 1).”

**STEP G:** “**Is there an earlier incident of you causing yourself** (the exact somatic or feeling used in Flow 1)?”

The commands for narrative are:

#### FLOW 1:

**STEP ONE:** “**Return to the time you** (specific incident) **and tell me when you are there.**”

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, “**Return to the time . . .**”).

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE), then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, “**Is there an earlier-similar incident?**”

*FLOW 2:*

*STEP ONE:* **“Return to the time you caused another to/a (specific incident) and tell me when you are there.”**

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, **“Return to the time . . .”**).

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE), then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, **“Is there an earlier-similar incident?”**

*FLOW 3:*

*STEP ONE:* **“Return to the time others caused others to/a (specific incident) and tell me when you are there.”**

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, **“Return to the time . . .”**).

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE), then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, **“Is there an earlier-similar incident?”**

*FLOW 0:*

*STEP ONE:* **“Return to the time you caused yourself to (specific incident) and tell me when you are there.”**

Steps 2–9 are followed (3 is omitted as you have already got the pc to the incident by giving him the first command, **“Return to the time . . .”**).

Earlier beginning (Step H) is checked after each run through the incident. If there is one, send the pc to the new beginning of the incident (Step EYE), then follow with Steps B and C.

If there is no earlier beginning, return the pc to the incident with Step A, followed by B and C, again checking earlier beginning (Step H) at the end of each run through the incident. On third and subsequent runs through the incident use Steps D, E, F, making certain to check for earlier beginning after each pass through, and only when the pc is obviously starting to grind and gets no place does one then use the command, **“Is there an earlier-similar incident?”**

### SECONDARIES

Secondaries are run with the same commands as R3RA. If they are narrative secondaries, they are run with the same commands as Narrative R3RA engrams.

The earlier-similar command is **“Is there an earlier-similar incident?”**

**ALWAYS RUN NARRATIVE INCIDENTS TRIPLE OR QUAD FLOW AS ABOVE.**

Auditors must be thoroughly drilled on these commands until they have them down cold using TR 101, 102, 103 and 104.

This must be done before the auditor audits the pc on Dianetics.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JUNE 1978

Remimeo  
All Auditors

*New Era Dianetics Series 14*

**DISABILITY RUNDOWN**

This rundown is done by getting the pc to give you anything he considers a disability, mental, physical or otherwise.

This list can include anything from a withered foot to being too small to not being able to learn French.

Make a list of all items the pc gives you, ensuring you get the meter read as the pc gives you the item.

Take the largest reading item and do a full preassessment on it. Check interest and handle each reading item from the preassessment Quad R3RA. Take up the next biggest reading disability and do a preassessment and handling on it.

Reassess/add to the original list. Use Suppress and Invalidate buttons as needed.

When you have exhausted the list of all reading disabilities, and the pc says there are no more disabilities, this rundown is complete.

L. RON HUBBARD  
Founder



Remimeo

*New Era Dianetics Series 13*

**THE DIANETIC PREPARED ASSESSMENT RUNDOWN  
ACTION FIFTEEN**

Many chains, locks, secondaries and engrams are available on any pc. But some of them are beyond the pc's reality and ability and some of them are too featherweight to get any case gain. This rundown is designed to locate items that can be run R3RA. It is called the Dianetic Prepared Assessment Rundown.

**EARLIER ASSESSMENT DONE**

The very earliest assessment (1948) used was "What the pc could see" when he closed his or her eyes. This was then run.

This was followed by an arbitrary method of assigning necessary incidents to be run, such as birth and prenatales.

The next earliest assessment (1949) was to ask each time for "the incident necessary to resolve the case." An automaticity known as the "File Clerk" was depended upon, impinged on by finger snapping.

The next period (1951) concerned whole track exploration running whatever you could get to read on a meter.

The next period (1952) concerned overt engrams located by what the pc seemed to be doing physically.

This ended the Dianetic period when engrams were run to clear a case.

Variations of these assessments were revived from time to time in Dianetic uses, culminating in the 5th ACC where overt engrams were run with confront and great stress was laid on getting the postulates out of them. The meter and shrewd guesses played their part in assessments.

Significance and story content have no bearing on the rightness or wrongness of a chain selected. They are entirely incidental to judging the correctness of a chain.

1. The first action of this RD is to assess the following list:

infirmary	_____	panic	_____
sickness	_____	apprehension	_____
being unwell	_____	qualms	_____

bad feelings	—	alarm	—
unpleasant feelings	—	timidity	—
disagreeable feelings	—	physical disabilities	—
soreness	—	casualty	—
hurting	—	distress	—
ailment	—	bodily affliction	—
complaint	—	defective body parts	—
a malady	—	allergies	—
a disorder	—	relatives	—
damaged body parts	—	jobs	—
hurt body parts	—	environment	—
disabled body parts	—	this area	—
skin irritation	—	upsets	—
skin disorder	—	problems	—
unwanted feelings	—	children	—
dental problems	—	marriage	—
an unwanted body condition	—	smells	—
unwanted states of the body	—	machinery	—
an unwanted manner	—	matter	—
depression	—	energy	—
infection	—	space	—
unwanted behavior	—	time	—
injuries	—	orgs	—
mishap	—	Dianetics	—
perception troubles	—	Scientology	—
loss of a loved one	—	auditors	—
impulses	—	auditing	—
crimes	—	preclears	—
urges	—	restraints	—
frights	—	anxiety	—
		terror	—
		horror	—

2. You then take an item found as above and ask the pc to describe it briefly. Ask him, “In your own words briefly describe (item that read).”



3. Use the exact wording the pc gave you in (2). Treat that wording as an original item exactly as though it had been obtained on the Original Assessment Sheet, NED Series 5RA.
4. Handle the items in (3) above exactly as you would handle any original item or items in NED Series 4R (Assessment and How to Get the Item).
5. Exhaust all reading items on the above prepared list.
6. Reassess the prepared list and do (2) to (5) above.
7. When this prepared list no longer gives reads and only F/Ns, you have finished Action Fifteen.

### **L3RH**

If you run into any trouble, an L3RH should be done immediately.

---

Done correctly, with standard R3RA and flawless metering, the gains from this rundown will not be small.

**L. RON HUBBARD**  
Founder

*New Era Dianetics Series 11*

**DIANETIC STUDENT RESCUE INTENSIVE**

Dianetic Student Rescue Intensive. This is an optional step to be taken if your pc is having *any* trouble with study.

The steps are very simple:

- |            |                |                |
|------------|----------------|----------------|
| 1. Assess: | Being trained  | Stress         |
|            | Being educated | Education      |
|            | Study          | Schools        |
|            | Learning       | Teachers       |
|            | Examination    | Enforcement    |
|            |                | Misunderstoods |

for best read.

2. Do a preassessment on the largest reading item from step 1.
3. Find the running item, using standard preassessment procedure. (Ref: NED Series 4)
4. Run out the item you have found in step 3 R3RA Quad.
5. Repeat the preassessment on the original item found in step 1, and repeat the following steps 3 and 4 on that item.
6. Continue reassessing the preassessment list on the original item and running out R3RA Quad the best reading running item until there are no further reads on the preassessment of that original item.

The intensive should be concluded when the pc is now happy about study.

L. RON HUBBARD  
Founder

*New Era Dianetics Series 10R*

**RELIEF RUNDOWN**

Where the Original Assessment Sheet has shown losses by death or other severe changes in a person's life such as losses of position or pets or objects, it will be found that the person's life changed for the worse at that point. (See Sections F, G, H and I of HCOB 24 June 78RA, NED Series 5RA, ORIGINAL ASSESSMENT SHEET.)

The auditor spots these points of change either on the Original Assessment Sheet or by asking the preclear. These points are then run Narrative R3RA Quad.

If the Narrative R3RA Quad does not clean it up *fully*, one goes to the preassessment step of New Era Dianetics Series 4R and carries on from there, but do not do this until the narrative is fully handled.

In running such incidents narrative, it will be found that the clue to erasure lies in locating earlier beginnings each time the pc has been moved through the incident. It will be found that the pc finds earlier and earlier moments when he received the information that then built up to a catastrophe. This can even go back to a dream or a telepathic awareness or a premonition that the incident was going to occur. Narrative erasures often depend utterly on finding, after each run through, if there was any earlier beginning.

If the incident starts to grind (no change of TA or content) despite having repeatedly searched for an earlier beginning, only then do you go into an earlier narrative incident, but do so with caution, as most narratives expertly run will erase all by themselves and running a chain of deaths, for instance, can go back an awfully long way.

When all such great changes in a person's life have been found and erased, the person should experience a considerable sense of relief about life.

If he does not, then treat the narrative, even though handled as a narrative, as an original item and preassess it to find other running items connected with it and treat it with R3RA full handling. Also do this if the narrative grinds and there is trouble going earlier.

Narrative chains properly run produce dramatic and miraculous case changes.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 JULY 1978R  
REVISED 22 SEPTEMBER 1978

Remimeo

*New Era Dianetics Series 12R*

**SECOND ORIGINAL ASSESSMENT**

*Cancels:*

HCOB	16 Apr.	69	HEALTH FORM, USE OF PASTORAL COUNSELING HEALTH FORM
	Rev. 22.7.69		
HCOB	19 May	69	HEALTH FORM, USE OF A BRIEF DESCRIPTION OF AUDITING

*Refs:*

HCOB	24 June	78RA	NED Series 5RA ORIGINAL ASSESSMENT SHEET
	Rev. 8.4.88		
HCOB	28 July	71RB	C/S Series 54RB NED Series 8RA DIANETICS, BEGINNING A PC ON
	Rev. 8.4.88		
HCOB	18 June	78R	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
	Rev. 20.9.78		
HCOB	26 June	78RA II	NED Series 6RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
	Rev. 15.9.78		

At the point in the New Era Dianetics Program when the pc has fully completed his Drug Rundown and handled the items on the Original Assessment Sheet, the Original Assessment Sheet is REDONE.

The second Original Assessment Sheet gives a comparison. The somatics and pains not mentioned in the second assessment can be considered to be gone.

A second form done gives the auditor and the C/S an indication of the actual improvement.

Additionally, the pc's memory will have improved if you've done a good job of auditing.

So we reassess the Original Assessment Sheet and handle any additional items which come up.

In assessing this list the second time, mark **SECOND ORIGINAL ASSESSMENT** across the top of the sheet.

It is important to give your pc an R-factor at this stage so he'll not feel invalidated by doing this form again.

Let him know that you will be asking him questions from the Original Assessment Sheet for the purpose of picking up any new items which he may now remember and to make sure you've handled all the charge on the items you have already taken up. Ask him to answer each question as fully as he can even if he has already given the information in a previous session.

Handle the items on the Second Original Assessment according to the directions for handling the Original Assessment Sheet as given in HCOB 28 July 71RB, C/S Series 54RB, NED Series 8RA, DIANETICS, BEGINNING A PC ON.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 JULY 1978RA  
REVISED 8 APRIL 1988

Remimeo  
Tech/Qual  
NED C/Ses  
NED Auditors  
NED Checksheet

*New Era Dianetics Series 21*

**DIANETIC C/S-1**

*Ref:*

HCOB 17 Oct. 64 II GETTING THE PC SESSIONABLE

A C/S-1 is a general C/S (Case Supervisor direction) which covers the actions necessary to orient the pc to the basic factors of auditing and thus prepares him to receive auditing. For this purpose, because of the differences in Dianetics and Scientology auditing terms and procedures, there exists this Dianetic C/S-1 as well as a Scientology C/S-1 (HCOB 15 July 78RA, Rev. 10.3.84).

The Dianetic C/S-1 is for pcs new to Dianetics or for old pcs who have misunderstandings, who try to be psychoanalytic cases or who don't catch on.

The Dianetic C/S-1 is done on the pc's auditing time.

It is not necessary to reclear those sections of the Dianetic C/S-1 which the pc may have already covered in a recent and thorough Scientology C/S-1, *provided* the auditor is *certain* of the pc's understanding of the terms.

**REFERENCES**

The auditor should know his materials very well and should have a Tech Dictionary, his HCOB pack and a regular but simple dictionary in the language being audited, ready in the C/S-1 session for reference and for clearing up any misunderstandings or questions the pc may have.

While going through the steps of the C/S-1, the auditor should make full use of *The Basic Dianetics Picture Book* in clearing Dianetics terms and procedure with the pc.

The following will be needed in the auditing room:

*The Basic Dianetics Picture Book*

*Technical Dictionary*

Admin Dictionary

NED Auditor course pack





A good English dictionary  
(Ref: HCOB 13 Feb. 81R, Rev. 25.7.87,  
Word Clearing Series 67R, DICTIONARIES)

A good dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself)

Dianetic C/S-1 Definitions Sheet—Attachment 1 of this issue

Dianetic C/S-1 Word List—Attachment 2 of this issue

A demo kit.

The auditor makes full use of these as necessary. If further references are needed, ensure source materials are used.

### WORD CLEARING

When delivering the Dianetic C/S-1, clear with the pc each Dianetic (or other) term, using the definitions on Attachment 1 and other references as needed. Ensure you fully handle any word or term that is obviously misunderstood or any word or term the pc is hesitant about or unsure of.

When having the pc define a word using Method 5 Word Clearing, you *don't* ask: "Do you know what this word means?" You ask: "What is the definition of \_\_\_\_\_?"

When the pc has defined a word or term, have him use it correctly in several sentences. Where it is applicable, have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item, using a demo kit. Cover by exact definition all terms used.

Check for any questions (or misunderstandings) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

### DIANETIC C/S-1 PROCEDURE

1. Give pc the R-factor that you are going to do a Dianetic C/S-1 to familiarize him with New Era Dianetics auditing procedure and any basic data that may require clarification.
2. Clear the word: DIANETICS
3. a. Clear the words: THETAN  
MIND  
BODY

- b. Have the pc demonstrate, using a demo kit, the relationship between thetan, mind and body.
4. a. Clear the term: MENTAL IMAGE PICTURE
  - b. Have the pc demonstrate, using a demo kit, what a mental image picture is.
5. a. Clear the word: ENGRAM
  - b. Have the pc demonstrate, using a demo kit, what an engram is.
6. a. Clear the word: SECONDARY
  - b. Have the pc demonstrate, using a demo kit, what a secondary is.
7. a. Clear the word: LOCK
  - b. Have the pc demonstrate, using a demo kit, what a lock is.
8. Have the pc demonstrate, using a demo kit, the difference between an engram, secondary and lock, giving examples of each.
9. a. Clear the terms: REACTIVE MIND  
ANALYTICAL MIND
  - b. Have the pc demonstrate, using a demo kit, how the stimulus response of the reactive mind exerts force and the power of command over awareness, purposes, thoughts, body and actions.
  - c. Have the pc demonstrate, using a demo kit, the difference between the reactive mind and the analytical mind.
10. a. Clear the term: TIME TRACK
  - b. Have the pc demonstrate, using a demo kit, what the time track is.
11. a. Clear the term: MENTAL MASS
  - b. Have the pc demonstrate, using a demo kit, what mental mass is.
12. a. Clear the word: CHARGE
  - b. Have the pc demonstrate, using a demo kit, what charge is.
13. a. Clear the word: INCIDENT
  - b. Have the pc give you several examples of an incident.
14. a. Clear the word: CHAIN
  - b. Have the pc demonstrate, using a demo kit, what a chain is.
  - c. Have the pc give you an example of a chain, using a lock, secondary and engram.

15. a. Clear the word: POSTULATE
  - b. Have the pc give you several examples of a postulate.
  - c. Have the pc give you an example of a time he postulated something, and got it.
  
16. a. Clear the word: ERASURE
  - b. Have the pc demonstrate erasure by having him draw something with a pencil on a piece of paper and then have him fully erase it with an eraser.
  
17. a. Using the R3RA Commands Word List (Attachment 2), clear each word of each command of the R3RA procedure. To clear these terms, use a good English dictionary (or foreign language dictionary as applicable).
  - b. Ensure the pc understands:
    - i. “erasing.” For demonstration, have the pc draw something with a pencil on a piece of paper. Then have him erase *parts of it* (*not* the whole).
    - ii. “going more solid.” For demonstration, have the pc draw something with a pencil on a piece of paper. Then have him make what he has drawn *more solid*, again using the pencil to do so.
  - c. Have the pc demonstrate, using a demo kit, “erasing” and “going more solid.”
  
18. With the pc, clear each command of R3RA, using the commands listed in HCOB 28 June 78RA, NED Series 7RA, R3RA COMMANDS. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)
  - a. Ask the pc: “What does this command mean to you?” (Clear Step 1 of R3RA, as found in NED Series 7RA, R3RA COMMANDS.) (If it is evident from the pc’s answer that he has misunderstood a word as it is used in the context of the command:
 

Reclear the obvious word [or words] using the dictionary.

Have him use each word in a sentence until he has it.

Reclear the command.)
  - b. Once the pc has correctly answered the question and understands the command, have him demonstrate, using a demo kit, what he would actually do when given that command.
  - c. Repeat steps (a) and (b) above for all of the R3RA commands listed in NED Series 7RA (and all flows) including Narrative commands.
  
19. a. Give the pc a brief R-factor on the use of the Preassessment List.
  - b. Clear the words of the Preassessment List. (See Attachment 2)

20. a. Give the pc a brief R-factor that if at any time there is any difficulty in the Dianetics auditing, you will be using a prepared assessment list (L3RH) to find and handle the exact difficulty.
  - b. Clear the words of the L3RH, using HCOB 17 Sept. 80R I, NED Series 20-1, L3RH WORD LIST.
21. Turn the folder in to the C/S.

---

The C/S can also order any additional actions to the above.

The Dianetic C/S-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

The Dianetic C/S-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run New Era Dianetics processes easily and make excellent case gain.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

## DIANETIC C/S-1 DEFINITIONS SHEET

### *DIANETICS:*

Dianetics spiritual healing technology. It addresses and handles the effects of the spirit on the body and can alleviate such things as unwanted sensations and emotions, accidents, injuries and psychosomatic illnesses (ones that are caused or aggravated by mental stress). *Dianetics* means “through the soul” (from Greek *dia*, through, and *nous*, soul). It is further defined as “what the soul is doing to the body.”

### *THETAN:*

The word thetan is derived from the symbol *theta*, a Greek letter.

A thetan is the person himself—not his body or his name, the physical universe, his mind or anything else; that which is aware of being aware; the identity which IS the individual. The thetan is most familiar to one and all as *you*.

### *MIND:*

A communication and control system between the thetan and his environment. The mind is a network of communications and pictures, energies and masses, which are brought into being by the activities of the thetan versus the physical universe or other thetans.

### *BODY:*

A MEST body, whether it belongs to the race of man or the race of ants, is yet but an animated vegetable.

The body is a physical object. It is not the being himself.

### *MENTAL IMAGE PICTURE:*

Mental image pictures are actually composed of energy. They have mass, they exist in space and they follow some very, very definite routines of behavior, the most interesting of which is the fact that they appear when somebody thinks of something. He thinks of a certain dog, he gets a picture of the dog.

### *ENGRAM:*

A mental image picture which is a recording of a time of physical pain and unconsciousness. It must by definition have impact or injury as part of its content.

Engrams are a *complete recording, down to the last accurate detail, of every perception present in a moment of partial or full unconsciousness.*

This is an example of an engram: A woman is knocked down by a blow. She is rendered “unconscious.” She is kicked and told she is a faker, that she is no



good, that she is always changing her mind. A chair is overturned in the process. A faucet is running in the kitchen. A car is passing in the street outside. The engram contains a running record of all these perceptions: sight, sound, tactile, taste, smell, organic sensation, kinetic sense, joint position, thirst record, etc. The engram would consist of the whole statement made to her when she was "unconscious": the voice tones and emotion in the voice, the sound and feel of the original and later blows, the tactile of the floor, the feel and sound of the chair overturning, the organic sensation of the blow, perhaps the taste of blood in her mouth or any other taste present there, the smell of the person attacking her and the smells in the room, the sound of the passing car's motor and tires, etc.

#### *SECONDARY:*

A mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image recording of a time of severe mental stress. It may contain unconsciousness. A secondary is called a secondary because it itself depends upon an earlier engram with similar data but real pain, etc.

#### *LOCK:*

A mental image picture of an incident where one was knowingly or unknowingly reminded of a secondary or engram. It does not itself contain a blow or a burn or impact and is not any major cause of misemotion. It does not contain unconsciousness. It may contain a feeling of pain or illness, etc., but is not itself the source of it.

This is an example of a lock: One sees a cake, feels sick. This is a lock on an engram of being made sick by eating cake. The picture of seeing a cake and feeling sick is a lock on (is locked to) the incident (unseen at the moment) of getting sick eating cake.

#### *REACTIVE MIND:*

A portion of a person's mind which works on a totally stimulus-response basis (given a certain stimulus it gives a certain response), which is not under his volitional control, and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions.

The reactive mind comprises an unknowing, unwanted series of aberrated computations which bring about an effect upon the individual and those around him.

#### *ANALYTICAL MIND:*

The conscious, aware mind which thinks, observes data, remembers it and resolves problems. It would be essentially the conscious mind as opposed to the unconscious mind. In Dianetics and Scientology the analytical mind is the one which is alert and aware and the reactive mind simply reacts without analysis.

#### *TIME TRACK:*

The consecutive record of mental image pictures which accumulates through the preclear's life or lives. It is very exactly dated.

The time track is a very accurate record of the pc's past, very accurately timed, very obedient to the auditor. If motion picture film were 3D, had 52 perceptions and could fully react upon the observer, the time track could be called a motion picture film. It is at least 350,000,000,000,000 years long, probably much longer, with a scene about every 1/25 of a second.

#### *MENTAL MASS:*

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.

#### *CHARGE:*

By charge is meant anger, fear, grief or apathy contained as misemotion in the case.

Charge is the stored quantities of energy in the time track. It is the sole thing that is being relieved or removed by the auditor from the time track.

#### *INCIDENT:*

The recording of an experience, simple or complex, related by the same subject, location or people, understood to take place in a short and finite time period such as minutes or hours or days.

An incident can be an engram, secondary, key-in or lock.

#### *CHAIN:*

A series of recordings of similar experiences. A chain has engrams, secondaries and locks. The engram is the earliest date, the secondary a later date, the lock the most recent.

#### *POSTULATE:*

noun: A postulate is that self-determined thought which starts, stops or changes past, present or future efforts.

verb: It means to cause a thinkingness or consideration. It is a specially applied word and is defined as a causative thinkingness.

This is an example of a postulate: Suppose you say, "I like Model-T Fords. I am never going to drive another car." Years after that you will wonder why you are having so much trouble with your Buick; it's because you have made a promise to yourself. The second you lay down a postulate, a conclusion, you self-determine that you will do or be something. In order to change, you have to change that postulate.

#### *ERASURE:*

The action of erasing, rubbing out, locks, secondaries or engrams. Erasure occurs when the postulate made during the basic incident on the chain is gotten off.

**DIANETIC C/S-1 WORD LISTS**

*R3RA COMMANDS WORD LIST:*

a	incident	similar
an	is	solid
and	it	start
another	later	starting
are	locate	tell
be	lose	that
beginning	lost	the
caused	me	there
causing	more	this
do	move	through
does	of	time
duration	one	to
earlier	or	was
end	others	we
erasing	point	what
go	return	when
going	running	you
had	see	your
happened	seem	yourself

*PREASSESSMENT WORD LIST:*

aches	emotions	pressures
are	fears	sensations
attitudes	feelings	soreness
compulsions	is	tiredness
connected	misemotions	unconsciousness
discomforts	numbness	what
dislikes	pains	with



Remimeo

*New Era Dianetics Series 4-1*

**THE PREASSESSMENT LIST**

This Preassessment List will get you running items, if the pc has given you a general somatic item, a drug item, alcohol item, etc.

To be used as described in HCOB 18 June 1978R, NED Series 4R, ASSESSMENT AND HOW TO GET THE ITEM.

Pc name \_\_\_\_\_ Date \_\_\_\_\_

Auditor name \_\_\_\_\_

Name of New Era Dianetics Rundown being done \_\_\_\_\_

Original item being preassessed \_\_\_\_\_

Assess the list below, using each preassessment item.

“ARE \_\_\_\_\_ CONNECTED WITH (original item)?”

	1	2	3	4	5	6	7
Pains							
Sensations							
Feelings							
Emotions							
Attitudes							
Misemotions							
Unconsciousnesses							
Sorenesses							
Compulsions							
Fears							
Aches							
Tirednesses							
Pressures							
Discomforts							
Dislikes							
Numbnesses							



Take the largest reading preassessment item and ask pc: **“WHAT (largest reading preassessment item) ARE CONNECTED WITH (original item)?”**

Do the preassessment on this sheet.

List the question and the pc's answers on a *separate* sheet and note reads of each, including F/Ns.

(See HCOB 9 Nov. 87, Auditor Admin Series 19RA, DIANETIC ASSESSMENT LISTS.)

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JULY 1978R

Remimeo

Issue I

REVISED 15 SEPTEMBER 1978

*New Era Dianetics Series 22*

**TYPICAL DIANETIC CHAIN**

Original Item: "Bronchitis"  
Preassessment Item: "Misemotion"  
Running Item: "Horrible feeling in my lungs"

<i>Incident</i>	<i>Date of Incident</i>	<i>Duration of Incident</i>	<i>TA Position</i>
<u>1st Incident</u> run 2 times through	1 Mar. 1970	<u>2 Hours</u>	3.3 at Step 1 3.2 at Step 9 3.5 at Step C
<u>2nd Incident</u> run 3 times through (due to there being an EB)	2 July 1963	<u>7 Minutes</u> EB	3.4 at Step 9 3.4 at Step C (Earl. Begin.) 3.5 at Step C
<u>3rd Incident</u> run 1 time through	3 Aug. 1960	<u>5 Hours</u>	3.6 at Step 9
<u>4th Incident</u> run 2 times through	1 Dec. 1951	<u>1½ Hours</u>	3.5 at Step 9 3.6 at Step C
<u>5th Incident</u> run 1 time through	16 Feb. 1921	<u>2½ Hours</u>	3.7 at Step 9
<u>6th Incident</u> run 2 times through	2 Feb. 1898	<u>2 Hours</u>	3.2 at Step 9 3.4 at Step C



7th Incident  
run 8 times  
through  
(BASIC)

22 May 1882

1 Hour

EB ┌───

EB ┌──────────

3.3 at Step 9  
3.2 at Step C  
3.0 at Step F  
2.8 at Step F  
(Earl. Begin.)  
2.8 at Step C  
2.9 at Step F  
(Earl. Begin.)  
2.6 at Step C  
BD & F/N

Pc gives Postulate  
Wide F/N & VGIs  
EP of chain.

The three remaining flows are each run as above to their basics. Then do further preassessment per R3RA. Twenty-five more running item Quad chains to go (100 in all). Meaning 100 more chains, each one of which reaches a BASIC and each one of which has an EP of F/N, POSTULATE, VGIs accompanied by an erasure.

L. RON HUBBARD  
Founder

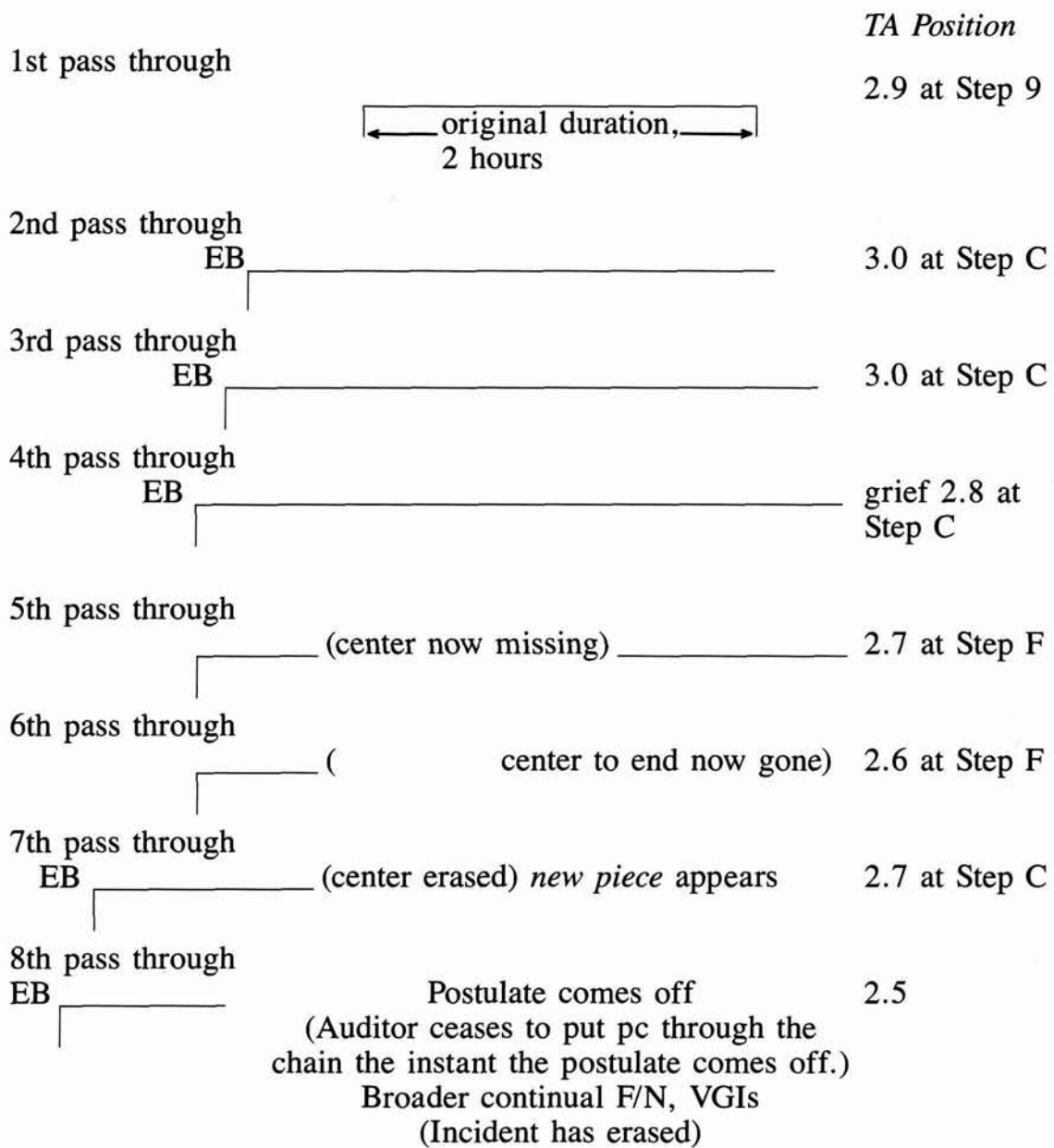


Remimeo

*New Era Dianetics Series 23*

**A TYPICAL NARRATIVE ITEM**

NARRATIVE ITEM: "Death of my father"



L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JULY 1978RA  
REVISED 10 MARCH 1984

Remimeo  
All C/Ses  
All Auditors  
Tech/Qual

**SCIENTOLOGY AUDITING C/S-1**

A C/S-1 is, a general C/S (Case Supervisor direction) which covers the actions necessary to orient the pc to the basic factors of auditing and thus prepares him to receive auditing. For this purpose, because of the differences in Dianetic and Scientology auditing terms and procedures, there exists this Scientology C/S-1 as well as a Dianetic C/S-1 (HCOB 9 July 76R, Rev. 4.9.78).

The Scientology C/S-1 is done to give a pc new to Scientology or a previously audited pc, as needed, the necessary data and R-factor on Scientology basics, terminology and auditing procedure so that he understands and is able and willing to be audited successfully.

*Note:* When the Case Supervisor orders a C/S-1 for a pc who has been trained or audited previously, the pc may protest that he knows the terms and procedure. Should this occur, the auditor must acknowledge with excellent TRs. Without invalidation or evaluation he can let the pc know that this C/S is intended to make auditing more effective for him and to ensure that anything he might have missed is picked up and cleared. If the auditor's TRs are good, if he gives an honest R-factor and *if* he does not clean cleans (attempt to handle something the pc has already grasped), no ARC break should ever occur. A C/S-1 standardly delivered to the pc who needs it will give tremendous wins.

It is not necessary to reclear those sections of this Scn C/S-1 which the pc may have already covered in a recent and thorough Dianetics C/S-1, *provided* the auditor is *certain* of the pc's understanding of the terms.

The auditor should be fully familiar with this issue as well as:

HCOB	17 Oct. 64 II	GETTING THE PC SESSIONABLE
HCOB	5 Apr. 69	NEW PRECLEARS, THE WORKABILITY OF SCIENTOLOGY
HCOB	16 June 70	C/S Series 6 WHAT THE C/S IS DOING

He will need to take a very thorough look at what has to be covered with the pc in this C/S-1 and *know* his materials very well and have them ready in the C/S-1 session for reference and clearing any misunderstands or questions the pc may have.

The following will be needed in the auditing room:

Technical Dictionary

Admin Dictionary

A good English dictionary

A good dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself)

Scn C/S-1 Definitions Sheet—Attachment No. 1 of this issue

*The Basic Scientology Picture Book*

*The Fundamentals of Thought*

HCO PL 14 Oct. 68RA, Rev. 19.6.80, THE AUDITOR'S CODE

Demo kit

The auditor makes full use of these as necessary. If further references are needed, ensure source materials are used.

- A. Clear with the pc each Scientology (or other) term, using the definitions on the attachment sheet and other references as needed. Ensure you fully handle any word or term that is obviously misunderstood or any word or term the pc is hesitant about or unsure of.

(*Note:* When having the pc define a word using Method 5 Word Clearing, you *don't* ask "Do you know what this word means?" You ask "What is the definition of \_\_\_\_\_?")

When the pc has defined a word or term, have him use it correctly in several sentences. Where it is applicable, have him give you examples, using his experiences where possible or those of relatives or friends, and/or have him demonstrate the item, using a demo kit. Cover by exact definition all terms used.

- B. Check for any questions (or misunderstandings) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

#### *SCIENTOLOGY C/S-1 PROCEDURE:*

1. Give pc the R-factor that you are going to do a Scientology Auditing C/S-1 to familiarize him with auditing procedure and any basic data that may require clarification.
2. Clear the word: Scientology.
3. Clear the words:
  - a. auditing
  - b. auditing session
  - c. auditor
  - d. Clear
  - e. preclear

4. Clear the words:

- a. thetan
- b. mind
- c. body

Have pc use the demo kit as well as the references to ensure he gets the relationship between these.

5. Now clear the words:

- a. picture
- b. mental image picture
- c. reactive mind and
  - 1. engram
  - 2. secondary
  - 3. lock
- d. bank.

Have the pc give you examples of how the reactive mind works on a stimulus-response basis, and have him demo it.

6. Clear with the pc:

- a. the communication cycle.

Get the pc to give you examples he has observed.  
Have him demo the communication cycle.

- b. the auditing comm cycle.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

If it is necessary to clarify this further, you can demonstrate the steps of the auditing comm cycle to the pc using simple, nonrestitutive questions.

Example: Ask "Have you eaten dinner?" (or breakfast or lunch). And when he replies and has been acknowledged, ask "What did you do when I asked that question?" Then have him ask you a similar type of question. Answer him and be sure he acknowledges you. Really establish your comm cycle with the pc.

7. Go over the TRs with the pc, demonstrating each with him, until he has a good idea of *how they are used in auditing*.

8. Clear the words:

- a. charge
- b. mental mass

9. Go over with the pc what the meter does (registers charge/mental mass).



For demonstration, you can do a “pinch test” where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Do so. Then get him to think of the pinch (while he is holding the cans), showing him the meter reaction and explaining how it registers mental mass.

10. a. Clear the words:

1. key-in
2. key-out

and have the pc demo and give you examples of each.

b. Clear the word: Release. Have the pc demo it.

c. Clear the word rehabilitate (rehab). Ensure the pc understands its use in auditing. Have the pc demo it.

11. a. Clear the word: postulate.

b. Have pc give you examples of a time or two when he postulated something and got it.

12. a. Clear the word: cognition.

b. Have the pc give you some examples of a cognition.

13. Clear: floating needle.

14. a. Give the pc an R-factor on rudiments and when these would be used.

b. Clear the word: rudiment.

c. Clear:

1. affinity
2. reality
3. communication

Have pc give you examples of each.

d. Clear the term: ARC.

Demonstrate to the pc how A, R and C equate to understanding.

Have the pc give you examples of how A, R and C together equate to understanding.

e. Clear: ARC break.

Have the pc demo it for you.

f. Using an appropriate dictionary, clear the words: curious, desired, enforced, inhibited, no, refused.

- g. Clear:
1. problem
  2. present time problem

Have the pc demo:

1. a problem
2. a present time problem

- h. Clear:

1. overt
2. withhold
3. missed withhold

Have the pc demo:

1. an overt
2. withhold
3. missed withhold

(Use definitions sheet or other references as needed.)

15. a. Using an appropriate dictionary, clear the words:
1. similar
  2. earlier
- b. Then clear: “earlier-similar.” Give the pc examples of where it would be used.
- c. Have the pc give you an example of something “earlier-similar.”
16. Briefly clear with the pc how the rudiments are flown and the procedure for each rudiment.
17. Clear with the pc what a repetitive process is. Ensure he understands why and how it is done. Have the pc demo it for you.
18. a. Clear the word: flow.
- b. Demonstrate for the pc each of the flows 1, 2, 3, 0.
- c. Then have the pc demo and give you an example of each.
19. Clear the words:
- a. assess
  - b. assessment

20. a. Explain to the pc that if at any time there is any difficulty in the auditing, you (or another auditor) will be using a prepared list to find and handle the exact difficulty.
  - b. Ensure he understands that when such a list is being assessed he sits quietly holding the cans while the auditor calls the list and takes meter reads to locate the difficulty.
21. Go over the Auditor's Code, items 1, 2, 3, 4, 5, 6, 8, 9, 14, 17, 18, 19 and 22. Check for and clear up any questions or misunderstandings the pc may have on this.
22. a. Clear: Examiner.
  - b. Give the pc an R-factor on the Examiner and the fact that he will go to the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.
 

Also, be sure the pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case between sessions.
  - c. *Conditional:* To familiarize the pc more fully with this step, if it is feasible, take the pc to the Examiner's space, introduce him to the Examiner, briefly orient him to the space and go over with him again the functions the Examiner performs. Then return to the auditing room.
23. Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The Scientology Auditing C/S-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run Scientology processes easily and with gain.

---

### CLEARING COMMANDS

The Scientology Auditing C/S-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

This would include the first time the pc is given a Two-way Comm session, a Listing and Nulling session, etc. With any new action, the procedure would first be fully cleared on the pc by the auditor.

### CLEARING WORDS ON CORRECTION LISTS

In addition to the C/S-1, to fully prepare the pc for his auditing up the Grade Chart, it is standard to clear the words on the various correction lists very early in auditing, before the need for them arises. (Otherwise, it is difficult to clear the



words of a correction list over heavy bypassed charge.) Thus, when the need for correction lists does arise, the words have already been cleared and the correction list can be used without delay. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS, items 7 and 8)

This would be done as ordered by the C/S.

L. RON HUBBARD  
Founder

## SCIENTOLOGY C/S-1

### DEFINITIONS SHEET

(The following definitions have been taken from the *Dianetics and Scientology Technical Dictionary*, the *Basic Dictionary of Dianetics and Scientology*, the glossary of the book *Dianetics Today*, from the book *Dianetics: The Modern Science of Mental Health*, Book One, Chapter Two, and from existing HCO Bulletins where indicated.)

Use these in conjunction with the *Basic Scientology Picture Book*. If further references are needed when clearing these terms and concepts, ensure source materials are used. For any non-Scientology terms use a good nondinky dictionary.

#### SCIENTOLOGY:

An applied religious philosophy developed by L. Ron Hubbard dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life.

(Taken from the Latin word *scio*, which means “knowing in the fullest sense of the word,” and the Greek word *logos*, meaning “study of.”)

The study of the human spirit in its relationship to the physical universe and its living forms. A religious practice applying to man’s spirit and his spiritual freedom.

A body of knowledge which, when properly used, gives freedom and truth to the individual.

#### AUDITING:

Processing, the application of Scientology (or Dianetic) processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

#### AUDITING SESSION:

A period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.

### AUDITOR:

A person trained and qualified in applying Scientology and/or Dianetic processes and procedures to individuals for their betterment; called an auditor because auditor means “one who listens.” An auditor is a minister of the Church of Scientology.

### CLEAR:

A Clear is a being who no longer has his own reactive mind. (Ref: HCOB 14 Dec. 81, THE STATE OF CLEAR)

A being who is unrepressed and self-determined. (Ref: Book: *Dianetics: The Modern Science of Mental Health*, Book One, Chapter Two)

The power of auditing is such that the state of Clear is now achieved by many through the refined technology of New Era Dianetics (NED), delivered by all service organizations of the Church of Scientology. Any person who does not go Clear on NED has another chance to achieve it on the Clearing Course at an Advanced Organization of the Church of Scientology.

### PRECLEAR:

From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Scientology and Dianetic processing, is finding out more about himself and life. Abbreviation: pc.

### THETAN:

From THETA (life static), a word taken from the Greek symbol or letter *theta*, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the “I”; one doesn’t have or own a thetan; one is a thetan.

It is the person himself—not his body or his name, the physical universe, his mind, or anything else; that which is aware of being aware; the identity which is the individual.

### MIND:

A communication and control system between the thetan and the physical universe. It is *not* the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.

### BODY:

The organized physical composition or substance of an animal or man whether living or dead.

The body is the thetan’s communication center. It is a physical object. It is not the being himself.

**PICTURE:**

An exact likeness of something; a copy or representation of a thing, not the thing itself. An image or mental image of something.

**MENTAL IMAGE PICTURE:**

Mental picture; a copy of one's perceptions of the physical universe sometime in the past.

A facsimile or a mock-up. In Scientology we call a mental image picture a *facsimile* when it is an unknowingly created picture or "photograph" of the physical universe sometime in the past. We call a mental image picture a *mock-up* when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe.

Facsimiles, made up of mental energy, are the pictures contained in the reactive mind.

**REACTIVE MIND:**

Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person's volitional control and which exerts force and power over a person's awareness, purposes, thoughts, body and actions.

It consists of locks, secondaries, engrams and chains of them and is the single source of human aberrations and psychosomatic ills.

**ENGRAM:**

A mental image picture which is a recording of a time of physical pain and unconsciousness. It must by definition have impact or injury as part of its content.

**SECONDARY:**

A mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image recording of a time of severe mental stress. It may contain unconsciousness. Called a secondary because it itself depends upon an earlier engram with similar data but real pain.

**LOCK:**

A mental image picture of nonpainful but disturbing experiences the person has experienced. A lock depends for its force on secondaries and engrams. It is an analytical moment in which the perceptics of the engram are approximated, thus restimulating the engram or bringing it into action, the present time perceptics being erroneously interpreted by the reactive mind to mean that the same condition which produced physical pain once before is now again at hand.

The reactive mind never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness.

The reactive mind comprises an unknowing, unwanted series of aberrated-computations which bring about an effect upon the individual and those around him. It is an obsessive strata of unknown, unseen, uninspected data which are forcing solutions, unknown and unsuspected, on the individual—which tells you why it remained hidden from man for so many thousands of years.

**BANK:**

A colloquial name for the reactive mind. The mental image picture collection of the pc. It comes from computer technology where all data is in a “bank.”

**COMMUNICATION CYCLE:**

A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgment of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.

**AUDITING COMM CYCLE:**

(HCOB 30 Apr. 71) This is the auditing comm cycle that is *always* in use:

1. Is the pc ready to receive the command? (appearance, presence)
2. Auditor gives command/question to pc (cause, distance, effect).
3. Pc looks to bank for answer . . .
4. Pc receives answer from bank.
5. Pc gives answer to auditor (cause, distance, effect).
6. Auditor acknowledges pc.
7. Auditor sees that pc received acknowledgment (attention).
8. New cycle beginning with (1).

**CHARGE:**

The stored quantities of energy in the time track; stored energy or stored or re-creatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.

**MENTAL MASS:**

Mental mass is the mass contained in the mental image pictures (facsimiles) in the reactive mind. It has weight; very tiny, but it has weight, and it actually has size and shape and so forth. Its proportionate weight would be terribly slight compared to the real object which the person is making a picture of.





### *KEY-IN:*

Verb: The action of recording a lock on a secondary or engram.

Noun: The first time an engram is restimulated is called a key-in. A key-in is merely a special kind of lock, the first lock on a particular engram.

A moment when the environment around the awake but fatigued or distressed individual is itself similar to the dormant engram. At that moment the engram becomes active. It is keyed in and can thereafter be dramatized.

### *KEY-OUT:*

Verb: An action of the engram or secondary dropping away without being erased.

Noun: The person without knowing what the earlier instance was has had the lock vanish. That's a key-out.

Adjective: Released from the stimulus-response mechanisms of the reactive mind.

Release or separation from one's reactive mind or some portion of it.

### *RELEASE:*

Noun: One who knows he or she has had worthwhile gains from Scientology processing and who knows he or she will not now get worse.

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.

A series of gradual key-outs. At any given one of those key-outs the individual detaches from the remainder of his reactive bank.

### *REHABILITATE (Rehab):*

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.

### *POSTULATE:*

A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

We mean, by postulate, a self-created truth. A postulate is, of course, that thing which is directed desire or order or inhibition or enforcement on the part of the individual in the form of an idea.

Postulate means to cause a thinkingness or consideration.

### *COGNITION:*

A pc origination indicating he has "come to realize." It's a "What do you know? I . . ." statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one's endeavors in life.

### *FLOATING NEEDLE:*

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

It is always accompanied by good indicators or very good indicators in the pc. (Ref: HCOB 10 Dec. 76RB, Rev. 25.5.80, C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION; HCOB 21 July 78, WHAT IS A FLOATING NEEDLE?)

### *RUDIMENTS:*

First principles, steps, stages or conditions. The basic actions done at the beginning of a session to set up the pc for the major session action: ARC breaks, PTPs, withholds.

A rudiment is that which is used to get the pc in shape to be audited in that session.

### *AFFINITY:*

Degree of liking or affection or lack of it.

The feeling of love or liking for something or someone.

Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding; the other components being reality and communication.

### *REALITY:*

Reality is an agreement as to what is. It is not what the individual thinks reality is; it is what the majority agrees it is. It is the solid objects, the real things of life. It is the agreement upon perceptions and data in the physical universe. Reality is what *is*. It is one of the components of understanding.

### *COMMUNICATION:*

The interchange of ideas or objects between two people or terminals. More precisely the definition of 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 of that which emanated from the source-point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.

### *ARC:*

A word formed from the initial letters of Affinity, Reality and Communication, which together equate to Understanding. It is pronounced by stating its letters, A-R-C. To Scientologists it has come to mean good feeling, love or friendliness.

### *ARC BREAK:*

A sudden drop or cutting of one's affinity, reality or communication with someone or something. It is pronounced by its letters A-R-C *break*.

Upsets with people or things come about because of a lessening or sundering of affinity, reality or communication or understanding.

### *PROBLEM:*

A problem is a conflict arising from two opposing intentions. Anything which has opposing sides of equal force; it is postulate-counter-postulate, intention-counter-intention, terminal-counter-terminal, force-counter-force. It's one thing versus another thing. You've got two forces or two ideas which are interlocked of comparable magnitude and the thing stops right there.

### *PRESENT TIME PROBLEM:*

A specific problem that exists in the physical universe *now*, on which a person has his attention fixed.

Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

### *OVERT:*

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, MEST, life or the infinite). That thing which you do which you aren't willing to have happen to you.

### *WITHHOLD:*

An undisclosed harmful (contrasurvival) act.

A withhold is something the pc did that he isn't talking about. Any withhold comes after an overt.

### *MISSED WITHHOLD:*

An undisclosed contrasurvival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

### *REPETITIVE PROCESS:*

A process that is run over and over with the same question of the pc. We don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said. A process which permits the individual to examine his mind and environment and out of it select the unimportances and importances.

### *FLOW:*

A progress of energy between two points.

An impulse or direction of energy particles or thought or masses between terminals.

The progress of particles or impulses or waves from Point A to Point B.

The four flows used in processing are:

- F1. Flow one, something happening to self.
- F2. Flow two, doing something to another.
- F3. Flow three, others doing things to others.
- F0. Flow zero, self doing something to self.

### *ASSESS:*

To choose, from a list or statements—which item or thing has the longest read or blowdown. (In Dianetics it is choosing which item or statement has the longest read, blowdown or pc's interest. The longest read will also have the pc's interest).

### *ASSESSMENT:*

An action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter. The auditor looks at the meter while doing an assessment.

He just notes which item has the longest fall or blowdown.

Assessment isn't auditing, it is simply trying to locate something to audit. It is the whole action of obtaining a significant item from a pc.

### *EXAMINER:*

Pre-clear Examiner. The person in a Scientology Church to whom pre-clears are sent immediately after any auditing session. The Examiner is assigned to the duties of noting the pc's statements, TA position and state of the needle and the pc's indicators, after session. He says nothing to the pc during this action; he simply records the necessary data and acknowledges the pc's statement if one is made.

The Examiner is also the person the pc sees when he wishes to volunteer information or make any sort of statement about his case between sessions or if there is something he wants handled regarding his case.

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JULY 1978

Remimeo  
New Era Dianetics  
Course

*New Era Dianetics Series 17*

**DIANETIC PERSISTENT F/Ns**

If the original item is not totally and completely gone, you can run into a condition where the pc is on a persistent F/N with regard to it, but it's still there slightly and nothing reads but it only F/Ns.

What you can do in that case is:

1. Take the pc off auditing for a few days while the persistent F/N dies out and the environment keys something in and continue then with the assessment of that original item, or
2. Go on with some other original item that *does* read and make a big clear notation in the pc's program to come back to the original item after you have run some other original items on the case.

If you get stopped by a persistent F/N and some condition is still there, don't use an F/N as an excuse not to come back to the original item!

L. RON HUBBARD  
Founder

*New Era Dianetics Series 18*

**AFTER THE FACT ITEMS**

You will sometimes have trouble with a particular kind of running item.

It is known as an “after the fact item.”

First, why do you get erasures only because you ask for earlier beginnings or earlier-similar? Because the thetan’s mind where pictures are concerned parallels the time track.

*Late* things hang up where *earlier* like things exist.

For some reason best known to thetans, you have to get the earlier like thing before you can erase the later like thing.

This is built into R3RA.

But what isn’t built in is preventing the pc giving or the auditor choosing an “after the fact” running item.

An “after the fact” running item is one which clearly has an earlier thing before it, yet, by its very wording, prohibits reaching the earlier thing.

Example of an “after the fact” running item: “Repression.”

Now, clearly something had to happen *before* in order to have something repress.

The pc dutifully begins to run “Feeling repressed.” But what happened that caused it is not part of the item. So he is forced to run late in the incident.

Example: “Feeling blue about hospitals.”

This will find him in hospitals but will avoid letting him run what put him there.

The item is *after the fact* of having been run over.

The way to handle “after the fact” running items is:

1. Learn to recognize them.
2. Don’t choose one off a running item list. Choose something else that read.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JULY 1978

Remimeo  
All Auditors  
All C/Ses  
All Word Clearers  
All Tech Checksheets

**WHAT IS A FLOATING NEEDLE?**

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

That's what an F/N is. No other definition is correct.

L. RON HUBBARD  
Founder

Remimeo  
All Auditors

### ASSESSMENT TRs

The right way to do an assessment is to ask the pc the question in a *questioning* tone of voice.

In assessing, some auditors have made assessment questions into statements of fact, which of course is a cousin to evaluation.

A downcurve at the end of an assessment question contributes to making it a statement. Questions should go up at the end.



A remedy for this is to record ordinary conversation. Ask some normal questions and make some normal statements and you will find that the voice tone rises on a question and goes down on a statement.

Assessing with a statements tone of voice instead of a questioning tone of voice results in evaluation for the pc. The pc feels accused or evaluated for rather than assessed and an auditor can get a lot of false and protest reads.

It's all tone of voice. Auditors have to be drilled in asking questions. Assessment questions have an upcurve at the end.

Get it?

Then drill it.

L. RON HUBBARD  
Founder



Remimeo  
All Dianetic  
Auditors  
C/Ses  
Supervisors

*C/S Series 101*

**LIST OF PERCEPTICS**

This was researched and dates of 1951.

It's the 57 human perceptions.

1. Time
2. Sight
3. Taste
4. Color
5. Depth
6. Solidity (barriers)
7. Relative Sizes (external)
8. Sound
9. Pitch
10. Tone
11. Volume
12. Rhythm
13. Smell (The sense of smell has four subdivisions which are categories of the type of odor.)
14. Touch
  - a. Pressure
  - b. Friction
  - c. Heat or Cold
  - d. Oiliness
15. Personal Emotion

16. Endocrine States
17. Awareness of Awareness
18. Personal Size
19. Organic Sensation (including hunger)
20. Heartbeat
21. Blood Circulation
22. Cellular and Bacterial Position
23. Gravitic (self and other weights)
24. Motion of Self
25. Motion (exterior)
26. Body Position
27. Joint Position
28. Internal Temperature
29. External Temperature
30. Balance
31. Muscular Tension
32. Saline Content of Self (body)
33. Fields/Magnetic
34. Time Track Motion
35. Physical Energy (personal weariness, etc.)
36. Self-determinism (relative on each dynamic)
37. Moisture (self)
38. Sound Direction
39. Emotional State of Other Organs
40. Personal Position on the Tone Scale
41. Affinity (self and others)
42. Communication (self and others)
43. Reality (self and others)

44. Emotional State of Groups
45. Compass Direction
46. Level of Consciousness
47. Pain
48. Perception of Conclusions (past and present)
49. Perception of Computation (past and present)
50. Perception of Imagination (past and present)
51. Perception of Having Perceived (past and present)
52. Awareness of Not Knowing
53. Awareness of Importance, Unimportance
54. Awareness of Others
55. Awareness of Location and Placement
  - a. Masses
  - b. Spaces
  - c. Location Itself
56. Perception of Appetite
57. Kinesthesia

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 JULY 1978

Remimeo  
All Auditors  
All C/Ses

(Cancels and replaces  
BTB 3 Oct. 69R, DIANETIC REMEDIES)

*New Era Dianetics Series 24*

**DIANETIC REMEDIES**

The remedies given here will handle pcs who go anaten or dope off in session even though they are well rested beforehand. They will also handle high TAs caused by chains left in restimulation by reason of not taking them to a full Dianetic EP.

**WORD CLEARING**

One of the beginning pc's first steps in NED auditing is a thorough and complete Dianetic C/S-1. This is given as ACTION SEVEN on NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE. It must be done until the pc well understands the commands of R3RA and knows what is expected of him as a pc. (Ref: HCOB 9 July 78RA, NED Series 21, DIANETIC C/S-1)

DO NOT attempt to run R3RA on a pc who is not properly indoctrinated. Clear the commands. Clear the list words and clear the procedures with him. It is the auditor's responsibility to ensure the pc understands the commands and the procedure he is being run on.

So the first remedy given here is WORD CLEARING. A pc who does not understand R3RA commands, assessment procedures, etc., will only restimulate masses in Dianetic sessions; he will not be able to erase them.

If there is any doubt that your pc understands the commands and procedures of R3RA, you clear these up immediately.

There are uniformly two things that prevent pcs from running engrams. They are the failure to fully clear all the commands and procedures of R3RA as we have covered above, and unhandled drugs.

Hence, the following remedies are to be done in their correct sequence on the pc's Dianetic program, after a full and complete drug handling per NED Series 9RC, DRUG HANDLING. (Ref: NED Series 2RA, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE)

**PICTURES OR MASSES**

The following remedy is ordered by the C/S when the pc has no misunderstood words but still goes anaten in session, even when assessment and R3RA procedure are correctly done and the pc has had sufficient sleep, with no unflat chains evident by folder inspection, but has a very high or low TA.



The auditor asks, “What pictures or masses have you touched on in life or in auditing that have been left unhandled?”

The most obvious remedy is simply to take the best reading picture that was left unflat in auditing and simply finish the chain. If the pc had only run it Single Flow at the time, then finish it Single Flow for certain and check the other flows to see if they read and run them if they do. The question one checks is Step One Narrative or Step One regular R3RA. One uses Narrative when it is simply an incident and regular R3RA when he remembers what somatic he was running at the time.

The essence of this is simply to complete something that was already started and wasn't completed.

If it was a picture which simply appeared in life, one can simply treat it as an original item per the assessment HCOB and carry on from there.

Caution should be observed in running a pc on Quad who hitherto had only been run on Single or Triple Flows. One can get onto the subject of bypassed charge when he suddenly runs a new flow (like Flow 0) that has never been run before on a new item. What happens is the pc, audited on Single or Triple on other items in previous auditing, collides with some of the unrun charge of previously unhandled chains of that flow and can get quite upset. The best handling of this sort of thing is called “quading up a pc” as contained in HCOB 7 Mar. 71-1RA, USE OF QUADRUPLE DIANETICS.

Masses are handled simply by treating them as an original item as in the assessment HCOB.

In picture or masses remedies, one is best off following New Era Dianetics Series 4R. Just treat the picture or mass as an original item. Therefore, when the pc gives you a list of pictures or masses that have been touched on in life or auditing he is really giving you a list of original items so far as handling is concerned. The auditor takes the best-reading item from that list and does a preassessment on it.

“Are/Is (preassessment item) connected with (item)?” is the preassessment question.

The auditor then follows the procedure outlined in HCOB 18 June 78R, NED Series 4R, doing a full preassessment and runs out R3RA Quad all reading items with pc interest.

When this action is correctly performed, the TA of the pc will be back in range and the pc will be bright.

### **AUTOMATICITY OF PICTURES**

There are some pcs who keep talking about “this huge automaticity of pictures coming in, faster and faster.” They also dope off in session and they are somewhat hard to get an F/N on.

The thing which is really wrong with a pc is instability. He can't hold things still.

A C/S could order CCH 10, "Hold It Still" per HCOB 11 June 57, TRAINING AND CCH PROCESSES.

Objectives are also indicated, particularly SCS, as the pc can't control things.

After flattening Objectives, it will be found that the pc's bank is more stable.

As the multipictures may also have keyed something in, a C/S, after Objectives are flat, could order the following:

"Ask the pc, 'What pictures have you seen in life or auditing?' and treat the best-reading items in the resulting list as original items, handling them as per NED Series 4R."

The phenomenon of automatic pictures is also called "an avalanche" and data on it is available in HCOB 3 May 72, HAVINGNESS. The above section is the best handling.

### OVERTS

When the pc goes anaten in session but there is no evidence of unflat chains, the C/S issues this C/S:

"Assess for: Overts on unconscious people

Overts on anaten people

Overts on asleep people

Overts on sick people.

"Run each reading item with interest R3RA Narrative Quad, running F2 first."

The C/S could vary the assessment list, adding items if necessary in accordance with what the pc was motivating from.

### IMAGINARY INCIDENTS

Sometimes a pc cannot confront the actual incidents that are keyed in by life or auditing. Such a pc will not go backtrack. In this case the running of imaginary incidents is quite productive. Sometimes the preclear will run them, quite astonishingly, with somatics. But he is not being required to face any reality about them and the auditor is not insisting that any reality exists concerning them. In a surprisingly high percentage of times, however, he will be running actual incidents. So long as he does not have to admit that these incidents are actual, he can do something about them.

It should be understood that no amount of imaginary incidents can supplant the running of real incidents. The first value that this technique has—the invitation to the preclear to run avowedly imaginary incidents in his past—is to build up the preclear's confidence in the auditor. The preclear begins to feel that he will not be censured for indulging in fantasy.



When the preclear discovers that he has an auditor who not only will listen to imagination but who encourages it, the affinity level rises and the preclear's ability to differentiate in terms of reality will itself rise.

The auditor must never, after the incident has been run, then insist that the incident was real. This would be a break of faith. He and the preclear have entered into a contract that what is being run is pure imagination, and the auditor must not break his contract.

To run imaginary incidents, the auditor discusses with the pc how they will be running imaginary incidents and gets the pc's agreement to do so.

The auditor then asks, "What imaginary incidents or pictures have you touched on?"

All the pc's responses to this question, with their meter reads, are noted by the auditor. He then takes up the best-reading incident or picture and runs it out Narrative R3RA Quad, first checking interest. Lesser-reading items are then taken up.

This action is done until the pc is brighter and more able to confront actual incidents as they come up in auditing.

In doing this remedy, be certain the pc understands R3RA procedure and has NO MISUNDERSTOODS.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 AUGUST 1978

Remimeo

**INSTANT READS**

*Refs:*

HCOB 28 Feb. 71	C/S Series 24 METERING READING ITEMS
HCOB 8 Apr. 78	AN F/N IS A READ
HCOB 18 June 78	NED Series 4 ASSESSMENT AND HOW TO GET THE ITEM

*E-Meter Essentials, "Rock Slam"*

The correct definition of INSTANT READ is THAT REACTION OF THE NEEDLE WHICH OCCURS AT THE PRECISE END OF ANY MAJOR THOUGHT VOICED BY THE AUDITOR.

All definitions which state it is fractions of seconds after the question is asked are cancelled.

Thus, an instant read which occurs when the auditor assesses an item or calls a question is valid and would be taken up, and latent reads, which occur fractions of seconds after the major thought, are ignored.

Additionally, when looking for reads while clearing commands or when the preclear is originating items, the auditor must note only those reads which occur at the exact moment the pc ends his statement of the item or command.

L. RON HUBBARD  
Founder





Remimeo

## HAVINGNESS

### FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS

*Refs:*

HCOB 11 Jan. 62	SECURITY CHECKING TWENTY-TEN THEORY
HCOB 29 Sept. 60	HAVINGNESS AND DUPLICATION
HCOB 6 Oct. 60R	THIRTY-SIX NEW PRESESSIONS

Rev. 8.5.74

Book: *E-Meter Essentials*, Section G: Finding Havingness and Confront Processes

NOTE: This issue is by no means a complete summary of the subject of havingness. There is a vast amount of material on havingness and the remedy of havingness in early publications and other HCOBs to be found in the Technical Volumes—data the student will acquire as he continues to train up the levels and on the SHSBC.

This issue is to give the beginning auditor a working knowledge of the subject of havingness.

“*HAVINGNESS*: (1) That which permits the experience of mass and pressure. (2) The feeling that one owns or possesses. (3) Can be simply defined as ARC with the environment. . . . (4) That activity which is run when needed and when it will not violently deflect the pc’s attention. (6) The ability to duplicate that which one perceives, or to be willing to create a duplication of it. . . . (8) Havingness is the concept of being able to reach or not being prevented from reaching. . . .”

(From the Technical Dictionary)

The above are all valid, but the final definition of havingness can be simply stated as:

HAVINGNESS IS THE CONCEPT OF BEING ABLE TO REACH.  
NO-HAVINGNESS IS THE CONCEPT OF NOT BEING ABLE TO REACH.

Inherent in the ability to reach is the willingness and ability to duplicate. That which makes *communication* work in processes is the duplication part of the communication formula (Axiom 28 Amended).

The position of a being on the Tone Scale is determined by his ability to reach (and thus his willingness and ability to duplicate, to communicate and experience). The lower the tone of the being, the less willing he is to reach, communicate with and experience his present time environment, and the less willing he is to reach and duplicate events of the past or permit them to happen again.

This is remedied by Objective Havingness Processes. These are processes that deal with observing and touching objects in the auditing room or in the environment. They are “look around” or physical contact processes, used to remedy a low or “no-havingness” condition.

Thus, we find the pc’s Havingness Process early on in auditing and use it to gain or remedy havingness before or after processes or at session end.

### FINDING AND RUNNING THE PC’S HAVINGNESS PROCESS

The preclear’s Havingness Process is tested for on the meter in an exact way. You test it on the *needle* with can squeezes from the pc.

Use HCOB 6 Oct. 60R, Rev. 8 May 74, THIRTY-SIX NEW PRESESSIONS.

1. Set the sensitivity for 1/3-of-a-dial drop when the pc squeezes the cans. (See E-Meter Drill 5, *The Book of E-Meter Drills*.)
2. Run five to eight commands of the first Havingness Process on the above bulletin, with the pc on the meter.
3. Then have the pc squeeze the cans, noting the size of the needle read now. If this second can squeeze shows the needle looser (wider swing) than the first can squeeze did, you’ve got it. The Havingness Process you’ve tested is the Havingness Process for the preclear and may be used to remedy his havingness as necessary.
4. If the process *tightens* the needle during the test, don’t use it. Don’t bridge off. Just get off the process now and test the next process, or the next, continuing until you find a Havingness Process that does loosen the needle and gives a wider swing. One will be found among the list of Havingness Processes on HCOB 6 Oct. 60R.
5. The correct Havingness Process selected is then run ten to twelve commands at a time, usually just before ending off a session.

A pc’s Havingness Process can change as the pc changes with auditing. If at some point in the auditing the Havingness Process which has been being used fails to get the desired result, simply retest for a new Havingness Process, find one that works and use it.

Even the right Havingness Process, if run too much at one time (more than ten or twenty commands), will start running the bank. It doesn’t harm the preclear but that isn’t its use, as there are other processes that run the bank better.

The *purpose* of a Havingness Process is to get the preclear stabilized in his environment.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 AUGUST 1978

Issue I

Remimeo  
New Era Dianetics  
Expanded Dianetics  
Courses  
C/Ses  
Auditors  
Supers  
Students

**NEW ERA DIANETICS**  
**A REQUISITE FOR EXPANDED DIANETICS**

*Refs:*

New Era Dianetics Series Bulletins  
Expanded Dianetics Series Bulletins

THE NEW ERA DIANETICS FULL PC PROGRAM MUST COME BEFORE EXPANDED DIANETICS ON ANY PC WHO HASN'T HAD NEW ERA DIANETICS.

Thus:

THE NEW ERA DIANETICS FULL PC PROGRAM *AND* EXPANDED DIANETICS, IN THAT SEQUENCE, ARE MANDATORY IN EVERY R/S CASE.

The New Era Dianetics Full Pc Program is itself. The Expanded Dianetics Program is itself. They are NOT mixed. The one quite naturally precedes the other. New Era Dianetics fully completed paves the way for smooth, rapid, spot-on running of Expanded Dianetics on the pc.

On those pcs who have already had many hours of Dianetics, numerous chains will have been erased with somatics and/or illnesses blown and disabilities handled, and these gains are not to be invalidated. Dianetics properly applied has always brought about fantastic results.

New Era Dianetics, however, with its new preassessment procedure and its new rundowns tailored to find and handle *any* unhandled Dianetic aspect of the case, will result in undreamed-of gains for old and new pcs alike. It is already doing so.

Further, it ensures the full and thorough handling of those aspects of the case which must be gotten out of the way before proceeding with ExDn, as these could complicate and lengthen ExDn unnecessarily.

Thus we have the above rules.

This is a swifter and more thorough route than ever before to a well and happy pc and a swifter more thorough route than ever before to a *full* Expanded Dianetics completion.

L. RON HUBBARD  
Founder



*Word Clearing Series 52*

**CLEARING COMMANDS**

*Refs:*

HCOB	14 Nov. 65	CLEARING COMMANDS
HCOB	9 Nov. 68	CLEARING COMMANDS, ALL LEVELS
HCO PL	4 Apr. 72R	Word Clearing Series 48
Rev. 21.6.75		ETHICS AND STUDY TECH

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear, using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus, this preliminary step to running a process or procedure for the first time is VITAL.

The rules of clearing commands are:

1. UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.
2. ALWAYS HAVE THE NECESSARY (AND *GOOD*) DICTIONARIES IN THE AUDITING ROOM WITH YOU.

This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary and a good nondinky dictionary in the pc's native language. For a foreign-language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

(*Example:* English word "apple" is looked up in English/French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme.")

So for the foreign-language case two dictionaries are needed: (1) English to foreign language, (2) foreign language itself.

3. HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND COMMANDS.

4. CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

(*Example:* To clear the command “Do fish swim?” clear “swim” first, then “fish,” then “do.”)

This prevents the pc starting to run the process by himself while you are still clearing the words.

- 4A. *NOTE:* F/Ns OBTAINED ON CLEARING THE WORDS DOES NOT MEAN THE PROCESS HAS BEEN RUN.

5. NEXT, CLEAR THE COMMAND ITSELF.

Auditor asks the pc, “What does this command mean to you?” If it is evident from the pc’s answer that he has misunderstood a word as it is used in the context of the command:

- a. Reclear the obvious word (or words) using the dictionary.
- b. Have him use each word in a sentence until he has it. (The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself. See HCOB 10 Mar. 65, Word Clearing Series 14, WORDS, MISUNDERSTOOD GOOFS.)
- c. Reclear the command.
- d. If necessary, repeat steps a, b and c above to make sure he understands the command.

- 5A. *NOTE:* THAT A WORD READS WHEN CLEARING A COMMAND, AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE COMMAND OR QUESTION ITSELF HAS READ NECESSARILY. MISUNDERSTOOD WORDS READ ON THE METER.

6. WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND. (Ref: HCOB 28 Feb. 71, C/S Series 24, METERING READING ITEMS)

7. DON’T CLEAR THE COMMANDS OF ALL RUDS AND RUN THEM, OR OF ALL PROCESSES AND RUN THEM. YOU’LL MISS F/Ns. THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE *THAT* PROCESS IS RUN.

8. ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC’S FOLDER ON A YELLOW SHEET AS CLEARED. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

As it is difficult to clear all the words of a correction list on a pc over heavy bypassed charge, it is standard to clear the words of an L1C and ruds very early in auditing and to clear an L4BRA *before* commencing listing processes or an L3RH *before* running R3RA. Then, when the need for these



correction lists arises, one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

9. IF, HOWEVER, YOUR PC IS SITTING IN THE MIDDLE OF AN ARC BREAK (OR OTHER HEAVY CHARGE) AND THE WORDS OF THE LIC (OR OTHER CORRECTION LIST) HAVE *NOT* BEEN CLEARED YET, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST TO HANDLE THE CHARGE. OTHERWISE, IT'S AUDITING OVER AN ARC BREAK.

In this case you just verify by asking afterwards if he had any misunderstandings on the list.

All the words of the LIC (or other correction list) would then be cleared thoroughly at the first opportunity—per your C/S's instructions.

10. DO NOT RECLEAR ALL THE WORDS OF ASSESSMENT LISTS EACH TIME THE LIST IS USED ON THE SAME PC. Do it once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the standard assessment lists have been cleared.
11. THESE RULES APPLY TO ALL PROCESSES, LISTING QUESTIONS AND ASSESSMENTS.
12. THE WORDS OF THE PLATENS OF ADVANCED COURSE MATERIALS ARE NOT SO CLEARED.

---

Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offense per HCO PL 4 Apr. 72R, Word Clearing Series 48, ETHICS AND STUDY TECH, section 4, which states:

**“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.”

L. RON HUBBARD  
Founder



**RUDIMENTS**  
**DEFINITIONS AND PATTERN**

*Ref:*  
HCOB 15 Aug. 69 FLYING RUDS

(NOTE: This bulletin in no way summarizes all the data there is to be known about ARC breaks, PTPs and missed withholds, or handling rudiments.)

There is a wealth of technology and data on these subjects contained throughout the Technical Volumes and in Scientology books, which the student auditor will need as he progresses up the levels.)

A rudiment is that which is used to get the pc in shape to be audited in that session.

For auditing to take place at all, the pc must be in-session which means:

1. Willing to talk to the auditor
2. Interested in own case.

That is all you want to accomplish with rudiments. You want to set up the case to run by getting the rudiments in, not use the rudiments to run the case.

ARC breaks, present time problems and withholds all keep a session from occurring. It is elementary auditing knowledge that auditing over the top of an ARC break can reduce a graph, hang the pc up in sessions or worsen his case, and that in the presence of PTPs, overts and missed withholds (a restimulated, undisclosed overt) no gains can occur. Thus, these are the rudiments we are most concerned with getting in at the beginning of a session so that auditing with gains can occur.

**GETTING THE F/N**

If you know bank structure, you know it is necessary to find an earlier item if something does not release.

If a rud doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

Thus, we have the procedure and the rule:

**IF A RUD READS, YOU ALWAYS TAKE IT EARLIER—SIMILAR UNTIL IT F/Ns.**

The question used is:

**“IS THERE AN EARLIER–SIMILAR (ARC break) or (problem) or (missed withhold)?”**

If at the beginning of a session the rudiments are *in* (the needle is floating and the pc is VGIs), the auditor goes directly into the major actions of the session. If not, the auditor must fly a rud or ruds, as ordered by the C/S.

### ARC BREAKS

*ARC*: A word from the initial letters of affinity, reality and communication which together equate to understanding.

*ARC BREAK*: A sudden drop or cutting of one’s affinity, reality or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, communication or understanding.

While the earlier-similar rule fully applies to ARC breaks, there is an additional action taken in handling ARC breaks that enables the pc to spot precisely what happened that resulted in the upset.

An ARC break is called that—an “A-R-C break”—instead of an upset because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person’s state of mind.

You never audit over the top of an ARC break, and you never *audit* an ARC break itself; they cannot be audited. But they can be *assessed* to locate which of the basic elements of ARC the charge is on.

Thus, to handle an ARC break you assess affinity, reality, communication and understanding to find which of these points the break occurred on.

Having determined that, you assess the item found (A or R or C or U) against the Expanded CDEI Scale (curious, desired, enforced, inhibited, no and refused). (Refs: HCOB 13 Oct. 59, DEI EXPANDED SCALE; *Scientology 0-8*, *The Book of Basics*; and HCOB 18 Sept. 67, SCALES)

With this assessment the actual bypassed charge can be located and indicated even more accurately, thus enabling the pc to blow it.

The assessment is done on every ARC break as you go earlier-similar until the rudiment is in with F/N and VGIs.

The first rudiment question is:

1. **“DO YOU HAVE AN ARC BREAK?”**
2. If there is an ARC break, get the data on it briefly.





3. Find out by assessment which point the ARC break occurred on:

**“WAS THAT A BREAK IN AFFINITY?  
REALITY?  
COMMUNICATION?  
UNDERSTANDING?”**

You assess it *once* and get the read (or the largest read) on, say, communication.

4. Check it with the pc: **“WAS THAT A BREAK IN (communication)?”** If he says no, rehandle. If yes, let him tell you about it if he wishes. Then give it to him by indicating it, i.e., **“I’D LIKE TO INDICATE THAT WAS A BREAK IN COMMUNICATION.”**

PROVIDED THE RIGHT ITEM HAS BEEN GOTTEN, the pc will brighten up, even if ever so slightly, *on the very first assessment*.

*NOTE:* On Step 4 the pc may originate: “Yes, I guess it was communication but to me it’s really more like a break in reality,” for example. The wise auditor then acknowledges and indicates it was a break in “reality.”

5. Taking the item found in Step 4 above, assess it against the CDEINR Scale:

**“WAS IT:  
CURIOUS ABOUT (communication)?  
DESIRED (communication)?  
ENFORCED (communication)?  
INHIBITED (communication)?  
NO (communication)?  
REFUSED (communication)?”**

6. As in Steps 3 and 4 above, assess it *once*, get the item and check it with the pc:

**“WAS IT (desired) COMMUNICATION?”**

If no, rehandle. If yes, indicate it.

Very rarely, the pc will have his own item instead of CDEINR and will volunteer it.

7. If no F/N at this point, you follow it earlier with the question:

**“IS THERE AN EARLIER–SIMILAR ARC BREAK?”**

8. Get the earlier-similar ARC break, get in ARCU, CDEINR, indicate. If no F/N, repeat Step 7, continuing to go earlier, always using ARCU, CDEINR until you get an F/N.

When you get the F/N *and* VGIs, you have it.

## PRESENT TIME PROBLEM

*PROBLEM:* A conflict arising from two opposing intentions. It's one thing versus another thing; an intention-counter-intention that worries the preclear.

*PRESENT TIME PROBLEM:* A special problem that exists in the physical universe now, on which the pc has his attention fixed.

Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

A violation of "in-sessionness" occurs when the pc's attention is fixed on some concern that is "right now" in the physical universe. The pc's attention is "over there," not on his case. If the auditor overlooks and doesn't handle the PTP, then the pc is never in-session, grows agitated, ARC breaks. And no gains are made because he is not in-session.

The second rudiment question is:

1. **"DO YOU HAVE A PRESENT TIME PROBLEM?"**
2. If there is a PTP, have the pc tell you about it.
3. If no F/N, take it earlier with the question:

**"IS THERE AN EARLIER-SIMILAR PROBLEM?"**

4. Get the earlier problem, and if no F/N, follow it earlier-similar, earlier-similar, earlier-similar to F/N.

## MISSED WITHHOLDS

*OVERT ACT:* An intentionally committed harmful act committed in an effort to solve a problem.

An act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

That thing which you do which you aren't willing to have happen to you.

*WITHHOLD:* An undisclosed harmful (contrasurvival) act. Something the pc did that he isn't talking about.

*MISSED WITHHOLD:* An undisclosed contrasurvival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

The pc with a missed withhold will not be honestly "willing to talk to the auditor" and, therefore, not in-session until the missed withhold is pulled.

Missing a withhold or not getting all of it is the sole source of an ARC break. A missed withhold is observable by any of the following: pc not making

progress, pc critical of, nattery or angry at the auditor, refusing to talk to the auditor, not desirous of being audited, boiling off, exhausted, foggy at session end, dropped havingness, telling others the auditor is no good, demanding redress of wrongs, critical of Scientology or organizations or people of Scientology, lack of auditing results, dissemination failures. (Ref: HCOB 3 May 62, ARC BREAKS, MISSED WITHHOLDS) The auditor must *not* overlook any manifestations of a missed withhold.

Thus, if the pc has a missed withhold you get it, get all of it using the system described below, and use the same system on each earlier-similar missed withhold until you get the F/N.

The third rudiment question is:

1. **“HAS A WITHHOLD BEEN MISSED?”**
2. If you get a missed withhold, find out:
  - a. **WHAT WAS IT?**
  - b. **WHEN WAS IT?**
  - c. **IS THAT ALL OF THE WITHHOLD?**
  - d. **WHO MISSED IT?**
  - e. **WHAT DID (HE/SHE) DO TO MAKE YOU WONDER WHETHER OR NOT (HE/SHE) KNEW?**
  - f. **WHO ELSE MISSED IT? (Repeat e above.)**

Get another and another who missed it, using the Suppress button as necessary, and repeating e above.

3. Clean it to F/N, or if no F/N, take it earlier-similar with the question:  
**“IS THERE AN EARLIER-SIMILAR MISSED WITHHOLD?”**
4. Handle each earlier-similar missed withhold you get per Step 2 above, until you get an F/N.

#### **SUPPRESS**

If a rudiment doesn't read and is not F/Ning, put in the Suppress button, using:

**“ON THE QUESTION ‘DO YOU HAVE AN ARC BREAK?’ HAS ANYTHING BEEN SUPPRESSED?”**

If it reads, take it and ask ARCU, CDEINR, earlier-similar, etc.

Use Suppress in the same way for nonreading PTP and missed withhold rudiments.



## FALSE

If the pc protests, comments or seems bewildered, put in the False button. The question used is:

**“HAS ANYONE SAID YOU HAD A \_\_\_\_\_ WHEN YOU DIDN'T HAVE ONE?”** Get who, what, when and take it earlier, if necessary, to F/N.

## END PHENOMENA

In ruds when you've got your F/N and that charge has moved off, indicate it. Don't push the pc on for some other "EP." When the pc F/Ns with VGIs, you've got it.

## HIGH OR LOW TA

Never try to fly ruds on a high or low TA.

Seeing a high or low TA at session start, the Dianetic or Scientology auditor up to Class II does not start the session but sends the folder back to the C/S for a higher-classed auditor to handle. The C/S will order the required correction list to be done by an auditor Class III or above.

---

### *Refs:*

HCOB 15 Aug. 69	FLYING RUDS
HCOB 13 Oct. 59	DEI EXPANDED SCALE
HCOB 18 Sept. 67	SCALES
HCOB 7 Sept. 64 II	PTPs, OVERTS AND ARC BREAKS
HCOB 12 Feb. 62	HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS
HCOB 31 Mar. 60	THE PRESENT TIME PROBLEM
HCOB 14 Mar. 71R	F/N EVERYTHING
HCOB 23 Aug. 71	C/S Series 1 AUDITOR'S RIGHTS
HCOB 21 Mar. 74	END PHENOMENA
HCOB 22 Feb. 62	WITHHOLDS, MISSED AND PARTIAL
HCOB 3 May 62	ARC BREAKS, MISSED WITHHOLDS

The above issues give further data on rudiments, ARC breaks, PTPs and missed withholds. Note, however, that this is not a complete list of references on the subject. There is much additional data to be found in the Technical Volumes.

L. RON HUBBARD  
Founder

## MODEL SESSION

*(Note: If a Dianetic or Level 0, I, II auditor is not trained in flying rudiments, he would have to get a Level III [or above] auditor to fly the pc's ruds before starting the major action of the session.)*

### 1. SETTING UP FOR THE SESSION

Prior to the session, the auditor is to make sure the room and session are set up, to ensure a smooth session with no interruptions or distractions.

Use HCOB 4 Dec. 77, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, getting in every point of the checklist.

The pc is seated in the chair furthest from the door. From the time he is asked to pick up the cans, he remains on the meter until the end of the session.

When it is established there is no reason not to begin the session, the auditor starts the session.

### 2. START OF SESSION

The auditor says, "This is the session." (Tone 40)

If the needle is floating and the pc has VGIs, the auditor goes directly into the major action of the session. If not, the auditor must fly a rud.

### 3. RUDIMENTS

Rudiments are handled per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN.

(If the TA is high or low at session start, or if the auditor cannot get a rud to fly, he ends off and sends the pc folder to the C/S. A Class IV Auditor [or above] may do a Green Form or another type of correction list.)

When the pc has F/N, VGIs, the auditor goes into the major action of the session.

#### 4. MAJOR ACTION OF THE SESSION

- a. R-factor to the pc. The auditor informs the pc what is going to be done in the session with  
“Now we are going to handle \_\_\_\_\_.”
- b. Clearing commands. The commands of the process are cleared per HCOB 9 Aug. 78 II, CLEARING COMMANDS.
- c. The process. The auditor runs the process or completes the C/S instructions for the session to end phenomena.

In Dianetics, the end phenomena would be F/N, erasure of the chain, cognition, postulate (if not voiced in the cognition) and VGIs.

In Scientology processes, the end phenomena is F/N, cognition, VGIs. The Power Processes have their own EP.

#### 5. HAVINGNESS

When Havingness is indicated or included in the C/S instructions, the auditor runs approximately ten to twelve commands of the pc's Havingness Process to where the pc is bright, F/Ning and in PT. (*Note: Havingness is never run to obscure or hide the fact of failure to F/N the main process or an auditing or Confessional question.*)

(Ref: HCOB 7 Aug. 78, HAVINGNESS, FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS)

#### 6. END OF SESSION

- a. When the auditor is ready to end the session, he gives the R-factor that he will be ending the session.
- b. Then he asks  
“Is there anything you would care to say or ask before I end this session?”  
Pc answers.  
Auditor acknowledges and notes down the answer.
- c. If the pc asks a question, answer it if you can or acknowledge and say, “I will note that down for the C/S.”
- d. Auditor ends the session with “End of session.” (Tone 40)

(*Note: The phrase “That's it” is incorrect for the purpose of ending a session and is not used. The correct phrase is “End of session.”*)

---

Immediately after the end of session, the auditor or a page takes the pc to the PC Examiner.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 AUGUST 1978

Remimeo  
All Auditors  
All C/Ses

**RUNNING FLOWS THAT WON'T ERASE**

You can run into trouble in R3RA with a flow that won't erase and this can be due to an earlier unerased flow.

You can be running a flow and it won't erase because you have left an earlier flow unerased.

You have to go back and erase the unerased flow and then return to the one you are working on, which will then erase.

If you are on Flow 2 and find it won't erase because Flow 1 has been left unerased, the thing to do is go back to Flow 1 and fully erase it. Then return to Flow 2.

What you are running into on the flow that won't erase is generally the earlier unerased flow and that is what you need to handle to obtain a clean erasure.

L. RON HUBBARD  
Founder

## MORE ON DRUGS

Drug users are apparently sitting on the idea that if you're numb nothing can hurt you and it's probably a defense against the physical universe. That's probably why Objectives pull them out of it.

Drugs are an impression of fear on the physical universe and what it might do to a person.

That is why Objectives work. It reassures them they aren't going to get bit.

That's the ambition of the drug culture.

There are several more sensible ways of handling the same problem.

The first of these is exteriorization. One exteriorizes before the impact. Yet drugs often make it impossible to exteriorize.

A second way is to simply control the nerves so they don't transmit.

A third is not to be in such a protest against pain as it increases the intensity of the thing. It is a fact that pain is a sort of havingness and if a person is processed on wasting and having pain he finds it is just another sensation and he can have it and doesn't need these other remedies and that it is not that much of a problem.

There are other unwanted sensations that drugs block off but there is a whole sector of desirable sensations and drugs block off all sensations. In spite of the propaganda to the contrary even sexual sensation is blocked off with drugs and this is true even after drugs have apparently heightened it for one or two times; after that it is dead, dead, dead.

The only brief that can be held out for drugs is that they give a short quick oblivion from immediate agony and permit the handling of a person to effect repair. But even then this is applicable to persons who have no other system to handle their pain.

Dexterity, ability and alertness are the main things that prevent getting into painful situations and a primary target of these all vanish with drugs. So drugs set you up to get into situations which are truly disastrous and keep you that way.

One has a choice between being dead with drugs or being alive without them. Drugs rob life of the sensations and joys which are the only reasons for living anyhow.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 SEPTEMBER 1978

Remimeo  
HCOs  
Tech Staff  
Qual Staff  
Confessional Courses  
All Auditors,  
C/Ses, Supervisors

*URGENT—URGENT—URGENT*

**DEFINITION OF A ROCK SLAM**

The following is the only valid definition of an R/S:

**ROCK SLAM:** THE CRAZY, IRREGULAR, *LEFT—RIGHT* SLASHING MOTION OF THE NEEDLE ON THE E—METER DIAL. R/Ses REPEAT LEFT AND RIGHT SLASHES UNEVENLY AND SAVAGELY, FASTER THAN THE EYE EASILY FOLLOWS. THE NEEDLE IS FRANTIC. THE WIDTH OF AN R/S DEPENDS LARGELY ON SENSITIVITY SETTING. IT GOES FROM ONE—FOURTH INCH TO WHOLE DIAL. BUT IT SLAMS *BACK AND FORTH*.

A ROCK SLAM (R/S) MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER AUDITING OR DISCUSSION.

VALID R/Ses ARE NOT ALWAYS INSTANT READS. AN R/S CAN READ PRIOR OR LATENTLY.

HCOB 5 Dec. 62, 2-12, 3GAXX, 3-21 AND ROUTINE 2-10 MODERN ASSESSMENT, is an HCOB composited by others incorrectly and is *CANCELLED* as it misdefines an R/S as a single slash left or right. It contains the statements “One or two slashes make an R/S. . . . If it slashed up or down once, call it an R/S.” The data is utterly false. By this *wrong* definition, a rocket read could be mistaken for an R/S, or any sudden rise could be mistaken for an R/S. ONE SLASH DOESN’T *BEGIN* TO BE AN R/S. NOR TWO OR THREE FOR THAT MATTER. THE CORRECT DEFINITION OF AN R/S INCLUDES THAT IT SLASHES SAVAGELY *LEFT AND RIGHT*.

**DEFINITION OF A DIRTY NEEDLE**

The following is the only valid definition of a dirty needle:

**DIRTY NEEDLE:** AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING AND TENDS TO BE PERSISTENT. IT IS NOT LIMITED IN SIZE.



A DIRTY NEEDLE IS CAUSED BY ONE OF THREE THINGS:

1. THE AUDITOR'S TRs ARE BAD.
2. THE AUDITOR IS BREAKING THE AUDITOR'S CODE.
3. THE PC HAS WITHHOLDS HE DOES NOT WISH KNOWN.

The definitions of a dirty needle as "a small rock slam" and "a smaller edition of the rock slam" in HCOB 13 Aug. 62, ROCK SLAMS AND DIRTY NEEDLES, are CANCELLED. The definition of a dirty needle as "a minute rock slam" in HCOB 1 Aug. 62, ROUTINE 3GA, GOALS, NULLING BY MID RUDS, is CANCELLED.

All definitions which limit the size of a dirty needle to "one quarter of an inch" or "less than one quarter of an inch" are CANCELLED.

---

A dirty needle is NOT TO BE CONFUSED with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A dirty needle is far less frantic.

THE DIFFERENCE BETWEEN A ROCK SLAM AND A DIRTY NEEDLE IS IN THE *CHARACTER OF THE READ*, NOT THE SIZE.

Persistent use of "fish and fumble" can sometimes turn a dirty needle into a rock slam. However, until it does it is simply a dirty needle.

AUDITORS, C/Ses, SUPERVISORS, MUST MUST MUST KNOW THE DIFFERENCE BETWEEN THESE TWO TYPES OF READS COLD.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 SEPTEMBER 1978

Remimeo  
Level IV Checksheets  
Class IV Auditors  
Supervisors  
C/Ses

**ANATOMY OF A SERVICE FACSIMILE**

*Refs:*

HCOB 22 July 63	YOU CAN BE RIGHT
HCOB 1 Sept. 63	ROUTINE THREE SC
HCOB 23 Aug. 66	SERVICE FACSIMILE
HCOB 30 Nov. 66	ASSESSMENT FOR SERVICE FACSIMILES
Tape 6308C27	“Rightness and Wrongness”
Tape 6309C04	“How to Find a Service Facsimile”
Tape 6309C03	“R3SC”
Tape 6309C05	“Service Facsimile Assessment”
Tape 6309C18	“St Hill Service Fac Handling”

**FACSIMILE:** A mental picture unknowingly created; a copy of the physical universe environment, complete with all the perceptions, at some time in the past.

**SERVICE:** A method of providing a person with the use of something; the action or result of giving assistance or advantage; work done; duty performed.

**COMPUTATION:** That aberrated evaluation and postulate that one must be in a certain state in order to succeed.

**SERVICE FACSIMILE:** THE SERVICE FACSIMILE IS THAT COMPUTATION GENERATED BY THE PRECLEAR (NOT THE BANK) TO MAKE SELF RIGHT AND OTHERS WRONG: TO DOMINATE OR ESCAPE DOMINATION AND ENHANCE OWN SURVIVAL AND INJURE THAT OF OTHERS.

Note that it is a computation, not a doingness, beingness or havingness. We could call this a “service computation” but we will maintain the term we have used to describe this phenomenon throughout the technology: “service facsimile.”

It is a computation that the pc adopted when, in an extreme situation, he felt endangered by something but could not itsa it.

It is called a service facsimile because he uses it; it is “of service” to him.

Aberration, anybody’s aberration on any subject, has been of some use to them *at some time or other*. You can trace it back. It’s been of some use, otherwise they wouldn’t keep mocking it up. But *now*, if you put it up against survival standards, you’d find it very nonsurvival.

The pc adopted this because he couldn't stand the confusion in a situation. So he adopted a safe solution. A safe solution is always adopted as a retreat from the environmental restimulation. He adopted a safe solution in that instance and he survived. His safe solution became his stable datum. He has hung onto it ever since. It is the computation, the fixed idea, he uses to handle life, his service facsimile.

### **HOW THE SERVICE FACSIMILE BECOMES FIXED**

An idea is the thing most easily substituted for a thetan. An idea doesn't have any mass connected with it basically. And it appears to have some wisdom in it so it's very easily substituted for a thetan. Thus, the idea, the stable datum he has adopted, is substituted for the thetan.

How does this stable datum become so fixed? It gets fixed, and more and more firmly as time goes on, by the confusion it is supposed to handle but doesn't.

The stable datum was adopted in lieu of inspection. The person ceased to inspect, he fell back from inspecting, he fell back from living. He put the datum there to substitute for his own observation and his own coping with life, and at that moment he started an accumulation of confusion.

That which is not confronted and inspected tends to persist. Thus, in the absence of his own confronting, mass collects. The stable datum forbids inspection. It's an automatic solution. It's "safe." It solves everything. He no longer has to inspect to solve, so he never as-ises the mass. He gets caught in the middle of the mass. And it collects more and more confusion and his ability to inspect becomes less and less. The more he isn't confronting, the less he can confront. This becomes a dwindling spiral.

So the thing he has adopted to handle his environment for him is the thing which reduces his ability to handle his environment.

Those things which do not respond to routine auditing, that routine auditing won't change, are rooted in this mechanism.

Therefore, it is important to find the idea on which he is so fixed. Pull the fixed idea and you free the individual for a broader perimeter of inspection.

In service fac handling, the reason you get tone arm action when the fixed idea has been pulled is that the confusion which has been amassed and dammed up for so long is now running off.

### **RIGHT/WRONG, DOMINATE AND SURVIVE**

Right and wrong are the tools of survival. In order to survive you have to be right. There is a level at which true rightness is analytical, and there is a level at which rightness and wrongness cease to be analytical or comprehensible. When it drops below that point, it's aberration.

The point you degenerate from survive to succumb is the point you recognize you are wrong. That is the beginning of succumb. The moment one becomes worried about his own survival, he enters into the necessity to dominate in order to survive.

It goes: the insistence upon survival, followed by the necessity to dominate, followed *then* by the necessity to be right. These postulates go downhill. So you get an aberrated rightness or wrongness. The game of domination consists of making the other fellow wrong in order to be right.

That is the essence of the service facsimile.

The reason the service facsimile isn't rational is because you have  $A = A = A$ s along the whole line. Coming down the line, it works itself back and forth in an aberrated  $A = A = A$ . If the individual is surviving, he must be right. And people will defend the most fantastic wrongnesses on the basis they are being right.

In PT and at any point along the track, the fellow is trying to be right, trying to be right, trying to be right. *Whatever* he's doing, he's trying to be right. In order to survive you have to be right more than you're wrong, so you get the obsession to be right in order to survive. The lie is that he can't do anything else except survive.

It isn't that trying to be right is wrong—it's obsessively being right about something that's obviously wrong. That's when the individual is no longer able to select his own course of behavior. When he is obsessively following courses of behavior which are uninspected in order to be right.

There is nothing sane about a service facsimile; there is no rationality to it. The computation does not fit the incident or event occurring. It simply enforces, exaggerates and destroys freedom of choice over the exercise of ability to be happy or powerful or normal or active. It destroys power, destroys freedom of choice.

Wherever that zone or area is, you'll see the individual worsening. He is on a dwindling spiral. But he himself is generating it.

The intention to be right is the strongest intention in the universe. Above it you have the effort to dominate and above that you have the effort to survive. These things are strong. But we're talking here about a *mental activity*. A *thinking activity*. An *intentional activity*.

Survival—that just happens. Domination—that just happens. Those are not *intended* things. But you get down along the level of *intended* and it's right or wrong. The strongest intention in the universe.

It is always an aberrated solution. It always exists in PT and is part of the environment of the pc. He's generating it. It's his solution. Overwhelmed as he is by it, he is still generating it. It's aberrated because it's an uninspected solution. And it is something that everyone, unintentionally or otherwise, is telling the pc is wrong and causing him to assert that it is right. The perfect solution when he first got hold of it. But now it monitors his life; it's living his life for him. And it doesn't even vaguely begin to take care of his life.



That is the anatomy of the service facsimile.

You are going to find these on any pc you audit. A service facsimile is the clue, the key to a pc's case. The route to succumb which he blindly asserts is his route to survival. And every pc has more than one of these.

Fortunately, we have the tech to salvage him. We are the only ones who do.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 SEPTEMBER 1978

Issue I

Remimeo  
Tech Staff  
Qual Staff  
HCOs  
Confessional Courses  
Level II Checksheets  
All Auditors,  
Supervisors, C/Ses

**FOLLOWING UP ON DIRTY NEEDLES**

*Refs:*

HCOB 3 Sept. 78 DEFINITION OF A ROCK SLAM  
HCOB 28 June 62R DIRTY NEEDLES  
HCOB 17 May 69 TRs AND DIRTY NEEDLES  
Book: *The Book of E-Meter Drills*, E-Meter Drills 17, 20, 21  
Tape: 6205C23 "Fish and Fumble, Checking Dirty Needles"

---

The only valid definition of a dirty needle is given in HCOB 3 Sept. 78, DEFINITION OF A ROCK SLAM, as:

**"DIRTY NEEDLE: AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING, AND TENDS TO BE PERSISTENT. IT IS NOT LIMITED IN SIZE."**

It is caused by one of three things: (1) the auditor's TRs are bad or (2) the auditor is breaking the Auditor's Code or (3) the pc has withholds he does not wish known.

The definitions are pointed up in the above HCOB because it is *vital* not to confuse a dirty needle with an R/S. They are distinctly different reads. The difference is in *the character of the read*; it has nothing to do with size.

Auditors, Supervisors and C/Ses must understand the difference between these two reads and must be able to recognize each instantly when they occur.

Because of the underlying causes of these two different types of reads they are both most apt to appear when Confessionals are being done or when areas of O/Ws are being addressed. But they are different and the auditor must know the difference cold.

A dirty needle must not be ignored, especially when doing any type of Confessional action.

If the auditor's TRs are in and he is maintaining the Auditor's Code, a dirty needle, taken up, will either clean or turn into an R/S. It is not to be overlooked.

The dirty needle is your hottest string to pull in finding and turning on an R/S. *Whatever* is behind it, ignoring it will cut the comm line between auditor and pc and wreck the auditing comm cycle.

The area that is producing a dirty needle, when questioned to get full data, will either clean or go into an R/S.

The area is considered clean when you can go over the area that gave the dirty needle and it no longer produces a dirty needle.

If it still produces a dirty needle, then there is more to the withhold itself or something the pc isn't voicing about the withhold or how he feels about the withhold, or the auditor's TRs are terrible, but—pursued and taken up with auditor's TRs in—this dirty needle will either turn into an R/S or it will fully clean. Until it does, however, it is still a dirty needle.

The procedure for fishing a read is covered in auditing demo tape 6205C23 "Fish and Fumble, Checking Dirty Needles." Cleaning a dirty needle is covered in E-Meter drills 17, 20 and 21 as well, and Class II Auditors and above should be very adept at this.

The rule is: DON'T IGNORE DIRTY NEEDLES. ALWAYS FOLLOW THEM UP.

L. RON HUBBARD  
Founder





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 SEPTEMBER 1978  
Issue II

Remimeo  
Level IV  
Checksheets  
Class IV Auditors  
Supervisors  
C/Ses

**SERVICE FACSIMILES AND ROCK SLAMS**

*Refs:*

HCOB 5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB 1 Sept. 63	ROUTINE THREE SC
HCOB 6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS
Tape 6308C27 SHSBC 328	“Rightness And Wrongness”
Tape 6309C04 SHSBC 332	“How to Find a Service Facsimile”
Tape 6309C03 SHSBC 331	“R3SC”
Tape 6309C05 SHSBC 333	“Service Facsimile Assessment”
Tape 6309C18 SHSBC 338	“St. Hill Service Fac Handling”
HCOB 3 Sept. 78	DEFINITION OF A ROCK SLAM
HCOB 10 Aug. 76R	R/Ses, WHAT THEY MEAN

---

A service facsimile is a brother to R/Ses and evil intentions.

This is easily seen when one understands the anatomy of the service fac and the right-wrong, dominate and survive computations that enter into it, and when one understands that an R/S always means a hidden, evil intention and that the total reason for an R/S is to make wrong. In order to get someone to succumb, they have to be wrong.

Way back up there, the idea preceding the service fac was right, really right. Then it came down a bit and was a method of survival and then it was a method of dominating and then it was a method of being right in order to make others wrong.

And in that contest one got enough overts so that the communication line took a switcheroo. What was right about it is now wrong about it and what was once wrong is now *right*. A = A = A enters into the situation where rightness becomes wrongness. All of his overts get piled up on one of these fixed ideas, or what we call a service facsimile.

It isn't actually a facsimile at all. It's the guy himself keeping facsimiles in restimulation because he "knows" what's best. The person himself is generating the fixed idea; it is not the bank.

It isn't what aberration the individual is dramatizing. It's what aberration does the individual *dredge up* in order to make somebody wrong. It isn't the accidental thing you think it is. It's *intended*.

The intention is to be right and make others wrong, to dominate others and escape domination oneself, to aid own survival and hinder the survival of others. That is the service fac—blood brother to the hidden, evil intention that is behind the rock slam.

This does not mean you will necessarily see R/Ses on every service fac you run. It does mean that WHERE A PC IS R/Sing IN AN AREA YOU HAVE AN AREA OF A HEAVY, A SEVERE, SERVICE FAC.

Know when you see an R/S that the individual is in the grip of an evil intention which he himself is generating. He intends that area or subject on which he is R/Sing nothing but harm. Calculatingly, covertly, he will go to great lengths to carry his intentions out, at all times carefully concealing the fact.

The evil intention is not limited to terminals. He's not R/Sing on a terminal; he's R/Sing on the evil intention. The evil intention can associate with many terminals.

The R/S dominates the individual; it *is* the person. He has been overwhelmed by it. In that area he has no ability to reason; he has no freedom to choose. The evil intention is substituted for livingness. It is his safe solution to life, his service facsimile.

The service fac does not respond to ordinary auditing because in the course of ordinary auditing it does not get inspected. It, by its nature, forbids inspection. But when addressed at the right—wrong level, the pc gives it up easily because in that area he has no power of choice.

#### **MORE THAN ONE SERVICE FAC PER PC**

We have had, for many years, service fac processing with which to handle these obsessions, and thus to handle the person who R/Ses.

*But it is not just finding one service facsimile.* You find many service facs which then add up to the big one. At Saint Hill in the mid-60s this was commonly associated with R/Ses.

It was what the pc had *done* with the service fac to make others wrong which was important, not just finding it. Early on, the tech included auditing them out with Dianetics. And you found many, many more than one on each pc. We used to get complete character changes with this.

The full tech on this has been submerged over the past several years. It is probably this omission of requiring several service facs to be run and then auditing them out with Dianetics that has resulted in so many R/Sers going on up undetected.

As of this writing the full tech has been exhumed and we have now New Era Dianetics tech to help strip these packages down and take them apart at their basics.

So we not only have a more thorough means of handling service facs than ever before, we also have a more reliable route to the handling of an R/Ser.

**BUT IT'S MORE THAN ONE SERVICE FAC PER PC.**

You may audit off one, two or three apparent service facsimiles that all answer up to the complete description of a service fac. And they will run. But all are actually leaning on the central service fac that is in restimulation in PT. As you take these lesser service facs off, the central one comes to view.

On the first ones you find, the most you can hope for is you found something that blew the TA down and moved you closer to finding the main service fac. So you take them.

If you've found *a* service fac, the needle will be looser and the TA in reasonable range. And it will run on the right-wrong, etc., brackets and the pc will get off automaticities. When you've finally found several and walked it all the way through to *the* service fac it's as if all the other service facs you've been peeling off are like the bands of trees and sod that lie up against the mountain peak. So you take the service facsimiles and run them as you find them. You unburden the cliffs before you pull the mountain out by the roots.

As you're running out the first service facs, you're reversing the dwindling spiral, you're restoring the individual's ability to handle his environment because he's now seeing it, he's now beginning to confront it.

And by the time you've pulled the main one—the mountain—out by its roots, you've returned him to sanity. He is now able to inspect; he no longer needs a "safe solution."

It is the most dangerous thing in the world to have a safe solution, because that is the hole out of which sanity drains.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 SEPTEMBER 1978  
Issue III

Remimeo  
Level IV Checksheets  
Class IV Auditors  
Supervisors  
C/Ses

*URGENT—IMPORTANT*

**ROUTINE THREE SC-A  
FULL SERVICE FACSIMILE HANDLING UPDATED  
WITH NEW ERA DIANETICS**

*Refs:*

HCOB	22 July 63	YOU CAN BE RIGHT
HCOB	1 Sept. 63	ROUTINE THREE SC
HCOB	23 Aug. 66	SERVICE FACSIMILE
HCOB	30 Nov. 66	ASSESSMENT FOR SERVICE FACSIMILES
Tape: 6309C04	SHSBC 332	“How to Find A Service Facsimile”
Tape: 6309C05	SHSBC 333	“Service Facsimile Assessment”
Tape: 6308C28	SHSBC 329	“The TA and Service Fac”
Tape: 6309C12	SHSBC 336	“Service Facs”
HCOB	26 June 78 II	NED Series 6 ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB	18 June 78	NED Series 4 ASSESSMENT AND HOW TO GET THE ITEM
HCOB	5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB	6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS

---

*NOTE:* Dianetic Clears may be run on service facs but only with any Dianetic steps deleted, as they are not to be run on Dianetics.

---

We are into a new echelon of service facsimile running.

At Saint Hill in the mid-60s many, many service facs were found on each pc and the earliest service fac running included the use of Dianetics.

This was later omitted from service fac procedure and service facs were handled solely with Scientology tech by running off the automaticities on the computation to cognition, F/N and VGIs in the pc.

Phenomenal gains and case changes were made on pcs with that tech alone—all of them valid. That tech has been retained as a vital action to service fac handling.

Now, with the advent of New Era Dianetics, service fac handling has been restored to its full technology.

New Era Dianetics has opened the door to a more complete and finite handling of a service fac, with precision and exactness, than we have had heretofore. We no longer just find a service fac, audit off the automaticities, key it out and forget it. We audit it out fully and terminatedly, using New Era Dianetics to take it down to its basics and erase those.

This in no way contradicts the fact that there were many pcs who, with a service fac found and the automaticities taken off, were able to actually then blow the service fac computation upon inspection.

What it does make possible is the actual erasure of a service fac and its residuals on every pc, one for one. And not just one service facsimile per pc, but many.

An auditor who has been trained on service fac running prior to this bulletin will need the tech he already has plus an excellent command of New Era Dianetics tech. If he has not done the New Era Dianetics Course, it will be required before attempting to run Routine 3SC-A. A Class IV Auditor who has already done the New Era Dianetics Course need only review it in order to be able to handle all the steps of the new, full service fac procedure.

#### **SERVICE FACSIMILE HANDLING REVISED BY STEPS**

Before you can run flows on a service facsimile, you must first find it. You want the *pc's* service facsimile. You don't find a service facsimile by listing for it on flows. You find the *pc's* service facsimile and run *it* on the flows.

The sequence is you list for the *pc's* service fac, find it, run the automaticities off it; then you run the service fac itself on R3RA, engram running by chains. It is run to basic and full Dianetic end phenomena.

You don't leave a service fac until you have taken it apart and blown it at its very roots.

Then you list for another service fac, using a different listing question, and handle *it* fully. And another, and another. A pc can have many, many service facsimiles. You peel them off until you find *the* main service fac at the core of the case. And you handle that one fully, as you do the others, per the steps above.

Needless to say, you are going to see some remarkable results.

#### **FULL SERVICE FACSIMILE PROCEDURE**

##### **PRELIMINARY STEPS:**

- 0a. Put in the R (reality) factor with the pc, telling him briefly what is going to be done in the session.
- 0b. Clear "computation" very thoroughly with the pc. Use the Tech Dictionary, HCOB 23 Aug. 66, SERVICE FACSIMILE, and any other reference you

feel the pc may need. Have him demo it until you are certain he *fully* understands it.

0c. Clear the bracket commands (right/wrong, dominate, survival) *first*, using “Birds fly” as a sample service facsimile. Clearing the bracket commands is done at this point so you will be able to use these questions immediately when the service fac is found without putting stops on the pc’s first rush of automaticities coming off.

0d. Then, clear the listing question.

*STEPS OF THE PROCEDURE:*

A. List and null for the pc’s service fac, using the question:

**“IN THIS LIFETIME, WHAT DO YOU USE TO MAKE OTHERS WRONG?”**

You want a BD F/N item that is a *computation* (not a doingness, beingness or havingness).

When you get it, indicate the item. Then indicate the F/N. Then, despite the BD F/N, go on to the next step of the handling.

B. Run the service fac found in (A) on the brackets:

1. **IN THIS LIFETIME, HOW WOULD (service fac) MAKE YOU RIGHT?**
2. **IN THIS LIFETIME, HOW WOULD (service fac) MAKE OTHERS WRONG?**
3. **IN THIS LIFETIME, HOW WOULD (service fac) HELP YOU ESCAPE DOMINATION?**
4. **IN THIS LIFETIME, HOW WOULD (service fac) HELP YOU TO DOMINATE OTHERS?**
5. **IN THIS LIFETIME, HOW WOULD (service fac) AID YOUR SURVIVAL?**
6. **IN THIS LIFETIME, HOW WOULD (service fac) HINDER THE SURVIVAL OF OTHERS?**

These are run as follows:

Give the pc the first question, **“In this lifetime, how would (service fac) make you right?”** and let him run with it. He will have a rush of answers, answers coming too fast to be said easily, at this stage. Don’t repeat the question unless the pc needs it. Just let him answer 1-1-1-1-1-1 (he may give you as many as 50 answers) until he comes to a cognition or runs out of answers or inadvertently answers question 2.

Then switch to question 2: **“In this lifetime how would (service fac) make others wrong?”** Treat this the same way, i.e., let him answer 2-2-2-2-2-2-2-2



until he cognites or runs out of answers or starts to answer question 1. Then switch back to question 1, same handling, back to question 2, same handling, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and end off on (1) and (2).

Now give him question 3: **“In this lifetime how would (service fac) help you escape domination?”** and let it run by the same method as above. When this seems cooled off, use question 4: **“In this lifetime, how would (service fac) help you to dominate others?”** Use questions 3 and 4 as above, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and go on to the next bracket.

Using the same method as above, give him question 5: **“In this lifetime, how would (service fac) aid your survival?”** When he’s run out on 5-5-5-5-5-5, switch to question 6: **“In this lifetime, how would (service fac) hinder the survival of others?”** Use questions 5 and 6 as above as long as pc has answers coming easily. Let him get off all the automaticities and come to a cognition and F/N. Acknowledge and indicate the F/N.

At this point it is safe to end off on running the brackets. The idea is not to beat the process to death. The pc will have automaticities coming off thick and fast early in the run. These must be gone and the pc bright, F/Ning and VGIs when you end off. You are only trying to end the compulsive character of the service facsimile found and get it off automatic and get the pc to see it better at this stage, not to bleed the process of every bit of TA action.

Running the service fac in the brackets will result in a major cognition, which could occur at any point during this running. When it does occur, it is the EP of this step of the service fac handling. End off and go onto the R3RA step.

*NOTE:* In running a Dianetic Clear on service facs, you would end off running *this* service fac at this point, when the pc had reached a good cognition, F/N and VGIs. Do NOT run the Dianetic actions of service fac handling on a Dianetic Clear, as these pcs are not to be run on Dianetics. When you have completed one service fac on steps A and B, you can then list for another service fac and repeat the procedure.

*NOTE:* If the service fac found on any pc did not run on the brackets, it would need to be prepchecked. See sections “When Running Off The Automaticity” and “When To Prepcheck” below.

C. Run the service fac R3RA Quad, each flow to EP. It is not run narrative and it is not preassessed; otherwise full New Era Dianetics tech is used, per HCOB 26 June 78R II, NED Series 6, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS.

The service fac phrase itself is used as the running item.

The commands for running a service fac on R3RA Quad Flows are:

*FLOW 1:* **“LOCATE A TIME WHEN YOU USED (service fac).”**

(Example: “Locate a time when you used *all horses sleep in beds.*”)

*FLOW 2:* **“LOCATE AN INCIDENT OF YOUR CAUSING ANOTHER TO USE (service fac).”**

**FLOW 3: “LOCATE AN INCIDENT OF OTHERS CAUSING OTHERS TO USE (service fac).”**

**FLOW 0: “LOCATE AN INCIDENT OF YOU CAUSING YOURSELF TO USE (service fac).”**

Take each flow down its chain of incidents to the basic and full Dianetic EP: F/N, postulate (postulate off = erasure) and VGIs.

That will be the end of all vestiges of that service fac.

D. List for another service fac on the pc, using the listing question:

**“IN THIS LIFETIME, WHAT DO YOU USE TO DOMINATE OTHERS?”**

When you have the service fac, repeat steps B and C above.

E. Find another service fac on the pc with the listing question:

**“IN THIS LIFETIME, WHAT DO YOU USE TO AID YOUR OWN SURVIVAL?”**

Handle the service fac per steps B and C above.

F. Continue to find and handle service facs on the pc, using, in order, the following listing questions:

1. **“IN THIS LIFETIME, WHAT DO YOU USE TO MAKE YOURSELF RIGHT?”**

2. **“IN THIS LIFETIME, WHAT DO YOU USE TO ESCAPE DOMINATION?”**

3. **“IN THIS LIFETIME, WHAT DO YOU USE TO HINDER THE SURVIVAL OF OTHERS?”**

Further listing questions which can be used are given on HCOB 30 Nov. 66, ASSESSMENT FOR SERVICE FACSIMILES.

You will need to find and handle several service facsimiles on the pc which will then add up to the big one.

#### **WHEN LISTING FOR THE SERVICE FACSIMILE**

You are listing for a BD F/N item. Write down each computation the pc gives you exactly as he states it, VERBATIM, with its read, no matter how improbable, non sequitur or inane it may sound.

The service fac operates like a magnet as you're listing. You've given the pc the question and as the question is in the vicinity of the service fac you've already ticked it. It draws the pc's attention to it. He's listing along and suddenly he'll put a non sequitur item on the list. It doesn't make sense. It doesn't even answer the question, but there it is. Because his attention is being pulled to this inevitably. You're asking him for answers and he gives you the rightest answer he knows—“People always jump off the Empire State Building.” That's the solution. That solves everything. It blows the TA down. That's the service fac.



Indicate the item to the pc; then indicate the F/N.

You're now ready to run it in the brackets.

### WHEN RUNNING OFF THE AUTOMATICITY

If you've found a service fac, the pc won't be able to stay out of it, I guarantee you.

The first question is always how would it make him right. (Never how would it make him wrong. Never, never, never.) The automaticities should start with the first question. If not, ask him how it would make others wrong. You almost always enter it at the level of right/wrong. But don't make the blunder of thinking it can't be a service fac if it doesn't enter at that level. Try it on the other levels. It can enter at the level of dominate; it might enter at the level of survival.

But if—on one of those—the pc doesn't immediately jump in and swim into the whirlpool, it's not it. If he tells you, "Well, let's see . . . make me right, no, hmmm . . ." or ". . . escape domination . . . no, doesn't make sense," that's not it.

If he says that isn't it, then that isn't it. Don't hang him with a wrong service fac because it's too easy to find a right one. They abound.

If he hasn't jumped in and swum madly to the center of the whirlpool and gotten embroiled in this thing, it's not it. Because that's the first thing they want to do with a service fac—drown.

When you have the right one, you'll get the automaticities coming off thick and fast. Don't stop the avalanche with acknowledgments. Don't stop it with a new question. Let it run out.

It's not one auditing question for one answer. It's one auditing question for one waterfall.

### WHEN TO PREPCHECK

When the item found as a service fac won't run on any of the brackets, you prepcheck it to EP (F/N Cog VGIs). Ref: HCOB 14 Mar. 71R, F/N EVERYTHING.

A rightness/wrongness computation doesn't surrender to normal auditing because it is a service fac. The pc has a vested interest in holding onto it. He won't be able to itsa it on a Prepcheck. Thus, a service fac, if present, will turn on mass on a Prepcheck.

The Prepcheck is a series of types of decisions thetans make about things. So if it doesn't prepcheck, the Prepcheck must be in conflict with the rightness and wrongness.

Reversely, if it's not a service fac, it *will* prepcheck, and you polish it off by that method to EP.

Then go back to the list and find a service fac that will run.

### COMPLETING SERVICE FACSIMILE HANDLING WITH R3RA

Even when the pc has gotten off the automaticities, has cognited and is comparatively free of the compulsive character of the service facsimile, there is more to be handled.

Running the service fac using R3RA enables him to run out what he has *done* with it to make others wrong, etc. These will be the actual most-charged incidents in which he's used it, which will have accumulated in his wake as he went along substituting the service fac for himself and never inspecting the consequences. He will now be free to inspect those parts of the track as himself, and to inspect as well the effects of the service fac on the other flows.

Finally, the use of R3RA, engram running by chains, enables him to fully erase the somatics and engram chains which have their roots in the service fac, or vice versa—as well as the postulates underlying them.

### ENDING SERVICE FAC RUNNING

Service fac running can be ended off when you have fully run many service facs (which will lead to the main service fac). When the main service fac has been run to full EP, service fac handling is complete.

NOTE: It might happen (rarely) that you get the main service fac on the pc on your first listing and nulling. It will be rare because the main one does not usually come to view until the others have been taken off. You run it, of course. Any service fac, run, produces change, but on this one you will see the pc changing character before your eyes. The results are quite astounding.

But realize that he does have other, lesser service facs which do not simply dissolve because the main core service fac is now gone, even though they have been leaning upon it. You will need to L&N for these and completely clean the pc of service facs.

The main core service facsimile will be the one the pc has used as a solution to *all* of life. When found and run, it will be unmistakable to both the pc and the auditor. When this one has been completed on all the steps above, as well as the lesser service facs surrounding it, you will have attained the EP on service fac running.

You will have brought about a complete character change in the individual, returned his freedom of choice and his freedom to inspect and enabled him to be truly right.

And that is the stuff of which sanity is made.

This level is actually the sanity level.

L. RON HUBBARD  
Founder

## MODERN REPETITIVE PREPCHECKING

Prepchecking in varying forms has been with us since the early sixties and has quite a long history which is available in the Saint Hill Special Briefing Course tapes and the Tech Volumes.

The latest form of Prepchecking, Repetitive Prepchecking, has been used by many with very good results for quite some time. It is a simple and very workable process which can be widely used.

Since there has been no comprehensive bulletin on modern Repetitive Prepchecking, I thought I would describe and clarify it for you.

---

There are twenty Prepcheck buttons, which are used in the following order:

SUPPRESSED  
EVALUATED  
INVALIDATED  
CAREFUL OF  
DIDN'T REVEAL  
NOT-ISED  
SUGGESTED  
MISTAKE BEEN MADE  
PROTESTED  
ANXIOUS ABOUT  
DECIDED  
WITHDRAWN FROM  
REACHED  
IGNORED  
STATED  
HELPED  
ALTERED  
REVEALED  
ASSERTED  
AGREED (WITH)

Virtually any charged subject or area can be prepchecked. The buttons are used to take charge off the subject.

A question is formed around each of the buttons, and each question is run repetitively to F/N Cog VGIs. The button is prefaced with the subject ("On going to school," "On auditing," etc.) or with a time limiter ("Since last August,"

“Since your last session,” etc.). Both subject and time limiter can be used. Thorough use of the Prepcheck buttons will blow the charge from that item.

The only time Prepchecking cannot be done is while running Dianetics. To do so mashes up engrams. The question has to be tailored to the button. So we have

“(Subject or time limiter) has anything been (button)?” or

“(Subject or time limiter) is there anything you have been (button)?” or

“(Subject or time limiter) is there anything you (button)?”

In the case of the button Mistake Been Made, the command would be “(Subject or time limiter) has a (button)?”

### THE PROCEDURE

0. If this is the pc’s first Prepcheck or if it has not been previously cleared, fully clear the definitions of each of the Prepcheck buttons with the pc, clear the Prepcheck questions and go over the procedure with him so that he understands how it will be run.

1. Clear the subject or time limiter you will be using.

2. Let the pc know you will be checking the first question on the meter.

“On \_\_\_\_\_ has anything been suppressed?” (or appropriate variation, depending on the use of the time limiter or subject.)

If the question does not read instantly, leave it and go on to the next Prepcheck question. You do not run unreading questions, so there’s no sense in sitting there, waiting for the pc to rummage around for an answer when the meter shows there is no charge on the question in the first place.

If the question reads, go right into it and run it repetitively to F/N Cog VGIs.

3. Check the next Prepcheck button. “On \_\_\_\_\_ has anything been evaluated?” If reading, take to F/N Cog VGIs per the above procedure.

4. Handle each Prepcheck button until you have reached the EP of a big win, major cog on the subject or regained ability, accompanied by an F/N and VGIs.

In some cases you may have to prepcheck all the buttons before the EP is reached, but be alert. Recognize the EP. Don’t overrun.

There is no need, when the pc runs out of answers, to *recheck* the question. The question has already read, so you just run it repetitively to F/N Cog VGIs. If the pc insists he’s out of answers, it may be that an out-rudiment or some situation requiring TR 4 or other handling has cropped up. Find out what’s going on and handle. Do not just abandon the Prepcheck button because it does not now read. Take it to its EP!

When a Prepcheck uncovers an ARC break, you handle the ARC break with ARCU CDEINR E/S to F/N. The ARC break thus handled, that is the EP for that Prepcheck button. You then go on to the next button and check it.

Prepchecks are a very effective method for releasing charge and provide much relief. And they're very simple to do, especially in their most modern form. So just study up, drill it well and do it with your pc. You'll have fine results.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 SEPTEMBER 1978RB  
REVISED 16 NOVEMBER 1987

Remimeo  
Level 0-IV  
Checksheets  
Supervisors  
Auditors  
C/Ses

**MINI LIST OF GRADE 0-IV PROCESSES**

*SPECIAL NOTE:* The list below is by no means a complete list of Grade 0-IV Processes. Many, many processes exist on the Grades 0-IV on which a preclear should be audited to achieve the full end phenomena (ability gained) for each of the Expanded Grades.

The following is a MINI LIST of Grade 0-IV Processes.

On each of the Academy Levels, toward the end of each checksheet, the student auditor studies the HCOBs listed for each process and thoroughly drills the process before auditing it. He audits each process on this list for the level he is on.

Each major Grade Process is followed by a Havingness Process.

Each Grade Process that is run on a meter must be checked for a read before it is run and, if not reading, it is not run at that time. (Ref: HCOB 23 June 80RA, Rev. 25.10.83, CHECKING QUESTIONS ON GRADES PROCESSES)

This HCOB can also serve as a checklist of processes run on a pc. The auditor places a copy of this HCOB in the pc's folder, and as each process or flow is run to EP, it is clearly marked off with the date.

1. **ARC STRAIGHTWIRE PROCESS**

(Ref: HCOB 27 Sept. 68 II, ARC STRAIGHTWIRE)

- SW F1
1. **RECALL A TIME THAT WAS REALLY REAL TO YOU.**  
**WHAT WAS IT?**
  2. **RECALL A TIME YOU WERE IN GOOD COMMUNICATION WITH SOMEONE.**  
**WHAT WAS IT?**
  3. **RECALL A TIME YOU REALLY FELT AFFINITY FOR SOMEONE.**  
**WHAT WAS IT?**
  4. **RECALL A TIME YOU KNEW YOU UNDERSTOOD SOMEONE.**  
**WHAT WAS IT?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) \_\_\_\_\_

SW F2 1. **RECALL A TIME THAT WAS REALLY REAL TO ANOTHER.**

**WHAT WAS IT?**

2. **RECALL A TIME SOMEONE WAS IN GOOD COMMUNICATION WITH YOU.**

**WHAT WAS IT?**

3. **RECALL A TIME SOMEONE REALLY FELT AFFINITY FOR YOU.**

**WHAT WAS IT?**

4. **RECALL A TIME ANOTHER KNEW HE/SHE UNDERSTOOD YOU.**

**WHAT WAS IT?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) \_\_\_\_\_

SW F3 1. **RECALL A TIME THAT WAS REALLY REAL FOR OTHERS.**

**WHAT WAS IT?**

2. **RECALL A TIME OTHERS WERE IN GOOD COMMUNICATION WITH OTHERS.**

**WHAT WAS IT?**

3. **RECALL A TIME OTHERS REALLY FELT AFFINITY FOR OTHERS.**

**WHAT WAS IT?**

4. **RECALL A TIME OTHERS KNEW THEY UNDERSTOOD OTHERS.**

**WHAT WAS IT?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) \_\_\_\_\_

SW F0 1. **RECALL A TIME THAT YOU MADE SOMETHING REALLY REAL TO YOURSELF.**

**WHAT WAS IT?**

2. **RECALL A TIME YOU WERE IN GOOD COMMUNICATION WITH YOURSELF.**

**WHAT WAS IT?**

3. **RECALL A TIME YOU REALLY FELT AFFINITY FOR YOURSELF.**

**WHAT WAS IT?**

**4. RECALL A TIME YOU KNEW YOU UNDERSTOOD YOURSELF.**

**WHAT WAS IT?**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.) \_\_\_\_\_

**2. ARC STRAIGHTWIRE HAVINGNESS**

**SWH F1 LOOK AROUND HERE AND FIND SOMETHING THAT IS REALLY REAL TO YOU.**

(Run repetitively to EP.) \_\_\_\_\_

**SWH F2 LOOK AROUND HERE AND FIND SOMETHING THAT WOULD REALLY BE REAL TO ANOTHER.**

(Run repetitively to EP.) \_\_\_\_\_

**SWH F3 LOOK AROUND HERE AND FIND SOMETHING THAT WOULD BE REALLY REAL TO OTHERS.**

(Run repetitively to EP.) \_\_\_\_\_

**SWH F0 FIND SOMETHING IN OR ON YOURSELF THAT WOULD BE REALLY REAL TO YOU.**

(Run repetitively to EP.) \_\_\_\_\_

**3. GRADE 0 PROCESSES**

(Ref: HCOB 11 Dec. 64, SCIENTOLOGY 0 PROCESSES  
HCOB 26 Dec. 64, ROUTINE 0A [EXPANDED])

**A. ROUTINE 0-0**

**00 F1 1. WHAT ARE YOU WILLING FOR ME TO TALK TO YOU ABOUT?**

**2. WHAT WOULD YOU LIKE ME TO TELL YOU ABOUT THAT?**

(Run alternately to EP.) \_\_\_\_\_

**00 F2 1. WHAT ARE YOU WILLING TO TALK TO ME ABOUT?**

**2. WHAT WOULD YOU LIKE TO TELL ME ABOUT THAT?**

(Run alternately to EP.) \_\_\_\_\_

**00 F3 1. WHAT ARE YOU WILLING FOR ME TO TALK TO OTHERS ABOUT?**

**2. WHAT WOULD YOU LIKE ME TO TELL THEM ABOUT THAT?**

(Run alternately to EP.) \_\_\_\_\_





- 00 F0 1. **WHAT ARE YOU WILLING TO TALK TO YOURSELF ABOUT BECAUSE OF ME?**
2. **WHAT WOULD YOU LIKE TO SAY ABOUT THAT?**

(Run alternately to EP.)

---

**B. ROUTINE 0A**

The auditor makes a list of things people generally can't talk to easily. That includes parents, policemen, governments and God. But it's a far longer list. The auditor must compile this list himself or herself out of session. It may be added to by the auditor from time to time. It must never be published as a "canned list." Scientology Instructors and Scientology personnel should not be listed on it as it leads to upset in sessions. The list is assessed on the pc and the longest reading item is used in all four flows of 0A as given below. *Then* the remaining items are taken up and run in the same way, in order of largest read, until all reading items have been run. Each reading item is run on all four flows before the next reading item is run in the process. On any items that are not reading, put in the Suppress and Invalidate buttons.

- 0A F1 1. **IF (chosen subject) COULD TALK TO YOU, WHAT WOULD HE/SHE TALK ABOUT?**

(Pc answers one or more things at greater or shorter length. When the pc seems satisfied the question has been answered, the auditor then says:)

2. **ALL RIGHT, IF (chosen subject) WERE TALKING TO YOU ABOUT THAT, WHAT WOULD HE/SHE SAY, EXACTLY?**

(The pc is expected to give what would be said as though he were the subject in 1, talking.)

(Run 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

- 0A F2 1. **IF YOU COULD TALK TO (chosen subject), WHAT WOULD YOU TALK ABOUT?**

(Pc answers one or more things at greater or shorter length. When the pc seems satisfied the question has been answered, the auditor then says:)

2. **ALL RIGHT, IF YOU WERE TALKING TO (chosen subject) ABOUT THAT, WHAT WOULD YOU SAY, EXACTLY?**

(The pc is expected to speak as though talking to the subject chosen in 1.)

(Run 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

- 0A F3 1. **IF OTHERS COULD TALK TO (chosen subject) WHAT WOULD THEY TALK ABOUT?**

(Pc answers one or more things at greater or shorter length. When the pc seems satisfied the question has been answered, the auditor then says:)

2. **ALL RIGHT, IF OTHERS WERE TALKING TO (chosen subject) ABOUT THAT, WHAT WOULD THEY SAY, EXACTLY?**

(The pc is expected to speak as though he were the others talking to the chosen subject.)

(Run 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

- 0A F0 1. **IF YOU COULD TALK TO YOURSELF ABOUT (chosen subject), WHAT WOULD YOU TALK ABOUT?**

(Pc answers one or more things at greater or shorter length. When the pc seems satisfied the question has been answered, the auditor then says:)

2. **ALL RIGHT, IF YOU WERE TALKING TO YOURSELF ABOUT (chosen subject) WHAT WOULD YOU SAY, EXACTLY?**

(The pc is expected to speak as though talking to himself about the subject chosen in 1.)

(Run 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

### C. ROUTINE 0B

The auditor makes a list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered acceptable for social communication. This includes nonsocial subjects like sexual experiences, water closet details, embarrassing experiences, thefts one has done, etc. Things nobody would calmly discuss in mixed company.

The list is assessed on the pc and the largest reading subject is run in all four flows of 0B. Then the next largest reading subject is run in all four flows, followed by the rest of the reading subjects in order of largest read. On any subjects that are not reading, put in the Suppress and Invalidate buttons.

- 0B F1 1. **WHAT WOULD YOU BE WILLING TO HAVE SOMEONE ELSE TELL YOU ABOUT \_\_\_\_\_?**

(When the pc has "run down" [as in clocks] ask:)

2. **WHO ELSE COULD HE OR SHE SAY THOSE THINGS TO?**

(Continue running 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

- 0B F2 1. **WHAT WOULD YOU BE WILLING TO TELL ME ABOUT \_\_\_\_\_?**

(When the pc has "run down" [as in clocks] ask:)

2. **WHO ELSE COULD YOU SAY THOSE THINGS TO?**

(Continue running 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

- 0B F3 1. **WHAT WOULD YOU BE WILLING TO HAVE OTHERS TELL OTHERS ABOUT \_\_\_\_\_?**

(When the pc has "run down" [as in clocks] ask:)

2. **WHO ELSE COULD THEY SAY THOSE THINGS TO?**

(Continue running 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.)

---

OB F0 1. **WHAT WOULD YOU BE WILLING TO TELL YOURSELF ABOUT \_\_\_\_\_?**

(When the pc has "run down" [as in clocks] ask:)

2. **WHO ELSE COULD YOU SAY THOSE THINGS TO?**

(Continue running 1 and 2 per above instructions, i.e., 1,2,1,2,1,2,1, etc., to EP.) \_\_\_\_\_

4. **GRADE 0 HAVINGNESS**

OHF1 **LOOK AROUND HERE AND FIND SOMETHING YOU COULD TOUCH.**

(Run repetitively to EP.) \_\_\_\_\_

OHF2 **LOOK AROUND HERE AND FIND SOMETHING ANOTHER COULD TOUCH.**

(Run repetitively to EP.) \_\_\_\_\_

OHF3 **LOOK AROUND HERE AND FIND SOMETHING OTHERS COULD TOUCH.**

(Run repetitively to EP.) \_\_\_\_\_

OHF0 **FIND SOMETHING IN OR ON YOURSELF YOU COULD TOUCH.**

(Run repetitively to EP.) \_\_\_\_\_

5. **GRADE I PROCESSES**  
**CCHs 1-4**

Ref:

HCOB 5 Apr. 62	CCHs, AUDITING ATTITUDE
HCOB 12 Apr. 62	CCHs, PURPOSE
HCOB 2 Aug. 62	CCH ANSWERS
HCOB 7 Aug. 62	RUNNING CCHs
HCOB 1 Dec. 65	CCHs

NOTE: CCHs 1-4 are run per the instructions in HCOB 1 Dec. 65 as follows: CCH 1 to a flat point, then CCH 2 to a flat point, then CCH 3 to a flat point, then CCH 4 to a flat point, then CCH 1 to a flat point, etc.

**CCH 1 (GIVE ME THAT HAND. Tone 40.)**

Auditor and pc are seated in chairs without arms. Auditor's knees are on outside of both pc's knees. Auditor runs the following command:

**GIVE ME THAT HAND.**

(Run to a flat point.)

## **CCH 2 (TONE 40 8-C.)**

Auditor and pc ambulant, auditor in physical contact with pc as needed. Auditor runs the following commands:

1. **YOU LOOK AT THAT WALL. THANK YOU.**
2. **YOU WALK OVER TO THAT WALL. THANK YOU.**
3. **YOU TOUCH THAT WALL. THANK YOU.**
4. **TURN AROUND. THANK YOU.**

(Run 1,2,3,4,1,2,3,4,1,2, etc., to a flat point.)

## **CCH 3 (HAND SPACE MIMICRY.)**

Auditor and pc seated, close together facing each other, pc's knees between auditor's knees. Auditor raises two hands, palms facing pc's, about an equal distance between the auditor and pc and says:

1. **PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.**

He then makes a simple motion with right hand then left.

Auditor asks pc:

2. **DID YOU CONTRIBUTE TO THEIR MOTION?**

Auditor acknowledges answer.

(Run 1,2,1,2,1,2, etc., to a flat point.)

On succeeding runs through CCHs 1–4, the auditor does this same thing with a half inch of space between his and the pc's palms. The command is:

1. **PUT YOUR HANDS FACING MINE ABOUT ½ INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.**

He then makes a simple motion with right hand then left.

Auditor asks pc:

2. **DID YOU CONTRIBUTE TO THEIR MOTION?**

Auditor acknowledges answer.

When this is flat, auditor does it with a wider space on each succeeding run through CCHs 1–4 until pc is able to follow motions a yard away.

## CCH 4 (BOOK MIMICRY.)

There are no set verbal commands to CCH 4. Auditor and pc are seated facing each other, a comfortable distance apart. Auditor makes simple motions with a book. Hands book to pc. Pc makes motion, duplicating auditor's motion mirror-imagewise. Auditor asks pc if he is satisfied that the pc duplicated the motion. If pc is and auditor is also fully satisfied, auditor takes back the book and goes to next command. If pc is not sure that he duplicated any command, auditor repeats it for him and gives him back the book.

(Run to a flat point.)

(Once CCH 4 has been run to a flat point, auditor starts back again with CCH 1. CCHs 1-4 are then run as follows: CCH 1 to a flat point, then CCH 2 to a flat point, then CCH 3 to a flat point, then CCH 4 to a flat point, then CCH 1 to a flat point, etc., to EP.)

---

## 6. GRADE I PROBLEMS PROCESS

(Ref: HCOB 19 Nov. 65, PROBLEMS PROCESS)

1 F1 1. **WHAT PROBLEM HAVE YOU HAD WITH SOMEONE?**

2. **WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**

(Get the pc to give the problem, then run TA off solutions. Then a new statement of the problem and more questions about solutions. Run it 1,2,2,2,2,1,2,2,2, etc., to EP.)

---

1 F2 1. **WHAT PROBLEM HAS ANOTHER HAD WITH YOU?**

2. **WHAT SOLUTIONS HAS ANOTHER HAD FOR THAT PROBLEM?**

(Run as above in F1, to EP.)

---

1 F3 1. **WHAT PROBLEM HAVE OTHERS HAD WITH OTHERS?**

2. **WHAT SOLUTIONS HAVE THEY HAD FOR THAT PROBLEM?**

(Run as above in F1, to EP.)

---

1 F0 1. **WHAT PROBLEM HAVE YOU HAD WITH YOURSELF?**

2. **WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**

(Run as above in F1, to EP.)

---

**7. GRADE I HAVINGNESS**

1H F1 1. **THINK OF A SPACE.**

2. **NOTE TWO OBJECTS.**

(Run alternately to EP.)

\_\_\_\_\_

1H F2 1. **THINK OF ANOTHER'S SPACE.**

2. **NOTE TWO OBJECTS.**

(Run alternately to EP.)

\_\_\_\_\_

1H F3 1. **THINK OF THE SPACE OF OTHERS.**

2. **NOTE TWO OBJECTS.**

(Run alternately to EP.)

\_\_\_\_\_

1H F0 1. **THINK OF YOUR OWN SPACE.**

2. **NOTE TWO OBJECTS.**

(Run alternately to EP.)

\_\_\_\_\_

**8. GRADE II CONFESSIONAL PROCESSING**

Using the technology covered in HCOB 30 Nov. 78R, CONFESSIONAL PROCEDURE, and other references on his course checksheet, the student delivers Confessional processing to a preclear, as programed by the C/S.

\_\_\_\_\_

**9. GRADE II O/W PROCESS**

(Ref: HCOB 4 Feb. 60, THEORY OF RESPONSIBILITY PROCESSING)

2 F1 1. **WHAT HAS ANOTHER DONE TO YOU?**

2. **WHAT HAS ANOTHER WITHHELD FROM YOU?**

(Run alternately to EP.)

\_\_\_\_\_

2 F2 1. **WHAT HAVE YOU DONE TO ANOTHER?**

2. **WHAT HAVE YOU WITHHELD FROM ANOTHER?**

(Run alternately to EP.)

\_\_\_\_\_

2 F3 1. **WHAT HAVE OTHERS DONE TO OTHERS?**

2. **WHAT HAVE OTHERS WITHHELD FROM OTHERS?**

(Run alternately to EP.)

\_\_\_\_\_



2 F0 1. **WHAT HAVE YOU DONE TO YOURSELF?**

2. **WHAT HAVE YOU WITHHELD FROM YOURSELF?**

(Run alternately to EP.) \_\_\_\_\_

10. **GRADE II HAVINGNESS**

2H F1 **LOOK AROUND HERE AND FIND SOMETHING YOU'RE NOT WITHHOLDING.**

(Run repetitively to EP.) \_\_\_\_\_

2H F2 **LOOK AROUND HERE AND FIND SOMETHING ANOTHER IS NOT WITHHOLDING.**

(Run repetitively to EP.) \_\_\_\_\_

2H F3 **LOOK AROUND HERE AND FIND SOMETHING OTHERS ARE NOT WITHHOLDING.**

(Run repetitively to EP.) \_\_\_\_\_

2H F0 **LOOK AROUND HERE AND FIND SOMETHING YOU'RE NOT WITHHOLDING FROM YOURSELF.**

(Run repetitively to EP.) \_\_\_\_\_

11. **GRADE III PROCESS—R3H**

(Ref: HCOB 6 Aug. 68, R3H  
HCOB 1 Aug. 68, THE LAWS OF LISTING AND NULLING)

3 F1 1. Locate a change in life by listing to an F/N item or BD F/N item:

**WHAT CHANGE HAS ANOTHER CAUSED IN YOUR LIFE?**

2. Get it dated.

3. Get some of the data of it (don't run as an engram) so you know what the change was.

4. Find out by assessment if this was a break in:

**Affinity** \_\_\_\_\_

**Reality** \_\_\_\_\_

**Communication or** \_\_\_\_\_

**Understanding** \_\_\_\_\_





Get the best reading item and check it with the pc, asking if it was a break in (affinity, reality, communication or understanding). If he says no, rehandle. If yes, let him tell you about it if he wishes. Then indicate it to him.

5. Taking the one found in (4) find out by assessment if it was:

**Curious about** \_\_\_\_\_  
**Desired** \_\_\_\_\_  
**Enforced** \_\_\_\_\_  
**Inhibited** \_\_\_\_\_  
**No** \_\_\_\_\_  
**Refused** \_\_\_\_\_

As in (4) above, get the item and check it with the pc. If pc says that isn't right, rehandle. If yes, let him tell you about it if he wishes. Then indicate it to him.

(Run as above.) \_\_\_\_\_

- 3 F2 List to an F/N item or BD F/N item:

**WHAT CHANGE HAVE YOU CAUSED IN ANOTHER'S LIFE?**

(Handle with steps 1-5 as above.) \_\_\_\_\_

- 3 F3 List to an F/N item or BD F/N item:

**WHAT CHANGE HAVE OTHERS CAUSED IN OTHERS' LIVES?**

(Handle with steps 1-5 as above.) \_\_\_\_\_

- 3 F0 List to an F/N item or BD F/N item:

**WHAT CHANGE HAVE YOU CAUSED IN YOUR OWN LIFE?**

(Handle with steps 1-5 as above.) \_\_\_\_\_

## 12. GRADE III HAVINGNESS

- 3H F1 **WHAT IS STILL?**

(Run repetitively to EP.) \_\_\_\_\_

- 3H F2 **WHAT WOULD ANOTHER THINK IS STILL?**

(Run repetitively to EP.) \_\_\_\_\_

**3H F3 WHAT WOULD OTHERS THINK IS STILL?**

(Run repetitively to EP.) \_\_\_\_\_

**3H F0 WHAT IS STILL IN OR ON YOURSELF?**

(Run repetitively to EP.) \_\_\_\_\_

**13. GRADE IV PROCESS—R3SC**

(Refs: HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS  
HCOB 1 Sept. 63, ROUTINE THREE SC  
HCOB 6 Sept. 78 II, SERVICE FACSIMILES AND ROCK SLAMS)

NOTE: The questions listed below are not a full list of all possible listing and nulling questions which can be run on a preclear to find and handle service facsimiles. Others may be found in HCOB 14 Nov. 87 VI, EXPANDED GRADE IV PROCESS CHECKLIST. For certification on Level IV, all that is required is that the student show success on auditing someone on the process as given below.

I. Fully clear the terms “computation” and “service facsimile.” Make sure the pc understands that a service facsimile is a *computation* to make self right and others wrong, to dominate or escape domination and enhance own survival and injure that of others. The pc must grasp that what is being asked for in this process is a computation, not a beingness, doingness or havingness.

II. Clear and list (listing and nulling) the following listing question to an F/N item or BD F/N item:

a. **IN THIS LIFETIME, WHAT DO YOU USE TO MAKE OTHERS WRONG?** \_\_\_\_\_

III. Run the service facsimile found on the brackets exactly per HCOB 6 Sept. 78 III, ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS:

1. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_ MAKE YOU RIGHT?**

2. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_ MAKE OTHERS WRONG?**

(Run to EP as described below.) \_\_\_\_\_

3. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_ HELP YOU ESCAPE DOMINATION?**

4. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_  
HELP YOU TO DOMINATE OTHERS?**

(Run to EP as described below.) \_\_\_\_\_

5. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_  
AID YOUR SURVIVAL?**

6. **IN THIS LIFETIME, HOW WOULD \_\_\_\_\_  
HINDER THE SURVIVAL OF OTHERS?**

(Run to EP as described below.) \_\_\_\_\_

These are run as follows:

Give the pc the first question, "In this lifetime, how would (service fac) make you right?" and let him run with it. He will have a rush of answers, answers coming too fast to be said easily, at this stage. Don't repeat the question unless the pc needs it. Just let him answer 1-1-1-1-1-1 (he may give you as many as 50 answers) until he comes to a cognition or runs out of answers or inadvertently answers question 2.

Then switch to question 2: "In this lifetime, how would (service fac) make others wrong?" Treat this the same way, i.e., let him answer 2-2-2-2-2-2-2-2 until he cognites or runs out of answers or starts to answer question 1. Then switch back to question 1, same handling, back to question 2, same handling, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and end off on 1 and 2.

Now give him question 3: "In this lifetime, how would (service fac) help you escape domination?" and let it run by the same method as above. When this seems cooled off, use question 4: "In this lifetime, how would (service fac) help you to dominate others?" Use questions 3 and 4 as above, as long as pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and go on to the next bracket.

Using the same method as above, give him question 5: "In this lifetime, how would (service fac) aid your survival?" When he's run out on 5-5-5-5-5-5, switch to question 6: "In this lifetime, how would (service fac) hinder the survival of others?" Use questions 5 and 6 as above as long as pc has answers coming easily. Let him get off all the automaticities and come to a cognition and F/N. Acknowledge and indicate the F/N.

NOTE: If the item found on the service facsimile list did not run on any of the brackets, you must prepcheck it to EP (F/N, cognition, VGIs, Release) using HCOB 7 Sept. 78R, MODERN REPETITIVE PREPCHECKING.

IV. Repeat steps II and III, using the following listing questions one at a time in step II:



b. **IN THIS LIFETIME, WHAT DO YOU USE TO DOMINATE OTHERS?**

(Run the item per step III, to EP.)

\_\_\_\_\_

c. **IN THIS LIFETIME, WHAT DO YOU USE TO AID YOUR OWN SURVIVAL?**

(Run the item per step III, to EP.)

\_\_\_\_\_

d. **IN THIS LIFETIME, WHAT DO YOU USE TO MAKE YOURSELF RIGHT?**

(Run the item per step III, to EP.)

\_\_\_\_\_

e. **IN THIS LIFETIME, WHAT DO YOU USE TO ESCAPE DOMINATION?**

(Run the item per step III, to EP.)

\_\_\_\_\_

f. **IN THIS LIFETIME, WHAT DO YOU USE TO HINDER THE SURVIVAL OF OTHERS?**

(Run the item per step III, to EP.)

\_\_\_\_\_

#### 14. GRADE IV HAVINGNESS

4H F1 **WHAT COULD ANOTHER MAKE CONNECT WITH YOU?**

(Run repetitively to EP.)

\_\_\_\_\_

4H F2 **WHAT COULD YOU MAKE CONNECT WITH ANOTHER?**

(Run repetitively to EP.)

\_\_\_\_\_

4H F3 **WHAT COULD OTHERS MAKE CONNECT WITH OTHERS?**

(Run repetitively to EP.)

\_\_\_\_\_

4H F4 **WHAT COULD YOU MAKE CONNECT WITH YOU?**

(Run repetitively to EP.)

\_\_\_\_\_

4H F5 **LOOK AROUND HERE AND FIND SOMETHING YOU ARE ABSOLUTELY SURE WILL BE HERE FOR \_\_\_\_\_ (auditor extends time bit by bit).**

(Run repetitively to EP.)

\_\_\_\_\_

4H F6 **LOOK AROUND HERE AND FIND SOMETHING  
ANOTHER WOULD BE ABSOLUTELY CERTAIN  
WOULD BE HERE FOR \_\_\_\_\_** (auditor extends  
time).

(Run repetitively to EP.) \_\_\_\_\_

4H F7 **LOOK AROUND HERE AND FIND SOMETHING  
OTHERS WOULD BE ABSOLUTELY CERTAIN  
WOULD BE HERE FOR \_\_\_\_\_** (auditor extends  
time).

(Run repetitively to EP.) \_\_\_\_\_

4H F8 **FIND SOMETHING IN OR ON YOURSELF YOU  
ARE ABSOLUTELY CERTAIN WILL BE HERE  
FOR \_\_\_\_\_** (auditor extends time).

(Run repetitively to EP.) \_\_\_\_\_

\_\_\_\_\_

An auditor must not and cannot be required by anyone to audit processes  
above his class.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 SEPTEMBER 1978

Remimeo

*New Era Dianetics Series 25*

**NED HIGH CRIME**

Persons who try to run NED who haven't been certificate trained on NED are actionable regardless of their class.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 SEPTEMBER 1978R  
REVISED 2 DECEMBER 1985

Remimeo  
BPI

*Urgent — Important*

**DIANETICS FORBIDDEN  
ON CLEARS AND OTs**

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

This applies even when they say they can see some pictures.

Anyone who has purchased NED auditing who is Clear or above must be routed to an AO or Flag to receive the special NED Rundown for OTs. They are NOT to be run on regular New Era Dianetics.

Anyone who is Clear but not OT III is to get through OT III immediately so he can receive this special rundown. After OT III, one does New OT IV (the OT Drug Rundown), then New OT V, Audited NOTs, followed by New OT VI (Solo NOTs Auditor Course) and New OT VII (Solo NOTs Auditing).

The EP of the full special NED Rundown for OTs is CAUSE OVER LIFE.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 SEPTEMBER 1978

Issue II

Remimeo  
HCOs  
Tech Staff  
Qual Staff  
Dianetics Courses  
All Auditors, C/Ses,  
Supervisors

*New Era Dianetics Series 26*

**OVERRUN BY DEMANDING  
EARLIER THAN THERE IS**

When you go past the postulate or insist on an earlier-similar when there isn't one, the pc can go later or jump chains and put into action other phenomena. This, and bad assessment, is when you get tangled cases and repair.

**OVERRUN OF BASIC**

When you get a blowdown and the pc tells you the postulate and then you tell him to return to the beginning of the incident again, you can overrun the incident and turn the analytical concept of it back into a solid picture which will just get more and more solid and you'll think there was nothing erased.

What you're erasing, actually, is the basic postulate that made the chain occur in the first place.

**OVERRUN OF NONBASIC**

In engram running by chains, when you demand a pc go through the incident more than twice, and it is not basic, that incident will grow more solid. A good Dianetic auditor watches his TA and the moment that TA starts to rise while running an incident on the chain, he knows there is an earlier-similar incident. It is told to him by the TA, which is saying this incident is getting more solid.

When he sees this, he immediately asks for an earlier incident after either Step 9 or Step C of R3RA.

When you ask for earlier beginnings and then run the incident again and keep doing this, you can run a nonbasic through several times and it will inevitably become more solid. The degree that this can exert pressure on a pc is very great and is extremely uncomfortable.

A really smooth Dianetic auditor never increases the solidity of the bank. It is a nondetermined point whether an earlier beginning alone will, if found, decrease the solidity of a nonbasic.

**AMOUNT OF TA**

A Scientology auditor works for amount of TA out of a process.





A Dianetic auditor works for the eradication of a chain. The Dianetic auditor could get lots of TA if he overran every nonbasic engram, but it is this that he does *not* want.

The Dianetic auditor is not concerned with the amount of TA that he gets. A TA has to go up before it goes down. In running an engram chain if you let a nonbasic engram raise the TA more than a thousandth of an inch at Step 9 or Step C and do not immediately ask for an earlier incident, you goofed, as you will make the pc's bank more solid.

Scientology audits by the amount of TA. The most expert Dianetic auditor audits with a minimum of TA.

### ASSESSMENTS

A lousy job of assessment, trying to run unreading items, will find the pc going into chains that are not ready to be run and will cause trouble, which consists of many unwanted phenomena such as pc unable to find incidents, jumping chains, etc.

L. RON HUBBARD  
Founder

HCO BULLETIN OF 13 SEPTEMBER 1978

Remimeo  
Tech Staff  
Qual Staff  
New Era Dianetics  
Courses  
All Auditors,  
C/Ses,  
Supervisors

*URGENT—IMPORTANT*  
*New Era Dianetics Series 27*

**R3RA ENGRAM RUNNING BY CHAINS AND  
NARRATIVE R3RA—AN ADDITIONAL DIFFERENCE**

Since the release of New Era Dianetics, I have been keeping a close eye on the running of NED on an extensive basis. Pcs have been experiencing tremendous and quite amazing gains and resolving areas of their cases which have never before been handled so fully.

This new and more precise Dianetics tech can and is changing the lives of many across the planet.

When this tech was researched and developed, I wanted to get it into your hands immediately. Now that it is in broad use, there is a wealth of data coming in on its application and the use of the new commands and handling of EPs. From this I have located a point where NED, as originally issued, could go wrong on some pcs where earlier Dianetics did not.

As it has always been my practice to provide you with the most accurate, proven and workable tech as it is developed, and as NED is a more powerful tech than any earlier Dianetics, it is important that you have this data.

The point referred to above is on the auditor asking for earlier beginning or earlier incident.

The basic stable datum is and always has been: TA up even slightly at the end of pc's run through the incident = something earlier. The "something earlier" could be an earlier incident or an earlier beginning to the incident being run.

There is a slight difference between the way these two are handled in R3RA Engram Running By Chains and R3RA Narrative Running, because of what the auditor is trying to accomplish with each. The difference is in the order of importance of earlier beginning and earlier incident.

**R3RA ENGRAM RUNNING BY CHAINS**

In R3RA Engram Running By Chains you are following down and erasing a somatic chain. Here, in almost all cases, an earlier incident on the chain takes precedence over an earlier beginning to the incident being run.

Therefore, if the TA is even slightly up at the end of the pc's run through an incident on the chain, the auditor asks *first* for an earlier incident and if there is none (or none the pc can yet see) he asks for an earlier beginning to the incident being run.

Where you find an earlier beginning to *an incident on the chain that is not the basic incident*, you rerun that incident only *once* more through from the earlier beginning to the end of the incident. If TA does not come down on that run through, there's an earlier incident.

The whole point being made here is that on engram running by chains you always want the earlier incident as soon as that is available. Thus, you ask for the earlier incident first, then, if necessary, for an earlier beginning.

### R3RA NARRATIVE RUNNING

In R3RA Narrative Running you are handling one single narrative incident, such as an accident, a physically or emotionally painful experience, an illness, loss or period of great emotional stress, which is not, ordinarily, part of a chain.

You are running that one incident many, many times through to erasure. The clue to erasure of a narrative incident lies in locating earlier beginnings to the incident. It will be found that the pc finds earlier and earlier moments when he was told or had an awareness that the incident was going to occur.

Thus, in running R3RA Narrative, it is the earlier *beginning* that takes precedence, and that is what the auditor asks for after each run through a narrative incident. Only if the incident starts to grind (no change of content, etc.), after having repeatedly searched for an earlier beginning, would you ask for an earlier-similar narrative incident.

This data on earlier beginning is a new breakthrough on *narrative incident* running and erasure, and the NED auditor should fully understand it and the tech on which this additional difference between the two procedures is based.

As pointed out in other issues, erasure of the somatic chain *or* the narrative incident occurs when the postulate is obtained, and it is vital that the auditor not go beyond that.

New Era Dianetics Series 6 and 7 have been revised to incorporate this difference in earlier incident and earlier beginning handlings.

I wanted you to have the full and exact data on why these commands are being slightly revised.

This should make for even smoother running of New Era Dianetics all around.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 SEPTEMBER 1978  
Issue II

Remimeo  
Limited Distribution  
HCOs  
LRH Comms  
Tech Staff  
Qual Staff  
C/Ses

**CLEARs, OTs AND R/Ses**

*Ref:*

HCOB 12 Sept. 78

DIANETICS FORBIDDEN  
ON CLEARs AND OTs

If there are any Clear or OTs who are R/Sing they are not R/Sers. It is an entirely different handling, and this handling is incorporated in the New Era Dianetic Rundown for OTs.

If a pre-OT staff member is R/Sing and dramatizing the R/Ses and has therefore been put on an RPF, he is required to receive full handling per the special NED Rundown for OTs before graduating that RPF. If he is Clear but not yet OT III, he is to get up to and through OT III as fast as possible so he can receive this special rundown.

The New Era Dianetic Rundown for OTs can only be delivered at AOs and at Flag.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 SEPTEMBER 1978

Remimeo

(Cancels HCOB 7 July 1978,  
DIANETIC F/Ns)

*New Era Dianetics Series 28*

**POSTULATE OFF EQUALS ERASURE**

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in place. Release the postulate, the chain blows. That's it.

You must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing on that chain.

Even if you get an F/N as the incident is erasing, you don't call it until you've gotten the postulate.

1. When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through the auditor asks, "Has the incident erased?"
2. When the pc has stated that it has erased, the auditor should also expect a postulate to be volunteered by the pc.
3. If the pc says the incident has erased, but no postulate (made during the time of the incident) has come off and been volunteered by the pc, the auditor should ask, "Did you make a postulate at the time of that incident?"

(Note that the postulate will usually come off in the form of a cognition. However, the pc may give a cognition which does not contain a postulate. If this is the case, simply ask, "Did you make a postulate at the time of that incident?")

4. The pc does not have to state that the incident has erased. Once he has given up the postulate, the chain has blown. You will have an F/N and VGIs. This is a full Dianetic EP. *Now* you call the F/N. Do not call F/Ns until you have reached the EP.

You must learn to recognize a postulate when you hear one. It is a vitally important skill as postulates *can* be confused with bouncers and deniers when they are in no respect similar and require totally different handlings.

"Women are no good" is an obvious postulate.

"That's the way men are" is a postulate.



“I can’t stay here” is a bouncer.

“I can’t remember this” is a denyer.

To push a pc earlier after he has given the postulate is a severe invalidation of the erasure and you will soon have the pc believing that nothing erases, anyway.

To cause a pc to search for further, earlier incidents on a chain (which is no longer there) will get him into some very serious overrun. He may pull in another flow of the item, he may think the erased incident is still there and try to mock it up, or he may find another incident of an entirely different chain and start to run that.

Dianetic overruns are repaired by assessing and handling the L3RH. But the real cure is to flawlessly handle Dianetic EPs by getting the postulate, F/N and VGIs and then promptly ending off on that chain with a bright and happy pc.

Recognizing the postulate when it comes off and never never running a pc beyond it are vitally important to the success of New Era Dianetics sessions.

It’s the POSTULATE we are going for in New Era Dianetics.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 SEPTEMBER 1978R

Remimeo  
NED Checksheets  
All Supervisors  
All C/Ses  
All Auditors

Issue I  
REVISED 31 JANUARY 1979

**THE END OF ENDLESS DRUG RDs**

*Ref:*

HCOB 19 Sept. 78R II      THE END OF ENDLESS DRUG RUNDOWNS  
Rev. 31.1.79              REPAIR LIST

The possibility of running a Drug RD flat on a pc is totally zilch, and the reason for this is that there have been innumerable cultures in the several universes that were far more drug oriented than this one. And even on a person that's not manifesting drugs and hasn't taken any this lifetime, you can collide with these cultures and universes if you keep pushing it.

Over the years some pcs have had Drug Rundowns which stretched interminably into hundreds of hours. And some pcs have had drugs handled once, only to have them rehandled and then rehandled again at some later date in what appear to have been endless Drug Rundowns.

This has been largely due to the listing and running of whole track drugs or, through Dianetic auditing errors, the collision with and restimulation of early drug cultures on the track.

This endless auditing of drugs can have built up charge which is preventing the pc from getting all the gain possible from his next grade, or it can even act to prevent him from wanting further auditing.

There *is* an end to endless drug handling.

We have it now in a rundown which is called The End of Endless Drug Rundowns Repair List.

**THE END OF ENDLESS DRUG RUNDOWNS REPAIR LIST**

(Ref: HCOB 19 Sept. 78R II, Rev. 31.1.79, same title)

A prerequisite for this rundown is the C/S 53RL to F/Ning list. (The C/S 53 is not included as a part of the rundown itself, but is done separately as a setup action.)

When properly set up, the pc is given The End of Endless Drug Rundowns Repair List and any reading items handled as indicated.

This rundown is for those pcs who have previously been run on an old Drug Rundown, done by old-style drug handling. (Rarely, if ever, would it apply to a person audited on the NED new Drug Rundown as covered in HCOB 15 July 71RC III, NED Series 9RB, DRUG HANDLING.)



The End of Endless Drug Rundowns Repair List resolves the situation for a pc who has been overaudited on drugs, who has been misrun on drugs, who has had an endless Drug Rundown and/or who has bypassed charge on auditing on drugs.

It simply and terminatedly cleans up any overrun, misrun or unrun drugs and the charge left with the pc as a result of these. In fairly short order it gets the pc truly completed on the subject, in good shape and ready to continue on his next case action.

A lot of cases will now be sorted out and the speed of moving up the Bridge will be greatly increased.

### **NEW ERA DIANETICS DRUG RUNDOWN A SEPARATE ACTION**

The NED Drug Rundown (HCOB 15 July 71RC III, C/S Series 48RD, NED Series 9RB, DRUG HANDLING) is an entirely separate action from The End of Endless Drug Rundowns Repair List.

The NED Drug Rundown is for beginning Dianetic pcs or those who have not previously had a Drug Rundown.

Its steps have been arranged to prevent the endless running and rehandling of drugs.

You can always find more drugs on the track. What you're interested in is this lifetime and this body. This doesn't mean you don't run track on the Drug RD, you just don't push it. Don't ask for whole track drugs. When you list out the drugs, medicine and alcohol a pc has taken, you only want the ones he has taken this lifetime.

Objectives are run first on the pc. Each reading drug, medicine or alcohol the pc has taken this lifetime is then run narrative, followed by preassessment, then prior assessment and, as a final step, more Objectives are given to bring the pc into PT after the engram running. The full and complete steps are listed in HCOB 15 July 71RC, C/S Series 48RD, NED Series 9RB, DRUG HANDLING, and HCOB 22 June 78R, NED Series 2R, NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

These refined and thorough steps allow the Drug Rundown to be taken to a flat point of freedom from the harmful effects of this-lifetime drugs, medicine and alcohol and an F/Ning drug list.

Where the old Drug Rundown took hundreds of hours and sometimes had to be repeated, the NED Drug Rundown requires only a few intensives to accomplish the final, finished result.

---

With the tech of these two separate rundowns—one for the new pc, one for handling the pc who has been run and rerun on drugs old style—we truly have an end to endless drug handling.



The End of Endless Drug Rundowns Repair List is to be put to full use to rapidly handle those pcs who have been stalled and plagued by endless drug handling.

I expect each org and mission to get it applied and get such pcs advancing!

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 SEPTEMBER 1978R

Issue II

REVISED 31 JANUARY 1979

Remimeo  
All Dianetic  
Auditors  
All C/Ses

**THE END OF ENDLESS DRUG RUNDOWNS  
REPAIR LIST**

*Ref:*

HCOB 19 Sept. 78R I      THE END OF ENDLESS DRUG RDs  
Rev. 31.1.79

The End of Endless Drug Rundowns Repair List is the rundown for handling a pc who has been overaudited on drugs, who has had an endless Drug Rundown done by old-style drug auditing and/or who has bypassed charge on auditing on drugs.

A prerequisite for the rundown is that the pc is first set up for the rundown with a C/S 53RL to F/Ning list. (The C/S 53 is not part of the rundown itself but is required as a setup action which is done separately.)

The End of Endless Drug Rundowns Repair List is then delivered as a rundown in itself.

Assess it Method 5 and handle in order of largest read.

NOTE: This list can be assessed on Dianetic Clears, Clears and OTs, but where a reading item calls for any Dianetic auditing (items 7 and 9) it is NOT done. (Ref: HCOB 12 Sept. 78, DIANETICS FORBIDDEN ON CLEARS AND OTs) On Clears, OTs and Dianetic Clears the handling on such items is to simply indicate the read.

1. **WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE NO LONGER AFFECTED BY DRUGS?** \_\_\_\_\_

(Indicate. Ask pc if he can find that point.)

2. **WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU WERE RELEASED FROM THE EFFECTS OF DRUGS?** \_\_\_\_\_

(Indicate. Ask pc if he can find that point.)

3. **ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED DRUG?** \_\_\_\_\_

(Find which drug wasn't charged and indicate it shouldn't have been run. May be more than one uncharged drug; handle each by indicating on each.)

4. **ON THE DRUG RUNDOWN, WERE YOU RUN ON AN UNCHARGED INCIDENT OR ITEM?** \_\_\_\_\_  
 (Find which and indicate it shouldn't have been run. There may be more than one; handle each by indicating on each.)
5. **ON THE DRUG RUNDOWN, WERE YOU ASKED TO LIST WHOLE TRACK DRUGS?** \_\_\_\_\_  
 (Indicate that this may have restimulated drugs he was not affected by in this lifetime.)
6. **ON THE DRUG RUNDOWN, WERE YOU PREVENTED FROM GETTING GRADES OR OTHER AUDITING?** \_\_\_\_\_  
 (Indicate.)
7. **ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN LEFT UNFLAT?** \_\_\_\_\_  
 (Indicate. Flatten the incident or chain R3RA.)
8. **ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN OVERRUN?** \_\_\_\_\_  
 (Indicate it. Spot the flat point.)
9. **ON THE DRUG RUNDOWN, WAS A CHARGED DRUG NOT RUN?** \_\_\_\_\_  
 (Find which and handle per NED Drug RD steps.)
10. **WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT WHEN YOU FELT THE DRUG LIST WAS F/Ning?** \_\_\_\_\_  
 (Indicate. Ask pc if he can spot that point.)
11. **WERE YOU NOT ALLOWED TO DECLARE YOUR DRUG RUNDOWN COMPLETE?** \_\_\_\_\_  
 (Indicate. Let pc say what he/she wishes on this.)
12. **WERE YOU TOLD YOU WERE A DRUGGIE WHEN YOU WEREN'T?** \_\_\_\_\_  
 (Indicate it and that pc isn't a druggie.)
13. **WERE YOU AUDITED ON DIANETICS OR NEW ERA DIANETICS AFTER DIANETIC CLEAR?** \_\_\_\_\_  
 (If so, indicate that Dianetic auditing should not have been continued past Dianetic Clear.)
14. **ON THE DRUG RUNDOWN, WAS SOMETHING ELSE WRONG?** \_\_\_\_\_  
 (Indicate. Have pc tell you what he/she thinks this was. If no F/N, turn it in to a Scientology C/S to handle.)

L. RON HUBBARD  
 Founder



# **EXECUTIVE DIRECTIVE**

LRH ED 298 INT

19 September 1978

BPI

**AD 28**

## **THE YEAR OF TECHNICAL BREAKTHROUGHS**

This year has so far resulted in technical breakthroughs from one end of the Grade Chart to the other.

Each of these is the result of years of research and in recent months one major discovery has led to another with great rapidity and astounding success. On a research line, one sometimes hits pay dirt, this time I struck pure gold, not once, but several times and we now have new major grades and rundowns at both ends of the Bridge.

New Era Dianetics has already been released and is internationally reported to be working fabulously well producing 80% more gain.

An attempt to run NED on an OT resulted in a phenomenon which caught my attention, and on further investigation brought to light the fact that you cannot run NED, or any Dianetics for that matter, on a Clear (Dianetic or Scientology Clear) or above. Research into this paid off handsomely with a fantastic breakthrough for Clears and OTs. I have now developed an entirely new rundown called "NED for OTs." This deals with living lightning, the very stuff of life itself. Run exactly correctly by the book it produces remarkable results in the OT band, and has made it possible for me to now release OT VIII. "NED for OTs" is a highly confidential rundown done by a Class IV, OT III Auditor, called an Advanced Courses Specialist (ACS), who is specially trained on its rundown and techniques. It is now *forbidden* to run NED on Clears or above. From Grade VI to OT III is the Non-Interference Zone, during which nothing should be run. Persons in this zone should move on up to OT III so that they may be audited on "NED for OTs." This rundown will be delivered in AOs and Flag to OT IIIs and above. Clears and OTs who have paid for NED will now receive "NED for OTs" and in the pilot, auditing produced results beyond their wildest dreams. While much of it is confidential I can tell you that the first step of "NED for OTs" is designed to raise perceptions, especially theta-perception, and as for the rest of the rundown—surprise, surprise, surprise!

### **OT VIII**

Although OT VIII has been researched earlier I knew there was something that had to be handled before I could release OT VIII. "NED for OTs" does just

that, and now I am very pleased to announce the release of OT VIII, which will be available at AOs and Flag to OTs who have completed “NED for OTs.” It is a Solo level which will fortify an OT already in excellent shape from “NED for OTs.”

### **END OF ENDLESS DRUG RUNDOWNS**

These breakthroughs at the OT level suddenly brought to view the reason why Drug Rundowns become endless when they do! And gave the way to resolve this. Now the Drug Rundown will be a comparatively short action and many many Scientologists will be able to make much faster progress up the Bridge. If you have had an “Endless Drug Rundown” you can now look forward to getting it completed with ease and get on to your grades and OT levels. In this druggie culture in which we live, it is a very timely discovery because now we can undo the mind-crippling effects of drugs (psychiatrists’ gift to mankind) with great ease, and with complete rehabilitation of the individual in a few intensives of auditing.

The “End of Endless Drug Rundowns” has been incorporated into NED and will be available in all orgs by NED Auditors as soon as they are trained on it, which will be in about 2 weeks.

### **TRAINING—FAST COURSES**

All these new techniques require auditors and C/Ses fully trained and specialists in that level to audit and C/S them. It is forbidden for any auditor or C/S to run any of these without being properly trained and certified.

It is therefore just as well that I overhauled the training route earlier this year, resulting in fast training. We might even say the “End of Endless Training.” Today, it takes 4 weeks or less to train a NED Auditor. The checklist and course for training Class IV, OT III Auditors, Advanced Courses Specialists who will deliver “NED for OTs” is also a fast but accurate training level. So we are able to train auditors and C/Ses rapidly to deliver these fabulous rundowns, and thus make them available to you very soon.

---

I have always said that as soon as I make technical discoveries I will get them to you as fast as I can, and I am doing that now.

I appreciate your support and help which makes it possible for me to do this research for you.

Nineteen seventy eight is the Year of Technical Breakthroughs, there have been more this year than in any other year so far.

I am delighted to be able to make these available to you.

Love,

**L. RON HUBBARD**  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 SEPTEMBER 1978

Remimeo

**AN INSTANT F/N IS A READ**

*Refs:*

HCOB 2 Nov. 68R	CASE SUPERVISOR CLASS VIII
Rev. 31.1.75	THE BASIC PROCESSES
HCOB 20 Feb. 70	FLOATING NEEDLES AND END PHENOMENA

*Cancel:*

HCOB 8 Apr. 78	AN F/N IS A READ
----------------	------------------

An instant F/N is an F/N which occurs instantly at the end of the major thought voiced by the auditor or at the end of the major thought voiced by the pc (when he originates items or tells what the command means).

It will most usually be seen as a LFBD / F/N or a LF / F/N.

So what does this mean, "An instant F/N is a read"?

A read means there's charge there to handle. It means there is force connected with that significance which is available to the pc to view and run. It means that item is real to the pc.

An F/N means something has keyed out.

Now, a key-out is what we are looking for on many processes which are run. It means "Stop. End of process, end of rud, end of action." So an instant F/N does not always mean you should take up that item.

To sort this out, you will have to understand the basic mechanics of key-out, key-in and erasure. It will then become clear *why* an F/N is a read and *when* it is taken up. To confuse this could really mess up a pc.

For example, on ruds, Prepcheck questions, protest, overrun, rehabs, to name a few, an instant F/N would not be taken up. The EP of charge keyed out has been attained.

But to ignore an instant F/N on Dianetic items and certain correction lists, etc., will leave the pc with bypassed charge and major areas of case unhandled. The key is "Is a *handling* required on the item or is an F/N the legitimate EP?"

You will also have to understand that we are talking about INSTANT F/Ns. An F/N which continues to F/N through an assessment means "No Charge."

An instant F/N on an item means charge has just keyed out on that item and that it can key back in again. There are actions, as in Dianetics, where a key-out

is not what you are going for. You want the postulate off the basic incident of the chain, which indicates you have an erasure.

In Dianetics an instant F/N takes precedence over all other reads. This is because the pc, having just keyed out the charge on that item, will find it most real. It will be the most runnable item. An instantly F/Ning item is taken up first. LFBD, LF, F and sF follow in their usual order.

The use of this thing is mainly a C/S use. A C/S can look down a column of two-way comm or look down an L and N list and spot what F/Ned. If the C/S doesn't realize that this was *the* item, he can then take erroneously some LFBD item or F item out of the columns of two-way comm as the resulting item for that subject.

The use of an F/N as a read is almost entirely relegated to the next C/S except when used in Dianetics.

*Example:* A C/S is looking for the actual service facsimile in two-way comm. (You usually L and N to find service facs but you may have an instance where you found one in two-way comm.) The pc mentions several and finally one F/Ns. The C/S knows at once it is *the* service fac.

*Example:* A two-way comm has operated as a list and the C/S is trying to reconstruct it. Unless he knows that an F/N is a read, he might overlook the actual item on that list which is the one which occurred immediately before the F/N. This is the item.

When used in the session itself, the auditor has to know that an F/N is a read in doing L and N. The item which F/Ned is of course the item.

In a Dianetic session it is not uncommon to find a brief F/N occurring on a list or a preassessment. In Dianetics we are not interested in key-outs. We are interested in chains and erasures. So the "hottest reading item" on the list is the one that gave an F/N. Usually it will be a BD F/N. If the Dianetic auditor does not know that an instant F/N is a read, he is likely to ignore the item that F/Ned.

In Dianetics, you will find that an F/N taken up again will immediately key in, but this is what the Dianetic auditor wants.

The Scientology auditor is usually handling other phenomena, and if he bypassed an F/N and kept on going, the TA would go up and he would have trouble.

So the use of this principle is a very touchy thing and has to be understood.

Of course, the first thing you have to know about is what an F/N looks like.

This tech fully understood and applied will mean the difference between a case being *fully handled* and "just doing better." Understand it and use it. You'll see the difference in your results.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 SEPTEMBER 1978  
Issue II

Class V Grad  
Checksheets  
Snr VI  
Checksheets  
C/Ses

### LX LIST HANDLING

*Refs:*

HCOB 26 June 78RA II	NED Series 6RA
Rev. 15.9.78	ROUTINE 3RA
	ENGRAM RUNNING BY CHAINS
HCOB 5 Nov. 69R V	LX3 (ATTITUDES)
Rev. 4.9.78	
HCOB 3 Aug. 69R	LX2, EMOTIONAL ASSESSMENT LIST
Rev. 22.8.78	
HCOB 9 Aug. 69R	LX1 (CONDITIONS)
Rev. 21.8.78	
HCOB 2 Aug. 69R	"LX" LISTS
Rev. 4.9.78	

In handling Out of Valence from the GF 40 or the Expanded GF 40RD the LX Lists are used in this order: LX3, LX2, LX1 and, if necessary, the last step, 220H.

### END PHENOMENA

The end phenomena of the LX Lists is a remarkable valence shift. The pc will cognite on having been out of valence and will become himself. It is a cognition on beingness, not doingness or havingness that indicates the EP of the LX Lists. DO NOT OVERRUN A PC PAST THIS POINT.

### PROCEDURE

Clear each word on the list before assessing it and note any instant reads which appear while clearing the item. These are valid reads. (Ref: HCOB 5 Aug. 78, INSTANT READS)

Assess the list Method 5 and take up the largest reading item. Run each recall flow of that item, then check with the pc to see if he is interested in running it R3RA. Handle each flow of the item to EP. After a complete handling of the item handle the lesser reading items (if any) as above.

### LX3 ATTITUDES

LX3 is the first list assessed. Run reading LX3 items 3-Way or Quad Recalls and 3-Way or Quad Engrams R3RA. Use the following commands:

Recalls: F1: **Recall a time you took the attitude of \_\_\_\_\_.**

F2: **Recall a time you caused another to take the attitude of \_\_\_\_\_.**





**F3: Recall a time others caused others to take the attitude of \_\_\_\_\_.**

**F0: Recall a time you caused yourself to take the attitude of \_\_\_\_\_.**

**Engrams: F1: Locate a time containing pain and unconsciousness when you took the attitude of \_\_\_\_\_.**

**F2: Locate a time containing pain and unconsciousness of your causing another to take the attitude of \_\_\_\_\_.**

**F3: Locate a time containing pain and unconsciousness of others causing others to take the attitude of \_\_\_\_\_.**

**F0: Locate a time containing pain and unconsciousness of you causing yourself to take the attitude of \_\_\_\_\_.**

### **LX2 EMOTIONS**

LX2 items are run 3-Way or Quad Recalls and Engrams R3RA as above, substituting the reading emotion for the attitude.

### **LX1 CONDITIONS**

LX1 items are run 3-Way or Quad Recalls and Engrams R3RA using the following commands:

**Recalls: F1: Recall a time you were \_\_\_\_\_.**

**F2: Recall a time you caused another to be \_\_\_\_\_.**

**F3: Recall a time others caused others to be \_\_\_\_\_.**

**F0: Recall a time you caused yourself to be \_\_\_\_\_.**

**Engrams: F1: Locate a time containing pain and unconsciousness when you were \_\_\_\_\_.**

**F2: Locate a time containing pain and unconsciousness of your causing another to be \_\_\_\_\_.**

**F3: Locate a time containing pain and unconsciousness of others causing others to be \_\_\_\_\_.**

**F0: Locate a time containing pain and unconsciousness of you causing yourself to be \_\_\_\_\_.**

Note: On the items "grief" and "loss" the command would be "**Recall a time you had (a) \_\_\_\_\_,**" and "**Locate a time containing pain and unconsciousness when you had (a) \_\_\_\_\_,**" etc.

### **220H**

220H is done after completing LX3, LX2 and LX1 if the pc has not experienced a remarkable valence shift and had a valence cognition. If the valence shift and cognition occur any time during the handling of the LX Lists, that is the end phenomena for LX handling and all further actions connected with LX Lists handling are ceased.

220H is run 3-Way or Quad Recalls and Engrams R3RA, using the following commands:

Recalls: F1: **Recall a time you were being someone else.**

F2: **Recall a time you caused another to be someone else.**

F3: **Recall a time others caused others to be someone else.**

F0: **Recall a time you caused yourself to be someone else.**

Engrams: F1: **Locate a time containing pain and unconsciousness when you were being someone else.**

F2: **Locate a time containing pain and unconsciousness of your causing another to be someone else.**

F3: **Locate a time containing pain and unconsciousness of others causing others to be someone else.**

F0: **Locate a time containing pain and unconsciousness of you causing yourself to be someone else.**

Each recall flow is run to F/N, cognition and VGIs. Each engram flow must go to F/N, postulate and VGIs. (This will be the erasure.) If you encounter any trouble, use an L3RF.

Done correctly, LX Lists will bring about some very major changes in your pc.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 SEPTEMBER 1978R

Issue III

REVISED 23 APRIL 1988

Remimeo  
Class V Grad C/S  
Course  
All C/Ses  
Cram Offs

*New Era Dianetics Series 19R*

*C/S Series 103R*

**NED AUDITOR ANALYSIS CHECKLIST**

When an auditor is not having good success with New Era Dianetics, this NED Auditor Analysis Checklist is used to find his exact trouble areas and misunderstands and get them corrected.

New Era Dianetics is so powerful and exact that when correctly applied it is successful on pcs, one for one. If an auditor is not getting good results, it is important to get the situation handled early on, for the sake of his pcs, the auditor himself, and to protect this vital, workable tech against invalidation through misuse.

A C/S should order an auditor to have a NED Auditor Analysis Checklist when that auditor's pcs are not making good gains or when the auditor's reports show indicators of misunderstands or misapplications, or when the auditor is goofing and does not correct with ordinary cramming.

**HOW THE CHECKLIST IS DONE**

The checklist has two parts. Part One consists of an assessment done on the auditor by the Cramming Officer or another auditor. The assessment will disclose general areas of weakness or uncertainty on the part of the auditor (TRs, metering, etc.), which are then looked into extensively on Part Two.

Part Two is divided into sections which correspond to those in Part One. If a section has read on Part One, that section is taken up on Part Two, where the auditor must do exact drills, demos and checkouts which will show up his ability or inability to handle that aspect of R3RA. The purpose of this checklist is to help the auditor; it must be done without invalidating him or making him wrong.

Each area taken up is fully explored, per the checklist, and is signed off, point by point, by the Cramming Officer as it is covered. The Cramming Officer decides how to best correct the auditor based on what he has found. This can be a cram, retread, retrain, and/or handling in session or in Ethics. (Cramming is of course not limited to the references given in each section, and should cover fully, with Word Clearing, False Data Stripping, Crashing Mis-U Finding, checkouts, demos, clay demos and drills, whatever the auditor is weak on or misunderstands.)



When all corrective actions have been completed, the auditor sees the Cramming Officer, who ensures he's really got it. The auditor should be very bright and eager by this point. He then goes to the Examiner and attests to the NED Auditor Analysis Checklist.

The auditor may now resume auditing New Era Dianetics.

This checklist, promptly C/Sed for and promptly done, can save entire HGCs, not to mention needless stress and strain on individual pcs, auditors and C/Ses. Use it to get to the bottom of auditors who are not winning as they should.

### PART ONE

AUDITOR'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CRAMMING OFFICER OR AUDITOR ASSESSING LIST: \_\_\_\_\_

R-factor to auditor: I am going to assess a NED Auditor Analysis Checklist so we can locate any weak points in your auditing of NED and get them corrected. (If assessment is done by an auditor other than the Cramming Officer, explain that the second part will be handled in Cramming.)

Assess the list Method 5. Handle any reading section on Part One by taking up the corresponding section in Part Two. Vigorously check out each item in the section you take up and cram the auditor appropriately, based on what is found. (This is not an auditing action, it is a cramming tool.)

A-1. **IN SESSION, DO YOUR TRs GO OUT?** \_\_\_\_\_

A-2. **IN SESSION, DO YOU GET NERVOUS OR AFRAID?** \_\_\_\_\_

A-3. **IS IT HARD TO SIT STILL DURING A LONG SESSION?** \_\_\_\_\_

A-4. **DO YOUR PCs HAVE TROUBLE HEARING YOU?** \_\_\_\_\_

(If any of the questions in section A read, go to section A of Part Two and fully handle per the instructions given.)

B-1. **HAVE YOU BEEN UNSURE THAT ITEMS REALLY READ?** \_\_\_\_\_

B-2. **HAVE YOU INDICATED F/Ns WRONGLY?** \_\_\_\_\_

B-3. **IS THERE ANY AREA OF METERING YOU FEEL UNSURE OF?** \_\_\_\_\_

B-4. **CAN'T YOU READ A METER?** \_\_\_\_\_

(If any of the questions in section B read, go to section B of Part Two and fully cover each item in that section.)

C-1. **IS IT HARD TO KEEP UP WITH THE PC?** \_\_\_\_\_

C-2. **DO YOU FORGET THE COMMANDS?** \_\_\_\_\_



- C-3. **ARE YOU IN MYSTERY ABOUT WHAT'S HAPPENING DURING A SESSION?** \_\_\_\_\_
- C-4. **IS THERE SOMETHING ABOUT R3RA YOU DON'T GET?** \_\_\_\_\_  
 (If any of the questions in section C read, go to section C of Part Two and fully cover each item in that section.)
- D-1. **ARE YOU CONFUSED ABOUT WHAT A POSTULATE IS?** \_\_\_\_\_
- D-2. **DO YOU WORRY ABOUT EPs?** \_\_\_\_\_
- D-3. **HAVE YOU WONDERED WHETHER YOU'VE GOTTEN EPs ON YOUR PCs?** \_\_\_\_\_  
 (If any of the questions in section D read, go to section D of Part Two and fully cover each item in that section.)
- E-1. **ARE YOU UNSURE ABOUT WHICH ITEMS TO RUN?** \_\_\_\_\_
- E-2. **DO YOU KNOW WHICH ITEM THE PC SHOULD BE RUN ON BEFORE ASSESSING?** \_\_\_\_\_
- E-3. **IS THERE SOME CONFUSION ABOUT HOW TO PREASSESS?** \_\_\_\_\_
- E-4. **IS THERE SOMETHING YOU DON'T GET ABOUT NARRATIVES?** \_\_\_\_\_  
 (If any of the questions in section E read, go to section E of Part Two and fully cover each item in that section.)
- F-1. **DO YOUR TRs GO OUT WHEN A CHAIN BOGS?** \_\_\_\_\_
- F-2. **ARE YOU UNCERTAIN ABOUT YOUR ASSESSMENT TRs?** \_\_\_\_\_
- F-3. **DO YOU DREAD DOING L3RHs?** \_\_\_\_\_  
 (If any of the questions in section F read, go to section F of Part Two and fully cover each item in that section.)
- G-1. **IS THERE SOME PART OF THE DRUG RUNDOWN YOU NEVER UNDERSTOOD?** \_\_\_\_\_
- G-2. **IS THERE SOMETHING ABOUT THE DRUG HANDLING STEPS THAT DOESN'T MAKE SENSE?** \_\_\_\_\_
- G-3. **IS THERE SOMETHING ABOUT DRUG HANDLING YOU DISAGREE WITH?** \_\_\_\_\_  
 (If any of the questions in section G read, go to section G of Part Two and fully cover each item in that section.)
- H-1. **IS THE MIND REAL?** \_\_\_\_\_
- H-2. **DO YOU EVER WONDER IF THERE REALLY ARE SUCH THINGS AS ENGRAMS OR MENTAL IMAGE PICTURES?** \_\_\_\_\_



**H-3. HAVE YOU NOT HAD WINS BEING AUDITED ON NED OR DIANETICS?**

(If any of the questions in section H read, go to section H of Part Two and fully handle per the instructions given.)

**I-1. IS THERE SOME TRICK YOU USE TO MAKE SURE THE SESSION COMES OUT OKAY?**

**I-2. IS THERE SOMETHING YOU DO IN SESSION YOU WOULDN'T WANT THE C/S TO KNOW?**

**I-3. HAVE YOU TRIED TO MAKE A SESSION LOOK BETTER THAN IT REALLY WAS?**

**I-4. HAVE YOU EVER FALSIFIED A WORKSHEET?**

**I-5. HAVE YOU EVER AGREED NOT TO PUT SOMETHING DOWN ON A WORKSHEET?**

**I-6. HAVE YOU DONE SOMETHING WITH A PC YOU DON'T WANT US TO FIND OUT?**

**I-7. ARE PCs MEAN OR UNCOOPERATIVE?**

**I-8. ARE YOU INVOLVED IN AN OUT-ETHICS SITUATION?**

**I-9. ARE YOU JUST FAKING THAT YOU CAN AUDIT?**

(If any of the questions in section I [Eye] read, go to section I [Eye] of Part Two and fully handle per the instructions given.)

**J-1. AS A STUDENT, HAVE YOU FAILED TO LOOK UP MISUNDERSTOODS?**

**J-2. ON COURSE, HAVE YOU LET THINGS GO BY WHICH YOU DIDN'T REALLY GET?**

**J-3. HAVE YOU FAKED THAT YOU GOT IT?**

**J-4. DO YOU HAVE DIFFICULTIES AS A STUDENT?**

**J-5. DON'T YOU LIKE TO STUDY?**

**J-6. HAVE YOU PRETENDED KNOWINGNESS YOU DON'T HAVE?**

**J-7. WHEN YOU READ A STABLE DATUM, DO YOU FAIL TO WORK OUT HOW YOU CAN USE IT?**

(If any of the questions in section J read, go to section J of Part Two and fully handle per the instructions given.)

**K-1. DOES SOMEONE OBJECT TO YOUR BEING TRAINED?**

K-2. HAS SOMEONE BEEN ENTURBULATING YOU? \_\_\_\_\_

K-3. ARE YOU PTS? \_\_\_\_\_

(If any of the questions in section K read, go to section K of Part Two and fully handle per the instructions given.)

## PART TWO

### A. TRs

Check out and correct the auditor's TRs 0-4. It may be that he has never done a Professional TR Course, in which case he should be sent to do the Professional TR Course immediately.

Check the possibility of the auditor not having seen the LRH Technical Training Films on TRs and communication, including "The Professional TR Course" tech training film. Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any re-tread or retrain assigned.

The auditor's TRs may be going out due to misunderstands and uncertainties about the tech. Be sure to explore this possibility also.

*Refs:*

HCOB 16 Aug. 72	C/S Series 84
	FLUBLESS C/Sing
HCO PL 23 Jan. 83	AUDITOR TRAINING PREREQUISITE
HCOB 3 Feb. 79 I	CHANGE THE CIVILIZATION EVAL
LRH Technical Training Films covering TRs and communication	

### B. METERING

1. Have the auditor set up a meter. \_\_\_\_\_

(Note any uncertainties in handling the meter.)

2. Show me how you would check to make sure your meter is operational. \_\_\_\_\_

3. Check: Does the auditor wear glasses? If so, do the rims obstruct his seeing the meter while he is looking at the worksheets or the pc? \_\_\_\_\_

Are his glasses satisfactory? Does he have any difficulty with them at all? Is the prescription correct (i.e., can he see with them)? Don't just ask. Check it out. \_\_\_\_\_

4. Tell me what a reading item is. \_\_\_\_\_

5. Demonstrate each of the reads and which you would take up first. \_\_\_\_\_

6. Is there any area of metering you feel unsure of? \_\_\_\_\_

7. Check the auditor out on the following meter drills:

EM 12 \_\_\_\_\_ EM 23 \_\_\_\_\_ EM 26 \_\_\_\_\_

EM 13 \_\_\_\_\_ EM 24 \_\_\_\_\_

Handle any MUs, then have him do meter drills, meter drills, meter drills.

Check the possibility of the auditor not having seen the LRH Technical Training Films on metering and the E-Meter. Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any reread or retrain assigned.

*Refs:*

HCOB 26 June 78RA II Rev. 15.9.78	NED Series 6RA ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB 13 Sept. 78	NED Series 27 R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA AN ADDITIONAL DIFFERENCE
HCOB 28 Apr. 69R Rev. 20.9.78	HIGH TA IN DIANETICS
HCOB 12 Sept. 78 II	NED Series 26 OVERRUN BY DEMANDING EARLIER THAN THERE IS
HCOB 18 June 78R Rev. 20.9.78	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 28 Feb. 71	C/S Series 24 METERING READING ITEMS
HCOB 4 Dec. 77R Rev. 19.8.87	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
Book: <i>Introducing the E-Meter</i>	
Book: <i>The Book of E-Meter Drills</i>	
Book: <i>E-Meter Essentials</i>	
HCOB 29 Apr. 69	ASSESSMENT AND INTEREST
LRH Technical Training Films covering the E-Meter and metering	

C. *R3RA THEORY AND PROCEDURE*

1. Define "lock," "secondary," "engram," "basic." \_\_\_\_\_
  2. Have the auditor demonstrate what each R3RA command does, showing in detail how it affects the pc and the bank. \_\_\_\_\_
  3. How would you know whether an incident was erasing or going more solid? \_\_\_\_\_
  4. Have the auditor "run out" an item on you, keeping full session admin. \_\_\_\_\_
- Auditor knows R3RA commands *cold*. \_\_\_\_\_





While the auditor is running out the item, mock up situations which require the auditor handles the following:

- a. Pc bouncing from incident. \_\_\_\_\_
- b. Recognizing and handling the basic incident on the chain when it is reached. (Does he ask, "Has it erased?") \_\_\_\_\_
- c. TA rising after the first run through the incident. \_\_\_\_\_
- d. Pc gets no visio. \_\_\_\_\_
- e. Pc says there's nothing earlier. \_\_\_\_\_
- f. Incident has erased, but no postulate volunteered. \_\_\_\_\_
- g. Cognition volunteered, but no postulate. (Can he tell the difference between a cog and a postulate?) \_\_\_\_\_
- h. TA high, pc says, "It's erased." No VGIs. \_\_\_\_\_
- i. Incident blown by inspection. \_\_\_\_\_

(While doing this section, note all aspects of the auditor's handling: his TRs, his session admin, meter position as well as procedure.)

If it's out-admin, cram on handwriting until the auditor can write fast and legibly without effort. Outnesses on commands indicate out-basics. Handle with TRs 101-104 (per HCOB 17 July 69RB, NEW ERA DIANETICS COMMAND TRAINING DRILLS) and/or cram using the appropriate references.

*Refs:*

HCOB	3 Oct.	78	NED Series 29 NED RULE
HCOB	27 Jan.	74	R3R COMMANDS HAVE BACKGROUND DATA
HCOB	26 June	78RA II	NED Series 6RA
	Rev. 15.9.78		ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB	15 May	63	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 1
HCOB	8 June	63R	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2
	Rev. 3.10.77		HANDLING THE TIME TRACK
Book: <i>Dianetics: The Modern Science of Mental Health</i>			
Book: <i>The Dynamics of Life</i>			
HCOB	16 Sept.	78	NED Series 28 POSTULATE OFF EQUALS ERASURE
HCOB	6 Nov.	87	Auditor Admin Series 14RA THE WORKSHEETS



D. POSTULATE AND ERASURE

- 1. Demonstrate what holds a chain in place. \_\_\_\_\_
- 2. Demo erasure and how it is accomplished. \_\_\_\_\_
- 3. Define postulate. \_\_\_\_\_
- 4. Give some examples of postulates. \_\_\_\_\_

Refs:

HCOB 26 June 78RA II	NED Series 6RA
Rev. 15.9.78	ROUTINE 3RA, ENGRAM RUNNING BY CHAINS
HCOB 16 Sept. 78	NED Series 28
	POSTULATE OFF EQUALS ERASURE

E. ASSESSMENT AND PREASSESSMENT

- 1. Have the auditor give several examples of narrative items, somatic items, after-the-fact items and medical terms. \_\_\_\_\_
- 2. Mock up a situation of the pc offering to the auditor medical terms, after-the-fact items and conditions to run. Auditor to handle correctly, without evaluation or invalidation. \_\_\_\_\_
- 3. Mock up a session. Start with an original item. Have the auditor do a full preassessment and choose the correct running item. (Note all aspects of his handling, as above.) \_\_\_\_\_

Auditor's preassessment procedure correct. \_\_\_\_\_

During the preassessment, mock up the following situations for the auditor to handle:

- a. No reads on list. \_\_\_\_\_
- b. An instant F/N. \_\_\_\_\_
- c. A body motion "read" on a preassessment item. \_\_\_\_\_
- d. Prior and latent reads. \_\_\_\_\_
- e. Pc wants to run something that hasn't read. \_\_\_\_\_

Check the possibility of the auditor not having seen the LRH Technical Training Films on TRs and metering. Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any retread or retrain assigned.

Refs:

HCOB 17 July 69RB	NEW ERA DIANETICS
Rev. 4.9.78	COMMAND TRAINING DRILLS
HCOB 26 June 78RA II	NED Series 6RA
Rev. 15.9.78	ROUTINE 3RA, ENGRAM RUNNING BY CHAINS



HCOB 18 June 78R Rev. 20.9.78	NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM
HCOB 28 July 71RB Rev. 8.4.88	NED Series 8RA DIANETICS, BEGINNING A PC ON
HCOB 13 Sept. 78	NED Series 27 R3RA ENGRAM RUNNING BY CHAINS AND NARRATIVE R3RA, AN ADDITIONAL DIFFERENCE
HCOB 20 July 78	NED Series 18 AFTER THE FACT ITEMS
HCOB 23 May 69R Rev. 11.7.78	AUDITING OUT SESSIONS NARRATIVE VERSUS SOMATIC CHAINS
HCOB 9 Nov. 87	Auditor Admin Series 19RA DIANETIC ASSESSMENT LISTS
LRH Technical Training Films covering TRs and metering	

**F. L3RH**

1. Have the auditor give several examples of when an L3RH would be used. \_\_\_\_\_
2. Have the auditor assess an L3RH on a doll. \_\_\_\_\_  
(Check his assessment TRs, meter position, etc.)
3. Choose several L3RH items and have the auditor handle them as he would in a session. \_\_\_\_\_
4. Are there any L3RH items you don't feel certain about or don't understand? \_\_\_\_\_
5. Check out the auditor on E-Meter Drill 24. \_\_\_\_\_

If the auditor is having trouble getting prepared lists to read, have him do the full battery of assessment drills. Check the possibility of the auditor not having seen the LRH Technical Training Films on TRs and metering. Include the viewing of such films (those assigned to his highest auditor training level and its prerequisites) on any retread or retrain assigned.

*Refs:*

HCOB 22 July 78	ASSESSMENT TRs
HCOB 11 Apr. 71RE	NED Series 20 L3RH, DIANETICS AND INT RD REPAIR LIST
HCOB 22 Apr. 80R Rev. 26.7.86	ASSESSMENT DRILLS
(and references in the metering section)	

**G. DRUG HANDLING**

1. Demo why you run out drugs narrative. \_\_\_\_\_
2. Demo why you preassess drugs. \_\_\_\_\_



3. Demo why you do a prior assessment to drugs. \_\_\_\_\_
4. Demonstrate why you don't list whole track drugs. \_\_\_\_\_
5. Demo what drugs do to a person and why they have to be handled. \_\_\_\_\_
6. Is there anything about drug handling that isn't clear? \_\_\_\_\_

*Refs:*

HCOB 15 July 71RD III	NED Series 9RC
Rev. 8.4.88	DRUG HANDLING
HCOB 19 Sept. 78R I	THE END OF ENDLESS DRUG
Rev. 31.1.79	RUNDOWNS
HCOB 19 May 69RB	DRUG AND ALCOHOL CASES
Rev. 14.11.78	PRIOR ASSESSING
HCOB 28 July 71RB	NED Series 8RA
Rev. 8.4.88	DIANETICS, BEGINNING A PC ON

**H. DOESN'T KNOW AUDITING WORKS**

2WC the reading question with the auditor to establish whether he has any personal reality on the mind and engrams and whether he has had any wins from receiving Dianetic auditing himself. If he doesn't know from personal experience that the mind is real, that engrams and mental image pictures are real, and that auditing gives personal gains, put him on a program to finish his Drug RD, including Objectives. If that doesn't handle, then do an Expanded Green Form 40RF. \_\_\_\_\_

**I. OUT-ETHICS AS AN AUDITOR**

Send to Ethics to handle any out-ethics situation and program for complete handling by using the Auditor Confessional List, the False Purpose Rundown Auditor Form (and Super Power, when released). He will not win as an auditor until he is honest and straight. \_\_\_\_\_

**J. STUDY DIFFICULTIES**

Program for full handling by using a Student Confessional List, Student Rehab List, Study Green Form, Student Rescue Intensive or any other appropriate auditing action. Also, handle study difficulties with any retreats or retrains warranted (i.e., Student Hat, PRD, etc.). \_\_\_\_\_

**K. PTS**

Return to C/S to program for PTS handling. \_\_\_\_\_

This completed checklist plus the corrective actions taken are kept in the auditor's pc folder.

L. RON HUBBARD  
 Founder

Revision assisted by  
 LRH Technical Research  
 and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1978RB

Issue I

REVISED 4 FEBRUARY 1989

Remimeo  
Auditors  
C/Ses  
Class V Grad  
Checksheet  
Tech/Qual

*URGENT—IMPORTANT*

*Interiorization Rundown Series 4RB*

**THE END OF ENDLESS INT REPAIR RUNDOWN**

*Refs:*

HCOB 4 Jan. 71R	Int RD Series 2
Rev. 24.9.78	EXTERIORIZATION AND HIGH TA THE INTERIORIZATION RUNDOWN REVISED
HCOB 29 Oct. 71RA	Int RD Series 12
Rev. 24.9.78	INT RUNDOWN CORRECTION LIST REVISED

(NOTE: Before running a pc on this rundown, get the auditor M9ed and M4ed and star-rated on the RD. Also make sure that he can operate a meter and do TRs if he has trouble with it in the future. Out-Int as a case condition along with R3RA audited over and beyond Dianetic Clear are primary reasons for case bogs. The percentage of out-Int may be as much as 75 percent in any given area. Therefore, the Int Rundown run with NED on non-Clears and the End of Endless Int Repair Rundown are the most important single auditing actions an auditor can do and will produce the most surprising results when the condition is present and is expertly audited.)

We needed a rundown that would handle what, for some pcs, has been an endless trail of repair of repair of repair of Int.

I have now fully researched and developed the process to handle this and can release it for broad use.

THE END OF ENDLESS INT REPAIR RUNDOWN is just that.

It is the answer to Int troubles.

The rundown consists of running Int by recall by a very precise and simple method.

At first glance it would not seem possible that such a process would handle the more resistive-appearing Int repair problems which keep coming up on some pcs. This appearance is deceptive, however, as the process is very, very effective. It runs lightly and easily but with far-reaching results.

Of course an Int Rundown has to be run, per HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION



RUNDOWN REVISED, but when it is later found that the Int Rundown must be repaired then this rundown is used.

It is not a substitute for the original Int Rundown, which was revised in 1978 with several more buttons and New Era Dianetics commands added (HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED). Rather, it complements it. It also is not a substitute for the Int Rundown Correction List.

### WHO MAY RECEIVE THE RUNDOWN

The prime purpose and use of the End of Endless Int Repair Rundown is, exactly as its name implies, to handle an endless “repair of repair of repair” of Int. If a regular Int Rundown has been done and Int continues to kick in after fully standard Int correction, the End of Endless Int Repair Rundown is the answer. It effectively resolves persistent Int problems.

The End of Endless Int Repair Rundown can be run on Dianetic Clears as it addresses Int with recalls. Remember that engrams (as addressed in the Int Rundown) cannot be run on a Dianetic Clear so if the person has gone Dianetic Clear and his Int is still out for some peculiar reason best known to man or beast, and assessment and handling of an Int Rundown Correction List hasn't remedied the matter, the only choice we have is the End of Endless Int Repair Rundown.

It can *NOT* be run on any pc or pre-OT in the Non-Interference Zone (those between R6 Solo and OT III attest). As the End of Endless Int Repair Rundown is a major action, not a repair action, it is forbidden to run it on anyone in the Non-Interference Zone. If a person in this band is reading on out-Int and has had an Int Rundown or End of Endless Int Repair Rundown previously, he should be given an Int Rundown Correction List.

Delivery of the End of Endless Int Repair Rundown to OT IIIs and above is covered in HCOBs issued to auditors and C/Ses in AOs.

In certain isolated cases this process could be used as a *preliminary* method for handling Int on pcs who are weak or ill and not immediately up to running engrams. It is also used to cool down out-Int on a pc who exteriorizes on Objectives or Expanded Lower Grades and has not yet had a Dn C/S-1 or any NED auditing. But it is not a substitute for the Int Rundown and in these instances you may find the pc eventually needs the Int Rundown itself.

### USE OF THE INT RUNDOWN TABLE

Before beginning a Progress Program or a repair action such as a C/S 53 on a pc, the auditor and C/S must do a thorough folder study and make sure the pc's FES and FES Summary are in PT. (Ref: HCO PL 19 Mar. 72, Auditor Admin Series 5, C/Sing OR AUDITING WITHOUT FOLDER STUDY; HCOB 29 Jan. 81R, Auditor Admin Series 24RA, FES CHECKLISTS AND SUMMARY) One of the steps of doing a complete FES Summary is filling out the Int Rundown Table for the pc. A copy of the table is included as Attachment No. 1 of this HCOB; it is filled out and placed in the front of the pc's folder, along with the FES Checklists. The table covers the pc's grade, whether he has had an Int



Rundown, whether he has had an Int Rundown Correction List and other essential data on the pc with regard to out-Int and its handling. By studying the data contained on this table the auditor knows, before he ever goes into a session, the correct action to take if he should find the pc reading on out-Int.

### SUSPECTED OUT-INT

When you have a pc whose Int is *suspected* to be out, the first thing you have to determine is whether Int actually *is* out. You cannot audit the person on anything else besides Int if Int is out.

If the pc's Int appears to be out, the usual action would be to assess the Int buttons in Section A of the C/S 53, being careful to verify the fact that you actually have had a read. You verify this, where there is any question of the validity of a read (such as where the pc has BIs or any protest on taking up the subject of Int), by use of the False and Protest buttons. If it is a valid read you would not proceed with the C/S 53; this is the one exception on the C/S 53 whereby you do not just F/N the read on the C/S 53 and go on.

---

### THE END OF ENDLESS INT REPAIR RUNDOWN PROCEDURE

Having determined that you are going to do the End of Endless Int Repair Rundown, you proceed as per the steps below. Do not engage in flying ruds, Word Clearing, Touch Assists, Havingness or any other auditing over out-Int.

0. **CONDITIONAL:** If the rundown is being done on a pc or pre-OT who has not had an Int Rundown previously, do the following steps, 0a-0b:
  - 0a. With the pc on the meter, have him read HCOB 4 Jan. 71R, INT RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED, from the beginning of the HCOB's text through to the end of the section entitled "The Remedy." Clear up any confusion. Handle any misunderstood words. Have the pc do a simple demo of the theory that "In" is the earlier beginning or the earlier-similar incident of "Out."  
  
(This is *not* to be a clay demo nor complex. Keep it simple, just ensure the pc gets it.)
  - 0b. Clear EXTERIORIZATION with the pc as THE ACT OF MOVING OUT OF THE BODY WITH OR WITHOUT FULL PERCEPTION. Make certain he's got it. Have him demo it, if necessary.
1. The auditor has the pc demonstrate the various flows. Remember that this must not be arduous because it is actually almost auditing to do this and the person's Int is out. If the pc is a Triple pc, have him demonstrate Flows 1, 2, 3. If the pc is a Quad pc, have him demonstrate Flows 1, 2, 3, 0. (This step is done even if the pc has had the Int Rundown previously.)
2. Assess the list of Int buttons. Take the largest read. The Int buttons are:

GO IN  
 WENT IN  
 PUT IN  
 INTERIORIZED INTO SOMETHING  
 WANT TO GO IN  
 CAN'T GET IN  
 KICKED OUT OF SPACES  
 CAN'T GO IN  
 BEING TRAPPED  
 FORCED IN  
 PULLED IN  
 PUSHED IN

3. You then proceed to run the largest reading button with the End of Endless Int Repair Rundown. This is done by assessing the flows, taking the flow that reads the largest and using the Recall Process that applies to that flow, running it until an F/N is achieved.

EXAMPLE:

Int button assessed: PUT IN

Assess the four flows with the wordings for that button but *without* using the word "Recall":

F1: . . . you were put in something?	x
F2: . . . you put another in something?	LF
F3: . . . others put others in something?	x
F0: . . . you put yourself in something?	sF

Flow 2 reads best, so run Flow 2 repetitive to F/N, using the entire Recall command, i.e., "Recall a time when you put another in something." Then reassess all four flows, as above, using the same Int button.

The Recall commands for "PUT IN" are:

F1: "Recall a time when you were put in something."  
 F2: "Recall a time when you put another in something."  
 F3: "Recall a time when others put others in something."  
 F0: "Recall a time when you put yourself in something."

A complete listing of the Recall commands for all four flows of each Int button is given in HCOB 25 Sept. 78 I, Int RD Series 5, QUAD COMMANDS FOR INT BUTTONS.

4. When the largest reading flow has been run, reassess all flows. You'll find the one you ran will be F/Ning. Another flow will be reading. Run the best reading flow by the Recall Process until it F/Ns. You repeat this procedure until all flows F/N. Then go on to step 5.





- If, while you are running the flows on a button, the pc has a large cog, F/N, VGIs, remember that you may have blown all flows. (This can and does happen in Int Rundowns—the original Int Rundown with New Era Dianetics commands and the End of Endless Int Repair Rundown—and is the commonest cause of overrun Int.) At that moment without interrupting the pc's cognition you realize that you are finished with assessing the flows of that button. For caution's sake, you check the button to see if it now reads. Of course it will F/N.
5. You now reassess the whole list of Int buttons. The whole list might F/N at this point. On the other hand it might not. If you get a read on this assessment, you treat it exactly the same as you did previously, with steps 3, 4 and 5. You keep this up until you get an F/Ning assessment of the Int buttons.
  6. You then wait a week and reassess the Int buttons list again. If you get a read, check for false read, check for protest. Make sure it is a valid read that you have and if it is, you treat that button exactly the same as above and proceed per steps 3, 4 and 5. False reads on the week-later assessment, protest reads on it or the pc suffering from something else entirely besides out-Int may cause a read to occur on this assessment, so you have to be very certain that it is a read on Int before you proceed.

When you get an F/Ning assessment of the Int buttons after the one-week wait, the End of Endless Int Repair Rundown is complete, and the pc is sent to Declare.

7. After an End of Endless Int Repair Rundown has been completed on a case and declared, the next, mandatory action is a C/S 53, assessed and handled to F/Ning list. The reason for this is that there are other things that can be wrong with a case that the End of Endless Int Repair Rundown does not handle. By doing the C/S 53 to F/Ning list these can be picked up and handled.

### ONE-WEEK WAIT

The one-week wait is a compromise for the three to ten day key-out period; you can't say "wait for three to ten days," so it is set at one week.

During the rundown there may have been a momentary stir-up of some kind, such as a tiny ripple on an auditor's TRs rendition, or a badly mishandled origin that caused an ARC break needle. By waiting a week such trouble can key out before you assess the buttons list again.

It may also be that on first F/Ning the Int buttons list you were riding a win, a persistent F/N, so that the whole subject of Int was not actually handled; then, during the week wait you may get an environmental restimulation. For example, during the week wait the person goes back to his office and sits down and says "Ah, I wish I were out playing golf," and keys back in on Int. This can happen because you are only addressing Int with recalls. The truth of the matter in such a situation would be that there must be an engram pretty close to the surface still. The assessment after the week wait picks up the point that was missed; then running it on Recalls will probably blow it for good.

You handle the buttons to F/Ning assessment and then that is the end of that. (There is no second wait for another week.)

If during the one-week wait the pc goes BIs or originates that Int is still out, you would not need to wait out the whole week before giving the next session, as you now know he is no longer on a persistent F/N and that there is more to handle.

### END PHENOMENA

The EP of the End of Endless Int Repair Rundown is *no more concern or trouble with exteriorization or interiorization*.

This is accomplished by auditing the pc to an F/Ning Int button list.

However, there is another phenomenon that can occur which signals that the rundown has been completed: you get a floating TA, a big mass blown off and the pc is in PT. If this occurs at any point during the rundown you gently end the session right at that point, and the pc is C/Sed to attest to completion of the rundown.

The pc may go exterior during the rundown, and if he does the session is ended. (Ref: HCOB 7 Mar. 75, EXTERIORIZATION AND ENDING SESSION) Exterior is not the EP of the rundown however.

### CAUTIONS AND C/S TIPS

#### *Pc having few cognitions*

There is another way of addressing the End of Endless Int Repair Rundown if the pc isn't getting cognitions to amount to anything during the rundown.

When you get all flows on a button F/Ning, you can end off the session and check the next day to see if that button is still reading. If it is, you assess the flows for that button and handle per steps 3 and 4 of the End of Endless Int Repair Rundown procedure. When the flows of that button are F/Ning, you end off for the day. The next day you repeat this procedure and keep this up each day until you find that the button F/Ns on being checked. When this occurs, go on with step 5 of the rundown's procedure.

The theory here is that sometimes you have a not very responsive pc, and it takes several days of assessment of the flows which F/Ned yesterday to carry the F/N through a whole day. These flows often read again the next day. This is because you are running Recall Processes, and Recall Processes are simply key-outs. Therefore, you are getting something keying in and keying out and keying in and keying out. This is eventually overcome by following these steps.

#### *Simplicity*

The procedure for this rundown is very simple. Its simplicity is such that it can be very easily mucked up. So *keep* it simple by ensuring that any auditor delivering the rundown is thoroughly trained in the theory of Int-Ext and the theory and procedure of the rundown itself.



*Pc BIs during or after the one-week wait*

If the pc is BIs or caved in utterly during or after the one-week wait, the C/S must get the End of Endless Int Repair Rundown auditing FESed and determine what has gone wrong. The main things the C/S is looking for are:

- a. Int wasn't out in the first place,
- b. The pc has been run on false reads,
- c. The pc was suffering from something else entirely than out-Int,
- d. The auditor's TRs were bad,
- e. The auditor broke the Auditor's Code,
- f. The auditor's metering was bad, giving wrong assessments (includes the possibility of an Int Rundown Correction List having been misassessed),
- g. The auditor overran F/Ns,
- h. The auditor reran a flow that had just F/Ned, invalidating the F/N just gotten,
- i. The pc had a Mis-U on the word "Recall" and was trying to run through engrams on the Recall Process,
- j. The pc had a major cog and release on the subject of Int, but the auditor kept on going,
- k. The pc was audited on some action other than Int while Int was out,
- l. Errors on the original Int Rundown weren't repaired before starting the End of Endless Int Repair Rundown.

If a C/S can't tell by FES and folder inspection which of these it is he can have the pc interviewed by a D of P to find out, or even get these points (a) to (l) assessed in a session using the questions given below.

**END OF ENDLESS INT REPAIR RUNDOWN DEBUG ASSESSMENT**

This assessment is done in session using Method 5 assessment. Once the assessment has been done and its reads handled, the End of Endless Int Repair Rundown is completed to EP (if not already completed as part of handling the reading assessment questions).

- a. **INT WASN'T OUT IN THE FIRST PLACE?** \_\_\_\_\_  
(Indicate it. If no F/N, date/locate that point.)
- b. **WERE YOU RUN ON FALSE READS?** \_\_\_\_\_  
(2WC E/S to F/N.)
- c. **WAS THE PROBLEM SOMETHING OTHER THAN OUT-INT?** \_\_\_\_\_  
(Find out what and handle.)



- d. **WERE THE AUDITOR'S TRs BAD?** \_\_\_\_\_  
(2WC E/S to F/N.)
- e. **DID THE AUDITOR BREAK THE AUDITOR'S CODE?** \_\_\_\_\_  
(2WC E/S to F/N.)
- f. **WAS THERE A WRONG ASSESSMENT OR SOME OTHER KIND OF METERING ERROR?** \_\_\_\_\_  
(2WC E/S to F/N.)
- f-1. **WAS AN INT RUNDOWN CORRECTION LIST MISASSESSED?** \_\_\_\_\_  
(2WC E/S to F/N. If not now fully handled, assess and handle an Int Rundown Correction List.)
- g. **WERE F/Ns OVERRUN?** \_\_\_\_\_  
(Rehab the F/Ns that were overrun, each to F/N.)
- h. **WAS AN F/N ON A FLOW INVALIDATED?** \_\_\_\_\_  
(Indicate. Rehab the flow to F/N.)
- i. **DID YOU HAVE A MISUNDERSTOOD ON WHAT YOU WERE SUPPOSED TO DO ON THE RECALL PROCESSES?** \_\_\_\_\_  
(Get what the misunderstood was and clear it to F/N. If the MU was on one of the buttons or flows, find out if the button or flow itself was charged and if so, flatten it to EP.)
- j. **DID THE AUDITOR KEEP ON GOING PAST A MAJOR COGNITION OR RELEASE ON THE SUBJECT OF INT?** \_\_\_\_\_  
(Indicate. Date/locate the point of the major cognition or release.)
- k. **WERE YOU AUDITED ON SOME ACTION OTHER THAN INT, WHILE INT WAS OUT?** \_\_\_\_\_  
(Indicate it, and that this should not have been done. Complete the End of Endless Int Repair Rundown.)
- l. **BYPASSED CHARGE ON THE ORIGINAL INT RUNDOWN THAT HAS NOT BEEN HANDLED?** \_\_\_\_\_  
(Assess and handle an Int Rundown Correction List.)

### REPAIRING REPAIR

Over the years there have been times when Int auditing has tended to be flubby. Int repair has been far too frequent and even repetitive on some pcs. Some auditors and C/Ses have decided Int Rundowns were "delicate" or "difficult" or very special. Well, Int is special and sometimes delicate, but it's not difficult.



If an auditor is going to audit the Int Rundown successfully he must be skilled at metering, he must be flubless on R3RA and the commands of the process, and understand the theory of Int. He must know what an F/N is and what a Dianetic EP is and be able to recognize these when they occur.

Much of the Int repair needed stems from errors made by auditors (or C/Ses): running Int when it was not needed, running it with the idea it would exteriorize the pc, auditing the rundown over misunderstands, overrunning the rundown. These are all violations of the Auditor's Code, many of them then further complicated by Dianetic errors in running or repairing Int.

There is another factor regarding the original Int Rundown which must not be overlooked. Although it comes under the heading of "overrunning the Int Rundown," it is sometimes neither seen nor understood. In doing the original Int Rundown it can occur that it completes before all flows are run.

**EXAMPLE:** The auditor runs Flow 1 on engrams on the Int Rundown, then Flow 2, and suddenly gets a wide, persistent F/N and a dramatic resurgence of the pc. The TA goes into lower range and the pc is bright and smiling. Then the auditor, if he's an idiot, proceeds to robotically run Flow 3 and Flow 0. The TA goes back up, the pc's chronic headache turns back on and the pc is set up for an endless repair of Int.

I have seen this happen several times. The Int Rundown finished itself and nobody noticed except the pc. This is probably the most flagrant cause of Int repair and is peculiar to this rundown.

The way to handle this is to rehab the point of completion as best you can and then run the recall version as given above and you will find that it usually comes out straight. The best way to handle, of course, is to do it right in the first place.

But if, added to any or all of the above, you get an Int Rundown Correction List misassessed so that what's really wrong is missed and a falsely reading item taken up, you wind up with a mess.

There is no excuse for overrunning the rundown, for Auditor's Code breaks, poor metering or flubby Dianetic auditing.

On the other hand, interiorization, like any other condition connected with engrams, may have many chains connected with it. Thus, the process of day-to-day living can restimulate those chains and throw Int out.

A C/S, faced with the possibility of any or all of the above being wrong could find himself staring into a maze. And he could err and order correction list after correction list, ad infinitum.

The rule is:

**THE CORRECT ACTION TO TAKE *FIRST*, IF SOMEONE IS HAVING TROUBLE WITH INT, IS TO ALWAYS GET A THOROUGH FES DONE ON THE ORIGINAL INT RUNDOWN ITSELF AND ANY INT REPAIRS THAT HAVE BEEN DONE—BEFORE ANOTHER CORRECTION LIST IS ORDERED.**



Very often the answer to the puzzle then leaps out.

Get the errors corrected *correctly*. Any misassessed lists, misrun Dianetic chains, code breaks—get it all cleaned up by an auditor who can read a meter and run and repair Dianetics flublessly. Don't let any auditor who isn't flubless on these points near an Int pc.

With the errors truly and standardly handled and out of the way, if Int then continues to kick in, it's not another Int Rundown or another Int Correction List, it's the END OF ENDLESS INT REPAIR RUNDOWN you use.

Run it to its EP and that will be the end of the trail of endless Int repair.

If the C/S is in doubt about all this and gets into a mess trying to repair chains, he can cut directly onto this repair rundown as above with simply the Recall Processes, and he will get someplace.

---

There is no reason now for any pc (or C/S) to continue to be plagued with Int troubles.

We have here a rundown which is easily and simply done, which can be done on pcs and pre-OTs who cannot be run on engrams, and is a rescue from over-repair.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

### INT RUNDOWN TABLE

This table contains the key data a C/S and auditor need in order to determine the correct steps to take in handling a pc who is reading on out-Int, per HCOB 24 Sept. 78RB, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN.

The table is filled out as part of doing a standard FES Summary. (Ref: HCOB 29 Jan. 81R, Auditor Admin Series 24RA, FES CHECKLISTS AND SUMMARY) The completed table is placed in the front of the pc's folder, along with the FES Checklists.

- A. **IS THE PERSON A DIANETIC CLEAR?** \_\_\_\_\_
- B. **IS THE PERSON IN THE NON-INTERFERENCE ZONE (BETWEEN R6 SOLO AND OT III COMPLETION)?** \_\_\_\_\_
- C. **HAS THE PERSON BEEN AUDITED ON THE FULL INT RUNDOWN? WAS THE RUNDOWN STANDARDLY DONE, TO EP?** \_\_\_\_\_
- D. **HAS THE PERSON BEEN AUDITED ON THE END OF ENDLESS INT REPAIR RUNDOWN PREVIOUSLY? WAS THE RUNDOWN STANDARDLY DONE, TO EP?** \_\_\_\_\_
- E. **HAS THE PERSON HAD AN INT RUNDOWN CORRECTION LIST, INCLUDING REPAIR OF ANY DIANETIC FLUBS?** \_\_\_\_\_
- F. **WAS THE INT RUNDOWN CORRECTION LIST STANDARDLY DONE BY AN AUDITOR WHO CAN HANDLE A METER AND MAKE A PREPARED LIST READ, WITH ALL HANDLINGS TAKEN TO FULL EP?** \_\_\_\_\_

End of Attachment



C/Ses  
Tech/Qual  
Int Auditors  
Class V Grad  
Checksheet

*Interiorization Rundown Series 13*

**PREASSESSMENT, AESPs AND INT**

Although the newly revised Int Rundown uses New Era Dianetics R3RA commands, with the assessed Int button as the running item, the rundown and its repair do NOT include the use of New Era Dianetics preassessment (nor any form of AESPs).

In Int you can only address *Int*. A preassessment addresses something else.

Wins are sometimes reported on the use of preassessment on Int, but it is a dangerous and dicey procedure. It isn't really directly addressing Int. That actually violates the law that when handling Int you run only Int, nothing else.

Using preassessment, whereas you might have one win, you'll have five failures along with it. Sure, somebody got some wins on it, but the next five guys will cave right in and go over the cliff.

The apparency of the win is this: Int flattened and this went unnoticed and then they were running an original item having to do with headaches or some other symptom. This was then preassessed and the person was on the line with R3RA which, of course, can be run *after* you've done an Int Rundown.

So the apparency here is that the use of preassessment handled Int, whereas Int probably had actually flattened first, and then the person was able to get gains from the preassessment and auditing that was done.

This could go in the opposite direction. For example, with Int still unflat you go into preassessment, and you're not now addressing the subject of Int itself. You are now into chains that are not Int chains, with the Int chains themselves restimulated but not yet run, or not fully run. So it is actually a violation of basic tech and it would very swiftly get into a tangled mess.

The rule is, WHEN HANDLING INT YOU ADDRESS ONLY INT, NOTHING ELSE. AND YOU DO NOT RUN PREASSESSMENT OR AESPs ON INT.

We have a new, simplified Int Rundown with which to handle it and an extremely workable process in the End of Endless Int Repair Rundown which resolves any persistent Int trouble.

R3RA and preassessment can be run in full by the book, exactly per the New Era Dianetics Series, *after* Int handling has been completed.

L. RON HUBBARD  
Founder





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1978RC

Remimeo  
NED Checksheets  
Tech/Qual  
All C/Ses  
All Auditors  
HCOs  
Missions

Issue III  
REVISED 18 DECEMBER 1988

*Clear Certainty Rundown Series 1R*

**DIANETIC CLEAR**

*Refs:*

HCOB 12 Sept. 78R	DIANETICS FORBIDDEN ON
Rev. 2.12.85	CLEARs AND OTs
HCOB 12 Nov. 81RC	GRADE CHART STREAMLINED
Rev. 1.7.85	FOR LOWER GRADES
HCOB 12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
HCOB 14 Dec. 81	THE STATE OF CLEAR

(This bulletin revises the definition of "Dianetic Clear," pages 113–114, *Technical Dictionary*, and the definition of "Keyed-Out Clear," page 221, *Technical Dictionary*, first printing 1975, second printing 1975 and third printing 1978.)

The state of Clear can be achieved on Dianetics.

I have now determined there is no such thing as Keyed-Out Clear. There is only a Dianetic Clear and he is a Clear.

The definition of Clear is:

A CLEAR IS A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

**THE CLEAR CERTAINTY RUNDOWN**

When a person has gone Clear on Dianetics, his next action is the Clear Certainty Rundown. This is a special rundown that is given to verify, acknowledge and rehabilitate the state of Clear when it exists.

Declare of the state of Clear is only done when the steps of the rundown have been taken to full end phenomena with verification that the state of Clear has been achieved. It is delivered by an auditor trained in the tech of Expanded Lower Grades (Class IV), the delivery of NED auditing (Class V), the handling of repair actions and prepared lists (Class V Graduate) *and* the exact tech of the Clear Certainty Rundown. It is only delivered at Class IV Orgs, Saint Hills, Advanced Orgs or at the Flag Service Org.

Should a pc being audited on Dianetics originate that he has achieved Dianetic Clear, or if a Dianetics Auditor thinks this has occurred with his pc, the pc must be routed onto the Clear Certainty Rundown.



(*Note: Auditors and C/Ses must never evaluate for a pc on this subject, or feed or coax him to any cognition. It is criminal to do so. Clears are made through auditing, not by feeding cognitions to pcs. This is extremely important, as someone who has not made Clear will not make it on the OT levels.*)

When a person has gone Clear, he is not run further on Dianetics. He can be given Touch or Contact Assists (as can Scientology Clears and OTs) and can be given NED for OTs once he is New OT IV. A Dianetic Clear is not run on Power, R6EW or the Clearing Course. He is not to be given any Dianetics Auditing Assist nor any Dianetics auditing. (He can, of course, receive any actions on the Assist Summary bulletin, *excluding* R3RA.)

The technical materials of the rundown are limited in distribution to Clear Certainty Rundown delivery personnel at Class IV Orgs, Saint Hills, Advanced Orgs and the Flag Service Org.

After completing the Clear Certainty Rundown and attesting to the state of Clear, the person is routed directly onto the Sunshine Rundown and then onto Solo Auditor Course Part 1 training at his Class IV Org. When complete on this, he goes to a Saint Hill or Advanced Org for Solo Auditor Course Part 2, OT Preps and the Eligibility for OT Levels Check and then onto New OT I at the Advanced Org.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1978R

Issue I

REVISED 8 APRIL 1991

Remimeo  
Cl V Graduate  
Auditors and C/Ses  
Tech/Qual

*Interiorization Rundown Series 5R*

**QUAD COMMANDS FOR INT BUTTONS**

*Refs:*

HCOB 4 Jan. 71RA Rev. 8.4.91	Int RD Series 2R EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED
HCOB 24 Sept. 78RB I Rev. 4.2.89	Int RD Series 4RB THE END OF ENDLESS INT REPAIR RUNDOWN

**NOTE:** IN USING THESE COMMANDS (R3RA AND RECALLS) DO NOT *EVER* RUN A PC ON FLOW ZERO FOR THE FIRST TIME ON INT. HANDLING INT BY ANY METHOD IS NOT THE TIME TO INTRODUCE A FLOW ZERO ON A PC. A TRIPLE PC CAN BE QUADED UP *AFTER* INT HANDLING IS COMPLETE, BUT IT IS NEVER DONE ON INT HANDLING OR INT REPAIR.

**INTERIORIZATION RUNDOWN REVISED**

The following are the R3RA Quad Flows commands for each of the Int buttons on the Interiorization Rundown Revised.

**1. GO IN/WENT IN:**

- F1: LOCATE A TIME WHEN YOU WENT IN.
- F2: LOCATE A TIME WHEN YOU CAUSED ANOTHER TO GO IN.
- F3: LOCATE A TIME WHEN OTHERS CAUSED OTHERS TO GO IN.
- F0: LOCATE A TIME WHEN YOU CAUSED YOURSELF TO GO IN.

**2. PUT IN:**

- F1: LOCATE A TIME WHEN YOU WERE PUT IN SOMETHING.
- F2: LOCATE A TIME WHEN YOU PUT ANOTHER IN SOMETHING.
- F3: LOCATE A TIME WHEN OTHERS PUT OTHERS IN SOMETHING.

**F0: LOCATE A TIME WHEN YOU PUT YOURSELF IN SOMETHING.**

**3. INTERIORIZED INTO SOMETHING:**

**F1: LOCATE A TIME WHEN YOU INTERIORIZED INTO SOMETHING.**

**F2: LOCATE A TIME WHEN YOU INTERIORIZED ANOTHER INTO SOMETHING.**

**F3: LOCATE A TIME WHEN OTHERS INTERIORIZED OTHERS INTO SOMETHING.**

**F0: LOCATE A TIME WHEN YOU INTERIORIZED YOURSELF INTO SOMETHING.**

**4. WANT TO GO IN:**

**F1: LOCATE A TIME WHEN YOU WANTED TO GO INTO SOMETHING.**

**F2: LOCATE A TIME WHEN YOU CAUSED ANOTHER TO WANT TO GO INTO SOMETHING.**

**F3: LOCATE A TIME WHEN OTHERS CAUSED OTHERS TO WANT TO GO INTO SOMETHING.**

**F0: LOCATE A TIME WHEN YOU CAUSED YOURSELF TO WANT TO GO INTO SOMETHING.**

**5. CAN'T GET IN:**

**F1: LOCATE A TIME WHEN YOU COULDN'T GET IN.**

**F2: LOCATE A TIME WHEN YOU CAUSED ANOTHER TO BE UNABLE TO GET IN.**

**F3: LOCATE A TIME WHEN OTHERS CAUSED OTHERS TO BE UNABLE TO GET IN.**

**F0: LOCATE A TIME WHEN YOU CAUSED YOURSELF TO BE UNABLE TO GET IN.**

**6. KICKED OUT OF SPACES:**

**F1: LOCATE A TIME WHEN YOU WERE KICKED OUT OF SPACES.**

**F2: LOCATE A TIME WHEN YOU KICKED ANOTHER OUT OF SPACES.**

**F3: LOCATE A TIME WHEN OTHERS KICKED OTHERS OUT OF SPACES.**

**F0: LOCATE A TIME WHEN YOU CAUSED YOURSELF TO BE KICKED OUT OF SPACES.**

**7. CAN'T GO IN:**

- F1: LOCATE A TIME WHEN YOU COULDN'T GO IN.**
- F2: LOCATE A TIME WHEN YOU CAUSED ANOTHER TO BE UNABLE TO GO IN.**
- F3: LOCATE A TIME WHEN OTHERS CAUSED OTHERS TO BE UNABLE TO GO IN.**
- F0: LOCATE A TIME WHEN YOU CAUSED YOURSELF TO BE UNABLE TO GO IN.**

**8. BEING TRAPPED:**

- F1: LOCATE A TIME WHEN YOU WERE BEING TRAPPED.**
- F2: LOCATE A TIME WHEN YOU WERE TRAPPING ANOTHER.**
- F3: LOCATE A TIME WHEN OTHERS WERE TRAPPING OTHERS.**
- F0: LOCATE A TIME WHEN YOU WERE TRAPPING YOURSELF.**

**9. FORCED IN:**

- F1: LOCATE A TIME WHEN YOU WERE FORCED IN.**
- F2: LOCATE A TIME WHEN YOU FORCED ANOTHER IN.**
- F3: LOCATE A TIME WHEN OTHERS FORCED OTHERS IN.**
- F0: LOCATE A TIME WHEN YOU FORCED YOURSELF IN.**

**10. PULLED IN:**

- F1: LOCATE A TIME WHEN YOU WERE PULLED IN.**
- F2: LOCATE A TIME WHEN YOU PULLED ANOTHER IN.**
- F3: LOCATE A TIME WHEN OTHERS PULLED OTHERS IN.**
- F0: LOCATE A TIME WHEN YOU PULLED YOURSELF IN.**

**11. PUSHED IN:**

- F1: LOCATE A TIME WHEN YOU WERE PUSHED IN.**
- F2: LOCATE A TIME WHEN YOU PUSHED ANOTHER IN.**
- F3: LOCATE A TIME WHEN OTHERS PUSHED OTHERS IN.**
- F0: LOCATE A TIME WHEN YOU PUSHED YOURSELF IN.**

Each flow must be taken to the basic and the full New Era Dianetics EP: F/N, postulate off (postulate off = erasure) and VGIs. (Ref: HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS)

### **THE END OF ENDLESS INT REPAIR RUNDOWN**

The following are the Recall Quad Flows commands for each of the Int buttons on the End of Endless Int Repair Rundown.

#### **1. *GO IN/WENT IN:***

**RF1: RECALL A TIME WHEN YOU WENT IN.**

**RF2: RECALL A TIME WHEN YOU CAUSED ANOTHER TO GO IN.**

**RF3: RECALL A TIME WHEN OTHERS CAUSED OTHERS TO GO IN.**

**RF0: RECALL A TIME WHEN YOU CAUSED YOURSELF TO GO IN.**

#### **2. *PUT IN:***

**RF1: RECALL A TIME WHEN YOU WERE PUT IN SOMETHING.**

**RF2: RECALL A TIME WHEN YOU PUT ANOTHER IN SOMETHING.**

**RF3: RECALL A TIME WHEN OTHERS PUT OTHERS IN SOMETHING.**

**RF0: RECALL A TIME WHEN YOU PUT YOURSELF IN SOMETHING.**

#### **3. *INTERIORIZED INTO SOMETHING:***

**RF1: RECALL A TIME WHEN YOU INTERIORIZED INTO SOMETHING.**

**RF2: RECALL A TIME WHEN YOU INTERIORIZED ANOTHER INTO SOMETHING.**

**RF3: RECALL A TIME WHEN OTHERS INTERIORIZED OTHERS INTO SOMETHING.**

**RF0: RECALL A TIME WHEN YOU INTERIORIZED YOURSELF INTO SOMETHING.**

#### **4. *WANT TO GO IN:***

**RF1: RECALL A TIME WHEN YOU WANTED TO GO INTO SOMETHING.**

**RF2: RECALL A TIME WHEN YOU CAUSED ANOTHER TO WANT TO GO INTO SOMETHING.**

**RF3: RECALL A TIME WHEN OTHERS CAUSED OTHERS TO WANT TO GO INTO SOMETHING.**



**RF0: RECALL A TIME WHEN YOU CAUSED YOURSELF TO WANT TO GO INTO SOMETHING.**

**5. CAN'T GET IN:**

**RF1: RECALL A TIME WHEN YOU COULDN'T GET IN.**

**RF2: RECALL A TIME WHEN YOU CAUSED ANOTHER TO BE UNABLE TO GET IN.**

**RF3: RECALL A TIME WHEN OTHERS CAUSED OTHERS TO BE UNABLE TO GET IN.**

**RF0: RECALL A TIME WHEN YOU CAUSED YOURSELF TO BE UNABLE TO GET IN.**

**6. KICKED OUT OF SPACES:**

**RF1: RECALL A TIME WHEN YOU WERE KICKED OUT OF SPACES.**

**RF2: RECALL A TIME WHEN YOU KICKED ANOTHER OUT OF SPACES.**

**RF3: RECALL A TIME WHEN OTHERS KICKED OTHERS OUT OF SPACES.**

**RF0: RECALL A TIME WHEN YOU CAUSED YOURSELF TO BE KICKED OUT OF SPACES.**

**7. CAN'T GO IN:**

**RF1: RECALL A TIME WHEN YOU COULDN'T GO IN.**

**RF2: RECALL A TIME WHEN YOU CAUSED ANOTHER TO BE UNABLE TO GO IN.**

**RF3: RECALL A TIME WHEN OTHERS CAUSED OTHERS TO BE UNABLE TO GO IN.**

**RF0: RECALL A TIME WHEN YOU CAUSED YOURSELF TO BE UNABLE TO GO IN.**

**8. BEING TRAPPED:**

**RF1: RECALL A TIME WHEN YOU WERE BEING TRAPPED.**

**RF2: RECALL A TIME WHEN YOU WERE TRAPPING ANOTHER.**

**RF3: RECALL A TIME WHEN OTHERS WERE TRAPPING OTHERS.**

**RF0: RECALL A TIME WHEN YOU WERE TRAPPING YOURSELF.**

**9. FORCED IN:**

**RF1: RECALL A TIME WHEN YOU WERE FORCED IN.**

**RF2: RECALL A TIME WHEN YOU FORCED ANOTHER IN.**

**RF3: RECALL A TIME WHEN OTHERS FORCED OTHERS IN.**

**RF0: RECALL A TIME WHEN YOU FORCED YOURSELF IN.**

**10. *PULLED IN:***

**RF1: RECALL A TIME WHEN YOU WERE PULLED IN.**

**RF2: RECALL A TIME WHEN YOU PULLED ANOTHER IN.**

**RF3: RECALL A TIME WHEN OTHERS PULLED OTHERS IN.**

**RF0: RECALL A TIME WHEN YOU PULLED YOURSELF IN.**

**11. *PUSHED IN:***

**RF1: RECALL A TIME WHEN YOU WERE PUSHED IN.**

**RF2: RECALL A TIME WHEN YOU PUSHED ANOTHER IN.**

**RF3: RECALL A TIME WHEN OTHERS PUSHED OTHERS IN.**

**RF0: RECALL A TIME WHEN YOU PUSHED YOURSELF IN.**

Each Recall Flow must be taken to F/N, VGIs.

(Ref: HCOB 24 Sept. 78RB I, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN)

**L. RON HUBBARD**  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1978R

Issue II

REVISED 4 FEBRUARY 1989

Remimeo  
HGC Auditors  
Class VIII  
Checksheets  
Class V Graduate  
Checksheets  
C/Ses  
Tech Secs  
Qual Secs  
Supervisors

*Interiorization Rundown Series 14R*

**STAR-RATE CHECKOUTS FOR  
INTERIORIZATION HANDLING**

*Refs:*

HCOB 4 Jan. 71R Rev. 24.9.78	Int RD Series 2 EXTERIORIZATION AND HIGH TA THE INTERIORIZATION RUNDOWN REVISED
HCOB 25 Sept. 78 I	Int RD Series 5 QUAD COMMANDS FOR INT BUTTONS
HCOB 24 Sept. 78RB I Rev. 4.2.89	Int RD Series 4RB THE END OF ENDLESS INT REPAIR RUNDOWN
HCOB 26 June 78RA II Rev. 15.9.78	NED Series 6RA ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 10 Sept. 78	NED Series 25 NED HIGH CRIME

INT must be run flawlessly.

The Int Rundown and End of Endless Int Repair Rundown are to be done by a Class V Graduate Auditor.

BECAUSE IT IS MANDATORY THAT:

1. COMMANDS OF THE INTERIORIZATION RUNDOWN BE CLEARED EXCELLENTLY FOR THE PC'S UNDERSTANDING,
2. THE INT RUNDOWN'S GOING EARLIER COMMAND BE GIVEN FULLY WITH THE ITEM,
3. THE AUDITOR UNDERSTAND FULLY THE THEORY AND COMMANDS HE IS RUNNING.

ALL AUDITORS AND THE C/S OF THE INTERIORIZATION RUNDOWN AND THE END OF ENDLESS INT REPAIR RUNDOWN MUST STAR-RATE WITH CLAY DEMOS ON THE THEORY AND COMMANDS OF THE INT RUNDOWN AND END OF ENDLESS INT REPAIR RUNDOWN.

ALL AUDITORS MUST HAVE AN "OKAY TO AUDIT INT HANDLING" FROM THE DIR OF VALIDITY OR THE QUAL SEC BEFORE THEY MAY DO SO.



No auditor may audit a pc on the Int Rundown or End of Endless Int Repair Rundown unless he has passed tough, star-rate checkouts and excellent clay demos on the materials below, and has an "Okay to Audit Int Handling" chit from Qual.

When he has done so, he is qualified and will be able to deliver an Int Rundown or End of Endless Int Repair Rundown to his pc with the exceptional results for which these rundowns were intended.

*STAR-RATE CHECKOUTS FOR "OKAY TO AUDIT INT HANDLING"*

Auditor's Name: \_\_\_\_\_ Org: \_\_\_\_\_

I attest I am a Class V Graduate or above Auditor.

Auditor's Attest: \_\_\_\_\_ Date: \_\_\_\_\_

I. The following checkouts are to be done star-rate to a pass from the Intern Supervisor or Cramming Officer.

1. CLAY DEMO:

- |                    |       |                            |       |
|--------------------|-------|----------------------------|-------|
| a. Lock            | _____ | j. Interiorization         | _____ |
| b. Secondary       | _____ | (as being in)              |       |
| c. Engram          | _____ | k. Interiorization         | _____ |
| d. Chain           | _____ | (as went in)               |       |
| e. Picture         | _____ | l. The picture erasing     | _____ |
| f. Solid           | _____ | m. F/N                     | _____ |
| g. Erasing         | _____ | n. Cognition               | _____ |
| h. Caused          | _____ | o. Erasure                 | _____ |
| i. Exteriorization | _____ | p. Postulate               | _____ |
|                    |       | q. Postulate off = erasure | _____ |

2. CLAY DEMO: (per HCOB 4 Jan. 71R, Int RD Series 2)

- a. Commands for running Int by R3RA, including the going earlier and earlier beginning commands. \_\_\_\_\_

3. CLAY DEMO: (per HCOB 24 Sept. 78RB I, Int RD Series 4RB)

- a. The End of Endless Int Repair Rundown procedure and commands. \_\_\_\_\_

This auditor has done excellent clay demos on all of the above.

INTERN SUPERVISOR/CRAMMING OFFICER: \_\_\_\_\_

DATE: \_\_\_\_\_



4. STAR-RATE:

HCOB 4 Oct. 78, Int RD Series 1, INTERIORIZATION HANDLING SIMPLIFIED	_____
HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED	_____
HCOB 30 May 70R, Int RD Series 3, INTERIORIZATION INTENSIVE 2-WAY COMM	_____
HCOB 24 Sept. 78RB I, Int RD Series 4RB, THE END OF ENDLESS INT REPAIR RUNDOWN	_____
HCOB 25 Sept. 78 I, Int RD Series 5, QUAD COMMANDS FOR INT BUTTONS	_____
HCOB 11 Apr. 70R, Int RD Series 6, AUDITING PAST EXTERIOR	_____
HCOB 6 May 70R, Int RD Series 7, BLOWS—AUDITING PAST EXTERIOR	_____
HCOB 20 Aug. 70R, Int RD Series 8, INTERIORIZATION RUNDOWN MUSTS	_____
HCOB 13 Jan. 71R, Int RD Series 9, EXTERIORIZATION	_____
HCOB 16 Dec. 71RB, Int RD Series 10, C/S Series 35RB, INTERIORIZATION ERRORS	_____
HCOB 24 Sept. 71RA, Int RD Series 11R, INTERIORIZATION RUNDOWN CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW	_____
HCOB 29 Oct. 71RA, Int RD Series 12, INT RUNDOWN CORRECTION LIST REVISED	_____
HCOB 24 Sept. 78 II, Int RD Series 13, PREASSESSMENT, AESPs AND INT	_____
HCOB 25 Sept. 78R II, Int RD Series 14R, STAR-RATE CHECKOUTS FOR INTERIORIZATION HANDLINGS	_____
HCOB 17 Dec. 71RB, Int RD Series 15, C/S Series 23RB, INTERIORIZATION SUMMARY	_____
HCOB 16 Oct. 78 II, Int RD Series 16, C/S Series 102, C/S CHECKLIST OF INT ERRORS	_____
HCOB 26 June 78RA II, NED Series 6RA, ROUTINE 3RA, ENGRAM RUNNING BY CHAINS	_____
HCOB 4 Apr. 71-1RC, C/S Series 32RA-1RC, USE OF QUAD DIANETICS	_____
HCOB 21 Apr. 70, 2-WAY COMM C/Ses	_____
HCOB 3 July 70, C/S Series 14, C/Sing 2-WAY COMM	_____
HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS	_____

This auditor has passed tough, star-rate checkouts on the above HCOBs.



INTERN SUPER/CRAMMING OFFICER: \_\_\_\_\_

DATE: \_\_\_\_\_

5. This auditor knows his R3RA and Int procedure cold and can apply it.

INTERN SUPER/CRAMMING OFFICER: \_\_\_\_\_

DATE: \_\_\_\_\_

6. This auditor has excellent TRs.

INTERN SUPER/CRAMMING OFFICER: \_\_\_\_\_

DATE: \_\_\_\_\_

II. I attest this auditor has been issued an "OKAY TO AUDIT INT HANDLING" chit.

DIR VALIDITY/QUAL SEC: \_\_\_\_\_

DATE: \_\_\_\_\_

(Route this form to Internship Admin for  
filing in the auditor's intern folder.)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



*New Era Dianetics Series 29*

**NED RULE**

A NEW ERA DIANETICS AUDITOR MUST UNDERSTAND THE FUNCTION AND PURPOSE OF EACH OF THE R3RA COMMANDS IN A DIANETIC SESSION.

A Dianetic session given in the absence of an understanding of the basic laws of the time track and how the R3RA commands handle and control the time track is a chancy proposition.

You will not have confidence in yourself as an auditor of New Era Dianetics nor get uniformly good results with R3RA until you know this. No rote procedure, L3RH, TR4 or any remedy or solution can take the place of such an understanding.

Every New Era Dianetics Auditor is to study the references and demo out what each R3RA command does (showing how it affects the pc and the bank) to a full understanding.

The following are your references:

*Dianetics: The Modern Science of Mental Health*

*Dianetics: The Original Thesis*

HCOB 15 May 63	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS BULLETIN 1
HCOB 8 June 63R Rev. 3.10.77	THE TIME TRACK AND ENGRAM RUNNING BY CHAINS BULLETIN 2
HCOB 26 June 78RA Rev. 15.9.78	NED Series 6RA ROUTINE 3RA ENGRAM RUNNING BY CHAINS
HCOB 27 Jan. 74	R3R COMMANDS HAVE BACKGROUND DATA

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 OCTOBER 1978

Remimeo  
Auditors  
C/Ses  
Class V Grad  
Checksheet  
Tech/Qual

*Interiorization Rundown Series 1*

**INTERIORIZATION HANDLING SIMPLIFIED**

*Refs:*

HCOB 4 Jan. 71R

Int RD Series 2

EXTERIORIZATION AND HIGH TA, THE  
INTERIORIZATION RUNDOWN REVISED

HCOB 24 Sept. 78 I

Int RD Series 4

THE END OF ENDLESS INT REPAIR RUNDOWN

**EXTERIORIZATION**

Exteriorization is defined as the act of moving out of the body with or without full perception.

It is the fact of this act which proves that the individual is not a body but an individual. This discovery in 1952 proved beyond any question the existence of a thetan, that the individual was a thetan, not a body, and disproved that man was an animal, and proved that he was a spiritual being, timeless and deathless.

---

The issues on exteriorization and interiorization and the handling of out-Int have now been collected into the Interiorization Rundown Series.

We have had the remedy for out-Int, the Interiorization Rundown, for some years now, but we have also had pcs who ran into the need for excessive repair of the remedy itself. Much of this need for repair has stemmed from auditor errors in running or repairing Int, and these have been enumerated on other bulletins.

Whatever the reasons for repair, a simple, effective method of repairing Int was needed. This need has now been filled with the release of the new End of Endless Int Repair Rundown.

With the research that was done to develop this repair rundown, which uses Recalls, I have also had the opportunity to reevaluate the original Int Rundown itself. The result is a newly revised Int Rundown.

So we have two very effective new tools for handling Int:

1. A simplified Interiorization Rundown

2. The End of Endless Int Repair Rundown, which handles Int repair smoothly and terminatedly by a special method of assessment and running it on Recall Flows.

The full steps of both of these rundowns are included in issues in the Interiorization Rundown Series.

*Note:* Per HCOB 12 Sept. 78, DIANETICS FORBIDDEN ON CLEARS AND OTs, Dianetic Clears, Scientology Clears and OTs are not to be audited on the Int Rundown, as it uses Dianetics. They may be run on the End of Endless Int Repair RD (HCOB 24 Sept. 78 I, Int RD Series 4), as it runs Int on Recalls.

Additionally, the basics on exteriorization and interiorization are covered quite fully in the Int RD Series, particularly in HCOB 4 Jan. 71R, EXTERIORIZATION AND HIGH TA, THE INTERIORIZATION RUNDOWN REVISED.

Any auditor who is going to go near an Int Rundown or an Int repair action must know those fundamentals cold.

He must understand that it is the *first* of a chain or the first part of an experience or a first experience (basic on the chain of incidents) that has to be run for the chain or incident to erase. In other words, he must understand the principle of getting the earlier beginning to an incident or an earlier incident in order to erase a chain, as in R3RA.

He must understand that if one is IN something, he must have gotten into it. And that, therefore, the beginning of an exteriorization is an interiorization.

The full theory on this also is covered in the above HCOB 4 Jan. 71R, which the auditor should be fully familiar with.

There is some further data which you should have on the subject of Int and flows.

Basically, Int is a compound of stuck flows and prior incidents. There is a stuck flow of obsessively going in. In most of the pc's Int engrams, you've got an operating trigger that puts him into them. The earlier beginning is always "in." These must be audited out, blown, before you're through with Int.

The way this trigger works is, for example, a pc may blow out of his head with F/N, VGIs on Tuesday. But he has not erased the basic on Int. He went out on a "reaction flow" on Tuesday. On Friday he comes in with his TA at 5. What has happened is the flow has retriggered. He's now blown back in on a "re-reaction flow." Any regular auditing and he will plow in deeper. So you've got to handle his Int terminatedly.

Prior to now, an Int Rundown has been done by clearing and then assessing the Int buttons "went in" and "go in." If one of them read, the Int button was first run on Recall Triple or Quad Flows, next on Secondaries Triple or Quad Flows, and then on Engrams Triple or Quad Flows. This handled Int for many, many pcs. But it is probable that one reason we also got so many Int repairs was that in many of these repair cases the pc never ran any basic. Beginning the Int

Rundown with Recalls with the stuck flow of “going in” still in operation, you could get a key-out, key-in, key-out, key-in repeatedly and not get to the basic.

We had an exteriorization command in the early years which was “Try not to be three feet back of your head,” and it exteriorized people. But all that did was unstuck the flow and trigger the person out of his head. You’re likely to get the same result if you run Int by Recall first crack. You give the command “Recall a time . . .” and, boom, he’s out. But he hasn’t run the basic on Int.

So if you entered an Int Rundown on a Recall basis, you could get some of that mechanism cutting in. And you could get repetitive Int, with the engrams he didn’t run out keying in.

There is another phenomenon that can occur. Time itself can be a stuck flow.

You get a certain number of pcs who can’t move back on the time track more than minutes. They get stuck on the stuck flow of time. On Recall commands such a pc may F/N very quickly. (Or even on an R3RA command, “Locate a time when you went in,” he may run shallow, he may run only locks and F/N quickly.) Then suddenly he hits the skids and goes hurtling backtrack. The flow is reversed and he doesn’t fire out of his head, he fires backwards on the time track, on a restim. And you’ll have out-Int repeating itself all over again. That’s the rest of the mechanism.

Addressed in R3RA engram auditing properly done, always getting the earlier beginning and/or the earlier incident, these chains of incidents on the stuck flow of going in can be audited out in an orderly fashion on the majority of pcs. You erase the engrams and you dissolve the obsessive stuck flow of “going in,” and you have the EP of Int.

Or, at some point in the engram auditing, the flow gets unstuck enough to heave into reverse; it heaves in the opposite direction and it erases itself and the whole package blows. That, too, is an EP for Int which must not be ignored by the auditor. (See HCOB 4 Jan. 71R.)

Thereafter, the pc will usually have no more trouble or concern with Int.

So we are safer entering the Int Rundown by running engrams to begin with, and running only engrams on that rundown, and that is how the revised Int Rundown has now been set up. We had better run the engram chains and their basics out first and then, if repair is needed, repair them with Recalls, using the End of Endless Int Repair Rundown.

### **MORE ON RECALLS**

Entering Int with Recalls has its liabilities, as described above. But there are also definite advantages in having Recalls as a tool to use, as necessary, in running Int on some cases.

You are going to encounter some few isolated instances where the pc can’t run engrams for one reason or another. Such pcs can then be audited by the Recall method as given in the End of Endless Int Repair Rundown, using the rundown not as a repair but as a process. Dianetic Clears, Scientology Clears and



OTs can be handled on out-Int with this method. It can also be used to relieve out-Int on weak or ill pcs until they are up to running engrams.

It is not a fast method. Using the Recall system (per End of Endless Int Repair RD) to run out-Int can go on and on. In time, though, by taking the pc up on a gradient, you can eventually get him to a point where he is actually as-ising engrams, blowing them by inspection. The revised Int Rundown is by far the swifter route for handling a pc initially on out-Int.

However, the use of Recalls is ideal in the handling of *repair* of Int, when it is necessary after an Int Rundown has been done. The End of Endless Int Repair Rundown gives the exact method for assessment of the Int buttons and flows and running these on Recalls as a repair action. And here we get a smooth run on the Recall flows and the resolving of any Int troubles.

Thus, from this research we get a new, simplified version of the Int Rundown and an invaluable process for any Int repair.

Further issues in the Int Rundown Series cover these and other technical data relating to Int.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 OCTOBER 1978  
Issue I

Class V Grad  
Checksheet  
Class VI  
Checksheet  
C/Ses

**REPAIR CORRECTION LIST**

Use this list to clean up bypassed charge on improperly done or unnecessary prepared lists or repair actions. This list is done when a pc protests a prepared list or repair action, when BIs are present on the subject of repair or prepared lists or when improper past repair or use of correction lists reads on a correction list.

Assess this list Method 5 and handle all reads. The EP of this list is charge off the subject of repair and prepared lists and the pc happy about being audited. This list can, if necessary, be reassessed and taken to an F/Ning assessment.

The words "prepared list," "repair" and all other words on this list should be fully cleared with the pc before assessing this list on him. However, if the pc is very upset and the words have not yet been cleared, assess the list to handle the charge and check with the pc for any MUs on the assessment. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

1. **HAVE YOU GONE EXTERIOR IN AUDITING?** \_\_\_\_\_  
(If the pc has never had an Int RD, do an Int RD per HCOB 4 Jan. 71R, Int RD Series 2, EXTERIORIZATION AND HIGH TA, THE INT RD REVISED, if you have checked out on the Int Series and are a NED Auditor.)  
(If the pc has had an Int RD, do an Int RD Correction List Revised [HCOB 29 Oct. 71RA] or end off for C/S instructions to do an End of Endless Int Repair RD per HCOB 24 Sept. 78 I, THE END OF ENDLESS INT REPAIR RD.)
2. **HAS YOUR INT RD BEEN MESSED UP?** \_\_\_\_\_  
(Do an Int RD Correction List or end off for C/S instructions to do the End of Endless Int Repair RD.)
3. **DO YOU HAVE AN OUT-LIST?** \_\_\_\_\_  
(L4BRA.)
4. **HAVE YOU HAD TOO MANY PREPARED LISTS DONE ON YOU?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N or date/locate the first successful prepared list.)
5. **HAVE YOU HAD UNNECESSARY REPAIRS?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N or date/locate the first valid repair.)
6. **HAS AN AUDITOR MISSED A READ?** \_\_\_\_\_  
(Get what, itsa E/S itsa to F/N, or handle as needed.)



7. **DID YOU THINK SOMETHING SHOULD HAVE READ WHEN IT DIDN'T?** \_\_\_\_\_  
(Get what, itsa E/S itsa to F/N, or handle as needed.)
8. **HAS AN ITEM NOT READ WHEN IT SHOULD HAVE?** \_\_\_\_\_  
(Get what, itsa E/S itsa to F/N, or handle as needed.)
9. **HAS THERE BEEN A FALSE READ?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
10. **WERE YOU TOLD SOMETHING READ WHEN YOU DIDN'T SEE HOW IT COULD HAVE?** \_\_\_\_\_  
(Get what, indicate it was a false read. Itsa E/S itsa to F/N.)
11. **DID THE AUDITOR TAKE UP AN ITEM WITH NO CHARGE ON IT?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
12. **WERE YOU GIVEN A PREPARED LIST TO HANDLE HIGH TA WHEN YOUR TA WASN'T HIGH?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
13. **WERE YOU GIVEN A PREPARED LIST TO HANDLE LOW TA WHEN YOUR TA WASN'T LOW?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
14. **HAS THERE BEEN A TIME WHEN YOU DIDN'T WANT TO DO A PREPARED LIST AND THE AUDITOR DID ONE ANYWAY?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
15. **HAS THERE BEEN A TIME WHEN YOU DIDN'T WANT TO GET A REPAIR ACTION AND YOU WERE GIVEN ONE ANYWAY?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
16. **WHILE BEING AUDITED ON A PREPARED LIST, DID YOU JUST WANT TO GET ON WITH IT?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
17. **DID YOU TELL THE AUDITOR SOMETHING WAS HANDLED JUST TO BE DONE WITH IT?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N. Note for C/S.)
18. **HAS OVERREPAIR KEPT YOU FROM GOING UP THE GRADE CHART?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N.)
19. **HAVE YOU BEEN TOLD A REPAIR ACTION WOULD HANDLE YOUR CASE WHEN IT DIDN'T?** \_\_\_\_\_  
(Indicate. 2WC to F/N or 2WC for data.)



20. **HAS AN AUDITOR MISASSESSED A PREPARED LIST ON YOU?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
21. **WHEN YOU HAD A PREPARED LIST DONE, DID IT FAIL TO HANDLE THE BYPASSED CHARGE?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
22. **DID A REPAIR ACTION FAIL TO HANDLE WHAT WAS REALLY WRONG?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
23. **HAVE YOU BEEN ASSESSED BY AN AUDITOR WITH BAD TRs?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
24. **HAS AN AUDITOR TOLD YOU YOU HAD AN F/N WHEN YOU KNEW YOU DIDN'T?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
25. **DID AN AUDITOR EVER INDICATE AN ASSESSMENT WAS F/Ning WHEN YOU KNEW IT WASN'T?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
26. **WERE YOU ASKED TO DECLARE A CYCLE YOU FELT WASN'T COMPLETE?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
27. **DID YOU EVER FEEL A PREPARED LIST SHOULD HAVE F/Ned ON AN ASSESSMENT WHEN IT DIDN'T?** \_\_\_\_\_  
(Indicate. Rehab the EP or date/locate the point.)
28. **ON A REPAIR ACTION, WERE YOU PREVENTED FROM ATTESTING?** \_\_\_\_\_  
(Indicate. Date/locate the EP of the repair.)
29. **HAS YOUR REPAIR BEEN REPAIRED OFTEN?** \_\_\_\_\_  
(Indicate. Itsa E/S itsa to F/N or date/locate the first successful repair.)
30. **HAS AN F/N BEEN MISSED?** \_\_\_\_\_  
(Indicate. Rehab it.)
31. **HAS A WIN BEEN BYPASSED?** \_\_\_\_\_  
(Indicate. Rehab.)
32. **HAS SOMETHING BEEN OVERRUN?** \_\_\_\_\_  
(Get what. Rehab it.)
33. **IS THERE SOME OTHER BYPASSED CHARGE?** \_\_\_\_\_  
(Find what and handle.)

L. RON HUBBARD  
Founder



*Interiorization Rundown Series 16*

*C/S Series 102*

**C/S CHECKLIST OF INT ERRORS**

There are two major errors that occur most frequently on Int handling which a C/S must be on the alert for:

1. DOING OR RUNNING *ANYTHING* ELSE BEFORE AN INT RUNDOWN WHEN ONE IS NEEDED.
2. OVERRUNNING THE INT RUNDOWN.

By far the commonest error is number one above. It happens most often at the very beginning of a session on Int itself, by the auditor engaging in two-way comm or ruds or a belabored and overcomplicated clearing of commands, or some other action than getting right onto the running of Int.

This is flagrant. When I was C/Sing, it is what I kept running into—the auditor doing all kinds of preliminary steps before starting Int. It boils down to auditing over out-Int, and it can't be done.

You'll get the auditor who says, "But all I did was ask him how he was feeling." That's enough. That's two-way comm, and you can't run *anything* else but Int when Int is out, and that includes two-way comm. You don't ask the pc how he feels about anything. You just start the Int Rundown.

So that's the first major error to watch for: somebody trying to run something else before the Int Rundown itself.

The second is OVERRUN. Pc has a big cognition, a big win, TA blowdown, and the auditor misses it, goes right on past it and continues auditing. Or the pc exteriorizes and the auditor continues past exterior.

There is vital data on the end phenomena of Int on HCOB 4 Jan. 71R, Int RD Series 2, and both C/S and auditor MUST have this data and know and be able to recognize the EP of Int when it occurs. Otherwise it will really mess up a case. Those are the two major violations a C/S (and an auditor) must not permit in the running of Int if it is to be successful.

Because they are the most major errors they have been included first on the checklist below.

**C/S CHECKLIST FOR DETECTING ERRORS ON INT**

The following is a checklist to be used in the C/Sing of Int. The C/S checks a bogged session or any session on Int against this list to detect the exact cause of

the trouble or an error that could be the source of future trouble in ensuing sessions.

1. Doing or running *anything* else before an Int Rundown when one is needed. (Includes ruds, 2-way comm, LIC, anything.)
2. Auditing over out-Int.
3. Overrunning the Int Rundown.
4. Auditing past exterior.
5. Overdoing the clearing steps preceding the actual rundown.
6. Running an Int button that only read on a Mis-U or false read. (Failure to clear an Int button before running it.)
7. Clearing *all of* the Int buttons before assessment, instead of clearing only the button with the largest valid read.
8. Failure to use Suppress, Invalidate and Misunderstood on an unreading Int button list.
9. Misassessment of the Int button list.
10. Doing an Int Rundown when none of the buttons have read. (Constitutes running an unreading item.)
11. Auditor can't get reads or make a list read.
12. Not taking the Int Rundown to its full EP.
13. Not understanding the theory of Int and R3RA and WHY one goes earlier or asks for an earlier beginning to the incident.
14. Running the concept of "was in" or "stuck in" instead of the concept of "moving in" or "going in" (on whatever the reading Int button is).
15. Not repeating the actual button for the chain when asking for an earlier incident. (Not knowing R3RA commands.)
16. Not completing a chain to full Dianetic EP.
17. Not completing any one flow on an Int button in one session, thus ending a session on an unflat flow.
18. Introducing Flow 0 to a pc for the first time on Int Rundown or Int repair (i.e., running a Triple pc on Quad Flows).
19. Auditing over an earlier Dianetic error.
20. Auditing the rundown "to exteriorize" the pc.
21. Using preassessment or AESPs on Int.
22. Misassessing or incorrectly handling the Int Correction List.

23. Overcorrecting the Int Rundown.
24. Running Dianetics on a Dianetic Clear, Scientology Clear or OT.
25. And, on the part of the C/S, attempting to correct a botched Int Rundown without a full FES of the Int RD, or any Int repair, being done first.

---

The above points are all covered fully in the Int Rundown Series. Cases that are not running well on Int will be found to have had one or more of these errors committed on them.

Using the above list to spot and *prevent* Int errors will make the C/S's job lighter and give both auditor and pc a smoother run on Int.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 OCTOBER 1978R  
REVISED 3 AUGUST 1983

Remimeo  
Qual Divs  
Tech Divs  
KOTs  
All Supervisors  
HCOs  
Student Hat  
FB Action Bu Hat  
FOLOs

(Also issued as an HCO PL,  
same date and same title)

**COURSES—THEIR IDEAL SCENE**

<i>Refs:</i>		
HCO PL	7 Feb. 65	KSW Series 1
HCO PL	7 May 69 II	KEEPING SCIENTOLOGY WORKING
HCO PL	16 Apr. 65	STUDENTS GUIDE TO ACCEPTABLE
HCO PL	24 Oct. 68	BEHAVIOR
HCO PL	16 Mar. 71R	THE "HIDDEN DATA LINE"
	Rev. 29.1.75	SUPERVISOR KNOW-HOW,
HCO PL	16 Mar. 72 V	RUNNING THE CLASS
HCO PL	29 Sept. 82	WHAT IS A COURSE?
HCO PL	2 Nov. 61 II	WHAT IS A COURSE—HIGH CRIME
		MISREPRESENTATION OF
		DIANETICS AND SCIENTOLOGY
		TRAINING QUALITY

There are two ways a course can be run. It can be in-ethics or out-ethics.

An in-ethics course means that HCOBs are applied, verbal data doesn't exist whatsoever, schedules are strictly adhered to, musters are held, all materials are available, the Supervisor sees to it that study tech is in FULL and CONTINUAL application.

Such a course can be easily detected. It is full and has a steady stream of people signing up for it. Its many graduates can apply the data and skills they studied—and they DO apply them. They are continuing on up the Bridge and getting others to do so as well.

An out-ethics course would be anything less and sometimes becomes so obviously out-ethics that you see students goofing around on course, late arrivals for roll call, students taking cigarette breaks whenever they feel like it, verbal data running rampant and a Course Supervisor that does nothing but stand around.

There is another indicator of out-ethics in a course room. It is awfully, awfully empty. And it can be difficult to sign anyone up to come anywhere near it.

In actual fact, such a scene is not a Scientology course at all! It is something else. It is SQUIRREL.

There's such a thing as group agreement, and if a new student walks into an out-ethics course room, he will tend to go into agreement with it and join in.





There's no in-between point. A course (or any activity for that matter) cannot be run semi-standardly or with "pretty much in-ethics." It must be run with totally standard tech and in-ethics. If this is not the case you'll get a gradually lowered ethics level, admin will go out and standard tech slips down to "some of the tech being applied when we can."

When a student or Supervisor goes into a course room and sees things that are out-ethics or nonstandard or "not the way Ron says they should be" and doesn't do something effective to handle the scene then he himself will become part of it; he goes into agreement with it and will actually contribute to the out-ethics.

This situation is a wide-spread thing in our society today. It's not limited to our course rooms. You see it in marriages. It has become an acceptable thing to get divorced, create broken homes, cheat on your spouse. In the world of big business you're told to swindle Mr. X before he swindles you. This is group agreement. It is agreed upon out-ethics.

Now, if a course room is run like this you'll get auditors who won't keep auditing appointments, misapply tech, fail to handle their pcs' ethics, give and accept verbal data, have nonstandard admin, etc., etc. You will also train executives who will operate out-ethics, off-policy orgs. Either way, you're setting yourself up for losses.

Therefore, it is now a Comm Ev offense for a Course Supervisor, D of T, Tech Sec, Qual Sec or MAA (Ethics Officer) to allow the following out-ethics activities to exist unhandled in their course rooms—and if proven beyond all reasonable doubt, a declare and expuls must r those directly responsible.

1. Does not muster his students in the morning, after lunch and after dinner, precisely on time, note absences and take action.
2. Permit students to talk to each other or wander around or take unscheduled breaks or goof off during course hours.
3. Permit students to eat or smoke in the course room.
4. Permitting persons to come into the course room and bother students for any reason.
5. Supervisor standing around or sitting at his desk not actively handling students who need help.
6. Not getting students through their course and graduated.

It goes without saying that all elements of HCO PL 16 Mar. 71R, WHAT IS A COURSE? should be in on a course. A Supervisor who does not run a course per checksheet, lets students study without dictionaries and demo kits, does not make all materials available and does not fully apply study tech and use Word Clearing is of course suppressive and should be declared, as he is actively blocking Scientologists from having and benefiting from Scientology.

Flag and FOLO observers and missions should always have a target to see that this policy letter is fully in.



If you observe any of the out-ethics activities listed above, and they are not being handled immediately, report the matter to Senior C/S Int and the Inspector General Network via Flag.

You see, our success in clearing this planet depends upon the success of our courses as this is where we train our auditors, C/Ses, Supervisors and administrators, and *that* is the *whole* team!

L. RON HUBBARD  
Founder

Compilation assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 OCTOBER 1978R

Class V Grad  
Checksheet  
Class VI  
Checksheet  
C/Ses  
Class V Grad  
and above  
Auditors

Issue II  
REVISED 26 JULY 1986

**C/S SERIES 53,  
USE OF**

The C/S Series 53 Short Form is the basic prepared list used by auditors to get a TA up or down into normal range or to correct case outnesses. It contains every element that could be wrong with the mind. It is written the way it is because we just want to know if a subject reads in the pc's mind, and if so you handle it to F/N.

The C/S Series 53 Long Form is exactly the same as the short form except that it puts the items into full questions so that a less educated pc can understand what is being asked. The questions actually limit its use a bit, but are needed with uneducated pcs. The limit comes about through making the questions a bit too specific, whereas the general questions of the short form don't say to what they apply so are less limited.

Both the short form and the long form are assessed Method 5. The C/S 53 is never assessed Method 3. Method 5 means going down the list, calling off the items or questions to the pc, watching the meter and marking any tick, small fall, fall, long fall, long fall blowdown (to what TA). Do not take up instant F/Ns. You can program instant F/Ns, but not off a C/S 53.

The order the reads must be taken up is built into the list itself. You can't audit a case on anything if Int is out. Auditing must be very limited if a list is out. If you audit over an ARC break very long, the pc will go into a sad effect. If you audit over a problem, the pc won't make case gain. If you audit over a withhold, the pc will get mad at you. If you look at this and compare it to the C/S 53, you will see that the list itself is built on a declining order of urgency. It is true of the remaining items on the list.

There are two ways of using a C/S 53. The first is to simply assess it and indicate the largest read. This is a sort of brushoff but is very useful in handling blown students or pcs, will get off charge and get them back into the org or more comfortable. The other way is its proper use in session. You simply start at the first read and handle it. Go to the next read and handle it, etc. Note that this is at variance with the general handling of prepared lists where you simply take the largest read and next largest read and so forth.

That an item reads, with the exception of Int, does not mean you have to do a full rundown at that point. You just have to F/N it. If further actions are needed to take an item to full handling, get it onto the pc's Advance Program. (This

includes drug handling, etc., but not, as I've said, Int. If Int reads, you handle it fully because no auditing can take place over out-Int. If he has already had a full Int Rundown, you would run the End of Endless Int Repair Rundown. If he or she is already Clear or OT and has not had an Int Rundown, you would run the End of Endless Int Repair Rundown as the primary action.)

The object of the C/S 53 is to key out things that are bothering the pc and get anything you've found on the list to F/N. That something read, for instance (except Int), does not mean the auditor doing the C/S 53 must at once run up 110 hours of auditing before he can finish the C/S 53 to an F/Ning list. Auditors who don't realize this can get stuck in on a C/S 53 mostly because they misconceive a C/S 53 to be wholly a case analysis list. Its primary purpose is to get the case rolling so you can do something else that is scheduled on the pc's program. Because it can be made to serve as a case analysis and is sometimes called for by a C/S to help him do a Repair or Advance Program or to confirm it, sometimes misleads the auditor into believing he is not supposed to F/N the list.

I have even used a C/S 53 in a D of P interview when the pc wasn't speaking up. Then, by getting the reads, I could program the pc, and unless it was Int reading, I would conclude the interview simply by indicating the largest read which would get me my F/N and let the pc go away happy while we really got to work on him in the C/S department.

So the C/S 53 is a child of many uses, as it does, after all, contain all the elements known to us that bring about case foul-ups.

#### CLEARs AND OTs

Sections D and E of the C/S 53 *can* be assessed on Clear and OTs. However, do NOT engage in any activity that brings about further engram running. The correct way to handle Clear and OTs, if you get a read in Section D, is indicate and let him tell you about it if he wishes, to get an F/N. On Section E you can do an L3RG but you must not do more than indicate the item. You must NOT engage in engram running. (Ref: HCOB 12 Sept. 78, DIANETICS FORBIDDEN ON CLEARs AND OTs)

You realize, of course, that LSD and some other drugs can apparently stay in the physiological body and release themselves now and then. If a Clear or OT got a read on Section D (drugs, etc.) and it didn't clear up easily, you would program the person for a Purification Rundown and even Objectives. You would not, however, do any engram running on the drugs. Even Recalls might be a bit dicey. The Purification Rundown and Objectives would, however, handle, if you got into the goofy situation of heavy or persistent Section D reads on a Clear or OT. It would not be very usual but you had better know about it.

On Section E (engrams and masses, etc.) if you got reads on a Clear or OT, you could indicate them, and if they didn't clear to F/N, you could do an L3RG, remembering that the instructions on the L3RG handlings do not apply. Your actions as an auditor would simply be to indicate the read and you would probably get your F/N, providing of course the read wasn't false. The way to program a persistent read on this would be to get the person up to OT I, II and III fast. And then program NED for OTs. But whatever you do, don't try to run these reads out with Dianetics.



The rest of the C/S 53 (except D and E as above) is quite valid on Clears and OTs, as it is mostly concerned with think, environment and practices.

When using a C/S 53 (or any prepared list) on an OT III or above, HCOB 4 July 79, HANDLING CORRECTION LISTS ON OTs, must be applied.

### **F/Ning THE C/S 53**

Unless you run into the necessity to do an Int handling or goof or get false reads, you can F/N a whole C/S 53 rather rapidly.

### **C/S 53 TO F/Ning LIST**

Getting a C/S 53 to an F/Ning list is done by Method 5ing it, handling any Int RD necessary and handling the rest of the items, each to F/N.

You then Method 5 the whole C/S 53 again. You may pick up an additional read or two. You F/N these. Hopefully, if Int is now handled properly, if it did read in the first place, it won't read again. But if it does, you have the End of Endless Int Repair RD which, if done already, may not have been carried to EP, so you simply get it carried to EP, which is an F/Ning Int button list.

You then Method 5 the C/S 53 again. You will probably get an F/Ning assessment throughout. If you don't, you simply Method 5 it again.

The eventual EP of getting a prepared list to F/N will occur unless the meter, the auditor's metering or TRs or use of the list are badly out. The thing to do in that event is to get another auditor or get liberally crammed or retreaded, as frankly, F/Ning a C/S 53 is a piece of cake.

F/Ning a C/S 53 to F/Ning list is relatively easy to do and can produce a remarkable resurgence in a case. It's an easy and simple way to do a setup for a major rundown.

### **BUG**

Some pcs, particularly those who have a false TA, have gotten so bugged by C/S 53s being done on them that, when they see an auditor reach for one, they react adversely.

The way to handle this is two-way comm the C/S 53 itself, E/S, taking the F/Ns and ignoring the TA position, and then do a full false TA handling on the pc per HCOB 21 Jan. 77RA, FALSE TA CHECKLIST.

In essence, what you have discovered is the biggest reading item of all without even looking at your meter.

No further repair is needed than the above, as a C/S 53 will now work like a clock and can be done smoothly and correctly. It will even pick up the latent charge of "Endless C/S 53s" if you do the above.

The C/S Series 53 is a wonderful tool and like any tool can be well handled or mishandled.

Part of its proper use is understanding exactly what it is and handling it with a good meter, good metering and good TRs.

There is no other document in history that has rounded up so completely the factors which can be wrong with the mind. And also put it, in its short form, on one sheet of paper.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 NOVEMBER 1978RA

Remimeo  
C/Ses  
Auditors  
Tech/Qual  
Sec Checkers  
HCO  
HSSC Checksheet  
MAAs/EOs

Issue I  
REVISED 26 JULY 1986

(Also issued as an HCO Policy Letter  
under same date and title)

**PROCLAMATION**  
**POWER TO FORGIVE**

*Refs:*

HCO PL 10 Nov. 78 II	"POWER TO FORGIVE" CERTIFICATE
HCOB 23 July 80R Rev. 26.7.86	CONFESSONAL REPAIR LIST—LCRE

A Scientology minister who has been duly trained and certified in the Confessional procedure of the Church of Scientology, also called Sec Checking procedure, and is in good standing with the Church with his certificates in force is invested with the power to forgive the admitted sins of an individual to whom he has administered a Confessional.

Confessionals have been part and parcel of religion nearly as long as religion has existed.

It has been broadly recognized down through the ages that only when a person has owned up to his sins can he experience relief from the burden of guilt he carries because of them.

In Scientology we have had, since the early years, procedures whereby an individual is able to confess his withholds and the overt acts underlying them. We have long known that confessing one's overt acts is the first step toward taking responsibility for them and seeking to make things right again.

The acknowledgment that follows each confession in Scientology procedure is an assurance to the person that his confession has been heard.

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

That is the purpose of any Confessional.

There is another element that further helps the individual to accomplish this, and that is forgiveness.

Thus, at the end of a Confessional, when it has been fully completed, the Scientology auditor who has administered the Confessional must inform the person that he is forgiven for the sins he has just confessed and that he is cleared of these sins and free of them.

The statement that is used is:

“By the power invested in me, any overts and withholds you have fully and truthfully told me are forgiven by Scientologists.”

### **REPAIR**

If the pc can't accept the forgiveness or feels bad, then either something has been missed and the auditor has not gotten all, or there have been other errors in the Confessional, such as withholds gotten off more than once, false reads, out-TRs, invalidation, evaluation, etc.

The handling for this is to immediately repair the Confessional using the Confessional Repair List (LCRE). If the auditor is not qualified to assess and handle the LCRE, the session should be ended off and the pc's folder with full data sent to the C/S.

---

A special certificate is to be issued to each Scientology minister who has been trained and certified to administer Confessionals on the Level II Course, the Hubbard Senior Sec Checker Course or the Saint Hill Special Briefing Course and who is in good standing with the Church with his certificates in force, investing him with the power to forgive the sins confessed to him by an individual in a Confessional session.

Any auditor who is trained to deliver the Ethics Repair List has priority in the issuance of such certificates.

**L. RON HUBBARD**  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



C/Ses  
Tech/Qual  
Auditors, Class IV  
and Above

## DATING AND LOCATING

*Refs:*

Book: *Axioms and Logics*

Book: *The Book of E-Meter Drills*

EM DRILL 22, "E-Meter Hidden Date, This Life"

EM DRILL 25, "Track Dating"

HCOB 4 Aug. 63

E-METER ERRORS, COMMUNICATION  
CYCLE ERROR

---

*Axiom 30:* "The general rule of auditing is that anything which is unwanted and yet persists must be thoroughly viewed, at which time it will vanish."

—The Axioms of Scientology

*Excerpt from Axiom 38:* ". . . Truth is the exact time, place, form and event. . . . Thus we see that the discovery of truth would bring about an as-isness by actual experiment."

—The Axioms of Scientology

A thetan knows that if he could remember the exact place a thing had been generated, the exact time and the exact conditions and the exact person who did it, he would then get a disappearance of the thing.

Dating is the action the auditor takes to help the pc spot the exact *time* something happened.

Locating is the action the auditor takes to help the pc spot the exact *place* something happened.

By dating and locating, getting the exact time and place a specific thing happened, the pc is able to blow the mass and energy connected with the occurrence which has hung him up at that point.

Date/Locate, as called for in the various prepared correction lists, is a very effective tool for the handling of certain items found to be out on such a list. These could be points of overrun, wins that have been bypassed or invalidated in some way, moments of loss, trauma, painful emotion or any of various stuck points of this nature. It is also used in the correction of wrong dates or wrong locations given the pc in previous auditing.

In any of these cases the pc will be somewhat stuck at these points or at the very least will have some attention units hung up at these points, and getting the exact “when” and “where” will unstick him.

That which is viewed in its own time, place, form and event can be as-ised.

### WHY YOU DATE AND LOCATE

A person can have a wrong date for an incident or he might have a date totally occluded. He might have a confusion on two incidents, thinking one happened before the other when it is actually vice versa. He could have two incidents collapsed into one, timewise. Or more severely, he can be stuck in the time of an incident which acts as present time for him. In other words, that time is still in existence for him in PT. He is seeing things from that point in time.

By dating it exactly, you blow the stuck viewpoint in time. You see it as a blowdown on the meter and the pc will feel the sudden dissipation of mass.

The question might then arise: If you have dated an incident to a “blow,” what is there left to blow on the Locate step? The answer is that, in addition to a stuck viewpoint in time, a person can have a stuck viewpoint of location.

Since he had the wrong time, he could, as well, have the wrong location or an occluded location or a confusion between two or more locations. He could be quite stuck in a past location. That past location is still in existence for him. The point of view from that location is still there for him.

So you date *and* locate. Finding when it was and where it was blows both the time of the incident and the place of the incident. If he’s still hung up in either of these, he’s out of present time and out of present location. Getting the precise date and location blows him out of these into present time.

Sometimes during dating, the pc spots the correct past location simultaneously with getting the correct date and it (the location) then blows at the same time. The auditor must know that this can occur and recognize when it does, as he would not then rotely try to put the pc through the Locate steps.

### DATE/LOCATE NOT A ROTE PROCEDURE

While Date/Locate is a precise action, it is by no means a rote procedure. The auditor must know the theory of the action if he is to Date/Locate successfully. He must understand that he takes the pc’s data and he works with the pc. Robotic application of the steps will not only not produce the desired result but can result in messing up a case badly.

### BLOW

*Definition of blow:* The sudden dissipation of mass in the mind with an accompanying feeling of relief. (*Technical Dictionary*)

This definition must be understood by both auditor and pc. It is cleared with the pc before beginning the Date/Locate steps. Have the pc demo it, using a demo kit, if necessary, so he has no confusion on it.



A blow is a definite manifestation. Vital data for the auditor is that the pc must say, "Something blew" or "It disappeared" or "It's gone" or "It vanished," not simply "I feel lighter."

### METERING

During dating/locating, the pc is on the meter but the auditor is consulting the pc and getting the pc's answers, while also keeping an eye on the meter. He does *not* resort to meter dating or meter locating unless the pc himself gives up on one or the other of these steps.

A pc can be made more dependent on the meter or can be made more independent of the meter, depending upon the way the meter is used by the auditor. If the pc's case is improving, he becomes more independent of the meter. That is the direction you want to go.

"RULE: Use the meter to date and verify date correctness by all means but *only* after the pc has been unable to come up with the date." (HCOB 4 Aug. 63, E-METER ERRORS, COMMUNICATION CYCLE ERROR)

The same rule would apply to using the meter on the Locate steps.

### TIME

When dating anything, you are using a system of measurement of time. There are various systems for measuring time, and as time is basically a postulate or consideration, there is no absolute system for measuring time. Time can be measured in terms of years ago. It can be measured by year, month and day (1918 A.D., January 1). These two systems are applicable to this planet, as the term "year" is the time it takes this planet to complete an orbit around the sun. In larger whole-track dates, different systems were used. The whole point is to use the system the pc is using, because the whole point of dating is to blow a past time that the pc is stuck in. And the pc will very often use the dating system of the time period he is stuck in. It doesn't matter what system of time measurement the pc uses. It is important that the auditor accepts and uses the system the pc is using and doesn't try to change it.

You're first going to ask the pc, "When was it?" He may tell you in terms of "years ago" or "weeks ago." Or he may say "It was 1890" or "It was the 24th of August 1672." Or he may use an earlier track system of dating. Either way, you take it, and if he has said "High noon on May 2, 1912," you don't then ask, "How many years ago?" as he has just told you, and your question would be altering the dating system the pc is using.

**YOU CAN USE ANY SYSTEM OF TIME MEASUREMENT IN DATING;  
THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS  
USING.**

It is remarkable that a pc can date something that happened earlier than this planet in terms of years ago. He can by some sort of mental computer, but the auditor mustn't require that the pc convert a date to some other system.

And when the pc has it, the auditor doesn't then alter-is it in sequence. Found by years, months, weeks, days, hours, minutes, seconds and fractions of a second, one doesn't then call it back by day, year, month, as it tangles the pc. It is called back in the same order.

WHEN CALLING BACK A DATE AS AN INDICATION, ALWAYS CALL IT BACK IN THE *SAME SEQUENCE* THAT THE DATE WAS FOUND OR GIVEN.

### IMPLANT DATES/ACTUAL DATES

Implant dates usually only give small or no reads whereas actual dates read well. If you suspect that you are getting false dates out of an implant, you meter check "Implant date?" and you'll get a read on that question, and the false implant date will no longer read. The actual date will read well.

Meter check if it is:

a. **A FALSE DATE FROM AN IMPLANT?**

b. **AN ACTUAL DATE?**

and the meter read will tell.

### DATING

THE PURPOSE OF DATING IS TO *GET A BLOW* OF THE PAST TIME THE PC IS STUCK IN.

Whether the pc gives the date or whether the auditor has to meter-date it, you must remember that all you are going for is a blow.

Sometimes you will get a blow as easily as the pc saying, "It was a long time ago." A blow is accompanied by a BD and F/N. So be alert when dating for a sudden LF or BD and F/N. And if the pc doesn't originate that it blew, ask him so you won't go on trying to date to blow something that has already blown!

Very often a date has to be dated precisely down to the fraction of a second in order to get a blow.

If there is no blow on pc giving the date or on auditor meter-dating it, you then call the date back as an indication and it will blow. If it doesn't, it is because there is an error in the date or the auditor altered the date or its sequence in calling it back or there already was a blow on dating that wasn't noticed and was overrun.

Usually a pc will need help from the auditor to start with and the auditor might need to do the whole dating drill on the meter, establishing the order of magnitude and every part of the date on the meter. Then the pc's ability improves and the pc starts to become more able to find dates himself. The auditor must be alert for this and accept the pc's data and *never* challenge, meter check or

invalidate the pc's data. Sometimes the pc will blurt the whole date out at once, and the auditor must be ready to write this down accurately and call it back accurately.

### LOCATIONS AND DISTANCE

When locating something, you are using *direction* and a system of *measurement of distance*. Just as time is basically a consideration, so is distance. And there are many systems of measuring distance, both on this planet and earlier on the track. Distance can be measured in miles, kilometers, light-years, to name a few. In one whole track space-opera civilization, intergalactic distances were measured in terms of how long it took a particular spaceship, called a Hylan, and intergalactic distances were measured by the number of "days of Hylan spaceflight." You will probably find that the pc will tend to use the system of measurement of distance that was used at the time of the past location that he is stuck in. Just as a pc can use a sort of mental computer to convert whole track dates into "years ago," he can also mentally convert some distances into "miles." But the auditor never expects him to do so, and never asks him to.

**YOU CAN USE ANY SYSTEM OF MEASUREMENT OF DISTANCE IN LOCATING; THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.**

And when you have the distance, you must call it back accurately and not alter-is it in sequence either.

**WHEN CALLING BACK A DISTANCE AS AN INDICATION, ALWAYS CALL IT BACK ACCURATELY, AND IN THE SAME SEQUENCE THAT IT WAS GIVEN OR FOUND.**

### LOCATING

**THE PURPOSE OF LOCATING IS TO GET A BLOW OF THE PAST LOCATION THE PC IS STUCK IN.**

As in dating, the auditor may have to help the pc with the meter, but usually the pc will be able to find and give the data, and the auditor never resorts to the meter if the pc can get it.

And you may get a blow on direction step alone or on the pc realizing it happened somewhere else or "not here" or "Greece" or whatever. The auditor must be alert for the LF or BD and F/N and ask the pc if it blew, so as not to go on trying to get a blow of a location that has already blown!

Usually, if you don't get a blow on finding the direction and distance, you will get a blow on calling the location back to the pc as an indication. If not, there is an error in the direction or distance or the auditor altered it in calling it back.

In locating, the auditor is getting the *past* physical location, e.g., the auditor gets the direction, distance, what galaxy, star, planet, country, etc., pinpointing it down to the exact location in space where it happened.

But these items are not taken up rotely; one uses the questions that apply.

For example, if it occurred “next door” one would not ask “What planet?” Or if the pc has said it’s “two years ago” when dating, in locating one doesn’t then ask “What galaxy?” as, of course, it’s this one. Or what star, either. If you start asking “What galaxy?” on an incident on Earth, the pc is thrown back-track.

And if it happened outside a town in the open, you wouldn’t ask what city, house or street or room, either. You must use the questions that apply.

The pc is of course IN the auditing room. One doesn’t ask where *he* is. And it’s never “Who else was there?” or “What else is there?” as these things put the pc down the track. One does not try to run engrams at the same time one is doing the Locate step. It is simply *location*. Where? What? How far? *Location*.

AND in locating, if there is no instant blow when the location is fully spotted and it seems correct, the location is called back to the pc. It usually blows when it is called back to the pc after it is known.

### TWO SEPARATE DRILLS

There are two separate drills for Dating and Locating, and which is used depends upon pc ability to find and give the data. The first drill given is where the pc volunteers or gives the data. The second drill is where the auditor establishes all the data by metering. As with all processing, the pc’s ability increases as you go along and the auditor must be alert for this and change from meter dating and meter locating to accepting and taking the pc’s data. It can also happen that a pc who was able to find and give the data may run into something particularly heavy and now need assistance from the auditor. The rule is:

NEVER RESORT TO THE METER IF THE PC CAN FIND AND GIVE THE DATA, AND NEVER LET A PC STRUGGLE IF HE CAN’T FIND THE DATA. AND NEVER, NEVER USE THE METER TO CHALLENGE, “CORRECT” OR INVALIDATE THE PC’S DATA.

### PRELIMINARY STEP

Before dating and locating on a pc for the first time, you must clear what you will be doing and the words and terms used so that he understands these and knows what is expected of him.

1. Give the pc an R-factor that you will be dating the *past time* of the incident (i.e., when it happened) until that blows.
2. Clear the word “blow” with the pc per the *Tech Dictionary* definitions (1) and (2).
3. Clear any misunderstandings the pc has on dates and dating or words used in measurement of time or numbers (e.g., billions, etc.).
4. Give the pc an R-factor that you will be establishing the direction and distance in order to find the *past location* of the incident (i.e., where it happened) until that blows.

5. Clear the term “direction” and the concept of pointing. Clear the term “distance” and any misunderstandings the pc has on measurement of distance (e.g., miles, light-years, etc.).
6. Let the pc know you will be getting answers from him, not the meter, unless it is necessary to help him with the meter. And that if the pc should suddenly get the date or location he should tell you. Also let the pc know that you are dating and locating to get a blow and that when a blow occurs to tell you, as the purpose of this procedure is to get the mass to blow.

### **DATING TO BLOW/LOCATING TO BLOW PROCEDURE BY STEPS**

#### **PROCEDURE ONE, PC GIVING THE DATA**

##### **DATING DRILL 1**

1. R-factor: **“WE’RE GOING TO DATE THE PAST TIME WHEN THAT (\_\_\_\_\_) HAPPENED PRECISELY, UNTIL THE MASS BLOWS.”**
2. Ask the pc when it happened. (If the pc doesn’t know, go to meter dating, per Dating Drill 2.)
3. Write down the pc’s answer.
4. If not already given, have the pc give the rest of the date right on down to the fraction of a second.
5. Call the date back to the pc accurately and in the same sequence in which it was given, and it will blow.

(Caution: The blow may occur earlier in the dating steps and the auditor must not go on past a blow. If you suspect a blow and pc hasn’t volunteered this, ask him if it blew.)

##### **LOCATING DRILL 1**

1. R-factor: **“WE’RE GOING TO FIND THE PAST LOCATION WHERE (\_\_\_\_\_) HAPPENED PRECISELY, UNTIL THE MASS BLOWS.”**
2. Get the pc to *point* to where it happened. (Points with finger in the direction to the past location.)
3. Ask the pc the *distance* to that location. (This is the distance from where the pc is now to that past location.)
4. If not already given, have the pc give the rest of the distance right on down to fractions, until you have a precise distance.
5. Call the distance back to the pc accurately and in the same sequence in which it was given, and it will blow.

N.B. If the pc starts giving you the location in some other terms, such as “On the corner of Times Square, New York,” you would of course accept the pc’s data and not ask him to convert that into miles away or anything else.



(Caution: The blow may occur earlier in the locating steps and the auditor must not go on past the blow. Sometimes the blow will occur on asking the pc to point. Sometimes the pc while dating will also get the location and blow it too. If you suspect a blow due to a BD and F/N and the pc hasn't volunteered this, ask him if it blew.)

## PROCEDURE TWO, AUDITOR FINDING THE DATA BY METERING

### DATING DRILL 2

If the pc didn't know when it happened (on step 2 of Dating Drill 1), you go to meter dating.

1. Establish what system of dating or time measurement this date is measured in, such as, "years ago" or by year (i.e., 1918 A.D.) or some entirely different system. Do not do this if you already know it is a this-lifetime date or a this-planet date, as that would be robotic.
2. Establish the *order of magnitude*.
3. Meter-date the date right on down precisely, even to fractions of a second, until you get a blow-F/N.
4. If no blow-F/N when the full date is found, call it back to the pc accurately and in the same order it was found and you should get a blow.
5. If you haven't got a blow, there is either an error in the date or some part of the date or it is not precise enough or it blew earlier and wasn't noticed.

Meter check:

**WRONG DATE?**

**INCOMPLETELY DATED?**

**IMPLANT DATE?**

**SOME PART OF THE DATE WAS INCORRECT?**

**ALREADY BLOWN?**

and handle what reads, and you will get a blow-F/N.

### LOCATING DRILL 2

It is rare that a pc can't get the direction and distance or otherwise pinpoint the exact past location. Should you encounter this, do the same drill as given in Locating Drill 1, with the auditor establishing each step by metering.

1. Get pc to point to the location to get direction.
2. Establish what system of measurement of distance (i.e., miles or light-years or whatever).
3. Get the distance.





4. Get any remaining increments of distance on down to fractions or decimal points.
5. Call back the distance or location as an indication, and you should get a blow-F/N.
6. If no blow, there has been an error and you should meter check:

**IS SOME PART OF THE LOCATION WRONG?**

**WRONG DIRECTION?**

**WRONG DISTANCE?**

**INCOMPLETELY LOCATED?**

**ALREADY BLOWN?**

and handle what comes up, and you will get a blow-F/N.

---

**CAUTION:** In Date/Locate, if it bogs and the auditor can't easily correct the error in dating or in locating, do not continue messing up the pc with wrong dates or wrong locations, as these can be very upsetting to a case. **INDICATE TO THE PC THAT THERE IS AN ERROR IN DATING OR LOCATING AND END OFF FOR C/S INSTRUCTIONS.**

A drill that can be used in locating when applicable is given below. This must not, however, be done rotely when it doesn't apply. If you knew the incident occurred in the recent past or this lifetime, you would not ask "What galaxy?" as the question wouldn't make sense and would throw the pc backtrack.

**POINT** (pc points with finger)

**DISTANCE?** (including increments of distance to get the exact distance)

**WHAT GALAXY?**

**WHAT STAR?**

**WHAT PLANET?**

**WHAT COUNTRY?**

**WHAT CITY?**

**WHAT STREET?**

**WHAT HOUSE?**

**POSITION ON STREET?**

**WHAT ROOM?**

**DISTANCE FROM FRONT OF HOUSE?**

## **WHERE IN THE ROOM?**

## **HOW FAR FROM EACH WALL?**

## **HOW FAR OFF THE FLOOR?**

## **HOW FAR FROM THE CEILING?**

continuing with questions which will narrow it down to the precise location, to a blow-F/N.

*Note:* The above steps, particularly, cannot be rote. Listen to the pc and work with him realistically to get the location spotted exactly, but do not evaluate for him in any way.

If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc., the auditor uses available landmarks or reference points to get the location (i.e., distance from the nearest point of land? or distance from the big rock?), down to a blow-F/N.

If, while locating, the pc starts running the incident or gives too much “scene,” the auditor has the pc point again, then continues from where he left off on the Locate steps.

## **LIABILITY**

In Dating and Locating, there is a possible source of BPC peculiar to Dating and Locating.

A correct date for one incident or mass can act as a wrong date for another incident or mass, as it is a wrong date for it.

A correct location for one incident or mass can act as wrong location for other incidents or masses, as it is wrong for the others.

It is peculiar to Dating and Locating that a right date or a right location can cause BPC by also being a wrong date or wrong location for other incidents or masses. This does not always occur but is noted here should an auditor or C/S encounter it.

Manifestations of this are:

- a. pc getting upset inexplicably
- b. getting a read on both “Correct date?” and “Wrong date?”
- c. TA going up
- d. increase of mass or pressure.

It will relieve on the indication that the date found is a wrong date for other incidents or masses and on the indication that the location found is a wrong location for other incidents or masses.

### SUMMARY

A CORRECT DATE, ESPECIALLY IF TAKEN DOWN TO SECONDS AND FRACTIONS OF A SECOND, WILL BLOW.

A CORRECT LOCATION, ESPECIALLY IF TAKEN DOWN TO MINUTE INCREMENTS OF DISTANCE, WILL BLOW.

Date/Locate, when done correctly, quickly and smoothly, works well and is successful. The longer it takes, the more it will restimulate all sorts of other things which have nothing to do with the course of action.

The Date/Locate steps must NOT be done robotically. One has to understand the mechanics of how it's done and why.

The essence of Date/Locate is to bring the pc to PT by erasing the date by spotting and the location by spotting, as the pc is out of PT, fixed by both date and location.

If the theory is understood nobody would do it rotely.

This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 NOVEMBER 1978

Auditors, Class  
IV and above  
C/Ses, Class  
IV and above

*URGENT—IMPORTANT*

**L&N LISTS—THE ITEM “ME”**

RULE: THE ITEM “ME” MUST BE ACCEPTED ON ANY S&D LIST.

RULE: THE ITEM “ME” MUST NEVER BE REPRESENTED.

The item “Me” on an L&N list *must* be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item “Me” often appears on S&D lists or similar L&N lists which ask for an identity or valence. If it is not accepted, or if it is represented, it will really mess up the case. (This includes the pronouns “myself,” and “I.”)

The right thing to do when the pc gives this item is to accept it as the item for the list, and do not continue that list or take any further action with that item.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 NOVEMBER 1978RB  
REVISED 30 APRIL 1988

Remimeo  
Word Clearers  
Class III  
and above  
Auditors  
C/Ses

*Word Clearing Series 35RI*

**WORD CLEARING CORRECTION LIST**

The WCCL is the list to use when any form of Word Clearing bogs down. Any and all trouble with Word Clearing should be corrected by assessing and handling this list. The WCCL has been designed to parallel errors made in *Word Clearing*, not study, not the person's case, and it is to be used in Word Clearing sessions to correct Word Clearing errors.

If, after the Word Clearing Correction List has been fully handled, there seems to be other bypassed charge connected with the subject of study, a Study Green Form should be done.

This list can be assessed Method 3 or Method 5.

All Word Clearers are to check out on and use this list to correct Word Clearing errors.

1. **IS THERE SOMETHING WRONG WITH YOUR CASE?** \_\_\_\_\_  
(If this list is being assessed during course room metered Word Clearing or if you are not trained to handle a C/S 53, end off for C/S instructions, otherwise assess and handle a C/S Series 53.)
2. **HAVE YOU BEEN WORD CLEARED OVER OUT-RUDS?** \_\_\_\_\_  
(Find out which and handle to F/N and VGIs.)
3. **IS A WORD STILL MISUNDERSTOOD?** \_\_\_\_\_  
(Pull any missed withhold of not using proper study tech to clear the word. Then get the word fully cleared to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]
4. **WAS A WORD IN A DEFINITION MISUNDERSTOOD?** \_\_\_\_\_  
(Find out which word and get it cleared to F/N.)
5. **COULDN'T YOU FIND THE ACTUAL MISUNDERSTOOD?** \_\_\_\_\_  
(Using your meter and 2WC, find the misunderstood word and clear to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]



6. **DID YOU NOT GET THE BASIC WORD?** \_\_\_\_\_  
 (Find out which word or subject was not taken to EP, locate the misunderstood words and clear each to F/N, using Method 1 procedure to earlier words/subjects to full EP.)
  
7. **DID YOU FAIL TO USE THE WORD YOU WERE CLEARING IN ENOUGH SENTENCES?** \_\_\_\_\_  
 (Get the word used in sentences until it is fully understood, to F/N and VGIs.)
  
8. **DID YOU NEED TO DEMO THE WORD YOU WERE CLEARING?** \_\_\_\_\_  
 (Get the word demoed to full understanding, F/N and VGIs.)
  
9. **WERE YOU USING AN IMPROPER DICTIONARY?** \_\_\_\_\_  
 (Find out what word and what dictionary. Get a proper dictionary and clear [the word found] to F/N and VGIs.)
  
10. **WAS THERE AN EARLIER-SIMILAR MISUNDERSTOOD WORD NOT CLEARED?** \_\_\_\_\_  
 (Find out what it is and clear it to F/N. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]
  
11. **DID YOU NOT FEEL GOOD ABOUT A WORD WHEN IT WAS CLEARED?** \_\_\_\_\_  
 (Find the word and reclear it to F/N.)
  
12. **DO YOU KEEP FORGETTING WORDS YOU HAVE ALREADY DEFINED?** \_\_\_\_\_  
 (Locate the other or related word he didn't define and clear it to F/N.)
  
13. **DO YOU HAVE A MISSED WITHHOLD OF GOING PAST MISUNDERSTOODS?** \_\_\_\_\_  
 (Handle the missed withhold, E/S to F/N. Then locate the misunderstood words and clear each to F/N.)
  
14. **DID YOU HAVE TO CLEAR A WORD YOU ALREADY KNEW?** \_\_\_\_\_  
 (Find out what the word was and indicate. If no F/N, get off any protest or inval and rehab to F/N.)
  
15. **WAS A WORD OVERRUN?** \_\_\_\_\_  
 (Find out what word and rehab.)
  
16. **WAS A WORD READING ON PROTEST?** \_\_\_\_\_  
 (Get which word, indicate. If no F/N, handle with itsa E/S itsa to F/N.)



17. **DID A WORD NOT REALLY READ?** \_\_\_\_\_  
(Get which word, indicate. If no F/N, handle with itsa E/S itsa to F/N.)
18. **COULDN'T YOU HEAR THE WORD CLEARER?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
19. **DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
20. **DIDN'T YOU UNDERSTAND THE ACTION BEING DONE?** \_\_\_\_\_  
(Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.)
21. **WERE YOU CONFUSED BY SOMETHING?** \_\_\_\_\_  
(Find out what it was and handle with itsa E/S itsa to F/N or clear it up with correct references to F/N and VGIs.)
22. **WERE YOU PUZZLED WHY THE WORD CLEARER KEPT ON WORD CLEARING?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N or rehab the win.)
23. **ON WORD CLEARING DID YOU FEEL OVERWHELMED?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N.)
24. **ON WORD CLEARING DID YOU FEEL HOPELESS?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N.)
25. **ON WORD CLEARING DID YOU FEEL INVALIDATED?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N.)
26. **ON WORD CLEARING WAS THERE ANY EVALUATION?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N.)
27. **ON WORD CLEARING WERE YOU PROTESTING?** \_\_\_\_\_  
(Itsa E/S itsa to F/N.)
28. **DID YOU GET DISTRACTED DURING WORD CLEARING?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N.)
29. **WAS THERE SOMETHING WRONG WITH THE F/Ns INDICATED?** \_\_\_\_\_  
(Find out what happened and handle with itsa E/S itsa to F/N or clear to F/N any words not fully cleared.)

30. **DID YOU HAVE TO LOOK UP TECHNICAL OR SPECIALIZED DEFINITIONS OF WORDS THAT DIDN'T APPLY?** \_\_\_\_\_  
 (Find out what the word was. Indicate this was an unnecessary action. Correctly clear the word to F/N if it has not already been fully cleared. [If Method 1 Word Clearing, clear it with Method 1 procedure to full EP.]
31. **DID YOU TELL THE WORD CLEARER IT WAS UNDERSTOOD JUST TO GET RID OF HIM?** \_\_\_\_\_  
 (Handle as a missed withhold, E/S to F/N. Then get the word [plus any others] and clear each to F/N.)
32. **WAS IT NOT YOUR MISUNDERSTOOD?** \_\_\_\_\_  
 (Itsa E/S itsa to F/N.)
33. **WAS THERE INVALIDATION OF KNOWINGNESS?** \_\_\_\_\_  
 (Find out what it was and handle with itsa E/S itsa to F/N.)
34. **DID YOU USE THE WRONG-SIZED CANS?** \_\_\_\_\_  
 (False TA Checklist. Work out the right-sized cans with the pc. Then 2WC "using the wrong-sized cans" E/S to F/N.)
35. **DID YOUR HANDS GET TIRED IN WORD CLEARING?** \_\_\_\_\_  
 (False TA Checklist. Work out the right-sized cans with the pc. Then 2WC "your hands getting tired in Word Clearing" E/S to F/N.)
36. **WAS A WORD ON THE LIST OF SUBJECTS MISUNDERSTOOD?** \_\_\_\_\_  
 (Find out what it is and clear to F/N. [If Method 1 Word Clearing, clear it. Then ask:  
**IN THE SUBJECT OF (subject named) WHAT WORD HAS BEEN MISUNDERSTOOD?** \_\_\_\_\_  
 Handle with Method 1 procedure to full EP.]
37. **IS A SUBJECT STILL MISUNDERSTOOD?** \_\_\_\_\_  
 (Get which subject, then locate the misunderstood words in it and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]
38. **DID YOU NOT GET THE BASIC SUBJECT?** \_\_\_\_\_  
 (Find out what subject is incomplete by 2WC, locate the misunderstood words in it and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]





39. **IN REGARD TO EARLIER SUBJECTS OR COURSES YOU STUDIED, DID YOU FIND ANY OF THEM DIFFICULT?** \_\_\_\_\_  
 (When this question has been answered, ask:  
**WAS THERE ANY WORD IN (subject or course named) YOU DIDN'T UNDERSTAND?** \_\_\_\_\_  
 Get it fully defined to F/N and all such words cleared up for that subject or course. [If Method 1 Word Clearing, handle the subject or course with Method 1 procedure to full EP.] Handle all subjects and/or courses the person has named as above.)
40. **DO YOU STILL HAVE MISUNDERSTOODS ON EARLIER COURSES?** \_\_\_\_\_  
 (When this question has been answered, ask:  
**WAS THERE ANY WORD IN (course named) YOU DIDN'T UNDERSTAND?** \_\_\_\_\_  
 Get it fully defined to F/N and all such words cleared up for that course. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.] Handle all courses the person has named as above.)
41. **DO YOU HAVE MISUNDERSTOODS ON YOUR EARLIER THAN SCIENTOLOGY SCHOOL OR FAMILY TRAINING?** \_\_\_\_\_  
 (When this question has been answered, ask:  
**WAS THERE ANY WORD IN (subject named) YOU DIDN'T UNDERSTAND?** \_\_\_\_\_  
 Get it fully defined to F/N and all such words cleared up for that subject. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.] Handle all subjects the person has named as above.)
42. **WERE YOU BEING WORD CLEARED ON AN UNREADING SUBJECT?** \_\_\_\_\_  
 (Find out what. Indicate. If no F/N, rehab or Date/Locate.)
43. **WAS A SUBJECT OVERRUN?** \_\_\_\_\_  
 (Find out what and indicate. If no F/N, rehab.)
44. **WAS A MISUNDERSTOOD SUBJECT MISSED?** \_\_\_\_\_  
 (Find out which subject[s] and which words and clear each to F/N. [If Method 1 Word Clearing, handle the subject with Method 1 procedure to full EP.]
45. **DID YOU TRY TO MAKE THE LIST F/N?** \_\_\_\_\_  
 (Put in ruds on Word Clearing, including missed withholds, each to F/N, VGIs. Rehab any overruns.)
46. **IS THERE A SUBJECT WHICH SHOULD HAVE BEEN ON THE LIST BUT WASN'T?** \_\_\_\_\_  
 (Find out what the subject is and clear all misunderstood words to F/N, with Method 1 procedure to full EP.)

47. **HAS A WIN BEEN BYPASSED?** \_\_\_\_\_

(Find out what and rehab.)

48. **IS THERE SOMETHING ELSE WRONG?** \_\_\_\_\_

(Find out what and handle or return to the C/S.)

49. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** \_\_\_\_\_

(Indicate. If no F/N, rehab or Date/Locate.)

50. **IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF STUDY?** \_\_\_\_\_

(If this list is being assessed during course room metered Word Clearing, or if the pc is in the middle of a major case action, 2WC to F/N, then program for a Study Green Form. Otherwise assess and handle a Study Green Form. A course student would be routed to Review to receive the action. He would not receive it in the course room.)

(Note to auditor and C/S: If this question is reading, the person either has more Mis-U words or the BPC has nothing to do with Mis-U words or the pc *considers* he has nothing on Mis-U words when he *does*.)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 NOVEMBER 1978

Remimeo

(Also issued as HCO PL 28 Nov. 78)

**AUDITORS WHO MISS WITHHOLDS, PENALTY**

As one of the most destructive things an auditor can do is miss a withhold on a pc, and as missing a withhold stems exactly from being inexpert, out-metering, out-TRs or mutual out-ruds, and as pcs and staff can blow and cause a great deal of trouble when withholds have been missed in Sec Checking or Confessionals, the penalty for missing a withhold on a pc is as follows:

Comm Ev, and if found guilty, suspension of certificates until retrained.

This penalty has been issued in the past but was omitted in modern compilations.

It is no light thing to mess up Sec Checking on a pc.

Pcs who blow their auditing in orgs, staff who want to leave, out-ethics mushrooming up in an org can usually be traced to one or more auditors who miss withholds, either by their own out-tech or mutual ruds.

It is highly possible that the reason husband/wife teams often fail is that they have mutual out-ruds or that they miss withholds on each other.

This is no light thing. If this order is not vigorously enforced, lack of enforcement will end up destroying lives, just as it does in the wog world every day.

So, get your ethics presence up and make sure that Sec Checking is done correctly, without error and with no missed withholds.

This HCOB/PL is retroactive for a decade.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 NOVEMBER 1978R

REVISED 10 NOVEMBER 1987

C/Ses  
Tech/Qual  
Auditors  
HCOs  
Level II  
Checksheets  
Confessional  
Courses

(This bulletin does not include everything there is to know about Confessionals. The full subject is covered on the Hubbard Senior Sec Checker Course and on the Saint Hill Special Briefing Course. This HCOB does, however, give the modern procedure and all basic steps for delivering a Confessional. It is how to audit any Confessional.)

### CONFESSONAL PROCEDURE

*Refs:*

HCOB 5 Aug. 78	INSTANT READS
HCOB 28 Feb. 71	C/S Series 24
	METERING READING ITEMS
HCOB 8 Feb. 62	MISSED WITHHOLDS
HCOB 12 Feb. 62	HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS
HCOB 3 May 62R	ARC BREAKS, MISSED WITHHOLDS
Rev. 5.9.78	
HCOB 11 Aug. 78 I	RUDIMENTS, DEFINITIONS AND PATTERN
HCOB 20 Sept. 78	AN INSTANT F/N IS A READ
HCOB 14 Mar. 71R	F/N EVERYTHING
Rev. 25.7.73	
HCOB 3 Sept. 78	DEFINITION OF A ROCK SLAM
HCOB 10 Aug. 76R	R/Ses, WHAT THEY MEAN
Rev. 5.9.78	
HCOB 17 May 69	TRs AND DIRTY NEEDLES
HCOB 6 Sept. 78	FOLLOWING UP ON DIRTY NEEDLES
HCOB 23 July 80R	CONFESSONAL REPAIR LIST—LCRE
Rev. 26.7.86	
HCOB 10 Nov. 78RA I	PROCLAMATION: POWER TO FORGIVE
Rev. 26.7.86	
HCOB 28 Nov. 78	AUDITORS WHO MISS WITHHOLDS, PENALTY

Book: *The Book of E-Meter Drills*

Sec Checking HCOBs, Sec Checking tapes and tape demos since 1961

*Cancels:*

BTB 31 Aug. 72RB CONFESSONAL PROCEDURE

---

“Sec Checking,” “Integrity Processing” and “Confessionals” are all the exact same procedure and any materials on these subjects are interchangeable under these titles. (HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP)

Withholds don't just add up to withholds. They add up to overts; they add up to secrecies; they add up to individuations; they add up to games conditions; they add up to a lot more things than O/W.



You are straightening out somebody on a moral code, the “Now-I’m-supposed-to’s.” They’ve transgressed on a series of “Now-I’m-supposed-to’s.” Having so transgressed, they are now individuated. If their individuation is too obsessive, they snap in and become the terminal. All of these cycles exist around the idea of the transgression against the “Now-I’m-supposed-to’s.” That is what a Confessional clears up and that is all it clears up. It’s a great deal more than a withhold. (HCOB 1 Mar. 77 III, FORMULATING CONFESSIONAL QUESTIONS)

### PROCEDURE

A Confessional must be done by someone who is a well-trained auditor, skilled in TRs, basic auditing and metering, who can make a prepared list read and who has been fully checked out and drilled on these techniques.

Every question of a Confessional is F/Ned. The original question must be taken to F/N, not some other question.

Here is the basic procedure for a Confessional:

1. Set up the room with the auditor seated closer to the door than the pc, so that he can gently put the pc back in his chair if he tries to blow the session. Ensure all the necessary materials are to hand, per HCOB 4 Dec. 77R, Rev. 19.8.87, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER.
2. Make sure the person is well fed and well rested, that his hands are not too dry or moist, that the cans are the correct size and that the person knows how to hold them. Include all the steps of HCOB 4 Dec. 77R, Rev. 19.8.87, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER. (Also ref: False TA HCOBs)
3. Start the Confessional. Model Session and rudiments are used. (Ref: HCOB 11 Aug. 78 II, MODEL SESSION) If the TA is high or low, do a C/S Series 53RM, assess and handle. If you are not trained in doing a C/S Series 53, end off for C/S instruction. If the pc’s last session was a Confessional and his TA is high or low, do an LCRE (HCOB 23 July 80R, Rev. 26.7.86, CONFESSIONAL REPAIR LIST—LCRE).
4. Put in any needed R-factor on doing the Confessional. Briefly explain the meter and the procedure to the person if they are not already known to him or her.

The statement “I am not auditing you” only occurs when a Confessional is done for justice reasons. Otherwise the procedure is the same. (By “justice reasons” is meant when a person is refusing to come clean on a Comm Ev, B of I, etc., or as part of a specific HCO investigation when the person is withholding data or evidence from such HCO personnel.)

A Confessional done for justice reasons, called an HCO Confessional, is not auditing and the data uncovered is not withheld from the proper authorities. Any other Confessional is auditing and is kept confidential.

There is no difference in the actual *auditing procedure* of an HCO Confessional. Ruds are flown, the questions are standardly cleared, each session is C/Sed and so on.

There should not be any observers in the room; just the auditor and pc. The only exception allowed is when one is straightening out a marriage and has both partners present in the session. (Ref: Tape 6001C02, MARRIAGE)

By F/Ning each question, and by the use of Examiner and Review, there is a great deal of case gain in a Confessional. It permits the person to again feel a part of his group.

5. Clear the procedure and the use of the buttons "Suppress" and "False," etc. If necessary as an example, run a nonsignificant question to demonstrate the procedure (e.g., "Have you ever eaten an apple?").
6. Take up the first question and clear it backwards, by first clearing in turn each word in the question in backwards sequence. Then clear the full command, noting any instant read that occurs on the command while clearing it, as this is a valid read. (See HCOB 9 Aug. 78 II, CLEARING COMMANDS; HCOB 28 Feb. 71, C/S Series 24, METERING READING ITEMS; and HCOB 5 Aug. 78, INSTANT READS)

Ensure the pc fully understands the question and what it encompasses.

If you get an instant read on clearing the question, you do not need to do the following step (No. 7). Simply go straight to No. 8.

7. With good TR 1 give the person the first question, keeping an eye on the meter and noting any instant read, i.e., sF, F, LF, LFB, or a slowed or checked F/N. (Ref: HCOB 5 Aug. 78, INSTANT READS, and HCOB 4 Dec. 78, HOW TO READ THROUGH AN F/N) A tick is always noted and in some cases becomes a wide read. (Ref: HCOB 28 Feb. 71, C/S Series 24, METERING READING ITEMS) But don't assume you have a read because you get a tick. Put in Suppress (or if needed, other buttons: Invalidate, Careful Of, Nearly Found Out, Failed to Reveal, Not-Ised, Anxious About and Protest) and it will either read or the tick will vanish. In a Confessional, even the smallest change of needle characteristic, if it is instant, is checked into before you go on. But NOTE: YOU DON'T TAKE A RISE AS A CHANGE OF CHARACTERISTIC IN SEC CHECKING.
8.
  - a. Take up each reading question, getting the what, when, where, *all* of every overt. Get specifics, not general or vague answers. Do not leave the pc to wander all about without answering the question asked.
  - b. If the question reads and the pc can't find the answer, steer the pc when you see the exact same read as the instant read occur again with a "there" or "that" to help him find it.
  - c. If necessary, vary the original question. You *only* vary a Sec Check question when by repeating it you would create an impasse. (In such a situation you vary the Sec Check question, find the overt or withhold and F/N the question that found it. Once this has been done, recheck the original question and handle as per No. 20 below.)

9. After getting all the specifics of the overt from the pc, ask:

“Is that all of that?” or

“Is that all of that answer?” or

“Is that all there is to that answer?”

This is not a metered question—one does not check this question on the meter, it is simply asked. (Ref: Tape 6202C13, PREP CLEARING)

10. Get the justifications off by asking:

“Have you justified that overt?” or

“Why wasn’t that an overt?”

These questions aren’t metered. Get the question answered and ask for any more justifications until all are gotten. Quite often they will come off in a torrent, to the great relief of the pc.

11. Get each person that missed it and what each of them did that made the pc wonder whether he or she knew (not metered). Ask:

a. “Who missed it?” or “Who nearly found out?” then

b. “What did (he/she) do to make you wonder whether or not (he/she) knew?” then

c. “Who else missed it?” and repeat (b) above.

d. Get another and another person who missed it, each time repeating (b) above.

This step is done even if the withhold F/Ns before the step is reached. If it does, indicate the F/N and go ahead with the “missed” step.

If no F/N, take the overt E/S to F/N. And ensure that the original question that read is taken to F/N before you leave it.

12. For security investigation purposes, get all the exact names, dates, addresses, phone numbers and any other information that might be helpful in investigating the case further, should this be needed.

13. If the pc gives you three or four overts at once in reply to a reading question, you note them and ensure you take each separate reading overt or withhold to an F/N, or E/S to F/N.

14. Some people you have to ask the *exact* question. If your question is even faintly off, they F/N. Low responsibility of the pc does this.

15. If the person gives off another’s overt, ask if *he* ever did something like that. You want what the person himself has done.

16. DO NOT TAKE UP UNREADING QUESTIONS.

- a. If a question does not read and does not F/N, you can put in the buttons Suppress and Invalidate, asking:

“On the question \_\_\_\_\_ has anything been suppressed?”

“On the question \_\_\_\_\_ has anything been invalidated?”

Other buttons can be checked as well (Careful Of, Nearly Found Out, Failed to Reveal, Not-Ised, Anxious About and Protest) to get a Confessional question reading.

But don't require it to be answered and don't look up at the pc expectantly either. If it's not reading, handle as per No. 20.

- b. If Suppress or Invalidate or one of the other buttons reads, it means the read has transferred *exactly* from the Confessional question to the button. (Ref: HCOB 1 Aug. 68, THE LAWS OF LISTING AND NULLING) Put in the button (simply get what the pc has to say and acknowledge), then take up the question. Fully clean the question, as in numbers 8–11 above.
- c. Or, if the question reads and the pc is trying to answer it and is groping, puzzling, baffled and doesn't have any answer, then check False. Ask: “Has anyone said you had a \_\_\_\_\_ when you didn't?” in which case it will read and on indication that it was a false read will now F/N. If no F/N, E/S to F/N.

Also check Protest, Invalidate and Suppress to clean up a false read.

17. FOLLOW UP FULLY ON ANY DIRTY NEEDLE. A dirty needle will either clean or turn into an R/S. It is your hottest string to pull in finding and turning on an R/S. Thus it is not to be overlooked. The area that is producing a dirty needle when questioned for full data will either clean or go into an R/S. The area that gave the dirty needle is considered clean when you can go over it and it no longer produces a dirty needle. If a dirty needle still persists, then there is more to the withhold itself or something the pc isn't voicing about the withhold or how he feels about the withhold. But, *pushed*, with auditor's TRs in, this dirty needle will turn into an R/S or it will fully clean. (Ref: HCOB 6 Sept. 78, FOLLOWING UP ON DIRTY NEEDLES, and HCOB 17 May 69, TRs AND DIRTY NEEDLES)

The auditor MUST know COLD the difference between an R/S and a dirty needle. The difference is in *the character of the read*, NOT the size. (Ref: HCOB 3 Sept. 78, DEFINITION OF A ROCK SLAM)

18. A Confessional is not a rote procedure. Your job is to get the data and help the pc. Sometimes you will be thrown curves or may encounter attempts to be led off in the wrong direction. This is simply a sure indicator the subject is withholding and that the withhold is in restimulation. One has to ignore the volunteer misdirections of the pc, as the pc is of course misdirecting, and simply get the read E/Sed or the W/H F/Ned. You *must* use your tools as given in HCOBs, Sec Checking tapes and tape demonstrations since 1961.



19. TAKE THE ORIGINAL READING QUESTION TO F/N. Not some other question. This all comes under the heading of completing cycles of action and getting one auditing question answered before you ask a second question.

In going earlier-similar to take the question to F/N, always repeat the Confessional question as part of the earlier-similar command to keep the person on that question.

Example: "Is there an earlier-similar time you ate an apple?"

20. a. On each question be sure you get *all* the overts. When you have taken a specific chain of overts earlier-similar to F/N, then *recheck* the original question for any read. If it F/Ns, fine. It's clean.

If it reads, you have another overt or overt chain to clear to F/N on that question. Use False and Protest buttons as needed.

Example:

Question A: "Have you committed any overts against apples?"  
Meter reads. Auditor gets an overt, takes it E/S to F/N. Auditor then *rechecks* Question A. Meter reads. Pc finds another overt against apples. Auditor takes it E/S to F/N.

You clean it, getting all, until the original question F/Ns. (Refs: HCOB 14 Mar. 71R, Rev. 25.7.73, F/N EVERYTHING; HCOB 19 Oct. 61, SECURITY QUESTIONS MUST BE NULLED; HCOB 10 May 62, PREPCHECKING AND SEC CHECKING)

DO NOT recheck the question on a persistent F/N. End off and recheck later.

- b. If you had to vary a question to uncover an overt, recheck your original question and handle it to F/N.
- c. If you can't F/N a Confessional question, there is something on it. A Confessional list should F/N all the way down. If it doesn't, it is not clean. On a question that is not reading but not F/Ning, you must find out why and get it handled and thereby get it F/Ned on recheck.

You can put in the ruds, Suppress, Invalidate, Evaluate, Protest, Unnecessary, Assert, Careful Of, Failed to Reveal, Not-Ised and the False button ("**Has anyone said you had a \_\_\_\_\_ when you didn't?**"); any of these could be preventing an F/N.

But if after putting in these buttons you do not get an F/N on the question, there's a withhold on it. All the tools of Confessional tech are at your disposal to find the withhold.

You can repeat the question in various ways and you may get a read that way.

If you have encountered a still needle that does not react, apply HCOB 11 Apr. 82, SEC CHECKING IMPLANTS, and HCOB 13 Apr. 82, STILL NEEDLE AND CONFESSIONALS.

21. If the person gets critical, realize you have missed a withhold and pull it. It is no light thing to miss withholds and mess up a pc when doing a Confessional. So be alert for any of the 15 manifestations of a missed withhold and handle fully should any of these crop up. (Refs: HCOB 8 Feb. 62, MISSED WITHHOLDS; HCOB 12 Feb. 62, HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS; HCOB 3 May 62R, Rev. 5.9.78, ARC BREAKS, MISSED WITHHOLDS; HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN)

It is wise, particularly when doing a Confessional of any length, to periodically check the question, "In this session has a withhold been missed?" or "Have I missed a withhold on you?"

22. At the first sign of *any* trouble in doing a Confessional check for missed withholds, false reads and ARC breaks, in that order, and fully handle what you get. In the majority of cases the above questions should resolve the difficulty.

If not, handle with an LCRE. Use of the above three questions *first*, however, before resorting to the LCRE, avoids the possibility of getting into an "overrepair" situation.

23. If the pc consistently immediately dives whole track on Confessional questions, use the preface "In this lifetime . . ." with good R-factor. This should not be used to prevent him going whole track on the earlier-similar command to F/N the question.

24. ONE MUST ALWAYS REPORT A ROCK SLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE IN THE FOLDER SUMMARY AND ON THE TOPMOST PROGRAM SHEET IN THE PC'S FOLDER, AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCK SLAMMED, PHRASED EXACTLY. (HCOB 10 Aug. 76R, Rev. 5.9.78, R/Ses, WHAT THEY MEAN)

As the R/S is probably the single most important and dangerous read on the meter, it is important that they are carefully noted when doing a Confessional.

For a pc to be branded as an R/Ser is a very serious thing. Also for a real R/Ser to be overlooked by an auditor is a catastrophe both to the pc and to those around that particular person. (Ref: HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP)

Valid R/Ses are not always instant reads. An R/S can read prior or latently. (HCOB 3 Sept. 78, DEFINITION OF A ROCK SLAM)

25. If you want a pc to stop fiddling with the cans, you make them put their hands on the table and keep them there.

26. HCO or executives may request a Confessional be done but neither Tech nor Qual are bound by such requests, as an FES could reveal that the trouble stems from “out-lists” or other matters needing correction. They should, however, take cognizance of such requests and do all possible to get the person handled.
27. If a reading question does not go to F/N and bogs or the TA goes high, take up an LCRE, assess and handle per instructions.
28. End off any Confessional session and the entire Confessional itself, when complete, with the rudiments which would pick up anything which might have been missed: Half-Truth, Untruth, Missed Withhold, Told All, etc. Use the prefix “In this session . . .” or “In this Confessional . . .” Take any reading rudiment E/S as needed to F/N.
29. When the Confessional is fully completed, the auditor who has administered the Confessional informs the person he is forgiven for the overts and withholds he has just confessed, using the following statement:

“By the power invested in me, any overts and withholds you have fully and truthfully told me are forgiven by Scientologists.”

The usual response of the pc is instant relief and VGIs. On *any* adverse reaction to the Proclamation of Forgiveness, get the rest of the withhold or repair the Confessional session at once. (Ref: HCOB 10 Nov. 78RA I, Rev. 26.7.86, PROCLAMATION: POWER TO FORGIVE)

This proclamation is not done on an HCO Confessional.

30. All Confessional and HCO Confessional worksheets must be included in the person’s pc folder, regardless of who or what is doing the Confessional. (Ref: HCOB 28 Oct. 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)
31. EXAMINER. All Confessionals must be followed immediately by a standard pc examination. The folder is then routed to the C/S.

The C/S looks for any non sequitur F/N on some other subject. It’s the primary thing he inspects.

If a person falls on his head after a Confessional session, an LCRE is given. However, an FES must be done which should include finding any Confessional questions that F/Ned on something other than what was asked. Standard C/S rules apply to Confessionals. (Ref: HCOB 20 Nov. 73 II, C/S Series 89, F/N WHAT YOU ASK OR PROGRAM)

32. On any bad Exam Report (non-F/N, BIs or nonoptimum statement) after a Confessional, or on any person who gets sick or upset or does not do well or has a high or low TA, give an LCRE as the very next action.

The 24-hour red tag rule must be strictly enforced.

## RESTIMULATING THE WITHHOLD

Withholds restimulate. They are actually not in view and have to be keyed in.

The art of Sec Checking is restimulating the material to be picked up and then picking it up. It is auditing done hammer and tongs, steering the pc's attention, restimulating the subject to find out if there is anything that can be picked up and then going ahead and picking it up.

In a Confessional you are pressing home the question to the pc. You are making sure that the pc understands the question and knows that the question applies to his life.

A good auditor gets something done and audits the pc in front of him. As the auditor you are not there to "get through the Confessional." You are there to *get through to the pc* and restimulate whatever withholds exist on that subject.

### DIRECT THE PC'S ATTENTION

The pc's attention must be very strictly controlled.

You have to direct the pc's attention to get him to look at what you want him to look at.

He must not be allowed to wander off the question or to "itsa" on and on about something not pertinent to the question asked.

If the pc is unable to find the answer to a question, then help him by guiding his attention against the needle.

This is quite simple. As the pc is thinking, you will see the same reaction on the needle that the meter gave when you first asked the question. Softly say "That" or "There" or "What's that you're looking at?" The pc can then say what he or she is looking at at that moment.

If the pc can't get the rest of an overt, you should get him to *look* and your communication to the pc would be along the line of directing the pc's attention so that he can find out more.

In both of these cases you are **DIRECTING** the pc's attention *to find out*.

Example:

Auditor asks Confessional question. Pc answers "I just don't know."

A wrong response by the auditor would be "Tell me about it."

A correct response would be "Well, let's look at it. Come on, let's dig it up a little bit more. There must be some pieces showing someplace."

You must keep in mind that a pc who is *in-session* is always willing to reveal. He just doesn't know what to reveal. A pc will be driven out of session when told to reveal something, when he doesn't yet know *what* to reveal.

## AUDITOR ATTITUDE AND TRs

If the pc is not *in-session*, you won't get the withholds. TRs play a large part in the pc being willing to talk to the auditor. A wrong or challenging auditor attitude can throw the scene off as there is a destroyed comm cycle. If TRs are rough or choppy, the pc feels he's being accused.

A poor or comm lag TR 2, hidden from the view of the C/S, can also mess up a person in a Confessional. It invalidates his answers and makes him feel he hasn't gotten it off. If suspected, this could be checked by D of P interview or person to the Examiner for: "What did the auditor do?" (Also see HCOB 16 Aug. 71R II, Rev. 5.7.78, TRAINING DRILLS REMODERNIZED)

So TRs must be polished and the auditor, while maintaining good ethics presence, takes the role of confessor when handling the pc's answers and makes it safe for the pc to get off his overts and withholds. Similarly, an auditor who is certain of his tech and does not miss withholds will build the pc's confidence in him.

Anyone doing a Confessional should be fully trained and interned by doing a course and internship in the handling of Confessionals.

You had better determine to become an expert in it, since an auditor's inability to handle this is a fast route to "how to win enemies and wrongly influence people." (HCOB 24 Jan. 77, TECH CORRECTION ROUNDUP)

But even more important is the fact that, in knowing and 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.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 DECEMBER 1978RB  
REVISED 18 DECEMBER 1988

Remimeo  
All Orgs  
Tech/Qual  
C/Ses  
Auditors  
Solo C/Ses

*C/S Series 113RA*

**PROGRAMING OF CLEARS**

*Ref:*

HCOB 12 Nov. 81RC  
Rev. 1.7.85

GRADE CHART STREAMLINED  
FOR LOWER GRADES

Upon completion of the Clear Certainty Rundown, where the person's Clear state has been established and acknowledged and the person has attested to the state of Clear, he should be immediately routed onto the Sunshine Rundown. (This also applies to anyone who has taken the Alternate Clear Route and has gone Clear on the Clearing Course.)

The Sunshine Rundown is to be done at once following any Clear attest. The standard programing for a person who has gone Clear on NED and has completed the Clear Certainty Rundown is:

1. Sunshine Rundown at his local org
2. Hubbard Solo Auditor Course Part 1 at his local org
3. OT Preps at a St. Hill or Advanced Org

(OT Preparations are done to ensure the person is in good shape case-wise to get the most possible gain from the Advanced Courses. OT Preps must be completed before Solo Assists are begun on the Solo Auditor Course Part 2, per HCOB 3 Dec. 81RC, OT PREPARATION/SOLO SETUPS.)

4. Hubbard Solo Auditor Course Part 2 at a St. Hill or Advanced Org
5. Eligibility for OT Levels Check at a St. Hill or Advanced Org

(The Eligibility for OT Levels Check is done to ensure the person is a valid candidate for OT levels, is not a security risk and is in good shape ethicswise for the Advanced Courses.)

6. New OT I
7. OT II (and on up the OT levels)

For the person who has gone Clear on the Clearing Course, the program is:

1. Sunshine Rundown

2. New OT I

3. OT II (and on up the OT levels)

(Solo Course Parts 1 and 2, OT Preps and Eligibility for OT Levels Check must all be done prior to R6EW and Clearing Course.)

Every effort should be made to get the Clear actively progressing on this program and moving on up through the OT levels.

For Clears who are stalled or having difficulty in getting onto their next correct action, HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED, provides a full array of allowed technical actions which can be used to assist the person to resume his progress up the Bridge.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 DECEMBER 1978

All Auditors  
All C/Ses  
NED Checksheet

### UNREADING FLOWS

*Refs:*

HCOB 5 Aug. 78	INSTANT READS
HCOB 25 May 62	E-METER INSTANT READS
HCOB 28 Feb. 71	C/S Series 24
	METERING READING ITEMS
HCOB 8 June 61	E-METER WATCHING
HCOB 27 May 70R	UNREADING QUESTIONS
Rev. 3.12.78	AND ITEMS

EACH FLOW OF AN ITEM OR QUESTION IS CHECKED FOR A READ BEFORE RUNNING IT. UNREADING FLOWS ARE NOT RUN.

One of the governing laws of auditing is that you don't run unreading items. It doesn't matter what you are auditing. You don't run unreading items. And you don't run unreading flows. You don't run an unreading anything. Ever. For any reason.

Auditing is aimed at reactivity. You run what reacts on the meter *because* it reacts and is therefore part of the reactive mind. A read means there is charge present and available to run. Running *reading* items, flows and questions is the only way to make a pc better. This is our purpose in auditing. To run unreading flows, etc., requires the pc to run "analytical" answers or to "run" things that aren't there or to put something there to "run."

The most trouble you can get a pc into is running him on uncharged items or flows. For an auditor to sit in session watching a meter that didn't read, looking expectantly at the pc for an answer to an uncharged question, flow or item is a GAE and will wreck cases faster than anything you can do.

So you must check questions, flows or items before running anything. If it doesn't read, you just say "Thank you" and go on to the next one. You would, of course, use the buttons to ensure nothing was suppressed, invalidated or misunderstood before leaving an unreading item, flow or question.

This is probably one of the reasons that it has been observed that I can audit a pc for two and one-half hours and get the same result that another auditor might get in twenty-five hours. There's nothing mysterious about it. I never run a pc on things that aren't charged. And I don't miss reads.

I expect no less from you.

L. RON HUBBARD  
Founder





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 DECEMBER 1978

C/Ses  
Class III Auditors  
and Above  
Supervisors  
Cramming Officers

**HOW TO READ THROUGH AN F/N**

*Ref:*

HCOB 15 Oct. 73RB

C/S Series 87RB

NULLING AND F/Ning PREPARED LISTS

**WHEN TAKING A LIST TO F/Ning ASSESSMENT, AN AUDITOR MUST KNOW HOW TO READ THROUGH AN F/N.**

This is a skill that, up to this point, has been used routinely only by highly trained auditors or a few very sharp Class IIIs or IVs or above. But with the difficulty auditors have had in F/Ning prepared lists, it becomes obvious that, from Class III on up, all auditors should be trained to read the meter through an F/N.

It is the answer to almost any difficulty an auditor has had in taking a list to F/Ning assessment.

An F/N speeds up or slows down or does different things while still remaining an F/N and one *can* read through it.

It is done like this: The swinging weight of the needle (F/Ning from an earlier item) has momentum and it will tend to obscure the read on another item. It will almost obscure it, but not quite. You'll see the F/N "check" or slow up briefly and then continue and this means you have a hot item. Any item that would cause an F/N to "check" will be hot. The auditor who can read through an F/N will spot this and handle the item then and there. Then he continues on down the list, missing nothing, handling what is there to be handled and, with this skilled metering, takes it to a genuinely F/Ning list on assessment. And it doesn't take days or even several sessions, necessarily, to do it.

If an auditor can't read through an F/N, he'll miss this. He's going down the list, the F/N "checks" or slows and he doesn't see it so he goes right on by it. Then, within the next couple of items, the F/N kills. He's going to have a hard time F/Ning that list because he's now got a suppressed read.

Example:

Auditor in assessing starts with an F/N which continues as he goes on down the list calling the items. On, say, item five the F/N "checks" or slows briefly. Auditor can't read through an F/N so he misses this and goes on by. On about the sixth or seventh item the F/N packs up, and the auditor is in a quandary because the F/N has turned off but he didn't get a read on items six or seven either. *Or* he may misduplicate the killed F/N as a read on items



six or seven and attempt to take up one or the other of them. Either way he's in for trouble because he's missed the actual item and he may even try to handle a wrong item. He's going to find it difficult to take that list to an F/Ning assessment.

The correct action when an F/N packs up this way is to go back up the list and reassess the last several items to find the missed read. *But* one should be able to read through an F/N.

Probably the main reason for pc upset or protest against "overrepair" and being handled again and again with repair lists lies in this factor alone—the auditor can't read through an F/N. Thus, he misses the charged items and takes up items that are uncharged. And the repair goes on interminably, as the charged lines are not found and handled.

This is also probably the reason that auditors have been known to back off from having to F/N a list. They "know" from experience that it is a laborious business.

The truth is it's not necessary for an auditor to labor over taking a list to F/Ning assessment. It simply requires good TRs and skilled metering, including the ability to read through F/Ns.

An auditor can be trained to see a read through an F/N. The drill would be to sit him down in front of a meter with an F/Ning student on the cans and assess the prepared lists in *The Book of E-Meter Drills*, spotting each time he gets a "check" or a "slow" or any change in an otherwise continuing F/N. He'll find that he *can* read through an F/N and become very adept at this, and from then on he won't miss.

You'll have an auditor who is confident of his ability to F/N a list accurately and thoroughly in one-half the time (and trauma) it would take otherwise.

And far fewer "overrepaired" pcs. ("Overrepaired" pcs are usually pcs with actual reads missed and false reads taken up. So "overrepair" is really "mis-repaired" or "not repaired.")

This is metering at its best and most accurate. We now expect the best and most accurate metering from the auditor who is in the business of F/Ning prepared lists.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 DECEMBER 1978

C/Ses  
Tech/Qual  
Class V Grad  
Auditors

### REVIVIFICATION

Revivification is the bringing back to life of an engram in which a preclear is stuck. The engram or some portion thereof is being acted out in present time by the preclear. It is called a revivification because the engram is suddenly more real to the preclear than present time has ever been. He relives that moment briefly. He does not merely recall or remember it.

This is not the same thing as the “returning” to an incident or engram that is employed in Dianetic auditing. *Return* is the method of retaining the body and the awareness of the subject in present time while he is told to go back to a certain incident. *Revivification* is the reliving of an incident or a portion of it as if it were happening *now*.

This phenomenon can occur in a pc during the End of Endless Int Repair Rundown. (Ref: HCOB 24 Sept. 78RA I, Int RD Series 4RA, THE END OF ENDLESS INT REPAIR RUNDOWN)

The pc, being run on Recalls on Int, will often begin by recalling locks, but these can trigger into full play an engram in which he may be stuck and the pc may go into a revivification of it. He will actually be answering and acting from the point or points down the track where he has been stuck.

Should this happen, the auditor simply continues to run the process and get the pc through it. As the pc revivifies, he blows through these stuck points on his track and comes out of them, newly, and is now truly in present time.

As revivification is apt to occur on the End of Endless Int Repair, auditors must understand and be able to recognize the phenomena and handle it routinely with excellent TRs when it does.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 DECEMBER 1978R

Issue II

REVISED 27 JUNE 1988

Remimeo  
Class V Grad  
Checksheet  
Class VI  
Checksheet  
Class IV and  
above Auditors  
C/Ses

**GREEN FORM AND  
EXPANDED GREEN FORM 40RF, USE OF**

*Refs:*

HCO PL	7 Apr.	70RD	GREEN FORM
	Rev. 27.6.88		
HCOB	30 June	71RD	EXPANDED GREEN FORM 40RF
	Rev. 27.6.88		GF 40XRF
HCOB	30 June	70RA	C/S Series 13RA
	Rev. 9.4.77		VIII ACTIONS
HCOB	25 Nov.	71 II	RESISTIVE CASES, FORMER THERAPY
HCOB	2 Nov.	68R	CASE SUPERVISOR
	Rev. 31.1.75		CLASS VIII, THE BASIC PROCESSES
HCOB	26 Oct.	75	C/S Series 95
			"FAILED" CASES

The Green Form is a precision tool which covers the things bugging a case that no other list will detect. It is not intended to correct session errors or cure high or low TA. It specializes in picking up the peculiarities and elements of a pc's life which are out of view in normal auditing and which cause a case to behave unusually. The case may not be particularly resistive, just bugged or not making sense and the Green Form (up through question 39) is the list to use to sort it out. It is an excellent C/S tool for getting an estimate of a case and getting it untangled.

You can assess it Method 3 and handle, not going beyond the first F/N, when ruds won't fly at the start of session, but its real use is to assess Method 5 and then send to the C/S for programing.

**RESISTIVE CASES AND THE  
EXPANDED GREEN FORM 40RF (GF 40XRF)**

In 1968, a list of seven types of resistive cases was added to the end of the Green Form as its question 40. The 40 question (actually a short assessment in itself) became known as "the seven resistive cases" or simply "GF 40." In 1971 the 40 assessment was expanded into a separate HCOB called "Expanded Green Form 40" or "GF 40X."

If the case appears to be resistive and hasn't sorted out after a full handling of all reading items has been done on the Green Form's questions 1-39, then the C/S can call for the 40 section, now called the Resistive Cases Preassessment, to

be assessed Method 5. Note that a case would only be adjudicated as resistive by a Case Supervisor based on case *history*, not by the condition of the pc at the beginning of a session.

Each item on the Resistive Cases Preassessment has a corresponding section on the Expanded Green Form 40RF. When an item reads on the Resistive Cases Preassessment, you go to the section of the Expanded Green Form 40RF which corresponds (by letter) and assess Method 5 *that* section. For example, on the Resistive Cases Preassessment, item C-1 "Audited with rudiments out?" and item I-2 "Have you taken drugs?" read. The auditor will now go to the Expanded Green Form 40RF, assess all of Section C "Audited with rudiments out, secrets" and all of Section I "Seeking the same thrill attained from drugs, has taken drugs." Then, depending on C/S instructions, the auditor will return the folder to the C/S for programing of the case based on the reads he has just gotten or, if he has C/S okay, handle the reads per the instructions given for each reading question. (Ref: HCOB 2 Oct. 71, C/S Series 63, C/Sing FOR NEW AUDITORS OR VETERANS, and HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

When the GF 40XRF is being taken to an F/Ning list (as would be done as part of a program to handle a "failed" case), these steps are repeated until the Resistive Cases Preassessment F/Ns on being called off a final time. Done standardly, this handles the resistiveness of the case.

### HANDLING READS

The sections of the Expanded Green Form 40RF have been arranged in the order in which they are to be taken up if reading.

Occasionally an item may read on the Resistive Cases Preassessment but give no reads on the assessment of the appropriate section of the GF 40XRF. (Example: "G. Seriously physically ill?" reads on the Resistive Cases Preassessment, but when the auditor assesses Section G on the GF 40XRF, even after putting in the buttons, there are no reads.) If this occurs, check False and Protest on the Resistive Cases Preassessment question and handle.

### CLEARs AND OTs

The Green Form and especially the Expanded Green Form 40RF call for Dianetic handlings (R3RA) on many items. In using these lists on someone who is Clear or OT, *NO* Dianetic handlings are done on any items, nor is *any* activity to be engaged in which brings about further engram running. (Ref: HCOB 12 Sept. 78R, DIANETICS FORBIDDEN ON CLEARs AND OTs) The instructions given under such items include how Clears and OTs are handled if the item reads.

### DRUGS

If unhandled drugs are reading, drugs must be fully handled with a drug handling program appropriate to the person's case level. The program would include an FES and repair/completion of any earlier Dianetics or Scientology



drug handling actions the person may have had. (Ref: HCOB 15 July 71RD III, C/S Series 48RE, NED Series 9RC, DRUG HANDLING)

---

The Green Form, used by itself or with the GF 40XRF, will solve cases that no other list will handle. Standard use of these lists will get a pc winning who has been making no or slow case gains due to some peculiarity or element of his life or case and can make it possible for him to fly on up the Bridge.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

**L. Ron Hubbard**

# **EXECUTIVE DIRECTIVE**

LRH ED 301 INT

17 December 1978

TO: All Staff  
All Public  
Auditor Mag  
Org Mags  
Central Files  
Info Packs

FROM: RON

## **RON'S JOURNAL 30**

### **1978—THE YEAR OF LIGHTNING FAST NEW TECH**

Hello.

I have some exciting news about services.

Processing has gotten so fast that actually clearing whole areas is in view.

1978 was indeed the year of tech breakthroughs!

If processing had to get more expensive due to inflation, why then it had to be made much quicker and better. Actually processing costs today per result are much cheaper than ever before and will continue to be as the improvements have been so great.

It all began with New Era Dianetics. When I look back and remember the hundreds and even thousands of hours some people spent on Book One Dianetics, it's like an old story half remembered. If one of those 1950 auditors had the tools of NED they would have been bug-eyed at its fast results. Even the 1968 Dianetic Auditor would have been incredulous if his preclears had responded with the speed that NED pcs are achieving. It's probably about 100 to 1.

But, the 1950–1968 auditors as auditors might even have objected a little bit to NED as it would have run them out of pcs. The overall cost of 1950–1977 processing, despite being cheaper per hour, was *much* more expensive.

Take a Drug Rundown. These used to go on for hundreds of hours and somebody said they would have cost many thousands of dollars to complete. But with NED Drug Rundowns, they go off zip, zip, zip in one or two intensives.

NED is so fast that even an incomplete old DRD can be finished up and repaired and ended utterly in less than one intensive. You would be amazed how



fast and thorough it is. So it isn't the cost by hour or by intensive; it's how much the whole rundown costs that counts and if it can be given in far fewer hours it is cheaper no matter the cost per hour.

NED is cleaning up anything and everything Book One ever mentioned with lightning speed. Of course, when somebody goes Dianetic Clear, he can't be run on more engrams, right? Right! So it's forbidden now to run NED on Dianetic Clears.

The main problem of good auditors today is hitting such tremendous wins on pcs that they have to wait 2 or 3 days for the F/N to die down—if it does. Auditors are getting sore legs from just walking in and out of sessions. It's awful.

We are making Clears these days in many cases so fast that Clearing Course bracelet numbers are jumping up by the thousands per month. We are also finding that some old Dianetic pcs had gone Clear and the auditors didn't notice. Incredibly enough, sometimes on a next-life basis we are running into Dianetic Clears from 1949 and 1950 so even those auditors were better than they thought they were. So we're not only making new ones we're finding old ones—such is the power of NED.

There have been technical improvements and discoveries and advances in 78 that are reaching into every level of tech and speeding it up.

The following is just a partial list:\*

(Key:

\* means the action can be done on a non-Clear or on a Dianetic Clear.

\*\* means the action is for OT III and above only.

† means it is a *new* rundown/action.)

## DISCOVERIES AND ADVANCEMENTS IN TECH IN 1978

1. *NED. (New Era Dianetics)*. A refinement of all previous Dianetic techniques from 1950 up to present time as well as the development of new technique giving much faster results and far higher gain per hour of auditing and speedy resolution of Dianetic cases.

Included in NED are twelve brand-new developments. They are all contained in far more detail in the NED HCOBs and packs. Due to the extensive changes and improvements in Dianetics, old Dianetic Auditors are also training on the NED Course as it only takes 3 weeks for the able student.

A. *PREASSESSMENT*. With the new Preassessment tech developed for NED, each illness or condition the pc needs and wants handled gets handled with a new technique.

\*[Editor's Note: refer to the Classification and Gradation Chart for the rundowns and actions which are now available along with their prerequisites and the organizations which can deliver them.]





**B. *NEW DRUG RUNDOWN.*** This is the answer to a druggie's dreams. Without withdrawal symptoms and in a no pain, no strain rocket ride, he comes right back up to life and living.

Where the old DRD took hundreds of hours and sometimes had to be repeated, the NED DRD requires only a few intensives that are a joy all the way according to the avalanches of success stories which poured in on me from over the world during the pilots.

With a good NED trained auditor, the cost of a final, finished, completed Drug Rundown has shrunk way below what it did and far below the habit. The Mafia, Drug Enforcement Agency and other criminals hate it, as it's doing them out of a job. Enlightened foreign governments liked Narconon but boy they'll love it now. Indeed, the dead will walk again.

**C. *END OF ENDLESS DRUG RUNDOWNS REPAIR LIST.*** A lot of people who have had Drug Rundowns old style and have had to have them repeated will be overjoyed to know that they can be finished with rapidity. In fact with new developments, a Repair List can be finished off so fast that the rundown has to be sold on the basis of one intensive. This applies only to getting a C/S 53 and the Repair List and is done only on those people who have "completed" an old Drug Rundown and does not apply to the NED new rundown in Section B above. If it takes more, that's too bad for the org. If one wants to get his old Drug Rundown handled terminatedly he should ask for the End of Endless DRD Repair List. (Demand a "C/S 53" to begin it and then get the repair.)

**D. *OBJECTIVE ARC.*** This brand-new process introduces the pc to the wide, bright world.

**E. *SWEAT PROGRAM.\**** Some of these new drugs, like the intelligence drug, LSD (developed to poison and paralyze whole cities) or Angel Dust (developed by crooked gamblers to handle racehorses and fix races) have a nasty habit of remaining in the body and popping up unexpectedly to send people on "trips." The Sweat Program has been refined to handle this. It is pretty strenuous—but so is a traffic accident when an unexpected "trip" happens. Everyone who has had the courage to go on a Sweat Program and stay with it has come up bright as a gold nugget.

**F. *POSTULATE OFF AS THE EP OF A DIANETIC CHAIN.*** The discovery that some old Dianetic Auditors had not been actually completing a chain to the correct end phenomena of getting a postulate off opened the door to a lot of residual gain. Pcs with mean reputations keep right on being mean until they get the postulate off.

**G. *RELIEF RUNDOWN.*** This handles the losses that push people into the despair and shadows of life and wipes away the tears of the ages.

\*[*Editor's Note:* The Sweat Program has been replaced by the Purification Rundown. See HCOB 16 Feb. 78RD, Purification Rundown Series 1R, THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, in this volume.]

H. *DIANETIC STUDENT RESCUE INTENSIVE*. Those who find study difficult will be delighted with this one. The slow student turns into a blur of absorbed new knowledge.

I. *PREPARED ASSESSMENT FORM*. This NED process list dredges up the unwanted conditions that wait in the future so they can be handled before they hit the pc.

J. *IDENTITY RUNDOWN*. Freud said that people who are detached and to whom things are unreal could never be handled. This one makes him wrong and the pc right.

K. *DISABILITY RUNDOWN*. To a pc, disability can take many guises, anything from an inability to talk to girls to being unable to speak Arabic. We have a way to handle this now and it works.

L. *DIANETIC REMEDIES*. The Dianetic Remedies formerly in use in Dianetics have been refined and expanded with New Era Dianetics tech. They're used where the pc is having trouble with secondaries or engrams and speed up the already swift potentials of NED for the pc who might bog on it.

2. *SUPER POWER*. A superfantastic, but confidential series of rundowns that can be done on anyone whether Dianetic Clear or not that puts the person into fantastic shape unleashing the super power of a thetan. This is the means that puts Scientologists into a new realm of ability enabling them to create the new world. It puts world clearing within reach in the future. This is a parallel rundown to Power in Saint Hills which is taken by the Dianetic Clear. It consists of 12 separate high-power rundowns which are brand-new and enter realms of the tech never before approached. Power is still very much in use on the Grade Chart but is for those who didn't go Clear on Dianetics. Super Power will be delivered at Saint Hills within the next 6 weeks as we are right now super grooming the Super Power Auditors in a special international course. It will be delivered in almost all languages.

The New World Corps is being formed and trained this very minute, candidates for which must be Class IV, OT IIIs. Orgs were once promised Power for their staffs. If Org staff are very, very good and get on policy and everything, they will one day look up and see a New World Corps team move in on them, and then . . . New World Corps means just that!

3. *END OF ENDLESS INT REPAIR*. Pcs in the past have often had to have their Interiorization Rundown repaired and sometimes more than once. This repair, found while researching upper levels finalizes any seemingly endless redo of Interiorization repairs. Pcs on the pilot actions of this have been ecstatic with relief.

4. *NEW INTERIORIZATION RUNDOWN*. When a pc exteriorizes during processing, he can thereafter find it difficult to exteriorize again—to put it mildly. The new Interiorization Rundown, in good hands, puts a final finish to any such trouble and the pc ceases to have any trouble because of exteriorization or in exteriorizing.

5. *DIANETIC CLEARS*. Undoubtedly the BIG news that resounded around the world in 78 was the huge numbers of people who were discovered to have made Dianetic Clear. In 1950 and on, people used to ask, “Where are all the Clears?” Well, they were right there! In 1978 I discovered that it was deadly to go on running Dianetics on a Dianetic Clear. Such gave the semblance of no-case-gain! (Naturally.) So when I announced that running Dianetics on a Dianetic Clear was forbidden, people began to look around and lo and behold they had been making Clears with Dianetics and had been going right on by it! The pc who had made it wasn’t declared Clear and further Dianetics didn’t work on him (naturally). So in 1978, after my announcement, auditors began to check *and* listen to the pc and found they had real Clears all over the place!

Now NED produces far faster gains and many (not all) NED pcs began to go Clear.

And the Clear numbers have been running up like one of those computers.

Rehabbed and allowed to declare these Dianetic Clears abruptly attained the full results of Clear!

Excited avalanches of success stories have been pouring in on me for months in the thousands and from all over the world.

And it’s interesting that amongst those found there are a few who went Clear on Dianetics in their last life—in the 50s! (It’s quite a scramble locating their last-life folder and records so they can go on to full OT!)

“Where are the Clears?” There they were!

6. *REDEFINITION OF INSTANT READ*. Making it easier for auditors to learn metering and giving pcs vastly increased speed of gains due to higher accuracy of metering.

7. *CLARIFICATION OF CONFESSIONAL PROCEDURE*. Resulting in faster gain in a shorter period of time.

8. *SERVICE FACSIMILES REVISITED*. The early 60s handling of service facs was revised and overhauled and became the new Grade IV of Scientology processing.

9. *POWER TO FORGIVE*. Making it possible for the pc to fully end cycle on any shame, blame, regret or guilt of the past.

\*\* 10. *NED FOR OTs*. The discovery and development of techniques by which the Second Wall of Fire can be overcome.

This consists of 29 fantastic new confidential rundowns, delivered by a specially trained OT auditor.

The auditors are in training right now from AOs to give NED for OTs to all those who are OT III and auditors already trained on it are delivering it at Flag in Flag’s new Advanced Org Division 4A.

Some of the miracles of life have been exposed to full view for the first time ever in NED for OTs. The rave success stories coming from this are the talk of the auditing world.

\*\* 11. *OT VIII*. This rundown was developed and will be available to OT VIIIs who have completed their NED for OTs which is a prerequisite for OT VIII.

12. *UPPER LEVELS*. There are other OT levels above VIII but these will be released from time to time when people are ready for them. We're already higher than man has ever been and it can get quite stratospheric.

### TRAINING

In 1978 giant training strides were made for I was very busy on that as well. The NED Course was brought down to 3 weeks, Class 0–IV checksheets were carefully shortened back to the 1968 level when auditors were being made at speed but without losing tech which is quite a trick when you come to think of it!

When you realize that a large portion of training costs goes into living expenses while taking the course, reducing the length of time of a course gives an enormous reduction in course costs, regardless of what's being charged. Training is also being helped by scholarships.

### CLASS IV AUDITING ACTIONS THAT CAN BE RUN

Class IV Orgs—those orgs which are in major cities on 5 continents—have a large variety of public services which they can give. Many of these are very economical and are there for the raw public as well as to keep their fields getting service. Amongst them are the following:

1. *GROUP PROCESSING*. After an intro lecture a successful gradient for raw public is being part of a group who are audited simultaneously. Group Processing can be pretty effective and on a large number of "Releases attained" you will find the public reporting great gains made in Group Auditing. It is an economical way to keep one going even after he's had professional processing.
2. *CO-AUDIT (Cooperative Auditing)*. A public person is instructed in the rudiments of auditing and under the supervision of a trained auditor, groups of teams audit each other, attaining good gains.
- †3. *LIVINGNESS REPAIR*. This is often the first action taken on a person by a professional auditor and can bring a great deal of brightness back into his life.
- †4. *NED (New Era Dianetics)*. This was the bombshell of 78 and NED Auditors (as well as courses) are available in every org.

NED consists of at least 12 separate rundowns as noted in the New Discovery Section above. It occasionally makes a Dianetic Clear although this must not be promised. The only "trouble" with NED compared to earlier Dianetics is that it produces results very fast. One can achieve more result per hour of auditing time by about 100 to 1 over old Dianetics and when you realize that old Dianetics was the first and remains the only fast and effective processing known to man you get some idea of where NED is at. It is



interesting that when somebody has been skillfully mucking himself up for trillions and trillions of years that a NED Auditor can salvage him in under 100 hours!

- †5. *ExDn (Expanded Dianetics)*. In 78 improvements on this were undertaken and the full new Expanded Dianetics is being released in 79. It comprises very specialized applications of Dianetics for the more difficult case.
- \*6. *QUAD GRADES AND EXPANDED GRADES 0-IV*. These are more fully covered in the book *What Is Scientology?* They are the wonderworkers which put ability to live back into life. They handle the basics of relationships amongst people and improve one's ability to handle himself and others. For Dianetic Clears, this is usually their first auditing (less the engram running R3RA part of New Grade IV) after attaining Clear and permits them to expand beyond their previously barriered existence. These Grades are very far from limited to Clears.
- †7. *NEW GRADE IV*. Grade IV has been improved enormously by including and refining formerly Class VI materials. The engram running part cannot be run on Clears but the listing processes can. It is guaranteed to make the preclear fully and completely right.
- †8. *REVISED C/S 53*. It is quite a technical achievement to put on one side of one sheet of paper everything that can be wrong with a mind. The "C/S" stands for Case Supervisor who is the one, unseen in some ivory tower, who tells the auditor exactly what to do between sessions when you're getting audited. This is a primary tool he uses in analysis. In 78 it was polished up and made as bright as the morning star to detect and handle things you didn't even know were wrong but which might have you totally caved-in.
- †9. *GREEN FORM*. This tool of case analysis has been improved.
- †10. *NEW GREEN FORM 40 EXPANDED*. This detects and handles any reason why a case might be resistive to processing, thus handling any tendency towards slow gain and making it possible for such cases to make faster gains in future processing.
- †\*11. *STUDY GREEN FORM*. This is a rundown which isolates and handles *anything* that could be wrong with any student or pupil.
- \*12. *STUDENT CORRECTION LIST*. This handles difficulties that a student or pupil may have encountered in his studies and frees him up from these, so that he can now study easily.
- \*13. *NEW METHOD ONE WORD CLEARING*. This is far more reaching in clearing up past misunderstandings which stuck the person in previously failed subjects he studied.
- 14. *CONDITIONS AND EXCHANGE BY DYNAMICS*. This is an auditing action which increases the awareness of exchange and flows on the various dynamics, enabling a person to be at cause over them.
- †\*15. *THE MARRIAGE INTENSIVE*. This is where husbands and wives handle marital difficulties, enabling them to lead happily married lives. It can restore the bloom of spring romance!

- †\*16. *AUDITOR RUNDOWN*. This is an intensive which fully handles any case reasons why an auditor might have difficulty and enables him to move forward without any losses or failures from past efforts to help people stopping him.
- †\*17. *TEACHER OR SUPERVISOR INTENSIVE*. This is for any person involved in teaching or supervising or education and enables him to become a vastly better teacher or supervisor.
- †\*18. *EXECUTIVE OR BUSINESSMAN'S INTENSIVE*. This enables an executive or businessman to face situations of stress with calmness and frees him from past business stresses.
- †\*19. *MONEY PROCESSING INTENSIVE*. This handles the inability to have money resulting in the ability to increase income.
- †\*20. *PROFESSION INTENSIVE*. This enables a person to overcome difficulties that he may encounter in his profession or in any given subject.
- †\*21. *FIXATED PERSON RUNDOWN*. This enables a person to overcome the condition of having his attention fixated on one person.
- †\*22. *SUPPRESSED PERSON RUNDOWN*. This is a magical rundown just now being released to Class IV and other orgs. It utilizes a principle found in an early ACC but never fully developed and released till 78 that one could bring the suppressive in a person's life to communicate to him and seek peace, without ever contacting him. When expertly done on a person who has been the target of suppression by antagonistic people it brings him back to freedom and handles his environment as well. When one realizes that most illness is precipitated by suppression one can understand the need and use of such a miraculous rundown. It's unbelievable until one experiences it.

The way to get processing cheaply is, of course, to take the training route and get trained and make your grades at the same time. Training is very fast these days due to the new checksheets.

Class IV Orgs teach the Co-audit Auditors Course, the fast New Era Dianetics Course, the NED Validated Auditor Internship, the NED Case Supervisor Course, the Validated NED Case Supervisor Internship; now have all the shorter checksheets for and teach Class 0–IV, the Permanent Class IV Auditor Internship, the Class V Graduate Auditor and Case Supervisor Course, the Permanent Class V Graduate Case Supervisor Internship and will teach Expanded Dianetics Auditor and Case Supervisor Courses and Internships. They also teach a considerable number of public courses, lists of which will shortly be available from Class IV Orgs, as in 1978 Department 17 was ordered to get busy handling and training the public as the pre-wave of the new world.

#### CLASS VI ORGS (SAINT HILLS)

The original Class VI Org was located in a beautiful English Estate, Saint Hill Manor, East Grinstead, Sussex. When a Class VI Org was formed in Copenhagen to service Europe in all languages it was staffed by people from Saint Hill who named it, of course, "Saint Hill." And when the American



Class VI Organization was formed it was staffed by people taken from Saint Hill and, of course, they called it the American Saint Hill Organization. The services remain the same in each of the organizations.

The following services are given at Saint Hill Orgs:

1. *ALL CLASS IV ORG AUDITING ACTIONS AND COURSES.* They cost a bit more but the Saint Hills are essentially training orgs and the auditing delivered there is usually quickly available and very well done.
2. *POWER PROCESSING.* Grades V and VA are still available and being delivered at Saint Hills for persons who did not make Dianetic Clear, delivered only by Class VII Auditors who are specialized on it. Power continues to produce its startling results.
- †\*3. *SUPER POWER.* There is no reason a Dianetic Clear should be denied the powerful gains which research made available in 78 (see above). For the public who have gone Dianetic Clear, and those who haven't, Saint Hills will become a mecca where they obtain the most excellent results obtainable in Super Power.

The SAINT HILL SPECIAL BRIEFING COURSE still roars on. This is the place where the auditor gets all the tech that has ever been issued below that level, this is where his sessions are videoed and polished, this is where he gets all his auditing to catch him up on his grades. These are the Dukes of the Auditor Elite, the Saint Hillers. One joins the clique only by hard work and great results.

*CLASS VIII COURSE.* This is the course originated on Flag and still taught in its original successful form at Saint Hills. It is a standard tech course and Class VIII's pride themselves on keeping tech standard over the world.

*CLASS IX COURSE.* This is the graduate course which contains the materials issued since the Flag Class VIII.\*

### ADVANCED ORGS

Advanced Orgs are located in Los Angeles, England and Copenhagen.

The Advanced Orgs are the OT (Operating Thetan) orgs of the world. Because of the nature of OT auditing the person has to learn to audit himself as most OT levels are too fast to be audited by another (only OT VII, OT IV and NED for OTs are audited on the pre-OT by a professional).

- \*1. *SETUPS.* It often happens that one needs to have case difficulties handled before he goes on up the Grade Chart to the stellar realms of the Advanced Orgs. Sometimes a Drug Rundown isn't complete or one is a bit suppressed or too introverted. It saves time to get a setup before starting the rocket ride up the top end of the Grade Chart. The AOs handle this sort of thing routinely when it is needed. They have a checklist of prerequisites for AO levels and this is what they're most interested in getting completed. To not complete it means a stall somewhere along the way. It usually doesn't take much time and saves time later.

\*[Editor's Note: the Class IX Course referred to here has since been cancelled. The actions it taught are now included on the Class V Graduate Course, the Saint Hill Special Briefing Course and the Class VIII Course.]



- \*2. *SOLO AUDITOR'S COURSE*. The AOs are the place where the preclear or Dianetic Clear learns to Solo audit so he can go on up the Grade Chart. Some people, wanting the best auditing they can get for this solo flight, also take lower-level professional auditor courses and even Class VI at the Saint Hills. At one time a Dianetic Auditor's course was a prerequisite to AO services prior to the Solo auditor's course and while this is not now demanded, and while the Solo auditor's course is very good, smart preclears and smart Dianetic Clears take other courses before they get to an AO and then they're sure to make OT even more easily. I've heard Solo auditors say that they only wanted a professional on their case and that's why they were making themselves into one before they went to an AO. Even Class IV Orgs have professional courses.
3. *R6EW*. This is the tech designation of the step a non-Dianetic Clear must take before going onto the Clearing Course in Advanced Orgs. It is Grade VI. It returns powers to act on one's own determinism. It incidentally tells one why the human race often reacts so oddly to life.
- †\*4. *DIANETIC CLEAR REHAB*. The state of Dianetic Clear is checked and rehabilitated which is a very fast action in most cases. It has to be verified because if the person didn't make it he has to go on to the Clearing Course and if he did really make Dianetic Clear, to do the Clearing Course would be disastrous because, of course, he's already Clear. This is why AOs are now engaged on a project of recovering folder libraries particularly of the few pcs who have died in the last few decades. Always bring your own folder or get it sent to the AO if you are going.
5. *THE CLEARING COURSE*. This was one of the most famous breakthroughs of all time requiring years of research. Those who did not make Dianetic Clear solo audit themselves to the full bursting glory of Clear.
- \*6. *OPERATING THETAN I*. For the Dianetic Clear who has had his Solo Course, set up and verification as Clear, this is the first Solo auditing step. These OT grades have their own end phenomena but they are confidential.
- \*7. *OT II*.
- \*8. *OT III*. This is the big step and one has to allow time for it.
- \*\*9. *OT III EXPANDED*.
- \*\*10. *OT VII*. This is an auditing step by a professional OT auditor. It can be given in any sequence after OT III Expanded and before OT VIII.
- †\*\*11. *NED FOR OTs*. This is the big news of the OT world. AO auditors were specially trained at Flag and are just now on their way back to AOs to deliver it. The new Division 4A Flag is an AO now and had its gala opening and its first avalanche of pre-OTs on December 16. There is very wild excitement on the results of NED for OTs as, of course, they've never been seen before on this or any other planet. NED for OTs can be given any time after OT III and before OT VIII and is a prerequisite for OT VIII.
- \*\*12. *OT IV*.
- \*\*13. *OT V*.



**\*\*14. OT VI.**

**\*\*15. OT VIII.** Although several upper OT grades have been researched, pre-OTs were not ready for them and so they were not released. The needed link which makes it possible is NED for OTs which is its prerequisite. The upper levels above VIII will probably be released from time to time into the future. OT VIII's release is a real cap for the tech breakthroughs of 78.\*

### **FLAG SHIP ORG**

The FSO is beginning its third year at the Flag Land Base in Clearwater, Florida. The FSO was several years afloat and has a long tradition as the top training and processing org of the world. Its quarters in the posh Fort Harrison Resort Hotel still carry its distinctly nautical flavor.

Flag is the top tech org of the world and if they can't do it, nobody can.

What you pay for at Flag is the most expert C/Sing for the best rundowns by the best auditors in the world.

Its services are:

1. All levels and rundowns, NED, CLASS IV, CLASS VI, CLASS VIII and all AO services (in its new Division 4A) as listed above are delivered at Flag. (Super Power will be delivered to the staff first and eventually to the public.) (Flag lower-org services cost more mainly because they are even more expert and faster than they are in lower orgs and because the service is highly personalized.)
- \*\*\*2. FULL CASE RESOLUTION.** It is always the fate of the top-level org of the world to inherit the rough and "unsolvable" cases. Flag runs on the basis of results or else so far as their tech stuff is concerned. The words "failed case" do not exist on Flag. Therefore they have rundowns and handlings to untangle the most tangled and get it going again. (Flag gets easy cases too. In fact they get some of the easiest and fastest cases in the world because such people have a way of making it through to the top.)
- \*\*\*3. INTEGRITY PROCESSING.** These are a series of processes which result in a vastly improved performance in the area addressed.
- \*4. STUDENT BOOSTER RUNDOWN.** This is a specialty on Flag which also trains the executives of orgs and has to have a fast study remedy. It is also given to business executives so that they can absorb effortlessly and with greater speed the vast quantities of data that pass across an executive's desk.
5. **DIANETIC DEBUG AND REPAIR.** Those who couldn't handle and run engrams or have trouble in Dianetics find this a successful way to start winning with Dianetics or NED.
- \*\*\*6. OT LEVEL DEBUG AND REPAIR.** This is the full repair and resolution of any difficulties a pre-OT may have encountered due to Solo auditing errors on any Solo level.

\*[Editor's Note: With the later developments of Audited NED for OTs and Solo NED for OTs, Ron made new discoveries which resulted in the level of *New OT VIII*.]

7. *NEW VITALITY RUNDOWN (NVRD)*. This was also called the “Special Rundown” when it was being developed in 75 and I trained a group of auditors on it at Flag. It has never been exported from Flag. It handled cases that had not progressed well due to suppression or other factors.

8. *POWER REPAIR AND COMPLETION TO FULL EP*. Given in those rare cases where a pc has not made it on Power.

\*\*\*9. *L10*. This is the first of the famous Ls (“L” is just the technical designation). The Ls are at Flag only. They are not Grades in themselves but incredible boosters that can be delivered at any point after a completed DRD and Expanded Grades. The Ls are audited by Class X, XI and XII Auditors who are the most highly trained on the planet.

\*\*\*10. *L11*. The next step from L10.

\*\*\*11. *L12*. When I was C/Sing the Ls I would never let a pre-OT leave the ship unless he’d gone exterior with full perceptions and was able to maintain it.

†\*\*12. *NED for OTs*. Flag was the place where all the NED for OT Auditors were trained. When its new AO Division 4A was opened just before Christmas even other hotels in town had to be booked to take care of the OTs arriving for their NED for OTs. The sensation caused over the world rivaled the original landing of Flag in Florida. They considered it a Christmas present and it was.

13. *ALL AO LEVELS*.

14. *OT VIII*.

Flag teaches a large variety of courses for auditors and is the place where top auditors go to become fully proficient in all classes.

Administrative courses at Flag are much sought after by top executives in businesses and other walks of life. It is a mark of considerable distinction to be known as a graduate of a Flag Executive Briefing Course.

In all, Flag teaches 69 courses, which are fitted for the special requirements of the Flag clientele.

The International Training Org, for org personnel only, is also located at Flag and org staffs who are lucky enough to be selected to it are trained for executive positions in orgs. It received a new expansion at the end of 78 and was put under the command of one of the Sea Org’s most veteran officers.

---

## 1978

Man is a complex being, far more complex than he ever conceived. And he possesses abilities and potentials that neither he nor any of the wise men of the ages ever dreamed of.

In 1978, a great many new insights and revelations about life were disclosed, many of them discovered in my research at very upper levels. These

then were used to speed up the lower and more fundamental grades. Without discarding any of the tech we already had, all of which remains very valid, the time and cost for a given result was greatly reduced.

And, as demand for auditors far exceeded supply, new training skills were also developed and the checksheets which govern the time in training were also reduced so that good auditors could be made FAST! A lot of 1978 time was spent on doing this.

But there was one discovery in 78 that I haven't said very much about and am really not likely to since it is a sad thing. It is what really happens to a thetan who is not salvaged or processed and goes on down the route. Man, when I saw that and knew it to be true I actually felt sorry for these guys that try to hit at us. Poor devils. Some religions talk about hell. It's an understatement of what really happens. I got a real close look at what we were salvaging people from. Well, we can do it, better than ever today, especially with these newest discoveries.

All this developmental work was done in 78 despite the fact that I also spent several months of that year directing, photographing, lighting—you name it—nine bright, sparkling training films! They are now in the process of being edited and you'll be hearing much more about them when they begin to be released later on in 79.

In case you are under the mistaken impression that Scientology was bruised in 1978 you should know that raw public bought and are buying Scientology texts in a wave of bestselling that is making history in the retail and publishing world. There has never before been such a boom in any specialized organization's books. Book publishers use us as an astonishing example of what can happen. Hordes of new public are sweeping these books out of the stores and in the better run orgs, are crowding the Public Division to the rafters for service. Truth doesn't bruise very easily.

New books also got attention in 78. *Have You Lived Before This Life?* was introduced at the Atlanta Book Fair and, in the hands of retail distributors, began its own boom. It has gone 5X the normal bestseller and is still going. (After all, we discovered past lives.)

And bright, new and in your bookstore is a big impressive hardcover book *What Is Scientology?* released at Christmas! It contains all kinds of data, really a huge handbook, just the thing to use to inform and overawe your friends. Three hundred and forty-seven information packed pages plus over a hundred big full color illustrations contain the answers to just about every question ever asked about Scientology. Although staff wrote it, I had to keep it rounded up and to the printer and many a day was spent in tropic heat getting its photographs shot. There is data in it that hardly any Scientologist knows. It's a reference and reading total must for every Scientologist's library. And, incidentally, it's about half the price, despite its quality, of regular bookstore books of the same size—a triumph in itself in these inflationary times!

In 78 a lot of time was spent in developing the New Mark VI E-Meter. It was needed as OTs were going off the top of the Mark V. The New World

Corps is equipped with the specially built Mark VI. This beautiful and far more sensitive meter will be available to general auditors around February 79 from Pubs Orgs. The Mark V will continue to be valid and sold as it's a good meter and less expensive. The Mark VI is just a Rolls-Royce.

Needless to say, I was very busy this year!

It sure is a lot of work to dig out a planet!

Well, there it is. All yours—for 79.

Love,

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 DECEMBER 1978R  
REVISED 20 DECEMBER 1983

Remimeo  
HCO  
Tech/Qual  
C/Ses  
Auditors  
Ethics Officers  
PTS/SP Checksheet  
New Class VI  
  Checksheet  
  (Hubbard Specialist  
  Auditor Course)  
New Class VII  
  Checksheet

**THE SUPPRESSED PERSON RUNDOWN**  
**A MAGICAL NEW RUNDOWN**

*Refs:*

HCOB 30 Dec. 78R	SUPPRESSED PERSON RUNDOWN
Rev. 6.1.79	PROBLEMS PROCESSES
HCOB 31 Dec. 78R II	OUTLINE OF PTS HANDLING
Rev. 20.12.83	

At times the results of "ordinary" Scientology tech are extremely impressive, even to me. I am by this time quite accustomed to miracles as usual, but magic is not quite so commonplace an occurrence, even these days, and is worthy of special note.

Many times the suppressive person to whom the pc is PTS exists in present time and is still capable of causing trouble or upset for the pc. It is to this situation that the Suppressed Person Rundown is addressed.

This new rundown, the Suppressed Person Rundown, produces the wondrous result of changing the disposition of an antagonistic terminal at a distance, by auditing the PTS preclear. Where this terminal was antagonistic, invalidative, hostile or downright suppressive, he will suddenly have a change of heart and seek to make peace with the PTS pc.

This rundown is not considered complete until the magic occurs; that is, on this rundown we take a PTS pc and we audit this pc and audit him and audit him on Problems Processes until a major change occurs in the *antagonistic terminal's universe*, which prompts him to make a friendly overture to or concerning the pc.

This friendly and unprompted origination or attempt at origination from the antagonistic terminal to or concerning the pc will occur in all cases *if* Problems Processes are run and are fully flattened. This happens no matter how out-of-comm the two terminals have been or what length of time has intervened between their last communication.

The rundown is continued until the EP occurs. Each Problem Process is run to its own EP.



This is how it works. The pc, due to some act or acts previously committed, has gone the effect of the antagonistic terminal. The terminal then attempts to suppress the pc. The pc, already the effect of the terminal, becomes the effect of the suppression. So the pc's own postulate to improve himself and his conditions is countered by the suppressive terminal's counter-postulate, and he is thus given a present time problem of sufficient magnitude to prevent case gain, as only a present time problem will halt the progress of a case. To the present time problem are added ARC breaks with the antagonistic terminal, and as only ARC breaks will worsen a case, the result is no gain or deterioration of a case by reason of the suppressive connection in the environment.

A possible simple explanation for what occurs is the pc, on running Problems Processes, comes up to cause on his problems with the terminal, and when he is continued on problems, he will break through and actually run out the antagonistic terminal's problems which *he* has given to *him*.

When this occurs, the formerly antagonistic terminal will get into communication with the pc or by communicating in a friendly way to others about the pc. He will write a letter to make peace, or he will make a phone call to say, "All is well," or he will tell Aunt Sally he feels much better about the pc and has decided to let bygones be bygones. It sometimes occurs that the antago person does not know where the pc is but he will still try to communicate.

This friendly origination by the antagonistic terminal is the EP of the rundown. If the terminal hasn't yet originated, you haven't run enough Problems Processes. **THE ONLY TIME THIS DOESN'T WORK IS WHEN YOU HAVEN'T RUN ALL POSSIBLE PROBLEMS PROCESSES OR HAVE RUN THEM WITH OUT-TECH SUCH AS A BROKEN METER.**

#### **WHEN THE RUNDOWN IS DONE**

The Suppressed Person Rundown is done after the education step laid out in HCOB 31 Dec. 78 III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1, and after a PTS Interview or a 10 August interview or an S&D has located the antagonistic terminal and handlings on that terminal have been done, and after the PTS Rundown has been done. (Note: Clears and OTs receiving the PTS Rundown would NOT be given any R3RA but may be audited on all other steps of the PTS Rundown.)

This procedure is run on the antagonistic terminal in all instances, even when the PTS scene has apparently been relieved for the pc on earlier PTS handling. Always run this problems procedure, no matter how successful earlier handlings were. This rundown is to repair the relationship.

The pc is given the R-factor to let the auditor know of any communication he receives from or about the antagonistic terminal. (He should not, however, be told what the EP of the rundown is.)

#### **HOW THE RUNDOWN IS DONE**

The Problems Processes used in the Suppressed Person Rundown are given in HCOB 30 Dec. 78R, Rev. 6.1.79, SUPPRESSED PERSON RUNDOWN—PROBLEMS PROCESSES, and are run Triple or Quad flow in the order they are



given. Each flow is checked for a read before running and each charged flow is taken to the EP of F/N Cog VGIs.

The EP of the rundown has been reached when the antagonistic terminal originates in a friendly way to the preclear or seeks to communicate to the pc in a friendly manner. It's not just a cessation of hostilities; it's more than that. Even if the antagonistic terminal doesn't know the pc's address, he will find out or he will put word out and the pc will hear from or about the antagonistic terminal. And it will be a friendly message. Even if the antagonistic terminal doesn't know the pc's address, news will reach the pc that the antagonistic terminal wishes bygones to be bygones. That is the EP you are aiming for and you continue to audit Problems Processes on the pc on the antagonistic terminal until that occurs.

It is very important not to underrun the rundown. Some auditors will be tempted to end off the rundown because the pc has had a major win or ability regained or some such. When the pc has had a major win, you would, of course, let him have his win and would leave him off auditing until the persistent F/N dies down, but you do not accept as the EP of the rundown anything other than the formerly antagonistic terminal originating, with no coaxing, in a friendly way to or about the pc. You keep running problems until the EP is attained. You do want to see the magic, don't you? And the only way this rundown can fail is by not continuing to run Problems Processes until this EP is attained.

#### **WHO THE RUNDOWN CAN BE DONE ON**

The Suppressed Person Rundown can be done on any PTS person of any case level. The only exceptions here are those who are between R6EW and OT III or, for persons who went Clear on NED, between OT I and OT III. (Ref: HCOB 23 Dec. 71R, Rev. 2.10.83, C/S Series 73R, THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED) Otherwise, it is run with good success on Clears and OTs as well as pcs just beginning their auditing.

The person must have first received the PTS C/S-1, per HCOB 31 Dec. 78 III, and must, if previously unindoctrinated, have been educated into the procedures of Scientology auditing by a Scientology C/S-1 per HCOB 15 July 78R, SCIENTOLOGY AUDITING C/S-1. He must also have had a proper PTS interview and any required PTS Type A handling resulting from the interview, and must have been given the PTS Rundown. (Ref: HCOB 31 Dec. 78R II, Rev. 20.12.83, OUTLINE OF PTS HANDLING)

And of course, like any other auditing, it is done with the pc's rudiments *in*.

#### **AUDITOR AND C/S NOTE**

One of the many advantages of the Suppressed Person Rundown is its simplicity. There are very few places where it can go off the rails. This rundown does, however, require expert metering and very standard handling, and the C/S should be alert to the following:

1. The auditor must realize that the target of this rundown is not just the pc; the target is the antagonistic terminal the pc is connected to. And the EP is not just a change in the pc, but a change in the antagonistic terminal of a positive, friendly communication to the pc. The auditor and C/S must realize that the above is the target and EP for this rundown.



2. *ALL* Problems Processes must be run on the antagonistic terminal, and failure to run enough Problems Processes is the only thing that will prevent this rundown from working.
3. *Metering*: The auditor who does this rundown must be skilled at metering so he doesn't miss reads and fail to run reading flows or attempt to run unreading flows. Imprecise metering can undermine the results of the rundown, as the running of *all charged flows on problems is vital*. The auditor must be able to read a meter and must take *instant* reads which occur *instantly* on calling the command. (Ref: HCOB 5 Aug. 78, INSTANT READS)
4. *EPs*: Each reading flow of each Problems Process must be taken to its full EP which is Cog, F/N and VGIs. The C/S should ensure that the processes are indeed taken to EP and should suspect, if there is trouble attaining the rundown EP, that one or more Problems Processes have been left underrun, unflat or unrun.

Some auditors may say they've done the rundown and the pc's in beautiful shape and he's had tremendous gains and now the Suppressed Person Rundown is complete.

Your answer to this is "Finish the rundown. Continue until the terminal gets in touch with the pc to make peace." And sure enough, a day or two or three later, the pc, in utter amazement, will report that her sister, who hasn't spoken to her for ten years, has just sent her an affectionate letter or that his father, who disowned him when he got into Scientology, has just called to say, "Hello" and that they had a great chat, just like old times.

It always happens when Problems Processes are fully run.

---

So there you have it, the Suppressed Person Rundown, quite an amazing magical feat, and very easily achieved with good, standard auditing. Use it well and fully and you'll get smashing one-for-one successes on PTS pcs.

L. RON HUBBARD  
Founder





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 DECEMBER 1978R  
REVISED 6 JANUARY 1979

Remimeo  
Class V Grad  
  Checksheet  
Class VI  
  Checksheet  
C/Ses  
Class V Grad  
  and above  
Auditors

**SUPPRESSED PERSON RUNDOWN  
PROBLEMS PROCESSES**

<i>Refs:</i>	
HCOB 29 Dec. 78R Rev. 20.12.83	THE SUPPRESSED PERSON RUNDOWN
PAB 84 15 May 56	THE REASON WHY
HCOB 31 Mar. 60	THE PRESENT TIME PROBLEM
HCOB 20 Aug. 58	PRESENT TIME PROBLEM— RUNNING OF
PAB 126 15 Dec. 57	PROBLEMS: HANDLING AND RUNNING

This bulletin contains the Problems Processes to be run on the Suppressed Person Rundown.

**DEFINITION OF PROBLEM**

The first and most vital action to begin the Suppressed Person Rundown is to fully clear PROBLEM with the pc as a *problem*, not as a condition or situation.

THE WAR OF PURPOSES GIVES US WHAT WE CALL PROBLEMS. A PROBLEM HAS THE ANATOMY OF PURPOSES. A *PROBLEM CONSISTS OF TWO OR MORE PURPOSES OPPOSED*. IT DOES NOT MATTER WHAT PROBLEM YOU FACE OR HAVE FACED, THE BASIC ANATOMY OF THAT PROBLEM IS PURPOSE—COUNTER—PURPOSE.

THE DEFINITION OF A PROBLEM IS *INTENTION VERSUS INTENTION* OR TWO OR MORE OPPOSING AND CONFLICTING VIEWS ON THE SAME SUBJECT.

The dominant operating action of this rundown is knowing what a problem is. Without the auditor feeding the pc a cog, he must clear the definition of problem with the pc so that it is fully understood and the pc can easily make up examples of problems. You'll get no place on the rundown unless both *auditor* and *pc* understand what a problem is.

Running problems comes under a gradient scale of confront and can go on and on before the pc gets up to an awareness of anything.

It's really a fascinating phenomenon. The person is being harassed all over the place by something or somebody and he will eventually name it and identify



it, which is an achievement right there, but when you first start to run problems on it, you'll find he does not have anything to do with it. It's all by itself, floating out in space someplace. The problem has nothing to do with him or anything else.

Example:

Auditor: "Tell me a problem with your mother."

Pc: "She's never home."

"She's never home" is not a problem. A problem is two-terminaled. The problem, as the pc has given it in the example above, does not contain anything live. It's just a condition. But gradually, as Problems Processes are run, he will come up to an actual statement that the problem is something that has to be solved and that it has something to do with *him*. Now we're getting someplace!

### PROBLEMS PROCESSES

The processes are taken up in the order they are given. Each flow of each process is checked for a read before running it, using the name of the terminal antagonistic to the pc. Each flow taken up is then run to the EP of cognition, F/N and VGIs.

A copy of this process sheet is placed in the folder of the pc being run on the Suppressed Person Rundown and the flows of each process run are initialed and dated by the auditor when they have been taken to a full EP.

### END PHENOMENA

THE SUPPRESSED PERSON RUNDOWN IS TAKEN TO THE EP OF A FRIENDLY AND UNPROMPTED ORIGINATION TO OR ABOUT THE PC BY THE ANTAGONISTIC TERMINAL.

This EP *will* occur when enough Problems Processes have been fully run on that terminal. The auditor's metering must be excellent, as to miss reads and leave charged flows unrun can prevent the pc from attaining the EP of this rundown.

*Refs:*

HCOB	5 Aug. 78	INSTANT READS
HCOB	3 Dec. 78	UNREADING FLOWS

If the pc has a big win, end off the session and let him have his win. Do not try to audit over a persistent floating needle or you will end up leaving charged flows unhandled due to the "needle having floated all the way through them." So give the pc some time off auditing to let him have his win, then resume his sessions so he can be taken to the full and magical EP of this rundown.

THE ONLY TIME THIS RUNDOWN DOESN'T WORK IS WHEN YOU HAVEN'T FULLY RUN ALL POSSIBLE PROBLEMS PROCESSES.

I. Ref: *The Creation of Human Ability*, R2-34

F1: CAN YOU RECALL A PROBLEM ABOUT  
(terminal) WHICH CONCERNED YOU?

HOW DID IT SEEM TO YOU THEN?

HOW DOES IT SEEM TO YOU NOW?

CAN YOU RECALL ANOTHER  
PROBLEM ABOUT (terminal) WHICH  
CONCERNED YOU?

(Continue, using the above commands.)

to EP \_\_\_\_\_

F2: CAN YOU RECALL A PROBLEM (terminal)  
HAS HAD WITH YOU WHICH CONCERNED  
HIM?

HOW DID IT SEEM TO HIM THEN?

HOW DOES IT SEEM TO HIM NOW?

CAN YOU RECALL ANOTHER  
PROBLEM (terminal) HAS HAD WITH  
YOU WHICH CONCERNED HIM?

(Continue, using the above commands.)

to EP \_\_\_\_\_

F3: CAN YOU RECALL A PROBLEM OTHERS  
HAVE HAD WITH (terminal) WHICH  
CONCERNED THEM?

HOW DID IT SEEM TO THEM THEN?

HOW DOES IT SEEM TO THEM NOW?

CAN YOU RECALL ANOTHER  
PROBLEM OTHERS HAVE HAD WITH  
(terminal) WHICH CONCERNED THEM?

(Continue, using the above commands.)

to EP \_\_\_\_\_

F3A: CAN YOU RECALL A PROBLEM (terminal)  
HAS HAD WITH OTHERS WHICH  
CONCERNED HIM?

HOW DID IT SEEM TO HIM THEN?

HOW DOES IT SEEM TO HIM NOW?

CAN YOU RECALL ANOTHER  
PROBLEM (terminal) HAS HAD WITH  
OTHERS WHICH CONCERNED HIM?

(Continue, using the above commands.)

to EP \_\_\_\_\_

**F0: CAN YOU RECALL A PROBLEM YOU HAVE HAD WITH YOURSELF BECAUSE OF (terminal) WHICH CONCERNED YOU?  
HOW DID IT SEEM TO YOU THEN?  
HOW DOES IT SEEM TO YOU NOW?**

**CAN YOU RECALL ANOTHER PROBLEM YOU HAVE HAD WITH YOURSELF BECAUSE OF (terminal) WHICH CONCERNED YOU?**

(Continue, using the above commands.) to EP \_\_\_\_\_

II. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

**F1: TELL ME YOUR PROBLEM WITH (terminal).  
WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?** to EP \_\_\_\_\_

**F2: TELL ME (terminal's) PROBLEM WITH YOU.  
WHAT PART OF THAT PROBLEM COULD HE CONFRONT?** to EP \_\_\_\_\_

**F3: TELL ME OTHERS' PROBLEM WITH (terminal).  
WHAT PART OF THAT PROBLEM COULD THEY CONFRONT?** to EP \_\_\_\_\_

**F3A: TELL ME (terminal's) PROBLEM WITH OTHERS.  
WHAT PART OF THAT PROBLEM COULD HE CONFRONT?** to EP \_\_\_\_\_

**F0: TELL ME YOUR PROBLEM WITH YOURSELF BECAUSE OF (terminal).  
WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?** to EP \_\_\_\_\_

III. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

**F1: WHAT PROBLEM ABOUT (terminal) COULD YOU CONFRONT?** to EP \_\_\_\_\_

**F2: WHAT PROBLEM ABOUT YOU COULD (terminal) CONFRONT?** to EP \_\_\_\_\_

**F3: WHAT PROBLEM ABOUT (terminal) COULD OTHERS CONFRONT?** to EP \_\_\_\_\_

**F3A: WHAT PROBLEM ABOUT OTHERS COULD (terminal) CONFRONT?** to EP \_\_\_\_\_

**F0: WHAT PROBLEM ABOUT YOURSELF CONCERNING (terminal) COULD YOU CONFRONT?** to EP \_\_\_\_\_



IV. Ref: HCOB 6 July 61, ROUTINE 1A

To be run as a bracket (1-10, 1-10, 1-10, etc., to EP).

1. **WHAT PROBLEM ABOUT (terminal)  
COULD YOU CONFRONT?**
2. **WHAT PROBLEM ABOUT (terminal)  
DON'T YOU HAVE TO CONFRONT?**
3. **WHAT PROBLEM ABOUT YOU SHOULD  
(terminal) CONFRONT?**
4. **WHAT PROBLEM ABOUT YOU WOULDN'T  
(terminal) CONFRONT?**
5. **WHAT PROBLEM ABOUT (terminal)  
SHOULD OTHERS CONFRONT?**
6. **WHAT PROBLEM ABOUT (terminal)  
WOULDN'T OTHERS CONFRONT?**
7. **WHAT PROBLEM ABOUT OTHERS  
SHOULD (terminal) CONFRONT?**
8. **WHAT PROBLEM ABOUT OTHERS  
WOULDN'T (terminal) CONFRONT?**
9. **WHAT PROBLEM ABOUT YOURSELF  
CONCERNING (terminal) COULD YOU  
CONFRONT?**
10. **WHAT PROBLEM ABOUT YOURSELF  
CONCERNING (terminal) DON'T YOU  
HAVE TO CONFRONT?** to EP \_\_\_\_\_

*Note:* What problem about (terminal) could others confront? (or, What problem about others could (terminal) confront? can be used instead of *should*, whichever checks out on the meter).

V. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

- F1: **WHAT TWO THINGS ABOUT (terminal)  
CAN YOU CONFRONT?** to EP \_\_\_\_\_
- F2: **WHAT TWO THINGS ABOUT YOU  
CAN (terminal) CONFRONT?** to EP \_\_\_\_\_
- F3: **WHAT TWO THINGS ABOUT (terminal)  
CAN OTHERS CONFRONT?** to EP \_\_\_\_\_
- F3A: **WHAT TWO THINGS ABOUT OTHERS  
CAN (terminal) CONFRONT?** to EP \_\_\_\_\_
- F0: **WHAT TWO THINGS ABOUT YOURSELF  
CONCERNING (terminal) CAN YOU  
CONFRONT?** to EP \_\_\_\_\_

VI. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

F1: **TELL ME YOUR PROBLEM WITH (terminal).**

**HOW DOES IT SEEM TO YOU NOW?**

Alternate repetitive to EP \_\_\_\_\_

F2: **TELL ME (terminal's) PROBLEM WITH YOU.**

**HOW DOES IT SEEM TO HIM NOW?**

Alternate repetitive to EP \_\_\_\_\_

F3: **TELL ME OTHERS' PROBLEM WITH (terminal).**

**HOW DOES IT SEEM TO THEM NOW?**

Alternate repetitive to EP \_\_\_\_\_

F3A: **TELL ME (terminal's) PROBLEM WITH OTHERS.**

**HOW DOES IT SEEM TO HIM NOW?**

Alternate repetitive to EP \_\_\_\_\_

F0: **TELL ME YOUR PROBLEM WITH YOURSELF BECAUSE OF (terminal).**

**HOW DOES IT SEEM TO YOU NOW?**

Alternate repetitive to EP \_\_\_\_\_

VII. Ref: HCOB 19 Nov. 65, PROBLEMS PROCESS

F1: **WHAT PROBLEM HAVE YOU HAD WITH (terminal)?**

**WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**

(One gets the pc to give his problem then runs TA off solutions. Then a new statement of the problem and more questions about solutions.)

to EP \_\_\_\_\_

F2: **WHAT PROBLEM HAS (terminal) HAD WITH YOU?**

**WHAT SOLUTIONS HAS HE HAD FOR THAT PROBLEM?**

to EP \_\_\_\_\_

F3: **WHAT PROBLEM HAVE OTHERS HAD WITH (terminal)?**

**WHAT SOLUTIONS HAVE THEY HAD FOR THAT PROBLEM?**

to EP \_\_\_\_\_

**F3A: WHAT PROBLEM HAS (terminal) HAD WITH OTHERS?**

**WHAT SOLUTIONS HAS HE HAD FOR THAT PROBLEM?**

to EP \_\_\_\_\_

**F0: WHAT PROBLEM HAVE YOU HAD WITH YOURSELF BECAUSE OF (terminal)?**

**WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**

to EP \_\_\_\_\_

**VIII. Ref: HCOB 19 Jan. 61, ADDITIONAL HAS PROCESSES**

**F1: GET THE IDEA OF SOLVING A PROBLEM WITH (terminal).**

**GET THE IDEA OF NOT SOLVING A PROBLEM WITH (terminal).**

to EP \_\_\_\_\_

**F2: GET THE IDEA OF (terminal) SOLVING A PROBLEM WITH YOU.**

**GET THE IDEA OF (terminal) NOT SOLVING A PROBLEM WITH YOU.**

to EP \_\_\_\_\_

**F3: GET THE IDEA OF OTHERS SOLVING A PROBLEM WITH (terminal).**

**GET THE IDEA OF OTHERS NOT SOLVING A PROBLEM WITH (terminal).**

to EP \_\_\_\_\_

**F3A: GET THE IDEA OF (terminal) SOLVING A PROBLEM WITH OTHERS.**

**GET THE IDEA OF (terminal) NOT SOLVING A PROBLEM WITH OTHERS.**

to EP \_\_\_\_\_

**F0: GET THE IDEA OF SOLVING A PROBLEM WITH YOURSELF ABOUT (terminal).**

**GET THE IDEA OF NOT SOLVING A PROBLEM WITH YOURSELF ABOUT (terminal).**

to EP \_\_\_\_\_

**IX. Ref: *The Creation of Human Ability*, R2-71**

**F1: GIVE ME SOME ANSWERS CONCERNING (terminal).**

to EP \_\_\_\_\_

**F2: GIVE ME SOME ANSWERS FOR (terminal) CONCERNING YOU.**

to EP \_\_\_\_\_

**F3: GIVE ME SOME ANSWERS FOR OTHERS CONCERNING (terminal).**

to EP \_\_\_\_\_

**F3A: GIVE ME SOME ANSWERS FOR (terminal) CONCERNING OTHERS.**

to EP \_\_\_\_\_

**F0: GIVE ME SOME ANSWERS FOR YOURSELF CONCERNING (terminal).**

to EP \_\_\_\_\_

- X. Ref: HCOB 3 May 59, SOLUTION TO SOLUTIONS
- F1: **WHAT SOLUTION COULD YOU MAKE STICK ABOUT (terminal)?** to EP \_\_\_\_\_
- F2: **WHAT SOLUTION COULD (terminal) MAKE STICK ABOUT YOU?** to EP \_\_\_\_\_
- F3: **WHAT SOLUTION COULD OTHERS MAKE STICK ABOUT (terminal)?** to EP \_\_\_\_\_
- F3A: **WHAT SOLUTION COULD (terminal) MAKE STICK ABOUT OTHERS?** to EP \_\_\_\_\_
- F0: **WHAT SOLUTION ABOUT YOURSELF CONCERNING (terminal) COULD YOU MAKE STICK?** to EP \_\_\_\_\_
- XI. Ref: HCOB 14 Sept. 61, NEW RUDIMENTS COMMANDS
- F1: **FIND OUT IF THE PC HAS A READING PROBLEM WITH (terminal). IF SO, RUN:**
- TELL ME WHAT IS UNKNOWN ABOUT THAT PROBLEM WITH (terminal).** to EP \_\_\_\_\_
- F2: **FIND OUT IF THERE IS A READING PROBLEM (terminal) HAS WITH THE PC. IF SO, RUN:**
- TELL ME WHAT IS UNKNOWN TO (terminal) ABOUT THAT PROBLEM WITH YOU.** to EP \_\_\_\_\_
- F3: **FIND OUT IF THERE IS A READING PROBLEM THAT OTHERS HAVE WITH (terminal). IF SO, RUN:**
- TELL ME WHAT IS UNKNOWN TO OTHERS ABOUT THAT PROBLEM WITH (terminal).** to EP \_\_\_\_\_
- F3A: **FIND OUT IF THERE IS A READING PROBLEM THAT (terminal) HAS WITH OTHERS. IF SO, RUN:**
- TELL ME WHAT IS UNKNOWN TO (terminal) ABOUT THAT PROBLEM WITH OTHERS.** to EP \_\_\_\_\_
- F0: **FIND OUT IF THE PC HAS A READING PROBLEM WITH HIMSELF BECAUSE OF (terminal). IF SO, RUN:**
- TELL ME WHAT IS UNKNOWN ABOUT THAT PROBLEM WITH YOURSELF.** to EP \_\_\_\_\_





XII. Ref: HCOB 7 Sept. 64 II, PTPs, OVERTS AND ARC BREAKS

F1: TELL ME SOMETHING YOU DON'T KNOW ABOUT (terminal). to EP \_\_\_\_\_

F2: TELL ME SOMETHING (terminal) DOESN'T KNOW ABOUT YOU. to EP \_\_\_\_\_

F3: TELL ME SOMETHING OTHERS DON'T KNOW ABOUT (terminal). to EP \_\_\_\_\_

F3A: TELL ME SOMETHING (terminal) DOESN'T KNOW ABOUT OTHERS. to EP \_\_\_\_\_

F0: TELL ME SOMETHING YOU DON'T KNOW ABOUT YOURSELF BECAUSE OF (terminal). to EP \_\_\_\_\_

XIII. Ref: HCOB 24 Feb. 59, TECHNICAL BULLETIN; HCOB 3 July 59, GENERAL INFORMATION

Run Selected Person Overt-Withhold Straightwire on the terminal.

F1: THINK OF SOMETHING (terminal) HAS DONE TO YOU.  
  
THINK OF SOMETHING (terminal) HAS WITHHELD FROM YOU. to EP \_\_\_\_\_

F2: THINK OF SOMETHING YOU HAVE DONE TO (terminal).  
  
THINK OF SOMETHING YOU HAVE WITHHELD FROM (terminal). to EP \_\_\_\_\_

F3: THINK OF SOMETHING OTHERS HAVE DONE TO (terminal).  
  
THINK OF SOMETHING OTHERS HAVE WITHHELD FROM (terminal). to EP \_\_\_\_\_

F3A: THINK OF SOMETHING (terminal) HAS DONE TO OTHERS.  
  
THINK OF SOMETHING (terminal) HAS WITHHELD FROM OTHERS. to EP \_\_\_\_\_

F0: THINK OF SOMETHING YOU HAVE DONE TO YOURSELF BECAUSE OF (terminal).  
  
THINK OF SOMETHING YOU HAVE WITHHELD FROM YOURSELF BECAUSE OF (terminal). to EP \_\_\_\_\_



XIV. Ref: HCOB 15 Oct. 58, ACC CLEAR PROCEDURE

F1: TELL ME YOUR PROBLEM WITH (terminal).  
WHAT PART OF THAT PROBLEM  
COULD YOU BE RESPONSIBLE FOR?

Alternate repetitive to EP \_\_\_\_\_

F2: TELL ME (terminal's) PROBLEM WITH YOU.  
WHAT PART OF THAT PROBLEM  
COULD HE BE RESPONSIBLE FOR?

Alternate repetitive to EP \_\_\_\_\_

F3: TELL ME OTHERS' PROBLEM WITH  
(terminal).  
WHAT PART OF THAT PROBLEM  
COULD THEY BE RESPONSIBLE FOR?

Alternate repetitive to EP \_\_\_\_\_

F3A: TELL ME (terminal's) PROBLEM WITH  
OTHERS.  
WHAT PART OF THAT PROBLEM  
COULD HE BE RESPONSIBLE FOR?

Alternate repetitive to EP \_\_\_\_\_

F0: TELL ME YOUR PROBLEM WITH YOURSELF  
BECAUSE OF (terminal).  
WHAT PART OF THAT PROBLEM  
COULD YOU BE RESPONSIBLE FOR?

Alternate repetitive to EP \_\_\_\_\_

XV. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

F1: WHAT MOTION OF YOURS HAS (terminal)  
BEEN RESPONSIBLE FOR? to EP \_\_\_\_\_

F2: WHAT MOTION OF (terminal's) HAVE YOU  
BEEN RESPONSIBLE FOR? to EP \_\_\_\_\_

F3: WHAT MOTION OF (terminal's) HAVE  
OTHERS BEEN RESPONSIBLE FOR? to EP \_\_\_\_\_

F3A: WHAT MOTION OF OTHERS HAS (terminal)  
BEEN RESPONSIBLE FOR? to EP \_\_\_\_\_

F0: WHAT MOTION OF YOUR OWN  
REGARDING (terminal) HAVE YOU BEEN  
RESPONSIBLE FOR? to EP \_\_\_\_\_

XVI. Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM

F1: TELL ME YOUR PROBLEM WITH (terminal).  
WHAT PART OF THAT PROBLEM  
HAVE YOU BEEN RESPONSIBLE FOR? to EP \_\_\_\_\_



- F2: **TELL ME (terminal's) PROBLEM WITH YOU.  
WHAT PART OF THAT PROBLEM HAS  
HE/SHE BEEN RESPONSIBLE FOR?** to EP \_\_\_\_\_
- F3: **TELL ME OTHERS' PROBLEM WITH  
(terminal).**  
**WHAT PART OF THAT PROBLEM  
HAVE THEY BEEN RESPONSIBLE FOR?** to EP \_\_\_\_\_
- F3A: **TELL ME (terminal's) PROBLEM WITH  
OTHERS.**  
**WHAT PART OF THAT PROBLEM HAS  
HE/SHE BEEN RESPONSIBLE FOR?** to EP \_\_\_\_\_
- F0: **TELL ME YOUR PROBLEM WITH YOURSELF  
BECAUSE OF (terminal).**  
**WHAT PART OF THAT PROBLEM  
HAVE YOU BEEN RESPONSIBLE FOR?** to EP \_\_\_\_\_
- XVII. Ref: PAB 42, 24 Dec. 54, SIX BASIC PROCESSES
- F1: **WHAT KIND OF PROBLEMS COULD YOU  
HAVE WITH (terminal)?** to EP \_\_\_\_\_
- F2: **WHAT KIND OF PROBLEMS COULD  
(terminal) HAVE WITH YOU?** to EP \_\_\_\_\_
- F3: **WHAT KIND OF PROBLEMS COULD OTHERS  
HAVE WITH (terminal)?** to EP \_\_\_\_\_
- F3A: **WHAT KIND OF PROBLEMS COULD  
(terminal) HAVE WITH OTHERS?** to EP \_\_\_\_\_
- F0: **WHAT KIND OF PROBLEMS COULD YOU  
HAVE WITH YOURSELF BECAUSE OF  
(terminal)?** to EP \_\_\_\_\_
- XVIII. Ref: PAB 88, 12 June 56, THE CONDITIONS OF  
AUDITING
- F1: **WHAT PROBLEM COULD (terminal) BE TO  
YOU?** to EP \_\_\_\_\_
- F2: **WHAT PROBLEM COULD YOU BE TO  
(terminal)?** to EP \_\_\_\_\_
- F3: **WHAT PROBLEM COULD (terminal) BE TO  
OTHERS?** to EP \_\_\_\_\_
- F3A: **WHAT PROBLEM COULD OTHERS BE TO  
(terminal)?** to EP \_\_\_\_\_
- F0: **WHAT PROBLEM COULD YOU BE TO  
YOURSELF BECAUSE OF (terminal)?** to EP \_\_\_\_\_

XIX. Ref: HCOB 17 Mar. 60, STANDARDIZED SESSIONS

F1: **TELL ME A PROBLEM (terminal) WOULD BE A SOLUTION TO.** to EP \_\_\_\_\_

F2: **TELL ME A PROBLEM FOR (terminal) THAT YOU WOULD BE A SOLUTION TO.** to EP \_\_\_\_\_

F3: **TELL ME A PROBLEM FOR OTHERS THAT (terminal) WOULD BE A SOLUTION TO.** to EP \_\_\_\_\_

F3A: **TELL ME A PROBLEM FOR (terminal) THAT OTHERS WOULD BE A SOLUTION TO.** to EP \_\_\_\_\_

F0: **TELL ME A PROBLEM CONCERNING (terminal) YOU YOURSELF WOULD BE A SOLUTION TO.** to EP \_\_\_\_\_

XX. Ref: *The Creation of Human Ability*, R2-20

F1: **WHAT KIND OF A PROBLEM COULD (terminal) BE TO YOU?**

**COULD HE BE THAT PROBLEM?**

**CAN YOU SEE YOURSELF FIGURING ON IT?**

**GIVE ME ANOTHER PROBLEM (terminal) COULD BE TO YOU.**

**CAN HE BE THAT PROBLEM? and so on, to EP \_\_\_\_\_**

F2: **WHAT KIND OF A PROBLEM COULD YOU BE TO (terminal)?**

**CAN YOU BE THAT PROBLEM?**

**CAN YOU SEE (terminal) FIGURING ON IT?**

**GIVE ME ANOTHER PROBLEM YOU COULD BE TO (terminal).**

**CAN YOU BE THAT PROBLEM? and so on, to EP \_\_\_\_\_**

F3: **WHAT KIND OF A PROBLEM COULD (terminal) BE TO OTHERS?**

**CAN (terminal) BE THAT PROBLEM?**

**CAN YOU SEE OTHERS FIGURING ON IT?**

**GIVE ME ANOTHER PROBLEM (terminal) COULD BE TO OTHERS.**

**CAN (terminal) BE THAT PROBLEM? and so on, to EP \_\_\_\_\_**



**F3A: WHAT KIND OF A PROBLEM COULD OTHERS BE TO (terminal)?**

**CAN OTHERS BE THAT PROBLEM?**

**CAN YOU SEE (terminal) FIGURING ON IT?**

**GIVE ME ANOTHER PROBLEM OTHERS COULD BE TO (terminal).**

**CAN OTHERS BE THAT PROBLEM?**

and so on, to EP \_\_\_\_\_

**F0: WHAT KIND OF A PROBLEM COULD YOU BE TO YOURSELF BECAUSE OF (terminal)?**

**CAN YOU BE THAT PROBLEM?**

**CAN YOU SEE YOURSELF FIGURING ON IT?**

**GIVE ME ANOTHER PROBLEM YOU COULD BE TO YOURSELF BECAUSE OF (terminal).**

**CAN YOU BE THAT PROBLEM?**

and so on, to EP \_\_\_\_\_

**XXI. Repeat same process, using solutions, as follows:**

**F1: WHAT KIND OF A SOLUTION COULD (terminal) BE TO YOU?**

**COULD HE BE THAT SOLUTION?**

**CAN YOU SEE YOURSELF FIGURING ON IT?**

**GIVE ME ANOTHER SOLUTION (terminal) COULD BE TO YOU.**

**CAN HE BE THAT SOLUTION?**

and so on, to EP \_\_\_\_\_

**F2: WHAT KIND OF A SOLUTION COULD YOU BE TO (terminal)?**

**CAN YOU BE THAT SOLUTION?**

**CAN YOU SEE (terminal) FIGURING ON IT?**

**GIVE ME ANOTHER SOLUTION YOU COULD BE TO (terminal).**

**CAN YOU BE THAT SOLUTION?**

and so on, to EP \_\_\_\_\_

F3: **WHAT KIND OF A SOLUTION COULD  
(terminal) BE TO OTHERS?**  
**CAN (terminal) BE THAT SOLUTION?**  
**CAN YOU SEE OTHERS FIGURING  
ON IT?**  
**GIVE ME ANOTHER SOLUTION  
(terminal) COULD BE TO OTHERS.**  
**CAN (terminal) BE THAT  
SOLUTION?** and so on, to EP \_\_\_\_\_

F3A: **WHAT KIND OF A SOLUTION COULD  
OTHERS BE TO (terminal)?**  
**CAN OTHERS BE THAT SOLUTION?**  
**CAN YOU SEE (terminal) FIGURING  
ON IT?**  
**GIVE ME ANOTHER SOLUTION  
OTHERS COULD BE TO (terminal).**  
**CAN OTHERS BE THAT  
SOLUTION?** and so on, to EP \_\_\_\_\_

F0: **WHAT KIND OF A SOLUTION COULD YOU  
BE TO YOURSELF BECAUSE OF (terminal)?**  
**CAN YOU BE THAT SOLUTION?**  
**CAN YOU SEE YOURSELF FIGURING  
ON IT?**  
**GIVE ME ANOTHER SOLUTION YOU  
COULD BE TO YOURSELF BECAUSE  
OF (terminal).**  
**CAN YOU BE THAT SOLUTION?** and so on, to EP \_\_\_\_\_

XXII. Ref: *The Creation of Human Ability*, R1-11

F1: **WHAT KIND OF A PROBLEM CAN (terminal)  
BE TO YOU IN HAVINGNESS?**  
**WHAT KIND OF A PROBLEM CAN  
(terminal) BE TO YOU IN NOT  
HAVINGNESS?** to EP \_\_\_\_\_

F2: **WHAT KIND OF A PROBLEM CAN YOU BE  
TO (terminal) IN HAVINGNESS?**  
**WHAT KIND OF A PROBLEM CAN YOU  
BE TO (terminal) IN NOT HAVINGNESS?** to EP \_\_\_\_\_

F3: **WHAT KIND OF A PROBLEM CAN (terminal)  
BE TO OTHERS IN HAVINGNESS?**  
**WHAT KIND OF A PROBLEM CAN  
(terminal) BE TO OTHERS IN NOT  
HAVINGNESS?** to EP \_\_\_\_\_



**F3A: WHAT KIND OF A PROBLEM CAN OTHERS BE TO (terminal) IN HAVINGNESS?**

**WHAT KIND OF A PROBLEM CAN OTHERS BE TO (terminal) IN NOT HAVINGNESS?**

to EP \_\_\_\_\_

**F0: WHAT KIND OF A PROBLEM CONCERNING (terminal) CAN YOU BE TO YOURSELF IN HAVINGNESS?**

**WHAT KIND OF A PROBLEM CONCERNING (terminal) CAN YOU BE TO YOURSELF IN NOT HAVINGNESS?**

to EP \_\_\_\_\_

**XXIII. Repeat same process using solutions as follows:**

**F1: WHAT KIND OF A SOLUTION TO HAVINGNESS CAN (terminal) BE TO YOU?**

**WHAT KIND OF A SOLUTION TO NOT HAVINGNESS CAN (terminal) BE TO YOU?**

to EP \_\_\_\_\_

**F2: WHAT KIND OF A SOLUTION TO HAVINGNESS CAN YOU BE TO (terminal)?**

**WHAT KIND OF A SOLUTION TO NOT HAVINGNESS CAN YOU BE TO (terminal)?**

to EP \_\_\_\_\_

**F3: WHAT KIND OF A SOLUTION TO HAVINGNESS CAN (terminal) BE TO OTHERS?**

**WHAT KIND OF A SOLUTION TO NOT HAVINGNESS CAN (terminal) BE TO OTHERS?**

to EP \_\_\_\_\_

**F3A: WHAT KIND OF A SOLUTION TO HAVINGNESS CAN OTHERS BE TO (terminal)?**

**WHAT KIND OF A SOLUTION TO NOT HAVINGNESS CAN OTHERS BE TO (terminal)?**

to EP \_\_\_\_\_

**F0: WHAT KIND OF A SOLUTION TO HAVINGNESS CONCERNING (terminal) CAN YOU BE TO YOURSELF?**

**WHAT KIND OF A SOLUTION TO NOT HAVINGNESS CONCERNING (terminal) CAN YOU BE TO YOURSELF?**

to EP \_\_\_\_\_



XXIV. Ref: *The Creation of Human Ability*, R2-20

Have the pc pick out or pick up a room object, have him examine this object until he is sure it is real.

F1: **WHAT PROBLEMS COULD THIS OBJECT BE TO YOU BECAUSE OF (terminal)?** to EP \_\_\_\_\_

F2: **WHAT PROBLEMS COULD THIS OBJECT BE TO (terminal) BECAUSE OF YOU?** to EP \_\_\_\_\_

F3: **WHAT PROBLEMS COULD THIS OBJECT BE TO OTHERS BECAUSE OF (terminal)?** to EP \_\_\_\_\_

F3A: **WHAT PROBLEMS COULD THIS OBJECT BE TO (terminal) BECAUSE OF OTHERS?** to EP \_\_\_\_\_

F0: **WHAT PROBLEMS COULD YOU CAUSE YOURSELF OVER THIS OBJECT BECAUSE OF (terminal)?** to EP \_\_\_\_\_

On each flow the command is run repetitively until the pc is convinced that he can create problems at will.

XXV. Ref: HCOB 7 Sept. 64 II, PTPs, OVERTS AND ARC BREAKS

F1: **DO YOU HAVE A PROBLEM WITH (terminal)?**  
**WHAT COMMUNICATION HAVE YOU LEFT INCOMPLETE ABOUT THAT PROBLEM?** to EP \_\_\_\_\_

F2: **DOES (terminal) HAVE A PROBLEM WITH YOU?**  
**WHAT COMMUNICATION HAS HE LEFT INCOMPLETE ABOUT THAT PROBLEM?** to EP \_\_\_\_\_

F3: **DO OTHERS HAVE A PROBLEM WITH (terminal)?**  
**WHAT COMMUNICATION HAVE THEY LEFT INCOMPLETE ABOUT THAT PROBLEM?** to EP \_\_\_\_\_

F3A: **DOES (terminal) HAVE A PROBLEM WITH OTHERS?**  
**WHAT COMMUNICATION HAS HE LEFT INCOMPLETE ABOUT THAT PROBLEM?** to EP \_\_\_\_\_

F0: **DO YOU HAVE A PROBLEM WITH YOURSELF BECAUSE OF (terminal)?**  
**WHAT COMMUNICATION HAVE YOU LEFT INCOMPLETE WITH YOURSELF ABOUT THAT PROBLEM?** to EP \_\_\_\_\_





XXVI. Ref: HCOB 21 July 59, HGC ALLOWED PROCESSES

- F1: **FROM WHERE COULD (terminal)  
COMMUNICATE TO YOU?** to EP \_\_\_\_\_
- F2: **FROM WHERE COULD YOU COMMUNICATE  
TO (terminal)?** to EP \_\_\_\_\_
- F3: **FROM WHERE COULD OTHERS  
COMMUNICATE TO (terminal)?** to EP \_\_\_\_\_
- F3A: **FROM WHERE COULD (terminal)  
COMMUNICATE TO OTHERS?** to EP \_\_\_\_\_
- F0: **FROM WHERE COULD YOU COMMUNICATE  
TO YOURSELF CONCERNING (terminal)?** to EP \_\_\_\_\_

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 DECEMBER 1978RA

Issue II

REVISED 26 JULY 1986

Remimeo  
HCO  
Tech/Qual  
C/Ses  
Auditors  
Ethics Officers  
De-PTSers  
PTS/SP Checksheet

**OUTLINE OF PTS HANDLING**

*Refs:*

HCOB	31 Dec.	78RA III	EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1
	Rev. 21.3.89		
HCO PL	20 Oct.	81R	PTS TYPE A HANDLING
	Rev. 10.9.83		
HCOB	24 Apr.	72 I	C/S Series 79 ExDn Series 5 PTS INTERVIEWS
HCO PL	30 Jan.	83	KSW Series 28 Esto Series 46 YOUR POST AND LIFE
HCOB	20 Oct.	76 II	PTS HANDLING
HCO PL	20 Oct.	76RA	PTS DATA
	Rev. 25.8.87		
HCOB	17 Apr.	72R	C/S Series 76R C/Sing A PTS RUNDOWN
	Rev. 20.12.83		
HCOB	23 Dec.	71RA	C/S Series 73RA THE NO-INTERFERENCE AREA CLARIFIED AND REENFORCED
	Rev. 1.7.85		
HCOB	27 July	76	PTS RUNDOWN AND VITAL INFO RUNDOWN POSITION CORRECTED
Book:	<i>The Problems of Work</i>		Chapter 6, "Affinity, Reality and Communication"
HCOB	10 Aug.	73	PTS HANDLING
HCOB	8 Mar.	83	HANDLING PTS SITUATIONS
HCOB	16 Apr.	82	MORE ON PTS HANDLING
HCOB	10 Sept.	83	PTSness AND DISCONNECTION
HCOB	24 Nov.	65	SEARCH AND DISCOVERY
HCOB	9 Dec.	71RD	PTS RUNDOWN, AUDITED
	Rev. 28.3.89		
HCOB	20 Jan.	72R	PTS RUNDOWN ADDITION
	Rev. 8.12.78		
HCOB	3 June	72RA	PTS RUNDOWN, FINAL STEP
	Rev. 8.12.78		
HCOB	29 Dec.	78R	THE SUPPRESSED PERSON RUNDOWN, A MAGICAL NEW RUNDOWN
	Rev. 20.12.83		
HCOB	30 Dec.	78R	SUPPRESSED PERSON RUNDOWN PROBLEMS PROCESSES
	Rev. 6.1.79		
HCOB	21 May	85	C/S Series 121 FPRD Series 11 TWO TYPES OF PTSes

PTS situations can arise at any time during a person's Scientology auditing or training and must be handled speedily and well to get the person back on his course of auditing or training. Many preclears new to Scientology require PTS handling as one of their first actions.

Auditing or training must not be continued over an unhandled PTS situation, as processing or study under the duress of suppression may not produce results.

You do not go on hoping or ignore it or call it something else or do any other action except *handle*. Handling PTSness is too easy to allow for any justification or excuse for not doing so, and the steps given below lay out the many handlings which can be used to bring about a full resolution of all PTSness in all pcs.

### EDUCATION

A person who is PTS is often the last person to suspect it. He may have become temporarily or momentarily so. And he may have become so very slightly. Or he may be *very* PTS and have been so for a long time. But he is nevertheless PTS and we must educate him on the subject.

The PTS C/S-1, given in HCOB 31 Dec. 78RA III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1, must be done before any other PTS handling is begun.

This action sets a person up to understand his PTS sit and the mechanics of it. A thorough PTS C/S-1 is the basis of all successful PTS handling.

### PTS INTERVIEW

A metered PTS interview per HCOB 24 Apr. 72 I, C/S Series 79, PTS INTERVIEWS, or a "10 August handling" per HCOB 10 Aug. 73, PTS HANDLING, done by an auditor in session or an MAA, De-PTSer, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source must be assisted in working out a handling for that terminal. (Or more rarely, the PTS may need to disconnect from that person.)

(If *any* difficulty is encountered on this step or if the SP cannot easily be found, the preclear or student is probably not PTS Type I and should be turned over to an auditor qualified to handle Type II PTS situations with more advanced PTS tech.)

### HANDLING

Once the antagonistic terminal has been located, a handling is done to move the PTS person from effect to slight gentle cause over his situation. This handling is done per a program which will include whatever is needed to accomplish the result, and will, of course, vary depending on the person and his circumstances.

When the antagonistic person exists in present time, in the physical universe (as opposed to a past-life SP item), a good-roads, good-weather approach to the antagonistic terminal is usually what is needed. The handling must be agreed

upon by the potential trouble source and the person assisting him and must be tailored to put the person at cause over his particular situation.

Handling may include coaching him along to see how he himself actually precipitated the PTS condition in the first place by not applying or by misapplying Scientology basics to his life and relationship with the now antagonistic terminal.

#### Additional references:

HCOB	10 Aug. 73	PTS HANDLING
HCOB	24 Apr. 72 I	C/S Series 79
		PTS INTERVIEWS
HCOB	24 Nov. 65	SEARCH AND DISCOVERY
Book:	<i>The Problems of Work</i>	Chapter 6, "Affinity, Reality and Communication"
HCOB	8 Mar. 83	HANDLING PTS SITUATIONS
HCOB	10 Sept. 83	PTSness AND DISCONNECTION
HCO PL	20 Oct. 81R	PTS TYPE A HANDLING
	Rev. 10.9.83	

### WHAT IS SCIENTOLOGY?

It quite often happens that the persons antagonistic to the preclear have no real concept of what Scientology is. This can also be true of a very new Scientologist who then misinforms others.

The book *What Is Scientology?* is a very useful tool. The preclear can send a copy of it to persons antagonistic to him and it will give them hope that the person will respond better to life or if they are antagonistic to Scientology can show them what they're being antagonistic to.

Recommendations that the PTS person obtain and use this book (or anyone else who wants to inform his friends or get them on the right road, as the book was not written for the purpose of de-PTSing people) should be made by the interviewing officer. The book was specially priced so it would be more generally available despite the high cost of publishing. It is a large and imposing book and contains the true answers to all the questions people might ask and so saves the PTS person or any other person a great deal of explanation time.

It is quite a formidable weapon when used in that fashion besides being a good book that Scientologists should own in its own right.

### BOOKS, TAPES AND FILMS

*Scientology: The Fundamentals of Thought*, and other basic books, tapes and films (particularly the film "Introduction to Scientology") are very useful tools. The preclear can send a copy of a book or tape to the antagonistic person. Or he can bring the person in to the local org to listen to a tape play or see a film.

### HOW TO HANDLE FALSE DATA AND LIES

In some cases antagonism stems from false data or outright lies that the antagonistic person has heard or read.

The handling for this is based on the datum that truth must exist before lies, and truth blows the lie away as it is later on the chain.

The handling for a person who has false data on Scientology is to fill in any vacuum of missing data with factual data about Scientology and to prove any lies, rumors and false data encountered to be false.

Any lies are disproven by documenting the truth. For example, if the lie is that "Scientology is not a religion," this can be proven to be false with court decisions or documents clearly stating that Scientology *is* a religion. (The tech of handling such is covered in HCO PL 11 May 71 III, PR Series 7, BLACK PR, and HCO PL 21 Nov. 72 I, PR Series 18, HOW TO HANDLE BLACK PROPAGANDA.) Packs of such current materials can be obtained through one's local Ethics Officer or the Director of Special Affairs in your org.

The truth blows the lie away. And the source of the lie is rendered unbelievable and any other utterances by that source will then be discarded.

### **CAN WE EVER BE FRIENDS?**

Extraordinary successes in handling PTS situations with the "Can We Ever Be Friends?" cassette and booklet occur when these are used. Many parents, friends, relatives of Scientologists, who, due to misunderstandings or misinformation, thought they were opposed to Scientology and its aims have discovered, after listening to this cassette, that they are in full agreement with it and now give Scientology their support.

The results available with this cassette cannot be underestimated. It can be used by itself when communication has really broken down between the two terminals or in conjunction with other PTS handling.

### **DISCONNECTION**

In the rare cases where disconnection is validly indicated in order to handle the person's PTSness, it should be done exactly per HCOB 10 Sept. 83, PTSness AND DISCONNECTION.

### **PROGRAM**

As a result of interview and the various actions connected with it as given above and in the referenced issues, the interviewer must give the person a program to be done by the person. If the person does not do the program or report his actions on it, or the program results in no real change in the situation, the interviewing officer must require the person to have auditing on the subject. Ruds can be flown and/or a PTS RD must be given by a qualified auditor in the HGC.

Clears and OTs can have ruds flown and can do all the PTS RD except engram handling.

This is usually followed by a Suppressed Person RD.

### **RUDIMENTS**

Flying ruds and overts Triple or Quad flow on the antagonistic terminal is often done to "get ruds in" and enable the PTS Type A person to better confront



the PTS situation he is faced with. With a better confront of the situation, he is, obviously, better prepared to carry out the handling steps of his program successfully. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor.

The above describes the use of rudiments in handling PTS Type A situations. *Note that in cases where a PTS Rundown is needed rudiments alone are never used as a substitute for the full rundown.*

### PTS/SP COURSE

A full and complete PTS handling would consist of getting the person through his PTSness and *then* getting him through the PTS/SP Course. This *must* be included as part of the handling, as otherwise the person will never learn the full mechanics that had been wrecking his life.

With the knowledge of PTS/SP technical data under his belt, a person can be at cause over suppressives and is far less likely to become PTS to anyone in the future.

### THE PTS RUNDOWN

The PTS Rundown is done when preclears who have had standard, successful PTS handlings roller-coaster at a later date, become ill, slump after making gains or continue to find additional terminals they are PTS to.

Or it is done when the person doesn't brighten up with standard PTS A handling, or when he isn't sure of the SP or can't name any SP at all.

The exceptions are:

1. That the R3RA steps of the PTS RD would not be run on Clears and OTs (though they may be given the remaining steps of the PTS RD), and
2. Audited actions to handle PTSness would not be done on those in the No-Interference Area.

*Note:* Although the PTS RD contains R3RA steps and New Era Dianetics has been repositioned above Grades 0–IV on the new Grade Chart, this does NOT limit the PTS RD to those at the level of NED in their processing. When a person has a PTS condition to be handled, it is not a matter of whether the person is up to the level of NED on the Grade Chart but a matter of handling the condition terminatedly, as the person may not be otherwise audited or trained over PTSness. This does not preclude the fact that proper setup for the action must be done, per the four points of breakdown of the PTS Rundown.

The PTS Rundown is run to the end phenomena of *a pc who is getting and keeping case gains and never again roller-coasters.*

### SUPPRESSED PERSON RUNDOWN

If after the PTS Rundown, the person feels fine but the persons suppressing him are still making trouble, then the PTS person must have a Suppressed Person Rundown.

The Suppressed Person Rundown can produce the wondrous result of changing the disposition of an antagonistic terminal at a distance, by auditing the PTS preclear. Where this terminal was antagonistic, invalidative, hostile or downright suppressive, he can suddenly have a change of heart and seek to make peace with the PTS pc.

The end phenomena of this handling is a miraculous restoration of communication between the estranged terminals *originated* by the formerly antagonistic person.

The Suppressed Person Rundown is done after a PTS C/S-1 has been done, the antagonistic terminal has been located and handlings have been done on that terminal, and after the PTS Rundown has been done.

It is not done in the No-Interference Area.

Note that this rundown is for USE, even after the pc himself has been handled as a case, as this rundown handles the other person, the SP or antagonistic person, and the pc's relationship to him in the real physical universe. Where the SP or antagonistic person exists in present time, this rundown is done on a one-for-one basis. In such cases, you use it no matter how successful the PTS handling was.

#### SUMMARY

Thus, any full and complete PTS handling consists of:

1. Education (PTS C/S-1),
2. PTS interview (discovering to what or whom he is PTS),
3. Handling (or in rare cases disconnection, if warranted),
4. PTS/SP course (can be started earlier),
5. PTS Rundown (if needed),
6. Suppressed Person Rundown (if needed).

These are powerful and precision tools. With them we can handle our PTS students, preclears and staffs and get resounding one-for-one successes.

I am counting on you to do this.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 DECEMBER 1978RA

Issue III

REVISED 21 MARCH 1989

Remimeo  
HCO  
Tech/Qual  
Auditors  
Word Clearers  
C/Ses  
Ethics Officers

**EDUCATING THE POTENTIAL TROUBLE SOURCE,  
THE FIRST STEP TOWARD HANDLING:  
PTS C/S-1**

*Refs:*

HCO PL	30 Jan.	83	KSW Series 28 Esto Series 55 YOUR POST AND LIFE PTS TYPE A HANDLING
HCO PL	20 Oct.	81R Rev. 10.9.83	PTS TYPE A HANDLING
HCOB	8 Mar.	83	HANDLING PTS SITUATIONS
HCOB	24 Apr.	72 I	C/S Series 79 ExDn Series 5 PTS INTERVIEWS
HCOB	10 Aug.	73	PTS HANDLING
HCOB	27 Sept.	66	THE ANTISOCIAL PERSONALITY THE ANTI-SCIENTOLOGIST
HCOB	28 Nov.	70	C/S Series 22 PSYCHOSIS
HCOB	24 Nov.	65	SEARCH AND DISCOVERY
HCOB	12 Mar.	68	MISTAKES, ANATOMY OF
HCOB	31 Dec.	78RA II Rev. 26.7.86	OUTLINE OF PTS HANDLING
HCOB	28 Feb.	84	C/S Series 118 PRETENDED PTS
HCOB	21 May	85	C/S Series 121 FPRD Series 11 TWO TYPES OF PTSes

The very first step in handling a potential trouble source is educating him in the fundamentals of PTS/SP tech with a PTS C/S-1.

In the absence of this education, the PTS person may not understand what is being asked of him, may not understand his condition, may not spot the correct SP and he may not recover. You may get people asserting they are not PTS, who yet do not even know what the letters "PTS" stand for.

The PTS C/S-1 is a very short action for most pcs. Its purpose is to educate the PTS person in the basics of PTS/SP tech so that he understands what PTSness is. Once he is educated, you can do a PTS interview (per HCOB 24 Apr. 72 I, C/S Series 79, PTS INTERVIEWS) or a PTS handling (per HCOB 10 Aug. 73, PTS HANDLING).



The steps of the PTS C/S-1 as given in this HCOB must be completed on all PTS persons before any sort of PTS interview or handling or any PTS auditing is undertaken.

### QUALIFICATIONS

Anyone delivering the PTS C/S-1 must have a Qual okay to do Word Clearing, must have high crime checked out on this issue and must be familiar enough with the PTS/SP materials so that he can quickly find the source references to answer any pc questions.

### WHERE DELIVERED

The PTS C/S-1 is normally done in session by the pc's auditor as part of the pc's auditing intensive, or by the De-PTSer or Ethics Officer who is working with the PTS person. In cases where the person who needs the PTS C/S-1 is not on auditing lines and whose De-PTSer or Ethics Officer is not yet qualified to do the Word Clearing actions, then the person should be routed by Qual I&I to the Qual Word Clearer, who can deliver the PTS C/S-1.

### FURTHER HATTING

After the person has discovered to what or to whom he is PTS, it is necessary to educate him on any further specific actions or handlings you will be doing with him. For example, if he were to decide to disconnect from an actual SP in his environment, you would have him study HCOB 10 Sept. 83, PTSness AND DISCONNECTION, ensuring that he fully understands it (using Word Clearing as necessary). An untrained pc would study the section entitled "Disconnection" in the book *Introduction to Scientology Ethics*.

The full PTS/SP Course checksheet, which is studied in a course room, must be part of the PTS person's PTS handling program. This course is designed to give him the full mechanics of the condition that has doubtless been playing havoc with his life. But the PTS C/S-1 will give him sufficient data and understanding to be able to receive a PTS interview or handling.

### MATERIALS

Have the following materials available before beginning the PTS C/S-1:

*Dianetics and Scientology Technical Dictionary*

*Modern Management Technology Defined*

*Basic Dictionary of Dianetics and Scientology*

*Introduction to Scientology Ethics*

A good English dictionary

For a foreign-language case, a good dictionary in the pc's native language and a dual dictionary (English to foreign language and foreign language to English)

PTS/SP Course pack (as reference material)

Demo kit.

## PTS C/S-1 PROCEDURE

### I. Word Clearing

With the pc on the meter, word clear Method 5 each of the following terms (Ref: HCOB 21 June 72R I, Word Clearing Series 38R, METHOD 5). Definitions for each of these words can be found in the attachment to this HCOB.

Hostile

Antagonistic

Invalidate

Suppress

Suppression

Suppressive Acts

Suppressive Person

Suppressive Groups

Problem

Roller Coaster

Potential Trouble Source (PTS)

1. Ask “What is the definition of \_\_\_\_\_?”
2. Have him demo the definition to ensure he has a good understanding of it (not glib).
3. Have him make up sentences using the term correctly until you are sure he knows it.
4. Have him give you examples of how the term could apply in life.

Cover by exact definition all terms used and take each word cleared to an F/N.

Check for any questions (or misunderstands) as you go along and ensure any such get handled so the pc winds up with a full conceptual understanding of each word. (Ref: HCOB 7 Sept. 74, Word Clearing Series 54, SUPER-LITERACY AND THE CLEARED WORD)

### II. Study of Basic Data on SPs and PTSness

Have the pc read each of the issues listed below. Pcs with little or no prior training in Scientology should read the sections from *Introduction to Scientology Ethics* listed in parentheses after the issue’s title.

Ensure the pc understands what he is reading. Check for any questions or misunderstands as you go along and ensure any such get handled so the pc winds up with a clear understanding of the material.

Have him demo and give examples of the main ideas of each issue to ensure he has a thorough grasp of each, including how it applies to life and livingness.

Consult his understanding and ensure he really has the data.

If the pc says he has studied the issue before and knows it, then simply check him out on the issue and have him demo the main points to ensure that he does, in fact, know it. If the checkout shows that he doesn't have the data, word clear him on the issue and check him out again, until he has it.

1. HCOB 27 Sept. 66 THE ANTISOCIAL PERSONALITY  
THE ANTI-SCIENTOLOGIST

(Untrained pcs should read the sections entitled "The Antisocial Personality, The Anti-Scientologist" and "The Social Personality" in the book *Introduction to Scientology Ethics*.)

2. HCOB 12 Mar. 68 MISTAKES, ANATOMY OF

(Untrained pcs should read the section entitled "Suppressive Persons and Potential Trouble Sources" in the book *Introduction to Scientology Ethics*.)

3. HCOB 10 Aug. 73 PTS HANDLING

(Untrained pcs should read the section entitled "Handling the Potential Trouble Source" in the book *Introduction to Scientology Ethics*.)

4. HCO PL 20 Oct. 81R PTS TYPE A HANDLING  
section entitled "Don't Create  
Antagonism"

(Untrained pcs should also read that section of the PL.)

---

Educating a PTS is the first step in putting him at cause over his PTS situation. He must then be gotten to discover to whom or what he is PTS and then coached through the PTS handling. (Ref: HCOB 10 Aug. 73, PTS HANDLING, and HCOB 8 Mar. 83, HANDLING PTS SITUATIONS)

Full PTS handling includes having the person do the PTS/SP Course in a standard Scientology course room.

If all these steps are done thoroughly, that may well be the end of PTSness for that person. It can surely spell the end of the situation at hand.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



ATTACHMENT  
PTS C/S-1 DEFINITIONS SHEET

**Hostile:** Unfriendly, showing dislike.

**Antagonistic:** Showing or feeling opposition or hostility.

**Invalidate:** To refute or degrade or discredit or deny (something someone else considers to be fact).

**Suppress:** To squash, to sit on, to make smaller, to refuse to let reach, to make uncertain about his reaching, to render or lessen in any way possible by any means possible, to the harm of the individual and for the fancied protection of a suppressive person.

**Suppression:** A harmful intention or action against which one cannot fight back. Thus, when one can do anything about it, it is less suppressive.

**Suppressive Acts:** Actions or omissions undertaken to knowingly suppress, reduce or impede Scientology or Scientologists.

**Suppressive Person (SP):** This means a person who seeks to *suppress*, or squash, any betterment activity or group. A suppressive person suppresses other people in his vicinity. This is the person whose behavior is calculated to be disastrous. "Suppressive person" is another name for the "antisocial personality."

**Suppressive Group:** A group which seeks to destroy Scientology or which specializes in injuring or killing persons or damaging their cases or which advocates suppression of mankind.

**Problem:** An intention-counter-intention that worries the person.

**Intention:** Wanting to do something, purpose.

**Counter:** Against or opposing.

**Counter-Intention:** An opposing intention. Example: Joe wants to become a musician (intention). His father wants him to become a doctor (counter-intention). This worries Joe and it is a problem.

**Roller Coaster:** Gets better, gets worse, gets better, gets worse. A person who is roller-coastering is always connected to a suppressive person and will not get steady gain until the suppressive is found.

**Potential Trouble Source (PTS):** Someone who is connected with a suppressive person who is invalidating him, his beingness, his processing, his life; someone connected to a person or a group opposed to Scientology. This connection results in illness and roller coaster (gets better, then gets worse). Processing would work with such a person for a moment, then wouldn't work. One can't audit this person up faster than the environment knocks him

down. Because the case doesn't get well, he is a potential trouble source to Scientology organizations, to others and to himself.

**PTS Type I:** The first type of PTS person is one who is associated with or connected to a suppressive person in his present time environment. By "connected to" is meant in the vicinity of, or in communication with in some way, whether a social, familial or business relationship.

**PTS Type II:** In the second type of PTS, a *past* suppression is being restimulated by someone or something in the present time environment. A person wouldn't even have to see the suppressive person to go PTS but can become so just by seeing something that reminds him of the suppressive.

**PTS Type III:** In this case the Type II's *apparent* SP (suppressive person) is spread all over the world and is often more than all the people there are—for the person sometimes has ghosts about him or demons and they are just more apparent SPs but imaginary as beings as well.

**PTS Type A:** Persons intimately connected with persons (such as marital or familial ties) of known antagonism to mental or spiritual treatment or Scientology. In practice such persons, even when they approach Scientology in a friendly fashion, have such pressure continually brought to bear upon them by persons with undue influence over them that they make very poor gains in processing, and their interest is solely devoted to proving the antagonistic element wrong.

**END OF ATTACHMENT**

# 1979

*While supervising the training of a group of auditors selected to deliver a highly precise new auditing rundown, Ron found that many of them had difficulty with their TRs. In 1979 his search for the cause of this one outness and the means to terminatedly handle it led him to a series of discoveries that form the basis for the technology found today in the new Hubbard Professional TR Course, the spectacular Hubbard Key to Life Course and the Hubbard Life Orientation Course.*

*Ron also restored the technology of co-audits to use with a series of HCOBs telling how to set up and run a successful co-audit. These new issues opened the door to rapid forward progress up the Bridge for all staff members and public.*

*At the upper end of the Bridge, Ron completed research on Audited NED for OTs and released his discoveries and refinements of its technology to Flag and the Advanced Organizations.*

*In December, after new refinements of the technology behind a rundown called the Sweat Program, Ron announced a new rundown designed to rid the body of harmful drug residuals and toxic substances. The successes from those who had participated in its piloting credited this new action with remarkable increases in their energy level, alertness, feeling of health and well-being and ability to think clearly. This new program, the Purification Rundown, is in use today throughout the world.*

*On the administrative front, 1979 saw the development of a powerful new technology for handling slowed or inadequate production: Debug Tech. Consisting of a formidable battery of new*

*technical tools including Crashing Misunderstood Word Finding, False Data Stripping, the Debug Tech Checklist and the Product Debug Repair List, Debug Tech quickly made a terrific impact on production across the planet.*

*After an extensive study of the subject of marketing, Ron released a series of HCO Policy Letters detailing the exact technology of marketing. Though they apply to the marketing of any product or service, their primary purpose is to greatly speed the expansion of Scientology.*

**L. Ron Hubbard**

# **EXECUTIVE DIRECTIVE**

LRH ED 301-1

6 January 1979

To: All Staff  
and Students

From: RON

## **CORRECTION TO RON'S JOURNAL 30 REQUIREMENTS FOR SUPER POWER AUDITORS**

On page 4 of Ron's Journal 30, the listing of OT III as a requirement for New World Corps candidates to be trained on Super Power is a typo and is hereby cancelled.

The requirements for auditors or C/Ses who are to be trained to deliver Super Power are:

1. Class IV (Does not have to be Class IV Permanent.)
2. Not an R/Ser.
3. No LSD or Sweat-out Program very fully completed.
4. Full Drug Rundown completed.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 JANUARY 1979

Remimeo

**BTB CANCELLATION**

BTB 8 Mar. 75 IV, Cramming Series 5RB,  
TRs IN CRAMMING

IS HEREBY *CANCELLED*.

No auditor may audit in an HGC who has not done a Hard TRs course.

Any auditor with good sense will get an honest TRs tape passed by competent authority before he audits *anybody*.

The technical material in the above mentioned BTB is incorrect, as once an auditor's TRs are "IN," they don't go out and you certainly don't have to practice to get them back in.

The job is to get them in in the first place.

Auditors whose TRs are out can have false data on TRs found and be word cleared on TR HCOBs and can be put back on a Hard TRs course.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JANUARY 1979

Remimeo  
KOTs  
All C/Ses  
All Auditors  
Qual Staff  
Tech Staff  
HCOs

**C/S QUALIFICATIONS**

Any C/S C/Sing for a level for which he has not been trained is subject to the suspension of all certificates and deprivation of all bonuses. He is subject also to refund of all bonuses ever obtained while C/Sing, as a C/S, levels for which he has not been trained, above or below his class. This does not limit the penalties which can be applied which can include declare and expulsion.

L. RON HUBBARD  
Founder

Remimeo  
TRs Course  
  Checksheet  
TRs Course  
  Supervisor Hat  
Tech Sec  
Qual Sec

## MOOD DRILLS

Beings can be fixed or stuck in a chronic mood (emotion)—always sad, always angry, always bored, etc. Just in life and livingness this makes them rather hard to live with, but in an auditor it is fatal. The mood of an auditor, particularly if fixed and chronic, can color the session and the results he obtains.

TRs are a matter of sound, not how an auditor feels. When an auditor has a stuck or fixated mood, such as monotony, timidity, dullness, showing up in his TR drills or in session, this can slow up a pc's progress or rough up or upset a pc. The auditor's TRs should sound live and interested and natural.

Mood Drills have been developed to handle fixed, uncontrolled or unsuitable tone levels in an auditor. These drills consist of drilling TR 1 over and over at each tone level of the full Tone Scale (HCOB 25 Sept. 71RB, Rev. 1 Apr. 78, TONE SCALE IN FULL). You start low on the scale and do TRs at each tone level *in that tone*, then up to the next tone, and the next, i.e., TR 1 done over and over at "Dying," then at the tone of "Useless," and so on up the scale. The coach simply has the student do TR 1 at the particular tone level so that the coach and the student are both satisfied that the student has conveyed that tone and the student has a win.

A technical fact is that moods or emotions are usually "automatic" which means they are not necessarily under control but tend to control the person himself. It is as if he is under other-determinism. Technically, you can "take over" the automaticity and put it under a being's control just by having him consciously do it over and over. You can also change a chronic tone level by shifting a person's attention from it by making him do something else. (Ref: *Ability 36* and *Ability—Straightwire*)

Body position, voice tone, facial expression and attitude are all part of conveying the mood or tone level. For example, the student doing Mood Drills is on TR 1 working on the tone "Anger." He gives a line from *Alice in Wonderland* and it sounds a bit weak. Coach's patter: "That's it. It sounds a bit gentle. Let's get some more G-r-r-r-r in it. Start." Student repeats the line but smiles a bit, although he sounds more angry. Coach: "That's it. It *sounded* more angry, but you smiled. Do it again—you *feel angry*. Start." Student gives the line again, this time frowning fiercely and in a *very* snarly tone of voice, leaning forward aggressively. Coach: "Good! Do you feel you did it?" Coach continues until the student is certain he can do it easily. The coach must be able to identify the various emotions, and if he is in question about it, the dictionary should be

resorted to until both student and coach are in agreement on what the tone is or means and that it is being accurately and demonstrably expressed.

A student drilling these must beware of Mis-U's, and the coach must make sure that he and the student both understand each mood (tone). Any moods that are too easy to do should be spotted by the coach and repeated until the automaticity is broken.

If a mood is too hard for the student to master, have him do TR 1 in different beingnesses, e.g., a timid student who is trying to sound antagonistic could be asked to do TR 1 as a panther, a lion, a villain, etc. If you had him do it as a timid bird or some such timid thing that would never be antagonistic, you would probably have your student where he lived. Again, do such things to a student win and don't use it to harass him. The whole point is to get him to do TR 1 antagonistically. These shifts of beingness help to shift his attention off a repulsion to an emotion he cannot easily do.

Once begun, Mood Drills should be continued until the whole scale is flat so the auditor doesn't get stuck on the Tone Scale but can do any mood easily and without strain. When an auditor is upset about his voice, you can have him try speaking melodiously, boringly, enthusiastically, until he can change his voice mood about at will.

Mood Drills should be done when the auditor sounds mechanical or his tone is brushoff, not interested or some set emotion. An auditor can be drilled on assessments in the E-Meter Drill book with Mood Drills, when his assessment is dull or monotonous. Any set emotion like "sweet," "light and airy-fairy" or sad, dreary, deadly serious, indifferent can be handled by drilling with Mood Drills.

### **FIFTY-FOOT MOOD DRILLS**

Fifty-foot Mood Drills can be used to cure a fixed mood that doesn't seem to budge with regular Mood Drills. Student and coach go to an area where they can do some shouting without disturbance. The coach and student are at least fifty feet apart and the Mood Drill is done, as described above, at this distance.

Mood Drills are not only fun to do, but also enable an auditor to be at cause over how he sounds in a session, without strain and without his own feelings interfering with the session, and thus to get maximum gain for the pc.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 FEBRUARY 1979R

Remimeo

Issue I

REVISED 19 DECEMBER 1990

(Also issued as HCO PL,  
same date and title)

**CHANGE THE CIVILIZATION EVAL**

*POLICY:* A course consists of a checksheet, theory and practical.

To audit or even do courses requires an ability to confront and communicate and this is brought about on the TRs Course.

People who can't confront can have trouble communicating, reading meters, studying or even detecting what is going on.

(See Cumulative Index Volume, *Technical Bulletins*)

*SITUATION:* TRs AND TECH ARE OUT INTERNATIONALLY.

*STATS:* Refunds high.

Majority of Sea Org staff with incomplete courses.

Lots of blown students.

*DATA:* Auditors pulled in for training couldn't do TRs even though they were trained and had been auditors for years.

(OMITTED TRs—COURSES THEY TOOK PREVIOUSLY)

Supervisors didn't know key TR HCOBs, didn't know that you cycle a student through the TRs, not stick him in on one TR for weeks and give him a lose, yet it is clearly expressed in HCOBs.

(OMITTED INFORMATION, WRONG TARGET—TR SUPERVISORS)

When I teach a course, it takes a week or six weeks depending on the course. When it is exported, the same course and the same materials can take up to nine months.

(ADDED TIME—SUPERS)

Auditors who had supposedly been trained misread and missed reads on meters.

(OMITTED CONFRONTS—AUDITORS)

People who go to writing courses in college almost never become writers.

(OMITTED PRODUCTS—COLLEGES)

The common experience of students is they can't do what they're trained to do after they've been "trained," yet the civilization is spending countless billions on "education."

(CONTRARY FACTS—CONTEMPORARY TEACHERS)

The "service facsimile" which is processed at Grade IV of Scientology grade processing handles the almost universally present aberration of making others wrong.

(ADDED ABERRATION—TEACHERS)

Few teachers are Grade IV Releases.

(OMITTED SCIENTOLOGY—TEACHERS)

Because their TRs and metering were out, auditors have not been producing uniformly spectacular results and have not been getting pcs smoothly through their grades.

(OMITTED CONFRONT—AUDITORS)

CS-4s who have the responsibility for making up checksheets for courses continue to export a TRs course without a checksheet that had to be done first before doing TRs.

(OMITTED CHECKSHEET—CS-4s)

The identical situation of sticking students in at each TR and making them lose instead of cycling them through TRs to a win each time was found on Flag some years ago and remedied with an HCOB. Yet the HCOB is unknown, partially because there is no checksheet on the TRs course.

(OMITTED PRESERVATION OF TECHNOLOGY—FLB)

TR courses over the world uniformly have been taught without being preceded by a theory period.

(OMITTED THEORY—TRs COURSE SUPERVISORS)

*OUTPOINT COUNT:*

OMITTED	- 9	SUPERVISORS	- 4
WRONG TARGET	- 1	TEACHERS	- 3
ADDED	- 2	AUDITORS	- 2
CONTRARY FACTS-	1	PREVIOUS COURSES	- 1
		COLLEGES	- 1
		CS-4s	- 1
		FLB	- 1

**WHY: THERE IS NO CHECKSHEET FOR THE TRs COURSE WHICH IS STUDIED BEFORE THE STUDENT DOES HIS TRs.**

**ETHICS WHY: TARGETING STUDENTS TOWARD A LOSE BECAUSE THEY ARE DRAMATIZING THEIR SERVICE FACS.**

**WHO:** MAJORITY OF PROFESSORS, TEACHERS, ETC.

**IDEAL SCENE:** A TRs COURSE TAUGHT AS A COURSE WITH A PROPER CHECKSHEET AND SUPERVISED BY SUPERVISORS WHO ARE NOT DRAMATIZING A SERVICE FAC OF MAKING OTHERS WRONG AND TRAINING AUDITORS WHO CAN CONFRONT AND COMMUNICATE AND, IN ADDITION TO HANDLING THEIR PCs SO AS TO OBTAIN UNIFORMLY SPECTACULAR WINS, MAY ALSO EVENTUALLY REACH THE REST OF THE TEACHERS IN THE WORLD SO THAT THEY TOO WILL TEACH STUDENTS TO A WIN.

**HANDLING:**

**BRIGHT IDEA:** Do a checksheet of the TRs course and retread all auditors who are not making it on it and TRs.

1. Compile the checksheet.

LRH TECHNICAL COMPILATIONS

DONE

2. Push all students now on courses on through their courses without interrupting their studies by making them redo the course.

DIRECTORS OF TRAINING \_\_\_\_\_

3. Immediately get the checksheet being applied and the TRs course redone at the intern level in the first internship any auditor I/T enters.

QUAL SECS \_\_\_\_\_

4. Enforce certificate expiration if the person has not done the internship for the level he is certified for.

DIRs OF VALIDITY \_\_\_\_\_

5. Sell the new TRs course in one internship.

REGES \_\_\_\_\_

6. Deliver the new TRs course complete with checksheet and, in practical, cycling through the TRs to a minor win on each instead of sticking the student into one TR at a time to a completion of that TR and so giving them countless loses and extending the course endlessly. But make sure that on the alternate cycle through, they're doing Hard TRs flawlessly.

SUPERVISORS \_\_\_\_\_

- 6A. Institute the new TRs course at the beginning of major courses for those students who enter a major course in the future, and at the beginning of any major course, substitute the new TRs course for any existing TRs course on the checksheet.

DIRECTORS OF TRAINING \_\_\_\_\_

7. Make DRD and Grade IV a prerequisite for the post of Supervisor and get all Supervisors now on, up to that, without removing them from post, in a minimum period of time.

HCOs \_\_\_\_\_

8. On all auditors who are failing, order a complete modern TRs course as in targets 5 and 6 as the only acceptable first cramming order. Time machine it for two weeks full time and six weeks maximum if done part time.

CRAMMING OFFICERS \_\_\_\_\_

- 8A. Do not require auditors to “drill TRs” in the morning or evening, as TRs do not fall out. Ref: HCOB 9 Jan. 79, BTB CANCELLATION. Instead, get them through a Hard TRs course in their study time.

QUAL SECS \_\_\_\_\_

9. Where the new TRs course is not running well, inspect and verify that Supervisors exist, that this HCOB is known, the WHAT IS A COURSE? PL is in on the TRs course or any other reason found, and the Supervisors gotten up to Grade IV Release.

LRH COMMS \_\_\_\_\_

10. Only bother to correct other auditor or admin errors after it's verified that the persons sent to Cramming have successfully completed the modern TRs course to wins on the theory and every TR. When the new TRs course is obviously and beyond any reasonable doubt fully passed by the auditor, only then and in the future for that auditor, engage in any cramming actions. Do not require that he do the TRs course again unless it is clearly evident that he failed it the first time.

CRAMMING OFFICERS \_\_\_\_\_

11. If this program is not working, if refunds do not drop, if org stats do not rise, debug this HCOB as it applies to any org or area and get it in and get it working.

LRH COMMS \_\_\_\_\_

12. Program out how we're going to use this to get this civilization functioning.

ED INT \_\_\_\_\_

13. Report all wins and successes with this HCOB to Senior C/S Int.

THOSE APPLYING  
THIS PROGRAM \_\_\_\_\_

14. Take ethics actions on those who refuse to apply this program.

EO/SENIOR MAA INT \_\_\_\_\_

15. Teach students to a win.

EVERYBODY TRAINING ANYONE \_\_\_\_\_

L. RON HUBBARD  
Founder





## **CONFRONT TECH HAS TO BE PART OF THE TR CHECKSHEET**

The inability to confront is basically caused by withholds, and where a person cannot be drilled into confronting, he has to have his withholds pulled.

That he has committed overts and doesn't want them exposed apparently causes him to withhold his attention, and the result is his ability to confront is lessened.

Also, where a person has overts on a subject and is withholding, he has a tendency to complicate that subject and cannot get down to its basic simplicities. The world looks very complicated to him, probably because his attention is wrapped up in his withholds instead of on his real problems or the subject.

The new discovery here is that a person who has overts and withholds on a subject cannot perform in that area and introduces complexities, for of course they can't confront it.

Where a person cannot take responsibility for his withholds and he is not benefiting casewise from giving them up, he is half-dead as a being. It is a vicious circle: he began to commit overts because he couldn't confront things and then withheld what he had done. He became half-dead as a being because of his overts and withholds. Because he had withholds and could not confront, he began to take heavy drugs and alcohol. These pushed him toward deadness and further worsened his ability to confront and even caused him to commit further overts which he then withheld, and this further deteriorated his ability to confront. And all this traces back to the fact that he couldn't confront in the first place. There is nothing more irresponsible than a dead man. And when confront drops and withholds enter in, one has entered the death slide as a being.

This vicious circle can be handled in processing at various levels and will unsnarl and the person will become alive and able to confront. But the first steps of it, and ones which could carry him well up the ladder, are the drills of the TRs Course if done properly and over and over in rotation each time to a win on each particular drill.

Truly, the world begins anew by regaining the ability to confront.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 FEBRUARY 1979RB  
REVISED 10 MARCH 1988

Remimeo  
All Auditors  
Tech/Qual  
C/Ses  
Cramming Officers

**E-METER DRILL 5RB**  
**CAN SQUEEZE**

(Note: The text of this HCOB is also found in  
*The Book of E-Meter Drills*, 1988 Edition.)

**NUMBER:** EM-5RB

**NAME:** CAN SQUEEZE

**PURPOSE:**

- I. To demonstrate to the student auditor how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.
- II. To train a student auditor how to get a pc to do an accurate can squeeze.
- III. To train a student auditor how to determine the sensitivity setting to get one-third-of-a-dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.
- IV. To convince a student auditor that he has to use a correct sensitivity setting for one-third-of-a-dial drop on the can squeeze to have a workable and readable E-Meter.

**COMMANDS:** No set commands for Section I, commands as specified for Sections II, III and IV.

**POSITION:** For Sections I and II, the coach and the student auditor sit beside each other with an E-Meter set up on the table in front of the student auditor. For Section III, the coach and student auditor sit facing each other across a table with the E-Meter set up in front of the student auditor. For Section IV, the student auditor and another student sit facing each other across a table with the E-Meter set up in front of the student auditor and the coach beside or behind the student auditor.

**TRAINING STRESS:**

**SECTION I:** To give the student auditor a reality on how a can squeeze can be done *incorrectly*, so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1. Coach picks up the cans and holds his hands on the table so the student auditor can clearly see them.
2. Coach has student auditor set sensitivity booster to Normal (32) and the sensitivity at 1 on the sensitivity knob.
3. Coach has student auditor adjust the needle to the set line on the needle dial.

*The coach will have the student auditor readjust the needle to set as necessary at the beginning of each demonstration of the can squeeze.*

4. The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one, less than an inch, at sensitivity 1, the student auditor moves the sensitivity knob to 5 and gets another can squeeze. If still no read or it's smaller than an inch, student auditor moves sensitivity to 16 and gets another squeeze. For purposes of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than 5 or higher than 5 so long as you get a fall of about an inch on the squeeze.
5. With the sensitivity setting determined in 4 above, the coach will then squeeze the cans *incorrectly*, each time in a different way. The coach shows the student auditor what particular thing he's doing with his hands and then has the student auditor observe what happens on the meter and the distance the needle falls on the dial when he does each version of an *incorrect* can squeeze as follows:
  - A. Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.
  - B. Coach holds the cans as in (A). This time he gives the cans a *very* fast light squeeze. This is an incorrect can squeeze.
  - C. Coach holds the cans as in (A), squeezes them with a gradual pressure, and then when he releases the squeeze, he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.
  - D. Coach holds the cans as in (A) and this time gives a hard, fast squeeze. This is an incorrect can squeeze.
  - E. Coach holds the cans as in (A), squeezes them firmly and only *partially* releases the squeeze. This is an incorrect can squeeze.
  - F. Coach holds the cans as in (A) but gives a squeeze in two stages, first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.

- G. Coach holds the cans as in (A), gives a hard, *fast* squeeze and *holds the grip*. The student auditor should notice that the needle swings way over to the right due to the *sudden* motion and that it returns only part of the way with the coach still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student auditor should see that the distance between the first needle position at set and the final needle position with the coach still maintaining the squeeze is the *actual* measurement of the can squeeze fall. It is *not* the distance between the first needle position of set and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.
- H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.
- I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.
- J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.
- K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze.

The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.

*SECTION II:* The training stress in Section II is on giving the student auditor a proper idea as to what a correct can squeeze is and training him how to get a correct can squeeze.

- 1. The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is.
  - A. The coach has the student auditor shake his hands until the fingers are loose and floppy.
  - B. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.
  - C. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.
  - D. Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a correct can squeeze.

- E. *Note:* Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in (C) above.
2. Having done the above, the coach now has the student auditor do the drill as follows:
- A. Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.
- B. Check the coach's grip on the cans to ensure it is correct as in (B) and (C) above. The student auditor may have to try out different sizes of cans—small, medium or large, depending on the size of the coach's hands—to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm with maximum skin contact.
- C. Adjust the sensitivity booster to Normal (32).
- D. a. Set the sensitivity knob at 1 on the sensitivity dial.  
b. Adjust the needle to the set line on the needle dial.  
c. Give the proper commands for getting a can squeeze as follows:  
    “Squeeze the cans, please.”  
    “Thank you.”
- The student auditor must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.
- d. Note the distance the needle fell when the coach squeezed the cans.
- E. Now increase the sensitivity setting to 2 and repeat steps D (b), (c) and (d) above, again noting the distance the needle fell when the coach squeezed the cans.
- F. Repeat steps D (b), (c) and (d) for sensitivity setting at 3, then sensitivity setting 4, then 5, then 6 and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands.

**SECTION III:** The training stress in Section III is on giving the student auditor a reality on setting the sensitivity for a one-third-of-a-dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for one-third-of-a-dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill.

1. A. Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.
  - B. Check the coach's grip to ensure it is correct, also ensuring you have the correct can size.
  - C. Adjust the sensitivity booster to Normal (32).
  - D.
    - a. Set the sensitivity knob at 5 on the sensitivity dial.
    - b. Adjust the needle to set line on the dial.
    - c. Get the coach to squeeze the cans, ensuring he does it properly.
    - d. Note the distance the needle fell when the coach squeezed the cans.
  - E. On step D (d) the needle will have fallen a distance of either
    - a. *less* than one-third-of-a-dial drop,
    - b. *more* than one-third-of-a-dial drop, or
    - c. exactly one-third-of-a-dial drop.

If it's (a), raise the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have one-third-of-a-dial drop.

If it's (b), lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have one-third-of-a-dial drop.

In other words, until you have a one-third-of-a-dial drop, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than one-third-of-a-dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

- F. The student auditor then notes the exact sensitivity setting at which he got the one-third-of-a-dial drop.

2. Now the coach has the student auditor do the drill on a number of other students with the coach watching, until he is satisfied that the student auditor can easily and accurately establish the correct sensitivity setting for a one-third-of-a-dial drop can squeeze.

Flunks are given for errors as in Section II above and for failing to recognize when a one-third-of-a-dial drop of the needle on the can squeeze has been obtained, for failing to recognize if the coach or another student participating in the drill is giving an improper can squeeze and for failing to establish the correct sensitivity setting for one-third-of-a-dial drop on the coach or another student participating in the drill.

*SECTION IV:* The training stress in Section IV is on giving the student auditor a reality on how a correct sensitivity setting for one-third-of-a-dial drop on the can squeeze gives a readable and workable meter and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student auditor will understand why he has to use a sensitivity setting that gives one-third-of-a-dial drop. For Section IV, the student auditor and another student sit facing each other across a table with the E-Meter facing the student auditor and the coach beside or behind the student auditor.

1. Coach has the student auditor set the sensitivity accurately for another student on a correct can squeeze for one-third-of-a-dial drop as in Section III.
2. The student auditor does a "pinch test" as follows: student pinches other student's arm, hard enough to hurt a little bit.
3. Now, while watching the meter, the student auditor says to the other student:  
  
"Recall the moment of the pinch."  
  
"Thank you."
4. Student auditor notes the reaction of the needle to his command and the distance the needle fell.
5. Coach has the student auditor do steps 1, 2, 3 and 4 several times on other students, each time noting what the needle does in response to "Recall the moment of the pinch."
6. Coach now has the student auditor set the sensitivity at 1. Student auditor has another student squeeze the cans and notes whether there's a read or not. If there is a read, note size of read and leave the sensitivity at 1. If there's no read on the squeeze, the student auditor still leaves the sensitivity at 1.
7. The student auditor does a new "pinch test" as in 2, 3, 4 and 5 above on the other student, noting the difference in needle response to the command "Recall the moment of the pinch" as compared to what it was in step 5 at the correct sensitivity setting. There may be no read at all and the student auditor should notice that.

8. Coach now has student auditor set the sensitivity at 32 and the other student squeezes the cans.
9. Student auditor does the "pinch test" again and notes the reaction of the needle to his command "Recall the moment of the pinch."
10. Coach has the student auditor then set the sensitivity correctly on the other student for one-third-of-a-dial drop on a correct can squeeze and does the pinch test again.
11. The student auditor should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does not see this clearly, then the coach would have the student auditor redo steps 7 through 10 until the student auditor sees why the sensitivity must be set for one-third-of-a-dial drop determined by a correct can squeeze.

Flunks are given for failing to note what the needle did and size of read in response to student auditor telling the other student to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

When the student auditor has attained a reality on the importance of correct sensitivity setting and has demonstrated that he can set the sensitivity for a pc accurately, rapidly and without flunks, he is given a pass by the Supervisor.

---

*HISTORY:* Developed as a training drill by L. Ron Hubbard at Saint Hill in December 1963 and revised in February 1979. Updated in 1988 for use with the Mark Super VII E-Meter and to clarify the position of the coach during the drill.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations





HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 FEBRUARY 1979R  
Issue II  
REVISED 23 AUGUST 1984

Remimeo

(Also issued as HCO PL 9 Feb. 1979R II,  
same title)

*Keeping Scientology Working Series 23R*

**HOW TO DEFEAT VERBAL TECH  
CHECKLIST**

1. If it isn't written it isn't true.
2. If it's written, read it.
3. Did the person who wrote it have the authority or know-how to order it?
4. If you can't understand it, clarify it.
5. If you can't clarify it, clear the Mis-Us.
6. If the Mis-Us won't clear, query it.
7. Has it been altered from the original?
8. Get it validated as a correct, on-channel, on-policy, in-tech order.
9. **IF IT CAN'T BE RUN THROUGH AS ABOVE IT'S FALSE! CANCEL IT!**  
And use HCOB 7 Aug. 79, FALSE DATA STRIPPING, as needed.
10. Only if it holds up this far, force others to read it and follow it.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 FEBRUARY 1979

Remimeo  
Tech/Qual  
HCO

(Also issued as HCO PL 15 Feb. 79, same title)

*Keeping Scientology Working Series 24*

**VERBAL TECH: PENALTIES**

*Ref:*

HCOB/PL 9 Feb. 79

KSW Series 23

HOW TO DEFEAT VERBAL TECH

ANY PERSON FOUND TO BE USING VERBAL TECH SHALL BE SUBJECT TO A COURT OF ETHICS.

THE CHARGES ARE GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

ANY ONE OF THESE CATEGORIES CONSTITUTES VERBAL TECH AND IS ACTIONABLE PER THE ABOVE.

L. RON HUBBARD  
Founder

*Art Series 6*

**ART IN ITS BASICS**

Every separate sector of artistic creations has its own basic rules. Such areas include writing, painting, lighting, camera work, costumes, sets, marketing, recording, mixing—every contributory sector to a final art offering.

Each one of these areas has basic stable data which govern it. They are contained in the textbooks on these subjects.

These are the rules—the stable data, the senior data—of each specialized activity.

We follow the rules because the rules give impact, effect and message. We don't follow the rules because we're told to; we follow the rules to get a product that is effective and brings about what we want brought about.

Anybody who thinks it's just an odd idea that you just follow the rules should get Short Form Product Clearing, because rules have everything to do with the value of the product.

Anybody can turn out amateur junk. Who looks at it? Who would look at it even if they were paid?

The distance between amateur junk and an effective product is accomplished by knowing and following the basic rules and using them expertly. When you add to this dexterous handling of materials and equipment and then add some experience, you have a professional.

When you add a dash of good sense and talent you have a knockout.

Be a professional in whatever you do; the tale is told by the effectiveness of the product on its viewers and intended public.

So whatever your specialty, you have to sort out what the senior data are—the rules—and know them cold, so you don't even have to think about them and can think with them.

Did you ever realize that each one of these specialties has only a dozen or two rules?

A = A = A is the way most people handle data. Some of these A's, however, really have a thousand times the importance of other data. If you know these and

sort them out, you have a chance of becoming a professional; and if you have sorted them out and can think with them and have manual dexterity with materials and equipment, any professional in that field will recognize you as a professional, but far more important, your specialty will communicate.

If you disregard the above, you'll be out of communication with your specialty, not only specialty but every viewer, including kids, whether they know the rules or not.

Be a professional in whatever you do.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 MARCH 1979RB  
REVISED 2 DECEMBER 1985

Remimeo  
All Orgs  
All Missions  
C/Ses  
Auditors  
Ds of P  
Tech/Qual  
HCO  
Ethics Officers  
KOTs

**DIANETIC CLEAR FALSE DECLARES**

(Cancels and replaces HCOB 5 Mar. 79RA, Rev. 31.3.81, Dianetic Clear Series 11, DIANETIC CLEAR FALSE DECLARES.)

*Refs:*

HCOB 14 Dec. 81	THE STATE OF CLEAR
HCOB 19 June 71 II	C/S Series 46
	KSW Series 18
	DECLARES

Any org staff declaring a Dianetic Clear “achieved in other practices” is subject to expulsion from the Church.

Technically, a very few thetans have never been anything but Clear. These few didn’t “go Clear” on anything; they have simply always been Clear. When a natural Clear is found, it should be so stated. To assign this condition to some other practice is a suppression of Dianetics and Scientology.

Anyone evaluating for or feeding a preclear data to persuade him to declare Dianetic Clear is also actionable.

Anyone suppressively validating squirrel practices or groups by stating they are producing Dianetic Clears is also actionable as above, as it is not possible. It requires the exact application of Scientology and Dianetics technology to bring a preclear up to the state of Clear, whether on NED after Grades or on the Clearing Course.

Falsely declaring a person Clear who isn’t and failing to declare one who made it on Dianetics or the Clearing Course or who has always been Clear are also actionable.

In the event of a false attest, the C/S, Director of Validity and any other org staff involved in the cycle are subject to a Committee of Evidence and, if found guilty, are subject to suspension of all certs. (Ref: HCO PL 7 Mar. 65 II, CERTIFICATE CANCELLATION)

People don’t go Clear in garbage eating or psychiatry—they perish. Thus, herding people into their hands by falsely validating them is suppressive.

Any and all such false declares are cancelled.

L. RON HUBBARD  
Founder

(Also issued as an HCO PL  
of same date, same title)

*Establishment Officer Series 35RB*

*Word Clearing Series 60RB*

*Product Debug Series 7R*

## MISUNDERSTOOD WORDS AND CYCLES OF ACTION

### MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore, those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This, then, results in no-product situations.

Therefore, when you are getting no product, look for the misunderstood word on the subject, no matter how long and arduous it is. It's there. And when it's found, the person can go on and complete a cycle of action and get a product.

*CAUTION:* Make sure the person actually does have an inability to complete a cycle of action *before* you get into handling him. You don't handle somebody who *is* completing cycles of action that result in production.

### MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-U's on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.

## **MISUNDERSTOODS AND COMPLEXITY**

Misunderstood lead to complexity. People who have Mis-U's in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstands, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

## **MISUNDERSTOODS AND TOTAL ORGANIZE**

When you see an area that is organizing only, you know that area is loaded with misunderstands.

When people have incomplete cycles due to Mis-U's, they get bogged down into organization.

You can tell when people have Mis-U's—they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this—they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-U's, overts and withholds and PTSness—and you'd have to go north through PTSness and overts and withholds to even get to the Mis-U's.

## **MISUNDERSTOODS AND NO ORGANIZE**

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

## **HANDLING**

The exact procedure for handling these Mis-U's is given in HCOB 17 June 79, CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U Finding is done as part of HCO PL 23 Aug. 79 I, DEBUG TECH. Additional data on the location of Crashing Mis-U's is found in HCOB 23 Aug. 79 I, CRASHING MIS-U's, BLOCKS TO FINDING THEM and HCOB 16 July 1979, THE "ELUSIVE" MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

L. RON HUBBARD  
Founder



Remimeo

*Art Series 7*

**FINE ARTS VERSUS ILLUSTRATIONS**

The division between fine arts and illustrations is that fine arts permit the viewer to contribute his own interpretations or originations to the scene, whereas illustrations are “too literal” and give him the whole works.

To evoke an emotion in fine arts, the spectator must be invited to contribute part of the meaning.

In a poster, the viewer is most often intended to be clobbered.

In illustration, the viewer is intended to be informed.

A work of fine art can elicit quite different emotional contributions from one member of an audience to the next, as he is left free to some degree to contribute meaning and emotion at his choice.

In fine arts, the viewer must supply something to make it complete.

Fine arts evoke some chord in the viewer's nature or past.

L. RON HUBBARD  
Founder



Remimeo

*Art Series 8*

**A PROFESSIONAL**

*Ref:*

HCOB 4 Mar. 79

Art Series 6

ART IN ITS BASICS

A professional is somebody that can produce a high-quality product. A professional is not an audience, and when he views things, he looks for what's good in them and neglects the poor, low-grade things. The reason he does this is so he has an ideal scene. Without an ideal scene, he just operates off technical data and produces, artwise, a low-quality product and isn't a professional. Without an ideal scene, he can never get a preconception of the shot.

In viewing things that approach an ideal scene, the true professional works out how they did it and when presented with similar tasks of production, can bring off things which approach an ideal scene in his own work.

Another thing that separates a member of the audience from a professional is that the professional only thinks in terms of getting out an actual product. It never enters his head that he's just there for the ride or that being an "expert" is enough. A member of the audience has no faintest concept or idea of getting out a product.

A professional knows the rules of the game as a matter of course so that he can achieve, in the upper strata above that, a high quality of art.

When a person simply looks at everything as to whether he "likes them" or "not likes them," he's just an audience and he's on the wrong side of the footlights.

This applies to a writer, a director, an actor, a cameraman, a makeup man, a propsman, a wardrobe man, a producer, an artist—any professional.

Without this viewpoint, he never accumulates ideal scenes, so how could he produce anything good? He never has a memory library to compare his own products to.

Be a professional.

L. RON HUBBARD  
Founder

## AMA . . . UP TO ITS OLD TRICKS

The AMA prevents cancer with one aspirin a day; it is an old specific in medicine for rheumatic heart.

Aspirin causes:

1. Ulcers.
2. Severe toxic reactions.
3. Slows reaction time and could cause accidents.
4. Probable crystallized deposits.
5. Reduced ambition (which they would think would be a good thing).
6. Makes a person feel tired all the time.
7. Depressant, makes one grieved or misemotional, and psychoneurotic.
8. Drains the system of certain essential vitamins in the B complex group.
9. Probable coincidence with severe high blood pressure.
10. It also depresses creativity and glandular reactions and could make somebody impotent.
11. It obliterates mental imagery.

(Side effects per PDR [*Physician's Desk Reference*])

12. Gastric irritation.
13. Allergic reactions.
14. Electrolyte imbalance and acid changes.

The ambition of the AMA is a totally drugged-up, incompetent America, tamely paying the bulk of their income to doctors to cure things the doctors cause in them.

As a totally drugged America also means a robotic, spiritless America that is “easy to govern,” the government is not likely to make any objection and may probably even pass a law to enforce the drug condition, especially on children.

The only catch in their best laid plans is a drugged America would equal an unproductive America that would be unable to earn the money the AMA and the government are so eager to be paid.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 JUNE 1979

Remimeo  
Execs  
Estos  
Cramming Officers  
Course Sups  
All Staff

*URGENT—IMPORTANT*

*Word Clearing Series 61*

*Product Debug Series 3*

**CRASHING MIS—Us: THE KEY TO COMPLETED  
CYCLES OF ACTION AND PRODUCTS**

*Refs:*

HCOB/PL 26 Mar. 79R	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCO PL 26 Jan. 72 I	AKH Series 29 Exec Series 5 NOT-DONES, HALF-DONES AND BACKLOGS
HCO PL DEBUG TECH (LRH ED 302 Int Rewritten)	
THE STUDY TAPES	

**INCOMPLETE CYCLES**

A cycle of action is the sequence that an action goes through, wherein the action is started, is continued for as long as is required and then is completed as planned.

To produce products one has to also have completed cycles of action. A completed cycle of action normally results in a product.

Where steps A–I of HCO PL DEBUG TECH (LRH ED 302 Int Rewritten) have been done to no avail, meaning products are not yet rolling out of the area, then the tech herein is to be used as step J of debug tech to get the area producing.

Just as a misunderstood word can prevent a person from understanding the remainder of what is heard or written, a misunderstood can prevent a cycle of action from completing.

This is extremely valuable data as it gives us *the* major reason people don't complete cycles of action. It is utterly amazing and magical. An area is plagued with not-dones and half-dones and no products resulting and one would swear that the reasons were infiltration, sabotage, evil intentions, you name it. But in the majority of cases it will be found that the above discovery is operating. The person has a Mis-U on a key word involved in the cycle of action.

The person usually doesn't realize he has a misunderstood. It is revelatory to him when he finds it, so it isn't necessarily true that he will know. So he himself additionally has a number of wrong Whys and wrong reasons.

There is usually one principal misunderstood that is preventing the cycle of action from completing. This is called the “Crashing Mis-U.”

## APPLICATION

While finding Crashing Mis-U is not a substitute for full Word Clearing and while it is also true that the person can be PTS and be engaged in creating problems, it is nevertheless uniformly true that a Crashing Misunderstood lies somewhere in the subject matter of the cycle of action which is not being completed.

The tech given in this HCOB can be used by anyone who has checked out on it and drilled it. The steps given here cover metered and nonmetered Crashing Mis-U Finding. Using a Word Clearing meter will make the action faster and more accurate but it is not vital.

The whole action does not take long to do and will save hours of purple-faced desk pounding and frustrated attempts to get people to produce.

It is to be USED by execs, Supervisors, Cramming Officers, Estos, missionaries, etc., etc.—anyone who is responsible for seeing that products are gotten out.

Crashing Mis-U tech is used in debugging products. It comes as step J of HCO PL DEBUG TECH. If any of the earlier steps are out, then you can find all the Crashing Mis-Us you like and still not get one single product.

## THEORY

A cycle of action is a parallel to a cycle of understanding or a cycle of communication. The cycle of action is the physical universe expression of a cycle of communication. The cycle of communication occurs in the physical universe! A misunderstood interrupts not only the cycle of communication or understanding, but also interrupts the motion or action. That is the discovery. A person is trying to get the product of a finished house. He doesn't understand the word “plumbing.” He may tell you that it is because of the price of materials, that nobody can dig in that kind of ground, that certain types of pipes aren't available, that he is having trouble with his wife—and his supervisors and bosses will tell you that he is just plain lazy, that he has been bribed not to, that he is a secret drinker maybe, and even less printable “whys.” But when you get right down to it and use the tech, you find that he has a Crashing Mis-U on the word “plumbing.” He thinks it is defined as “drilling holes.” Mentally, this interrupts his ability to think any thoughts through on the subject. His cycle of understanding is being interrupted by the Crashing Mis-U. This then has a parallel cycle, the cycle of action of trying to get the finished house. Thus, for want of understanding of a word, we get the actual physical inability to finish a cycle of action on a connected subject. I can assure you that ethics conditions, threat of suit, physical violence, none of these things are going to get anybody a finished house. Only when his Crashing Mis-U “plumbing” is found and properly handled are you going to get a finished house.

This tells you incidentally that the time track of shattered civilizations must have been strewn with these things. It doesn't only apply to a house, it applies to



almost anything man has ever set out to produce. It would even apply to some general who suddenly won't finish a battle or a war. Amazingly, you will discover that the Crashing Mis-U has probably been man's single greatest barrier to actually creating and maintaining a civilization. You have to work with the tech yourself to actually appreciate its depth and power.

### CRASHING MIS-U FINDING

Where you have a person not getting products, not completing cycles of action despite attempts to debug per A-I of HCO PL DEBUG TECH, you have to get in there and find the Crashing Misunderstood. It will be directly on the subject. There are various approaches to doing this, starting very simply and getting more complex. You would start off using the simplest approach and then, if that didn't handle, you would go into a more thorough handling, and so forth.

### PROCEDURE

1. It is apparent or it is reported that someone is failing to complete cycles and is not getting out his products.
2. Before even talking to him, you inspect his area as regards products per HCO PL DEBUG TECH:
  - A. You look for what products have been gotten out in the past.
  - B. You look for products that are there completed.
  - C. You look for products that can be attained in the immediate future.
  - D. You look for value of products as compared to overall cost of production.
  - E. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

This requires a bit of homework.

3. *CONDITIONAL*: If your inspection finds he is getting out actual products and that he is not producing overt products, correct the reports and let him get on with it. Do not go on with the steps in this procedure.
4. Now, if the earlier debug steps per HCO PL DEBUG TECH, have been done and it is obvious from your inspection that this person is still not getting out the products he is expected to get out or should be getting out, you know that he has a Crashing Mis-U. You just start hunting and punching around for the Crashing Mis-U on the subject of the products he should be but is not getting out. "What don't you understand about that subject?" "What Mis-U word is there on this subject?" You keep at it this way until you get the Crashing Mis-U. On the meter you would use reads to steer him to the area and the Mis-U.

Crashing Mis-U Finding differs from regular Word Clearing in that it is an investigatory procedure which utilizes all methods of Word Clearing and whatever else it takes to find the Crashing Mis-U. You can use Method 2,



Method 3, Method 4, Method 5, Method 6 or Method 9 to help you find the misunderstood. The person you are handling may be sure that the Mis-U is in a certain issue but doesn't know what the word is. It may require Method 2 or Method 9 to actually dig it out. Often Method 5 is used whereby the Word Clearer asks for the definition of individual words, checking to make sure that *he* knows the definition as well.

The point is that you are trying to narrow down the area further and further until you finally get the Crashing Mis-U, and any method of Word Clearing or investigation that helps you do this is legitimate.

5. You clear this word fully to VGIs (on the meter it would F/N). Don't assume the dictionary will necessarily give the right definition—a missing or false definition might be the root of his trouble. If no dictionary, textbook or encyclopedia can be found that gives a satisfactory definition for the word, you are still not stopped. You can go over all of the related material to the word and work out with him what definition has been omitted or what is the proper definition for it. This is a last resort, but it is necessary that anyone doing Crashing Mis-U Finding knows this, as man has not necessarily properly defined everything in his technical sphere or culture. **WARNING:** The inability to find the definitions is a rare case. Only work out the definition when you have exhausted all possible texts and dictionaries and have cleared all of the words you have encountered in them. Whether you looked it up and found it or couldn't find it and had to evolve it, make sure the definition is useful to him and that it blows his difficulty with it.
6. Assure yourself that this was his Crashing Mis-U and that it is real to him. When he finds it, he will quite often be chagrined and then go into VGIs and cogitate and may change considerably right in front of your eyes.
7. Send him to the Examiner.
8. Run some Reach and Withdraw in the area where he had difficulty to a good win and tell him to get on with it.
9. Check back later to see that he is now completing cycles of action and getting his products out. If he is, then you have got it. That *is* the EP.
10. If he still isn't getting out the product, then you haven't yet found the Crashing Mis-U and you have some more work to do. Go over his area with him and look for things that he has difficulty with. Often it will leap right up at you. Get him to tell you what the difficulty is.
11. Now question him to find the Mis-U on that subject that is behind those difficulties. Often his statement of the difficulty will contain the Mis-U itself. On a meter you would get a read as he says it. Off the meter you would have to take the words that he said and ask him what they meant. For example, he might say, "The plumbing always seems to be the hardest part." On a meter "plumbing" would read and you would take it up right away. If you weren't using a meter, you could say, "Well, what does the word 'plumbing' mean?" and he'll say, "Well, it means, uh . . . 'drilling holes' " and there you have it. Now clear the word as in step 4 above, run your Reach and Withdraw and send him back to work.

## END PHENOMENON

The end phenomenon (EP) of this action is the person now producing the products he wasn't able to produce before and completing the cycles of action related to his product.

The end phenomenon is not the fellow now all VGIs and saying he can get the products, feeling great, etc. That is all very well but **IS HE NOW GETTING OUT THE PRODUCTS?** And you keep handling him with Crashing Mis-U's and related handling until he is producing the products, and then you know you have completed the Crashing Mis-U handling.

## ADDITIONAL FACTORS

There are various factors which must be known by anyone doing Crashing Mis-U Finding and used if the above simple steps do not get the desired result of the person now tearing along getting his products.

### O/Ws

Since overts and withholds stem from Mis-U's in the first place, you are liable to run into O/Ws when doing Crashing Mis-U Finding. If the person has O/Ws in the area, this will be manifested in the form of resistance to finding the misunderstood word, either overtly or covertly. An example of this would be the person misdefining a word and then when you have him look it up in the dictionary he says that he knew it all along. Or it could be straight noncooperation.

If you are using the Word Clearing meter, the handling for the situation above would be to pull the O/Ws. To do this simply ask "Do you have any overts in the area of \_\_\_\_\_?" and pull them, each one earlier-similar to F/N with all specifics until the question F/Ned on asking. Do the same with withholds and missed withholds. Since you run the risk of missing withholds if you try pulling withholds without a meter, in doing the nonmetered Crashing Mis-U Finding, the way you would handle the above situation is to ask the person if he has some withhold concerning the area you are trying to handle, and getting him to tell you about it. If you do this then you *must* get him meter-checked to ensure nothing has been missed.

There is another manifestation which can be encountered. A Crashing Mis-U simply cannot be found at all yet it obviously must be there. The person seems to cooperate somewhat but no Crashing Mis-U turns up. This is again an O/W phenomenon. The person is holding on to his withhold so hard it is burying the Crashing Mis-U. Again, you could run the risk of missing a withhold if you simply ask him for his withhold on the subject, but we cannot rule out the fact that doing so sometimes works. The Crashing Mis-U simply doesn't seem to exist, yet by all evidence of no products or overt products, it must exist, so simply asking him if he has a withhold on the subject gives us the gain of finding it straight off and immediately, and if we meter check him afterwards to find out if he has any more withholds, it is very likely to pay off. Once he has gotten off the withholds, the Crashing Mis-U can pop right up. When you miss a withhold, remember, a fantastic amount of upset can be caused for the Word Clearer or the person himself. So don't indulge in missing withholds.



Once the O/Ws have been pulled or gotten off by whichever of the above methods, you will now be able to find the Crashing Mis-U and clear it up.

Sometimes in clearing the Mis-U you will hit a chain of overts connected with the subject, and these will have to be cleared up or you may not get your product. An example of this was a cleaner who could not clean. The Crashing Mis-U found was the word “clean” and this went straight into whole track overts which had to be fully handled. When the overts and the Mis-U were cleared up, the person went straight out and started getting real products.

### **DEFENSE MECHANISM**

You may find the person has a defense mechanism which would make it impossible to find the person’s Crashing Mis-U, as he believes it is okay to have Mis-Us in that area. The defense mechanism consists of false data which acts as a justifier for the Mis-U. An example of this would be “I don’t have to know that as I’m not a professional” or “Well, I’m new to the post” and so on. The handling would be simply to ask the person if there was some reason why it would be okay to have Mis-Us in that subject and then strip off the false data and justifications. Then you can recheck for the Crashing Mis-U and you will find it is now available. (See HCOB FALSE DATA STRIPPING)

### **THE WORD CLEARER’S MIS-Us**

When he has found a Crashing Mis-U on the subject, the Word Clearer’s first action is to himself look up the definition and the derivation of the word so he himself understands it. He then gets it fully cleared up with the person. This is all done right there in the Crashing Mis-U session. If he doesn’t do that, he won’t be able to perceive how the person has misunderstood it or misapplied it previously.

*Example:* A person in charge of the lights in a theater could never get anything lit. A Crashing Mis-U was looked for and the word “scene” was found. However, the person glibly read the dictionary definition and said he had it already. The Word Clearer made him look up the derivation wherein it was found that the glib person didn’t understand it at all, for the person, when asked for an example, described an actor and how he would put the light on the actor.

The Word Clearer, having looked it up first before handing the dictionary over, knew that a scene was a stage. It was found that the person’s Crashing Mis-U had so introverted him that he had never perceived that a stage had backdrops, scenery and a floor. The Word Clearer practically had to pry him out of his head to get him to see that a stage had walls and backdrops and that these had to be lighted.

If the Word Clearer had not known the correct definition of “scene,” he would never have detected that the person thought it meant “actor” even though the dictionary said it had to do with scenery.

Crashing Mis-U tech would have failed as the person was very convincing as to how he knew it all already yet in the example was giving a totally incorrect demonstration.

Showers of light broke through when the person realized for the first time that he had to light the whole stage and had been in total mystery why people kept yelling at him. This had been going on for a long, long time in the person's job and was making him a total failure at it.

### **PRACTICAL USAGE**

Always ask for instances of practical usage from the person you have found a Crashing Mis-U on. From these you can detect if he's got it, and if he hasn't got it, he may have to work and work to clear it further.

The end phenomenon of Crashing Mis-U tech is not finding the Crashing Mis-U but getting the person totally straight on it and actually getting out the product.

### **DEBUG TECH**

Crashing Mis-U Finding is an integral part of debug tech as covered fully in HCO PL DEBUG TECH. It comes as step J of the whole procedure. When products are not getting out, cycles are not being completed, there will invariably be Crashing Mis-U's, but there may be other factors involved which also have to be resolved. The handling is just to go through the steps of the HCO PL, including Crashing Mis-U Finding (step J) and Product Clearing (step K). You may find more Crashing Mis-U's come up during or after the Product Clearing.

The whole point is that you use the whole debug tech procedure without trying to short-cut it. Otherwise, you get the ridiculous situation of clearing up the fellow's Crashing Mis-U on "plumbing" and then find he can't get out the product of a finished house because there are no pipes and won't be any for three months because the owner can't afford them. This all has to be resolved.

### **IMPORTANT NOTE**

Since the *sole* purpose of this debug tech is to get the person or area producing what it should be producing, you would not continue past a point where this had been achieved. So for example, if after step C of HCO PL DEBUG TECH, had been done (any Mis-U's on issues related to the area of production had been cleared up) the person was turning out great products in the expected quantity and time period, you would not then start looking for Crashing Mis-U's. This would act as harassment, not help. Similarly, don't use any other step of A-R of the above PL where it does not apply.

One should let people have their successes. Once you have achieved what is desired with this tech, don't carry on.

**The rule is DON'T CONTINUE DEBUGGING PAST THE POINT WHERE THE PERSON OR AREA HAS BEEN SUCCESSFULLY DEBUGGED AND PRODUCTS ARE NOW ROLLING.**

And you would know it was debugged because products of the expected quality would be coming out of the area in the expected quantity.

### **GRADIENT APPROACH**

The whole idea is to try the simplest approach first and then if that doesn't work go deeper.

The end phenomena for all this is a person cheerfully and willingly getting his products and these appearing, visible in the physical universe.

### EXAMPLES

This is how it might go: You might find yourself in the position of being responsible for seeing that the house, in the example given earlier on this bulletin, got finished. You notice that the deadline has been exceeded by weeks and still there is no house.

The first thing to do would be the inspection as in step 2 of the procedure above. You would discover that the house has no plumbing; that is what is holding up its completion. Points A–H in HCO PL DEBUG TECH, have been gone over but things still aren't moving. So you approach the contractor personally and go over this with him. You start hunting and punching around for the Mis-U. Ask him, "Is it possible that there is some word you don't fully understand in the area of building this house?" And he'll say, "Well, no—it's just that I don't have enough men to do the plumbing." (Now, you already know from step E of your prior inspection that he does have adequate personnel.) So you say, "Well, what about plumbing? Is there some word connected with plumbing that you don't get?" He'll say, "No, but I've always had trouble with it." Now you ask him, "What does 'plumbing' mean?" And when he says, "Everybody knows that plumbing means drilling holes," you have his Crashing Mis-U. As you clear this up, his initial embarrassment will turn into floods of relief, and off he will go and get the house finished up in no time.

Now, if you were able to use a word-clearing meter, so much the better. You would put him on the meter and ask him something like, "Now, on the subject of building houses, is it possible you could have a misunderstood?" The meter will read on this and you use the read to steer him to the area and find the misunderstood word. This is then cleared to a floating needle (F/N) and very good indicators (VGIs).

It might not be as straightforward as above. The case could arise where there was plenty of evidence that the person has a Crashing Mis-U yet, despite arduous search, nothing comes up. You would then ask the person, "Is there something about all this you haven't told me?" If your TRs are good and you don't have a challenging or accusative attitude, he will come up with it: "I can't finish the house because the machine that cuts and bends pipes is broken." With a bit of further questioning, you find that he broke the machine and has been withholding this for weeks and didn't even dare mention that it needed repair for fear of being punished. A simple meter check would ensure that nothing was missed. Then up would pop the misunderstood on "plumbing" which he thought meant drilling holes. No wonder he broke the machine: He was trying to drill holes with it! So now, with his withhold off and his Mis-U cleared up, he will feel immensely relieved and will most likely be able to go right off and finish up the house. At the most you might need to product clear him and run some Reach and Withdraw in the area per the issues on Product Clearing in this series.

### CASE HISTORIES

Here are some actual case histories to show how Crashing Mis-U Finding goes and the sort of things one might expect to come across and have to handle in order to debug a cycle or product with this tech.



**CASE A:** This was a senior executive who was on the verge of being removed from post. The general manager was impatient with the lack of products from that area.

- A. The Word Clearer inspected the executive's department and found that the main area of difficulty seemed to be handling personnel.
- B. The Word Clearer put the executive on the meter and asked him if there were any products he should be getting out but wasn't. No Crashing Mis-U came up on this directly.
- C. By two-way communication, the Word Clearer confirmed that the main area of difficulty was handling personnel.
- D. He took the words that were directly related to the area mentioned—"personnel," "staff," etc.—and asked the executive what each one meant. He checked the dictionary to ensure the person had a full understanding of the words. The exec seemed fine on these.
- E. There was one word the executive seemed to have some hesitation on so the definition of that word was word cleared Method 9. A few words were cleared up but none of them turned out to be the Crashing Misunderstood.
- F. The area of difficulty was further narrowed down by two-way comm to "the obtaining and posting of personnel."
- G. Words relating to this area were checked. Some of the definitions were M9ed to make sure the exec really did have them straight—still no Crashing Mis-U was found.
- H. The executive originated an area of difficulty to do with handling authority that he felt was interfering with his ability to obtain and post personnel. No Mis-U's were found in this area, however.
- I. The Word Clearer asked for overts and withholds in the area ("Is there something you're not telling about this area?" "Is there something you've done you don't want known?" etc.) but none were found.
- J. He then checked for false data (something that would justify having misunderstands on that subject) and found that the exec was loaded with false data on the subject of authority. This was handled by two-way comm—it did not take much to clean up as the exec was realizing by this time where his trouble was coming from and was only too willing to get it sorted out.
- K. The word "authority" was found as the Crashing Misunderstood. This became obvious as soon as the false data came off. This word was fully cleared to a floating needle and very good indicators, and the executive volunteered that he felt ready to go back on post and produce.

The Word Clearer ended off and returned the executive to work. He started producing actual products and doing well.

*CASE B:* This was a technician in a highly specialized and complex field who was having difficulty with his job and was unable to get approval on some tests that were urgently needed.

- A. An inspection of his area revealed the situation to be exactly as described.
- B. The Word Clearer put him on the meter, oriented him to the situation and asked him, “Is there any single misunderstood word in the area of these tests?”
- C. A long search ensued in which several words were cleared, none of which turned out to be the Crashing Mis-U.
- D. The Word Clearer then checked for a withhold and found out that the technician had never understood an important despatch relating to the cycle and had been withholding the fact. This withhold was cleared up to a floating needle.
- E. This was followed by further search for the misunderstood, which uncovered an area of upset and losses to do with technical writing.
- F. The Word Clearer checked for the misunderstood that must have preceded the losses, and the Crashing Mis-U was found—a very basic technical word in the subject.
- G. He attempted to clear the word with a dictionary but found no adequate definition.
- H. Encyclopedias and textbooks were consulted but none of them had a useful definition.
- I. Eventually, by combining textbooks and working out what it should be, a workable definition was arrived at and the subject became clear to the technician who was greatly relieved.

The technician returned to work and started producing. The very next set of tests submitted were approved.

*CASE C:* This case was an executive who was having trouble getting people in his area to produce. The actions below were done unmetered.

- A. The product inspection showed the executive to be unable to get his juniors to produce.
- B. He arrived for the Crashing Mis-U Finding quite upset and this had to be handled before anything else.
- C. The Word Clearer went over his upset with him and sorted it out to a point where he was willing to go ahead with the action.
- D. Various words were checked (“What does ‘junior’ mean?” “What is the definition of ‘executive’?”) and so forth. No Crashing Mis-U was found.

- E. The area of difficulty was narrowed down further to “getting compliance.”
- F. On checking, the Word Clearer found that the exec had a Crashing Mis-U on the word “compliance” which was cleared to very good indicators.

The executive went back to work and found he could now handle his juniors.

*CASE D:* This person was in charge of briefing missions. He had recently had trouble with this and some missions had fired without full briefing, resulting in failures.

- A. The Word Clearer asked him, on the meter, if there was anything concerning his post he was having difficulty with.
- B. The difficulty was narrowed down by two-way comm until it was established that he felt he couldn’t brief them fully due to lack of time.
- C. The Word Clearer checked for a Crashing Mis-U concerning this difficulty. None was found.
- D. He then asked if there was something the person was withholding about the subject. Several chains of overts were taken up, each one to a floating needle, until the question itself produced a floating needle on asking.
- E. The Word Clearer again asked for a Crashing Mis-U in the area and one of the words in the person’s own post title was found and cleared. This was the Crashing Mis-U.

The person was then able to get out his products.

*CASE E:* This was an auditor who was being product cleared on her post.

- A. The Product Clearer discovered that there was a certain part of her post that this auditor could not handle. It was a certain aspect of handling the preclear.
- B. He asked her if there was one single Mis-U in the area, and helped her trace it, using the meter reads.
- C. The Crashing Mis-U was found and cleared in the dictionary to very good indicators.
- D. The auditor was then able to complete the Product Clearing and get back to work, her main difficulty no longer impeding her from getting products.

The above case histories show the variety of situations that can come up and the handlings that would be done. They are by no means all the situations that can arise in doing Crashing Mis-U Finding.

#### CAUTIONS

Make sure you guide him on the subject of products all the time. You could get right off the track and find yourself clearing up a whole subject that had nothing to do with getting out his product. An example would be trying to clear



up the whole of chemistry on a photographer. There is chemistry involved in photography: the film is developed and so forth with chemicals. But the person is a photographer, not a photo-laboratory technician, so he does *not* need to know all of chemistry to get his product.

Another point is that sometimes a person will have a Crashing Mis-U cleared up on himself and immediately suppose that this is the Crashing Mis-U everyone else has. This is not necessarily the case. When one has a Crashing Mis-U on “crackers,” it is not necessarily true that everyone else has a Crashing Mis-U on “crackers.” Their Crashing Mis-Us will be different. It is *their* Mis-Us one is after.

## REPAIR

If the action bogs down and can't be sorted out or the person becomes upset during or after Crashing Mis-U Finding, then the difficulty should be sorted out right away with a Crashing Mis-U Repair List. This list is done on a meter by someone qualified to do so. A botched or bogged Crashing Mis-U Finding must be repaired within twenty-four hours.

## EFFECTS OF CRASHING MIS-Us

You can tell someone has a Crashing Mis-U because when you start to question them about the cycle of action or demand the products they will go robotic on you. They sometimes just stand there gaping at you and won't even answer your question. They won't even be able to talk to you. There's another manifestation you will come up against and that is the person becoming annoyed with you. This indicates either that he *was* getting out products in the first place or that he had a withhold in addition to a Crashing Mis-U.

The solution is not to immediately shoot them for not getting out the product. Find their Crashing Mis-U. If they get annoyed, then find out which of the above it was and handle. And then the justice factor would consist of disciplining them for going past misunderstands without clearing them. You have to teach someone to get in his own ethics in this respect so that others do not have to take justice actions on him.

## SUMMARY

Well, here you have the tech that will enable you to debug failures to produce the products required of him. The person using this tech has to learn it well and become practiced in its application. Then he will get the full benefit of it and total reality on its power.

Let's get busy and, along with the remainder of debug tech, find the Crashing Mis-U when products aren't coming off the line.

This is indeed miracle tech so let's go get some miracles!

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 JUNE 1979R  
REVISED 27 JUNE 1988

Remimeo  
Tech/Qual  
Word Clearers  
Auditors  
C/Ses

*Product Debug Series 4R*

*Word Clearing Series 62R*

**THE CRASHING MIS-U REPAIR LIST—LC1R**

*Ref:*

HCOB 17 June 79

CRASHING MIS-U:  
THE KEY TO COMPLETED CYCLES  
OF ACTION AND PRODUCTS

The Crashing Mis-U Repair List is the list to use in repairing Crashing Mis-U Finding. It can be done on the spot by the person doing the Crashing Mis-U Finding or in session by an auditor. The Crashing Mis-U Repair List is used in the event of a bog or trouble during Crashing Mis-U Finding or a red-tagged exam after a Crashing Mis-U Finding session. It can also be done if, after the fact of a Crashing Mis-U being found, the person is still not getting out his products or is not completing cycles of action in his area. (Note: The person could be up against a *new* Crashing Mis-U on a whole different cycle of action in the same area.)

If, after the Crashing Mis-U Repair List has been done and fully handled, there seems to be some other bypassed charge or BIs connected with the Crashing Mis-U Finding, a C/S 53 or WCCL should be done. This would be determined by the C/S.

Any person using this list must have excellent TRs and be able to make a list read and correctly interpret E-Meter reads. They must also be drilled on this correction list and have their high-crime checkouts done on this list as well as HCOB 17 June 79, CRASHING MIS-U: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.

This list can be assessed Method 3 or Method 5. Each line that reads is carried to F/N. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

Under many of the questions, there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parenthesis is done directly in the session. The handling in the second set of parenthesis shows the further actions to be done, as programed and ordered by the C/S *after* all the reading items have been F/Ned.





0. **DO YOU HAVE TROUBLE GOING IN OR OUT OF THINGS?** \_\_\_\_\_

(Check to make sure the read is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, 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, as applicable.)

(If you are not qualified to audit or repair Int, or if you are not in an auditing session and the read is valid, send the folder to the C/S.)

00. **WAS A WRONG ITEM GIVEN TO YOU?** \_\_\_\_\_

(Assess and handle an L4BRA. If pc has not previously had out-list correction, turn in the folder to the C/S for handling.)

000. **WAS CRASHING MIS-U FINDING DONE WHILE YOU WERE IN THE MIDDLE OF AN AUDITING ACTION OR RUNDOWN?** \_\_\_\_\_

(Find out what and indicate it. If it doesn't F/N on indication, take it E/S to F/N.)

(Get the data to the C/S for handling.)

0000. **HAVE YOU FAILED TO UNDERSTAND WHAT A "CRASHING MISUNDERSTOOD" IS?** \_\_\_\_\_

(Check and clear any words in the above that read on the meter.)

1. **WAS CRASHING MIS-U FINDING DONE WHEN YOU ALREADY HAD AN UPSET?** \_\_\_\_\_

(Handle the ARC break to F/N VGIs.)

2. **DID YOU BECOME UPSET BECAUSE OF THE CRASHING MIS-U FINDING?** \_\_\_\_\_

(Handle the ARC break to F/N VGIs.)

3. **WAS THE CRASHING MIS-U FINDING DONE WHILE YOU WERE WORRYING ABOUT SOMETHING ELSE?** \_\_\_\_\_

(Handle the problem to F/N VGIs.)

4. **DID THE CRASHING MIS-U FINDING CAUSE YOU TO BECOME WORRIED OR CONCERNED?** \_\_\_\_\_

(Handle the problem to F/N VGIs.)

5. **DURING YOUR CRASHING MIS-U FINDING, WAS THERE SOMETHING YOU WERE NOT SAYING?** \_\_\_\_\_  
 (Handle by usual M/W/H pulling per HCOB 12 Feb. 62 and HCOB 3 May 62R.)
6. **WAS THERE SOMETHING YOU'D DONE YOU WEREN'T SAYING?** \_\_\_\_\_  
 (Handle as in #5.)
7. **WAS THERE SOMETHING YOU WEREN'T SAYING ABOUT THE AREA THAT WAS BEING ADDRESSED?** \_\_\_\_\_  
 (Handle as in #5.)
8. **DID YOU GO PAST MISUNDERSTOODS AND WONDER IF ANYBODY KNEW?** \_\_\_\_\_  
 (Handle as in #5.)
9. **WAS THERE SOMETHING YOU'D DONE IN THE AREA BEING ADDRESSED THAT YOU WEREN'T SAYING?** \_\_\_\_\_  
 (Handle as in #5.)
10. **WAS THE WRONG AREA ADDRESSED?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him to the W/Cer to complete the Crashing Mis-U Finding.)
11. **WAS THE CRASHING MIS-U FINDING DONE ON THE WRONG PRODUCT?** \_\_\_\_\_  
 (Handle as in #10 above.)
12. **COULDN'T YOU FIND THE CRASHING MIS-U?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him back to the W/Cer for completion of the action.)
13. **WAS THERE NO CRASHING MIS-U IN THE AREA IN THE FIRST PLACE?** \_\_\_\_\_  
 (Indicate that the Crashing Mis-U Finding was an unnecessary action. If it doesn't F/N on indication, take it E/S to F/N.)
14. **WAS THE CRASHING MIS-U FOUND ONLY SIMILAR TO THE ACTUAL CRASHING MIS-U?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him back to the W/Cer to find the actual Crashing Mis-U.)



15. **IS THERE ANOTHER CRASHING MIS-U IN THE AREA?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him back to the W/Cer for handling.)
16. **IS THE WORD FOUND STILL MISUNDERSTOOD?** \_\_\_\_\_  
 (Get it fully cleared up to F/N.)
17. **DIDN'T YOU UNDERSTAND WHAT WAS GOING ON?** \_\_\_\_\_  
 (Clear up the questions and confusions to F/N.)  
 (Send him back to the W/Cer for handling if needed.)
18. **COULDN'T YOU HEAR THE WORD CLEARER?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
19. **DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
20. **WAS THERE METER OR F/N TROUBLE?** \_\_\_\_\_  
 (Find out what and indicate the BPC. If it doesn't F/N on indication, take it E/S to F/N. Assess an LIC if needed, "In your Crashing Mis-U Finding.")  
 (If needed, program for False TA handling.)
21. **WERE AREAS THAT YOU WERE NOT HAVING DIFFICULTY WITH TAKEN UP?** \_\_\_\_\_  
 (Indicate that these areas should not have been taken up. If it doesn't F/N on indication, take it E/S to F/N.)
22. **WERE AREAS THAT YOU WERE HAVING DIFFICULTY WITH NOT TAKEN UP?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him back to the W/Cer for handling.)
23. **DID AN AREA YOU FELT SHOULD HAVE BEEN HANDLED NOT GET TAKEN UP OR HANDLED?** \_\_\_\_\_  
 (Find out what and indicate. If it doesn't F/N on indication, take it E/S to F/N.)  
 (Send him back to the W/Cer for handling.)
24. **DID YOU GET INVALIDATED?** \_\_\_\_\_  
 (Itsa E/S itsa to F/N.)
25. **DID YOU GET EVALUATED FOR?** \_\_\_\_\_  
 (Itsa E/S itsa to F/N.)

26. **DID THE CRASHING MIS-U FINDING ANNOY YOU?** \_\_\_\_\_  
 (Determine if [a] he has O/Ws as well as a Crashing Mis-U or [b] the Crashing Mis-U Finding wasn't necessary in the first place. Handle accordingly by [a] pulling the O/Ws in the area of the Crashing Mis-U, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS, or [b] indicating the BPC. If no F/N on indication, take it E/S to F/N.)
27. **WAS THE CRASHING MIS-U FINDING DONE IN THE MIDDLE OF SOME OTHER INCOMPLETE CYCLE?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
28. **DO YOU NOT BELIEVE YOU HAVE MISUNDERSTOODS?** \_\_\_\_\_  
 (Clear him up on HCOB 26 Mar. 79RB, Word Clearing Series 60RB, MISUNDERSTOOD WORDS AND CYCLES OF ACTION. Handle his Mis-Us and get his agreement to do the action unless it is determined it was an unnecessary action. Take this to F/N.)
29. **HAS ANYONE SAID YOU HAD A CRASHING MISUNDERSTOOD WHEN YOU DIDN'T HAVE ONE?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to F/N.)
30. **DID FALSE DATA GET IN YOUR WAY?** \_\_\_\_\_  
 (Strip off the false data per HCOB 7 Aug. 79, FALSE DATA STRIPPING. Take it to F/N.)
31. **IS IT ACTUALLY OKAY TO HAVE MISUNDERSTOODS IN THE AREA?** \_\_\_\_\_  
 (Get why this is okay and strip off the defense mechanism, per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Take it to F/N.)
32. **IS THERE SOME OTHER WORD CLEARING ERROR?** \_\_\_\_\_  
 (Find out what and handle or do a WCCL if necessary.)
33. **WERE YOU NOT HAVING ANY TROUBLE WITH YOUR PRODUCTS IN THE FIRST PLACE?** \_\_\_\_\_  
 (Get the data. If this is the case, indicate that the Crashing Mis-U Finding was an unnecessary action. Take it to F/N.)
34. **ARE THERE OTHER PRODUCT DEBUG ACTIONS THAT SHOULD HAVE BEEN TAKEN?** \_\_\_\_\_  
 (2WC to F/N.)  
 (Program him to get Product Debugging per HCO PL 23 Aug. 79R II, DEBUG TECH CHECKLIST.)

35. **AREN'T YOU HATTED?** \_\_\_\_\_  
 (2WC to F/N.)  
 (Get him properly TIPed for hatting.)
36. **IS YOUR PRODUCT TOTALLY UNKNOWN TO YOU?** \_\_\_\_\_  
 (2WC to F/N.)  
 (Program him to be product cleared.)
37. **ARE YOU LACKING PRODUCT CLEARING?** \_\_\_\_\_  
 (Handle as in #36 above.)
38. **ARE YOU CONNECTED TO ANTAGONISTIC PEOPLE?** \_\_\_\_\_  
 (2WC to F/N.)  
 (Program for a PTS handling. Ref: HCOB 31 Dec. 78RA II,  
 OUTLINE OF PTS HANDLING)
39. **WAS YOUR CRASHING MIS-U FINDING OVERRUN?** \_\_\_\_\_  
 (Indicate and rehab.)
40. **ARE YOU HAVING CASE TROUBLE?** \_\_\_\_\_  
 (Assess and handle a C/S 53.)
41. **IS THERE SOMETHING ELSE WRONG?** \_\_\_\_\_  
 (Find out what and handle or do the appropriate correction  
 list and handle.)
42. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** \_\_\_\_\_  
 (Indicate it. If it doesn't F/N on indication, take it E/S to  
 F/N.)

L. RON HUBBARD  
 Founder

Revision assisted by  
 LRH Technical Research  
 and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 JULY 1979

*Remimeo*

**CRASHING MIS-U DEFINITION**

I started calling it Crashing Mis-U because it crashed the person. That's what crashed the subject and crashed the person. That's why it's called a Crashing Mis-U.

It's what crashes something across the dynamics.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 JULY 1979

Remimeo  
All Supervisors  
All Word Clearers  
Execs  
Estos  
Cram Officers  
All Staff

*Product Debug Series 5*  
*Word Clearing Series 63*

**THE “ELUSIVE” MIS-U OR CRASHING MIS-U**

*Refs:*

HCOB	17 June 79	Word Clearing Series 61 Product Debug Series 3 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB	30 Jan. 73RB Rev. 1.6.79	Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB	18 June 79	Word Clearing Series 62 Product Debug Series 4 THE CRASHING MIS-U REPAIR LIST-LC1
HCOB/PL	26 Mar. 79R Rev. 25.5.79	Esto Series 35R Word Clearing Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION

Miraculous as it is, a Word Clearer must be aware of the fact that M9 Word Clearing does not uncover false data, Crashing Mis-Us, overts, withholds or PTSness. Other tech exists to handle these. However, they also, sometimes in a shadowy way, make their appearance doing M9. People doing M9 are doing it to get something understood or get some order done or get some product actually made and out. In most cases M9 will produce a marked gain. However, when it doesn't work, one of the above is also present. Handling of these is covered in detail in other HCOBs.

However, the item the M9er is most likely to collide with in situations where M9 is really not getting much done is the mysterious Crashing Mis-U.

A Crashing Mis-U, while it is always sitting right there in PT, big as life, can sometimes appear to be elusive. It eludes the most conscientious Word Clearer and the person himself, despite honest efforts to find it.

Let's say you've made an exhaustive search for the Crashing Mis-U, you've hunted and punched in the area of his products, you've word cleared him on the texts covering his products and you've found and cleared some misunderstood

words, none of which are IT. You've done the full Crashing Mis-U and Product Debug procedure by the book and you still haven't gotten the Crashing Mis-U—as evidenced by no products.

At this point you could suspect one of the following:

1. The word that has caused him to crash may be right there in plain view; it does appear in the texts and orders covering the person's post and products, but it has been missed.

Why? Because the Crashing Mis-U (which is not your ordinary, common, garden-variety of misunderstood word) will not always show up for what it is in M9ing. The word may appear in the materials but the person reads it with no stumble or reaction whatsoever, as he is so certain he knows it, and his misunderstanding of it is so obscured by false data and false definitions. It doesn't even read on the meter on Method 2 or 4 because it's way below his awareness.

So you wouldn't just assume there was nothing there because the word didn't turn up on Method 9 or Methods 2 or 4. You'd need to move in with Method 5 or 6 and probably also False Data Stripping in a case like this to really pry it into view.

Or:

2. The Crashing Mis-U may not be on the subject of the product itself but in an area *related to* the subject. If this is suspected, you look for the Crashing Mis-U in the related areas, and it's very likely you'll come up with the prize!

The reason it wasn't found in the first place is because the word didn't appear in the materials he was word cleared on and it didn't come up in a search in the area of his products. But it was sitting there, all the time, in an adjacent, a related area!

In two cases recently where staff members were being crammed on rejects of their products, this phenomena turned up and was used and it all straightened out nicely!

The watchword is you utilize all methods of Word Clearing *and whatever else it takes* to find the Crashing Mis-U.

#### **ALERT RE METHOD 9**

The data above applies to routine Method 9 Word Clearing as well as to Crashing Mis-U Finding. Thus, if you've M9ed the person on his post materials and he's not getting it or making it, realize that he may be sliding over a Mis-U or even a Crashing Mis-U where the word actually appears in the materials and is obscured for the above reasons. Or that the misunderstood may be in an area *related to* the subject and the word itself doesn't appear in the text you're handling.

Method 9 is a superlative Word Clearing tool. Word Clearers must keep it effective and not permit that effectiveness to be dimmed by a failure to know and use the data in this bulletin.



So you check the related areas where it's indicated or you marry up routine Method 9 with Crashing Mis-U Finding and all of its steps where the person isn't making it otherwise. And you'll find the elusive misunderstood or Crashing Mis-U is not so elusive after all. It will come plainly into view—ripe for the plucking!

L. RON HUBBARD  
Founder

*Word Clearing Series 64RB*

**THE MISUNDERSTOOD WORD DEFINED**

*Refs:*

HCOB 23 Mar. 78RB	Word Clearing Series 59RB
Rev. 16.1.89	CLEARING WORDS
HCOB 25 June 71R	Word Clearing Series 3R
Rev. 25.11.74	BARRIERS TO STUDY
HCOB 26 Mar. 79RB	Esto Series 35RB
Rev. 2.9.79	Word Clearing Series 60RB
	Product Debug Series 7R
	MISUNDERSTOOD WORDS AND CYCLES OF ACTION

---

“MIS-UNDERSTOOD” or “NOT-UNDERSTOOD” are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don't know—a “not-understood.”

A “not-understood” is a misunderstood, but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD *WORD* OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. A *FALSE (TOTALLY WRONG) DEFINITION*: A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

*Example:* The person reads or hears the word “cat” and thinks that “cat” means “box.” You can't get more wrong.

*Example:* A person sees an equals sign (=) and thinks it means to subtract something twice.

2. AN *INVENTED DEFINITION*: An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition, he invents one for it. This is sometimes difficult to detect because he is certain he knows it; after all, he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

*Example:* The person when very young was always called “a girl” by his pals when he refused to do anything daring. He invents the definition of “girl” to be “a cowardly person.”

*Example:* A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it, “a foul curse,” and regards it accordingly in everything he reads.

3. **AN INCORRECT DEFINITION:** A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

*Example:* The person reads or hears the word “computer” and thinks it is “typewriter.” This is an incorrect meaning for “computer” even though a typewriter and a computer are both types of machines.

*Example:* A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. **AN INCOMPLETE DEFINITION:** A definition that is inadequate.

*Example:* The person reads the word “office” and thinks it means “room.” The definition of the word “office” is “the building, room or series of rooms in which the affairs of a business, professional person, branch of government, etc., are carried on.” (Ref: *Webster’s New World Dictionary of the American Language, College Edition*) The person’s definition is incomplete for the word “office.”

*Example:* The person sees an apostrophe (’) and knows that it means that something is owned (’s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word “can’t” and immediately tries to figure out who *can* is.

5. **AN UNSUITABLE DEFINITION:** A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

*Example:* The person hears the sentence “I am *dressing* a turkey.” The person’s understanding of “dressing” is “putting clothes on.” That is *one* definition of “dressing” but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition, he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn’t really make sense to him. The definition of “dressing” that correctly applies in the sentence he has heard is “to prepare for use as food, by making ready to cook, or by cooking.” (Ref: *The Oxford English Dictionary*)

The person will only truly understand what he is hearing when he has fully cleared the word “dressing” in all its meanings, as he will then also have the definition that correctly applies in the context.

*Example:* The person sees a dash (–) in the sentence “I finished numbers 3–7 today.” He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. A **HOMONYMIC** (one word which has two or more distinctly separate meanings) **DEFINITION:** A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

*Example:* The person reads the sentence “I like to box.” The person understands this sentence to mean that someone likes to put things in “containers.”

The person has the right meaning for the word “box,” but he has the wrong word! There is another word “box” which is being used in the sentence he has just read and means “to fight with the fists, to engage in boxing.” (Ref: *Oxford American Dictionary*)

The person has a misunderstanding because he has a homonymic definition for the word “box” and will have to clear the second word “box” before he understands the sentence.

*Example:* The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

*Example:* The person hears the word “period” in the sentence “It was a disorderly period in history” and knowing that “period” comes at the end of a sentence and means stop, supposes that the world ended at that point.

*Example:* Homonymic misunderstandings can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing “When my *Honey* walks down the street.” The person thinks “a thick, sweet, syrupy substance that bees make as food from the nectar of flowers and store in honeycombs” is walking down the street! He doesn’t know the informal definition of “honey” which is “sweet one; darling; dear: often a term of affectionate address” which is how it is being used in the song. (Ref: *Webster’s New World Dictionary of the American Language, College Edition*)

7. A **SUBSTITUTE (SYNONYM)**—a word which has a similar but not the same meaning) **DEFINITION:** A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

*Example:* The person reads the word “portly” and thinks the definition of the word is “fat.” “Fat” is a synonym for the word “portly.” The person has a misunderstanding because the word “portly” means “large and heavy in a dignified and stately way.” (Ref: *Webster’s New World Dictionary of the American Language, College Edition*) The person does not have the full meaning of “portly” if he thinks it just means “fat.”

Knowing synonyms for words increases your vocabulary but it does not mean you understand the *meaning* of a word. Learn the full definition for a word as well as its synonyms.

8. **AN OMITTED (MISSING) DEFINITION:** An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

*Example:* The person hears the line “The food here is too rich.” This person knows two definitions for the word “rich.” He knows that “rich” means “having much money, land, goods, etc.” and “wealthy people.” Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up “rich” in a small paperback dictionary, he would probably still be stuck with his misunderstood. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good-sized dictionary to ensure it gives him the omitted definition which is “(of food) containing a large proportion of fat, butter, eggs or spices, etc.” (Ref: *Oxford American Dictionary*)

*Example:* The person reads “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in *The American Heritage Dictionary* and wonders if it is temperature or money or sports for “foul” or maybe the money “franc.” The text doesn’t refer to France so he can’t figure it out. Omitted in *The American Heritage* is the photography definition of “f” which simply means “the number which shows the width of the hole the light goes through in the lens.” The moral of this is to have enough dictionaries around.

*NOTE:* It can occur that an accurate definition for a word is not given in any dictionary, which is an error in the language itself.

9. A *NO-DEFINITION*: A no-definition is a “not-understood” word or symbol.

*Example:* The person reads the sentence “The business produced no lucre.” No understanding occurs, as he has no definition for “lucre.” The word means “riches; money: chiefly a scornful word, as in *filthy lucre*.” (Ref: *Webster’s New World Dictionary of the American Language, Student Edition*) It isn’t that he has the word incorrectly, unsuitably or any other way defined; he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

*Example:* The person sees a dot at the end of a word on a printed page and having no definition for “a period (.)” tends to run all of his sentences together.

10. A *REJECTED DEFINITION*: A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstood on the word, he may refuse to have it explained or look it up.

*Example:* The person refuses to look up the word “mathematics.” He doesn’t know what it means, he doesn’t want to know what it means, and he won’t have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn’t know what he was supposed to study, he would then be willing to look the word up.



*Example:* The person refuses to look up the definition of asterisk (\*). On discussion, it turns out that every time he sees an asterisk on the page he knows the material will be “very hard to read” and is “literary,” “difficult” and “highbrow.”

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled, he will now want to look it up, having gained an insight into why he wouldn't.

---

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good-sized dictionary or more than one dictionary or textbook or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol, as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of “misunderstood” and “not-understood” and their different types must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition, he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of “misunderstood” and “not-understood” should be very well known, as it will often be necessary to clarify them to the person being word cleared.

Good reading.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 AUGUST 1979

Remimeo  
Sups  
Tech/Qual  
Execs  
All Staff

(Also issued as an HCO PL,  
same date and title)

*Product Debug Series 8*

*Establishment Officer Series 36*

**FALSE DATA STRIPPING**

*Refs:*

The Study Tapes

DAB Vol 1, No. 1-2

STANDARD PROCEDURE

(Tech Vol I)

DAB Vol 1, No. 3

HOW TO RELEASE A CHRONIC

SOMATIC

(Tech Vol I)

Book: *Notes on the Lectures*, Chapters 7 and 13

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found *unknown* basic definitions and laws or *false* definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions. The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who “knows” tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person “thinks he knows.”

A politician is told by an adviser, “It doesn’t matter how much money the government spends. It is good for the society.” The politician uses this “rule” and the next thing you know inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn’t work with it.

There is no field in all the society where false data is not rampant. “Experts,” “Advisers,” “Friends,” “Families” seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of

interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment, is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

#### INABILITY TO HAT

We are looking here at a brand-new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the *primary* reason people cannot be hatted, and False Data Stripping, therefore, enables a person to be hatted even though other approaches have failed. This is a very valuable discovery—it solves the problem of inability to hat or train.

#### SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions, you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study. Therefore, it is important that any Supervisor or teacher seeking to use False Data Stripping must utilize basic *workable* texts. These are most often found to have been written by the original discoverer of the subject, and when in doubt, avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a *whole* textbook false—



much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt [Leipzig 1879—Father of Modern Psychology]; and [joke] a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

### USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable), the person doing it must have an okay to operate an E-Meter.

### GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is when you first give a student false data handling, he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus, the action of stripping off false data can and must be checked for and used in any training and hatting. The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and *only* the correct tech exactly.

### THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum *over* a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.



*Socrates*: 470 B.C.–399 B.C. A great Greek philosopher.

A *thesis* is a statement or assertion.

*Antithesis*: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further, they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of training.

Where the person has acquired a *false* thesis (or datum), the *true* datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and *neither one* will then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. (*Synthesis*: a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

- a. attempting to use a false, unworkable synthesis he has formed, or
- b. his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

### GLIBNESS

Probably we have here the basic anatomy of the “glib student” who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a doorstop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by is set up a circuit which is purely memory. The truth of it is his understanding or participation is barred off by considerations such as “nothing works anyway but one has to please the professor somehow.”

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

### FALSE DATA PRONE

Some people are prone to accepting false data. This stems from overts committed prior to the false data being accepted. The false data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-U's on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it, as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any false data that comes his way.

### PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to teach him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc., until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

### STEPS

- A. Determine whether or not the person needs this procedure by checking the following:
  1. The person cannot be hatted on a subject.
  2. No Crashing Mis-U's can be found on a subject yet it is obvious they exist.
  3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.



4. He is rejecting the material he is reading or the definition of the word he is clearing.
  5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.
  6. The person talks about or quotes other sources or obviously incorrect sources.
  7. He is glib.
  8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.
  9. He is bogged.
  10. He cannot think with the data and it does not seem to apply.
- B. Establish the difficulty the person is having—i.e., what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.
- C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.
- D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)
- E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.
1. **Is there anything you have run across in** (subject under discussion) **which you couldn't think with?**
  2. **Is there anything you have encountered in** (subject under discussion) **which didn't seem to add up?**
  3. **Is there something you have come across in** (subject under discussion) **that seems to be in conflict with the material you are trying to learn?**
  4. **Is there something in** (subject under discussion) **which never made any sense to you?**
  5. **Did you come across any data in** (subject under discussion) **that you had no use for?**
  6. **Was there any data you came across in** (subject under discussion) **that never seemed to fit in?**
  7. **Do you know of any datum that makes it unnecessary for you to do a good job on this subject?**

8. **Do you know of any reason why an overt product is all right?**
9. **Would you be made wrong if you really learned this subject?**
10. **Did anyone ever explain this subject to you verbally?**
11. **Do you know of any datum that conflicts with standard texts on this subject?**
12. **Do you consider you really know best about this subject?**
13. **Would it make somebody else wrong not to learn this subject?**
14. **Is this subject not worth learning?**

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions, one goes straight on to step F—Handling.

F. When the person comes up with an answer to one of the above questions, locate the false datum as follows:

1. Ask, **“Have you been given any false data regarding this?”** and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work, as the person may believe the false data he has to be true. Keep at it until you get the false datum.

If the person has given you the false datum in step E, then this step will not be needed; just go straight on to step G.

G. When the false datum has been located, handle as follows:

1. Ask, **“Where did this datum come from?”** (This could be a person, a book, TV, etc.)
2. **When was this?**
3. **Where exactly were you at the time?**
4. **Where was (the person, book, etc.) at the time?**
5. **What were you doing at the time?**
6. If the false datum came from a person, ask, **“What was (the person) doing at the time?”**
7. **How did (the person, book, etc.) look at the time?**
8. If the datum has not blown with the above questions, ask, **“Is there an earlier-similar false datum or incident on (the subject under discussion)?”** and handle per steps 1–7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.

If you suspect the datum may have blown but the person has not originated, then ask, “**How does that datum seem to you now?**” and either continue if it hasn’t blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier-similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are handled exactly as in step F (location) and step G (handling).

That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. *CONDITIONAL*: If False Data Stripping is being done in conjunction with Crashing Mis-U Finding, one would now proceed with the Crashing Mis-U Finding.

J. Send the person to the Examiner.

K. Have the person study or restudy the true data on the subject you have been handling.

#### END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with, he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person’s thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs, and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data, at which time one repeats the above process.

#### NOTE

False data buries itself, as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc., that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn’t really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It



took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

### MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false datum was a complete blank—he couldn't remember it at all. It was discovered that he had a Mis-U just before he received the false data, and as soon as this was cleared up, he recalled the false data and it blew. This is just one example of how Word Clearing can tie in with False Data Stripping.

### REPEATED USE

False Data Stripping can be done over and over, as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again. In such a case it will be seen that the person recognizes or remembers *more* false or contrary data he has accumulated on the subject that was not in view earlier. As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

### CAUTIONS

*CODE.* False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the Code apply.

*RUDIMENTS.* One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

*OVERRUN.* One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

*DATE/LOCATE.* Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier-similar, then it could be handled with Date/Locate *in session* as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The auditor must be totally star-rated on date and locating and practiced in it before he attempts it.

*FALSE DATA STRIPPING REPAIR LIST.* The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably

or the person is not F/N GIs at Exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within twenty-four hours.

*NEW STUDENTS.* Students who are new to Scientology should not use this procedure on each other, as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

### SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstands were and are a major factor and Word Clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 AUGUST 1979RA  
REVISED 27 AUGUST 1984

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

(Also issued as an HCO PL  
of same date, same title.)

(In 1973, I advised that high-crime checkouts should include Method 4 Word Clearing. Over the years several issues were put out by others which, though they included the advised Word Clearing, altered the high-crime procedure by additives, complexities and little curves.

I have therefore rewritten this HCO PL to restore high-crime checkouts to basic, standard tech.

HCOB/PL 19 Aug. 79R, HIGH CRIME—ADDITION, HIGH-CRIME CHECKOUTS AND WORD CLEARING, revised 30 June 80, is hereby cancelled.

The following issues which have been cancelled remain cancelled:

BTB	12 Dec. 71R X	Cramming Series 4R CRAMMING EXPERTISE
BTB	8 Mar. 75 III	Cramming Series 4RB HIGH-CRIME CHECKOUTS AND TECHNICAL OKs
HCOB/PL 19 Aug. 79		HIGH CRIME—ADDITION HIGH-CRIME CHECKOUTS AND WORD CLEARING)

*HIGH CRIME—ADDITION*

*Word Clearing Series 47*

**HIGH-CRIME CHECKOUTS AND WORD CLEARING**

*Refs:*

HCOB	22 Feb. 72RA	Word Clearing Series 32RA
	Rev. 8.7.74	WORD CLEARING METHOD 4
HCOB	17 Aug. 72R	Word Clearing Series 42RA
	Rev. 13.1.89	Tape Course Series 10R METHOD 4 NOTES
HCOB	24 Oct. 76R	C/S Series 96R
	Rev. 10.2.77	DELIVERY REPAIR LISTS
HCOB	26 Mar. 79RB	Este Series 35RB
	Rev. 2.9.79	Word Clearing Series 60RB MISUNDERSTOOD WORDS AND CYCLES OF ACTION

HCOB 16 July 79

Product Debug Series 5  
Word Clearing Series 63  
THE "ELUSIVE" MIS-U OR  
CRASHING MIS-U  
HIGH CRIME  
Word Clearing Series 48  
ETHICS AND STUDY TECH

HCO PL 8 Mar. 66

HCO PL 4 Apr. 72R III

Rev. 21.6.75

For many years 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 Method 4 Word Clearing in addition to star-rates. 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.

### WORD CLEARING REQUIREMENTS

From the date of this issue, the Qualifications Division, when giving high-crime checkouts, must require *at least* Method 4 Word Clearing on the materials in addition to star-rates and drills. Qual should employ other methods of Word Clearing such as Methods 2, 3, 5, 6, 7, 8 or 9 when deemed necessary to ensure full understanding of the materials being high crimed.

Method 4 is stressed here because it is meter-check Word Clearing. After a person has done a page, you can meter check and find out if there is a Mis-U on it. Wherever you find a Mis-U on a page, the person has to clear the word and read again that page and any earlier page in which that word appeared. This way he can get through his high-crime checkouts fast.

Where False Data Stripping, Crashing Mis-U tech, O/W handling and service facsimile tech are available and in use, these must be employed where needed in checkouts.

The point is that Qual must make full use of Word Clearing in all high-crime checkouts and the student, intern or staff member must be word cleared to where he honestly has no misunderstood words on the materials.

### CRAMMING

Where high-crime checkouts have been done and the person is later crammed on those materials, the cramming *MUST* include full Method 9 or Method 2 Word Clearing of the materials on which he goofed.

### STAR-RATES

There is no place in our organizations for weak, namby-pamby checkouts.

“STAR-RATED” MEANS 100 PERCENT LETTER PERFECT IN KNOWING AND UNDERSTANDING, DEMONSTRATING AND BEING ABLE TO REPEAT BACK THE MATERIAL WITH NO COMM LAG.

A correct star-rate leaves no doubt that the person being checked out can *apply* the material standardly.

That is the standard that is required. Anything less is not a star-rate.

It is the duty of the Qual Sec, the Cramming Officer and the Intern Sup to ensure that the star-rate checkouts are tough and done exactly per the star-rate checkout PLs (HCO PL 24 Sept. 64, Word Clearing Series 33, INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF; HCO PL 4 Oct. 64, THEORY CHECKOUT DATA; HCO PL 26 Aug. 65, SCIENTOLOGY TRAINING TWIN CHECKOUTS; HCO PL 4 Mar. 71 II, HOW TO DO THEORY CHECKOUTS AND EXAMINATIONS).

### ETHICS PENALTY

Where high-crime checkouts have fallen out, HCO PL 8 Mar. 66, HIGH CRIME, must be enforced and justice actions taken as called for by that policy letter and the Ethics Codes.

Wherever a case is found to have been messed up by an auditor and it is found the auditor hasn't done his high crimes, the auditor and all others responsible for this omission are subject to an immediate Comm Ev per HCO PL 8 Mar. 66, HIGH CRIME, on the charge of:

TOLERATING THE ABSENCE OF OR NOT INSISTING UPON STAR-RATED CHECKOUTS ON ALL PROCESSES AND THEIR IMMEDIATE TECHNOLOGY AND ON RELEVANT POLICY LETTERS ON HGC INTERNS OR STAFF AUDITORS IN THE TECH DIV OR STAFF AUDITORS OR INTERNS IN THE QUAL DIV FOR THE LEVELS AND ACTIONS THEY WILL USE BEFORE PERMITTING THEM TO AUDIT ORG PCs AND ON SUPERVISORS IN TECH AND QUAL WHO INSTRUCT OR EXAMINE, OR FAILING TO INSIST UPON THIS POLICY OR PREVENTING THIS POLICY FROM GOING INTO EFFECT OR MINIMIZING THE CHECKOUTS OR LISTS.

### TECHNICAL RESULTS

The technology works when applied exactly.

Exact application depends upon complete understanding.

Complete understanding depends upon freedom from misunderstood words.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 AUGUST 1979

Remimeo  
All Courses  
Ds of T  
Supervisors  
STOs  
Cramming Officers  
Tech Div  
Qual Div

**TWINNING**

*Cancels:*

BTB 16 Mar. 71

STUDENT AND COURSE MORALE,  
TOUGH CHECKOUTS AND COACHING

**CANCELLATION OF ISSUES CANCELLING TWINNING**

The following BPLs and HCO PLs which cancelled issues on twinning, or cancelled or suspended twinning itself, are now CANCELLED:

1. HCO PL 29 July 72 II, FAST FLOW IN TRAINING, written by Training and Services Aide. Though the issues it cancelled remain cancelled, this HCO PL itself was cancelled by BPL 10 Oct. 75 X, CANCELLATION OF POLICY LETTERS 1972, and remains so.
2. HCO PL 31 Aug. 74, FAST FLOW TRAINING REINSTATED, which suspended twin training or checkouts, was previously cancelled and remains so.
3. BPL 18 Oct. 76RD, Rev. 10.9.78, SUCCESSFUL TRAINING LINEUP, which cancelled requirements of twin training or checkouts for Academy, has been cancelled and is replaced by HCOB 13 Aug. 72RA, FAST FLOW TRAINING.

THERE ARE NO VALID BPLs OR HCO PLs NOW EXISTING WHICH CANCEL TWINNING.

---

“Twinning” is the pairing up of two students training on the same subject to work together on their materials.

It is a Scientology innovation in training. For years it was used highly successfully when done correctly and as a standard action on Scientology courses.

Recently, I discovered a big Why behind course failures. That is that twinning as a subject and practice has become confused and fallen into misuse or fallen out completely, and one of the reasons behind that is that a number of HCOBs on twinning were cancelled and no one issue exists that covers the subject in its entirety.

**THIS HCOB REINSTATES TWINNING FIRMLY AND WITH EMPHASIS.**

It is NOT subject to cancellation.

It fully lays out the purpose of twinning, the basics and rules and correct use of twinning, when and how it is done, the responsibility of twins and the responsibility of the Supervisor and the handling of twinning bugs.

It reestablishes mandatory twinning on all practical courses, such as the TRs Course, or on the practical sections of a course, such as E-Meter Drills. It also covers twinning in some areas of theory study where it is obviously called for, such as Method 9 Word Clearing when done between students.

## **BACKGROUND**

In 1954 we found that when you teamed up students of comparable case level and ability they then made progress. When we find something that is that workable we put it to use. Twinning was installed as a fundamental part of the Scientology system of training, and it immediately and effectively brought up the participation and action levels of entire course rooms of students. Students grasped the application of the materials faster. It gave us results.

Originally, twinning was used almost exclusively on practical drills. Later, in the early '60s, it was carried over into twin checkouts on theory. Still later, with the advent of Word Clearing, applied study tech and fast flow, twinning as a broad, mandatory action for all students on theory was cancelled.

Even so, some orgs continued twinning students unnecessarily on admin courses and some theory courses and were not enforcing twinning on courses where it is mandatory, such as a TRs Course.

Twinning on practical courses and practical actions has never been cancelled by me and was never intended to be cancelled. However, a line in a BPL (BPL 18 Oct. 76RD, Rev. 10.9.78, SUCCESSFUL TRAINING LINEUP) which stated: "Requirements of twin training or checkouts for Academy are cancelled," caused twinning to be dropped out even on practical drills in some areas and threw a confusion into the scene in other areas. The above BPL has now been cancelled with a vengeance and is replaced by HCOB 13 Aug. 72RA, FAST FLOW TRAINING.

And this bulletin restores twinning to its rightful place in training as the vital tool that it is.

## **WHY TWINNING?**

One reason twinning is so vital is that it brings those people who have sunk back into their first dynamic up out of their first dynamic and onto the third. It gives the student a terminal to work with. It puts students into communication, into doingness and participation. One doesn't learn by being a spectator. Twinning not only gets students extroverted but also gets them to take some responsibility for their fellow man. These are factors that are sadly lacking in modern permissive education.

## TWINNING VERSUS MODERN PERMISSIVENESS

With twinning we are cutting right across modern “permissive” teaching.

The modern tendency is to just let everybody do as they please and put their attention on whatever they please. This is the “think” of the day, and it is in in most basic school systems and has spread as well into many different fields.

Probably someone somewhere thought it would be much quicker and easier and require much less confront to just let a student sit there permissively, with his attention wandering around in the total significance of it all, and then claim he had passed the subject when he had never gone near it.

It is a symptom of people who can't confront not to make anyone else confront.

We don't buy this. It is totally batty. The creeping disease of permissiveness, nonconfront and spectatorism is simply a part of “the beautiful world of irresponsible slop.” It has no place in Scientology training.

Real twinning, enforced, effectively pulls the student right up out of the vague permissiveness of modern think and lands him with some responsibility right from the start. With that he can be honestly trained.

### CAUSE AND EFFECT

A person being trained is mainly working on an inflow basis. Day after day it is inflow, inflow, inflow. This tends to put him at effect.

In twinning, the person can balance his inflow with outflow. This keeps him from going totally into effect. It puts some cause into the scene.

A person, when he is expected to apply knowledge or skills, must, of course, be at cause. When he is trained totally at effect, he can get into what is called a “stuck flow” phenomenon whereby he can't outflow the subject. Yet, if he is ever going to apply it, he is going to have to outflow it.

Twinning has the virtue of balancing inflow and outflow. It will be found that when the person comes to apply the tech, he is already able to outflow if he was trained using twinning.

### WHEN TO TWIN

It is not necessary to twin students on admin courses, nor, as a general rule, on tech theory courses. You ensure the student is applying study tech and is not going past misunderstood words and you let him get on with it.

Practical and practical courses are another matter.

## MANDATORY TWINNING

Twinning is mandatory on those courses where the essence of the course is to train the student in the practical application of the data. This would include the TRs Course, any Upper Indoc and Objectives Course, a specialized E-Meter Drills Course and courses of a similar nature.

Even though such courses also include theory, the final objective of such a course is a person trained and drilled in the doingness involved, and twinning is absolutely essential for this purpose.

Thus, on such a course, twins are assigned at the beginning of the course and they remain assigned through to the completion of that course. We call it "assigning twins in concrete." One does not musical-chair twins, once assigned, nor allow them to drift from one twin to another.

The whole essence of twinning is to get two students to work together, to assist each other and take responsibility for getting each other successfully through the course.

### TWINNING ON PRACTICAL SECTIONS OF COURSES

On certain courses containing both theory and practical, such as Academy Levels, you would not necessarily twin students on the theory section of the course. You would, however, definitely and mandatorily twin them on the practical sections.

For example, twinning is a must on E-Meter Drills or such actions as assessment drilling, drilling of special rundown procedures where this is called for, Learning Drills, Obnosis Drills and other practical applications.

### TWINNING ON WORD CLEARING

One always twins students where Method 9 Word Clearing is to be done between the students themselves and not by a Word Clearer.

Similarly, Method 8 Word Clearing is twinned, on exactly the same turn-about basis as described in Method 9. (Ref: HCOB 30 Jan. 73RE, Rev. 16.5.84, Word Clearing Series 46RE, METHOD 9 WORD CLEARING THE RIGHT WAY)

An example of turnabout on Method 8 would be first twin clears word "a." Second twin then clears word "a" AND word "b." First twin then clears word "b" AND word "c," etc. You do two actions consecutively every time.

Twins may also be assigned to get each other through other methods of Word Clearing in this way.

Henceforth, on courses such as the Primary Rundown, where Word Clearing is the essence of the course, twinning is mandatory.

Wherever twins are assigned, whether for an entire course or for practical sections of a course, the rules of twinning apply.

### **ASSIGNING TWINS**

The Supervisor is responsible for assigning twins.

He should take care to team up students of comparable case level and training and abilities inasmuch as possible. In this way both twins make the best progress. Twinning a very fast student with a slow student should be avoided, if possible, as it can be frustrating and upsetting to both students. This must never be used as an excuse NOT to twin students. However, ideally, one matches them up according to their capabilities and twinning goes smoothly and produces best results when this is done.

In some rare instances it may be necessary to reassign twins who have been incorrectly paired. But it should not be necessary if care was taken in teaming them up correctly to begin with.

Otherwise, once assigned, twins work together through to successful completion of the course or activity.

### **TURNABOUT**

THE RULE OF TWINNING IS THAT IT IS DONE ON A “TURN-ABOUT” BASIS.

“Turnabout” is done as follows:

One student coaches his twin through a drill or a section of a drill. They then turnabout and the second twin does the same drill or section of that drill PLUS the next drill or next section of the drill. They then turnabout again, with the first student doing the drill his twin has just done PLUS the one following.

The same system applies in Method 9 or Method 8 Word Clearing. One twin clears a word or M9s a paragraph or section of the text. They turnabout and the second twin clears the word or M9s the paragraph or section PLUS the following one. They turnabout again, with the first twin now clearing or M9ing the word or section his twin just cleared PLUS the one following.

Turnabout is applied as well to star-rate checkouts where these are called for. It may be done by checking out an entire bulletin on one’s twin before the turnabout is done. Or where a very long text is to be star-rated, the turnabout can be done after each section.

With the turnabout system, one person is not constantly leading and misunderstandings are kept picked up between twins. The twins keep pace with each other, we don’t get unbalanced flows and both are kept progressing.

### **THE TWIN’S RESPONSIBILITY**

A TWIN IS RESPONSIBLE FOR SEEING THAT THE STUDENT WITH WHOM HE IS TWINNED KNOWS AND CAN APPLY THE MATERIAL HE HAS STUDIED.



Twins must be made aware of this responsibility at the onset of the course.

The twin word clears his fellow student. He listens to his sentences and sees that they are correct and fit the definition of the word being cleared. He makes sure his twin understands the materials. If the student doesn't know them cold, the twin helps the student find his misunderstood words and gets him through any difficulties.

Twins do practical drills together. They coach each other to wins and certainty in applying the materials 100% correctly.

If a student flunks a Supervisor checkout on materials he's been passed on by his twin, both students get a flunk. The twin must have a misunderstood himself if he missed the other student's goof.

### MORALE AND PRODUCTION

MORALE depends on production.

PRODUCTION, in training, is the evidence of the demonstration of competence.

MORALE IS UP WHEN COMPETENCE IS DEMONSTRATED.

MORALE IS UP WHEN PRODUCTION IS UP.

Morale isn't necessarily built by being "nice." Twinning actions *are* carried out with good ARC, but being "nice" is not enough.

A student getting a good, stiff coaching session from his twin and passing—or getting a good, stiff checkout and passing—feels great. He has really accomplished something. He *knows* that he knows the data or drill.

A student who gets poor or nonstandard coaching or checkouts feels and knows that he has been cheated. If his twin is just being "nice," he doesn't win and doesn't appreciate the checkout. His morale will be down.

One keeps his twin's morale and production high. One gives him tough, standard coaching sessions so he *becomes* competent. One gives him tough, standard checkouts so he **KNOWS HE HAS DEMONSTRATED HIS COMPETENCE IN THE MATERIALS**. It is always done with good ARC.

It must be real to student and Supervisor alike that twinning is not a namby-pamby, brush-off activity.

One is responsible for getting his twin *through the course*. If one twin goes to Review, the other goes to Review. If one twin goes to Ethics, the other goes to Ethics. If one twin should blow, the other twin must go and get him. One is responsible for getting his twin *through the course*.

There have been cases in the past where one twin worked like mad to get the other twin through an extensive section right at the end of the course. The other twin then simply went off and would not do the same so the first student could also finish the course.

IT IS NOW FIRM POLICY THAT WHERE SUCH AN INSTANCE OCCURS, THE STUDENT WHO ABANDONED HIS TWIN JUST BECAUSE HE HIMSELF WAS FINISHED MAY *NOT* BE CERTIFIED AND MAY *NOT* BE GIVEN A COURSE COMPLETION UNTIL HE HAS COMPLETED HIS TWIN.

Twins are responsible for getting each other *through the course*.

### THE SUPERVISOR'S RESPONSIBILITY

It is the Supervisor's responsibility to enforce twinning per the points in this bulletin.

He assigns twins, pairing them according to their capabilities.

He ensures twinning is being done by the book, on a turnabout basis, with *both* twins making progress.

He makes sure twins are wearing their hats as twins and taking responsibility for getting each other through, exactly as laid out in course materials.

A "double flunk" is given when a student flunks a Supervisor checkout on materials his twin has passed him on. "Double flunk" means the student and his twin are both flunked in such a case, as, if the twin has missed the student's goof, he must have misunderstands of his own.

The Supervisor maintains high tech standards by adhering firmly to this system, and when he must double-flunk, he makes sure *both* twins get handled on the goof.

A situation can occur where a student and his twin get into a "games condition," one with the other. This gives a no-progress, problem situation. The students who are twinned are not both working toward the same goal but one is in opposition to the other in some way. This gives no progress, no wins, no production, no demonstration of competence being permitted and low morale.

It is the responsibility of the Supervisor as well as the twinned students to not permit such a situation to occur. With any failure of a twin to be a twin and assume that responsibility, the Supervisor gets the student checked out on this bulletin and any other applicable course material and ensures the student is fully handled.

To keep the course morale high, Supervisors must insist on production and on the demonstration of competence on all materials by a student and his twin.

In a case where a student gets sent to Review or Ethics, the Supervisor must uphold the rule that his twin *always* gets sent as well. He ensures that any blown student is recovered by his twin. In all such cases the Supervisor keeps track of his students and ensures they're handled and gotten back on course rapidly.

A Supervisor who understands the WHY of twinning and sees it is carried out standardly is going to produce causative, responsible graduates who can apply what they have learned.

## EMPHASIS ON NO VERBAL DATA

All students should be made aware, from the beginning of training, that the answers to their questions are in their course materials or other source references.

The issues on verbal tech, HCOB 9 Feb. 79R, HOW TO DEFEAT VERBAL TECH CHECKLIST, and HCOB 15 Feb. 79, VERBAL TECH PENALTIES, should be well known in the course room.

Even so, students, particularly when they are new, sometimes get into an exchange of verbal data or opinion while they are twinning. A Supervisor must be on the alert for this and step in to handle at once when he observes it happening. He uses study tech to straighten the scene out and always refers the students to the above-mentioned HCOBs on verbal tech.

Twinned students, of course, bear a responsibility for not spreading verbal tech, neither between themselves nor to anyone else, for that matter. A twin always refers his fellow student to source materials.

## HANDLING BUGS ON TWINNING

The main twinning bugs which could arise are those which were encountered earlier on the Saint Hill Special Briefing Course. One twin would get sent to Ethics or Cramming or Review and the other one then had no twin. Thus, twinning could get to be a little bit unpopular and could block somebody from finishing the course unless these factors are handled.

The remedy for this sort of thing is to send *both* twins to Ethics, *both* twins to Cramming, *both* twins to Review, and if anybody blows, send his twin after him. In other words, we don't buy the idea that everybody is totally irresponsible for everybody else in this wonderful first-dynamic world. This is not a mere expediency. It takes only a good, straight look at the purpose and WHY of twinning to recognize the value of this system. Those who do recognize its value will enforce and maintain it.

There is another situation which could act as a bug in twinning. What happens when one twin actually does disappear from the scene totally, in spite of checkouts and cramming and ethics? What do you do with the remaining twin? Unhandled, it can stop a course for a student, so handled it must be and with no time wasted. You don't let the odd twin rattle around on his own for very long.

If he's not too far advanced into the course, he can be twinned with an oncoming student. (A well-run course room will always have new students enrolling.) Every effort is then made to get the newcomer caught up with his twin as rapidly as possible.

But what of the more advanced student who loses a twin? If there's absolutely no other single terminal to team him up with, there is still a solution far preferable to having him continue on his own. You match him up with a set of twins of comparable ability and advancement to his and you turn that twinship into a trio. Once formed, you run that trio as tightly as you would any twinship.

The turnabout system would then need to be adjusted to a “round robin.” (Example: A coaches B, B coaches C, C coaches A.) And it would then reverse. This is more easily seen if it is diagramed:

A coaches B on the 1st action \_\_\_\_\_ → B  
(drill, definition, etc.)

B coaches C on the 1st action \_\_\_\_\_ → C

C coaches A on the 1st action \_\_\_\_\_ → A

And then it reverses.

B ← \_\_\_\_\_ C coaches B on the 2nd action

A ← \_\_\_\_\_ B coaches A on the 2nd action

C ← \_\_\_\_\_ A coaches C on the 2nd action

And now it reverses back.

A coaches B on the 3rd action \_\_\_\_\_ → B

B coaches C on the 3rd action \_\_\_\_\_ → C

C coaches A on the 3rd action \_\_\_\_\_ → A

And now it would reverse back again (C coaches B, etc.) and so on through the drill, definition or M9 section.

All the rules of twinning then apply to these three. You “assign the trio in concrete” and you ensure they keep advancing. Again, the point here is that we operate on the third dynamic where one does take some responsibility for his fellow man.

### HANDLING BOGGED STUDENTS AND THEIR TWINS

When a bogged student cannot be handled in the course room with standard Word Clearing and study tech and he is sent to Cramming, Review or, where indicated, to Ethics, his twin is also always sent.

The idea is not only to keep the twins together and taking responsibility for each other but to also correct and repair *both* of them as needed.

In other words, one twin doesn't simply sit there and observe the other twin being handled. The twin of a bogged student will also require handling in Review, Ethics or Cramming himself. If a student has ended up on Review lines, it must be assumed that the twin has goofed as a twin and has misunderstands on the course materials. This must be sorted out and resolved by the Dir Review when the twins route through Review.

The Dir Review determines, by interview, what the trouble is and how it should be resolved. This is done on an individual basis for each twin.

For example, the bogged student may need Word Clearing or a Word Clearing Correction List and his twin may need to restudy this twinning bulletin or other course materials.

In Ethics, for example, a student may be involved in some sort of out-ethics situation, such as continually being late for course. In any ethics situation, one would look for the possibility of mutual out-rudiments between twins. Whether or not mutual out-ruds exist, the twin would always be given some handling in regard to his responsibility in the situation.

In the above example, the Ethics Officer might handle the student with an amends project. He would then go over with the twin the matter of *his* responsibility and what steps *he* could take to ensure the student gets to course on time. The twin would then get the student through his amends, get through his own handling, whatever its nature, and the two of them would then go back to course.

The twin sees the student through his review, cramming or ethics cycle and, whenever possible, is used to help the student get through it. He also receives appropriate handling himself.

**THE RULE IS: WHEN ONE STUDENT BECOMES BOGGED, HIS TWIN IS ALWAYS SENT WITH HIM TO CRAMMING, REVIEW OR ETHICS.**

In the rare case where a student is going to require extensive handling in Review or Ethics, such as case handling or suspension from course where such would be truly warranted, the Dir Review or Ethics Officer may send the other twin back to course to be retwinned with another student.

The Supervisor always checks up on any students who have been routed off course temporarily. He must keep himself informed as to their whereabouts and progress on correction lines and see that they are returned to course corrected, as rapidly as possible. He does not allow any student or twin to simply drop off his lines with an incomplete course, unhandled or unaccounted for. Any twin has the responsibility of getting himself and his fellow student back onto the course as well.

---

Once students get the idea that their own progress on a course depends utterly on the quality of their twinning, you will start to see some quite magical results. They're now out of the irresponsibility of it all and operating on the third dynamic.

It simply takes standard supervision plus REAL TWINNING.

That is the winning combination.

So enforce twinning.

It will show up in F/Ning students and high and genuine course completions, which any Supervisor, any org, any graduate can be proud of.

And I will be proud of you, too.

L. RON HUBBARD  
Founder

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979R

Issue III

REVISED 23 AUGUST 1984

Remimeo  
Product Officers  
Org Officers  
Execs  
All Staff  
Programs Chiefs  
Project Operators  
Mission Operators  
Missionaires  
Flag Representatives  
LRH Communicators  
Cramming Officers  
Review

(Also issued as HCO PL,  
same date and title)

*Product Debug Series 1R*  
*Establishment Officer Series 37R*

**DEBUG TECH**

*Refs:*

LRH ED 302 Int	DEBUG TECH BREAKTHROUGH
HCO PL 23 Aug. 79R II Rev. 24.6.88	DEBUG TECH CHECKLIST
HCOB 23 Aug. 79R II Rev. 14.6.88	PRODUCT DEBUG REPAIR LIST
HCOB 17 June 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCO PL 26 Mar. 79RB Rev. 2.9.79	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCOB 23 Aug. 79 I	CRASHING MIS-Us, BLOCKS TO FINDING THEM
HCOB 9 Feb. 79R II Rev. 23.8.84	HOW TO DEFEAT VERBAL TECH CHECKLIST

When I wrote LRH ED 302 Int, DEBUG TECH BREAKTHROUGH, in February of this year, I promised that there would be a policy letter issued covering the tech more fully. Well, there have been further breakthroughs in the area of debugging production. The tech given in that LRH ED has been acclaimed by hundreds to be miraculous. This policy reissues that tech and brings it up-to-date with the new discoveries.

**HISTORY**

Recently, I noticed quite a few programs were not progressing rapidly. I found many targets bugged. Project operators did not seem to know what to do and were getting losses and becoming frustrated. Their targets were "bugged."

"Bugged" is slang for snarled up or halted.

"Debug" means to get the snarls or stops out of something.

I had always been given to believe somebody had developed and written up debug tech. People would often tell me they had debugged this or that, so of course I assumed that the tech existed and that issues and checksheets existed and were in use. Yet here were people operating projects who couldn't get the targets done by themselves or others.

I didn't recall ever having written any policy letter containing the tech of debugging programs or targets.

So I called for the various "debug checksheets" and "debug issues" they were using and found something very astonishing. None had any real tech on them to debug something. They just had various quotes that did not necessarily apply.

I did a study of the subject based on what people trying to debug should be doing and what they were not doing and developed a fast, relatively simple system. Some project operators were located in very bugged areas which had brought them to apathy and even tears of frustration. The new debug tech was put into their hands and they came streaming back in wild excitement. It worked! Their areas were rolling!

I am releasing this tech to you as it is vital that programs are quickly executed and that production occurs.

This debug tech is tested, fully valid and for immediate use.

Debug tech is a vital executive tool. Anyone who is responsible for getting targets and programs executed, getting production out, turning insolvency into solvency and generally making a better world frankly can't live without it.

Debug tech is used to debug program targets, programs, a lack of completion of the cycles of action which lead to production and, in short, whenever there is *any* insufficiency of viable products coming from an area, org or individual.

## THE TECH

### I. *INSPECTION*

The first action in debugging an area is an inspection to see what is going on in terms of production. In inspecting the area you do the following:

1. You look for what products have been gotten out in the past.
2. You look for products that are there completed.
3. You look for what products can be attained in the immediate future.
4. You look for the value of the products produced as compared to the overall cost of the production organization.
5. You look for overt products or cycles where products continuously have to be redone, resulting in no or few products.

The full volume of data on how to do an investigation is given in the Investigations Checksheet of *The Volunteer Minister's Handbook*.

When you first inspect an area for products, you just look. Policies on "Look Don't Listen" apply (HCO PL 16 Mar. 72 I, Esto Series 8, LOOK DON'T LISTEN). Don't listen to how they are going to get 150 products; just look and walk around with a clipboard.

If you don't see 150 products waiting to be shipped or invoices showing they have been, they don't exist. If you don't see receipts for 150 shipped products, they don't exist and never have. The product is either there or there is ample shipping or departure or finance evidence that they have just left or been shipped. Products that are only in people's heads don't exist.

Dreams are nice—in fact they are essential in life—but they have to be materialized into the physical universe before they exist as *products*.

The most wide trap the debugger can fall into is "But next week . . .," since experience will tell you that next week's production may never arrive. The definition of product is something that can be exchanged for a valuable product or currency. They have subproducts. These are necessary. A subproduct can also be an overt product and block final products.

When you have done your product inspection, you then look over the period of time from a viewpoint of time and motion. This is to answer the question "Are things arranged so that there is no time wasted in useless motions which are unnecessary?" This includes poor placement of materiel on a flow line or tool sheds five miles from the site of work so that one has to go there every time one wants a hammer, out-of-sequence flows or waits.

One counts up the amount of wasted time simply because of the disorganization of a place. It isn't enough to say a place is disorganized. How is this disorganization consuming time and motion which is not resulting in a higher quantity of production? Examples of this are quite gross.

When you have done this study, during which, of course, you have made notes, you will have the raw materials necessary to make an estimation of the area.

If there is not an adequate and even spectacular record of products getting out and if products have to be redone or if no products are coming out, you proceed as follows:

## II. *PERSONAL HANDLING*

Find a product that *can* be gotten out, any product, and insist that it and products like it or similar cycles be gotten out flat out by the existing personnel.

Do not let this debug act as an excuse for them not to produce. The first step of this handling *is* to demand production.

When you have gotten them on that, you enter in upon a second stage of debug. This consists essentially of finding if the place is knowledgeable enough





and able enough to produce what is actually required and what is actually valuable or being needed from it.

This is accomplished as follows:

(Note: You should not attempt to find Crashing Mis-U's, etc., until the above inspection and the steps A to I below have been done.)

**A. WHERE ARE THE ORDERS RELATING TO THIS TARGET (OR PROJECT OR PRODUCTION AREA)?** (Can include policies, directives, orders, bulletins, issues, despatches, tapes, valid texts and previous debugs and any and all files.)

*Handling:* Collect up all of the orders relating to this target (or project or production area). This includes the orders and policies the person is operating off of as well as all those he should be operating off of. At this point you may need to employ the "How to Defeat Verbal Tech Checklist":

1. If it isn't written, it isn't true.
2. If it's written, read it.
3. Did the person who wrote it have the authority or know-how to order it?
4. If you can't understand it, clarify it.
5. If you can't clarify it, clear the Mis-U's.
6. If the Mis-U's won't clear, query it.
7. Has it been altered from the original?
8. Get it validated as a correct, on-channel, on-policy, in-tech order.
9. IF IT CAN'T BE RUN THROUGH AS ABOVE, *IT'S FALSE! CANCEL IT!* And use HCOB 7 Aug. 79, FALSE DATA STRIPPING, as needed.
10. Only if it holds up this far, force others to read it and follow it.

**B. HAVE YOU READ THE ORDERS?**

*Handling:* If he has not read them, then have him read, word clear and star-rate them.

**Ca. DO YOU HAVE MIS-U'S ON THESE ORDERS?**

*Handling:* Get the orders word cleared using M4, M9 or M2 Word Clearing—whatever Word Clearing *is* needed to fully clear any Mis-U's he has.

**Cb. DO YOU HAVE FALSE DATA ON THESE ORDERS?**

*Handling:* Strip off the false data per HCOB/PL 7 Aug. 79, FALSE DATA STRIPPING.

Handle this step (Ca and Cb) until the person has duplicated the orders and issues relating to this production area.

**D. ARE THERE FINANCIAL OR LOGISTICS PROBLEMS ON THEM?**

*Handling:* Debug using HCO PL 14 Mar. 72 II, Esto Series 7, FOLLOW POLICY AND LINES, and Flag Divisional Directive of 25 Aug. 76, FINANCIAL PLANNING MEMBER HAT CHECKSHEET. Debugging this may require getting the whole FP Committee through the FP pack.

**E. ARE THERE PERSONNEL PROBLEMS?**

*Handling:* Debug this using HCO PL 16 Mar. 71 IV, Org Series 25, Personnel Series 19, LINES AND HATS, and the Personnel Series, as given in the *Management Series*.

It may be necessary to do this debug on the HAS or any person responsible for getting the products of staff members who produce.

**F. ARE THERE HATTING PROBLEMS?**

*Handling:* Handle this using full Word Clearing and False Data Stripping and get the scene debugged using HCO PL 29 July 71, Personnel Series 21, Org Series 28, WHY HATTING? and HCO PL 22 Sept. 70, Personnel Series 9, Org Series 4, HATS, and HCO PL 27 Dec. 70, Personnel Series 16, HATS PROGRAM PITFALLS.

Hatting problems may include the total and utter lack of a hatting course for the staff or a hatting course where WHAT IS A COURSE? PL is flagrantly not in, and if you find this, you have gotten to the root of why you are working hard debugging all over the place and it had better be handled quick.

It may also be that the area senior doesn't make sure his staff puts in study time off production hours, and in this you may find the senior is a failed student himself and this you would also have to handle.

*Note:* A person who *cannot* be hatted at all has false data. The handling would be to strip off the false data.

**G. IS THERE EXTERIOR INFLUENCE STOPPING THE PRODUCTION WHICH CANNOT BE HANDLED IN THE PRODUCTION AREA?**

*Handling:* Handle using HCO PL 31 Jan. 72, Data Series 22, THE WHY IS GOD, and HCO PL 25 May 73, Data Series 27, SUPPLEMENTARY EVALUATIONS, and HCO PL 30 Dec. 70, Org Series 20, ENVIRONMENTAL CONTROL.

When told that these exterior influences exist, the wise debugger immediately verifies. The simplest way to verify is to ask the person who is supposed to be putting stops on the line if he has issued such orders. You commonly find out he hasn't. But if he has, then you have started to locate your area to handle.

You commonly run into verbal tech at which moment you use the "How to Defeat Verbal Tech Checklist."

**H. WHAT OTHER EXCUSES EXIST?**

*Handling:* As per HCO PL 31 Jan. 72, THE WHY IS GOD; HCO PL 19 May 70, Data Series 8, SANITY; HCO PL 30 Sept. 73 II, Data Series 30,

SITUATION FINDING; and HCOB 19 Aug. 67, THE SUPREME TEST.

And once any obvious ones in the above have been handled, and production *still* isn't rolling, you have:

- I. **ROUTINE FINDING OF MIS-Us PER WORD CLEARING SERIES.**
- J. **CRASHING MIS-U TECH PER HCOB 17 JUNE 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.**

Crashing Mis-U Finding is done exactly per this HCOB. Crashing Mis-Us can be buried or suppressed as covered in HCOB 23 Aug. 79, CRASHING MIS-Us, BLOCKS TO FINDING THEM. The factors as listed in that HCOB which can cause a Crashing Mis-U to remain hidden and unknown may have to be handled before the Crashing Mis-U appears.

- K. **DO THEY HAVE ANY IDEA AT ALL THAT THEY SHOULD BE GETTING OUT ANY PRODUCTS? OR DO THEY PRETEND TO BUT DON'T?**

*Handling:* Simply two-way comm on why the guy is there. It might come as a startling realization that he is supposed to get out products. This can be backed up with Exchange by Dynamics, HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Short Form Product Clearing, HCO PL 13 Mar. 72, Esto Series 5, PRODUCTION AND ESTABLISHMENT—ORDERS AND PRODUCTS, or HCO PL 23 Mar. 72, Esto Series 11, FULL PRODUCT CLEARING LONG FORM.

There is also such a thing as a person who will not complete a cycle of action. This is normally true of what we call a "suppressive person" or even an insane person.

*Handling:* Get the person's case looked into by a competent C/S and also by the Ethics Officer for background.

But as PTS people are in suppressive persons' valences, he may only be PTS.

*Handling:* See section P below for de-PTSing.

- L. **WRONG STAT.** The person has been given a stat that has nothing to do with what he is supposed to produce.

*Handling:* Get the right stat figured out so that it agrees with what he is supposed to produce and actually measures his actual production.

- M. **WRONG VFP OR WRONG PRODUCT? DO THEY HAVE THE IDEA OF VFP RIGHT?** (Or does the org think it's the award rather than the product, i.e., GI rather than an audited paying pc or a trained paying student?)

It, of course, can occur, amazingly, that the person or department, etc., is trying to turn out a product that has no exchange value. This can occur because what they do produce is so flabby as to be called "an overt product" which nobody can use further on up the line or even at the end of the line.

You handle this by coming down on their sense of fitness of things. Overt products waste resources and time and personnel and are actually more destructive than on first glance. They cannot be exchanged but they also waste resources as well as lose any expected return. You can remedy this sort of thing by improving their tech so they do turn out something decent and useful.

They can also be turning out a type of product nobody wants—such as 1819 buggy whips in a space age. They may be great buggy whips but they won't exchange because nobody wants them.

They may also be getting out products of excellent quality but never tell anybody they have or do them. This can apply as narrowly as one worker who doesn't tell anybody he is having or doing them or a whole organization which, with complete asininity, never markets or advertises their products.

It is also possible that a combination of all three things above may be found.

It also may be they have all sorts of products they could get out but they never dreamed of getting them out, yet their lifeblood may depend upon it.

*Handling:* HCO PL 24 July 78, SUBPRODUCTS, which tells how to compile a subproducts list and attain VFPs. Exchange by Dynamics per HCO PL 4 Apr. 72, Esto Series 14, ETHICS, and Full Product Clearing Long Form on the correct and actual VFP (as well as any other products the person or area may have), as well as marketing and PR tech.

**N. NEVER FIGURED OUT WHAT THEY WOULD HAVE TO DO TO GET A PRODUCT?**

*Handling:* Handle this using HCO PL 7 Aug. 76 I, II and III, AKH Series 33, NAME YOUR PRODUCT; AKH Series 34, WANT YOUR PRODUCT; AKH Series 35, TO GET YOU HAVE TO KNOW HOW TO ORGANIZE; HCO PL 24 July 78, SUBPRODUCTS; and HCO PL 14 Jan. 69, OT ORGS.

**O. OUT-ETHICS?**

*Handling:* Determine the situation and handle with O/W write-ups or auditing and ethics conditions or correction of past conditions and the ethics policies that apply.

**P. IS THE AREA OR INDIVIDUAL CREATING PROBLEMS AND DEMANDING SOLUTIONS TO THEM?**

*Handling:* Give the person PTS handling as per ethics policies. If and when available, get the personnel de-PTSed using Clay Table De-PTSing as per HCOB 28 Aug. 79 I, PTS CLAY TABLE HANDLING: THEORY AND ADMINISTRATION. (Note: Clay Table De-PTSing can only be done on someone by a person who has had the step himself.)

**Q. TOTAL ORGANIZE? (IS THE AREA ORGANIZING ONLY?)**

*Handling:* This is an indicator of many misunderstands in the area, especially on the part of its senior. The senior and the personnel in the area need full Word Clearing on the materials to do with the production area, including

Crashing Mis-U Finding as in J (Ref: HCO PL 26 Mar. 79RA, MISUNDERSTOOD WORDS AND CYCLES OF ACTION) off production hours and meanwhile make them produce what they can.

## R. ORGANIZATION ADEQUATE TO GET THE PRODUCT?

### INADEQUATE ORGANIZATION?

*Handling:* Debug the organization per HCO PL 13 Sept. 70 II, Org Series 1, BASIC ORGANIZATION; HCO PL 14 Sept. 70, Org Series 2, COPE AND ORGANIZE; HCO PL 14 Sept. 70 II, Org Series 3, HOW TO ORGANIZE AN ORG; HCO PL 8 Oct. 70, Org Series 8, ORGANIZING AND PRODUCT; HCO PL 29 Oct. 70, Org Series 10, THE ANALYSIS OF ORGANIZATION BY PRODUCT.

### NO ORGANIZATION?

*Handling:* This is the situation where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. The handling is to clear the misunderstands (including Crashing Mis-U's) in the area, particularly on the purpose of the production and why one is producing.

### LACKING A SENSE OF ORGANIZATION?

*Handling:* Lack of a sense of organization lies below the level of Mis-U's, overts and withholds and PTSness—and you have to go north through PTSness and overts and withholds to even get to the Mis-U's.

The handling would be de-PTSing as in step P. Then handle any overts and withholds and then clear the Mis-U's in the area being addressed (including Crashing Mis-U's).

Debug tech is laid out as a checklist in HCO PL 23 Aug. 79R II, DEBUG TECH CHECKLIST. It is a very useful checklist, as the points of debug can be assessed on a meter by an auditor (or any person trained to use an E-Meter) or be administratively used by anyone wishing to debug an area.

HCOB 23 Aug. 79R II, PRODUCT DEBUG REPAIR LIST, is for use by an auditor to repair someone who has been messed up by somebody trying to debug his area. As faulty debugging can mess a person up, this repair list has been written to remedy that, should it occur.

---

Normally, in an area that is very bogged and not producing, the first question or two will deliver the reasons right into your hands. They are trying to produce blue ruddy rods but the order they finally dig up after a fifteen minute search says specifically and directly that green finglebums are what are wanted here and that blue ruddy rods are forbidden. It is usually outrageous and large. As you go down the list, you will find out that you are running into things which open the door to justification. So you take very good care to notice the justifications which are being used. The handling of justifications is indicated in HCOB 23 Aug. 79 I, CRASHING Mis-U's, BLOCKS TO FINDING THEM, and the HCOB 21 Jan. 60, JUSTIFICATIONS.

## WHAT TO HANDLE

Handling, of course, is indicated by what you find and the above references. But handling must always be in the direction of at least fifty percent production. Even while debugging, do not go for an all-organize handling. Also, do not go for an all-production handling.

A person, once trained on the data as contained in this PL, Crashing Mis-U tech, False Data Stripping and Product Clearing, will be able to get almost any area debugged and producing. It is important to remember that debug tech applies from the very small expected action to the huge expected project.

## THE EP OF DEBUG

The above debug actions are never carried on past the point where the target or area or individual or org has been debugged.

Once production has been debugged and desirable products are now being gotten for real in adequate quantity, the debug has been accomplished.

This could occur at any one of the above steps. And when it does, you let the area get on with producing the products they are now able to produce.

## EVALUATION AND PROGRAMING

There is a whole different technology called evaluation. The full tech on how to evaluate and program is contained in the Data Series and the Data Series Evaluator's Course and the Target Series HCO PLs: 14 Jan. 69, OT ORGS; 16 Jan. 69, TARGETS, TYPES OF; 18 Jan. 69 II, PLANNING AND TARGETS; 24 Jan. 69, TARGET TYPES; 24 Jan. 69 II, PURPOSE AND TARGETS; and HCO PL 14 Dec. 73, Data Series 32, TARGET TROUBLES. One is expected to know how to evaluate. But even after you have evaluated, evaluations contain targets. And targets get bugged. So you will need debug tech even when you are an accomplished evaluator.

---

With the debug tech and the added steps of Crashing Mis-U Finding, overts and withholds, False Data Stripping, Product Clearing, etc., you will be able to crack the back of the most resistive nonproducing areas and get them into roaring, high-morale production.

Between February 79 and 23 August 79, I have spent a great deal of development time on the technology needed to completely debug people, projects, targets and production. A very large number of missions, researches and pilots were undertaken to discover and polish up this tech. It can now be considered a completed development cycle.

The above IS the tech.

USE IT!

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979

Issue I

Remimeo  
Word Clearers  
Cramming Officers  
Supervisors  
Estos  
Tech/Qual

*Word Clearing Series 65*

*Product Debug Series 6*

**CRASHING MIS-Us, BLOCKS TO FINDING THEM**

*Refs:*

HCOB 17 June 79	CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 8 Sept. 64	OVERTS, WHAT LIES BEHIND THEM?
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 7 July 64	JUSTIFICATIONS
HCOB 21 Jan. 60	JUSTIFICATION
HCOB 5 Sept. 78	ANATOMY OF A SERVICE FACSIMILE
HCOB 6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS

It may occur in Crashing Mis-U Finding that no Crashing Mis-U can be found even though it is obvious from the person's inability to complete a cycle of action or get out a product that a Crashing Mis-U must exist.

It is vital, in attempting to find someone's Crashing Mis-U, that one does not abandon the search simply because, on enquiry, the person is unable to come up with anything. It may take skill and hard work to uncover the Crashing Mis-U but it must be found, no matter how arduous the search. The completion of the cycle of action and the accomplishment of the product depend on locating and clearing up the Crashing Mis-U that is getting in the way.

Crashing Mis-Us can be buried. They can be buried by:

- A. Other Mis-U words
- B. Overts or withholds
- C. False data
- D. Justifications
- E. Service facsimiles.

Any one of A, B, C, D or E above or a combination of these can prevent one from finding the Crashing Mis-U. One handles by:

- a. Clearing up the other Mis-U's
- b. Pulling the overts or withholds
- c. Stripping off the false data
- d. Getting off the justifications
- e. Handling the service facsimile or sending the person to an auditor to get audited on it.

If the Word Clearer came across the situation where no Crashing Mis-U could be found despite obvious indications that one existed, he would check for each of the above blocks in turn and handle anything there was to handle on each point. After handling one of the above blocks, he would recheck for the Crashing Mis-U, and if still not available to be found and cleared, he would proceed to check the next block and so on until the Crashing Mis-U was found and cleared. One would check for the blocks in the sequence given (A-E) and only go so far as necessary to uncover the Crashing Mis-U.

### CRASHING MIS-U's

The full handling of a Crashing Mis-U itself will be found in:

HCOB 17 June 79	CRASHING MIS-U's: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS
HCOB 18 June 79R Rev. 27.6.88	THE CRASHING MIS-U REPAIR LIST-LC1
HCOB 16 July 79	THE "ELUSIVE" MIS-U OR CRASHING MIS-U
HCOB 26 Mar. 79RB Rev. 2.9.79	MISUNDERSTOOD WORDS AND CYCLES OF ACTION
HCOB 7 July 79	CRASHING MIS-U DEFINITION

### A. OTHER MISUNDERSTOODS

*Ref:*  
Word Clearing Series

The person may have Mis-U's and confusions which are obscuring the *Crashing* Mis-U. In attempting to find the Crashing Mis-U one might have to find and clear these other Mis-U's before the person can locate the Crashing Mis-U which has been buried by these other Mis-U's and which is hanging up the cycle of action or the product.

A Crashing Mis-U is a Mis-U that crashes a subject and crashes a person. It is straight on the subject-line that is giving trouble and is totally blocking the person's comprehension of the subject. This is not to be confused with other Mis-U's. These would include grammatical Mis-U's, Mis-U's on disrelated subjects or Mis-U's on simple words. A Crashing Mis-U is quite different. It is directly on the subject and it totally blocks the person's understanding of the subject and stops any cycles of action or products on that line.

**HANDLING:** Other Mis-U's obscuring the Crashing Mis-U are located and cleared using any of Word Clearing Methods 2-9 or a combination of these. One





might have to do Method 2 and Method 4 on certain materials, for example, before the Crashing Mis-U can then be located. Method 9 is a very thorough and fruitful method of word clearing materials. By whatever method, the Mis-U's are found and cleared. Any Mis-U's that come up during Crashing Mis-U Finding are immediately cleared. This does not mean, however, that one has found the Crashing Mis-U. One has simply unburdened it.

## B. OVERTS AND WITHHOLDS

*Ref:*  
Academy Class II Materials

As covered in HCOB 8 Sept. 64, OVERTS, WHAT LIES BEHIND THEM? overts and withholds can enter in after the person encounters a misunderstood word or symbol on the subject or in the area. Having committed the overt, the person may now be withholding so hard that it can become impossible to get his attention onto the Mis-U word that comes earlier in time and is more basic than the withhold.

An example of this would be someone who had broken a machine as a result of trying to operate it over his Mis-U on how it worked. His attention would become so caught up with withholding this overt that he might not be able to confront the area at all, let alone find the underlying Crashing Mis-U.

The person's withholds on the subject of the area not only prevent him from talking about it sensibly to the person trying to find his Crashing Mis-U's, but also tend to withhold him from the subject itself. He won't be able to think well on that subject because he is withholding data concerning it. The person might also be frightened of punishment or discipline if he did reveal his overt. Therefore, communication with the Crashing Mis-U Finder or the subject also may block up his memory or his ability to think on the subject, and so a Crashing Mis-U can be buried totally out of sight.

*HANDLING:* The handling of O/Ws would depend on whether or not one was using a meter for the Crashing Mis-U Finding.

In metered Crashing Mis-U Finding one would ask:

"Concerning (subject under discussion) is there anything you are withholding?" and if it was reading, one would handle per HCOB 11 Aug. 78 I, RUDIMENTS, DEFINITIONS AND PATTERN. Suppress and False could be used as needed.

One could also check and handle:

"Concerning (subject under discussion) have you committed any overt?"

"Concerning (subject under discussion) has a withhold been missed?"

In nonmetered Crashing Mis-U Finding one could ask the person if he had any overt or withhold concerning the subject under discussion. Very often, if one is in good communication with the person and there is no accusativeness or duress, he will say, "Well, actually, I didn't want to tell anyone but I lost all the ruddy rods," or whatever the withhold was. In nonmetered asking for overts or



withholds, one must get the person meter checked immediately afterwards to ensure nothing gets missed. It goes without saying that a person can get very misemotional or blow or get very angry with the Crashing Mis-U Finder if you miss a withhold on him. So don't be surprised if you get a sudden blowup when you use unmetered overt or withhold questions.

### C. FALSE DATA

*Ref:*

HCOB/PL 7 Aug. 79

FALSE DATA STRIPPING

A person who has been given and has accepted false data or false definitions on a subject may become convinced that he "knows" the words when in fact the data and definitions may be entirely false. This may even prevent the misunderstands from reading on the meter. It can certainly bury a Crashing Mis-U because the person's certainty that he "knows" the data will prevent him from looking for the Crashing Mis-U which is blocking him from getting products.

*HANDLING:* One handles false data by stripping it off exactly per HCOB/PL 7 Aug. 79, FALSE DATA STRIPPING. This is a procedure which locates the false data and then blows it by recall. It is an extremely effective way of getting off the false data which is blocking the person's understanding of a subject by giving him a false understanding.

### D. JUSTIFICATIONS

*Refs:*

HCOB 21 Jan. 60

JUSTIFICATION

HCOB 7 July 64

JUSTIFICATIONS

A person can have a defense mechanism whereby he justifies having a Crashing Mis-U by giving reasons why it is okay not to understand the subject or area. He explains why he doesn't have to understand and makes others wrong for trying to set him straight on it. Examples of this would be:

"I'm new and haven't been at it too long."

"I have to spend so much time on my post, I don't have time to learn about it."

"Only a professional could really understand this."

"No one really knows anything about that subject anyway."

"They keep changing the terminology so how could I learn it?"

*HANDLING:* The handling of justifications is covered in HCOB 7 Aug. 79, FALSE DATA STRIPPING, which has several questions in the section on locating the false data which are designed to pull off the person's justifications for failure to understand a subject or inability to turn out professional products in an area. Basically, the questions ask for anything that makes it okay not to know a particular subject or not to get results with that subject. When the justifications are located, they are blown with recall, just as with false data in general.

If there are no justifications present or if the trouble does not resolve with pulling off justifications, then it will be handled with the next section—service

facsimiles—since justifications as used here are really a specialized kind of self-serving service facsimile. Justifications and service facsimiles are actually cousins.

### E. SERVICE FACSIMILES

*Refs:*

Academy Class IV Materials

HCOB 5 Sept. 78

ANATOMY OF A SERVICE FACSIMILE

HCOB 6 Sept. 78 II

SERVICE FACSIMILES AND  
ROCK SLAMS

HCOB 6 Sept. 78 III

ROUTINE THREE SC-A FULL SERVICE  
FACSIMILE HANDLING UPDATED WITH  
NEW ERA DIANETICS

A service facsimile is an idea someone uses to make himself right and others wrong. These ideas are held in by engrams. For the purposes of Crashing Mis-U Finding, they can be handled by recall.

If you are trying to find someone's Crashing Mis-U and he has a service facsimile getting in the way, then his efforts will be taken up entirely with trying to make himself right and you and others wrong and you will not be able to get to the Crashing Mis-U. He would even feel made wrong if a Crashing Mis-U *was* found.

One person who was being checked for a Crashing Mis-U in an area in which she was goofing could not even see her goofs, let alone a Crashing Mis-U. Eventually she admitted that she had the idea that she could not be wrong regarding this particular subject. When this was spotted and cleared up, the Crashing Mis-U could be located and the whole area straightened out.

*HANDLING:* If the person is manifesting the symptoms of a service facsimile or if the failure to find a Crashing Mis-U where one obviously must exist is not resolved with A-D above, then the Word Clearer would ask, "Is there some idea you are using which makes you right and others wrong?" and two-way comm with him about it without getting into listing for an item. Usually, the person will give up the service facsimile and realize that he has been making himself right and others wrong. He will feel very relieved to have spotted it and will be able to look for and find his Crashing Mis-U. If, however, the service facsimile does not come up on request and two-way comm, then the person should be sent for handling by an auditor on service facsimiles.

### CAUTIONS

The remedies given in this HCOB must be understood to be remedies for inability to locate the Crashing Mis-U—they are not substitutes for standard application of the tech of finding and clearing Crashing Mis-U's.

One would always begin with the standard approach to finding the Crashing Mis-U and, if none was found, only then would one check for and handle each of the blocks given above in the sequence given.

If one found something on any of A-E above, one would handle it and then check again for the Crashing Mis-U. One does not automatically check all of

A-E. The sole idea is to handle whatever is burying the Crashing Mis-U, and as soon as that has been achieved, one returns to Crashing Mis-U Finding.

If half way through the False Data Stripping, for example, the person realizes he has had a Crashing Mis-U on \_\_\_\_\_, then that's it. You wouldn't now continue the False Data Stripping. You would complete the step you were on and then end off.

The same goes for any of the remedies. As soon as the Crashing Mis-U is found or findable, the purpose of the remedy has been achieved and that would be it.

As it is fatal to miss a withhold on someone, it is very important that any withhold pulling done is thorough and goes to real VGIs whether it is metered or unmetered. Withhold pulling off the meter must be followed by a meter check, whether anything is found or not.

Similarly, in asking for a service facsimile, it is possible to start the person listing, and if he gets sick or caves in later, one must assume that this has occurred and get the action repaired in session rapidly.

*Note:* Of course, if the person is PTS and dramatizing creating problems, you may not be able to get anywhere at all until he has been run on Clay Table De-PTSing to full EP.

These cautions are not given here to make it look difficult or dangerous to do Crashing Mis-U Finding. It is usually very straightforward. However, if one is going to get results every time, he must be aware of the possible errors or barriers that he may run into and should know how to handle them.

### SUMMARY

Sometimes Crashing Mis-U Finding draws a blank even though there is plenty of evidence that a Crashing Mis-U exists.

Other misunderstands, overts or withholds, false data, justifications and service facsimiles can bury the Crashing Mis-U.

If one runs into this situation, one must not abandon the Crashing Mis-U Finding, as the person will continue to have difficulty and will not get out his products.

The answer is to handle the blocks that are preventing the Crashing Mis-U from being found and then find and clear the Crashing Mis-U.

Then one can get the spectacular results of this miracle tech every time.

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 AUGUST 1979R

Issue II

REVISED 14 JUNE 1988

Remimeo  
Tech/Qual  
C/Ses  
Auditors

*Product Debug Series 10R*

**PRODUCT DEBUG REPAIR LIST**

*Refs:*

HCO PL 23 Aug. 79R I Rev. 23.8.84	Product Debug Series 1R Esto Series 37R DEBUG TECH
HCO PL 23 Aug. 79R II Rev. 14.6.88	Product Debug Series 2R Esto Series 38R DEBUG TECH CHECKLIST
Product Debug Series	

The purpose of this list is to repair a messed-up Product Debug (as covered in HCO PL 23 Aug. 79R I, Product Debug Series 1R, Esto Series 37R, DEBUG TECH, and HCO PL 23 Aug. 79R II, Product Debug Series 2R, Esto Series 38R, DEBUG TECH CHECKLIST).

In the event of somebody getting messed up because of faulty debugging, use this list to clean up the BPC and then get the person back to complete the debug actions.

This list is done in session by an auditor and is assessed Method 3 or Method 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

Preface each line with, "On your Product Debug handling \_\_\_\_\_."

Each reading line is taken to F/N per the instructions.

Any R/S turned on on this list must be immediately reported to the Ethics Officer. (Ref: HCOB 10 Aug. 76R, R/Ses, WHAT THEY MEAN)

Any such assessment list as this must be placed in the person's pc folder.

PC's NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AUDITOR: \_\_\_\_\_

SECTION 1

1A. **OUT-INT?** \_\_\_\_\_

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RB. If the pc has had an Int RD or End of Endless Int Repair RD, 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. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RB, as applicable.)

1B. **DID YOU HAVE AN OUT-LIST?** \_\_\_\_\_

(L4BRB and handle.)

1C. **WERE YOU GIVEN A WRONG ITEM?** \_\_\_\_\_

(L4BRB and handle.)

1D. **WERE YOU GIVEN A WRONG WHY?** \_\_\_\_\_

(L4BRB and handle.)

1E. **WERE YOU BEING DEBUGGED ON THE WRONG PRODUCT?** \_\_\_\_\_

(L4BRB and handle.)

1F. **WAS THE WRONG AREA ADDRESSED?** \_\_\_\_\_

(L4BRB and handle.)

1G. **WERE YOU ASSIGNED A WRONG CONDITION?** \_\_\_\_\_

(L4BRB and handle.)

SECTION 2

2A. **WERE YOU IN THE MIDDLE OF A MAJOR AUDITING ACTION?** \_\_\_\_\_

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

(Program him to complete the action.)

2B. **DID YOU HAVE AN ARC BREAK?** \_\_\_\_\_

(Fly the ARC break E/S to F/N.)

2C. **DID YOU HAVE A PROBLEM?** \_\_\_\_\_

(Fly the problem E/S to F/N.)



- 2D. **DID YOU HAVE A WITHHOLD?** \_\_\_\_\_  
(Pull the withhold E/S to F/N.)
- 2E. **DID YOU HAVE AN OVERT?** \_\_\_\_\_  
(Pull the overt E/S to F/N.)
- 2F. **DID THE PERSON DOING THE DEBUG MISS A WITHHOLD?** \_\_\_\_\_  
(Handle the missed withhold E/S to F/N.)
- 2G. **WERE OVERTS OR WITHHOLDS RESTIMULATED BUT NOT BLOWN?** \_\_\_\_\_  
(Pull the overts or withholds E/S to F/N.)
- 2H. **WAS THERE AN OVERT OR WITHHOLD THAT WAS GOTTEN OFF MORE THAN ONCE?** \_\_\_\_\_  
(Indicate it and 2WC E/S to F/N.)
- 2I. **DID SOMEBODY SAY YOU HAD AN OVERT OR WITHHOLD WHEN YOU DIDN'T?** \_\_\_\_\_  
(Indicate it and 2WC E/S to F/N.)
- 2J. **WAS THERE SOME OTHER KIND OF OUT-RUD?** \_\_\_\_\_  
(Find out what and handle the out-rud E/S to F/N.)
- 2K. **WERE YOU USING THE DEBUG AS AN EXCUSE NOT TO PRODUCE?** \_\_\_\_\_  
(Handle as a withhold E/S to F/N.)
- 2L. **WAS THERE SOME KIND OF OUT-ETHICS?** \_\_\_\_\_  
(Handle as a withhold E/S to F/N.)
- 2M. **DID YOU HAVE COUNTER-INTENTION?** \_\_\_\_\_  
(Handle as a withhold E/S to F/N.)
- 2N. **DID YOU HAVE OTHER-INTENTION?** \_\_\_\_\_  
(Handle as a withhold E/S to F/N.)
- 2O. **WAS THERE ANY INVALIDATION?** \_\_\_\_\_  
(2WC E/S to F/N.)
- 2P. **WAS THERE ANY EVALUATION?** \_\_\_\_\_  
(2WC E/S to F/N.)
- 2Q. **WERE THERE IGNORED ORIGINATIONS?** \_\_\_\_\_  
(2WC E/S to F/N.)



2R. **WERE YOU PROTESTING?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

2S. **DID YOU HAVE NO INTEREST IN THE ACTION?** \_\_\_\_\_  
(Find out if it's out-ruds, Mis-U's or past failures and handle accordingly.)

2T. **WAS THERE A FAILED PURPOSE?** \_\_\_\_\_  
(2WC E/S to F/N.)

*SECTION 3*

3A. **DID YOU RESENT THE DEBUG ACTIONS?** \_\_\_\_\_  
(Find out why and 2WC E/S to F/N, putting in any out-ruds. If the debug was unnecessary, indicate it and take it E/S to F/N.)

3B. **WAS THERE NO INSPECTION DONE TO DETERMINE WHAT TO DEBUG?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)  
(Program him to have the inspection done and then a proper debug.)

3C. **WAS THE INSPECTION MISDONE IN SOME WAY?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)  
(Program him to have the inspection done properly and then a proper debug.)

3D. **DID YOU FEEL THE PERSON DOING THE DEBUG WAS ACTING OUT OF REVENGE?** \_\_\_\_\_  
(Quad ruds and overts on the terminal [Use the commands given in HCOB 9 Dec. 71RD, PTS RUNDOWN, AUDITED].)

3E. **DID YOU FEEL THE PERSON DOING THE DEBUG WAS JUST TRYING TO GET EVEN WITH YOU?** \_\_\_\_\_  
(Quad ruds and overts on the terminal [Use the commands given in HCOB 9 Dec. 71RD, PTS RUNDOWN, AUDITED].)

*SECTION 4*

4A. **DIDN'T YOU UNDERSTAND WHAT WAS BEING DONE?** \_\_\_\_\_  
(Handle his Mis-U's and questions.)

4B. **WERE THERE WORD CLEARING ERRORS?** \_\_\_\_\_  
(Assess and handle a WCCL.)

4C. **WAS A MIS-U FOUND THAT WAS NOT CLEARED?** \_\_\_\_\_  
(Fully clear the Mis-U to F/N.)





- 4D. **WAS THE WORD CLEARED NOT REALLY A MISUNDERSTOOD?** \_\_\_\_\_  
 (Indicate and 2WC E/S to F/N.)
- 4E. **WERE YOU TOLD YOU HAD MIS-Us WHEN YOU DIDN'T?** \_\_\_\_\_  
 (Indicate and 2WC E/S to F/N.)
- 4F. **WAS YOUR CRASHING MIS-U FINDING MESSED UP?** \_\_\_\_\_  
 (Assess and handle a Crashing Mis-U Repair List.)
- 4G. **WAS THE CRASHING MIS-U FOUND NOT FULLY CLEARED?** \_\_\_\_\_  
 (Clear it fully to F/N.)
- 4H. **COULDN'T YOU FIND THE CRASHING MIS-U?** \_\_\_\_\_  
 (Assess and handle a Crashing Mis-U Repair List.)
- 4I. **WERE YOU TOLD YOU HAD A CRASHING MIS-U WHEN YOU DIDN'T?** \_\_\_\_\_  
 (Indicate and take E/S to F/N. Do a Crashing Mis-U Repair List if necessary.)
- 4J. **WAS YOUR CRASHING MIS-U FINDING MISDONE?** \_\_\_\_\_  
 (Assess and handle a Crashing Mis-U Repair List.)
- 4K. **COULDN'T COMPLETE SOME CYCLE OF ACTION?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the Word Clearer for handling with Crashing Mis-U tech.)

*SECTION 5*

- 5A. **WAS THERE FALSE DATA?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer for False Data Stripping on the area.)
- 5B. **WAS YOUR FALSE DATA STRIPPING MESSED UP?** \_\_\_\_\_  
 (Assess and handle the False Data Stripping Repair List.)
- 5C. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE DATA?** \_\_\_\_\_  
 (Indicate it and have him spot this. Take it E/S to F/N.)
- 5D. **WAS SOME FALSE DATA UNCOVERED BUT NOT BLOWN?** \_\_\_\_\_  
 (Indicate and 2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer to complete the False Data Stripping.)



- 5E. **DID THE PERSON DOING THE DEBUG GIVE YOU FALSE DATA?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer—but not the same person that gave him the false data—for False Data Stripping. Send the person who gave him the false data to Ethics.)
- 5F. **WAS THE TRUE OR CORRECT DATA NEVER FOUND?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer to complete the False Data Stripping with all steps of False Data Stripping procedure.)
- 5G. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** \_\_\_\_\_  
 (Indicate and 2WC E/S to F/N.)
- 5H. **HAD THE FALSE DATA ALREADY BEEN HANDLED?** \_\_\_\_\_  
 (Indicate and 2WC E/S to F/N.)
- 5I. **WERE YOU GIVEN ANY VERBAL DATA?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer to handle the verbal data per the “How to Defeat Verbal Tech Checklist,” HCOB 9 Feb. 79R. Send the person who gave him the verbal data to Ethics.)
- 5J. **ARE YOU OPERATING OFF FALSE OR VERBAL DATA?** \_\_\_\_\_  
 (2WC E/S to F/N.)  
 (Send to the debugger or Cramming Officer to strip off the false data and/or to handle the verbal data per the “How to Defeat Verbal Tech Checklist,” HCOB 9 Feb. 79R. If he was given verbal data, send the person who gave it to him to Ethics.)
- 5K. **HAVE YOU GIVEN OTHERS FALSE DATA?** \_\_\_\_\_  
 (Handle as a withhold E/S to F/N.)  
 (Send to the debugger or Cramming Officer to strip off any false data he has in the area of the false data he gave to others.)
- 5L. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN YOU?** \_\_\_\_\_  
 (Handle as a withhold E/S to F/N.)  
 (Send to the debugger or Cramming Officer for False Data Stripping on the area.)

**5M. HAVE YOU CONCLUDED SOMETHING WITHOUT CHECKING IT OUT TO OBTAIN THE FULL FACTS?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

**5N. HAVE YOU ACCEPTED CONCLUSIONS WITHOUT VERIFYING THEM?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

**5O. HAVE YOU FAILED TO DO YOUR HOMEWORK IN YOUR SUBJECT?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

**5P. HAVE YOU JUST HOPED SOMETHING WAS OKAY AND PASSED IT ON AS OKAY WHEN YOU DIDN'T KNOW?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

(Send to the debugger or Cramming Officer for False Data Stripping on the area.)

**5Q. HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

**5R. HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

**5S. HAVE YOU EVER LIED ABOUT ANYTHING IN THIS AREA?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

*SECTION 6*

**6A. WAS YOUR ETHICS HANDLING MESSED UP?** \_\_\_\_\_

(Indicate it and 2WC E/S to F/N. If necessary, assess the appropriate correction list to handle the BPC.)

(Send to his senior or the Ethics Officer to complete the ethics handling.)

**6B. WERE YOU NOT HANDLED ON YOUR ETHICS WHEN YOU SHOULD HAVE BEEN?** \_\_\_\_\_

(Indicate and 2WC E/S to F/N.)

(Send to his senior or the Ethics Officer to get the situation handled.)



6C. **WERE YOU TOLD YOU WERE OUT-ETHICS WHEN YOU WEREN'T?** \_\_\_\_\_

(Indicate and 2WC E/S to F/N.)

6D. **WAS THERE SOME OUT-ETHICS SITUATION THAT WAS NOT DETECTED?** \_\_\_\_\_

(Handle as a withhold E/S to F/N.)

(Send to his senior or the Ethics Officer to get the situation handled.)

6E. **WAS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION?** \_\_\_\_\_

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

(Program for False Purpose RD.)

6F. **HAVE YOU ORIGINATED OR FORWARDED CRITICAL OR MALICIOUS STATEMENTS ABOUT OTHERS?** \_\_\_\_\_

(Handle as a W/H, E/S to F/N.)

(If there is evidence of a black PR campaign, i.e., if it was not just the pc's natter, report it to Ethics. Program for False Purpose Rundown if needed.)

6G. **WAS A PAST ETHICS CONDITION MESSED UP?** \_\_\_\_\_

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

(Send to his senior or the Ethics Officer to get the situation handled per HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS.)

6H. **ETHICS CONDITION LEFT INCOMPLETE?** \_\_\_\_\_

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

(Send to his senior or the Ethics Officer for handling per HCO PL 19 Dec. 82R II, REPAIRING PAST ETHICS CONDITIONS, or to complete the incomplete formula per HCO PL 3 Aug. 85, COMPLETING CONDITIONS FORMULAS, as applicable.)

6I. **HUNG UP AT DOUBT?** \_\_\_\_\_

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

(Program for handling per HCO PL 18 Dec. 82, ETHICS CONDITIONS: HANG-UP AT DOUBT.)

## SECTION 7

7A. **WERE YOU TRYING TO JUSTIFY YOUR ACTIONS?** \_\_\_\_\_

(Pull the actions he has been trying to justify as W/Hs, each E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)

- 7B. **WERE YOU TRYING TO JUSTIFY AN OVERT?** \_\_\_\_\_  
(Pull the overt E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)
- 7C. **WERE YOU TRYING TO LESSEN AN OVERT?** \_\_\_\_\_  
(Pull the overt E/S to F/N, getting off all justifications per HCOB 8 June 84, CLEARING JUSTIFICATIONS.)
- 7D. **IS THERE SOMETHING THAT MAKES IT OKAY FOR YOU NOT TO GET YOUR PRODUCT OUT?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
- 7E. **IS THERE SOME REASON WHY PRODUCING AN OVERT PRODUCT IS ALL RIGHT?** \_\_\_\_\_  
(Pull any W/H of an overt product produced E/S to F/N.)  
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)
- 7F. **IS THERE SOMETHING THAT MAKES IT OKAY FOR YOU NOT TO BE COMPETENT ON YOUR POST?** \_\_\_\_\_  
(Get the specific done of having been incompetent, e.g., an overt product produced, and handle as a W/H, E/S to F/N.)  
(Send to the debugger or Cramming Officer to strip off the justification per HCOB 7 Aug. 79, FALSE DATA STRIPPING.)

*SECTION 8*

- 8A. **IS THERE SOME IDEA YOU WERE USING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?** \_\_\_\_\_  
(2WC him on this and get him to spot and tell you the service facsimile, without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile, complete the 2WC to F/N and complete this repair list.)  
(If the service facsimile was not spotted and blown, program for full service facsimile handling.)
- 8B. **WERE YOU TRYING TO MAKE YOURSELF RIGHT AND OTHERS WRONG?** \_\_\_\_\_  
(Handle as in 8A above.)
- 8C. **IS THERE SOMETHING YOU ARE DOING TO MAKE YOURSELF RIGHT?** \_\_\_\_\_  
(Handle as in 8A above.)



8D. **IS THERE A METHOD OF MAKING OTHERS WRONG?** \_\_\_\_\_  
(Handle as in 8A above.)

8E. **ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?** \_\_\_\_\_  
(2WC this E/S to F/N.)  
(Program him for full service facsimile handling.)

8F. **WAS YOUR SERVICE FACSIMILE HANDLING MESSED UP?** \_\_\_\_\_  
(Determine if it is an L&N error and, if so, handle per HCOB 11 Apr. 77, LIST ERRORS, CORRECTION OF, and C/S Series 78. Otherwise clean up the BPC with an L1C.)  
(Program to have any incomplete handling on service facsimiles completed.)

*SECTION 9*

9A. **WAS THERE BAD CRAMMING?** \_\_\_\_\_  
(Assess and handle a Cramming Repair List.)

9B. **WERE YOU NOT CRAMMED WHEN YOU SHOULD HAVE BEEN?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Send to Cramming to get the needed cramming done.)

9C. **WAS THERE SOMETHING ELSE WRONG WITH YOUR CRAMMING?** \_\_\_\_\_  
(Assess and handle a Cramming Repair List.)

9D. **FAILED TO LOOK OVER THE MATERIALS ON WHICH YOU HAD FALSE DATA OR MIS-Us AFTER YOU WERE CLEANED UP, AND WERE STILL BLANK ON THE MATERIALS BECAUSE YOU HADN'T GONE THROUGH THEM AGAIN?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Send him to the debugger or Cramming Officer to recover and restudy the materials. Send the person who did the original handling on him to Ethics.)

9E. **DID THE CRAMMING OFFICER JUST SYMPATHIZE WITH YOU?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Send the Cramming Officer to Ethics.)



*SECTION 10*

**10A. WAS THERE SOME PERSONNEL BUG THAT WAS NOT HANDLED?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for handling with debug tech.)

**10B. WAS THERE SOME SORT OF TROUBLE WITH PERSONNEL THAT WAS NOT FOUND?** \_\_\_\_\_

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for handling according to what comes up.)

*SECTION 11*

**11A. IS THERE SOME PROBLEM WITH YOUR COMM LINES?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**11B. NO ORDERS?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**11C. CROSS-ORDERS?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**11D. ILLEGAL ORDERS?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**11E. SOME OTHER TROUBLE WITH ORDERS?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

*SECTION 12*

**12A. ARE YOU UNABLE TO STUDY?** \_\_\_\_\_

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

(Program him for full study handling including Student Rehab or Study Green Form, Student Hat, Method One Word Clearing, PRD or PCRD and the Key To Life Course, as applicable.)



**12B. WAS THERE SOME DIFFICULTY WITH HATTING THAT WAS NOT FOUND?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**12C. WERE YOU PREVENTED FROM GETTING HATTED?** \_\_\_\_\_

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**12D. WAS THERE SOME OTHER PROBLEM WITH HATTING OR STUDY?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech.)

**12E. IS THERE NO HATTING COURSE?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer for further handling with debug tech, including getting a hatting course established and getting the person studying meanwhile.)

**12F. ARE THERE NO HATS?** \_\_\_\_\_

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

(Send to the debugger or Cramming Officer to get him to compile his A to I hat per HCO PL 22 Sept. 70, HATS.)

### *SECTION 13*

**13A. WAS YOUR PRODUCT CLEARING MESSED UP?** \_\_\_\_\_

(Find out what occurred in his Product Clearing. If it was a listing error or wrong product found, assess and handle an L4BRB. Otherwise 2WC to F/N.)

(Get the Product Clearing FESed and corrected. If needed, get the list in HCO PL 6 Apr. 72, Esto Series 15, PRODUCT CORRECTION, assessed and handled.)

**13B. WAS YOUR PRODUCT INVALIDATED?** \_\_\_\_\_

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

**13C. DIDN'T YOU KNOW WHAT YOUR PRODUCT WAS?** \_\_\_\_\_

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

(Program for Product Clearing.)



**13D. WAS PRODUCT CLEARING NOT DONE?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program for Product Clearing.)

*SECTION 14*

**14A. WAS YOUR PTS HANDLING MESSED UP?** \_\_\_\_\_  
(2WC E/S to F/N. L1C or L4BRB if needed.)  
(Program him to get the PTS handling completed to EP.)

**14B. ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO YOU?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program him to get routine PTS handling.)

**14C. ARE YOU CONNECTED TO SOMEONE OR SOMETHING THAT IS SUPPRESSIVE TO YOU?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program him to get routine PTS handling.)

**14D. DID SOMEONE SAY YOU WERE PTS WHEN YOU WEREN'T?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

**14E. ACCIDENTS?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program him to get routine PTS handling.)

**14F. ROLLER COASTER?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program him to get routine PTS handling.)

**14G. ARE THERE LOTS OF PROBLEMS IN YOUR AREA?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program him and any other PTS personnel in his area to get routine PTS handling.)

*SECTION 15*

**15A. WAS THERE SOME EXTERIOR INFLUENCE THAT WAS NOT HANDLED?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Send to the debugger or Cramming Officer for handling with debug tech.)



**15B. IS THERE SOMETHING STOPPING YOUR PRODUCTION WHICH IS OUT OF YOUR CONTROL?**

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

(Send to the debugger or Cramming Officer for handling with debug tech.)

*SECTION 16*

**16A. WAS THERE SOME SORT OF ORGANIZATIONAL PROBLEM?**

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

(Send to the debugger or Cramming Officer for handling with debug tech.)

**16B. WAS THERE SOME ORGANIZATIONAL TROUBLE THAT WAS NOT LOCATED?**

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

(Send to the debugger or Cramming Officer for handling with debug tech.)

*SECTION 17*

**17A. WERE THERE FALSE READS?**

(Indicate. Take up each false read [one at a time] and handle with 2WC E/S to F/N.)

**17B. WERE THERE MISSED READS?**

(Indicate. Take up each missed read [one at a time] and handle with 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer to do the handling steps on any unhandled questions.)

**17C. WERE YOU HANDLED ON SOMETHING THAT DIDN'T NEED HANDLING?**

(Get what and indicate the unnecessary action. Take it E/S to F/N.)

**17D. WAS THERE SOMETHING WHICH SHOULD HAVE BEEN TAKEN UP THAT WASN'T?**

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

(Send to the debugger or Cramming Officer for handling with debug tech.)

**17E. WAS SOMETHING QUICKIED?**

(Indicate and 2WC E/S to F/N.)

(Send to the debugger or Cramming Officer to complete the handling with debug tech. Send the person who quickied the action to Ethics.)

17F. **WAS SOMETHING LEFT INCOMPLETE?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)  
(Send to the debugger or Cramming Officer to complete the handling with debug tech.)

17G. **WAS SOME PART OF THE DEBUG OVERRUN?** \_\_\_\_\_  
(Indicate and rehab to F/N.)

17H. **WAS SOMETHING MISSED?** \_\_\_\_\_  
(Find out what and 2WC E/S to F/N. Pull any M/W/Hs.)  
(If needed, send to the debugger or Cramming Officer for handling with debug tech.)

*SECTION 18*

18A. **WERE THERE UNHANDLED DRUGS?** \_\_\_\_\_  
(2WC E/S to F/N.)  
(Program for full drug handling.)

18B. **WAS YOUR DRUG HANDLING MESSED UP?** \_\_\_\_\_  
(2WC E/S to F/N. Assess and handle the appropriate correction list if needed.)  
(Get the drug handling actions FESed and repaired/completed.)

*SECTION 19*

19A. **WAS SOME PART OF THE DEBUG UNNECESSARY?** \_\_\_\_\_  
(Indicate and 2WC E/S to F/N.)

19B. **WERE YOU NOT HAVING ANY TROUBLE GETTING OUT YOUR PRODUCTS IN THE FIRST PLACE?** \_\_\_\_\_  
(If this is actually the case, indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

19C. **WERE YOUR PRODUCTS ACTUALLY BEING GOTTEN OUT?** \_\_\_\_\_  
(If this is actually the case, indicate to him that trying to debug his products when he was already getting them out was an unnecessary action. If necessary take it E/S to F/N.)

19D. **WAS THERE NOTHING WRONG WITH THE DEBUG IN THE FIRST PLACE?** \_\_\_\_\_  
(Indicate that this repair list was an unnecessary action. Take it E/S to F/N.)



*SECTION 20*

**20A. WAS THERE SOMETHING ELSE WRONG?** \_\_\_\_\_

(Find out what and handle with the appropriate correction list.)

**20B. WERE YOU IN SOME SORT OF CASE TROUBLE?** \_\_\_\_\_

(Assess and handle a C/S 53.)

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1979RA  
REVISED 18 OCTOBER 1986

Remimeo  
Cramming Officers  
C/Ses  
Review Auditors  
Qual

*Cramming Series 15*

**FLYING RUDS IN CRAMMING**

<i>Refs:</i>		
HCOB	7 Sept. 64 II	PTPs, OVERTS AND ARC BREAKS
HCOB	11 Aug. 78 I	RUDIMENTS—DEFINITIONS AND PATTER
HCOB	10 June 71 I	C/S Series 44R C/S RULES, PROGRAMING FROM PREPARED LISTS
HCOB	21 Dec. 79	C/S Series 107 Cramming Series 16 AUDITOR ASSIGNMENT POLICIES CRAMMING ASSIGNMENT POLICIES
HCOB	28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS

Cramming over out-ruds can result in trouble. Rudiments are used to set the person up for a cram, because if there are other things in the way, the Cramming Officer will have a very hard time getting past that to get the person corrected.

**CHECKING THE FOLDER**

Before any cram, the Cramming Officer must check the folder of the person being crammed to ensure that he is not in the middle of a major case action or Int repair or handling and that there is no immediate case action that will be interrupted by flying ruds.

Examples of this would be in the middle of an engram chain, halfway through a Quad engram, incomplete lists, etc. In other words, in the middle of a major action.

If there is any question at all as to whether a pc's ruds can be flown, then it is mandatory to get a C/S okay before cramming the person.

**FLYING RUDS BEFORE CRAMMING**

To begin any cramming of anyone, assess:

**IS THERE OUT-INT?**

\_\_\_\_\_

**IS THERE AN OUT-LIST?**

\_\_\_\_\_

**IS THERE AN ARC BREAK?**

\_\_\_\_\_



**IS THERE A PRESENT TIME PROBLEM?** \_\_\_\_\_

**HAS A WITHHOLD BEEN MISSED?** \_\_\_\_\_

**IS THERE AN OVERT?** \_\_\_\_\_

**HAS THERE BEEN ANY INVALIDATION?** \_\_\_\_\_

**HAS THERE BEEN ANY EVALUATION?** \_\_\_\_\_

If the person has out-Int or out-lists, the folder should be turned in to the C/S and a Review Auditor gotten to take the pc in session to handle. The person being crammed should be R-factored that the folder is going to the C/S as he will possibly need another action before he can be crammed. In such a case the Cram Off must follow up on the folder and ensure that the person does get handled so that he can get crammed.

On the rest of the list, fly any that read.

ARC break, PTP and missed withhold rudiments are handled per HCOB 11 Aug. 78 I, RUDIMENTS—DEFINITIONS AND PATTERN.

If “overt” reads, pull it, E/S to F/N. If Invalidation or Evaluation read, handle by 2WC E/S to F/N.

Then, when you have cleared up the reads to F/Ns and have an F/N on the meter, begin the exact cramming orders indicated.

All worksheets done in cramming go in the person’s folder.

Flying ruds correctly before cramming can help make the cramming itself many times more effective—and make the Cramming Officer much more popular!

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1979RB

Remimeo  
Tech/Qual  
All Registrars  
Course Supervisors  
C/Ses  
Ds of T  
Ds of P

Issue II  
REVISED 1 JULY 1985

(Also issued as an HCO PL  
same date and title.)

*Word Clearing Series 34*

**METHOD ONE WORD CLEARING**

MODIFIES any issue or checksheet stating that Method One Word Clearing is a mandatory prerequisite to Academy training or admin courses.

*Refs:*

HCOB 30 June 71RC II Rev. 3.3.89	Word Clearing Series 8RC STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE
HCOB 12 Nov. 81RC Rev. 1.7.85	GRADE CHART STREAMLINED FOR LOWER GRADES
HCOB 23 Dec. 71RA Rev. 1.7.85	Solo C/S Series 10RA C/S Series 73RA THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED
HCOB 23 Aug. 71	C/S Series 1 AUDITOR'S RIGHTS
HCOB 13 Aug. 72RA Rev. 30.8.83	FAST FLOW TRAINING

Method One Word Clearing is the action taken to clean up all misunderstands in every subject one has studied. It is done on a meter in session with a Word Clearing auditor.

When properly done and completed, the result of Method One Word Clearing is RECOVERY OF ONE'S EDUCATION.

That factor in itself can mean a tremendous gain for the person. The added dividend is that, with misunderstands in earlier subjects now cleaned up, the way is clear for the student to get the most out of his current training course or activity. He can now study and grasp the materials of any subject more easily, as he will no longer be bogged down by and stumbling over the earlier misunderstands.

**METHOD ONE A REQUIREMENT  
FOR ACADEMY AND OEC TRAINING**

Method One has for years been a requirement for anyone doing Academy or OEC training, and rightfully so—it has been proven conclusively that those who've had M1 before embarking on these major training levels get through their checksheets faster and have a better grasp of what they studied, resulting in much more competent auditors and administrators. It was expected that if for some case reason the student could not be programed to receive M1 at that moment, he

would still be permitted to study but would need to star-rate all star-rated materials on the checksheet until such time as he did get M1.

However, a PL of 25 Sept. 79 was issued by another which entered an arbitrary on the line that if a student could not get his M1 then he could not do ANY further Academy training. Such a rule is completely against basic policy on training. The PL of 25 Sept. 79 II and also its revision of 3 Oct. 80 are both hereby CANCELLED and replaced by this HCOB/PL.

**METHOD ONE WORD CLEARING IS VERY DEFINITELY A PREREQUISITE FOR ANY ACADEMY OR OEC/FEBC TRAINING. (And "Academy training," as used here, includes Levels 0-IV, NED and any higher-level auditor training; and Course Supervisor, C/S, Word Clearer or Cramming Officer training.) BUT IF THE STUDENT DOES NOT HAVE A C/S OKAY TO RECEIVE METHOD ONE WORD CLEARING, HE IS NOT TO BE HELD UP OR DENIED ACADEMY OR OEC TRAINING. THE STUDENT IS ALLOWED TO DO THESE COURSES; HOWEVER, HE MUST STAR-RATE ALL THE STAR-RATED MATERIALS ON THE CHECKSHEET AND ADDITIONALLY MUST PASS AN EXAMINATION IN THE QUALIFICATIONS DIVISION BEFORE BEING PERMITTED TO GRADUATE THE COURSE.**

#### **METHOD ONE A REQUIREMENT FOR FAST FLOW TRAINING**

A fast flow student is one who may attest to the theory and practical items on his course when he has fully covered the materials and can apply them. There is no examination. This applies to any course checksheet, any training.

In order to qualify as a fast flow student, the person must have completed the Student Hat and Method One Word Clearing. (Completion of the full Primary Rundown also qualifies a student to fast flow his courses.)

**ONE MUST HAVE RECEIVED METHOD ONE WORD CLEARING AND ALSO COMPLETED THE STUDENT HAT COURSE TO QUALIFY AS A FAST FLOW STUDENT.**

Students who are not fast flow may still enroll on Academy and other courses. They study the course materials with full use of study tech and Word Clearing tech, as do fast flow students, but they additionally must star-rate check out on all star-rated materials and must pass an examination on the course before graduation.

#### **WHEN METHOD ONE CAN BE DONE**

Method One can be done at any point on the Grade Chart except in the No-Interference Area (the zone between the start of New OT I and the completion of OT III, for those who went Clear on NED, or from the beginning of R6EW to the completion of OT III, for those who did not go Clear on NED.) It may be done after completion of OT III or any higher OT level. Thus, with the exception of those in the No-Interference Area, it may be done on preclears, Clears and OTs. (Ref: HCOB 23 Dec. 71RA, Solo C/S Series 10RA, C/S Series 73RA, THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORCED)





Of course, it would not be done in the middle of another incomplete auditing action. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

Ideally one should get Method One early on in his auditing, before getting onto NED, whether the person is taking the training route (and co-auditing up the Bridge) or the pc route. M1 is not only valuable for those who plan to be professional auditors. It will stand one in good stead on Solo Auditor training, on the OT courses and on up the line.

### **CASE SETUP**

As Method One is a major case action, the case must be set up with an F/N before the action is started, but this most often does not require a lengthy program. Usually all that's needed is flying the rudiments. (Refs: HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, and HCOB 30 June 71RC II, Word Clearing Series 8RC, STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE)

Some cases who have had heavy drugs may not be able to get through Method One or other Word Clearing until the drugs are handled. The handling is then to first get them through the Purification Rundown, Objectives and in some cases a Drug Rundown. (Refs: HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES, and HCOB 4 Apr. 72R II, PRIMARY RUNDOWN [REVISED])

### **HOW TO GET METHOD ONE**

One can get Method One Word Clearing as a public pc in the HGC in any org, and it is also available in missions.

One can receive M1 as student auditing from another student, or it may be obtained by enrolling on the Method One Co-audit Course at an org and co-auditing M1 with another.

Method One can give a remarkable boost in the ability to study. It is a VITALLY important rundown for all students and preclears.

**L. RON HUBBARD**  
Founder



*Word Clearing Series 66*

**CONCEPTUAL UNDERSTANDING**

People who have no idea of concept get bogged into terms and mechanics. They can't operate at the level of concept and are extremely literal.

If anybody did this, he couldn't do otherwise than find himself mixed up in tanglefoot. It does a lot of good to clean up his tanglefoot and meanings of words, but unless this gets him up to conceptual thinking, he'll just continue to get in more and more tanglefoot.

Understanding is conceptual. You could handle things, objects and symbols endlessly without achieving understanding or real communication unless one finally was able to graduate up to conceptual comprehension.

People who are literal rather than literate simply haven't achieved conceptual understanding.

L. RON HUBBARD  
Founder

**L. Ron Hubbard**

# **EXECUTIVE DIRECTIVE**

LRH ED 307 INT

1 December AD 29

TO: All Staff  
All Public  
*Auditor Mag*  
Org Mags  
Central Files  
Info Packs

FROM: RON

## **RON'S JOURNAL 31 1980—THE YEAR OF EXPANSION**

Hello.

I want to let you in on what's going on.

For some time now, big plans and actions for 1980 have been going forward swiftly. The preliminary work is completed and rapid execution is already occurring. Big things are in progress.

### **THE SOCIAL ORDER**

You may have noticed that society is rapidly going downhill. Inflation, lack of fuel and even war cast deep shadows over the world. And the most serious part of this is that drugs, both medical and street drugs, have disabled a majority of those who could have handled it, including the political leaders, and have even paralyzed the coming generations.

Without us, these societies have passed the point of no return.

It is up to us to bail ourselves out and rise above this scene and get the show on the road.

And many people are doing many things right this minute to accomplish this.

### **MANAGEMENT OVERHAUL**

Increased activity requires increased management.

Positioned above existing Flag Management Orgs, a new Executive Strata is being formed on Flag called the International Management Committee. These executives are individually responsible for each of the standard functions which make organizations really operate and expand.

None of this reorganization changes any existing terminals, lines or issues. It just makes certain the job gets done expertly and smoothly and that full management does occur.

The Flag Operations Liaison Offices on every continent are getting full attention and backup.

At org level, the new post of Service Product Officer is going in smoothly to make sure that good and plentiful service occurs.

### **NEW QUARTERS**

Many orgs have obtained new and larger quarters. And those who have not yet done so are being pushed up.

The property holdings of C of S over the world have more than quadrupled in recent months.

### **NEW ORGANIZATIONS**

The Scientology Missions International (SMI) is being launched to start new churches in major cities of the world. Based at Worldwide, SMI is just now gearing up. This does not change the existing mission network over the world or individual missions at this time. But it certainly expands the number of churches. The public demand is there and is being met.

### **ORG HANDLINGS**

The top-most management of the Church is right this minute engaged in overhauling and polishing up every org in the world, one by one, with special missions. In the near future, every org in the US will have been done. Then every non-US org will be begun upon.

Incredible results have been occurring as a result of these handlings. The public has been enormously enthusiastic about the bettered service and org improvements.

### **THE AMNESTY**

Some years ago all ethics handlings were turned over to orgs for their own determinism. Approval of such handlings was no longer required of an International Justice Chief. This did not work out. Heavy and often unjust actions were taken locally which disrupted orgs.

To handle this, LRH EDs 305R and 305-1 were issued. These granted an amnesty to anyone who was ever in an org or in Scientology. There has been a huge response from all over the world on this and ex-staff and many public have gotten back on lines. A new International Justice Chief has been appointed and any intended heavy justice actions have to be approved by him after his investigation before they can be done. This is a welcome protection to staff and public.

### **ORG WELFARE**

A great deal of planning and care are going into staff welfare. The goal is to make orgs far more attractive to work in and obtain service from.

Inflation outstripped org prices by 10X and it became almost impossible to deliver books or services. This also reduced service quality. But more than that,

the staffs themselves became penalized with low pay. Orgs are gradually catching up with this. And now there is a new staff pay system going in which will eventually increase org pay to a viable range.

There are also plans in the making for 1980 to make it possible for org staffs to get on up the Bridge.

All this will result in far better in-tech service for the public all the way.

We did not cause inflation but inflation very nearly put an end to books, orgs and staffs! And so management was forced by circumstances to handle it and now it is coming right and books, orgs and staffs can go on.

Factually, because training and processing results are enormously faster today, training and processing are actually, by result, cheaper! They more than made up in speed what they increased in cost.

### POPULARITY

Public book sales are booming. That is always the top indicator of popularity increase.

The book *What Is Scientology?* is showing the public what Scientology is all about and avalanches of success stories show that people are using it in their lives.

Department 17 public services are being well attended where available. Org book seminars are doing well. The HAS Co-audit and Group Processing remain popular and now new Department 17 services are being put together and will soon be made available to the public.

All indicators show increased public interest. (How depressing this must be to suppressive persons and groups.)

### TECH

The tech gains of 1978, as covered in Ron's Journal 30, continue to roar on. New Volume XI\* of the HCOB Volumes, which updates all those books and covers the popular New Era Dianetics and Dianetic Clear Rundowns has been a bestseller since its recent release.

The numbers of Dianetic Clears continue to soar. The Dianetic Clear Special Intensive is POPULAR!

At Flag and Advanced Org level, NED for OTs is the talk of the world. The main problem there is getting people up the Bridge through OT I, II and III fast enough.

All other areas of tech continue in popularity as well.

\*[Editor's Note: This refers to the *Technical Bulletins* Volume XI published in 1978. It included new and revised HCOBs, bringing the original, 1976 set of volumes up to date. It is not the same as the *Technical Bulletins* Volume XI, covering the years 1977-79 and published in 1991.]

New Mark VI E-Meters are at last coming off the line in quantity and are in great demand.

Great efforts are being made at management level to ensure that tech stays IN and that any out-tech gets handled quickly.

After all, Dianetics and Scientology will only go as far as they work. And they ARE working. And management is making sure they continue to do so.

### NEW TECH

1978 had no monopoly on new tech.

There are several bright new tech advances in the research or compilation stage which will be released in due course.

One, just now released, Debug Tech, by which one can unstick a production cycle, is proving very popular as a course with people coming to Flag where it was released. It will soon be available in orgs.

The big news on new tech is a new organization to export it. This is the New World Corps. It is now set up as an org in its own right at Cedars\* in Los Angeles. It is servicing key execs with advanced rundowns. A branch of it is being established at Flag and very soon units from it will be established in continental FOLOs. From there it will be exporting these into orgs for org staffs and then public. This is a vast activity you will be hearing more and more about in 1980.

So not only is there plenty of new tech rolling out, there is also an organization to export it!

And even better news, none of it invalidates the tech already out. It's all bright new stars in the sky.

### DRUGS

Recent research has demonstrated that the single most destructive element in these societies today is drugs.

Drugs retard or prevent case gain. In the presence of a heavy drug history, any case gain is minimal and temporary. Unless drugs are handled first.

But how widespread are these drugs? It turns out that medical and psychiatric drugs are every bit as dynamite to case gain as street drugs!

Some of these drugs, such as LSD, are pretty deadly. And are supposed to cause brain and nerve damage.

So here was the big roadblock to getting a show on the road. Even school kids have been shoved onto drugs. And children of druggie mothers are even born as druggies!

So here we were trying to help people move up and drugs were holding them down.

\*Cedars: a group of Scientology buildings in Los Angeles, California; the main building in the group originally housed the Cedars of Lebanon Hospital.



I've been doing some concentrated research on this for the last couple of years. The first thing I discovered was that LSD stayed in the body and could release in slight amounts a long time after someone was "off it" and cause "trips." I found it remained in the fatty tissue of the body. (And the medics, two years later were bright enough to read the original bulletins I wrote and now confirm it.)

More recently I found that many other drugs, medical and street, likewise remain in the body. Including marijuana. None of these drugs are innocent. And marijuana, so favored by college students who are supposed to be getting bright today so they can be the executives tomorrow, causes brain atrophy!

Well, all this looked pretty grim. The new barricade. But I kept on and finally, right this minute, the pilot projects are just completing on what will probably be called "The Purification Rundown." It apparently gets rid of the whole lot!

And good news! There is now no reason to write off druggies as having brains too damaged to recover.

So we can start at the bottom with this society and away we go.

## THE FUTURE

There is a great deal going on and a very great many very fine people working to create a better future for Scientology, for orgs and for everyone.

But much of that is in the future. So does one simply wait? Or is there something one can do right now?

There is: Decide to flourish and prosper! And then Flourish and Prosper!

There is no more deadly way to get even with a suppressive or an antagonistic person or a downgrading society than by flourishing and prospering.

All a suppressive person or society is trying to do is prevent one from flourishing and prospering.

Of course, one has to handle threats or attacks. But don't get stuck in on them. One handles them but puts his *main* attention on doing things that will make one and the group flourish and prosper.

One cannot simply vanish in life, one cannot just become a nothingness. And the wrong way to handle suppression is to be low key and hope one isn't noticed. That is simply agreement with the suppressive person or society.

Attempts at suppression are totally defeated in the long run simply by Flourishing and Prospering!

The ammunition in such a battle is effective beingness and for us, effective promotion, books, excellent results and satisfied people. Use what you have. The very best way to flourish and prosper is to sell and get out the good products.

Now, while reading this, if it has occurred to you that if you did the suppressives would simply attack harder or that you had better be careful, then could I point out that people who have that reservation are a bit or a great deal under suppression. And that they need to locate and handle it with what is called “PTS Tech” available in any org. It is a certain indicator that if one has reservations about being able to Flourish and Prosper he needs to unsuppress himself!

So there is the ultimate victory over any suppressive group or society. Not to do them in—as they are very busy doing themselves in—but only handle enough to hold them off until one day we get to them with proper rundowns.

The ultimate weapon is to Flourish and Prosper.

So do so.

Love,

L. RON HUBBARD  
Founder



HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 DECEMBER 1979R  
REVISED 30 JULY 1990

Remimeo  
Case Supervisors  
Cramming Officers  
Ds of P  
Ds of T  
Dir Correction  
Tech/Qual  
Execs

*C/S Series 107R*  
*Cramming Series 16*

**AUDITOR ASSIGNMENT POLICIES**  
**CRAMMING ASSIGNMENT POLICIES**

*Refs:*  
HCOB 23 July 69 AUDITOR ASSIGNMENT POLICIES  
HCOB 24 Sept. 79RA Cramming Series 15  
Rev. 18.10.86 FLYING RUDS IN CRAMMING

It is longstanding policy that auditors are assigned pcs by comparable grade. The rule is that the auditor is not assigned pcs of higher grade than his own.

As a person gets audited he becomes quicker mentally, is more familiar with the technology and is less afraid of himself and his bank. When the pc advances to upper levels, the auditor assigned must be trained in the specific techniques of the upper level before attempting to audit a pre-OT at that level.

The same principle has application in the area of audited corrective actions and cramming ruds. The Cramming Officer must take note of the case level of any person he intends to cram so that the person can be handled appropriately.

**CRAMMING ASSIGNMENT RULES**

The basic rule that applies to assignment of cramming ruds and/or audited corrective actions is:

**TO DELIVER CRAMMING RUDS OR AUDITED CORRECTIVE ACTIONS THE CRAMMING OFFICER MUST NOT BE OF A LOWER CASE LEVEL THAN THE PERSON BEING CRAMMED OR CORRECTED.**

In relation to this rule there are some specific points that must be known and adhered to by all orgs as follows:

- a. A person below the case level of Clear may have cramming ruds flown and audited corrective actions delivered by a Cramming Officer of any case level, provided that the Cramming Officer is also trained to deliver the action.

- b. A person who is (or is on) OT III or New OT IV must have cramming ruds flown and audited corrective actions delivered by a Cramming Officer who is OT III or above, provided that the Cramming Officer is also trained to deliver the action and has studied and checked out on the materials related to delivering it to OT III pre-OTs.
- c. A person who is New OT V or above can only receive cramming ruds or audited corrective actions from a Class IX Auditor of the same or higher case level.
- d. A person of any case level may receive any nonaudited corrective action from a Cramming Officer of any case level.

*Cramming Ruds:*

The first step of any cramming cycle is cramming ruds, which must be flown to set up the person for a cram. (Ref: HCOB 24 Sept. 79RA, Cramming Series 15, FLYING RUDS IN CRAMMING)

In a case where the Cramming Officer could not fly someone's ruds and where an auditor qualified to do so exists in the org, the Cramming Officer would see that the cramming ruds were flown by an auditor. The Cramming Officer would then proceed himself with the rest of the steps of the cram.

Sometimes a situation can exist where no one in the org is of comparable case level to the person who is in need of correction. In such a circumstance corrective actions most certainly *should be* taken but are limited to those covered in the list of "nonaudited corrective actions," covered later in this issue. These only require that the person delivering the action has studied and checked out on it.

*Audited Corrective Actions:*

Listed below are some of the audited corrective actions that a person might require as part of a cramming cycle. These fall under the cramming assignment rules above and must be delivered by someone of comparable case level who is also qualified by auditor training to do the action. In a case where the Cramming Officer could not do the action himself, he would see that the audited corrective action was done by a qualified auditor as part of the cramming cycle. Such actions include the following:

- a. Repair lists, such as Cramming Repair Assessment List, Word Clearing Correction List, The Crashing Mis-U Repair List, Product Debug Repair List, Study Green Form, Student Correction List, False Data Stripping Repair List, etc.,
- b. Trouble Area Questionnaire or Trouble Area Short Form as given in HCO PL 9 Apr. 72R, CORRECT DANGER CONDITION HANDLING,
- c. Disagreement Check as laid out in HCOB 22 Mar. 72RA, DISAGREEMENT CHECK,



- d. The sections of the Debug Tech Checklist that must be done by a qualified auditor using an E-Meter as contained in HCO PL 23 Aug. 79R II, Esto Series 38R, Product Debug Series 2R, DEBUG TECH CHECKLIST. These include sections O. Out-Ethics and O/Ws, P. PTS and S. Drugs,
- e. Pulling withholds as part of Crashing Mis-U Finding, as covered in the "O/Ws" section of HCOB 17 June 79, Word Clearing Series 61, Product Debug Series 3, CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS,
- f. The handlings contained in HCOB 23 Aug. 79 I, Word Clearing Series 65, Product Debug Series 6, CRASHING MIS-US, BLOCKS TO FINDING THEM, which are steps B. Overts and Withholds, D. Justifications and E. Service Facsimiles,
- g. Method One Word Clearing,
- h. Post Purpose Clearing,
- i. Audited handlings given in any of the Auditor Analysis Checklists (Scientology Auditor Analysis Checklist, Confessional Auditor Analysis Checklist, NED Auditor Analysis Checklist or the Solo Auditor Analysis Checklist).

*Nonaudited Corrective Actions:*

There are many, many tools which exist for use in correcting staff and public. A large amount of them are nonaudited actions and these do not fall under the above assignment rules.

The list of nonaudited corrective actions below can and *should* be regularly used as corrective tools regardless of case level. Some of these actions include:

- a. All methods of Word Clearing except Method One,
- b. Product Clearing,
- c. Conditions and Exchange by Dynamics,
- d. Crashing Mis-U Finding (except where O/W pulling is required as covered in the "O/Ws" section of HCOB 17 June 79, Word Clearing Series 61, Product Debug Series 3, CRASHING MIS-US: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS),
- e. Study tech tools such as: checkouts, theory coaching, demonstrations, clay demos, etc.,
- f. Drilling, such as: drilling of post actions, TRs, Tone Scale Drills, Obno-sis Drills, Assessment Drills, Anti-Q-and-A Drills, Confront Drills, Supervisor Drills, Dissemination Drill, Disassociation Drills, etc.,
- g. Confront and Reach and Withdraw,

- h. Esto Series 16 steps, per HCO PL 24 Apr. 72, Esto Series 16, HATING THE PRODUCT OFFICER OF THE DIVISION,
- i. The Debug Tech Checklist sections that are not mandatory to be done by a qualified auditor using an E-Meter as per HCO PL 23 Aug. 79R II, Esto Series 38R, Product Debug Series 2R, DEBUG TECH CHECKLIST,
- j. False Data Stripping.

---

There is an abundance of powerful tools at the Cramming Officer's disposal for correcting staff and public of any case level. The entire range of cramming actions available can and must be liberally used where corrective actions are needed to ensure standard application and results in all cases.

L. RON HUBBARD  
Founder

Revision assisted by  
LRH Technical Research  
and Compilations

HUBBARD COMMUNICATIONS OFFICE  
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 DECEMBER 1979R  
REVISED 19 JUNE 1986

Remimeo  
TR Course  
TR Supervisors  
Cramming  
Officers  
Auditors  
C/Ses

**TRs BASICS RESURRECTED**

*Refs:*

HCOB	16 Aug. 71R II	TRAINING DRILLS REMODERNIZED
	Rev. 5.7.78	
HCOB	8 Aug. 83	CANCELLATION OF ISSUES ON TRs
HCOB	5 Apr. 73	AXIOM 28 AMENDED
	Rev. 25.5.86	
Book:	<i>Dianetics 55!</i>	Chapter 7: "Communication"
Book:	<i>The Problems of Work</i>	Chapter 6: "Affinity, Reality and Communication"
Book:	<i>Scientology: The Fundamentals of Thought</i>	Chapter 5: "The ARC Triangle"
HCO PL	7 Aug. 79	Product Debug Series 8 Esto Series 36 FALSE DATA STRIPPING
HCOB/PL	9 Feb. 79R II	HOW TO DEFEAT VERBAL TECH CHECKLIST
	Rev. 23.8.84	

TRs have been under study and pilot for the past year, as just about this time last year it became all too obvious, through review of the video-taped TRs of special corps of auditors as well as those from piloted TRs courses, that students seemed to have become incapable of mastering the TRs.

This presented a mystery, as I have always been able to teach TRs effectively in about a week's time, give or take a few days. Once the student has his basics in, it's done by simply getting the student to DO it, as TRs are not a "think" action nor a subjective action. They're practical drills on the comm cycle. There's nothing subjective about them. TRs are a doingness.

But we suddenly had entire corps of student auditors unable to master these drills.

What had happened to the teaching of TRs?

A good many months were spent in isolating exactly what had gone wrong, and it has now all been boiled down to a very few factors.

1. Hard TRs had been dropped out.
2. Doing the communication formula in clay had been omitted.

Those were the two major points of change, and when these two were omitted, that was it. That was the end of anybody being able to do TRs. One can't master TRs without familiarity with the comm cycle. One can't master TRs with permissive, pat-a-cake drilling. TRs are gotten in by drilling them HARD.

It is one thing to try to teach Hard TRs to raw public and it is quite another to make an auditor. People studying to become auditors have to be made into auditors. It's all right to teach a mild TRs course in Division 6 and one should, but when it comes to making auditors, there is no substitute for Hard TRs.

Somewhere along the line, doing the communication formula in clay as the beginning part of the TRs course was dropped out. This left the student with no slightest concept of why he was doing TRs. The communication formula is a Scientology discovery, and when you omit teaching it, the student suffers from out-basics. So the omission of doing the communication formula in clay on a TRs course was fatal.

There were also three additional factors found to be further influencing the scene.

3. Student auditors had no real understanding of the ARC triangle. Thus, their communication was stuck because their affinity and reality and, therefore, their understanding were deficient.
4. The lack of a bona fide TRs checksheet had opened the way for all kinds of false data to be entered into the subject.
5. Ignorance of the end phenomena of a TRs course or why they were doing TRs.

The result of this past year's study and piloting and the isolation of these factors has now culminated in a full and final TRs course which will be issued very soon in unalterable book form.

Meantime, this bulletin is being issued as a holding action to make these errors and omissions in the teaching and drilling of TRs broadly known so that they can be remedied at once wherever auditor TRs are being taught.

#### **OMITTED CHECKSHEET AND FALSE DATA**

Since the cancellation of HCO PL 24 May 71, THE PROFESSIONAL TR COURSE, there has been no real TRs checksheet, complete with the basics of communication and the theory of communication, which underlie the TRs. That was a huge out-basic right there. TRs as drills appeared on various checksheets, sometimes with several accompanying bulletins, but omitted was any thorough preliminary in-sequence study of the theory upon which the TRs are based.

Here we had a course without a checksheet, which made it possible for false data to spring in from various quarters. And so it did. It wasn't that people were willfully entering false data into the subject. It was simply that there was no



standard checksheet which took the student through the true data, and *only* the true data, on the simple basics (the ARC triangle and the communication formula) underlying the TRs and then the TRs drills themselves. With that situation you can get all kinds of false data coming into an area. And that is exactly what was found. Almost one for one the students coming onto the special piloted courses conducted this past year were ridden with false data, various types of “think” and figure-figure and alter-is of the tech of the TRs.

A number of BTBs and BPLs on the subject contributed to this scene and actually perpetrated out-tech in the area, and these have now been cancelled, by specific title, by HCOB 8 Aug. 83, CANCELLATION OF ISSUES ON TRs, which lists and corrects the outnesses these issues introduced.

A further handling is to give the student the true data on communication and TRs, as covered in the chapters on ARC in *The Problems of Work and Scientology: The Fundamentals of Thought*, the chapters on communication in *Dianetics 55!*, and HCOB 16 Aug. 71R, TRAINING DRILLS REMODERNIZED. As he studies this, one then digs up and strips off the false data accumulated on the subject or drill, using HCO PL 7 Aug. 79, FALSE DATA STRIPPING.

Where false data on a subject exists, it hits immediately and directly up against the true data, and until this conflict is blown by False Data Stripping, the person can be untrainable on the subject.

Thus, this brand-new tech tool, False Data Stripping, is and has been tremendously useful in correcting TR outnesses and ensuring correct training on the TRs.

It might be noted in passing that the most false subject on the planet at this time is psychology, because the mission of a psychologist is a government one—to make the population into controllable zombies. The subject is being taught earlier and earlier in schools, and a lot of your students and even Supervisors have been subjected to this propaganda and false data about man and the mind. I recall that the people it took longest to get through TRs courses were professional psychologists. The basis of this is false data—they are loaded with it. It is not that psychology teaches anything about communication (they never heard of the subject until we came along) but that they simply have so many false data about life that they actually can't study or drill in a life subject such as Scientology. And you may find it necessary to clean this up. This prevents horrible slows on TRs courses. It's not an action that would be done in the course, of course, but would be done in Review.

### THE COMMUNICATION FORMULA IN CLAY

The TRs are drills on the various parts of the communication formula.

This basic datum seems to have become obscured in recent years. It appeared that, to many, TRs were considered to be drills that were done for the sake of doing drills, with only some vague accompanying idea of their actual use or application or how they related to auditing and an auditing session.

The truth of the matter is that TRs are simply the drills that enable a person to polish and perfect his comm cycle.

But if one doesn't know what the cycle of communication is to begin with, if one isn't totally familiar with the various parts of the communication formula, the TRs as drills are not going to make much sense to him. Drilling becomes a struggle because he doesn't even know what it is he's trying to handle.

So one of the first things a TRs student needs is a sound understanding of the communication formula.

The way to learn the communication formula is to do it in clay. That defines it, puts it there in the physical universe for him. By demonstrating the communication formula, all of its parts, in clay, he will actually *see* how it works. It becomes real to him. Now he knows what it is he's drilling.

Unfortunately, with the cancellation of the 24 May 71 TRs checksheet, the basic action of demonstrating the communication formula in clay was dropped out, and with that a real understanding of the use of TRs was obscured for many.

Representing the comm formula in clay is now reinstated firmly as a vital preliminary step to drilling TRs.

### USE OF THE ARC TRIANGLE

Even below an understanding of the communication formula comes an understanding of the ARC triangle. Now we are getting more basic.

This turned up as a very interesting technical factor in reviewing countless TR video tapes this past year. It was actually a very interesting technical bug. I studied and studied these flunked video TR sessions to find the common denominator of all of them, and I finally nailed it. What I found was that they were specializing in "C," communication, on the ARC triangle. They were specializing in "C" but what was out was their "A" (affinity) and "R" (reality), and their "C" was being pegged—it would go up just so far—because they weren't anywhere up the line on their "A" and "R."

As a result, they couldn't *understand* anything the other guy was saying. Most of the flubs were on this basis. They didn't have any pc there; they weren't listening to what the pc said; the ARC was out the bottom.

The person gets stuck without full use of the ARC triangle. You can raise the communication level, but then you have to raise the reality and then you have to raise the affinity and then you get some understanding. Only then can you continue to improve each point of the triangle.

On most of those videos, they were stuck with the communication being raised just a bit and that was that, because they weren't raising the affinity and reality levels along with it. So they did not advance or improve.

A handling is to make sure the student gets a very sound understanding of the ARC triangle and its use before he tackles the TRs.

This can be accomplished by having him represent it in clay, using the chapters on ARC in *Scientology: The Fundamentals of Thought* and *The Problems of Work* and Chapter VII of *Dianetics 55!*



When he knows how A and R and C interrelate and how they're used to bring about understanding, he's then prepared to really grasp the communication formula. And when he has a good familiarity with the communication formula, he can drill the TRs and polish up his own communication cycle and improve with comparative ease.

### **TRs THE HARD WAY**

When TRs the hard way slipped out of use and permissive TRs entered the picture, the results were less competent auditors and less case gain for pcs.

Auditor TRs must be taught rough, tough and hard. This does not mean invalidative drilling or coaching or supervision. It does mean you get the student to DO the TRs. He's got to drill the TRs, not figure-figure on them or dive into his case to avoid them.

TRs the hard way means stringent, spot-on coaching and supervision on the proper gradient. Each button found on the student is flattened before it is left. Flunks are given when the student flunks. And when he flunks, he goes right back in again and he drills it until he's got it.

The TRs are taught and drilled per the 16 Aug. 71R bulletin, TRAINING DRILLS REMODERNIZED, and per the advices in HCOB 8 Aug. 83, CANCELLATION OF ISSUES ON TRs. The student is coached to wins, not losses. You make sure he understands the drill, and after that it's a matter of his DOING it. It's a matter of keeping him at it, getting him through it, regardless of what buttons crop up to be flattened, until he's mastered each TR and can handle any comm cycle with ease.

Permissive, namby-pamby, pat-a-cake TRs have no place in the training of an auditor or on a bona fide TRs course. A student who hasn't mastered his TRs won't master any of the training that follows them. The way to master TRs is to drill them the hard way. It is hard TRs that make an auditor. (A more gradient approach to TRs would be taken on the HAS Course where the new Scientologist is getting his first taste of how to handle communication in his everyday life and livingness.)

Given sound training on the basics, ARCU and the formula of communication, with any false data stripped off, and the student then drilled on TRs the Hard Way, to perfection, you'll find he comes through with flying colors to a smooth, flubless comm cycle. And it doesn't take a year or even months to accomplish it.

### **END PHENOMENON OF TRs**

As the students really had no idea of the communication formula as such, due to the omission of the requirement that they do it in clay and learn it, they of course didn't know where they were going. A surprising number of students were heard making stupid remarks like, "I would never use the TRs in auditing," which is about the same as saying, "I would never use food when I eat."

Practically no students on TRs courses had any idea why they were doing TRs or what had to be achieved in order to be a finished product on a TRs

course. This, unfortunately, included the Supervisors and, of course, the coaches. So one got all sorts of silly, invalidative, evaluative teaching and coaching. If they didn't know where they were going and what the end phenomenon of a TRs course was, of course they couldn't train a student toward it, and so TRs courses which would only involve a week or two, turned into months and months of floundering around due to miscoaching and, mainly, destructive criticism which had no purpose.

Instruction and coaching are not based on opinion. They should be based on producing the end phenomenon.

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.

That's the EP and that's the direction all instruction and coaching must take. Each TR must be in against the standard above.

As we know the communication formula, and as the TRs are parts of it, the end phenomenon can be achieved relatively rapidly. It is that we know, for the first time in man's history, the communication formula that makes it possible to drill people on it and produce the above end phenomenon. This was a major point that was being missed—that one was trying to produce something. If you don't know what you're trying to produce, it can take forever, can't it?

### PREREQUISITE

There is one factor that would effectively block a smooth run through this training, basics or no basics. You're not going to get a person who has been loaded up with drugs to grasp this data and come out the other end as any kind of product until he's had his drugs handled.

You now have the Purification Rundown to handle that, along with Objectives and the Drug Rundown. With this fantastic new rundown, which is an undercut to all training and processing, we have the means to make even the seemingly untrainable trainable.

### SUMMARY

I wanted to let you know what has been happening in regard to TRs study and training over the past year and what bugs have now been uncovered. Each of

the points taken up in this bulletin have now been solved. You will have a very complete professional TRs course released in book form in the near future.

Meantime, the materials exist and are available on which to train students in TRs and do so very effectively.

Therefore, this issue is your license to include on any current checksheet which calls for auditor TRs the materials and actions covered herein.

The data is being given you for your immediate use.

So I'll expect to see you turning out crops of auditors with flawless TRs!

It *can* be accomplished by getting in the five points covered in this bulletin alone.

L. RON HUBBARD  
Founder

Remimeo

*Purification Rundown Series 2*

**HOW TO BUILD A SAUNA**

*Ref:*

HCOB 6 Feb. 78RB  
Rev. 21.4.83

Purif RD Series 1R  
THE PURIFICATION RUNDOWN  
REPLACES THE SWEAT PROGRAM

ANYONE BUILDING A SAUNA SHOULD BE WARNED THAT IT HAS TO BE PROPERLY BUILT SO AS NOT TO CAUSE INJURY OR CASUALTY TO PERSONS USING IT.

The Purification Rundown is not only the initial necessary preliminary undercut to the majority of cases planetwide, but orgs will find it in great popular demand in the immediate future, as news of its remarkable results have already spread rapidly through word of mouth.

Every org must be able to deliver the Purification Rundown. In order to deliver the rundown, an org will need the use of a sauna, and in order to deliver it most efficiently, an org would have its *own* sauna.

The major part of the 5-hour daily period on the Purification Rundown is spent in the sauna bath, after working up the circulation by a period of running.

Thus, if the sauna bath is situated right on the org premises or adjoining or very close to the org premises and operated under the org's jurisdiction, it will not only be more convenient and more workable but more economical as well.

This issue is written to provide the basic data on how an org can equip itself to deliver the rundown most ideally—via its own sauna bath.

**SAUNA: DEFINITION OF**

The word *sauna* is a Finnish word which describes the Finnish custom of bathing or deep cleansing by intense heat which induces perspiration.

Technically, the term *sauna bath* refers to a specially constructed wooden room, properly insulated and heated to temperatures of between 140 degrees and 200 degrees Fahrenheit (or approximately 60 degrees to 93 degrees centigrade) to induce profuse sweating.

It is equipped with wooden benches at different height levels on which the bathers sit or recline. As heat rises, the air is hotter around the higher benches and somewhat cooler around the lower benches, so one can take his choice, depending upon his heat tolerance.

The sauna room is also, necessarily, equipped with its own heat source.

## BUILDING A SAUNA

In building a sauna, the two main factors to be taken into consideration are (a) location of the sauna room and (b) the type of heat source to be used.

The choice of location of the room can depend upon what type of heat is available and most economical, and the location of the main source of heat.

With these two factors determined, one can then get into the other aspects of sauna installation, which include size of the room, foundation and flooring, wiring, walls, ventilation, insulation, exterior finishes, safety measures and any accessories needed.

**COST ANALYSIS:** Before undertaking the building of a sauna, all of the following data will need to be taken into consideration and a cost analysis must be done, based on building codes and local prices and accessibility of materials and equipment.

In other words, cost analysis and planning is done *first* so that all the aspects of an effective, operational sauna are considered and provided for in advance. A properly targeted construction program can then be carried out rapidly.

In the PAC area a very workable sauna was constructed for approximately \$1600—\$1200 of which was for construction and construction materials, \$400 of which was for sauna unit heaters. With good planning, it is possible for any org to equip itself with a standard sauna room, vital to the delivery of the Purification Rundown. Its construction and maintenance should then more than pay for itself as the rundown is sold and delivered.

**BUILDING CODES AND PERMITS:** It will be necessary to check with your building department to determine what permits are needed for sauna installation and what the local building codes require in the way of structural design and construction materials. Most building codes in the United States set standards similar to or based on those of the Uniform Building Code and the National Electric Code for foundations, framing and wiring.

Zoning laws may enter into it. However, as you will not be in the business of operating a commercial sauna, and as many home owners and even business executives now install their own private home or office saunas, there should be no difficulty in obtaining the necessary permit for installation.

Building codes and building permit requirements must be complied with, for both safety and legal reasons. It would be foolish for an org to endanger its tenancy of a building by any infraction of such regulations.

**LOCATION OF THE SAUNA:** A sauna room can be built inside another room. In other words, one could use a fairly small room for this purpose by insulating and paneling it properly, or one could partition off a part of a large room, with proper wall construction, insulation and interior finishing.

An ideal selection for a sauna would be a room with a drain in the floor or one where a drain could be easily installed. It should be located near a shower (which may also need to be installed), as cooling showers may be necessary for a large majority of people during the hours of sweat-out. In any case, a nearby source of running water is a must, as sweaters should drink plenty of water to



prevent dehydration and this must be easily available. It is also needed for convenience in taking salt or potassium gluconate tablets and vitamins.

Ideally, two showers and two locker rooms, one each for men and women, would be located conveniently near the sauna.

Depending upon the type of heat to be used, it may be advantageous to select a room fairly close to the heat source to prevent the necessity for extensive additional wiring or piping. For example, if steam heat is to be used, the closer the room is to the steam furnace or boiler the better, as steam pipes, all well and properly insulated, would need to be run from the heat source to the sauna steam heaters. The more such piping is needed, the greater the cost, naturally, and there is also the additional factor of it taking longer to get the steam actually coming through to the sauna heaters.

Choosing a room with the least outside wall or window surface is also desirable. This is due to the fact that the more outside wall surface there is involved, the more insulation and heat is required to maintain proper sauna room temperatures.

It may be necessary to select the sauna room according to local building code and permit regulations.

Where an org simply does not have the space for building a sauna right on the org premises, it may be necessary to rent or purchase additional space in a nearby or adjoining building for the installation of its sauna.

*SIZE OF SAUNA ROOM:* A sauna room must not be too large, for the sake of economy. Too large a room is too expensive and too difficult to heat.

An org, however, will want a sauna room that can accommodate between ten and fifteen people at once, as the traffic will require it. Some suggested sizes are 12 x 10 x 7 feet, 14 x 14 x 7 feet or 12 x 16 x 9 feet. The height of the room is never more than 9 feet, and most often 7 feet is best, as a high ceiling simply results in loss of heat because heat rises. Thus, a low ceiling prevents the heat from rising into space where it won't be used.

The size of the room should be determined by the number of people you expect to be using it at any one time. It is usual to allow 65 cubic feet of space for each person.

A rectangular- or square-shaped room provides the optimum shape space for arrangement of the tiered benches.

It should be kept in mind that the size and power of the sauna stove required to heat the room will depend directly upon the size of the room.

### **SOURCES OF HEAT**

By far the biggest single factor to be taken into consideration in installing a sauna is the source of heat to be used.

The types of sauna stoves available are:



1. Gas
2. Electric
3. Wood-burning (which would not be practical for an org), and
4. Steam heaters can also be used, where the org has a year-round supply of steam such as would be routinely supplied for dishwashers, laundry or hot-water heating. Otherwise, where steam is used only for central heating of the building, it would be far too expensive to run a steam boiler in the summer for sauna use only. Additionally, there would be heat loss, even with shut-offs to different areas. In a large building, however, where steam is required all the time for other purposes, steam would probably be the most economical. Or it might be practical to purchase a small steam generator for sauna-heating purposes only.

The choice of the type of heater to be used should be determined by the most economical heat available to the org. Cost comparisons should be made locally to determine installation costs and operating costs of different heating systems.

**ELECTRIC STOVES:** Electric sauna stoves are by far the easiest to install and the cleanest. They are efficient but they may not be the most economical to operate, depending upon the cost of electricity in the area.

With an electric stove, you will need at least a 220-volt supply of electrical power to the sauna. This is the same voltage that operates a kitchen stove or a clothes dryer, but it must be determined that the existing power supply in the org can safely support the *additional* power required for the sauna heater. If not, you may need to install an additional power supply.

The size of the stove is important—it must be the correct size, power-wise, to produce the required sauna temperatures. The size will depend upon the size of the room and the location of the room. Less power, for example, would be required for a small room or a room with no outside wall exposure.

The power of an electric stove is measured by the number of kilowatts needed to heat the stove elements. One kilowatt (kw) = 1000 watts. Prefabricated electric sauna stoves come anywhere from 2.2 kilowatts to 18 kilowatts in power.

To compute the size electric stove needed, allow 1 kilowatt for every 45 cubic feet of room space.

Find the number of cubic feet of room space by multiplying the length by the width by the height of the room. This gives you the total cubic feet, or *volume*, of the room.

Divide the volume by 45 to get the number of kilowatts needed to heat that room.

*Example:* The volume of a 12 x 10 x 7-foot room = 840 cubic feet.

$$840/45 = 18.44 \text{ kilowatts}$$

18.44 kilowatts is the power required to heat a 12 x 10 x 7-foot room to proper sauna temperatures.

The above is the formula that would be used in temperate climates. In a colder climate, a stronger stove would probably be required.

Prefabricated electric sauna stoves have a control unit that is always installed *outside* the sauna room, as the controls are not built to withstand high temperatures. These stoves usually also include a safety device that cuts off the electrical current should there be a malfunction of any kind.

**GAS STOVES:** The power of a gas stove is measured by the number of British Thermal Units (BTUs) of heat the stove generates. (A British Thermal Unit is the amount of heat necessary to raise 1 pound of water 1 degree Fahrenheit.) Gas heaters are graded according to the number of BTUs they provide in one hour.

To compute the size gas stove required, allow 1000 BTUs for every 15 cubic feet of sauna room volume.

*Example:* The volume of a 12 x 10 x 7-foot room = 840 cubic feet.

840 cubic feet divided by 15 cubic feet (840/15) = 56.

Multiply 56 x 1000 BTUs = 56,000 BTUs needed from a gas heater to heat a 12 x 10 x 7-foot sauna room.

Gas heaters usually cost less to operate than electric heaters. They are a bit more complicated (but not necessarily more expensive) to install. The heater would need to be connected to the building's gas supply line by approved gas piping. Standard approved galvanized-steel pipe with threaded ends and standard galvanized-steel fittings for any bends (elbows) in the pipe, with approved thread sealant, would be required. Such piping would need to be done professionally, possibly contracted, or inspected professionally when completed.

Old gas heaters, however well-renovated they might be, are *not* permitted for this purpose. Modern gas heaters for sauna use are built with special safety shut-off valves and safety pilot flame designed to cut the gas supply off should the pilot light go out. If an org is to use gas heat in the sauna, *only* a modern gas heater with these safety features is permissible for org installation.

With a modern gas heater, the gas is piped in to a small burner in a sealed combustion chamber in the stove. Air is drawn into the chamber from outside the sauna and expelled through the flue.

Gas heaters, especially, require an adequate air supply and suitable venting.

**SOAP BUBBLE TEST FOR LEAKS IN GAS LINES:** The following test can be done to detect leaks in a gas pipeline, particularly at the elbow joints or any place where two pieces of pipe are spliced together with threaded ends. Mix one part liquid detergent with four parts water in a cup or can.

Pressurize the line by opening the gas line valve. With a soft brush, mix up the soap solution and daub it well around any joints of pipe. If there is the slightest leak, it will show up in big soap bubbles. If any such leaks are found, the pipe connections would need to be redone and then thoroughly reinspected.





Both gas and electric prefabricated sauna stoves are metal-encased, usually with two or even three layers of noncorrosive metal with air between them. The outermost layer of metal, which is usually of stainless steel or baked enamel, prevents the surface from becoming too hot and inhibits the loss of heat from the front and sides of the stove. Both the gas and electric type stoves are thermostatically controlled.

### SAUNA STONES

Prefabricated sauna stoves are designed with a metal tray at the top to hold and heat a pile of stones or rocks called konno rocks. Konno rocks, technically known as peridotite malm, are quarried in Finland. They are ideal for the sauna as they store heat well, help to distribute a soft heat evenly throughout the sauna room and help to maintain the required sauna temperature. Another virtue of these stones is that they can withstand high temperatures and do not crack or explode when subjected to high heat pressure.

To allow for good air circulation, the stones should be loosely packed in the tray. If one wishes to add steam to the sauna, a long-handled ladle is used to pour water on the hot stones, resulting in bursts of steam which fill the sauna room.

A supply of konno rocks or stones is usually included with the purchase of a prefabricated sauna stove. The stones will usually last through five years of routine use. They may also be purchased separately, commercially.

*WOOD-BURNING STOVES:* Although the wood-burning stove is in the best Finnish sauna tradition, it is highly impractical for org use. It takes a good quantity of wood to heat a sauna adequately and routine stoking would be required, as well as a convenient storage space for the wood supply. Further, the cost of wood as fuel can be high, and there is a wide variance in the heat-producing qualities of different woods. It takes considerable time to heat a sauna room to the required temperature with a wood-burning stove, and the ashes from a wood fire must be removed periodically.

For all of the above reasons, a wood-burning sauna stove is not recommended.

*STEAM HEATERS:* Where steam is available the year round, steam “unit heaters” can be used, as was done in the sauna built in PAC, and this is probably the most economical method of heating the sauna.

A unit heater is a combination heater and fan, so arranged that the fan blows air through the heater, thus speeding the transfer of heat from the heater to the room air.

Steam unit heaters are rated according to the number of BTUs they will produce when supplied with 60 degree Fahrenheit entering air and 2 pounds per square inch steam pressure. As entering air becomes hotter, the heater puts out fewer BTUs. But by increasing the steam pressure to the unit heater, you can increase the amount of BTUs it puts out. Check the steam capacity of the unit (which is probably 150 pounds per square inch). By adjusting the pressure-reduction valve and so admitting more or less steam pressure to the unit heater,



you can raise or lower the temperature of the sauna. A safety valve is used to protect the unit heater in the event that the pressure-reduction valve should fail (though this is quite unusual). One should insist on clear instructions on how to mount any safety valve that is purchased.

Actually, the unit heater can be heated by electricity, gas, steam or hot water. An electric unit heater is the easiest to install (depending upon the existing voltage supply, as described earlier), but an electric heater will use around  $\frac{1}{3}$  of a watt to put out one BTU per hour. To heat a room 14 x 14 x 9 feet high, this would require upwards of 18,000 watts per hour which, depending upon the geographical location, can be quite an expensive operation.

Hot-water heaters require high water temperatures, around 180 degrees Fahrenheit minimum. Gas or oil heaters, depending upon local availability of fuel, can be fairly inexpensive to purchase and use, but they require sufficient air supply and the proper venting to be safe.

**REMEMBER THAT ANY COMBUSTION INCLUDING ELECTRICAL COMBUSTION CONSUMES OXYGEN, AND AS OXYGEN DIMINISHES, IT WILL GIVE OFF CARBON MONOXIDE, WHICH IS QUITE A DEADLY POISON.**

Perhaps your best bet, from the standpoint of safety and economy, would be a small steam generator, external to the sauna and well vented, providing steam to a unit heater in the sauna.

***SPECIFICATIONS FOR STEAM FITTINGS:*** If steam is used, the following specifications might be used as a guide in the selection of steam fittings:

*For steam piping,* maximum pressure 150 pounds per square inch, use standard-weight black steel pipe, ASTM A53 or A-120, Grade A or B. Use screwed fittings of 150-pound black malleable iron. Use unions of 250-pound malleable iron, ground iron to bronze seat. Use RP 8 C shut-off valves, 30 ITF, bronze body ball types with Teflon seats. For pressure-reduction valves and safety valves use C. M. Bailey.

*For condensate return,* use seamless copper tubing, drawn temper, ASTM B88, Type "L," fittings of wrought copper solder joint ASA B16 22; unions wrought copper screwed Nibco No. 633; shut-off valves Nibco-Scott S-595-Y bronze body, solder end, ball type with Teflon seats; check valves Nibco Y-type brass body screwed. Solder, Easy Flo or equivalent, with melting point higher than 1000 degrees Fahrenheit, suitable flux.

The basic hook-up is steam main to higher elbow (for drainage), to shut-off valve, to strainer, to union, to pressure reduction valve, to union, to shut-off valve, to safety valve, to elbow, down to union, to elbow, to unit heater. From unit heater to scale pocket (a short, capped length of vertical pipe same size as exit hole from unit heater into which scale from the heater can fall), to union, to strainer, to "Float & Thermostatic Trap," to shut-off valve, to check valve, to elbow, to condensate return pipe.

Again, the foregoing should be considered a guide only, as installation instructions for your heating system should be available from the manufacturer.

The unit heaters described above, whether heated by steam, gas, electricity

or hot water, provide a dry-heat sauna of a less sophisticated type than the specially designed prefabricated gas or electric sauna stoves.

You will need to check the various systems and costs with your local dealer to determine the most suitable sauna heater for your area.

### CONSTRUCTION OF THE SAUNA

**FOUNDATION AND FLOORING:** The floor of the room you are converting into a sauna serves as the foundation.

If it's a concrete floor, all you would then need to do would be to add wooden slats, in a duckboard construction. Duckboards are easy to remove for cleaning purposes. Or you could cover the floor with ceramic tile.

If the original floor is wood, the handling would be to install a wood frame, made of 2 x 4 sleepers, add some good thermal insulating material (*not* fiberglass), and put down a subfloor of plywood over that. The plywood floor could then be covered with ceramic tile or seamless sheet vinyl, for waterproofing.

Only waterproof adhesives would be used. Ideally, the floor would be slightly sloped toward a drain, as it will need to be scrubbed down routinely to be kept clean.

**FRAMING:** The first walls put up can be sheets of Sheetrock.

The room is then framed with 2 x 4 studs, spaced to permit insertion of 3-inch-thick insulation batts. The studs are nailed to the wooden 2 x 4 sleepers below the subfloor. If the floor is concrete, they are attached with anchor bolts or concrete nails. The studs may be 16 or 24 inches apart, according to building codes.

The ceiling, lowered to 7 or 9 feet, is constructed exactly as the walls are, with the rafters spaced for insertion of insulation batts.

*Note:* At this point, although the wall construction is not yet complete, any needed holes for conduits for electricity or other heat should be drilled in the Sheetrock and studs.

**INSULATION:** Good insulation is important in a sauna, as it helps retain the heat and keeps the cost of heating down. The best insulation is expanded polyurethane. The insulation batts, 3 inches thick, come in strips, with flanges which can be stapled (do not use glue) to the framing studs. The 3-inch-thick part of the insulation batt is inserted between the studs.

**FINISHING OF THE WALLS:** With the insulation installed, a vapor barrier (of construction plastic) is then nailed or stapled to the studs. The vapor barrier prevents moisture from collecting inside the walls.

The same insulation and vapor barrier is also installed in the ceiling.

Walls and ceiling are then covered with ½-inch gypsum board.

For the final covering, walls and ceiling are paneled with saw-textured,

1 x 6-inch wood paneling, with the smooth face exposed inside the sauna. Kiln-dried redwood is commonly used for such paneling, where it is easily available. This and cedar are especially popular because of their high insulation factor. They make the sauna easier to heat and remain cooler to the touch. Other low-density softwoods which resist heat can also be used such as white pine, sugar pine, ponderosa pine, spruce and hemlock.

Care should be taken to select finished, vertical-grain woods, as free of knotholes and resin pockets as possible. Any knotholes or resin pockets must be placed near the floor, never on the ceiling or high on the walls, as the melting resin could drip and burn the bathers.

Any nails or staples used in the construction should be of rust-resistant, hot-dipped galvanized finish.

**VENTILATION:** The sauna needs to be properly ventilated to provide enough oxygen, a free flow of air and an escape for the bad air, while still retaining the room heat. Poor ventilation in the sauna can cause dizziness or even asphyxiation.

Building requirements usually call for a vent area of  $\frac{1}{20}$  the floor area, but not less than  $1\frac{1}{2}$  square feet; but this must be checked with your building department.

The intake vent is located near the floor and can be approximately a  $1\frac{1}{2}$ -inch slit under the door. The outlet vent would be on the opposite wall, near the ceiling, and could be a vent of about 4 inches in diameter. With this arrangement, the good air is pulled in low in the room and can circulate, while the bad air leaves through the vent near the ceiling. It is a good idea to provide a slide cover for the outlet vent so it can be adjusted to control the amount of air leaving the room.

**WIRING:** Any wiring to be done will have to meet very strict electrical standards for complete safety. The installation of wiring and electrical circuits to handle an electric stove (should your sauna have one), control panel, thermostat and lighting for the room will probably be required to be done professionally. In a sauna, wiring must be used that can hold up under 200 degree Fahrenheit or higher temperatures and also withstand moisture. Also, the wiring must be located in the dry areas behind the insulation. All switches and controls are installed outside the sauna, as these do not withstand high heat.

**SAUNA DOOR:** The recommended door is a solid-core Philippine mahogany slab door. This is not a true mahogany and should not be too costly. It should be solidly mounted with four hinges and not too tight in the frame, as it will expand slightly (or shrink) with changes in temperature.

When a solid-core door is used, you would also add a frame, insulation and paneling to it.

**CAUTION:** Sauna doors should always open out and must *never* be fitted with any type of latch that could get caught or stuck and lock you in. Ball or roller catches are probably best for this purpose. There is never an outside lock installed on the door.

Wooden handles must be used on the door, never metal, as it becomes too hot to touch.

One should avoid using any metal frames or hardware in the sauna wherever possible for the same reason. Any metal fasteners or lighting fixtures which must be used should be noncorrosive and placed well away from where bathers could touch or brush against them accidentally, as they could cause burns.

**SAUNA BENCHES:** The sauna benches are preferably made of redwood, 2 x 2 and 2 x 4, as other materials can leak hot pitch or give off toxic fumes when heated.

Bench sizes vary but the best approximate size is about 15¾ inches wide, 32 inches high with an 8-inch step. Benches are installed in tiers at various levels in the room. The lower benches should be a bit wider than the upper ones to provide room for people's feet.

Benches can be located on three sides of the room but would never be placed against the wall where the stove is located.

**ADDITIONAL SAFETY MEASURES:** Whatever the choice of a sauna stove, it must be mounted according to building department regulations, whatever distance from the wall is required and with whatever type wall insulation behind it that is required.

A wooden railing is placed around the front and sides of the stove for bathers' protection.

**ACCESSORIES:** You will need a thermometer that reads at least up to 200 degrees Fahrenheit, and you will probably want to install a clock in the sauna. These accessories should be of the type that are manufactured for sauna use.

**CURING THE SAUNA:** Curing the sauna means preparing it for its first use. When your sauna is complete, sweep down and vacuum all walls, ceilings, floor, benches, corners. Next wipe all walls, ceiling, benches, fixtures, stove, accessories, etc., with a damp cloth and warm water. With the sauna door propped open, turn the heater on for about half an hour. (The stove may smoke a bit if it is burning off its protective coating.) Finally, close the sauna door, bring the room temperature up to 200 degrees Fahrenheit for about five or six hours. Your sauna will then be ready for use.

**HYGIENE:** The sauna must be scrubbed down routinely to keep it sanitary and free from perspiration odors. Any duckboards on the floor should be removed and scrubbed and then replaced. It is also a good idea to routinely fully ventilate the room, particularly after heavy use, so wood surfaces can be given a chance to dry.

**HOW TO TAKE A SAUNA:** Before going into the sauna, all jewelry, wrist-watches, eye glasses or contact lenses should be removed, as these could become uncomfortably hot or be damaged by the heat.

It is best to shower briefly with warm water just before going into the sauna and after the running period which has brought up the circulation.

The period of sweat-out in the sauna would then be followed by another cleansing shower.

In an org sauna, used by all, swimwear (not too tight-fitting) or loose shorts and a tank top, for women, would be worn. Ideally, an org would have two saunas for its public, one for men and one for women. The same dress could be worn in this case, if preferred, or the bather could simply sauna in a large towel.

---

Complete, prefabricated saunas are available on the market, and possibly these should be priced, but an org in any area will probably find it more economical to build its own.

With careful planning and costing, economical use of materials, but without stinting on safety measures, a very workable, pleasant sauna can be built for the org's use in delivering the Purification Rundown.

---

As saunas are becoming more popular by the day, there are numerous reference books or magazines which can be found in the library or on newsstands which would give you further data on saunas.

Two of these are:

*How to Build a Sauna*, by Carlton Hollander, a Drake Publication of Sterling Publishing Co., Inc., New York.

*Hot Tubs, Spas and Home Saunas*, by the Editors of Sunset Books, Lane Publishing Co., Menlo Park, California.

And the 3-volume *Heating, Ventilation and Air Conditioning*, by James E. Brumbaugh, published by Theodore Audel & Co., a division of Howard W. Sams and Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana, 46268, (catalog 23227) will provide valuable data on routine heating and determining heat requirements.

With the issue of this bulletin as a guide, each org should now get busy and acquire its own sauna in very short order—to be able to deliver the Purification Rundown in volume!

L. RON HUBBARD  
Founder

Assisted by  
PAC Sauna Construction  
Project

